This is the first edition of this Newsletter for 2011. Its publication has come at the heels of the graduation ceremonies of the University of KwaZulu-Natal (UKZN), which were held between 11 and 19 April 2011.

The College had nine of the 19 graduation ceremonies. The graduation statistics show that the College had 47.4% of the total number of graduands and 41.3% and 38.7% of MA and PhD graduands respectively. Even though the graduation figures for postgraduate students are encouraging, there is still more room for improvement vis-a-vis the University's strategic thrust of being a research-led institution. In this regard, the College allocated a total of 36.8% of its 2011 strategic budget for postgraduate supervision and construction of a postgraduate Commons in the Faculties of Humanities, Development and Social Sciences (HDSS) and Education respectively.

This year is a busy one for all of us because of the reorganization of the colleges in the University. Workshops and meetings have been held by the College for both academic and support staff to sensitize them on the exercise. Phase 1 of the exercise is over with the formation of schools. From the present 18 schools in the College, six new "mega" schools have been formed. They are: Religion, Philosophy and Classics (SRPC); Arts (SoA); Social Sciences (SSS); Applied Human Sciences (SAHS); Built Environment and Development Studies (SoBEDS); and Education (SoE). Phase 2 involves developing the internal governance structure of the new schools which is currently in progress.

I will like to take this opportunity to appeal to all colleagues to show more interest and commitment given that the reorganization will, to some extent, enhance our career as academics and the standing of our schools. As I pointed out in my welcome address at the opening of the workshop on the internal governance structure of the schools on 17 May 2011, we should look at the reorganization exercise from a holistic and institutional angle rather than what we as individuals will gain from it.

I will like to take this opportunity to express my sincerest gratitude to all colleagues and students who have in one way or another contributed to the realization of the key mandates of the University of KwaZulu-Natal. It is my hope and prayer that as a group in the College, we will not relent in our efforts to make UKZN the "Premier University of African Scholarship".

Joseph Ayee

Message from the DVC and Head of College: Humanities

Professor Joseph Ayee

‘the Soul of the University’
The early exit of the SA Cricket team in the world cup early this year irked many of us. But the Royal wedding of Prince William and Miss Catherine Middleton brought a smile on many faces in the world. Political turmoil seems to be rife in other parts of the world. Some people with overactive imaginations predicted the end of the world on 21 May 2011. Allegations of corruption in the highest echelon of FIFA are disturbing. What is wrong about old people wanting to cling on to power permanently? A lot is happening out there.

However, since I arrived at UKZN, there have been two buzz words in the corridors of the University—‘devolution’ and ‘reconfiguration’. Before I asked what is going to be devolved or reconfigured, fortunately for me, the College of Humanities held workshops with staff to explain and discuss College reconfiguration. It was then when I got to understand that they are talking about reorganization of Schools. I think it is a change of strategy that influences the change of structure.

The College of Humanities earmarked an amount of R1.5 million from its strategic budget for research in 2011.

The College of Humanities has been involved in a number of activities in the recent past. The Human Resources have organized a leadership workshop at the beginning of the year. This workshop was well attended by the leadership and management of the College of Humanities.

Dr Gita Surajnarayan of the School of Social Work and Community Development and her daughter Sheroma won International Award for groundbreaking Research on Laughter Yoga.

Students, staff and musicians paid a heartfelt tribute to the late legend Zim Ngqawana, a celebrated jazz musician, alumnus and ex-staff member who sadly passed away at Charlotte Maxeke Hospital after suffering a stroke and having complications.

The Deputy Dean in the Faculty of Education, Professor Volk Wedekind was appointed to a Ministerial task team that will be advising the Minister of Higher Education and Training on improving the performance of Sector Education and Training Authorities

Dr Dudley Forde, recently graduated with PhD from UKZN, received the Order of the Baobab from the President Jacob Zuma for his outstanding community service and work in leadership development and education.

Euphoria at the UKZN graduation ceremonies is one thing that one could not miss. This is one of the satisfying events at the University. It is not only exciting to hear that people are still talking about UKZN graduation ceremonies and to see how happy they are to graduate with UKZN degrees, but also encouraging too.

Happiness was transfigured on faces of the top ten M-Arch Class of 2010 as their stunning designs were displayed at the exhibition hosted by the KwaZulu-Natal Institute for Architecture.

Professor Ayse Kucukkaya, from the School of Architecture, Planning and Housing, shed light into Turkish Ottoman Architecture and the importance of its conservation during her inaugural lecture.

The College of Humanities recently hosted its maiden public lecture. Mr Anthony Collins presented this public lecture titled: ‘Normal violence, everyday rape and the most common kind of killing: how can we create a safe campus?’

Thanks to Dr Noel Chellan from the School of Sociology and Social Studies who wrote two opinion pieces: ‘The world and SA should halt all atomic energy plans’ and ‘the killing of Andries Tatane at the hands of state’s police force’ that were respectively published in the Daily News.

And thanks to Dr Vimolan Mudaly from the School of Science, Mathematics and Technology Education who wrote her opinion: ‘teachers need to become researchers and learn new methods to get their message’ that was published in the Mercury.

Please find Dr Chelan & Dr Mudaly’s articles in the end of this newsletter.

It will be remiss of me not take this opportunity to wish SA Rugby Team, Springboks the best of luck in their endeavours to retain their championship as they embark on to the Rugby World Cup in less than 100 days.

Please continue to forward your event details, comments, articles and opinion pieces to the PRO: College of Humanities.

Makabongwe Khanyile
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The University of KwaZulu Natal will become the first university in South Africa to teach Kiswahili in 2010.

The College of Humanities invited Dr Aldin Mutembei, director of the Institute of Kiswahili Studies at the University of Dar es Salaam in Tanzania, to facilitate the process of introducing Kiswahili as a language in the University.

