UNIVERSITY OF CAPE TOWN

DEPARTMENT OF SOCIOLOGY

SELF-REVIEW PORTFOLIO

1983 – 2007
Twenty Five Years of History

2008
A Year of Reconfiguration

2009 – 2013
Five Year Plan

2018
Ten Year Vision

PREFACE

A central aim of the development of this Self-Review Portfolio has indeed been a review by ourselves of what we are doing with respect to our teaching, research and social responsiveness; this has paralleled the aim of production of the Portfolio as a report for the Review Panel. As will become apparent from a reading of the Portfolio, and as also became increasingly apparent to all of us in Sociology as we pursued our review discussions during the past 6 months, our Department has reached a crucial moment in 2007: This will require quite substantial proposals and plans for transformation in 2008. In part this transformation is inevitable, because two long-standing and core academic staff members are retiring by 2009 and because, over the next 10 years (up to 2018), a full two-thirds of current staff will retire. We thus argue throughout the Portfolio that, with reference to many areas of the Department – undergraduate teaching (Chapter 2), postgraduate programmes (Chapter 3), research (Chapter 4), social responsiveness (Chapter 5) and transformation of, in particular, the composition of our staff and curricula (Chapter 6) – there is a serious need for some restructuring. With such a large component of our staff departing over the next decade, such a reconfiguration would happen to some extent anyway. It is much better for us as a Department to develop new strategies and scenarios (Chapter 7) to shape these changes constructively along the lines of an envisaged future, rather than to let this happen by default. Moreover, the fact that we are reaching such an important watershed in 2008, helped us to resist the tendencies common in some departmental reviews, to provide an 'academic mannequin parade' (not unlike the features in our UCT Monday Paper), where we simply showcase that which we believe others will approve about our departmental activities.

So we have seriously produced the Portfolio both as a self-review, and for the Review Panel. We are also mindful that, once this Panel reports in the next few months, a series of steps will be set in motion in 2008 – in association with the Faculty executive, the DAC (Dean's Advisory Committee), the Faculty Board and also important Faculty subcommittees, such as the Undergraduate Education Committee (for restructuring of our two majors), the Graduate Programmes committee (for reconfiguring our six postgraduate programmes), the Faculty Staffing Committee (for new sociology staff proposals), and even the SEC (Senate Executive Committee, for general agreement about our vision) – whereby we will develop 'improvement plans' for implementation by our Department starting in 2009. Nonetheless, we argue throughout that, if we are to produce proposals to enhance our diverse activities by 2009, these must be informed by longer-term visions: specific ideas and plans for a five-year period 2009-2013, shaped by a broader vision for the decade of 2009-2018.

When this outline of developments after 2007 became clearer to us during our own review discussions, it also became clear that there could be no 'one voice' or 'one vision' in the Department – since the idea of multiple voices itself upholds a concept of 'Critical Sociology' (see Chapter 1). On the one hand, we have fortunately found a considerable, even unexpectedly common, consensus about a set of vital areas of future development for the Sociology Department. On the other hand, given some divergences especially of emphasis around some issues, we decided that, rather than smothering different voices, it would be more constructive to hear them in different ways. For these reasons, we decided that this should explicitly shape the format of our Self-Review:

(i) Since the various chapters, and respective sub-sections of some chapters, have been written by different staff members, we decided to identify the author(s) of the draft of each chapter or sub-section. In this way, diverse voices are identified and respected, rather than an editorial committee of the Department attempting to impose a spurious uniformity on the chapters or sections.

(ii) The various proposals, plans and scenarios for the 2009-13 period and also overall ideas about directions for the next decade, are outlined in the first sections of Chapter 7, as drafted by the current HoD. But here, too, we decided that this be followed (in Section 7.4) by some staff members (who wished to) providing their own ideas and commentary on these plans and scenarios.

We have found that quite a substantial Self-Review, dealing not only with quantitative data but also with qualitative data, and informed and given shape by a specific set of priorities linked to the Augmented Terms of Reference for the Panel and our departmental priorities (as set out in Section 1.5), has been necessary. Nonetheless, while extensive and lengthy, we believe it is justified by the tasks of transformation that lie ahead as outlined above, in 2008 and in the decade beyond.

We therefore look forward to engaging with the Review Panel around this, admittedly lengthy, Report at the end of September 2007. Following this, we envisage discussing further amongst ourselves, the Report and the response of the Panel itself in relation to this Portfolio of documentation. Thereafter, beginning next year, the work of constructing specific plans for future development and enhancement of our departmental activities, in conjunction with discussions with different committees within the Faculty of Humanities, will need to unfold.

THANKS:
We wish to convey our thanks to the numerous people who assisted us in the construction of this Portfolio. In particular, special thanks must go to various members of the Institutional Planning Department – Judy Favish, Zone Mdledle, Lindi Tlou, Pamela Johnson, Fiona Gibbon, Jane Hendry and Ashraf Conrad (in no particular order, all were a great help). Similarly, Anne Wegerhof and Julie Luyt of our Faculty assisted us with many requests for data and Julie was of special help in crosschecking some data. In addition, without the tireless efforts in our own department by Ramela Bhaga and Noma-Afrika Maseti, the Review Report would never have seen the light of day. Finally, we need to congratulate ourselves as an academic group, for producing a review of over 200 pages!

TABLE OF CONTENTS

Page

4. RESEARCH

5. SOCIAL RESPONSIVENESS

6. TRANSFORMATION

7. DEVELOPMENT STRATEGIES 2009-13

Executive Summary

As outlined in the Preface to this Self-Review Report, as the Review unfolded in the Department after March 2007, it became clear that this exercise was as much for ourselves as for the external Review Panel. There emerged an understanding that 2008 was a watershed in the Department, with two long-standing senior academics (Prof Johann Maree and Assoc Prof Ken Jubber) both retiring by the end of 2009, followed at least every second year by another senior staff member over the next decade. This clearly pointed to the need for plans for reconfiguring our core activities, and also for a vision of where we wish Sociology to go over the following years. In addition as outlined in the Preface, when each staff member drafted sections of the Report, it became clear that although there was a surprising degree of consensus about some major questions, there were different 'voices' around a series of issues. This Report does not hide these voices but allows them to speak with the author identified. In addition, after Section 7.3 (authored by HoD David Cooper) on proposed 'Development Strategies' for 2009-2013, there follows 'commentaries' submitted by a few staff before publication of the Report (Section 7.4). Certainly, during the 6 months following the Review Panel Report to our Department, there will have to be further commentaries and discussions amongst ourselves in response to the Review Panel proposals and ideas emerging from the Faculty. Moreover, after these 6 months beginning around April 2008, it is clear that we will need to submit a series of concrete proposals and plans to various Faculty committees (around the undergraduate and postgraduate curricula reconfigurations, around requests for new academic and administrative posts etc., see Chapter 7). In other words, this Self-Review is the beginning of a process which will unfold during the next 12 months prior to the departure of Prof Maree at the end of 2008.

Chapter 1. A Profile of the Sociology Department

The first chapter (drafted by HoD David Cooper) provides an introduction to key issues confronted by our Self-Review, as background template for the more detailed analysis which follows in Chapters 2-6. The 'Augmented Terms of Reference' (proposed in June 2007 by the Dean with the Faculty Executive) for our Review, which stressed the need to examine all core issues around departmental teaching/research/social responsiveness in the context of medium-long term planning with reference to retiring Sociology staff and staff succession planning, also shaped the framework for the questions confronted in this introductory chapter.

1.1 A few historical points
The historical emergence of the Sociology Department in the late 1960s at UCT, out of the then-combined Department of Social Science in which Social Work formed a part, is traced. The separation of Sociology from Social Anthropology right from the inception of the latter in the 1920s is also noted, reinforcing the argument throughout the Review that the historical residues of the past at UCT, in multiple forms both within and outside of the Department, 'weigh heavily' on the present and also on the possible trajectories for the future. The 'historical moments' of the 1970s-80s in South Africa, and of the 1990s, and the argument that a relatively greater stress in our Department of Sociology (and others in South Africa) was placed on 'Critical' and 'Public' Sociology (Burawoy, 2004) and then 'Policy' Sociology respectively during

these ‘moments’, compared to ‘Professional’ Sociology, are considered (although there is debate in the Department about these concepts and arguments)

1.2 Some perspectives on staff of the department
Three periods in time of our Department are considered separately. For the first period – the ‘solid’ present – data is provided to show that the complement of 12,5 academic staff are highly qualified (all hold PhDs), they all undertake a range of important leadership/management duties within and outside the Department, are highly committed to their teaching, and are currently developing a range of research groupings and research activities of quality. For the ‘fragile’ second period – 2009 until 2018 – it is shown that at least two-thirds of the 13 academic staff will retire in the next decade. Finally, looking back at the third period – the relatively ‘stable’ previous three decades – it is shown that one-third of the staff have been here for over 2,5 decades (all appointed before 1982), one third for at least 1-2 decades (appointed 1986-94), and only one third have ‘arrived’ at UCT in the last 10 years. Moreover, two-thirds are White males and only 3 of the 13 are under 50 years of age. It is argued that this data on the academic staff in Sociology suggests an urgent need for a vision over the next decade which includes succession planning strategies.

1.3 Some perspectives on sociology undergraduate and postgraduate students
A summary is provided in Section 1.3 of student enrolment patterns which are analysed in much greater depth in later chapters for undergraduates (Chapter 2) and postgraduates (Chapter 3). For undergraduates, it is shown that with the new introduction in 2007 of another first year Sociology course (Soc1005S) in the second semester alongside the first semester course (Soc1001F) - re-inserting the two courses which used to exist before the ‘disastrous programme years’ of 1998-2006 (for departmental student numbers, but not in all ways) – our numbers have shot up this year. From 1 567 enrolments in 2006 across the undergraduate courses, we have gone to 2 117 this year, which could reach 2500 by 2010 unless steps (it is argued) are taken to slow down enrolments. Moreover, we have arrived again in 2007 with a pattern of about 1050 first years/700 second years/350 third years which we had during the late 1980s, but now with 12,5 staff instead of the average of 14 in the 1980s – and in 2007 with many more postgraduates. With respect to the latter, it is shown that during 2005-7 we have registered just over 50 Honours + Masters (coursework) new enrolments during each of these 3 years; moreover our PhD enrolments which until 2003 were never more than 10 enrolments in any one year, have now in 2007 jumped to nearly 25. Finally, Section 1.3 also provides a brief comparison of our student enrolments with 4 other ‘similar’ departments of the Faculty (English Lang. & Lit., Historical Studies, Political Studies, Psychology). It emerges that while our level of graduates for Masters and Doctorates has been lower than all except Political Studies during 2001-2006, by 2007 we are: (i) Becoming ‘top’ (amongst the 5 departments) of ‘production’ of total number of graduates in our majors for the BSocSc or BA degrees, per year *per staff member*. (ii) Moreover only Political Studies (33%) and our Department (29%) are above the 25% level for first year (first semester, 2007) enrolments with respect to African students (and even 35%, as we note, is a very poor level itself to be at with respect to the proportion of African undergraduates, a decade after 1994). (iii) And by 2007 with our rise in PhD registrations, we are now ‘top’ amongst these departments in terms of total PhD enrolments in 2007 *per staff member*. This section concludes with a comparative examination firstly of PhD enrolments across the faculties of UCT, and then with a

brief look at one small international comparison – the Warwick Sociology Department (whose recent booklet on its history since 1970 by chance arrived in the department a week before our Review Report was completed). These comparisons suggest that UCT (and our department, and the other 4 of our Faculty) have not by any means gone beyond the pattern of an 'undergraduate institution with a small postgraduate layer on top'.

1.4 Some points about departmental research, PhDs, space and resources
The section provides a brief examination of the situation of research groupings and projects, and general research activities and outputs in the Department, as baseline for the more extensive exploration of our research (Chapter 4) and social responsiveness activities (linked to research and also teaching, Chapter 5). It is suggested that while our production of peer-review *subsidy-earning* outputs (Dept. of Education 'accredited' journal articles etc.) can certainly be improved, our actual outputs with respect to *peer-reviewed* outputs, as shown by an examination of the *total counts* from the annual UCT Research Reports, is much higher than generally assumed. It is even higher, it is shown (also in Chapters 4-5), if one includes a range of outputs such as monographs, research reports, conference proceedings etc, as well as a range of 'social responsiveness' outputs (provided in detail in Appendix 3 at the end of the Review Report). At the same time, it is argued strongly that the enhancement of research in the Department needs to be intermeshed with strategies to enhance PhD training. And the latter cannot be developed unless questions about (i) the dire shortage of space in the Leslie Social Sciences building and (ii) the appalling levels of bursary/scholarship provision for postgraduates nationally, are confronted. Thus issues of research, PhDs, space and other resources are interlinked, it is argued.

1.5 Departmental priorities for 2009-2013
These proposed priorities - with respect to the enhancement over the next 5 years of our teaching (undergraduate and postgraduate) and research ('peer-reviewed' and also linked at points to various social responsiveness projects and activities) – are set out here, and linked also to the 'Augmented Terms of Reference' as set out by the Dean and Faculty Executive. These 'priorities' shape the way the following chapters of the Review, and the questions posed within the chapter sub-sections, are structured and developed. They also provide the scaffolding for the 'Development Strategies' for 2009-13 which are suggested in Chapter 7.

Chapter 2. Teaching and Learning: Undergraduate

2.1 Sociology undergraduate enrolment trends 1983-2007
Data is assembled and analysed for this 'long' period, by HoD David Cooper.[1] A historical perspective is needed, Cooper argues, in order to assess how a reconfiguration of the undergraduate structure of courses which now exists in 2007 can be undertaken. 1983 is taken as the starting point, because shortly thereafter semesterisation began (1984) and more importantly, because it is argued the existing broad configuration of our undergraduate courses at second and third year levels begins to consolidate already in the 1980s. Important too, for the selection of these dates is that a continuous dataset for 1983-2007 of all undergraduate course

[1] The analysis of Chapter 2 will refer to Table 2.1 in the Special Appendix of Tables at the end of this Report.

enrolments is available from our Sociology administrative assistant (Ramela Bhaga), who has been in the Department since the 1970s and is familiar with these accurately-kept records. Detailed analysis in Section 2.1of first and second and third year course enrolment patterns over these 25 years is undertaken for the Review Panel, but also for ourselves – these descriptions and analyses of patterns and changes will provide an important baseline for the discussions in the months to follow, of how exactly we wish to reconfigure our undergraduate suite of courses. The latter question, as analysed in this section, is particularly important because of the retirement of Prof Maree at the end of 2008, since he has served as convenor of the Industrial Sociology major since 1980. These student data trends are therefore explored, and the section ends with (i) an analysis of the 'racial' profile on undergraduates in the Department, showing as illustration how our third year Social Research course (compulsory for Sociology and Industrial Sociology majors) saw a fall in the proportion of African students from 68% in 1996 to 35% in 2002, but with a recent rise to close to 50% by 2007. Female students for all 'races' are shown to comprise 65% of students currently, when the female/male breakdown for undergraduates in Sociology analysed.[2] In addition (ii) it is shown that in 2007 the breakdown of enrolments by first/second/third years (all courses totaled) is around 50%/35%/15% and this has remained fairly similar across the period for 1983-2007. But while across these 25 years we generally enrolled around 2 000 or more undergraduates annually (except during the 'programme years'), from 1983 until around 2000 we graduated per year on average only about 10 Honours and under 5 Masters, and less than 20 Doctorates over the whole period.[3] It is argued that it is important to now strategise how the recent increase in Honours and Masters and PhD enrolments can be sustained and enhanced, in quantity and quality.

2.2 The Industrial Sociology major (INS) and associated programme (LOPHRM): some considerations

This section was drafted by Prof Johann Maree as convenor of the Industrial Sociology major for nearly 3 decades. It is noted in this section that for years, only a limited number of academic staff in the Department have been involved in the core teaching of this major, alongside Maree. The structure and content of the different courses at second and third level levels are also outlined and analysed in detail, with a view to facilitating discussions in 2008 about potential ways in which the Industrial Sociology major can articulate with the Sociology major, following Maree's retirement. 'Old' staff, as well as newly appointed staff, who become more involved in the teaching of these courses will need to consider carefully the material prepared in this section about the current situation and also its historical evolution. Careful thought needs to be given to the data provided in this section, about how for many years across the period 1983-2007, the students enrolled in the Industrial Sociology major comprised over 50% of all our undergraduate enrolments. Moreover, at the end of Section 2.2, important information and data are provided by Maree with respect to the current situation and historical evolution of the 'Named Programme' LOPHRM (Labour, Organisational Psychology and Human Resource Management), which is linked to the INS major and presently spans two departments and three specializations. The Undergraduate Education Committee (UEC) of the Faculty has recently requested a review of this Programme, and the data in this section provides

[2] The race/gender analysis of Chapter 2 refers to Table 2.3 in the Special Appendix of Tables.

[3] These undergraduate and postgraduate enrolment proportions are analysed in Chapter 2 with reference to Table 2.2 in the Special Appendix of Tables.

an important baseline for these considerations, including the fact that numbers of enrolments have been falling somewhat in LOPHRM during the period 2004-7.

2.3 Undergraduate curriculum: an overview of issues

Dr Jonathan Grossman, with extensive experience in undergraduate teaching in the Department for over two decades, with having been seconded to the Health Sciences Faculty some years ago for participation in its undergraduate curriculum restructuring, and as a current departmental student curriculum advisor in the Faculty, was invited to draft this section on issues of our undergraduate curriculum which need assessment and evaluation. He undertakes a detailed examination of: our undergraduate courses and their horizontal and vertical integration; our assessment and teaching methods; course content and resourcing; course evaluation and student support etc. He provides a summary of what are viewed as the 'overall strengths', and thereafter considers what he assesses as 'change, challenges and possibilities'. The latter, while bearing in mind many of our strengths, nonetheless provides a series of significant criticisms of what we do at undergraduate level (and what we do not do), including a range of issues such as the recent shortening of exam time; the rise in class sizes and overall lecturing time; the reduction of assessment activities like assignments per course; the thrust of managerial imperatives onto our teaching activities; 'market' expectations of groups of students etc. In conclusion, a series of issues are put forward for review and debate: like teaching resource constraints, the imposition of 'hidden' curricula and other 'choices', integration of courses within our major and between majors, values guiding the curriculum etc. One concluding point is that it important to understand that 'curriculum development in one course, one stream, one programme, one department' cannot be achieved without consideration of the structure of courses and curricula and majors and programmes within the Faculty (and the university and country) as a whole.

2.4 Reflections on first year teaching 1990-2007

Dr Johann Graaff as convenor of our first year programme for many years, and teacher in the programme since the early 1990s, was invited to draft this section. In the section, many important insights into the issues and problems of first year teaching are provided, and a longer piece elaborating on some core issues is provided in Appendix 2 (*First year teaching – some additional comments to Section 2.*4 at end of this Report), written by Graaff for this purpose. In particular, he highlights shifts during the 1990s in first year teaching in Sociology (and in the Faculty, especially linked to the DOH course introduced with Programmes for first years), spanning a number of 'phases'. He identifies these phases as shifts in what he terms 'pedagogic style', (i) the sink or swim phase followed by (ii) the focus on cognitive skills, then (iii) the compulsory foundation course phase (the DOH) and finally (iv) the current affective/cognitive phase within the Faculty and in Sociology as well. In this section, he also analyses the changing composition of our first year students: in particular, most black students now (unlike the early 1990s) come from ex-Model C or private schools (he provides data on this). He also provides detailed analysis on tutor training and issues of running tutorials, which will feed into later discussions of the Department when the reconfiguration of our undergraduate curriculum is considered during the planning of 2008. He concludes with the question: in the future, which tenured staff members will continue with the dedication and commitment to pedagogy which the Department has observed over the past number of decades from a range of existing staff members?

2.5 Course content in the general Sociology major (SOC): maintaining local relevance and international currency?

In this section, Prof Jeremy Seekings, who has taught courses annually in our general Sociology undergraduate major since he joined the Department in the early 1990s, reflects on the overall content of the curriculum of this SOC major. With a focus on what we teach (in contrast to Sections 2.3-2.4 above on how we teach), he has assembled short descriptions by each of the convenors of the courses on offer within the major: Soc2019 (Social Theory, by Jubber); Soc2030 (Poverty, Development and Globalisation, by De Wet); Soc2004 ('Race', Class and Gender, by Erasmus); Social Reseach (Soc3007/3027, by Jubber); Soc3008 (Democracy, Social Change and Development, by Crankshaw, Ntsebeza and Seekings); and Soc3026 (Diversity Studies, by Steyn). Following descriptions and analyses of some of the strengths and weaknesses of each course by the respective convenors, Seekings himself at the end of this section offers some critical assessments. In particular, he argues that despite the fact of the 'undisciplinarity' of Sociology, all the courses are well-constructed with many exciting elements of content including pertinent questions about social issues, and usually spanning disciplines and fields outside of sociology as well. Nonetheless, he has a number of criticisms, which include that: (i) Most of the courses are very local (South African) in their content and focus, with hardly any comparative material on other countries, including the global South comprising the rest of Africa and particularly middle-income countries (like South Africa) in Asia and Latin America. (ii) He finds few references in any of the course outlines to articles from leading (mainly American) international Sociological journals, or to recent book-length contributions to South African or international sociology. This omission is striking, he argues, because for example some of the prime recent debates in international journals have been on questions of the empirical study of 'race' in the USA – quite pertinent for our undergraduates. (iii) When students do engage with theoretical work, it is on a very limited and purposive basis. This commentary by Seekings will provide important issues for further consideration, during our discussions about reconfigurations of the undergraduate curriculum in the years which follow.

Chapter 3. Teaching and Learning: Postgraduate

Following a *Brief history of postgraduate programmes in the Department of Sociology* (Section 3.1), the central aim of this chapter is to provide an in-depth description and analysis of our six postgraduate programmes at Honours and Masters level, although at the end a brief consideration is given to the Interdisciplinary Research Masters programme of the Faculty and to the PhD level in our Department. In Sections 3.2-3.7, each of the 6 Honours/Masters programmes are dealt with in turn, by their respective convenors, with each section following a similar format for examination of the programme: (i) Introduction including history of the programme; (ii) Structure and content; (iii) Student profile and performance; (iv) Some conclusions on the way forward. An especially valuable component of the respective investigations is that each convenor for this Review, painstakingly set about assembling accurate statistics on the Honours and Masters students respectively within their programme during the years 2001-2007, with respect to: (a) No. enrolled; (b) No. graduated (and in how many years); (c) No. continuing; (d) No. withdrawn. At numerous points in our Review, we make mention of the dire need for a Sociology

postgraduate administrative officer for administration including detailed data-maintenance of our diverse programmes – but at least here for the first time, through the efforts of the convenors themselves, we have an accurate and comprehensive database of our Honours/Masters enrolment and graduation figures for the period since 2001. In addition we also, for each of the following 6 programmes, have questions and issues about the way forward in relation to their strengths and weaknesses, as outlined by the respective convenors:
3.2 Workplace Change and Labour Law (by Prof Johann Maree)
3.3 Development Studies (by Drs David Lincoln and Johann Graaff)
3.4 Diversity Studies (by Assoc Prof Melissa Steyn)
3.5 HIV/AIDS & Society (Masters only, also recently with a Postgraduate Diploma in Education: HIV/AIDS & Society', by Dr Judith Head)
3.6 Social Research and Social Theory (by Prof Owen Crankshaw)
3.7 Sociology (by Prof Owen Crankshaw, with Assoc Prof Ken Jubber)

3.8 Interdisciplinary Research Methods (IRM) and the Department of Sociology
Towards the end of this chapter, a short summary of the IRM programme of research modules (Honours and Masters levels) which are offered by various departments as a suite of sub-courses across the Faculty, is provided. How the IRM links to the Sociology Department is also described, but since the IRM is part of a separate evaluation parallel to our Departmental Review, a longer description and evaluation of the IRM is placed in Appendix 2 of our Report (*Interdisciplinary Research Methods and Sociology - a Review*, written by the co-ordination of the IRM, Dr Jacques de Wet, assisted by Dr Zimitri Erasmus and Prof Owen Crankshaw whose research module courses enroll many postgraduates from diverse departments annually; Appendix 2 is submitted directly also as part of the review documentation for the IRM).

3.9 Overview of postgraduate programmes and Interdisciplinary Research Methods
This short section (by Prof Johann Maree as chairperson of our Postgraduate Committee) introduces issues about the Honours/Masters levels to be taken up in Chapter 7 on 'Development Strategies'; similarly

3.10 The PhD level (by the HoD David Cooper), provides a summary of Doctoral enrolment and graduation data for the period 2001-2007, and concludes with a set of questions about the development of a 'PhD Culture' in the Department, to be taken up in Chapter 7 as well.

Chapter 4. Research

Assoc Prof Ken Jubber, who for a number of years has undertaken the organization of our annual submissions for the UCT Research Report, and who has written a number of important journal articles on research and scholarship within Sociology in South Africa, was invited to write the draft of this chapter. After the brief *Introduction* (Section 4.1), he undertakes a very important review and assessment of the debates in the Department and within UCT, about the *Contested conceptions of 'research', 'publication' and RFJ [Rate for the Job] research criteria* (Section 4.2). This is a forthright and bold discussion, taking issue at times with dominant, ideological conceptions about research currently prevailing in certain sections of academia within UCT. It also provides an analytical lens for the interpretation of the next two sections.

Firstly in Section 4.3, the *Research profile of the department and staff* , a detailed and comprehensive look at the more formal research groups and units within the Department, as well as the less formal research groupings and projects, is undertaken with respect to the various research activities of each academic member of staff. A qualitative assessment of their diverse forms of research output, in relation to Critical, Public, Policy and Professional sociological activities is described, intersecting also with (what Boyer, 1990) describes as the Scholarship of Discovery, of Integration, of Engagement and of Teaching. Thereafter in Section 4.4, *Publications*, Jubber carefully constructs a *quantitative* profile, for the Department as a whole as well as for each academic in Sociology, of the research 'outputs' over the period 1997-2006 as collected in the annual UCT Research Reports. These outputs are summed not only for the categories of (i) 'refereed articles', (ii) 'books' and (iii)'chapters in books', but also for the category of 'other', to provide a comprehensive picture of our activities. The overall findings are important: based only on the total of outputs for the first 3 categories of 'academically peer-reviewed' publications, he finds (a) that 20 publication units are produced annually by the Department as a whole (one article = 1 unit, one book = 6 units), or 1,6 units per staff member annually; (b) for individual academics, the finding is that (factoring in level of position e.g. senior lecturer), 8 staff members have produced 'above' the RFJ for the period 2001-7, with 5 below. In conclusion, while these findings do not put us at the 'top of the list' of departments in our Faculty, they certainly suggest a much better track record over this period according to 'peer-reviewed' criteria than seems the current 'impression' put out at times by some members of the UCT community about Sociology research productivity. In conclusion , in *Some further points with respect to research in the department* (Section 4.5), Jubber reviews issues of research funding (listed by staff member), journal and journal related activity, professional associations and conference participation and professional duties, NRF ratings, and some postgraduate student research output. He ends with some thoughts on the 'relationship between research and teaching', questioning a widely held notion that 'good' research always links with 'good' teaching, especially at undergraduate level, and poses the question of the time available for undertaking both areas of activity (teaching and research) with rigour.

Chapter 5. Social Responsiveness

Ms Pamela Johnson, Senior Academic Planning Officer (with responsibility for Social Responsiveness) in the Institutional Planning Department (IPD) of UCT, was requested to draft this chapter. In consultation with each of the 13 academics of the Department, she assembled a summary of what they view as their respective Social Responsiveness activities – using the (abridged) CVs for the three-year period of 2004-6, which academics had to submit as part of the June 2007 RFJ university assessment. Appendix 3 at the end of this Report (*Social Responsiveness extracts from the Sociology Staff CVs for 2004-6*), provides rich and valuable insights at this moment in time into a diverse and extensive 'Scholarship of Engagement' with civil society, which our staff undertake linked to their UCT-based research and teaching activities. At various points across Chapter 5, Johnson provides summaries of these Social Responsiveness (SR) activities of the Department with 'external' constituencies (e.g. government, civic groups, industry); and Section 5.2 on *CVs, Questionnaires, Interviews* provides an explanation and assessment of the use of these three modes of data collection by Johnson, to assemble the information on the diverse

forms of SR amongst Sociology staff. But more importantly in this chapter, in Section 5.3 on the *Social Responsiveness on the academic CV*, in Section 5.4 of an *Overview of interview results,* and finally also in her Section 5.5 of *Overview of questionnaire responses*, she explores and analyses her central finding: that different academics in the Department have significantly different conceptions about what constitutes 'social responsiveness' in relation to their academic research and teaching. Moreover, a further finding from the interviews/CVs/questionnaire is that these diverse conceptions by Sociology staff are themselves not always 'in tune' with either the 'official' categorization of SR by the Faculty Executive in its recent RFJ (and *ad hominem* promotion) exercises; nor always consonant with the newly merging definition of SR of the Social Responsiveness Working Group of UCT (of which Pamela Johnson and HoD David Cooper are members). Clearly, besides the valuable assembly of a 'profile' of SR in the Department at this point in time – which can feed into discussions in 2008 about its development and enhancement, also linked to undergraduate and postgraduate student work – this exercise has alerted us to the contested nature of the definition of SR, amongst the different members of Sociology itself.

Chapter 6. Transformation

Assoc Prof Lungisile Ntsebeza and Dr Judith Head were invited to contribute a chapter on Issues of Transformation. While discussions in the Department will continue in the months which follow, this chapter is complemented by some discussion at the end of the Report (Sections 7.3 and 7.4) about these issues in relation to strategies of the way forward.

In the *Introduction* (Section 6.1), it is argued forcefully the over the past decade, most at UCT have held to a limited or narrow view of Transformation, focusing mainly on changes of the racial composition of UCT staff. It is proposed here instead, the our Department needs to take a much broader view, with Transformation encompassing attitudes to staff appointment and integration into a department; of student performance, course content and curriculum; as well as issues of values and culture in a department and within UCT as a whole etc. Section 2.1 moreover (*Understandings of transformation in the Department of Sociology),* stresses that the Department needs to view change as not coming primarily as an impostion from 'above', but rather as steps taken especially at the micro-levels of departmental practices, to effect real transformation.

The sections which follow then examine different areas of necessary transformation in the Department over the next years. Section 6.3 considers *Course development, curriculum design and development,* and maintains that important changes were achieved during the recent period, including for example interdisciplinary programmes and some critical reconstructions of curriculum structure and content, especially at the micro-level of certain individual courses. But certain of these changes have been reversed and moreover, it is argued that current discussions at department and faculty levels seldom confront the real changes needed at the level of curricula or about how we teach. Moreover, suggestions in the 1990s that most staff develop a working knowledge of an African language, have never be taken up seriously within UCT.

Section 6.4 continues on the *Student composition*, arguing that not only does it seem that the proportion of undergraduate African students in our Department has declined since the late 1990s, but even more importantly, UCT has never taken steps to increase the number of students coming from working class homes. Thus, it is suggested, we are becoming (slowly) more ‘’racially’ diverse yet in fact probably even more ‘upper middle class’ in student composition (for all ‘races’) than we have ever been. It is proposed, as one strategy within the Department of Sociology, that we seek to connect with black schools in some townships of Cape Town, in order to attract more working class students into our programmes; and more broadly, we need to pressurise for much better funding of poorer students by government, to enable them to attend higher education institutions like UCT.

In Section 6.5, issues of *Staff and transformation* are addressed. It is argued that over the past 3 decades, the Department has failed to attract and retain new African academic staff in particular. This poor record, it is proposed, needs to altered quite radically such that in the next decade, a much more diverse group of staff (by ‘race’ and gender) fill positions which become vacant in the Department. In the *Conclusion* (Section 6.6), a set of specific proposals for Transformation are put forward, which need to be debated and assessed during 2008 and beyond.

7. Development Strategies 2009-13

It is not valuable for this chapter to be condensed into a short section in an Executive Summary. Sections 7.3 and 7.4 (the beginning of staff ‘commentaries’) in particular need to be read as a whole, in order for the proposed ‘strategies’ to be adequately considered, and for the debates and discussions around these to be carried forward into 2008.

Suffice to note, there is a short introduction on *A moment of change in the Sociology Department, 2008* (Section 7.1), and also a strong argument that for serious restructuring to take place in the decade up to 2018, it is vital that due consideration is given to *Retaining the existing academic strengths of the Department* (Section 7.3). This is followed by Section 7.3, *Some proposals and scenarios for change in the Department beginning 2009* (authored by HoD David Cooper, after discussions within the Department over the past 6 months). In very condensed form, Section 7.3 proposes that:

- At postgraduate level, the Department of Sociology restructure its 6 Honours/Masters programmes into a single programme, in which all students complete 2 of their 4 courses as ‘core’ within Sociology (comprising one course on ‘Research Methods’ at both Honours and Masters levels, and one course on ‘Social Theory and Issues of Social Change’ also at both levels); and that the 2 electives (for both the Honous and Masters years) be undertaken within the existing separate 6 programmes (or ‘streams’), depending on a student’s enrolment for the postgraduate degree i.e. in Sociology, Development Studies, Diversity Studies, Workplace Change and Labour Law, HIV/AIDS & Society etc. In addition, it is proposed that we sustain the annual intake of total Honours students at around 25 enrolments per year, and at around 20 per year for total Masters – to enable quality teaching and supervision to be accomplished. At PhD level, it is argued we strive to reach around 30 enrolments by 2010.

- At undergraduate level, it is proposed that we seek to maintain and even decrease our annual student enrolments (currently 2 100 in total), in order to make possible the enhancement of our postgraduate levels. Nonetheless, it is proposed that substantial reconfiguration of courses at second and third year levels be undertaken, to achieve greater horizontal and vertical integration of courses, especially between Industrial and General Sociology. Moreover, it is suggested that unless undergraduate enrolments are decreased, we will have to rationalize our offerings at both second and third year levels, such that only 2 courses (one for each major) are offered during any one semester.

- In relation to the 'cluster' of staff research-PhD training-space-other resources, it is stressed that we need to view these 'components' as part of a package of strategies and plans, since each affects the other. Proposals for their respective and integrated development are made.

- In terms of appointment of new academic staff, it is argued that before June 2008, we need to set up a search committee and to advertise for the posts of Johann Maree (retiring end of 2008) and also of Lungisile Ntsebeza, whose award (August 2007) of an NRF Research Chair in the Department of Sociology requires (from the NRF) that his teaching be replaced from his new funding in terms of a new lecturer contract appointment. In addition, it is proposed that Ken Jubber's post (with respect to his retirement end 2009) be advertised early in 2009, and that a common search/selection committee be set up to consider/advertise the professorial post of Prof Robert Schrire in Political Studies – in order to achieve some synergy and inter-relationship between these two important posts, within two adjacent (in both physical space and academic fields) Departments, which need to become much more co-operative over the next decade.

- Similarly it is argued that early in 2008, Sociology needs to advertise for (at least) a part-time position for postgraduate administrator, and moreover that the possibility of a shared post for research/postgraduate administration be considered between Sociology and Political Studies (or another department like History which has also expressed problems particularly around the area of its staff research administration load).

Section 7.4 concludes by providing a limited number of *commentaries* about the Development Strategies of Section 7.3. It is hoped that much more in-depth discussion around these 'Strategies' will take place both within the Department, and within the committees of the Faculty, during the next 12 months following the Report of the Review Panel at the end of this year.

1. A PROFILE OF THE SOCIOLOGY DEPARTMENT[4]

1.1 A few historical points

Sociology emerged at UCT via a Department of *Social Science* established in 1934 for the primary purpose of training social workers.[5] There were parallel developments at Pretoria University with its Department of Sociology established in 1931 with a focus on social workers, followed by Stellenbosch in 1932 with Hendrik Verwoerd heading the combined Department of Sociology and Social Work. 1937 saw the inauguration of the Department of Sociology and Social Administration at Wits, whereafter sociology departments emerged in similar form at Potchefstroom, Natal, and the Orange Free State universities during 1937-9.

By 1936, the first professorship of the Department of Social Science at UCT was filled by Edward Batson who had trained primarily in economics at the University of London. Interestingly, therefore, our Department's roots are in the Social Sciences in a broad sense, with a strong injection of economics and social work, and with research issues led by Batson (who 'ruled' until 1971), particularly around questions of poverty (including initially the 'poor White' problem and the calculation of a Poverty Datum Line, using data collected through social surveys).

From the beginning, these roots of the Sociology Department were separate from Social Anthropology. In 1919, the Association for the Advancement of Science in South Africa had passed a resolution calling for 'the systematic ethnographic, philological, anthropological and sociological study of the indigenous people of South Africa' (Jubber, 1983:51), which led to various university colleges affiliated to UNISA (e.g. Rhodes University College, Natal University College etc.) beginning to offer UNISA courses in 'ethnographically focused sociology' within departments of Social Anthropology. Thus departments of Social Anthropology emerged in the decade before Sociology departments. UCT itself saw the establishment in 1920 of the Department of Social Anthropology as part of the School of African Life and Languages, with Radcliffe-Brown as its first professor from 1921, and with the Department launching the first UCT course in Sociology in 1926: a course called 'Primitive Sociology' (no pun intended): this dealt with topics, with reference to 'indigenous people', such as family and kinship, origin and development of law, social functions of ritual, the development of culture etc. (1983:50). Today, however, given that many of these 'indigenous peoples' are migrating to urban areas in South Africa and given the focus by numerous anthropology staff at UCT on urban sites and issues, some of our undergraduate students seem to be informed (but not by our Department) that the division between the two departments is now one of methodology (rather than content), involving 'ethnography' versus 'social surveys' (the Batson image lives on). Yet this is despite the fact that most current academic staff in Sociology at UCT actually employ qualitative methods, including participant

[4] The draft of this chapter was written by Assoc Prof David Cooper.
[5] The material for this brief history is drawn primarily from Jubber, K. (1983) 'Sociology and its social context: the case of the rise of Marxist sociology in South Africa'. *Social Dynamics* 9(2):50-63. See also Webster, E. (2004) 'Sociology in South Africa: its past, present and future'. *Society in Transition* 35(1):27-41.

observation, as their primary mode of investigation. In this respect and, as will be seen at various points in the history of our Department as outlined in this Self-Review:

> "The tradition of all the dead generations weighs like a nightmare on the brain of the living."[6]

During the 1960s, social theory courses in the Department of Social Science seem to have achieved some significance,[7] which was one of the factors precipitating the division of UCT's Department in 1969 into separate Departments of Social Work and Sociology.[8] Besides the division between Social Anthropology and Sociology, there was thus also now a division between Sociology – which offers courses in 'development' – and Social Work. The latter is currently taught through a renamed Department of Social Development, which attempts to infuse some development components into social work training. All this might be confusing to a layperson, but fortunately our Review Panel consists of academics who can see beyond the 'surface reality' of nomenclature (Social Development, Social Anthropology, Sociology of Development, Industrial Sociology etc.).

Nonetheless, whatever the nomenclature, it will become apparent from the discussions, which unfold in the various chapters below, that the emergence of a 'theoretically informed sociology' at UCT at least by the early 1970s, was an important development, which is also viewed by the current Department of Sociology as a *core component* of its *future* trajectory.

The Department of Sociology took on a new dynamism in the early 1970s with the appointment in 1972 of Jan Loubser (as chair of sociology after Batson's retirement), followed by Profs Van Zyl Slabbert (1973) and Paul Hare (1974). New directions, as will be elaborated on at various points in later chapters, included particularly the following:

- what might be termed a 'Critical Sociology' (Burawoy, 2004),[9] which became stronger from the mid-1970s onwards;

- a new stream in Industrial Sociology, which began to build up with Ken Jubber's appointment in 1973, and became established as a full undergraduate major alongside the major in Sociology with the appointment of Johann Maree in 1979 (see especially Chapter 2);

- a 'Public Sociology' (see also Burawoy, 2004), which became relatively strong in the 1980s, paralleled by the rise of mass political movements and protests, whereby some academics of the Department became involved in

[6] Karl Marx (1968:96), 'The Eighteenth Brumaire of Louis Napoleon (1852)', in *Marx and Engels, Selected Works.* Moscow: Progress Publishers.
[7] Jubber notes (1983:55), based on his perusal of examination papers and courses, that a wide range of theorists were dealt with by 1960, including Simmel, Toennies, Sorokin, Pareto, Sumner, Spencer, MacIver, Weber, Tarde, Durkheim, von Wiese, Parsons, Comte, le Play, Ward, Cooley, Thomas, Veblen, Ogburn, Small, Moreno, Park and Giddents. Marx and other Neo-Marxists, however, only appeared in the 1970s.
[8] Webster (2004:29) notes that in the 1960s, all existing joint departments of sociology and social work in South Africa split, creating separate departments of sociology for the first time at our universities.
[9] Burawoy, M. (2004) 'Public Sociology: South African dilemmas in a global context'. *Society in Transition* 35(1):11-26.

'social engagement/social responsiveness' within the broader civil society via practices such as the production of material and workshops for off-campus groups on sociological themes (e.g. labour studies, women's studies, contemporary capitalism etc.), provision of information and resources on social or health questions and trade union strikes and even on how to conduct questionnaire surveys etc.

- This to some extent flowed into a form of 'Policy Sociology' (again Burawoy, 2004) in the 1990s, whereby some academics in the 'new South Africa' became linked to / associated themselves with government processes by providing advice, data and information on the development of new national policies (e.g. in higher education, human rights, urbanisation, labour relations, HIV/AIDS).

The above historical points have been included, since in important ways they provided some of the *framework* for developments in the Sociology Department, even into the present. Moreover, certain recent historical features of the Department will also be described in some of the sections and chapters that follow, where the gaze focuses on the previous three decades from the early 1980s until 2007. It will be argued that such a time-line perspective on the last few decades, which grasps the *changes*, and especially the *continuities*, since the creation of the Industrial Sociology major of 1979 (led by Maree who is about to retire) and also the different national 'historical moments' of the 1980s and 1990s, which are now in the past, is necessary in order to suggest positive and viable proposals with respect to the way forward for the Sociology Department over the next decade (2009-2018). Put another way, this Self-Review insists that a new ten-year vision is needed, albeit in rough outline with respect to some key elements (see 'Departmental Priorities' of Section 1.5, and more especially the specific proposals in Chapter 7, 'Development Strategies 2009-13'); that this requires a grasp of the main dynamics over the past few decades since the late 1970s; and that any other form of planning in an ad hoc, short-termist way for only one or two years after 2008 (when key staff will begin to retire) would be dysfunctional.

1.2 Some perspectives on staff of the department

The issue of staffing in our Department – incorporating the key question of *medium-long term succession planning*, which itself is linked to the impending retirement in 2008-9 of two of our most long-standing professors, Ken Jubber (appointed 1973, retiring 2009) and Johann Maree (appointed in Economics at UCT in 1972, in our Department from 1979, retiring end of 2008) – is a core issue with respect to our Self-Review and also the Review by the Panel. Moreover, as will be argued below in this section, the issue of succession planning cannot be separated from an historical perspective, which appreciates (i) the unusual academic staff situation of enormous *stability* (low rate of turnover) in our Department over the past 3 decades (1980s until 2007), and (ii) the new situation of *potential instability* (but also potential opportunity for change and transformation) because of the impending retirement not just of Maree and Jubber, but in fact of *two-thirds* of the existing staff complement during the decade spanning 2009-2018 (see below). For these reasons we introduce such questions here, right at the beginning of our Self-Review Report.

Some of these questions have already been posed in preliminary discussions with the Dean of the Faculty of Humanities early in 2007, prior to this Self-Review unfolding, and this has led to a clear recognition of their importance within the 'Augmented Terms of Reference' for both our Self-Review and the Panel Review. As stated in these Augmented Terms of Reference:

> "The Dean, with the support of the Faculty Executive, wishes to propose augmented terms of reference, in addition to those typically used in an IPD review, in order to address particular challenges the Department faces over the next few years. In this time, the Department of Sociology will lose a number of key senior staff through retirements. Augmented terms of reference are intended to solicit the views of the Review Panel on a number of pressing issues, and assist the department and the faculty in long term planning… Bearing points 1-4 in mind [points/issues of undergraduate and postgraduate curricula and course offerings, of enhancing research and social responsiveness and linkages to cognate departments etc. etc.]… what recommendations would the panel make about succession planning…." (Augmented Terms of Reference – Review of Sociology, June 2007).

It is perhaps useful to look at our Sociology staffing data from *three* different historical (i.e. time-line) angles: the present, the next decade, the past 3 decades. If this is done, the issue of confronting staffing changes and transformation in 2008 becomes an even more urgent question than suggested above – it could be argued that, not since the split of 1969 of the original UCT Department of Social Science has our Department of Sociology faced such significant potential reconfiguration. We recognise that this poses potentially significant dangers/threats with respect to some of our academic goals (below Section 1.5, Departmental Priorities). More importantly, we recognize that it also opens up doors for constructive transformation of not only the academic staff composition, but as crucially of the Sociology teaching and research and social responsiveness activities and outputs, which flow from the labour of our academic staff (to make an Industrial Sociology point).

1.2.1 The moment of the present, 2007: a fairly solid academic departmental capacity

Table 1.1 provides a snapshot of the current staff complement within our Department, including a summary of the highest qualification of each academic member as well as the core leadership, administration, teaching and research tasks in which each academic is involved *within* or *associated with* the Sociology Department.

Table 1.1: Sociology Staff 2007: Core Leadership/Administration, Teaching, and Research Responsibilities

Academic Staff		
Staff Member	*Highest Qualification*	*Core Leadership/Administration. & Teaching & Research Activities*
1. David **Cooper** (Assoc. Professor)	PhD (Birming. UK)	– Head of Department & Convenor of PhD Student Workshops – Soc3028 (+convenor), Soc3027 (project group.) – Leader of Sociology of Higher Education Research Group
2. Owen **Crankshaw** (Professor)	PhD (Wits)	– Convenor of Hons/M Programme in Social Research and Soc. Theory – Soc5031, Soc4033, Soc4032, Soc3008 (+convenor), Soc3007, Soc3007 (project group.) – Leader of Social Polarisation Research Group
3. Jacques **De Wet** (Lecturer)	PhD (UCT)	– Convenor of Faculty P/G Interdisciplinary Research Methods Pgm – Soc4034, Soc3007, Soc2030 (+convenor) (half year sabbatical 2007) – Research Projects on Black Management Identities, Development Agencies
4. Zimitri **Erasmus** (Senior Lecturer)	PhD (Nijmegen)	– Faculty of Humanities Undergraduate Student Advisor – Soc5030, Soc4031, Soc4009, Soc2004 (+convenor) – Thuthuka-linked Research Project on Race and Identity
5. Johann **Graaff** (Senior Lecturer) (half-time)	PhD (Stell.)	– Convenor of First Year Teaching Programme – Soc4010, Soc1001 (+convenor, also of Soc1005) – Research Projects on Universities and Pedagogy
6. Jonathan **Grossman** (Senior Lecturer)	PhD (Warwick)	– Faculty of Humanities Undergraduate Student Advisor – Soc5026, Soc3027 (project gp.), Soc2018 (+convenor) – Research Projects on Workers and Human Rights, Social Movements, Worker Education
7. Judith **Head** (Senior Lecturer)	PhD (Durham)	– Convenor of Masters Programme in HIV/AIDS & Society – Soc5022, Soc4022, Soc2004, Soc1005 – Research Projects on HIV/AIDS & Society
8. Ken **Jubber** (Assoc. Professor)	PhD (UCT)	– Convenor of Hons/M Programme in Sociology, Co-ordinator of Dept. Annual Research Report – Soc5008, Soc4030, Soc4007, Soc3007 (+convenor), Soc3007 (project group), Soc2019 (+convenor) – Research Projects on Social Theory
9. David **Lincoln** (Senior Lecturer)	PhD (UCT)	– Convenor of Hons/M Programme in Development Studies & Chairperson of Postgraduate Committee (on sabbatical 2007) – Soc4010, Soc2030, Soc2015 (none for 2007, on sabbatical leave) – Research Projects on GDL (Global Division of Labour)
10. Johann **Maree** (Professor)	PhD (UCT)	– Convenor of Hons/M Prgm in Workplace Change & Labour Law & U/G Convenor of Industrial Sociology Major and LOPHRM Programme. – Acting Chairperson of Postgraduate Committee (Lincoln on sabbatical) – Soc4023, Soc3028, Soc2016 (+convenor), Soc1001 – Co-convenor of LEP (Labour and Enterprise Policy Research Group)
11. Lungisile **Ntsebeza** (Assoc. Professor)	PhD (Rhodes)	– Convenor of Sociology Department Staff Seminars – Soc5010, Soc3008, Soc2016 (some buy-out 2007 from HSRC project)

		– Recipient of new Research Chair awarded by NRF, Director of Land and Governance Research Group
12. Jeremy **Seekings** (Professor)	D.Phil (Oxford)	– Convenor of Masters Diss. Research Seminar Programme – Soc5029, Soc5025, Soc1005 (half-year sabbatical 2007) – Director of SSU (Social Surveys Unit) of CSSR (Centre for Social Science Research)
13. Melissa **Steyn** (Assoc. Professor)	PhD (UCT)	– Convenor of Hons/M Programme in Diversity Studies – Soc5023, Soc5021, Soc4018, Soc3026 (+convenor) – Director of InCUDISA (Intercultural and Diversity Studies Unit of Southern Africa)
Administrative Staff		
a. Ramela **Bhaga** (Administrative Officer)	– Administration of all student records and examinations including marks processing – Management of all departmental funds, payment of non-recurrent staff incl. tutors – Co-ordination and execution of administrative tasks relating to all staff and students – Responsibility for equipment/assets registers, management of staff research funds – Liaison with all external examiners, and with Graduate School for postgraduates – Organisation of functions and catering, processing of all purchase orders	
b. Noma-Afrika **Maseti** (Secretary)	– HoD personal secretary and all departmental secretarial tasks incl. meeting minutes and photocopy/fax organisation and maintenance, staff notices and messages – General departmental administration including repairs, library orders, room booking, update dept. website, copyright clearance on-line system, health and safety rep. – All student reception enquiries and personal advice, course reader and material distribution at reception, essay/assignment collection and marks registration incl. late essay register, exam script distribution to lecturers and exam marks recording	

Note: For each academic staff member, in the third column,
the first item ('-') designates Leadership/Admin. responsibilities
the second item their current Courses of Teaching
the third item their Research Niche Areas

- An important point to note from Table 1.1 is that all 13 academic staff members hold a PhD degree. While not unusual at overseas academic departments, this is very unusual for sociology departments in South Africa and, moreover, unusual across departments at UCT itself. For example, a recent survey of sociology departments across South Africa revealed that most of these departments have less than half their full-time staff members holding doctorates.[10] Perhaps even more unexpectedly, our Department ranks much higher than most UCT departments (see Table 1.2). Only around half (49%) of all full-time academics at UCT in 2007 hold a Doctoral degree, with our own Faculty of Humanities having only a slightly higher percentage (58%) for its 218 academics. As interesting are the proportions of such academics having obtained their PhDs from UCT: 48% for UCT as a whole (suggesting, as noted by Moran 2007, a high degree of 'in-breeding' within our institution, which again would be very unusual for many American and European universities);

[10] See academic staff listing of each Department of Sociology in the recently-compiled 'Directory of Sociology Departments 2007' of SASA (South African Sociological Association). An examination of the staff listings of departments showed further that in addition to our Department, only Rhodes had over 80% of its full-time Sociology staff holding doctorates.

for our Faculty of Humanities the proportion is 46%; while our own Department (see Table 1.1) has a lower figure of 5 out of 13 (i.e. 38%); the same proportion (38% or 5 out of 13) were awarded PhDs from universities of Europe. Overall, therefore, our Department's academics are highly qualified and, at least with respect to the rest of UCT, marginally less 'in-bred' and 'less local' with respect to their PhD training. In summary, therefore, our teaching and research activities are based on a relatively highly qualified group of staff.

Table 1.2: Proportion of UCT Full-Time Academic Staff holding a Doctorate in 2007[11]

Faculty (total no. academics)	**(i) % Holding PhD degree**	**(ii) % of those in column (i) whose PhD is from UCT**
Commerce (116)	38%	36%
Engineering & Built Environment (88)	66%	43%
Health Sciences (381)	27%	66%
Humanities (218)	58%	46%
Law (42)	24%	20%
Science (175)	89%	43%
% All Faculties	**49%**	**48%**

- A second point to note from Table 1.1 above is that the proportion of professorial staff (associate and full professors) is relatively high (7 out of 13) compared to that in many departments at UCT: 3 full professors (Crankshaw, Maree, Seekings) and 4 associate professors (Cooper, Jubber, Ntsebeza and Steyn). This certainly helps to spread the load of leadership and administration tasks across the 13 members.[12] For example, our 6 postgraduate Honours/Masters programmes are led by 6 different convenors (Jubber for Social Theory; Crankshaw for Social Research and Social Theory; Maree for Workplace Change and Labour Law; Lincoln for Development Studies; Steyn for Diversity Studies; Head for HIV/AIDS & Society).[13] In addition, all other staff members play important leadership/administrative roles: the postgraduate Interdisciplinary Research Methods programme is convened by De Wet; Erasmus and Grossman serve as Faculty Undergraduate Student Advisors; Ntsebeza has been convening the staff seminar programme; Seekings is on the board of the Faculty Centre for Social Science Research, is director of the sociology-based SSU (Social Surveys Unit) which is affiliated to the CSSR, and is currently convening a new Masters dissertation research seminar programme within the Department; and Graaff has, since his retirement in

[11] Moran, V.C. (2007) 'Matters pertaining to Heads of Academic Departments at the University of Cape Town'. A Report commissioned by the Senate Executive Committee and Academic Heads of Departments Working Group. Final Report of 21st June (known as the Moran Report). This PhD data (Moran, 2007:23) includes all full-time academic staff (of all departments of all faculties except CHED, and also excluding research officers etc.) with PhD or DSc or equivalent

[12] Note for Table 1.1 above, under the column 'Leadership/Management & Teaching & Research', for each staff member the first line '-' refers to the core Leadership/Management departmental activities in which they are involved; the second line '-' refers to the courses in which they are teaching in 2007 (for Masters 5000 level and Honours 4000 level courses, this is usually the whole course, whereas for undergraduate 1000, 2000 and 3000 level courses, this is sometimes a whole semester course and sometimes only part of a course); the third line '-' refers to the main research projects, groups or units which they direct or co-direct.

[13] See Chapter 3 for a detailed description of these 6 postgraduate programmes and the academic staff from Sociology and other departments that are involved in their teaching.

2003, remained in a post-retirement half-time post with leadership (amongst other duties) of the first year teaching programme. Moreover, this diversity of leadership/administration roles greatly assists the HoD (Cooper) in enabling him to concentrate on the core business of this position (one that also includes the convenorship of the PhD workshops, see Chapter 4 for research and postgraduates).

- A third observation that can be made from Table 1.1, is that in accordance with a long-standing tradition in the Department dating back at least for the past 3 decades, all staff are expected to spread their teaching loads roughly 50/50 across the undergraduate/postgraduate levels.[14] An example to highlight this is our current method of teaching of first years: during the first semester, senior lecturer Johann Graaff taught 9 weeks (3 lectures per week at 11pm and repeated again at 2pm, to 490 students split into two venues), while Prof Johann Maree taught 3 weeks (in a similar way to Graaff); in the second semester, senior lecturer Judith Head is teaching 4 weeks, as is Prof Jeremy Seekings (with the same mode of 2 lectures per day for 3 days, with an even bigger class of 530 students again split into two venues). Only the last 4 weeks are not taught by tenured staff (2 of our PhDs are lecturing on areas in which their Doctoral theses are based, which additionally gives them experience of teaching as 'apprentice academics', see further in Chapter 4 for Doctoral students). Moreover, all these tenured staff themselves mark at least one first year student exam answer (i.e. around 500 scripts) in either June or November – surely an illustration of the commitment to teaching by our Department (see further in Chapter 2).

- While Chapter 4 will discuss in detail the Research Activities of members of our Department, Table 1.1 indicates that each of us is involved in some form of research unit or group or project, to pursue our research activities. Two members are directing UCT Research Units that have been recently reviewed by the URC (University Research Committee): Seekings (the Social Surveys Unit, SSU, part of the CSSR) and Steyn (iNCUDISA, Intercultural and Diversities Studies Unit of Southern Africa). In addition, two other members have formed formally structured research groups involving themselves and their PhDs/Masters students and sometimes in association with other UCT or HSRC-based academics: Maree (Labour and Enterprise Policy Research Group) and Ntsebeza (Land and Governance Research Group), with the latter just having attained the award of Research Chair from the NRF. The remaining staff are all involved in research groups and projects linked to their niche areas: Cooper (Sociology of Higher Education Group), Crankshaw (Social Polarisation Group), De Wet (Projects on Managers and Identity; Development Agencies); Erasmus (Projects on Race and Identity); Graaff (Projects on Universities and Pedagogy); Grossman (Projects on Workers, Rights, Movements, Education); Head (Projects on HIV/AIDS & Society); Jubber (Projects on Social Theory); Lincoln (Projects of Global Division on Labour). There is thus a rich and diverse spread of research activities.

[14] See Table 1.1 for course codes, which shows every staff member (except the HoD who has a half-load, undergraduate only) to be involved in 2007 in a spread of postgraduate (5000/4000) level courses as well as undergraduate courses (3000, 2000, 1000).

Following periods of greater 'Public Sociology' (1980s) and sometimes additional involvement in 'Policy Sociology' (1990s), our research activities in more recent years seem to be consolidating (at least for the majority of staff) around more intensive empirical and theoretical work linked to more 'standard' research publications ('Professional Sociology'?), published in recognised journals and as chapters in academic books (see Section 1.3 below for discussion of 'Public and Professional Sociology' etc. and further in Chapter 4 on Research).

- Finally, Table 1.1 also provides a snapshot of the two departmental administrators and their range of duties. It will be shown (Table 1.4 below) that during all the years from the early 1980s up to 2002, our Department had more than 2 such support staff, and also that we desperately need at least another half-time administrator with a focus on postgraduate administration (Section 1.4 on 'Resources' below, also Chapter 7 on future Development Strategies). Nonetheless, the existing administrative assistant (Ramela Bhaga, who joined theDepartment in 1974) and departmental secretary (Noma-Afrika Maseti, who joined in 2003) provide a vital anchor to stabilise our diverse and sometimes frenetic academic tasks – whose variety and complexity for each of the two positions respectively, are listed at the bottom of Table 1.1.

To conclude these observations about the '2007 Present', it appears that we currently have a highly active group of relatively experienced academic staff, all 13 with PhDs and undertaking extensive (i) leadership/administration, (ii) teaching and (iii) research activities. They are also supported by two quite mature administrators, both of whom are extremely enthusiastic, hard-working and long-suffering. But a look at the next decade immediately raises questions about how sustainable these academic activities are within our Department of Sociology, unless there is a clear vision (and concrete plans) constructed with respect to succession planning.

1.2.2 The next decade, 2009-2018: at least two-thirds of academic staff will depart

Table 1.3: Year of Retirement of Sociology Academic Staff (assuming age 65 for retirement)

Staff name	Year of retirement
1. Maree	2008 (December)
2. Jubber	2009
3. Graaff	2011
4. Cooper	2013
5. Head	2015
6. Lincoln	2016
7. Steyn	2018
8. Grossman	2018

Unlike the picture of relative stability and innovation derived from Table 1.1 above with regard to the 2007 status , Table 1.3 sharply reflects the fact that nearly two thirds (8 out of 13) of the current academics will of necessary retire in the next decade up to 2018. Even some of the other 5 might leave the Department earlier than their final date of retirement (Ntsebeza 2019, Crankshaw 2021, Seekings 2027, De Wet 2029, Erasmus 2029). Whichever way this is viewed, succession planning is thus

vitally necessary. As discussed in more detail in Chapter 7 ('Development Strategies'), such steps require before concrete plants before June 2008 with regard to the following: (a) advertising Prof Maree's post (historically linked to convenorship of Industrial Sociology at both undergraduate and postgraduate levels), and (b) a position (with at least 5 years of contract) for the replacement of Prof Ntsebeza, whose recent award (August 2007) of a Research Chair by the NRF requires UCT to utilise some of this NRF funding to fill the gaps created in his teaching and leadership/ administration activities within the Department. Further plans for dealing with the academic holes created by the departure thereafter in 2009 of Assoc Prof Jubber (historically involved with core activities around Social Theory), and in 2011 of Senior Lecturer Graaff (current holding a half-post, focused on first year teaching) will also need to be part of an overall vision – preferably even at the time that candidates are considered in 2008 when the Maree/Ntsebeza positions are advertised (see Chapter 7, 'Development Strategies' for more detailed discussion). Nonetheless, all such viewpoints of succession planning need to take into consideration Table 1.4 in the next section, which focuses *backwards* at the remarkable stability of our Department academic staff during the period from the early 1980 until the present, as well as at the broad race-gender profiles.[15]

1.2.3 The previous 3 decades: a quite unusually low academic staff turnover-rate[16]

The sociology staff data provided in Table 1.4 for the period 1983-2007 will be discussed here *descriptively*, mainly in terms of certain dominant characteristics of academic staff in the Department over this period, in order to provide the background for a set of issues that will be considered in Chapters 2-5. Thereafter the *implications* with reference to questions of 'Transformation' (Chapter 6) and 'Development Strategies' (Chapter 7) will be addressed in more detail.

