

UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG



Faculty of Humanities



Faculty of Humanities

*Where leaders thrive and learn
and where we are committed
to excellence and inclusion
through education*

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About the Faculty

A leading centre of study and research in the Arts, Social Sciences, Human and Community Development, Education and Literature, Language and Media in South Africa and Africa.

The Faculty of Humanities is a leading centre of study and research in the Arts, Social Sciences, Human and Community Development, Education and Literature, Language and Media in South Africa and Africa.

The Faculty's extensive range of programmes at undergraduate and postgraduate level offer students the opportunity to follow careers in specific professions or to pursue more theoretical and research oriented studies. The development of critical analytical skills open up a range of careers in academia and research institutes, the public and private sectors and non-governmental organisations alike.

Creative curricula respond to students' learning needs and are reflective of diverse values, learning histories and strengths which enable students to engage with cutting edge developments in the disciplines of the Humanities.

The education offered at the Faculty of Humanities provides graduates with the skills and capacity for non-linear and divergent thinking that recognises that most of the problems currently facing South Africa and the world require not one, but a range of inter-connecting solutions and approaches which students are able to formulate and execute.

Schools in the Faculty

5

Schools in the Faculty

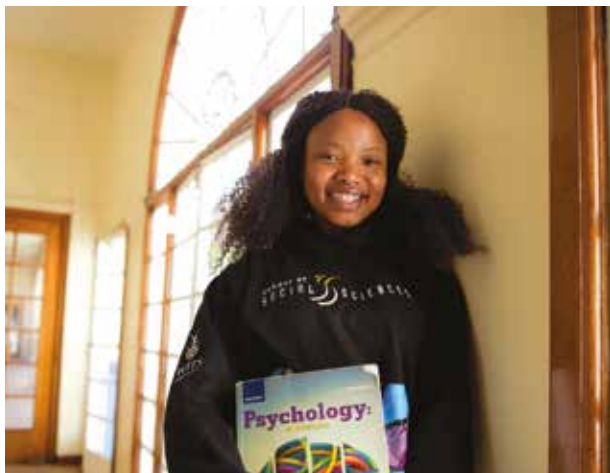


Wits School of Arts

The School combines critical inquiry with artistic practice in ways that engage transformatively with our contemporary urban, African and global contexts.

Wits School of Education

The School offers education degrees in diverse subject areas for both initial teacher education and in-service teaching, the latter at postgraduate level.



School of Human and Community Development

Majors include audiology, speech and language pathology, psychology and social work, with the School also working in related medical, educational, linguistic and psychological areas to strengthen students' background knowledge.

School of Literature, Language and Media

The School contributes to the vibrant literary and intellectual life of the University and offers students the opportunity to explore the implications of social and cultural diversity through the study of language, literature, writing, media studies, ICT policy and regulation and interdisciplinary digital knowledge.



School of Social Sciences

The School offers the disciplines of History, International Relations, Philosophy, Political Studies, Social Anthropology and Sociology. It is committed to fostering understanding of all aspects of society in order to help improve livelihoods. While focusing on research and teaching, SOSS is cognisant of its critical role in promoting public debates that contribute to sound public policy formulation and implementation.



Humanities Graduate Centre

The mission of the Humanities Graduate Centre (HGC) is to provide an intellectually enriching, professionally enabling and socially supportive environment for postgraduate students

The Humanities Graduate Centre is an innovative space at the University which provides a stimulating interdisciplinary environment for postgraduates, housing as it does doctoral fellows and PhD students from all the Schools, Departments, Centres and Institutes. The Centre also has space for Masters and Honours students and acts as a networking hub between junior postgraduates and senior PhDs. Apart from its study, discussion and research space, the HGC provides students with an interesting programme of events which include academic workshops, the Isizinda Sokubhala (the place of writing) programme, Resident PhD Seminar workshops, Resident Fellows Guest Lecture Series and mentorship programmes.

Wits Rankings 2017/2018

#1: Wits is the highest ranking university in South Africa and Africa

Academic Ranking of World Universities and the Centre for World University Rankings.