Dr Mutembei arrived on Thursday, 05 May to start with the task of providing a course content of Kiswahili for a non-mother tongue class to start in 2011.

Professor Nhlanhla Mathonsi, the Head of the School of IsiZulu Studies where the module will be offered, will work hand in hand with Dr Mutembei. The School of IsiZulu Studies will then feed the module template with the course content and submits it to Senate for approval.

Dr Mutembei has also been asked to assist in revising the existing Memorandum of Understanding (MoU) between The University of KwaZulu Natal and University of Dar es Salaam.

It is hoped that the introduction of Kiswahili will forge strong relations between the University of KwaZulu-Natal and University of Dar es Salaam.

-Makabongwe Khanyile
Most universities in South Africa are characterized by high levels of violence, such as strikes that turn into attacks, arguments that become assaults, friendships that end in date rape and hate crimes against minorities,' said Mr Anthony Collins, a critical Social Psychologist at the School of Psychology at UKZN.

Collins presented a public lecture organized by the College of Humanities on Thursday, 26 May titled: ‘Normal violence, everyday rape and the most common kind of killing: how can we create a safe campus?

He said most violence happens between acquaintances rather than at the hands of unknown criminals. He said tolerance of intimate partner violence by victims and peers and bystanders leads to failure to report, and allows these behaviours to become accepted as normal.

Collins said sexual assault is often not reported, especially when the perpetrator and victim know each other socially.

“The underlying problem is that we imagine safety in a wrong way, as a security problem. But because there is extensive under-reporting, this approach is not very effective. Most of the acts of abuse are related to inequalities between individuals or groups, and occur when social norms tolerate both certain form of prejudice and the use of violence to negotiate social disputes.”

“The tendency to see violence as exceptional and apocalyptic cause dysfunctional reactions and impulsive emotional outbursts,” said Collins. “Instead we need close analysis and sustained interventions.”

As part of the solution he suggested that universities need to move away from a reactive/security model to a preventative/social behaviour model, and to establish a specific institutional authority to address these issues. There is also an urgent need for core academic training for students on diversity, non-violence, conflict resolution and co-operative social values.

Collins believes that social scientists can make an important contribution to both reducing violence on campus and creating a safer society.

-Makabongwe Khanyile

Graduates celebrate receiving Certificate in Education (Work - place learning) by throwing metabords in the air
Presenting groundbreaking research and taking laughter yoga to the international front, Dr Gita Suraj-Narayan and Ms Sheroma Suraj-Narayan are a mother-and-daughter combination who won the Best Health Care Management Research Study Award at the prestigious 7th Emirates Critical Care Conference (ECCC) 2011 in Dubai for which they collaborated within their respective fields to improve the biopsychosocial functioning of stroke survivors in the world.

The ECCC 2011 was held in conjunction with the 3rd Asia-Africa World Federation Society of Intensive and Critical Care Medicine conference and the 7th Pan-Arab Critical Care Medicine Congress in

Passionate about helping disadvantaged communities, Dr Suraj-Narayan is a Senior Lecturer at UKZN’s School of Social Work and Community Development and her Microbiologist daughter is an alumnus of the University.

Their Study was titled “Biopsychosocial Impact of Laughter Yoga on Stroke Survivors” and was inspired by the outstanding work they do weekly in Verulam which is situated on the North Coast of KwaZulu Natal. They transform the lives of one of the most vulnerable groups in society: stroke patients and senior citizens from both rural and urban areas surrounding Verulam as well as from the Verulam Day and Frail Care Centre.

The respondents reported that, physiologically, there was a decrease in blood pressure, reduction in blood sugar levels, reduction in intensity of pain, recovery from cognitive deficits, strengthening of the immune system, good cardiac conditioning and enhanced mobility. It was also reported that psychologically, there was an increase in positive emotions and negative emotions decreased in addition to a decline in post-stroke depression. ‘Laughter yoga has made the respondents more optimistic about life and coping capabilities have increased. Their relationship with the health care professionals, family members and communities has been enhanced leading to reduction in compassion fatigue and care-giver burden’, said Dr Suraj-Narayan.

Dr Suraj-Narayan and Sheroma’s work depicts that while it is normally considered cliché that “laughter is the best medicine”, laughter yoga has enormous benefits and their model of therapy is validated by the World Federation of Societies of Intensive and Critical Care Medicine.

This clearly reflects that the medical fraternity is breaking away from traditional forms of medical care and looking for alternative models for holistic healing of patients. The major breakthrough of this study is that laughter yoga can prevent the incidence of stroke since laughter yoga reduces high blood pressure which is one of the major causes of stroke.

-continued on page 6...
The mother and daughter are the first in the world to develop a system of holistic health care management combining laughter yoga with yoga boxing, tai chi and cognitive restructuring.

So revolutionary has been the work done by the laughter duo that eThekwini Department of Health and Social Development has endorsed it as an alternate form of healing and therapy. They also won Oprah Magazine’s (O-Magazine) award as one of the Change-makers for South Africa and a documentary of their work has been recorded by Oprah magazine titled “You have started a change reaction” in September 2010.

Some recommendations from the studies were that Laughter Yoga should be integrated as part of a cost effective strategy for preventing non-communicable diseases and the excess burden of disease in developing countries; integrated into stress-management programmes to reduce caregiver burden and compassion fatigue/ stress and burnout for health care professionals caring for stroke survivors; and integrated into a holistic model of health care aimed at reversing the adverse effects of stroke by accelerating the brain’s ability to develop new neural pathways.

In its third year of existence, their laughter yoga has inspired an African Laughter Institute which is being initiated by Sheroma to benefit cancer survivors, AIDS orphans and vulnerable mothers and children among others in South Africa.

