INTRODUCTION

The Faculty of Social Sciences and Humanities was established through the amalgamation of schools, departments and programmes in the former Faculties of Arts, Law and Theology, some of which have been in existence for close to a century. The Faculty, as currently constituted, was established on 1 January 2005 as a partial outcome of the University’s Strategic Planning process to facilitate the incorporation of the East London Campus. Today, the Faculty has a vibrant presence in Alice and East London, two of the university’s three campuses.

This is an exciting new era in the history of the University of Fort Hare (established 1916) because for the first time in its 99-year history, the institution has the potential for significant growth, as it steadily expands its urban presence in the industrial city of East London to complement its well-established but increasingly modernising rural home in the town of Alice.

As the Faculty rebrands and repositions itself for the 21st century, four main focal areas for research, teaching and learning, and community engagement excellence are being carefully nurtured and will be the strategic near- to long-term growth focus for the constituent Departments and Centres. These are: Creative and Performing Arts (centrally driven by Music, Performing Arts, Fine Arts, Communication, Mariam Makeba Audio-Visual Centre), Critical Literary Theory and Language Studies (driven primarily by African Languages, Afrikaans, English, and the Fort Hare Language Centre, with a proposal currently being pursued to introduce Translation and Interpreting, as well as German and French), Heritage, Citizenship and Culture (nurtured by the Departments of History, Anthropology, Philosophy, Library & Information Science, and Political Science & International Relations, as well as the Centre for Leadership Ethics in Africa - CLEA), and Transformation, Development and Critical Social Justice (primarily driven within the Departments of Sociology, Social Work & Social Development, and Criminology, as well as in the professional programmes of Human Settlements, and Community Development).

The Faculty’s new focus affords the academic and research staff the opportunity of taking a fresh look at the nature of the programme offerings and research trajectories with a view to exploring new ways of making the programmes more exciting, besides increasing their overall societal impact.

We strive to offer our present and prospective learners locally relevant and internationally benchmarked academic programmes leading to qualifications that are stimulating, that will allow for individual intellectual growth, as well as position our graduates to find a fulfilling niche in contemporary South Africa and a rapidly changing global society. The broad array of disciplines and programmes offered in the Faculty are outlined in this Prospectus.
VISION

The Faculty of Social Sciences and Humanities is committed to the advancement of knowledge that is socially and ethically relevant through innovation and excellence in its academic programme, and aims thereby to contribute to the public good in South African society and the wider world.

MISSION

The Faculty of Social Sciences and Humanities will provide an academic and educational environment that ensures the optimal acquisition of critical skills and competencies by our students as well as advancing the intellectual growth and development of our staff.

Since 2005, the Faculty has been organized around three academic domains; namely: **Social Sciences, Humanities, and Centre for Theology and Religion**. While this fundamental configuration remains – and the contents of this Prospectus duly reflect it – four main focal areas are currently being nurtured to generate a new impetus for research, teaching and learning, and community engagement. These are:

1. Creative and Performing Arts
2. Critical Literary Theory and Language Studies
3. Heritage, Citizenship and Culture
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KEY DATES FOR 2020
FIRST SEMESTER
Administrative offices open on Monday, 6 January 2020
Academic staff report for duty on Monday, 13 January 2020

Orientation:
East London Campus: Jan 2020
Alice Main Campus: Jan 2020

Registration
East London Campus: 20 – 24 January 2020
Alice Main Campus: 28 Jan – 7 February 2020

Lecturing Periods:
03 February 2019 – 20 March 2020
30 March 2020 – 15 May 2020

Graduation Ceremonies:
07 May 2020 – East London
08 May 2020 – East London
13 May 2020 - Alice
14 May 2020 – Alice
15 May 2020 – Alice
18 September 2020 -Alice

Supplementary Examinations:
13 January 2020 – 23 January 2020

Examinations Period - 1st Semester:
25 May 2020 – 19 June 2020

SECOND SEMESTER
Lecturing Periods
13 July 2020 – September 2020
28 September 2020 – 16 October 2020

Supplementary Examinations:
16 July 2020 – 24 July 2020

Examinations – 2nd Semester:
26 October 2020 – 20 November 2020

Please Note: Diary Dates for the 2020 Academic year are published in the general prospectus.
GENERAL INFORMATION

FACULTY OFFICE

Acting Dean

Acting Deputy Dean: Teaching and Learning
Prof U Schiller B. A. Social Work (NWU), B. Soc. Sc. – Hons, Psychology (UP), MA(SW) (UP), DPhil Social Work (UP), PGDHET (UFH).

Deputy Dean: Research & Internationalization
Prof PT Tanga B.Sc. SW/Com. Dev. (Hons) (Nsukka); MSW (Ibadan), MA Human Rights (UFH); PGDHET (UFH); PhD Arts (Sociology) (UKZN)

Faculty Manager:
Ms. Z. P. Mnguni, PG Dip in Archives and Records Management, B Applied Comm Mngt (UFH), N Dip in Marketing Management (Border Technikon)

Assistant Faculty Manager (Alice):
Mr. M. Nhanha, Diploma in Fine Arts (UFH), Postgraduate Diploma and Records Management in Archives.

Assistant Faculty Manager (EL):
Mr. S. Mashalaba, MA in Human Rights and LLB (UFH).

Senior Administrator (EL):
Ms. U. Ngcongca, PG Dip in Archives and Records Management (UFH), ND Public Relations Management (NMMU); Certificate in Office Management (UNISA)

Administrator (Alice):
Vacant

Administrator (EL):
Ms. M. M. Mange, Tesol Certificate (UFH), ND Administration (Damelin), Diploma in Professional Receptionist and PA (Damelin), Certificate in Microsoft Office (Damelin), Certificate for Social Auxiliary Worker (NICRO).

Senior Secretary:
Ms G. Magqupu, B. Soc. Sc. Hons (Industrial Relations) (UFH), B-Tech: Business Administration (WSU), National Diploma: Office Management and Technology (WSU)
CONTACT DETAILS:
Alice Campus
Faculty of Social Sciences and Humanities
New Arts Block, 2nd Floor, ALICE
Telephone: 040 602 2233/2379/2242/2181
Facsimile: 040 602 2591
E-mail: zmnguni@ufh.ac.za/gmagqupu@ufh.ac.za

East London Campus
Faculty of Social Sciences and Humanities
50 Church Street, Gasson Centre 3rd Floor, EAST LONDON
Telephone: 043 704 7343/7161/7194
Facsimile: 0866282115
Email: ungcongca@ufh.ac.za/smashalaba@ufh.ac.za

All faculty correspondence may be addressed to:
The Faculty Manager/Assistant Faculty Manager
Faculty of Social Sciences and Humanities
University of Fort Hare
Private Bag X1314
ALICE
5700

Administrative Support Staff
Alice Campus
Ms. A. Makula – Departments: Communication; African Languages and Library
and Information Science.
040 602 2336/2413/7343
amakula@ufh.ac.za

Mrs. N. Mboniswa - Departments: Psychology; Political Science and International
Relations.
040 602 2115
nmboniswa@ufh.ac.za

Ms. N. James - Departments: Social Work and Social Development; Criminology;
and English.
040 602 2554
jamesn@ufh.ac.za

Mr S Ngese- Departments: Sociology, Anthropology and Human Settlement
040 602 2422
sngese@ufh.ac.za

Ms B Lolose - Departments: History, NAHECS and Centre for Theology and
Religion
040 602 2277/2564
blolose@ufh.ac.za
East London Campus

Ms. Y Koert - Department: Psychology
043 704 7019
ykoert@ufh.ac.za

S Mbuti - Department: Social Work and Social Development
043 704 7032
smbuti@ufh.ac.za

Ms. L Mdangayi - Department: Sociology
043 704 7082
lmdangayi@ufh.ac.za

Ms. M. Mange - Department: Afrikaans, English, History, Music and Philosophy
043 704 7161
mmmange@ufh.ac.za

The names of staff members are listed departmentally and can be contacted either by email or telephone numbers provided in this prospectus.

FACULTY ADMISSION REQUIREMENTS 2020

Please note: These are only minimum entrance requirements and the final student selection will be strictly on merit. In the case of ties, applicants will be subjected to an aptitude test and the highest scorer gets selected All applicants to meet the requirements for Bachelors admission for NSC OR they must have obtained Matric Exemption OR Pass with Endorsement or with Merit.

National Certificate Vocational (NCV) Public FET Colleges

At Level 4 (N4)
60% pass in English Language Subject (Business English/ English Language /Communication etc.)
50% pass in three fundamental subjects and any two other subjects
OR
N6 Qualification
<table>
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<tr>
<th>QUALIFICATION</th>
<th>SUBJECT REQUIREMENTS</th>
<th>LEVEL OF ACHIEVEMENT</th>
<th>SCORE</th>
<th>CREDITS</th>
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<td>Bachelor of Arts (30000)</td>
<td>English 1st Language Or any other 1st Language English 2nd Language Life Orientation 1 subject Any other 2 subjects</td>
<td>4 (50 – 59%) 4 (50 - 59%) 4 (50 - 59%) 3 (40 - 49%) 4 (50 - 59%)</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>Bachelor of Music (30003)</td>
<td>English 1st Language Or any other 1st Language English 2nd Language Life Orientation 1 subject Any other 2 subjects</td>
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<tr>
<td>Bachelor of Arts In Music (30004)*</td>
<td>English 1st Language Or any other 1st Language English 2nd Language Life Orientation 1 subject Any other 2 subjects</td>
<td>4 (50 – 59%) 4 (50 - 59%) 4 (50 – 59%) 3 (40 - 49%) 4 (50 - 59%)</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>Bachelor of Fine Art (30100)</td>
<td>English 1st Language Or any other 1st Language English 2nd Language Life Orientation 1 subject Any other 2 subjects</td>
<td>4 (50 – 59%) 4 (50 - 59%) 4 (50 – 59%) 3 (40 - 49%) 4 (50 - 59%)</td>
<td>25</td>
<td>20</td>
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<tr>
<td>Bachelor of Theology (10000)</td>
<td>English 1st Language Or any other 1st Language English 2nd Language Life Orientation 1 subject Any other 2 subjects</td>
<td>4 (50 - 59%)</td>
<td>25</td>
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<tr>
<td>Bachelor of Applied Communication Management (30201)</td>
<td>English 1st Language Or any other 1st Language English 2nd Language Life Orientation 1 subject Any other 2 subjects</td>
<td>4 (50 - 59%)</td>
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<td>20</td>
</tr>
<tr>
<td>Bachelor of Social Science (30002)</td>
<td>English 1st Language Or any other 1st Language English 2nd Language Life Orientation 1 subject Any other 2 subjects</td>
<td>4 (50 - 59%)</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>Bachelor of Social Science - Human Settlement (30005)</td>
<td>English 1st Language Or any other 1st Language English 2nd Language Life Orientation 1 subject Any other 2 subjects</td>
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</tr>
<tr>
<td>Bachelor of Social Work (33002)</td>
<td>English 1st Language Or any other 1st Language English 2nd Language Life Orientation 1 subject Any other 2 subjects</td>
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<td>25</td>
<td>20</td>
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<td>Qualification</td>
<td>Matric</td>
<td>Unweighted Swedish Rating</td>
<td>Additional Requirements</td>
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<tr>
<td>Bachelor of Library and Information Science (32000)</td>
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<tr>
<td>English 1st Language</td>
<td>4 (50 - 59%)</td>
<td>25</td>
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<tr>
<td>Or any other 1st Language</td>
<td>4 (50 - 59%)</td>
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<tr>
<td>English 2nd Language</td>
<td>4 (50 - 59%)</td>
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<tr>
<td>Life Orientation</td>
<td>3 (40 - 49%)</td>
<td>10</td>
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<tr>
<td>1 Subject</td>
<td>4 (50 - 59%)</td>
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<tr>
<td>Any other 2 subjects</td>
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<td>Diploma in Fine Art (35000)</td>
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<td>English 1st Language</td>
<td>4(50 - 59%)</td>
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<tr>
<td>Or any other 1st Language</td>
<td>4 (50 - 59%)</td>
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<tr>
<td>English 2nd Language</td>
<td>4 (50 - 59%)</td>
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<tr>
<td>Life Orientation</td>
<td>4 (50 - 59%)</td>
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<tr>
<td>1 Subject</td>
<td>3 (40 - 49%)</td>
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<tr>
<td>Any other 2 subjects</td>
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</table>

* Subject to music departmental auditions and appropriate portfolio.
# Subject to Art of Drawing portfolio
# Applicants who have completed the bridging certificate at Lovedale FET College will be considered.

OR

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Matric</th>
<th>Unweighted Swedish Rating</th>
<th>Additional Requirements</th>
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</thead>
<tbody>
<tr>
<td>Bachelor of Arts BA (30000)</td>
<td>With Endorsement</td>
<td>25</td>
<td>English HG E SG D</td>
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<tr>
<td>Bachelor of Arts in Music BA Music (30003)</td>
<td>With Endorsement</td>
<td>25</td>
<td>English HG E SG D Music Dept. auditions</td>
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<td>Bachelor of Music B Mus (30004)</td>
<td>With Endorsement</td>
<td>25</td>
<td>English HG E SG D Music Dept. auditions</td>
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<tr>
<td>Bachelor of Fine Art (30100)</td>
<td>With Endorsement</td>
<td>25</td>
<td>English HG E SG D Drawing portfolio</td>
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<tr>
<td>Bachelor of Theology (10000)</td>
<td>With Endorsement</td>
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<td>English HG E SG D</td>
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<tr>
<td>Bachelor of Applied Communication Management (30201)</td>
<td>With Endorsement</td>
<td>25</td>
<td>English HG E SG D</td>
</tr>
</tbody>
</table>
Bachelor of Social Sciences (30002)  With Endorsement  25  English HG E SG D
Bachelor of Social Work (33002)  With Endorsement  25  English HG E SG D
Bachelor of Library and Information Science (32000)  With Endorsement  25  English HG E SG D
Diploma in Fine Art (35000)  Senior Certificate  22

**Mature Age Exemption**

Mature age applicants are those who are 23 years and above with a senior certificate and a pass in four (4) subjects (E Standard Grade and above), namely two languages and two content subjects. Three of these must be from one examination sitting. An applicant who will be turning 23 in his/her first year of registration shall be considered for Mature Age.

**Foundation/Extended Programme**

The Social Sciences and Humanities Foundation/extended Programme is an entrance programme intended to provide a strong academic foundation to students who do not meet Faculty of Social Sciences and Humanities minimum entrance requirements because they do not have sufficient Swedish rating points.

The extended programme follows the same structure as mainstream programme, but its curriculum is extended over a longer period and there is additional academic support. Extended Programme students must take one more year to complete their degree than mainstream students. These students must register for Academic Practices and Reasoning (APR) which is a value-addition course in their first year of registration. This course assists students in developing their academic skills towards their qualification.

**Admission Requirements**

<table>
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<tr>
<th>Extended/Foundation Programme</th>
<th>English 1st Language Or any other 1st Language</th>
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<td>English 2nd Language</td>
<td>4 (50 - 59%)</td>
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<td>Mathematical Literacy</td>
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<td>Life Orientation</td>
<td>4(50 -59%)</td>
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<td></td>
<td>1 Subject</td>
<td>3 (40 - 49%)</td>
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<td></td>
<td>Any other 2 subjects</td>
<td>4 (50 - 59%)</td>
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</table>

**Recognition/Transfer of Credits from other Universities and Colleges**

The Faculty, informed by the relevant Department may apply to Senate for exemption of candidate from attendance and assessment in a module on the grounds of their having obtained credits for the same or equivalent modules prescribed for another qualification of the University or College, provided such University or College is CHE (Council for Higher Education) accredited.
Please Note: If the Diploma was used to gain entry into the University, such Diploma cannot be used to gain credits.

Students may also be admitted in terms of the University Policy on Recognition of Prior Learning (RPL). (Please refer to the UFH RPL policy).

**ALICE MAIN CAMPUS TIMETABLE GROUPING FOR 2020**

**PLEASE NOTE:** No student may register for more than one module per semester in any one Timetable Grouping. Any registration with such a clash will be cancelled. Should there be a clash of compulsory modules in the same year of the published curriculum; the Faculty Manager must refer the matter to the Registrar for written permission to register.