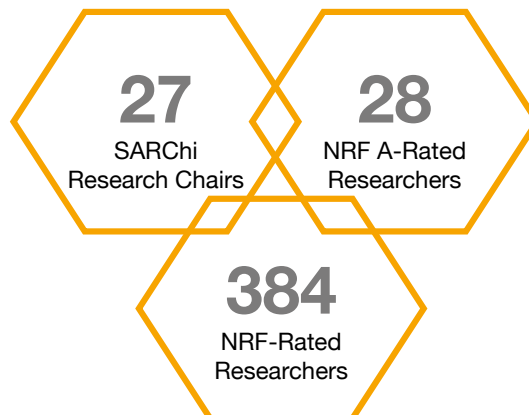
#1: in the top two universities in South Africa and Africa

Times Higher Education World University Rankings and the Quacquarelli Symonds World Rankings.

Of those employed, 97% of Wits graduates obtained employment within six months of graduating

What we are known for

- Intellectual excellence
- International competitiveness
- Local relevance



Achievements

Research output has increased by 80% over the last five years, and over 85% of all publications are published in accredited international journals.

In 2017, Wits announced 16 ground-breaking new discoveries! And at the moment, Wits has a total of 50 active research projects on the African continent. This is why we are seen as a leading research-intensive institution and a gateway to research engagement.

Did you know?

Wits co-founded the African Research Universities Alliance in 2015.

Statistics – Graduation and Employability

A growing number of graduates view the first degree as a stepping stone given that the knowledge economy requires that individuals become specialists and build on their first qualification to remain competitive

The fact that the majority (90%) of the students electing to study further elected to do so at Wits is evidence of high student satisfaction levels with the Wits academic experience and staff expertise.

In today's competitive global market, there is a need for more than just a strong academic qualification to achieve potential as a graduate. The University's focus is on producing graduates that are employable and equipped to manage their future development.

According to the QS World University Rankings, Wits' ranking is 201-250 for Graduate Employability Ranking.

The Wits Graduate Exit Survey (WGES), which seeks to determine the employment status of 'Witsies', has revealed that a high number of the University's graduates secure employment with relative ease.

The survey targeted Wits students who were capped at graduation ceremonies between March 2017 and July 2018. Nearly 14 000 attended graduation during this period of which around 6 000 responded to the survey.





Of the 52% graduates employed, 97% secured employment within six months of completing their qualification at Wits

Females made up 62% of those studying further. This is an indication of the success of the University in developing a culture of further learning among its students in line with global trends and the desire to support the continent's development ambitions.

The Wits Graduate Exit Survey

Questions

- » **How long** does it take graduates to find employment?
- » **Do the** posts match their fields of interest?
- » **Where are** they employed?

Findings

- » **Of those** employed (52%), 97% secured employment within six months of completing their qualification at Wits.
- » **Of the** above, 67% found employment during their studies or prior to completion – 26% within three months and 4% within six months.
- » **60% of** respondents are in professions directly related to their field of study while 17% are in somewhat related fields.
- » **97% of** employed humanities graduates secured employment within six months, defying the perception that humanities skills are not in demand.
- » **Overall, 52%** of the respondents were employed, of which 97% found employment within six months of completion, 29% were furthering their studies, and the 19% unemployed included teachers, doctors and other professionals awaiting internship placement by the government.

Research Output and Impact

Thirteen academics on its staff are members of the prestigious Academy of Science of South Africa and almost a quarter of its researchers have obtained ratings from the National Research Foundation



The Research Vision and Mission at the Faculty of Humanities include:

- » **To produce** research of the highest quality, ensuring that the Faculty retains and enhances its reputation as one of the leading centres for research and graduate studies in Africa
- » **To encourage** and enable all academic staff to be research active
- » **To produce** research of a pure or theoretical nature that contributes to the fundamental understanding of the disciplines in the humanities
- » **To produce** research of an applied nature that contributes to the solution to problems in the southern African region particularly, and the continent more generally
- » **To produce** a culture of intellectual interest and engagement and a community of scholars dedicated to the development of knowledge and the rational appraisal of ideas, and ready to use their intellectual skills and expertise to engage in debate in the public domain
- » **To help** produce the next generation of researchers through the prioritising of graduate studies and through the commitment to developing research capacity amongst young or new members of staff and graduate students.

The Faculty is home to globally renowned and emerging scholars working within, between and beyond disciplines in the humanities at the horizon of the knowledge economy. Thirteen academics on its staff are members of the prestigious Academy of Science of South Africa and almost a quarter of its researchers have obtained ratings from the National Research Foundation. Of those rated, six are considered world leaders in their fields.