The most humbling fact about their work is that they do not receive any funding for their projects and they serve the community unconditionally without any financial rewards. To date they have touched the lives of over 5000 people through this most creative innovative form of yoga. They said it was a milestone scooping the Best Healthcare Management Research Study Award in Dubai for the best non-pharmacological intervention.

Their work is documented in a book soon to be released by Mr Jeffrey Briar of the Laughter Yoga Institute in California [whose work was show-cased on Oprah].

Dr Suraj-Narayan has been invited by Mr Tom Thomas from the Global Community Network to establish a Laughter Institute in Dubai and have an international conference in 2012 with laughter yoga as the main theme. Their groundbreaking research will be published in the Journal of the World Federation of Societies of Intensive and Critical care medicine.

-Lunga Memela

The Human Resources Strategic Team at the College of Humanities organized a leadership workshop for the College leadership in February 2011.

The workshop sought to highlight the various strategic initiatives related to Human Resources and People Management that have been approved by the various structures of the University.

The workshop focused on HR policies, processes and procedures as well as the new strategies that are in line with University strategic objectives.

This workshop provided an opportunity for participants to engage Human Resources on various issues ranging from Performance Management to the proposed Remuneration strategy.

-Makabongwe Khanyile
Shedding light into Turkish Ottoman Architecture and the importance of its conservation was Professor Ayse Kucukkaya during her inaugural lecture which was held on May 20. Kucukkaya is a Senior lecturer at the University of KwaZulu-Natal's School of Architecture, Planning and Housing.

‗When Turkish Architecture is mentioned, people frequently fail to differentiate it from Arabic Architecture. But in effect, Turkish Architecture has always kept its very special and distinguished place in the Islamic World,‘ said Kucukkaya. She said what inspires her most about Turkish architecture is power.

Attended by staff, students and industry professionals, the public lecture highlighted that there are three different schools of thought about the origins of Turkish Ottoman Architecture. The first, Ottoman Classical Art is greatly influenced by Central Asia Turkish Art. Secondly, Ottoman Art remains under the influence of previous unique civilisations which came to fruition as a result of past civilisations, such as Armenian, Roman and Byzantine. ‘According to the third view, the Art of Islam was a continuation of the Pre-Islamic cultures they occupied,’ said Kucukkaya. ‘Iran and Sasani Art was effective in the development of Islam culture and the Ottoman religious architecture was abundantly affected in this way,’ she added.

Kucukkaya said that most of Ottoman monuments, such as; mosques, medreses, caravanserais, bazaars, and hamams are Waqf property and their preservation is the responsibility of the General Directorate of Waqf, as a non-profit, governmental, Islamic Institution and a pious charitable foundation.

The aim of Kucukkaya’s study was to explain the origin of the Turkish Ottoman Architecture, and Ottoman Waqf Institution, ‘which has an important role in the conservation of Ottoman Monuments,’ she said.

‘Turkish contact with Islam began with the Turco-Arabian conflict of AD 642. The Turkish adaptation of the new religion opened up fresh horizons in both the history of architecture and the history of Islam’, said Kucukkaya. She explained that the history of architecture all over the world is replete with examples of the influence exerted by one art upon another; but this is not deny that every art has own original individuality. ‘So regarded, Turkish architecture has been found to be original as any other,’ she added.

Kucukkaya reflected on several topics including, the Pre-Islamic Turks in Central Asia and Relation with today Turks in Turkey; the origin of Turkish art in Turkey; the Role of Waqf Institution in the Conservation of Ottoman Monuments in Turkey; Conservation of Monuments in Turkey; and the Directorate of Waqf.

Asked about what inspires her creativity, Kucukkaya said it depends on the location of the work. ‘Cultural values must be the most important inspiration elements’. She said it is important to conserve a country’s monuments and architecture for future generations.

-Lunga Memela
Dr Dudley Forde was, recently awarded a PhD from UKZN, has received the Order of the Baobab from the President of the Republic of South Africa for his outstanding community service and work in leadership development and education.

He was presented with the award at a ceremony held at the Presidential Guesthouse in Pretoria on Freedom Day.

The Order of the Baobab is one of the National Orders and a South African honour instituted in 2002 to recognize the contributions of citizens to the country and to other people.

‘I am humbled with the award of the Baobab and I realize that I indeed owe a great deal to a number of people who I have worked with, and encouraged, assisted and guided me,’ said Dr Forde.

‘There are countless remarkable people that I have worked with who have achieved a great deal in education and many who have given greatly in service to others in the Boy Scout Movement and elsewhere and I believe that this award reflects their efforts and accomplishment as well.’

Forde retired at the end of 2001 as Rector of Michaelhouse, having been involved with education for almost his entire adult life. He taught at Maritzburg College and had subsequently been the principal for several private and public, primary and high schools.

He attended Durban Teachers Training College, where he was awarded the Pestalozzi Trophy as ‘Teacher of the Year’, and went on to complete BCom, BA Honours (cum laude) and MA degrees at the then University of Natal.

Dr Forde hails from KwaZulu-Natal and he served in the Boy Scout Association in various capacities from 1959 to 1999. ‘I have been told by Scouting colleagues that in the 1970s I was often the only white person to go to local townships to provide Scout and Leadership training,’ he said.

Dr Forde said joining the Boy Scout Association helped to develop his profound and almost life-long interest in Leadership Development. In 1959 he developed a leadership unit to provide training to Scouts, which led to other units being formed around the country, and a spread of youth leadership development beyond Scouting. He said the educational philosophy, methods and practice of Scouting provided a particularly robust vehicle for such training.
He has served on various portfolios in Scouting including Patrol Leader Training Unit Founder, Member and Chairman in 1959 to 1995; National Commissioner for Training-South Africa; Area Commissioner-KwaZulu-Natal from 1980 to 1982 as well as the Chief Scouts Commissioner for South Africa.