The following comments refer to data and trends that are apparent from Table 1.4:[17]

- From the mid-1980s to the mid-1990s, our academic staff complement consistently comprised of around 14 full-time members in total; in the

[15] Table 1.4, as well as a few other detailed tables for Chapter 2, for ease of reference are provided in the Appendix of Special Tables at the end of the Report.

[16] Note, in Table 1.4 and throughout the Self-Review Report for both staff and students, the analysis employs the 'old' apartheid categories of African, Coloured, Indian and White (all in capitals), since these classifications are the basis of the historical disadvantage with respect to 'race'. Sometimes the term 'black' is used in the Report, to refer to all oppressed groups under the apartheid regime i.e. all not classified as 'White'.

[17] Table 1.4 has been derived from the names (and rank) of full-time academic staff listed under the Sociology Department in the annual Handbook of the Faculty of Humanities (previously Faculty of Social Sciences) for the years 1983-2007. Copies of these Handbooks are in the UCT library, Manuscripts and Archives section. Each of the *current* academic staff are highlighted in colour. This includes 12 full-time staff, as well as Johann Graaff, who was employed part-time on a post-retirement contract after 2002 and who plays a crucial role in first year and other teaching/research. Some exact dates of appointment have been derived from speaking to relevant staff members themselves, as the Handbook does not always provide these. There has also been an attempt to obtain additional information on some African staff who were only here for 1-3 years, from the HR Department of UCT as well as from current staff who were here at the time, so as to verify their dates of appointment in our department, since here again the Handbooks do not provide exact data on this. However, because the HR records have in some cases been found to be incomplete, this data cannot be regarded as exact either. HR has also provided birthdates of current staff. Note that Table 1.4 data begins in 1983 to make the Staff data comparable with the Student data, produced for 1983-2007 in tables which follow later in Chapter 2.

subsequent decade since the mid-1990s, this decreased to 12 (see 'Total Academic Staff' row in Table 1.4). Moreover, as can been seen in the period prior to the early 1990s, our Department usually had considerably more than 2,5 administrative staff, yet in the last few years we have had only 2.0.[18] No wonder life has been so stressful these past few years, particularly given that the student *undergraduate* enrolments for 2007 will be seen to be very similar to the late 1980s/early 1990s, whereas *postgraduate* enrolments during the past five years have been far higher than throughout the 1980s-90s (see Chapter 2)! And the speeds imposed on us by email modes of communication and bureaucratic form-filling, which did not exist in the earlier period, have simply compounded the situation.

- A look at the current 2007 full-time academic staff group of 12 in Table 1.4 (colour highlighted, including Graaff as 13th member, half-time) shows that *four* of the 13 members have been in the Department for well over two decades (Maree, Jubber, Lincoln, Cooper, all joining prior to 1982). Another *five* members have been here for between one and two decades (Graaff, Grossman, Head, Steyn and Seekings), having joined between 1986 and 1994 (with Steyn part of another department in UCT from 1988, transferring to Sociology in 2003). The last *four* members have joined during the past decade (Erasmus, Crankshaw, De Wet and Ntsebeza). Thus two-thirds of our staff have been here for at least a decade, with a few joining in the early 1970s – so we are surely a Department of considerable solidity. We could even be described as quite long-standing members within an aging UCT community itself, considering a recent study of current academic staff at UCT, which reported that the average tenure of service is *nearly 16 years* (with an annual turn-over rate, moreover, of only 4,6% of academic staff, leading to the comment that this stability at UCT is partly due to the 'Table Mountain syndrome'!).[19] This is a quite remarkable 'stay alongside the mountain' at a single university, compared to international trends (most academics, for example in the USA, seldom remain at one university for a decade or more). There are numerous 'sociological effects' inside a department – both good and bad – in having most of the staff of long-standing tenure in one academic 'enterprise'. However, it is difficult to refute an assertion that with Maree and Jubber leaving soon and some others to follow a few years later (Table 1.3 above), this is an opportunity to grasp the need for 'new blood' which will surely impact on internal academic changes and transformation in a variety of ways? (Chapter 6 below, Transformation issues in the Department).

- An examination of the race and gender profiles of staff who have joined the Department since 1983 shows that the vast majority have been White males (last column of Table 1.4). Beginning from the late 1980s, only a few African

[18] For example during the mid-1980s, we had the assistance of Mr Bill Francis (full-time post) who in addition to at least two secretarial staff, assisted with a range of duties including servicing students at the reception desk for essays etc. Moreover, in addition to Francis, right up to the early 1990s Mr Eddie Neer (also in a full-time position) served alongside the secretarial staff, as general assistant for photocopying, for organisation of requirements for seminars and lectures and library needs etc.

[19] See the 'Moran Report' (Moran, 2007:24) cited above, which provides this UCT data on average years of tenure and turn-over rate of current academics, and contains the comment about the mountain syndrome.

academic staff have been appointed (see Vilakazi followed in the 1990s by Chipeya and Chachage, both of whom were not South Africans, and more recently by Vokwana)[20]. Moreover, all of them left after relatively short periods, and only the recent appointment of Lungisile Ntsebeza (2004) appears to be achieving a degree of stability.[21] With White males comprising two-thirds of the current academic staff of 13 (with 2 White females Head and Steyn, and a black staff complement of only 2 Erasmus and Ntsebeza[22]), there is surely a very sound case for increasing the diversity in the Department via new appointments.

- Another important element of the historical staff profile of Sociology, not often appreciated, is the long period of very few *professorial* staff (profs/assoc. profs) within the Department: up to 1999 (see bottom rows of Table 1.4), there were only 1 and occasionally 2 (and sometimes zero) full professors in the Department of around 14 academic members. Moreover, excepting one year (1991: Maree, Jubber, James), there were never more than 2 associate professors in the Department until 1999, after which the number of professorial staff overall has increased somewhat (by 2007 this has grown to 3 professors and 4 associate professors, all of whom were promoted *ad hominem*). It will therefore be proposed (Chapter 7, Strategies) that if we are shortly losing one professor (Maree) and one associate professor (Jubber), at least one new appointment should be at professorial level.

- Linked to the last point, it should be noted that throughout the period of 1983-2007, our Department has never had a post of Chair in Sociology or Industrial Sociology filled, except for a brief period in the late 1980s-early 1990s, when Prof Mike Savage held a chair for a few years.[23] There is thus a strong case, given the range of chair-holders (often more than one) in other departments in our Faculty of Humanities, for a position of Chair in Sociology to be reconsidered, and linked to the question of posts becoming vacant via the impending retirements of some of our senior staff. At the same time, given that 'new blood' is needed (only 3 of the current staff are under 50 years[24]), there is also surely a case to be made for at least one and preferably two young new members of staff to be injected into the current cluster of post-50 year olds over the next few years.

In conclusion, therefore, the membership of the Department of Sociology at present appears quite solid, with 13 highly qualified academics, all contributing strongly to teaching, research and leadership/administration activities. Yet the next 10 years up to 2018 will necessarily see dramatic change: at least two-thirds of current Department staff will be gone, following compulsory retirement at 65 years of age. And yet

[20] Another lecturer from Lesotho, Khotse Phokojoe, who is not listed in the Handbook, was nonetheless in our department for two years in the late 1990s as well.
[21] There are varying views within the Department and UCT about the reasons for this high turn-over of African academic staff, some of which are explored in Chapter 6 (Transformation).
[22] 8 White males including Graaff currently, since Jeremy Seekings has requested he be classified as 'foreign' in Table 1.4 according to existing UCT norms of classification.
[23] Note that there were efforts to fill a position of Chair in the mid-1980s and again in the late 1990s but these attempts were unsuccessful.
[24] This is calculated from the column of '65-year retirement date' in Table 1.4.

another view can be obtained from the angle of the past 3 decades: two-thirds of Sociology academic staff joined UCT before 1995, with one third before 1982; most of the 13 are White males and only 3 of the 13 are under 50 years of age; moreover, until recently there were 2 or fewer full-professors in the Department and no chair at all since the early 1990s. Overall, therefore, as argued in Chapter 7, there is a need for academic *strategies* to view the time around 2008 as one of quite unique potential, for *transformation and development with quality*.

1.3 Some perspectives on Sociology undergraduate and postgraduate students

1.3.1 A snapshot of Sociology undergraduate and postgraduate enrolments over the past years

In order to plan for the future, an overview of what has happened over the past years, with focus on the recent period, is as important with respect to our student profile as it is with respect to our staffing configuration. This section therefore firstly examines, very broadly, our Sociology undergraduate and postgraduate enrolment patterns during the past years.[25] Secondly, it undertakes a brief comparison of our Department enrolments in relation to four other 'similar' large departments in the Faculty (English Language & Literature, Historical Studies, Political Studies and Psychology). Thirdly, it locates our Department with respect to patterns of enrolments within UCT as a whole, offering at the end a brief comment about UCT in relation to the historical South African university 'phenomenon' of *undergraduateness*. Again, like the staffing situation, it is argued that the moment of 2008 is an important one, in which strategic choices, especially with respect to the balance between undergraduate and postgraduate enrolments, need to be made.

Table 1.5: Sociology Department Undergraduate Enrolments 1988-2007

	1983	**1988**	**1993**	**1996**	**1998**	**2003**	**2006**	**2007**
1st Year	1 160	1 248	986	1 334	811	585	569	1 050
Courses	60%	58%	47%	48%	38%	44%	36%	50%
2nd Year	580	643	773	1 019	788	595	635	706
Courses	30%	30%	37%	36%	37%	46%	41%	33%
3rd Year	192	245	334	443	557	138	363	361
Courses	10%	11%	16%	16%	26%	10%	23%	17%
TOTAL	**1 936**	**2 136**	**2 093**	**2 796**	**2 156**	**1 318**	**1 567**	**2 117**
	100%	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Source: from Chapter 2, Table 2.2 (table provided in Special Appendix of Tables at end of Report)

In Section 2.1, a detailed analysis of enrolments at undergraduate level for each year in the Sociology Department for the period 1983-2007 is provided (with reference to Tables 2.1 and 2.2 in the Special Appendix of Tables). Here it is useful to summarise some broad trends for the five year intervals 1988-1993-1998-2003-2007, as provided in Table 1.5.

It can be observed that numbers rose slightly in the 1980s from under 2 000 enrolments to reach 2 136 by 1988 (see Table 2.2 for details of the 1980s). This began a climb, from the late 1980s onwards reaching a peak of 2 796 in 1996 (shown in

[25] An overview is provided here; a much more detailed analysis is undertaken in Chapters 2 and 3 for the undergraduate and postgraduate levels respectively.

Table 1.5). The decline to 2 156 in 1998 was largely due to the introduction of Programmes in that year, and enrolments continued to fall linked primarily to the following:

(i) Because Sociology (but not Industrial Sociology) did not associate with any specific programme, numbers fell sharply and only just began to climb again from 2003 (1 318 enrolments, Table 1.5; also Section 2.1 for an analysis of problems encountered during the Programme years);

(ii) Because of the introduction of the Faculty-wide first semester course DOH in 1998, which our Department (unlike many others) supported as our own first semester course for first years, right up until the end of 2006, we effectively only ran one first year course (in the second semester of first year) – which meant that our first year enrolments were halved e.g. 585 in 2003, Table 1.5.[26] A result of this can ironically be most sharply observed in 2007 in the opposite direction: this year, when we have *re-introduced* two Sociology first year courses (Soc1001F and Soc1005S of first and second semesters respectively), we now have 499 enrolments in the first semester and 551 in the second semester, i.e. 1 050 in total (as seen in Table 1.5), compared to only 585 in 2003 and 569 in 2006 because of the DOH first semester course.

In summary, therefore:

- The mid-1990s saw our total undergraduate enrolments climbing to around 2 500 during some of the 'boom' years (e.g. 1996), when especially African student numbers climbed in Sociology (Table 1.12 below) and in some other departments (e.g. Political Studies) within the then Faculty of Social Sciences;

- With the re-introduction of two first year semester courses in 2007, we have jumped to around 2 100 undergraduates this year already, i.e. more or less back to the level of the late 1980s (2 136 for 1988). Ironically, though, we now have around 12 full-time academic staff in 2007, instead of the roughly 14 staff in the 1980s, as shown earlier in Table 1.4, despite the fact that we have far more postgraduates than before.

- With the re-introduction of two first year semester courses, it can also be expected that, as the throughput of these additional first year enrolments works into our second and third year courses during 2008-10, our total undergraduate numbers will probably reach around **2 500,** i.e. nearly back to the highest ever peak of 2 796 in 1996. Problems of dealing with this increase while also attempting to develop and enhance the postgraduate levels will be discussed more fully in Chapters 3 and 7. Nonetheless, it is important to begin with the overall picture of data trends with reference to Table 1.6, which summarises our postgraduate enrolments over the past 7 years derived from Chapter 3 ('Teaching and Learning: Postgraduates').

[26] See also Table 2.1 in the Special Appendix of Tables, where the position of DOH and its influence on our own Sociology first year total enrolments can be clearly observed for the years 1998-2006.

Table 1.6: Sociology Department *New* Honours & Masters (by coursework) Postgraduate Enrolments per year 2001-2007; also Masters (thesis)/PhD (thesis) Enrolments

	2001	2002	2003	2004	2005	2006	2007
Honours Enrolments	15	6	7	10	25	33	18
Masters (by Coursework & diss.) Enrolments	2	9	20	22	29	18	34
TOTAL	**17**	**15**	**27**	**32**	**54**	**51**	**52**
Masters (thesis)	2	3	2	5	5	2	2
PhD (thesis)	7	7	8	11	12	13	22*

Sources:

(i) Honours and Masters Enrolments (by coursework and minor dissertation) for each year are obtained from Chapter 3, by summing total Honours and total Masters enrolments for *each* of the *six* postgraduate coursework progammes now located within the Sociology Department. Chapter 3 explains how the convenors of the respective 6 programmes obtained data for each year 2001-2007 on *new* enrolments at the Honours and Masters levels respectively for their postgraduate programmes. Note, too, this data is far more accurate than any which can be obtained from 'official' Graduate School of Humanities data, for reasons outlined in Chapter 3.

(ii) For Masters by thesis and PhD (thesis) enrolments (new and old together, i.e. all those officially registered in that year for an M/PhD thesis), the data has been obtained from Jane Hendry of the Institutional Planning Department (IPD), based on enrolments for course codes Soc5000W/Soc6000W (Sociology Masters/PhD thesis) and Soc5002W/Soc6003W (Industrial Sociology Masters/PhD thesis).

(iii) Because our PhD enrolments (Section 1.3.2 below) have suddenly been rising since 2006, the figure of 22* for PhD enrolments for 2007 is derived in a different way to (ii) above: it includes fully registered PhD students (14) *but also* new enrolments (8) over the past few months of students who have become *provisionally* enrolled, i.e. enrolled in Sociology by the Graduate School of Humanities and working on their PhD thesis proposals over the next 6 months to prepare for final submission for approval to the DDB (Doctoral Degrees Board) (note, over the last 5 years, such a provisionally registered PhD student in Sociology has always achieved full registration about 6 months later, so we have decided to include them here for 2007 enrolments to provide a realistic picture of the current situation).

A few major points are worth noting with respect to postgraduate enrolments in Table 1.6, although the details will be fleshed out further in Chapter 3.

- We now have 6 postgraduate coursework programmes in our Department, involving at Honours level four courses (4 x 20%) and a project/research essay (20% of total mark), and at Masters level four courses (4 x 12,5%) and a minor dissertation (50% of total mark), across each of the six programmes. The latter comprise Sociology (S), Social Research and Social Theory (SRST), Workplace Change and Labour Law (WCLL), Development Studies (DevS), Diversity Studies (DivS), and HIV/AIDS & Society (the last only at Masters level).

- DevS and DivS and HIV/AIDS & Society were relocated into the Sociology Department after 2004 (see Chapter 3). Their effect on total numbers can be observed in Table 1.6: by 2005 total new Honours enrolments had climbed well above 20, reaching 33 in 2006, and although there has been a fall this year (discussed later), we expect enrolments in future years to be somewhat above 20.

- The rise in coursework Masters enrolments has been even more dramatic: by 2004 already (largely because of DevS and DivS and HIV/AIDS & Society, as discussed in Chapter 3), *new* enrolments per year were above 20, and this year

new students across the six programmes reached the highest ever number in the Department, of 34.

- With 52 total new Honours + Masters coursework enrolments in 2007, this is putting enormous strain on our academic staff, requiring new strategies for the future (Chapter 7).

- The number of Masters 'by thesis only' students has always been low in our Department (see Section 2.1 for analysis of the 1980s/90s), and has continued to be generally below 5 in any one year during 2001-7 (Table 1.6).

- Nonetheless, we have recently been trying significantly to increase our PhD enrolments, in order to build a 'PhD Culture' within Sociology (Section 1.4 below). The effect is clearly observed in Table 1.6: from 'typical' enrolments of around 7-8 (and lower in the 1980s/90s, Section 2.1), our PhD numbers in 2007 are now above 20 and moreover, a considerable debate has emerged in our Department about by how much, and how fast, we should seek to achieve such an increase (see Chapter 7 'Development Strategies').

But we are not in any way becoming a 'postgraduate-led' Department of Sociology; Table 1.7 provides a sobering view of the objective situation in 2007:

Table 1.7: Department of Sociology, 2007 Postgraduate Enrolments

Undergraduate ($1^{st}/2^{nd}/3^{rd}$ year courses)	2 117	97%
Honours	18	1%
Masters by Coursework	34	2%
Masters (thesis)	2	0%
PhD (thesis)	*22	1%
TOTAL	**2 189**	**100%**

Source: From Tables 1.5 and 1.6 above

The Sociology student profile highlighted by Table 1.7 will be further explored with reference to enrolments in some other 'comparable' departments of our Faculty, in Section 1.3.2 (undergraduates) and Section 1.3.3 (postgraduates), and will also become a constant issue for discussion in subsequent chapters.

1.3.2 Some comparisons at undergraduate level with 'like' departments in our Faculty

In this section, an attempt is made to compare our Sociology Department data with the same data from 'large' and relatively similar departments (in terms of overall postgraduate and undergraduate and staff numbers). Table 1.8 begins with a comparison of our undergraduate enrolments with the Departments of English Language & Literature and Historical Studies (formerly of the Arts Faculty) and Political Studies and Psychology (formerly of the Social Science Faculty, prior to the merger with the Arts Faculty into a new Faculty of Humanities in 1998).

Table 1.8: Total Enrolments per Undergraduate Year Level of Study, by Department for 2007

Selected Departments in Humanities	1st Year courses	2nd Year courses	3rd Year courses	TOTAL U/Grad	TOTAL Full-Time Acad. Staff	U/G Enrols. per FTime Staff Member
English Lang. & Lit.	1 153	749	596	2 498	17	147
Historical Studies	825	781	503	2 109	16,5	128
Political Studies	859	960	685	2 504	11,5	218
Psychology	1 132	1 154	961	3 247	16	203
Sociology	1 047	704	376	2 127	12,5	170

Source for first/second/third Year levels:
Faculty of Humanities undergraduate enrolments @ 13th August 2007 as supplied by Faculty Officer Julie Luyt. For each year level, all enrolments for all first and second semester courses of a department have been summed (e.g. for first year level, all 1000F and 1000S courses have been summed, also full-year W courses have been included and their numbers doubled because their enrolments carry over two semesters). Each HoD of the 4 departments has been consulted for verification of this procedure for their respective undergraduate courses.

Note:

(i) As explained in Section 2.1, the data for first/second/third year *Sociology* course enrolments across every year from 1983-2007 were found to be most accurately obtained and compared across years from the Sociology Department historical database for the years 1983-2007, held by Sociology administrative assistant Ms Ramela Bhaga (therefore the data of Table 1.5 above have been derived from Table 2.1, which was constructed from Ms Bhaga's data). However, for Table 1.8 here, in order for the Sociology data to be compared with the other 4 departments, it seemed better to use Julie Luyt's data source (PeopleSoft database for the Faculty of Humanities courses). Thus it can be seen that there is a very slight difference in the Sociology enrolments for each year in Table 1.8 compared to Table 1.5 above, e.g. the total Sociology undergraduates in Table 1.8 is 2 127 while the total in Table 1.5 is 2 117. But we believe these differences are so minor as not to affect the overall arguments.

(ii) For total full-time academic staff, each of the 4 HoDs of these departments was consulted about staffing numbers in mid-2007, and the following decisions were made about 'doubtful' cases:
- *English:* the two academic staff members linked to the Centre for African Studies were counted as 0,5 each.
- *History*: the one member from Centre for Popular Memory was counted as 0,5.
- *Political Studies*: one part-time staff member was counted as 0,5.
- *Psychology*: since two other staff in the Child Guidance Clinic contribute significantly to the Clinical Psychology Masters, their combined contribution was counted as 0,5 of a staff member.
- *Sociology:* one part-time staff member was counted as 0,5.
- In addition, no Emeritus Professors were counted as part of the academic staff, since their teaching contribution is marginal.

With reference to Table 1.8, the following can be noted:

- All 5 departments have very large total undergraduate enrolments. Thus, like Sociology as observed in Table 1.7, well over 90% of their enrolments are at undergraduate level; moreover, this level absorbs an enormous amount of departmental energy, so much so that it raises questions about the feasibility of UCT's recent mission to become 'research-led' (at least for the Faculty of Humanities with its relatively high undergraduate enrolments, Table 1.16 below).

- While Psychology stands out in terms of its 3 247 undergraduate enrolments, when the total number of academic staff are factored in (16), it is in fact Political Studies, which has the highest number of undergraduate enrolments per academic staff member (218). In fact, if our Sociology enrolments (currently 170 per staff member) were to rise as predicted in the next three

years because of our sudden jump in 2007 in first year numbers (Table 1.5 above) – say to reach 2 500 enrolments by 2010 – then this would put us at 200 undergraduate per staff member (2 500/12.5). We would thus be amongst the 'big' ones (Political Studies and Psychology) and way ahead of English Language & Literature (147) and Historical Studies (128) in terms of undergraduate students per staff member. Moreover, the 'low' scores of the latter two departments, while not the only factor, are certainly *one* factor helping these two departments to be 'big' scorers in terms of peer-reviewed publications per year (see discussion of Table 1.21 below).

- Another way of viewing 'undergraduate teaching contribution' per staff member is to 'measure' the undergraduate output produced, in terms of how many students graduate with a major of that department in any one year. Table 1.9 provides data for the total number of students with a major in the respective departments, graduating during 2006 (either in June or December, with graduates for two majors in a department being summed in terms of both sets of graduates, see note to Table 1.9).

Table 1.9: Total Number of Graduates (BSocSc or BA) in the offered Majors of the Department, in 2006

	Total Graduates In Dept. Majors	Total Full-Time Acad. Staff	No. Graduates in Dept. Majors per Full-Time Staff Member
English Lang. & Lit.	164	17	9,6
Historical Studies	96	16,5	5,8
Political Studies	111	11,5	9,7
Psychology	150	16	9,4
Sociology	103	12,5	8,2

Source: Data from IPD database, of undergraduates in the year 2006 who graduated with a major offered by the Department, supplied by Ms Fiona Gibbons, checked by Julie Luyt of Faculty of Humanities.

Note:

- *English*: for 2006 offered majors in English (158 graduates) and Linguistics (6)
- *History*: majors in History (62 graduates) and Visual Art & History (34)
- *Pol. Studies*: majors in Politics (87 graduates) and Public Policy & Administration (24)
- *Psychology*: a major in Psychology (150 graduates)
- *Sociology*: majors in Sociology (50 graduates) and Industrial Sociology (53) (but *excluding* LOPHRM in which just over 20 third year's in Industrial Sociology graduated in 2006)

From Table 1.9 it can again be observed that our Department performs quite well with respect to total number of graduates in the undergraduate majors offered by Sociology last year, when one *factors in* the number of full-time staff members. Thus we 'produced' 8,2 graduates per staff member for a BSocSc or BA degree with either a Sociology or Industrial Sociology major in 2006. Moreover, if one added in the number of graduates in the inter-departmental 'named programme' of LOPHRM (see discussion in Section 2.2), in which there were at least 20 in 2006 with their third year completion in Industrial Sociology, our ranking would be the highest (9,8).[27]

[27] Data of LOPHRM total final year graduates for 2006 show 61 in total (from database of Table 1.9) and number of around 20+ completing Ind.Soc confirmed by Prof Maree from his data set. Therefore 103 Soc.&Ind.Soc. graduates +20 LOPHRM = 123 /12.5 = 9,8)

The above discussion has so far neglected to consider, however, the 'social composition' of our undergraduate student profile. Tables 1.10 and 1.11 therefore bring one aspect of this into consideration, with reference to the 'racial' profile of our first year students:

Table 1.10: All *first semester* courses at first year level, total enrolments by 'race' by department, for 2007

	African	Coloured	Indian	White	Unknown Unknown/ Not Applic.	% (No. Students)
English Lang. & Lit.	11%	21%	5%	60%	2%	100% (541)
Historical Studies	22%	14%	5%	45%	13%	100% (427)
Political Studies	33%	16%	5%	44%	2%	100% (493)
Psychology	22%	22%	7%	47%	2%	100% (531)
Sociology	29%	22%	6%	40%	3%	100% (497)

Source: Data from IPD database, total enrolments for all first semester first year courses for 2007, supplied by Ms Fiona Gibbons, checked by Julie Luyt of Faculty of Humanities.

Note: For Psychology, which has a full-year (PSY1001W) course, only the first semester enrolments are included here (and omitted are the 35 enrolments in the Psychology Extended Degree Programme first year course, since there are no White students in this course in 2007).

Table 1.11: UCT Undergraduate Enrolments by 'Race', by Faculty for 2005

FACULTY	African	Coloured	Indian	White	International	%	(No.)
Commerce	19%	13%	11%	43%	12%	98%	(4 521)
GSB	14%	22%	10%	34%	12%	92%	(265)
EBE	24%	10%	5%	37%	23%	99%	(2 533)
Health Sciences	22%	17%	10%	42%	8%	97%	(1 683)
Humanities	14%	14%	3%	45%	23%	99%	(4 363)
Law	12%	13%	6%	45%	24%	100%	(481)
Science	22%	11%	6%	38%	21%	98%	(1 687)
TOTAL	**19%**	**13%**	**7%**	**42%**	**18%**	**99%**	**(15 533)**

Source: 'Teaching and Learning at UCT: a Report on the 2005 Academic Year'. UCT Institutional Planning Department, 17 October 2006 (most recent UCT data available, on UCT IPD website).

As can be observed for UCT as a whole (Table 1.11), no Faculty had an African undergraduate enrolment in 2005 of even 25% (EBE is highest with 24%) and our Faculty of Humanities is low at 14%. Overall, White student proportions range (excluding the small GSB enrolments) from just under 40% (EBE 37%, Science 38%) to 45% (Humanities and Law). If one looks 'inside' our Faculty, Table 1.10 does not provide a good picture in terms of Transformation (see further Chapter 6): in our Sociology Department, for the first semester first year course (Soc.1001F) of 2007, African enrolments were only 29%, and if one adds Coloured students as well (22%), the combined total was only half of all our first years. Admittedly, Sociology and Political Studies (33% African students) are significantly above Psychology and Historical Studies (both with 22% African students, with English Language & Literature perhaps a 'special language' case at 11%); and Sociology and Political Studies are both well above the UCT average of 19%. But this picture of such relatively high White student percentages a decade after 1994, including in Sociology, is surely very problematic overall, as our Chapter 6 argues with respect to

'Transformation Issues'. And this is not even taking account of 'social class' issues (e.g. working class origin of students), as Chapter 6 argues trenchantly as well. The situation of our own Department is even more problematic (and some of our collegial departments of Table 1.10 are probably as bad?), if one looks at our undergraduate student data over the past 15 years (see details in Section 2.1, a main finding is provided in 'preview' form by Table 1.12):

Table 1.12: Percentage of African student enrolments in Soc3007F/Soc3027 'Social Research' course (for all students with Majors in Sociology/Industrial Sociology)

Year	% African Student Enrolments for the 3rd Year Social Research course in the Sociology Department
1993	39%
1994	45%
1995	57%
1996	68%
1997	66%
1998	65%
1999	53%
2000	42%
2001	45%
2002	35%
2003	40%
2004	41%
2005	46%
2006	40%
2007	51%

Source: Table 2.3 of Special Appendix of Tables, end of Review.

As discussed in Section 2.1.3, a useful 'marker' over the years of the 'race' of our undergraduate students has been the social composition of our final year undergraduate class (usually 120-180 students), in the Social Research first semester third year course, which is compulsory for all students majoring in Sociology or Industrial Sociology.[28] We have been aware in our Department that, since the late 1990s, the relative number of African students in this class has appeared to decrease, and the data of Table 1.12 demonstrates this quite starkly. From a 'peak' of African students at around two-thirds (68%) of our final year undergraduate class in the first semester of 1996, the proportion fell to around one-third (35%) in 2002, but encouragingly has begun to rise above 40% in the last few years. Section 2.1 will explore this in more detail – but the issue is of considerable concern, even though we are performing somewhat 'better' than most other departments in the Faculty. This will be also be examined in Chapter 6, in relation to Transformation Issues facing the Department (and UCT as a whole).

[28] A small proportion of students attending the course are not majoring in Sociology (enrolled for Soc3007) or Industrial Sociology (enrolled for Soc3027, the same course but with a research project usually focused on an Industrial Sociology topic); however the vast majority are majors in one of these two (or in LOPHRM where some are doing Industrial Sociology instead of Psychology in their third year, see Section 2.2.). As noted also in Section 2.1.3, 'African' for this Soc3007/3027 database provided by Julie Luyt included African students (as they classified themselves on their UCT forms) from other African countries, but excluded were a small number Semester Study Abroad students (SSA), the vast majority of whom are from the USA or Europe.

1.3.3 Our Sociology Department with reference to postgraduate and especially PhD training: the context of UCT and South Africa

This final section on the overall profile of students within the Sociology Department, re-visits an issue already pointed at indirectly above: the extent to which UCT has been historically, and still is, predominantly an 'undergraduate institution'**.** One way of addressing the question is to examine the issue from the other end: the number and proportion of students at the 'apex' of the institution, the Doctoral level.

Table 1.13 has been constructed from our Faculty (Graduate School of Humanities) enrolment data for 2006 (of December) and 2007 (20th August), which includes the PhD level – but also provides an important overview of Doctoral students in relation to *other postgraduates* – with particular reference to the number of Honours students enrolled for their final project/essay, and the number of Masters coursework students enrolled for their minor dissertations. It is currently extremely difficult to obtain exact figures on actual Masters coursework enrolments in particular, since students often undertake courses across departments and, more importantly, generally over half the Masters students do not complete their minor dissertations in their second year and carry their enrolments into a third (and even further) year. For this reason, in Chapter 3 we provide data on what *each* convenor of our 6 respective Masters coursework programmes has established (quite painstakingly) as the *new* enrolments every year for their respective Programmes (for 2001-7 in Chapter 3). This is shown in brackets in Table 1.13 for Sociology, where it can be seen, for example, that the number of new Masters coursework students for 2006 (18) is different from the number enrolled for their minor dissertations (27, mainly because of carry-over from previous years).[29] Because of time constraints, we only asked the (very meticulous) administrator of Political Studies to provide her figures for actual new enrolments for Masters coursework students across this department's 5 Programmes, and this is also shown in brackets in Table 1.13 (again, new enrolments are considerable less than the figures for enrolments for minor dissertations, because of carry over from previous years). Despite this minefield, we believe the Honours data in Table 1.13 are reasonably accurate (because the vast majority of Honours students do not carry over their projects into August of the following year). Moreover, the Masters coursework data of the other three departments of Table 1.13 are accurate enough for the discussion about broad postgraduate profiles per department, which follows.[30]

[29] Note, in Table 1.13 the number of new Sociology Masters coursework students (across the 6 Programmes) in 2007 (34) is higher than the number enrolled via the Faculty (in August 2007) for their minor dissertations (24), because many of the new enrolments have not yet formally registered with the Graduate School for their minor dissertations. This clearly illustrates the 'minefield' of data collection, if one relies only on the Graduate School of Humanities office, which lacks the necessary detailed knowledge about these students, which is required to construct a solid database (as we have achieved in Chapter 3).

[30] It should also be noted that this quite laborious introduction to Table 1.13 here has been undertaken deliberately, in order to support an important point made in Section 7.3.4 later: that, without a dedicated administrator *within* a department (or shared across two departments), in charge of postgraduate student affairs/development including data collection, proper running of postgraduate programmes is impossible in a department.

Table 1.13: Total Enrolments for 2006 (December) and 2007 (mid-August) for Honours (project/essay), Masters (minor dissertation), Masters (thesis only) and PhD (thesis), for selected departments of the Faculty of Humanities

	Honours (project/essay)		Masters (minor dissertation part of coursework M)		Masters (by thesis only)		PhD	
	2006	**2007**	**2006**	**2007**	**2006**	**2007**	**2006**	**2007**
English Lang. & Lit.	31	34	12	15	4	10	22	22
Historical Studies	9	15	2	4	5	6	14	16
Political Studies	30	39	46 [33]	46 [26]	1	1	10	11
Psychology	26	36	17	22	9	15	22	23
Sociology	34	17	27 [18]	24 [34]	2	2	13	18

Source: From PeopleSoft database for enrolments by course codes of Honours projects/essays and Masters minor dissertations of the respective departments, supplied by Julie Luyt of Faculty of Humanities. Similarly for enrolments for Masters by thesis and PhD thesis.

Note:

(i) With regard to the specific departments:

- *English*: Honours project and Masters minor dissertation and Masters thesis and PhD enrolments have been combined for English Linguistics and Literature.
- *Historical Studies*: Honours project and Masters minor dissertation and Masters thesis and PhD thesis enrolments have been combined for Historical Studies and Art Historical Studies.
- *Political Studies*: Honours project and Masters minor dissertation enrolments have been combined for programmes of Democratic Governance, International Relations, Public Affairs and Administration, South African and Comparative Politics, and Justice and Transformation. Masters thesis and PhD combined for Political Studies and Public Admin.
- *Psychology*: Enrolments for minor dissertation in Masters in Clinical Psychology + Psychological Research have been combined.
- *Sociology:* Honours project and Masters minor dissertation and Master thesis and PhD enrolments for the different programmes (listed in Chapter 3) have been combined.

(ii) The data in square brackets (of *new* Masters coursework enrolments for that year) for Sociology have been derived from Chapter 3 for our 6 Programmes; for Political Studies, these data have been directly obtained from the postgraduate administrative assistant of this department, who personally has constructed an excellent departmental database. See discussion in text above.

A number of clear points and issues emerge from an examination of the H+M+D configuration of each department in Table 1.13:

- Except for Historical Studies, the other four departments are managing quite large Honours classes each year, of generally over 25 new enrolments. As discussed in Chapter 7, our Department will need to consider carefully whether an intake of closer to 20-25 per year, rather than 30+ per year, is feasible in terms of our mission to enhance the Masters and PhD levels and also (probably) to sustain at least 2000 undergraduate enrolments per year as per Table 1.5 above.

- It is clear that Sociology and, even more so, Political Studies, have over recent years greatly expanded their intake of coursework Masters students across their 5-6 Programmes respectively. Both these departments' enrolments are large (averaging close to 30 new Masters coursework enrolments during 2006-7) – considerably more than Psychology (with its Clinical and Psychology Research Masters Programmes). In contrast, English Literature & Language and Historical Studies (especially) have enrolled significantly fewer Masters students in their coursework programmes, but on the other hand have

somewhat higher enrolments for the Masters by thesis only (with Psychology highest of all for this Masters qualification). Again in Chapter 7, we discuss important new strategies and scenarios aimed at enhancing and also consolidating our suite of 6 coursework Masters Programmes.

- As noted for our PhD enrolments (Table 1.6 above), although we have by mid-year of 2007 a figure of 18 officially-registered PhDs, with a few additional provisional registrations included we are nearly reaching 25 in 2007, i.e. comparable to English Literature & Languages and Psychology as per PhDs in the final column of Table 1.13. It is proposed in Chapter 7 that we should seek to grow further at PhD level in the next 5 years, but also continue to keep our Masters by thesis alone at low levels, i.e. to encourage only exceptional students to undertake a Masters thesis rather than a Masters by coursework plus minor dissertation.

It is useful to end the comparison of these departments at PhD level, by examining actual PhD graduates over the past few years (Table 1.14), since enrolling PhDs is one thing, but actually graduating them is another. In addition, a snapshot of PhD enrolments in 2007 per academic staff member is provided across the departments (Table 1.15).

Table 1.14: Students graduating with a PhD degree in selected departments of the Faculty of Humanities, 2001-6

	2001	2002	2003	2004	2005	2006	TOTAL	Total per academic staff member
English Lang. & Lit.	5	3	2	6	9	2	**27**	1.6
Historical Studies	1	10	1	0	1	4	**17**	1,0
Political Studies	0	1	1	0	3	0	**5**	0,4
Psychology	2	0	1	1	3	2	**9**	0,6
Sociology	0	2	2	2	1	1	**8**	0,6

Source: Database of Anne Wegerhof, Graduate Programmes Officer, UCT Graduate School of Humanities @ 31 August 2007.

Table 1.15: PhD enrolments per academic staff member, by department in 2007

	Total PhDs Enrolled in 2007	Total Full-Time Acad. Staff	PhDs per Acad. Staff Member
English Lang. & Lit.	22	17	1,3
Historical Studies	16	16,5	1,0
Political Studies	11	11,5	1,0
Psychology	23	16	1,4
Sociology	*18	12,5	1,5

Source: 2007 PhD enrolments at 31 August 2007, from same database of Anne Wegerhof, Graduate Programmes Officer as per Table 1.14 above. Note number of full-time academic staff per department as per Table 1.8 above. Note: We have not used the above Sociology figure of 22 (Table 1.6) for our total PhD enrolments including all 'provisionals', but have kept it at 18 (as per Wegerhof's database at end of August), in order to retain the comparisons across the departments according to official GSH records.

When Sociology is compared to these 4 departments, it is true that our Department has been, over the period 2001-6, performing less well than English (27 PhD graduates) and History (17 PhD graduates), and this is so even if one factors in the total number of full-time academic staff per department (final column, Table 1.14). On the other hand, Table 1.15 shows that, with our ófficial' 18 PhD enrolments by August 2007, our Department already has the highest enrolments of PhDs per academic staff member at 1,5 (and yet it is suggested below that this figure is low for research-led universities internationally). If one adds our few extra provisional enrolments for 2007 not yet on the Graduate School of Humanities database, as noted above for Table 1.6 (i.e. making 22), the figure of 1.5 rises further – which is both positive, but also a danger unless clear strategies are developed about how to achieve quality and throughput in relation to our PhD students (see Chapter 7 for discussions).

Finally, one needs to examine these PhD enrolments in the Humanities in the context of UCT as a whole, and then briefly also extend this to ask: How is UCT performing, including our five departments of Table 1.15, in relation to universities internationally? Tables 1.16-1.18 provide some insights about UCT itself.

Table 1.16: UCT Undergraduate Enrolments by Faculty, 1988-2007 (five year periods till 2003)

FACULTY	1988	1993	1998	2003	2006	2007
Commerce	1 639 17%	2 110 21%	2 928 26%	4 336 29%	4 341 28%	4 253 28%
GSB	-	-	26 0%	267 2%	250 2%	231 2%
EBE	1 696 18%	2 036 20%	2 021 18%	2 155 15%	2 622 17%	2 721 18%
Health Sciences	1 306 14%	1 394 14%	1 511 13%	1 559 11%	1 749 11%	1 701 11%
Humanities	3 770 39%	3 492 34%	3 602 32%	4 468 30%	4 261 28%	4 413 29%
Law	0 0%	8 0%	8 0%	348 2%	457 3%	436 3%
Science	1 199 12%	1 093 11%	1 112 10%	1 652 11%	1 700 11%	1 560 10%
TOTAL	**9 610 100%**	**10 133 100%**	**11 213 100%**	**14 785 100%**	**15 380 100%**	**15 315 100%**

Source: Data supplied by Jane Hendry for selected years from IPD database of UCT. We are grateful also to her for providing, for our Review, the very recent (22 August) data for UCT for 2007 in the final column of Table 1.16.

Note: For 1988 and 1993, the Faculties of Arts, Social Sciences, Music and Education have been combined into the Faculty of Humanities into which they merged in 1998. Similarly for Engineering and Fine Art & Architecture, which merged into EBE (Engineering and the Built Environment) in 1998. Before 1998 too, GSB data was integrated with Commerce.

Table 1.17: UCT Postgraduate Enrolments by Faculty, 1988-2007 (five year periods)

FACULTY	1988	1993	1998	2003	2006	2007
Commerce	652 17%	700 16%	687 15%	962 16%	1 018 17%	968 17%
GSB	-	-	202 4%	223 4%	414 7%	370 6%
EBE	476 12%	494 11%	641 14%	690 12%	743 12%	805 14%
Health Sciences	663 17%	1 001 22%	800 17%	1 065 18%	1 189 20%	1 085 19%
Humanities	1 246 32%	1 110 25%	1 079 23%	1 378 24%	1 300 21%	1 306 22%
Law	348 9%	659 15%	735 16%	655 11%	512 8%	392 7%
Science	496 13%	537 12%	580 12%	868 15%	918 15%	929 16%
TOTAL	**3 881 100%**	**4 501 100%**	**4 724 100%**	**5 841 100%**	**6 094 100%**	**5 855 100%**
% Postgrad. of Total U/G Enrolments	**29%**	**31%**	**30%**	**28%**	**28%**	**28%**

Source: Data supplied by Jane Hendry for selected years from IPD database of UCT, as per Table 1.16. (Faculty structures before 1998 as per note for Table 1.16).

Firstly, Tables 1.16 and 1.17 highlight overall undergraduate and postgraduate trends at UCT, by Faculty over the period 1988-2007. In relation to a comparison of undergraduates/postgraduates, it can be noted that:

- UCT undergraduate enrolments have risen by just more than 150% during nearly two decades 1988-2007 (9 610 to 15 315), with the increase being relatively small during 1988-98 but growing significantly in the last decade. But much of this increase has been led by the Faculty of Commerce (from 1 639 in 1988 to 2 721in 2007). Of relevance to Sociology, however, is clearly the increase in our own Faculty of Humanities, especially in the last decade (from 3 602 in 1998 to 4 413 in 2007).[31]

- Total UCT postgraduate enrolments have climbed steadily during the two decades since 1988, with numbers growing relatively most in Health Sciences and Science (both nearly doubling) and Law (but from a low base), while Humanities has hardly grown during the period 1988-2007 (around 1 200-1 300 at the beginning and end of this period of 20 years).

- Overall, then, the undergraduate/postgraduate ratio has hardly changed, from 29% in 1988 to 28% in 2007 (last row of Table 1.17). In overall terms, the 'undergraduateness' of UCT has remained constant at around 70%.

But the last point of '70%' needs to be more closely interrogated with respect to the actual breakdown of postgraduate numbers by *postgraduate qualification type*, provided in Table 1.18.

Table 1.18: UCT Postgraduate Student Enrolments by Type of Postgraduate Qualification, for 2005

FACULTY	No. PhDs	No. Masters	No. Honours	No. Postgraduate Diplomas	Total UCT Postgraduates
Commerce	75	168	303	436	
GSB	-	250	-	209	
EBE	142	506	42	24	
Health Sciences	203	838	67	152	
Humanities	233	594	372	151	
Law	29	263	-	131	
Science	288	458	173	15	
TOTAL	**970**	**3 077**	**957**	**1 118**	**6 122**
% of TOTAL UCT (21942) Student Enrolments in 2005	**4%**	**14%**	**4%**	**5%**	**27%**

Source: Table 14 (Headcount Student Enrolments by Formal Qualification) of 'Teaching and Learning at UCT: a Report on the 2005 Academic Year'. UCT Institutional Planning Department, 17 October 2006 (most recent data, available UCT IPD website).

[31] Note, the fall in numbers during the decade 1988-1998 for 'Humanities' (with the then separate Arts and Social Sciences faculty data added together for the years of 1988-93-98, see Note to Table 1.16), is largely due to a decline in the Arts Faculty enrolments during the 1990s (details from data for these years supplied by Jane Hendry as per note to Table 1.16).

- Table 1.18 shows that Masters enrolments (14%) dominate significantly all other postgraduate enrolments at UCT. Moreover, the 'high' 838 enrolments within the Health Sciences are predominantly medical registrars specialising in a health subfield of work, i.e. a different form of Masters, which also applies to the MBAs of the GSB (most of the 250 in Table 1.18). These two forms of Masters make up around one-third of the 3077 Masters enrolments at UCT, while a further one third are from the Faculties of Humanities (594) and Science (458) combined, where interestingly also, their Masters enrolments significantly dominate their Honours (372 and 173 respectively).

- About one fifth of UCT's postgraduates (18%, 1 118 out of the total of 6 122 postgraduates in Table 1.18) are students enrolled for a Postgraduate Diploma, where numbers in Commerce (436) and the GSB (209) make up more than half the total of 1 118.

- In the light of the above, it can be noted that the number of actual PhD enrolments is relatively low, 4% of all UCT students in 2005, and about one seventh (16% or 970 of 6 122) of all postgraduates.

Table 1.19 adds to this picture of PhDs enrolments at UCT, by inserting figures for actual graduates of a Doctorate in 2005 by Faculty, and in addition providing computation of the (i) number of enrolled PhDs per full-time academic staff member; and (ii) the number of PhD graduates per SLE (senior lecturer equivalent) per Faculty.

Table 1.19: UCT Postgraduate Student Enrolments by Type of Postgraduate Qualification, for 2005

FACULTY	No. enrolled PhDs	No. PhDs graduated	% PhDs graduating by enrolments		Staffing: Full-Time Academic Staff	No. enrolled PhDs per Full-Time Academic Staff Member		Staffing: Senior Lecturer Equivalents (SLEs)	No. PhDs graduated per SLE
Commerce	75	4	5%		89	0,8		163	0,02
GSB			13%		19			66	
EBE	142	19	13%		94	1,5		132	0,14
Health Sciences	203	38	19%		119	1,7		167	0,23
Humanities	233	62	27%		200	1,2		262	0,24
Law	29	1	3%		39	0,7		62	0.02
Science	288	58	20%		160	1,8		233	0,25
TOTAL	**970**	**182**	**19%**		**720**	**1,3**		**1083**	**0,17**

Source: As per UCT Teaching and Learning Report of Table 1.16 above: 'No. PhDs Graduated' from Table 15 of this Report; 'Staffing: Full-Time Academic Staff' and 'Staffing: SLEs' from Table 8b of this Report.

Note:

(i) Column 'No. enrolled PhDs' from Table 1.18 above.

(ii) Column 'No. enrolled PhDs per full-time academic staff member' is computed by dividing data of first column by fourth column e.g. Commerce 75/89 = 0,8

(iii) The data of 'Staffing: SLEs' by Faculty is a useful dataset, which is based (see Table 8b of UCT Teaching and Learning Report) on using the mid-point of the Senior Lecturer range for 2005 (R301 000, i.e. enabling the conversion of academic staff salaries as ratio of this SLE) - and computing the SLEs for each Faculty (second last column of Table 1.18) by using the total sum for

each department of its recurrent *and* recurrent academic staffing budgets as well as recurrent and non-recurrent research staffing budgets (in effect therefore, all monies provided for its staffing, and dividing by R301 000 to gets its SLE conversion). Since highly-qualified research staff should also assist with PhD supervision, the calculations in Table 1.19 above are legitimate, using this SLE data.

It can be suggested that some of the following points in relation to Table 1.19 for the most recently available comparative academic staff-cum-PhD data across UCT, might feed into debates in our Department, about the role and value of enhancing PhD training in the Sociology Department in relation to the university as a whole:

- The number of PhDs graduating as a proportion of PhD enrolments (computed in third column of Table 1.19) for 2005 is low: for the Faculty of Commerce it is only 5% and for Science 20%, while it is nonetheless pleasing that our Humanities Faculty is best at 27% (62 graduates, 233 enrolled for that year).
- A computation of number of PhDs *enrolled* per full-time academic staff member shows Health Sciences (1,7) and Science (1,8) highest, our Humanities Faculty is lower (1,2) and overall these figures are all below 2,0 PhDs per full-time academic staff member – surely not high by USA or European university standards for PhD supervision by academic staff?
- When the computation is undertaken of number of PhDs *graduates* in the year 2005 per SLE by Faculty, it can be observed (final column, Table 1.19) that Humanities (0,24) and Health Sciences (0,25) and Science (0,25) are best. But the fact that one SLE staff of these faculties is only graduating about a quarter of a PhD per year (or one PhD every 4 years) is surely cause for concern across the university?[32]

Finally, it can be noted that it would be useful to undertake a thorough international comparison of UCT and its PhD enrolment/graduate levels especially with respect to other 'research-led' universities, not only in North America and Europe but also in Asia and Latin America. Such a task is beyond the scope of this Review. Nonetheless, quite by chance in the week before this Report was completed, our Department received a very useful and also very detailed booklet from Warwick University – a historical study of this university's Sociology Department since its beginnings in 1970, by one its previous HoDs (Ian Proctor 2007, *Sociology at the University of Warwick. A History*, which moreover includes extensive student and staff data). Table 1.20a has been quickly constructed to illustrate some of the comparative data needed to advance the debate around enhancing the PhD level in our Department, and we will be discussing this further with Professor Robin Cohen (an external Panel member, himself having spent many years within Warwick Sociology), when he partakes in the Review Panel discussions at the end of September. To begin these discussions, the following points seem immediately striking on examining Table 1.20a below:

- Despite the difficulties of comparing our current 1 000 first/700 second /350 third year student pattern of undergraduate enrolments (see earlier) with the Warwick undergraduate registration intake for its 'single and joint honour degrees' in Sociology (see Notes to Table 1.20a), it is clear that our

[32] Note, the computation by SLE is also useful, because if a department has many professors, it will have a higher than average number of total SLEs (since professorial salaries are above the SLE of R301 000) and therefore it can be 'expected' that such a department would have more PhDs enrolled (and graduating).

undergraduate numbers are significantly higher when considered in terms of 'teaching load' across our respective courses. In other words also, the 'undergraduateness' of UCT and our department comes into sharp relief via such a comparison.

- This is further highlighted with reference to Masters and PhD students: with a permanent staff at Warwick of around 22 in 1997 (nearly double UCT Sociology), there were registered that year about 35 Masters (within the various coursework programmes) and about 45 PhDs; these numbers had grown to about 50 Masters and 50 PhDs with about 30 staff, by 2004. The comparisons with Sociology at UCT, which until the last few years had fewer than 10 Masters and less than 8 PhDs registered annually within the Department of around 12-14 academic staff, is important.

These issues and considerations will be carried forward in later chapters, and will become a focus for debate in Chapter 7 on future strategies and scenarios around the postgraduate levels.

Table 1.20a: Sociology Department, Warwick University (U.K.), Student Undergraduate and Postgraduate Enrolments and No. Permanent Staff

	U/Grad registration intake for Sociology 'major'	**Masters registrations, coursework degrees**	**PhD registrations**	**No. of permanent academic posts**
1997	around 210	about 35	About 45	about 22
2004	around 250	about 50	About 50	about 30

Source: I. Proctor (2007), *Sociology at the University of Warwick. A History.* Coventry: University of Warwick.

Note:

(i) 'No. of permanent academic posts' for the year 1997 is provided by Proctor (2007:64) at 23 posts but this includes 2 Readers, so a figure of 'about 22' is inserted into Table 20a; similarly (2007:64) 31.5 posts (including 4 Readers) is provided only for the year 2006 so for 2004 (to compare with student data) a figure of 'about 30' is inserted into Table 20a for 2004.

(ii) For Masters and PhD registrations for 1997 (Proctor, 2007:41, Table 4), the figure for Masters 'postgraduate taught courses registrations' fluctuates a little around 35 for the few years 1995-8 so 'about 35' is inserted in Table 20a; also (2007:41, Table 4) the figure for PhD 'postgraduate research degrees registrations' fluctuates a little and moreover includes a few Masters thesis students, so 'about 45' seems a best estimate from their data for 1997 for Table 20a. Similarly the registrations for the same categories of Masters and PhDs for 2004 (Proctor, 2007:66, Table 8) fluctuate a little for 2003-5, and so in Table 20a above the figure of 'about 50' is inserted for the Masters and also for the PhD for the year 2004, based on their data.

(iii) For U/G registrations, the Warwick Sociology system is complicated (Proctor, 2007:65, Table 6): in 1997 the Sociology Department took in *81 first year* 'single and joint Honours' degree students (who then proceeded to enrol in a number of first year Sociology courses, and also went on during the next two years to enrol in Sociology second and third year courses). In addition there was in 1997 the registration of another 140 'part-time degree students in Social Studies, undertaking the Sociology single or joint Honours degree (so in Table 20a these have been added as 140/2 = *70*) and further there was a additional 124 registrations only for studies in the third and fourth year of Sociology after completing the first two years at another College, so again 124/2 = *61* has been added, giving an intake in total of U/G student registrations of 'around *210*' in 1997 in Table 20a above. Similarly the same sets of data for 2004 (2007:65, Table 6) when added together give 'around 250' as intake of registrations for the year 2004 in Table 20a. As discussed below, these 'guesstimates' when compared to UCT Sociology *total enrolments* of around 2100 students within first + second + third year undergraduate *courses* in our Department (or 1 000 first/700 second/350 third years, to view it another way), still show at least double the undergraduates with respect to overall teaching load at UCT.

1.4 Some points about departmental research, PhDs, space and resources

Chapter 4 will discuss in detail the research activities and research output of our Department. Thereafter, Chapter 7 ('Development Strategies 2009-13') will assess ways of enhancing our current research units, groups and projects. During the past few years in our debates about these issues, it has become increasing apparent that one cannot discuss staff research activities without also considering some of their links to postgraduate research and supervision – especially at the PhD level where possibilities for such students to link up with their respective supervisors' research projects are potentially greater than has often been appreciated or explored by our Department. But once such questions of growing and enhancing Sociology research groupings of staff members and specifically their PhDs (and other postgraduates) are posed, certain questions of space and other resources immediately come to the fore as well.

For these reasons, we introduce here a *cluster* of points around research + PhDs + space + resources. This introduction, albeit brief, will provide a thread across the later chapters, to which a series of other issues can be connected and explored in more detail (e.g. questions around postgraduates and staff research in Chapters 3 and 4 respectively, issues of social responsiveness and transformation in Chapters 5 and 6 respectively).

With reference therefore to this cluster of research, PhDs, space, and resources, an important point must be made: in comparison with a number of other departments in our Faculty, the level of research output by the Sociology Department with respect to 'peer-reviewed' or *government subsidy-generating* publications is not very high (Table 1.21 below). In some ways, this has been a conscious choice historically by some members of the Department. For example, in terms of Burawoy's four-fold division (Table 1.20) of sociological scholarship (albeit crude), there has been, as he suggests, a concentration of scholarship in South Africa in areas of Critical Sociology and Public Sociology after the 1970s (see also historical points above, noted earlier), and also in areas of Policy Sociology since the 1990s (e.g. at Wits Sociology, and in our Department).[33] In more recent years, however, in sociology nationally including within our own Department, there seems to have been a shift towards Professional Sociology, encompassing greater production of research outputs oriented to one's academic peers within the sociology 'profession' nationally and sometimes internationally (in part also with pressure via the new NRF rating system with its stress on international publications; see Burawoy, 2004:20-26 and also Chapter 4 below). There are diverse views in our Department not only about the validity of Burawoy's arguments and conceptualisation, but also about the importance and value of a shift towards Professional Sociology and, moreover, about the current ways of measuring this at UCT via NRF ratings and financially subsidised publication counts (see Chapter 4 below, where some of these debates in the Department are reviewed).

[33] Detailed analysis cannot be undertaken here. But for example, in the 1980s the research groups of ILRIG (International Labour Research and Information Group) and IHRG (Industrial Health Research Group) were developed in the Department and both, as well as a range of other individual academics in sociology, were involved in what (in Burawoy's terms) was Public Sociology. Since the 1990s similarly, some academics of the Department have been involved in Policy Sociology connected to national and local government and NGO bodies – see Appendix 3 for example, for numerous examples of recent involvement by some staff in such 'policy work'.

Table 1.20: Burawoy's Conception of Sociological Scholarship (Burawoy, 2004:18)

	Academic Audience	Extra-Academic Audience
Instrumental Knowledge	**Professional Sociology**	**Policy Sociology**
Reflexive Knowledge	**Critical Sociology**	**Public Sociology**

Nonetheless, most in our Department would agree with Burawoy that to be strong in Critical and/or Public and/or Policy Sociology requires a solid foundation, at least in part, in Professional Sociology – or conversely, a weak base in the latter undoubtedly has some negative effects on the other three. While this debate continues in the Department, it has become clear that we have to consider the most recent UCT data (derived from 'Departmental Indicators', in Table 1.21), which show an underproduction of *subsidised* (i.e. financially accredited by the national Department of Education) academic publications compared to other departments in the Faculty with roughly the same size of academic staff (the same departments as in Section 1.3 above have been included here):

Table 1.21: Funded Publication Units (per annum), 2003-2005: Comparison of Sociology Department with Some Departments in Faculty of Humanities

Department, Faculty of Humanities	***2003***		***2004***		***2005***	
	[Sociology Data of Table 4.1]	No. Funded Publication Units	[Sociology Data of Table 4.1]	No. Funded Publication Units	[Sociology Data of Table 4.1]	No. Funded Publication Units
English Lang. & Lit. (17 full-time academics)		16		16		30
Historical Studies (16,5 full-time academics)		17		17		9
Political Studies (11,5 full-time academics)		5		2		12
Psychology (16 full-time academics)		6		9		9
Sociology (12,5 full-time academics)	[9]	1	[17]	3	[21]	2

Source: Faculty of Humanities 'Departmental Indicators' for 2007 derived from UCT document circulated in June 2007 on 'Departmental Indicators' by faculty and department.
Note: Unlike Table 4.1 of Chapter 4 below where the totals for all *peer-reviewed academic publications* of Sociology staff are provided, Table 1.21 here only provides counts for *subsidised* (as defined by the Dept. of Education) publications (with one subsidized journal article = 1.0 'publication units'). Therefore the data for 'No. of funded publications units' in Table 1.21 are considerably lower for Sociology than for Table 4.1 in Chapter 4, with the latter based on a count of peer-reviewed publications (journal articles, books, chapters of books) from the annual *UCT Research Reports* for 2001-2006 – to highlight this, the actual counts for *peer-reviewed academic publications* from Table 4.1 (but excluding 'other publications') are inserted in the last row of Table 1.21 above (but note for simplicity, in the extra Sociology column of Table 1.21, 1 book has been counted as 1,0 in this column and also 1 article and 1 chapter are 1,0 respectively, derived from Table 4.1 of Chapter 4 for the years 2003-4-5).

As suggested in the Note to Table 1.21, if one only takes into account for 'research publication output', a count of the *subsidised* publications in a department, for Sociology at least this yields a significant undercount of our actual peer-reviewed publications in terms of academic journal publications, academic books and chapters in academic books.[34] Nonetheless, it must be agreed that, regardless of how one undertakes these publication counts – even via the 'subsidised formula' of Table 1.21 – it is clear that, in comparison with departments like English, Historical Studies and Psychology, our Sociology Department is not generally performing as well in terms of *academic scholarly output*.

In the few years prior to this Self-Review, there has been considerable discussion in our Department about ways of changing the research (and PhD) profile highlighted very crudely in Table 1.21 with respect to levels of 'output'. For no matter what problems there are in such measurements of 'research' or what one's different values are in relation to 'scholarship', it is clear from this table (and also from Table 4.1 in Chapter 4) that with an academic staff complement of 12 (plus Graaff as another 0,5), we are somewhat underperforming in the category of 'Professional Sociology'.