<table>
<thead>
<tr>
<th>GROUP A</th>
<th>GROUP B</th>
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<tbody>
<tr>
<td><strong>1ST SEMESTER</strong></td>
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**NB** East London Campus lecturing timetable First semester and Second semester will be made available during registration.
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<th>14h00-14h40</th>
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</table>
HUMANITIES
The former Arts Faculty, within which the domain of Humanities was initially located, was one of the first faculties to be created by the University at its establishment in 1916. Prof DDT Jabavu from the Department of African Languages in this Faculty was appointed as the first black member of staff. The domain of Humanities offers training in the humanities and languages and makes provision for both undergraduate and advanced tuition in a variety of disciplines and specialities. The subjects offered are basic to an understanding of human life and culture and therefore form the background for professional and other persons in positions of leadership and influence in a wide variety of fields. Arts courses provide a general education for all students and serve as an excellent preparation for specialization in any other discipline.

ACADEMIC STAFF

**Department of African Languages (Alice and EL)**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Professor and NIHSS Mentor</td>
<td>Prof C. R. Botha</td>
<td>MA, DLitt (Stellenbosch) (African Languages), SOD (Stellenbosch)</td>
</tr>
<tr>
<td>Head of Department and Associate Professor</td>
<td>Prof N. P. Satyo 043 704 7157 <a href="mailto:nsatyo@ufh.ac.za">nsatyo@ufh.ac.za</a></td>
<td>BA (UFH) BA Hons (UFH), UED (UFH) MA (UFH), DLitt (University of Stellenbosch)</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Dr S. S. Mdaka</td>
<td>BA (Hons), MA UED (UFH) PhD (UCT), (African Languages)</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Dr N. Z. Gxekwa</td>
<td>HDE isiXhosa and Education (UPE), BA (HONS) in Linguistics (UPE), BA(HONS) in Translation &amp; Terminology Development (NMMU), MA (cum laude) in Semantics (UPE), DLITT in Applied Linguistics and isiXhosa (NMMU)</td>
</tr>
<tr>
<td>Deputy HOD and Senior Lecturer</td>
<td>Dr D Spofana</td>
<td>STD; BA; BA(Hons); Diploma in Translation; Postgraduate Diploma in Language Teaching and Learning; MA; DLitt et Phil</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr M. N. Ganiso</td>
<td>Diploma in Psychology and Sociology (Khaya College), B. Soc. Sc. In Industrial Sociology and isiXhosa (UCT), HDE in isiXhosa and Education (UCT), BA Hons in African Languages and Literature (UCT), MA in SASL Planning and Policy: Challenges (RU), PhD in SASL in Education Policy (RU)</td>
</tr>
<tr>
<td>Administrator</td>
<td>Ms. A. Makula 040 602 2336/7343 <a href="mailto:amakula@ufh.ac.za">amakula@ufh.ac.za</a></td>
<td>National Diploma: Marketing (CPUT); Adv. Cert Public Admin (UFH)</td>
</tr>
</tbody>
</table>

20
### Department of Afrikaans (East London Campus only)

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>Prof. S. C. Smith</td>
<td>BA (Hons) HED MA DLitt (UFS)</td>
</tr>
<tr>
<td></td>
<td>043 704 7086</td>
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<td></td>
<td>ss <a href="mailto:smith@ufh.ac.za">smith@ufh.ac.za</a></td>
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</tr>
<tr>
<td>Head Of Department and Senior</td>
<td>Dr. S. Chaudhari</td>
<td>BA (Hons) (UCT), HDE (UWC) (MA (UFH), D Litt et Phil (UFH)</td>
</tr>
<tr>
<td>Lecturer</td>
<td>043 704 7063</td>
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<tr>
<td></td>
<td><a href="mailto:sisaacs@ufh.ac.za">sisaacs@ufh.ac.za</a></td>
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</tr>
<tr>
<td>Professor</td>
<td>Prof. F. Smith</td>
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<tr>
<td></td>
<td>043 704 7086</td>
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<td>s <a href="mailto:smith@ufh.ac.za">smith@ufh.ac.za</a></td>
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</tbody>
</table>

### Department of English Language and Comparative Literature (Alice and EL)

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Professor</td>
<td>Prof. C. M. Uwah</td>
<td>B.A. (Hons) – University of Benin, Nigeria; M.A. English-</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Prof. C. M. Uwah</td>
<td>(UFS); PhD Drama (TUT)</td>
</tr>
<tr>
<td></td>
<td>Prof. F. Wood</td>
<td>BA (Stell) BA (Hons) (Natal) MA (UCT) PhD (UCT) (English and</td>
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<td></td>
<td>Prof. J. Mkhize</td>
<td>Comparative Literature)</td>
</tr>
<tr>
<td>Deputy HOD and Senior</td>
<td>Dr Sithembiso Marawu</td>
<td>PhD, Med (ESL),(RU), MSS in Rural Development (UFH)</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr Sindiso Zhou</td>
<td>Diploma (Ed.) University of Zimbabwe;</td>
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<tr>
<td></td>
<td></td>
<td>B.A. (Hons) English – Midlands State University, Zimbabwe;</td>
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<tr>
<td></td>
<td></td>
<td>M.A. (Applied Linguistics) – Midlands State University,</td>
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<td>Zimbabwe; PhD (Applied Linguistics) – UFH.</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Dr Nhlanhla Landa</td>
<td>B.A. (Hons) English – Midlands State University, Zimbabwe;</td>
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<td></td>
<td></td>
<td>M.A. (Applied Linguistics) – Midlands State University,</td>
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<td>Zimbabwe; PhD (Applied Linguistics) – UFH.</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Dr. M. F. Blatchford</td>
<td>BA(UCT) BA(Hons)(UCT) MA PhD(UCT) (English and Comparative Literature)</td>
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<td><a href="mailto:mblatchford@ufh.ac.za">mblatchford@ufh.ac.za</a></td>
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</tr>
<tr>
<td>Mr. T. Mndebele</td>
<td>BA (UFH)BA Hons (UFH) MA (UFH) (English and Comparative Literature)</td>
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<tr>
<td>Mrs. R. Scott</td>
<td>MA (Durban Westville) (English and Comparative Literature)</td>
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<tr>
<td>Dr. T. Kirton-Els</td>
<td>BA (UFH); Hons in English (UFH), MA, Dlitt in English and Comparative Literature (UFH)</td>
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<tr>
<td>Dr. S. Morane</td>
<td>BA Hons (Warwick); PhD (Sussex)</td>
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<tr>
<td>Dr. G. Ullyatt</td>
<td>B.A. (UFS), B.A. Hons. (UFS), MA (UFS), PhD (NWU)</td>
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**Department of Fine Art (Alice only)**

<table>
<thead>
<tr>
<th>Senior Lecturer</th>
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<tbody>
<tr>
<td>Senior Lecturer</td>
<td>Mr. M. Sobopha</td>
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<tr>
<td>Lecturer and HOD</td>
<td>Mr. L.V.J. Mama</td>
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</table>

**Department of History (Alice and EL)**

<table>
<thead>
<tr>
<th>Lecturer and HOD</th>
<th>Dr. C. Andreas</th>
<th>BA Hons History (UCT); MA History/Political Science (Hannover), DPhil History (Oxford)</th>
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<tbody>
<tr>
<td></td>
<td>043 704 7339</td>
<td><a href="mailto:candreas@ufh.ac.za">candreas@ufh.ac.za</a></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Prof. J. P. Hendricks</td>
<td>BA Hons (UWC), MA, PhD (Michigan)</td>
</tr>
<tr>
<td>Adjunct Professor</td>
<td>Prof. J. B. Peires</td>
<td>BA, BA Hons History (UCT), MA History, PhD History (Wisconsin)</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Dr B.H. Kompi</td>
<td>BA (Ed), BED (Vista), MA History, PhD History (UFS)</td>
</tr>
<tr>
<td>Lecturer and Deputy HOD</td>
<td>Dr. K. Gopalan</td>
<td>BA, BA Hons History, MA History, PhD History (UKZN)</td>
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**Department of Music (Alice and EL)**

<table>
<thead>
<tr>
<th>Head of Department and Lecturer</th>
<th>Mr. N. Makhathini</th>
<th>Diploma in Music (UKZN), Hons Degree – RPL (Stellenbosch)</th>
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<tbody>
<tr>
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<tr>
<td>Professor</td>
<td>Prof. B. Bleibinger</td>
<td><a href="mailto:bbleiginger@ufh.ac.za">bbleiginger@ufh.ac.za</a></td>
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<tr>
<td>Senior Lecturer</td>
<td>Dr. D. Boonzaaier</td>
<td><a href="mailto:dboonzaaier@ufh.ac.za">dboonzaaier@ufh.ac.za</a></td>
</tr>
<tr>
<td>Lecturer and Deputy Head of Department</td>
<td>Mr. T. Ncokwana</td>
<td><a href="mailto:tncokwana@ufh.ac.za">tncokwana@ufh.ac.za</a></td>
</tr>
<tr>
<td>Secondary Lecturer</td>
<td>Mr. N. Mtshali</td>
<td><a href="mailto:nmtshali@ufh.ac.za">nmtshali@ufh.ac.za</a></td>
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<tr>
<td>Lecturer</td>
<td>Mr. T. Vokwana</td>
<td><a href="mailto:tvokwana@ufh.ac.za">tvokwana@ufh.ac.za</a></td>
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**Miriam Makeba Centre for performing Arts; East London**

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<th>Position</th>
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<tbody>
<tr>
<td>Director</td>
<td>Prof. Z. Twani</td>
<td><a href="mailto:ztwani@ufh.ac.za">ztwani@ufh.ac.za</a></td>
<td>B Mus; HDE; B Ed; Cert in Management Practice (Rhodes University); M Mus (University of Pretoria); PhD (WITS)</td>
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<tr>
<td>Administrator</td>
<td>Ms. R. Dlambezi</td>
<td><a href="mailto:rmdlambuzi@ufh.ac.za">rmdlambuzi@ufh.ac.za</a></td>
<td>IT Diploma in Communication Network (NMMU); Higher Certificate in Support Services (NMMU)</td>
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<tr>
<td>Receptionist</td>
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<tr>
<td>Artistic Coordinator</td>
<td>Ms. S. P. Myeni</td>
<td><a href="mailto:smyeni@ufh.ac.za">smyeni@ufh.ac.za</a></td>
<td>B.A. Communication Science (UniZulu), Certificate in Information and Technology (UniZulu).</td>
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<td>Film Officer</td>
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<tr>
<td>A&amp;R Officer</td>
<td>Vacant</td>
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**Department of Philosophy:**

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## National Heritage and Cultural Studies Centre - NAHECS (Alice)

<table>
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<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td><strong>Head Of Department and Professor</strong></td>
<td>Prof. L. Wotshela</td>
<td>BA (UFH); BA Hons and MA (Rhodes); DPhil - Modern History (St Antony’s College, Oxford)</td>
</tr>
<tr>
<td><strong>Senior Curator/Manager</strong></td>
<td>Vacant</td>
<td></td>
</tr>
<tr>
<td><strong>Archivist</strong></td>
<td>Ms. S. Mtshemla</td>
<td>BCom (RU), B. Soc. Sc. Hons – Psychology (UFH), MA – History (UFH), Postgrad Diploma in Museum &amp; Heritage Studies – Cum Laude (UWC).</td>
</tr>
<tr>
<td><strong>Assistant Archivist</strong></td>
<td>Ms. Z. Mzayiya</td>
<td>B LIS (UFH), Postgrad Diploma in Archives &amp; Record Management (UFH), MA LIS (UFH).</td>
</tr>
<tr>
<td><strong>Senior Archivist</strong></td>
<td>Mr. M. Maamoe</td>
<td>MA (Loughborough), Diploma (Karl-Marx-Universität Leipzig)</td>
</tr>
<tr>
<td><strong>Assistant Archivist</strong></td>
<td>Mrs. N. G. Cwaba-Jaza</td>
<td>Postgrad Diploma in Archives and Records</td>
</tr>
<tr>
<td>Management, B Bibl (UFH), Diploma: Office Administration (Damelin)</td>
<td></td>
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</tr>
<tr>
<td>Administrator</td>
<td>Ms B Lolose</td>
<td></td>
</tr>
<tr>
<td>National Certificate in Information Technology (WSU) and B. Admin (PA) UFH</td>
<td></td>
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</tr>
</tbody>
</table>

**Language Centre and Policy (Alice only)**

| Director | Dr G. V. Mona |
| Director | 040-6022402 |
| Director | vmona@ufh.ac.za |

| Administrator | Mr. B. S. Mahlathi |
| Administrator | 040 602 2402 |
| Administrator | bmahlati@ufh.ac.za |
| Administrator | B Ed (Hons) (UNISA) |
RULES OF QUALIFICATIONS IN HUMANITIES

GENERAL NOTE: The rules for Humanities qualifications are to be read in conjunction with the provisions of the Higher Education Act, the Statute of the University and the General Rules for students contained in the General Prospectus. Whenever a module is taken that is offered in another Faculty, the rules of that Faculty applicable to that module, shall apply.

A.1 Qualifications
The following qualifications are conferred:
Bachelor of Arts: BA (30000)
Bachelor of Arts (Extended Programme) (30040)
Bachelor of Arts in Music: BA in Music (30004)
Bachelor of Music: B Mus (30003)
Bachelor of Arts (Honours): BA (Hons) (30500)
  in African Languages
  in Afrikaans
  in English Studies and Comparative Literature
  in History
  in Music
  in Philosophy
Master of Arts: MA (31000)
  in African Languages
  in Afrikaans
  in English Language and Comparative Literature
  in Pan African Letters
  in History
  in Music
  in Philosophy
Master of Fine Art (30700)
Doctor of Philosophy: DPhil (31600)
  in African Languages
  in Afrikaans
  in English Studies and Comparative Literature
  in History
  in Philosophy
Doctor of Music (31617)
Bachelor of Fine Art: B FA (30100)
Master of Fine Art: M FA (30700)
Diploma in Fine Art: Dip FA (35000)

A.2 Modules and Credits
2.1 A module, as used in these rules, is any part of a subject that has a unique code. The weighting of a module is expressed in terms of credits, which are usually determined by the number of notional hours per week.
2.2 Annexure A contains alphabetical lists of modules offered as part of the Qualifications in former Humanities. The codes, titles, prerequisites and the credits of the respective modules are shown.
THE QUALIFICATION BACHELOR OF ARTS

A.3 Duration of curriculum and admission requirements
The curriculum shall extend over a minimum period of three years of full time study. School leavers shall meet one of the following requirements:

- Matriculation Certificate with Exemption
- National Senior Certificate with Bachelor’s admission
- Further Education and Training Certificate (FET N4)
- N6 Certificate
- 25 Points Swedish rating

School Leavers who are not in possession of Matriculation Exemption Certificate may only be admitted in terms of:

- Mature Age Exemption (23 years and above)
- The University Policy on Recognition of Prior Learning (RPL)

A.4 Composition of Curriculum
A curriculum shall consist of at least 384, but not more than 448, credits selected from modules in the following subjects:

**Alice Campus**

One **compulsory** module: LKA111 OR LKA121 at year 1

**Group A (1)**
- Afrikaans (AFR)
- Afrikaans Prakties (AFP) (Non-mother tongue)
- English for Special Purposes (ESP)
- English Language and Comparative Literature (ECL)
- English for Career Purposes (ECP)
- SeSotho (STH)
- IsiXhosa (XHS)
- IsiXhosa (Non-mother tongue) (XNM)

**East London Campus**

**Group A (1)**
- Afrikaans (AFR)
- Afrikaans Prakties (AFP) (Non-Mother Tongue)
- English Language and Comparative Literature (ECL)
- English for Career Purposes (ECP)
- History (HIS)
- IsiXhosa (XHS)
- IsiXhosa (Non-mother tongue) (XNM)

**Alice Campus**

**Group A (2)**
- Afrikaans (AFR)
- History (HIS)
- Philosophy (PHL)
East London Campus
Group A (2)
History (HIS)
Philosophy (PHL)

Alice Campus
Group B
Anthropology (ANT)
Communication (CMS)
Criminology (CRM)
Information Science (maximum 32 credits) (INF)
Library Science (maximum 32 credits) (LIB)
Political Science (POL)
Psychology (PSY)
Sociology (SOC)
Economics (ECO)
Geography (GEG)
Mathematics (MAT)

East London Campus
Group B
Economics (ECO)
Industrial Sociology (INS)
Psychology PSY)
Sociology (SOC)

Alice Campus
Group C (Maximum of 32 credits from this group)
Computer Science (CLT)
Development Studies (DEV)
Mathematics (MAT)
Statistical Methods (STA)

East London Campus
Group C (Maximum of 32 credits from this group)
Computer Science (CSC)
Statistics 1D (STA)
LKA (Compulsory)

A.5 Majors
5.1 A learner shall include in his/her curriculum at least two subjects to be designated core subjects in which at least 128 credits (including 64 credits at the 300 level) should be obtained.
5.2 A learner shall select either both core subjects from Group A, or, one core subject from Group A and the other from Group B.

