

SOCIOLOGY

2021

UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG



school of
SOCIAL SCIENCES





DEPARTMENT OF SOCIOLOGY 2021

WELCOME TO SOCIOLOGY!

Thank you for your interest in the discipline of Sociology. This booklet introduces you to our dedicated staff and the teaching programme we have on offer for 2021. Our department is the largest on the African continent, teaching a wide range of exciting and highly topical courses and specialisations. Sociology encourages critical thinking in all areas of social life, and is an asset for a wide range of professions within the public and private sectors.

Please note that we have attempted to update the programme to the extent possible. However, certain course details are still to be confirmed, or might change. Please consult our notice boards for the latest information. You may also contact our administrative or teaching staff to enquire further about the programme or individual courses.

We hope you enjoy your journey through Sociology. Keep safe and all the best for the forthcoming year!

*Professor Samuel Kariuki,
Head of Department.*

STAFF OF SOCIOLOGY

Sociology has a staff of highly qualified people, who are experts in their field, and who reflect much of the diversity of South African society. Staff are engaged in a broad range of research activities and have published extensively in academic journals and media and have produced a wide range of books, chapters and academic and popular articles.

The department focuses on developing a critical understanding of changing social relations in both the local and regional contexts, and has also developed strong international linkages. Over the past few years, members of the department have attended conferences and workshops across all continents – Africa, Asia, Australia, Europe and North and South America.

ACADEMIC STAFF

Shireen Ally

PhD (University of Wisconsin-Madison)

Shireen Ally works on histories and theories of race in colonial and apartheid South Africa, specifically: colonial histories of master and servant, histories of Black Consciousness, and the histories and legacies of the Bantustans. Towards this end, she has an enduring interest in postcolonial and post-structuralist critiques of Western modernity, and has more recently become interested in, and been reading intensively, contemporary African-American theories of blackness in/and racial slavery and their 'afterlives'.

Prof David Dickinson

Professor

BA (Hons) Social and Political Studies (Sheffield), Post Graduate Diploma in Economics (Sussex), MPhil in Economics and PhD (Industrial Relations) (Cambridge). He is currently studying law (LLB) with UNISA.

David Dickinson is a Professor in the Department of Sociology. He previously held posts in the Wits Department of Economics and the Wits Business School. From the UK, David came to South Africa in 1994. Between 2000 and 2012 David's research focused on social aspects of HIV/AIDS. These included: HIV/AIDS in the workplace; HIV/AIDS peer education, the subject of a book *Changing the Course of AIDS*; and, folk and lay theories of AIDS in South African townships; the topic of *A Different Kind of AIDS*. Recent research has looked at precarious workers, particularly the case of labour broking in the South African Post Office, the subject of a forthcoming book *In Precarious Battle*. His current research looks at land issues in the Eastern Free State with particular interest in the issue of commonage and the wider political economy of land in the Free State. A regular visitor and part-time resident in South African townships he is particularly concerned with the challenges faced by the country's poor majority and their responses to uncertainty, adversity and inequality. His areas of expertise included: social aspects of HIV/AIDS, industrial sociology, labour relations, precarious labour, socio-legal conflict, collective action and land, the sociology of the township, and qualitative research methodology.

Prof Ran Greenstein

BA, MA (Haifa), PhD (UW-Madison)

Associate Professor

From 1994 to 1997 Ran worked as a senior researcher with the Education Policy Unit (EPU) at Wits University. Between 1997 and 2001 he was deputy director and acting director of the Community Agency for Social Enquiry (CASE), an applied research NGO. His tasks included research co-ordination, supervision and quality control, as well as procurement of contracts, fund raising, design of research projects, and liaison with field workers, fieldwork contractors and clients. He edited *The role of political violence in South Africa's democratisation* (2003), *Comparative perspectives on South Africa* (1998), and authored *Genealogies of conflict: Class, identity and state in Palestine/Israel and South Africa* (1995) and *Zionism and its Discontents* (2014). He has published chapters in books and has contributed articles to local and international publications.

Dr Katherine Joynt

PhD (University of the Witwatersrand, Johannesburg)

Lecturer

Dr Joynt's research examines issues of worker precarity and food insecurity within the context of historically embedded political, social and economic processes. Her focus is on how these issues are linked to corporate concentration, financialisation and power relations in global commodity chains. She uses specific case studies in South Africa to demonstrate ways in which poverty and inequality are produced and reproduced, and to identify spaces for alternatives. She is working on two ongoing research projects. The first project, which draws on her PhD work, seeks to demonstrate the effect of power relations between different actors in the production, distribution and consumption of industrial bread in South Africa. The second project is on the impact of union-owned investment arms and union facilitation of financial service provision on the culture and democracy of unions, and on worker power in South Africa.

Prof Samuel Kariuki

BA (Kenyatta), MA (Nairobi), Dip. Sales and Marketing (Universal College), PhD (Wits)

Associate Professor and Head of Sociology

Professor Kariuki is a Rural Sociologist, and his research and academic teaching resides in the field of rural development, land and agrarian reform, livelihoods, poverty and inequality and service delivery reforms. His particular interest is the comparative policy review of land and agrarian reform in Eastern and Southern Africa, an area he has published in local and international journals. His PhD research was based on a comparative study of land reform implementation programmes in post-independence Kenya and post-apartheid South Africa. He is an associate member of the Institute of Commercial Management (ICM). In 2004, he held a research fellowship at the African Studies Centre, Leiden University, Netherlands. In 2007 – 2008, he was Assistant Dean, Internationalisation and Partnerships at the Faculty of Humanities and in 2011 was the Academic coordinator of the Development Studies Programme. He has taught at Wits for 23 years and has published in the field of land and rural development in journals such as the *South African Journal of International Affairs*, *Journal of African Elections*, *Journal of Asian and African Studies* and the *Austrian Journal of Development Studies*.

Dr Obvious Katsaura

B.Sc (Hons), MA Sociology/Social Anthropology (University of Zimbabwe), PhD (Wits)

Senior Lecturer

Obvious Katsaura is a sociologist whose current research interests are in, and at the intersections of, the fields of transnational urbanism, transnational religiosity, religious urbanism, urban politics and urban violence. He is a senior fellow in the Volkswagen Foundation's funding initiative: Postdoctoral Fellowships in the Humanities in Sub-Saharan and North Africa – Knowledge for Tomorrow. Through this fellowship, he is pursuing a research project titled: 'Networked Religiocities: Transnational Urban Religious Flows in Africa' (2017 - 2020). Obvious has conducted fieldwork in South Africa, Nigeria and Zimbabwe. Some of his works have been published in the following journals: *International Journal of Urban and Regional Research*, *Culture and Religion*, *Urban Forum*, *African Identities*, *Religion*, and *Social Dynamics*. His teaching interests are in Sociological Theory, Urban Sociology, Development Sociology, Political Sociology and Sociology of Religion.

Prof Bridget Kenny

BA (Hons), (Chicago) MA, PhD (UW-Madison, USA)

Associate Professor

Professor Kenny specialises in research on precarious employment, gender, and the service sector. Recent projects include an historical comparative project on women working in department stores in Johannesburg and Baltimore. Her books include *Retail Worker Politics, Race and Consumption in South Africa: Shelved in the Service Economy* (Palgrave Macmillan, 2018) and *Wal-Mart in the Global South*, co-edited with Carolina Bank-Munoz and Antonio Stecher (University of Texas Press, 2018). Her PhD was from the University of Wisconsin-Madison.

Dr Kezia Lewins

B.Soc. Sci (UCT), BA (Hons), MA (Wits) & PhD (Wits)

Lecturer

Kezia Lewins has been a full time academic member of staff since 2005. Kezia's masters and PhD explored various issues of 'race' and gender transformations in the academic labour market, post-apartheid. Kezia has also undertaken research into the effectiveness of employment equity as a state mechanism of redress, particularly within higher education institutions. Kezia's research interests are broad and multifaceted, with research and supervisory experience in both the areas of 'race' and gender in the workplace and the embodiment of chronic ill health. Teaching expertise encompasses the Sociology of health and illness: with specialities in chronic ill health, experiences of cystic fibrosis, cancer, transplantation, as well as sexual and reproductive health, and sexual and gender orientation with a particular interest in LGBTQIA+ health/care; 'race' and gender identity and workplace dynamics; and qualitative research methodology. Kezia's work is published in the *South African Review of Sociology*, the *New South African Review*, the *South African Labour Bulletin* as well as *Society, Health and Disease in South Africa* (2019).

Dr Raji Matshedisho

BSoc Sci (Hons), MA, PhD (*Cape Town*); PGDE; M.Ed (*Wits*)

Senior Lecturer

Raji Matshedisho's academic background is in Labour and Economic Sociology and his PhD was on "Access to Higher Education for Disabled Students". In 2011-2013, he was a research fellow at the Max Planck Institute for the Study of Religious and Ethnic Diversity (in Göttingen, Germany) in which he spent time in team research on 'encountering diversity'. A CODESRIA laureate (2005), his research interests and publication are in disability studies, and assessment & writing in higher education. He also facilitates *Postgraduate Supervision* and *PhD Acceleration Programme* for the South African Technology Network and for the Center for Learning, Teaching & Development (Wits). He is currently enrolled for a Master of Education (Tertiary Education). His teaching areas include development theory, medical sociology, sociology of Africa and educational learning theory

Prof Sarah Mosoetsa

BA, BA (Hons) (Ind Soc), MA (Ind Soc), PhD (Wits)

Associate Professor

Sarah Mosoetsa is the author of *Eating from one Pot: Dynamics of Survival in poor South African households*, Wits University Press (2011) and co-editor of *Labour in the Global South: Challenges and Alternatives for Workers* (ILO research publications, 2012). She was until 2014 an executive member of the Global Labour University (GLU) and chair of the post-graduate committee for the School of Social Sciences, she is an Associate Researcher in the Society, Work and Development Institute (SWOP). Sarah completed her PhD in 2005 in the Department of Sociology. She has previously been employed at the Human Sciences Research Council (HSRC) and the Development Bank of Southern Africa (DBSA). She has published in both local and international journals including *Labour, Capital and Society, Transformation, and Journal of Southern African Studies*. Her undergraduate and post-graduate teaching portfolio includes Economic policy, Southern Africa and globalisation, and qualitative and quantitative research methodology. Sarah's research interests are employment insecurity, experiences of unemployment, poverty and livelihoods, and intra and inter household dynamics. Her current research is on labour's role in organizing precarious workers in the clothing, textile and footwear industries in South Africa. She is a co-editor of the department's *New South African Review*.

Dr Tatenda Mukwedeyo

BSc (Hons), (University of Zimbabwe) MA, PhD (Wits)

Lecturer

Tatenda's research and teaching interests lie broadly in Political and Development Sociology. He has worked as a Lecturer at Midlands State University, Zimbabwe and recently as a research fellow at the University of Sheffield in the United Kingdom. With Sheffield, he worked on a research project which seeks to understand how transformation in the peripheries of African cities, is shaped, governed and experienced with a view to informing urban governance and strategies for urban poverty reduction. For the latest on this African Peripheries Project see: <https://www.wits.ac.za/urbanperiphery/> Tatenda has also worked and published on the party-state relationship at the local level and the trajectory of intra-party politics within the ANC post-apartheid.

Prof Lorena Núñez Carrasco

BA (Hons), (Universidad de Chile), MA (Institute of Social Studies -ISS), PhD (Leiden University)

Associate Professor

Núñez Carrasco's academic interest is on topics that intersect with culture and health. In her research, she has focused on women, ethnic groups and international migrants in both Latin America and Africa. Her PhD dissertation was on social exclusion and its impact on mental and reproductive health among migrant workers in Chile. Subsequently, she explored the linkages between migration, livelihoods and HIV/AIDs in Southern Africa. Her work on faith healing in Zionist and Pentecostal churches forms part of her co-edited book entitled: *Healing and Change in the City of Gold. Case studies of Coping and Support in Johannesburg* published by Springer in 2015. She has also conducted research on religiosity, mobility and urban space and is co-editor of the book: *Routes and Rites to the City. Mobility, Diversity and Religious Space in Johannesburg* published by Palgrave in 2017. She has an interest and has published on the topic of dying and death among cross border migrants. Her academic publications are both in English and Spanish. She is the Coordinator of the Masters in Health Sociology programme.