But things have been moving forward. For nearly every staff member who has his/her own, or is part of a larger, research grouping, the last few years have seen change and expansion. For example,[35] Lungisile Ntsebeza set up his Land and Governance Research Group in 2005, he joined forces with the Democracy and Governance Group under Prof Adam Habib in 2006, and in 2007 he was awarded an NRF Research Chair with funds for 2 postdocs, 2 PhDs and 6 Masters students per annum for 5 years (renewable). Jeremy Seekings, during 6 months' unpaid leave in 2006 and 6 months' sabbatical in 2007, has produced well over 10 peer-reviewed articles during this period alone, not counting the research produced by other members of his SSU (Social Surveys Unit). In the last few years, Melissa Steyn has achieved major research awards for her projects, which has also enabled her to expand the funding of a number of Masters and PhDs linked to her work. Owen Crankshaw was promoted to full professor in 2006 on the basis of his publications (international journals and chapters in books), has received a sizeable NRF grant and has begun to grow and consolidate his Social Polarisation Research Group. Johann Maree has, since his HoDship ended in 2005, expanded his research work and publications linked to LEP (Labour and Enterprises Policy Research Group), and David Cooper plans to do the same with his Sociology of Higher Education Research Group after the current phase of his HoDship comes to an end. Overall, staff members listed in Table 1.4 have

[34] As noted in Chapter 4 with respect to its Table 4.1, Ken Jubber produced a count of all peer-reviewed publications (of articles in academic journals, academic books, and chapters in academic books) from the annual UCT Research Reports (2001-6) with respect to all staff of the Sociology Department. These considerably greater counts in his Table 4.1 for our department are primarily due (see Chapter 4) to: (i) the fact that numerous academic journal articles for staff of our Department in these Research Reports were not actually listed as 'subsidised' even though they were peer-reviewed e.g. articles in a considerable range of academic journals were not counted as 'accredited' because until recently sociologists have not taken steps to get these journals accredited; (ii) until 2007 our staff hardly ever submitted their books for assessment as 'subsidy earning', nor did some follow the correct procedures for submitting their 'chapters in books' even though these were clearly academic books and almost always peer-reviewed; (iii) in addition some staff failed to submit the hard copies of journal articles to the UCT research office as required for 'subsidy verification'.

[35] Some examples are given here to highlight the point of change and expansion. See Chapter 4 for extensive details of all research units, groups and projects in the Department of Sociology.

expanded their research activities during the past 5 years (see Chapter 4 'Research' for details of projects and publications, also CVs of all staff provided as an additional hardcopy pack to this Self-Review Portfolio).

Similarly for PhD registrations: Five years ago there were less than 8 Doctoral students registered in the Department; by 2007, this had nearly tripled (we now have more than 20 registrations, as noted in Section 1.3 above). Moreover, there has been agreement that staff will seek out good Masters graduates from UCT and elsewhere who wish to register for PhDs in their areas of research, so that it is hoped that by 2013 most staff members will be supervising on average 3 PhDs, which might add up to 12 x 3 PhDs = around 36 registered doctorates in the Department.

As a symbolic step in moving things forward in this direction, early in 2006 the new HoD obtained a promise of a grant of R500.000 (or approx. R120,000 per annum for the next 4 years) for one PhD student, from an ex-Honours graduate (and ex-trade unionist) of our Department. This scholarship was awarded to an excellent black PhD candidate. Johann Maree has similarly sought and obtained another such PhD scholarship of R320,000 from another ex-trade unionist, which was awarded in 2007 to one of our outstanding White male PhD students who for over a decade, has been a research officer on contract in our Department.

There has, however, been a problem of space in the Leslie Building. Our view is that one way of enhancing a departmental 'PhD culture' is for at least some of our PhDs to work in study rooms within the Department, near their supervisors, and to play a role as 'apprentice academics' by tutoring undergraduates and giving approximately 2-3 weeks of lectures to undergraduates as well. Thus, in June 2007, four staff members on the 5th floor of the Leslie Building agreed to have their offices reduced in size (and sat through over 5 weeks of enormous disruption to their spaces during the July period). The space gained was partly used to create an office for their colleague (Jacques De Wet), who moved across from an adjacent building to relocate to our Department, and partly to construct a small study room (for 5 of our postgraduates working on their Masters/PhD theses) adjacent to the academics' rooms. Clearly, therefore, this level of commitment and enthusiasm for research and supervision should be encouraged in our Department, against the oft-heard murmurings in the corridors of some other departments about the 'lack of research in sociology'.

Nonetheless, to expand and grow in research and PhDs (and postgraduates in general), we face a serious problem of space for research groups and such thesis students. Where will the cohort of 2 postdocs, 2 PhDs and 6 Masters promised for the new Research Chair of Lungisile Ntsebeza be accommodated? (Down the corridor, Prof Tayob of Religious Studies, who has also been awarded such a Chair with the same number of funded affiliated researchers, faces a similar problem). Attempts to prod the Faculty to develop a seriously considered space-plan in the Leslie Social Science 4th-5th-6th floors has not yet met with success, although the good support for Faculty funding for the alterations on our Sociology 5th floor does suggest that at last things are moving forward. But a much bigger and better vision is needed for developing a suitable space configuration in the Leslie Building (and in the adjacent Graduate School Building), so that a PhD culture specifically (and a postgraduate culture more generally) can slowly be constructed. And only now, for the first time, supported by fundraising initiatives in the Faculty, is our Department beginning to discuss the

questions of finance, space and other resourcing for *postdocs* – for the past 3 decades at least, no such postdoc has ever had a formal position with funding and space in our Department!

All the above issues are also linked to national questions of postgraduate funding for students. It seems that the NRF is at last seriously beginning to confront the dire situation of the fact that the current per annum scholarship levels of government funding for postgraduates are paltry (Honours R8,000, Masters R33,000-R45,000, PhD R65,000).[36] UCT scholarships, while welcomed, hardly provide one-twentieth of the funding needed if we are to grow our Masters and especially PhD students in a serious and sustainable way. And as suggested above, one way of growing our staff research is to link this up with small groups of such postgraduates who join their thesis work to the research activities of their supervisors. A good example of this has been the expansion of Melissa Steyn's own work in Diversity Studies within her research unit iNCUDISA, utilising her small but important space in the building adjacent to Leslie Social Sciences.

In terms of resources, one cannot omit mention of the issue of postgraduate administration. This will be analysed in some depth in Chapter 7, Development Strategies, where we make the case for the need for, at least, an additional half-time postgraduate administrator. Here it suffices to note that any cursory perusal of Table 1.1 above – of the administrative tasks allocated to our administrative assistant (Ms Bhaga, who undertakes all departmental and research fund administration alongside many other tasks) and to our secretary (Ms Maseti, who spends at least half her day at the student reception window advising and dealing with student administrative queries) – should reveal that there is little time for the administration of the significant groups of new coursework Masters and PhDs, which have emerged in the last few years. As is pointed out in Chapter 7, without the 'soft-money' of two of our Masters programmes (HIV/AIDS and Diversity Studies) both of which have hired their *own part-time* administrators to manage their postgraduate student administration for over 3 years, our Department would never have survived the recent postgraduate expansion.

In summary, it is valuable to view research + PhDs + space + resources as a cluster of issues, which need to be addressed *simultaneously* in terms of vision + funding. Thus to deal with the issues of 'Departmental Priorities' as outlined in Section 1.5 below, one needs plans that consider different components at the same time, and how these *integrate* into a coherent whole. This will be addressed more fully at the end of Chapter 7 , when a set of 'Strategies' is proposed, in which each issue is considered alongside the others, taking into account the overall constraints faced by the Department.

1.5 Departmental priorities for 2009-2013

As noted earlier, various reviews of undergraduate and postgraduate teaching and research etc. have been undertaken in the chapters that follow. Drafts of each chapter, and in some cases subsections of a chapter, were written by different staff members, with comments of colleagues from departmental discussions/ a few meetings on the

[36] Mail & Guardian, 13 July 2007, Supplement B.

drafts being incorporated too. This will be followed in Chapter 7 with proposals and scenarios in relation to *specific* Development Strategies for 2009-13. In this section here, a very short outline is provided, in part derived from the issues emerging from the discussions above and in part also from the Augmented Terms of Reference set out for the Panel of Review by the Dean and Faculty executive. It must be stressed that, at this point in Chapter 1, the 'Priorities' listed below are constructed in *very broad terms*; only after the different areas of our work have been reviewed in Chapters 2-6, will Chapter 7 propose concrete development *strategies* for the 5 years which follow, themselves embedded in general visions of the way forward over the next decade up to 2018.

The issues emerging in Sections 1.1-1.4 above from our discussions with reference to Sociology Department priorities for change over the next five years are very similar to the priorities listed under the Augmented Terms of Reference, and this strongly *shapes* our broad list of priorities outlined below. Moreover, it should be stressed that while these Departmental priorities are *framed* in general terms by visions for Higher Education that have been established at the national level, and also by UCT visions as contained in documents like our UCT Mission statement and UCT plans submitted to the HEQC,[37] we have found that such national and UCT visions and orientations are too general to provide for the specific level of 'priority specification', which is needed to guide our Self-Review here.

Despite the generality of national and UCT visions of the way forward, our Department views the following as quite specific questions that guide *our prioritisation* of *development strategies* for Sociology at UCT during the decade of 2009-18:

(i) Given our large undergraduate enrolment numbers, especially in relation to recent increases in 2007, how can we develop strategies to develop and enhance our current 6 *postgraduate* programmes? To what extent do the curricula for Honours and Masters courses need reconfiguration? How can we best manage to provide for the supervision of Honours projects and Masters minor dissertations, and enhance the quality of these research outputs? How can we prioritise a development of both quantity and quality at the PhD level, where enrolments (and even more so, graduants) have been so low historically? And overall, how can we integrate our postgraduate students' research work not only with our Professional Sociology outputs, but also with our work in areas of our Public and Policy (and also Critical) Sociology.

(ii) If we are to maintain *undergraduate* enrolments at current or slightly reduced levels, how can this be better managed and organized; and are there no other options besides current high levels of undergraduates across Sociology and other allied departments of our Faculty? To what extent do our existing majors and the suite of Sociology undergraduate courses need reconfiguration? How can quality be improved in terms of curriculum design and teaching, and what articulation is necessary between upper undergraduate courses and our postgraduate programmes? Moreover, what are the main purposes of our

[37] See for example, 'Quality Improvement Plan' submitted by UCT to the Higher Education Quality Committee (HEQC) in December 2006.

undergraduate mission, given some students' orientations towards 'vocationalism' and the 'market'?

(iii) How can our currently, relatively low annual research output with respect to peer-reviewed publications, at least for a significant proportion of staff, be improved? What is the relation in our Department between different components of the 'scholarship of sociology', how do they articulate with each other, and which (if any) need prioritisation during the next few years with respect to Professional, Public, Policy and Critical Sociology? Moreover, how do questions of what UCT defines as 'social responsiveness' link to these various forms of scholarly outputs?

(iv) What forms of transformation are needed with respect to staffing and curricula in our Department, so as better to achieve our departmental and national goals of equity, quality and responsiveness in Higher Education?

(v) To what extent does the fact that 2 senior academic members of our Department are retiring shortly and, moreover, that at least two-thirds of our largely White staff will have departed by 2018, frame and directly impact on all the above priorities? How do we need to strategise so that we may retain many of the existing strengths in our Departmental vision, mission and practices, while at the same time effecting substantial transformation over the next decade?

2. TEACHING & LEARNING: UNDERGRADUATE

2.1 Sociology undergraduate enrolment trends 1983-2007[38]

2.1.1 Introduction

This section focuses on some of the undergraduate enrolments trends that have emerged from Table 2.1[39], which has been produced from the Sociology departmental databases of all undergraduate course enrolments for the 25-year period of 1983-2007.[40] It is argued here that only an analysis of such a long-term view can provide important insights and comments.

It is useful to summarise at the outset the main enrolment trends and ideas that emerge from consideration of Table 2.1, before commenting in more detail on the data for first/second/third year student enrolments:

- At the level of first year courses, the basic structure of the introductory Sociology course has remained the same for more than two decades: an introduction to ideas of Sociology via 1 tutorial group meeting and 3-4 lectures per week to a large group of students. In some years Sociology was split from Industrial Sociology (e.g. up to 1989 for the second semester), but more usually students enrolled for the two majors were combined (e.g. first semester 1986-89, again combined for both semesters 1993-98, after which the DOH Faculty course took over for the first semester, with the second semester combined for both majors in the Sociology course).[41] Enrolments in these first year courses of Sociology have ranged from a *low* of around 300 students per semester (1999-2000, during the phase when new Programmes were introduced), to a *high* of around 600 or more per semester (late 1980s until around 1998, partly the result of a flow of African students into the Social Sciences rather than subsequently into the Commerce Faculty). It is particularly interesting that, after the demise of the Programme framework (the DOH course closed in 2006) and the reversion in 2007 to two semesters of teaching Sociology to first years, numbers for this year are around 500-550 for *each* semester. This is not far off the mid-1990s peaks once again. Moreover, with an academic staff complement lower in our Department than the 1980s

[38] The draft of Section 2.1 of this chapter was produced by Assoc Prof David Cooper.

[39] For ease of reference, Table 2.1 is provided in the Special Appendix of Tables at the end of this Report.

[40] This is the most accessible and comprehensive database for all undergraduate courses offered in the Department since 1983. It is extremely difficult to locate such data consistently for the years prior to around 1993 within the UCT system, and even more difficult to link this correctly to the names of courses which, as will emerge from an analysis of Table 2.1 below, change their course name titles and codes as the years go by but are often a continuity of the same courses in terms of content and purpose. Thanks therefore to the Sociology Department administrator Ramela Bhaga who herself has been in the Department since the early 1970s, and who was able to retrieve this data timeously and accurately on request. Crosschecks have been made with UCT's HEMIS and PeopleSoft data for years since the mid-1990s, and the findings are that the data from these UCT sources are virtually the same (within 2%) of the data provided by Ramela Bhaga. Since her data is taken from the same set of files across every year from 1983, this is utilized throughout rather than jumping from one source to another depending on whether the data is of the 1980s or 1990s or 2000s.

[41] As noted in Chapter 1, for the first semester course of 1999-2006, the DOH in Table 2.1 refers to a Faculty-wide Social Science 'Programme' course introduction for first years, which our Department agreed would replace the first semester Introduction to Sociology course.

(around 12 now versus 14 then, Table 1.4 earlier), we are nonetheless back to our first year enrolment levels of 1987-8 and also 1993-4.

- At second and third year levels for each of the two respective majors (Sociology and Industrial Sociology), *some of the core courses* which we currently offer (see Table 2.1, course codes for 2007 provided) were actually consolidated in terms of some of their core content and orientation (despite the name changes described below) about 20 or more years ago:
  (i) Second year Industrial Sociology 2016 'Industrialisation and Labour in South Africa', emerged as a first semester course in 1984 (which was the beginning of semesterisation; note that whole year courses are shown for 1983), and has remained relatively constant as a course focusing on SA trade unions historically, up to the present ever since;[42]
  (ii) Second year Soc2004S 'Race, Gender and Class' emerged as a second semester course in 1984 too, and has remained oriented in its basic material on these 3 core sociological categories for over two decades;[43]
  (iii) Second year Soc2019 'Social Theory' became consolidated around the mid-1980s and has been taught as a course about classical and contemporary sociological theories ever since;[44]
  (iv) Third year. Soc3007 'Social Research' course for both Sociology and Industrial Sociology majors, emerged in its current form by 1986: an intensive final undergraduate capstone course with an individual research project report per student, involving workshop groups of about 20 students each, supervised by tenured staff members (with usually 1-2 contract staff brought in per year to assist with some groups) complemented by 3 lectures per week on research methods;[45]
  (v) Third year Soc3028S 'Globalisation, Restructuring and Job Creation' for undergraduate Industrial Sociology students, which, despite some name changes, has essentially provided a (compulsory) semester course on contemporary 'Labour Studies' in South Africa for third years at the end of their major.[46]

[42] In 1984 it was named as 'Labour Process and Trade Unions', in 1985 it became 'Sociology of Work and Trade Unions', and in 1995 'Industrialisation and Labour in South Africa', all with an historical plus contemporary orientation. There is some debate in the Department about how much this, and the other courses to be listed shortly, have actually remained 'the same essentially'. Nonetheless, it is undeniable that in terms of *broad orientation of course material,* this course and the others to be noted have not changed radically for quite a few decades.

[43] This course up to 2004 was termed 'Class, Race and Gender', thereafter it became 'Race, Gender and Class' – perhaps like Soc2016 also a sign of its times?

[44] In 1985 it was split into 'Classical Theory' and 'Contemporary Theory' (see the respective enrolments for that year in Table 2.1), but by 1987 it became 'Theory and Society', until the institution of Programmes when it changed to 'Social Theory' in 2000, until the present. Nonetheless, its orientation has been to explore important sociological (and Social Science more broadly) theorists, past and present.

[45] In the few years before 1986, there was experimentation of the course at second year level and also as a whole year course (thus student enrolments for the early years in Table 2.1 are embedded in the category of 'Selected Social Issues'). But by 1986 it had taken its current form of a first semester third year course rooted in a research project, compulsory for both majors. Note however in Table 2.1 that, from 2004, students of Industrial Sociology are shown as registered for Soc3027: this is exactly the same course as Soc3007 for the Sociology major, except that students of Soc3027 are expected to focus on a research project with a topic oriented towards Industrial Sociology.

[46] Between 1984-7 the course was 'State, Law & Labour', then up to 1994 'Politics & Production', then after the South African elections of 1994 it became 'Globalisation, Restructuring & Industrial

There has thus been considerable continuity in structure and form of numerous of our core undergraduate courses, not least because Profs Maree and Jubber and Maree have for two decades or more played leading roles in Industrial Sociology 2016 & 3028 and Sociology 2019 & 3007, respectively. Clearly, their departure and that of others will have a big impact on a range of undergraduate core courses, most especially the ones listed above.

- As can be observed in Table 2.1, the peak years for *total* first year enrolments in Sociology (Sociology + Industrial Sociology) were the years of 1988-96 (around 1 200-1 400 per year for first years in total), after which they began to fall towards 1 000 (although third year *total* enrolments actually climbed to a highest ever of 550+ by 1998) – until the introduction of Programmes (see below) resulted in first year enrolments dropping to just under 300 by 2000 for the Sociology Introduction course taught alongside the DOH Faculty course. Nonetheless, part of the explanation for this decline (after 1996) *before* the introduction of undergraduate Programmes may in fact have been a decline in African undergraduate enrolment in the Social Sciences overall, including in Sociology: Table 2.3 for example shows that for our third year undergraduate core Social Research Methods course for both majors (Sociology & Industrial Sociology), African enrolments rose to a high 68% of the Soc3007 class in 1996, to fall thereafter down to 35% in 2002. This issue will be further explored below in Section 2.1.3 with respect to the race, gender and social class characteristics of undergraduate majors in our Department.

- In terms of student numbers, our Sociology Department has managed to recover from the 'Programme phase': Not only have African enrolments climbed in our core compulsory third level Sociology3007/27 research course (from a low 35% in 2002 to 40%+ in the last few years, including 51% in 2007, Table 2.3) but, as noted, by 2007 our first year enrolments were at 500+ per semester, a level which could be maintained in future years. The latter clearly has staffing implications, not least because we are seeking to grow significantly our enrolments of *postgraduates* too, especially at Masters and PhD levels (see also Chapter 3 'Postgraduates'). Issues in relation to the relative proportions of undergraduates and postgraduates therefore need there to be considered for the period 1983-2007 as well, and this is introduced with reference to Table 2.2 in Section 2.1.4 below.

2.1.2 Observations and comments about first, second and third year course enrolments

(i) First year courses

As can be observed for the first year level in Table 2.1, semesterisation began in 1984 with two different semester courses offered for Sociology and Industrial Sociology respectively in that year, although during 1993-1997 there was a common, whole year, first year course for both streams combined.[47] When Programmes were

Relations', and finally 'Globalisation, Restructuring and Job Creation' after the demise of Programmes by 2004.

[47] Hence for 1993-97, enrolments for both semesters are equal.

introduced in the Social Sciences in 1998 (in 1999 for the Arts departments as well), our Sociology Department was one of the few departments to go wholeheartedly into the experiment without attempting to manipulate programme structures to inflate our undergraduate numbers artificially. We also played a major role in establishing the undergraduate Programme LOPHRM (Labour, Organisational Psychology and Human Resource Management) in which the Departments of Sociology, Psychology and Human Relations co-operated fruitfully, resulting in this Programme being one of the few to survive up to 2007 (see Section 2.2). Nonetheless, two years ago we decided to reintroduce a two-semester first year offering as we had done before 1998, and the result for 2007 is clear for all to see, not least because as outlined below (Section 2.3 drafted by Jonathan Grossman and Section 2.4 by Johann Graaff), undergraduates respect the commitment of our tenured staff to take first year teaching seriously.[48] Moreover, the approach used in our first year courses since the 1980s is clearly resulting in a positive student response (see Section 2.4, which reviews approaches to first year teaching and student evaluations). This approach essentially consists of combining (i) an examination of 'topical' social issues (e.g. crime, the changing workplace), with (ii) sociological theories (Marxism, functionalism, symbolic interactionism etc.), which address these issues, with (iii) a 'sociological imagination' (attempting to stand back from what appears as 'the normal').

However, the implications of trying to sustain high first year numbers of 1 000+ per annum while simultaneously giving quality teaching, while *also* trying to grow postgraduate numbers within quality programmes, will be confronted in Chapter 7 'Development Strategies'.

(ii) Second year courses

In Table 2.1 for the Second Year, it can be observed that in terms of *total* enrolments for all second year Sociology courses per year (Sociology + Industrial Sociology), numbers have remained around 500 headcounts for the period 1983-1987. By the early 1990s, however, numbers climbed above 800, even increasing to just over 1 000 before Programmes were introduced within the Social Sciences (1998). A reason for this increase may have been the fact that a large number of African undergraduates entered UCT, and especially within the Social Sciences. However after 1999, there followed a sharp drop in our total second year course enrolments to under 400 during 2001-2. Thereafter, numbers recovered and seemed to be levelling off at around 700 by 2005-7. This will probably increase further next year because of the sudden rise of first years as a result of the introduction of two semesters in first year during 2007.

Whichever way this is viewed, it seems that our current second year level is well above the averages of the 1980s (below 600 enrolments) and not far off the 'boom years' of the Faculty of Social Sciences in the 1990s (800-1 000). Given that a large group of 'older' Sociology staff are retiring in the next 5 and more years, vital questions need to be posed about how the Department will deal with such large second year (and overall undergraduate) numbers. As importantly, such 'quantitative' questions need to be linked to 'qualitative' questions about what courses and what content we actually teach at second (and third) year level. A consideration of the

[48] As noted in Chapter 1, 100% of lectures to first years in the first semester of 2007, and 70% in the second semester, are provided by experienced, senior *tenured* staff who have all been in the department for at least 15 years.

course content issues which follow here are aimed at providing some discussion around this, and will also create a background for the questions around 'strategies and scenarios' (Chapter 7) posed in relation to undergraduate course teaching over the next decade.

Firstly, as already noted with reference to Table 2.1, certain core second year courses for the Industrial Sociology and Sociology majors respectively were established well before the 1990s, and thus the retirement of senior members of staff who have been involved in such courses will have considerable impact on their potential reconfiguration (or continuation broadly as is):

- For the Industrial Sociology major, the Soc2016 Industrialisation and Labour in South Africa semester (since 1984) course has been central.[49] Soc2016 grew in enrolments to well over 200 in the 1990s, rising above 300 just before the introduction of Programmes, and seems now to be consolidating around 100+.[50] An important question will be the participation of new staff in this course once Prof Maree retires, since not only has he been convenor of the Industrial Sociology major for a long time but, even more importantly, he has taught in this course during most of the years following its introduction. Moreover, such a second level course – focusing to a significant extent on industrial relations in South Africa – is surely important for a major in Industrial Sociology. It is thus argued in Chapter 7 that the Department should certainly retain this major. It should be noted further that historically until the introduction of Programmes, about one-quarter or higher of all our second year students enrolled annually for this course (compare enrolments in Soc2016 with the total for second years up to 1998, Table 2.1). On the other hand, in the last few years, in part because Industrial Sociology majors are also permitted to choose Soc2030 Poverty, Development and Globalisation as an elective, this development studies course has grown significantly in numbers. In fact, by 2007, it has become by far the most popular second year course in the Department (232 enrolments in 2007 compared to 112 for Soc2016, also exceeding the other core second level Industrial Sociology Soc2018 course with enrolments of 184, see Table 2.1).[51] In other words, the role of the latter three courses in the Industrial Sociology major is an important question, not only because of the gaps caused by Maree's impending retirement , but even more importantly because students are, via their course choices, themselves posing questions about how development studies is linked to Industrial Sociology.

- Similarly, the Department established by the mid-1980s the annually taught Soc2019 Social Theory semester course at the second year level, in which

[49] Soc2016 for some years was compulsory for the Industrial Sociology major; currently in 2007 students must choose either Soc2016 or Soc2018 (Workers, Trade Unions and Rights) or both. If they choose only one, they are currently required to choose from any other Soc2000 as their second course for the Industrial Sociology major (see Faculty of Humanities Handbook for Sociology).

[50] This course is also fairly attractive to a group of SSA (Semester Study Abroad) students annually, with such students comprising nearly one-fifth (17 headcounts) of enrolments in 2007, thereby also providing additional income for the Faculty. Soc2016 is also a compulsory course for students following the LOPHRM Programme where three courses in Business Studies, Psychology and Industrial Sociology respectively are compulsory in second year (see Section 2.2).

[51] See Section 2.2 which follows below, where the Industrial Sociology undergraduate major is discussed, and figures for students in this major enrolling in Soc2030 as an elective are provided.

Prof Ken Jubber has played a leading role for some years up to 2007.[52] From its small beginnings of well below 50 students (before 1987), this course grew to around 150 in the 1990s, although it did drop sharply below 50 after 1998 during the so-called 'Programme years'. In the last few years, though, it has once again been consolidating at around 80 students.[53] A major issue to be considered, however, once Ken Jubber retires, will be the role such a course will play at undergraduate level within the teaching programme of the Department, and which staff will take responsibility for its development (also at postgraduate level, where Jubber has been central in Social Theory for Honours and Masters students, see Chapter 7 on future plans).

- Race, Gender, Class (Soc2004) has been taught by a variety of staff (mainly tenured) over many years, all with different perspectives but always focusing on these central categories of social reality both in South Africa and internationally. The degree to which the course has focused on South Africa has varied with the lecturers, although the reality of our country has always been central to the course). Interestingly, student enrolments for Soc2004 have remained quite constant for over 2 decades: except during the 'Programme years' (1999-2003) when numbers fell sharply, this course has consistently attracted around 110-140 students, though these numbers were slightly higher in some years during the late 1980s-early1990s. Again, with this overall review of our undergraduate suite of courses, it is relevant to consider how this course not only articulates with other courses of Industrial and General Sociology, but also with development studies and diversity studies, both of which have emerged as streams/strands over the past few years (see Section 2.3 below where further attention is given to these questions of horizontal and vertical integration of our undergraduate courses).

A second set of important issues around second year courses relates to the question of electives at this level.

- In the 1980s, Industrial Sociology students in second and third year could choose from a range of 'Selected Social Issues' options on offer annually.[54] But in 1990 the Industrial Sociology electives at second year level were consolidated into the second semester course Soc2015 Comparative Industrial and Labour Studies, which focused on labour issues comparatively in the context of global industrialisation. The numbers attending this course had grown to well over 200 students at the time when Programmes were introduced in 1998 (see Table 2.1). With these new Programmes, though, an additional course Soc2018 Workers, Trade Unions and Rights was introduced, whose numbers also grew to over 100 by 2003. In 2006, the two courses were consolidated into only one core offering at second year level for Industrial

[52] See Section 2.5 below for a discussion of the content and approach of this course on Social Theory.
[53] Students majoring in Sociology have been required since the 1990s to enrol for the second year Soc2019 Social Theory or Soc2004 Race, Gender & Class or (recently) Soc2030 Poverty, Development & Globalisation, and any one other Soc2000 course.
[54] See Table 2.1 for enrolments for 'Selected Social Issues', within a cluster of second and third year elective courses (often up to 8 per year) with only *total* enrolments shown for each year in this Table. In addition, in earlier years, since students in Industrial Sociology were sometimes free to choose electives without a clear Industrial Sociology orientation, an 'X' is shown under Industrial Sociology for enrolments in Table 2.1: this was done as it is not generally possible to differentiate Industrial Sociology from the other Sociology enrolments within the 'Selected Social Issues' category of courses.

Sociology majors, currently Soc2018.[55] Given that Maree as a central lecturer in Industrial Sociology is retiring soon, it must be asked whether the Department wishes to have more than one second (or third) year offering in Industrial Sociology during any one semester (e.g. both Soc2015 and 2018)? In addition, the Department needs to consider this issue in the light of the remarkable growth, noted above, of student numbers in Soc2030 Poverty, Development and Globalisation. This course was introduced in 1999 as part of a new interdepartmental Programme, 'Development and Social Transformation' (DST) and actually comprised two semesters at second year level, 'Introduction to Development Theory' followed by 'Development Issues' (see Table 2.1 for 1999 for enrolments in both semester courses). By 2004, however, with the demise of Programmes, these two semester courses rooted in Sociology (where an Honours/Masters programme in Development Studies had also been initiated, see Chapter 3) were consolidated into the current Soc2030 course offered in the first semester (Table 2.1, for 2004 onwards). As noted, this course has become our most popular second level course with numbers around 230 by 2007.[56] On the one hand, this poses the question of whether a closer linkage might be forged at second year level between this development studies course and the Industrial Sociology courses, with, for example, Soc2030 becoming a core component of the Industrial Sociology major, which could become broadened into a frame of 'Labour and Development Studies'.[57] On the other hand, this also links to the issue of the extent of electives offered to students at second (and third) year levels.

- With regard to the range of undergraduate electives, it should be noted that historically with respect to courses comprising 'Selected Social Issues', which were a central part of undergraduate Sociology especially in the 1980s, each year at that time about 8 or more six-week electives (with any two making up a full semester course) were offered to undergraduates, mostly for third year students but often also for second year students.[58] In effect – and this is an important point – since throughout the 1980s there were only a small number of Honours and very few Masters students enrolled in the Department annually (see Table 2.2 below), what the Department was doing was devoting major teaching resources to the undergraduate level, including in its 8 or more electives per year for second/third years.[59] Moreover, this was being done with

[55] See Table 2.1: after 2003 only one of Soc2015 or Soc2018 was offered annually because of core staff on sabbatical, but now the trend is to offer only one in any given year regardless, because of pressure for staff to teach at postgraduate level (see Chapter 7 on future strategies).
[56] Soc2030 also annually attracts a very significant number of SSA (Semester Study Abroad) students: in 2007 such students comprised about one-quarter of all enrolments (61 out 232).
[57] In this scenario, students with Industrial Sociology as Major might be required to choose two of Soc2016 and Soc2018 and Soc2030 at second year level, thus still obtaining a trade union/labour studies core via at least one of Soc2016 or Soc2018. The question of closer future linkages at postgraduate levels (Honours, Masters) between Industrial Sociology and Development Studies is also posed later in Chapter 7.
[58] See Table 2.1 for large enrolment numbers for 'Selected Social Issues' at both second and third year levels for the 1980s. As noted, it is not possible to separate out Sociology from Industrial Sociology enrolments for these electives.
[59] A typical list of such electives, from the Sociology Handbook of 1988 which states that up to 8 electives for second/third year students would be offered from the following possible six-week modules, was:

a full-time staff complement of about 14 per year on average, compared to the current 12.

From the early 1990s, the system of elective offerings contracted significantly (see Table 2.1 for 'Selected Social Issues'), although it began to grow again during the phase of Programmes. However, by 2002 the only elective at second year level (besides the core courses shown in Table 2.1) was that which had been introduced under Programmes within Sociology by the Law Faculty, 'Crime and Deviance in South African Cities' – and even this has been suspended from 2007 (pending further negotiation with the Department of Criminology), because the Law Faculty feels its staff are overstretched to teach such a course to Social Science majors.[60]

In summary, therefore, the Department needs to review the question of whether it should seek to offer electives and, if so, how many, at second year (and third year) level. Moreover, we will have to assess whether we will have the staffing resources to offer more than one course per semester at second year level for each of our two majors, Sociology and Industrial Sociology respectively. In other words, is it possible and even desirable to offer more than two courses per semester at second year level? Nonetheless, it must also be recognised that, in relation to this decline after the early 1990s of undergraduate electives based on small classes, that negative elements have emerged at second and third year levels: associated with the need to teach large classes alongside declining resources for small-group tutoring and seminars. Such problems need to be acknowledged and assessed (see Section 2.3 below).

(iii) Third year courses

First Semester
From the mid-1980s, the current first semester Social Research (Soc3007) course has been consolidated in both form and content, and has remained relatively unchanged for two decades, involving a double-period project seminar meeting (in groups of 20-25 students) per week as well as 3 weekly lectures.[61] Essentially, the lecture course component first introduces the students to general ideas about social research, followed by a more intensive examination of both quantitative and qualitative methods of research data collection and analysis, and concluding with a section on social statistics. For many years, too, this course has received very positive comments from both its external examiners and the students who are required (often for the first time in their learning careers) to undertake a major project of data collection, analysis and report writing. A 20+ page research report from each student is required and counts 38% of the final course mark, with an additional 18% for their research proposal and 5% for an oral presentation to their project group. In other words, around 60% of the course evaluation is based on these forms of assessment for the research project. It should be noted that very few other departments in our Faculty of

---

Occupational Health; Trade Unions in the Third World; Rural Sociology; Sociology of Education; Sociology of Socialist Societies; Social Change in Modern Africa; Women in Society; Sociology of Religion; Science, Technology and Society; Collective Action; Monopoly Capitalism and Managerial Strategies; Political Sociology; Economic Sociology; Deviance, Crime and Law; Social Psychology; Media and Culture; Culture, Ideology and Knowledge.

[60] Enrolments for this course in 2006 were 50 students (about half were SSA students) as shown in Table 2.1 for 'Selected Social Issues' for the first semester of second year.

[61] As noted too, the Soc3027 code introduction in 2004 was a mere formality, since for many years the Industrial Sociology majors had been basing their research projects on an Industrial Sociology topic.

Humanities require such a substantial capstone project at final undergraduate level.[62] And it must be stressed that the teaching resources embodied in such an effort are substantial: every year for well over two decades, at least 4-5 tenured Sociology staff plus usually 1-3 specially contracted staff (often paid from sabbatical leave monies for that year), have undertaken intensive research project supervision involving at least 12 workshops of 2 hours (Thursday afternoons during the first semester), as well as many informal hours of individual meetings with their 20-25 students and the marking of draft and final project submissions. It can be noted that, in the past two years, the external examiner has suggested that it would be better to run this project-based research course over the whole year, to enable better-researched and more consolidated pieces of work to be written up by the students. This is an excellent idea, but what of the resource implications, given also our need (see chapters to follow) to increase postgraduate numbers and staff research publications substantially (and with even sabbatical monies for contract staff for additional Soc3007 project supervision in doubt for future years)? Thus in Chapter 7 on our future plans, we do not propose to extent these third year research projects over a full teaching year.

Second Semester
During their last semester of their undergraduate major, the Industrial Sociology students are required to take the course in Globalisation, Restructuring and Job Creation (Soc3028), which seeks to consolidate knowledge covered in this major on labour studies and industrial relations, within the context of the global economy, albeit with a particular focus on South African issues. Currently, this course introduces contemporary debates about ideas and perspectives on globalisation; it then considers questions of trade unions, industrialisation and job creation in contemporary South Africa, and concludes with an examination of policies and issues around skills shortages and skills development in South Africa, as well as including international perspectives. As noted, recent enrolments have climbed back to levels of the early 1990s (around 100); moreover, the course receives good evaluations from students and external examiners, and is increasingly attracting a group of interested and often highly-motivated SSA students.[63] Nonetheless, Prof Maree has taught 40%-50% of this course almost continuously since even before 1983, and the question to be confronted is which current or newly-appointed staff member(s) will be able to take over this final undergraduate course of the Industrial Sociology major once he retires. Again, the possibility of the content of this course being consolidated around a combination of 'labour and industrial development studies' (which in some ways it already is, with its components of globalisation, job creation and skills development) needs to be part of this debate (see Chapter 7 in relation to the Maree academic position).

For students majoring in Sociology, after the Selected Social Issues modules began to wane in the early 1990s, a new staff appointee (Prof Seekings) initiated a course on Democracy and Change (Soc3008, see Table 2.1 from 1995) with a focus on South Africa, but also including comparative perspectives. More recently, this course has focused on Cities and Rural Transformation, linked to the research interests of the respective lecturers (Profs Crankshaw and Ntsebeza) – a course which also therefore

[62] Historical Studies is one important exception to be noted: this department also requires an equally or even greater project of research substance for their third year majors.
[63] In 2007 these Semester Students Abroad (mainly from the USA, also a few from Europe) comprised about 15% of the class (14 out of 102).

poses questions around issues of urban and land *development*. After the demise of undergraduate Programmes, enrolments for this course again climbed to its pre-1998 levels of around 60-70 final undergraduate students, and in this course too there is increasing interest from SSA students.[64] The course provides an important feeder into our postgraduate programmes of both Sociology and Development Studies, and has consistently obtained good evaluations from external examiners and students.

In addition to Soc3008 however, with Prof Steyn joining the Sociology Department in 2002 and moreover her research unit InCUDISA becoming part of the Department, she has initiated a third year second semester course on Diversity Studies (Soc3026, Table 2.1 from 2003). This she teaches herself, both for general students within the Sociology major to take knowledge of diversity issues into their future careers, and as importantly for those students who proceed to the postgraduate programme in Diversity Studies, which she convenes (see Chapter 3). This course is currently sustaining enrolments of around 40 students;[65] it has attained good evaluations from the external examiners and from students, some of whom are our most motivated third years with a 'sociological imagination', who furthermore often are enrolling for the postgraduate programme of this stream the year after their graduation. Nonetheless, with Prof Ntsebeza (who since 2004 has taught in Soc3008 on land issues) now inserting into an NRF Research Chair within our Department, the questions of what is taught, and who teaches, in the final semester of the third year of the Sociology major is in need of review – particularly with an eye to the probable reconstruction of some of our postgraduate programmes in Sociology, Development Studies and Diversity Studies (which are fed in part by our third year courses).

2.1.3 'Race', gender and social class profiles and trends of our third year students

Many students enrol in our first and second year courses, although their main base is within majors of other departments. However, a useful window into the 'race'[66] and gender profiles of Sociology undergraduate majors, including some trends over the past two decades, can be obtained from an examination of student enrolments for the common Sociology/Industrial Sociology third year Social Research course, particularly since the vast majority in this course are 'our' students i.e. undertaking one of their two majors in the Department of Sociology.

Table 2.3[67], which combines the total annual enrolments for Soc3007F + Soc3027F since 1993, reveals some interesting profiles and trends:[68]

---

[64] In 2007 these Semester Students Abroad comprise just over 10% of the class (8 out of 64).

[65] Also with interest from SSA students who comprise nearly one-fifth of the class in 2007 (7 out of 39).

[66] As noted in Chapter 1, throughout the analysis, the 'old' apartheid categories of African, Coloured, Indian and White will be used, since these categories are the basis of historical disadvantage with respect to 'race'.

[67] For ease of reference, Table 2.3 is provided in the Special Appendix of Tables at the end of this Report

[68] Data from UCT IPD (Institutional Planning Department) database, thanks to Jane Hendry and Julie Luyt. Note that up to 2003, students of both majors enrolled for Soc3007F, hence only from 2004 are the enrolments summed from both courses. Total numbers are virtually the same as for Table 2.1 enrolments (the latter obtained from Department of Sociology records, where the 'race' and gender of students are not listed). But because foreign SSA students numbers (mainly from USA/Europe) have grown a little in this Social Research course in the last few years (10 SSAs in 2007), SSAs have been subtracted out of this data; moreover it should be noted that black African students (and others) who

- The left side of Table 2.3 shows the breakdown by 'race' for students in Soc3007/27. The proportion of Coloured students (fluctuating around 15%-20% annually) does not seem to have altered greatly over time, similarly for Indian students whose small numbers fluctuate around 3%-5%.[69] However, the key trend already noted in Chapter 1, is a gradual increase in African students from 39% in 1993 to 68% in 1996 (thus making up two-thirds of the whole class), only to fall down to 53% in 1999 (even before the impact of Programmes were fully felt at third year level) and even lower during the years of Programmes (35% in 2002). The numbers only climbed above 40% in the last few years (although the trend is not yet stabilised, moving from 41% in 2004 down and then up to 51% in 2007). Interestingly, the reverse has occurred for White students: down to a low 13% or almost one-tenth of the class in 1996, with the proportion rising to around 30% in the last few years. Even taking the impact of the Programmes into account, the patterns from this table are clearly what Sociology staff, who have been teaching Sociology third years, have been observing informally: that after the period of the mid-late 1990s when African students clearly were a majority in most of our undergraduate classes, their numbers have fallen to considerably below 50%, with a parallel rise in the proportion of White students since the late 1990s. As noted in Chapter 1, this trend is also reflected in the Faculty of Humanities more generally, and moreover might be, at some universities, part of a much wider trend nationally because in fact 'African' is in part a proxy for 'working class'.[70]

- The right side of Table 2.3 shows the breakdown by gender for each 'race' group e.g. in 2007, 76% of all African students in Soc3007/27 were female, 59% of Coloured students were female and so were 100% of Indian students and 64% of White students. Clearly, therefore, for Sociology Department majors, we have a largely female student population, with White females generally comprising 60-70% of White enrolments across most of the years

---

are citizens of other countries including in Africa and who are enrolled for a full degree at UCT are included in this data i.e. only SSAs are excluded, because we believe this is how students in Soc3007/27 primarily view 'diversity' amongst their fellow-students.

[69] The high 31% for Coloured students in 2000 during the Programme years might be because of the fall in African numbers without a rise in White students, and also because of fluctuations due to Programme-based course enrolments. Similarly, the 13% for Indian students in 2002 is probably skewed because of small numbers of enrolments in total for that year for Soc3007.

[70] This issue requires more in-depth research nationally, but for example at our neighbouring university of UWC (University of the Western Cape), the proportion of African students rose from 13% in 1988 (Coloured students 82%) to 58% in 1996 (Coloured students 36%) (data from D Cooper and G Subotzky (2001:48), *The Skewed Revolution. Trends in South African Higher Education 1988-98).*Thereafter, numbers of African students at UWC have declined down to 39% in 2003 (Coloured students 49%), with the more recent figures available for 2005 showing African students 33% and Coloured students 50% (and White and Indian 5% and 10% respectively) (personal communication of data for 2003/5 from UWC). Like the decrease in African students in Sociology (and to some extent in the Faculty of Humanities at UCT, see Chapter 1), for UWC it can be argued that the fall is due to at least three important factors: (i) 'class' factors, i.e. some middle class Coloured students are able to afford UWC fees, whereas many working class African students cannot; (ii) African students from poorly-resourced high schools have weaker matriculation results than Coloured (and White and Indian) students; (iii) African students seek undergraduate registration elsewhere (similar to many African students from the mid-1990s at UCT seeking to register in Commerce or even Engineering or Health Sciences).

(since 1993) and with the gender proportions even slightly higher for Coloured and Indian females. But there has been a notable change amongst African students, where male students were proportionately often around half (50%) in the years of the 1990s, yet during the last few years African females have become much more predominant (around 75%). Further research is needed on this, but it certainly suggests that UCT male students (including African male students more recently) are relatively more inclined to view Sociology as not relevant to their future careers.

- A final point is important, although it is not apparent from this data but fairly clear from anecdotal and observational evidence in our Department: in the late 1980s, most African students in the Sociology Department came from schools based in African townships (see Section 2.4 for actual data) and, moreover, were often the sons or daughters of domestic workers or from other similar poor households, with some from the rural villages as well. Today the vast majority come from ex-Model C schools (also Section 2.4 data) and it appears that students from African and Coloured working class backgrounds have fallen significantly compared to the 1980s, in part due to high fees and low levels of student bursaries. It is worth noting also that, in the 1980s, amongst White students, very few indeed appeared to come from working class backgrounds – so since the new millennium this phenomenon has now spread across the 'races' it seems.

The *equity* issues embedded in the above student data, as well as considerations about how the Sociology Department might seek to create greater diversity in its student population, in terms of 'race', gender and social class, needs to be part of the current Review questions.

2.1.4 A note on the relative proportions of Sociology first, second, third year enrolments 1983-2007, as well as undergraduate versus postgraduate

The top half of Table 2.2 summarises the total numbers of first, second and third year enrolments for all Sociology+ Industrial Sociology courses for each of the three levels (derived from Table 2.1), and also shows the relative proportions (%) of the enrolments between levels for each year between 1983-2007.

A perusal of the percentages in Table 2.2 for the *1980s* shows that enrolments across the three years have basically followed a pattern of around 55% first year students: 30% second year students: 15% third year students.[71]

For the period from the early 1990s until the advent of Programmes, i.e. *1991-1997*, this pattern changed slightly: the proportions were around 50% first year students: 35% second year students: 15% third year students.[72] In other words, during the 1990s, for some reasons (unknown?) there was a slight relative increase in students enrolling for second level courses, although the overall proportion of final year undergraduates (15%) remained fairly constant. Overall, however, the first years still

[71] Actual unweighted averages across the seven years of 1983-89 come out as 55%/30%/15%.
[72] Again, as calculated for unweighted averages for the seven years of 1991-97.

dominated significantly, showing that many students do our first and also second year courses even though they do not major in Sociology.

It is difficult to see a clear pattern for the post-Programme period after *2002*, particularly because up till 2006 there was only one first year semester in which students were enrolled in the Department. However, if 2007 can be taken as showing the new trend, it appears that in absolute number terms we now have around 1 000 first years: 700 second years: 350 third years, which gives a proportional breakdown of 50%/33%/17% (Table 2.2 for 2007). In other words, we are now almost back to the decade of the 1990s in terms of relative proportions, although, as the large number of first years from 2007 start to enter second and third year Sociology courses in the next 2-3 years, the proportion of third years might even go above 20% – a positive trend for recruitment into our postgraduate programmes. Of even more importance however, as already pointed out, is that at *undergraduate* level our Department is more or less back to a *total number of enrolments* of around 2 100 (2 117 total undergraduates for 2007, Table 2.2) which is what we had in the late 1980s (2,136 in 1988) and also during the late 1990s (2 156 in 1998).

Yet, throughout these same two decades of the 1980s and 1990s, we had a very low number of *postgraduates* indeed. In fact it would not be incorrect to classify our Department up to the end of the 1990s (and also the Faculty of Social Sciences, and perhaps most of UCT itself as suggested in Chapter 1) as primarily an 'undergraduate institution with a small postgraduate layer on the top'. This last statement with respect to Sociology can be verified by examining the bottom half of Table 2.2, which provides data on the total number of Honours, Masters and PhDs that graduated in our Department per year from 1983 until 2007.[73]

- It can be observed that for the period 1983-90, our Department graduated between 6 and 12 Honours students per year, in total 35 in Sociology and 30 in Industrial Sociology, with an average of 8 per year across this eight year period. At Masters level (only Masters by thesis until 1993), the average per year in the 1980s was around 2 and during this period we graduated less than 5 PhDs overall.

- For the ten years of 1991-2000, Honours graduates for Sociology were 33 and 47 for Industrial Sociology, again giving an average of 8 per year for the Department as a whole. PhD graduates remained very few. So did Masters graduates remain low until the coursework Masters (introduced in 1993) began to show throughput after the mid-1990s, but overall we graduated less than 2 Masters per year (i.e. less than 20 in total for these ten years).

- Since 2001, our numbers in Honours and Masters have risen significantly, with combined numbers in the past three years totally over 50 enrolments each year (H+M, discussed in Chapter 1.3 with reference to Table 1.6); but as can be observed in Table 2.2, throughput is still relatively low for Masters but considerably better for Honours (discussed in detail for each of the six postgraduate Programmes in Chapter 3). PhD students enrolments and also graduation levels (at least one per year, see Table 2.2) have been rising over

[73] See notes to Table 2.2 in Special Appendix of Tables, for discussion of the sources of this postgraduate data.

the past few years (as discussed in Chapter 1.3 and again in Chapter 3.10 later).

As already alluded to in Chapter 1, Table 2.2 data for postgraduates confirm the proposition above, that, until the last few years, our Department has been largely an undergraduate institution. The argument for our Department, in terms of a 'five year plan' for 2009-2013, to raise the *quantity and quality* of postgraduate students as a priority is made in Chapter 7; at the same time, the *implications* of what this means at undergraduate level, and how we can *continue* to fulfil our mission of quantity and quality at this level too, are also debated in Chapter 7. But before we explore these issues further in relation to detailed data of postgraduates in Chapter 3, it is valuable to analyse in greater depth the issues of teaching and learning at undergraduate level, in Sections 2.2-2.5 which follow.

2.2 The Industrial Sociology major (INS) and associated programme (LOPHRM): some considerations[74]

2.2.1 The Industrial Sociology major (INS)

(i) Origin of the INS major

During the early 1970s, the Department of Sociology offered a first year course in Industrial Sociology. Some years later, in 1978, the Department decided to offer Industrial Sociology as a major. The decision was motivated partly by the desire to increase the Department's undergraduate student numbers and hence its staff complement, and also by interest in the emerging field of labour studies in South Africa and internationally.

Ken Jubber was initially in charge of Industrial Sociology up to 1979. In the same year, the Department advertised a new senior lecturer post specifically to take charge of all aspects of Industrial Sociology. Johann Maree was accordingly appointed to the post, joining the Department in 1980. In the same year the first batch of about 25 students graduated with Industrial Sociology as a major. From 1981 onwards the Department also started offering postgraduate degrees in Industrial Sociology at Honours, Masters and Doctoral levels.

(ii) Curriculum development: Industrial Sociology courses at first, second and third year levels

There has always been some coherence in the Industrial Sociology three-year major. Although there have been variations and deviations over the almost three decades that the major has existed, the curriculum has broadly been based on the following principles and practices: the first year of study is the introductory year in which students are introduced to basic concepts and issues in Sociology and Industrial Sociology.

In the second year of study students start focusing exclusively on Industrial Sociology. It thus consists of intermediate level courses concentrating on relevant

[74] The draft of Section 2.2 of this chapter was produced by Prof Johann Maree.

themes that address the South African labour market, labour movement, employment relations and workplace issues. Over the years this has included the following themes: the South African trade union movement; industrial conflict; industrial health; the labour process; industrialization and labour both in South Africa and internationally, focusing on countries and/or regions where relevant lessons could be learned for South Africa.

The third year of study consists of a research-based course in the first semester (currently Soc3027F) and an advanced course in the second semester (currently Soc3028S, see earlier Table 2.1) on a theme considered highly relevant to the South African situation. This topic has changed every eight years or so to reflect the new realities in South Africa. This is because employment relations and workplace organization are two aspects of South Africa that have undergone extensive – even radical – change since 1980.

This second semester, core third year course was first entitled 'State, Law and Labour'. reflecting the struggle of black trade unions to acquire full legal recognition from the state. This was achieved in 1981 and for the next few years the course examined the changes this entailed, given the extremely rapid growth of black trade unions and the acquisition of formal legal rights of all workers in the workplace. During the mid-1980s this third year course changed to 'Politics and Production', reflecting the reality that Black trade unions had grown powerful and were engaging in national political as well as production issues.

After the political transformation to majority rule and democracy in 1994, the issues changed radically again. Trade unions had become firmly entrenched and the labour-friendly Labour Relations Act was passed in 1995. The challenge facing the state and labour switched to restructuring and employment creation in order to deal with international competition and massive unemployment. The opening up of the South African economy after the political transition and the lowering of tariffs after the GATT Uruguay Round created formidable challenges of survival for South African industries, as imports started flooding into South Africa. As a result, a new core course was designed, now entitled 'Globalisation, Restructuring and Job Creation'. This is still the current second semester, third year course which students majoring in Industrial Sociology have to complete.

The second year courses did not change their titles so radically over the years. The contents of the courses, however, changed considerably over time as circumstances changed in South Africa. The most durable course (currently Soc2016, see earlier Table 2.1) has been the one that examines challenges facing the Black trade union movement in South Africa. During the 1980s, it focused *inter alia* on the issue whether to bargain collectively with management at the company or industry level and whether or not to enter industrial councils. During the 1990s, especially after the political transformation of 1994, the role of trade unions in industrial strategizing and restructuring came to the fore. A further course in 'Comparative Industrial and Labour Studies' (Soc2015, see Table 2.1) emerged in the early 1990s, followed during the 'Programme phase' with an additional course on 'Workers, Trade Unions and Rights' (Soc2018, Table 2.1) after 1998, which considered whether unions were able to enforce the rights that workers had gained constitutionally or won through collective bargaining.

(iii) Student numbers in the Industrial Sociology major

The analysis in this part is based on Table 2.1 (Section 2.1 above) of undergraduate headcount enrolments for the years 1983-2007, but with special focus here on students within the Industrial Sociology courses described in part (ii) above.

Industrial Sociology has, since its introduction as a three-year major, played a key role in keeping up undergraduate student numbers in the Sociology Department. In its peak years (1997 and 1998) it constituted no less than 78% of the third year students in the second semester.[75] In the first two years after the introduction of Programmes that slashed the Department's undergraduate student numbers, the second and third year Industrial Sociology courses helped to sustain student numbers. For example around 70% of the second year students registered in the Department in 1999 and 2000 were Industrial Sociology students.[76] In many ways, therefore, it can be said that Industrial Sociology has been the backbone of the undergraduate student body in the Department of Sociology over the past quarter of a century.

(iv) Equity issues with regard to students

The social composition of students in Industrial Sociology was overwhelmingly White in the early 1980s. There were also Coloured students because they could get dispensation from the apartheid government to study Industrial Sociology at UCT because it was not on offer at UWC. In 1981 there was a tough fight with the state's education authorities to allow the first ever African student, Christopher Ngcokoto, to register for Industrial Sociology. The authorities insisted for a long time that he had to go to Fort Hare as it offered Industrial Sociology electives, but the battle was finally won and he was allowed to study at UCT and major in Industrial Sociology.

The social composition of students doing Industrial Sociology has completely changed. Unfortunately, statistics are not available for the late 1980s and early 1990s after the state had dropped the race bar to university entrance. During this period, as the graphs below indicate, a sea-change in the social composition of students took place. Soc2016F and Soc3028S are two of the core courses in Industrial Sociology. Figures 2.1 and 2.2 indicate that the percentage of Africa students in Soc2016F and Soc3028S had climbed to 62% and 66% respectively by 1995. In Soc3028S it increased to 79% in 1996, but declined steadily thereafter to 35% in 2003. Then it started increasing again to reach 70% in 2007.

[75] From Table 2..1 of Section 2.1 above, this is calculated by comparing Soc3008 (taken by SOC majors) and Soc3028 (taken by INS majors).
[76] From Table 2.1 of Section 2.1, this is calculated by comparing the total Sociology course headcounts with those of the Industrial Sociology courses.

Figure 2.1

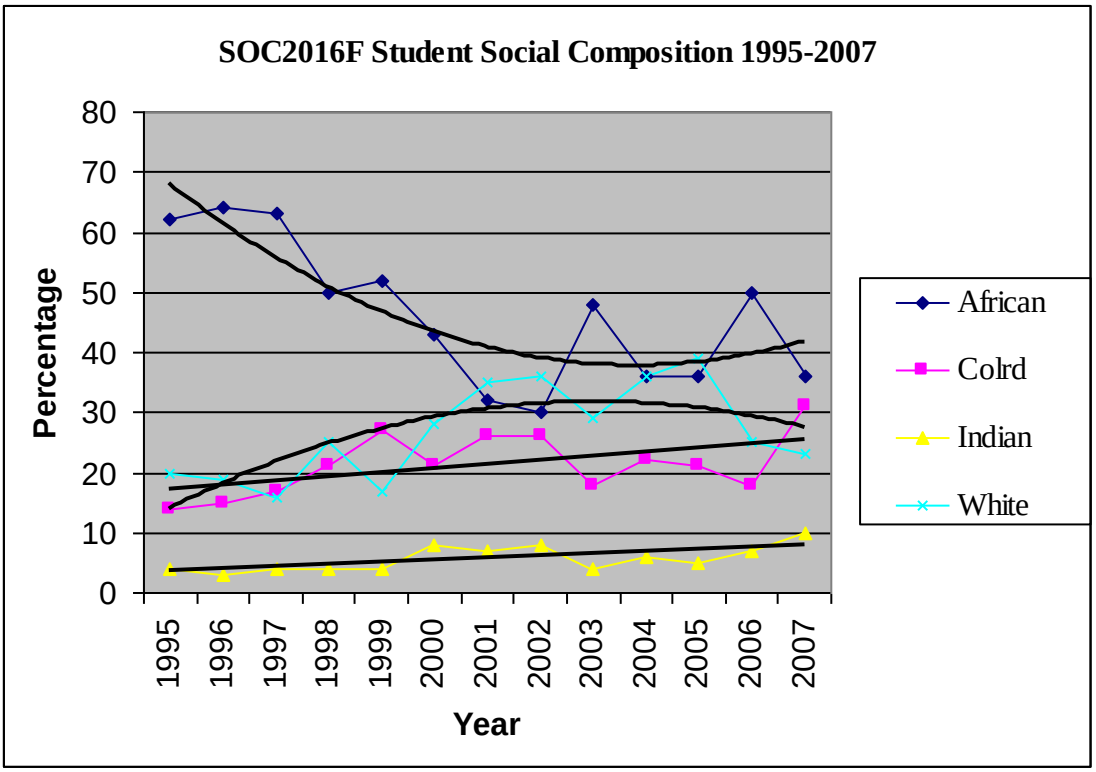
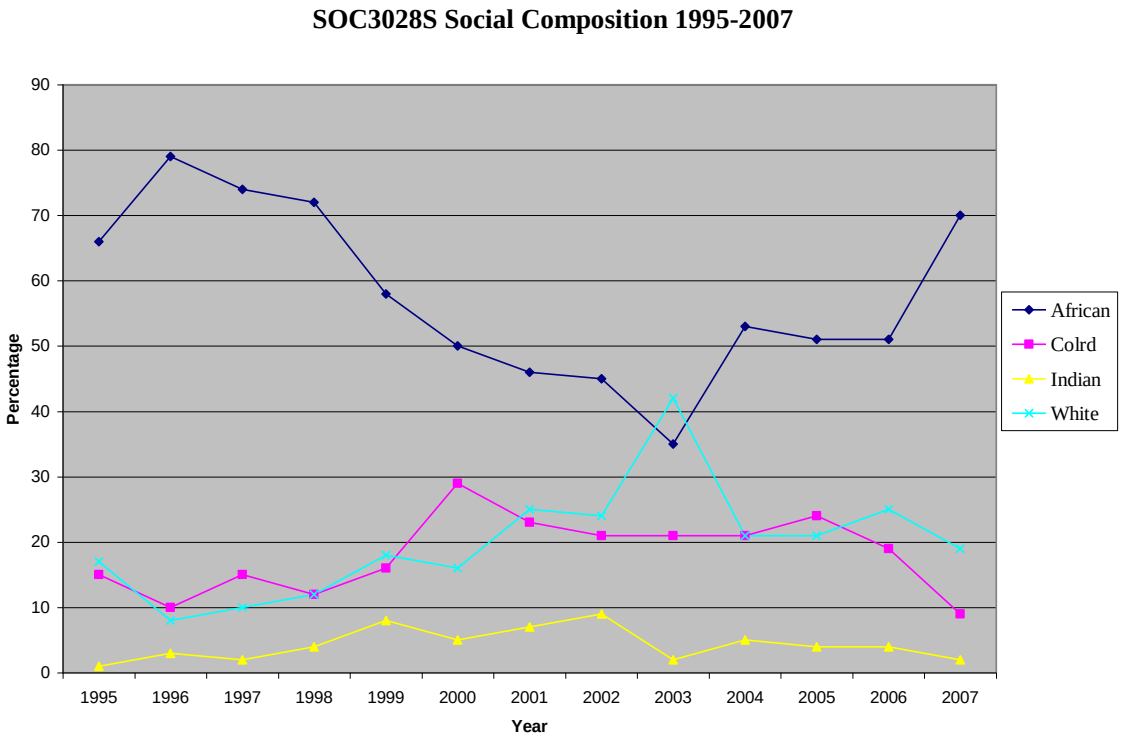


Figure 2.2



The general trend for the proportion of African students in both Soc2016F and in Soc3028S is that this declined from 1995 to 2002/3, but started rising again, although not up to the 1995/96 levels.

The proportion of White students showed an opposite trend. In both courses it increased while the proportion of African students declined, and decreased when the proportion of African students started increasing. In Soc3028S there were wide fluctuations. In 1996 the proportion of White students fell to only 8% of the class, but increased to a high of 42% in 2003. Thereafter it declined to 19% in 2007.

The trends with regard to Coloured and Indian students have been similar. In Soc2016F there was a slow but gradual increase in the proportion of Coloured and Indian students. The linear trend lines of the curves show an increase from about 17% in 1995 to 25% in 2007 for Coloured students and an increase from 3% to 8% for Indian students. In Soc3028S the trends for Coloured and Indian students are similar to that of Whites. They rise at first, but peak at different times, and then start declining again.

The reasons for these trends would be hard to pin down as there are too many unknown factors that could influence the trends. It can, however, be said that the social composition of students in Industrial Sociology does more or less reflect the demographics of the country with the exception that African students are under-represented, while White, Coloured and Indian students are over-represented.