From 1986 to 1991 he served as President of South African Schools’ Basketball. He had also been a National Diving Judge and a first division Rugby Referee.

Forde has received numerous awards including a Long Service Medal for 40 years of service to Scouting, Silver Protea and Silver Springbok Medals for outstanding and exceptional service respectively to Scouting, Honorary Life Member: Maritzburg College Old Boys, a Rotary Vocational Service Award and the Honourable Citizen Award for service to education.

Since retiring he has worked with previous colleagues as a consultant in leadership training and education management. The training he offers is aimed at teachers, heads of department, deputy principals, principals and those interested in leadership development. His consultancy offers this training beyond KwaZulu-Natal borders, in fact throughout the country in seminar or workshop form.

The title of Forde’s thesis was: “Minds and hearts: Exploring the teacher’s role as a leader of pupils in class.”

Forde said completing a doctoral thesis enabled him, not only to gain a number of skills, but also to research the synergy that occurs in classrooms where the leadership role of teachers is understood and practised.

‘Teaching is by its very nature a matter of role modeling, demonstrating virtuous living, providing resources and guidance, inspiring and enabling, but these are also behaviours found in effective leaders,’ said Forde.

Forde said he was able to show symbiotic relationship between teaching and leading in his thesis—to teach is to lead. ‘This raises questions regarding the training of teachers and possibilities of developing leadership as part of preparation for more effective teaching’.

Dr Forde remembers numerous teachers who influenced his career, but particularly Mureen McGoldrick his mathematics tutor at Training College and ‘Skonk’ Nicholson as a role model, who would counsel him as a young teacher and continued as a headmaster, with the mantra ‘Believe in yourself- Dudley’.

However Forde could not forget Hector Commons, as Headmaster of Maritzburg College when he started his teaching career there, whom he described as a man of great integrity, hard-working, thoughtful and greatly committed to his responsibilities. ‘His example made a deep, and I believe lasting positive impression on me,’ said Dr Dudley Forde.

-Makabongwe Khanyile

The College of Humanities allocated an amount of R1.5 million from its strategic budget for research in 2011 in the beginning of the year.

The College identified three research focus areas, Maritime; Race and Identity; and African Indigenous Knowledge Systems.

The money would fund individual or group proposal that will focus on the three areas,

The criteria for supporting research proposals were on intellectual respectability of the proposal based on an adequate exploration of existing literature and knowledge; trans-disciplinary and inter-disciplinary frameworks and methodologies; cost-effective in terms of likely research output; capacity of the applicants to undertake this research effectively within the time scale and produce good quality written outputs.

The College encouraged collaborations between senior and junior researchers to build research capacity of junior researchers; and students involvement in field research.

A committee chaired by DVC for the College of Humanities was formed to decide on which research proposals will receive funding.

-Makabongwe Khanyile
The life and work of Zim Ngqawana was celebrated by friends and fans through the magic of music.

Zim Ngqawana, celebrated jazz musician, alumnus and ex-staff member sadly passed away at Charlotte Maxeke Hospital after suffering a stroke and having complications and was buried on the evening of May 11, following Muslim burial protocols.

The Centre of Jazz and Popular Music in conjunction with the School of Music at the University of KwaZulu-Natal hosted a memorial concert and jam session on the Tuesday evening of May 17. Unlike the usual memorial service most men have in their honor, the Jazz legend’s life was celebrated through the magic of music by musicians who had a long association with Zim, including staff and students who either studied with him or under his tutelage. The session featured the poetry of long-time friend Ari Sitas, percussionist/storyteller Mama Nomusa and multi-instrumentalist Ndikho Xaba.

Zim Ngqawana began his music career at a young and age when he started playing the flute. He continued to play the piano, tenor saxophone, harmonica and African cowbells and other quirky musical instruments. Ngqawana studied at the former University of Natal for a diploma in Jazz Studies in the 80s.

As a musician, Ngqawana sought a universal sound that celebrated the African sound and was not confined to regional boundaries. He later developed a sound called ingoma which was foundered after the philosophy of Zimology. Zimology is a meditation of our state of being in a fast changing world, according to Fred Khumalo, award-winning columnist and the Insight & Opinion Editor of the Sunday Times.

It is reported that the ANC wants to honor Ngqawana’s legacy through scholarships. “The best we can do in honor of him is to find a creative manner to preserve his legacy by coming up with a scholarship fund named after him to offer opportunities to young South African artists wishing to further their careers,” said Jackson Mthemu of the ANC.

As such attempts arise to honor the work of the artist, many artists and fans of the late musician have commented on social network sites and online news articles about Zim Ngqawana, that South Africa celebrated the life and work of the jazz legend too late and that this has been a common trend throughout the years.

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Professor Volker Wedekind, Deputy Dean in the Faculty of Education, has been appointed to a Ministerial Task Team that will advise the Minister of Higher Education and Training on improving the performance of Sector Education and Training Authorities (SETAs).

Responding on how he feels about his appointment Professor Wedekind said ‘it is an honour to be asked to serve on this team’

Professor Wedekind said he is the only university-based member of the task team and that places some more responsibility on him to ensure that he brings both the skills and the perspectives of higher education into work of the task team’.

The task team, comprising 7 members, will be advising the Minister on ways of making the SETAs more effective in delivering on its mandate to develop skills.

The scope of work of this task team includes assessing the performance of the SETAs, and recommending changes to the systems of governance, finance and skills planning.

SETAs are a key mechanism for addressing the skills shortages in the country, but have been heavily criticized for not delivering on their mandate.

The Task Team will be drawing on previous and current reports and management information as well as interacting directly where necessary with the Department of Higher Education and Training (DHET), SETAs and stakeholders.

The task team will also assess SETA governance structures and processes to address specific challenges.