A.6 Selection of courses
6.1 A learner may select both core subjects (taken to 300 level) from Group A. In addition, the learner may select one subject from Group B to 200 level,
another subject from either Group A or B at 100 level, and a subject from Group C at 100 level.

OR

6.2 A learner may select one core subject from Group A and one from Group B (both taken to 300 level). In addition, the learner may select one subject from Group A to 200 level, another subject from either Group A or B at 100 level, and a subject from Group C at 100 level.

A.7 Credits
Except by permission of Senate, a learner shall not be given credit for:
7.1 More than 32 credits from Group C:
7.2 More than two courses from the following:
   Praktiese Afrikaans (AFP) (non-mother tongue)
   English for Special Purposes (ESP) and/or
   IsiXhosa Non mother tongue (XNM)

A.8 Special Provisions for Certain Subjects
8.1 Afrikaans Praktiese (Non-Mother Tongue) (AFP)/ Afrikaans (AFR):
   8.1.1 Admission to the modules in Praktiese Afrikaans (AFP) is subject to permission of the lecturers concerned.
   8.1.2 A learner who has completed 32 credits in AFP may register for modules at AFR200 level only after averaging 65% or more in all modules of the course, and after passing a written test set by the relevant Programme Leaders, to assess the learner’s appropriate academic proficiency; otherwise the learner must first register at AFR 100 level.
   8.1.3 No learner may register for modules in Praktiese Afrikaans (non-mother tongue) (AFP) and Afrikaans (AFR) in the same semester.

8.2 English for Special Purposes (ESP)/English Studies and Comparative Literature (ECL)
   8.2.1 No learner may register for modules in ECL and ESP in the same semester.
   8.2.2 A learner who has completed 32 credits in ESP may register for modules at an ECL 200 level only after averaging 65% or more in all modules of the course, and after passing a written test set by the relevant Programme Leaders, to assess the learner’s appropriate academic proficiency; otherwise the learner must first register at an ECL 100 level.
   8.2.3 Faculty has the right to require that learners who have not attained sufficient academic competence in the use of English to complete the modules in ESP before being admitted to modules in ECL.

8.3 IsiXhosa non-mother tongue (XNM):
   8.3.1 Admission to the modules in IsiXhosa non-mother tongue (XNM) is subject to permission of the lecturers concerned;
   8.3.2 Learners whose mother tongue is isiXhosa, will not be permitted to register for IsiXhosa non-mother tongue (XNM).

8.4 Creative Writing
   8.4.1 This course is offered either as part of ECL200 and 300 levels, or as a separate, independent module which can be taken by students not registered for ECL courses.

8.5 Credit shall be given for combinations of modules in the following subjects:
   8.5.1 Praktiese Afrikaans and Afrikaans
8.5.2 English for Special Purposes and English Language and Comparative Literature
8.5.3 IsiXhosa non-mother tongue (XNM) and IsiXhosa (XHS)

A.9 Prerequisites and co-requisites
9.1 Except by permission of Senate, a learner shall not be admitted to a module unless he/she has completed the prerequisites for that course, as specified in the schedules in Annexure A.
9.2 No credit shall be given for a module that requires a prerequisite until the necessary credits are obtained in the prerequisite.

A.10 Maximum number of modules per semester
A learner shall not take modules in any one semester with collectively more credits than the following:
10.1 in his/her first year of study: 80 credits;
10.2 in his/her second year of study: 64 credits
Provided that he/she may take a course(s) of 16 credits more than the maximum if it is a module(s) in which he/she previously failed;
10.3 in his/her third year of study: 48 credits in the case of modules offered at 100 and 200 level, and 96 credits in the case of modules offered at 300 level provided that he/she may take a module(s) of 16 credits (at 100 and 200 level) and 32 credits (at 300 level) more than the maximum if it is the last outstanding requirement for the Qualification and is taken in terms of rule G.6.3.2.(General Prospectus)

A.11 Year of Study
11.1 A learner shall be deemed to be in his/her first year of study until he/she has obtained at least 96 credits; in his/her third level of study when he/she is taking modules that will enable him/her to complete the requirements for the qualification in that year; otherwise he/she shall be deemed to be in his/her second year of study.
11.2 No learner may register for any second year module unless he/she has obtained at least 96 credits, nor for any third level course unless he/she has obtained at least 192 credits.

A.12 Examinations
12.1 In order to complete a module, a learner must comply with the requirements laid down in the general rules for a Qualification of Bachelor (General Prospectus).
12.2 The semester mark and the examination mark shall be combined in equal proportions.
12.3 To qualify to write examination in a module, a learner must have obtained a minimum due performance (DP) of 40%.

A.13 Supplementary Examinations
A learner shall be admitted to a supplementary examination in a module in which he/she has failed provided:
13.1 a final mark of at least 45% has been obtained, or
13.2 the module/s with a total of not more than 16 credits, (in the case of modules offered at 100 or 200 level) or not more than 32 credits (for modules offered at 300 level) is the last outstanding course towards the completion of the
qualification, for which the learner was registered in the semester concerned.

A.14 Distinction
A final mark of 75% shall be regarded as a distinction in that particular course. A learner who obtains an aggregate of 75% of the marks in the third-year modules of a core subject shall be awarded a pass with distinction in that subject.

THE QUALIFICATION OF BACHELOR OF ARTS (HONOURS)

(Please refer also to the Statute and the General Rules for the Honours Qualification of Bachelor).

A.15

15.1 The Qualification may be obtained in any one of the following subjects:

Alice
English Language and Comparative Literature (ECL)
History (HIS)
Music (MUS)
Philosophy (PHL)
IsiXhosa (XHS)

East London
Afrikaans (AFR)
History (HIS)
IsiXhosa (XHS)
English Language and Comparative Literature (ECL)
Philosophy (PHL)

15.2 Interdisciplinary Honours: A learner may enrol for the required number of Honours modules chosen from the modules of more than one subject provided:

15.2.1 At least 78 credits are to be from modules in one Department;
15.2.2 The curriculum is approved by the Heads of all the Departments involved.

A.16 Curriculum

16.1 The curriculum shall consist of at least 130 credits in Honours modules.
16.2 The selection of modules shall be done in consultation with the relevant lecturers and is subject to approval by the Dean of the Faculty.

A.17 Admission

17.1 A candidate shall not be admitted to any module for the Honours Qualification unless he/she has obtained the permission of the Dean of the Faculty.

17.2 Normally, candidates will not be admitted to the Honours course unless they have obtained at least 60% in the modules of the final year in the subject in which they wish to take Honours.

17.3 Such specific admission requirements as may be prescribed shall be as stated in the syllabus concerned.

A.18 Distinction
A final mark of 75% shall be regarded as a distinction in that particular module. A learner who obtains an aggregate of 75% of the marks in all the Honours modules shall be awarded a pass with distinction in the qualification.
A.19 Duration of Curriculum
The Honours course shall extend over not less than one year of full-time study, but a candidate may, with the approval of the lecturers concerned, attend and complete the modules in two successive parts.

A.20 Examination
The final mark for BA (Hons) in African Languages, Afrikaans, English and Comparative Literature, History, Music and Philosophy shall comprise an examination mark and a year mark/semester mark in equal proportions. The entrance requirement to the final examination is a minimum year mark/semester mark of 40%

THE QUALIFICATION OF MASTER OF ARTS
(Please refer also to the Statute and the General rules for the Qualification of Master of Arts, these must be read in conjunction with the current Post-Graduate Guide of the university).

A.21 Subjects
21.1 The Qualification may be obtained by dissertation in any one of the following subjects:
   Alice
   Afrikaans (AFR)
   English Language and Comparative Literature (ECL)
   History (HIS)
   Music (MUS)
   Philosophy (PHL)
   IsiXhosa (XHS)

   East London
   Afrikaans (AFR)
   History (HIS)
   English Language and Comparative Literature (ECL)
   IsiXhosa (XHS)
   Philosophy (PHL)

A.22 Admission
A person shall not be admitted as a candidate for the Qualification of Master of Arts unless he/she has been:
   22.1 admitted to a qualification required in terms of the general rules for the Qualification of Master, or to the status of it; or
   22.2 granted a postgraduate Diploma in Applied Linguistics: Provided that a holder of such a qualification may not be admitted as a candidate in any subject other than Afrikaans, English, IsiXhosa or Sesotho, and provided further that such subject was one of the core subjects in his/her curriculum for the Bachelor’s qualification, and his/her advanced study or research shall be in a field approved by the lecturers concerned.

A.23 Examination
23.1 The form of the examination in any subject shall be a dissertation unless the syllabus concerned indicates otherwise.
A.24 Foundation/Extended Programme

24.1 Duration of Curriculum
Foundation/Extended Programme students must take one more year to complete their degree than mainstream students.

24.2 Composition of First Year Curriculum

<table>
<thead>
<tr>
<th>MODULES</th>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>APR111/APR122 Academic Practices and Reasoning</td>
<td>Value-addition</td>
<td>Value-addition</td>
</tr>
<tr>
<td>ESP111/ESP122 English For Special Purposes</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>CLT121F Computer Literacy</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>PHIL111F/PHIL125F Introduction to Philosophy and Logic (elective)</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>HIS124F: Contemporary Themes in the Global and African Past (Part 1: from pre-colonial times - c. 1700)</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>OR XHS111F/XHS122F Introduction to IsiXhosa</td>
<td></td>
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<tr>
<td>TOTAL: 72</td>
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<table>
<thead>
<tr>
<th>MODULES</th>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL112F/PHIL126F Ethics/ Classical Problems in Philosophy (elective)</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>HIS125F Contemporary Themes in the Global and African Past (Part 2: from 1700- c.1900)</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>OR XHS112F/XHS123F Conversational Xhosa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mainstream Course</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Mainstream Course</td>
<td>16</td>
<td>16</td>
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<tr>
<td>TOTAL: 96</td>
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</tr>
</tbody>
</table>

BACHELOR OF ARTS IN MUSIC (ALICE CAMPUS ONLY)

M.1. Duration of curriculum and admission requirements
The curriculum shall extend over a minimum period of three years of full time study. School leavers shall meet one of the following requirements:
- Matriculation Certificate with exemption/endorsement
- National Senior Certificate (NSC) with Bachelor’s admission.
- Further Education and Training Certificate (FET Level 4)
- 25 Points Swedish rating
School Leavers who are not in possession of Matriculation Exemption Certificate may be admitted in terms of:
- Mature Age Exemption (23 years and above)
- The University Policy on Recognition of Prior Learning (RPL)

**M.2 Composition of Curriculum**
A curriculum shall consist of at least 384, but not more than 448, credits selected from modules as in Bachelor of Arts Qualification in A above and LKA111/LKA121 (compulsory module)

**M.3 Majors**
Learners must include MUC and MUS to 300 level.

**BACHELOR OF FINE ART (ALICE CAMPUS ONLY)**

**FA.1 Duration of the curriculum**
The curriculum shall extend over four years of full-time study.

**FA.2 Composition of the curriculum**
The Curriculum shall consist of the following:

2.1 Bachelor of Fine Art modules:
- Fine Art Studies (160 credits)
- Art of Drawing (128 credits)
- Philosophy of Art (32 credits)
- History of Art (128 credits)

2.2 Thirty-two (32) credits each in any 2 subjects listed in rule A.4 or any equivalent modules with the approval of the Programme Co-ordinator.

2.3 Life, Knowledge and Action (LKA) (16 credits) Compulsory

**FA.3 Year of Study**
3.1 To be admitted to the second year of study, a learner shall have completed 32 credits each in Fine Art Studies and History of Art plus 16 credits LKA111/LKA121.

3.2 To be admitted to the third year of study, a learner shall have completed at least 64 credits in Fine Art Studies 64 credits in History of Art 32 credits in Art of Drawing 32 credits in the modules listed in rule FA.2.2 16 credits in LKA111/LKA121

3.3 To be admitted to the fourth year of study, a learner shall have completed at least 96 credits in Fine Art Studies 128 credits in History of Art 64 credits in Art of Drawing 32 credits in the modules listed in rule FA.2.2 16 credits in LKA111/LKA121

**FA.4 Examinations**
4.1 The final mark in Fine Art Studies and Art of Drawing modules is based on the semester portfolio requirements.
4.2 Supplementary Examinations do not occur in Fine Art Studies and Art of Drawing modules. The portfolio semester mark is the final mark.

4.3 A learner shall be admitted to a supplementary examination in History of Art and Philosophy of Art in which he/she has failed, provided

4.3.1 a final mark of at least 45% has been obtained or

4.3.2 the module, or modules with a total of not more than 16 credits (in the case of modules offered at the 100 or 200 level) or 32 credits (in the case of modules offered at the 300 level), is the last outstanding module towards the completion of the Qualification, for which the learner was registered in the semester concerned.

FA.5 Distinction

The Qualification shall be awarded with distinction to a learner who obtains a mark of 75% in the chosen Fine Art Courses in the fourth year of study and with weighted average of 75% without any fails. This sub-rule must be read in conjunction with the general rule G5 in the General Prospectus.
THE QUALIFICATION MASTER OF FINE ART
(ALICE CAMPUS ONLY)

FA.6 Admission
To be admitted to the Qualification of Master of Fine Art, a candidate must have to his/her credit, a three-year Bachelor of Arts in Fine Art plus Honours, a Four Year Bachelor of Fine Art Qualification, or appropriate equivalents, or exceptional artistic achievements.

FA.7 Programme
The Qualification is obtained by course work and dissertation. The Master of Fine Art study must represent a specific concept that manifests itself in all aspects of the artistic presentations required by the Qualification. Requirements for this artistic presentation are:
- MFA701 (64 Credits) A portfolio of artistic presentation in a chosen field of study.
- MFA702 (64 Credits) A portfolio of ancillary developmental artistic works directly related to the chosen field of study.
- MFA703 (64 Credits) A final artistic presentation completed within a set period of time not later than the end of November of the final year of study. This presentation to include the portfolio of ancillary work related to the examination work.
- MFA704 (64 Credits) An extended essay/visual document directly related to the chosen field of work.

Ancillary work in the above requirements should be understood as those development works in any appropriate media that assist in the creation of a final artistic work. The examination assessment is based on a holistic presentation that should express the essence of the artistic proposal.

FA.8 Attendance
The candidate must spend at least a year at the Department as a full time learner during the course of study.

FA.9 Distinction
The Qualification shall be awarded with distinction to a learner who obtains 75% in the final assessment and the weighted average of 75% without fails. This sub-rule must be read in conjunction with rule G5 in the General Prospectus.

DIPLOMA IN FINE ART
(ALICE CAMPUS ONLY)

FA.10 Duration of Curriculum
The curriculum shall extend over three (3) years of study.

FA.11 Composition of Curriculum
11.1 The curriculum shall consist of the following courses:
- 16 credits LKA111/LKA121
- 16 credits ESP111 and ESP122
- 96 credits in Fine Art Studies including Graphic Design
- 32 credits in History of Art
- 32 credits Visual Literacy
- 96 credits Practical Community Engagement
- 32 credits in English for Special Purpose
32 credits Project Management
32 credits Arts Policy and Management.
0 credits Academic Practices and Reasoning Skills.