(v) Industrial Sociology staffing

In spite of the fact that Industrial Sociology students have consistently constituted half to three-quarters of the undergraduate student numbers in the Department, the academic staff teaching Industrial Sociology have always been a small proportion of the full academic complement. On average the staff, who are either fully or partially committed to teaching in Industrial Sociology courses, have only constituted about one-third of the staff complement.[77] This means that the staff teaching Industrial Sociology courses have consistently taught larger classes than staff teaching Sociology courses. The Industrial Sociology staff have thus carried heavier undergraduate teaching loads than their colleagues over the past twenty-seven years.

In terms of employment equity considerations, some innovative appointments were made by the Department. Two of the academic staff appointed to teach Industrial Sociology were former trade unionists. The one, June-Rose Nala, started her career as a 17 year-old loom operator in a Frame textile mill, but was fired for participating in a strike. She then became a trade union organizer and general secretary of the Metal and

[77] This estimation is based on a generous estimate of the proportion of Industrial Sociology teaching by the academic staff of the Department of Sociology from 1983 to 2007. With reference to Table 1.1 of Chapter 1 showing all Sociology staff in 2007, the following are currently involved in designated *undergraduate* Industrial Sociology courses (i.e excluding some courses such as Soc3007/27 where both majors are combined): Cooper (Soc3028); Grossman (Soc2018); Lincoln (Soc2015); Maree (Soc3028, Soc2016); Ntsebeza (Soc2016). At *postgraduate* level, only Johann Maree (assisted by research officer Shane Godfrey of the LEP research group, see Chapter 5) provides core teaching in the Workplace, Change and Labour Law Programme (see Chapter 3).

Allied Workers Union (MAWU), an affiliate of FOSATU and later COSATU. She obtained a scholarship to go to Ruskin College, a workers' college at Oxford, and from there she did a Masters degree at Warwick University. She was appointed at UCT (1988-9) after graduating at Warwick. The other trade unionist, Henry Chipeya (in the Department from 1992-96[78]), had worked as treasurer for the Urban Training Project and was also president of the Commercial, Catering and Allied Workers' Union. He went to study abroad and obtained a Masters degree from the Institute for International Studies at The Hague and a PhD from Bath University, whereupon he came to UCT. Another two appointments in Industrial Sociology were White females, Avril Joffe and Hillary Joffe who were contract lecturers for one or two years in the 1980s[79] – highlighting the fact that none of the four appointees remained for long in the Department.

(vi) Some conclusions with respect to the Industrial Sociology undergraduate major

The decision of the Department of Sociology in 1978 to introduce an Industrial Sociology major alongside the Sociology major was a wise decision. It strengthened undergraduate student numbers considerably and helped to stabilize student numbers during certain difficult years of transition in the Department.

However, the Industrial Sociology major has never had the full staff complement it was entitled to in terms of student numbers. Not only did this put a disproportionately heavy teaching load on the staff teaching Industrial Sociology, but it also prevented the Industrial Sociology curriculum from offering the full range of topics that encompasses the discipline. Important fields of study with relevance to South Africa that have either had to be dropped or toned down include industrial conflict, the mediation of industrial conflict, industrial health and safety, organizational theory, workplace change, and the casualisation of labour. Even so, Industrial Sociology has been very solid and the University of Cape Town has established itself as one of the best and strongest Industrial Sociology centres in the country, alongside Wits and Natal whose Industrial Sociology departments have been led historically during the 1980s/90s by Profs Eddie Webster and Ari Sitas respectively.

In considering the reasons for the success of the undergraduate Industrial Sociology major, one important fact is that the discipline has enjoyed strong research and postgraduate support in the Sociology Department. There has been a steady stream of Honours and Masters students, as well as the occasional Doctoral student produced in the Department (see Chapter 3). In addition three research groups based in the Department played an important role in supporting the teaching programme. The first two were the Industrial Health Research Group and the International Labour Research (later Resource) Group, but neither of them has any relationship with the Department at present. The third is the Industrial Relations Project that was established in 1990. It transformed into the Labour and Enterprise Policy Research Group (LEP) and continues to play an important role in providing research and publications that feed into the undergraduate teaching curriculum (see Chapter 4 on research activities).

[78] See Table 1.4 of Chapter 1 for Henry Chipeya.
[79] See Table 1.4 of Chapter 1 for A. Joffe and H. Joffe.

2.2.2 The undergraduate Named Programme[80] associated with Industrial Sociology Labour, Organisational Psychology and Human Resource Management (LOPHRM)

(i) The creation and rationale of the LOPHRM programme

The Labour, Organisational Psychology and Human Resource Management (LOPHRM) Undergraduate Programme replaced the Industrial, Organisational and Labour Studies (IOLS) Programme. The IOLS commenced in 1998 when the University of Cape Town moved towards the idea that degrees should be offered as Programmes.

The creation of the IOLS Programme was an extremely difficult process. The starting point was the orientation of the University Executive towards degrees at UCT conforming to a format of Programmes. Programmes were structured degrees that had to have an internal coherence and (often) a career orientation. There was also strong pressure for them to be inter-disciplinary. It was clear that, once Programmes were introduced, many disciplines were not going to attract students unless they constituted the core parts of their curricula within a Programme. In some ways the general Sociology major failed to achieve this – one reason why our undergraduate numbers plummeted after 1998 (see Section 2.1 above).

However, Johann Maree who was in charge of the Industrial Sociology major, undertook the task of establishing a Programme that included Industrial Sociology as a core discipline. The task was far more difficult than originally envisaged, as none of the other related disciplines/fields – Economics, Organisational Psychology and Human Resource Management, all core to the conceived Programme – wanted to join the Programme as they all had their own separate agendas. In the end it was only Organisational Psychology and Human Resource Management that reluctantly became partners in setting up the Programme. Moreover, this was partly because the academic staff in charge of these disciplines/fields had failed to take any initiative of their own and were left with no alternative. It was also possible to include a considerable amount of Economics within the Programme, but care had to be taken not to offer it as a major and to ensure that all the prerequisites in the form of statistics courses were met.

The outcome was a complex Programme with no less than five streams. Three of the streams required students to major in Industrial Sociology. One of the three consisted of a four-year curriculum designed for historically disadvantaged students. Another one of the three streams contained a considerable amount of Economics courses with three compulsory second year courses, as well as one compulsory and one elective third year course. The remaining two streams enabled students to specialize in either Organisational Psychology or Human Resource Management.

The rationale of the IOLS Programme was to allow students to choose between the following career choices: Labour Relations, Human Resource Management, or professional Organisational Psychology. The first two and the last two streams

[80] 'Named Programme' is still the term used in the Faculty of Humanities Undergraduate Handbook for the few such inter-departmental programmes which have 'survived' the Programme Years.

allowed for these three options. The third stream aimed to qualify people in strategic industrial policy-making; they could be employed either within the industries or in appropriate state departments to apply their expertise. Due to its complexity, however, the IOLS Programme was extremely difficult to manage and administer. After four years it also became clear that students overwhelmingly preferred to do the Organisational Psychology and Human Resource Management streams.

Consequently the IOLS Programme was restructured and simplified in 2002, by doing away with streams that were not attracting students and combining the other streams to enable students to qualify in Labour Relations, Organisational Psychology, and Human Resource Management. This is reflected in the title of the LOPHRM Programme. The Programme curriculum requires students to major in Organisational Psychology (which incorporates Human Resource Management). In addition, students are required to do two years of Industrial Sociology and Psychology. In their third year students can choose whether they wish to major in Industrial Sociology or whether they want to do two third year Psychology courses.[81]

(ii) Students in LOPHRM

Table 2.4: Student Enrolment

		2007 Headcount			2006 Headcount			2005 Headcount			2004 Headcount		
Acad Lvl	Pop Grp	F	M	Total	F	M	Total	F	M	Total	F	M	Total
First year	African	8	6	14	24	7	31	18	8	26	17	2	19
	Coloured	4	2	6	10	2	12	7		7	4	1	5
	Indian	4		4	1	1	2	4	1	5	1		1
	White	4	6	10	10	5	15	17	3	20	17	4	21
First year Total*		20	14	34	45	17	62	46	12	58	39	8	47
Secnd year	African	28	17	45	23	11	34	29	5	34	22	13	35
	Coloured	12	3	15	8	1	9	13	5	18	21	6	27
	Indian	4	1	5	3		3	3	1	4	5	2	7
	White	10	6	16	16	6	22	27	9	36	39	10	49
Secnd year Total*		54	28	82	50	18	68	72	22	94	87	32	119
Third year	African	21	4	25	24	5	29	20	10	30	24	5	29
	Coloured	6		6	9	4	13	16	2	18	11		11
	Indian	1		1	3		3	3	1	4	2	1	3
	White	17	6	23	26	6	32	28	7	35	16	11	27
Third year Total*		45	10	55	62	17	79	67	21	88	53	17	70
Total all years		119	52	171	157	52	209	185	55	240	179	57	236

Note: * The Total for each academic level includes a very small number of students whose population group was not known and is not shown in the Table.

Table 2.4 above indicates student enrolment in the LOPHRM Programme by 'race' and gender from 2004 to 2007. It shows that total student enrolment peaked in 2005 with 240 students in the Programme. It declined to 209 in 2006, but in that year it was still the largest Social Science Programme in the Humanities Faculty with even more

[81] Students are not required to major in Psychology in the LOPHRM Programme. In order to major in Psychology, it is necessary to do three second-year and three third-year semester courses. The LOPHRM Programme requires students to do only two second year and two third year Psychology semester courses. The LOPHRM degree however entails the same total number of courses required for a general BSocSc degree.

students than the popular Film and Media Production Programme. Student numbers continued declining in 2007 with only a very small number of first year students, 34 in all, registering for the Programme. First year student numbers have thus almost halved from the 2006 first-year enrolment of 62.

If this trend continues into 2008, the future of the LOPHRM Programme is uncertain. It may be that students are preferring to do the general BSocSc degree majoring in Industrial Sociology and Organisational Psychology, rather than the structured LOPHRM degree which compels them to do courses they do not like or find difficult to pass. In the second semester of 2007, moreover, the UEC (Undergraduate Education Committee of our Faculty) has requested all Programmes to be reviewed, beginning with LOPHRM. As noted in Chapter 7 'Development Strategies', our Department itself in early 2008 – particularly with LOPHRM's original champion Prof Maree retiring at the end of that year – will need to consider and propose new plans for its role in this Programme from 2009 onwards.

2.3 Undergraduate curriculum: an overview of issues[82]

In this section, the academic staff member (Jonathan Grossman) most experienced in issues of curriculum design, derived partly from his secondment a few years ago to the Health Sciences Faculty in relation to curriculum development, has been requested to reflect on and provide a review of some of the major issues which he and others have encountered in relation to questions of curricula at undergraduate level in our Department.

2.3.1 An approach to this section

In what follows, I[83]

- Raise and highlights aspects and issues in the undergraduate programme as it exists; and on that basis,
- Point to issues which may be important in the future development of the Sociology undergraduate programme.

I have approached these tasks by searching my own experience, overviewing some relevant documentation, inviting comments from colleagues, and drawing on the expertise of a member of CHED seconded as a Curriculum Development Officer to the Faculty of Health Sciences. The experience of the latter Faculty is important, both because it has undergone the most extensive and systematic review and redesign of its undergraduate curriculum, and because I was involved in aspects of that process. In seeking to identify key issues, I have used standardized curriculum evaluation approaches as a framework of issues and then focused on continuities and changes in

[82] The draft of Section 2.3 of this chapter was produced by Dr Jonathan Grossman.

[83] In this section and in some of the ones which follow later, the first person designation has been continued from the original, in order to retain a component of individual authorship of the section. It has been left to the individual authors of sections to decide whether or not this is retained. In the original, Grossman also included the following comment:
"This draft was prepared in May, discussed in the department in June and edited in August 2007. These comments are an attempt to highlight issues in the undergraduate curriculum. I have my own views on each of the issues raised and many not raised. I have not designed or intended to use this as a vehicle for advocacy."

practices as major indicators. I should make clear that there is neither an intention nor a possibility of my being sufficiently comprehensive. Where there is evaluative comment my focus is on systematized broader departmental processes and structures, not specific courses. I have written this document to identify and open up the issues for consideration by our Self-Review, hopefully in order to feed into planning and reconstruction during 2008 and beyond.

2.3.2 A sketch of the undergraduate curriculum: the establishment of evolved departmental best practice

(i) Courses

A student considering coming into the Sociology Department will currently be offered a choice of 2 majors and (to some extent) 4 streams.

- *Majors*: Sociology and Industrial Sociology (note also that Industrial Sociology is one of three possible majors in the Labour, Organizational Psychology and Human Resource Management (LOPHRM) Programme and in the Social Work Programme).

- *Streams*: Sociology, Industrial Sociology, Diversity Studies, Development Studies (note, although around 2002 with the demise of Programmes, the idea emerged of Development Studies and also Diversity Studies becoming third and fourth year 'streams' at undergraduate level in our Department in addition to the two existing, historical majors/'streams', this has never really become a reality: firstly because there are still only two majors (Sociology and Industrial Sociology), which are in effect considerably stronger in students' minds than the idea of '4 streams'; secondly, as mentioned in Section 2.1 above, a good proportion of Industrial Sociology majors are choosing to take the second year Soc2030F Poverty, Development and Globalisation course instead of, or in addition to, the Industrialisation and Labour in South Africa Soc2016F course as one of their two second year courses, thus in effect creating a 'merger' between the Industrial Sociology and Development Studies 'streams' at second year level; and thirdly, only in the second semester of their third year can students do a semester course in the Diversity Studies 'stream' (Soc3026S) and moreover they might do this without having chosen the course in 'Race', Gender and Class (Soc2004S) in their second year, thus breaking any continuity in this so-called 'stream' across the second and third years. In other words, the idea of '4 streams', because of our Department desiring that course electives be kept quite open at second and third year levels, has not really taken off in reality. What actually exists, therefore, are two majors with certain *diverse* paths in terms of course selection at second and third year levels, hence the categorization of 'streams/strands' below to capture this complexity).

(ii) Assessment

Although there is some variation, assessment will generally involve a weighting of 50% for coursework and 50% for an end of course exam.[84] This weighting is standardized as a Faculty default position, not necessarily chosen by the course designer/s. In my experience, the apparently high weighting for the exam has been explained as necessary because of the problem of plagiarism. Any departure requires Faculty approval. In the first year, the weighting is reduced with Faculty approval. Extensive use is made of essays, more limited use of short questions and multiple choice answers. Within these general formats, there is a wide variety of actual questions set. At third year level there is a compulsory research project. It is long-established departmental routine that Course Outlines are issued at the beginning of each course. These will routinely contain information about the content, list the types of assessment and provide information on the relative value of different aspects of assessment. The practice of providing students with explicit marking criteria before the submission of work has become increasingly widespread. Departmental policy sets a timeline of 10 working days for the marking of work. All exam marking is done by lecturing staff. Recent timetable decisions in the University have had the effect of reducing the time available in exams without any apparent consideration of changing the centrally determined minimum 50% weighting. Given the numbers of students in many courses, there is a dependence especially at first and second year levels on marking of assignments by tutors and/or hired markers. This highlights the issue of resourcing in general and adequate training for those marking in particular.

(iii) Teaching methods

In general, teaching is through a combination of 4 lectures and 1 tutorial per week. The timetable and numbers of students involved generally allows little else. Soc2009S uses 2 double periods and Soc3008S uses some seminars. A standard tutorial will involve a pre-set question or questions with prescribed and sometimes additional readings. Beyond these broad generalizations, what precisely happens within the framework will differ considerably, with staff drawing on a wide range of techniques and teaching activities, which can be deployed within the framework of a 45 minute lecture or tutorial. Within the structured constraints (time, size of class, expectations of students) choices of teaching method depend largely on the style and pedagogical approach of individual members of staff. I am not going to attempt to be more precise than that. Shaping what actually happens within the constraints is based on what may be called experientially evolved best practice. With the exception of some of the teaching staff who have chosen to develop an academic subject interest in teaching and learning per se, there is limited current articulation and communication about lecturing styles and choices (perhaps in contrast to the 1980s and early 1990s, when most of the staff were new in the Department and when there were quite frequent and intensive formal and informal meetings about lecturing styles and choices and content).

[84] In 2007, the only undergraduate courses with 40% for the examination were the two first year courses Soc1001F and Soc1005S, with in addition the third year Social Research Soc3007/27F course comprising a 30% June examination + 38% research project i.e. 68% being treated as ‘exam’.

(iv) Content

In the Faculty Undergraduate Handbook, the listed majors and streams and their course titles provide a window into the sets of contents offered to students. Elaborated course outlines provide much more detailed information. Reflecting both the nature of the discipline and the diversity of pedagogical approaches amongst staff members, individual courses will have conceptual, informational, empirical and applied contents to various degrees. The same can be said of local, South African, African and global focuses. In line with Faculty policy, academic skill development is consciously structured into the first semester 1000 level course. The issue of criteria for determining content within and across different courses is raised in different aspects of the broader Review. Discussion amongst colleagues points to contextual social relevance, local and international developments in the field, and individual research interests.

(v) Resourcing

All courses are convened by full-time members of academic staff, except in the case of Soc1000F, where the course is convened by a former full-time member of staff (Johann Graaff) currently under contract, who has a particular interest in course development and was responsible for introducing the course.[85] Outside contract staff are usually used only as replacements for permanent staff on leave and/or deployed in different ways outside the Department.[86] The exception is Soc3007/3026 whose modular option nature lends itself to outside appointments of staff with specific focuses of expertise that are suitable to research options. Systematic use is made of prepared Course Readers whose cost is integrated into standard course costs. Tutorial sizes are set at a maximum of 18 (but usually go slightly above this because of funding constraints), with the routine being one tutorial per week. In smaller courses, the lecturers are responsible for tutorials. In larger courses, lecturing staff will be responsible for 1 tutorial group and tutors are appointed for the remainder. Tutors are drawn primarily from Industrial/Sociology majors, most often currently studying in the Department as graduate students. There is systematic training for tutors in the first year programme.[87] The general practice in other courses is for a weekly meeting between lecturer and tutoring staff. There is pressure on these additional obligations because there is not always funding for tutors to attend them. Limited use is made of guest lecturers, with staff usually unable to follow that route because of limited funding (moreover in recent years, most funding for guest lecturers has had to be deployed elsewhere for more 'core' business e.g. tutor training or co-ordination, for which there is no Faculty funding formula).

The biggest pressures from students around resourcing have to do with levels and speed of feedback; availability of staff and particularly of tutors; and the cost of

[85] See Chapter 1, Table 1.1 for listing of academic staff members in relation to their convenorship of the undergraduate courses.
[86] A few years ago linked also to the emergence of Programmes after 1998, there was an increase in the part-time deployment of some Sociology tenured staff outside the Department (e.g. into Health Sciences, seconded to UWC, into interdisciplinary postgraduate programmes of the Faculty etc.). In the last few years this has stopped, with no-one currently deployed outside the Department except for Assoc Prof Ntsebeza who during 2006-7 has contracted a 'buy-out' of 20% of his teaching time, in order to undertake research linked to the Land and Governance Research Group of the HSRC.
[87] See Section 2.4 below for details of tutor training.

research fieldwork in the Soc3007/3027 research courses. The biggest single problem I encounter as a resourcing problem relates to the best possible assessment and feedback to students. If I can't do all the marking myself (impossible with large classes) I am forced to adapt assessment because I can't have sufficient time with (paid) tutors to ensure adequate training, and/or don't have available sufficiently skilled tutors who are able quickly enough to mark the types of assessment which I would choose. *This is not a reflection on the commitment and abilities of tutors, but a statement of the inadequacy of resources to fully tap and develop that.* This also creates pressure on the number of assessment activities. My impression is of a general reduction from a norm of 4 per coursework to a norm of 3 per coursework.

(vi) Evaluation

Routine evaluation is through students at the end of a course and external examiners. In some cases there is evaluation during the course of the course. In all instances, the evaluation is of components rather than the whole of individual courses. External examiners make their evaluation on the basis of course documentation and a limited selection of referred scripts.[88] In line with university rules, they are assured of access to material weighted at at least 50% of the overall course mark. In the evaluation system as it is designed, there is no evaluation of the majors and streams/strands as a whole, or the Department, no systematized access to student evaluations for externals, no access to students for externals, and very limited time for externals.

(vii) Integration

The recent re-introduction of a first year first semester course has focused attention on the initial grounding for students. The first year is consciously designed to provide a generalized basis, which allows for development along any one of the majors and streams/strands. The first year courses are also consciously designed to allow for integration across semesters while also affording students sufficient grounding to enter second year courses if they do only one of the 1000-level courses. The standard structures and processes in the Department allow for but do not necessarily ensure a routine consideration of vertical integration within majors and streams/strands. There is a clear gap in procedures and structures that would ensure horizontal integration across different aspects of the curriculum. This does not mean that it is not happening, but that if it is, it is ad hoc, not systematized. This is an important issue which our Self-Review needs to address for future action, particularly since with the imminent retirement of academic staff who have been pillars of some of the undergraduate streams/strands, these questions linked to their own teaching courses will arise of necessity anyway.

(viii) Student support

In line with Faculty decisions, the first semester first year course is designed to provide students with the necessary introductory skills development. Beyond that, student support is embedded in the routine teaching activities, skills development

[88] Again, funding is a major constraint here: some external examiners in 2006/7 have stipulated rhat they are only prepared to moderate a specific, limited number of exam scripts because the funding for examining is so low. Moreover, we only have, at most, funds for 1 of our about 4 externals for the different streams to be brought, once per year, to UCT from outside the greater Cape Town area.

components of many tutorials, staff consultation, and assessment feedback. There are no clear systematic procedures to identify students at risk, nor resources dedicated to do anything about them. It is Impossible to apply DP consistently because DP lists often have to go up before final work deadlines.

(ix) Summary of overall strengths

Teaching has historically met and continues to meet the standards set by the Teaching Charter. A student entering the Department and any course in the Department will find academic staff with established expertise, clear indications of what is required, rich and appropriate source material, and a willingness to engage with students seeking discussion and/or support. There is a set of courses that will take students into key areas of the discipline: theory, research and social issues. Much of the material has a conscious focus on the context of South Africa in transition; some with a clear focus on the developing world. Students are also exposed to aspects of diversity in the student body and amongst tutors (race, gender, nationality – class probably hardly at all). Across different courses they will encounter staff with some of the range of different perspectives that characterize the discipline. A student who takes advantage of this set of possibilities will be encouraged and able to emerge with a formative major, providing excellent grounding for further professional development. They will be encouraged and can expect to develop sets of skills which allows them to make sense of the world around them with a probing and critical perspective, knowledge of major social processes and structures, the capacity to systematize organize and communicate their thinking, and a willingness to contribute to a developing society facing the challenges of deeply structured social inequalities.

2.3.3 Change, challenges and possibilities

In what has been reviewed so far, there is evident a clear set of established practices and approaches which combine to make possible a positive and socially relevant student learning experience. These routines have been established over time to form routine departmental continuities. In the next part of this Review, I focus on *major changes* over recent years, seeking to explore them as a window into issues, which are important in characterizing and looking for challenges and possibilities to the further development of departmental best practice.

My intention in what follows is to focus on the implications of change for the Department, not to evaluate the appropriateness or qualities of the change.

(i) Additional streams

For the Department, this created new issues of horizontal integration, without creating new processes or structures to deal with them. The consequence has been to compound the problem of horizontal integration (which extends across the Faculty) and to illuminate the issue of commensurability in relation to vertical integration.

(ii) Programmes

In relation to the surviving LOPHRM Programme, the meaning of the change has been that the Industrial Sociology major is not shaped only along the lines of the

formative requirements of the discipline or sub-discipline, but instead significantly by the professional requirements of Human Resource Management.

(iii) Reduction of options. Increase in class size

The number of courses on offer in the Department has been increased because of the addition of Diversity and Development Studies, not as additional offerings to students within the Sociology and Industrial Sociology majors. In relation to these, the number of courses on offer has actually decreased (removed Soc111, Soc206, Soc223 and currently alternating between Soc2015/2018). The consistently experienced pressure is for fewer courses with larger numbers of students. I don't know of any suggestion that this adds any value to the student learning experience. On the contrary, the reasons are financial/administrative, not educational.[89] It also links to the tension between enhancing teaching and enhancing research as discussed in Chapter 4 'Research' below. Whatever the merits of the courses, this has a negative impact on the student learning experience.

(iv) Shortening of exams

We are in the second year of the new timetable. The default position is now a single 2-hour exam. The nature of the discipline, the content of some courses, and the pedagogical approach of some members of staff would never lead to this as a choice. When it is combined with the default position of 50% weighting for exams, it may mean that a student fails a course because they messed up a single essay in a 2-hour exam (such a student might obtain a re-exam, but not if the examination aggregate is lower than 45%).

(v) Reduction of assessment activities

I have pointed to what seems like a trend towards the reduction of assessment activities, and the selection of assessment activities based on a shortage of resources given the numbers of students. Short of systematic evaluation, I am not sure how widespread this is. Nor is it always named as such because it appears to implicate the individual academic in bad practice. Combined with the shortening of exams, this is not offering students the best educational possibilities. A careful monitoring of marks does however suggest that students are not being placed in jeopardy. The point remains: they are being offered assessment that is shaped by non-pedagogical factors to an extent which impoverishes optimum student experience.

(vi) Addition of lecture time

The Sociology Department moved – was moved – from a norm of 3 lectures and 1 tutorial per course per week to 4 lectures and 1 tutorial. I am not sure of the precise history but the move was experienced as an administrative imposition to increase contact hours. It is not the automatic pedagogical choice by all members of staff that an increase of contact hours should be in the form of an additional lecture, or that this

[89] See also Chapter 7 'Development Strategies', where the streamlining of undergraduate courses is one proposed 'solution', in relation to the argument that it is impossible to expand undergraduate courses while at the same time growing and enhancing the quality of the postgraduate and especially PhD levels.

is the best possible way of enriching student learning experience. Moreover, existing content could be spread over elastic periods so there is no necessary addition of content. It is also not clear that the additional lecture time has any necessary educational value for students – many of whom legitimately complain about the lack of time outside of lectures to read and write and think.

(vii) New first year course

The Department introduced a new first year first semester course at the beginning of 2007, Soc1001F (see further discussion in Section 2.4 below). Whatever the merits and values of the move, the immediate cause was a combination of the removal of the DOH courses and a pressure to increase student numbers within our Department (in part to keep up with other departments who had a first year course in both semesters e.g. English, History, Politics, Psychology in Section 1.3). Nor have the implications on staff members' research ever been properly discussed, particularly for those 2-3 senior staff who have now been drawn into the teaching of the extra first year course.

(viii) 'Market' expectations

Although there is a range of experiences, some members of staff are encountering a market expectation from some students, which may interfere with academic best practice. At its crudest, it amounts to an expectation, sometimes supported in parts of the university, that "you get what you pay for." This translates into "I paid, so deliver". It runs from general approach to small issues – like the expectation that there will be 'course notes'. There is a tension between the responsibility to meet legitimate expectation in an open and accountable way, and a pressure to pander to the market in order to increase student numbers and avoid bad course evaluations. One of the less easily demonstrable changes is a process of shifting the balance between these pressures in a way which satisfies the market at the expense of enriching the educational opportunity and experiences of students. In my experience, the crudest articulation of this pressure is amongst Industrial Sociology students in the LOPHRM Programme. Leaving aside crucial political questions, underlying this is also the tension between decisions based on a vocational-driven approach and decisions based on the development of a formative degree. The same set of tensions may exist between an approach which seeks to shape skills development and content in accordance with the profit-driven requirements of the employing market, as opposed to an approach which seeks to shape these in accordance with the values of equity and inequality-reducing development. I understand that this raises political and ideological issues around which there are differences. Outside of this broader debate, we need in this Self-Review to consider ways in which we may be promoting conflicting expectations.

2.3.4 Issues emerging: the best possible learning experience for students?

(i) Teaching and assessment resource constraints

The Minister of Education apparently believes that it is no longer possible to do more with less in schools. Students are understandably assessment-driven. They are entitled to the best possible assessment processes and the best possible feedback. There are several ways instanced above where we are ending up doing less than known best

practice because of resource constraints. These include fewer opportunities for students to be in smaller classes; fewer assessment activities when continuous assessment requires something else; assessment activities that are limited because of limitations of marking resources; inadequate pay for tutors, which translates, *inter alia*, into insufficient time for reasonable training and discussion of the course material with them. Attempts to secure double periods (for combined lecturing and small-group discussions) for the Soc1000 course launched this year have proved futile. There is recurrent uncertainty about budgeting for recurrent teaching activities which are treated as administratively non-recurrent for budgeting purposes. *None of these is a course or departmentally specific constraint – they manifest at course and departmental levels.*

(ii) Impositions and choices for academic staff. Hidden curricular development and strengths?

The major changes identified have these features in common: they are basically driven from outside, often not narrowly educational, and encountered as a set of administrative impositions. The issue here is not the merits or otherwise of the changes, but the processes and procedures of change. The extent of what I am calling administrative change leaves little scope, energy or enthusiasm for internally determined change. While there may be considerable, important and exciting changes and developments within courses, the overall processes of change mean that these are better secured by just getting on and introducing them quietly within the 'free spaces' of course design, rather than seeking to systematize them in terms of broader integration, or communicate them, or even simply present them as change. The consequence is that the broader value and implications of change within individual courses may be lost within and outside the Department overall. In addition, the pressures operate to make it likely that development and innovation are reduced to the safe zone of content – where the individual lecturer can actually deliver – rather than other aspects of the curriculum, which depend on uncertain and sometimes absent resources.

An overview of the undergraduate curriculum suggests that there is very often what I have called evolved best practice. It is beyond the scope of what I can and have intended to do to go into or seek to raise evaluative points about the many instances of such best practice. The issue is rather the relative absence of processes and structures, which systematise that best practice. Instead, it is very often located in the expertise and experience of the individual member of academic staff. It may be and is instanced in many of the different aspects of the curriculum and ordinary academic work. The problem with this situation is that such best practice is consequently very seldom communicated, located in individual courses or modules within courses, without processes of horizontal and vertical integration, comes and goes with individuals and the rhythms and priorities of their work, and is neither recognized nor claimed. The alternative, of systematizing these activities, runs the risk of interfering with precisely the freedom and application through which the best practice has evolved.

(iii) Integration

An evaluation of integration may well reveal that it is happening effectively. What has become clear in this overview process is that the processes and structures in place for

integration are too limited and ad hoc to be reliably effective. The responsibility for the majors is located uncertainly in 'the Department'. In the last year the HoD has instituted a set of 'stream committees' at postgraduate level, with the hope that this will in part also impact of the undergraduate level. While this may address some aspects of vertical integration, dealing with the issues of horizontal integration and 'commensurability' needs to be systematized. Moreover, there is a glaring absence of any process to address questions of horizontal integration across departments (i.e. with respect to the two majors taken by a student). Students repeatedly identify issues of repetition between courses (social research methods courses are the most simple of examples across departments, but many others abound); or of contradictory approaches to the same concepts across departments (e.g. the idea of social science/theory); as well as of converging peaks of work demands across courses without any reference or apparent knowledge amongst teaching staff of what is happening in other courses. As with other issues, what manifest as problems in courses and departments is a problem across the Faculty.

(iv) Evaluation

It has become evident through this process that the system of evaluation mirrors the fragmenting focus on individual courses. There is no meaningful process in the existing evaluation of evaluating a major, a stream, vertical or horizontal integration. There is systematic student evaluation of courses, and the externals are asked to comment on whether previously identified issues have been dealt with. However, there is no systematized engagement of externals with students or with individual teaching staff, nor do they review student evaluations.

(v) Interventions

The constraints pointed to above routinely construct a course with a large class, 3 coursework assessment activities and a two hour exam. Much as the will is there, it is not actually possible to apply DP rules systematically and consistently because the last coursework marks can sometimes only become available after DP lists have had to be finalized. It is possible for a student to become 'at risk' due to a problem in the last piece of work. Individual lecturers and tutors may be making serious efforts to monitor and intervene. Limitations of time make this extremely difficult. Where problems are identified in marks in individual courses earlier in the course, there are no existing resources available (as for example the resourced specifically employed team in the Health Sciences Faculty) for meaningful intervention. Over and above the problems relating to horizontal integration, there are no processes or structures in place which will identify a student 'at risk' across different courses in the Department, let alone across different courses in the Faculty. I have pointed above to the problem of resourcing in relation to assessment. Adequate intervention requires diagnostic assessment. While this will be another instance of evolved best practice, subject experts and excellent researchers have no necessary expertise or knowledge of diagnostic assessment. The issue needs to be addressed outside of and beyond the scope of the individual lecturer trying to do the best possible in an individual course. For meaningful and effective monitoring and intervention, there has to be meaningful and effective resourcing.

It may be worth noting that:

- DOH courses have allowed student who fail to 'carry the course' for the next semester and repeat only the exam, if their coursework has been good enough.
- There are courses in the Faculty in which students who don't perform adequately in the first semester can turn the course into a whole year course.
- There are courses in which students who are not performing adequately in the first semester can repeat the course in the second semester.
- Soc3007 allows us the option of using the re-examination process (via re-working the research project) in ways which could be considered in other courses.

(vi) Student choices

Effective and systematic horizontal and vertical integration with commensurability across courses should make it possible for a student to construct a major which straddles rather than is confined by the different streams offered in the Department. Existing rules make it difficult to do this, although the possibility is recognized in discretionary powers vested in stream convenors together with the HoD. Formalising this by removing restrictive requirements would mean wider choice within the majors for students. Although the view is contested, some within the Department would argue that this should be pursued as a goal, consistent with the vision of a formative degree. These comments relate to existing courses. I have not tried to evaluate the appropriateness or otherwise of existing course contents. The issue of the adequacy of choice within the contents covered in courses needs to be addressed as part of a systematic consideration focused on course content. Ways of doing and systemizing this need to be proposed for the future, via this Self-Review process.

(vii) Staff transformation

The limitations of gender, 'race' and class background diversity amongst staff have already been considered in Chapter 1 and will be addressed in later chapters of the Self-Review. Insofar as reflective diversity is itself an asset, or acts as an asset in the student learning process, transforming the staff profile in the Department itself becomes an important aspect of the undergraduate learning experience generally.

(viii) Values guiding the curriculum

Some curriculum design and evaluation seeks a set of core values around which the curriculum is constructed. Professional degrees are sometimes framed according to a set of professional values and/or ethics. Some curricula identify three major content components: knowledge, skills and values. UCT has an elaborated statement of values – which is probably unknown to almost all staff and students. There is no clear equivalent statement of values for or from the Department. The closest is a set of ethical research guidelines which students encounter in third year. As with other aspects of the curriculum, it is the case that particular values guide choices and other aspects of particular courses. My experience at Health Sciences suggests that students differentiate between values which they know they are *meant* to profess, values which they know are meant to guide particular practices, values which are *deemed* to be professional requirements, and values which they *actually* embrace. Claims about the

values which are promoted through particular courses tend to blur these distinctions. Despite this, the absence of a statement of values in some form of mission is striking. It is also striking that the many ethical issues which students are meant to address in research are not necessarily consistently raised in other aspects of their learning and our teaching. Once again it is necessary to state that these things may be happening, but they are not being systematized, communicated and articulated.

(ix) Course, departmental, faculty and institutional issues

Curriculum development in one course, one stream, one programme, one department faces some of the same problems as socialism in one country. There might be some advances if it is resourced and left alone. But it is not. Each of the necessary elements of curriculum design and development is located within a broader context – the Faculty, the Institution, and more widely. There are externally imposed constraints and externally shaped forces which impact in very powerful ways on the curricular everyday of the Department. At different points in the above, I have commented on issues which manifest in courses and departments but which have to be considered more widely. I hope that an attempt to raise issues openly and critically inside the Department will be used to address issues which are also Faculty and broader institutional challenges.

2.4 Reflections on first year teaching 1990-2007[90]

2.4.1 Introduction

In this section, the convenor of the Sociology first year courses for many years (Johann Graaff) has been requested to reflect on, and provide a review of, some of the major issues which he has experienced in the teaching of this level of courses since the early 1990s. In some ways what follows here is an 'executive summary' for a longer piece whose main components have been included in Appendix 2 of the Review (for those wishing to examine a more detailed consideration of some of the issues).

2.4.2 Reflections on major teaching trends and issues since 1990

In broad terms (since joining the Department in 1989), my[91] experience of the history of teaching in Sociology first year courses can be divided into four phases: the sink-or-swim phase, the cognitive skills phase, the foundation courses phase, and the final affective/cognitive phase.

That progression has tracked the changes happening in the academic support side of the university as well, more particularly in the Humanities. From the early 1990s the concept of academic support for specific disadvantaged students slowly gave way to the idea of academic development (AD) of teaching staff. In addition, where some other faculties then built up quite considerable teams of AD staff, the Humanities have lagged. When the Faculty's Education Development Officer resigned in about 1996, for example, no replacement was brought in. It is true that this Faculty flirted

[90] The draft of Section 2.4 of this chapter was produced by Dr Johann Graaff, who has headed the teaching of first year Sociology since the early 1990s.
[91] As in the previous section for Grossman, the first person designation has been retained for Graaff.

with foundation courses for a while, but when they started flagging, it seems that no significant support was forthcoming from the Faculty.

From the early 1990s (when my analysis for Sociology begins) until around 2002 there have been isolated academics who have pursued a sink-or-swim approach to teaching. This entailed 'throwing students in the deep end', giving them very little by way of skills training and backup, avoiding what was labelled 'spoon-feeding'. This was a counter-productive mode in the sense that those (White) students who came from competent (private or Model C) schools swam, while those (African) students who came from township (Bantu education) schools sank. Nevertheless, even at this early stage the Department employed tutors who engaged with students in small discussion groups.

During the early 1990's, however, UCT responded to the rising numbers of students from educationally disadvantaged backgrounds with 'academic support' initiatives. This involved, for our purposes, the placement of Academic Support Programme (ASP) staff in various departments, the initiation of 'bridging' courses in, for example, English language and mathematics, and the establishment of a Writing Centre. For the Sociology Department it meant the presence and active support of ASP staff. ASP staff taught in the Department, and were active in the design and planning of courses. Sociology courses at this time included diagnostic tests to identify academically weaker students and the first rudiments of training in cognitive skills. Teachers in the first year courses became very aware of cognitive skills and propagated them explicitly in lectures, in tutorial exercises and in assignments.

In 1998 came the institution of compulsory foundation courses for the Social Sciences and Programmes. The foundation course for the Social Sciences was based on three main legs: (1) first, and most prominently, lectures in the basics of argumentation, called 'informal logic', and in academic writing and reading; (2) base concepts in the Social Sciences drawn from six disciplines; and (3) an introduction to African studies. As already noted in Section 3.1, from 1998 Sociology therefore withdrew its second semester first year course in deference to the foundation courses, and lent some of its first year staff and tutors to teach there. Newly initiated Programmes played into this trend by emphasizing identifiable outcomes for courses. By its contact with and participation in the foundation course, there was considerable cross-pollination back into the Sociology Department.

During this time student numbers in the Department as a whole, but most spectacularly in the first year course, plummeted – dropping for first year from a total of 612 in 1998 to 296 in 1999 (i.e. second semester of first year course, as the first semester comprised the Faculty DOH course, see Table 2.1 earlier). This was directly due to the limitations on choice imposed by the Programmes. Numbers duly climbed again as the restrictive rules around Programmes were changed in 2002 as can be observed in Table 2.5. At present for 2007, student enrolment for the first semester SOC course is 499 and 544 for the second semester.

Table 2.5: First Year Enrolments, 1990-2007

	1990	1991	1992	1993	1994	1995	1996	1997		
SOC100F	408	303	318							
INDSOC101F	269	264	280							
SOC105S	426	333	349							
INDSOC106S	329	335	367							
SOC100W				493	583	718	667	551		
	1998	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**	**2007**
SOC100F	199									499
SOC105S	612	296	299	351	595	585	493	514	569	551

Source: As per Table 2.1 above, data from Department of Sociology course enrolment records.

At the same time, there was a discernible change among black (i.e. African, Coloured, Indian) students at UCT. A new generation of students were coming from ex-Model C and private schools in much larger numbers than before. This was supplemented by often very competent foreign African students from countries like Zimbabwe where they had often completed A-levels. Overall, the quality of black students at UCT (in terms of capacity to deal with first year material immediately without additional support) improved remarkably.

UCT data[92] show that in 1990, 85% of African students in Sociology came from DET schools while a mere 8% came from 'other' South African schools – meaning private and Model C schools. By 2004 the number of BSocSci African students in the Faculty of Humanities coming from DET schools had dropped to 23%, and those from 'other' SA schools had risen to 65%. In 1990, foreign students made up 6% of those in Sociology. In 2004, foreign students made up 20% of BSocSci students.

Starting in 2003, the first year courses were significantly reconceptualized.[93] For a start, the improvement in the quality of Sociology students, and the presence of the foundation courses, allowed the first year course to move into a more 'affective' mode of teaching and an embedding (rather than explicit teaching) of cognitive skills. This entailed the use of teaching and tutorial methods, and the mixing in of content material, both geared to spark interest and enthusiasm alongside that designed to model cognitive skills. The Department brought out a series of slim first year textbooks which saved on the costs of (American and/or British) textbooks, incorporated a whole range of South African case material, and promoted the course's pedagogical aims.[94] In addition, the course developed a series of training workshops for tutors to improve group management and marking capabilities.

[92] Figures obtained from the UCT Department of Institutional Planning (DIP).
[93] See Appendix 2 for a more detailed discussion of the Cognitive and Affective 'modes' embodied in the teaching from 2003, where examples of a Marking Schedule, a Tutorial Practical, and Guidelines on Key-Words used in Essays and Exams are also provided as illustration at the end of Appendix 2.
[94] Editorial addition: the role of Johann Graaff in writing and editing these textbooks has been fundamental to their success, for which he deserves recognition by the Faculty (recently this has been partly forthcoming via the Faculty Executive support for his part-time contract renewal until 2011 when he retires). In recent years, he has also initiated and organised the training workshops for first year tutors, which is discussed here.

The Named Programmes had already been significantly phased out in 2002.[95] By 2006, the foundation courses were running out of support, and were being gradually phased out too. There were three broad reasons for this. Firstly, the compulsory status of foundation courses made them quite unpopular with students. Secondly, following *l'affaire Mamdani*, they smacked of racism. They appeared to be geared mostly towards black students. Finally, the foundation courses implied a softening of the boundaries between disciplines, and this did not enjoy the support of the Faculty.

At this point (2007), the Sociology Department re-instituted its second semester first year course as a replacement for the foundation course, and as a specific adaptation of the skills taught there for Sociology. This new dispensation brings with it a quite major reorientation in the first year courses. To start with, without the skills provided by the Foundation Courses, it is now incumbent on the two Sociology semester courses (Soc1001F, Soc1005S) to teach those skills even more explicitly than before.

Secondly, the Department now has to deal with quite raw first semester students, fresh out of matric. In 2007 it has already been apparent that first semester first year course students are a different proposition from the second semester ones.

Thirdly, this new orientation entails the induction of both a new team of tutors and a new team of teaching staff into the process of teaching cognitive skills. This is, to start with, a problem of coordination which has affected Sociology's first year courses on and off for the last 10 years. In a course of 24 weeks, where staff members each taught 3-4 weeks of the course, the teaching team typically involved 6-8 people. In this situation of often contingent commitment, some staff in first year courses resort to a simplified version of their own research interests with regard to content, and to a toned down version of their third year course teaching, with regard to pedagogy. It is difficult to appreciate to what extent first year teaching is a qualitatively different animal from its second and third year variants. At any rate, with the university's growing focus on postgraduate courses, first year teaching does not count for much in the RFJ or against research outputs. A great many first year courses in the Faculty of Humanities are thus left to be taught by junior staff or senior tutors.

From the tutoring side, the new situation concerns one of training. The Department has been lucky over the years in having at their disposal a number of extremely experienced and highly skilled tutors, usually drawn from registered Honours and especially Masters Sociology students. However, even with that assistance it takes a considerable effort of training to bring what are normally postgraduate students up to a satisfactory level of skills. The Faculty has gratifyingly recognized the need for extra tutor training, and the need to pay for this extra input, presently organised by CHED. It has not yet recognized the need for sufficient funding to pay for essential further training, and for the additional administrative work that goes into that. (The Faculty does not make financial provision in its non-recurrent budget formula, for instance, for the role of a senior tutor.)

Over the last 4 years student course evaluations have been positive, and have shown a rising approval of the course. Scores in Table 2.6 below are the sum of the

[95] The LOPHRM Programme linked to Industrial Sociology (see discussion in Section 2.2 above) has not been phased out, but as noted earlier is currently (in 2007) under review by the UEC (Undergraduate Education Committee) of the Faculty.

percentages of respondents who agreed and strongly agreed, i.e. the total of the positive responses on a 5-point scale.

Table 2.6: Some Student Course Evaluation Responses

Questions	Lecturer	2007	2006	2005	2004	2003
This lecturer stimulated my interest in the subject.	A	82	89	85	81	56
	B	49	39	36	24	16
This lecturer gives clear & understandable explanations.	A	83	88	92	85	78
	B	65	56	58	45	21
Tutorials are useful for learning.		76	69	72	64	

2.4.3 Problems which need to be addressed beyond 2007

Addressing the cognitive skills development of just-out-of-school students requires a significant level of expertise among both teaching and tutoring personnel. In this we have been fortunate in having both a head tutor and a convenor who have participated in the Social Science foundation course of the Faculty. We have also received generous assistance from CHED who have allocated Ermien van Pletzen to advise us in constructing our course. CHED have also recently introduced a Faculty-wide tutor training workshop which has been most useful.

However, there are two problems with this Faculty tutor training course. The first is that tutors have only just begun to be remunerated for the extra time they spend in training, although not yet at a level which might be desirable (which links also to UCT levels of payment for tutors in general, and results in numerous other urgent problems). The second is that those training workshops are not Sociology specific nor do they cover all the skills which are required in the course. The Department has over a number of years held tutor training workshops, and the CHED workshop is a great help in furthering this training. But it does not replace the departmental workshop for which further remuneration is required, as noted above

Furthermore, planning, convening and teaching the first year courses take up an enormous amount of time for teaching staff. So, for example, integrating cognitive skills into the course takes numerous meetings with personnel from CHED in constructing appropriate tutorial exercises and assignments. Managing a team of tutors involves training workshops, 1½-hour -long weekly briefing meetings, moderation meetings/ follow-up around assignments, the management of various aspects of the web-based Vula, and standing in for tutors who cannot teach their tutorials at the last minute. The Department is already administratively over-stretched. The first year courses need either extra administrative backup or considerably more staff time allocated for teaching and administering them.

Adding a second semester course in 2007 has also meant doubling up on the number of academic staff who need to be available for, and knowledgeable in, the teaching of cognitive skills. This necessarily involves an explicit and detailed induction of new teaching staff. Moreover, it will require a significant input of time for both teaching staff and convenor of first year courses in the future.

2.5 Course content in the general Sociology major (SOC): Maintaining local relevance and international currency[96]

Other sections of the Sociology Department's Self-Review reflect on *how we teach*, notably in our first year undergraduate courses introducing students to Sociology, and *how we assess* our students. This section reflects on *what* we teach, in the courses in the general (i.e. non-industrial) major and its streams. One view within the Sociology Department seems to be that it is more important to develop critical skills among our undergraduate students than to steer them through a relatively structured curriculum in which content is very important.[97] Insofar as skills – and a sociological imagination – can be developed with any subject matter, how we teach is arguably as important as precisely what we teach. At the same time, however, we surely should seek to ensure that our students progress through a curriculum that covers the key areas appropriate to South African Sociology. Developing our students' sociological imaginations thus requires attention to both what and how we teach.

The premise underlying this section is that Sociology courses in a developing country such as South Africa should generally be both *locally relevant* and *internationally current*. By 'local relevance', we mean that courses should shed light on society in South Africa (and Southern Africa). This is a challenge, given that the discipline of Sociology was born and grew amidst specifically the 'Northern' conditions of industrialization and social change in Britain and the USA especially, and that most English-language textbooks are published in Britain and the USA and focus on their experiences. By 'internationally currency', we mean that courses should engage with the best methodological, empirical and theoretical work being done internationally, and being published in top international journals and books from the major university and related presses. Given the character of Sociology – as an 'undisciplined' or pluralist discipline, arguably lacking any single canon – there is little consensus on what constitutes the 'best' work being done internationally. This does, however, provide opportunities for demonstrating to students the diversity of 'Sociology'.

Too often, in South Africa at large, teachers combine local relevance and international currency by providing local 'examples' of 'international' (read European, especially British, or American) sociological theory, even when this 'international' theory is of dubious local applicability. Sometimes, perhaps even often, we swing in the opposite direction and focus on South African material without locating this in the broader body of global scholarship. Ideally, we would combine local relevance and international currency through the development of a larger body of locally-relevant theory (or at least theory relevant to countries in the global South), comparing and contrasting this with existing European and North American theory, and providing both local and non-local evidence and examples. An additional complication is that sociologists trying to understand contemporary South African society draw on other disciplines besides Sociology. We should and do draw extensively on work done in other 'disciplines' (including history, political studies, economics, human geography and social anthropology). The international scholarship on which we draw can thus be sociological or cross-disciplinary.

[96] This section was compiled by Prof Jeremy Seekings. The sections on individual course were contributed by the named convenors and lecturers. Jeremy Seekings wrote the introduction and final commentary.

[97] Some members of the Department, including David Cooper, dissent strongly from this view.

2.5.1 The sequence of courses in general sociology

Students majoring in general Sociology typically take the following (the precise details are rather more complicated, see Appendix 4 for Sociology Department 'Requirements for a major in Sociology (SOC)' of Faculty of Humanities Undergraduate Studies Handbook for 2007)):

In their first year, *one* of the following:

Soc1001F: Introduction to Sociology	**Soc1005S: Individual and Society**

(In practice, though, most students seem now to be taking both.)

In their second year, *two* of the following:

Soc2019F: Social Theory	**Soc2018S: Workers, Trade Unions and Rights**
Soc2030F: Poverty, Development and Globalisation	**Soc2004S: Race, Class and Gender**
Soc2016F: Industrialisation and Labour in South Africa	

Soc2016F and Soc2018S are offered primarily for students in the Industrial Sociology major, but significant numbers of students in the general Sociology major choose to take them.

In their third year:

Soc3007F: Social Research

… *together* with *one* of the following:

Soc3008S: Democracy, Social Change and Development in South Africa	**Soc3026S: Diversity Studies**

The structure of this curriculum allows students considerable choice. The only required course is Soc3007F, and this course in fact allows students to choose between a number of research project options for a large part of the course. There is no requirement that students should study social theory or any other specific branch of Sociology.

2.5.2 Soc2019F Social Theory (by Ken Jubber)

Courses in social theory and social research methods form the common core of most undergraduate Sociology curricula at South African universities and internationally. At UCT social theory has been offered as part of the undergraduate Sociology curriculum since the establishment of the Department. Social theory has been included in the first year introductory course as well as in social issues and substantive courses. A common feature of the undergraduate syllabus in Sociology has also been the teaching of one or more dedicated social theory courses.

Although social theory has a long track record a a course in the Department, the offerings of dedicated courses and their status have undergone something of a decline in the past decade. Part of this decline is due to the Department having lost 3 'theory' lecturers during the past few years. The decline is also due to the introduction of Programmes, the retreat from this, and the introduction of the development and diversity streams in the Department. The decline may also reflect the pervasive contemporary preference among students and their parents to seek 'practical' knowledge that connects directly and obviously with career prospects. Whatever the reasons, the fact is that where the Department once offered a dedicated semester course in classical social theory and another in contemporary social theory, it now offers one single social theory course – Soc2019 'Social Theory' (see Table 2.1 earlier in this chapter). As regards status, whereas until a decade ago a social theory course was compulsory for the Sociology major, the current course is optional and the majority of students graduating with a major in Sociology do so without having completed a general social theory course.

In the recent past the theory course was taught by, among others, Johann Graaff, Melvin Goldberg and Chachage Chachage. Their resignations led to Ken Jubber solely teaching the social theory course from 2003 to the present.

Since 2003 the Social Theory course has been designed to provide an introduction to, and overview of, social theory and to build on the introduction to the perspectives (Functionalism, Marxism, and Symbolic Interactionism) and the theorists (Marx, Durkheim, Weber and Mead) provided in the first year course. Because it is the only dedicated theory course offered, it deals with a wide range of social theories, ranging from classical to contemporary, as well as theories from biology and psychology that

help to account for human sociality and our capacity for culture. The course aims to develop a basic knowledge of specific theories through an examination of some of the core ideas of theorists such as Darwin, Dawkins, Harris, Sperber, Chomsky, Mead, Cooley, Goffman, Archer, Freud, Marx, Durkheim, Weber, Elias, Giddens, Beck, Habermas, Baudrillard, and Rorty. The course links perspectives and levels of theory along a number of axes. One axis links biology, psychology and sociology; another links pre-modern, modern and post-modern society; and another links agency, culture and structure.

Annual adjustments to the course content and prescribed readings to keep abreast of international trends and new ideas are made in response to information obtained about new works in social theory, from consulting social theory syllabi on offer at other universities, and from the comments of external examiners and student suggestions.

As regards relevance, the course content includes many of the key concepts and theories that shape today's theoretical discourses and, as such, the course material has both local and wider relevance. A concerted attempt is made in lectures and in tutorials to explain difficult concepts and show their local relevance. Students are encouraged and expected to explore and demonstrate the possible relevance of the course material in the essays and exam they write. A good example of this indigenization and localization of theory is provided by student responses to Bourdieu's concepts of symbolic violence and the cultural arbitrary. In a related way, Elias's notion of 'civilization', while it understandably causes hackles to rise, leads to new questions and insights in our multi-cultural context. Since their work deals with global issues and trends that implicate contemporary South Africa and Africa directly, the works of theorists such as Giddens, Beck, and Castells have obvious relevance.

The current course and the current offerings and status of 'social theory' in the undergraduate curriculum for the Sociology major could do with some reviewing. An external examiner has made the comment that perhaps the course covers too much ground too quickly and is perhaps a little advanced for a second year course. This is fair comment and if the course were to be made compulsory and/or a second theory course added, the theory component of the curriculum could be improved both in content and form, as well as in the way and rate at which it is taught.

My view is that the theory offerings should be increased and that at least one, if not more or even all, of the theory courses should be made compulsory for Sociology majors. Besides the frequently commented on generally poor mathematical knowledge and skills of South African students, there is also in general a poor level of philosophical/theoretical knowledge and analytic skills among our students, if they are compared with those educated in, for example, Britain and Europe. This weakness has been recognized at UCT and, as a response, sections on logic and critical thinking were made part of the generic introductory first years courses (such as the DOH course). The discontinuation of these courses means that we are now back where we started and this provides a good reason to inject more theory and more philosophy into our Sociology courses if we are to help overcome the poverty of analytic concepts and skills that currently exists among the majority of our students.

I think, therefore, that there are sound academic reasons for increasing the social theory content of the undergraduate Sociology programme and for making the theory

component compulsory for all Sociology majors. I would like to see a dedicated social theory third year course added to the current second year course. With two semesters of introductory Sociology now being offered, there is also a need for better integration of their theory content with the second year course. Since both first year courses are not required for the Sociology major, I suggest that at least one of these contain social theory material that is properly integrated with the second year and proposed third year course, and that this first year course be designated the one to be completed by Sociology majors.

2.5.3 Soc2030F Poverty, Development and Globalisation (by Jacques de Wet)

This course was introduced in 2004 as a result of a decision to consolidate two courses (namely Soc223F 'Introduction to Development Theory' and Soc222S 'Development Issues'). It was taught by Johann Graaff and Jacques de Wet. In 2006, David Lincoln took over from Johann Graaff. In 2007, David Lincoln was on sabbatical, and the second half of the course was taught by a visiting lecturer.

The course examines the great contemporary problems of poverty and inequality within the context of a globalising world. Selected empirical cases of poverty and inequality are explored, and related development theories, policies and poverty alleviation strategies are examined. The course is located at the interface between theory and practice. The geographical scope of the course ranges from the local to the international.

Part One starts with Jacques de Wet using life histories to provide insight into the lived experience of poverty (and inequality) along the Wild Coast in South Africa's Eastern Province; he then examines different theories and indicators of poverty (and inequality) before considering various interpretations of the history of impoverishment in this region and the impact global capitalism has had on it. This section serves to equip students with sufficient knowledge and understanding of the complex nature of poverty, its dimensions and the associated debates, so that they can analyse and then compare recent policies and strategies that have attempted to overcome poverty in this region.

This part of the course requires students to read work by Anthony Giddens and Erik Olin Wright, and by development economists such as Jeffrey Frankel, Manfred Max-Neef and Amartya Sen (through a summary of his *Development as Freedom*). Students are introduced to the work of international development scholars like David Korten and Robert Chambers through a locally published book by Davids, Theron & Mapunye (2005), and to Immanuel Wallerstein's 'World System Theory' through another local text by Coetzee, Graaff, Hendricks and Wood (2001). Students are also required to read works by historians William Beinart and Colin Bundy.

Over the past few years the reading material used in the first part of the course has changed slightly. In 2006 some of the readings on GEAR, which were a little outdated, were removed. In the same year Sen's *Development as Freedom* was incorporated into the course, and in 2007 recent publications by Giddens (2006) and Frankel *et al.* (2006) were added. This year literature on the Accelerated and Shared Growth Initiative (ASGISA) and its projects in the Eastern Province was added in order to keep up with the latest developments in the field.

This part of the course is clearly relevant locally, but it does not sufficiently engage with current top international scholarship.

The second half of the course (taught by a visiting lecturer in 2007) examined urban poverty, but with a serious engagement with Sen's book *Development as Freedom*, as well as comparative and theoretical readings on social capital. The weight of this part of the course was on theory, with limited application to urban South African experiences.

When David Lincoln taught half of the course in 2006, his part of the course dealt with development as historical process, concentrating on recent phases of the global division of labour. The emergent related theoretical literature was reviewed and emphasis was placed on current empirical evidence to illustrate the connections between economic growth and inequality on a world scale. This part of the course is implicitly of local relevance, and its success depends upon it being empirically and conceptually up-to-date. David Lincoln had previously taught for many years a course on 'Comparative Industrial and Labour Studies' (Soc2015), which was explicitly comparative; this course was discontinued, however, and only some of the comparative material was relevant to Soc2030.

2.5.4 Soc2004S Race, Class and Gender (by Zimitri Erasmus)

This course is a long-standing course on the bases of social stratification, redesigned and taught primarily by Zimitri Erasmus. In recent years, this course has been taught by a team of three lecturers. Class, 'race' and gender are often dealt with separately and presented as parallel axes of inequality. This course presents these divisions as intersecting axes of inequality, with each concept at times dealt with separately, only to illustrate more useful conceptualisations.

A core principle underpinning its teaching is student-centred, interactive learning. Hence the course begins by surfacing students' knowledge of class, 'race' and gender. This method invites students to learn from one another, and to work with the lecturer as an enabling resource rather than the sole 'all-knowing giver of information'. It also provides the teacher with anchors – embedded in students' everyday lives – for the teaching of complex conceptual devices such as 'intersectionality' and 'webs of power'. This enables teaching of theory by grounding it in the politics of students' everyday lives, a practice that not only de-mystifies theory but also engenders in students an excitement rather than a fear of theory.

The course draws mainly on South African examples to illustrate the importance of examining these categories simultaneously. More examples from elsewhere on the continent would improve the course content.

It provides a brief history of the concept of 'race' and points to the political implications of understanding 'race' from the biological and prejudice paradigms. The aim here is to illustrate that racism is about power and that 'race' is best understood as a social construct. Following this logic, it proceeds to examine the socio-biological debate on gender and sexualities and moves on to exploring gender as a social

construct within a matrix of gendered relations of power. Similarly, class is dealt with both as grounded in materiality and as a concept embedded with meaning.

On 'race' (including constructions of blackness and whiteness), gender (including masculinities and femininities), sexualities and intersectionality, students are exposed to international works by Michael Banton, Michael Omi and Howard Winant, Emmanuel Eze, Zine Magubane, Philomena Essed, Ruth Frankenburg, Kimberle Crenshaw, J Lorber, and Robert Connell among others. In these fields, local and other African scholarship used in the course includes the work of Melissa Steyn, Desiree Lewis, Mary Modupe-Kolawole, Robert Morrell, Tamara Schefer, Kopano Ratele and others. On class, students have considered the classical and more contemporary theorists of class (Marx, Weber, Bourdieu, Beck, Wright) and contemporary research on South Africa that combines empirical and theoretical components.

