



# **THE GLOBAL LABOUR UNIVERSITY**

**UNIVERSITY OF THE WITWATERSRAND,  
JOHANNESBURG**

**LABOUR, POLICY & GLOBALISATION  
HONOURS & MASTERS CURRICULUM STRUCTURE,  
COURSE DESCRIPTIONS AND FEES**

# Structure of the Honours Programme (Labour Policy and Globalisation)

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

## **Full time Structure: International Students only**

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

## **Part time Structure: South African Students only**

- Two courses in the first semester of the first year (research essay is compulsory first semester of first year)
- One course in the second semester of the first year
- One course in the first semester of the second year
- One course in the second semester of the second year

Alternatively, the student may elect to move the elective courses around (Note these courses are subject to change).

## **Compulsory Courses**

<b>Semester 1</b>	<b>Semester 2</b>
SOCL4028A Research Essay	SOSS4022A Labour & Development
SOCL4014A Economic Sociology	

## Elective Courses\*

\*If you would like to take an elective course in another discipline, you must first get the approval of the GLU programme.

Semester 1	Semester 2
SOCL4015A Environment Sociology	SOCL4029A Feminist Theory
SOCL 4016A Global Institutions and Economic Restructuring	SOCL 4009A Development as Ideology & Practice
SOCL4045A Labour in the Global Economy	SOCL4006A Collective Actions and Social Movements
SOCL 4040A Sociology of Land and Agrarian Reform in Southern Africa	SOSS4051A HIV/AIDS, Sexual & Reproductive Health in Social Context
SOCL 4039A The Sociology of Health and Illness	SOSS4050A Selected Topics in Social Sciences (Race)
	SOCL4030A Social Transitions

# Structure of the Masters Programme (Labour Policy and Globalisation)

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Students must complete three compulsory courses and a research report to qualify with the Master of Arts in the field of Labour Policy & Globalisation.

**Full time Programme Structure: International Students only**

- Three courses (two in semester one and one in semester two)
- One research Report

**Part time studies are compulsory for (and only available to) students based in Gauteng, South Africa.**

Semester 1	Semester 2
SOCL7010A Economic Sociology	SOSS7021A Labour & Development
SOSS7013A GLU Research Methods	
SOCL7022A: Masters Research Report (Full time) SOCL7024A: Masters Research Report PART 1 (For YEAR 1 Part time Programme for SA students) SOCL7025A: Masters Research Report PART 2 (For YEAR 2 Part time Programme for SA students)	

# Description of Courses

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Please note course codes start **4....** denote Honours and course codes starting with **7...** denote Masters

## **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.

## **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.

### **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.

## **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.

## **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.

## **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.

### **SOCL4028A - HONOURS RESEARCH METHODS**

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

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

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.

### **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.

### **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.

## **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.

### **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.

### **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.

### **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.

### **SOSS7013A – RESEARCH METHODS IN THE SOCIAL SCIENCES**

The objective of this course is to improve your ability to evaluate and analyse social research and develop your research proposals. By the semester's end, you should be able to assess the soundness of social science research by evaluating a project's research design, data collection strategy and data analysis, given the author's research questions and theoretical framework. You should be able to determine whether you agree with a researcher's conclusions or not, and clearly articulate why. You should also have a full draft of your MA research proposal.

# Fees

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Please refer to the current fees booklet at this link

<https://www.wits.ac.za/study-at-wits/fees-and-funding/>

Under the **University Fees Book** section, you can view the average tuition fees for Honours and Masters Degrees for the Faculty of Humanities or you can search for the individual course code, i.e. SOCL4028A, etc.