The Faculty’s collective knowledge is published through a steeply increasing number of high-quality books, chapters and journal articles that give shape to a formidable bibliometric footprint. Over the last three years, the Faculty has produced over 1,900 outputs, reaching 500 accredited units for the first time in 2017. The quality and impact of such scholarship is evidenced by the fact that these publications have been cited approximately 65 per cent more

than the normalised global average for knowledge in the humanities over the past five years, and their authors are invited to deliver keynote addresses to global gatherings of experts annually. Against this backdrop and in keeping with the vision of a research-intensive university the Faculty will continue to develop and advance globally impactful scholarship on the questions that define and disrupt what it means to be human in the twenty-first century.

Chair	School	Title
Prof. C Penn (late)	SHCD	Simmonds Hampton Chair of Speech Pathology and Audiology
Prof. A Harber	SLLM	Caxton Chair of Journalism and Media Studies
Prof. LA Hamilton	SoSS	SARCHi Chair Political Theory
Prof. LB Landau	SoSS	SARCHi Chair Mobility and the Politics of Difference
Prof. N Nieftagodien	SoSS	SARCHi Chair Local Histories and Present Realities
Prof. ME Steyn	SoSS	SARCHi Chair in Critical Diversity Studies
Prof. JB Adler	WSoE	SARCHi Chair in Mathematics Education
Prof. SM Allais	WSoE	SARCHi Chair in Skills Development
Prof. L Makalela	WSoE	SARCHi Chair of Multilingual Education for Social Inclusion
Prof. R Osman	WSoE	UNESCO Chair in Teacher Education for Diversity and Development
Prof. H Venkatakrishnan	WSoE	SARCHi Chair in Numeracy

Research Entities



African Centre for
Migration and Society
(ACMS)

ACMS is an African Research Universities Alliance (ARUA) Centre of Excellence and a leading scholarly institution for research and teaching on human mobility. Established in 1993, ACMS is an independent, interdisciplinary and internationally engaged institution focusing on relationships among human movement politics, poverty, and social transformation. While oriented towards southern Africa, the Centre conducts collaborative scholarly and policy-oriented work across sub-Saharan Africa. The Centre also has partnerships in Asia, Europe and the Americas. It offers Africa's only postgraduate degree in forced migration studies and provides training to students and professionals on topics ranging from the sociology of migration, mobility and health, human rights, to research methods.

www.wits.ac.za/acms/



Centre for Indian
Studies in Africa (CISA)

CISA was established at Wits University towards the end of 2007. The Centre is the first in Africa to focus on India. CISA promotes teaching, research and public activities concerning the Indian sub-continent, its links to Africa and the Indian Ocean, the Global South and builds on the multi-faceted networks developed with Indian universities, research institutions and public agencies. The Centre tries to chart a new post-colonial history by working against nation-centred thinking on historical processes and promotes thinking about the histories of Africa, Asia and Latin America together through the connections that they have always had through religion, commerce, the movements of labour and capital, and not least the circulation of ideas.

cisa-wits.org.za



Centre for Researching Education and Labour (REAL)

REAL is a research centre in the School of Education at Wits University. The REAL Centre conducts research into areas of theoretical and policy concern focused on the complex relationships between education, knowledge, work, the economy, and society. The REAL Centre is a vibrant part of the Wits School of Education's Education Leadership, Policy and Skills Division, conducting cutting-edge research, offering teaching programmes which develop the professional capacity of researchers and practitioners, and providing support to policymakers and regulatory institutions.

www.wits.ac.za/real/



Children's Communication Centre (CCC)

The CCC was started by the Department of Speech Pathology and Audiology at Wits in the early 1970s. The CCC offers specialised programmes for children with speech-language and hearing impairments in small, facilitatory groups. There is an ongoing relationship between the CCC and the School of Human and Community Development. The CCC is a site for student clinical training and research.

<https://thecentre.org.za>



Health Communication Research Unit

Effective and disease-specific communication can play a huge role in the improved health of patients with various diseases and illnesses ranging from HIV/AIDS and strokes to schizophrenia, according to the late Claire Penn, A-rated Research Professor from the School of Human and Community Development and former Director of the Health Communication Project at Wits. The aim of the project is to apply methods from social sciences such as linguistics and anthropology to investigate communication practices used in intercultural health interactions. The project, which harnesses the knowledge and expertise of a multidisciplinary team, focuses on both verbal communication and non-verbal behaviours that occur within interactions between individuals in health-care contexts the knowledge economy.