2.5.5 Soc3007F/3027F Social Research (by Ken Jubber)

Courses and training in research methods form a common and important element of the undergraduate and postgraduate curriculum offered by the Department of Sociology. In the undergraduate curriculum one dedicated semester long social research course is offered. The structure of the course is fairly complicated. A semester long series of lectures is offered on three days of the week and the class is divided into smaller research option groups that meet once a week throughout the semester for a two hour long workshop. The lectures cover the basics of social research – the nature and problems of social research, research topic formulation, research methods, research design, conceptualization and operationalization, sampling, and the common quantitative and qualitative methods – and basic social statistics using computer software. The research option groups are convened by members of the permanent staff and temporary staff. The number of such groups depends on student enrolment. Sufficient staff is usually available to ensure that groups average between 18-20 members and offer a range of research areas and topics from which students can select their option. In the research option group meetings, students conceive, design and execute research projects. As part of the process, they write research proposals, conduct fieldwork, analyse data and write research reports. The workshops end with oral presentations of research findings.

The Social Research course has been run as a third year course for about three decades and though there have been occasional changes to elements of the course, the course has remained fairly constant. The increasing emphasis placed on qualitative research methods in recent years is probably the most significant of the changes that have been made. The course typically has a large enrolment: not only is it a compulsory course for all Sociology and Industrial Sociology majors, but over the years other programmes and majors have incorporated this course as either an elective or a compulsory course in their curricula. The course has also proved to be popular with some semester abroad students, as it gives them an opportunity to conduct research in Cape Town.

Student responses to the course are generally very positive. The course content and the experiences offered in project formulation, proposal writing, field work, data analysis, and report writing and oral presentation, provide marketable skills and good training for postgraduate research. Some students in the class, such as those in

psychology and political studies, are required to do similar courses in those departments. While this duplication is a problem that the Review should consider, the duplication does allow for comparison. The Soc3007/27 course typically emerges very favourably from student evaluations.

From the experiences of those involved in the course, from student evaluations and comments, and from comments by external examiners, the following issues are ones that the Review could examine in more detail:

(i) The course packs a great deal of learning and practice into a single semester. It perhaps does too much too quickly and external examiners in particular have suggested that consideration be given to running the course over a full year, to splitting it between second and third year, or having the field-work and report writing run into the mid-year vacation and second semester.

(ii) The research experiences in the various research option groups are not the same. Some students get to do a project from A – Z, i.e. from problem formulation to final report, while others come into projects that are already up and running. In some groups, the work is collective, whereas in others students work on their own.

(iii) There is the perennial problem of different ways of evaluating the projects and other course work components. The problem of evaluating individual contributions to group projects is one issue. That of deciding on the weighting to be accorded to the various components of the course, proposals and reports is another. Lecturers and option convenors involved in the course have recognized the problems related to evaluation and discussed possible solutions, but there does not seem to be any simple solution since the evaluations relate to a complex set of considerations, not all of which are tangible or easily measurable.

(iv) The wide range of arithmetic and mathematical knowledge and skills in the class is a problem that seriously affects the teaching of statistics and the level of statistical competency achieved by students. Were the Department to introduce some minimum mathematical qualification for admission to the class, the class size would be adversely affected. as would the number of students majoring in Sociology.

(v) The duplication of course content in compulsory research courses in some other departments is a problem. This is especially acute now that students pay fees per course. It is obviously a waste of money to have to pay for course content and practical training that is duplicated. This problem is slightly offset by the pedagogic value of repetition and discipline specific elements of research courses, but the large area of overlap and repetition remains a problem. This is not an easy problem to resolve. A solution such as that offered by the Faculty suite of research methods courses might be worth exploring in this regard.

(vi) Soc3007/27 is the Department's most resource demanding course. Not only does this course require a large amount of teaching and computer lab space,

but it also consumes about a quarter of the teaching hours available in the Department. The Review may want to re-evaluate the resource costs of this course and weigh these up against other demands or other things the Department might be able to / might prefer to do.

(vii) An important gap in the Department's suite of courses and in its undergraduate and postgraduate training in particular is a course or section in existing courses devoted to the philosophy of social science and epistemological issues. Consideration could be given to the instruction of such a course or section added to existing courses.

2.5.6 Soc3008S: Democracy, Social Change and Development (by Owen Crankshaw, Lungisile Ntsebeza and Jeremy Seekings)

This course was introduced in the mid-1990s to replace a course that focused on the political economy of transition in South Africa. The course was originally conceived and designed as a course that focused on contemporary South African society, in parallel to Soc3028S (formerly Soc320S) on 'Globalisation, Restructuring and Job Creation'. Soc3008S could embrace diverse topics, depending on the particular interests and expertise of the lecturers available. For about ten years it was convened and taught almost entirely by Jeremy Seekings, with various visiting lecturers taking parts of the course. In the past few years it has been taught by Owen Crankshaw and Lungisile Ntsebeza, who have restructured the course around their interests and expertises, i.e. issues in urban and rural sociology respectively.

Owen Crankshaw's section examines the international debate on the causes and character of contemporary urban inequality and its relevance to understanding urban inequality in South Africa. This literature begins with a focus on the changing sectoral composition of employment and its implications for the occupational class structure. It then tracks the impact of these changes for different races and classes in the city, examining the impact of immigration and state welfare and labour policy. These concepts are then used to examine the patterns of occupational and racial inequality in Johannesburg and Cape Town. The main thrust is to force students to understand the complex and changing nature of the causes of inequality in South African cities, instead of relying on the popular explanation that apartheid policies are solely responsible for all racial inequality. Given that this is newly-redesigned course, little has changed in the debate, except that more recent publications have been included in the course since it was started three years ago.

The reading for the course combines leading international contributions on cities in Europe, North America and Australia (by e.g. Hamnett, Sassen, Marcuse and van Kempen, Musterd, Logan and Wilson) with studies of Johannesburg. Most of the readings are from specialist journals in urban studies.

Lungisile Ntsebeza's section initially focused on democratisation in the rural areas of the former Bantustans and the role of chiefs. This is still the focus, albeit with some additions and refinements. His section currently comprises three broad sections:

(i) Theoretical and conceptual issues around the nature of rural society, viewed historically, and the project of indirect rule. Key figures in this regard are Mahmood Mamdani, Fred Hendricks, Harold Wolpe, William Beinart and

Henry Bernstein. Ntsebeza will be introducing Archie Mafeje this year. He spends two weeks on this part.

(ii) Historical background focusing on rural local government up to the demise of apartheid in 1994 (one week), and

(iii) Post-1994 development with emphasis on how the ANC-led government is dealing with the legacy of indirect rule and chiefs.

Whilst the focus is largely on rural South Africa, he hopes to introduce comparative material on reserves in (for example) Canada.

At present, there is little linkage between the two sections of the course. This is something that we need to consider.

2.5.7 Soc3026S Diversity Studies (by Melissa Steyn)

The Diversity Studies course is the senior undergraduate class that builds on Soc2004S. Together Soc2004S and Soc3026S form the undergraduate taproot into the MPhil programme in Diversity Studies.

The course draws on contemporary Critical Social Theory, particularly as these have evolved out of implications of post-structuralism, to examine the way in which the construction of intersecting and often antagonistic centres and margins creates differences that have a significant impact on people's life opportunities. It draws on the Sociology of knowledge as expounded by theorists such as Bauman and Seidman, which emphasise the socially situated, political nature of knowledges.

Students are encouraged to question their knowledge of the social through questions such as: How do we know these things? Whose interests does it serve that we think about this in this way? What are the consequences of thinking about this in this way? Are there other ways in which we could think about this? How would we find those other ways? Who is silenced in this formulation of this issue? How could we reach their voices? What is not being said? The focus, therefore, is on developing critical thinking and the capacity to recognise the paradigms that frame, enable and perpetuate domination, privilege, oppression and disadvantage. The design of the course is such that students are introduced both to key concepts, themes and analyses through theoretical material and to concrete application of these to everyday occurrences in the society around them. For this reason, material from newspapers, advertisements, film and other media are a core part of the tuition.

Pedagogically the course is designed to enact something of what we theorise by employing the methodologies of co-operative learning. The students are formed into 'base' groups at the beginning of the semester. Fifty per cent of their cumulative semester mark comes from group assignments, including a full 45 minute group presentation to the class. The individual's responsibility to the group does not rest there, however, as they are encouraged to form supportive relationships and take responsibility for each other's learning in a co-operative manner. This method has proved extremely successful, students have reported very favourably on the learning experience, and their results have been good.

In the first two weeks, students are introduced to framing concepts, which are drawn upon throughout the semester. Subsequent weeks each foreground one diversity dimension, but at all times in such a way that students are challenged to recognise intersections and the ways in which different axes of oppression interlock and con-constitute each other. Although the focus of some of these dimensions has changed through the course of the few years since the course's inception, the basis remains: gender, sexuality, HIV/AIDS, culture, race (particularly whiteness), postcoloniality, (dis)ability, rural/urban, propertied/homeless. This year a short period will also be devoted to developing social justice practice.

The innovation in the course at the moment is technological, in that it is beginning to include more online resources, forums, quizzes etc. Provision is also being made for each base group to have its own 'pad' on the online Vula site for the course.

2.5.8 Commentary (by Jeremy Seekings)

Putting together undergraduate courses requires lecturers to address difficult questions. How far can and should we go in exposing students to the *best* (or most relevant) international work, as opposed to the most *accessible* such work? How do we strike a balance between international and local scholarship, when the former is of uneven relevance and the latter of uneven quality? Where is the best balance between theory (which entails, among other thing, selecting questions to be asked) and empirical investigation (which provides answers to pre-selected questions, but which risks simply throwing 'facts' at the students)? And where does one strike a balance between providing a broad survey of a field and investigating a specific sub-field in more detail?

There are clearly no correct answers to these questions, and a balanced curriculum would probably include courses with different emphases. Soc2019F provides a broad survey of social theory, covering classical and more contemporary theorists. Soc3008S entails a much tighter focus on specific aspects of urban and rural sociology. One part of Soc3008S provides a very high level of international currency and local relevance, but it does so by focusing on a very specific topic (polarization) within the broader field of urban sociology. The second part of this same course, though, is very focused on South African material, with little attempt at ensuring any international currency. The structure of Soc3008S is very similar to that of Soc2030F (six weeks on rural and six on urban issues).

Overall, most students who major in Sociology *may* have engaged with some theory (in Soc2019F) and have tasted the world of social research (through Soc3007F). They have probably also been exposed to one or other of several key aspects of contemporary South African society: poverty, workers' struggles, race and related forms of stratification, identity, and urban polarization and the rural power structure.

What they will *not* have done – or are very unlikely to have done – is to read anything that is published in top journals in the discipline, nor are they likely to have been exposed to any of the most important recent book-length contributions to South African or international sociology.

The three top 'journals' in sociology globally – as measured by their 'impact factor' – are the *Annual Review of Sociology* (ARS), the *American Sociological Review* (ASR) and the *American Journal of Sociology* (AJS). These are all American, reflecting the predominance of American sociologists in the discipline globally. There is no necessary reason why articles published in these journals should be appropriate for undergraduate courses in Sociology in South Africa. But it is striking that I cannot find a single article from any recent issue of these three publications in any of our undergraduate course reading-lists.

What makes this omission striking is that some of the prime debates in these journals are on topics that, on the face of it, are very relevant to South Africa. Many of the most highly-cited articles published in AJS, ASR and ARS concern the empirical study of race in the USA. This and other topics covered in top journal articles would seem appropriate for South African students. Are the articles perhaps beyond our students' capacity to understand them? If so, this is an indictment of our undergraduate teaching.

Does it matter that students who major in Sociology emerge with a good understanding of selected topics in 'sociology' but perhaps little experience of the work that constitutes the core of the discipline globally?

Some departments answer that it is in the Honours year that students should grapple with the breadth of the discipline as a whole. In the Sociology Department, however, it is far from clear that students do this in the Honours year, and in any case very few students progress from a major in Sociology to Honours in Sociology.

With the exception of Soc2019F (Social Theory), all of our courses have a strong and primary focus on South African material. (This is true, I think, even in Soc3007F, in which the research options are necessarily locally-focused). Students should emerge from our undergraduate stream(s) with some understanding either of urban and rural poverty (and related issues) *in South Africa* (through Soc2030F/3008S) or of identity *in South Africa* (Soc2004S/3026S). Outside of the first part of Soc3008S, students engage with almost no comparative material on other parts of Africa, other middle-income countries across the global South, or even with the advanced industrialized societies of the global North. If lecturers feel that American sociology is irrelevant to them, what about, say, Indian or Brazilian sociology? There is little sign of engagement with the work done by sociologists from such countries, or with material published in their local journals. Soc2015 – 'Comparative Industrial and Labour Studies' – provided comparative material for students primarily in the Industrial Sociology stream, until it was suspended during the past three years; no new course plays this role.

Students do not engage with most of the topics that would be understood as the pillars of the discipline globally. And they engage with theoretical work on a very limited and purposive basis.

Outside of the first part of Soc3008S therefore, students not only do not engage with comparative or theoretical work in Sociology, but they are also rarely exposed to the kind of work that characterizes the discipline globally – and that is published in top international journals. This partly reflects the emphases of South African studies.

Our undergraduate streams thus reflect the normative approach to Sociology that has characterized the Department – and South Africa more generally – for many years, and the weakness of what has been called professional sociology.

It is perhaps unsurprising that very few of our undergraduate students continue to study in our Honours or Masters programmes in Sociology. When they do continue, they generally do so in the Programmes of Development Studies and Diversity Studies – reflecting the clear emphases of our undergraduate streams, and to some extent the students' own orientations as well.

3. TEACHING AND LEARNING: POSTGRADUATE

3.1 Brief history of postgraduate programmes in the Department of Sociology

The Department of Sociology has been offering postgraduate degrees for many decades. Until 1980, this consisted of Honours, Masters and Doctoral degrees in Sociology.

In 1981 the Department introduced postgraduate degrees in Industrial Sociology as well. They mirrored the structure of the Sociology degrees: Honours by coursework including a research project, and Masters and PhD by thesis only at that time. The first Honours students in Industrial Sociology graduated in 1981, Shane Godfrey (currently a senior research officer in the Labour and Enterprise Policy (LEP) Research Group, see Chapter 4) being one of them (with distinction).

In 1993 there was a change: a Masters by coursework and minor dissertation was introduced in both Sociology and Industrial Sociology, setting in motion the current structure of a first year of coursework at Honours level (with a research project at the end) followed by a second year of coursework at Masters level (with a minor dissertation undertaken in the year thereafter). Masters and PhD by thesis alone remained as degrees offered in both Sociology and Industrial Sociology.

The situation remained thus (coursework Honours and Masters in Sociology and Industrial Sociology) until Programmes were introduced at postgraduate level from 1999. The major innovations that affected Sociology were the launch of three inter-disciplinary Honours and Masters Programmes within the Faculty of Humanities, namely the Development Studies and Social Transformation Programme (in 1999), and the Diversity Studies and HIV/AIDS & Society Programmes a few years later, as well as the Industrial, Organisational and Labour Studies Programme (a transformation of the Industrial Sociology postgraduate programme in 1999), which was rooted within our Department.

The Development Studies and Social Transformation Programme (now just *Development Studies*) was inter-disciplinary. Its Committee consisted of representatives from three departments: Political Studies, Social Anthropology, and Sociology. From the outset the Sociology Department played an important role in the Programme. This was due to the fact that Johann Graaff played a pivotal role in the design of the Programme and became its first convenor. Soon afterwards, in mid-2001, Dave Lincoln succeeded him as convenor, and he has put a great deal of administrative work into the Programme over the years. In addition, a group of Sociology staff members have taught in the Programme since 1999 and have thus remained the core of this programme following its relocation into the Department in 2005 (see Section 3.3 below).

Following a Senate decision, the MPhil in *HIV/AIDS and Society* was launched as an interdisciplinary Masters Programme in the Graduate School in Humanities (GSH) in 2002. It drew on expertise from across the University to look at different facets of the infection and epidemic. Through this process it was expected that knowledge would be both widened and deepened. It was hoped that the intellectual exchange between

colleagues working in different fields would contribute to finding creative solutions to the many challenges posed by the epidemic in South African society. The MPhil was convened by Judith Head from the Department of Sociology and Howard Phillips from the Department of Historical Studies (see Section 3.5). In 2005, the programme was relocated to the Sociology Department, and the year thereafter Prof Phillips withdrew to undertake a full time research project on the history of Groote Schuur hospital.

Similarly, a new Programme in *Diversity Studies* was established within the Graduate School in 2002, led by Melissa Steyn and an interdepartmental Faculty committee of academics involved in teaching and research in various sub-areas of Diversity Studies. In 2003, Steyn became a member of the Sociology Department, and her programme (Section 3.4) was relocated in 2005 within Sociology alongside the other two 'interdisciplinary programmes' (as they are listed in the Graduate School Student 2007 Handbook) noted above.

Another innovation in 1999 was the switch from postgraduate Industrial Sociology degrees (Honours and Masters) to a postgraduate Programme in Industrial, Organisational and Labour Studies (IOLS). Its taproot remained undergraduate students majoring in Industrial Sociology, and it was based in the Department of Sociology (see Section 3.2, now evolved into *Workplace Change and Labour Law*). In 2004 too, the previous Honours and Masters in *Sociology* was expanded with an additional Honours and Masters programme in *Social Research and Social Theory*: this provided for students within Sociology to undertake double the normal number of courses in research methods (i.e. two per year) at both Honours and Masters levels respectively, with the hope that this would provide more intensive training for students who might wish to go on into professional careers in research (e.g. via consultancy firms) and/or a Doctorate (see Section 3.6)

By 2005, the number of postgraduate programmes actually based in the Department had thus trebled from 2 in 2001 (Sociology and IOLS) to 6. This was due to the change in policy in the Faculty that Programmes had to be department-based. As noted above, therefore, the programmes of Development Studies, Diversity Studies and HIV/AIDS and Society became part of the Department of Sociology. As a result, the number of postgraduate students who enrolled in the coursework Honours and Masters programmes in total in the Department of Sociology increased from 12 in 2001 to 54 in 2005, and this figure has remained high at 52 in 2007 (calculated from Tables which follow in sections below).

3.2 Workplace Change and Labour Law (WC&LL)[98]

3.2.1 Introduction

The Honours and Masters WC&LL Programme commenced in 2004 as an adaptation of the previous Industrial, Organisational and Labour Studies Programme (established in 1999 during the 'Programme phase') and, before that, the Industrial Sociology Honours and Masters Programmes. As noted above, an Honours Programme had been introduced in 1981 and a coursework Masters Programme in 1993.

[98] The draft of Section 3.2 was produced by Prof Johann Maree.

The change in name to Workplace Change and Labour Law signifies two important shifts. The first is a focus on extremely important changes taking place in work organization that are fuelled by neo-liberal globalization and the information and communication technology (ICT) revolution. Secondly, the Programme includes labour law as a compulsory component so that students really get to know the legal provisions that regulate the workplace. The labour law electives are all offered by experts in the Law Faculty.

The aim of the WC&LL Programme is to equip students wishing to take up a career in or related to human resource management, with appreciation of the broad strategic issues they will encounter. It is not a hands-on 'how to manage people' Programme, but rather one that equips students to understand the key issues faced by human resource managers.

The taproot of the WC&LL Programme is students drawn overwhelmingly from the undergraduate major in Industrial Sociology, i.e. since its beginnings in 1999, most of the students in the Programme have majored in Industrial Sociology. If they had done only two years of Industrial Sociology, they would usually have completed the Named BSocSc degree in Labour, Organisational Psychology and Human Resource Management (LOPHRM). The LOPHRM Programme (see Chapter 2.2) requires students to major in Organisational Psychology, in which students do courses on labour relations and organizational behaviour that are highly relevant to the WC&LL Programme. Students coming into the Programme from other universities would have done at least some of their undergraduate degrees in Industrial Sociology and/or Organisational Psychology.

3.2.2 Structure and content of the WC&LL Programme

Both the Honours and the Masters Programmes follow the template for Faculty postgraduate studies for all programmes as determined by the Graduate School for Humanities at UCT, i.e. they enrol for four (full semester) courses and a research project/minor dissertation for both the Honours and Masters respectively. The difference in structure between Honours and Masters is that the Masters' minor dissertation is much more substantial than the Honours project. This is reflected in the weighting of the marks: for the Masters the minor dissertation counts 50% of the total mark (the four courses each count 12,5%), while for Honours it counts only 20% (the four courses each count 20%).

In both the Honours and Masters for WC&LL, two of the courses and the research project/dissertation are compulsory. This leaves students with two electives, one or two compulsory courses (depending on whether they entered directly into the Masters) and a research project/dissertation.

The core compulsory course is Soc4003 'Regulated Flexibility': Labour Legislation and the Labour Market (currently taught by senior research officer Shane Godfrey, see Section 3.1 above). This course examines, from sociological, economic and legal perspectives, whether South Africa's post-apartheid labour laws are too regulatory, thereby curtailing economic growth and job creation, or whether they are too flexible with many workers falling through the cracks of the regulatory regime. This is still a

very controversial topic, and the course provides students with hard information in order to draw well-informed conclusions.

Other core courses developed specifically for the Programme are Soc4014 Globalisation and Labour Relations, and Soc4023Z Human Resource Development (offered in alternate years by Johann Maree). The Globalisation and Labour Relations courses focuses on the impact that globalization is having on labour relations from an international and comparative perspective. The regions that are included in the course are South-East Asia and Australia; North America; Western Europe and Britain; and Southern Africa. The Human Resource Development course focuses mainly on skills development in South Africa and a critical evaluation of the National Skills Development Strategy. However, it also contains an international component to see what lessons South Africa can learn from other countries in the world.[99]

3.2.3 Student profile and performance

The social composition of the students in the WC&LL Programme is mainly African and female, but not exclusively so. The first two Honours students in 2004 were White females. However, the following two years' intakes were dominated by African and female students. In 2006 no less than 7 of the 13 students registered for the first time were African females, more than half of which come from neighbouring states. The other 6 students consisted of two African males, two White males and two White females.

The throughput of students, as well as the time taken to complete their degrees, is of great importance to all concerned. With that in mind the two tables below have been compiled. The tables differ from the way in which the Graduate School of Humanities (GSH) reports student throughput, so it is important to explain the contents of these tables (note that the tables that follow in Sections 3.3-3.7 follow the same format as here).

Firstly, each column contains students from only one year, namely the year in which they first registered for the degree. Secondly, each column gives a complete breakdown of what happened to all the students that registered in a particular year. It indicates how many students graduated and how many years it took them to do so, how many students are still continuing with their degree, and how many have withdrawn. The completion rate gives the percentage of students in any one year who completed the degree. For instance, of the six students who registered for Honours in WC&LL for the first time in 2005, three graduated within a year, one took two years, one is still continuing with the degree, and one has withdrawn. The completion rate to date is thus 67% (4 out 6 students). It may yet increase if the student still registered for the course manages to graduate.

[99] The full curriculum of the Programme can be seen in the blue Graduate School 2007 Handbook, pp.187-189. It also contains a brief outline of all the courses in the back. See Appendix 4 attached.

Table 3.1: Honours Students in WC&LL

Year of first registration	2001	2002	2003	2004	2005	2006	2007	TOTAL
Enrolments	8	2	3	2	6	13	2	36
Graduated in: 1 year	6	1	1	2	3	10		23
2 years	1				1	2		4
3 years			1					1
Continuing					1	1	2	4
Withdrawn	1	1	1		1			4
Completion Rate	88%	50%	67%	100%	67% *	92%*	n.a.	

* Completion Rate to date. It may increase if continuing students qualify.

Table 3.2: Masters Students in WC&LL

Year of first registration	2001	2002	2003	2004	2005	2006	2007	TOTAL
Enrolments	0	2	1	0	2	1	3	9
Graduated in: 2 years					1	0		1
3 years			1					1
4 years		1						1
Continuing					1	1	3	5
Withdrawn		1						1
Completion Rate		50%	100%	n.a.	50% *	n.a.	n.a.	

* Completion Rate to date. It may increase if continuing students qualify.

Table 3.1 shows that the intake of Honours students has fluctuated over the period with higher intakes in 2001, 2005 and 2006. In these three years an average of almost 9 students were accepted each year. In addition their completion rate to date has been quite good. The completion rate for these three years presently stands at 88%. Even more gratifying is that most of them completed their Honours degree within one year. Nineteen of the 27 students, 70%, who registered in these three years, graduated within a year. In the remaining years the student intake at Honours level has been low, averaging just above 2 students per year. Overall, intake into Honours in WC&LL has thus been rather erratic.

The intake of Masters students in the Programme (Table 3.2) has been low, as most students prefer to leave after Honours to pursue a career (and as noted above, the majority of Honours students have been African students, who have generally had good career prospects with an Honours qualification). The average number of Masters students registering is only slightly above one per year, although in 2007 we have 3. The time taken to complete their degrees is spread evenly from two to four years. The Masters Programme has thus been consistently small over the period under consideration.

3.2.4 Conclusions regarding Workplace Change and Labour Law

The strength of the WC&LL Programme has been at the Honours level. Over the six year period from 2001 to 2006, thirty-four students registered for the Programme and of these, twenty-eight (82%) graduated, most within their first year. The Programme also has a strong taproot in the Sociology Department, namely the undergraduate major in Industrial Sociology. In addition, it draws quite heavily on the research and

resources of the Labour and Enterprise Policy Research Group (LEP, see further in Chapter 4), drawing particularly, as noted, on Shane Godfrey (senior research officer in LEP, also undertaking a PhD), for teaching of a core course and some Honours project supervision.

The future of the Programme depends on whether these resources will remain available in the years ahead and whether 'old' and especially some 'new' Sociology staff will be dedicated to the fields of labour, workplace and industrial studies in the Sociology Department (see Chapter 7 'Development Strategies', for a discussion of new staffing positions).

3.3 Development Studies[100]

3.3.1 Introduction

As already noted, the present Development Studies postgraduate courses at Honours and Masters levels are the result of what was in the late 1990s and the early 2000s a Programme, entitled Development Studies and Social Transformation, running at both undergraduate and postgraduate levels. For reasons which need not concern us here, both the undergraduate part of the Programme and the words, Social Transformation, were dropped. What remains is a very viable and successful postgraduate programme, but with certain problems of status and convenorship that need addressing.

Until 2005, the Programme had an ethereal existence, without a formal base or institutional identity and sustained by two successive convenors from the Department of Sociology (Graaff and then Lincoln) who were not formally appointed or acknowledged as such. With growing administrative and curricular complexity and the continuing absence of Faculty and university institutional support, the Department of Sociology agreed formally to take the Programme under its wing. Since 2005, all administrative decisions have been recommendations by the Convenor and his/her programme committee, confirmed by the Head of Department in consultation with the Postgraduate Committee of the Department.[101]

While now located in Sociology, the Programme has maintained somewhat of an 'interdisciplinary' nature. On the one hand, a Programme Committee was formed in 2001 involving colleagues in various departments in a more or less informal consultative body, its members being Jacques de Wet (Sociology), Johann Graaff (Sociology), Sophie Oldfield (EGS), Owen Sichone (Social Anthropology) and Mary Simons (Political Science). On the other hand, there is currently a mandatory

[100] The drafts of Section 3.3 were produced by Drs Dave Lincoln and Johann Graaff respectively.
[101] This Postgraduate Committee of the Department and its chairperson (not the HoD) are elected annually at a Sociology Department staff meeting. The programme committee of Development Studies (which is now subordinate to the Postgraduate Committee in terms of final decision-making e.g. with regard to accepting students onto the programme) comprises a chairperson as well as the main teaching staff of the programme: currently Dave Lincoln (chairperson, on sabbatical), Johann Maree, chair of the Postgraduate Committee, is deputising in 2007 together with Johann Graaff, Jacques de Wet, Lungisile Ntsebeza (all of Sociology), Mary Simons (Political Studies), Owen Sichone) (Social Anthropology – currently on extended leave), and a representative from Environmental and Geographical Science (EGS). This programme committee makes all decisions with respect to the course content and curriculum development of the programme, and 'recommends' these to the Postgraduate Committee and HoD of the Department.

internship course (Pol5025 Research/Internship, convened by Simons)[102] and also historically a mandatory theory course (in Social Anthropology) taught outside Sociology. Students at Masters level are sometimes supervised by members of various departments (if this happens, the student is allocated that departmental code for the Masters dissertation e.g. Pol5010 Minor Dissertation).

3.3.2 Structure and content of the Development Studies Programme

Both the Honours and the MPhil curricula conform to the Faculty template of four courses and a project/minor dissertation. Honours students are required to do *Development Theories* (Soc4010X), *Interdisciplinary Research Methods* (Soc4024X), and *Development Sociology in Practice* (Soc4010Z), as well as one course elected from other Social Science departments, and a research essay/project. It should be noted that (i) as desirable as it may be to prescribe specific research methods modules, student numbers suggest that this does not work in practice; and (ii) *Development Sociology in Practice* is an internship course based on the personal association of its convenor with specific external development agencies.

MPhil students are required to do *Advanced Development Theories* (Soc5010X), *Research/Internship* (Pol5025X), two Social Science electives, and a minor dissertation. Initially the mandatory theory course was *Anthropology of Development* (San5023X), and students have been allowed to substitute it for *Advanced Development Theories* when appropriate. Students who enter UCT at the MPhil level directly, may be required to add or include the Honours level *Interdisciplinary Research Methods* and *Development Sociology in Practice*, depending on their past studies.

With respect to the 'professional side' of the Programme, at the Honours level this has been solely *Development Sociology in Practice*, but at the Masters it has included *Research/Internship, Anthropology of Development, Advanced Research Methods*, and the course offered by Psychology on *Project Evaluation*. Having such a category of optional/required courses has helped to give the Programme an applied focus for some students.

Annually, a workshop is organised in the first semester for all Honours students to present their research proposals, and another in the second semester for the Masters students. At the Masters level this has been inadequate, and the need has been acknowledged for mandatory meetings after July, at which Masters students present their research proposals as well as progress reports, and research process seminars led by staff are included. This has now begun in September 2007, led by Prof Jeremy Seekings for Masters students in the Department as a whole, and it is intended that this will be developed and consolidated in the next few years.

Although the Honours and the MPhil have been conceived as a sequential programme of study, the reality is that a minority of MPhil graduates over the years have done both the Honours and the MPhil in Development Studies at UCT. This is unfortunate,

[102] In 2007, moreover, when Mary Simons brought in (as in past years) an NGO consultant to assist in the work of this internship course, both the HoD of Political Studies and of Sociology contributed non-recurrent funding as payment for this person, as otherwise the course would have been threatened with withdrawal.

particularly as it is mostly students from countries of the global North who miss the Honours (by entering directly into the Masters, because they hold good Honours-level qualifications from the North America or Europe); this leaves something of a regional division with inescapable social undertones between the Honours and MPhil cohorts.

3.3.3 Student profile and performance

The postgraduate programme has been a relative success and twenty-two students have completed the MPhil to date. A smaller number have completed the Honours. In the two tables below, the number of students enrolling each year for the first time and the number of students from each year who have graduated is given for Honours and Masters levels, as well as showing students who have withdrawn or are still continuing.

Table 3.3: Honours Students in Development Studies

Year of first registration	2001	2002	2003	2004	2005	2006	2007	TOTAL
Enrolments	3	2	3	3	12	6	9	38
Graduated in: 1 year	1	1	1	1	9	4		17
2 years	1	1	2	1	1	1		7
3 years	1							1
Continuing							9	9
Withdrawn				1	2	1		4
Completion Rate	100%	100%	100%	67%	83%	83%	n.a.	

Table 3.4: Masters Students in Development Studies

Year of first registration	2001	2002	2003	2004	2005	2006	2007	TOTAL
Enrolments	2	4	11	8	10	12	8	55
Graduated in: 2 years		1	4	3	6			14
3 years	1		2	1	1			5
4 years			1					1
5 years	1	1						2
Continuing		1				9	8	18
Withdrawn		1	4	4	3	3		15
Completion Rate	100%	50%	64%	50%	70%	n.a.	n.a.	

The statistics indicate that Development Studies is a strong programme. The completion rate of students is good and the throughput rate is quite fast. Most of the Honours students graduate in one year and many of the Masters students in two years. For instance, of the 10 Masters students that commenced in 2005, 3 have withdrawn and the remaining 7 have all graduated. Since 2003 in the case of Masters, and 2005 in the case of Honours, the Programme has maintained good student numbers. At present the Programme thus seems sustainable and strong at both these levels.

While only good students are expected to be admitted to the Masters level of study, it bears noting that Development Studies has drawn some of the very best. The cosmopolitan profile of the MPhil students has been striking. The first registrations were students from the North, and for most of the Programme's life the intake of non-UCT graduates has exceeded that of UCT graduates. The origins of the non-UCT

graduates in the Programme have been changing somewhat, with students from African countries increasing in number, while those from countries of the North have decreased a little.

While there can be no doubt that the Programme and the University have benefited from the presence of students from other countries, it is cause for deep concern that South African and more particularly black South African students have been underrepresented.

UCT graduates have typically entered at the Honours level, often declining offers to do Honours in their undergraduate majors (e.g. Sociology, Industrial Sociology, Political Studies) in order to establish themselves in the development 'profession'. Regrettably their overall numbers have been low. Non-UCT graduates have typically entered at the Masters level, but some have been directed to join at the Honours level to make up deficiencies (sometimes upgrading to Masters after the first semester, if they perform excellently). Most students from countries of the North (mainly USA, UK) have had at least some but often a year or more of highly relevant volunteer or NGO work experience.

As pleasing as it may be to harp on the qualities of the students and their performance in the Programme, it is fair to mention that they do not find UCT to be a bed of roses. Aside from frustrations of international students with red tape, a recurrent complaint is that the Programme has no dedicated physical space. On curriculum content, students have recommended that the Programme introduce additional 'applied' (i.e. 'professional study') options, and better integrated theory courses (possibly also reversing the present sequence of theory courses Soc4010 and Soc5010).

Perhaps the most serious difficulty faced by MPhil students is the tendency for the examination of the minor dissertation to be a protracted affair whose outcome is often out of kilter with their performance and their expectations.[103] What appears to be at issue is a combination of factors: a lack of familiarity with UCT's academic culture; issues around inter-disciplinarity; underestimating South African examiners' expectations; inadequate supervision at the submission stage; vast divergence in examiners' standards; and slow administrative procedures (in part because the relatively few specialist external examiners in Development Studies in South Africa are overloaded with teaching and external examining of Masters and PhDs).

3.3.4 Staff of Development Studies

Although the Convenor (Graaff, then Lincoln) has served continuously, the Programme has no staff complement as such. The academic staff who teach the Programme's mandatory courses have been appointed to their respective departments, and naturally are accountable to their departmental Heads. And since any such individual only teaches a single course on the Programme, it is difficult to conceive of the Programme as having concerted teaching resources. An unintended consequence of this has been that students on the same programme now find themselves having to

[103] For example, in the past year, there have been a number of cases where (i) students have been surprised how badly they were graded in the minor dissertation and/or (ii) there was a significant divergence (more than 15%) in the mark awarded for the minor dissertation by the two external examiners. This problem has also emerged with some of our other Masters programmes.

present Masters proposals and conform to particular regulations and methodological practices in different departments (e.g. for their minor dissertations in Sociology or Political Studies).

Problems have arisen when staff teaching mandatory courses take sabbatical leave (e.g. Lincoln for 2007). This is not an uncommon problem in any teaching programme, but it is complicated when the programme straddles departments yet has no formal staff complement or the resources with which to adapt to staffing changes – how does the head of a department hosting a programme deal with the absence of a mandatory course's convenor who is based in another department? Who budgets for the payment of a specialist who must be brought in to teach a mandatory course and who takes contractual responsibility for their employment (e.g. if Mary Simons goes on sabbatical leave)?

A possible means of building a body of attached academic staff as well as offering a site for internship work and common supervision would be to add an active research component to the Programme, along the lines of key instances in the UK and of the UKZN. Such a development would not be achieved overnight, though, and it may be realistic to begin by forging closer ties with existing research units e.g. within the Department and the CSSR.

A critical issue for the Programme is that of its convenorship. In brief, the University has not given the Programme's Convenor due recognition. Without having to account to the Faculty for Programme affairs, without formal participation in any Faculty committees, without a budget, without acknowledgement, the Convenor for the most part has simply been a conveniently dutiful backroom worker. Some students have quite understandably regarded the Convenor's position to be equivalent to that of Head of Department and often held the Convenor responsible for their academic well-being, at least until 2005, whereafter the current Convenor has worked closely with the HoD and Postgraduate Committee in relation to the Development Studies Programme.[104] Moreover, the Programme generates enough administrative work to warrant a part-time assistant and this will have to be a significant item for discussion in the Review (see Chapter 7.3).

3.3.5 Conclusions regarding Development Studies

The Development Studies Programme has proved itself to be viable and successful. It owes a great deal to the Department of Sociology for its survival to date. Past success is no guarantee of future performance, and there are clearly weaknesses and vulnerabilities that will need to be tackled before they jeopardise the Programme's survival:

- An appropriate Convenor of the Development Studies Programme must be properly selected and this position clearly defined in relation to the Postgraduate Committee of the Department of Sociology and its HoD.
- The Programme Committee's purpose, composition and terms need to be confirmed and its relationship to the Department formalised.

[104] Moreover, in 2006 the Convenor of Development Studies (Dave Lincoln) also served as the Department's Postgraduate Committee chairperson.

- The Programme Committee should be invited to review the curriculum and advise the Department accordingly, with an eye to building on and extending the Programme's existing inter-departmental links, including forging new links with Economics and Social Development and renewing the links with Environmental and Geographical Studies.
- The Convenor and Head of Sociology should seek ways of formally connecting the Programme to a university research unit (or two, including the CSSR) and to external development agencies.
- The Programme and Department need to work at attracting South African students to enrol for the MPhil, possibly by further facilitating part-time study.
- The Programme and Department need to contribute constructively to pressure for change in the procedures for examination of the minor dissertation.
- The Programme needs dedicated space, including a 'study room' for the use of its students.

These general conclusions are drawn at a critical point in the Programme's history. It is an opportune moment for serious thought about the future of UCT's Development Studies Programme (see further, Chapter 7 'Development Strategies').

3.4 Diversity Studies[105]

3.4.1 Introduction

(i) History of the Programme

The Interdisciplinary Programme in Diversity Studies began to develop in 2002 within the Graduate School in Humanities (with a first intake of students in 2003), as part of the initial process of setting up of the Graduate School. At that time, the vision for the Graduate School was to create a centre that would house a slate of groupings for advanced interdisciplinary studies.

Largely as a consequence of the failure of the funding to materialize, together with the consequent lack of administrative support, the various programmes were mainstreamed. The Intercultural and Diversity Studies Unit of Southern Africa (iNCUDISA) became a unit, organizationally within the Sociology Department from 2005 (see Chapter 4 for iNCUDISA), and the programme was placed into the Department for administrative purposes.[106]

The position of the interdisciplinary programmes within the Faculty has remained somewhat unresolved.

(ii) Delimitation of the field

Diversity Studies is a sharply focussed critical lens, which examines those operations of power that implicate social identities to create systems of privilege, advantage,

[105] The draft of Section 3.4 was produced by Assoc Prof Melissa Steyn.
[106] As stated in the Faculty Graduate School Handbook (2007:20) for Diversity Studies (and also Development Studies and HIV/AIDS & Society): "Acceptance [of students for admission to the Honours and MPhil] is on recommendation of the Programme Convenor [of Diversity Studies] and confirmation by the Head of Department of Sociology".

disadvantage and oppression. The US academic, France Winddane Twine (2004)[107], has described what she calls "racial literacy". Adapting Twine's criteria, 'diversity literacy' can be characterised as follows:

> *'Diversity literacy'* is a set of practices. It can best be characterized as a 'reading practice' – a way of perceiving and responding to the social climate and prevalent structures of oppression. The analytical criteria employed to evaluate the presence of diversity literacy include the following: 1) a recognition of the symbolic and material value of hegemonic identities, such as whiteness, heterosexuality, masculinity, ablebodiedness etc.; 2) analytic skill at unpacking how these systems of oppression intersect, interlock, co-construct and constitute each other; 2) the definition of oppressive systems such as racism as current social problems rather than a historical legacy; 3) an understanding that social identities are learned and an outcome of social practices; 4) the possession of a diversity grammar and a vocabulary that facilitates a discussion of race, racism, and antiracism, and the parallel concepts employed in the analysis of other forms of oppression; 5) the ability to translate (interpret) coded hegemonic practices; 6) an analysis of the ways that diversity hierarchies and institutionalised oppressions are mediated by class inequality; and 7) an engagement with issues of transformation of these oppressive systems towards deepening democracy in all levels of social organisation (Steyn, 2007).[108]

3.4.2 Structure and content of the Diversity Studies Programme

The programme follows the standard Graduate School of Humanities (GSH) template for interdisciplinary MPhil programmes (Section 3.2 above for details). The interdisciplinary programme committee is involved in all the major decisions regarding student intake, curriculum etc, and the programme continues to be thoroughly interdisciplinary in ethos and content.[109]

(i) Course work

The Honours year of the Programme seeks to establish the theoretical foundations, and a compulsory course is taken each semester. In the first semester students take *Theories and Issues of Diversity Studies* (Soc4018), a course which is team taught by members of the interdisciplinary programme team. In the second semester the core course is *Race and Social Identities* (Soc4009). Students also take the Interdisciplinary Research Methodology (IRM, Section 3.8 below) course (four modules) in the first semester. The Masters second year of the Programme has a slightly more practical orientation, although all courses remain firmly grounded in the Critical Diversity literature. *Diversity Implementation and Practice* (Soc5023) looks at both the theory and methodologies of diversity practice within organisations and communities. A characteristic of this course is that practitioners are invited to talk about their practices to students. In addition, a scholarship to attend a five-day train-the-trainer workshop has been secured for the students each year, although it cannot be guaranteed that this will always be on offer. Students also study an organisation as their major assignment. The final core course is *Intercultural Communication*

[107] Twine, W.D. (2004). 'A white side of black Britain: the concept of racial literacy'. *Ethnic and Racial Studies*, 27(6):878-907.
[108] Steyn, M. (2007). 'Delimitation of the field.' Diversity Studies Programme handouts.
[109] The Programme Committee of Diversity Studies in 2007 comprised: Assoc Prof Melissa Steyn (Convenor) and Dr Zimitri Erasmus (both of Sociology), and Profs Crain Soudien (Education) and Don Foster (Psychology).

(Soc5021). Where students enter the Programme at Masters level, they are required to take *Theories and Issues of Diversity Studies* (Soc4018) instead of an elective.

(ii) Supervision

The Honours research projects and Masters minor dissertations are supervised mainly by members of the iNCUDISA team, including Melissa Steyn, Don Foster, Crain Soudien, Natasha Distiller and Zimitri Erasmus. Because it is an interdisciplinary programme, however, students are encouraged to find supervisors who can serve their interests best. All of the following are supervising/have supervised Diversity Studies students, and some also teach on one or more of the Diversity Studies core courses: Lungisile Ntsebeza, Jonathan Grossman, Owen Crankshaw (all of Sociology), Owen Sichone and Susan Levine (Anthropology), Elaine Salo and Amina Mama (AGI), Kurt April (GSB), Nick Shepherd (CAS).

Early in the process of designing the Programme, iNCUDISA developed a working relationship with the Graduate School in Arts and Science at New York University (NYU). A formal exchange agreement was reached with NYU regarding student exchanges. So far, three students have taken up the opportunity to study in New York, and one student from NYU has studied here. The Graduate School of Arts and Science is eager to extend this exchange programme to include PhD students

One of the strengths of the Diversity Studies Programme is the integral relationship between the programme and research. For example, the case studies from the Diversity and Equity Interventions in South Africa (DEISA) research project have been turned into case studies material for an assignment in the *Implementation and Practice* class. Student research topics for their theses have thus far tended to be directly inspired by issues that have been debated in seminars. External examiners have commented on the originality and high standard of research our students are producing. Students are also encouraged to work on iNCUDISA research projects, and several have conducted their Masters thesis research within iNCUDISA research projects.

(iii) PhD students

Currently, the theses of three PhD students are linked to funded iNCUDISA projects – Funmi Amosun (Diversity in Education); Claire Kelly (Transformation in rural towns); and Christi van der Westhuizen (who has a grantholder-linked scholarship to work on the DEISA project).

There is one NRF funded post doc, Libbi Eaton, at iNCUDISA and a second person is negotiating the possibility of doing a post doc next year.

3.4.3 Student profile and performance

Some of the top undergraduate students in the Sociology Department (and other Humanities departments) have been entering the Diversity Studies programme. For example, Mirah Langer, Kim Wale, Reuben Message, Rumbidzai Goredema have been (repeated) Sociology medalists in their second and third years. In addition, some students who had been accepted in programmes such as Psychology and

Anthropology Honours have preferred to continue into the Diversity Studies programme. Moreover, we are attracting first class students from abroad. For example, we currently have two students who are graduates of Cambridge University, one from Oxford University, a Rotary ambassadorial scholar from the US, a DAAD scholarship holder from Germany, as well as two young South African Mandela Rhodes scholars, and a Harold Crossley scholarship holder.

Furthermore, Diversity Studies produces a good proportion of first class passes and distinctions for both Honours and Masters with the Department of Sociology (and not only distinctions for the minor dissertation, but also quite frequently for the MPhil degree as a whole).

Although our Programme is still very young, our students are already showing a good track record in publishing. Kim Wale has published with her supervisor, Don Foster, an article based on her thesis in the *South African Review of Sociology*. Claire Kelly has an article based on her thesis, supervised by Zimitri Erasmus, in press with *CODESRIA.* She has submitted another one to *Men and Masculinities.* David Durbach turned his dissertation work into a journal article with Melissa Steyn. The DEISA project is also beginning to yield publications, which include students as authors (Claire Kelly, Kim Wale, Christi van der Westhuizen). A number of students have been given the opportunity to convert their course work into publications through iNCUDISA publishing projects. This includes Masters students Rebecca Sherman, Haley McEwan and Washiela Sait, who all have chapters in the forthcoming *on/off the edge – shaping sexualities 1994-2004.* Students are producing conference outputs based on their work on the Diversity Studies Programme. This includes Claire Kelly who presented a paper for the *CODESRIA Gender Institute* in 2005 and for the *International Sociological Association World Congress of Sociology* in 2006.

SANPAD, NIZA and SAVUSA[110] in the Netherlands have selected our DEISA project to showcase research conducted by a Masters student linked to one of their funded projects. The thesis will be published in book form in the *Rosenberg's Publication Series*.

Further to this, Diversity Studies students have initiated their own Seminar Series where they can present and debate the work they are doing in the programme at UCT. The *iNCUDISA Postgraduate Students' Seminar Series* was launched last year and has convened six seminars thus far. The Diversity Studies students also initiated a discussion and activist forum called *un/common.* The student forum is open to students from all disciplines and orientations and is a space where students can grapple with the real life implications of the theory they are studying and create tangible alternatives for activism. One of the spin-offs of this group's meeting is that students are submitting an article for publication to *The Journal for Higher Education in Africa's* special edition on student activism.

Tables 3.5 and 3.6 present student enrolments at the Honours and Masters levels in the Diversity Studies Programme since the inception of the Programme in 2003. They show that student numbers have been steady since 2004 in the case of Honours and

[110] South African – Netherlands Programme on Alternatives in Development, Netherlands Institute for Southern Africa, South Africa – Vrije Universiteit – Strategic Alliances (respectively).

since 2005 in the case of Masters. The completion rates have been high at both levels. The Programme is thus viable in terms of student numbers and throughput.

Table 3.5: Honours Students in Diversity Studies

Year of first registration	2003	2004	2005	2006	2007	TOTAL
Enrolments	0	4	5	8	4	21
Graduated in: 1 year 2 years 3 years		3 1	3 1	4 2		10 4
Continuing			1	2 (expected to graduate Dec)	4	7
Withdrawn						
Completion rate		100%	80%	75%	n.a	

Table 3.6: Masters Students in Diversity Studies

Year of first registration	2003	2004	2005	2006	2007	TOTAL
Enrolments	1	1	5	3	9	19
Graduated in: 1 year 2 years 3 years		1	2 2			3 2
Continuing			1	3	9	13
Withdrawn	1					1
Completion rate	0%	100%	80%	n.a	n.a	

3.4.4 Conclusions regarding Diversity Studies

The major issue in the Diversity Studies Programme remains the question of resourcing, as the programme remains overdependent on the Programme Convenor. The Faculty members from other departments remain committed and active in the teaching and oversight of the programme, but as the programme is seated within the Sociology Department and the courses are registered as SOC courses, they cannot be expected to carry the major administrative loads. The Programme is bringing strong students and a lot of credit to the Department, and it is hoped that the outcome of the review will be suggestions to strengthen its staffing via at least one new appointment (following retirements, see Chapter 7 'Development Strategies') with expertise in the Diversity Studies field.

3.5 Masters in HIV/AIDS and Society[111]

3.5.1 Introduction

The MPhil in HIV/AIDS and Society was launched in 2002 as an interdisciplinary Masters Programme in the Graduate School in Humanities. It was explicitly designed to draw on a wide variety of disciplinary perspectives to examine the complexity of HIV/AIDS. HIV/AIDS impacts on every aspect of life, from the most private and personal to relations at an international level. It is also one of the challenges, some would argue the most pressing challenge, facing South Africa. The infection and epidemic thus presented an opportunity for a critical study of some of the many dimensions of a key social issue facing our country. The aim of the degree was to provide students with the opportunity to stand back and look critically at HIV and

[111] The draft of Section 3.5 was produced by Dr Judith Head.

AIDS and equip them to engage professionally in policy, practical or theoretical work on the epidemic. Until 2005, when it was relocated in the Department of Sociology, Dr Judith Head conceptualised and ran the programme with Prof Howard Phillips (Department of Historical Studies). Since 2005 Judith Head has been the sole convenor.

3.5.2 Structure and content of the MPhil in HIV/AIDS and Society

The MPhil follows the standard pattern for a Masters degree in the Faculty of Humanities. It starts with two compulsory courses, namely, the introductory course Soc5022: *Critical Issues in the Study of HIV/AIDS and Society* and Interdisciplinary Research Methods. Students also choose two elective courses. Students choose their electives from those on offer in the Faculty of Humanities and the School of Public Health and Family Medicine (in the Health Sciences Faculty of UCT). They may also choose to take an elective at the School of Public Health at the University of the Western Cape.

The core course *Critical Issues in the Study of HIV/AIDS and Society* is offered as an elective course for students pursuing other Masters degrees in the Faculty or in other Faculties. For the first three years it was also offered as a 'stand-alone' course for professionals working in the field of HIV/AIDS. In 2007 a Diploma in HIV/AIDS and Society was launched. This follows the same format as the degree, i.e. of four courses (the coursework component) but without the thesis (the minor dissertation). It was intended for students who were working or intended to work in the field of HIV/AIDS, busy working students for whom the coursework was very relevant, but who did not want, need, or have the time to write a thesis. We also intended that promising students, particularly people with experience of working in HIV/AIDS, whose aggregate mark at the end of the core course was less than 65 per cent, would exit with the Diploma. However, this may not be possible in future. The new national regulations seem to block students 'downgrading' from a Masters to a Diploma.

The core course *Critical Issues in the Study of HIV/AIDS and Society* provides a broad introduction to some of the key issues in the social study of HIV/AIDS in South Africa, as well as a conceptual framework for the MPhil programme as a whole. The general format followed until 2005 was a presentation by an expert in the area being studied, followed by a discussion or class exercise. The range of topics covered has changed somewhat over the years depending on the key debates taking place, the availability of staff and student interests. However, we have always started with an introduction to the science and medical challenges of HIV/AIDS. We look at the debate about the numbers of cases and the demographic impact. We ask whether HIV/AIDS is unique in South Africa's epidemic history and whether it is a unique public health challenge. We consider the impact of men on the move. We look at the way the epidemic has been characterized and critically examine the construct 'African AIDS'. We consider the role of the media, the nature and impact of stigma. We debate issues linked to prevention, treatment and care. We have worked closely with UCT librarians on sourcing material. A seminar on writing essays and referencing is held early in the semester. A consolidation session is held in the middle of the semester.

Until 2005 we were drawing on lecturers from four faculties as well as on outside speakers. Since 2005 the number of lecturers from outside the Department of

Sociology has been reduced and more of the teaching has been done by the convenor. However, regular seminars are still held with outside speakers on themes that are being addressed by the course.[112]

Through the core course students are also able to explore new areas and begin to define their research interests more sharply. We have allowed them to freely choose their own electives and the research methodology modules they wish to take, after discussion with the convenor(s). Some students have taken courses in the Schools of Public Health at UCT and UWC. Four of these students subsequently switched their registration to the Masters in Public Health (MPH). Masters students from UCT's School of Public Health and School of Nursing have in turn taken our core course Soc5022X: *Critical Issues in the Study of HIV/AIDS and Society*, as an elective towards their Masters degrees. The demand for this course as an elective towards other Masters degrees has been high. Fifty-one students from other degrees have taken it as an elective since 2002.

3.5.3 Student profile and performance

A total of 124 students have taken the core course (Soc5022X) of the MPhil since 2002. Of these, 44 registered for the MPhil, 51 took the core course as an elective for another Masters degree, while 29 registered as occasional students. We disallowed occasional registration after 2004 because of the high numbers of students wishing to register for the degree or for the core course as an elective. Contrary to our expectations, but possibly because we did not advertise widely, only one student registered for the Diploma when it was launched in 2007. We are hoping that three other students from earlier years who have successfully completed, or almost completed, their coursework, but have not completed the thesis because of pressure of work, will be awarded the Diploma.

Of the 44 students who registered for the Masters programme (see Table 3.7: 32 if we exclude the 12 students who started this year), 10 students have graduated (three with distinction), while the minor dissertations of another two students are currently under examination. Seven students (registered in 2006 or earlier) are currently writing their theses, four changed their Masters registration and nine dropped out of the degree (i.e. 4+ 9 withdrawals in Table 3.7). The variety of outcomes has much to do with the fact that in the first three years we attracted numbers of students who were working full time in the field of HIV/AIDS. They tended to be extremely busy and often found it difficult to take on the thesis work. We hope that these kinds of students will be attracted to the Diploma in the future. In the early years, through the Recognition of Prior Learning (RPL) system, we also accepted students with a wide range of experience in the field who did not have the conventional qualifications to undertake a Masters degree. Three students from this group, taken on as occasional students, were unable to register for the full degree, because they failed the core course. Experience has taught us that such students need much more preparation than we are able to give. Time and resources permitting, it would be important, particularly as part of UCT's social responsiveness mission, to run dedicated short courses for such students at the Centre of Open Learning.

[112] Examples of these course outlines for Soc5022 are provided in the 'Pack' of hardcopy material on Sociology courses produced for the Review Panel.

The numbers of South African students are relatively low: Fifteen out of the total of 44 enrolments (34%). Just over a quarter of South African students are black (9 out of 35 or 26%). The sexual composition of the course has changed over the years. Whereas in the first and second years the ratio of men to women was more equal, in the last two years the numbers of men have declined, to none in 2005 and one this year.[113]

Table 3.7: MPhil Students in HIV/AIDS and Society

Year of first registration	2002	2003	2004	2005	2007	TOTAL
Total Enrolments	3	7	13	9	12	44
Completed in: 1 year			1	1		2
2 years	1	3	4			8
3 years			2			2
Continuing		1	2	4	12	19
Withdrawn	2	3	4*	4**		13
Completion rate	33%	43%	54%	11%	n.a	38***

* 3 students moved to other Masters programmes
** 1 student moved to another Masters programme
*** Excluding the 12 students who registered in 2007

3.5.4 Conclusions regarding HIV/AIDS and Society

This Masters Programme has been popular since its inception. It has attracted relatively large numbers of students from overseas who choose to take it because it seems to be unique. Besides students registering for the full degree, the core course: *Critical Issues in the Study of HIV/AIDS and Society* is very popular with other Masters students in the Faculty (and, in small numbers, from other faculties, particularly the Faculty of Health Sciences). Students are of a high calibre. Those who have dropped out have usually done so for good reasons. They included, in the first and second years, five full-time working students whose work took them away from Cape Town. In 2005, one of the students dropped out because her family was badly affected by Hurricane Katrina in New Orleans. She is currently completing her MPH at Tulane University. Among students who are continuing, one highly talented woman works full time and has three children under the age of six. She had just had one child when she started the course and became pregnant again during the course. She is now well on her way to submitting her minor dissertation. Another very able student works full time for the HIV/AIDS Coordination-UCT (HAICU). The four students who registered in 2004 and who have still to complete this course are expected to do so this year.

The small number of black South African students is a concern. This problem is discussed in Chapter 6 'Transformation'. In future, we should probably recruit more actively among our own undergraduates and try to secure funding for bursaries for them. If our degree is anything to go by, HIV/AIDS, like social work, teaching, nursing and other 'caring' professions, is becoming feminized.

[113] A detailed profile of the Soc5022 class, which includes elective students, and in the first three years, occasional students, is presented in the Pack provided to the Review Panel, as part of material for this core course.

The future of this degree is presently being discussed in the Department. First prize would be a return to the *status quo ante.* Relocation in the Graduate School in Humanities, with the administrative support promised in 2002, and involvement of other committed academics to run the course, would allow us to develop the interdisciplinarity of the course and to offer it as a resource for students across the University. Should this not happen, we envisage that it will become a part of the integrated two-year Sociology Masters programme, which is also under discussion at the moment. This proposal foresees two compulsory core courses for all Masters students in Sociology (see Chapter 7) as well as two electives. In the stream of HIV/AIDS & Society it is proposed that Soc5022X become 'required' for this MPhil.

3.6 Social Research and Social Theory[114]

The Programme in Social Theory and Social Research was established in 2004 with a view to providing a programme that built on the Department's strength in research methods and theory courses.

This Programme is run along very similar lines to the Honours/Masters Programme in Sociology (Section 3.7 below). The entrance requirements, outcomes and assessment are all basically the same. The only difference is in the curriculum: (i) students are required to take the equivalent of two semester courses in research methods, instead of only one course, and (ii) the electives have to be courses that deal with theoretical concerns.

3.6.1 Curriculum

Table 3.8: Social Research and Social Theory: Compulsory Courses (Honours Programme)

Compulsory courses (Honours Programme):
SOC4000X Research Essay/Project (36 credits)
SOC4007X Social Theory and Issues in South African Society (36 credits)
SOC4031Z Focus Group Interviews as Qualitative Research (9 credits)
SOC4032Z Questionnaire Design and Data Processing (9 credits)
SOC4033Z Sample Design for Questionnaire Surveys (9 credits)
SOC4034Z Basic Social Statistics I (9 credits)
SOC4035Z Computer Assisted Qualitative Data Analysis (9 credits)
STA4018Z Basic Social Statistics II (9 credits)
HST4040Z Archives and Historical Method (9 credits)
SAN4030Z Ethnographic Approaches to Socio-Cultural Research (9 credits)

Table 3.9: Social Research and Social Theory: Compulsory Courses (Masters Programme)

Compulsory courses (Masters Programme):
SOC5000X Minor Dissertation (144 credits)
SOC5008X Contemporary Social Theory (36 credits)
SOC5030Z In-Depth Interviewing and Analysis (18 credits)

[114] The drafts of Section 3.6 Social Research and Social Theory, and for Section 3.7 Sociology, were produced by Prof Owen Crankshaw.

SOC5031Z Quantitative Analysis of Household Survey Data (18 credits) SOC5025X Problem-Driven Social and Economic Research (36 credits) or STA5012Z Advanced Social Statistics (18 credits) plus any other 18 credit module from the suite of Advanced Interdisciplinary modules

Table 3.10: Social Research and Social Theory: Elective Courses (Honours and Masters)

Elective courses (Honours and Masters): ECO4027S The Analysis of Survey Data (14 credits) EGS4035Z The Rise, Fall and Reconstruction of the SA City (36 credits) PHI4011Z New Directions in Democratic Theory (36 credits) POL5001X Comparative Politics (36 credits) POL5023Z Political Behaviour and Socio-Political Attitude Research (36 credits) SOC4010X Development Theories (36 credits) SOC4018X Theories and Issues in Diversity Studies (36 credits) SOC5010X Advanced Development Theories (36 credits) SOC5026Z Social Movements, Civil Society and the Working Class (36 credits)

3.6.2 Student numbers and graduation rates

Students were not attracted to this Programme. Only one Honours student, Nina Reuning, registered for the course in 2005. She was an excellent student but, due to a chronic illness, she withdrew from her studies.

3.6.3 Conclusions about the Social Research and Social Theory programme

Although there is a rationale for this kind of programme, it is not sufficiently different from the Sociology Programme to have an identity of its own. There have also been timetable problems because almost all the research methods modules are taught in the first semester. This restricts student access to the first semester theory course (Soc4007), which now in 2007 has been moved to the second semester.

3.7 Sociology[115]

3.7.1 Curriculum

The Honours programme comprises a research project and four semester courses. The compulsory courses are social research methods (Soc4031-4Z) and Social Theory and Issues in South African Society (Soc4007X). The research project is also compulsory and is supervised by a member of the Sociology staff. Students can choose their two elective courses from 12 Honours and Masters-level courses offered by the Department. Subject to approval, students may also take electives in cognate departments.