Prof Srila Roy

BA (Delhi), MA & PHD (Warwick)

Associate Professor

Srila Roy completed her undergraduate studies in Delhi and her postgraduate work at the University of Warwick. Following her PhD, she joined the University of Nottingham as a Lecturer in Sociology. Her research/teaching interests include gender and feminist theory (especially postcolonial feminism), social movements, violence and conflict, development and neoliberalism, and memory, trauma and emotions, much of which take as their starting point the contemporary political history of India/South Asia. She is author of *Remembering Revolution: Gender, Violence and Subjectivity in India's Naxalbari Movement* (OUP, 2012) editor of *New South Asian Feminisms* (Zed, 2012) and co-editor of *New Subaltern Politics* (OUP2015). She is the academic coordinator of Development Studies (DVS).

Prof Devan Pillay

BA (Unisa), PhD (Essex)

Associate Professor

Professor Pillay has published extensively on issues relating to globalization, social movements, civil society, industrial relations, labour history, media and society, and contemporary South African politics. His PhD thesis was on Trade Unions and Alliance Politics in Cape Town. Before arriving at Wits in 2002, he was a Researcher at the SA Labour & Development Research Unit (SALDRU) at UCT; a writer for the *South African Labour Bulletin*; managing editor of *Work In Progress*; Director: Social Policy MA programme at UDW; head of research at the National Union of Mineworkers (NUM) and Director: Policy at Government Communication and Information System (GCIS). He was formerly Vice-President of the Sociology Association of SA; chairperson of the Global Change and Transformation Research programme at the HSRC, member of Broadcast Monitoring and Complaints of the IBA; member of Deep Mine Research Board; and a member of the Safety in Mine Research Advisory Committee. Devan has published in a variety of international journals, and is co-editor of *Labour and the Challenges of Globalization: What Prospects for Transnational Solidarity* (2008). Devan is a co-editor of the Sociology Department's *New South African Review*, the first issue of which was published by Wits University Press in 2010. He has been actively involved in the Global Labour University (GLU) and the International Centre for Development and Decent Work (ICDD), and serves on the editorial board of *Labour, Capital and Society*.

Dr Thabang Masilo Sefalafala

BA (Hons) MA, PhD (Wits)

Lecturer

Thabang Masilo Sefalafala researches on the experiences of wage work and unemployment, exploring the changing dynamics of inequality, class, race and gender. His PhD thesis is an ethnographic and inter-disciplinary examination of retrenched mine workers from the Free State Goldfields. It explores the retrenched workers' everyday experiences of unemployment, while it explicates the meanings of wage work in South Africa. He is currently reworking this thesis into a monograph.

Dr Ben Scully

BA (NW Uni), MA, PhD (John Hopkins University)

Senior Lecturer

Ben's research focuses on issues of labour, livelihoods, and development in the global South. His dissertation, titled *Development in the Age of Wagelessness: Labor, Livelihoods and the Decline of Work in South Africa*, examined the role of work and wages in improving people's well-being in places where formal employment is in decline. His current projects include a collaborative effort to build a database of global social protest from newspaper reports, a comparison of the causes and consequences of emerging welfare state formations across the global South, and an examination of the role of public sector workers in the project of developmental states. He received a BA in Sociology and International Studies from Northwestern University and an MA and PhD in Sociology from Johns Hopkins University.

Prof Michelle Williams

BA, MA, PhD (University of California, Berkeley)

Professor

Michelle Williams received her BA (Political Economy of Industrial Societies and German), MA (Sociology), and PhD (Sociology) from the University of California, Berkeley. Her research and teaching interests include political sociology, development, social movements, anti-capital alternatives, social theory, qualitative research methods, and comparative historical analysis. She has published *The Roots of Participatory Democracy: Democratic Communists in South Africa and Kerala, India (2008)* in which she compares the political projects of the communist parties in South Africa and Kerala during the 1990s. She is currently working on a book project with Vishwas Satgar on cooperatives in the global political economy tracing the linkages from consumer markets to producer cooperatives. She co-edited with Professor Isabel Hofmeyr (Wits) a volume on *South Africa and India*. (Wits University Press, 2011), a volume with Dr. Sarah Mosoetsa on *Labour in the Global South* (ILO Press, 2012) *Marxisms in 21st Century* (Wits Press, 2013) together with Vishwas Satgar and a volume on *The End of Development State?* (Routledge and UKZN Press, 2014). She was a member of the Centre for Indian Studies in Africa and is the chairperson for the Global Labour University Programme at Wits.

EMERITUS PROFESSORS

Prof Jacklyn Cock

B.Soc.Sci, BA (Hons), PhD (Rhodes)

Professor Emeritus in Sociology; Honorary Research Associate in the Society, Work and Development Institute (SWOP)

Jacklyn Cock is the author of *Maids and Madams. A study in the politics of exploitation* (1980) and *Colonels and Cadres: Gender and Militarisation in South Africa* (1991). She is co-editor (with Laurie Nathan) of *War and Society: The Militarisation of South Africa* (1989), and co-editor (with Eddie Koch) of *Going Green: People, Politics and the Environment in South Africa* (1991). Much of her work has been concerned with issues of violence and inequality in South African society and her current research is on environmental justice. Her most recent works include *From Defence to Development, Redirecting Military Resources in South Africa*, co-edited with Penny McKenzie. *Melting Pots and Rainbow Nations* with Alison Bernstein; and *The War against Ourselves: Nature, Power and Justice* (2007).

Prof Leah Gilbert

BA; MPH (Hebrew University, Jerusalem), PhD (Wits)

Emeritus Professor of Health Sociology

A member of the academic staff of the University of the Witwatersrand since 1978, Leah Gilbert has been involved in teaching social sciences in a variety of health disciplines including public health, medicine, nursing, dentistry, and pharmacy. Her teaching provided the background for the widely used reader *Society, Health and Disease in a time of HIV/AIDS* (2010). She has been instrumental in developing the social sciences component of the Masters of Public Health (MPH), an interdisciplinary MA course titled "HIV/AIDS in Context", as well as the Sociology of Health & Illness. She has developed and coordinated the MA in the field of Health Sociology, which is the only such degree offered in South Africa. Her research interests encompass the links between society, health, disease and the health professions, and she has published widely in internationally accredited journals on social aspects of dentistry, the role of pharmacy in primary health care, and medical and health care pluralism. Her current research focuses on the role of health professionals in the response to HIV/AIDS, and the social complexity of adherence to, and implementation of Anti-Retroviral Therapy (ART). These themes are reflected in her latest publications on 'stigma' and the 'illness experience' of patients on ART as well as on 'Gender and HIV/AIDS' and older women's understandings of health and illness. She has recently embarked on a new research project about 'life after retirement' and grandparenthood in the era of modern technology. During her long experience as an academic and active researcher she has successfully supervised many MA and PhD candidates doing research in a variety of 'health-related' topics and is willing to do so in her role as emeritus professor.

Prof Roger Southall

BA (Leeds), MA (Manchester), PhD (Birmingham)

Professor Emeritus; Research Associate, Society, Work and Development Institute (SWOP).

Before coming to Wits in 2008, Roger was Professor of Political Studies at Rhodes University prior to working as Executive Director/Distinguished Research Fellow in Democracy and Governance at the Human Sciences Research Council. His interests lie in the field of African and South African political economy. He is author of *South Africa's Transkei: The Political Economy of an 'Independent' Bantustan* (1982), *Imperialism or Solidarity? International Labour and South African Trade Unions* (1995), and *An African Peace Process: Mandela, South Africa and Burundi* (2005), and *Liberation Movements and Power and State in Southern Africa* (2015) with Kristina Bentley. His edited and co-edited books include *Trade Unions and the New*

Industrialisation of the Third World (1988), *Labour and Unions in Asia and Africa* (1988), *Opposition and Democracy in South Africa* (2001) and with John Daniel and Morris Szeftel, *Voting for Democracy: Watershed Elections in Contemporary Anglophone Africa* (1999); with Henning Melber, *Legacies of Power: Difficult Transitions and Former Presidents in Africa* (2006) and *A New Scramble? Imperialism, Investment and Development in Africa* (2009); and with John Daniel, *Zunami! South Africa's 2009 General Election* (2009). Roger is a co-editor of the Sociology Department's *New South African Review*, the first issue of which was published by Wits University Press in 2010.

Prof Edward Webster

BA (Hons) (Rhodes), MA (Oxon), BPHIL (York), PhD (Wits)

Professor Emeritus in Sociology; Research Associate, Society, Work and Development Institute (SWOP)

Professor Edward Webster's current research interests are in decent work and development. He is the author of *Cast in a Racial Mould. Labour process and trade unionism in the foundries* (1985). He has edited *Essays on Southern African Labour History* (1978), *Change, Reform and Economic Growth* (1978) and co-edited *Work and Industrialisation in South Africa* (1994). In 2000, he published a book with Glen Adler on *Trade Unions and Democratisation in South Africa 1985-1997*. During 1995 he was a Fulbright Senior African Research Fellow at the University of Wisconsin (Madison). In 2005, he published (with Karl Von Holdt) a volume of collected essays, titled *Beyond the Apartheid Workplace*. His book (with Rob Lambert and Andries Bezuidenhout) is *Grounding Globalisation: labour in the Age of Insecurity* (2008) which won the prize for the best book of the year for the International Sociological Association in 2009. During 2010 he was a Visiting Professor at the University of California.

STAFF FROM THE SCHOOL OF SOCIAL SCIENCES

Dr. Christine Bischoff

BA, Honours, MA, Development Sociology, 1995 (Wits)

Witsplus Over-all Coordinator and 1st year lecturer

Christine works for the Wits City Institute at Wits University as a researcher and Research and Projects Manager. She is a part of the research team that carries out surveys of Cosatu-affiliated members, as well as part of the team that carries out surveys of unions' servicing of NUM and NUMSA members. She has published in Buhlungu, S. and Tshoaedi, M. (2012), COSATU's contested legacy, *Industrial Relations and Society in Transition*. She is currently working on her PhD at the University of Pretoria.

Dr. Nicole De Wet-Billings

PhD (Demography and Population Studies, Wits University)

Dr. Nicole De Wet's work is on adolescent health and development in sub-Saharan Africa, she has recently published papers in the South African Medical Journal and Journal of Social Sciences. She is also currently the Guest Editor of a Special Issue of the South African Journal of Child Health with sponsorship from the NRF/DST Center of Excellence in Human Development. The title of the special issue is "Adolescent Health and Development in Southern Africa: Implications and Post- 2015 Development Agenda" and will be published in September 2018. Dr. De Wet is currently a Senior Lecturer and Head of the Demography and Population Studies programme at the University of the Witwatersrand. She is a CARTA PhD (2011-2013), University of Michigan African Presidential Scholars Programme (UMAPS 2014) and the 2016 WZB-Social Science Research Fellow. Dr. De Wet is the recipient of numerous research grants from the Andrew Mellon Grant, a National Research Foundation (NRF), National Institute for the Humanities and Social Sciences Grant, British Academy Newton Foundation Grant and an

NRF/DST Center of Excellence in Human Development grants. Recently Dr. De Wet has also been awarded a Y2- rating from the NRF.

ADMINISTRATIVE STAFF

	Telephone No.	Fax. No.	Room No.
Mrs Ingrid Chunilall Admin Officer	011 717 4440	011 717 4459	RS243
Ms Sedzani Malada Assistant Admin Officer (Postgraduate)	011 717 4424	011 717 4459	RS242
Ms Josephine Mashaba Senior Admin Assistant (Undergraduate)	011 7174447	011 717 4459	RS240
Ms Soraya Patel Global Labour University Administrator	011 7174443	011 717 4459	RS202
Ms Yurisha Pillay Development Studies Administrator	011-7174437	011 7174437	RS205

Visit the Sociology Website:
<http://www.wits.ac.za/Humanities/SocialSciences/sociology.htm>

INTERNATIONAL PARTNERSHIPS WITH WITS SOCIOLOGY

Prof Bridget Kenny	Collaborations on research and writing with Prof Franco Barchiesi, Department of African and African American Studies, Ohio State University, USA. Output: publication + conference paper (submitted for publication)
	Collaboration with the Department of African and African American Studies, University of Maryland, USA. This is a new collaboration meant based on a comparative work for a project titled, "Gendered service work and racial regimes of service".
	Teaching collaboration with Prof Mark Anner, Penn State University, Sociology Department. Teleconference link up for half course of SOCL 4045/7048 Work and Labour in the Global Economy.