www.wits.ac.za/hcru/



Learning Information Networking Knowledge (LINK) Centre

The LINK Centre is the leading academic research and training body in the field of electronic communications and ICT (information and communications technology) policy, regulation and management in southern Africa. LINK focuses on knowledge production and capacity building for the broad ICT sector, including telecoms and broadcasting (electronic communications), advances in the wider ICT sector, e-government in the public sector, and e-development in society and the economy. It offers certificate and degree educational programmes, applied research and advisory services aimed at maximising the benefits of the information society and the knowledge economy. It prepares research-based policy advice for government and regional bodies, and publishes a Department of Higher Education accredited academic journal, *The African Journal of Information and Communication*.

www.wits.ac.za/linkcentre/



Marang

The Marang Centre for Mathematics and Science Education is a division of the Wits School of Education. The Marang Centre was inaugurated as an academic centre in October 2005, following substantial sponsorship from the Standard Bank of South Africa, which continues to be the major sponsor of the Centre. The Centre occupies part of the Parktown Education Campus, formerly the campus of the Johannesburg College of Education next to the Faculty of Health Sciences.

www.wits.ac.za/marang/



Society, Work and Development Institute (SWOP)

The SWOP Institute conducts high-quality research on the world of work. Primarily academic in orientation, the Institute focuses on disseminating research through teaching, publications and conferences, and on conducting significant contract policy research. It maintains communication and interaction with a broad range of actors within the world of work, such as organised labour, business, government and other research organisations. SWOP was recently granted the status of an institute in recognition of the critical role it plays in producing ground-breaking social science research on the world of work, society, the state and the environment.

www.wits.ac.za/swop/



The Centre for Deaf Studies *Centre of Excellence in Africa*



The Emthonjeni Centre

Through innovative teaching, research and community engagement, the Wits Centre for Deaf Studies aims to equip, develop and improve the lives of Deaf and hard-of-hearing people across their life-span and foster equal opportunities for all. The Centre offers academic courses at undergraduate and postgraduate level as well as on-line, short and tailor-made courses. The research carried out by the Centre actively contributes to the intellectual development of Deaf Studies and the elevation of Deaf education in South Africa. It aims to influence both policy and practice and encourage multidisciplinary collaboration. The Centre is deeply involved in community outreach programmes such as the HI HOPES programme, a home-based, family-centred community outreach initiative which, for over 12 years, has empowered Home Interventionists and Deaf Mentors to support more than 2400 families and their deaf and hard-of-hearing infants.

The Emthonjeni Centre (EC), an initiative by the School of Human and Community Development, is aimed at providing a vehicle for donors to support the creation of a multi-disciplinary community service and development centre. In addition to current services the EC also aims to establish collaborative networks with organisations and institutions internationally and on the continent of Africa. In this way the Centre hopes to facilitate scholarship and knowledge generation that promotes sustainable development in various communities, especially on the African continent.

www.wits.ac.za/centre-for-deaf-studies/

wits.ac.za/shcd/emthonjeni-centre/



Wits Centre for Diversity Studies

Through its interdisciplinary research, education and projects, the Wits Centre for Diversity Studies provides a hub for engaging issues of transformation and social justice. In addition to being grounded in social justice imperatives, the research and education of the programme is informed by the notion of Critical Diversity Literacy (Steyn 2015) which “examines those operations of power which implicate social identities to create systems of privilege, advantage, disadvantage and oppression”. Drawing on cutting edge social theory, the Critical Diversity Studies lens opens up challenging research questions which emerge in the interstices of current disciplinary boundaries. These questions have the capacity to shift ‘common sense’ assumptions about the social, enabling fresh and penetrating analyses of current social challenges. While no single research methodology need necessarily flow from Critical Diversity Literacy, it involves the recognition of social construction and the constitutive role of discourse in employing critical social theory.

The Centre offers postgraduate degree programmes (Hons, MA, PhD) in Critical Diversity Studies. WiCDS also houses the DST-NRF SARCHI Chair in Critical Diversity Studies, held by Professor Melissa Steyn. The International Journal of Critical Diversity Studies is another initiative of the Centre.

www.wits.ac.za/wicds/

WITS
CENTRE
FOR
ETHICS

Wits Centre for Ethics

The Wits Centre for Ethics (WiCE) is a research centre housing a team of moral specialists, based in the philosophy department, but bringing together researchers from different disciplines across the University, which produces research into ethical issues of concern to the southern African region. The Centre’s work includes research, teaching and advocacy, and it organises conferences and talks which are open to all. Whereas other Ethics centres in the country specialise in areas of applied ethics such as Bioethics or Business Ethics, WiCE works in both theoretical questions such as the nature of morality, moral knowledge, and how moral objectivity is possible, as well as on applied ethical questions, such as arms sales, HIV testing regimes, business responsibility to workers, press objectivity, and animal rights. Current research focuses include justice, punishment, responsibility and *ubuntu*.