The social research methods course comprises four 3-week modules. The modularisation of this course took place years ago to conform to the teaching format of the Interdisciplinary Research Methods (IRM, Section 3.8 and Appendix 1) offered by the Graduate School of the Humanities. In the IRM, the four modules are designed

[115] As noted in the previous footnote, this section was drafted by Prof Owen Crankshaw, who serves on this Sociology Programme committee with Convenor Ken Jubber.

to cover important qualitative and quantitative research techniques. There is a module on focus groups, two modules on questionnaire surveys (questionnaire design and sample design) and a basic statistics course.

Table 3.11: Sociology: Compulsory Courses (Honours Programme)

Compulsory courses (Honours Programme):
SOC4000X Research Essay/Project (36 credits)
SOC4007X Social Theory and Issues in South African Society (36 credits)
SOC4031Z Focus Group Interviews as Qualitative Research (9 credits)
SOC4032Z Questionnaire Design and Data Processing (9 credits)
SOC4033Z Sample Design for Questionnaire Surveys (9 credits)
SOC4034Z Basic Social Statistics I (9 credits)

The coursework Masters programme comprises a minor dissertation and four semester courses, according to the standard Graduate School of Humanities template. There are two research methods modules that make up a full semester course (Soc5030Z and Soc5031Z, each six weeks). Although these modules are offered separately in the IRM, students in this programme are required to complete both the modules so that they are familiar with both qualitative and quantitative techniques. There is also a compulsory semester course on Contemporary Social Theory (Soc5008X). The minor dissertation is also compulsory and is supervised by a member of staff.

Table 3.12: Sociology: Compulsory Courses (Masters Programme)

Compulsory courses (Masters Programme):
SOC5008X Contemporary Social Theory (36 credits)
SOC5030Z In-Depth Interviewing and Analysis (18 credits)
SOC5031Z Quantitative Analysis of Household Survey Data (18 credits)
SOC5000X Minor Dissertation (144 credits)

The curriculum for the Honours/Masters programme is therefore designed to provide students with grounding in both Sociological research methods and theory. This is achieved with the compulsory research methods and theory courses and the research project/dissertation. The electives allow students to follow their own interests and career development. In practice, since the Department offers programmes in Development Studies, HIV/AIDS, Workplace Change and Labour Law, and Diversity Studies, these are the fields in which elective courses are offered.

Table 3.13: Sociology: Elective Courses (Honours and Masters)

Elective courses (Honours and Masters)
SOC4003Z 'Regulated Flexibility': Labour legislation and the labour market
SOC4009Z "Race" and Social Identities
SOC4010X Development Theories
SOC4010Z Development Sociology in Practice
SOC4014Z Globalisation and Labour Relations
SOC4016Z Diversity and Otherness
SOC4018X Theories and Issues in Diversity Studies
SOC4022Z Public Health and Society
SOC4023Z Human Resources Development

SOC5010X Advanced Development Theories
SOC5025X Problem-Driven Social and Economic Research
SOC5026Z Social Movements, Civil Society and the Working Class

3.7.2 Outcomes

The main outcome of the postgraduate programme at both Honours and Masters level is that of basic training in terms of the relationship between theory and research. . Unlike some other disciplines and programmes, the Sociology Programme offers excellent training in both quantitative and qualitative research methods. This is achieved through small group seminar discussions. Students are expected to communicate their understanding of theory and evidence through oral and written presentations of essays and their research dissertations

3.7.3 Entrance requirements

Students are admitted into the Sociology Programme in terms of Faculty rules and on the recommendation of the Convenor (currently Assoc Prof Ken Jubber), confirmed by the HoD in conjunction with the Postgraduate Committee of the Department. This Programme draws upon students within the Humanities Faculty and from other universities (both local and abroad). Successful applicants are expected to have achieved an average mark of at least 65% in third year (for Honours) and in Honours (for Masters) in Sociology or a cognate discipline. Applicants are recommended for selection after review by the Sociology Programme committee, which includes the Convenor and two other members of staff.

3.7.4 Assessment and evaluation

Students are assessed through a wide variety of activities. These include seminar presentations, essays, practical assignments and participation in seminars.

Table 3.14: Methods of Assessment

Course/Module	Method of Assessment	Marks (%)
Focus Groups	Project Exam	60 40
Questionnaire Design	Assignment Oral presentation	70 30
Sample Design	Assignment Oral presentation	70 30
Social Theory & Issues in SA Society	2 Essays Class participation 2 Seminar presentations	80 10 10
In-Depth Interviewing	4 Assignments Take-home exam	50 50
Quantitative Analysis	Assignment Oral presentation	70 30
Contemporary Social Theory	2 Essays Class participation 2 Seminar presentations	80 10 10
Basic Social Statistics	Practical Exam	40 60
Computer-Assisted Qualitative Data Analysis	Assignment Oral presentation	90 10

External examiners have commented favourably on the core courses of this Programme. To quote some examples:

- Prof Susan Ziehl (Rhodes University) wrote of the Honours-level Basic Statistics course: "It is a practically based course that successfully tested students' ability to interpret quantitative data and to understand published research findings."
- Prof Tina Uys had this to say about the Masters-level module on In-Depth Interviewing and Analysis: "I consider it an excellent course, pitched at the right level with sufficient integration of theoretical understanding and practical experience."
- Commenting on the Masters-level module on Quantitative Analysis of Household Survey Data, Prof Peter Alexander reported that "I liked the course very much. There is a good deal of existing [official statistical] data…and it is a good idea to teach students how they can be used. The course was made more accessible and also more reflective by relating technical matters to the particular problem of income inequality."

3.7.5 Student numbers and graduation rates

As can be observed in Table 3.15, the Honours programme attracted four students in 2001, with numbers declining to only one by 2005 and then increasing to six in 2006, but down to three in 2007. Most of the students up to 2006 graduated in the same year that they registered. Over the whole period, three students withdrew from their studies without graduating. Only one student completed late (in their second year of study) and one more is still busy in her second year of study. The overall completion rate in one year is therefore 67%, and in two years it is 73%. On the whole, these students performed very well: most of them achieved upper second and first class passes.

From Table 3.15, over the period 2001 to 2007, the Masters level overall including Coursework + Thesis Only combined, has had a total of 11 enrolments. Seven of the students opted for the coursework Degree and the remaining four chose the thesis-only Degree. The Masters coursework programme had no new enrolments from 2001 to 2004. Three students enrolled in 2005, two in 2006, and two in 2007. Although a coursework Masters student is permitted to graduate after only one year of study, this is not really feasible and seldom ever happens. Students are expected to complete their coursework in the first year of study and their thesis in the second year. Of the five students who registered up to 2006, two have withdrawn, two have graduated and one is still in his second year of registration.

Of the four students who registered for the thesis-only Degree, one completed the Masters in his third year of registration, one upgraded to a PhD, and one has not yet completed.[116] The remaining student withdrew in the same year that he registered.

[116] The student first registered in 2002 and has been informed according to new policies of the Graduate School of Humanities, that she is required to complete by 2007 or face exclusion.

Table 3.15: Honours & Masters (Coursework) and Masters (Thesis) Students in Sociology

Honours

Year of first registration	2001	2002	2003	2004	2005	2006	2007	TOTAL
No. of Enrolments	4	2	1	1	1	6	3	18
No. Graduated in 1st yr	3	1		1	1	4		10
No. Graduated in 2nd yr						1		1
No. Continuing						1	3	4
No. Withdrawn	1	1	1					3
Completion Rate	75%	50%	0%	100%	100%	83%	n.a.	

Masters (Coursework)

Year of first registration	2001	2002	2003	2004	2005	2006	2007	
No. of Enrolments	0	0	0	0	3	2	2	7
No. Graduated in 2nd yr					1			1
No. Graduated in 3rd yr					1			1
No. Continuing						1	2	3
No. Withdrawn					1*	1		2
Completion Rate	n.a.	n.a.	n.a.	n.a.	66%	n.a.	n.a.	

* due to chronic illness

Masters (Thesis only) (This excludes the Industrial Sociology Stream)

Year of first registration	2001	2002	2003	2004	2005	2006	2007	
No. of Enrolments	0	1	1	1	0	1	1	4
No. Graduated in 2nd yr								
No. Graduated in 3rd yr			1					1
No. Continuing		1						1
No. Withdrawn						1		1
No. Upgraded to PhD				1				1
Completion Rate	n.a.	0%	100%	100%	n.a.	0%	n.a.	

3.7.6 Interdisciplinary Research Methods (IRM)

The IRM (see details Section 3.8) is convened by a member of the Department, Jacques de Wet, and all our research methods modules are offered within this suite of modules. An additional module that is not listed above is also taught by our Department: Computer Assisted Qualitative Data Analysis (Soc4035Z). The Department's participation in the IRM means that the research methods modules attract many more students than does the Sociology Programme itself. The Honours research methods modules (3 weeks each) attract from 20 to 50 students and the Masters research methods modules (6 weeks each) attract from 5 to 20 students. Although some of these students are registered for other Programmes offered by the Department, many of them are registered outside the Department itself. However, even prior to the establishment of the IRM, students from the Criminology Institute and the Department of Environmental and Geographical Sciences attended our research methods courses with the result that about two-thirds of the students were from outside the Department. The other compulsory courses core courses are the social theory courses. Currently these courses do not attract many students from

outside the Sociology Programme or the Department, and their numbers are therefore consistent with the number of students registered for Sociology.

3.7.7 Equity profile

The students in this Honours/Masters programme have been mostly White women over the period 2001 to 2007. Out of a total of 25, 18 were women and 17 were White.

3.7.8 Conclusions on the Sociology programme

The Sociology Programme offers excellent courses in research methods, social theory and relevant topics on South African society. The weakness of the Programme lies in the small numbers of students who are drawn to it. This may be due to a number of factors. The first is that students probably do not appreciate the career opportunities that this Programme provides. Perhaps the Programme would attract more students if the Department spent more time educating undergraduate students about possible career paths that are opened up by postgraduate qualifications. The second is that this Programme competes for the same pool of Sociology undergraduates as all the other postgraduate programmes in our Department. Perhaps there are simply too many programmes chasing too few students. Arguably, a strength of the Sociology Programme is that it has a curriculum that does not suffer from problems of sustainability that afflict our other programmes. If the convenor or a lecturer of a core course takes sabbatical, alternative arrangements are easily made.

3.8 Interdisciplinary Research Methods (IRM) and the Department of Sociology[117]

3.8.1 Summary of the full report (provided in Appendix 1)

This report reflects on Interdisciplinary Research Methods (IRM) from the perspective of the Department of Sociology and its own Departmental Self-Review. Some observations also apply to the other participating departments.

IRM was launched in 2001 with support from the Graduate Programmes committee (GRAPRO) and the Graduate School Academic Board. IRM aims to assist departments in providing essential research methods training to all graduate students of the Faculty. IRM comprises two courses: one at the Honours level and another at the Masters level.

The Honours course in Interdisciplinary Research Methods is for students with little or no experience of conducting social research. The Masters course aims to give students in-depth training in research methods/methodologies that they plan to use in their own Masters or PhD theses. The courses are offered in modular form (Honours-level 3 weeks, Masters-level 6 weeks), to be as flexible as possible. Students are required to complete four Honours-level modules in order to obtain the full course credit value of 36 credits (i.e. 9 credits x 4), while Masters students are required to

[117] See Appendix 1 for full report, submitted also as part of a general review of IRM being undertaken by the Graduate School of Humanities (GSH). The full report was produced by Jacques de Wet (who also provided the summary here), with contributions from Zimitri Erasmus and Owen Crankshaw.

complete two Masters-level modules to obtain the full course credit value of 36 credits (i.e. 18 x 2) (see credit values in Section 3.6.1 above).

Substantial numbers of students register for most of the Honours research modules.. The class size of *Introduction to Social Research, which is offered by Sociology,* is particularly large with an average of 107 students per year between 2004 and 2006. The other class sizes of modules taught by Sociology staff ranged from 15 to 49 over the three years. Fewer modules are offered at the Masters level, however, and far fewer students register for these modules. Even so, the one that has attracted most students between 2004 and 2006, *In-depth Interviewing and Analysis*, is taught by a Sociology staff member.

3.8.2 Critical reflections

A number of questions regarding IRM have been raised over the past few years. Some have been at least partially addressed:

- *Is 'Introduction to Social Research' (Soc4030) not too much of an introductory module?*
- *How can greater attention be given to Research Design?*
- *How can the knowledge about research methods be linked to the students' Honours projects or Masters minor dissertations or theses and anchored in their disciplines?*
- *Students have to choose their research methods modules at the beginning of March, but have they given sufficient thought to their projects/minor dissertations at this time of the year?*
- *Do the advantages of Sociology students participating in IRM outweigh the disadvantages?*

The questions below, however, remain critical:

- *Are the Honours modules offered by Sociology not oversubscribed and the classes too big for quality interactive teaching?*
- *Is a three-week module too little time for an introduction to a research method?*
- *Should staff in Sociology teach the modules on statistics?*
- *Do the consistently small numbers of students registering for the Masters modules warrant the continuation of the Masters course?*

3.8.3 Concluding remarks

The Honours research methods modules are in great demand by students across the Humanities Faculty and University. The lack of support for the Masters level modules requires further investigation both by the IRM committee and GRAPRO.

For the Sociology Department, there are substantial advantages for participating in IRM, but there are also disadvantages (which include large classes and the lack of opportunity for students to learn how to integrate their training into the preparation of their dissertations and the practice of their discipline). These disadvantages must be addressed so that students can gain the most from IRM.

3.9 Overview of Postgraduate Programmes and Interdisciplinary Research Methods

From the preceding discussion it is clear that the Sociology Department has considerably strengthened its postgraduate student intake by introducing a wide range of postgraduate Programmes. Student enrolment at Honours and Masters levels in the Sociology Department increased from 12 in 2001 to 52 in 2007. In addition, Sociology staff are teaching a large number of students in the Interdisciplinary Research Methods modules at Honours level. The collective module class sizes were 264 in 2005 and 254 in 2006.

The introduction from 1999 to 2003 of Programmes addressing major issues in South Africa and globally, particularly in developing countries, have played a major role in growing the Department's postgraduate student numbers at Honours and Masters levels. In addition, the Programmes also offer career opportunities to students and this also attracts students. The new Programmes were built on the expertise of their founders and have demonstrated their strength and viability in terms of student numbers. They have developed international reputations, attracting international students from the North and Africa in relatively large numbers.

However, it has become apparent that the Department is not capable of sustaining such a large number of Programmes over time. The vulnerability of some of the Programmes has also become clear because they depend too heavily on the expertise of only one staff member. When that staff member becomes ill or goes on leave, the Programme often faces problems.

A challenge of a different kind faces the Sociology and Social Research and Theory Programmes in that they have not been attracting sufficient students to make them viable. It does, however, seem essential that a Department of Sociology should be able to offer postgraduate studies in Sociology, hence ways have to be found to increase its student intake.

There is thus a need to restructure the Programmes in ways which will *maintain the strengths and 'brand-names'* that have been built up and which will ensure the sustainability of the Programmes. Consideration also needs to be given to ways in which the Humanities Faculty could help to support and sustain the viability of the interdisciplinary Programmes. It is also necessary to clarify what the ceiling is of the number of postgraduate students that can be supported and supervised adequately by a Department of this size, so that the Department does not over-extend itself. Chapter 7 of this review addresses these issues**.**

3.10 The PhD level

Since there has already been some discussion earlier (Sections 1.3 and 1.4) about issues of PhD training and development in the Department, and as Section 7.3.2 will pursue questions of strategy for the enhancement of the Doctoral level during the next 5 years, this section will provide a very brief summary of PhD graduates in the Sociology during the period 2001-2007 – the same period as discussed for the six Honours and Masters Programmes in Sections 3.2-3.7 above.

Table 3.16 PhD Students in the Department of Sociology

Year	2001	2002	2003	2004	2005	2006	2007
No. Enrolled	7	7	8	11	12	13	22*
No. Graduants	0	2	2	2	1	1	n/a

Sources:
(i) For Enrolments: As per Table 1.6 in Chapter 1, database for 2001-2006 of Jane Hendry of IPD, and note that for 2007 the 22* includes 9 Doctoral students who have become provisionally enrolled in Sociology this year, while working on their final PhD proposals for submission to the DDB (Doctoral Degrees Board; see note to Table 1.6).
(ii) For Graduants: As per Table 1.14 in Chapter 1, database of Anne Wegerhof, administrative officer, UCT Graduate School of Humanities (see also Table 2.2 where same dataset from the GSH for 2001-7 is used as the best available for these years).

In terms of graduating PhDs, it was noted in Chapter 1, with reference to Table 2.2 for the years 1983-2000, that very few Doctoral students actually graduated during this historical period in our Department.[118] Throughout these nearly 20 years, we graduated less than 10 PhDs in total (see Table 2.2). However, as can be observed from Table 3.16, from 2001 onwards on average we have been graduating at least 1 per year. Even more important, 2004 was the first year in which we achieved more than 10 PhD enrolments within the Department (Table 3.16, showing a total of 11 enrolments that year). By last year the number had grown to 13 and, moreover, this year it now stands at 22 if one includes provisionally-registered PhDs working to finalise their thesis proposals for submission to the Doctoral Degrees Board of UCT. (Perhaps it is significant that, at Doctoral level, the University has only one official 'registration committee' for PhD thesis proposals at UCT-level as a whole, a fact that itself reflects the historically low number of PhDs within the University, and also the perceived need by the institution to 'control' standards of international 'currency' at this level across the institution?)

There is therefore a commitment within the Department to enhance the PhD level in Sociology, and in addition to seek to increase throughput, so that a least 75% of Doctoral students graduate within 5 years (in Europe, the 'norm', which now seems to be emerging is achievement of PhD graduation in 3-4 years).[119] Moreover, our Review needs to consider at least the following issues, which require assessment and debate in terms of the way forward at PhD-level in Sociology over the next decade and especially the period of 2009-13 (see Chapter 7):

- Is it possible to enhance Doctoral training, including raising the number of PhD students supervised per staff member to say 3/academic staff (for senior lecturer level and above), while also maintaining total undergraduate enrolments in Sociology at over 2 000 per year (we are currently at 2 117 and growing, as noted for Table 2.2 earlier)?

- How feasible is the idea of our Department attaining levels of over 30 enrolled PhDs by 2013? Is there a demand for Doctoral-level qualifications in

[118] See notes to Table 2.2 in Special Appendix of Tables at end of the Report: numbers of PhD graduates per year for the period 1983-2000 were obtained from a count of annual PhD graduates in Sociology as listed in the June and December graduation ceremony brochures available in the Archives and Manuscripts Section of the UCT library.
[119] Since numbers of PhDs in Sociology (and most other departments) have been historically very low, it does not really make sense to undertake research into average length of time-to-completion by a department, but it would be useful to undertake some research for the period say 1977-2007, for average time-to-completion of PhDs at UCT across the different faculties?

Sociology (and the Social Sciences in general) within South Africa and in Cape Town area specifically, and are there sufficient numbers of well-qualified Masters graduates who wish to undertake further Doctoral study?

- Do we need to change the historical pattern in our Department of PhDs, many of whom are working part-time or full-time elsewhere (even outside Cape Town), who play very little role in departmental life. Should we rather strive to have well over half of all registered PhDs linked to research groups and projects within the Department, and playing some role in teaching as well?

- What are the main ways in which we can enhance the quality of our PhD training, and how does this relate to issues of PhD scholarships, space for PhDs to work, relationship of PhDs to the research niche areas of their respective supervisors? And what other factors are vital in relation to building a PhD culture in the Department?

- What is the purpose of a PhD degree in South Africa at present? Is its main value simply the training of future academics within our universities? Or is there an equal need for a layer of professionally trained graduates within the broader civil society (in government, industry, trade unions and civic organizations etc.), whose work would be enhanced if they acquired a Doctoral level of training (as seems to be emerging in countries of North America and Europe, even in parts of Asia and Latin America)?

- What is the future role of coursework within the PhD degree (as in American-based PhDs)? Is this only relevant in relation to core theory and research methods courses at PhD-level (as is emerging in the Social Sciences in the U.K.), or are elective courses also needed at this level, within substantive areas relevant to the sub-fields in which the PhD work is focused (as has begun recently to emerge in UCT's own 'Africa-wide' PhD programme linked to our School of Economics)?

Chapter 7 begins to debate some of these issues, but much more extensive discussions need to take place in the Faculty of Humanities (and University) as a whole over the next few years, since it is not possible 'to build a PhD system in one Department only'.

4. Research[120]

4.1 Introduction

Since its inception, the Department of Sociology has been active and productive as regards research, though in the early years this area of activity was not seen to be as central or important as it has become in recent years. For most of its history, the bulk of effort and time of the Department was devoted to teaching. This emphasis was rooted in the large student numbers that annually enrolled in the Department's undergraduate courses and the heavy burden this placed on staff as regards lecture preparation, course and tutor administration and student evaluation. Despite these heavy commitments, most staff members have maintained steady if modest rates of research, while a small number has performed exceptionally well, exceeding the Department's average and placing themselves in the top category of the Faculty's most productive researchers. It is worth noting in connection with the retort often made that research and teaching are closely allied – the symbiosis being referred to here applies most significantly to specialized narrowly focused postgraduate courses – that there is far less and often very little of this symbiosis in the general formative introductory courses that much of the undergraduate sociology curriculum consists of and which absorb so much of the intellectual time and energy of many staff members.

4.2 Contested conceptions of 'research', 'publication' and RFJ research criteria

The staff members of the Department endorse the importance of research and publishing as core to the university, the Department and their profession. Despite this unanimity, the staff reflect what is a wider problem in the University, which is the fact that there is little agreement as regards the operationalization of 'research', 'publication' and the more recently instituted Rate for the Job (RFJ) 'active researcher' criteria for individuals occupying different posts in the academic hierarchy. Since university management seems to have adopted the definition of 'research' of the National Research Foundation (NRF) and the Department of Education (DOE), some staff members feel that not sufficient recognition is given to the variety of forms of scholarly work that can be justifiably regarded as 'research'. One such example is the conceptual, empirical and theoretical research that necessarily has to be done for undergraduate and postgraduate lectures and seminars, but which generally does not end up in published work while nevertheless absorbing a great deal of research time and energy. To regard this work as simply 'lecture preparation' is to belittle it and to deny it its proper status as *bona fide* research or its role in intellectual *Bildung.* A similar case can be made for the research that is required in the preparation of policy documents and proposals. The narrow conceptualization of 'research' as featured in much UCT discourse makes it difficult for many staff members in the Humanities and Social Sciences to meet the expectation that teaching should be 'research led'. This is the case partly because much of their undergraduate teaching is formative, relying heavily on established knowledge and the prior research and publications of others, which nevertheless have to be 'researched' in order to be incorporated into the curriculum. As a result of the

[120] The draft of this chapter was produced by Assoc Prof Ken Jubber but it has been significantly modified in response to staff corrections, comments and additions.

fact that sociology locally and internationally has no settled canon and hence no universally accepted curricula or generic textbooks, a fair amount of local 'research' and publishing activity is devoted to producing curricula and textbooks. Dr Graaff has been particularly active in this regard over the period under review.

As regards publication, it is felt by some that the emphasis on 'peer-reviewed articles' in 'international journals' as the target to aim for and the standard against which research publication is judged is sometimes morally or academically the wrong target and standard for a discipline such as sociology in South Africa. The emphasis on publishing in highly regarded international journals makes it difficult for local journals to attract quality papers and so they cannot improve their academic standing. The ethically and epistemologically salutary reasons that exist for doing action and participant research in sociology in South Africa or to be socially active and engaged academics, are undermined by the expectation that at the end of the day the main criteria for judging such activity will be the resulting number and quality of peer-reviewed articles published in prestigious international journals, rather than the effectiveness of this activity in changing lives, empowering people or improving the human condition.

Reservations such as the above need to be aired during this Self-Review and should be borne in mind when reading and discussing this review of research and publishing in the Department.

4.3 Research profile of the department and staff

4.3.1 An overview

Since its founding in 1934, members of the Department of Sociology have made valuable contributions to knowledge about Cape Town and South Africa through the research they have undertaken and published. As noted in Chapter 1, the Department's long tradition of empirical research was initiated by its first Professor, Edward Batson, through his pioneering studies of poverty and the development of South Africa's first instruments for measuring and quantifying poverty. Since that time members of the Department have continued to respond to the changing social conditions and challenges of South Africa and the Western Cape through new research foci and emphases.

As noted in Chapter 1, since the late 1970s the research agenda, often led by Industrial Sociology in the Department, has been strongly shaped by work on labour relations, trade unions, the labour process, trade unions and health, international labour studies, worker education, social movements, and, most recently, the growth of non-standard employment and labour informalization in South Africa (frequently with orientation towards Public and Policy Sociology activities, as discussed earlier) . Nonetheless, especially since the dawn of the new millennium, the enormity of the challenges posed by the HIV/AIDS pandemic and the challenges of post-apartheid social transformation have made these priority research and publishing fields. The Department has responded to the HIV/AIDS challenge by establishing, in collaboration with the Department of History, the HIV/AIDS and Society MPhil programme aimed, among other things, at promoting research on HIV/AIDS in South Africa and training researchers in this field. The Department has also established a

close relationship with the AIDS and Society Research Unit (ASRU) in the Centre for Social Science Research.

To date a number of Masters and PhDs degrees have been awarded for HIV/AIDS research (see Chapter 3). Moreover with the democratic transformation since the early 1990s, research foci dealing with issues of social transformation, cultural diversity, de-racialization and affirmative action have emerged and productive research groupings have formed around such topics as Land and Governance, the Sociology of Higher Education, Diversity Studies, Social Surveys of the Western Cape, Social Identity and Organisation, 'Race' and Identity, and Social Polarisation.

Fields of research in the Department that have resulted in published work in recent years include:

- Land tenure reform and traditional authorities
- Development of social movements
- Workers' experiences of recent social change in South Africa
- Democracy and inequality in comparative perspective
- Industrial restructuring, unemployment, skills development and job creation
- Export agriculture and globalization
- 'Race', identity and diversity in South Africa
- Diversity management
- Dynamics of corporate culture and managerial identity
- Organizational transformation
- Higher education transformation and research development
- Pedagogies in higher education
- Urbanization, social dynamics and inequality
- The nature of sociology
- Issues in social research methods

4.3.2 Formal research units and less formal research groupings and projects

The Department is home to four formally structured research groupings: *iNCUDISA* (Intercultural and Diversity Studies Unit of Southern Africa led by Melissa Steyn), the inter-Faculty Labour and Enterprise Policy (*LEP*) Research Group (with Johann Maree as one of the co-directors), and the *Land and Governance Research Group* (directed by Lungisile Ntsebeza, who has recently been awarded an NRF Research Chair based in Sociology) with strong links to the HSRC's Democracy and Governance Research Group. The Department also has close links with the Centre for Social Science Research, one of whose three constituent units (the *Social Surveys Unit, SSU*) is headed by Prof Seekings of Sociology, and a second of whose units (ASRU, directed by Prof Nattrass based in the School of Economics) works with the Department in promoting research on AIDS.

Nonetheless, it is important to stress that, besides these 4 more formally constructed research groupings, all the other staff members have developed (or are developing) less formal research groupings comprising themselves (and sometimes 1 or 2 other academics) *and* a few PhD and Masters students (and sometimes Honours project students) who link their thesis research work either formally or informally to the work of the research of the respective staff member-cum-supervisor (see earlier Table 1.1

for full listing of all research units and groupings for the 13 sociology staff). In this way, many dynamic and innovative research projects are growing (and have grown). Both the current productivity and the future potential of the Department's research activities can easily be underestimated if only the more formal groupings are acknowledged.

(i) Labour and Enterprise Policy Research Group (LEP)

With respect to the more formal research units/groups, the longest standing is the *Labour and Enterprise Policy Research Group (LEP)* which is now in its 8th year of existence. This research unit emerged out of two earlier projects: the Industrial Relations Project (IRP) established by Johann Maree in the Department of Sociology and the Small Enterprise Project (SEP) in the Institute of Development and Labour Law. The two projects had both existed continuously for 10 and 13 years respectively before they merged to form LEP, spanning the Faculties of Humanities and Law. Three members of LEP are staff members in the Department of Sociology. They are Johann Maree (a co-director), David Lincoln and Shane Godfrey (the latter a research officer for more than 10 years in the group and currently a PhD student in the Department; within the Law Faculty, Jan Theron, Rochelle le Roux and Debbie Collier are most involved. LEP has established a reputation as one of the leading institutions doing research into the growth of non-standard employment and labour informalization in South Africa. It has done commissioned research for the International Institute of Labour Studies of the ILO in Geneva and for the South African Department of Labour. It has also received numerous requests for papers and presentations over the past year. These include requests from professional associations, organised labour and institutions associated with organised labour.

LEP and its predecessors had 88 publications to their credit by the end of 2006. Some of the publications were with co-authors from other organizations. The publications can be categorized as follows: Books 6; Chapters in books 18; Articles in accredited journals 19; Articles in non-accredited journals 15; Monographs 11; Commissioned research reports (unpublished) 18; Conference proceedings 1. Although the output is not very high, the publications tend to be substantial. For instance, the books include co-authorship of the authoritative *Labour Relations Law: A Comprehensive Guide* (Durban: LexisNexis Butterworths), now in its fifth edition, and several chapters in international books. Some of the monographs are very extensive. For instance *Protecting Workers on the Periphery* by Theron and Godfrey spans 122 pages.

(ii) Social Surveys Unit (SSU) of the Faculty Centre for Social Science Research (CSSSR)

The Social Surveys Unit (SSU), with director Jeremy Seeking of Sociology, is a constituent part of the *Centre for Social Science Research (CSSR),* and the relationship between the Department and the CSSR is currently strong but complex. The CSSR was established in 2001 with generous funding from the Mellon Foundation and strong support from UCT, in order to strengthen systematic social science research in the Social Sciences. Until recently it was formally an inter-Faculty centre, although administered in Commerce. Now it is formally part of the Humanities Faculty. It is independent of departments, with the Director of the CSSR reporting to the Dean of Humanities and the CSSR Board, but also with the Department of

Sociology represented on the CSSR's new Advisory Board. Much of the work conducted within the CSSR is sociological, both within the Social Surveys Unit (headed by Prof Jeremy Seekings) and the AIDS and Society Research Unit (headed by Prof Nattrass of the School of Economics). The CSSR organises and finances large-scale research projects, provides scholarships for students, publishes a Working Paper series (almost 200 to date), and runs weekly seminars and regular workshops. Students and staff in the Department of Sociology have participated in all of these activities. The CSSR has also contributed to research education and training in the Department by offering a research option in the Department's third year research methods course (Soc3007F).

The Social Surveys Unit (SSU) is dedicated to innovation and improvement in the quality of the design, conduct and critical analysis of Social Science surveys. Between 2002 and 2006 it ran four surveys as parts of the longitudinal Cape Area Panel Study (of adolescents) and two separate surveys as part of the Cape Area Study (of adults). The SSU has also funded and conducted major research projects linking quantitative and qualitative research, and involving researchers from sociology, social anthropology, political studies, psychology, economics and other Social Sciences. Some of these projects entail collaboration with the other units within the CSSR. Among the major research projects of the SSU are:

- Growing up in the new South Africa: qualitative and quantitative research on childhood and adolescence
- School choice
- Race, class and inequality after apartheid
- Social and political attitudes and behaviour in a southern city
- Social and economic change in the rural Western Cape
- Families, households and socio-economic relationships

The SSU and ASRU together have contributed approximately R1.5 million to postgraduate students in the Department of Sociology, including five PhD and many Masters students, in order to develop a new generation of social scientists. They have also enabled a number of postgraduate students in sociology to attend international conferences. Both staff and students have published in the CSSR Working Paper series. The CSSR has also assisted students in submitting their work for publication in peer-reviewed journals.

(iii) Intercultural and Diversity Studies Unit of Southern Africa (iNCUDISA)

Prof Melissa Steyn is the founder and head of *iNCUDISA* and coordinator of its MPhil programme in Diversity Studies. Another staff member, Dr Zimitri Erasmus, is affiliated to iNCUDISA and its MPhil programme. This research unit has as one of its primary objectives the stimulation and publication of work on a wide range of diversity issues relating to the construction of difference and otherness and the politics of difference and belonging. iNCUDISA's three research streams/themes are:
1. Critical diversities/identities
2. Institutional, organisational and community cultures
3. Adjustment to change

iNCUDISA has published and hosted events pertaining to each of these areas. There are currently several large research projects that fall under Prof Steyn's direction.

These include a SANPAD and NRF funded project into Diversity and Equity interventions in SA, an investigation into teachers' management of diversity in classrooms in the Western Cape (NRF funded) and a national research project into small town adjustment to transformation in different provinces of South Africa (SANPAD funded). These projects involve teams of international and inter-institutional researchers. iNCUDISA's projects include a strong developmental element, providing students with research experience.

Steyn's own work has engaged with a number of dimensions of diversity, including gender, culture, sexuality and race, and her recent co-edited books include one of race and social identity and another on sexuality in post-apartheid South Africa. She is particularly interested in 'whiteness' in post-apartheid South Africa, including its international diasporic dimension, abroad and in other African countries. She is the author of *Whiteness just isn't what it used to be: White identity in a changing South Africa*, which has achieved a great deal of international recognition, including an outstanding scholarship award from the National Communication Association in the United States.

(iv) Land and Governance Research Group (LGRG)

Prof Lungisile Ntsebeza is director of the is *Land and Governance Research Group (LGRG*, and also the principal researcher and manager of a joint research project involving the Department of Sociology, University of Cape Town and the Democracy and Governance Programme of the Human Sciences Research Council (HSRC). This project is part of a wider collaborative relationship that is developing between UCT and the HSRC. The current joint research project focuses on the way recent legislation is improving the land rights of women living in areas under the jurisdiction of chiefs in South Africa's countryside. Prof Ntsebeza has also just been awarded an *NRF Research Chair* for his Land and Governance Research Group within the Department of Sociology, which will greatly assist in the building of research in the Department (see further Section 5.4.5 below).

As noted above, other innovative and expanding research projects are located within the more informal groupings headed by individual staff members and usually linked to a few of their postgraduate students. A short description of each of these is provided here.[121]

(i) David Cooper (Sociology of Higher Education Research Projects)

Prof Cooper is currently completing a monograph on a follow-up study in 2005 and 2007 of 11 Research centres/units at higher education institutions (HEIs) of the Western Cape, initially investigated in 2001. The project is supported by HSRC funds. In addition, he is developing a *Sociology of Higher Education Research Group* of himself and some PhD and Masters students in the field of higher education studies, with research links to allied researchers in the HSRC and other universities. The focus

[121] As part of an additional (hardcopy) pack of documents to this Self-Review Report, CVs of the 13 academic staff members (including their course outlines of all courses taught in 2007 at undergraduate and postgraduate levels), are provided for the Review Panel, and these CVs can be referenced for more details on individual staff publications and associated research projects (and their funding).

is on quantitative and analysis of student enrolment patterns at South African Higher Education Institutions (HEIs), with qualitative studies on HEIs of the Western Cape.

(ii) Owen Crankshaw (Social Polarisation Research Projects)

The *Social Polarisation Group* has received funding from the NRF for a 5-year period from 2006 to 2010. So far, these funds have been used to provide bursaries to Honours and Masters students. Next year, the first Doctoral student will be funded by this project. This group engages with debates on social inequality in the field of urban sociology. In general terms, it seeks to understand the changing relationship between de-industrialisation, migration, occupational class inequality, racial occupational inequality, and the geography of the city. To date, research has been conducted on:

- The impact of de-industrialisation on the occupational class structure in Cape Town
- The pattern and extent of decentralized office developments in Cape Town
- The extent of residential desegregation in Cape Town and Johannesburg and its relationship to edge city formation.
- Patterns of occupational class mobility in Mitchell's Plain and Khayelitsha.
- The dynamics of locational choice among businesses in industrial parks in Cape Town

(iii) Jacques de Wet (Research Projects on Black Management Identities, Development Agencies)

Dr de Wet is currently conducting research on social identity and the sociology of organisations in post-apartheid South Africa; his main research project focuses on African managers in post-apartheid South Africa. The first phase of the study (2005-2006) investigated the challenges encountered by upper middle and senior African managers and the strategies they employ as they navigate borders and negotiate identity in a corporate world that is dominated by White males and controlled by global capitalism. A research report entitled *Collaborators, Resisters, Capitulators & Mediators: Black African Managers in Corporate South Africa* was completed in December 2006 and a journal article is forthcoming. The second phase of the study focuses on African managers in higher education institutions and the third phase focuses on African managers in non-profit organisations

(iv) Zimitri Erasmus (Research Projects on 'Race' and Identity)

Dr Erasmus is conducting archival and comparative research on the production of the concept and the category of 'mixed race' in British Colonial Africa. The aim of this work is to produce a review essay entitled *Tracking the Production of 'Mixed Race' Categories in British Colonial Africa.* This long essay is intended for publication as an Occasional Paper in the Sephis Series. She is also studying the macro sociology of 'race' by drawing on survey data on 'race' and identities in South Africa (a joint paper on this topic written with Steven Friedman is scheduled for publication by the end of 2007). In addition, she is involved in a SANPAD project under the auspices of the newly established Centre for Critical Research on Race and Identity directed by Prof Gerhard Maré, and doing research on qualitative research methods to identify and describe best practice in qualitative research. (This work also explores the value of

Computer Assisted Qualitative Data Analysis Programmes specifically, *QSR Nvivo*, for qualitative analysis.)

(v) Jonathan Grossman (Research Projects on Workers and Human Rights, Social Movement, Worker Education)

Dr Grossman is conducting research on health and safety, the development of social movements, and the relationship of unions to social movements. He is writing two papers intended for presentation at the International Conference on Researching Work and Learning at the end of the year, while continuing research on trends, possibilities and challenges in trade unionism and research on social movements.

(vi) Ken Jubber (Research Projects on Issues of Social Theory and Indigenous Social Thought)

Assoc Prof Jubber is conducting research on centre-periphery relations as regards the production and dissemination of social theory and sociological knowledge, concentrating on the reasons for the poverty of third world contributions to social theory. He is also working towards policy recommendations for improving the quality of theory teaching and theory production in South Africa, and searching for indigenous contributions to social theory and sociology with the objective of producing a text on African and South African sociology and social theory. In addition, he is conducting research to identify the concepts and theories that shaped 'social reality' in South Africa during different historical moments.

(vii) David Lincoln (Research Projects on GDL Issues)

Dr Lincoln is conducting research on Global Division of Labour (GDL) issues, including international labour migration, plantation agriculture, and aspects of the GDL/development relationship in the case of Mauritius. He is furthermore studying LDCs (Less Developed Countries) with respect to the political economy of sugar production, and collecting GDL-related teaching material for undergraduate and postgraduate courses at UCT.

(viii) Johann Graaff (Research Projects on Universities and Pedagogy)

Dr Graaff is conducting research on student transformation in the social sciences, and on theoretical debates in development studies. He is currently writing three papers: one on the ethical component of development theory; one on the hegemonic position of South Africa within the Southern African region; and one on the historical imagery of witches.

(ix) Judith Head (Research Projects on HIV/AIDS and Society)

Dr Head has long been interested in the relationship between poverty, inequality and health. She is preparing a paper on the relationship between poverty and Tuberculosis. A second interest is the question of the collection of health statistics in South Africa and the advantages, from a social policy point of view, of using social class categories. Dr Head is also interested in the social dimensions of HIV and AIDS. She is working on a number of areas associated with this theme. These include the

racialisation of HIV/AIDS in southern Africa and its broader implications; issues of scientific knowledge, doubt and certainties in relation to the AIDS pandemic; stereotypes of African women as seen through explanations for the rapid spread of HIV in South Africa. In September she will be presenting a paper on HIV/AIDS and Society at the inaugural conference of the Institute of Social and Economic Research in Maputo.

4.4 Publications

Research that is broadly defined as 'scholarship' does not necessarily or inevitably have publication as its goal or end product.[122] Thus the goal of research, as noted above, could be personal intellectual development, social activism, policy formulation, lecture content, curriculum design and re-design, and so forth. It seems necessary to note this because of the emphasis currently placed on publications and publication counts, especially those that are the product of peer review and that are published in the most prestigious international journals.

The current emphasis placed on publications of a limited and frequently produced sort needs more debate. It is easy to understand the current managerial emphasis placed on publications since this provides a convenient and objective – though crude – measure of both the quantity and quality of research done by individuals, units, departments, universities, etc. However, publications are merely a proxy for scholarship in general and more specifically for research in terms of its 'new knowledge outputs'; this 'proxy' as an indicator of research activity, as noted above, does not do justice to certain kinds of research or publications (e.g. in Policy and Public Sociology) and consequently results in injustice in terms of the rewards granted for research and publishing. It is also possible that current practices and pressures might have unanticipated negative consequences – eroding elements of academic freedom and the quality and diversity of academic work as a consequence of subtle and less subtle pressure to direct academics towards certain activities and away from others.

Nonetheless, in our Self-Review we believe an assessment of our Department's *actual* publication levels over the past decade is needed, and for this purpose Table 4.1 has been constructed. Our view is that the best source of our *peer-reviewed* publication data (i.e. refereed journal articles, academic books and chapters in academic books) is the annual UCT Research Report, which also includes a category of 'Other' publications (e.g. government and consultancy reports, monographs published by a research institute, published conference proceedings, etc.).[123] The data in the research

[122] See for example E.L. Boyer (1990), *Scholarship Reconsidered: the Priorities of the Professoriate.* New Jersey: the Carnegie Foundation for the Advancement of Teaching. Boyer distinguishes between (i) the Scholarship of Integration, (ii) the Scholarship of Application, (iii) the Scholarship of Teaching and (iv) the Scholarship of Discovery respectively, with only the last one primarily orientated in its outputs towards publication in international peer-reviewed journals. See also Chapter 1 earlier, for the categorization by Burawoy (as President of the American Sociological Association, 2004) of the scholarship of Sociology in terms of Professional Sociology, Critical Sociology, Policy Sociology, Public Sociology – whose respective, high quality outputs vary considerably in terms of form and audience.

[123] Note, for reasons explained in relation to Table 1.21 in Chapter 1, the peer-reviewed academic publications (journal articles, academic books and chapters in academic books) of Table 4.1 above are *broader* than simply the Department of Education 'subsidy-generating' peer-reviewed publications which appear as 'data' in Table 1.21. For example, if we published in a peer-reviewed Brazilian

reports have the added value of having been audited by staff of the university's research department. Table 4.1 shows the data derived from this annual UCT source for 1997-2006.

Table 4.1: Research Publication in Department 1997 – 2006

Publication	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Total
Staff number	12	12	13	12	12	12	12	13	13	13	12.5
Refereed articles	8	6	4	4	14	2	3	6	7	14	68
Books	1	0	1	1	2	2	0	1	3	0	11
Chapters in books	10	5	5	5	3	4	6	10	11	5	64
Other	12	5	7	11	7	6	18	7	13	4	100
Total publications	31	16	27	21	26	14	27	24	34	23	243

Data from: *University of Cape Town: Research reports 1997-2006*

As Table 4.1 indicates, an average number of 12.5 members of staff have published 68 articles in peer-reviewed journals in the past 10 years. This represents 6.8 articles for the Department per year and .544 articles per staff member per year. 11 academic books were published. Using the current RFJ criteria of 1 book equaling 6 outputs, the books published in the last 10 years implies 66 outputs. This represents 6.6 outputs for the Department per year and .528 outputs per staff member per year. 64 chapters in academic books were published in the past 10 years. This represents 6.4 chapters per year published by the Department and .512 chapters per staff member per year. Combining these peer-reviewed potential subsidy earning publications yields a total of 198 outputs for the Department over the last 10 years, representing 19.8 per year and 1.584 per staff member per year.

The recently published Faculty of Humanities minimum RFJ criteria for 'active researcher', which varies from 3 outputs per year for lecturers to 5 for professors, yields a weighted average for the ranks in the Department of 1.256 per staff member per year, or 15.70 for the Department each year, or a total of 157.05 for the Department over the 10 year period. Comparing the RFJ generated figures with those extracted from Table 4.1 indicates that the average publication output of the Department is above the RFJ criteria – i.e. 198 vs 157 for the 10 year period, 19.8 vs 15.7 for the Department per year, and 1.584 vs 1.256 per staff member per year.

While the aggregated research output of the Department over the past decade has met the criteria for a 'research active' Department, disaggregating the research output in terms of individual research outputs reveals a very mixed picture – a number of staff exceed the minimum 'active researcher' criteria while a small but significant proportion do not. The data supporting this observation are contained in Table 4.2.

Sociology journal it would appear in Table 4.1 here but probably not as 'subsidy-generating' (in Table 1.21 earlier) because many Latin American Sociology and Social Science (non-English language) journals are not part of the current 'official list' of journals used by our Department of Education for accrediting subsidy. Admittedly, our SASA (South African Sociological Association) needs to take steps via the Department of Education to change this, but this will take time.

Table 4.2: Research Publications by Staff Members 2000 – 2006

Staff member	Journal articles	Books	Chapters in books	Sub total	Other publications	Total pubs
Crankshaw	10	1	6	22	1	18
Maree	9	0	4	13	8	21
Seekings	11	2	11	34	35	59
Cooper	4	1	1	11	2	8
Jubber	3	0	0	3	2	5
Ntsebeza	1	1	8	15	0	10
Steyn	2	2	5	19	7	16
Erasmus	2	1	3	11	2	8
Graaff	3	1	0	9	0	4
Grossman	2	0	4	6	6	12
Head	0	0	1	1	0	1
Lincoln	2	0	1	3	3	6
De Wet	2	0	0	2	2	4
Total	51	9	44	149	68	172

Data from: *University of Cape Town: Research reports 2000-2006*

* Prof Ntsebeza joined the Department in January 2004
* Dr de Wet only became full-time in the Department from 2003
* Assoc Prof Steyn joined the Department in 2003

Note: The 'sub-total' column in Table 4.2 includes the weighting of books and monographs as 6 units. The units together with published articles and chapters in books are typically 'peer-reviewed' outputs and many are actual or potential subsidy earning – hence the reason for this sub-total column.
No attempt has been made to finesse the figures in Table 4.2 to deal with the complex problem of joint authorship. Outputs are credited as whole units to each author. In the vast majority of cases of joint authorship, the other author or authors are not members of the Department's tenured staff.

If one looks at the extent to which different staff members are publishing, the data presented in Table 4.2 reveal a wide range in the number of publications produced by staff members in the seven year period 2000-2006. Using the data in Table 4.2 together with the RFJ research criteria for 'active researcher', it is calculated that 8 members of staff have performed above the RFJ rate – Cooper, Crankshaw, Erasmus, Graaff, Maree, Ntsebeza, Seekings and Steyn, while 5 members of staff, De Wet, Grossman, Jubber, Lincoln and Head have performed below the rate. Seekings, Steyn and Ntsebeza have performed at over 3 times the expected rate and Crankshaw at over twice the expected rate.

The research and publication pattern in Table 4.2 is, as is well known, not that unusual. Research findings about the publication rates of scientists (including social scientists) at universities across the world, show that generally a small proportion of academics at any university (or any department) produce most of the academic publications, and, especially, those most highly rated – a phenomenon that has been termed the *Mathew Effect*. Nonetheless, the starkness of the differences reflected in Table 4.2 do call for comment and discussion in our Self-Review (see also Chapter 7 for some proposed strategies to enhance research activities and outputs in our Department).

Anticipating the future, it seems likely that the wide discrepancy in research output by members of staff will be reduced in the future as staff who are judged to be not sufficiently research active will no doubt respond in the way intended by the 'publish or perish' RFJ remuneration mechanism. In analyzing the research and publication per

capita data, however, it is worth keeping in mind the fact that members of staff entered the profession and Department for a wide variety of reasons and that they were appointed at different times under markedly different conditions of employment as well as official regimes. As noted in Chapter 1, during the 1980s-1990s there was a relative under-emphasis on what Burawoy has termed Professional Sociology linked to peer-reviewed publication; moreover as noted too, our first national Sociology journal only emerged in 1970 (in Afrikaans and English, under the Whites-only SA Sociological Association) and it was as late as 2005 that the official journal of the South African Sociology Association (itself a merger of associations in the early 1990s) changed its name from *Society in Transition* to the *South African Review of Sociology* – perhaps an indicator itself of a shift towards Professional Sociology? In summary, therefore, certain forms of research have been historically neglected by what might be termed 'academic activists' who believed there were more pressing and more laudable matters to attend to. Moreover some Public Sociologists from that era as well as new generations of sociologists fired by sociology's 'moral vision' still resist the mounting current pressure for them to become proper 'professional sociologists' and the academic Stakhanovites this implies. There are still morally pressing social issues that require attention and hence it remains necessary, according to some staff, to compromise formal research if these demands require this. In this connection, the tension, even contradiction, between research expectations and expectations regarding Social Responsiveness in the RFJ calculus could be explored and commented on during the review – this matter certainly merits airing (see Chapter 5 on Social Responsiveness).

Another point, besides the activist/researcher tension, is that there is also the tension between teacher/researcher that helps account for some staff members' greater commitment to teaching at the expense of striking the kind of balance between teaching and research that will ensure research outputs of the right sort and frequency. There is anecdotal evidence that the increased emphasis placed on research in recent years has had a negative impact on the quality of teaching at UCT in some departments (e.g. the increased number of buy-outs by active researchers and the widespread use of less qualified hired help to substitute for them). If teaching is symbiotically related to research, then our most productive researchers should be our greatest teachers and they should do their share of teaching to be fair to the students who come to UCT in part because they are attracted by the big names. The tension between teaching and research expectations is an important issue that must be considered in this Self-Review, especially given the new thrust of Research Chair awards (one in 2007 in our Department), which are specifically oriented to facilitate buy-out, from most undergraduate teaching duties (see also Chapter 7 'Strategies' in relation to issues of a Research Chair in Sociology).

A further point links to UCT's evolving official mandate and expectations. Regarding this, the 'Conditions of Appointment of Professors and Lecturers' section of the Staff Manual of the 1970s, when the senior members of the Department were appointed, state that, as far as research is concerned, "The officer will be expected to carry out research work" (Condition 2, p.1). Contrasting this expectation with the operationalized minimum RFJ criteria for being judged to be an active researcher in the Faculty of Humanities in 2007 speaks volumes about some of the changes that have taken place at UCT, especially over the past few years. The minimum RFJ 'active researcher' criteria for a lecturer is now a minimum of 1 output in 3 years (if

engaged in a major project such as a PhD) or 3 peer-reviewed outputs in 3 years. For a professor it is '5 peer-reviewed outputs of quality in 3 years' (peer-reviewed monographs/books based on original work count for 6 outputs in all cases). Where there was once a research field with no goal posts, there is now one with very clear goal posts, rules of the game, and penalties and rewards. This change will no doubt have its intended effect, in that research output will increase and it will increase in a particular direction. The Self-Review should consider this outcome, and debate what the intended and unintended consequences will be, especially the impact on teaching and on social responsiveness.

4.5 Some further points with respect to research in the department

4.5.1 Research Funding

Table 4.3: Research Funding Secured by Staff Members 2002-2007

Recipient	Amount	Source	Project
Cooper	R65,000	NRF	2005 follow-up study of 11 Western Cape research groupings
Cranskshaw	R97,000 p.a. for 3 years Total = R291,000	NRF	Globalisation and Urban Inequality in South African Cities
Maree	R22,136	UCT Research Committee	Block grants – 2004, 2005, 2006
	R150,000	HSRC	Study of skills development needs in the metal beneficiation sector of SA.
Seekings	Approx R15,000,000	Mellon, Ford and Rockefeller Brothers Foundations; US National Institutes of Health; European Union; etc.	Surveys; scholarships; etc: Various projects since 2002
Ntsebeza	R10,000,000	NRF	Various projects and postgraduate student support
Head	R295,000	Old Mutual	MPhil in HIV/AIDS and Society
Lincoln	R 20,135.98	2 URC Block Grants	Various research projects
Erasmus	R315,000	SEPHIS	International conference on 'Mixing Races'
	R210,000	Charles Stewart Mott Foundation	
	R99,000	The Western Cape Government	
	R20,000	UCT	
	R10,000	The French Institute of South Africa	

	R98,000	NRF Thuthuka Award	
Steyn	R95,420 (Not including amounts awarded for 2008)	NRF	Changing education: Confronting issues of diversity
	R175,900 (Not including amounts awarded for 2008 and 2009)	NRF	Diversity and Equity interventions
	R480,150 (2008-11)	SANPAD	Transformation in Rural South Africa
	R460,000	SANPAD	Diversity and Equity interventions
	R20,000	NYU	Joint project
	R16,360	ADiPSA	Project
De Wet	R20,000	UCT Research Committee grant	Research project on Black African Managers in Corporate South Africa

The staff members of the Department are committed to conducting and promoting relevant and high quality research. The confidence that outside agencies have in the quality of research conducted in the Department is reflected in the money that staff members have secured for their research and research units and the publication of their work in leading national and international journals. Since relevance is a highly contestable and political issue, the Department welcomes reviewer comments on current and past research directions and projects and ideas for improving quality and relevance (see also CVs of staff members, provided as a pack of documents for the Review Panel).

4.5.2 Journals and journal related activity

It needs to be stressed that a valuable *indirect* contribution to research leadership and development in Sociology in South Africa has come via the important roles played historically over the past few decades by some members of our Department. They have been active since the 1970s in the establishment and publication of a number of sociological and Social Science journals, in serving as editors and members of editorial boards as well as referees for national and international journals. In 1975 Prof Paul Hare, then Head of the Department of Sociology, established the journal *Social Dynamics* which is, using standard ISI criteria, arguably today South Africa's leading journal of Social Science and Humanities. The first official journal of the non-racial Association for Sociology in Southern Africa (ASSA), the *South African Sociological Review* (SASR), was inaugurated in 1988 with Wilmot James, then HoD of Sociology at UCT, as editor. In 1992 when ASSA and the historically 'Whites-only' (from 1967-77) South African Sociological Association were amalgamated, the new association inherited both associations' journals, the *South African Journal of Sociology* and the *SASR*. Both journals were continued until 1995, when a decision was taken at the Annual General Meeting of the South African Sociological Association to discontinue them and establish a new journal. The first number of this

new journal, *Society in Transition* appeared in 1997. Ken Jubber was editor from 2000 until 2004 when Owen Crankshaw took over the editorship – a position he continues to hold. As mentioned, this journal was renamed the *South African Review of Sociology* in 2005, and, as with *Social Dynamics* and *Society in Transition*, this is an accredited journal for subsidy purposes and plays an important role in providing a local outlet for peer-reviewed South African sociological publications.

Prof Maree was a member of the Editorial Board of the *South African Labour Bulletin* for 28 years starting in 1976. He played an active role on the Bulletin and was elected chairperson of its Board for 21 years in succession. He retired in 2003 to make way for new and younger members on the Board. Prof Seekings was the editor of *Social Dynamics* from 2000-2006 and has been co-editor of the *International Journal of Urban and Regional Research* since 2005. In 2006, Assoc Prof Ntsebeza was appointed chief editor of the HSRC's annual *State of the Nation* collection of articles on South African society. Prof Steyn is an associate editor of *Journal of International and Intercultural Communication*, a new journal published by Routledge.

Besides these positions, members of staff have been and remain active members of a number of editorial boards for a range of local and international Social Science journals (see their CVs included in the pack provided for the Review Panel).

4.5.3 Professional associations, conference participation and professional duties

All members of staff are members of one or more professional association, with the South African Sociological Association being the most prominent. Most have been and continue to serve as council members for these organisations and quite a few staff members over the past two decades have been presidents and vice-presidents of professional bodies. Many staff members annually attend the professional organisation meetings of the organisations to which they belong, and the Department has a very impressive record of conference papers read by staff members (but not as impressive a record, until recently, of their being published in journals thereafter).

4.5.4 NRF ratings

To date, Prof Crankshaw and Assoc Prof Steyn (both rated C) are the only members of the Department who have been rated by the NRF. In this connection it is worth noting that, should they do so, there is little doubt that at least three other members of staff would achieve a C or better rating given the current criteria. Two staff members have pointed out that their reason for not applying for NRF rating is that they feel they do not need to do so since they secure funding elsewhere and the main reason for going the NRF rating route is for this purpose. It is also worth noting that there is some opposition in the Department to the NRF rating system and the role this is beginning to play in internal university assessments. In this regard, it should be noted that, at its inception, the South African Sociological Association made strong representation with submissions against the NRF system in the form in which it emerged. Another criticism of the rating process is that it under-recognises inter- or cross-disciplinary research. The fact that the NRF is in the process of reviewing its rating system also indicates problems and issues that exist with the current system. The matter of seeking/not seeking NRF rating could be taken up in the Self-Review and in discussions with staff members.

4.5.5 Postgraduate research output

Issues of postgraduate teaching and Programmes have been discussed in Chapter 3. However, it is useful to include here a few points about postgraduate research outputs and their links to academic staff research.

Postgraduate output historically has consisted almost entirely of theses accepted for Masters and Doctoral degrees. Until very recently, there have been very few journal articles published by Sociology students or published jointly with their supervisors. This domain of publications could be profitably developed to the benefit of all if managed properly, as is done in the natural sciences and elsewhere (see Chapter 7 on 'Strategies').

Table 4.4: Masters and Doctoral Degrees Awarded 2001 – 2006

Year	Masters	Doctoral	Total
2001	1	1	2
2002	0	2	2
2003	1	1	2
2004	3	2	5
2005	3	1	4
2006	9	1	10
Total	**17**	**8**	**25**

Data from: *University of Cape Town: Research reports 1997-2006*
Note: The data on number of Masters and Doctoral students in Table 4.4, derived from these annual UCT Research Reports, is not exactly the same as data for Masters and Doctoral graduates during these years in Chapter 3 of this Report, highlighting how different sources of data within UCT often do not provide the same figures. For purposes of *accuracy*, we regard the number of postgraduates (enrolments and graduates) provided in Chapter 3, after painstaking data examination by each of our postgraduate programme convenors, as the most accurate available – but we have included Prof Jubber's counts here from the Research Reports (i) because the overall patterns he discusses below for M & D students for 2001-7 are the same patterns analysed in Chapter 3, and (b) in order to illustrate these slight divergences in the respective data bases (especially at Masters level in Table 4.4 which we believe to be an undercount, because not all Masters graduate names in any one year were accurately submitted for inclusion into the UCT Research Reports). On the other hand, we believe the provision of research publication data in Table 4.1 earlier, very carefully checked and computed by Prof Jubber from the annual Research Reports, to be the *most accurate available* with respect to our staff publications for the years 2001-7. But even the data of Table 4.1 for journal and book chapter publications are probably an undercount, because after reading the first draft of Jubber's report here, some staff are convinced that some of their publications were never cited in the annual UCT Research Reports. Finally it should be stressed here once again, that the annual compilation of our Research Report entries have been done by Prof Jubber himself without any administrative assistance for a number of years – surely this is a case for supporting our claim in Chapter 7.3.4, on the need for a postgraduate administrator to provide assistance for the many tasks which are currently diverting our academic energies?

The figures in Table 4.4 highlight points already discussed in Chapter 3, namely that the Department has not yet succeeded in significantly improving its levels of annual Masters and Doctoral thesis research outputs. The slow increase after 2003 at Masters level in this table is hopefully the beginning of a new era (a new era linked also, as observed in Chapter 3, to the very recent increase in PhD enrolments whose throughput will, however, take at least another 3 years to begin to be observed). Time will tell. But as noted in earlier Chapters, this will partly depend on steps taken to build a postgraduate and especially a PhD Culture in the Department. This will be considered further in Chapter 7 'Development Strategies', especially with respect to postgraduate *study space* in the Leslie Social Science building as well as in relation to questions of financial support for Masters/Doctoral students and closer linkages of student thesis work with Departmental staff research projects. In addition, it is

gratifying to be able to include in this Self-Review the good news that Assoc Prof Lungisile Ntsebeza has just been awarded an NRF Research Chair for the period 2007-2011, potentially renewable for 2 further periods of 5 years each. This prestigious award will enable Prof Ntsebeza to support 2 post-Doctoral and 2 Doctoral students, as well as 6 Masters and 10 Honours students for each of the 5 years, which can undoubtedly provide a catalyst not only for postgraduate development in the Department but also a general boost in departmental research activity and output in the coming years. Some of the Development Strategies outlined in Chapter 7 will consider issues linked to this Research Chair.

