



**UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG**  
**SCHOOL OF SOCIAL SCIENCES**  
**GLOBAL LABOUR UNIVERSITY PROGRAMME**  
**COURSE BOOKLET**

## **WELCOME MESSAGE FROM CHAIRPERSON OF PROGRAMME**

Dear students,

Welcome to Wits and the Global Labour University (GLU) programme! GLU is a postgraduate degree (Honours and Masters Levels) in Labour Policy and Globalization.

The GLU is a unique programme and an important initiative with the following partners: the University of Kassel, Berlin School of Economics, University of Campinas, Jawaharlal Nehru University (JNU), the Penn State University, the International Labour Organisation (ILO), Friedrich Ebert Foundation (FES), Global Union Federations, and National Union Federations and affiliates in GLU programme countries.

We have developed an exciting and innovative programme that is designed to equip you to engage more effectively as trade unionists with the challenge of globalization. In addition to the formal curriculum we have arranged a set of supplementary activities including workshops, seminars, fieldtrips and often host visiting lecturers from other universities and trade union movements.

The programme is located in the School of Social Sciences in Robert Sobukwe/Central Block on the East Campus. The programme coordinator, Pulane Ditlhake, has an office in Robert Sobukwe/Central Block, Room CB202. She will be assisted by Mr. Warren McGregor and his office is in Robert Sobukwe/Central Block, Room 203.

This is a wonderful opportunity for all of us to learn and deepen our understanding of the challenges facing labour in the twentieth-first century. The programme is demanding, but we are certain you will find the investment in your education a worthwhile endeavor. Both staff and students have been carefully selected for this programme and we are looking forward to engaging with you over the course of the year.

You are the thirteenth intake of students on this course at Wits. It is a wonderful experience for all of us and we are looking forward to meeting you in February!

*Professor Michelle Williams*

Chairperson: GLU South Africa

On behalf of the GLU Steering Committee Members: Professor Devan Pillay, Prof Karl von Holdt (SWOP), Prof Vishwas Satgar, Prof Sarah Mosoetsa, Dr Ben Scully, Dr Nicolas Pons Vignon, Mr Alfred Mafuleka (COSATU), & Ms Pulane Ditlhake

## STRUCTURE OF THE HONOURS PROGRAMME

Students must complete five courses to qualify with Bachelor of Arts, with Honours in the field of Labour Policy & Globalisation. Three courses are compulsory with an additional two elective courses.

### Full time Structure:

- Three courses in the first semester
- Two courses in the second semester

### Part time Structure:

- Two courses in the first semester of the first year
- One course in the second semester of the first year
- One course in the first semester of the second year
- One course in the second semester of the second year

Alternatively, the student may elect to move the elective courses around. If a compulsory course is not offered, there will be a suitable alternative course provided.

### Compulsory Courses

Semester 1	Semester 2
SOCL4028A Research Essay	SOCL4045A Labour in the Global Economy
	SOSS4022A Labour and Development

### Elective Courses

SOCL4015A/SOCL7011A Environmental Sociology	SOCL 4009A/SOCL7009A Development as Ideology & Practice
SOCL4014A/SOCL7010A Economic Sociology	SOCL4029A/7036A Feminist Theory
SOCL4039A/SOCL7042A The Sociology of Health and Illness	SOCL4006A/SOCL7008A Collective Actions and Social Movements
SOCL4040A/SOCL7043A Sociology of Land and Agrarian Reform in Southern Africa	SOCL4038A/SOCL7041A Making of the South African Social Order

## STRUCTURE OF THE MASTERS PROGRAMME

Students must complete three courses to qualify with Master of Arts in the field of Labour Policy & Globalisation. The courses are compulsory.

### Full time Programme Structure:

- Three courses
- One research Report

Part time studies only available to students based in Gauteng with strong motivation. Should you wish to take part time studies, PLEASE NOTE that you are required to take the Advanced Research Methods course in the first year and at least one other course in the first year. We also highly recommend that you take all three courses in the first year so that you can spend the second year focusing on the Research Report.

Semester 1	Semester 2
SOCL7010A Economic Sociology	SOSS7021A Labour & Development
SOSS7013A Advanced Research Methods	
SOCL7022 : Masters Research Report (Full time) SOCL7024 : (Part time Programme for SA students)	

If one of the compulsory courses is not offered, a suitable alternative will be provided.