www.wits.ac.za/wice/

Wits Institute for Social and Economic Research (WISER)

WISER, established in 2001, is a globally influential interdisciplinary research institute in the humanities and social sciences. The Institute draws on a history of advanced interdisciplinary research at Wits that dates back to the late 1960s, but has pursued five main objectives with distinctive energy and enterprise: to foster independent, critical inquiry into the complexities and paradoxes of change in South Africa; to conduct this enquiry by drawing intensively on comparative international research especially from the African continent; to foreground the global theoretical significance of WISER's research agenda; to combine aesthetic and social scientific analyses; and to provide an institutional space that strengthens the scholarly dialogue between South

African researchers and academics in the rest of the world. There can be few regions anywhere in the world with a more acute need for the kind of incisive, high-calibre social science research carried out by WiSER than Africa. Social institutions and networks are being transformed all over the continent. The rise of new sites of accumulation, the reconfiguration of political systems and the re-composition of gender relations are as much part of a complex reworking of old social relations as responses to changing external circumstances.

In recent years, with generous support from Wits and outside donors, the Institute has grown significantly, shaping global and local audiences with an interest in the pressing political and cultural concerns of the postcolonial era.

<https://wiser.wits.ac.za/>

Other notable Centres and Institutes

History Workshop



From its inception in 1977, one of the History Workshop's key intellectual and political concerns has been to promote research on the everyday lives of 'ordinary people', particularly working men and, significantly, women, who had by and large been neglected by scholarly investigation. This research operates through the intellectual rubric of social history, or 'history from below'. A prominent and consistent facet of this work

has been to uncover hidden histories of the black majority, especially its resistance to colonial and apartheid oppression. A second guiding concern for the History Workshop has been to develop Public History through collaboration with communities to try to make these histories accessible to people outside the academy. This has taken various forms, including producing and popularising people's histories, heritage projects, exhibitions and community archives. The South African Research Chair on Local History, Present Realities (located in the History Workshop) has over the past decade supported a large cohort of postgraduate students who have undertaken research in more than eighty (80) small and medium-sized towns and rural areas in the northern provinces of South Africa.

www.wits.ac.za/history-workshop/

Camões Portuguese Studies Centre



The Portuguese Language Centre (CLP) of the CAMÕES Institute, Instituto da Cooperação e da Língua, is a study and research centre within the School of Literature, Language and Media in the Faculty of Humanities. The CLP space represents a dedicated multimedia, study, research and library space for students. The Centre plays an important role in promoting the Portuguese language as a language of international and continental communication as well as the diverse cultures and literatures associated with the language. Its role is to strengthen academic, intellectual and cultural relations within the multicultural context of the University of the Witwatersrand. The CLP hosts a dynamic programme of events, meetings, workshops, training sessions and conferences.

www.wits.ac.za/sllm/disciplines/portuguese

Mexican Studies Centre in South Africa



The Mexican Studies Centre in South Africa is an academic branch of the National Autonomous University of Mexico (UNAM), hosted by the School of Literature, Language and Media (SLLM) at Wits. It was launched in May 2018 with the mission of promoting academic and cultural exchanges between UNAM and higher education institutions in South Africa among undergraduates, graduates and academic staff in all the areas of knowledge. The Centre also seeks to establish joint research and projects between Wits and UNAM scholars. As part of the agreement between UNAM and Wits, the Centre contributes to the academic teaching and certification of Spanish as a foreign language, as well as in the promotion of the Mexican culture.

www.wits.ac.za/mexicanstudies/

Mellon Projects





Arts Research Africa

The Arts Research Africa project seeks to explore and develop creative research in the Wits School of Arts and addresses the central question of: What, in current South African, African continental and global contexts, do artistic and/or creative modes is rendered intelligible by artistic and/or creative modes of inquiry that can be used to advance transformative research, learning and public engagement?

Digital Humanities

A generation ago scholars worried that the African continent was structurally disconnected from the global network economy, and destined to drift backwards as the rest of the world accelerated into a technologically mediated future. In the present something like the opposite seems to be happening as African states, citizens and firms have become objects of unconstrained digital experiment and innovation. These experiments take many forms -- cybernetic research trials, biometric identity registration, mobile credit surveillance, cash transfers and a host of hacking activities -- but the combination is fashioning a 21st century Africa powerfully made by networked, mobile and numerical technologies.