Eventually the task team will provide a report to the Minister with recommendations that can assist the DHET in ensuring improved performance of SETAs in the short, medium and long-term, with specific reference to the National Skills Development III.

The task team began with its work at the end of March and is due to report to the minister at the end of June 2011.

-Makabongwe Khanyile

The concert was a mixture of African and earthy sounds, which were created from quirky industrial and organic instruments that were played continuously throughout the jam session, and created what Mama Nomusa called ‘A wall of sound’. Mama Nomusa read out to the crowd segments of Fred Khumalo’s article, *Sax maestro blows his last note* and performed a poem to the sound created by her and band members.

The memorial concert was interactive and allowed for musicians, students and members of staff to perform on stage and pay tribute to the memory of the celebrated legend and acknowledge the musical influence of Ngqawana’s philosophy and sound. The evening was memorable, as musicians and students entered the stage one by one to pay homage to Ngqawana’s work and musical artistry through their talent. The mixture of the African quirky sounds, with the groovy and contemporary beat was nothing short of amazing, and ushered a fitting goodbye to the legend’s life on earth, whilst guaranteeing that his work will live on in many stages to come.

-Phumelele Maveneni
As we grapple with the fear and reality of crime, most people ask questions like “What is Crime?”, “How many crimes are committed every day?” and “What motivates people to become involved in crime?”

The only book in Criminology ever produced by South Africans titled: Southern African Perspective on Fundamental Criminology has recently been launched and is the first South African textbook that provides a comprehensive foundation to the core principles of Criminological study.

One of the authors Professor Shanta Balgobind Singh from the School of Sociology and Social Studies at UKZN said the answers to these questions do not lie in speculation, myth or unfounded theory, but rather in the scientific study of crime and criminality, and their impact on the individual and society. Criminology and its sub-fields such as victimology, psycho-criminology, eco-criminology, criminal justice (policing, penology and risk assessment), epidemiological criminology, theoretical criminology and experimental criminology are being asked on many different levels to seek answers to these problems and challenges. Newspaper headlines, police reports and the experiences of citizens have placed the concern of crime on to the public agenda.

The concept for the book came about when Pearson Education South Africa decided to investigate what Criminology text books were being used at academic institutions in South Africa. They discovered that institutions were mainly using international texts books and notes.

Balgobind Singh said a dire need to produce a South African book in Criminology was identified and academics from different universities were contacted to contribute in the production of this book.

Academics from University of Kwa-Zulu Natal (UKZN), University of Pretoria (UP), Tswane University of Technology (TUT), University of Venda (UNIVEN) and the University of South Africa (UNISA) responded to the call and contributed chapters in the book.

This book, comprising of three sections (An introduction to Criminology in South Africa; An overview of the most common crimes in South Africa; and Criminology in Practice), provides a current and intrepid emphasis on Southern African crime, with examples and cases. A Southern African Perspective on Fundamental Criminology offers a comprehensive introduction to Criminology and the scientific study of the phenomenon of crime.

“This book is interactive and provides critical thinking activities that encourage the reader to question the nature of crime and criminality. There is also a strong focus on the practice of Criminology and the future of the discipline in Southern Africa,” said Professor Balgobind Singh.

This book has sparked and developed interest from many universities to prescribe it.

-Makabongwe Khanyile
Driven by a strong research background in Zulu Ceramics and a passion for empowering the women of South Africa, Professor Juliet Armstrong, an Associate Professor at UKZN’s Centre for Visual Art, leads a very unique, stable and effective Visual Art community engagement programme which is benefiting women in the kwaMagwaza village situated in the deep rural areas of about 50km from Kranskop.

Pictured is group of women who are mostly breadwinners and widows in their families. They make a living out of ceramic vessels used for the ceremonial drinking of utshwala (sorghum beer).

Armstrong has been with this project for more than ten years after she was introduced to this community by her parents’ gardener who hailed from mPabalane near Middledrift. She has also been instrumental in one of UKZN’s recent research breakthroughs, “Making stronger, whiter bone china without bone.”

To the kwaMagwaza village, Armstrong lends her expertise in Ceramics, Fine Art, Porcelain Bone china, Zulu Material Culture, Ceramic History, Zulu ceramics, Ceramic Studio (South Africa), Ceramic Sculpture and Ceramic Valuation.

The Magwaza women dig the clay from the mountains and make, design and fire different types of Zulu serving, storage and display pottery for the drinking of sorghum beer. Armstrong has encouraged these women not to moderate, but to prevail, prevent and protect their work’s authenticity as it is their history.

Armstrong has been the backbone to this project, communicating with different galleries in South Africa and internationally for the Zulu pottery to be displayed and traded. She said there is a growing demand for the pottery and that sustains the Magwaza women profile, making a living out of this transaction.

The project is very fruitful and one of its highlights has been the recent opportunity secured by Armstrong to display some of their craft at the Singapore Botanic Gardens in Singapore which has been connecting people and plants for more than 150 years. Armstrong and the Magwaza women were overjoyed by the opportunity.

Armstrong said that more often than not, people come into communities such as the mPabalane area and exploit instead of develop talent as depicted by the Magwaza women. Together they have flown to, traded and exhibited their craft in the likes of Port Elizabeth and the United States of America among others. They also visit museums and relevant gallery exhibitions and conduct workshops that equip the Magwaza women with business acumen and other ideas.

A grateful Mrs Magwaza of the village reported that through Juliet (pottery sales) she has managed to send one of the children to study at the Durban Institute of Technology.

On March 10, exchange students in UKZN’s Visual Art programme from USA had a field trip to mPabalane. Community Engagement Officer at UKZN, Mr Siphiwe Mngwengwe was amongst the students who said it was a memorable and enjoyable learning experience.