FA.12 Rules

Subject to any provision to the contrary in these rules, the rules of the Qualification in Fine Art shall apply.

FA.13 Changing of Diploma in Fine Art into Bachelor of Fine Art

Duration of Curriculum:
The curriculum shall be extended over (2) two full years of study upon completion of the three-year Diploma in Fine Art or an equivalent qualification. Learners who are not in possession of the Diploma in Fine Art or an equivalent qualification will not be allowed to convert to Bachelor of Fine Art.

FA.14 Composition of the Curriculum

64 credits in Fine Art Studies at 400 level
32 credits in Philosophy of Art
112 credits in any subject listed in Rule A4 or any equivalent modules with the approval of the Programme Co-ordinator
16 credits in LKA111/LKA121

FA.15 Year of Study

A learner who wishes to convert from Diploma in Fine Art or the equivalent qualification to Bachelor in Fine Art (4th year of study) shall have completed at least:
96 credits in Fine Art Studies
128 credits in History of Art
128 credits Art of Drawing
16 credits in any subject listed in Rule A4 or any equivalent modules with the approval of the Programme Co-ordinator to be offered at second year level

FA.16 Admission to Final Year

To be admitted into the final year of study, a learner shall have completed at least:
32 credits in Philosophy of Art
48 credits in any subject listed in Rule A4 or any equivalent modules with the approval of the Programme Co-ordinator.
16 credits in LKA111/LKA121
BACHELOR OF MUSIC (30003) (EAST LONDON CAMPUS ONLY)

EM.1 Delivery Site and offering type
Bachelor of Music will be offered on both part time and full time in East London Campus only

EM.2 Duration of the curriculum
The curriculum will extend over four years/eight semesters

EM.3 Curriculum outline for Year 4 – Bachelor of Music
Note that there are two streams in the Bachelor of Music, and though the curriculum is the same for the first two years, students will choose between ‘Musicology and Ethnomusicology’ and ‘Performance’ for the third and fourth years.

In the third year, all students do Theory of Music (64 credits), and the Musicology stream does Music History (64 credits) whilst the Performance stream does Music Practice (64 credits).

In the fourth year, the curriculum for the Musicology and Ethnomusicology stream is as outlined below and as appears on the table in the online application.

3.1 Year 4: Musicology and Ethnomusicology

<table>
<thead>
<tr>
<th>Module / course name</th>
<th>Compulsory</th>
<th>Elective</th>
<th>NQF Level</th>
<th>No. of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS401</td>
<td>Yes</td>
<td>No</td>
<td>7</td>
<td>26</td>
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<tr>
<td>MUS403</td>
<td>Yes</td>
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<td>MUS405</td>
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<td>MUS406</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>MUS408</td>
<td>Yes</td>
<td>No</td>
<td>7</td>
<td>26</td>
</tr>
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<td><strong>Total for the year</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>130</strong></td>
</tr>
</tbody>
</table>

3.2 Year 4: Performance

<table>
<thead>
<tr>
<th>Module / course name</th>
<th>Compulsory</th>
<th>Elective</th>
<th>NQF Level</th>
<th>No. of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP400 (MUP411 and MUP421)</td>
<td>Yes</td>
<td>No</td>
<td>7</td>
<td>52</td>
</tr>
<tr>
<td>Instrumental Music: MUS407; Singing: MUC402</td>
<td>Yes</td>
<td>No</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>Instrumental Music: MUS403 or MUS404 or MUS405; Singing: MUC401</td>
<td>Yes</td>
<td>No</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>Instrumental Music - MUS408; Singing: MUS501 or MUS404 or MUS405 or MUS406 or MUS408</td>
<td>Yes</td>
<td>No</td>
<td>7</td>
<td>26</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>130</strong></td>
</tr>
</tbody>
</table>
ANNEXURE A

DESCRIPTION OF MODULES OFFERED IN HUMANITIES

AFRIKAANS (AFR)

AFP111E Afrikaanse Taalvaardigheid (Non- Mother Tongue) (For Non-Teaching Purposes)
Purpose: The acquisition of listening and speaking skills in the Afrikaans language within the context of a multi-cultural and multi-lingual society.
Content: An introduction to basic conversational Afrikaans through (oral, debates, music, audio language tapes, watching of Afrikaans videos) vocabulary development.
Instruction: 180 minutes per week: Lectures, tutorials, and practicals
Credtis: 16
Assessment: Continuous assessment through tests, assignments and group discussions.
Summative Assessment: 3 hour examination
Prerequisite: None

AFP122E Afrikaanse Taalvaardigheid (Non-Mother Tongue) (For Non-Teaching Purposes)
Purpose: The acquisition of reading and writing skills in the Afrikaans language within the context of a multi-cultural and multi-lingual society.
Content: An introduction to the theory of short stories. Reading of short stories. Reading and reporting of relevant articles in magazines, newspapers and journals.
Instruction: 180 minutes per week: Lectures, tutorials and practicals
Credits: 16
Assessment: Continuous assessment through tests, assignments and group discussions.
Summative Assessment: 3 hour examination
Prerequisite: None

AFR111E Afrikaanse Taalkunde
Purpose: To provide students with an introduction to various linguistic theories governing the structure of the Afrikaans language; to provide insight into important aspects of the history of Afrikaans; to provide students with a comparative introduction to the Dutch language and culture.
Content: Basic linguistic theories governing the Afrikaans language; as well as theories which provide insight into the origin and the development of Afrikaans. Comparative introduction to basic linguistic principles of the Dutch language and culture.
Instruction: 180 minutes per week: Lectures, tutorials and discussions.
Credits: 16
Assessment: Continuous assessment through tests, assignments and discussions.
Summative Assessment: 3 hour examination.
Prerequisite: None

AFR 122E Afrikaanse Letterkunde
Purpose: Analysis of Afrikaans literary texts with a view to acquire literary reading competence, exposure to Afrikaans literature, which is one of the major
literatures in the region and country. Comparative study of basic Dutch literary texts.

Content: An introduction to theories of drama, poetry and prose; reading of carefully selected drama, poetry and prose texts. An introduction to comparative reading of selected Dutch literary texts.

Instruction: 180 minutes per week: Lectures, tutorials and discussions
Credits: 16
Assessment: Continuous assessment through: Tests; assignments and discussions.
Summative Assessment: 3 hour examination
Prerequisite: None

AFR211E Afrikaanse Taalkunde
Purpose: To enable learners to acquire knowledge and awareness of the various theoretical approaches within the discipline of Linguistics and to introduce the learners to an in-depth study of the structure of the Afrikaans language.

Content: The linguistic theories that govern the disciplines of Morphology; to provide students with a broader understanding of the history of Afrikaans.

Instruction: 180 minutes per week: Lectures, tutorials and discussions
Credits: 8
Assessment: Continuous assessment through tests, assignments and class presentations.
Summative Assessment: 3 hour examination.
Prerequisite: AFR111E

AFR 212E Afrikaanse Taalkunde en Taalpraktyk
Purpose: To provide knowledge and awareness of various related practices of the Afrikaans language. To provide knowledge and experience in the application of the Afrikaans language in a multi-lingual society and how related skills are being utilised in practice. To provide students with a basic knowledge of the grammatical rules which govern the Dutch language and its application in comparison to Afrikaans.

Content: The study and practice of related themes and applications such as copywriting, document design, text design, text editing, advanced writing skills, translation and media studies. Basic linguistic principles of the Dutch language applied in written and oral academic presentations.

Instruction: 180 minutes per week: Lectures, tutorials and discussions.
Credits: 8
Assessment: Continuous assessment through tests, assignments and discussions.
Summative Assessment: 3 hour examination.
Prerequisite: AFR111E

AFR223E Afrikaanse Drama en Poësie
Purpose: Continued analysis of Afrikaans poetry and drama texts with a view to acquire literary reading competence, and a continued exposure to Afrikaans literature within a multi-cultural context.

Content: A continued study of theories of drama and poetry; reading and analysis of carefully selected drama and poetry texts which are relevant for the stated purpose of the module.

Instruction: 180 minutes per week: Lectures, tutorials and discussions. Self-study projects
Credits: 8
Assessment: Continuous assessment through assignments, tests and discussions
Summative Assessment: 3 hour examination
Prerequisite: AFR122E

AFR 224E Afrikaanse Prosa
Purpose: Analysis of Afrikaans prose texts with a view to acquire literary reading competence, and a continued exposure to Afrikaans literature within a multicultural setting. Comparative reading, understanding and analysing basic Dutch literary texts.
Content: Theories of prose; reading and analysis of selected prose texts which are accessible and relevant for the identified purpose of the module. The comparative study and analysis of selected Dutch literary texts.
Instruction: 180 minutes per week: Lectures, tutorials and discussions
Credits: 16
Assessment: Continuous assessment through: Tests; assignments and discussions.
Summative Assessment: 3 hour examination
Prerequisite: AFR122E

AFR311E Afrikaanse Taalkunde
Purpose: To expose learners to various linguistic theories and to give learners advanced insight into and command of the structure of the Afrikaans language. To provide learners with a comprehensive knowledge of the Morphological structure and Syntactical structure of the Afrikaans language. To provide learners with a short introduction to Dutch language and culture.
Content outline: Morphology and Syntax theories; taking cognizance of the scientific critique of these theories; testing of the principles of these theories using the Afrikaans language Dutch language and culture: basic differences; cultural links.
Instruction: 180 minutes per week: Lectures, tutorials and in-class presentations
Credits: 16
Assessment: Continuous assessment through tests, assignments and class presentations.
Summative Assessment: 3 hour examination.
Prerequisite: All second year modules.

AFR312E Afrikaanse Taalkunde
Purpose: To expose learners to a more advanced study of the various linguistic theories and to give learners insight into and command of the structure of Afrikaans as a language.
Content: An introduction to various well-known Pragmatic and Semantic theories; taking cognizance of the scientific critique of these theories; testing of the principles of these theories using the Afrikaans language.
Instruction: 180 minutes per week: Lectures, tutorials, and in-class presentations.
Credits: 16
Assessment: Continuous assessment through tests, assignments and class presentation.
Summative Assessment: 3 hour examination
Prerequisite: All second year modules.

AFR323E Afrikaanse Poësie en Drama
Purpose: An in-depth analysis of Afrikaans poetry and drama texts with a view to acquire advanced literary reading competence, and a continued exposure to Afrikaans

41
poetry and drama within a multi-cultural context.

**Content:** Theories of poetry and drama; reading and analysis of carefully selected poetry and drama texts which are relevant for the stated purpose of the module.

**Instruction:** 180 minutes per week: Lectures, tutorials and discussions

**Credits:** 16

**Assessment:** Continuous Assessment through discussions; assignments and tests

**Summative Assessment:** 3 hour examination

**Prerequisite:** All second year modules.

**AFR324E Afrikaanse Prosa**

**Purpose:** An in-depth analysis of Afrikaans prose texts with a view to acquire advanced literary reading competence, and a continued exposure to Afrikaans prose within a multi-cultural context. A short introduction to Dutch literature.

**Contents:** Theories of prose; reading and analysis of carefully selected prose texts as artefacts produced within specific societal contexts. Reading and analysis of selected Dutch literary texts.

**Instruction:** 180 minutes per week: Lectures, tutorials and discussions

**Credits:** 16

**Assessment:** Continuous assessment through tests, assignments and discussions.

**Summative Assessment:** 3 hour examination.

**Prerequisites:** All second year modules.

**AFRIKAANS HONOURS**

**AFR511E Literatuurteorie**

**Purpose:** To expose the learner to a whole range of traditional and contemporary literary theories at an advanced level.

**Content:** The following literary theories are covered: The New Criticism; Russian Formalism; Structuralism; Post-Structuralism; Reception Aesthetics; Marxism; Feminist Literary Theory; New Historicism, Ecocriticism, Psychoanalysis, Postcolonialism and Orature.

**Instruction:** 120 minutes per week: Lectures and seminar presentations

**Credits:** 26

**Assessment:** Continuous assessment through presentations and assignments.

**Summative Assessment:** 3 hour examination

**Prerequisites:** All 300 level Afrikaans modules

**AFR512E Afrikaanse Poësie**

**Purpose:** An advanced study of the oeuvre of prominent Afrikaans poets against the broader context of Afrikaans literature. Authors to be chosen in accordance with students.

**Content:** Close analysis of poetry texts of chosen authors, eg. Antjie Krog, Breyten Breytenbach, Sheila Cussons, etc. Also includes a focus on Eastern Cape writers. Students may also choose to incorporate the study of translated texts of Koi/San poets into Afrikaans by Antjie Krog.

**Instruction:** 120 minutes per week: Lectures and seminar presentations.

**Credits:** 26

**Assessment:** Continuous assessment through presentations and assignments.

**Assessment:** 3 hour examination
Prerequisites: AFR300 or equivalent

AFR523E Afrikaanse Roman
Purpose: The aim of this module is to undertake an intensive study of narrative concepts and how they work in the texts of prominent authors.
Content: Close analysis of prose texts of chosen authors such as Andre P Brink, Etienne van Heerden, Ingrid Winterbach, Elsa Joubert, Karel Schoeman, Marlene van Niekerk, Marieta van der Vyver. Border figures such as Koos Kombuis also to be included.
Instruction: 120 minutes per week: Lectures and seminar presentations.
Credits: 26
Assessment: Continuous assessment through presentations and assignments.
Assessment: 3 hour examination
Prerequisites: AFR300 or equivalent

AFR524E Afrikaanse Kortverhaal
Purpose: Advanced study of the short story genre in Afrikaans, through the work of prominent Afrikaans writers.
Content: Close analysis of short story texts of chosen authors such as Koos Prinsloo, Jeanne Goosen, Hennie Aucamp, George Weideman, Welma Odendaal, Riana Scheepers, J M Gillilan.
Instruction: 120 minutes per week: Lectures and seminar presentations.
Credits: 26
Assessment: Continuous assessment through presentations and assignments.
Assessment: 3 hour examination
Prerequisites: AFR300 or equivalent

AFR525E Afrikaanse Drama
Purpose: Detailed study of selected Afrikaans dramatists and their oeuvres.
Content: Close analysis of drama texts of chosen authors such as Barto Smit, Reza de Wet, Deon Opperman, P G du Plessis, Breyten Breytenbach etc.
Instruction: 120 minutes per week: Lectures and seminar presentations.
Credits: 26
Assessment: Continuous assessment through presentations and assignments.
Assessment: 3 hour examination
Prerequisites: AFR300 or equivalent

AFR526E Mini-verhandeling (Compulsory)
Purpose: To enable the learner to conduct independent research on a selected topic in accordance with a well-designed research framework.
Content: A selected topic chosen in consultation with the head of department within the following fields: Psigolinguistiek; Sosiolinguistiek; Sintaksis; Semantiek van Afrikaans; Literêre Semantiek; Pragmatiek; Fonetiek, Vroeë Afrikaans; Neerlandistiek; Afrikaanse Poësie; Afrikaanse Prosa and Afrikaanse Drama.
Instruction: Introductory lecture, self-study and learner presentation.
Credits: 30
AFR507E Kreatiewe Skryf
Purpose: To develop creative writing abilities or translation skills at postgraduate level.
Content: Learners work independently, developing creative capacity towards the production of a small portfolio of creative work under the lecturers’ supervision.
Instruction: Weekly seminars or consultations, considerable self-study
Credits: 26
Assessment: Summative assessment of portfolio of creative writing.
Pre-requisite(s): AFR300E or equivalent; admission only after applying and submission of an already existing portfolio of creative work.

AFRIKAANS MASTERS AND DOCTORAL DEGREES BY RESEARCH
AFR700E A Masters’ degree in Afrikaans by research is offered to suitable candidates. Research topics for these degrees are chosen in consultation with the Head of Department and are subject to the final approval by the Faculty Research and Higher Degrees Committee.
AFR900E A Doctoral degree in Afrikaans by research is offered to suitable candidates. Research topics for these degrees are chosen in consultation with the Head of Department and are subject to the final approval by the Faculty Research and Higher Degrees Committee.