Emancipatory Futures Studies in the Anthropocene

In the context of the Anthropocene, this project aims to support a programme in emancipatory futures studies which explores alternative futures to hegemonic versions of modernity and advances different possible future human and ecological pathways.

Governing Intimacies

Governing Intimacies: Sexualities, gender and the state in the postcolonial world is a project which supports a research and graduate training programme on the persistence of gender inequalities in the Global South.

Mellon Mays Undergraduate Fellowship Programme

The Mellon Mays Undergraduate Fellowship Programme (MMUF) funds five students per annum from a previously disadvantaged group completing a Bachelor's degree in humanities or science in at least one of the Mellon designated fields of study. Students need to be above average in their class, committed to further postgraduate study up to PhD level and interested in an academic career. The overall goal is to diversify the academy.

Mobility and Sociality in Africa's Emerging Urban

Mobility and Sociality in Africa's Emerging Urban is a five-country interdisciplinary study (social sciences and humanities) of urban change in Africa. The initiative is a scholarly response to unprecedented levels of urbanisation and mobility driven by conflict, ambition, and respatialising economies. It is intended to develop African-based contributions to theories of human mobility and transforming modes of social engagement, authority, representation, and expression.

Mobility and the Politics of Difference

The South African Chair in Mobility and the Politics of Difference looks at the politics of human movement and is premised on the understanding that Africa's social diversity is being reshaped by the mobility of those within it. Their movements and interactions are generating novel social and political configurations that give cause to reconsider the spatial, ethical, and conceptual foundations of social and political theory. These include definitions and responses to the 'other'; the spatial bases of political community; and how mobility and translocal connections are positioning African cities and Africans within global circulation of values and power.

The initiatives conducted by Chair affiliates and students are radically interdisciplinary and destabilising, in ways that provide insights into underexplored processes with acute theoretical and practical significance. These enquires work across sub-Saharan Africa and in partnership with scholars on four continents in ways that insert creatively curated empirical insights into ongoing theoretical and policy debates around the foundations of political authority, the role of law in regulating differences, and the meaning of violence in shaping tomorrow's communities.

The project supports a research and graduate training programme on urban mobility.

Narrative Enquiry for Social Transformation

Narrative Enquiry for Social Transformation (NEST) is a research network launched in July 2015 with the aim to foster the theory and practice of narrative as a field of study through interdisciplinary research and empirical investigations into questions of human experience, development and social change. Its members are drawn from the Humanities and Social Sciences as well as creative and community-based constituencies. The current configuration of the NEST network allows for an articulation between the Arts, Social Sciences and Sociopsychological work. NEST is informed by the principle that narrative is one of the defining features of what it means to be human. Personal and collective senses of self, experience, desires, fears and hopes are developed in and through narrative meaning-making, providing recognition and validation, and deepening our sense of human dignity across lines of difference and existence.

New Generation of African Writers

From 2019 to 2021, the Department of Creative Writing is hosting a series of residencies in which six writers (two per year) will contribute to the development of the students in our postgraduate programmes. They will also be at work on their own projects, which they will present to the broader university community during the residency. These award-winning artists bring fresh perspectives to the Department, strengthen our ties with local and international authors, and support the work of our own emerging writers. The residents are: Yewande Omotoso, Sean Christie, Achal Prabhala, Richardt Quaz Roodt, Sindiswa Busuku-Mathese and Tinashe Mushakavanhu.

Oceanic Humanities

This project seeks to institute oceanic humanities as a field in the global south, through graduate curriculum development and training, research production, building supra-national global south research networks, and public humanities activities and platforms. The rise of ocean levels has become a tangible sign of climate change and the Anthropocene. These rising water levels have precipitated a new awareness of the ocean and have shifted the ways in which scholars think about it, inaugurating a new critical oceanic studies. There have of course been long and rich traditions of maritime scholarship on human history at sea, tracing movements of people, ideas and objects across oceans. This work has however been human-centred and concerned only with the ocean as a backdrop. Critical ocean studies ask us to engage with both human and non-human aspects of the ocean, with both the depth and the surface, with the materiality and sea-ness of the sea.