Prof Roger Southall	<p>Serves on the following editorial boards:</p> <ul style="list-style-type: none"> • <i>Africa Spektrum</i>, Germany • <i>Democratization</i> • <i>British Journal of Industrial Relations</i> • <i>Journal Of African Elections</i>
Prof Leah Gilbert	<p>Conferences and general academic links: International Sociological Association (ISA); Member of Research Committee on the Sociology of Health (RC15I)</p> <hr/> <p>International Social Pharmacy; British Medical Sociology Group of the British Sociological Association Editorial board member of “Research in Social and Administrative Pharmacy” International Advisory Board of “Sociology of Health and Illness” A member of the network on 'Gender & Health'</p> <hr/> <p>'Life after Retirement in Academia: A Comparative study.</p> <p>The Principal Investigator is Professor Leah Gilbert, Department of Sociology, Wits in collaboration with Professor Elizabeth Walker, Social Work, Faculty of Health and Social Care, University of Hull, UK</p>
Prof Devan Pillay	<p>International Steering Committee of the Global Labour University (GLU) (2007-2010). International Steering Committee of the International Centre for Development and Decent Work (ICDD) (2009-2010) Teaches a course on Trade Union Strategies, University of Kassel (as part of the GLU) 2008-10; 2011 Taught a seminar on Globalisation and Social Change and Unicamp, Brazil, 2008 (as part of GLU).</p> <hr/> <p>Convened the GLU International conference in 2007. Co-convenor of Global Labour Project (under the auspices of the World Forum for Alternatives and the World Social Forum) with Ingemar Lindberg (Sweden) and Andreas Bieler (Nottingham) – resulting in an edited volume <i>Labour and the Challenges of Globalisation</i> (Pluto Press, 2008). Convened Labour session of the 21st Century Socialism conference in Caracas, Venezuela as part of World Forum for Alternatives (2008). Serves on the Editorial Board and Labour, Capital and Society.</p>

THE SOCIETY, WORK AND DEVELOPMENT INSTITUTE (SWOP)

The Society, Work and Development Institute (SWOP) has over a period of 30 years established a national and international reputation in the study of work, labour, informalization, households, the state, politics, violence and protest. It is one of the Universities of the Witwatersrand's most enduring research organisations and in 2008 it was recognised as a flagship research programmes and awarded Institute status. The central problem investigated through the current SWOP research programmes is the making and unmaking of social order. SWOP's research has revealed contradictory processes of fragmentation and solidarity across different sites in society such as the community, workplace, household and state institutions.

In the second decade after the democratic elections of 1994, it is clear that slow-burning contestations over the dissolution of the old order and the shape of the emerging order are wide-ranging, with implications for development, democracy, law, gender relations and society as a whole.

Such processes – the making and unmaking of social orders –distinguish many societies of the Global South. We believe they present distinctive problems for social theory elaborated in the different social and historical conditions of the Global North, while simultaneously posing distinctive problems for socio-economic development.

SWOP researchers are exploring these problems through research into work and worklessness, society and nature, households, social reproduction, gender orders and welfare regimes, civil society, class formation, citizenship, movements and violence. A major new research focus which combines many of these themes is on the social frontiers of the new mining industries and the rural, social and political transformations that accompany them.

Through contract and grant funding, SWOP has a strong cohort of postgraduate Fellows and Interns working on PhDs and MAs. In addition, SWOP collaborates with a network of Associates located at Wits and other institutions, both nationally and internationally.

SWOP has four broad aims:

1. Making a distinctive contribution to the development of social theory in the global South, thus helping position the social sciences at Wits University at the cutting edge of social theory and analysis globally;
2. Providing the basis for dynamic research partnerships with other centres in the Global South;
3. Providing the kind of engaged and innovative social knowledge required for policy innovation in the field of development;
4. Developing a new generation of social researchers.

The SWOP Institute's website can be found at www.wits.ac.za/swop. This website contains information on seminars, workshops, conferences, research programmes, and a range of the Institute's research outputs can be downloaded or ordered online.

GLOBAL LABOUR UNIVERSITY (GLU)

Wits, through a joint initiative between the Departments of Sociology, History and Economics, and SWOP was chosen as the African site of the Global Labour University (GLU) launched by the ILO in 2002. The Masters programme is also offered by Kassel University and the Berlin School of Economics, the University of Campinas, Brazil, the Jawarlal Nehru University in New Delhi and the Tata Institute in Mumbai, India. South Africa is the only campus that offers the Programme at the Honours level. GLU is run by an interdisciplinary committee.

In order to analyse the challenges of globalisation, GLU draws on a multi-disciplinary approach combining sociology, history, law, economics and political studies.

The programme is aimed at trade unionists, and provides students with insight into the role of labour and development, it assists workers and their organisations to assert labour's perspective in public debate, policy development and implementation and social dialogue on central human development objectives.

Wits governing body (2021)

Prof Michelle Williams (Chairperson); Prof Devan Pillay (Sociology); Dr Ben Scully (Sociology); Dr Nicolas Pons-Vignon (Economics); Prof Karl von Holdt (SWOP); Prof Vishwas Satgar (International Relations); Prof Sarah Mosoetsa (Sociology); Dr Tatenda Mukwedeya (Sociology); Dr Thabang Sefalafala (Sociology)

Administrator: Ms Soraya Patel

(011 7174443), Office RS202.

DEVELOPMENT STUDIES

Development Studies: A leading interdisciplinary post graduate programme in development studies is currently on offer and managed in Sociology on behalf of the School of Social Sciences. The programme is appropriate for students keen to pursue a career in policy research and in the local and international development organizations. Students will be able to draw upon a vast range of local and international academic expertise in a range of disciplines within the School of Social Sciences and in Economics as they critically engage in current local, national and international debates in Development Studies while promoting professional skills in these fields. Students with practical experience in the world of development will be especially welcome.

Enquiries: For further information go to:

<http://web.wits.ac.za/Academic/Humanities/SocialSciences/Sociology/Postgraduate/>

Chairperson: Prof Srila Roy

Administrator: Ms Yurisha Pillay

(011 7174437), Office RS205.

THE UNDERGRADUATE PROGRAMME 2021

Sociology is the study of society in all its complexity, from both an empirical and a theoretical perspective. The Department of Sociology at Wits has outstanding staff with an extremely wide range of teaching and research interests, a deep commitment to teaching, and to involving students in its work.

The Department of Sociology has a rich series of offerings for 2019, both for students majoring in the discipline and for those who wish to gain some idea of its scope, or to explore a particular sub-speciality area.

The Department offers two majors in the undergraduate (BA) degree: a major in **Sociology** and a major in **Labour and Economic Sociology**. The programme for each major contains both prescribed modules and a choice of options. Students eligible for second and/or third level courses may take more than the minimum Sociology modules at any particular time.

The Sociology and Labour & Economic Sociology majors prepare students for careers in a variety of areas. These include:

- Policy and Planning in the public and private sectors
- Development and Aid work particularly in the NGO community
- Survey and other forms of Social Research
- Labour Relations and Employee (Human) Resources
- Academic Teaching and Research
- Journalism; and many others.

For students interested in single modules, we offer topics in diverse areas, such as the Sociology of Health, of Urban Studies, of Culture, of Crime, of Indigenous Religions, amongst others. Many of these electives may offer students' majoring in other disciplines, particular socio-political insights into their chosen field.

Part-time students may take Sociology courses which are offered in the evening through the **Wits Plus** programme.

OVERALL SUMMARY OF MODULES

LEVEL 1000 COURSES

There are two modules offered at the first year level: **SOCL1014** runs in the first semester while **SOCL1013** runs in the second semester. Both modules are **compulsory** for the major in **Sociology** or **Labour and Economic Sociology**.

SOCL1014: IDENTITY AND SOCIETY

SOCL1013: SOUTHERN AFRICA IN THE ERA OF GLOBALISATION

LEVEL 2000 COURSES

At this level, students wishing to major in **Sociology** must complete **SOCL 2012** and at least one other SOCL2000 level module; we would prefer students to do two others.

Students wishing to major in **Labour and Economic Sociology** must complete **SOCL2012**.

All modules other than the compulsory modules are part of the "menu" we provide at the second year level. Not all offerings will be available in any single year.

The modules currently on offer are:

SOCL2001: CONTEMPORARY SOCIAL ISSUES IN SOUTHERN AFRICA II
(This module offers a range of internal options to choose from including land, health, race, urban studies and the environment. Available options rotate yearly).

SOCL2009: POPULATION STUDIES

SOCL2012: SOCIOLOGICAL THEORY* #

***Compulsory for majors in Sociology.**

#Compulsory for majors in Labour & Economic Sociology.

LEVEL 3000 COURSES

Students majoring in **Sociology** must do **SOCL3008** and **SOCL3002** **as well as** at least two other SOCL3000 level modules. Students majoring in **Labour and Economic Sociology** must do **SOCL3029A** and **SOCL3008** **as well as** two other SOCL3000 level modules.

With the permission of the Head of Department, a single module from a cognate discipline, such as Political Studies, may be considered as fulfilling the requirements for the major as long as it does not substitute for one of the CORE modules in the Sociology Department, or count twice towards a particular student's major.

All modules other than compulsory modules should be regarded as part of the "menu" of courses available in the Department. Not all offerings will be offered in any single year.

The modules currently available are:

SOCL3002: CULTURE, POWER AND IDENTITY *

SOCL3003: DEMOGRAPHY AND DEVELOPMENT

SOCL3008: RESEARCHING SOCIAL LIFE *#

SOCL3029A: CLASS, POWER, and ECONOMIC RELATIONS III #

SOCL3016: SOCIOLOGY OF AFRICA

SOCL3026: CONTEMPORARY SOCIAL ISSUES IN SOUTHERN AFRICA III

(This module offers a range of internal options to choose from including race, health, gender, religion, and the environment, amongst others. Available options rotate yearly).

*** Compulsory for majors in Sociology.**

Compulsory for majors in Labour and Economic Sociology.

Majors in Sociology must complete **TWO additional modules** from this menu.

Majors in Labour and Economic Sociology must complete **TWO additional modules** from this menu.

Students from other Departments wishing to take any of our 3000 level modules must first seek permission from the Head of Department.

UNDERGRADUATE PROGRAMME SOCIOLOGY 2021

Course / Level	SEMESTER ONE	SEMESTER TWO
First Level (D slot)	Identity and Society*# (D slot) SOCL1014	Southern Africa in the Era of Globalization*# (D slot) SOCL1013
Second Level (C slot)	Sociological Theory *# (C slot) SOCL2012	Contemporary Social Issues in Southern Africa II (C slot) SOCL2001
		Population Studies (C slot) SOCL2009
Third Level (B1& B2 slots) \$	Class, Power and Economic Relations III # (B1 slot) SOCL3029A	Researching Social Life*# (B2 slot) SOCL3008
	Culture, Power and Identity * (B1 slot) SOCL3002	
	Sociology of Africa (B2 slot) SOCL3016	Demography and Development (B1 slot) SOCL3003
		Contemporary Social Issues in Southern Africa III (B1slot) SOCL3026

* Compulsory for Sociology Majors

Compulsory for Labour and Economic Sociology Majors

\$ All 3000 level modules are semester long units (i.e. run for 14 weeks).
The designation B1 slot and B2 slot refers to the timetable slot, each week
when the modules are taught.

The Sociology modular programme covers all three years of our

undergraduate (BA) programme. We offer students the following options:

1) Majoring in **Sociology** itself, which will entail taking certain core courses, as well as a prescribed number of options. The compulsory core courses are identified in the summary above.

2) Majoring in **Labour and Economic Sociology**, which will entail taking certain core courses, as well as certain courses designated as "options", but with a specific focus on **Labour and Economic Sociology** issues; and also a prescribed number of additional options. The relevant core courses are identified in the summary above.

SATISFACTORY PERFORMANCE (SP) REQUIREMENTS

ALL of our modules have the following requirements for **SPs**:

Students are required to attend ALL the tutorials and/or lectures in their module.

Failure to attend will result in the loss of the student's SP unless a Departmental committee formally excuses the student's absence.

Students are also required to submit ALL written work for each module.

Students who do not attain an SP, receive a NSP and may not be allowed to write the examination for their module.