On that day, more than R6000 was paid to the Magwaza women; R2000 made from sales of the pottery sold by Armstrong, and R4000 made from sales on the day. The students were excited to learn about the skill and how knowledgeable the women were about their craft. Armstrong and the Magwaza women look forward to travelling the world and marketing their trade.

-Lunga Memela
The book titled ‘Contemporary Social Issues in Africa’ was launched at 14th Time of the Writer Festival recently held at Howard College.

This book comprises nineteen chapters of which eight of these chapters were authored by academics and post graduate students at UKZN.

‘In the academic enterprise, particularly in the social sciences, this book has a great potential at building bridges of discourse on key contemporary social issues in Africa in the future. Considering that most of the articles in the book are localized, this book has potential to serve as important teaching resources on a wide range of social issues,’ said Professor Sultan Khan.

‘In addition it has great potential to promote future collaborative research initiatives in Africa.’

He explained that the book Social Issues In Africa was extended to other Universities of Botswana and Kampala with a view to forming collaborative researching and publications initiatives which was the brain child of the former Dean in the Faculty of Humanities, Development and Social Sciences.

‘Due to funding constraints, real exchange relationships failed, but the book project continued through email correspondence and networking’ said Professor Khan.

This book is another series of publication outcomes of the Writing Initiative to Support Academics (WISA) which was formed by concerned staff in the School of Sociology and Social Studies at UKZN in 2006.

Professor Khan said WISA was a response from a group of black academics who have been frustrated in their attempts to publish locally given the shape of the publishing industry inherited from the apartheid legacy.

‘The experience of working with young academics who have been previously disadvantaged, including the editors was a major challenge,’ said Khan.

‘Such an engagement is based on pure voluntarism and demands commitment and patience so that one does not destroy initiative and enthusiasm. Hence, it demanded lots of support, mentorship and repeated editing processes to get the final product ready for publication. It also demanded lots of responsibility and coaching for a project which appeared to be never ending.’

He said young black academics felt frustrated by the gate keeping and monopoly over journals and publishing houses which provided little support to them to have their works published.

‘Editors of journals and reviewers often provided very little support to have young black academics’ works published.’

‘The book had excellent reviews and the President of the African Sociological Association Professor Olayiwola Erinosho based in Nigeria said in foreword: “The strength of the volume lies in its cross-disciplinary and cross border focus, which should be fostered in Africa’s scholarship”,’ said Khan.

-Makabongwe Khanyile
The Drama Departments of the University of KwaZulu-Natal and Durban University of Technology (DUT) have collaborated this year to produce yet another masterpiece student production at the Open Air Theatre, Howard College campus. The success of “Metamorphoses” was seen from May 17 to 22, when many talents brought to the stage evenings of thorough entertainment.

Directed by lecturers, Ms Tanya van der Walt from DUT and Ms Tamar Meskin from UKZN, a vibrant and carefully selected cast journeyed the audience through colourful narratives, song and dance, which came together in the storyline’s metamorphosis.

Professor Mervyn McMurtry who lectures at UKZN is to be jointly congratulated for the striking stage design which physically included a large (functioning) swimming pool, which evoked a Roman atrium and the fluidity of metamorphoses, with water playing a theatrical and symbolic frame of reference throughout.

“Metamorphoses’ is about the transformative power of love – love conquers all, even death,” explained co-director, Tamar Meskin.

The actors were well rehearsed and the collaborative effort between both institutions must be noted.

-Lunga Memela
Dr Zinhle Primrose Nkosi is the first at UKZN to graduate with a PhD degree focusing on the teaching of reading in isiZulu Home Language at Foundation Phase classes. Her degree was conferred in the Faculty of Education’s graduation ceremony held on April 15.

Nkosi found that many studies and reports reveal that South Africans have a problem of low reading levels among school children and university students, which she also identified as a global problem.

She then embarked on a study exploring the teaching of reading in the isiZulu Home Language at Foundation Phase, ‘where learning starts’. Her study was titled: “An Exploration into the Pedagogy of Teaching Reading in Selection Foundation Phase isiZulu Home Language Classes in Umlazi Schools”

‘I wanted to focus on isiZulu, a language that is still under-researched, since many studies that have been conducted on this area were done in the English language. Although a few studies have been conducted in other African languages, very few have focused on the pedagogy of teaching those languages, which my study has addressed,’ she said.

Nkosi said one of the challenges she encountered was the lack of terminology and research concepts in isiZulu, and every material she had was in English. Translation was time-consuming and she found herself having to coin some of the terms in some cases and having to give an isiZulu prefix to an English concept if she could not find an equivalent in isiZulu.

Following her thesis, Nkosi is inspired to take part in the development of isiZulu and make it more marketable to students at UKZN. She and her colleagues are currently working on a template for an Honours Degree module which they wish to offer in isiZulu in 2012. ‘We want to see isiZulu grow and reach the highest working level in academia,’ she said.

Nkosi is currently employed as a lecturer in the Faculty’s School of Language, Literacies, and Media Education.

Nkosi thanked her PhD cohort comprising of UKZN’s, Deputy-Vice Chancellor for Teaching and Learning, Professor Renuka Vithal; the Dean of the Faculty of Education, Professor Michael Samuel; and Drs Murthy Maistry, Alan Pillay, Nyna Amin, Betty Govinden, Farida Patel, and Busie Alant, who supported her through the process. She also said her PhD cohort peers played a vital role in influencing her studies.

-Zinhle Nkosi receives her Doctor of Philosophy

-Lunga Memela
Since 2010 Thula Sithole, from the Faculty of Education based on Edgewood campus, has been assisting cleaners and gardeners at the Edgewood campus to gain basic life skills.

‘I identified these colleagues, as a target group for my project and I spoke to them to determine which skills they needed most,’ said Thula.

‘From the discussions we had, it emerged that problem solving, decision making and basic financial planning skills are among basic skills they fundamentally need.’

