Institutional survey

For discussion at Workstream 2 meeting

Background and purpose

The data collected here will accompany the research report in "speaking back" to the Khampepe Report which recommended that:

> The University must consider implementing a compulsory module for all first-year students to facilitate their learning and critical engagement on matters relating to equality, transformation and justice. This module may be based on the existing Shared Humanities module suitably adapted to optimise its efficacy when taught to larger groups of students, The university ought to utilise the sample academic and human resources at its disposal to design and optimise this course.

Workstream 2 is focusing on how the undergraduate and co-curriculum environments help students to engage critically with received ideas about individuals, society and knowledge in order for them to actively contribute to the development of a democratic institutional culture and just society as graduates. Its TOR states that the workstream will:

1. Provide insight into existing curricula / co-curricula / educational experiences
2. Access and consider curriculum examples – local, national, international
3. Find consensus as to how to respond to the Khampepe Report recommendation above
4. Support SU in unpacking the different dimensions of the "transformative student experience"
5. Facilitate scholarly insight on the role of curriculum.

Activities of the workstream

In order to achieve the above, the Workstream:

1. Commissioned research which will be supplemented by the institutional survey
2. Hosted seminars on curriculum and experiential learning
3. Provided financial support to a course – *Embodied Self-Inquiry*, to include an evaluation
4. Any additional "case studies" gleaned through conference papers etc. (e.g. Prof Essop)

QUESTIONS FOR THE INSTITUTIONAL SURVEY (FOR FACULTIES)

1. Faculty : *Military Science*

- Members expressed the need to have the survey conducted with anonymity – online. Some of the responses were as follows:
    - *Racism in any form is unacceptable - morally, ethically and socially. Any argument (past, present, or future) in favour of racism is deeply flawed.*
    - *However, I don't see how a module at university at any point in the academic journey of a student will address the matter at hand, unless the core issues / causal factors of racism are addressed as a nation. I feel that the questions posed in the attachment are missing the bigger problems that remain unresolved. I choose therefore not to submit specific answers to the questions.*
    - *If we are to play a role, it would be to educate students on the moral and ethical arguments against racism in society. We must avoid replacing bad ideologies with different (yet equally bad) ideologies. If we do touch on these subjects at university, it would be in the social context to point out how they lead to discrimination and to present arguments of why they were flawed. I would strongly caution against using the classroom as a platform to argue for a new ideology that will continue to propagate racism of a different form. This might be an unintentional consequence of the proposed approach.*

    - *Moral and ethical values should start in the home, and be lived out at work, and taught in the schools. If this does not happen, then our proposed educational programmes will fail to achieve their objectives. Adults must lead the way and model the behaviour to the children.*

- *The purpose of a university is education; a broad liberal education to be specific.*
- *Moreover, a university is to educate; not the indoctrinate.*
- *We have seen what happened in South Africa in the 1980s with Christelik Nasionale Opvoeding; when universities designed specific compulsory courses to indoctrinate.*
- *Whereas in the past the doctrine for that indoctrination in South Africa has come from the right of the political spectrum, we are now witnessing a movement towards indoctrination from the left. This is a worldwide trend.*
- *I would caution against any form of compulsory courses at a university to indoctrinate students; we have been down that pathway in South Africa.*

And we have been there in the countries of the former Soviet Union and Nazi Germany. It is a dangerous pathway

2. Which programmes include content that speaks to "equality, transformation and justice"? Other terms that might be used – discrimination, racism, decolonisation.

- ***Military Professional Development (MPD) in the co-curriculum***
  i. <mark>***Civic Education Module***</mark>: All <u>1st Year Students</u>: Taught by Civic Instructors from Department of Defence
  ii. To know and understand the expectations and obligations of a professional officer in the SANDF.
  iii. Key Features of Democracy
  iv. Civil Military Relations
  v. RSA Constitution and the Bill of Rights
  vi. Elements of International Humanitarian Laws (LOAC)

- Human and Organisation Development Programme (HOD)

  i. ***Management of Diversity*** (Ipsy 254): 2nd Year Students
     - to make students understand, appreciate, respect, and feel cultural diversity and its influence on human behavior
     - to empower students to deal with diversity effectively and with respect
     - focusing on processes like the ***ism's*** (racism, classism, genderism, etc.), stereotypes, ethnocentrism
     - Cross-cultural conflict and management strategies

  ii. ***Military Ethics***: 1st years: Focus on Human Rights, international humanitarian law; values & moral judgement

- Security and Africa Studies Programme (SAS)
  i. ***African Military History (Mil His 144)*** – for 1st Year students – the module focuses on colonial conquest, slavery and slave trade in Africa – racial issues addressed in that context

  ii. ***South African Military History 214 (Mil His 214)*** – for 2nd Years – focus on the how military power, force and threat of force used in the conquest of indigenous African communities – dispossession of land, impact of racial attitudes and intergroup-relations, politics of cooperation and coercion, commemorations!

  iii. ***African Political Thought (Polsc Mil 314***: for 3rd Years – focus on Ideology and political attitudes, nationalism and African nationalist, democracy & democratic government, Marxism, socialism, etc.

3. At what level are these programmes?
    *   Undergraduate level: ***All at undergraduate level.***
    *   Postgraduate level

4. In which years of study is this content included?
    *   *At the level of 1st*
    *   *Also at the level of 2nd and 3rd*

5. How is this content included in the programme?

    *   *All modules indicated above are presented in a particular programme, HOD and SAS, as separate stand-alone module – compulsory in that programme*
    *   *Civic Education is compulsory for all 1st Year students enrolled in the Military Professional Development. Students must pass the MPD module (12 credit) in order to graduate.*
    *   *All modules are credit bearing*

6. If it is a credit-bearing module, how many credits are allocated?

    *   Credits are either 8, 12, 16 or 24, depending on the year level.

7. What teaching and learning methods are utilised? Do we want to provide a list?
    *   *Various teaching and learning methods are used – with practical scenarios where feasible and possible.*

8. What assessment methods are used to ensure students have acquired the knowledge included in this content?

    *   *Various assessment methods as are used to establish the attainment of the objectives.*

Questions for the institutional survey (for the co-curriculum environment)

1. What are the co-curricula / educational experiences options currently on offer to undergraduate students? (Name these)

2. What is the intended outcome of these?

3. What activities do students engage in during these options?

4. What are the co-curricula / educational experiences options currently on offer to postgraduate students?

5.

In speaking back to the Khampepe Report, here are some questions to bear in mind:

1. What exactly should be **compulsory**, if anything?
   a. *Decolonisation and demystifying racial thoughts*

2. If it is a module, should this be only for **first year students** or should this be spread **across the years of study**?
   a. *Compulsory for first years and elective in other years.*

3. If it is a module, to what extent could this be similar **across the faculties**? (i.e. topics, themes)
   a. *At the foundation level, this module needs to be tailored within the pillars of transdisciplinarity to accommodate all faculties.*

4. If it is a module, should this be **credit-bearing**? If not, would it need to be **completed before graduation**?
   a. *To promote compliance with TOR, this module should be credit bearing but enforced at first year level to enhance smooth integration of all students from the beginning of their studies.*

5. If it is not a module, how might **existing curricula** content be modified? Which examples could inform this modification processes?
   a. *Integrating the content into other modules will not be measurable, thus will fail in adding value to the intention of this project.*

6. How might this workstream contribute to recommendations for **staff training**?
   a. *Staff members are hardened already; thus, any untoward behaviour should be left for internal disciplinary processes.*