

## MODULE DESCRIPTIONS

**ACADEMIC WRITING**

The aim of this module is to introduce the student to the concept of appropriate academic and creative writing in a higher education setting, and equip them with the skills to apply it effectively within their specific subject areas. Students will acquire the foundational principles of academic reading and writing strategies along with strategic research methodologies and ethical research approaches. The communication and presentation of research will also play an important thematic role to assist students in developing confidence regarding the production and sharing of their own written research. Although the abovementioned focus resides on the academic world, the graduate (life-) skills of academic and creative writing form a golden thread throughout the module. Through individual and group exercises students will therefore have the opportunity to cultivate their own critical voice for their own specific context.

**AFRICAN STUDIES**

This module is aimed at establishing an awareness with students regarding the historical barriers on being African. Students will be exposed to colonialism and the rise of African consciousness in general and in the literature specifically. The nature of African culture and identity will be discussed. Contemporary African issues, like the migration will challenge, will be addressed. Lastly, current challenges in South Africa will be addressed.

**COMMUNITY PROJECT**

The purpose of this module is to expose students to the needs of the community through working with a charity. Engaging in community service provides students with the opportunity to become active members of their community and has a lasting, positive impact on society at large. Community service or volunteerism enables students to acquire life skills and knowledge, as well as provide a service to those who need it most.

**END-USER COMPUTING**

End-user computing includes an online training component which allows student to practice simulated MS Office tasks at their own pace, supported by integrated feedback which helps them to identify and remedy their mistakes; and an assessment component which will count towards their overall module result. Students will also complete several assignments in which they will be expected to apply the MS Office tools that they have practiced in the online environment.

**GLOBAL CITIZENSHIP**

This module aims to expose students to the core values and associated principles contained in the United Nations Global Compact (UNGC). These principles which aim to promote responsible management practices and sustainable development are essential to the conduct of business nationally and internationally.

**INNOVATION**

Increased global competition, technological progress, rapidly changing market conditions and consumer demands, make innovation and differentiation essential for every organisation. The purpose of this module is to introduce students to innovation as an important source of competitive advantage and economic growth. Students will explore what innovation is, how it comes about, how it is managed in an organisation, how an innovation culture is established and how it contributes to a nation's progress.

**LEADERSHIP AND ETHICS**

This module covers transformational leadership, authentic leadership, team leadership, women and leadership, culture and leadership, and leadership ethics. The themes handled in the module will lay the foundations for future studies in leadership. Students will acquire the necessary knowledge and analytical skills needed to continue their studies in leadership and ethics. These skills in analysis, argumentation, and problem solving can also be implemented in other fields of study. Each theme also includes a practical exercise or thought experiment, which will enable the student to apply their knowledge and hone their analytical and critical thinking abilities.

**PHILOSOPHY 1**

The aim of this module is to introduce the student to the field of philosophy by giving them an overview of some of the main fields of study (or 'Big Questions') in philosophy. The module covers philosophical thinking, metaphysics, epistemology, ethics, logic and critical thinking, and the question of what it means to be human. A secondary aim of the module is to start the students on the path of questioning and critical thinking. The themes handled in the module will lay the foundations for future modules. Students will acquire the necessary knowledge and analytical skills needed to continue their studies in philosophy. These skills in analysis, argumentation, and problem solving can also be implemented in other fields of study. Each theme also includes a practical exercise or thought experiment, which will enable the student to apply their knowledge and hone their analytical and critical thinking abilities.

## PHILOSOPHY 2A

The study of ethics and morality is primarily concerned with the question of how to live a good life, or how to be a good person. This question concerns every individual, in their private and professional capacities, as well as organizations, states, and communities. This module aims to introduce the student to the main forms of ethical theories and moral reasoning, requiring of them to not only question the basis of their own moral beliefs, but to be able to justify said beliefs and their actions in a coherent, logical, and ethical way. Students will not only gain knowledge of ethical theories, but also apply those theories to case studies, formulating arguments in support of their position on moral quandaries, and learn to identify the motives and reasoning behind ethical encounters they may encounter in their everyday lives. The aim of the module is not to expect students to accept a specific moral theory or doctrine, but to have them critically analyse the strengths and weaknesses, as well as the real-world implications of these strengths and weaknesses, of each theory.