The Everyday and Public History

The Everyday and Public History is a graduate development programme which seeks to give sustained attention to 'the everyday' as a conceptual frame through which to understand social, cultural and political processes in southern Africa and to simultaneously enable an engagement with everyday practices of historical knowledge production in the field of public history.

The Medical Humanities

In 2012 colleagues at Wits started working on establishing a medical humanities research interest group and centre of excellence based at WiSER.

Interest in the field has resulted in an extensive group of academics and professionals from the health sciences as well as from the social sciences and humanities, the Law School, and the Wits School of Arts joining the reading groups and participating at the various events.

Transforming the Humanities through Interdisciplinary Knowledge

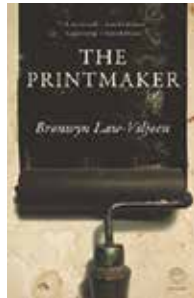
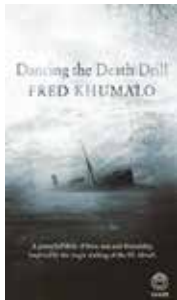
Transforming the Humanities through Interdisciplinary Knowledge (THInK) supports a new generation of interdisciplinary scholars in the social sciences and humanities through bursaries, research support and innovative programming.

Violent States, States of Violence

The project is interested in the connections and dynamics between violence and large-scale structures, histories and institutions, and the more micro-level formation of citizenship, subjectivity and the intimate productions of selfhood. Research is particularly focused on how violence reticulates along varied structural, social, political, communal, collective, interpersonal, cultural, embodied, moral, affective and emotional conduits in constituting a matrix – one in which there is an ongoing interplay between structural conditions that enable violence and processes of subject and self-formation in which violence comes to play a formative and reproductive function. Here, encounters of violence represent not only the sites of convergence for persons, social subjects, citizens and social structures, but also provide opportunities to understand the mechanics, processes and dynamics of violence (i.e. the 'how' of violence) that should offer a deeper understanding of the 'why' of violence.



Programme Impact



Creative Writing (SLLM)

Creative Writing at Wits University offers an intensive workshop-based postgraduate programme focused on reading and writing across a number of genres. Students benefit from close attention to their work from staff and peers and enjoy rigorous debate and discussion in a small-group forum. The programme regularly invites published writers to lead workshops, give lectures and mentor individual students. At the end of the Honours degree, students have substantial portfolios of writing. MA and PhD students complete a full-length manuscript of fiction or non-fiction deemed worthy of submission to a publisher.

The Department is fortunate to have the Distinguished Professor Ivan Vladislavić as part of the Creative Writing team. He is the author of eight books of fiction, including the novels *The Restless Supermarket*, *The Exploded View* and *Double Negative*. Among his more recent publications are the story collection *101 Detectives* and a set of reflections on writing called *The Loss Library*. He has written extensively on Johannesburg, notably in the documentary text *Portrait with Keys*, edited volumes on architecture and art and published a monograph on the artist Willem Boshoff. His work has won many awards, including the Alan Paton Award for non-fiction and Yale University's Windham-Campbell Prize for fiction.

Demography and Population Studies (SoSS)

The Wits Programme in Demography and Population Studies offers an interdisciplinary graduate teaching and research in demography and population studies. Demography as an

academic discipline seeks to explore the dynamics of human populations in relation to the changes in their sizes, structures and distributions. Population changes have implications for the environment, employment, work, family relations, health, ageing and urbanisation to mention just a few.



Digital Arts (WSOA)

What makes Digital Arts exciting is the combination of the arts and technology sectors. It can be approached from either direction: the creative arts through the BA in Digital Arts, or the information engineering side through the BEngSc in Digital Arts. While the degrees focus on very different aspects, students develop a familiarity with the intersecting elements in the fields. To this end, students in both degrees attend core courses side by side, working together in an interdisciplinary environment.

The creative arts side of Digital Arts covers a variety of multi-modal

approaches to contemporary art-making. It's an interactive way of approaching storytelling, animation and games being experimental and relevant to our modern technological world. The engineering side of Digital Arts covers the core tenets of Electrical and Information Engineering, but also facilitates the creative aspects of game design and practical coding, allowing a flexible and diverse range of skill that extends upon your base learning.

Students will challenge the traditional, question ways of thinking, and pioneer the creative in a field that is evolving and always exciting.



Enhancing Pedagogy with Information and Communication Technologies (ICT)

Educational Technology is a burgeoning field of inquiry in the terrain of Education. As the world increasingly becomes the 'networked society', as Africa increasingly

faces challenges associated with the 'digital divide', as South Africa seeks to integrate digital technologies into its school and university classrooms, so the need for specialised knowledge and expertise in this field increases.