### ESTIMATED COURSE FEES

Course Code	Honours Course Name	Course Fee	Note Fee	Total
SOCL4045	Work & Labour in the Global Economy	R 5 800.00	R 510.00	R 6 310.00
SOSS4022A	Labour & Development	R 5 800.00	R 756.00	R 6 556.00
SOSS4034	Research Essay	R 5 800.00	R 510.00	R 6 310.00
SOCL0000	Elective One	R 5 800.00	R 510.00	R 6 310.00
SOCL0000	Elective Two	R 5 800.00	R 510.00	R 6 310.00
<b>Total Estimated Fees for Honours Programme – 2017 Fees</b>				<b>R 31 796.00</b>

Course Code	Masters Course Name	Course Fee	Note Fee	Total
SOSS7021A	Labour & Development	R 6 680.00	R 510.00	R 7 190.00
SOCL7010A	Economic Sociology	R 6 680.00	R 510.00	R 7 190.00
SOSS7013A	Research Methods	R 7 350.00	R 526.00	R 7 876.00
SOC7022	Masters Research Report	R 16 710.00	R 0.00	R 16 710.00
<b>Total Estimated Fees for Honours Programme – 2017 Fees</b>				<b>R 38 966.00</b>

## **COURSE DESCRIPTIONS**

### **SOCL4028A - HONOURS RESEARCH**

Through in-class sessions, individual supervision and practical tasks, students will be trained in a variety of research methods that will enable them to embark on an applied research project. They will conceptualise and design a research project and conduct a pilot study that will culminate in a written research essay. With a focus on design and data collection, the research essay will include conceptual and empirical components. The research essay will be a stand-alone piece of work that could be used further for an advanced research project at the MA level.

**Lecturers: Ran Greenstein and Obvious Katsaura**

### **SOCL 7050A/SOSS 7040A - ADVANCED RESEARCH METHODS**

This course prepares students for the Master's Research Report component of their degree. The course develops students' research skills and develops their Research Report proposal. The components of the Research Report developed includes the research question and rationale for the research, a literature review, a methodology outline, ethical considerations, and referencing. Students transition from this course to working with their supervisors on an individual basis. Supervisors oversee students' research and the writing of the report over the second semester of 2018 and into 2019. The final assessed component of this course is a draft research report proposal (which is then submitted in consultation with their supervisor to the Faculty for approval prior to research commencing).

Depending on numbers and the spread of experience, the course may be streamed into two parallel groups.

**Lecturer: David Dickinson**

### **SOCL4014A/7010A - ECONOMIC SOCIOLOGY: INSTITUTIONS, CAPITALISM AND MARKETS**

This course will introduce students to the main paradigms that shape modern economic policy debates and positions. Although it is not an economics course, it will, nonetheless, provide post-graduate students in the social sciences with a solid grounding in economic and social theory in a manner that will enable effective policy advocacy and critique. Sophisticated theoretical discussion, plus detailed reading, plus policy analysis, forms the core of the course, which is designed to give students an in-depth understanding of the capitalist system, and its limitations. This course does not require any prior knowledge of economics or economic theory. Without understanding the larger models that frame discussion and debate, it is impossible to develop an effective grasp of quite elementary questions relating to economic and social justice; and, when trapped within our assumptions, we struggle to develop critical thinking and analysis. Regardless of whether one opposes or supports the capitalist system, one will be in a position to argue one's position, understand its political implications and its applicability to real-world policy issues, and appreciate the strengths and weaknesses of alternative assessments. The four main paradigms that will be dealt with are, respectively, economic liberalism, Keynesianism, Marxism and anarchism.

In addition, students will give close readings to key macro-economic policy documents drawn from the local context, and learn how to read and assess such papers. The aim of this reading is partly practical: first, to introduce students to macro-economic policy documents of decisive importance – decisive, at the very least, as statements of orientation by particular class forces;

second, to apply knowledge from the four main texts to the analysis of these documents, developing an understanding of the paradigms informing policies and learning to read and assess policy papers; and, third, to equip students for policy work. Equally importantly, this reading introduces students to the synergies of theory and practice: that is, to the practical applications and political implications of different economic paradigms.