SUBMINIMUM RULE

ALL of our modules also operate under the following rule:

To PASS a course, a student must:

**(i) Achieve an overall mark (inclusive of coursework) of 50% or more;
AND**

**(ii) Pass the exam with a mark of 50% or above.
If you fail the exam, you fail the course,
regardless of your overall mark average.**

1000 LEVEL MODULES

While there is no entry requirement for the 1000 level modules, students should note that course numbers are restricted to 450. Students may therefore be waitlisted once the cap has been reached, and may only be offered places if and when space becomes available.

SOCL1014 IDENTITY AND SOCIETY

Calendar Entry

This course examines the various ways in which the discipline of Sociology explains social life. The course shows how each individual's social biography is shaped by social factors, including the family, schooling, religion, race, class and gender.

Course Description

This module is an introduction to the theoretical and conceptual foundations of Sociology. It locates the discipline's key concerns with the relationship between individuals and the social context, and examines the sociological debates around modernity, social change and identity. This is achieved by an in-depth exploration of the ideas of central classical and contemporary theorists. The module also aims to develop students' content knowledge, along with reading and writing skills.

Level of Course

1000 level

Semester Offered

First Semester on the D timetable slot

Prerequisites and co-requisites

There is no entry requirement, although it is likely that student numbers will be restricted. The course is strongly recommended for students doing one or more of the following courses: Politics, Psychology, African Literature, Comparative Literature, English, History, Philosophy, Social Anthropology, International Relations, Architecture and Planning, and Law. **The course is compulsory for students wishing to major in Sociology or Labour and Economic Sociology.**

Course load

Five lectures and one tutorial per week for fourteen weeks. The course will be examined through two short assignments and two tests, as well as one three-hour exam.

Course Lecturer/s

Dr Obvious Katsaura and Prof David Dickinson
(Coordinators: Dr Obvious Katsaura and Prof David Dickinson)

SOCL 1013
SOUTHERN AFRICA IN THE ERA OF GLOBALIZATION

Calendar Entry

This module examines the process of globalization especially in the Southern African context. Using both historical and contemporary material, it explores globalization using sociological questions of social change, development, culture and social inequality. The module aims to develop students' research and critical thinking skills, so that they can make sense of the changing contemporary social world.

Course Description

In recent years, sociologists have identified a set of changes which they refer to as "globalization". The aim of this course is to examine these changes and their implications for sub-Saharan Africa in general and South Africa in particular. It also aims to develop concept formation, and systematic thinking about the changing social world.

The course will critically assess theories of the sociology of development, it will define globalization, and it will draw distinctions between its economic, political and cultural manifestations. The contradictory and uneven nature of globalization will be explored through a concrete socio-historical analysis of South Africa and the growing marginalisation of sub-Saharan Africa within the world economy. There will be a particular emphasis on the evolving race, gender, and class dynamic in these regions, as well as the growing rural-urban divide. The course will conclude with an examination of the problems and possibilities of consolidating democracy in South Africa and sub-Saharan Africa in this new era.

Level of Course

1000 level

Semester Offered

Second Semester on the D timetable slot

Prerequisites and co-requisites

No entry requirement, although it is likely that student numbers will be restricted. This is an introductory course for students interested in the discipline of Sociology. It is strongly recommended for students interested in the theoretical and historical issues it raises, especially students from Politics, International Relations, Geography, History and Social Anthropology. **The course is compulsory for students wishing to major in Sociology or Labour and Economic Sociology.**

Course load

Five lectures and one tutorial per week for fourteen weeks. The course will be examined through two short assignments and two tests, as well as one three-hour exam.

Course Lecturer/s

Prof Ran Greenstein and Dr Thabang Sefalafala
(Coordinator) Dr Thabang Sefalafala

2000 LEVEL MODULES

All Sociology 2000 level modules have the following **entry requirement**:

Students must have **passed TWO Sociology modules at the 1000 level**.

At this level, students wishing to major in **Sociology** must complete **SOCL2012** and at least one other module; we would prefer them to do two additional courses. Students wishing to major in **Labour and Economic Sociology** must complete **SOCL2012** and either **SOCL2001** (or **SOCL2004**); we would prefer them to complete a further module in addition.

SOCL2001 CONTEMPORARY SOCIAL ISSUES IN SOUTHERN AFRICA II

Calendar Entry

The course provides a wide-range of engagement with contemporary social issues in Southern Africa, ranging from our past and present, as these affect urban and rural areas, the environment and development, people's health and disease, and key social, cultural and political issues.

Course Description

Southern Africa faces a number of serious problems generated by poverty, inequality, violence and disease. The course focuses on these problems, but also analyses state, civil society and collective responses, including social policy, social movements, political, cultural and religious formations and debates about social reconstruction. The course provides a sociological understanding of these issues by means of an engagement with both classical and dynamic contemporary social theory produced both internationally and in the region. In this way, the course provides both training in the core of the discipline for students wishing to major in Sociology, and a broad understanding of the contemporary social world for students wishing to supplement their training in diverse fields like journalism, social work, law, development, town planning, psychology, community development, and the performing arts, amongst others.

The course is taught by a team of experienced teachers who are experts in their respective fields. Students will be able to choose options from within the course which suit their particular interests (in **2020** these include Urban Economics, Colonial Pasts & Presents, and Migration and Health in South Africa).

Course options (students will take 2 of the following 3 depending on timetabling)

Colonial Pasts & Presents: Shireen Ally

From #RhodesMustFall to debates about the old apartheid flag, from struggles to decolonise education, to land expropriation without compensation, contemporary South African politics is in many ways defined by the problem of what to do with the

colonial past/s. From reconciliation to reparations, from redress to removal, we try in this module to ask: how do we reckon with (that is, account for and hold accountable) the colonial past? To answer this question, we will try to make sense of contemporary debates about colonial symbols, patterns of inequality, and the forms of violence from the colonial past that endure, painfully, in the present. We will try to think with different ideas that try to explain both colonialism and racial slavery's 'afterlife' in the present, and interrogate the different demands about what to do with the enduring presence of colonialism and racial slavery in the present.

Migration and Health in South Africa: Prof Lorena Nunez

This course will look at migrants' experiences and societal responses to migration in South Africa through a health lens. It will provide an overview of key migration and health related theories and concepts and it will engage with the empirical analysis of migrants experiences and agency as they survive in a hostile environment, navigate public health institutions as well as cope with illness and suffering. A focused analysis in the areas of reproductive and mental health will allow evaluating the pervasive effects of xenophobia and other forms of structural violence on migrants' health and wellbeing. Looking at reproductive health will allow for a discussion on the interface between women migrants and the state, where forms of medical xenophobia take place and where debates on rights to access and quality of health care emerge. Looking at mental health will allow for an examination of idioms of distress used by migrants to communicate suffering. The role of churches will be also examined in terms of the creation of communities of support and also how it reframes the meaning of social suffering. The course will also engage with the context created by the Covid-19 pandemic for an analysis of its specific impact on the migrant population, including the effects of the government's responses

Organisations Movements and change: Dr Thabang Sefalafala

Do movements change institutions or do institutions change movements? Or is there a complex interplay between the two, in which there are possibilities for them to shape each other? This course will attempt to assess the impact of working class movements on South Africa's new democracy, and the way these movements have in turn been affected by democratisation. It is well known that social movements played a central role in the downfall of apartheid. Yet it is often assumed that once these movements take formal power they lose their strength and radicalism. This view echoes conventional wisdom in the social sciences that formal organisations and social movements are separate and irreconcilable. This course questions the conventional wisdom by focusing on the interplay between formal organisations and social movements in modern society. The course will examine these issues through a study of labour movements and other social movements and their attempts to democratise capitalist firms and the state. In virtually every society, workers have attempted to organise collectively in the form of trade unions to fight employers for better wages and working conditions. Unions have been important forces for social change, given their scale and power, and due to the centrality of work in society. But unions are invariably part of much broader labour and social movements, which often pursue very wide social and political goals. With the transition to and consolidation of democracy the political, social and economic role of the trade union movement has undergone

many significant changes. The course asks a number of questions about contemporary trade unions and the labour movement: whom do they represent? how do they operate? what interests do they pursue? and, finally, are they vehicles for defensive self-interest, or broader fundamental social change?

Level of Course

2000 Level

Semester Offered

Second semester on the C timetable slot

Pre-requisites and co-requisites

Students must be eligible for a second level course.

Course Load

Four lectures and one tutorial per week; two tests, two essays, and one three-hour exam

Course Lecturers

Shireen Ally, Prof Lorena Nunez and Dr Thabang Sefalafala
Course Coordinator: Prof Lorena Nunez

SOCL2004 (Not on offer in 2021)**FAMILY, GENDER AND WORK****Calendar Entry**

This course explores the social construction of gender through an analysis of the connections between family and work. The course offers a focused approach to study various conceptualisations of gender and how gender intersects with race, ethnicity and class to shape identity formation.

Course Description

The construction of gendered relations is often examined within the site of the 'home' and 'family' while other literatures explore the reproduction and transformation of gendered relations at the site of 'work'. This course aims to explore processes of gendering through an analysis of the connections between family (traditionally 'reproduction') and work (traditionally 'production'). In this way, the course offers a focused approach to study different conceptualisations of gender and analyse how gender intersects with and race, ethnicity and class to shape identity formation. Thereby, forming multiple constructions and realities of gender that permeate and perpetuate social life, and are also actively contested and resisted through both private and public realms: such as the family, home, work, labour, and educational spaces. It also enables an examination of broader processes of restructuring of the arena of 'social reproduction' through changes in the global economy, welfare state, and livelihood strategies, including changing contexts of waged labour. In this way, the study of gender formation within and across household boundaries is broadened through contemporary theoretical debates positing the tensions between micro level social relations and macro level processes of change.

Level of course

2000 Level

Semester Offered

Not on offer in 2021

Pre-requisites and co-requisites

Students must be eligible for a second level course.

Course Load

Four lectures and one tutorial per week; two essays and one three-hour exam

**SOCL2009
POPULATION STUDIES**

Calendar Entry

This course is an introduction to both formal and substantive demography. By the end of the course, students should have developed: the ability to integrate the demographic dimension into their sociological thinking and analysis; knowledge of the types, sources, quality, and uses of demographic data; and an understanding of the major academic and policy debates in the field of population. In order to take and do the course, a mathematical or statistical background is not necessary.

Level of course

2000 Level

Semester Offered

Second semester on the C timetable slot

Pre-requisites and co-requisites

Students must be eligible for a second level course.

Course Load

Four lectures and one tutorial per week;

Tutorial assignments, one test, one long essay and one three-hour exam

Course Lecturer

Dr Nicole De Wet-Billings

**SOCL2012
SOCIOLOGICAL THEORY**

Calendar Entry

This course examines the classical and contemporary theoretical approaches to key sociological issues, such as social change and social inequality, in the varied contexts of coloniality and post-coloniality; nationalism and globalisation; and modernity and post-modernity. It aims to develop students' theoretical and conceptual skills, as well as their analytical ability to engage with empirical material realities.

Level of course

2000 level

Semester Offered

First semester on the C timetable slot

Pre-requisites and co-requisites

Students must be eligible for a second level course. **This module is compulsory for majors in Sociology and majors in Labour and Economic Sociology.** It is also strongly recommended for students who have completed first level courses in other social sciences, such as Political Studies, International Relations, Social Anthropology, History and Geography and also for students studying Psychology and Philosophy.

Course Load

Four lectures and one tutorial per week for fourteen weeks. Two essays and one three-hour exam

Course Lecturers:

Dr Katherine Joynt and Dr Tatenda Mukwedeya
(Coordinator) Dr Tatenda Mukwedeya

3000 LEVEL MODULES

All Sociology 3000 level modules have the following entry requirement:

Students must have passed **TWO** modules of Sociology at the 1000 level and at least **ONE** module of Sociology at the 2000 level.

Students majoring in **Sociology** must do **SOCL3008** and **SOCL3002** as well as at least **two other modules**.

Students majoring in **Labour and Economic Sociology** must do **SOCL3029A** and **SOCL3008** as well as at least **two other modules**.

SOCL3002 CULTURE, POWER AND IDENTITY

Calendar Entry

This course will discuss concepts of power, culture and identity from various theoretical perspectives and applied contexts.

Course description

The course explores the ways in which relations of power and knowledge are manifested in society. In introducing students to innovative theories and debates, the course focuses on different theorists. The implications of these core theoretical approaches for contemporary social issues, such as new gender practices, racial identities and conflicts, form a major component of the course. Another component addresses work that engages with issues of colonial domination and resistance, and with the challenges of post-colonial African realities.