ENGLISH (ECL)
AEB111F/111L Business English for Management and Commerce Students
Elective/Core: Core
Purpose: To strengthen grammar skills, to understand discourse analysis, to develop comprehension and critical thinking skills, to develop the research and composition skills essential for students entering university.
Contents: Through the assigned textbook, learners are presented with written information and equivalent exercises. The focus of this module is on developing the student’s understanding of the nuances of essay construction, literary analysis and examination preparation.
Instruction: weekly lecture and double tutorial session.
Credits: 8
Assessment: Continuous assessment of various forms of written English through class presentations, assignments and a major test.
Summative assessment: one 3 hour examination.
Prerequisites: Entry into the Foundation programme with the Faculty of Management and Commerce.

AEB121F/121L Business English for Management and Commerce Students
Elective/Core: Core
Purpose: To develop oral presentation skills, to understand and design effective advertising material, to compose curriculum vitae and prepare for a job interview.
Contents: Through the assigned textbook students learn the necessary skills for written business English.
Instruction: weekly lecture and double tutorial session.
Credits: 8
Assessment: Continuous assessment of various forms of written English through class presentations, assignments and a major test.
**Summative assessment:** one 3 hour examination.

**Prerequisites:** Entry into the Foundation programme with the Faculty of Management and Commerce.

**APR111 Academic Practices and Reasoning**

**Elective/Core:** Core

**Purpose:** To enable learners to acquire a sound knowledge of the foundational aspects of basic academic practices and reasoning skills.

**Contents:** Learners are provided with reading and research skills; recognition and practice of formal/academic writing; interpretation of meaning -- objectivity/subjectivity and ambiguity. Expository lectures, seminar discussions, learner presentations.

**Credits:** 16 (Value added)

**Assessment:** Continuous assessment through learner presentations, assignments and tests.

**Summative Assessment:** One 3 hour examination.

**Prerequisites:** Entry into the Foundation programme with the Faculty of Social Sciences and Humanities

**APR122 Academic Practices and Reasoning Skills**

**Elective/Core:** Core

**Purpose:** To enable learners to acquire reading and analytical skills, with emphasis on the ability to construct a logical, coherently written document.

**Contents:** Learners are equipped with skills in recognising, evaluating and constructing arguments; reasoning; critical activity, judgement, logic and argument;

**Instruction:** Expository lectures, seminar discussions, learner presentations.

**Credits:** 16 (Value added)

**Assessment:** Continuous assessment through learner presentations, assignments and tests.

**Summative Assessment:** One 3 hour examination.

**Prerequisites:** Entry into the Foundation programme with the Faculty of Faculty of Social Sciences and Humanities

**BEA111/111E Business English for Accounting Students**

**Elective/Core:** Core

**Purpose:** To strengthen grammar skills, to understand discourse analysis, to develop comprehension and critical thinking skills, to develop the research and composition skills essential for students entering university.

**Contents:** Learners are provided with a textbook which contains both written information and equivalent exercises for each chapter. The focus of this module is on developing the student’s understanding of the nuances of essay construction, literary analysis and examination preparation.

**Instruction:** weekly lecture and double tutorial session.

**Credits:** 0.

**Assessment:** Continuous assessment of various forms of written English through class presentations, assignments and a major test.

**Summative assessment:** one 3 hour examination.

**Prerequisites:** Entry into the Foundation programme with the Faculty of Management and Commerce.

**BEA121/121E Business English for Accounting Students**

**Elective/Core:** Core
Purpose: To enable students to develop the English writing skills necessary for success in the field of accounting, to develop an understanding of investigative and evaluative reporting and comprehend the process necessary to complete a detailed, comprehensive report, and to develop the leadership and participatory skills essential for small group communication.

Contents: Learners are provided with a textbook that examines the key elements of written business communication.

Instruction: weekly lecture and double tutorial session.

Credits: 0

Assessment: Continuous assessment of various forms of written English through class presentations, assignments and a major test.

Summative assessment: one 3 hour examination.

Prerequisites: Entry into the Foundation programme with the Faculty of Management and Commerce.

BEA211/E Business English for Accounting Students

Elective/Core: Core

Purpose: To develop oral presentation skills, to understand and design effective advertising material, to compose curriculum vitae and prepare for a job interview.

Contents: Learners are provided with a textbook addressing the issues of public speaking and group oral presentations, as well as the correct selection and use of visual displays. Students also learn how to develop their own curriculum vitae and the essential elements of a job interview.

Instruction: weekly lecture and double tutorial session.

Credits: 0

Assessment: Continuous assessment of various forms of spoken and written English through oral presentations, assignments and a major test.

Summative assessment: one 3 hour examination.

Prerequisites: Entry into the Foundation programme with the Faculty of Management and Commerce.

CMP111/111E Professional Communication

Elective/Core: Elective

Purpose: To enable second, third and/or final year learners to develop the advanced communication skills in English that they will need for their professional lives. The focus is on public speaking and the use of written English in the business world.

Contents: Learners are provided with a manual containing key information concerning professional communication in English, encompassing the use of both written and spoken English in the business world. The focus of this module is on practical work.

Instruction: Weekly lectures and double tutorial sessions.

Credits: 16.

Assessment: Continuous assessment of various forms of spoken and written English through class presentations (including oral ones), assignments and a major test.

Summative assessment: one 3 hour examination.

Prerequisites: Completion of at least 1 year of tertiary study.

CMP121/121E Professional Communication
**Elective/Core: Elective**  
**Purpose:** To enable second, third and/or final year learners to develop the advanced communication skills in English that they will need for their professional lives. The focus is on public speaking and the use of written English in the business world.

**Contents:** Learners are provided with a manual containing key information concerning professional communication in English, encompassing the use of both written and spoken English in the business world. The focus of this module is on practical work.

**Instruction:** Weekly lectures and double tutorial sessions.

**Credits:** 16.

**Assessment:** Continuous assessment of various forms of spoken and written English through class presentations (including oral ones), assignments and a major test.

**Summative assessment:** One 3 hour examination.

**Prerequisites:** Completion of at least 1 year of tertiary study.

**ECP111/ECP111E English for Career Purposes**  
**Elective/Core: Elective**  
**Purpose:** To enable learners to develop the written communication skills necessary for success in the classroom and in the workplace.

**Content:** Text is assigned that provides instruction in core business communications, report writing and small groups dynamics.

**Instruction:** Weekly lectures and double tutorial sessions

**Credits:** 16 credits

**Assessment:** Written assignments, reports and tests.

**Summative Assessment:** One 3 hour examination at the end of the semester

**Prerequisites:** None

**ECP122/ ECP122E English for Career Purposes**  
**Elective/Core: Elective**  
**Purpose:** To enable learners to develop the written and oral communication skills necessary for success in the classroom and in the workplace.

**Content:** Text is assigned that provides instruction in visual literacy, CV and interview preparation as well as various areas of professional communication such as cultural and gender language awareness.

**Instruction:** Weekly lectures and double tutorial sessions

**Credits:** 16 credits

**Assessment:** Tests, written and oral assignments as well as individual and group speech delivery.

**Summative Assessment:** One 3 hour examination at the end of the semester

**Prerequisites:** None

**ELS110E English for Law Students**  
**Elective/Core: Core**  
**Purpose:** To enable learners to develop the written communication skills necessary for success in the classroom and in the law environment.

**Content:** Text is assigned that provides instruction in critical reading and writing skills with a special emphasis on issues relating to law.

**Instruction:** Weekly lectures and double tutorial sessions

**Credits:** 16 credits
Assessment: Written assignments, reports and tests.
Summative Assessment: One 3 hour examination at the end of the semester
Prerequisites: None

ELS120E English for Law Students
Elective/Core: Core
Purpose: To enable learners to develop the written and oral communication skills necessary for success in the classroom and in the law environment.
Content: Text is assigned that provides instruction in written business communication and report writing, as well as oral communication with attention paid to speech writing and delivery.
Instruction: Weekly lectures and double tutorial sessions.
Credits: 16 credits
Assessment: Tests, written and oral assignments as well as individual and group speech delivery.
Summative Assessment: One 3 hour examination at the end of the semester
Prerequisites: None

ENS111E English for Nursing Students
Elective/Core: Core
Purpose: To enable learners in the B Cur programme to develop the English writing skills necessary to understand and apply the rules of correct punctuation in written assignments, research and craft longer essays and analyse articles on health care.
Content: Learners are instructed in summarizing and paraphrasing discovering meanings and definitions, creating narrative, descriptive, expository and comparison and contrast paragraphs.
Instruction: Weekly lectures and double tutorial sessions
Credits: 16
Assessment: Continuous assessment via class assignments and tests
Summative Assessment: 3 hour examination
Prerequisite: None

ENS122E English for Nursing Students
Elective/core: core
Purpose: To enable learners in the B Cur programme to develop the written and oral communication skills necessary for a professional health care worker.
Content: Learners are instructed in the construction of a well-written business letter, development and presentation of individual and group oral communication, process of researching and writing a comprehensive health care report and necessary roles and responsibilities of participants in group activities.
Instruction: Weekly lectures and double tutorial sessions
Credits: 16
Assessment: Continuous assessment via class assignments and tests
Summative Assessment: 3 hour examination
Prerequisite: None

ESP111/111E Reading, writing, listening and speaking skills
Elective/Core: Core
Purpose: To improve learners’ reading, writing, listening and speaking skills in English.
Contents: Various materials intended to improve learners’ competency in English.
**Instruction:** Lectures.

**Credits:** 16

**Assessment:** Continuous assessment through assignments, class tests and oral presentations

**Summative assessment:** One 3 hour examination.

**Prerequisites:** University entrance

**ESP122/122E Reading, writing, listening and speaking skills**

**Elective/Core:** Core

**Purpose:** To improve learners’ reading, writing, listening and speaking skills in English, building on ESP111/111E.

**Contents:** Various materials intended to further improve learners’ competency in English.

**Instruction:** Lectures.

**Credits:** 16

**Assessment:** Continuous assessment through assignments, class tests and oral presentations

**Summative assessment:** One 3 hour examination.

**Prerequisites:** University entrance.

**APR111/111E Academic Practice and Reasoning Skills**

**Elective/Core:** Compulsory for SDE (without matric exemption/bachelors admission)

**Purpose:** To enable SDE learners to acquire a sound knowledge of the foundational aspects of basic academic practices and reasoning skills.

**Contents:** Learners are provided with reading and research skills; recognition and practice of formal/academic writing; interpretation of meaning -- objectivity/subjectivity and ambiguity. Expository lectures, seminar discussions, learner presentations.

**Credits:** None (value addition only)

**Assessment:** Continuous assessment through learner presentations, assignments and tests.

**Summative Assessment:** One 3 hour examination.

**Prerequisites:** SDE admission (without matric exemption/bachelors admission).

**APR122/122E Academic practice and reasoning skills**

**Elective/Core:** Compulsory for SDE (without matric exemption/bachelors admission)

**Purpose:** To enable SDE learners to acquire reading and analytical skills in addition to those acquired in APR111/111E, with emphasis on the ability to construct a logical, coherently written document.

**Contents:** Learners are equipped with skills in recognising, evaluating and constructing arguments; reasoning; critical activity, judgement, logic and argument;

**Instruction:** Expository lectures, seminar discussions, learner presentations.

**Credits:** None (value addition only)

**Assessment:** Continuous assessment through learner presentations, assignments and tests.

**Summative Assessment:** One 3 hour examination.

**Prerequisites:** SDE admission (without matric exemption/bachelors admission).

**ECL110/110E Introduction to the Study of Language and Literature**

**Elective/Core:** Core
Purpose: To introduce learners to what literature and language studies are, and to the basic terminology of both fields of study.

Contents: a) What language is, its features, the relationship between linguistics and language, and which aspects of language the various branches of linguistics deal with.
b) A selection of poems, both oral and written, from African and world literature, spanning a wide range of different periods.

c) Various appropriate drama or other literary texts.

A textbook designed for first-year learners who have not received intensive exposure to the study of poetry provides information concerning the use of various poetic devices and also offers assistance in developing learners' capacity to read and write about poetry.

Instruction: Predominantly regular lectures and tutorials with some self-study.

Credits: 16

Assessment: Continuous assessment via class assignments and tests.

Summative Assessment: 3 hour examination.

Prerequisites: None

ECL120/120E Introduction to the Study of Language and Literature
Elective/Core: Core

Purpose: To introduce learners to what literature and linguistics are, and to the basic terminology of both fields of study, building directly on the first semester’s work in ECL111.

Contents: a) The learner is introduced to the basics of English sounds, word structure, sentence structure and meaning relations in English.
b) Methodology for studying poetry, and a short collection of poems written by African and other poets, closely analysed orally in class and in writing.
c) Various appropriate fiction or other literary texts (chiefly from Africa).

Instruction: Predominantly regular lectures and tutorials with some self-study.

Credits: 16

Assessment: Continuous assessment via class assignments and tests.

Summative Assessment: 3 hour examinations.

Prerequisites: None

ECL210/210E Intermediate Language and African Literature
Elective/Core: Core

Purpose: To encourage learners to appreciate the role of orature and poetry in social transformation, introduce learners to advanced linguistic study, and develop learners' understanding of either African drama or African fiction.

Contents: a) Tales from Southern Africa, freedom songs from South Africa, speeches by political icons such as Robert Sobukwe and Nelson Mandela, as well as poetry from South Africa;
b) Sound production and description, the phonology of English sounds and English syllable types;
c) either i) a study of African drama, dealing with cultural, historical, political and social elements of the African continent, OR ii] a study of several novels by various renowned African writers, together with background information and methodologies for examining these.

Instruction: Largely regular lectures, tutorials and self-study.
ECL 220/220E Intermediate Language and Historical/Creative Literature
Elective/Core: Core

Purpose: To introduce learners to detailed morphology and syntax, and to develop learners’ understanding of Shakespearean English literature and other historical literature, or encourage creative writing capacities.

Contents: a) English word structure and word formation processes as well as the structure of English phrases, clauses and sentences, b) various plays and poems from 16th-century England, with background information and systems for analysing these texts, c) either i] a series of presentations, written and oral, gradually develops towards the evolution of the learner’s own portfolio of writing, or ii] plays and poetry by Greek and Roman authors, background information on Greek and Roman culture, and methods of understanding the texts concerned, or iii] works by Geoffrey Chaucer, together with background information on medieval culture, and methods of analysis together with assistance in understanding Late Middle English.

Instruction: Largely regular lectures, tutorials and self-study.

ECL 310/ECL 310 E Advanced Language and General Literature
Elective/Core: Core

Purpose: To expose learners to a variety of literature and language forms through a study of: the complexities of specific forms of poetry, Eighteenth Century literature, African Diasporic literature, literary techniques, orature as an agent of social transformation, creative writing, linguistic analysis and guided research projects.

Contents: Literature and poetry from the Neoclassic and Romantic age as well as the works of African Diasporic writers, linguistic and language study, and development of student’s creative writing portfolios will all be undertaken.

Instruction: Weekly lectures, tutorials, considerable self-study.

ECL 320 / ECL 320 E Advanced Language and General Literature
Elective/Core: Core

Purpose: To encourage learners to engage with South African literature within its socio-political context; English use in society both in South Africa and the world, linguistic analysis, post-colonial literatures, Modernist literature, further development of creative writing portfolios, and independent research projects.
Contents: South African prose from various genres, conversational and interactional analysis, global post-colonial literature, and Modernist literature.

Instruction: Weekly lectures, tutorials, considerable self-study.

Credits: 32

Assessment: Continuous assessment via class assignments and tests

Summative assessment: One 3 hour examination.

Prerequisites: ECL 210 / E and ECL 220 / E or equivalent
ENGLISH HONOURS

The English Honours qualification comprises four (3) CORE modules and one (2) ELECTIVE from a menu of ten (12). The three core modules are designed to locate the student in an African context, as well as provide a theoretical and methodological framework for further academic study in the discipline of English Language and Comparative Literature. Students are required to choose between African Literature (ECL501/E) and South African Literature (ECL502/E) as one of their core modules. The selection of electives is based upon the availability of staff to teach the requested modules.