MA in e-Science

The MA in the field of e-Science is an interdisciplinary programme in quantitative research methods and applied data science. It is open to those whose previous training is in the social sciences and humanities with some exposure to quantitative methods. Expertise in statistics and computer science is not a prerequisite. The programme aims to equip students for emerging careers that combine substantive knowledge in the social sciences and humanities

with computational approaches to building and analysing data sets – ranging from social surveys and official statistics to spatial and textual data. The MA in the field of e-Science forms part of the National e-Science Postgraduate Teaching and Training Platform, a consortium of six universities supported by South Africa's Department of Science and Technology. Bursaries are available for full-time students on a competitive basis. The programme combines coursework and a research report and typically takes three semesters to complete.



Harnessing the Humanities

*A humanities degree can open people's minds
in the fourth industrial revolution*

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The term “fourth industrial revolution” is understood in various ways. Some people are excited about it. Others are cautious. Some assume it means that technology and robots will take over every human activity. And still others imagine that this “revolution” will lead only to joblessness and automation.

There are also those who are sceptical and insist it's no revolution at all. They argue that it's just an improvement and fusion of various technologies – like artificial intelligence and 3D printing – and acceleration in productivity.

In all these instances, the interaction of technology with humans and humans with technology is underestimated. The emphasis on interaction is central to understanding the fourth industrial revolution. And this epoch

will, like all times of change, require universities to push the boundaries of teaching and learning.

Universities will need to ensure that students are equipped with approaches to learning that involve agility, adaptability and curiosity. It will be a challenge for us all.

The fourth industrial revolution will also raise many questions for universities to consider. What needs to shift in how lecturers teach and how students learn and will be learning? What does the blurring of the lines between the physical, digital and technological mean for social relationships and for student learning? What do these shifts mean for different countries? Is learning in an environment with peers (virtually or in a class) better than learning online?

In seeking answers, societies must



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create the space to have conversations across social, academic, industry and community boundaries. The purpose of these conversations is to determine priority areas that need to be improved by the rapid technological changes we are currently experiencing as well as thinking about how we redefine the human condition.

Universities have a crucial role to play in these conversations. And a humanities education has a lot to offer when it comes to preparing students for the fourth industrial revolution.

A humanities education inculcates the importance of reflecting on the vast array of methodological and societal issues that arise from any practices. These include the technological and computational practices that underpin the fourth industrial revolution.

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This isn't to suggest that only the humanities are relevant. Cross-disciplinary communities of researchers and educators matter and will matter now more than ever.

This is particularly true in South Africa where the education system hasn't provided for the breaking down of boundaries between the sciences, let alone between the disciplines in the humanities. Collectively we will need to do more when it comes to drawing on approaches from various disciplines, which will allow for quantitative reasoning, problem solving and systems thinking that are socially relevant. Such partnerships are already happening in small pockets, and are yielding promising results.



Collaborating and Mutuality

For instance, the Faculty of Humanities collaborates with the Faculty of Engineering and the Built Environment to offer a joint undergraduate programme that meshes engineering with arts to make a programme in game design and digital arts.

Bachelor of Arts and Bachelor of Engineering students work alongside each other in courses that are team-taught to design innovative high tech games. It's not all fun: games, after all, are a means of challenging ourselves, controlling outcomes, competing, and figuring out successful strategies of doing things.

Students from this programme draw on a variety of skills like problem solving, inferential thinking and visualisation. They have produced games that are frequently downloaded from various app stores.

Similarly, the University's Faculties of Science and Humanities offer a postgraduate programme on e-Science or Data Science. The programme brings

together science and humanities students and staff to work on complex, big data problems. They're also taught to think of ways to visualise and communicate this information and to question the predictive powers of big data.

Students are exposed to various interdisciplinary approaches like statistical computing and modelling, data visualisation, text analysis, and geographical information systems. Master of Arts students take courses in data privacy and ethics alongside MSc students. This course is team-taught and students engage with complex problems from two or more science and humanities disciplines.

These and other examples of innovative teaching and learning help to disrupt the current techno talk that dominates conversations about the fourth industrial revolution. It is essential that we bring our ideas to the fore and reshape the conversations in ways that resonate with who we are, where we are located and what this means for us and our futures.

*For more articles on the Humanities and its impact in world, please go to: www.wits.ac.za/future/

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