Level of Course

3000 level course

Semester Offered

First semester on the B1 timetable slot.

Prerequisites

Students must be eligible for a third level course. Other 3000 level students from cognate disciplines may be admitted with the permission of the Head of Department. This is a **compulsory course for Sociology majors**.

Course Load

Two lectures a week and one tutorial. Weekly tutorial papers, one tutorial presentation, one long essay, one two-hour exam.

Course Lecturers

Dr Tatenda Mukwedeya and Professor Devan Pillay
(Coordinator) Dr Tatenda Mukwedeya

**SOCL3003
DEMOGRAPHY AND DEVELOPMENT**

Calendar Entry

The aim of this course is to equip students with a good sociological understanding of the place of demography in the process of socio-economic development. Students will be exposed to the ways in which demographic techniques may be applied to planning in a variety of substantive areas within the public and private sectors.

Course Description

This course has two objectives. The first is to give students an understanding of the place of demographic change in socio-economic development and cultural change. The course will deal with various major theoretical approaches to understanding the relationship between demographic dynamics and development. Recent theoretical changes that have informed the changing boundaries of national, regional and global population debates will be examined in detail.

The second objective is to introduce students to the theory and practice of the integration of demographic dynamics into national development planning. Case studies of countries in Africa, Asia, Latin America and Europe will be used to examine recent advances in the integration of demographic factors and national development plans. Issues to be covered include techniques for formulation, implementation and evaluation of national population policies; demographic techniques for planning in health, social services, education and the environment; local area and regional demographic analysis, and the application of demography in the development of human resources as well as in various private sector decision-making situations.

The course will involve formal lectures and practical training sessions; the latter will involve the use of specialist demographic packages designed for population analysis, estimations and projections. Workshops will be organized that will expose students to institutions and persons that are involved in the production, analysis and application of demography in development.

Level of course

3000 Level

Semester Offered

Second semester on the B1 timetable slot

Pre-requisites

Students must be eligible for a third level course. Students from Town Planning, Architecture, Engineering and Health Science are also welcome.

Course Load

Two lectures and one tutorial per week for fourteen weeks. Weekly tutorial papers, practical assignments and/or presentations, one long essay entailing independent work, and one two-hour exam.

Course Lecturer

Dr Nicole De Wet-Billings

SOCL3008

RESEARCHING SOCIAL LIFE

Calendar Entry

This course introduces students to the various research methods used in the social sciences and teaches students to do social research using practical methods.

Course Description

Researching Social Life is designed to introduce and to provide students with a solid foundation in social research. The course has both conceptual and practical elements. On the conceptual side, students are introduced to the rationale that drives research, the importance of a strong bond between theory and empirical research, and the centrality of ethics. In addition, various methods of data collection and analysis are also taught. On the practical side, students work both individually and in pairs to apply this knowledge and to gain experience in the field by conducting research techniques in the real world.

Throughout this course student's will learn to:

- Critically read and evaluate social research.
- Identify ethical issues in research, and practice ethics in research.
- Identify research problems, formulate research questions, and develop appropriate research designs and proposals.
- Understand quantitative, qualitative and mixed methods research approaches and the relevance of each for answering specific research questions.
- Design data-collection instruments and apply a variety of data collection techniques in the real world.
- Analyse, interpret and present research data.

Level of Course

3000 Level
slot

Semester Offered

Second semester on the B2 timetable

Prerequisites

Students must be eligible for a third level course. Additional students may be admitted if they are eligible for 3000 level courses, and with the permission of the Head of Department. If numbers are too high, then space in **the course will be reserved for students majoring in Sociology or Labour and Economic Sociology, for whom it is compulsory.**

Course Load

Two lectures and one tutorial per week; consultations; three assignments; one class test; one three-hour exam.

Course Lecturer and Research Project coordinator

Dr Katherine Joynt

SOCL3029A
CLASS, POWER AND ECONOMIC RELATIONS III

Calendar Entry

In this course students are introduced to conceptual issues related to the changing nature of work in modern industrial (and post-industrial) societies.

Course Description

This course explores the relationship between the 'structural logic' of capitalism and working class subjectivity through an interrogation of different theoretical approaches to, and experiences of, work and working class struggles from the beginning of capitalist development to its current phase. Time is also dedicated towards understanding the concepts of race, class and gender in relation to the organisation of the labour process, divisions of labour, and working class struggles.

The course involves examining: the definition and meaning of 'work,' 'scientific management' and skill formation, the transformation of work from Fordism to Post-Fordism, workplace participation and control, other 'workplace identities' in the production process, debates in the broad working class movement over how to change society, and the key challenges facing organisations and movements in post-apartheid South Africa. It equips students to apply key concepts in the field to specific contexts, particularly workplaces and working class struggles in South Africa.

Level of Course

3000 level

Semester Offered

First semester on the B1 timetable slot.

Prerequisites

Students must be eligible for a third level course. Other 3000 level students from allied disciplines may be admitted with the permission of the Head of Department. This is a **compulsory course for Labour and Economic Sociology majors**.

Course Load

Two lectures a week and one tutorial. Weekly tutorial papers, one tutorial presentation, two essays, one three-hour exam.

Course Lecturer

Prof Bridget Kenny

SOCL3014
SOUTH AFRICAN INDUSTRIAL RELATIONS (Not on offer for 2021)

Calendar Entry

Faced by economic globalization and neo-liberalism many countries are experiencing profound challenges to establish work practices and industrial relations institutions. This course is concerned to identify this global challenge and examine its impact on work and industrial relations in South Africa. We will examine the emergence of the apartheid workplace regime and its persistence into the present, exploring the extent to which the labour reforms introduced recently constitute an innovative challenge to the global agenda of neo-liberalism.

Course Description

This course examines the impact of globalisation on workplace and industrial relations in South Africa. Faced by economic globalisation and neo-liberalism, many countries are experiencing profound changes to established work practices and industrial relations institutions. In this course, we are concerned with identifying this global challenge and examining its impact on work and industrial relations. To what extent do the labour reforms introduced by the democratic government, since 1994, constitute an innovative challenge to the global agenda of neo-liberalism? This is the intellectual question that runs through the entire course and that will be explored through various topics during lectures and tutorials. Innovative teaching and learning methods will be used including role-plays, visits to industrial relations institutions and guest speakers.

Level of Course

3000 level

Semester Offered

Not on offer in 2021

Prerequisites

Students must be eligible for a third level course. Other 3000 level students from cognate disciplines may be admitted with the permission of the Head of Department.

Course Load

Two lectures a week and one tutorial; weekly seminar papers or presentations; one long essay; one two hour exam.

SOCL3015
STATES, MARKETS AND ECONOMIC POLICY (Not on offer in 2021)

Calendar Entry

This course introduces social science students to economic concepts, state theory and policy debates both historically and in the contemporary period, with particular reference to neo-liberal restructuring in South Africa and other developing countries.

Course Description

This course introduces students with a background in the social sciences to economic concepts, theory and life. The aim is to ground students in contemporary economic policy debates through an examination of the variety of ways in which states and markets interact in different socio-historical contexts. The course starts from the premise that economic action is a form of social action, embedded in social structures and social struggles.

Taking as its case study the international emergence and consolidation of the neo-liberal agenda from the 1970s, the course provides students with a solid and relevant grounding in economic theory and in global and local economic issues and a thorough grasp of key economic and industrial policy debates in South Africa and the developing world.

In order to achieve analytical clarity, the course examines fundamental concepts such as capitalism, class, market/s, state, planning, freedom and equality. Issues concerning politics and ideology are at the centre of the course, particularly the differing ideological conceptions of the functioning of markets, and of the effects and desirability of state interventions in markets.

This is undertaken through an examination of the basic concepts of the state and its relation to the economy, in the first half of the course, and then, in the second half of the course, through an examination of economic change in the post-1945 world. In the second half, attention is also paid to macro-economic policy in South Africa and other parts of the developing world. The course concludes with an examination of the social consequences of neo-liberalism, locally and internationally and with an examination of the prospects for alternatives to the neo-liberal agenda in the 21st century.

Level of Course

3000 Level

Semester Offered

First semester on the B2 timetable slot.

Prerequisites

Students must be eligible for a third level course. Students from allied disciplines, such as Political studies, Economic History, Geography, History and Social Anthropology may be admitted with the permission of the Head of the department

Course Load

Two lectures and one tutorial per week. Examined by two essays and one three-hour exam

**SOCL3016
SOCIOLOGY OF AFRICA**

Calendar Entry

This module provides students with a solid grounding in the history, politics and societies of Sub-Saharan Africa.

Course Description

This course introduces students to post-colonial Africa, focusing on development, political economy, the state and culture. The first part of the course focuses on the contemporary development crisis in Sub-Saharan Africa, examining the causes and possible solutions to the situation. Among the debates examined in this section is the legacy of colonialism, the nature of the post-colonial state, and of post-colonial class relations, international economic relations, and the impact of the debt crisis and of neo-liberalism. This section concludes with an examination of the role of labour movements and “second liberation” democratisation struggles during the post-colonial period, of South Africa’s role in the continent, and a critical review of current proposals for African recovery.

The second half of the course examines questions of culture and power in post-colonial Africa with particular focus upon religious and social movements. The question of African identity also forms an important theme in this section, focusing upon the rise, demise and possible revival of pan-African nationalism, and the role of culture, religion and ethnicity in post-colonial African societies.

Level of course

3000 level

Semester Offered

First semester on the B2 timetable slot

Pre-requisites and co-requisites

Students must be eligible for a third level course.

Course Load

Two lectures and one tutorial per week. Examined by tutorial submissions and two essays and one three-hour exam.

Course Lecturer:

Shireen Ally and Dr Obvious Katsaura

Coordinator: Dr Obvious Katsaura

SOCL 3026
CONTEMPORARY SOCIAL ISSUES IN SOUTHERN AFRICA III

Calendar Entry

This course addresses a range of sociological issues from both theoretical and empirical perspectives.

Course description

This course addresses some of the key questions and concerns of our time, including debates on gender, race, ethnicity, and class, as well as themes in urban and rural sociology, the environment, education, state formation and civil society. It provides a sociological understanding of these issues by means of an engagement with both classical and dynamic contemporary social theory produced internationally and in the region. A selection of these and other issues will be focused on in any particular academic year, depending on staff availability and student interest.

In 2021, the course will have the following two components for students to choose from:

Gender and Race (Shireen Ally)

“This module considers the *gendered* effects and aspects of several of the contemporary crises we have been living through, especially: The Covid-19 pandemic; the “shadow” pandemic of femicide and sexual violence; and racialised state violence and police brutality. In doing so, this module takes seriously calls for an ‘intersectional’ feminist analysis by looking at the interactions of gender, race, and class in these crises, specifically in four sites of sociological analysis: economy, state, home, and futures. This module also takes seriously the need for a social analysis that looks at these questions historically, including and especially the histories of racial slavery and settler colonialism.”

Society and Environment (Dr Tatenda Mukwedy)

In the view of many leading authorities, we are now experiencing an environmental crisis. Indeed, many authors have claimed that the present environmental crisis is unprecedented in its magnitude, pace and severity (Park, 2001). This section tries to understand the origin and nature of the environmental crisis by critically challenging the dualist conception of nature and society. It traces how the severing of the social from the natural and the natural from the social has had profound socio-ecological impacts on our planet. The core tenet of this section of the course is that social issues are profoundly environmental, and likewise, environmental issues are inextricably social. Therefore, we will critically examine the cultural, social and natural scientific assumptions about the relationship between nature and society. Using the reflexive grasp of sociology, we will consider how social theorising nature/ ecology/the environment can be helpful in moving beyond techno-centric approaches that dominate modernist understandings of the contemporary environmental issues particularly following the recent neo-liberal triumph of capitalist market environmentalism.

Level of course

3000 level

Semester Offered

Second semester on the B1 timetable slot

Prerequisites

Entry Requirement: Students must be eligible for a third year course: Students must have passed at least **THREE** units in Sociology at the **1000 and 2000 levels**.