**Lecturer: Sarah Mosoetsa**

### **SOCL4015A/7011A - ENVIRONMENTAL SOCIOLOGY: THE POLITICAL ECONOMY OF NATURE AND DEVELOPMENT**

Sociology has made important recent progress in addressing environmental questions. Environmental sociology has posed fresh theoretical and policy departures for the discipline, questioning inherited assumptions and contributed to a radical rethink of numerous issues relating to sustainable development. The course will illuminate a number of global, regional, national and local environmental issues, through a political economy and sociological lens, drawing on a wide range of theorists.

Environmentalism has spawned numerous approaches, ranging from neo Malthusianism, through to ecofeminism, deep ecology, radical ecology and ecosocialism. Linkages between the environment and development will be drawn, as will those between the natural and social sciences. The rise of a global environmental social movement will be traced, including the environmental justice movements in South Africa and elsewhere.

Students will be encouraged to address a particular environmental problem as part of their written contribution to the course. This course is also relevant to students of Geography, International Relations, Politics, Town and Regional Planning, and the Natural Sciences.

**Lecturer: Michelle Williams**

### **SOCL4030A/7039A - SOCIAL TRANSITIONS**

Social Transitions is a critical theory seminar. The course discusses issues in social theory with a focus on questions of race, class and identity, modernity and development, state and power, colonialism and resistance, indigenous and post-colonial patterns and challenges.

**Lecturer: Ran Greenstein and Obvious Katsaura**

### **SOCL4039A/7042A - THE SOCIOLOGY OF HEALTH AND ILLNESS**

The *Sociology of Health and Illness* is concerned with 'health' as a social phenomenon. It poses critical questions of the global dominance of biomedicine and its assertion that disease and conversely health is merely biological and/or physiological in nature. It proposes more comprehensive models of health that focus on the centrality of the social determinants of health.

We discuss theoretical approaches within the *Sociology of Health*, including how these inform key concepts in the field such as health and help-seeking behaviour, illness experiences and narratives, medicalization and de-medicalisation, disability, health-related stigma, and chronic illness, amongst others.

We review cultural aspects of health and illness using the example of mental health. Through which the significance of and the implications of acknowledging and utilizing 'culture' for the diagnosis and in the treatment of mental illness is engaged. The various processes imbricated in the interactions between Health Care Practitioners (e.g. doctors) and patients are reflected upon. In addition, the place of alternative and complementary healing systems in today's society

is explored. As part of this debate, the contested role of indigenous traditional healing systems in South Africa is engaged.

We explore the merits of a range of competing theoretical perspectives to explain health and illness in contemporary South Africa. Of central concern are social inequalities ('race', class, and gender), issues of lifestyle, and genetic risk and their impact on the distribution, experience and effects of chronic illness, reproductive (ill)health, and death and dying within South Africa.

There is a growing demand for experts who grasp the complexities of the *Sociology of Health and Illness* - the kind of experts who can participate in: i) expanding teaching programs at universities, ii) do sociological research in this field, iii) rethink and implement new policies, and iv) implement projects to further integrate the social dimensions of health within practice. This course aims to address this gap in the training of such specialists and is suitable for post graduate students in the social sciences, humanities, health sciences and approved allied disciplines.

**Lecturer: Kezia Lewins**

### **SOCL4009A/7009A - DEVELOPMENT AS IDEOLOGY AND PRACTICE**

The course tracks trajectories of the successive 'development' models, look at their origins, influence, strengths & weaknesses and the manner in which 'development is imagined. Theoretical models have real implications, and the course examines specific areas of 'development' policy and practice. Case studies of particular develop sectors provide 'development in practice' with the hope shedding light into 'development work' for students. The intended learning outcomes are:

1. Identify development discourses.
2. Evaluate development discourses.
3. Recognise the malleability of 'development' concept.
4. Trace back development ideology from its practices.
5. Anticipate development practices from development ideologies.

**.Lecturers: Raji Matshediso and Srila Roy (coordinator)**

### **SOCL4006A/7008A - COLLECTIVE ACTION AND SOCIAL MOVEMENTS**

Post-apartheid South Africa is seen as an extraordinarily violent society, with violent clashes between protesters, strikers and the state, outbreaks of xenophobic violence, and high levels of violent crime. This course will explore the histories of state and popular violence in South Africa, and place this in the broader context of changing patterns of violence historically and globally. The focus will be on collective action, violence and contentious politics -- including policing -- rather than individual, criminal or gender-based violence. We will consider violence in relation to power and disempowerment, colonialism and post colonialism, democracy, domination, social hierarchy, and social order and fragmentation, and the ways in which forms of violence shed light on the nature of society. The course will consider case studies of social movements that have adopted violent practices, as well as social movements that mobilise against violence.