Thula said they started as a small group, and every week the group was growing. ‘We came to a point that we were unable to accommodate all of them. We therefore told others to patiently wait until the completion of the first group.’

Thula believes that these skills will enable the group to deal with specific challenges caused by inability to draw budget and handle money, to solve problems and to make informed decisions.

‘During our ice-breaking session, we discussed many issues affecting them. But it transpired that most of them were shy to discuss issues related to HIV/Aids. It seemed to be a taboo. I therefore find it incumbent upon me that we include HIV/Aids education,’ said Thula.

‘This created a platform for information sharing, dialogue, discussion, networking and debates on various issues around HIV/Aids, TB health and development. These affect each and every one of us directly or indirectly’.

She said they have sessions during lunch time and that she is pleased that the group today has mastered basic skills that are fundamentally needed for a living. ‘We are like a family. We share lunch and problems affecting us. And sometime I see them individually to maintain confidentiality,’ said Thula.

This project started when Thula enrolled for the Certificate in Education which has Development in Practice module that requires students to do community engagement projects.

Thula said ‘there are many community engagement activities carried out, but target the community outside the University and perhaps it is important to look inside as well. It is important as individuals that we do something as part of community engagement’.

-Makabongwe Khanyile

Dr Zinhle Nkosi with Professor Michael Samuel, Professor Nobuhle Hlongwa and the Faculty of Education support staff at the graduation ceremony.
Chief-led districts in the KwaZulu-Natal province can now look forward to better governance following inception of a new study programme, the first of its kind in South Africa, by the University of KwaZulu-Natal’s Sociology discipline which is schooling traditional leaders (amakhosi) on good governance and equipping them with leadership skills.

The programme, Leadership Development and Good Governance, was initiated by the Sociology discipline’s Maurice Webb Race Relations Unit (MWRRU), a research and development unit at Howard College campus. The programme is a product of a pilot study which was conducted in 2006 by the MWRRU and advocates for African leadership amongst chief and councillors in their various districts.

‘Sometimes you find that other forms of leadership clash with African tradition and practices,’ said Mr Themba Mzimela coordinates the programme.

The programme is running from February to November and includes workshops, seminars, dialogue sessions, bringing together various stakeholders to deliberate on issues of district governance. The MWRRU is also humbled to have the province’s Department of Corporate Governance and Traditional Affairs in full support of the programme and the work they do.

‘The Department was taken up by the success of the project started in 2006 and the idea of working in harmony,’ said Mzimela. The MWRRU was then asked to develop modules which can speak to the issues faced by traditional leaders.

Five modules were identified which are educating and training traditional leaders to cope with leadership challenges in their districts. These are: African Leadership in Action; Good Governance and Legislative Framework; Introduction to Rural Development; Introduction to General Management; and Management of Natural Resources and Land Administration.

-continued on page 19...
‘What is very pertinent is that the programme is a product of the recognition of the MWRRU by the province,’ said Director of the MWRRU, Professor Paulus Zulu. The MWRRU is also a resource institution and is running a monitoring and evaluation programme with the province’s Department of Economic Development among other projects.

‘The MWRRU is self funded,’ said Zulu. They find reward in training and developing young researchers. The MWRRU identifies students from various disciplines in the social sciences to conduct their studies through the unit. ‘Students leave us as skilled managers and even get employed by government departments,’ he said.

Traditional leaders attending say the programme has been an eye-opener. ‘The modules are making a difference in what we saw and what actually is,’ said Mrs Precious Zulu from the Matheni Traditional Council who is also known by her peers as Ndlunkulu.

‘We come from different and dynamic districts. We govern and lead the people by trying at all times to maintain peace in our districts,’ she explained.

She said she hopes after the programme that they will be able to change people’s attitudes about traditional leaders but most importantly, for traditional leadership to become an institution that is fitting in the democracy and all social changes as they happen. ‘I think we will all be going home with something,’ she said.

-Lunga Memela

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The College of Humanities hosted workshops to discuss the reconfiguration process with its staff.

The first workshop was held at Inchanga hotel for the College leadership and Academic Coordinators in the College in the beginning of the year.

The DVC and Head of College Professor Ayee presented three scenarios and explained the guiding principles in the formation of new schools.

The College of Humanities is currently having eighteen schools. These eighteen schools will be merged to form six mega schools.

A workshop for support staff was organized at Westville campus. The Executive Director of Human Resources, Dr Mojaki Mosia made a presentation on behalf of Professor Ayee, DVC: Humanities. This presented an opportunity for staff members to ask host of questions that are related to their job and reconfiguration process.

The DVC said the consultation took place at the College Executive Committee meetings, Faculty Executive Committee meetings, School Board Meetings, Discussion between Head of Schools, numerous emails and personal discussions with him and Deans by some Heads of School and individual colleagues, discussion between Head of Schools and Academic Coordinators.

-Makabongwe Khanyile
Ms Sindisiwe Msimango, a student at the University of KwaZulu-Natal's Faculty of Education is treasuring every moment away from her homeland in a student exchange programme at the Wilfrid Laurier University in Canada.

Msimango is amongst the few students who get selected annually by the University's International Office and relevant Faculty to go abroad on an exchange programme and represent the institution through various educational programmes.

Departing from South Africa to Canada on December 30, 2010, Msimango could not believe her dream was coming true after having been encouraged her to take the opportunity by another student from her Faculty who had gone on a similar programme to Drake University in the United States of America the previous year.

Soon after having learnt about the programme Msimango frequented UKZN's International Office and started applying, submitting all prerequisites for the application process. Her biggest fear came after her interview call, “but God had mercy on me that day and I was able to face the interview for my first time,” she said.