ECL500/500E Orature -- Comparative Perspectives
Elective/Core: Elective
Purpose: To encourage learners to investigate orature as an agent of social transformation and perform their own research into this at postgraduate level.
Contents: A wide variety of relevant works of orature and theoretical studies within the discourse.
Instruction: Weekly seminars, considerable self-study.
Credits: 26
Assessment: Continuous assessment via seminars and essays
Summative assessment: One 3 hour examination.
Prerequisites: ECL300/ECL300E or equivalent.

ECL501/501E African Literature
Elective/Core: Core/Elective
Purpose: To introduce learners to the African meta-theory as a basis for the requisite development of an African centre as an anchor on which to interrogate texts.
Contents: Various texts providing a survey of the pan-African ideal and its concomitant challenges from the pre-colonial period to the post-independence dispensation.
Instruction: Weekly seminars, considerable self-study.
Credits: 26
Assessment: Continuous assessment via seminars and essays
Summative assessment: One 3 hour examination.
Prerequisites: ECL300/ECL300E or equivalent.

ECL502/502E South African Literature
Elective/Core: Core/Elective
Purpose: To encourage learners to examine South African Literature using the full range of skills acquired in their undergraduate years, and to expand their knowledge of the literature. This is based on the assumption that the task of reconstructing the post-apartheid society will involve acts of textual interpretation rooted in historical memory.
Contents: Various South African literary texts by luminaries such as E'skia Mphahlele, Can Themba, Lewis Nkosi, Lauretta Ngcobo, Miriam Tlali, Wally Serote, Njabulo Ndebele and Mbulelo Mzamane, together with theoretical discourses and other works.
Instruction: Weekly seminars, considerable self-study.
Credits: 26
Assessment: Continuous assessment via seminars and essay
Summative assessment: One 3 hour examination.
Prerequisites: ECL300/ECL300E or equivalent.
ECL503/503E Literary Theory
Elective/Core: Core
Purpose: To expose learners to the history of literary theory in English and to the basic questions posed by literary theory, and to encourage the practices arising out of such theory.
Contents: Various critical texts from Plato to the present and discussions of these.
Instruction: Weekly seminars, considerable self-study.
Credits: 26
Assessment: Continuous assessment via seminars and essays
Summative assessment: One 3 hour examination.
Prerequisites: ECL300/ECL300E or equivalent.

ECL504/504E Research Project
Elective/Core: Core
Purpose: To allow learners to pursue their own interests and oblige them to develop and display their research skills at postgraduate level.
Contents: Learner decides him/herself, under departmental supervision.
Instruction: Regular consultations, considerable self-study.
Credits: 30
Assessment: Continuous assessment via seminars and essays
Summative assessment: One substantial mini-dissertation.
Prerequisites: ECL300/ECL300E or equivalent.

ECL505/505E Ancient Period to the Renaissance
Elective/Core: Elective
Purpose: To allow learners to survey the development of literature up to the beginnings of the modern era.
Contents: A large number of texts from the earliest Mesopotamian and Mediterranean cultures to the Shakespearean period.
Instruction: Weekly seminars, considerable self-study.
Credits: 26
Assessment: Continuous assessment via seminars and essays
Summative assessment: One 3 hour examination.
Prerequisites: ECL300/ECL300E or equivalent.

ECL506/506E Neoclassical to Realism and Naturalism
Elective/Core: Elective
Purpose: To allow learners to survey the development of literature in the formative period of the eighteenth and nineteenth centuries.
Contents: A large number of texts from the period, with background and critical readings.
Instruction: Weekly seminars, considerable self-study.
Credits: 26
Assessment: Continuous assessment via seminars and essays
Summative assessment: One 3 hour examination.
Prerequisites: ECL300/ECL300E or equivalent.

ECL507/507E Modern and Contemporary Period
Elective/Core: Elective
Purpose: To allow learners to examine recent literature and its immediate origins.
Contents: Various texts from the twentieth century, with background and critical readings.
Instruction: Weekly seminars, considerable self-study.
Credits: 26
Assessment: Continuous assessment via seminars and essays
Summative assessment: One 3 hour examination.
Prerequisites: ECL300/ECL300E or equivalent.

ECL508/508E The African Diaspora
Elective/Core: Elective
Purpose: Learners investigate the impact of the trans-Atlantic slave trade and the "peculiar institution" of slavery, at postgraduate level.
Contents: Works by African-American and Caribbean icons such as Equiano, Phyllis Wheatley, Frederick Douglass, WEB du Bois, Marcus Garvey, Sojourner Truth and Alex Hailey, among others, in addition to interpretative texts.
Instruction: Weekly seminars, considerable self-study.
Credits: 26
Assessment: Continuous assessment via seminars and essays
Summative assessment: One 3 hour examination.
Prerequisites: ECL300/ECL300E or equivalent.

ECL509/509E Global Literature
Elective/Core: Elective
Purpose: To give learners an in-depth study of leading works of literature from Latin American, Caribbean, Asian, Australian and Pacific countries. Learners are familiarised with significant literary developments in these countries as well as examining current literary trends. The focus is also on specific areas of critical theory, including post-colonial theory, that equip learners with analytical tools that are particularly relevant to a study of the prescribed texts.
Contents: A cross-section of works of fiction and poetry by leading LACAAP writers, from long-established works of literature to cutting-edge contemporary texts.
Instruction: Weekly seminars, considerable self-study.
Credits: 26
Assessment: Continuous assessment via seminars and essays
Summative assessment: One 3 hour examination.
Prerequisites: ECL300/ECL300E or equivalent.

ECL512/512E Creative Writing or Translation
Elective/Core: Elective
Purpose: To develop advanced creative writing ability or translation skills at postgraduate level. The creative writing or translation work produced by the end of this module should be suitable for publication.
Contents: Learners work independently, developing creative capacity or translation skills, towards the production of either a book-length portfolio of creative writing or a body of work translated from an African language (isiXhosa, seSotho, isiZulu, Afrikaans, etc.) into English. The lecturer supervises and acts as editor.
Instruction: Weekly seminars or consultations, considerable self-study.
Credits: 26
Assessment: Summative Assessment: creative writing portfolio or body of translated work.
Prerequisites: ECL300/ECL300E or equivalent.
ECL513/513E Special Topic
Elective/Core: Elective
Purpose: To allow learners to pursue their own interests and develop their research skills in a context less challenging and intimidating than that of a full Honours dissertation.
Contents: Learner decides him/herself, under supervision.
Instruction: Weekly consultations, considerable self-study.
Credits: 26
Assessment: Continuous assessment via presentations and essays
Summative assessment: One substantial essay.
Prerequisites: ECL300/ECL300E or equivalent.

ECL514/514E Advanced Studies in General Linguistics
Elective/Core: Elective
Purpose: To allow learners to do extensive research into the study of the English language.
Contents: Various linguistic materials, some developed by the learner.
Instruction: Weekly consultations, considerable self-study.
Credits: 26 part
Assessment: Continuous assessment via seminars and essay
Summative assessment: One 3 hour examination.
Prerequisites: ECL300/ECL300E or equivalent.

ECL515/515E Advanced Studies in Applied Linguistics
Elective/Core: Elective
Purpose: To allow learners to do extensive research into how the English language is applied in practice.
Contents: Various linguistic materials, some developed by the learner.
Instruction: Weekly consultations, considerable self-study.
Credits: 26
Assessment: Continuous assessment via seminars and essays
Summative assessment: One 3 hour examination.
Prerequisites: ECL300/ECL300E or equivalent.

ECL 516/ECL 516 E Children's Literature
Elective/Core: Elective
Purpose: To enhance student's appreciation and understanding of Children's literature, to strengthen student's understanding and application of theoretical analysis of these novels, and to continue to develop student's understanding of the power of language in the development and transformation of society. The module is designed with the approach of studying the classics of Children's Literature, but also explores folklore traditions from around the world.
Contents: Module examines Western Classics from America, Britain, Canada and Italy as well as folklore from Africa, Asia, India and Native America.
Instruction: Weekly seminars, considerable self-study.
Credits: 30
Assessment: Continuous assessment via seminars and essay
Summative assessment: One 3 hour examination.
Prerequisites: ECL300/ECL300E or equivalent.
ECL 517/ECL517 E Gender, Culture and Society
Elective/Core: Elective
Purpose: to enhance student’s appreciation and understanding of the field of Gender Studies, to strengthen students understanding of the correlate connections between Gender studies and societal norms and values, and to investigate the challenges of analysing gender within the cultural framework of different disciplines of knowledge.
Contents: The works of seminal thinkers such as Franz Fanon, Michel Foucault, Judith Butler, and Nomboniso Gasa, Andrea Cornwell, and Gwendolyn Mikell in the field of gender, culture and society will be interrogated.
Instruction: Weekly seminars, considerable self-study.
Credits: 30
Assessment: Continuous assessment via seminars and essay
Summative assessment: One 3 hour examination.
Prerequisites: ECL300/ECL300E or equivalent.

*ECL 501 /E and ECL 502 E will no longer both be core subjects, but students will choose; one of them is required to the honours program

ENGLISH MASTERS BY COURSE WORK (MA in Pan-African Letters)

ECL701/701E Pan Africanism and Cultural Affirmation
Elective/Core: Core
Purpose: To allow learners to study the Pan African movement from the formation of the Pan African Congress in 1900 to the present, and the literature inspired by Pan Africanism
Contents: Chiefly autobiographies and polemic writing, with other material aimed at unravelling the circumstances which necessitated the evolution of Pan Africanism.
Instruction: Regular seminars, self-study.
Credits: 36
Assessment: Continuous assessment via seminars and essays
Summative assessment: One 4 hour examination.
Prerequisites: ECL500 or equivalent.

ECL702/702E Critical Theory and Research Methodology
Elective/Core: Core
Purpose: To build a learner’s capacity in performing individual research informed by critical theories of her/his choice.
Contents: A research project of the learner’s choice and a survey of contemporary critical theories.
Instruction: Regular seminars, self-study.
Credits: 36
Assessment: Continuous assessment via seminars and essays
Summative assessment: One research project and one 4 hour examination.
Prerequisites: ECL500 or equivalent.
ECL703/703E Southern Africa
Elective/Core: Core
Purpose: To allow learners to explore Southern African literature and its associated elements, and provide them with an authentic cultural centre from which to view their world.
Contents: A wide variety of relevant primary and secondary literature, serving to explore the Southern African experience and the historical conjunctures that speak to the relativity of human experience and the specificities of Southern Africa.
Instruction: Regular seminars, considerable self-study.
Credits: 36
Assessment: Continuous assessment via seminars and essays
Summative assessment: One 4 hour examination
Prerequisites: ECL500 or equivalent.

ECL704/704E Mini Dissertation
Elective/Core: Core
Purpose: To allow learners to pursue their own literary interests while perfecting their research skills under supervision.
Contents: Through departmental supervision, the learner selects his/her area of study.
Instruction: Regular consultations, considerable self-study.
Credits: 40
Assessment: Continuous assessment via seminars and essays
Summative assessment: one substantial dissertation.
Prerequisites: ECL500 or equivalent.

ECL705/705E Literature in Africa (Orature and Fiction)
Elective/Core: Elective.
Purpose: To allow learners to develop original concepts in the field of African orature and fiction.
Contents: A broad range of appropriate primary and secondary texts.
Instruction: Regular consultations, considerable self-study.
Credits: 36
Assessment: Continuous assessment via seminars and essays
Summative assessment: One 4 hour examination.
Prerequisites: ECL500 or equivalent.

ECL706/706E Literature in Africa (Drama and Poetry)
Elective/Core: Elective
Purpose: To allow learners to develop original concepts in the field of African drama and poetry.
Contents: A broad range of appropriate primary and secondary texts.
Instruction: Regular consultations, considerable self-study.
Credits: 36
Assessment: Continuous assessment via seminars and essays
Summative assessment: one 4 hour examination.
Prerequisites: ECL500 or equivalent.

ECL707/707E African-Caribbean Literature
Elective/Core: Elective
Purpose: To allow learners to develop original concepts in the field of African-Caribbean literature.
Contents: A broad range of appropriate primary and secondary texts.
Instruction: Regular consultations, considerable self-study.
Credits: 36
Assessment: Continuous assessment via seminars and essays
Summative assessment: One 4 hour examination.
Prerequisites: ECL500 or equivalent.

ECL708/708E African-American Literature
Elective/Core: Elective
Purpose: To allow learners to develop original concepts in the field of African-American literature.
Contents: A broad range of appropriate primary and secondary texts.
Instruction: Regular consultations, considerable self-study.
Credits: 36
Assessment: Continuous assessment via seminars and essays
Summative assessment: One 4 hour examination.
Prerequisites: ECL500 or equivalent.

ECL709/709E African Diaspora in Britain, Canada, Germany, France, etc.
Elective/Core: Elective
Purpose: To develop learners’ advanced understanding of the impact of forced migration on people of African descent currently residing in these countries.
Contents: A selection of significant texts in the field, including autobiography, poetry and fiction by authors such as Sam Selvon and George Lamming.
Instruction: Regular consultations, considerable self-study.
Credits: 36
Assessment: Continuous assessment via seminars and essays
Summative assessment: One 4 hour examination.
Prerequisites: ECL500 or equivalent.

ECL711/711E Race, Class and Gender in Pan African Literature
Elective/Core: Elective
Purpose: To develop learners’ advanced understanding of the interplay of race, class and gender issues in Pan-African literature, through investigating relevant theoretical tools (such as postcolonial theory, second-wave feminisms and womanism) enabling learners to embark on independent analyses of
appropriate texts or other appropriate investigative subjects.

**Contents:** A selection of significant Pan-African literary texts and relevant works of critical theory.

**Instruction:** Regular consultations, considerable self-study.

**Credits:** 36

**Assessment:** Continuous assessment via seminars and essays

**Summative assessment:** One 4 hour examination.

**Prerequisites:** ECL500 or equivalent.

**ECL722/722E Post-Coloniality as Theory and Praxis**

**Elective/Core:** Elective

**Purpose:** To develop a learner's understanding of the practical meaning of all theory, and particularly of post-colonial theory and the context in which it may be applied in work and life.

**Contents:** A broad range of appropriate primary and secondary texts.

**Instruction:** Regular consultations, considerable self-study.

**Credits:** 36

**Assessment:** Continuous assessment via seminars and essays

**Summative assessment:** One 4 hour examination.

**Prerequisites:** ECL500 or equivalent.

**ECL712/712E Special Topic**

**Elective/Core:** Elective

**Purpose:** To allow learners to pursue their own interests and develop their research skills in a context less challenging and intimidating than that of a full MA dissertation.

**Contents:** Learner decides him/herself, under appropriate supervision.

**Instruction:** Regular consultations, considerable self-study.

**Credits:** 36

**Assessment:** Continuous assessment via seminars and essays;

**Summative assessment:** one substantial dissertation.

**Prerequisites:** ECL500 or equivalent.

**ENGLISH MASTERS AND DOCTORAL DEGREES BY RESEARCH**

**ECL 700 A Masters degree in English by research is offered to suitable candidates.**

Research topics for these degrees are chosen in consultation with the Head of Department and are subject to the final approval by the Faculty Research and Higher Degrees Committee.

**ECL 900 A Doctoral degree in English by research is offered to suitable candidates.**

Research topics for these degrees are chosen in consultation with the Head of Department and are subject to the final approval by the Faculty Research and Higher Degrees Committee.
FINE ART

Diploma in Fine Art
Graduates will emerge with theoretical knowledge as well as practical and creative expertise that will enable them to work in diverse areas in the arts, both on the creative and management side, in community as well as in private and public projects. They will have insights into the management of organisations in the arts; and be able to manage community projects, work in management consultancies, and apply their knowledge and skills in small business-like. Students will emerge as participating citizens addressing the needs of their communities through the application of knowledge and by applying their creative skills, forming creative partnerships between organisations/institutions, communities, local government and venture into tourist market.