## PHILOSOPHY 2B

The purpose of philosophical study is to acquire a holistic understanding of human life. To this end, we must study the story of humans and the history of our thought. This module will introduce students to ancient philosophers from across the globe, who each attempted to answer the Big Questions humankind is faced with in their own way. The aim of the module is to give students a deeper understanding of the development of philosophical thought and equip them with the skills necessary to critically analyse and compare different theories. By studying and comparing theories and thinkers from Europe, Asia, and Africa, students will come to a critical understanding of the sheer diversity of philosophical thought, but also the shared experiences and theoretical responses which unite philosophers across contexts. Practical exercises and thought experiments will make the abstract theories concrete and applicable to students' daily lives. The module is foundational, as understanding the ancients is critical in understanding all philosophy that follows.

## PHILOSOPHY 3A

The past century has been one of political upheaval, with constant warfare, totalitarian regimes, countless revolutions, economic upheavals, and (on the positive side) the spread of human rights and freedoms. This module will give students an overview of the political movements of the past century, the ideologies which inspired those movements, and the critical responses to such ideologies. The relation between political theory and local and global political practice will become evident, with students grappling with issues such as racism, sexism, and the legacy of the twentieth century.

Relevant case studies, such as decolonizing at universities and climate change, will challenge students to not only understand the theories, but through independent and critical thought, question and justify their own perspectives, suggest solutions, and exercise responsible political judgement. The aim of the module is not only to give students an in-depth and critical understanding of political theory and practice, but to equip them with the sound political judgement an informed, responsible, and active citizen requires.

## PHILOSOPHY 3B

The Applied Ethics module is the meeting place for ethical theory, acquired in previous modules, and the biggest ethical questions of our time: bioethics, environmental and animal ethics, business ethics, technological ethics, and the ethics of memory. Contemporary society is characterised by constant technological advancements, environmental dangers, and a growing realisation that individuals and organisations need to take responsibility for one another, other beings, and the planet. This raises exciting, albeit daunting, ethical questions, from the ethical treatment of robots to the question of human survival on earth and, critically relevant in South Africa, how to process collective trauma. Students will engage with these questions, applying their existing knowledge of moral principles and ethical reasoning, to attempt to find solutions to the most pressing questions of our time. The case studies accompanying each topic will challenge students to engage critically with theory and reality, activating their problem solving, analytical, imaginative, and innovative thinking skills.

## PHILOSOPHY 3C

The module aims to introduce participants to broad political movements and theories which were influential in shaping contemporary society. From the early origins of democracy, to theories on the formation and nature of state systems, political movements in the twentieth century, and criticisms and alternatives to political states and institutions, this module provides students with a holistic and critical understanding of political philosophy. Themes relevant to the South African context – such as the nature of liberal democracies and communist movements – will be discussed, while students will also be expected to apply abstract ideas and relate political theories to political practice. Comparative and analytical exercises, designed to teach the student independent thinking and research skills, accompany each main topic. Where earlier modules focused on societies' answers to questions of reality and morality, students will learn in this module how societies organize politically around their answers to such questions. Understanding political theory is important not only for philosophers, but also for those studying political science, governance, and economics.

## POLITICS AND GOVERNMENT 1

The aim of this module is to introduce students to the study of politics. It is based on three essential components that are identified as the introductory foundation in understanding politics. This will include defining the nature of the state in politics, the conceptualization of how power can and should be used, and examining the way power can be utilized to achieve particular ends. Secondly, the module will assess institutions through the manner in which political actions are conducted such as the separation of powers between the three spheres of government. The primary focus will be on democratic institutions as described within formal constitutional rules, but also in the context of institutions in states where democracy is not formally constituted. Lastly political processes and the role of political actors will be assessed in gauging the factors that influence state society relations, democratic consolidation, and the dynamics of electoral politics, constitutional values and rules. The African and the South African political landscape will serve as the contextual analytical framework.

## POLITICS AND GOVERNMENT 2A

In this module students will be introduced to the sub-field of comparative politics which comprises of an application of the comparative methodology in the study of government politics. Students will be presented with insights comparing how societies and polities have addressed challenges in similar and divergent ways, and some of the approaches developed in understanding systems of government. The criteria for selection of cases varies according to the question that is being researched, whether it be political stability, democratic quality, democratic transition and consolidation or socio-economic development. Africa and South Africa will be examined in this comparative context, extrapolating how African systems of governments are informed by pathways to development, models of democratic frameworks, dynamics of historical and contemporary structural conditions that influence the nature and institutional architecture of the state, society and culture.

