

*A Tale of Three Countries:
Social Sciences Curriculum
Transformations in
Southern Africa*

Edited by

Piet Naudé and Nico Cloete



First published in 2003 by
Juta & Co Pty Ltd
P O Box 24309
Lansdowne 7779

© 2003 Centre for Higher Education Transformation (CHET)

CHET
Private Bag X8
Rondebosch
7700
www.chet.org.za

This book is copyright under the Berne Convention. In terms of the Copyright Act 98 of 1978, no part of this book may be reproduced or transmitted in any form or by any means (including photocopying, recording, or by any information and retrieval system) without permission in writing from the publisher.

ISBN 07021 6506 9

Produced by comPress
www.compress.co.za

Contents

<i>Acknowledgements</i>	<i>vi</i>
<i>List of Acronyms</i>	<i>vii</i>

Section One: Fundamental Issues

CHAPTER ONE

Epistemic Values in Curriculum Transformation: Wally Morrow	2
-------------------------------------------------------------------	---

CHAPTER TWO

Social Engagement and the Creation of Knowledge: Deon Pretorius	13
-----------------------------------------------------------------------	----

CHAPTER THREE

Towards a Responsive Curriculum: Dolina Dowling and Siphon Seepe	41
------------------------------------------------------------------------	----

CHAPTER FOUR

Moving Community-based Learning into the Mainstream University Curriculum: South African Opportunities and Challenges: Tim Nuttall	54
------------------------------------------------------------------------------------------------------------------------------------------	----

CHAPTER FIVE

Where Has My Department Gone? Curriculum Transformation and Academic Restructuring: Piet Naudé.....	70
-----------------------------------------------------------------------------------------------------	----

Section Two: Institutional Case Studies

CHAPTER SIX

The University of Namibia: Genesis, Founding, Development: André du Pisani and Hans-Volker Gretschel.....	84
-----------------------------------------------------------------------------------------------------------	----

CHAPTER SEVEN

Curriculum Reform in the Faculty of Arts of the Eduardo Mondlane University: Carlos Manuel.....	100
-------------------------------------------------------------------------------------------------	-----

CHAPTER EIGHT

From Campus by the Sea to University for All: A Review of Curriculum Transformation at the University of Port Elizabeth: Piet Naudé	112
-------------------------------------------------------------------------------------------------------------------------------------------	-----

Section Three: A Generic Social Sciences Degree?

CHAPTER NINE

The Focus of an Undergraduate Social Science Curriculum for Southern Africa: Historical Consciousness, Human Rights and Social and Development Issues: Janet Cherry and Carol Christie 128

CHAPTER TEN

A Faculty Core: ‘Bridging’ or Shaping of Minds in Light of Global Challenges? Christo Botha 139

Section Four: Examples Of Curriculum Transformation

CHAPTER ELEVEN

The BA in Media, Communication and Culture: Genesis of a Radical Programme Approach: Danie Jordaan 148

CHAPTER TWELVE

Redesigning a Course in Socio-Linguistics for an African Context: Gregório Firmino 161

CHAPTER THIRTEEN

Enhancing the Social Responsiveness of a Master’s in Public Administration: Heather Nel 167

CHAPTER FOURTEEN

Curriculum Reform in Development Studies: A Case Study of the Post-Graduate Programme at the University of Port Elizabeth: Richard Haines 182

CHAPTER FIFTEEN

Curriculum Development for the Licenciatura in Sociology: Obede Baloi 199

CHAPTER SIXTEEN

Product Design in Higher Education: the ‘Tourism’ Degree of the University of Namibia: Fritz Becker 205

CONCLUSION	
Cracking the Code of the New Orthodoxy: Trish Gibbon	221
APPENDIX 1	
Projects and Researchers.....	234
APPENDIX 2	
Generic Standard in South Africa for a BA Degree in the Humanities and Social Sciences	236
INDEX	248

Acknowledgements

The Ford Foundation has been willing to invest in the Social Sciences and in Southern Africa at a crucial time in our histories. Without their trust and financial assistance, this project would not have been possible.

Dr Nico Cloete and his colleagues at CHET have provided the infrastructure and backbone for the project over the past two years, and facilitated the publication process. Piet Naudé co-ordinated the overall project and did much of the 'herding of the cats' in putting together the research papers that make up this book. Colleagues at the three participating universities (Namibia, Port Elizabeth and Eduardo Mondlane), and from elsewhere, accepted the challenge to embark on a serious reconsideration of issues relating to curriculum transformation. The three regional co-ordinators, Fritz Becker in Windhoek, Armino Ngunga in Maputo and Deon Pretorius (ably replaced by Amanda Johns whilst on study-leave) in Port Elizabeth, ensured local participation and kept the cross-border encounters open against considerable odds. We also gratefully acknowledge the contribution made by Prof Kim Johnson-Bogart, Fullbright scholar from Washington, who formed part of the review team.

List of Acronyms

AHM	Mozambique Historical Archive
BDM	Broad Democratic Movement
CCRC	Central Committee on Curriculum Reform
CEA	Centre for African Studies (Eduardo Mondlane University)
CEP	Centre for Population Studies
CHESP	Community-Higher Education Service Partnerships
CHET	Centre for Higher Education Transformation
ETQA	Education and Training Qualifications Authority
FETC	Further Education and Training Certificate
FHSS	Faculty of Humanities and Social Sciences
FTE	Full-time Equivalent
GIS	Geographical Information System
HBU	Historically black university
HET	Higher Education Training
HEQA	Higher Education Qualifications Authority
ICT	Information and Communication Technology
IFI	International Financial Institution
IGCSE	Cambridge International General Certificate Secondary Education
IMF	International Monetary Fund
ISCHTEM	Higher Institute for Science and Technology
JBF	Joint Bridging Forum
MPA	Master's in Public Administration
NANSO	Namibian National Students' Organisation
NCHE	National Commission on Higher Education
NECC	National Education Coordinating Committee
NELIMO	Centre for the Study of Mozambican Languages
Nepad	New Partnership for African Development
NET	Nucleus for Land Tenure Studies
NSB	National Standards Body
NQF	National Qualifications Network
PRC	Presidential Review Committee
PSTE	Public Service Training and Education
NPHE	National Plan for Higher Education
OBE	Outcomes-based education
OCED	Organisation for Economic Co-operation and Development

PANSALB	Pan South African Language Board
PTSE	Public Service Training and Education
RAU	Rand Afrikaans University
RPL	Recognition of Prior Learning
SADC	Southern African Development Community
SAP	Structural Adjustment Programme
SAQA	South African Qualifications Authority
SAR	Southern African Region
SAUVCA	South African Universities Vice-Chancellors' Association
SGB	Standards generating bodies
SSA	Sub-Saharan Africa
SWAPO	South West African People's Organisation
TPT	Transitional Planning Team
UEM	Eduardo Mondlane University
UFICS	Unit for Training and Research in the Social Sciences
UNAM	University of Namibia
UNDP	United Nations Development Programme
UNIN	United Nations Institute for Namibia
UOFS	University of the Free State
UPE	University of Port Elizabeth
Unisa	University of South Africa
WPTPS	White Paper on the Transformation of the Public Service

Section One

Fundamental Issues