STRUCTURE: Year 1

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ADR111 Object Drawing

**Purpose:** Learners are required to display the basic knowledge of drawing and the ability to draw with confidence.

**Contents:** Orientation: Focuses on basic skills, introducing the learners to the foundation of the art of drawing. The course includes basic training in drawing using simple everyday objects [still life]. This course will introduce learners to the discipline of the application of both theory and practical in drawing and understanding of line, shape, size, proportion, composition distortion, etc.

**Instruction:** 15 hours per week of active drawing in basic skills training and skills development in pencil, charcoal and other drawing materials. Basic research skills training while developing individual in drawing using simple objects to complex objects.

**Credits:** 16

**Assessment:** Continuous assessment through regular submission of sketches, working drawings, assignments. Marquette for evaluation and criticism for the benefit of the learner in skills development. Participation in class and practical. Portfolio and assignments.

**Summative Assessment:** Examination through portfolio

**Prerequisites:** None

ADR122 Object Drawing

**Purpose:** Learners are required to display the basic knowledge of drawing and the ability to draw with confidence.

**Contents:** Orientation: Focuses on basic skills, introducing the learners to the foundation of the art of drawing. The course includes basic training in drawing using simple everyday objects [still life]. This course will introduce learners to the discipline of the application of both theory and practical in drawing and understanding of line, shape, size, proportion, composition distortion, etc.

**Instruction:** 15 hours per week of active drawing in basic skills training and skills development in pencil, charcoal and other drawing materials. Basic research skills training while developing individual in drawing using simple objects to complex objects.

**Credits:** 16

**Assessment:** Continuous assessment through regular submission of sketches, working drawings, assignments Marquette for evaluation and criticism for the benefit of the learner in skills development. Participation in class and practical. Portfolio and assignments.

**Summative Assessment:** Examination through portfolio

**Prerequisites:** None

ADR211 Object Drawing

**Purpose:** Learners are required to display the basic knowledge of drawing and the ability to draw with confidence.

**Contents:** Orientation: Focuses on what fine art courses and related courses; academic and Departmental requirements and study skills. object drawing: This course will introduce learners to the discipline of the application of both theory and
practical in drawing. Basic skills training and skills development training in pencil, charcoal and other drawing material.

**Instruction:** Expository lectures criticism and learner presentation. Basic training research skills and understanding drawing using simple objects to complex objects. This is done while developing individual learners

**Credits:** 16

**Assessment:** Continuous assessment through regular submission of sketches, working drawings, assignments Marquette for evaluation and criticism for the benefit of the learner in skills development. Participation in class and practical. Portfolio and assignments

**Summative Assessment:** Examination through portfolio

**Prerequisites:** ADR111 and ADR122

**ADR222 Experimental Drawing**

**Purpose:** Learners are required to display the basic knowledge of drawing and the ability to draw with confidence

**Contents:** Orientation: Focuses on what is fine art courses and related courses; academic and departmental requirements and study skills. Object drawing: This course will introduce learners to the discipline of the application of both theory and practical in drawing. Basic skills training and skills development training in pencil, charcoal

**Instruction:** Expository lectures criticism and learner presentation. Basic training research skills and understanding drawing using simple objects to complex objects. This is done while developing individual learners

**Credits:** 16

**Assessment:** Continuous assessment through regular submission of sketches, working drawings, assignments Marquette for evaluation and criticism for the benefit of the learner in skills development. Participation in class and practical. Portfolio and assignments

**Summative Assessment:** Examination through portfolio

**Prerequisites:** ADR111 and ADR122

**ADR311 Experimental Drawing**

**Purpose:** Learners are required to display the basic knowledge of drawing and the ability to draw with confidence

**Contents:** Orientation: Focuses on what is fine art courses and related courses; academic and departmental requirements and study skills. Object drawing: This course will introduce learners to the discipline of the application of both theory and practical in drawing. Basic skills training and skills development training in pencil, charcoal

**Instruction:** Expository lectures criticism and learner presentation. Basic training research skills and understanding drawing using simple objects to complex objects. This is done while developing individual learners

**Credits:** 32

**Assessment:** Continuous assessment through regular submission of sketches, working drawings, assignments Marquette for evaluation and criticism for the benefit of the learner in skills development. Participation in class and practical. Portfolio and assignments.

**Summative Assessment:** Examination through portfolio
Prerequisites: ADR211 and ADR222

ADR322 Figure Drawing
Purpose: Learners are required to display the basic knowledge of drawing and the ability to draw with confidence
Contents: Orientation: Focuses on what fine art courses and related courses; academic and departmental requirements and study skills. Object drawing: This course will introduce learners to the discipline of the application of both theory and practical in drawing. Basic skills training and skills development training in pencil, charcoal
Instruction: Expository lectures criticism and learner presentation; Basic training research skills and understanding drawing using simple objects to complex objects. This is done while developing individual learners.
Credits: 32
Assessment: Continuous assessment through regular submission of sketches, working drawings, assignments Marquette for evaluation and criticism for the benefit of the learner in skills development. Participation in class and practical. portfolio and assignments.
Summative Assessment: Examination through portfolio
Prerequisites: ADR211 and ADR222

HAR111 Art of Prehistory and the Mediterranean
Purpose: To provide learners with an understanding of ancient art practices and introduced them to the discourses of visual culture.
Contents: Examination of ancient/cave art: paintings, engraving and other art forms such as sculpture and architecture that have been in existence throughout the world, with reference to Africa, Europe and Mediterranean. Using Paleolithic and classical art as case studies this course will explore how these works have been interpreted and reinterpreted by various scholars since the beginning of the 19th century.
Instruction: Expository lectures and learner presentation. Supervised integrated practical experiences and tasks.
Credits: 16
Assessment: Continuous assessment through assignments, seminars, tutorials, class tests and essays.
Summative Assessment: 3 hour examination.
Prerequisites: None

HAR122 Art of Africa
Purpose: To give an overview on visual art forms that occurred/recurred over time and in different places in different societies.
Contents: To examine ancient/cave art: paintings, engraving and other art forms such as sculpture and architecture that have been in existence throughout the world, with reference to Art of Africa, Oceanic and America. To explore how these works have been interpreted and reinterpreted by various scholars since the beginning of the 19th century.
Instruction: Expository lectures and learner presentation. Supervised integrated practical experiences and tasks.
Credits: 16
Assessment: Continuous assessment through, assignments, seminars, tutorials, class
tests and essays.

**Summative Assessment:** 3 hour Examination

**Prerequisites:** None

**HAR211 Christian, Islamic and India Art**

**Purpose:** To equip students with the knowledge, skills, and attitudes required for modern professional community development practice in South Africa.

**Contents:** Studies of Christian, Islamic and Indian Art

**Instruction:** 3 hours per week of self-study in the library on assignments, tutorials, class tests and learner presentations at regular intervals

**Credits:** 16

**Assessment:** Continuous assessment through assignments, seminars, tutorials, class tests and essays.

**Summative Assessment:** 3 hour examination.

**Prerequisites:** HAR111 and HAR122

**HAR222 Art of China and Japan**

**Purpose:** To equip students with the knowledge, skills, and attitudes required for modern professional community development practice in South Africa.

**Contents:** Art of China and Japan

**Instruction:** 3 hours per week of self-study in the library on assignments, tutorials, class tests and learner presentations.

**Credits:** 16

**Assessment:** Continuous assessment through assignments, seminars, tutorials, class tests and essays.

**Summative Assessment:** 3 hour examination.

**Prerequisites:** HAR111 and HAR122

**HAR311 Themes in Art Composition**

**Purpose:** Learners are introduced to foundations of Art History as an academic discipline.

**Contents:** Themes in Art Composition course focus on modernism and development of modern art (Avant-garde) in Western Europe, America and Africa. Learners are introduced to foundations of Art History as an academic discipline and its relation to theory and practice of art.

**Instruction:** 3 hours per week of self-study in the library on assignments, tutorials, class tests and learner presentations.

**Credits:** 32

**Assessment:** Continuous assessment through assignments, seminars, tutorials, class tests and essays.

**Summative Assessment:** 3 hour examination.

**Prerequisites:** HAR211 and HAR222

**HAR322: Avant-Garde in Art and Popular Art**

**Purpose:** The course aims to provide an understanding of the position of art in the last decades of the 20th Century.

**Contents:** The notion of the Avant-garde in Art and Popular Art: This course focuses on concept of modernism and development art (Avant-garde in art) in Europe, America and Africa. Learners are introduced to foundations of Art History as an academic discipline.
Instruction: 3 hours per week lectures, assignments, tutorials, class tests and learner presentation.
Credits: 32
Assessment: Continuous assessment through assignments, seminars, tutorials, class tests and essays
Summative Assessment: 3 hour examination.
Prerequisites: HAR211 and HAR222

FAS111 Sculpture, Painting, Graphic arts and Ceramics
Purpose: To equip learners with the basic skills, knowledge, attitudes and understanding of how different materials behave and integrate the learner in fine art.
Contents: Introduction to Painting, Sculpture, Ceramics and Graphic Art using clay, water color, acrylic paint, printing ink, mix media.
Instruction: Expository lectures, criticism and learner presentation. Supervised integrated fine art practical placement. Basic training research skills and understanding drawing using simple objects to complex objects. This is done while developing individual learners.
Credits: 16
Assessment: Continuous assessment through regular submission of sketches, working drawings, projects, assignments and marquette for evaluation and criticism for the benefit of developing the learner. Participation in class and practical portfolio and assignments.
Summative Assessment: Examination through portfolio.
Prerequisites: None

FAS121 Sculpture, Painting, Graphic arts and Ceramics
Purpose: To equip learners with the basic skills, knowledge, attitudes and understanding of how different materials behave and integrate the learner in fine art.
Contents: Introduction to Painting, Sculpture, Ceramics and Graphic Art using clay, watercolour, acrylic paint, printing ink, mix media.
Instruction: Expository lectures and learner presentations. Basic training research skills and understanding drawing using simple objects to complex objects. This is done while developing individual learners.
Credits: 16
Assessment: Continuous assessment through regular submission of sketches, working drawings, Marquette for evaluation and criticism for the benefit of developing the learner through integrated fine art placement. Participation in class and practical portfolio and assignments.
Summative Assessment: Examination through portfolio.
Prerequisites: None

FAS211 Painting or Sculpture, Graphic arts and Ceramics
Purpose: Introductory course on research design and methodology.
Contents: Painting, Sculpture, Ceramics, Graphic Art.
Instruction: Expository lectures criticism and learner presentation. Supervised integrated fine art practical placement. A continuation of one [1] of the study selected under the second year of study, namely Painting II, Sculpture II, Graphic Art II. Expository lectures, criticism and learner presentations. Supervised integrated
fine art practical placement.

Credits: 16

Assessment: Continuous assessment through regular submission of sketches, working drawings, Marquette for evaluation and criticism for the benefit of the learner through supervised integrated fine art placement. Participation in class and practical. Portfolio and assignments

Summative Assessment: Examination through portfolio

Prerequisites: FAS111 and FAS121

FAS222 Painting or Sculpture, Graphic arts and Ceramics

Purpose: Introductory course on research design and methodology.

Contents: Painting, Sculpture, Ceramics, Graphic Art

Instruction: Expository lectures criticism and learner presentation. Supervised integrated fine art practical. Placement A continuation of one [1] of the study selected under the second year of study, namely Painting II, Sculpture II, Graphic Art II. Expository lectures, criticism and learner presentation. Supervised integrated fine art practical placement

Credits: 16

Assessment: Continuous assessment through regular submission of sketches, working drawings, Marquette for evaluation and criticism for the benefit of the learner through supervised integrated fine art placement. Participation in class and practical portfolio and assignments

Summative Assessment: Examination through portfolio

Prerequisites: FAS111 and FAS121

FAS311 Painting or Sculpture, Graphic arts or Ceramics

Purpose: Introductory course on research design and methodology.

Contents: Painting, Sculpture, Ceramics, Graphic Art

Instruction: Expository lectures criticism and learner presentation. Supervised integrated fine art practical. Placement A continuation of one [1] of the study selected under the second year of study, namely Painting III, Sculpture III, Graphic Art III. Expository lectures, criticism and learner presentation. Supervised integrated fine art practical placement

Credits: 16

Assessment: Continuous assessment through regular submission of sketches, working drawings, Marquette for evaluation and criticism for the benefit of the learner through supervised integrated fine art placement, participation in class and practical portfolio and assignments.

Summative Assessment: Examination through portfolio

Prerequisites: FAS211 and FAS222

FAS322 Painting or Sculpture, Graphic arts or Ceramics

Purpose: Introductory course on research design and methodology.

Contents: Painting, Sculpture, Ceramics, Graphic Art

Instruction: Expository lectures criticism and learner presentation. Supervised integrated fine art practical. A continuation of one [1] of the study selected under the second year of study, namely Painting III, Sculpture III, Graphic Art III. Expository lectures, criticism and learner presentation. Supervised integrated fine art practical placement

Credits: 16
Assessment: Continuous assessment through Regular submission of sketches, working drawings, Marquette for evaluation and criticism for the benefit of the learner through Supervised integrated fine art placement Participation in class and practical. Portfolio and assignments

Summative Assessment: Examination through portfolio

Prerequisites: FAS211 and FAS222

FAS411 Painting or Sculpture, Graphic Arts or Ceramics

Purpose: Introductory course on research design and methodology.

Contents: Painting, Sculpture, Ceramics, Graphic Art

Instruction: Expository lectures criticism and learner presentation. Supervised integrated fine art practical placement. A continuation of one [ 1] of the study selected under the second year of study, namely Painting III, Sculpture III, Graphic Art III.

Credits: 32

Assessment: Continuous assessment through regular submission of sketches, working drawings, Marquette for evaluation and criticism for the benefit of the learner through supervised integrated fine art placement, participation in class and practical portfolio and assignments.

Summative Assessment: Examination through portfolio

Prerequisites: FAS311 and FAS322

FAS422 Painting or Sculpture, Graphic Arts or Ceramics

Purpose: Introductory course on research design and methodology.

Contents: Painting, Sculpture, Ceramics, Graphic Art

Instruction: Expository lectures criticism and learner presentation. Supervised integrated fine art practical placement. A continuation of one [ 1] of the study selected under the second year of study, namely Painting III, Sculpture III, Graphic Art III

Credits: 32

Assessment: Assessment through regular submission of sketches, working drawings, Marquette for evaluation and criticism for the benefit of the learner through; supervised integrated fine art placement. Participation in class and practical portfolio and assignments

Summative Assessment: Examination through portfolio

Prerequisites: FAS311 and FAS322

POA411 Aesthetic and Philosophical study of art and ornament

Purpose: An advanced critical field study of theories/ visual culture and its criticism in contemporary art practices. Studies of on museums, galleries, curatorship, collecting and other contemporary forms of art practice such as performance art, video art, body art etc.

Contents: The following themes, inter alia, will be introduced; post modernism, art and change, art anarchy, art and totalitarianism. 20th century case studies-Europe and South Africa. Exploration of the various perspectives/methodologies conversant with post/modern evaluation, appreciation, dismissal, interpretation and reinterpreted of art by various scholars throughout the world.

Instruction: 1 hour lecture and one seminar per week @ Field work/ interviews on gallery/museums.
POA422: History and Development of Machine Generated Images

**Purpose:** Each learner will be exposed to the basic research study process of critical theories in modern and contemporary art practices: painting, photography and other art forms such as sculptures and new media-video art.

**Contents:** Research To present a course in research methodology that provides learners with advanced that facilitate the development and understanding of contemporary art practice and that will enable them to carry out a limited research study. Using various interpreting perspectives/methodologies conversant with post/modern practices relative the evaluation, appreciation, interpretation of visual art by various scholars since the beginning of the 19th century to the present.

**Instruction:** 1 hour per week at field work/interviews on gallery/museums

**Credits:** 10

**Assessment:** Course work based on the presentation of a seminar/mini research paper and an essay.

**Summative Assessment:** 3 hour examination

**Prerequisites:** All 300 level modules

POA401 Selected Research Topic

**Purpose:** Each learner will be exposed to the basic research process.

**Contents:** This is a lecture based course aimed at introducing students to various research methodologies in preparation for post graduate research study.