“I'm here in Canada and I'm so excited about this opportunity,” says Msimango. “It is my wish to see more students at the University participating in this programme in future. Being in other institutions around the world is one experience that all students should desire in their tertiary life. It’s quite a good time to explore and learn the different cultures as well as being exposed to other pedagogical approaches that are far different from those applicable in our home University,” she said.

Apart from the much cooler environment in Canada and missing her supportive family, she is enjoying interacting with a mix of Canadians and French people. “This I find so exciting because I'm learning their culture so well as well as their languages. As a result I find myself being the only black student in the lecture rooms and the professors are so helpful and always considering me as an exchange student giving all the support I need at times,” she said.

Msimango is enrolled for a programme in the Arts, taking four modules which are: Philosophy of Minds; Geomorphology and Soils; Values and Society; and Women Studies. “I'm enjoying the classes and I have already adapted to their style of teaching although it so different from that in our University,” she said. She will be returning to South Africa on May 4, 2011.

-Lunga Memela
Happiness was transfigured on faces of top ten final year Masters students in Architecture at UKZN as their stunning designs were displayed at the exhibition hosted by KwaZulu–Natal Institute for Architecture (KZNIA) in April 2011.

The exhibition featured only designs of UKZN top ten Masters students in Architecture class of 2010 and their final thesis projects.

In his opening remarks, Professor Ambrose Adebayo (former Head of School of Architecture, Planning and Housing at UKZN) encouraged students to do their best for the society.

He accentuated the importance of understanding the theory and practice of architecture, and the importance of strengthening and maintaining strong relationship between the University and the profession.

-Makabongwe Khanyile
Management and academic staff of the School of Religion and Theology with PhD graduands

Edgewood support staff clad in traditional regalia at the graduation ceremony

Gusha Twins, Yola & Yolanda
Soul of nation not free until it's free of violence

The history of South Africa is written in the blood of appropriation, writes Dr Noel Chellan

Dr Noel Chellan is from the College of Humanities in the School of Sociology and Social Studies

Academics speak their minds
Japan is a nuclear lesson

The world and SA should halt all atomic energy plans, writes Dr Noel Chellan

I

n 1953, eight years after America had used nuclear energy to end the war with Japan, but killing and maiming well over 250,000 people in the process, US President Dwight D Eisenhower addressed the UN General Assembly in New York City on the significance of using nuclear energy for the purposes of serving as opposed to destroying nations.

The title of his speech was “Atoms for Peace”.

Sixty-six years later, Japan is faced not only with dealing with one of the worst natural disasters in the history of mankind, but also with the possibility of a nuclear reactor meltdown with disastrous consequences for its people, its natural environment and its economy.

That this third most powerful economy in the world is once again subjected, this time primarily by the forces of nature, to such devastation, death and suffering is a signal to all countries that it cannot be “business as usual” — especially with regards to nuclear energy.

The nuclear reactor accident at Three-Mile Island in the US in 1979, the 1986 Chernobyl nuclear disaster in the then Soviet Union and now the heart-wrenching situation faced by the Japanese, should put to rest the misinformed and misguided “atoms for peace” thinking.

As so-called friends and enemies rightfully come together to assist the Japanese people in their time of immense pain and suffering, there is an uncomfortable but necessary question that confronts humanity in the 21st century — should we develop technology that is people and nature-friendly or should our technology be driven by the unquestionable belief of needless, endless and jobless economic growth?

The precarious situation that the Japanese and the world find themselves in, points to the potential devastation that lies in wait when the energy of nature, in this case the tsunami, and the energy of modern society, nuclear, intersect with each other.

Crumbling

That news headlines communicate the crumbling nature of Japan’s economy and the subsequent knock-on effect on the global economy is a clear indication of the inextricable link between the natural world and the human, but not necessarily humane economy.

All human activities, and the powerful capitalist economy included, are located within the natural environment. Nature, however conceived, is evidently in charge.

As the eyes and ears of the world point in the direction of Japan, and as rescue teams and humanitarian aid gravitate towards this great and proud nation in mourning, the catastrophe in Japan is causing countries to sit up and revisit nuclear technology safety measures and development in their respective countries.

That it has to take disasters of such intensity and scale for governments to quickly round up the experts to revisit nuclear power safety measures in the event of uncertain calamity, truly calls into question our modern understanding of human intelligence and the subsequent dominant reliance on technology for humanity’s functioning.

Under the now dubious mantle of growing the economy within the context of climate change — notwithstanding the consternation around its science — countries such as South Africa are spinning a discourse that would allow them to police and protect the moral high-ground to enter the elite club of nuclear power owners.

If the EU in general, and German Chancellor Angela Merkel in particular are showing concerns, and rightfully so, of the potential of nuclear energy to pose a threat to life as we know it, then it is because of the tens of thousands of people who are out protesting on the streets of Germany about their dismantling of nuclear energy.

If their children’s future is to be secured, then their government will be compelled to make decisions that will reflect such an aspiration.

Recent cutbacks in the Middle East and in some parts of the African continent are a stark reminder that it is the people and not governments that make decisions.

Where governments fail to reason, then the masses will direct them to reason — by any means necessary — as is evidently the situation in Africa and the Middle East.

Just as the disaster of Chernobyl has a lesson to offer to the Japanese, so too does the catastrophe in Japan have lessons for the rest of the world.

Hopefully the lesson will not be more technology.

Drawing from the lessons of past disasters, the future should be one where nuclear energy is not part of the geographical landscape.

The way forward would be to halt all proposed nuclear energy developments — in all parts of the world — and to begin a global debate on how to dismantle already existing nuclear energy facilities — not only in South Africa, but in the rest of the world as well.

History, if not reason, suggests no other alternative!
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BACKGROUND

Putting pupils first

Teachers need to become researchers and learn new methods to get their message across, writes Vimolan Mudaly.

Dr Vimolan Mudaly

is from the College of Humanities in the School of Science, Mathematics and Technology Education.