It is important to note here that such a Research Chair raises questions about research and postgraduate administrative capacity in the Department, more generally. For example, over the past few years the registration process for postgraduates in the Department as well as in the Faculty and UCT central administration of Humanities has not been as efficient as it should be. Our Department has never had an administrative staff member dedicated primarily to postgraduate students – so over the past few years with the expansion of our Honours and Masters students (see Chapter 3 figures since 2003), the chairperson of our postgraduate committee, Dr David Lincoln, has taken an enormous load upon himself to attend to all postgraduate student enquiries, correspondence and registrations (not only for the Development Studies Programme for which he serves as convenor). In 2007, this task has been temporarily taken on by Prof Maree while Lincoln is on sabbatical leave. Yet if there was not currently some 'soft money' available (from special donors) for two of our postgraduate programmes, in the form of both the convenor of the Diversity Studies (Melissa Steyn) and HIV/AIDS & Society (Judith Head) hiring their own part-time administrative assistants to take on much of the Departmental postgraduate administration of these two programmes, the Department would have reached crisis point a few years ago (i.e. after 2004, when these programmes became relocated from the Graduate School into the Sociology Department). This issue of Strategy for *postgraduate administration* in the Department will therefore feature prominently in Chapter 7.

It must be noted in this regard as well, that there have been some problems arising from the blurred roles between the administrative staff of the Graduate School and our own Department in certain areas (e.g. maintenance of detailed coursework assignment marks and addresses and whereabouts of registered postgraduates), leading at times to duplication or confusion. In addition, the through-put rate for postgraduate students has been identified as a problem, and this is partly related to issues of our Departmental programme convenors assisting Masters students with choice of electives and/or minor dissertation supervisors outside of the Department, because a proportion of our Masters (and some Honours) students desire this. The recent Faculty requirement of a Memorandum of Understanding (MoU) between Masters (and Doctoral) student and supervisor is helping to ease some of these problems. In addition this year, to improve the time-to-completion and the quality of Masters dissertations, the Department is attempting to run Masters dissertation workshops in the second semester of the first year of Masters, to encourage students to begin to focus on their dissertations after June rather than leaving this until the coursework modules have been completed (usually in November). These workshops encompass the early presentation of initial proposals, final proposals and reports on fieldwork in progress. In addition, for the first time ever for PhDs in the Department, a very

successful two-day Doctoral research workshop for all enrolled PhDs and their supervisors was held at a venue near Simon's Town in September of 2006, initiated by the HoD David Cooper. This initiative will be built on this year and into the future and is another way of improving the through-put rate of PG students in the Department. More detailed discussion of proposals for the future, in relation to the diverse efforts listed in this section here, will be outlined in the Development Strategies of Chapter 7.

4.5.6 The relationship between research and teaching

A final point is that we probably do not do too well in this regard, as we have never built a curriculum 'downwards', i.e. from agreed research foci and agenda to the kind of training especially at postgraduate levels that would support and sustain these. This links to general problems of lack of integration and focus in the Department, impacting on questions that deserve broader discussion and action. In addition, it can be noted that, apart from confidential discussions between the HoD and staff members in regard to improving their individual research output (moreover usually linked to issues of the RFJ and individual promotion questions), the Department as a whole has not met to consider collective strategies for doing this. Perhaps this is something that could be considered for the future as a way to improve individual and collective research productivity.

It is worth noting also with regard to improving research productivity, that members of the Department are beginning to run out of time as a resource to achieve this. In the early 1990s, UCT adopted a policy of doing more with less. Effectively, UCT has constructed a fully fledged postgraduate university on top of an undergraduate university, to grow the former quickly while still allowing the latter to expand a little each year. In addition to this, via the instrument of the RFJ annual assessment and tougher criteria for appointment and promotion, increased research commitment and productivity has been demanded, as has increased commitment to teaching through stipulating the number of expected formal contact hours at around 150 per annum and requiring, via the memorandum of understanding between postgraduates and supervisors, increased administration and supervision time. On top of this, increased expectations have also been raised recently as regards extra-university Social Responsiveness activity. All this has been done without a related increase in the staff complement of our and other departments. This has been noted in Chapter 1 where it was observed that our academic staff 'norm' of around 14 in the 1980s had dropped to its current contingent of about 12.

It appears, therefore, that something will have to give. Current indications are that it is teaching that is paying the penalty to sustain a disarticulated set of pressures. Chapter 7 will pursue some of these questions directly with reference to proposals for the future, linked especially to ideas about the development and enhancement of research and postgraduate studies in the Department, via the recruitment of new staff following retirement of existing members, and streamlining and consolidating the teaching of our undergraduate majors.

5. SOCIAL RESPONSIVENESS[124]

5.1 Background and summary

I am not a member of the Sociology Department, but was approached to evaluate, at an informal level, the presence of Social Responsiveness (SR) within the activities of the Department and on the academic CV.

Over and above the departmental review, and as part of the rate for the job (RFJ) evaluation that UCT staff are required to undergo every three years, staff in the Sociology Department recently completed form HR174 and compiled CVs in defence of their positions and salaries.[125] Within this exercise, SR is an 'underpinning' element that is supposed to manifest its presence within each of the three main performance criteria of Research, Teaching, and Leadership and Administration.

Alongside RFJ, but with a different purpose, is the *ad hominem* promotion exercise, in terms of which staff may motivate for promotion on the basis of performance. Here SR is a separate element, alongside the three performance categories stated above, and has been assigned varying importance by different faculties in terms of its contributing weight to the overall score. In the Humanities Faculty, "candidates for promotion will be considered eligible if their rating totals 24 or more out of 30. This score will be calculated by adding to the scores for teaching and for research, the best score for either leadership or social responsiveness."

While there are varied interpretations and examples of what constitutes social responsiveness, no indicators have as yet been developed for the purpose of measurement in either the RFJ or *ad hominem* processes. It is thus feared that the absence of appropriate tools could lead to social responsiveness playing an insignificant role in staff evaluations, to the detriment of staff whose involvement is substantial and may be overlooked in these processes.

Due to the absence of measuring tools, I approached this exercise with a view to exploring (i) how academic staff conceptualise SR, (ii) how it is embedded in a material way in academic practices, and (iii) how it is encapsulated and reflected in documents, which serve as a basis for evaluating their academic performance.

In contrast to the academic outputs specified as performance deliverables within the neo-liberal framework that UCT utilises to conduct academic staff evaluations, academic staff in the Sociology Department go about their academic work without prioritising accordingly. Given this particular tendency, the impression gained by a desktop evaluation of CVs is that academic staff do not on the whole engage with external constituencies as much as would be expected of a Sociology Department, whose work is rooted within society.

---

[124] Pamela Johnson, Senior Academic Planning Officer (with responsibility for Social Responsiveness) in the Institutional Planning Department of UCT, was invited to write the draft of Chapter 5 with respect to the 'social responsiveness' work of academic staff in the Sociology Department.

[125] Refer to Appendix 3, 'Social Responsiveness Extracts, from Sociology Staff CVs (2004-6)', which reflects the differences in interpretations of, and reporting on, social responsiveness by academic staff.

However, during subsequent interviews/conversations, it became apparent that most staff tended to adhere to the University and Faculty classifications of activities into teaching and research, consciously identifying activities and outputs accordingly. Given that SR forms an intrinsic part of teaching and research activities in this Department, staff tended not to identify SR as a separate element.

In general, the significance of SR appears to be understated relative to actual expenditure of time and energy (and in one instance, personal funding), and, due to the required conventions for reporting teaching and research activities, SR is almost always marginalised or under-represented on the academic CV.

This general failure on the part of staff to separately identify and foreground aspects of academic work that can be construed as SR, either as an activity in its own right, or as a prominent component of their teaching and research, has two outcomes: Firstly, by failing to highlight SR and the many sites of knowledge incorporated within teaching and research, the richness and multi-dimensionality of these activities is diluted; and secondly, SR becomes barely visible within staff profiles.

By and large, the results of interviews reflect – possibly predictably – a cynicism regarding the 'new' emphasis on social responsiveness, which has filtered down in the form of a University imperative that is not actively endorsed by senior leadership. Nonetheless, SR is considered by most academic staff to form an inseparable part of their teaching and research, in which the presence of direct or indirect SR-related activities can be detected along a continuum.

5.2 Methodology

5.2.1 CVs, questionnaire, interviews

Due to the purpose of this exercise in obtaining opinions on a non-quantifiable element and information on the nature (what and how) rather than a measurable (when, where and how much), an open-ended interview approach was used to gather opinions and perspectives. Several staff members also provided CVs or excerpts from CVs, from which it was evident that there are no conventions in reporting on the existence of SR in the academic CV.

Following a lack of response to my initial request for an interview, I used a short, one-word answer questionnaire to generate an e-mail response, which was followed up by one telephonic and seven face-to-face interviews occupying between 15 minutes (telephone interview) and an hour, commencing on the basis of the answers provided to the short questionnaire and developing into conversations about SR and academic work in general.

Of the thirteen staff in the Department, ten participated.[126] Of these, three were women, and all except two staff were White; however, this observation does not appear to have any bearing on the way in which social responsiveness is conceptualised and embedded within academic practices. Age appeared to have more

[126] Two were on sabbatical and the HoD was not interviewed. This is because he is a member of the Social Responsiveness Working Group and his views are known.

significance, with two staff members approaching retirement indicating that they had participated more directly and substantially in SR previously in their academic careers, whilst their direct involvement had declined within their current work responsibilities.

In terms of post levels and time consumed by administrative and management functions, the HoD observed that occupying a senior leadership role demanded a larger share of time for administration, which left less time for SR related activities. However, among Associate Professors and Professors, those interviewed (5 of 6) did not comment that administrative responsibilities prevented them from engaging in SR-related activities, although 3 observed that administrative responsibilities added considerably to their workload.

5.2.2 Own preconceptions

The recent foregrounding of SR is the result of pressure on universities to demonstrate their accountability to society and responsiveness to its needs, rather than internal recognition of its importance or value. However, given the nature of the discipline of Sociology, there is a certain assumption – which I admit to – that these staff members have a propensity towards involvement in society, with a view to striving towards change and the greater public good. Irrespective of the status of the notion of 'social responsiveness' at institutional level, it is expected that Sociology staff will readily demonstrate direct and active 'engagement of an academic nature with external constituencies for the public benefit' (as defined by the 2006 UCT definition of SR), providing examples of involvement ranging from advisory capacity to leadership of initiatives that are motivated as much, if not primarily, by social – as opposed to academic – issues.

In this instance, my preconceptions were in fact proved correct, as all academic staff indicated fairly widespread involvement in activities of a socially responsive nature, either past or present.

5.3 Social responsiveness on the academic CV

5.3.1 Faculty of Humanities categories for the CV

Prior to my first contact with staff, academic staff had completed CVs for 2004-6 as part of the RFJ process in accordance with guidelines provided by the Humanities Faculty.

The first problem was therefore a particular emphasis and interpretation provided by the Faculty, which indicated the following activities among those constituting social responsiveness:

- consultancies
- community engagement
- public dialogue
- contract research
- service learning initiatives
- public lectures

Whilst UCT's 2006 research categories include consultancies as well as extension and development work, these activities were excluded from examples of research outputs listed in the Humanities Faculty Guidelines – possibly deliberately, so as to assign these clearly to the category of SR in the academic CV? (Research categories provided in the Faculty Guidelines included research publications, grants, exhibitions & productions, prizes & awards.)

Furthermore, Faculty Guidelines assigned to the category of leadership certain activities, which could in certain instances be construed as SR, viz. positions on NGOs, national and local government; invited keynotes, lectures and fellowships. This categorisation of activities by the Faculty led to two outcomes: firstly, certain activities not featuring in the guidelines appear to have been overlooked, and emerged later in interviews; and secondly, activities were assigned according to guidelines, whereas in interviews it emerged that there is not necessarily a clear distinction between social responsiveness and teaching and research, due to the intrinsic nature of SR in teaching and research activities.

CVs and excerpts from CVs provided to me thus appeared to under-represent the presence, extent and depth of SR in academic activities on and off campus.

5.3.2 Reporting on SR on the CV: the absence of 'hard' data

In the academic CV, obvious omissions were those of quantifiable and measurable details concerning activities and outputs, such as the title of a public talk, the name of the occasion, the nature and size of the audience, and so on.

The HoD is concerned that data usually presented as part of 'peer-reviewed' research records is absent when other data is reported with respect to 'social responsiveness' activities, e.g. duration of SR projects and activities, dates of public events, regularity and number of meetings of boards etc, definite outcomes and results of activities (concrete details, statistics and quantifiables), individual or organisational accomplishments in general, influence of reports on specific parties, papers or documents published, number of cases dealt with, number in audience, etc. This extra level of detail does provide a clearer idea of the time as well as the purpose and impact of SR, and would anchor it more firmly within academic activities.

Only one CV reported exhaustively on quantifiable elements of social responsiveness independently of the University's categorisation (see Appendix); however, if these conventions were to have been adopted by all staff, activities would have been more appropriately recorded, preventing SR from being under-emphasised or, in some cases, eclipsed altogether on the academic CV.

5.4 Overview of interview results

Interviews conducted with those staff who had previously completed the short questionnaire took the form of conversations and discussions. During these, most staff pointed to the inherent danger of 'impression management' in the RFJ and more so in the *ad hominem* promotion process, given the stakes, and the likelihood that CVs could be manipulated to serve a particular agenda.

However, this seemed not to have taken place among staff in the Sociology Department, where the tendency was towards under-stating SR. Several staff expressed scepticism about University attempts to prove that social responsiveness formed a part of its activities by incorporating it on the CV, pointing to similar previous exercises involving extension work. Three staff members opposed the inclusion of social responsiveness as a 'deliverable', pointing out that this had not formed part of the original job description and that the inclusion of social responsiveness had not been negotiated, as in "I have strong objections to making SR an expected part of our job description and an item on which RFJ is determined."

Nonetheless, these staff members demonstrated that social responsiveness was present in the nature of their teaching, and had been or was still present in research and leadership.

Resistance to inclusion of SR on the RFJ appeared to be on the basis of the University process in adopting this principle, not opposition to the principle itself.

5.4.1 Staff on the 'nature of SR and SR in academic practices'

During the interviews, most interviewees agreed that the current UCT definition was not entirely appropriate; whilst it did provide the requisite 'vagueness' to accommodate the activities of academic staff whose disciplines made direct relationships with society more difficult to embark on, it also excluded the work of some, whose work was not considered 'scholarly', despite its rigour and compliance with academic, 'scholarly' criteria, or was conducted on campus. One person felt that the definition should include work with members of 'internal non-peer' groups. In this respect, the work of Jonathan Grossman was referred to by several people as warranting recognition in some form, given that it was not forthcoming from traditional University sources.

It was felt that the reference to production and dissemination of knowledge should include 'interpretation, adaptation and application of knowledge', which formed a significant part of socially responsive activities. However, a cautionary was issued that the scholarly nature of work was important, in the sense that it should be derived from a scholarly base and conducted with rigour and within ethical guidelines, to prevent the community from becoming a 'laboratory for University experiments'.

It was pointed out that as sociologists undertake research in areas of importance to civil society and/or the state, and sometimes at their request, this almost inevitably leads to dissemination of results by contributing to policy-making as well as through feedback to non-academic audiences.

The general consensus was that SR was an inextricable part of the activities of staff, whether acting in their academic or personal capacity, and that it could not be removed from teaching and research, as these 3 activities formed part of a larger praxis, with each informing and informed by the others. Some staff felt that the orientation of their teaching and research towards dealing with and addressing key social issues constituted social responsiveness, without necessarily implying direct engagement.

- "My work is guided by the aim of making the world a better place, so all my teaching and research is directed at key social issues."
- "I engage in public debate through my students and all the postgraduate students' research that I supervise is of a socially responsive nature."
- "Social responsiveness needn't only involve previously disadvantaged communities, but it should empower the external community."
- "Social responsiveness is an orientation, but should not be an imposition."

One person suggested that, apart from social responsiveness being an inseparable part of academic work, it was an integral component of the 'good citizen', contributing to the 'whole person', and should not necessarily be scholarly or discipline-related. It is interesting that this staff member is extensively involved in community-based activities aimed at empowerment. This person felt that a more valid distinction would be whether the activity was motivated primarily by personal interest and aimed at personal fulfilment or pleasure, as opposed to contributing to the public good.

One person proposed a form of social responsiveness that locates teaching in the community, serving the needs of non-traditional students, by developing a curriculum with input from people who are not academics. She observed that "this (SR) is an area of great concern to me and is something I continually interrogate in relation to my work on HIV/AIDS and South Africa's health. There is a great need for a course like ours… (to be) pitched at a lower level for 'coal face' workers, and there are also opportunities to collaborate with NGOs and activist groups working in the field of HIV/AIDS… This would allow us to use our knowledge and skills more directly in the service of transformation in South Africa."

Several people commented on the need for the University to learn from non-academic communities, highlighting the perception of society as a source and site of knowledge. It was felt that the University's selection of a particular scientific model for the purpose of conducting and evaluating research was not appropriate to all faculties, and that HoDs should be allowed to develop models and criteria.

Teaching and research methodology was considered as a key means of identifying the presence of social responsiveness. Several members of staff referred to their positions at the interface between the community and the University, from which research could be conducted, facilitated and organised, and results disseminated in multiple directions. Incorporation of research into teaching was taken for granted, and the notion of academic activities as being responsive to, and not merely relevant to, society, was strongly endorsed.

5.4.2 Staff on 'social responsiveness in academic practices'

No staff are disengaged in terms of social responsiveness, though the extent to which they are directly or indirectly involved in socially responsive activities in the course of their teaching and research varies, forming a continuum with SR as an inseparable part of teaching and research at the one end, and being reflected in teaching at the other. In all instances, teaching is informed by present and/or past research, which is inevitably of a socially responsive nature, and it is here where there is space for further debate on the types of SR that are represented.

Two staff members questioned the validity of their own research activities and wondered whether they could be considered socially responsive, based on the UCT definition. This seems to reflect on the inadequacy of the definition, or on the inappropriateness of attempting to separate SR from research in instances in which the research is clearly aimed at addressing social issues and problems.

The examples provided in CVs that were made available did not correspond to the information that emerged in interviews, with documented SR almost invariably under-representing actual activities.

Whilst most staff pointed out that the nature of their research and teaching was socially responsive, what emerged in discussions was the extent to which time and resources were directed towards socially responsive activities in which staff were *indirectly* engaged. The establishment, cultivation and management of networks and relationships is, to many staff, one of the most significant ways in which they serve as an 'interface' or 'channel' between society and the University. These relationships benefit the University (inputs from society contribute to relevance of teaching, as well as creating access to research opportunities for students and staff), and staff are concerned that they should also benefit the community. The time and resources invested in these relationships is not readily identified as falling within any of the four categories of academic activity, with the result that this expenditure of time and effort was largely unrecorded (see Appendix containing extracts from CVs).

Examples of activities corresponding to the UCT definition of SR provided during interviews were as outlined in the sections below.

5.4.3 Staff on 'socially responsive research'

This was generally recognised as knowledge creation in participation with, and the sharing of research results with the external community. In these instances the defining issues around empowerment were the contribution of the external community to the creation of knowledge, or the research being motivated by a particular issue or goal within the domain of the public good.

Staff reported individual written contributions to policy, commissions, reports and non-academic publications in the following research areas:

- Urban housing and related issues, emphasis on statistics (Crankshaw)
- Community development in general (working with NGOs) (De Wet)
- Race and University transformation (policy and workshops) (Erasmus)
- Workers rights (domestic workers and campus contract workers) (Grossman)
- Women, public health and HIV Aids (Head)
- Unions, especially fishing industry (Maree)
- Land and democracy, politics of land, land rights and rural issues (Ntsebeza)
- Diversity studies and rights (Steyn)

Staff considered that their involvement as supervisors of socially responsive research undertaken by students constituted social responsiveness, as it indicated their contribution through the establishment and maintenance of relationships with external constituencies in the interests of the public good. It also demonstrated their direct

involvement in organising research and managing relationships with the external communities involved.

5.4.4 Staff on 'socially responsive teaching'

As indicated previously, all staff maintained that their teaching was of a socially responsive nature. The University's transformation objective was captured in one staff member's definition of social responsiveness as follows: "Teaching has a conscious and explicit objective containing political goals of building citizens who will work towards the public good. It aims at introducing new values and ways of being in South Africa and the world.'

Teaching was also considered to extend to the training of good researchers who could apply their knowledge in the workplace as well as in broader society, with a view to the public benefit, a view which incorporated the notion of capacity-building as contained within the function of teaching as 'knowledge dissemination'.

However, in terms of distribution of knowledge beyond a wider target audience than the academic community or the sharing of knowledge with a non-peer, non-academic group, activities included providing access to knowledge as a tool, facilitating access to education in general, and demystification of knowledge. Again, the aims were to address issues or goals identified with the common good and to empower external communities.

Many examples were provided, broadly categorised as follows:

- Public lectures, talks, interviews
- Media engagement, i.e. articles for the popular press, radio interviews and talks
- Actual teaching to non-academic audiences (workshops, etc)
- Facilitating expansion of access to education (see Graaff's CV in Appendix)
- Inter-disciplinary teaching collaboration, i.e. outside the Department
- Mentoring young academics (non-UCT staff)

5.4.5 Other socially responsive activities

Other members of staff referred to activities by means of which their non-disciplinary knowledge and expertise was used for the benefit of the community (for thorough elaboration on this point, see Graaff's CV).

5.5 Overview of questionnaire responses

Although this was the starting point of my interaction, I am placing this at the end of the chapter, as this exercise provided the least concrete evidence, serving mainly to prod staff into thinking about SR and making contact with me, so that we could follow up with discussions.

In the follow-up interviews, most staff brought up examples of activities in which they participated that had been committed to memory and for which they did not have their own personal documented records. In other instances, records referred to existed elsewhere, in the form of published non-academic documents or minutes of meetings.

This omission of documented records, combined with the absence of established 'performance indicators' for SR, seems to contribute to the marginalisation of SR by staff themselves.

8 staff members completed the questionnaire: it was significant that all claimed that SR formed part of their teaching, 6 claimed that SR formed part of their current research, and 7 held leadership roles that were socially responsive. All indicated that they were involved in SR activities outside the University; however, only 4 people indicated that they kept records of their involvement.

Questions

1.	Is there an element of social responsiveness in: your Teaching? your Research your Leadership/Admin?	 8 'yes' 6 'yes' 7 'yes'
2.	If 'yes' to the above, do you have any evidence (irrespective of significance) to prove this?	8 'yes'
3.	If 'no' to (1), is this because all your work is based on campus? One person stated that a significant part of his SR work takes place on campus.	7 'N/A'
4.	Are you involved in activities that are related to the knowledge and expertise of your discipline, but are performed independently of your (paid) work as an academic? One person stated that the University considered the work of an academic to include paid work performed for outside agencies, as long as it was of an academic nature.	8 'yes'
5.	If 'yes' to the above, do you keep track of, or record your involvement?	4 'yes' 1 'no' 3 'sometimes'
6.	Do you agree with the UCT definition that social responsiveness is 'the production and dissemination of knowledge for public benefit, which demonstrates engagement with external constituencies and shows evidence of externally applied scholarly activities'? One person felt that SR is 'whatever makes the resources of the University available, accessible and of service to those deprived of them (primarily for economic reasons)'; two felt the current definition was too narrow.	4 'yes' 2 'no' 1 'fairly well'

5.6 Final comments

Academic staff in the Sociology Department tend on the whole to understate the extent to which SR forms a part of their work, given that they do not tend to separate the nature of their work (socially responsive) from the work itself. This appears to be the result of the forging of self as active citizen and self as academic.

Having entered into the academe on the strength of particular views on good citizenship and social structures, some felt that it does not seem appropriate to require that they respond to a frame of reference in which they are asked to categorise and quantify their work outputs in terms of four performance areas.

However, given the international trend among universities towards highlighting linkages to and engagement with civic society, it would probably be advantageous for academic staff to make a more concerted effort to analyse their work, identifying the components of processes as well as the teaching and research outputs that are generated. Irrespective of whether the recent claims by universities in other societies to social engagement are driven by motives for proving accountability to the wider public, greater prestige, claiming new research sites within external constituencies, or, as maintained by universities themselves, a desire for greater civic engagement, this is undoubtedly a leading trend in the international community.

Without capitulating to neo-liberalism, I maintain that there is a benefit to be derived by academic staff in the Sociology Department through documenting the scope and depth of linkages to and involvement with 'external' social groups (i.e. groups who are not their disciplinary, academic peers). This benefit will not accrue in terms of current performance measures, but by virtue of a strategic positioning as a Department aligned to certain key areas of social responsiveness.

6. TRANSFORMATION[127]

6.1 Introduction

Transformation at UCT has been conceptualised in two broad ways. The first, or narrow view, is that the University is fundamentally on the right track, producing talented, creative graduates who can think critically and contribute to their society. What needs to change is the racial composition of the staff.

The opposing view, or broad position, argues that UCT represented particular class and racial interests under the apartheid regime. It saw itself as a bastion of liberal White thinking, upholding the traditional values of the academy, represented by Oxford and Cambridge. It saw knowledge as universal, objective, and neutral. The role of the academic was to produce knowledge, including knowledge for knowledge's sake, free from interference from the state and government. In contrast, the critics of the narrow view argue that the academy produced a particular kind of knowledge. It assumed western hegemony in the field of ideas. It saw itself as an institution in South Africa but not of South Africa. It sought to reproduce liberal values and produce graduates who would take their place in society as it was. The struggle against racial oppression and exploitation was a legitimate concern of individuals, but not of the University as an institution. It did not align itself with the national liberation struggle.

The political changes of the early 1990s saw UCT trying to adapt to the new dispensation. In the Faculty of Humanities (then the Faculty of Social Science), relatively large numbers of students from poor African areas of Cape Town were admitted for the first time. An academic development programme was set up to support them. A review of staff perceptions of employment equity was produced in 1993. A Transformation Officer was appointed. A racial harassment committee was established. An anti-racist workshop was piloted among academic staff by the then Dean of the Faculty. Attempts were made to recruit black academics from South Africa and the rest of Africa. Prof Mamphele Ramphela was appointed as UCT's first African Vice Chancellor. Later, Prof Mamood Mamdani was appointed as head of the Centre for African Studies. An Institutional Forum was convened, and seminars were held on race and transformation.

Those who took the narrow view of transformation saw these changes as positive indicators of real change. As more and more black children entered formerly white schools, so the numbers of black students increased at UCT. These mainly middle class students, articulate, well-educated and prepared for university, were quite unlike their counterparts of a few years earlier. What still needed to be done to complete the process of transformation was to increase the number of black academic staff, which still remained small.

Those who took a broad view of transformation felt that most of these changes were token changes. The anti-racist workshop was rejected by the Faculty's management as a way of sensitising academic staff to the race issue. The Institutional Forum provided

[127] The draft of Ch 6 was produced by Dr Judith Head and Assoc Prof Lungisile Ntsebeza.

a vent for frustration but little else. The Transformation Office, despite the worthy intentions of its incumbents, had neither power nor resources. The first African Vice Chancellor was a supporter of neo-liberal economic policies. One of her main achievements was to 'downsize' the university's manual staff and outsource many of its functions. As a result, significant numbers of workers lost their jobs and many others suffered reduced wages and benefits. Prof Mamdani, after trying, but failing, to institute real changes in the way that African Studies was perceived and taught, resigned largely in frustration. These token changes were confirmed by two symbolic changes. UCT defined itself as a World Class African University, rather than an African World Class University. Secondly, the lovely African Studies Library, which had occupied a prominent position at the mountain entrance to the Leslie building, was relocated to the basement of the main library, out of sight and difficult to access.

During the years that these changes were taking place, on the teaching front it was business as usual. The academic curriculum remained largely untransformed. On only two occasions in the last 17 years has the curriculum been overhauled. The first was when DVC Wieland Gevers led a drive to promote cross-disciplinary and interdisciplinary teaching at UCT. The second was the advent of Programmes. Committed academics put huge amounts of time and effort into remodelling the curriculum. However, these efforts subsequently came to nothing when the Programmes were abolished and the Faculty returned to the system of double majors. Interdisciplinary and cross-disciplinary work was also subsequently discouraged. Even while these innovations were being designed, only a small number of people insisted on critically scrutinising what was being taught in the Faculty and asking the key questions: why are we teaching what we do and for whom? What we are teaching is a key issue for those who adopt the broad view of transformation. They ask, for example, how many courses in the Department (Faculty and University) are ever interrogated from a feminist perspective? How many of us raise the issue of Eurocentrism within an African, postcolonial context? These questions take us from class analysis to the national question and what national oppression, in all its dimensions, meant and continues to mean. How many departments in the Social Sciences ask whether we are equipped to analyse the society we live in through the partial lenses of the northern (Anglo-Saxon) Academy? Are we equipped to understand how our knowledge constructions are implicated in power relations? Or do most of us believe, deep down, that the White male-dominated north**ern** academy does have the monopoly on wisdom and speaks for all of the rest; that it does have the final word on theory and method and knowledge production? How do we create an indigenous Social Science, drawing on the best from the world, from the inside looking out, rather than one that unconsciously perhaps, assumes that 'we' are still the outpost of Western scholarship looking in at the African 'other'. These paradigmatic issues are critical to the Social Sciences. Our University, Faculty and Department should be taking a leading role in the debate.

The issue of whether the graduates we were producing were equipped to play a full role in the transformation of South African society was mainly a concern of individuals and groups of individuals. In fact, in many ways, the curriculum took a step backwards from the radical overhaul it had undergone in the tumultuous years of the 1980s. Many students today leave the Faculty unprepared to contribute to a broader concept of transformation, having little or no understanding of South Africa's history or political economy. The University markets its degrees as internationally

competitive. Whereas all would agree that the University needs to keep abreast of international scholarship, some question whether this interpretation is simply coded language for providing (White) graduates with 'passports to Perth' at the South African taxpayer's expense. The exodus of medical graduates and other professionally trained graduates is a matter of grave concern to many who work at UCT, yet no measures have been taken by the institution to stop this flow, apart from those imposed by government.

To those who adopt a broad view of transformation, it appears as if UCT has done the minimum necessary to abide by the legislation while seizing the opportunity to place itself, during a period of intense class struggle over the direction of policy, in the least disruptive space it can secure. In the light of the unresolved tensions within the broader University, it is hardly surprising that they remain unresolved in the Sociology Department. It is to these that we now turn.

Like other departments in the Faculty, the Sociology Department has lived these tensions. Academics adhere to both positions on transformation. Their different approaches have been expressed over the years in numbers of ways: attitudes to staff appointments, student performance, course content and the curriculum, as well as values and culture. Notwithstanding these differences between academics, there is consensus that the staff composition of the Department (and University) is changing far too slowly.

6.2 Understandings of transformation in the Department of Sociology

Current conceptions of transformation have been informed by notions of 'institutional change', which is seen as something that must occur with the advent of democracy in South Africa. Transformation in this sense is seen by some as an imposition from above. It takes the form of policy prescriptions that compel those employed in the institution to 'toe the line'. An example is the issue of employment equity and the work of selection committees. Another is the implication of higher educational policy for critical, free and independent thinking (and practice). Numbers of colleagues feel that there is undue interference by the state in the internal affairs of the University: state subsidy, registration of courses and degrees, oversight by the Division of Higher Education (of Department of Education). Others feel that institutional transformation, in the sense of a radical overhaul of the curriculum, staff and students to meet the needs of a new society, has yet to take place. What changes there have been have been largely cosmetic. Despite some extra work to meet the administrative requirements imposed by the DHE, academic work remains largely unchanged.

6.3 Course development, curriculum design and development

Since the 1980s there have been attempts to hold workshops with the Department's academic staff to discuss these tensions. The relevance and integration of the curriculum, both horizontally and vertically, have been raised as concerns. One such discussion was launched when Wilmot James was HOD. Another took place when DVC Wieland Gevers led the process of promoting interdisciplinary and cross-faculty teaching. There was a protracted process of review, lasting several years, which resulted in interdisciplinary undergraduate programmes and a common faculty-wide introductory course to the Social Sciences. A fourth moment was the workshop held

shortly after Robin Cohen was appointed Dean. These discussions have led to innovations over time, in who we teach and how we teach. They opened spaces for creative and innovative approaches to teaching, encouraged the cross-fertilisation of ideas and critical discussions about our mission. They opened the possibility of engaging with critical issues facing the new South Africa. Some of these changes have subsequently been reversed. The common introductory course to the Social Sciences has been abolished. Interdisciplinary and cross-faculty teaching is currently discouraged. Interdisciplinary programmes launched in the Graduate School in Humanities, under the direction of John de Gruchy, have been relocated to departments. Throughout this whole period, then, opportunities for a critical review of the curriculum have both opened and closed. In the meantime, most of us introduce the changes we see appropriate to the courses we teach. Despite the fact that many of the same course titles have been retained for numbers of years, there has been a great deal of work at the level of content by individual teachers and groups of teachers. Innovations have been introduced in undergraduate courses to make them more interesting and relevant to students, while retaining their critical rigour. In some courses, notably those linked to the Development Studies stream, students are required to undertake an internship in an NGO, CBO or government department. At postgraduate level, in the Development Studies, Diversity Studies, and HIV/AIDS and Society, and Workplace Change and Labour Law programmes students grapple with key challenges facing South Africa.

The tensions that inform academic life at UCT are expressed in the aims of the courses we teach. Some courses and programmes focus on equipping students with resources that will help them to understand South African society, particularly in the current era dominated by global capitalism. Others are geared towards training students for the existing job market. For example, the focus of the Industrial Sociology programme has shifted from that of the 1980s and early 1990s, when it sought to equip the emerging labour unions in leadership skills. Today, the focus of the programme has shifted towards managing a mixed economy and its labour force.

These changes have been subtle and have taken place almost imperceptibly over time. We have never as a Department (Faculty and University), even in the workshops alluded to above, explicitly addressed, or come to a common agreement on the issues of the relevance of our courses: for whom, and for what? This may be because as a Department we have never attempted to collectively analyse South African society, its ongoing class struggle, and situate ourselves and our work within it. While this may be seen by some as a failing of the Department (others would not agree), it is also a failing of the University. Discussions at Faculty level tend to be about specific issues and never about the broader context of our work and its intellectual foundations, focus and content and political implications.

Another question that has not received much attention in recent years is HOW we teach. The challenges posed by the cadre of militant, bright young people from township schools at the end of the 1980s and beginning of the 1990s receded, as it was replaced by increasing numbers of middle class black students who had attended Model C or private schools. The innovations, which took place at the end of the last century in the Faculty of Health Sciences, with a faculty-wide move to problem-based learning, did not have any sustained impact in our Faculty, despite the fact that several

academics from the Faculty of Humanities and Department of Sociology were involved in the process.

6.4 Student Composition

Most academics in the Sociology Department would agree that the composition of the student body and staff should reflect the demography of the country. However, there is disagreement about how rapidly this process should take place. In these discussions demography is conceptualised in a narrow sense as colour and gender. The class composition of the student body is seldom discussed in the Department or at Faculty meetings. It is a concern of only a minority of academics in the Department and University. For those who take the broad approach to transformation, the class composition of the student body is critical. For them there is no contradiction between UCT's position as the leading University in South Africa and the need to open up to talented students from disadvantaged backgrounds. The leading universities in the world all cast their nets wide and find ways of supporting students who would otherwise be unable to afford the fees. At UCT, apart from the work led by DVC Martin Hall, little has been done in this regard. Moreover, there has been little, if any, public discussion of this issue in the Faculty Board.

As Chapter 2 shows, the racial composition of undergraduate students in the Department has not changed significantly over the past twenty years. After reaching a peak in the mid-1990s, the numbers of African students fell again. They are rising slightly at present, but it is too early to say whether this is a trend. Overall, the Faculty and University admission rates remain shamefully low. In a country where, in 2005, 79% of the population was African, only 19% of UCT and 14% of the Faculty's undergraduate entrants were African in 2007. Sociology with 29% African entering undergraduates, although still unacceptably low, looked relatively good in comparison. When it is noted that 42% of UCT, 45% of Humanities and 40% of Sociology's entering undergraduates are still White, in a country where Whites comprised only 9% of the population in 2005, it is clear that there is an urgent need for a sustained, university-wide intervention to change this situation.

The number of black students, particularly Africans, at post-graduate level is also low. The picture at Honours level is somewhat better than at Masters level, At Masters level a lot of work remains to be done to attract good black students. This is the case with the Advanced Development Theories course, where there has been, since the course was offered in 2004, a majority of White, foreign students. Although a few students from countries on the African continent have registered for this course, black South African students have yet to do so. The student composition of the MPhil in HIV/AIDS, while better than that of Development Studies, could be much better. It should be noted, though, that only one man registered for the MPhil in HIV/AIDS and Society this year. He is African and a former Vice-Chancellor. Diversity Studies, on the other hand, is attracting high-performing undergraduate students including some African scholars**.** There have been relatively few Masters students recently in.Workplace Change and Labour Law, although there is a majority of African students at Honours level, many from neighbouring countries.

There are understandable reasons for UCT's targeting students from historically White schools in South Africa and privileged students who have been exposed to

good education in other African countries. They are relatively easier to teach than those coming from schools in townships and rural areas. For one thing, black students trained in historically White schools speak and write better English than their counterparts from township and rural schools. As a result of their poor secondary education, it becomes a daunting task for even the most committed of lecturers to train these students to meet the demands of tertiary education. Facing this challenge will require a profound institutional change in the organisation and content of undergraduate teaching. This will almost certainly require the introduction of additional preparatory courses, including English language courses and a much better system of financial support.

Flowing from the above, a number of critical questions arise. Is defining transformation at the level of students in terms of race and gender adequate? At this level, UCT and the Department can easily make whatever target is defined, given the increasing number of black students in private and historically White schools.[128] However, what does this say about the great majority of students studying in township and rural schools? Does this mean that the vast resources at the disposal of UCT will not be used for the benefit of these students? Whose task is it to ensure that students from these communities are not left on the margins?

These are not new questions. In fact, what is surprising is that we are still asking these questions. The fact that we don't seem to have addressed these questions raises grave concerns about how UCT's resources are used and, most importantly, who benefits from them. The issue here, it must be emphasised, is not about excluding students from more affluent backgrounds, it is about the inclusion of students from historically and currently disadvantaged backgrounds.

A standard response to the challenge of ensuring that students from townships and rural areas benefit from UCT's resources is that the problem of bad education for black students in these areas cannot be addressed piecemeal and at the level of higher education alone. According to advocates of this view, who include members of the Sociology Department, the education system needs to be fundamentally overhauled from pre-school education upwards. This will take a long time. Those who support the broad view of transformation argue that in the meantime a generation of talented young South Africans is being lost to higher education at UCT and its Sociology Department because they cannot afford the fees, or do not have the grades presently required for entry. They argue that something needs to be done immediately by UCT. UCT is ducking its responsibility to the country and the South African taxpayer by procrastinating.

The task of recruiting students from townships and the rural areas is doable. This has been done before in the Faculty. There is no need to re-invent the wheel. Projects such as Khanya College, which was run under the auspices of the South African Committee for Higher Education (SACHED), and the Teach-Test-Teach experiment at the then University of Natal are examples that have produced excellent results.

[128] Work done by Alan. Morris for a Sociology Masters thesis on UCT student intake in the 1980s, suggested that most Coloured students were drawn from elite high schools and very few White working class students entered UCT either. It remained, and remains, the preserve of the middle classes, now Coloured, African and Indian as well as White.

These projects collapsed not because they were unsuccessful, but because of a lack of vision and support by, among others, universities like UCT, that took their graduates.

UCT could do a lot more, with other universities, to persuade the government to provide adequate funding for students from underprivileged backgrounds and schools. There seems to be no reason why the old system of full bursaries against a stipulated period of employment in government service should not be reinstituted. This might also encourage more White students to commit to South Africa after graduating.

This brings us back to the issue of course/curriculum development discussed in the previous section. Bringing in African students from townships and rural areas entails designing new courses that will make sense to these students. This does not mean that the course content must be parochial and simplistic. Nor is the suggestion that courses on globalisation and social theory, for example, should not be taught. What it means is that these courses should be designed and taught in such a manner that they make sense to students, irrespective of their backgrounds. Courses that were designed for and taught to White students and black students who, having studied in formerly White schools, have been moulded to fit into a largely untransformed University, will have to be modified and presented, taking into account the history, background, experiences and interests of black students. This is one compelling reason why course/curriculum development must be an integral part of the transformation agenda.

At a practical and immediate level, the Department needs to put high on the agenda how to improve its intake of students from townships and rural areas. It will probably be much more difficult to influence the process at an undergraduate level, especially given that departments do not have control over the selection process. But it should not be forgotten that lecturers do have control over WHAT and HOW they teach, as well as influence over the selection procedure. At postgraduate level, there is more room to manoeuvre in terms of identifying students with potential and talent, as well as by creating an environment that is more inviting and actively seeking support from Foundations, companies, and the like, to finance their studies.

6.5 Staff and transformation

The question of the composition of staff in departments at UCT, including that of the Sociology Department, is by far the most popular way in which transformation is measured. As in the case of students, race and gender are the key categories used. However, unlike students, there is wide acceptance of the fact that transformation even in terms of race and gender is taking place at an exceedingly slow pace.

The current staff profile (two black, ten White academics and one foreign European man, or three women and ten men) hides two different pictures that are painted by different members of the Department. One view holds that over the last two decades the Department has made every effort to employ black and women academics but to no avail. There are as many reasons why black academics left the Department as the academics themselves. Those who hold this view contend that black members of staff who needed support were given it. For example, those who were pursing their studies were given adequate time and resources (such as mentoring). Some failed to make the grade. The other view is that black academics were not well received and were

marginalised by the Department, forcing some of them to leave out of frustration and despair.

As stated above, at present, the Department has two permanent black academic staff members, 10 White staff and one foreign European man (or 3 women and 10 men). The urgent need to address this imbalance suggests that some key questions should be seriously debated and researched by the Department (and Faculty). These include the following: How are black academics recruited? Why is it difficult to successfully recruit black staff members and retain them? What happened to the black staff members who were employed? How were they received? How seriously were they taken? It is important to note that the majority of staff hold the view that the Department has not been inviting and welcoming enough. It is not only black academics who experienced a frigid environment. The difference could be that blacks, always a minority in the Department, felt the pressure more. Given the prevalence of this view, it would do the Department good to adopt an open-minded and rigorous but constructive approach to this matter, rather than being defensive and combative.

Notwithstanding the perceived difficulties of recruiting new black academic staff, the Department has failed over the years to fulfil the University's mission to 'grow its own timber'. Despite the large number of black students who have graduated since the mid-1990s there has been no serious attempt to retain the best of them; to nurture them and train them as the academics of the future. This is changing now, under the headship of David Cooper. He is actively building the postgraduate programme and taking numbers of measures to create a welcoming and stimulating environment. At present this includes regular seminars, postgraduate work rooms and orientation and welcoming sessions for new students as well as social functions where students can meet each other and the staff. Individual staff members also create a sense of community in their postgraduate programmes, with working meetings as well as regular social engagements with students. David Cooper has recently secured a generous scholarship from a former postgraduate student and ex-trade unionist, to allow a black student to complete a PhD. Lungisile Ntsebeza has recently been awarded a NRF Research Chair. With this position comes funding to support Masters and PhD students as well as post-Doctoral students. In the short term his existing post will be vacant. In two years time, two senior staff members retire. There is, then, an opportunity, to begin to build up a cadre of young black South African academics.

This brings us back to the question of communication raised earlier. There is little doubt that this is one area that needs improvement in the Department. This is not merely about having tea or coffee together, although this would help. We need to talk about the things that bring us together: teaching, research and our social responsiveness. Through regular curriculum planning meetings we could structure our courses in such a manner that students build on their previous courses when they move to the next level. Regular staff seminars, which have happened more regularly at some times than others over the years, will also make it easier for us to raise and discuss questions of the content, coherence and relevance of our courses and degrees, as well as the teaching methods we employ.

Regular seminars to discuss our research and the latest work in our field (through, for example, a journal club) would make it incumbent on the academic staff to engage intellectually with each other. The tensions discussed above have often meant that we

have tended to adopt a *laissez faire* approach to avoid engaging with each other over contentious issues.

These issues are closely bound up with the culture of the University. The transition from apartheid to democracy seems to have been regarded as seamless by University management. There has been no attempt to review the institution's role during the apartheid regime and its acquiescence with racially oppressive policies. There has been no University equivalent of a Truth and Reconciliation Commission, which would have allowed an honest acknowledgement of UCT's role in the past and facilitated the discussion about the need for a new role in the present and future. Despite some attempts to build a more inclusive culture, the overall culture remains overwhelmingly 'White'. black students are welcome but mainly if they have been groomed and prepared in formerly White schools. It is telling that in one area where Prof Ramphele was keen to bring about a major transformation, she was defeated. She proposed that an entry requirement for UCT undergraduate courses should be competence in Xhosa or another African language. This would have transformed the status of Xhosa at high School level, obliged White students to learn about the cultures of their fellow South Africans, and shown many of them how difficult it is to operate effectively in a second language. Those who adopt a broad view of transformation would have gone further and proposed that a working knowledge of Xhosa should be made a requirement for all teaching and research staff currently employed, as well as future applicants. This is not unusual. In Belgium and Canada, for instance, speaking the minority language fluently is a requirement for employment in the Civil Service. In other ways, although some changes have taken place, such as the renaming of a few buildings, much remains to be done. Many buildings retain their colonial names. Signposting is beginning to change but at a slow pace. Despite the large numbers of African students at UCT, there was until this year only one small outlet, located on Upper Campus, selling African food. Small changes of this type not only make UCT a more inclusive institution, but they also indicate a willingness to adapt and change.

6.6 Conclusions and Recommendations

The Sociology Department is a microcosm of the Faculty of Humanities and of the wider University. It includes academic staff from various intellectual backgrounds with very different understandings of transformation. Those who take a narrow view of transformation feel that much has changed for the better and that, apart from the need to improve the ratio of black to White staff, UCT and the Sociology Department are doing well. Those who take a broader view recognise that, while the policy climate is complex and contradictory, UCT could have pushed, and should be pushing, for many more institutional changes that would radically affect the composition, ethos and curricula of the University. Some of the specific changes that they would like to see at the level of the University have been discussed above. Some of them, such as language policy, cannot be implemented at departmental level. However, the Department could push the Faculty to change its policy. Other changes can be introduced at departmental level. These include:

1. The urgent need to broaden the class basis of the student population to include talented students from poor schools and areas who do not have the resources to apply to UCT. The Department (and Faculty) could seek out funding for

scholarships for such students. We could also take the lead from Prof Saleem Badat, the new VC of Rhoses Univerity. He is pairing the University with a number of poor township schools in the Grahamstown area to make it possible for their best students to do undergraduate degrees at Rhodes.

2. The Department's seminar programme should be extended to include discussion of controversial issues around transformation with a view to producing a departmental policy. This should included targets, goals and time frames. Those tasked with implementing the policy should be held accountable.

3. The urgent need to look at our curriculum from a transformation perspective; to ask whether we gaze out from the academy at a reality that appears foreign to most, or whether we are beginning to build an indigenous Social Science, adapted to, and serving, our country's development needs.

4. The urgent need to thoroughly investigate the Department's history of making appointments (or not) of black staff and women, the advertising and recruitment process and the views of contemporary and previous black academics and women themselves, with a view to proposing more effective methods of selecting and securing black and women academics.

5. Pushing ahead with the process already initiated by David Cooper, to seek out promising black undergraduate students and encourage them to undertake postgraduate studies.

6. Finding sources of funding to allow these students to devote themselves fulltime to their studies, making sure that they are get teaching experience and opening posts for them.

7. In this connection, departmental staff could work with organisations and companies to secure grants for both undergraduate and postgraduate students and actively embark on a recruitment campaign in underprivileged schools in the Western Cape.

8. The majority of White staff who do not speak Xhosa could collectively start to learn it as a means of promoting understanding between South Africans and breaking down the huge barriers that language puts between us.

7. DEVELOPMENT STRATEGIES 2009-13[129]

7.1 A moment of change in the Sociology Department, 2008

The analyses in the previous sections of our Self-Review have suggested considerable continuity and stability over the previous two decades or more in the Department of Sociology. In particular, it has been observed that there has been a significant degree of continuity with regard to a number of core courses comprising the two majors (Sociology and Industrial Sociology) at undergraduate level: while the content has changed to deal with different issues over time, there has been some constancy in the themes covered. In addition, it was observed that one third of the academic staff (and 1 of the 2 administrators) have been in the Department for well over two decades, while another third have been here for one to two decades. By international university standards, we have an academic staff with very strong stability.

Nonetheless it has been outlined previously how two long-standing, key members of staff, Maree and Jubber, will have retired by 2009, with Graaff (on half-time contract) and Cooper also retiring just before or during 2013: the end-year of the Five Year period focused on by this chapter on proposed *Development Strategies*. Moreover, we would argue that all such '5-year plans' also need to have a broader future in mind, and here it is noteworthy that, in the years up to 2018 (a decade from now), at least two thirds of the current staff will have reached retirement age. As noted therefore in Chapter 1, from whichever angle one views it, the next decade will see a major transformation of academic staff within the Department. An overall vision of *direction* for this decade is thus needed, within which specific *strategies* for the five years up to 2013 are constructed during the year following the Self-Review and Panel assessment.

The autonomous transformation of academic staff should also be linked to the questions posed in the previous chapter on Transformation issues within our Department: here it was argued that, independent of any 'normal' change in staff composition, there is a very strong need to consider the future in terms of consciously constructing a much more diverse group of academic staff. The current 'white male predominance' (two thirds of the 13 sociologists) especially must change. In particular, it is imperative that such transformation of our staff composition take place as soon as possible, not only in terms of establishing 'pure' equity, but also because of the 'pure' academic gains which flow from building greater diversity. This point, as shown in previous chapters, is reinforced by the fact that for a range of reasons, the Department has been fairly unsuccessful in recruiting and retaining new African academic staff.

The sub-sections below focus the discussion and debate around the core academic areas of the Department, i.e. teaching and research, with respect to undergraduate and postgraduate levels, curriculum content and majors/programme structures, scholarly research outputs in relation to 'critical', 'public', 'policy' and 'professional' sociology etc. Some of these, it is suggested, are in need of significant transformation, and it is

[129] The draft for Sections 7.1-7.3 of this chapter was written by Assoc Prof David Cooper. Commentaries by other Department staff members in Section 7.4 will be identified under that section below.

around this *teaching and research* framework that considerations of academic staff transformations should be viewed. Therefore, a number of *new* directions, or what might be termed different teaching/research *scenarios*, are proposed below, especially for the years immediate after 2008. These proposed new orientations in teaching and research also need to inform the type of new staff we wish to attract to the Department. Moreover, it needs to be stressed that 2008 should be the year in which *specific* plans are constructed in order to move in a broad new direction during 2009-13. In other words, the following proposals will need to be pursued vigorously during 2008 so that they can be implemented from 2009 onwards (see details in later sections below):

(i) proposals for curriculum changes to the two undergraduate majors, to be submitted to the UEC (Undergraduate Education Committee) and the Faculty;

(ii) plans for reconfiguration of the six postgraduate programmes, to be submitted to GRAPRO (Graduate Programmes committee) and Faculty;

(iii) motivations for the replacement of academic staff (linked to Maree's retirement, Ntsebeza's research chair 'buy-out', and Jubber's retirement in advance) and for an additional administrative staff member (to help build postgraduate studies), to be submitted to the Staffing Committee and Faculty;

(iv) a framework for the development of space for postgraduates across a number of departments in the Leslie Social Science building, submitted to the FEC (Faculty Executive Committee) and DAC (Deans Advisory Committee).

7.2 Retaining the existing academic strengths of the Department

Proposals for different academic orientations and scenarios will encounter serious obstacles (as the attempted 'Programmes' development scenarios did around 2000), unless they build upon and even serve to enhance some of the existing academic strengths in the Department. It is important to list *explicitly* some of the most vital of these here, as they have often remained implicit in much of the discussion of the previous chapters of this Self-Review. Modesty may be a virtue, yet it may also cause certain vital strengths to be ignored and suppressed in the hasty need to transform things, unless such strengths are lifted into the foreground of discussion.

Analyses in the previous chapters have revealed the following very important foundations on which changes should be constructed:

- Over many years, members of the Department have shown an enormous concern for their students, and especially at undergraduate level have constructed some of the most exciting and innovative sets of courses to be found in any Sociology Department in the country, and even internationally. This has taken place despite large undergraduate numbers for over 2 decades (with often over 1 000 first years enrolled per year), as well as declining resources as previously illustrated (in number of academic staff, funds for tutors and non-academic staff support etc.). It is very important therefore not to inject new conditions and orientations, which have the effect of a sudden decline in academic staff morale. This, and the commitment which flows from this high existing morale (and morality), is something to be treasured in a Department such as ours.

- While total enrolment numbers and also throughput at postgraduate level per annum, especially for Masters and Doctoral students, have not been as high as desired (see below for new scenarios to improve in these areas), the Department has by no means been unconcerned about its postgraduate training and research. For example, in the early 1990s it was one of the first Sociology departments in the country (after Wits) to initiate a coursework Masters programme and also one of the first in the Faculty of the Social Sciences and Arts to do so within UCT, e.g. before Political Studies and English. And since around 2002, as outlined in Chapter 4, the Department has made serious efforts to enhance its new Masters programmes (Development Studies, Social Theory & Social Research) and to absorb and develop Masters programmes relocated into the Department (Diversity Studies and HIV/AIDS). Since 2001, moreover, the Department of Sociology has played a leading role within the interdepartmental Interdisciplinary Research Methods (IRM) suite of courses, established for the training of Honours and Masters students, mainly across departments of Social Sciences of our Faculty (Section 4.8 and Appendix 1).

- At Doctoral level the last few years have seen the following developments (see previous chapters). Enrolments have trebled in number. At least two new scholarship awards have been successfully raised for Doctoral candidates, and additional funds are flowing in from the NRF, through the CSSR,[130] and from other international sources via iNCUDISA etc. This year, one well-designed and equipped 'study room' has been constructed for postgraduates working on their theses (in addition to space becoming available through our research units of the SSU of the CSSR and iNCUDISA). Nonetheless, any new directions taken at the Masters and PhD levels need to build on the previous efforts and gains made in postgraduate studies in Sociology in the past. In particular, the long tradition, over the decades, of sustained commitment to Honours work within the Department needs to be recognised and enhanced. Over-hasty new orientations and 'developments' in areas of postgraduate training will surely impact negatively on staff morale and also on the capacity to implement changes – as we have seen at times over the past decade.

- In areas of staff research (Chapter 4), it is clear that improvements in the quantity and also the depth/scope of peer-reviewed publications can, and should, be achieved during the next few years. Nonetheless, it is important to recognise, and acclaim, the fact that the staff of this Department have always collectively believed in, and have highly valued, what is best termed 'the scholarship of sociology'. As noted in Chapter 4 (following Boyer, 1991), this includes not only the Scholarship of Discovery (especially in peer-reviewed publications), but also the Scholarship of Integration (in various outputs including teaching), the Scholarship of Engagement (e.g. Social Responsiveness, Chapter 6), and the Scholarship of Teaching (e.g. as evidenced in the work of Grossman and Graaff, Sections 3.3-3.4, including

[130] For example, the CSSR via Jeremy Seekings' SSU advises that about R1,5 million has been provided for postgraduate Sociology students since 2002, in relation to their research work.

academic self-reflection and self-learning with reference to curriculum development and modes of pedagogy and student evaluation).

- In terms of the scholarship of sociology more generally, departmental members view the next two decades in South Africa as important with respect to critical questions in the wider society about social policy, freedom of thought and speech, ideologies about society and social change, the role of research in the Knowledge Society etc. – all this impacts directly and indirectly on our sociological teaching and research (in terms of a Critical Sociology) and our societal engagement (in terms of a Public and Policy Sociology, see Burawoy 2004 in Chapter 4). It is thus important to celebrate our *scholarship of sociology* in general terms over the past decades, while also confronting weaknesses which may need addressing (see scenarios below).

- Our Department has over numerous decades functioned efficiently and with a high degree of service for students and others. This is in part due to the commitment shown over the years by various academic staff who accepted (often numerous) years of service as HoD, and also as convenors of courses or whole programmes or as co-ordinators of staff seminar series etc. But this is also due in part to the enormous commitment over many years shown by our administrative staff (and in an often un-noted way also, by the cleaning staff). In particular, without the efforts and enthusiasm, and even work-overload, displayed on a daily and weekly basis currently by our two administrative staff, the Department would run into a series of administrative bottlenecks and even crises. And last but certainly not least, it needs to be noted that the collegiality, mutual respect, and tolerance shown by all members of academic and non-academic staff towards each other – despite recognised personal, social and ideological divisions (since sociologists are trained to recognise some differences as 'normal') – has been quite remarkable over the decades described in this Self-Review. In fact, it is quite surprising (and perhaps a sociological 'puzzle') how such differences and divisions have not created far more conflict and dislocation; instead, we have for many years been one of the more harmonious departments of the Faculty and of UCT. Perhaps one reason at least is the implicit recognition (by sociologists) that 'labour time' matters and that each is required to put in their share of 'time'.

- Finally, our lack of transformation over more than a few decades with respect to the race-gender composition of academic staff needs to be confronted seriously and honestly. At the same time, it must be recognised that important efforts were made at certain moments, especially since the 1990s, in an attempt to change this framework. We need to continue the discussion and review (begun in earlier chapters) of some of the reasons for failures in these areas (e.g. the high turnover-rate of some African staff who were recruited), and we need to learn how to take constructive steps to make sustainable, longer-term changes for the Department.

In summary, therefore, while all the above-noted 6 areas of our Department (undergraduate, postgraduate, research, administration, academic staffing, physical

space) will be encompassed in plans and scenarios outlined below for the years following 2008, it is vital that all proposals for new orientations *recognise* and *build* upon the existing strengths in the Department in each of these areas.

7.3 Some proposals and scenarios for change in the Department beginning 2009

While the previous chapters have at various points noted a wide range of specific 'medium-size' issues, which need addressing (e.g. more coherence between the first year undergraduate semester courses or across the Masters courses of each of the respective postgraduate programmes, or steps for enhancing applied research outputs for the Cape Town region with respect to Social Responsiveness), the plans outlined here focus specifically on what are viewed as the 'big' issues which need to be confronted during the years 2009-12 in *each* of the 6 areas listed above. Discussion and planning around these big issues needs to be the focus of staff activity over the next year in anticipation of the first retirement, of the leader for three decades of the Industrial Sociology programme (Prof Maree) at the end of 2008. At the same time, only *broad* outlines of scenarios are given below, as 'proposed steps' to address each of the respective big issues. Further details and the 'fine print' can only be developed during extensive planning meetings within the Department during 2008, and also during the decade thereafter, when at least 8 new staff members will hopefully begin to enter the Department.

7.3.1 Postgraduate programmes

(i) Honours/Masters programmes

The review of undergraduate enrolments in Chapter 3 suggested that. at least in terms of absolute student numbers, the Department has, from the 1980s right up to recent years, been much stronger in its mission at undergraduate than at postgraduate level. For example, it was noted (Chapter 3) that around 2 100+ undergraduate enrolments became the norm by the late 1980s; this figure was even exceeded during the 1990s. By 2007, (after the demise of the 'Programme years') a pattern of about 1 000 first years/700 second years/350 third years seems to be emerging once again. Yet in contrast, throughout the two decades of the 1980s/90s, the Department seldom graduated more than 10 Honours students in any one year, and for Masters it was usually under 5 (see Chapters 2 and 3 for data).

Even when two new coursework Masters programmes (Sociology and Industrial Sociology) were introduced in the early 1990s, postgraduate enrolments (and graduates) were relatively low until after around 2001, when the numbers of Honours and Masters students grew in the new programmes of Development Studies (for 2005-7, averaging around 8 Honours and 10 Masters enrolments) and Diversity Studies (for the same years, averaging around 6 Honours and 6 Masters), and also in the special case of the Masters (no Honours) in HIV/AIDS & Society with around 12 enrolments per annum since 2004 (with numerous other students in addition enrolled for its core course only).

Nonetheless from the data provided in Chapter 1 (with regard to the overall profile of student enrolments), Chapter 3 (which gives detailed undergraduate numbers) and

Chapter 4 (which sets out details of postgraduate numbers), the conclusion is clear: historically, despite the recent rise in total Honours + Masters enrolments (55 in 2005, 51 in 2006, 52 in 2007), our Department (like most of UCT) has essentially been focused on undergraduates with a relatively small layer of postgraduates 'above' (the comparison with Sociology at Warwick University in England in Chapter 1 served especially to highlight this).

Despite the fact that most departments in our Faculty (including English Language and Literature, Historical Studies, Political Studies, Psychology as shown in Chapter 1) are very different in their undergraduate/postgraduate pattern from a research university model along the lines of Warwick (and other leading research universities in Europe and the USA), there are also clearly some specific factors shaping our own Department's weaknesses at postgraduate level.

One of the problems with the postgraduate programmes is that the original core theory courses at both Honours and Masters level (Soc4007 'Social Theory and Issues in South African Society', and Soc5008 'Contemporary Social Theory') attract too few students. Some reasons for this are that (i) the programmes, which house these courses (Sociology, and Social Research and Social Theory, see Chapter 3) have not proved popular with students; and (ii) the other four more popular programmes offer their own core theory courses (but usually with limited resources of only one staff member for their core course, Chapter 3).