Course Load

Two lectures and one tutorial per week. Examined by essays, tests and a three hour exam

Course Lecturers

Dr Tatenda Mukwedeya, Shireen Ally
(Course coordinator) Shireen Ally

COURSES ON OFFER IN 2021 AT WITSPLUS

		Semester 1	
		Course name	Lecturer
First year	SOCL1009	Identity and Society	Dr Christine Bischoff
Second year	SOCL2015	Sociological Theory	Dr Mbuso Nkosi
Third year	SOCL3025	Culture, Power & Identity (Compulsory module)	Gabriel Letswalo
	SOCL3023	Sociology of Africa	Dr Johannes Machinya
		Semester 2	
		Course name	Lecturer
First year	SOCL1008	SA in the era of globalisation	Dr Christine Bischoff
Second year	SOCL2014	Contemporary Social Issues 2	Christine Macdonald
Third year	SOCL3018	Researching Social Life	Thabiso Moyo
	SOCL3027	Contemporary Social Issues 3	Dr Tatenda Mukwedeya & Dr Unjinee Poonan

**SERVICE COURSES FOR FACULTY
OF HEALTH SCIENCES STUDENTS
ONLY**

**SOCL1016
SOCIOLOGICAL FOUNDATIONS OF HEALTH**

Calendar Entry

This course explores health, illness and disease from a sociological perspective. It locates these concepts within the social, economic, cultural and political context. Thereby offering students a unique perspective that complements the traditional bio-medical training offered in their other courses. It will assist students to appreciate the social reality within which their patients are located and the social context within which they will ultimately practice as future health care professionals (HCPs).

Course Description

The first half of the course introduces students to the sociological lens focusing on the social perspective of health, the impact social inequalities (such as class, 'race', gender and geography) have on patients and communities' health status and their utilisation of different health systems; in addition to exploring the impact culture has on conceptions of health and disease, on health seeking behaviour, and healthcare utilisation.

The second half of the course applies this conceptual understanding to a range of contemporary empirical examples focusing on issues such as: the role played by the family in health and disease; unpacking the physiological, phenomenological, social and clinical body in experiences of, and the treatment / management of chronic illness and disability; and by exploring constructions of sexuality orientation and gender identity within the context of sexual and reproductive and HIV & AIDS healthcare.

Level of Course

1000 level
MBBCh

Semester Offered

Second Semester on Slot 4 for

Prerequisites and co-requisites

This course is only offered to Faculty of Health Science Students and is a **compulsory course for first year Medical students.**

Course load

Four lectures and one tutorial per week for fourteen weeks. The course will be examined using a range of practical tutorials and graded assessment forms including an essay, test, a fieldtrip reflection piece and a 3 hour examination.

Course lecturer and course coordinator:

Dr Kezia Lewins and Professor Lorena Nunez
(Coordinator) Dr Kezia Lewins

SOCL1012 HUMAN BEHAVIOURAL SCIENCES

Calendar Entry

This course focuses on the social aspects of health and disease in South Africa. The course aims to develop knowledge and awareness of the social implications of the health professional role. It is structured around a range of different, interrelated themes which aim to develop an understanding of the relationship between health, disease, health professionals and society. In so doing, it introduces a different perspective on health and the role of the health team, while emphasising a multidisciplinary approach to such matters.

Course Description

The course is structured in two parts. The first part introduces Sociology as a particular way of thinking which has special relevance to understanding health and disease, and by extension, to the health professions. In investigating the relationship between society, health, and the health professional, this section of the course examines issues of culture and health, as well as the relationship between social inequalities (including race, gender and class) and health. The second part draws on the first and applies a sociological imagination to a variety of pressing health concerns, including amongst others, occupational disease, chronic disease, disability, and HIV and AIDS.

Level of Course

1000 level

Semester Offered

Second Semester on Slot 4

Prerequisites and co-requisites

This course is only offered to Faculty of Health Science Students and is a **compulsory course for first year Occupational Therapy, Physiotherapy and Nursing students.**

Course load

Four lectures and one tutorial per week for fourteen weeks. The course will be examined using a range of assessment forms including an essay, test and a 3 hour examination.

Course lecturers

Dr Nellie Myburgh and Matshediso Sello

Dr Nellie Myburgh and Prof Lorena Nunez (course coordinators)

POST-GRADUATE STUDIES 2021

1. POSTGRADUATE ADMINISTRATION

Enquiries and Support

Hons/MA Coordinator: Dr Ben Scully
PhD Coordinator: Prof Bridget Kenny

RS249, 011 717 4331
RS247, 011 717 4445

Administrative Post-Graduate Coordinator
Sedzani Malada

RS242, 011 717 4424

Online information: <https://www.wits.ac.za/SocialSciences/Sociology/Postgraduate/>

Faculty of Humanities Postgraduate Office
South-West Engineering, Ground Floor
Faculty Officer, Norman Mabunda, Norman.Mabunda@wits.ac.za

2. BASIC COURSE INFORMATION

Honours

- Only select from 4000 level courses.
- FOUR courses **AND** a compulsory Honours Research (methods) component.
- Please note that all Honours students are required to complete one compulsory Social Theory course, and a compulsory Honours research (methods) component. With permission of the Hons/MA Coordinator students may be permitted entry to the full research essay (project) as well.
- Specialisation at Honours level is Labour, Economic and Development Sociology which requires the completion of one specialist compulsory course (in addition to the theory and methods compulsory courses, required for all Honours students).

MA by Coursework and Research Report

- Three courses and a supervised Research Report (30,000 words maximum)
- Only select from 7000 level courses.
- ALL MA by Coursework students are required to complete one compulsory Research Methods course.
- Specialisations for the MA by Coursework are Labour, Economic and Development Sociology, and Health Sociology.

- The Health Sociology specialisation has additional compulsory course requirements beyond that which is applicable to all MA by Coursework students.
- If your Honours degree was received from an institution other than Wits, and you are registered for a specialisation in Labour, Economic and Development Sociology, the Department may require that you register and complete the relevant specialist courses.
- Two-year Honours/Masters coursework package: it is possible to complete both your Honours and Masters degrees within two years by taking our Honours degree, and gaining admission into the one-year Masters by coursework and research report. This is the most popular option amongst students: two years, two quality degrees.

MA by Dissertation

- Submission of a 50,000 word dissertation based on research with the supervision of a staff member.
- The minimum time for completion is one year but it takes most students at least two years to complete. Please contact the Hons/MA Coordinator directly for more information.

PhD

- Submission of a thesis based on research of between 80,000 and 100,000 words.
- If you wish to study for a PhD, you must have already completed an Honours and Masters, ideally in Sociology. It is possible, in exceptional cases, to upgrade a Masters by dissertation into a PhD.
- The minimum time for completion is 2 years full-time, the required time for completion is 3 years full-time, but it takes most candidates at least 4 years full-time to complete.

3. DEGREE REQUIREMENTS

Admission is competitive.

Admission criteria

For admission into Honours, for a Wits student, an average in Sociology major (or, if no Sociology major, then in a cognate discipline) of **not less than 68%** is required. We may, on a case by case basis, consider those with a mark between 65% & 67%.

For admission into a Masters by Coursework and Research, from students who studied Honours at Wits, we require marks of **70% upwards**, although we may consider students with marks of 68% and above.

For MA by Dissertation and PhD study, for a Wits graduate, no candidates with marks below **70%** will be considered.

For all students from other universities, we pay attention to:

- a) the institution of study
- b) the fields of study and
- c) work experience, as applicable.

We apply the same high standards of admission criteria, especially in terms of marks for admission into any of the degrees offered. As a rule, we will not admit candidates without an adequate background in Sociology or a cognate discipline, nor will we admit students whose marks are not equivalent to those required of Wits graduates.

Please note: We reserve the right to insist upon postgraduate students from outside Wits Sociology attending additional or specified courses as a condition of admission, including for PhD students.

Lecturers reserve the right to deny admission to any course to any student where the student can reasonably be shown not to be prepared to cope with the course.

THE HONOURS DEGREE

Honours

The Honours degree in Sociology is structured to provide you with the best possible training in social theory, research, as well as specialist courses in a range of important and interesting social issues. Students doing an Honours degree full-time must complete their degree within twelve months.

We offer **an Honours in Sociology** without any specific specialisation, sometimes referred to as “**General**.” This option is for students who want solid training in research methods and social theory, but who are keen to sample the widest range of possible topics in Sociology.

In addition to the General Honours, we offer the following specialisation:

Honours in Labour, Economic and Development Sociology

For ALL Honours degrees, the requirements are as follows:

**FOUR courses (4000 level) +
Honours research methods component (SOCL4028A)**

For students with a distinguished academic record in Sociology, it is possible to do **THREE** courses (4000 level), an Honours research component (SOCL4028A), and an additional advanced social research project (SOCL4002A) of maximum 10,000 words, i.e. equivalent to one course)

* Admission to the advanced social research project is by application to, and approval by, the Hons/MA Coordinator, and normally requires an average of 70% in third year studies, as well as completion of an undergraduate research methods course with a mark of at least 70%.

ALL Honours students should:

- Only select your courses from 4000 level courses.
- You may, with permission from the Hons/MA coordinator, take one course from another Department towards your credit for an Honours in Sociology.
- ALL Honours students (i.e. General, AND Labour, Economic and Development Sociology will HAVE to complete TWO compulsory components, as listed below.
- Honours students specialising in Labour, Economic and Development Sociology must complete an additional compulsory course each.

COMPULSORY COURSES

- **SOCL4028A** Honours Research (compulsory for All Honours students).
- **SOCL4030A** Social Transitions, **OR**
- **SOCL4038A** The Making of the South African Social Order (*either* course is compulsory for ALL Honours students)

An additional compulsory course for the specialisation Labour, Economic and Development Sociology is:

- **SOCL4014A** Economic Sociology: Institutions, Capitalism and Markets

In addition to the courses that are compulsory for your Honours degree,

- You may take any other course offered at the Honours level in Sociology
- You may also take one course from outside the department, but this requires formal permission from the Hons/MA coordinator.

Students may opt to take three courses, the compulsory research component (SOCL4028A), plus an advanced social research project (SOCL4002A). This means that in addition to the three courses, and the compulsory research component, you will be electing to do a further advanced social research project under the supervision of a staff member. You must consult the Hons/MA Postgraduate Coordinator for permission if you wish to pursue this route.

The department reserves the right to stipulate specific courses – and, where necessary, extra courses – for any Honours student deemed to have inadequate background.

Students with Honours level degrees, who are asked to enter our programme at the Honours level, may be given credit for some of the courses they took before entering the programme.

Most courses are designated as 4000/7000 referring respectively to Honours and MA levels. These courses are open to both Honours and MA students, though different expectations and assessment criteria are applied to each level.

Generally, for each course 50% of the mark is allocated to course work (usually consisting of tests, written assignments and long essays), and 50% to the exam. The overall Honours mark is composed of the average of all course marks.

THE MASTERS DEGREE

Students who do well in the Honours degree may apply to be admitted to the MA degree. Admission is competitive. Admission to Masters requires a **minimum mark of 70% in Honours** for Wits students, or the equivalent from another institution. Students achieving between 68%-69% may be considered on a case by case basis.

Students can do the degree full-time (1 year) or part-time (2 years).

Students may choose to do the **MA by Coursework and Research Report** (MA by CW&RR) or the **MA by Dissertation** (Research MA).

The discussion below concentrates on the MA by coursework. For more information on the MA by dissertation, please contact the Hons/MA Coordinator directly.

In addition to the **MA in Sociology** (referred to as “**General**”), students at MA level may choose from **two** specialisations:

(A) Labour, Economic and Development Sociology

For the MA by CW&RR, students normally do **THREE courses plus a research report**.

ALL MA CW&RR students are required to register for the compulsory course

- **SOCL 7050A** Advanced Research Methods.

Labour, Economic and Development Sociology students must also take

- **SOCL7010A** Economic Sociology: Institutions, Capitalism and Markets, if they have not done so at the Honours level

(B) Health Sociology students must take

- **SOCL7042A** the Sociology of Health and Illness, and a course offered in the Faculty of Humanities.
- If students have done these courses at Honours level these are credited for their MA in Health Sociology.
- The MA in Health Sociology also requires students to do their research report in a health area.

Courses should ideally be taken in the first half of the year so that the second half can be devoted to work on the research report. This is not always possible, and you can of course also obtain MA credits from courses offered in the second half of the year.

The department reserves the right to stipulate specific courses – and, where necessary, extra courses – for any Masters student deemed to have an inadequate sociology background.

MA students who want to do a course specifically designated as an Honours course may do so provided they obtain permission from the MA co-ordinator and the lecturer concerned. The expectations of them will be higher than from the Honours students.

MA students may not take a course at the Masters level if they have already taken that course at the Honours level.