## POLITICS AND GOVERNMENT 2B

The international system constitutes a critical backdrop for the relationship between states and non-states actors embedded into a wider set engagement with international organization such as the United Nations, the African Union (AU), regional economic communities including the Southern African Development Community (SADC), or the European Union (EU). Therefore the aim of this module is to introduce students to what constitutes the politics among nations as well as understanding the core elements that inform how such relations are conceptualised in practice and the theoretical debates such as ideology, diplomacy, international law, political economy, globalisation and power that are used in the study of International Relations. Africa and South Africa will serve as the framework to gauge the interpretation, position and integration in global affairs.

## POLITICS AND GOVERNMENT 3A

The systematic study of politics gains its distinctiveness as a field of study by virtue of it being an academic discipline. The rigour embedded in this disciplinary approach is found in the application of a particular method of research. Each method is in turn based on a particular set of epistemic truth claims, which require on particular methodology over another, and one set of truth claims over others. Contending theoretical paradigms also align themselves with corresponding supportive epistemologies and methodologies. The aim of this module is to present to the student the range of methods of political research, each with their respective epistemological truth claims. Students will be required to identify a research topic based on a selection of issues discussed in year 1 and 2. The student will have to consider a topic from the range of modules completed on Political Behaviour, Global Political Economy, comparative politics, international relations and African politics, introduction to political and south African politics. Student are required to apply the research methodology in developing their research on the topic with a view of developing research finding and producing a research report

## POLITICS AND GOVERNMENT 3B

This subfield entails the study of political values, beliefs and attitudes that people endorse, and that find coherent expression in democratic political culture. The dynamics of political behaviour concern the way that people transfer dispositions from one generation to the next. If they succeed, the result is continuity in political culture, and stable conventional democratic political participation. To the extent that this transfer is incomplete, or fails, discontinuity in political culture arises, with resultant protest politics, instability and even violence. These issues will be tested in the African and South African context based on what issues inform political behaviour, beliefs, change, and the dynamics of contested electoral politics in how democracy is conceptualised and interpreted in practice.

## POLITICS AND GOVERNMENT 3C

The module introduces students to the study of global political economy. It explores the dynamics that inform the economic relations of cooperation and conflict between major state and non-state political actors in international economic architecture. Using the 19th and 20th centuries as the backdrop of a global system of interaction, the major subject matter of this subfield that will be assessed will include the spheres of production, trade, finance and the rules governing the international economic order. Understanding the evolution of this system, and its primary characteristic require a conceptual and theoretical framework of understanding such as mercantilism, market liberalism, economic dependency (core-periphery structuralism), and the evolution of globalisation. Considering some of the major contending theoretical frameworks, which inform the practical contours of the global political economy, will be significant in interpreting and understanding South Africa and Africa's relationship to the power dynamics that define international political economy and the processes of structural transformation and regional economic integration. It will also assess the rise of actors such as China and India and their corresponding effects on the global economic architecture and the implications this has for Africa and South Africa.

## UNDERSTANDING AND MANAGING CREATIVITY

Creativity is defined as the production of novel, useful and surprising ideas. Creative ideation provides individuals with the capacity to deal with and adapt to opportunities, threats and changes in everyday life. It is not just a reaction to problems and challenges but considered a driver of cultural evolution through the development of new ideas and subsequent innovation. Within industry, creativity as a driver of innovation, is considered an important economic resource and viewed as an integral factor contributing to the overall success of a firm. Yet, despite the importance of creativity for driving innovation and evolution within increasingly unstable and turbulent economic and social environments the understanding and management of creativity remains too often a poorly understood area. This module is designed to provide students with the opportunity to develop a critical awareness of current theories concerning the role of creativity in the economy and society as well as approaches to the management of creativity at individual, group and organisational level.

## UNDERSTANDING HUMAN BEHAVIOUR

Human behaviour is a complex phenomenon and is implicit in most human interactions on a daily basis. The purpose of this module is to introduce students to a comprehensive framework for understanding human behaviour and relationships on an individual, team and organisational level. The module covers individual and social behavioural processes, personality in the work context, and employee and organizational well-being, which will equip the student to comprehend behavioural concepts and issues in the workplace.