Seminars will explore concepts of structural violence, symbolic violence and collective violence, and grapple with different theoretical and interpretive approaches to understanding of the causes, meaning and impact of violence, including, centrally, the work of Frantz Fanon.

**Lecturer: Karl von Holdt (SWOP) and Prishani Naidoo**

## **SOCL4029A/7036A - FEMINIST THEORY**

Feminist Theory shall introduce students to key and cutting edge debates in Women's and Gender Studies and Feminist Theory and Politics today particularly from a postcolonial perspective, such as transnational feminism, governance feminism, African and Islamic feminism, to name but a few. It shall equally interrogate key concepts like Ethics, Politics and Subjectivity from a feminist perspective

**Lecturers: Srila Roy**

## **SOSS4051A/7048A - HIV/AIDS, SEXUAL AND REPRODUCTIVE HEALTH IN SOCIAL CONTEXT**

This course adopts a multi-disciplinary approach to exploring the social, cultural and historical contexts relevant to HIV/AIDS as a global pandemic. The first part of the course will draw the links between intimate and public orders to help explain the spread of the epidemic in South Africa, by focusing on processes and agents framing sexuality, gender and reproduction over the last century. It will also delve into the sexual and reproductive behaviour of young women, the most vulnerable group to the epidemic, examining associated legislation and policy aspects. The second part of the course will focus on the social and historical roots of the epidemic and its social impact, stigma, treatment and interventions, as well as the meanings and lay interpretations associated with HIV/AIDS.

The aim of the course is to equip you with the skills and the insights to better understand the complexity of the epidemic, to be able to make a meaningful contribution to the efforts to combat its devastating effects. Using up-to-date material, it provides a general overview of the facts, theoretical debates and latest policies surrounding the HIV/AIDS epidemic with specific focus on South Africa

By the end of the course you will be expected to:

- be familiar with and understand the literature
- engage with the assumptions and arguments in the literature
- apply key theoretical concepts to research, policy and problem solving
- be able to critically engage with the current debates

**Lecturer: David Dickinson and Raji Matshediso**

## **SOSS4022A/7021A - LABOUR AND DEVELOPMENT**

Much of the literature that explores the determinants of economic development has focused either on the market and its social carrier, employers, or on the developmental state and its technocratic elites. This developmental literature has tended to see peasants and workers as either victims or beneficiaries, but rarely as active agents of economic and political transformation. Our approach will be to analyse the role of labour in the development process both historically and in the current epoch of globalisation. Our focus will be on labour and development in Southern Africa and the Global South. A key challenge facing labour is its relationship to the post-colonial state, especially the role of labour in economic policy formulation and implementation. Another important concern is the relationship of trade unions (which traditionally organise mainly permanent or 'core' workers) to other civil society organisations, the working poor, peasants and the informal economy. To answer these questions it is necessary to understand labour as an independent actor, its evolution and the dilemmas it faces in developing societies.

**Lecturers: Ben Scully**

## SOCL4016/7012 - GLOBAL INSTITUTIONS AND ECONOMIC RESTRUCTURING

This course examines the involvement of global institutions in development as a process of establishing intellectual hegemony of influencing individuals and groups; shaping ideas, discourses and debates; and affecting institutional arrangements inside and outside the state. In respect, the study of their effect on development is simultaneously an investigation of the sociology of knowledge and the sociology of bureaucracy and institutions.

The course focuses on global institutions which are involved in promoting development in developing societies, including South Africa. These include, in particular, formal institutions such as the World Bank, the International Monetary Fund, and the World Trade Organisation. In addition, the course examines the role of new social movements that have emerged in opposition to these institutions.

This focus on global institutions is particularly appropriate for the current period in South Africa's history. The democratic government is formulating and re-formulating its development policy in the context of increased exposure to these global institutions and movements. The course will examine the role of these institutions globally, in different developing countries as well as in South Africa.

**Lecturer: Devan Pillay**

### PROGRAMME STAFF & CONTACT DETAILS

GLU South Africa Programme Staff:

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3	Mr Warren McGregor		Assistant Programme Coordinator	011 717 4479 <a href="mailto:Warren.McGregor@wits.ac.za">Warren.McGregor@wits.ac.za</a>	Robert Sobukwe Building, Room 203