Students who did not do the Sociology Honours programme may be required to provide evidence that their training is equivalent to that offered in our Honours degree programme. If deemed necessary, students may be asked to take additional courses or to repeat Honours-level courses to bridge gaps in earlier training. Decisions on this matter will be determined on an individual basis, each case will be considered on its own merits.

All MA students will have to prepare a research proposal, for acceptance by both the Departmental Postgraduate Committee and by the Faculty of the Humanities' Graduate Studies Committee. This is normally prepared in the SOCL7050: 'Advanced Research Methods' course as well as together with the supervisor and should be ready as advised – usually at the end of May. The MA Coursework will be assessed as follows:

- Course Work: 50%
- Research Report: 50%

If you do the MA part-time you are expected to complete it over two years. You should aim to finish the coursework in the first year and then to do the research report in the second year. Please consult the Hons/MA Postgraduate Coordinator for more information about submission requirements and dates.

THE PHD DEGREE

For more information on the PhD, please contact the PhD coordinator directly.

For PhD study for a Wits graduate, no candidates with marks below 70% at the master's level will be considered.

External candidates should review the admission criteria under the masters' section and expect that they will be also held to the same rigorous standards as Wits' graduates.

4. POSTGRADUATE STUDENT AFFAIRS

All information for students is communicated by email. Please ensure that the Hons/MA Coordinator has on record your primary e-mail address, and please ensure that you check your e-mail regularly. If you do not frequently utilise the email address provided by the university, please make sure that you link this email to your primary email, so that you easily receive all university correspondence.

Photocopying

Students have to make arrangements for their own photocopying.

Computers

All students are expected to be computer literate and all work submitted should be typed. The Computer Centre is in Solomon Mahlangu House, and available for use by all post-graduate students. The computer centre in the Humanities Graduate Centre in South West Engineering is also available for use by all post-graduate students. Sociology will use e-mail to communicate with students during the year so you will miss important information if you do not have an email address. The Department provides limited computer access to postgraduates in the Hons/MA postgraduate room in Central Block East Annex, and the PhD rooms in Central Block West Annex.

Faculty and University Affairs

Students should make sure they are properly registered: mistakes can be amended, but late amendments incur substantial and escalating penalties. Please check your details as soon as possible after registration, and contact the Hons/MA Coordinator where amendments are required.

Notify Sociology of any changes of address, email and phone numbers.

Fee payment and registration constitutes a contract with the University, and assumes agreement with University rules and procedures. Students must therefore ensure that they are aware of all University rules pertaining to them, as ignorance thereof will not be considered grounds for exemptions or appeals.

Student Financial Affairs

Sociology does not make direct decisions pertaining to Financial Aid, nor does it offer financial aid or sponsorships at present.

Bursaries, loan and scholarships are available to Sociology students who meet the requirements. All enquiries should be directed to the Financial Aid and Scholarships Office's post-graduate section. Ensure that you apply for the Postgraduate Merit Award (PMA), and for National Research Foundation (NRF) assistance, as well as any other available aid (<http://www.wits.ac.za/Prospective/FinancialAid/Postgraduate/>)

Senior Bursars on the Postgraduate Merit Award (PMA)

If you receive the PMA, you will be a senior bursar, obliged to work several hours for Sociology in return for the bursary. This usually means a few sessions of undergraduate tutoring a week (or other departmental work), as well as invigilation duties at the end of semester.

You are expected to take these responsibilities seriously and attend to them as required; your award will be withdrawn if you do not do so. You will liaise with the tutor coordinator, post-graduate administrator about the administration of the PMA and departmental staff regarding your academic tutoring responsibilities.

Student problems, representation and rights:

Sociology is committed to a just and transformed higher education system.

- We urge postgraduate students to familiarise themselves with both their rights and responsibilities.
- Postgraduate students are represented through an elected Postgraduate Association.
- Hons, MA and PhD reps in Sociology will also be elected each year.
- Please do not hesitate to contact the Hons/MA or PhD Coordinator with any queries, complaints or appeals related to the Hons/MA or PhD programmes respectively.
- Requests for deferred examinations should be made directly through the faculty online system.
- Students new to the University may not be aware of the Counselling and Careers Development Unit available to any student who has emotional or psychological problems and worries. Please contact them if you need help in this regard. In addition, please speak to the Hons/MA Coordinator.

Student employment

Full-time students in the Honours and MA programme are expected to be just that: full-time students. If you have any employment equivalent to full-time, then we expect you to convert to part-time. This programme requires your full attendance and attention throughout the year.

Academic conferences

There are bursaries available from the Financial Aid and Scholarships Office for students wishing to attend conferences. In order to get one of these bursaries you would need to:

- Obtain a letter from the conference organisers accepting your paper
- Obtain the relevant application form from Financial Aid and send it in with your acceptance letter, as early as possible.

The annual **South African Sociological Association (SASA)** conference is held in July every year. All students are encouraged to attend. If you would like to give a paper (this is strongly encouraged) please speak to the Academic Postgraduate Coordinator.

In 2009 we held the first very successful Postgraduate Symposium organised by students.

In 2013, a number of Sociology students organised a colloquium 'Black Life in Context' with other postgraduate students in the Faculty. This is the kind of activity we support and encourage with the hope that it will become the academic highlight of the year for students.

Communication with Sociology, the School and Faculty

It is the student's responsibility to be kept informed of all deadlines, exam information, and other post-graduate information. Students should check their e-mail periodically to be kept informed of announcements, changes and other useful information. It is stressed that all students get into the habit of using e-mail on a regular basis.

Note that Faculty sends many notices and queries to your Wits email address, and will treat this as received and read. Be sure to check regularly, or set a forwarding e-mail address on your Wits e-mail to the e-mail address you use regularly.

Space for students

We offer collective space for students (although limited) where they can work and/or interact with other students. Our administrative staff will be able to help students with the details.

5. POSTGRADUATE EXAMINATIONS, EXPECTATIONS AND ACADEMIC EXCLUSIONS

Students are required to attend every session of the course for which they are registered, and all meetings that may be called by staff to discuss degree-related issues such as course administration, research proposals, etc. The only acceptable reasons for failure to attend are illness (with campus health verification), death in the family or unavoidable emergency. Students are also required to submit all pieces of written work and on time. These are SP requirements and you need to meet them in order to be allowed to take the end of term exams. In other words, the department reserves the right to exclude any student from any course on the basis of missing any one seminar, and/or piece of work, without permission.

Each course lecturer decides the form of assessment that s/he feels is appropriate for the course. Students are expected to familiarise themselves with these forms of assessment and to ensure that they meet all requirements and submission deadlines as set by the lecturer. Course lecturers will endeavour to hand back written work, as soon as possible, so as to ensure regular and timely feed-back. This is also dependent on on-time submission by all students.

Failing any one course in postgraduate studies provides grounds for serious concern. Sociology reserves the right to academically exclude any student from the postgraduate programme prior to completion of their degree if the student is clearly not coping with the work required. Failure in one or more courses provides primary and sufficient grounds for such exclusion.

You will write final module examinations in May/June and October/November. The exams will be administered under normal exam conditions. Honours and Masters students must pass both components of their course (the coursework work and the exam), MA students must also pass their research report to pass the degree.

In terms of University rules, passing any given course also requires passing its exam: if you fail the exam, you fail the course, regardless of your overall average.

Please note that no supplementary examinations are held. Requests for deferred examinations should be made in writing to the faculty / postgraduate coordinators.

Students have to achieve certain sub-minimum requirements in order to obtain their degree. In each course, Honours students must pass both components of their course, i.e. the coursework work and the exam. In each of their courses, the MA students must pass both the coursework mark and the exam. MA students must pass their research report as well. No Honours or MA courses may be repeated.

Students doing the MA who are in the same classes as students doing the Honours degree will be marked at a higher level. As a rough guide, what would be a second class paper for an Honours student would only obtain a third class for an MA student (etc.)

Students who are clearly not coping with the programme course may not be given permission to continue the programme after review of the June results. This applies especially to students who were admitted with the proviso that they perform adequately (obtain minimum of 65%) in the first semester.

Sociology reserves the right to not authorise any Sociology Masters by coursework student from proceeding onto the research report component of their degree. Failure in one or more courses or demonstrable difficulty with preparing an adequate research proposal, constitutes adequate grounds for such a decision.

If you are academically excluded in such ways, you may appeal to the Postgraduate Board of Examiners: please contact the Hons/MA Coordinator for these details.

6. PLAGIARISM

It is your responsibility to familiarise yourself with all guidelines on plagiarism. The Department practices a **no-tolerance approach to plagiarism**. Any evidence of plagiarism will be dealt with by disciplinary measures that may result in the expulsion of the student from the course as well as the university.

Please note that the university regards any form of plagiarism at the post-graduate level as the most serious form of plagiarism in which the application of significant

penalties and sanctions may be applied including course and degree deregistration, disqualification and expulsion.

7. COURSES OFFERED IN 2021

FIRST SEMESTER

- **SOCL4015A/7011A** Environmental Sociology (Political Economy of Nature & Development)
- **SOCL7050A/SOSS7040A** Advanced Research Methods (Development)
- **SOCL4045A/7046A** Labour in the Global Economy
- **SOCL4014A/7010A** Economic Sociology
- **SOCL4016A/7012A** Global Institutions and Economic Restructuring
- **SOCL4040A/7043A** Sociology of Land and Agrarian reform in Southern Africa
- **SOCL4039A/7042A** Sociology of Health and Illness
- **SOCL4028A** Research Essay (Compulsory for all Honours Students)

SECOND SEMESTER

- **SOCL4030A/7039A** Social Transitions
- **SOSS4022A/7021A** Labour and Development
- **SOCL4029A/7036A** Feminist Theory (Selected Topic in Sociology)
- **SOCL4009A/7009A** Development as Ideology and Practice
- **SOSS4050A/7075A** Race (Selected Topic in Social Sciences)
- **SOCL4006A/7008A** Collective Action and Social Movements
- **SOSS4051A/7084A** HIV/AIDS, Sexual & Reproductive Health in Social Context

RESEARCH COMPONENTS

- **SOCL4028A** Honours Research (Compulsory for all Honours Students)
- **SOCL4002A** Advanced Social Research (by special permission only)
- **SOCL7032A** MA Research Report – Sociology
- **SOCL7018A** MA Research Report –Labour, Economic and Development Sociology
- **SOCL7056A** MA Research Report – Health Sociology

DETAILED PG COURSE DESCRIPTIONS (in alphabetical order)

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. Students 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 Honours or MA level.

Lecturers: Dr Ben Scully

SOCL7050A ADVANCED RESEARCH METHODS

This course is divided into two parts: research design and proposal writing.

The first part of the course aims to allow students to formulate, clarify and focus their research questions; understand and develop explanatory models for their projects, and become familiar with various research designs. This will lead to the second part of the course where students will be required to prepare draft proposals for their Masters' research reports, within the framework of the course, and in addition to individual supervision. This course also covers different data collection methods through a series of assignments.

Lecturer: Prof David Dickinson

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: Prof Karl von Holdt (SWOP)

SOCL4009A/7009A
DEVELOPMENT AS IDEOLOGY AND PRACTICE

What is “development”? The course will explore the different meanings of the term, review the theoretical debates on “development,” and examine elements of the policy and practice of “development.”

The debate on “development” is renewing in its intensity after being somewhat moribund for a number of years. Part of the problem arose from a general crisis of “development theory” in the late 1980s. None of the main “development” models seemed to provide convincing analyses of the political economies of the “third world” at the time. Models of State-led “development” – whether Keynesianism in the First World, central planning on the Second World, or “developmentalism” in the “third world” – seemed viable.

For some, “development” itself was seen as the problem. For the post-development school, influenced by post-modern relativism, the very notion of “development” was rejected as destructive and oppressive. This assumed, of course, that “development” was a meaningful and distinct project in the first place.

Not unrelated to the crisis in theory, a hegemonic policy model emerged around this time, an approach that was presented as self-evidently correct and common sense, and as a “technical” solution, rather than a “theoretical” position. This was neo-liberalism, a model that rapidly captured the debate on “development.”

The social inequities and mixed track record of neo-liberalism have, however, led to a resurgence of debate on “development” questions, and played an important part in the emergence of the field of “development studies” in the 1990s. This shift reflects the concerns of both the supporters and the opponents of neo-liberalism. For the former, there has been a growing interest in the economic and social prerequisites for market-led economic growth; for the latter, there has been a growing interest in analysing the limitations of – and developing alternatives to - the neo-liberal “development” model.