Another problem with our (historically interdisciplinary) postgraduate programmes is that there is not always sufficient qualified staff within each programme to take over when convenors take sabbatical leave or are ill. Such is the case with the HIV/AIDS Masters programme (with director Dr Head), the Development Studies programme (with Dr Lincoln) and the Diversity Studies programme (with Assoc Prof Steyn).

For example, as noted in Chapter 3, the HIV/AIDS programme (after the departure of Prof Philips of History) now has a single person serving as director, with little support from the Faculty as a whole and no clearly defined long-term, sustained involvement and programme management by other academics, or capacity for them to step into the role of *directorship* too. Consequently, when Dr Head took sabbatical leave in 2006, no other director was available and enrolments were suspended for that year. The Development Studies programme encountered a similar problem, though less severely, when Dr Lincoln went on sabbatical leave this year, because the directorship was taken on by a part-time Sociology appointment (Dr Graaff), who was supported in equal measure by Prof Maree who has been serving as our Department Postgraduate Committee chairperson for 2007. In the case also of the Diversity Studies programme, when Assoc Prof Steyn goes on sabbatical leave, it is unclear who will take on the directorship of her programme of Diversity Studies, despite the fact that some academics from Sociology and other departments do serve on the overall iNCUDISA Board.

Linked to the last point, there has been a relatively low throughput rate of Masters graduates, in part due to an absence of a *core team* of academics committed to the

respective Masters programme[131]. This is in part also due to difficulties encountered each year in finding academics in Sociology or in other departments who have the time and are willing, and who also have the necessary competence in the relevant sub-field, to supervise Masters students in their minor dissertation research work for the respective programme.[132]

There have been difficulties also in finding sufficient lecturers to teach in the core course of a programme, and sometimes in electives as well. For example, in HIV/AIDS & Society, funding was acquired from the Faculty of Humanities for a post-doc in the Health Sciences Faculty to teach in the core course in 2007, but she took up a post outside Cape Town at the beginning of the year. Another post-doc in this same Faculty is finding it difficult for Health Sciences to commit to his medium term involvement because of other research and teaching duties. Some lecturers in our own Faculty of Humanities who are working in areas of Health Studies, are finding they are overcommitted in their own departments and thus unable to become involved in the programme. In addition, a PhD student who was going to help in the core course found herself unable to do so for personal reasons. These problems around lecturing and co-ordinating staff are found in the two programmes of Development and Diversity as well, though in less severe form. On the other hand, it is crucial to recognise that in many ways these three programmes have only been held intact because of the enormous dedication and self-sacrifice of effort over the past 4-5 years, of Judith Head (HIV/AIDS), Melissa Steyn (Diversity Studies) and David Lincoln and others (Development Studies). Perhaps too, our admiration of their commitment has created a reluctance by ourselves to confront the problems head-on – and a major source of problems has been the Faculty itself, where there simply has not been a commitment (except amongst very few) to any work at all which spans across departments. We have witnessed a 'departmental nationalism' which is thus also affecting our own Department, and the strategies being put forward here to deal with these problems.

It needs to be noted in addition, that the other three Masters programmes historically located in our own Department are not without certain similar difficulties as well. Prof Johann Maree plays a major, sole-director role in the postgraduate Workplace, Change and Labour Law programme, with support from other sociology and non-sociology academics, mainly in the form of offerings of electives. It is not clear at all who will step into directorship of this programme when Maree retires. In contrast, the other two programmes – Sociology (convened by Jubber) and Social Theory and Social Research (by Crankshaw) – have a sufficiently wide disciplinary scope so that they can, if necessary, draw on a range of staff from the Department itself for

[131] For the USA, one document on management of Masters programmes, for example, specifies that the minimum necessary for 'adequate governance' of a Masters programme is a core management team of *at least* two full-time academics with their *primary* teaching responsibilities in the programme, and with one of them moreover with his/her primary administrative responsibility *devoted* to this programme; see CAS (Council for Advancement of Standards) in Higher Education (of the USA): 'Master's level Student Affairs Administration (Masters) preparation programme' (n.d., document available on request).

[132] For example, in 2007 a research officer (on contract) stepped forward in the Faculty of Health Sciences to supervise one Masters minor dissertation on HIV/AIDS, but problems arose about whether this supervisor would be paid for this, since s/he holds a contract research post with no definition of outside-Faculty supervision. Note also, that there are also other factors for the relatively low throughput rates in addition to the factors mentioned here.

convenorship and teaching, but the problem as noted above has been low enrolments over the past few years (usually under 5 per annum, Chapter 3).

The essential argument is, therefore, that while four of the six departmental postgraduate programmes have been maintaining good enrolments during the last few years, their stability and sustainability is nonetheless fragile. For these reasons it is proposed that the following scenario – involving significant *interconnectivity, restructuring and re-curricularisation* of all 6 Honours/Masters programmes in the Department – be developed and planned during 2008 and launched at the beginning of 2009:

- All six streams continue to exist with *electives* offered in each stream around the respective sub-area of specialism (e.g. Development Studies, as it currently exists), and with students within a stream undertaking a minor dissertation in that sub-area (as it exists), and being awarded the Honours and Masters degrees with the current named specialities.[133] In part they should retain these degree designations because of their over-50% concentration in their respective sub-areas, and in part because their names have begun to gain national and (for Development, Diversity and HIV/AIDS) even international currency, which results in a significant proportion of students from outside UCT being attracted into these programmes each year.

- From 2009 for all six streams, however, students will be required to take a *common core* set of two courses, 'Research Methods I' and 'Issues in Social Theory and Social Change I' at Honours level, and 'Research Methods II' and 'Issues in Social Theory and Social Change II' at Masters level, all taught by staff within the Sociology Department.[134] This strategy will ensure large enrolments in these courses.

- The Department should seek to enrol about 20-25 postgraduates at Honours level annually, and about 20 at Masters level, across *all* the streams.[135] Further, it should seek to achieve a throughput of most (i.e. 85%) of the Honours students in 12 calendar months and similarly in 18 calendar months for most Masters students. This will require intensive academic time and commitment by Sociology staff, including stream convenors, to ensure that there is adequate mentoring and supervision of students. Moreover, most students need to be prepared to select research topics that fall within the field

[133] E.g. BSocSc Honours or MSocSc in Social Theory and Social Research, in Development Studies or Diversity Studies or Workplace Change and Labour Law, in HIV/AIDS & Society (for Masters only) etc.

[134] These 6 streams would thus follow the existing Faculty of Humanities template for all Honours and Masters programmes, of 4 courses plus research project (for Honours) or plus minor dissertation (for Masters). 'Research Methods I/II' and 'Issues in Social Theory and Social Change I/II' would be core in all 6 streams at Honours and Masters levels respectively (the course names are here for illustration only, and might change during the planning phase of this proposal). And each stream would require 2 further electives, to be chosen from its specific suite of electives based on its sub-area of speciality e.g. in Diversity Studies or Development Studies. One or two existing current core courses in a programme (e.g. in Diversity Studies) might now become compulsory electives. Note also, each of the 6 programmes currently require Research Methods at Honours and Masters levels, so the only major change being proposed here is a new core compulsory departmental semester course in Social Theory and Social Change for all 6 streams.

[135] Some Masters students will be recruited directly from outside of Sociology as is happening currently, since not all 20-25 Honours will go on to do a Masters in our Department.

of their supervisor's research. The reason for the latter is that we are finding that if many students choose dissertation topics according to 'their fancy', there are often real problems in finding appropriate and willing supervisors (and also external examiners with the necessary expertise).

- Linked to the last point, we propose that the teaching of the core 'Issues in Social Theory and Social Change' semester course at Honours and at Masters level respectively, is shared by about 3 staff per course (i.e. 4 weeks for each lecturer). This will have a number of advantages over our current practice:
  (i) One group of academics within the Department will come together to plan a core Sociology course for the cohort of Honours, and another for the cohort of Masters. In this way nearly half (approx. 6) of the current staff will become directly involved in the *heart* of our postgraduate coursework structure during the first semester – rather than the largely scattered/diffuse nature of staff commitment at postgraduate level over the past decade or more.
  (ii) All of the approximately 25 students in the Honours cohort, and all of the approximately 20 of the Masters cohort, will attend a common core theory course during the first semester, where they can get to know each other and some of the core Sociology staff members involved in postgraduate teaching. This will contribute some scaffolding to a postgraduate culture we are seeking to construct in the Department.
  (iii) In these proposed 'Issues in Social Theory and Social Change' core courses, a combination of some social theory issues (e.g. Marxism, post-modernism, theories of a risk society etc.) and some core current issues of social change in South Africa (e.g. globalization, poverty/health relations in South Africa, race/class/gender identities, trade unions and rights issues, cities internationally etc.), will not only provide an essential sociological theory foundation in the first semester of both Honours and Masters, but the 'social change' issues chosen can also be constructed so that they provide an introductory framing of certain central issues for each respective stream e.g. Diversity, Health, Development, Industrial Sociology and General Sociology.

- The extent to which the proposed Social Research Methods I and II semester courses for Honours and Masters respectively, are taught within the Department only, and/or within the Faculty as a whole (as is currently the case with the Interdisciplinary Research Methods Honours and Masters modules of the Faculty), will depend on the parallel review and discussions currently being organised by the Faculty.[136] Whatever the outcome of this Faculty investigation, however, the above proposal – of a core semester of Social Research Methods training for the first and second year of postgraduate study across the various streams in the Sociology Department – still holds.

[136] This review, parallel to the Sociology Department Review, concerns the current inter-departmental teaching and training in Research Methods for Honours and Masters (and Doctoral) students in the Social Sciences of the Faculty as a whole, and is also linked to issues about the role of the CSSR (Centre for Social Science Research) in relation to such postgraduate research training. See Appendix 1 outline on IRM (Interdisciplinary Research Methods programme), provided for both the Sociology Review and also the broader review of the teaching of especially Masters-level research methods in the Faculty.

- Within these proposals, it may still be possible for a stream to retain its identity as a separate, interdepartmental programme or strand with an 'administrative base' in Sociology, e.g. currently for Diversity Studies. The mechanisms to achieve, however, would need to be explored and carefully planned.

- A further question pertains to the relationship, which has been recently becoming closer at both undergraduate and postgraduate levels, between Development Studies and Industrial Sociology (and labour studies, including in Workplace Change and Labour Law, especially at Honours level). In part, the direction of closer *or* more distant relations will depend on the type of academic staff member the Department seeks to recruit into the vacant post emerging with the retirement of Prof Maree as leader of Industrial Sociology for three decades. If someone with a blend of labour and development studies is appointed, this would bring the two streams closer; whereas if someone with a strong industrial relations/trade union studies orientation joins the Department, this might shape different identities for the two streams. A further factor here is the future role, which might be played in *Development Studies* by both the School of Economics which is currently enhancing this area at Masters level (and moreover has SALDRU and DPRU[137] as research units focusing on 'economic development issues'), and the Department of Political Studies (which – together with Social Anthropology – has historically played a part in our current Development Studies programme), which might make future academic appointments in such a sub-area as 'politics and development'. Thus diverse sets of factors are impacting around this question of Labour Studies/Development Studies and their inter-relationship, not only within Sociology, but within the Social Sciences of the Faculty as a whole, and including, in particular, Economics and Political Studies. It is important, therefore. to pursue discussions around these questions from early 2008, prior to the departure of Prof Maree.

(ii) PhD programme

The argument followed here is that many questions around the training of PhD students are also interrelated with questions of enhancing academic staff research in general within the Department. For this reason, discussion about the enhancement of our PhD programme is integrated into the next section on issues of Staff Research.

7.3.2 Staff research, PhD training and space

The scenario proposed here is rooted in the idea that the historical pattern of graduating about 1-2 Doctoral students (or fewer) per year in the Department needs to change quite significantly. However, in taking steps to change this, in must be stressed again (as observed from data provided in Chapter 1) that. until around 2000, not only in Sociology but also in many other departments within the Faculty of Humanities and, in fact, within most other UCT faculties too (with the partial

[137] South African Labour and Development Research Unit, and Development Policy Research Unit respectively.

exception only of the Science Faculty), the low level – by international standards for a research-led University – of PhD graduates has been a University-wide (even nation-wide) problem. Ways of embarking on change, linked to the idea of building a departmental 'PhD culture', have been under discussion for the past 2-3 years within the Department, and can be summarised here:

- With an academic staff of 12-13 members, all of whom hold Doctorates, a commitment has emerged that each member will seek to supervise usually no less than 2-3 Doctoral students. This means that at least 25+ Doctoral students would emerge over the next 3-5 years within the Department as the basis for building a PhD culture, over the medium term resulting in around 4-5 students graduating per annum.[138] Moreover, a strong Honours/Masters coursework programme within the Department can also feed some excellent students into the PhD level.

- Some staff prefer to supervise PhDs across a fairly wide spectrum of their research interests, although the majority prefer to focus around their specific research niche(s). This means that *clusters* can be formed of one or two staff members (e.g. in Development or Labour or Diversity Studies) who supervise their groups of students around a common niche area. Moreover, it has been agreed to create 'study rooms' for these clusters or groups of Doctoral students within the Leslie Building, as close to the respective supervisors as possible, where PhD and Masters students who wish to work on their theses on campus on a daily basis, can do so. The first step in this direction has been completed in July 2007, where one such room for 5 students has been constructed on the 5th floor; staff who have already constructed research groups and who are adjacent this room (e.g. Crankshaw, Grossman, Jubber, De Wet) will seek to place some of their PhDs and Masters thesis/dissertation students within this workspace. Some staff, such as Maree, Head, Erasmus and Cooper, have requested that similar spaces be constructed in departmental rooms available on the 4th or 6th floor of the Leslie, while staff such as Seekings and Steyn already have their own spaces for development linked to the CSSR and iNCUDISA respectively. Other staff are exploring ideas further, while at the same time the recent grant of a Research Chair to Lungisile Ntsebeza – with stipulation by the NRF that a research 'infrastructure' for his 2 post-doctoral, 2 Doctoral and 6 Masters students be made available by the host institution as part of the grant – raises additional requirements with respect to research space. The small step of creating one 'study room' in the Leslie Social Science building in July, therefore, needs to grow in size quite significantly and urgently. It also, symbolically, poses questions of postgraduate space planning within a building where nearly everyone has historically been concerned primarily with their own academic and administrative staff space needs (see below).

- A major problem in developing a PhD culture is the question of Doctoral funding nationally. The NRF and the Department of Trade and Industry in particular are beginning to recognise the absurdity of the current level of

[138] With 25 students enrolled, and assuming 4-5 years for graduation (and noting the current aim within the European Union that a PhD student should graduate within 3-4 years), this would provide about 4 graduates per year (5 yrs duration x 4 graduates = 20 enrolments at one time; also include say 5 non-completions/withdrawals in addition = 25 in total).

funding of R65 000 for a PhD student per annum, but it will take considerable time nationally to alter this dire situation.[139] As noted earlier too, within our Department itself steps have recently been taken to alter this situation, albeit with small beginnings: an ex-trade unionist and Sociology Honours graduate in 2006 agreed to award one PhD scholarship of R120 000 for 4 years (awarded in 2007 to an excellent black PhD scholar within the Department); another ex-trade unionist awarded a PhD scholarship of R80 000 (to another of our excellent White PhD students); and at least four staff members (Seekings, Crankshaw, Ntsebeza, Steyn) have been raising their own research funding from the NRF and especially from other national or international donors, which is providing limited PhD (and Masters) scholarships for some of their students. Nonetheless, overall UCT and national funds are hopelessly inadequate to support a viable group of around 30 PhDs per department as proposed above, so this issue of finance needs serious consideration if a PhD culture within Sociology is to emerge at all in the next decade.

- We hope that, if the above idea of research clusters grows amongst respective *research groupings* of 1-2 academics plus some PhD and Masters students, this itself will provide an important stimulus to enhance the research activities of the academics themselves. In this way, we believe that Sociology staff research production will increase. Moreover, a new trend within the Faculty of Humanities, of stimulating joint staff-postgraduate student publications, has begun to take root; the building of these research clusters, as well as the overall growth of our Masters and PhD enrolments, will surely assist with such publications.

- Finally, the possibilities of research clusters in our Department linking with clusters in the existing CSSR and/or with other academics across the Faculty, have not yet been explored sufficiently, yet there is enormous potential here. Moreover, it has become clear that. within the Cape Town metropolitan area, various leaders within local government and the NGO sector and industry etc., are beginning to realise that there exist opportunities for research groups within UCT to link up their research work with a broad set of needs by the Knowledge Society, including at Cape regional level (as well as national level, where UCT research linkages have often been stronger). Thus the possibilities and opportunities for the Sociology Department to link up with regionally-driven research and social development initiatives are very good over the next decade – for which Policy and Public Sociology outputs are needed, based on a good foundation of Professional and Critical scholarship in Sociology.

In summary, despite the small beginnings in the growth of our Masters and PhD research alongside staff research, it is clear that the above scenarios, if pursued with diligence and enthusiasm over the next decade, could significantly transform the existing landscape of Department output in Research and Social Responsiveness as described in earlier chapters.

[139] See Chapter 1 comment about the recent article in the *Mail and Guardian* (July 2007), featuring the new director of the NRF, who expresses recognition by the NRF and DTI of this problem and announcing the beginning of steps to change the whole national framework of PhD funding.

7.3.3 Undergraduate majors

The scenario here, it is argued, must involve consolidation of quality and even some shrinkage of numbers, not growth. The reasons are, firstly, that there does not seem a good possibility of our Department achieving a staff complement of around 14-15 members by 2010, which we had at a few points in time in the 1980s and early 1990s (Table 1.4 earlier). Rather, given the current funding constraints of the Faculty of Humanities and diverse pressures, we will break-even after retirement of Maree, Jubber and Graaff (part-time) if we replace them via retention of the 13 posts we currently hold, including the replacement of much teaching of Ntsebeza via a contract appointment provided from the NRF funding allocated to the new Research Chair. All these replacements are absolutely essential if we are to meet our commitment of 1 000 first years/700 second years/350 third years; the student numbers and proportions in 2007 are close to what pertained two decades ago, although we had more staff then. Secondly, if we are to achieve the above 'expansion mission' scenario of close to 25 Honours, 20 Masters and 30 PhDs enrolled during any one year, there is no way we can undertake this significant enhancement at postgraduate levels (and the research outputs linked to this) while also, with only 13 academics, attempting even the slightest expansion at undergraduate level.

Nonetheless, we believe that we have historical strengths of quality and commitment at undergraduate level, which we need to consolidate, to fulfil a mission long held dear in the Department: to service a national cohort of black and white students entering the Social Sciences, mainly straight from high school, with a *Critical Sociology*, with which they might make sense of their social world and use to good effect in their future, diverse life-careers. So what is to be done to maintain this commitment with nearly 1 000 first years as the base, while not blocking our mission to expand at postgraduate levels and especially at the PhD apex? The following are proposed scenarios with these questions clearly in mind:

- We need to retain our commitment to open up the second semester of first year teaching in 2007, leading to about 1 000 students in total at the first year level, as part of the above-noted undergraduate mission.[140] Unless there is an unlikely overall fall in first year enrolments over the next 5 years in the Faculty of Humanities, the popularity of our undergraduate teaching will ensure that *at least* 900 students enter our Sociology first year level each year. So essentially the 2007 pattern seems with us for some years.

- One strategy we have begun to employ in 2007, is to request some of our new PhD students, especially those with scholarships, to undertake about 3 weeks of lectures to undergraduates annually (around the broad theory and substance on which their PhDs are based). This teaching 'apprenticeship' will be part of

[140] In terms of the political economy of South Africa currently, if we were to decide to reduce our first year intake quite substantially, two things would happen: some matric students who would have enrolled would now be excluded from University studies; some students would simply siphon off to other Sociology departments (e.g. UWC or Stellenbosch, or even further afield to Limpopo and Johannesburg), thus forcing our colleagues in other Sociology departments nationally to take on 'our load'. Our Department feels neither of these results is desirable, meaning essentially that is difficult not to retain the current large number of undergraduates.

their training to be future scholars/researchers.[141] At the same time, it is important that their teaching not be over-exploited and, moreover, that about two-thirds of any semester course be still undertaken by tenured staff. This has been the pattern employed in our 2007 second semester of first year: two senior staff are teaching 4 weeks each, with the final 4 weeks taught by two PhD students. If we thus increase our PhD numbers above 25 and also have about 20 Masters enrolled annually, there is a pool of resources for PhDs to assist with some teaching via this formula, and for Masters (and some Honours) students to provide much needed support as tutors especially at first and second year levels. This is one way, moreover, in which we can expose undergraduates to younger lecturing staff, given the age profile of our tenured staff.

- Some synergies are therefore possible in relation to a growth of postgraduate numbers-cum-consolidation of teaching at undergraduate levels. But unfortunately the circle does not close completely – there is still a problem of too much staff teaching (and marking of essays and exams, as well as supervision of the third year capstone research projects, all of which cannot be removed from the hands of tenured academics, if quality is to be maintained). One way perhaps seems to be to provide *no more than two* courses at second year level per semester, one for the Sociology major and one for the Industrial Sociology major.[142] Moreover, at third year level, we should continue with the only one existing Social Research Methods course (for both majors combined) during the first semester, but shrink the existing 3 courses offered during the second semester into two only (one for Sociology and one for Industrial Sociology majors respectively). The following are possible scenarios that would enable us to achieve this:
  (i) At second year level (see Table 2.1 in Special Appendix of Tables), the five current courses will have to be reconfigured such that only two are provided per semester (beginning 2009), namely: 'Race, Gender, Class' (Soc2004), 'Social Theory' (Soc2019), 'Poverty, Development and Globalisation' (Soc2030), 'Industrialisation and Labour in SA' (Soc2016), and 'Workers, Trade Unions and Rights' (Soc2018) . Moreover, the specifications of which of these are prerequisites for the Sociology major and which for the Industrial Sociology major, will have to be re-assessed.
  (ii) At third year level, the common Social Research Methods (Soc3007/27) of the first semester with its important capstone project will be retained (with some help from PhD students in project group supervision). In the second semester, the Industrial Sociology major course will be retained in its current or adapted form 'Globalisation, Restructuring and Job Creation' (Soc3028), while the two Sociology major courses will merge into one course comprising a combination of Development for 6 weeks (currently 'Development and Social Change in South Africa', Soc3008) and Diversity for 6 weeks (currently 'Diversity Studies', Soc3026).

[141] Thus, part of the construction of a PhD culture is the idea of Doctoral studies as an apprenticeship with a teaching component embedded.
[142] Unless we reduce our undergraduate numbers, this scenario seems the only one possible, if the postgraduate scenarios just outlined are followed at the same time?

(iii) Another possibility, via an adaptation of the scenario just outlined, in order to retain some of the substantial differentiation currently available while still only offering 2 courses per semester, might be the following: To keep proposals (i) and (ii) for the first semester at both second and third year levels, but during the second semester reinstate what worked quite well in the latter half of the 1980s – a few additional electives (perhaps 6 weeks long, as before) spanning both second and third year levels.[143] One might also wish to make at least one six-week module of social theory (classical or contemporary) a prerequisite for entry into Honours. Nonetheless, if more than 2 courses per semester are offered, there will still be the problem of staff being overstretched in undergraduate teaching, and one way of dealing with / of overcoming this might be in terms of the next point (unless PhDs are brought in to assist with the teaching of the electives).

(iv) To facilitate a few tenured staff in teaching their specialisations at undergraduate level as a full semester course (or 6-week block), it may be valuable to permit staff to declare themselves as 'teaching active' and to negotiate with the Faculty UEC (Undergraduate Education Committee) that they be permitted to offer annually a specialist course of their choice at second and/or third year level, as part replacement of the minimum 3 peer-reviewed articles over 3 years as per RFJ criteria (this is the current Rate For Job for senior lecturer level, while more than 3 articles are required for higher ranks). In other words, some teaching active staff might choose to teach such an undergraduate course for three years in lieu of say 1-2 of the articles required for the RFJ over the same period.

- Whatever strategies are decided on with respect to the reconfiguration of second and third year level semester courses, it is absolutely essential that due concern be applied to the problems outlined in Section 3.3 about undergraduate horizontal and vertical integration between courses and streams/strands within the majors. The proposed restructuring of courses on the same level (second or third year) and the examination of the coherence between levels, provide real opportunities to consider a whole series of problems of integration which, as suggested in the discussions of Section 3.3, have 'crept up' slowly over numerous years. Ad hoc changes especially over the past decade have caused a set of problems in terms of horizontal/vertical integration of the undergraduate curricula, which require serious attention at this moment of potential transformation, to create a new situation of greater coherence.

In summary, therefore, it is argued here that if the postgraduate levels are to be enhanced as per the scenarios put forward earlier, then it *seems unavoidable* that some form of rationalisation and reconfiguration of current second and third year

[143] In this scenario for the second semester of 'joining together 6-week electives', for example Social Theory (Soc2019) could in fact be broken into 6 weeks of Classical and 6 weeks of Contemporary Theory, Development and Change (Soc3008) is currently 6 weeks of 'Cities in SA' and 6 weeks of 'Land in SA'. It may be possible to divide all the other existing courses Soc2016, Soc2018, Soc3026, Soc3028 into modules of two sets of 6 weeks, which might all be offered in rotation as electives to both second and third year students.

undergraduate offerings are necessary, via at least some versions of the above proposals. If not, it seems necessary to open up a debate about reducing undergraduate numbers not only in our department, but across a number of departments – with the 'Warwick model' of Chapter 1 in mind.

7.3.4 Appointment of new academic and administrative staff

The argument followed here is that questions of transformation of the Department with respect to academic staff composition are best answered directly in relation to the imminent retirement of two staff in the next two years and of a further few staff thereafter. Equity issues of race and gender can thus partly be addressed via issues of succession planning over the next 5 years and more. However, these questions cannot be separated from the scenario planning in relation to undergraduate and postgraduate missions and curricula development just discussed. They are thus are integrated into the next section on appointing new staff.

This section will consider, firstly, the issues around new academic staff arising from the impending retirements of Profs Maree and Jubber and the replacement NRF funds via the Research Chair of Ntsebeza. The section which follows will consider the question of an additional new administrator linked to the expansion of postgraduate training within the Department. The latter is a very important issue, which has not been confronted directly in this Self-Review up to this point, but it is too vital a question to be left unaddressed.

(i) Advertising for new academic staff in 2008-9, and again in 2012

The main idea underlying the set of proposals here is that injecting new blood into a Department like ours, which has had a relatively low turnover for many decades, can provide a very important catalyst for a range of transformations needed in areas of undergraduate curricula development, building of research clusters, training of PhDs, new core courses for Honours and Masters etc. The retirement of two senior staff members in 2008-9, and later of others, should be viewed as a wonderful opportunity for transformation in the broad sense.

- If the previous point is accepted, it is important that maximum 'mileage' is achieved in this process, both in terms of 'mass' of new staff injected into the framework (e.g. a minimum of 2 new staff during 2008, and not just 1) and also in terms of 'ideological' or symbolic impact achieved via the steps taken (e.g. ensuring that not only the Department but also the Faculty and even parts of the University achieve symbolic energy from witnessing such a transformation).

- It is therefore proposed that, during 2008, prior to the retirement of Maree, not only his post (at professorial level) but also a contract lecturer replacement for Ntsebeza (at lecturer-senior lecturer level) be advertised simultaneously; and that early in 2009 Jubber's position be advertised at the *same* time as a vacancy emerges for Prof Schrire's chair in Political Studies as well. We suggest that by setting up a search committee in 2008 and again in 2009, with a brief to facilitate the filling of more than one post at a time, a number of gains can be made.

- Firstly, two new appointments by the end of 2008 (for Maree and Ntsebeza) can enable complementary skills to be matched together, to fill different gaps vertically (e.g. between postgraduate and undergraduate levels) and horizontally (e.g. between the two undergraduate majors within the Department, and also between our 6 postgraduate streams). Moreover, this can enable considerations of levels of seniority (e.g. professorial versus lecturer level) to be blended more successfully – by considering a range of candidates simultaneously for two positions. Clearly the symbolic effect of filling two positions at one stroke, especially in a Department where turnover of staff over the decades has been very low, also should not be underestimated: it makes a strong statement to a wide range of UCT constituencies about the serious business of transformation within our Faculty.

- Secondly, if the latter point strikes a positive note, it is proposed furthermore that it is worth considering some linking of the Sociology advertisement for Jubber early in 2009 to a parallel process, which will have to take place also in that year for our 'collegial neighbour', the Political Studies Department, in which the chair of Prof Schrire becomes vacant at the same time (also at the end of 2009). Why not advertise the Political Studies position at the same time, perhaps also using the same search committee? Not only will this enable candidates for the Schrire position to be weighed up alongside those of the Sociology position (and there might even be complementarities emerging here e.g. in 'political sociology' or 'politics and Third World development'), but it would further reinforce the symbolic message that in two core Social Science departments of the Faculty of Humanities, serious changes are unfolding. It might even be suggested that such a joint process could begin to facilitate improved contact and synergies between these two departments as well, where for over two decades there has never been a joint seminar or even an informal tea-room discussion, despite many of their academic staff living along the same or adjoining corridors for all these decades!

(ii) A new half-time position of Postgraduate Administrator

For many years until the late 1990s, as noted earlier (with reference to Table 1.4), the Department had a complement of two-and-a half administrative staff, and in the 1980s even had additional support staff (Mr Bill Francis and Mr Eddie Neer until 1984 and 1992 respectively) servicing various tasks (photocopying, organizing of course readers, handing out essays to students etc). Since 2002 we have been reduced to the services of one administrative assistant (payclass 7), and one secretary (payclass 5) who also doubles up at the reception window for much of each day as interface between the Department and the students, which is a vital task, as noted earlier as well.

At the same time after 2002, our postgraduate numbers and the administrative tasks linked to them have grown, especially with the incorporation of 3 new postgraduate programmes into the Department (Chapter 4). It is undoubtedly true to say that programmes like HIV/AIDS and Diversity Studies have only survived administratively in the last few years because they used outside donor funds to hire their own part-time administrators to assist with the co-ordination and administrative

tasks of their respective postgraduate programmes. It should also be mentioned that, since mid-2001 until going on sabbatical leave beginning of 2007, Dr Lincoln doubled up as convenor-manager for the Development Studies programme, since various administrative duties (e.g. assisting in locating external examiners, contacting students who had academic or personal problems, liaising with the Graduate School about missing coursework marks etc. etc.) could not be put onto the desks of our existing two administrative staff (Ms Bhaga and Ms Maseti) who already had enormous loads.[144]

To assess the scale of the problems inherent in this state of affairs and to seek constructive solutions, an investigation of comparative administrative staffing arrangements in two allied departments with large cohorts of postgraduates – the Departments of Psychology and Political Studies – was initiated by the HoD of Sociology in conjunction with the Faculty HR officer (Ms Tuomi) in the first semester of 2007. The latter undertook interviews and observations of administration processes in Sociology and also, together Prof Cooper, with administrators and HoDs in Psychology and Political Studies. The findings showed clearly the need for at least an additional half-time administrative officer for our suite of postgraduate programmes (Psychology was found to have a full-time administrator for the postgraduate level alone, supported indirectly by a departmental manager; Political Studies has a similar postgraduate person in a half-time position in addition to two full-time other administrative staff).[145] However, we decided to wait until the end of this Review process in September before approaching the Faculty Staffing Committee, in order to present a fuller profile of our whole Department (emerging from the Review) as evidence, and also because of reasons elaborated in the next paragraph.

The *investigatory* evidence suggests that initially a half-time position for administration of our suite of postgraduate programmes can be considered, which will also enable the two programmes of Diversity Studies and HIV/AIDS to release their current administrative incumbents to give research support in their respective areas. This would further link up with the proposal above (Section 7.3.1, Postgraduate Programmes), of a reconfiguration of our current 6 postgraduate programmes, whereby all students enrol for a common set of core courses at Honours and Masters levels. In other words, the new officer would ensure that the common core is held together administratively, while keeping track of the diverse electives (their timetabling, assignments, marks etc.), particular within the 6 different streams. However, since discussions above have already raised issues of the need for greater synergy between Sociology and Political Studies, both of which are moreover linked as core departments to the newly-located CSSR within the Faculty, a further possibility comes to mind: why not have one *full-time* postgraduate administrator to service the needs of both Sociology and Political Studies, rather than two half-time administrators who sit in offices less than 50 metres apart. Not only does the suite of postgraduate programmes in Political Studies follow the same general format as in

[144] The reader might also revisit the lengthy notes to Table 1.13 of Chapter 1 and Table 4.4 of Chapter 4, where analysis showed how difficult it was currently to obtain accurate postgraduate data on our Sociology students, and the assessment pointed strongly to the need for an additional postgraduate administrator within our Department.

[145] At the end of 2007, a detailed motivation including the findings of these investigations and a breakdown of total administrative staff against total student enrolments, will be submitted to the Faculty Staffing Committee.

Sociology (especially if a common core of postgraduate courses is introduced in Sociology), but the postgraduate administrator in both departments requires the same vital skill of capacity to relate personally to postgraduate students and to understand their academic problems. Further, a shared joint post might help to create synergies between the two departments via research and postgraduate work, which is also linked to the growth of the CSSR in relation to both departments.[146] Despite the opposition historically in our Faculty to the creation of 'schools', which link together a few academically-allied Social Science or Arts Departments, this suggestion of the need to explore the possibility of a shared postgraduate administrator between Sociology and Political Studies (or another department), is surely worth serious consideration. Furthermore, it might provide further stimulus to these two departments which both have had to begin to confront, *jointly*, the problem of a dire shortage of space in the Leslie Building for 'study rooms' for their Masters and Doctoral students, as has already been noted earlier.

But whatever the final views on this, the need for solid administrative services for our suite of postgraduate programmes, as outlined above, is absolutely essential if the H+M+D levels of Sociology are to be enhanced as proposed earlier. And it has become clear, at least since the time of our previous HoD, that the existing administrative staff complement of two posts in Sociology is grossly insufficient for the set of administrative tasks at hand. Such a new postgraduate administrative position linked to Sociology will also send out a clear message from the Faculty of Humanities that it supports a departmental developmental plan, which is taking concrete steps to grow postgraduate studies and research in vigorous and transformative ways.

7.4 Commentary by Sociology staff on the 'development strategies 2009-13'

Sociology staff were invited to offer commentary, *within* the body of this Self-Review, with respect to their responses to the proposals and scenarios of Section 7.3 above, as originally put forward in draft form by the HoD, David Cooper. The responses follow:

<u>Prof Jeremy Seekings</u>

For most of 2007 I have been outside the country on sabbatical and then special leave. I was therefore unable to participate in the discussions held within the Sociology Department in preparation of the departmental self-review. Having not pulled my weight until the very end, I am indebted to my colleagues. Reading the self-review documentation that they have prepared, I am impressed by the energy shown by many members of the department – under David Cooper's especially energetic leadership – and I regret missing what has clearly been a constructive and self-critical debate.

[146] Some sympathy, or at least not direct opposition, has already been expressed by some within Political Studies, including the HoD, towards this proposal. However, if in the end it does not bear fruit, another possibility would be to share a postgraduate administrator with a department like Historical Studies, which also has recently requested additional administrative assistance. Such a person would also undertake the financial administration of academic staff research projects which are growing. Both History and Sociology, after all, find themselves currently unable to fulfil their administrative duties comprehensively in the area of postgraduate and research work (personal communications with colleagues in History).

Issues which are rarely discussed have been the subject of notable deliberation; important insights have been made, and valuable lessons learnt. I have tried to comment on most sections of the draft review, and helped with one part of Chapter 2, but have not been part of the debate as a whole.

I do have several contributions to this ongoing debate. I apologise again for being unable to make this contributions early enough in the process for them to have been discussed and debated, and reflected in the main body of the departmental self-review. To be honest, I have also the benefit of seeing the work that my colleagues have done, and hopefully therefore build on it – although I have not been able to read the entire draft report before writing this addendum, so it is likely that I have overlooked some pertinent discussion.

My comments concern broadly the character of sociology at UCT, and the implications of this in three practical respects: the challenge to the department in making appointments that ensure an engagement with global sociology; the challenge of ensuring synergies with appropriate research centres and 'cognate' departments within the university; and the challenge to the department in producing a larger number of high-performing students. In addition, I have made some comments on the undergraduate curriculum in Chapter 2 of the self-review.

1. The *diffuse* character of 'sociology' at UCT

It has been remarked that sociology is an 'undisciplined' discipline that lacks any agreed 'canon'. In addition, sociology at UCT (and most other English-medium universities in South Africa) was highly politicized, especially in the 1980s, such that the emphasis was placed more on what Michael Burawoy has termed 'public sociology' than on 'professional sociology'. Teaching was organized around issues of political relevance (and teaching on topics deemed 'irrelevant' was apparently and shamefully suppressed). The consequence of this is that sociology at UCT is an extraordinarily diffuse non-discipline.

This is reflected in the organization of teaching in 'sociology' and the background of members of the UCT Department of Sociology. The Department of Sociology is home to no less than six postgraduate programmes (in Development Studies, Diversity Studies, HIV/AIDS and Society, Social Research and Social Theory, Sociology, and Workplace Change and Labour Law). In addition, the Institute of Criminology (in the Law Faculty) offers postgraduate programmes in Criminology, and the African Gender Institute offers a programme in Gender and Transformation. The Department of Social Anthropology, which studies pretty much the same subjects as the Department of Sociology, offers its own postgraduate programmes. South African society is also studied through the Centre for African Studies and by human geographers in the Department of Environmental and Geographical Sciences (in the Science Faculty). It is hardly an exaggeration to say that there are almost as many postgraduate programmes in the study of South African society at UCT as there are permanent academic staff conducting such study. I therefore concur with David Cooper's proposals in Chapter 7 for the consolidation of the graduate programmes housed within the Department.

The members of the Department of Sociology are correspondingly heterogeneous in their academic backgrounds. 'Sociologists' at UCT have first degrees in – among other subjects – botany and engineering, and postgraduate degrees in a wide range of disciplines including (I believe) political studies, geography, economic history, and religious studies, as well as the various branches of 'sociology'.

Such diffusion entails both strengths and weaknesses. The strengths are evident in the range of research (and socially responsive activities) conducted at UCT on South African society, both inside and outside the Department of Sociology. One evident weakness is institutional: there are poor links between the myriad programmes and several different academic departments and research centres involved in teaching and research on South African society. A second weakness is the lack of intellectual engagement between academic staff – and students – involved in teaching and research in fields that surely overlap too extensively to be described even as 'cognate'. A third weakness, especially evident in the Department of Sociology itself, is the lack of any systematic engagement with what is regarded globally as the disciplinary core of 'sociology'.

2. The challenge and opportunity of new appointments

Chapter 7 ('Development Strategies') correctly emphasises the opportunity available to UCT, through scheduled retirements, to rebuild the Sociology Department. I would prefer to see a broader question posed: How might this opportunity be used to build research and teaching on South African society within the Humanities *Faculty*, i.e. both outside and inside the specific institutional form of the Sociology Department. This requires thinking carefully about the relationships between Sociology, Social Anthropology, perhaps the African Gender Institute, and relevant research centres. I shall examine this further in the following section.

'Opportunities' exist to tackle problems and challenges. Chapters 1, 6 and 7 correctly draw attention to the profile of the academic staff, which comprises primarily men classified as white under the Employment Equity Act. One of the challenges facing the Department is clearly to ensure a more diverse academic staff. It is important, however, to be cognizant of several aspects of the 'transformation' issue:

- The Department, in conducting its self-review, too readily lapses into a uni-dimensional approach to racial classification. It was with some difficulty that I persuaded my colleagues that it was incorrect (under both South African legislation and UCT policy) and offensive to classify me as 'white'; I am, in terms of law, employer's policy and personal preference, a 'foreign national'. I believe that at least one of my current colleagues is also technically a 'foreign national', and several of my past colleagues (including the late Prof Chachage) were in the same position.

- Insofar as 'racial' categories are an appropriate basis for classification, the Department has made considerable efforts to appoint academic staff who are not 'white' men: two of the 'white' members of the Department were transferred into it from other institutional positions in the university, primarily because of administrative convenience to the University; only two outside permanent appointments have been made in the past decade, and neither of

these were 'white' (Prof Chachage, who was a foreign national from Tanzania, and Prof Ntsebeza).

- Chapter 6 raises many important and critical questions about transformation and avoids excessive focus on the racial composition of academic staff, but it does not identify any other priorities apart from the 'racial' one with regard to the 'transformation' of academic staff. Curiously, to my mind, it does not explain precisely *why* the 'racial' issue is crucial. There are of course the constraints of national legislation and UCT policy. But, as sociologists, we should surely be reflecting on the importance of staff profile in terms of the sociology of education. Various arguments could be put forward: historical justice, role-models for students, cultural sensitivity to and understanding of South African society, diverse values and norms, diverse perspectives on social topics, expertise in societies other than South Africa's, expertise in fields in which the department is not currently strong, and so on.

Profs Chachage and Ntsebeza were, by any measure, outstanding and excellent appointments. The fact that neither was a 'white' appointment was a benefit that was, in my mind, secondary to the value of their intellectual expertise to the construction of department with more diverse strengths and capacity.

But it is not clear to me that a concern to change the 'racial' composition of the academic staff should be the only or even necessarily primary concern with further appointments. Prof Chachage, whilst not 'black' in terms of South African legislation, had more expertise in the study of *societies outside of South Africa* than any other member of the department. Whilst Judith Head has expertise in Mozambique, David Lincoln on Mauritius, and I have expanded my own research into Latin America and the Caribbean, I think it is fair to say that we are an overwhelmingly parochial department in terms of our empirical research and expertise. I would suggest that our research and teaching would be enhanced considerably if we were to appoint to the department scholars with expertise and active research interests in other societies around the world outside of South Africa.

The Department clearly lacks the cultural skills and understandings to grapple with many aspects of South African society, and the appointment of more 'black' academic staff would *probably* enhance this capacity, with benefits for our research and teaching. Mamphela Ramphelele has written – in a book currently set for our Soc1005S students – that 'knowledge of language, idiom, customs and traditions and their distortions, is an essential tool in tackling social questions which leaves white social scientists, generally unfamiliar with black South African languages, at a disadvantage' (*Steering By The Stars*, 2002: 22).[147]

But this is only one respect in which the history of appointments in the department limits our collective skill-base. Being an elderly department – in terms of the age of our academic staff, and especially the time that has passed since our 'training' as graduate students – means that our skills are typically those of an older generation of sociologists. Because the teaching staff were for the most part 'trained' twenty or more years ago, their skills are typically those considered important in South African

[147] I understand that at least one of my 'white' colleagues is, however, fluent in Xhosa.

twenty or more years ago. We have very little capacity to conduct and a qualified capacity to teach much of the empirical sociology that now dominates the discipline globally, making use of both quantitative and qualitative data. There is an evident lack of quantitative analytic skills, reflecting an old prejudice towards quantitative social science. Most strikingly, our advanced courses in statistical analyses for sociology students are taught by statisticians, not by members of the Department. Few undergraduate or graduate courses incorporate quantitative sociology, and we turn out students whose quantitative skills are (at best) limited to those learnt in dedicated research courses and never actually applied.

We might also be concerned about the range of skills in terms of scholarly expertise. Whilst we have undoubted expertise in the study of identity and poverty, there are many core areas of sociology in which we have no recognised capacity in terms of either teaching or research. As long ago as 1990, Wilmot James wrote that [South African] 'sociologists tended to do three things in their work: (1) deliver a moral critique of apartheid; (2) provide analysis of the horrendous social consequences of apartheid practices; and (3) generate research and frameworks that interfaced with organisations and institutions actively involved in undermining apartheid and the state' (editorial in SASR 3,1 October 1990). I wonder how much has really changed. These were (and are, in their current modified form) important tasks, but they are not the *only* tasks facing sociologists. There is a real danger that, if racial transformation is regarded as the only factor guiding appointments, new appointments will replicate the expertise currently well-established in the Department, rather than fill notable gaps.

I would therefore urge that new appointments to the department should take into account the need to address various weaknesses. The ideal suite of new appointments would enhance our collective ability and capacity to teach sociology that is both internationally current and locally relevant, and which incorporates a comparative element that locates South African society in a broader global context. Whilst conducting innovative research within South Africa as well as elsewhere, new appointments would ideally help to teach our students to use and engage with the kind of material published in the leading global sociology journals, to use the kinds of techniques used globally to research pressing sociological problems, and to think critically about the synergies between international currency and local relevance. It would be a big mistake, I suggest, to appoint scholars on the basis of 'race' but who perpetuate our existing, parochial concentration on South African society only, our selective use of research methodologies, and our incapacity with respect to the global discipline of sociology.

3. The challenge of strengthening social research and building synergistic relationships between this and teaching

The self-review makes mention of an impressive resurgence of research on the part of many members of the Department. After a period when few if any books were published, the last few years have seen major studies on topics including authority and legitimacy in rural society, identities of whiteness, higher education, and urban class and inequality. There has also been a resurgence of research into South African society in other parts of the university outside of the Department of Sociology. I

would single out three UCT institutions in particular, and ask for each what are the implications for the Department and its future.

The *African Gender Institute* (AGI) employs, I think, two sociologists, and teaches both undergraduate and postgraduate courses that overlap with ones taught in the Sociology Department. The fact that UCT has a separate department with a focus on the sociology of gender inevitably means that the Sociology Department itself is going to be less 'transformed' in terms of gender than would otherwise be the case. Whilst there were specific historical reasons for the separate establishment of the AGI, is there a continuing logic for the AGI to exist outside of the Sociology Department?

UCT's *Department of Social Anthropology* is older than its Sociology Department, and has an illustrious history and current strength in the study of South African society. In some respects the research conducted in Social Anthropology overlaps with our own. In others they complement each other. This is unsurprising given that South African society today is no longer the kind of colonial society that gave rise to anthropology as a discipline nor is it the kind of industrialized society that led to the establishment of sociology as a discipline in Europe and North America. Whilst we understand why some of the current members of the Social Anthropology Department might wish to protect the institutional privileges that go along with separate departmental status, are there compelling intellectual or administrative reasons why the departments remain separate? At both of our sister universities in Cape Town, the departments have been merged.

The *Centre for Social Science Research* was established in 2002 with the explicit brief to contribute to the development of quantitative and mixed quantitative-qualitative social science research skills. Whilst it has achieved much – including scholarships for about sixty postgraduate students in a range of departments, about 200 working papers, pioneering surveys and mixed quantitative-qualitative research – the links between the CSSR and teaching departments remain weak, primarily because of the limited number of department-based academic staff involved in the CSSR. This does not reflect the absence of research among department-based academic staff as much as an ambivalence towards quantitative or even mixed qualitative-quantitative research. In departments with much younger age profiles – notably economics – there is a much deeper engagement with quantitative research (but, in the case of economics, without any cognizance at all of qualitative research). It is unfortunate that there are not stronger links between the M.Phil programme in HIV/AIDS and the AIDS and Society Research Unit (ASRU) within the CSSR, or between the Sociology Department as a whole and the Social Surveys Unit within the CSSR. Given that research centres such as the CSSR has attracted a steady and substantial flow of research funding, there are opportunities for creative joint appointments between the Sociology Department and these research centres. The appointment of scholars with expertise is HIV/AIDS is an obvious example.

Some similar questions might be asked of the Institute of Criminology.

4. The challenge of increasing the numbers of high-performing undergraduate students

Finally, I should like to consider one aspect of our undergraduate performance that has, I suspect, been neglected in the rest of the self-review documentation: how are we faring in terms of producing excellent undergraduate students in sociology?

Ramela Bhaga has made it possible for me to examine the results of the 'cohort' of students that began in first year in 2004 and ended in third year in 2006. I have focused on high-performing students, i.e. students who got a mark of at least 70% in any course in Sociology (including CRJ200S). Whilst the department admits into Honours some students with average marks of less than 70% in their third year courses, it is very unlikely that these students will become high performing graduate students.

Using Ramela's data on results, I have produced a spreadsheet (available on request) that shows *all* results (2004-06) in sociology courses for *all* students who achieved 70% or more at least of Soc105S in 2004 or any of the six second year sociology courses in 2005 or any of the four third year sociology courses in 2006.

Ramela's master spreadsheet shows the following:

- Of 493 students who recorded marks (including DPR and AB) for Soc105S in 2004, 6 got marks of 75% of more, and another 26 got marks of 70-74%.
- Of the 675 *results* in the six second year courses in 2005, 34 were 75% or higher and another 72 were 70-74%; note that many students took two and some three courses, so the total number of *students* was lower than this;
- Of the 380 *results* in the third year courses in 2006, 21 were above 75% and 43 were 70-74%.

These can be expressed as percentages of each year's total:

Aggregate results in sequence of undergraduate courses, 2004-06			
	Soc105S in 2004 (%)	2nd year courses in 2005 (%)	3rd year courses in 2006 (%)
75% and above	1	5	6
70-74%	5	11	11
<70%	94	84	83
total	100	100	100
Source: calculated from Ramela's marks spreadsheet.			

The results in first year are disappointing. The results in second and third year are more promising. Unfortunately, the results in second and third year are somewhat misleading in terms of our throughput of students doing a *major* in sociology (including industrial sociology).

Let us first look at the students who did Soc105S in 2004. Of these 493 students, 6 got marks of 75% of more, and another 26 got marks of 70-74%.

What happened to these students thereafter?

- Of the six top students, three did not continue into second year in 2005, and the other 3 continued, all performing excellently in 2005 and 2006. None of these three excellent students (Mari Engh, Sharon Hellerman and, less consistently, Stuart Denoon-Stevens) registered for Honours in any programme based in the Sociology Department in 2007.
- Of the 26 students with U2 grades in 2004: 14 did not do a second year sociology course and 2 more did not proceed to third year; only 10 did third year courses (and only 8 completed both third year courses); of the 8 who completed 2 third year courses, only three ended with a third year average of above 70% (Goredema 76%, Hendricks 74%, Bingham 73%).

There is good and bad news here. The bad news:

- Only 32/493 students in Soc105S got marks of 70% or more;
- Of these 32 students, only 11 completed third year;
- In total, only 4/493 of the 2004 Soc105 class ended up with an average of 75% or more in third year in 2006 (Denoon-Stevens, Hellerman, Goredema and Engh);
- Only another 6/493 members of the 2004 Soc105S class ended up with an average of 70-74% in third year in 2006 (Bingham, Hendricks, Hill, Kader, Humby and Sissing);
- Only two of these high-performing students enrolled for Honours in Sociology in 2007 (Goredema and Message);
- A throughput rate of only 2/493 from first year into Honours (with third year marks of 70% or higher) is not impressive, and probably reflects poorly on both our teaching and marketing to good students.

The somewhat good news about this cohort of first year sociology students is that a total of 71 of them got a mark of above 70% in at least one Sociology course. Most of these students presumably had some potential to do well, and perhaps better than they did. This might suggest that there is, in our first year class, a significant pool of students with some potential.

Soc105S was not the only route into Sociology undergraduate courses beyond first year. Many students – including most of the students who did well in second year courses, had *not* done Soc105S the previous year. They do not seem to have been unduly disadvantaged by this. Taking all students getting 70% or more (i.e. not separating out the very top performers):

- 32 had done Soc105S the previous year
- 64 had not done Soc105S the previous year

Unfortunately, most of these good students do not continue into third year sociology courses in 2006: 33 did (mostly students who had been in Soc105S then in second year courses), but 59 did not. What is worrying about the second year results is that almost two-thirds of the top students did not continue – i.e. they dipped into sociology and then abandoned it. Some – but I imagine not many – of these students were 'study abroad' students only here for one or at most two semesters.

In our third year courses, also, many of our high-performing students were clearly not doing sociology majors because they had not done any second year courses and in some cases only did one third year course. Of the students achieving results above 75%, 6 had not done second year (and only did one third year course) whilst another 3

had done second year but nonetheless only did one third year course. Only 8 students achieved marks of 75% or more and had the second and third year credits for a major (and some of these had average marks in third year below 70%). The picture is much the same for students achieving 70-74% in third year: only one half (22 out of 43) had the credits for a Sociology major.

In total, only eleven students completed third year with an average mark of 70% or more and the credits for a sociology major. Ten had been in Soc105S two years earlier; one had skipped Soc105S and started with second year courses.

This is a small pool of high-performing students – and a pitiful percentage of the total number of students who have tried sociology at one or other time. Our overall high-pass rates are inflated by large numbers of good students who dip into but do not remain in sociology. We are doing poorly in terms of both growing the pool of high-performing students (especially those within the sociology major) and in retaining even those top students who could choose to continue in sociology.

This raises, to my mind, one crucial point: *we need to mentor out top students, encouraging those who are doing well to persist with sociology and helping those who could be high-achievers to achieve their potential*. Ideally, we would be graduating at least 25 each year with aggregate marks of above 70%, and at least 15 would be going into our Honours programme. *Without such throughput, we cannot possibly have a viable and serious set of graduate programmes* – unless, as is presently the case, we rely on students from abroad to inflate our numbers.

Dr Judith Head

This report is the result of a collaborative effort between a group of people with different interests and points of view. Inevitably there are a number of issues that will not have been given the prominence individuals may have wished. I am writing this commentary to highlight those that I feel are critical and need to be addressed by the department and the Faculty. There are three points which merit further discussion in my view. These are:

- The question of appointments and the related questions: what is sociology and what sort of sociology should we be doing?
- The question of interdisciplinarity;
- The question of academic staff workload.

1. Appointments

In his commentary Jeremy Seekings argues strongly that "our research and teaching would be enhanced considerably if we were to appoint to the department scholars with expertise and active research interests in societies around the world outside of South Africa." I doubt that anyone would disagree. He further argues that "to appoint scholars on the basis of " 'race' but [emphasis mine] who perpetuate our existing, parochial concentration on South African society only, our selective use of research

methodologies, and our incapacity with respect to the global discipline of sociology" is disingenuous to say the least. It first assumes that such appointments would necessarily be "parochial." It secondly assumes that focusing on South African society is parochial. It thirdly assumes that there is an agreed sociological canon. I disagree with all three assumptions.

Leading Sociology textbooks in the UK and USA are oriented primarily to their own societies; quite rightly so. The purpose of social scientific work is surely to (1) understand the social world that we live in better and (2) to make better that social world. South Africa is not an island cut off from the rest of the world. It has a history that is deeply entwined with the former colonial power, and through it, with leading contemporary sociological concerns. Two examples of these connections are the cultural impact of slavery on identity and the African Diaspora; and the interrogation of development theory through a study of South Africa's political economy. In a historical moment of significant social change it is surely imperative to study our own society? As an institution funded largely by the South African taxpayer, is it not our responsibility to engage critically with the key debates about social transformation in our own society? These debates inevitably require us to engage with "global" sociological concerns.

Personally, I agree with those who suggest that sociology is "undisciplined". Sociological enquiry overlaps with the other social sciences and is richer for doing so. In my own area, for instance the history of epidemic disease, and Sexually Transmitted Infections in particular, is important for understanding many dimensions of HIV. They help us understand who is vulnerable, why they are vulnerable, what measures have proved successful in the past in dealing with epidemics, how the epidemic is represented in popular culture and thinking, what its long term social impact might be and what the political implications of public health policy are. Another of my interests, the social context of Tuberculosis (TB), requires an understanding of the epidemiology of TB, the environments that are conducive to its spread and the reasons for its decline in Europe and North America. I would argue that the current TB control programme elaborated by the WHO is failing largely because epidemiologists and world health officials are either unaware of, or have ignored, the lessons of the past. These examples suggest that does lack a recognisable core. It has spawned many sub-disciplines, including Gender Studies, the Sociology of Health, of Education, of Law, of Crime, of Poverty, of Race and Identity, to name but a few. They indicate its richness, fertility and cross-disciplinary nature. The International Sociological Association lists 53 research/thematic areas in which sociologists collaborate under its auspices. Which of these is the core of the discipline? Apart from Social Theory and Research Methodology, both of which are part of our undergraduate and postgraduate curriculum, there is no central canon in the discipline. It would be interesting to see how Jeremy defines "global sociology" and which of these 53 areas we should be teaching.

I suspect that Jeremy's concerns reflect his own interests. Empirical Sociology takes many forms. Producing good empirical sociologists requires a great deal more than the ability to conduct statistical analyses. Unless the studies are well-theorised the wrong questions are asked and wrong conclusions drawn; as the statisticians say "garbage in, garbage out." It is naïve to assume that at Masters level sociology departments can produce competent statisticians. At best graduates should be familiar

with statistical theory and methodology and be able to read a journal article which presents a statistical analysis. All empirical studies worth their salt employ statisticians to help with the highly specialised process of drawing a sample and analysing data. In my own field, epidemiologists have traditionally conducted quantitative studies that rely on statistical analysis. However, they do not undertake the study without consulting a statistician. Indeed, statisticians play an important role in training epidemiologists. Our own postgraduate epidemiologists in training in the Faculty of Health Sciences at UCT are taught Biostatistics by statisticians.

Jeremy argues that we should be at the cutting edge of quantitative empirical work. Clearly without good survey work, such as the Census, modern societies could not function. However, many concerns of the social sciences cannot be investigated using social surveys. Understanding what people mean, what they feel, what they remember, how they interpret are not amenable to quantitative investigation, particularly in the intensely personal and private areas of sex, sexuality, love and trust, to name a few. Qualitative work has a long and honourable tradition in the Social Sciences. Whether individuals are drawn to it or not will depend on their intellectual interests and preferences. Several staff members who are involved in research that engages with "global sociology" in the field of Diaspora and identity studies, are also engaged in the contemporary global debates about qualitative methodologies.

2. Interdisciplinarity

Jeremy is quite right that endless duplication is an inefficient use of scarce human resources. Building a Faculty-based commitment to the study of South Africa, in its various dimensions, would not only use resources more effectively but it would create the kinds of synergies between departments, between departments and centres, between research and teaching that he feels are lacking at present. It would also make it much easier, and more cost effective, to invite internationally renowned scholars to come and share their knowledge and expertise.

What Jeremy's commentary highlights is the tension within the Faculty between those who understand sociology as one of a group of overlapping social sciences and those who feel that the disciplines have solid walls around them. I subscribe to the former view. The reworking of the undergraduate medical curriculum was undertaken largely because it was recognised that disease, disability and death are socially situated and socially patterned. The Masters in HIV/AIDS and Society explicitly sought to draw on staff from across the University who could lend their discipline-based expertise and understanding to the analysis of the complex social questions the epidemic posed. For instance, the natural history of HIV and AIDS and the choices that have to be made about treatment are very specialised areas where knowledge changes rapidly. What treatment is appropriate, when treatment should start, how long it should continue, what to do about resistance to chemotherapy or unbearable side-effects of treatment are issues that social scientists are simply not competent to teach. Yet they have implications for planning and the use of public resources, both of which have their own set of intricate questions. I believe that drawing on this wealth of expertise enables us to look at different dimensions of the epidemic from different perspectives. It encourages new insights enriches the debate, poses new research questions and thus contributes to the building of knowledge.

At undergraduate level the demise of the interdisciplinary introductory courses for all first year students is already making its impact felt. For the first time in my teaching career at UCT over half of my first year tutorial group have received less than 50% for their essay. The majority of students do not know how to study or engage with a text. They find it difficult to identify argument. They are not clear what evidence is and the role of sources. Obviously, realizing this I have woven discussion of these issues into my classes and posted suggestions on VULA. Yet we are already well into the second term. Presumably other first year teachers are finding the same thing. Like me, they are probably dealing with the issues on an ad hoc basis. This seems a most inefficient use of our time. Some students will get taught these skills, others will fall through the cracks. Subject teachers across the Faculty will have to divert time from their subject areas to help the students. How much better the social science foundation courses, led by experts, which taught these skills to all students in the Faculty. They ensured that students were equipped to benefit from the disciplinary courses they chose.

3. Work overload

The final concern I wish to highlight is the question of work overload. This merits very serious discussion in the Faculty, discussion that has never taken place as far as I am aware. The number of postgraduates has increased greatly in the past five years in Sociology. Supervision of theses, while gratifying, is extremely time-consuming. It is simply not possible to increase the numbers of postgraduates while keeping the same number of undergraduates with the same number of staff. Something has to go. For some it will be their research. For others it will be curriculum development and support for undergraduate students. For all it is an unsatisfactory situation. A creative way of dealing with this tension would be, as has been proposed many times over the years in the Faculty, to allow staff members to devote themselves to different areas of their work at different points in their careers, without penalty. This would generate better undergraduate teaching and curriculum development. It would hopefully help with the completion rates of Masters students and allow more time for PhD supervision as well as promoting research.

In the past few years, besides the increased numbers of postgraduates involving more teaching and supervision, we have also been expected to undertake more and more bureaucratic tasks. Many of these tasks are very time-consuming. This is in addition to the management of undergraduate and postgraduate programmes that falls on academics because there are not enough support staff. There seems to be an assumption in the Faculty that the working day is elastic. Unfortunately, as Marx showed, the working day cannot be extended beyond twenty four hours unless machines are introduced to do the job.