The course will track the trajectories of the successive “development” models, looking at their origins, influence, and strengths and weaknesses, and the manner in which “development” is imagined. Theoretical models have real implications, and the course will therefore also examine specific areas of “development” policy and practice. Case studies of particular “development” sectors will provide something of a picture of “development” in operation, and provide students with insights into “development” work. Where possible case studies will be linked to issues of contemporary concern.

Lecturers: Dr Obvious Katsaura (coordinator), and Dr Kezia Lewins

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.

Lecturers: Dr Tatenda Mukwedeya_(coordinator) and Dr Thabang Sefalafala

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: Prof Michelle Williams

**SOCL4029A/7036A
FEMINIST THEORY (Selected topic in Sociology)**

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

Lecturer: Prof Srila Roy

**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 the 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. As 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 a range of different developing countries as well as in South Africa.

Lecturer: Prof Devan Pillay

SOSS4050A/7075A
RACE: Black Studies

This course provides a provisional introduction to historical and contemporary theories of, and approaches to, blackness.

In what is a necessarily abbreviated and partial sampling of a wide territory of praxis, the course explores the specificity of blackness to colonial modernity from the 'New African(ism)' of Tiyo Soga and Sol Plaatje to the poetry and philosophy of Négritude, from the psychoanalytics of Fanon to post-colonial theories of 'hybridity', and from the problem of 'gender' in Black Studies and the contemporary debate between so-called Afro-pessimism and 'Black Optimism', to ideas around 'Afro-futurism'.

The course tries to direct students to fiction, film, music and other radical experiments with blackness as forms of theory.

Overall, the course tries to think through the significance(s) of the colony, the plantation, and the "middle passage" as spaces for theorising 'blackness' both as 'afterlife' of colonialism and slavery and as radical claims for forms of 'freedom' that exceed and undo the liberal subject of recognition and the liberal politics of representation.

Broadly, the course explores the following themes: blackness and left radicalism, the aesthetics of blackness, Africa and blackness, blackness and slavery, the erotics of blackness, black feminism, Afro-pessimism, black optimism, and Afro-futurism.

Lecturer: Shireen Ally

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

This course adopts a multi-disciplinary approach in exploring the social, cultural and historical context relevant to HIV/AIDS as a global pandemic. The course is structured in three parts. The first will locate and link HIV/AIDS and sexual & reproductive health within the global disease burden. The second will draw the links between intimate and public orders to help explain the spread of the epidemic in South Africa, by focusing on the processes and agents framing sexuality, gender and reproduction over the last century. The third will focus on the social and historical roots of the epidemic and its social impact, stigma, treatment and interventions, as well as the meaning 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, and 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 a specific focus on South Africa.

Lecturers: Dr Kezia Lewins (coordinator), and Prof Lorena Nunez

**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, by examining its evolution and the dilemmas it faces in developing societies.

Lecturer: Dr Katherine Joynt and Dr Ben Scully (coordinator)

**SOCL4045A/7048A
LABOUR IN THE GLOBAL ECONOMY**

This course focuses on how work and labour in the global economy are changing. It engages with theorisations of 'capitalist development' through comparison and connections, with particular consideration of post-colonial/global Southern conditions. It is a reading intensive course which requires students to think critically and to apply conceptual arguments to concrete examples of work and employment and worker and labour organising. The course specifically interrogates how race, gender and class are constituted in place conjuncturally to explain global processes of the circulation of capital as well as labour movement and worker mobilisation and political subjectivity.

This course aims to critically engage the nature of contemporary processes of economic restructuring and its impact on the world of work. Drawing on a range of comparative cases, the course offers a framework for understanding global processes 'in place' and so builds a complex reading of the changing nature of work in contemporary capitalism. This will provide a deeper understanding of how broad macro-level changes in the nature of contemporary capitalism are mediated by a variety of technological, political, and socio-economic factors in particular industries and geographies. Finally, an in-depth look at workers' relation to these changes at different scales (local, regional, global) will help deepen our understanding of the contested nature of changes to work.

At the end of this course you should:

- Have a broad understanding of how processes of political economic restructuring are affecting workers.
- Be able to think critically and theoretically about labour market and workplace changes affecting workers around the world; and
- Be able to think critically about how workers and their organisations engage and respond to these processes.

Lecturer: Prof Bridget Kenny

**SOCL4030A/7039A
SOCIAL TRANSITIONS**

Social Transitions is an intensive critical theory seminar. The course lays a foundation from which to think about 'social theory', by critically examining the histories of social thought in relation to Western modernity, colonialism, post-colonialism, and decoloniality.

Lecturers: Prof Ran Greenstein (coordinator) and Dr Obvious Katsaura

**SOCL4038A/7041A (Not on offer in 2021)
THE MAKING OF THE SOUTH AFRICAN SOCIAL ORDER**

The course provides an overview of 20th century South African history, as shaped by the varying legacies of indigenous modes of organisation and colonial rule. It outlines the challenges and opportunities that faced social and political actors in the course of the century, and that have left their mark on contemporary developments. From a theoretical perspective, it pays particular attention to the areas of state formation and resistance, economic development and class relations, and collective identity. Against this background, and drawing on comparative and historical literature, the course will examine developments in South African society since the 1970s, with a particular focus on the politics of transition of the last decade and a half. The readings for the course will combine historical overviews and discussions of key issues and current debates in South African studies.

**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 about the rise and ongoing global dominance of biomedicine and its assertion that disease and conversely health is merely biological, physiological and/or genetic in nature. It proposes more comprehensive models of health that focus on the centrality of the social determinants of health (including both the PSE and BPS models).

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

We review cultural aspects of health and illness using the example of mental and reproductive health. Through which the significance of and the implications of acknowledging and utilizing 'culture' for/in the diagnosis and in the treatment of illness

is historical, contemporary and contested practice. The various processes imbricated in the interactions between Health Care Practitioners and patients are reflected upon in everyday healthcare settings. 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, gender and geography), 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 health and social 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 other approved allied disciplines.

Lecturer: Prof Lorena Nunez (coordinator), and Dr Kezia Lewins

SOCL4040A/7043A SOCIOLOGY OF LAND AND AGRARIAN REFORM IN SOUTHERN AFRICA

“Constitutionalism emerged as an integral part of South Africa’s democratic transition both enabling the transition to democracy and framing the future constitutional order. A key element in this turn to constitutionalism was the debate over property rights...” (Heinz Klug, 2016).

This course introduces students to the contested terrain of rural development, land and agrarian reform in Southern Africa. After nearly 25 years into democracy, apartheid spatial geography remains firmly in place in South Africa. Colonial and apartheid policies of dispossession, exploitation and exclusion relegated the majority of the population to areas with limited exploitable resources. More than one-third of the population resides in these rural areas, most of whom still experience limited access to resources, quality services and opportunities to participate in the broader economy. Thus far, approaches to rural development, land and agrarian reforms have made limited inroads in advancing *spatial de-fragmentation*. The inequitable patterns of land ownership, uneven development and overall spatial inequality inherited from centuries of colonial and apartheid dispossession and exclusion remain firmly in place. Approximately, 11 % of the country's 82 million hectares of farmland has been redistributed since 1995. Numerous studies have indicated that significant economic growth in developing and transition economies has often coincided with increased land and spatial inequality. This is the case in South Africa where there is greater land concentration and higher levels of land inequality since democratic advancement in 1994.

A key strand of scholarly debate concerns whether this limited outcome is anchored on the Constitutional Promise on Land as pronounced in Section 25 of South Africa's Constitution, or the encumbrances to addressing the imperatives of redress,

reconciliation, development, social injustice, and land inequality vests elsewhere and not in the Constitution. Indeed, is such a dichotomy useful in discerning the complexity of South Africa's land question as a key conduit to rural development? This unresolved question remains at the centre of intense public debates that have ensued after Parliament's adoption of the February 2018 Motion on the possible amendment of the Property Clause (Section 25) to allow for Expropriation Without Compensation (EWC). Many of these converging and diverging debates will be critically re-examined in the course whilst drawing a range of theoretical perspectives that frame our understanding of development and democracy in contemporary South Africa. Key facets of South Africa's land question (restitution, redistribution, tenure and land development), will be analysed beyond the basic policy precepts of the respective programmes and reviews but in addition, draw from critical scholarship that has engaged on questions of tenure regimes, rural livelihoods, property rights, traditional authority, rural development etc. These issues will further be explored through a comparative study of Kenya, Namibia and Zimbabwe where questions of property rights, land reforms and rural development remain contentious. In sum, the cardinal aim of the course is to equip students with the knowledge base, conceptual/theoretical tools and skills required to critically engage with current development questions on land, property rights, rural development, and key, the legacy crisis of social inequality, rural structural transformation, as understood through the lens of the land reform question.

Lecturer: Prof Sam Kariuki

Additional information for research students for working with supervisors

Key information regarding the supervisory-PG student relationship for Post-graduate research students:

The following is based on Section A.12 – A.14 on the Wits University Senate Standing Orders on Higher Degrees (2020)

The University and Department will endeavour to allocate students supervisors with requisite expertise. The Standing Orders set expectations for both supervisors and students. In addition, everyone is expected to be familiar with the Faculty Style Guide, the Policy on Plagiarism, and the University Grievance Procedure for Postgraduate Students and the Statement of Principles, all of which are available from the Faculty and/or available online.

The supervisory-student relationship aims to ensure constructive and mutually respectful discussion around the student's research. The Statement of Principles must be discussed with the Supervisor(s), and must be signed by the student and the Supervisor(s), and submitted together with the research proposal to the Faculty Office.

The role and duties of the supervisor(s) are to guide the student throughout the research process; to provide regular and constructive oral and written feedback on the proposal and draft chapters; to meet regularly and to ensure the student's work adheres to the requisite conventions and requirements of the discipline and the research report/dissertation/thesis; to report yearly on student progress to the Faculty Graduate Studies Committee; to follow up in writing with the student and the School

and Faculty if the student is not making sufficient progress including the recommendation of cancellation of registration if suggested remedial actions are not taken by the student; to confirm changes in the title of the student's research project, to nominate examiners three months before submission of the research, to provide a report when the student submits the research for examination; and to inform the student of any expected absences from the supervision process.

The role and duties of the student are to balance their independence in research whilst taking advice, direction and input from skilled mentors and supervisors. Post-graduate research is a form of independent study, conducted using the student's own initiative. This requires that the student take ultimate responsibility for their research, including their overall progress, meetings with and taking on feedback from their supervisor. Students must meet as frequently as agreed with the supervisor; at meetings, students should present a written account of their progress as deemed acceptable within the discipline (for example a draft chapter); and; take into account the oral and written advice given by the supervisor.

Post-graduate students are expected to have attained a level of academic writing proficiency. At a minimum, students must ensure that all their written work has been checked using a spell and grammar checker (such as grammarly) and turnitin (to prevent plagiarism). If deemed necessary, students may be directed to the services of the Writing Centre at the Wartenweiler Library and/or an academic editor (especially before the submission of their report/dissertation/thesis for examination.)

The student must also ensure that they identify and consult appropriate literature pertinent to their chosen topic. Once the proposal is approved, the student must keep their research focused on the agreed topic; any changes must be agreed by the supervisor and reported to the Faculty Graduate Studies Committee. The student must make adequate progress to ensure they successfully complete their degree in the stipulated time. Annual progress reports requested by the Faculty must be completed. The written document (research report/dissertation/thesis) for examination must meet the requirements for the degree including ensuring the document has been checked and does not contain plagiarism and is ethics compliant.

Any absences must be first agreed with the supervisor and any problems in the supervision relationship must first be raised with the supervisor; and if these cannot be resolved, they can be raised with the departmental post-graduate coordinator.

The Faculty information booklets provided at registration and/or online, will detail all the requisite submission dates for proposals, ethics clearance, final research examination, etc. It is students' responsibility to ensure these deadlines are met. Any requests for extensions from the Faculty must be requested from the supervisor and PG coordinator well before the closing date of extension-applications.

**WE WISH EVERYONE GOOD HEALTH
AND GOOD LUCK FOR THE YEAR AHEAD & YOUR STUDIES.**

YOU MAY NEED IT!

SOCIOLOGY IS FUN AND REWARDING BUT IT IS ALSO HARD WORK!