**Instruction:** 1 hour per week self-study and learner presentation. Supervised research on an approved topic

**Credits:** 12

**Assessment:** Submission of a mini research document on an approved topic.

**Prerequisites:** All 300 level modules

PCS211/PCS222 Practical Community Service

**Purpose:** The purpose is to provide practical training to artists, so that they will be able to work independently in communities, gaining an introduction to painting, sculpture, graphic art and drawing. Community engagement is embedded in the curriculum.

**Content:** Introduction and understanding of Visual Art and Concepts

- Empirical Art History Data (Name of the artist, Title of work, Date of execution, Medium used)
- Visual Journal / Source Book. (Sketching, etc.)
- Exploring and technical application of Visual Art Materials
- Field trips to apply knowledge and skills in practice in community-based activities

**Contact hours:** 8 hours

**Examination:** 3 hour written examination

**Practical:** Portfolio examination

**Credits:** 16 credits each

**Practical Work:** Field trips to do community service learning.
**PMI211/222 Project Management Induction**

**Purpose:** The purpose is to provide practical training to artists, so that they will be able to work independently in communities, gaining an introduction to painting, sculpture, graphic art and drawing. Community engagement is embedded in the curriculum.

**Content:**
- Introduction and understanding of Visual Art and Concepts
- Empirical Art History Data (Name of the artist, Title of work, Date of execution, Medium used)
- Visual Journal / Source Book. (Sketching, etc.)
- Exploring and technical application of Visual Art Materials
- Field trips to apply knowledge and skills in practice in community-based activities

**Contact hours:** 8 hours  
**Examination:** 3 hour written examination  
**Practical:** Portfolio examination  
**Credits:** 16 credits each.  
**Practical Work:** Field trips to do community service learning.

**VAR111 Visual Literacy**

**Purpose:** The purpose is to provide practical training to artists, so that they will be able to work independently in communities, gaining an introduction to painting, sculpture, graphic art and drawing. Community engagement is embedded in the curriculum.

**Content:**
- Introduction and understanding of Visual Art and Concepts,  
- Empirical Art History Data (Name of the artist, Title of work, Date of execution, Medium used) Visual Journal / Source Book. (sketching, etc)  
- Exploring and technical application of Visual Art Materials  
- Field trips to apply knowledge and skills in practice in community-based activities

**Contact hours:** 120 hours  
**Examination:** 3-hour written examination  
**Practical:** Portfolio examination  
**Credits:** 16 credits  
**Practical Work:** Field trips to do community service learning.

**VAR121 Visual Literacy**

**Purpose:** The purpose is to provide further practical training to artists, enabling them to work independently in communities, gaining specialisation in painting, sculpture, graphic art and drawing. Community engagement is extended to more independent activities.

**Content:**
- Introduction and understanding of Visual Cultural Studies and Concepts  
- Empirical Data: Art History up to Modern Art History, including Fort Hare art collection (Name of artist, Title of work, Date of execution, Medium used) Visual Journal / Source Book (sketching, etc)  
- Exploring and technical application of Visual Culture materials  
- Field trips to apply knowledge and skills in practice in community-based activities

**Contact hours:** 120 hours  
**Examination:** 3 hour written examination
MSM311 Museum Studies

Purpose: The purpose of this module is to expose learners into the field of museums and galleries; Drawing from South African Museums Association, ICOM and related international bodies, the module provide a sound foundation of museum studies across the whole church of museums. It explores both public funded museums, independent museums, art galleries, private collection as well as museums operating as trusts.

Content: Examination of the Definition of ‘Museum', the origin of museums and the Role of Museums in Society. The generic use of the term, museum, and looks at curatorship and roles of a curator in very broad terms. The content of the modules also looks at the functions of museums such as research, collecting, education, communication, conservation, display and exhibitions, outreach and information development in great detail.

Instruction: 3 hours per week lectures, assignments, tutorials, class tests and learner presentations.

Credits: 16

Assessment: Continuous assessments through assignments, seminars, tutorials, class tests and essays.

Summative Assessment: 3 hours examination

Prerequisite: None

MSM321 Museum Studies

Purpose: The purpose of this module is to provide a foundation for the study of museology which embraces a wide range of museums across the sector; these include personality museums, ethnographic museums, sciences museums, local history museums, maritime museums, and many more. It essentially prepares learners for the entry into the museum sector as well as how to identify areas of interest in the entire field.

Content: Museums Best Practices and Professional Standards as stipulated in the South African Museums Association (SAMA) Constitution, ICOM and ICOMOS. Legislative frameworks governing national museums such National Cultural Institutions Act No. 119 of 1988 and many other regulatory policies. Museums Policies embracing acquisitions policies, collecting policies, accessioning, de-accessioning, Boards, Museums Code of Ethics and many other museological practices including managing collections

Instruction: 3 hours per week lectures, assignments, tutorials, class tests and learner presentations.

Credits: 16

Assessment: Continuous assessments through assignments, seminars, tutorials, class tests and essays.

Summative Assessment: 3 hours examination

Prerequisite: None
APM 311 Arts Policy and Management

Purpose: The purpose of this module is to provide a comprehensive understanding of policy-making in the arts in public and private sectors alike; and interrogates a wide range approaches to arts policy formulation employed in writing White Papers on the Arts as well as policy reviews conducted in South Africa and beyond.

Content: The State and the Arts; Government Frameworks, Approaches to Arts Policy Formulation; Support for the Arts in a democratic state – Best Practices; Subsidized versus Commercial Arts; Multiculturalism versus Cultural Identity – Case Studies; Managing Resources in the Digital Age; International practices and Cultural Heritages.

Instruction: 3 hours per week lectures, assignments, tutorials, class tests and learner presentations.

Credits: 16

Assessment: Continuous assessments through assignments, seminars, tutorials, class tests and essays.

Summative Assessment: 3 hours examination

Prerequisite: None

APM 321 Arts Policy and Management

Purpose: The purpose of this module is to provide a framework for policy-making in the arts in general; it explores the tensions between public and private funding agencies. And provides tools for the development of strategies applicable to both third-world, developing and fully-developed countries and cover both the visual arts and performing arts.

Content: Support for the Arts in a democratic state – Best Practices; Subsidized versus Commercial Theatre; State institutions versus commercial galleries; Private Collections versus State-funded collections. Multiculturalism versus Cultural Identity – Case Studies; Managing Resources in the Digital Age; International practices and Cultural Heritages.

Instruction: 3 hours per week lectures, assignments, tutorials, class tests and learner presentations.

Credits: 16

Assessment: Continuous assessments through assignments, seminars, tutorials, class tests and essays.

Summative Assessment: 3 hours examination

Prerequisite: None
FINE ART MASTERS

MFA701 A portfolio of artistic presentation in a chosen field

**Purpose:** Each learner will be exposed to the basic research process.

**Contents:** To present a course in research methodology that provides students with advanced postgraduate degree that will illustrate the developmental maturity and understanding of the learner and the ability to handle the themes that will enable them to carry out a limited research study. To demonstrate the link between research and the ability to illustrate the candidate’s independent evaluation of theory in fine art. To demonstrate the link between research and the evaluation of practice in fine art.

**Instruction:** Expository lectures, criticism, demonstration and learner presentation. Supervised research on an approved topic

**Credits:** 64

**Assessment:** The learner’s research report will be assessed.

MFA702 A portfolio of ancillary developmental artistic works directly related to the chosen field

**Purpose:** The learner will be exposed to the basic research process of practical creative works relevant and in creative preparation and supportive to the main body of works i.e. [MFA701]

**Contents:** To present a research in the understanding of the practical work itself. This is the creative machinery, the brain behind experimentation in the process of finding oneself.

**Instruction:** To demonstrate the link between research and evaluation of the learner’s individual creative ability and how he has learned throughout the years in fine art. The final evaluation will be based on the learner’s final practical artistic presentation and the ability to handle the topic creatively

**Credits:** 64

**Assessment:** The learner’s final creative practical presentation and supporting components will be assessed

MFA703 A final artistic presentation [exam piece] completed within the certain period of time

**Purpose:** A final evaluation of based on a final presentation [exam piece] creative practical work completed within certain period of time.

**Contents:** Practical examination and any relevant supportive exploration and developmental documents made within the required period. The examiners must be satisfied that the candidate is capable of independent creative ability

**Instruction:** The final evaluation will be based on the learner’s final practical artistic presentation and the ability to handle the topic creatively.

**Credits:** 64

**Assessment:** The learner’s final creative practical presentation and supporting components will be based on continuous assessment based on seminars and tutorials.
MFA704 An extended essay/visual document [Research document] directly related to the chosen field of study

**Purpose:** Each learner will be exposed to the basic research process.

**Contents:** To present an extended essay/visual document in research procedures that provides learners with hands on experience in methodology that will enable them to carry out a limited scope research study. To demonstrate the link between research and the evaluation of practice in history of art. To demonstrate the ability by the learner to submit preliminary papers involving analysis and synthesis of relevant papers

**Instruction:** Expository lectures, seminars and learner presentation. Supervised research on an approved topic.

**Credits:** 64

**Assessment:** The learner’s research report will be assessed. Continuous assessment based on seminars and tutorials

Career Opportunities for fine arts graduates include but are not limited to:

- Having regular exhibitions locally and internationally and establish one’s own audiences as an artist;

- Become *commission specialists* by focusing on commissioned work (public sculpture or portraiture) provided by public entities, corporates, banks and private collectors alike.

- Policy strategists by *writing arts policies*, reviewing and presenting policy strategies to governments, arts councils, heritages institutions and museums.

- Work as *curators* in the creative industries such as art galleries, art museums including international exhibitions.

- Work in the education sector as *art teachers, lecturers* or establish art schools in their respective communities.

- Establish private *art dealerships* (or commercial galleries) and promote visual artists and become part of the art world.

- Join the design industry as a layout artist, designer or web-designer or art director in any of the related sectors.

- Become *an illustrator* for fashion, media houses and/or children’s books or independent writers et al.
HISTORY

Purpose: A survey course on world history aimed at sketching an overview of the creation and formation of our modern world.
Credits: 8
Continuous assessment: through tests, tutorial tasks and writing of assignments
Summative assessment: A one and half (1½) hour end of term examination
Prerequisites: None

Purpose: A continuation of the survey course aimed at providing a broad introduction and philosophical framework necessary for an understanding of the evolution of our modern society.
Credit: 8
Continuous assessment: through tests, tutorial tasks and writing of assignments
Summative assessment: A one and half (1½) hour end of term examination
Prerequisites: None

HIS124F: Contemporary Themes in the Global and African Past (Part 1: from pre-colonial times - c. 1700)
Purpose: A survey course aimed at examining the formative factors in the evolution of the South African history in the context of African history.
Credit: 8
Continuous assessment: through tests, tutorial tasks and writing of assignments
Summative assessment: A one and half (1½) hour end of term examination
Prerequisites: HIS114F, HIS115F

HIS125F: Contemporary Themes in the Global and African Past (Part 2: from 1700 – c. 1900)
Purpose: A continuation of a survey course aimed at giving an overview of South African history in the context of contemporary African and global history.
Credit: 8
Continuous assessment: through tests, tutorial tasks and writing of assignment
Summative assessment: A one and half (1½) hour end of term examination
Prerequisites: HIS114F, HIS115F

HIS114/114E Discovering the Origins of the Global and African Past
Purpose: To make learners aware of the socio-economic processes and political trends at work in the creation and formation of our modern world.
Content: A broad introduction and historical framework necessary for an understanding of the origins of our modern society. This overview course traces the origins of key building blocks of our societies and also seeks to counter Eurocentric views of world history, and thereby develops comparisons of change across space and time. Learners will therefore become aware of the socio-economic processes and political trends laying the foundation for the creation and formation of our modern world.
Instruction: 180 minutes per week; Lectures, tutorials, essay writing and presentations.
Credits: 16
Assessment: Continuous assessment through tutorial participation, written assignments and tests accounting for 50% of the module mark
Summative Assessment: 3 hour examination
Prerequisites: None

HIS124/124E Contemporary Themes in the Global and African Past
Purpose: To make learners aware of the importance of knowing and understanding the past of humanity in order to comprehend the evolution of modern global and African society.
Content: A broad introduction and historical framework necessary to an understanding of the evolution of our modern society. This overview course traces the evolution of key building blocks of our societies and also seeks to counter Eurocentric views of world history, and thereby develop comparisons of change across space and time. Learners will therefore become aware of the socio-economic processes and political trends at work in the creation and formation of our modern world.
Instruction: 180 minutes per week; Lectures, tutorials, essay writing and presentations.
Credits: 16
Assessment: Continuous assessment through tutorial participation, written assignments and tests accounting for 50% of the module mark
Summative Assessment: 3 hour Examination
Prerequisites: None

HIS211/211E The Modern West 1870 -1990
Purpose: Learners will see the universal impact of the socio–economic and political upheavals and revolutions of the Western World on theirs and the world generally.
Content: An analysis of how and why the revolutionary processes sometimes breed new crises instead of solving the old ones (the case of America’s road from a colonial status to a world power; the post Napoleonic crises in France; the world after World War II).
Instruction: 180 minutes per week; Lectures (learners are given academic support material), tutorials and essay writing by learners.
Credits: 16
Assessment: Oral work done during tutorials, written tests (minor and major) assignments all making up 50% Semester mark
Summative Assessment: 3 hour Examination
Prerequisites: HIS111/111E and HIS122/122E or HIS114/114E and HIS124/124E

HIS222/222E Sub-Saharan Africa: 1870-1990
Purpose: An Introduction to Sub-Saharan African History from mid-nineteenth century to the contemporary times.
Contents: An introspection of selected themes on Arabic influences, slavery, African kingdoms, foreign explorers, mission lobby and advent of colonialism, transformation and colonial legacies as well as decolonisation of Sub-Saharan Africa – a regional study.
Instruction: Lectures, tutorials and essay writings.
Credits: 16
Assessment: Oral work done during tutorials, written tests (minor and major) assignments
all making up 50% Semester mark

**Summative Assessment:** 3 hour examination
**Prerequisites:** HIS111/111E and HIS122/122E or HIS114/114E and HIS124/124E

**HIS311/311E Introduction to Historiography**

**Purpose:** An intensive introduction of learners to the Philosophy of History and the History Method, as well as assisting them to comprehend the evolution of South African Historiography.

**Contents:** An examination of Historical Method and the dynamics involved in the process of construction, synthesis and representation of a narrative. Classification of historical sources and other strands and aspects of heritage (museology, archival study, oral histories, ethnography, life-histories, genealogies and the study of and family pedigrees). An in-depth examination of the evolution of South African historiography from the Settler and British school of the nineteenth century to the emergence of post-colonial/postmodern history theory of the late twentieth century.

**Instruction:** 180 minutes per week. Lectures, seminar series and seminar essays as well as research projects.

**Credits:** 16

**Assessment:** Learners will be required to write ONE full assignment during the course

**Summative Assessment:** 2 hour Examination

**Prerequisites:** HIS211/211E and HIS222/222E

**HIS312/312E International Relations since 1945**

**Purpose:** An examination of International Relations and the Modern World from the Second World War to the end of the twentieth century.

**Content outline:** A study of selected broad themes on the divided world (i.e. Cold War), cases of conflicts and confrontations in Europe, the Near East, Far and the Middle-East; the collapse of the Soviet system as well as the emergence of the Arabic union as a World Force. Content also offers an examination of the process of decolonization/liberation focusing specifically to Africa, Asia and the Middle-East, as well as the formation of the Non-Aligned Movement.

**Instruction:** 180 minutes per week; Lectures, seminar series and seminar essay presentations.

**Credits:** 16

**Assessment:** Learners will be required to write ONE full assignment during the course

**Summative Assessment:** 2 hour Examination

**Prerequisites:** HIS211/211 and HIS222/222E

**HIS323/323E The Eastern Cape**

**Purpose:** To teach the learners to appreciate the historical importance of geographical (land) and political (legislative acts) factors in the making of the history of the Eastern Cape.

**Content:** An examination of the setting for the initial contact and subsequent interaction between the settlers and pre-colonial African societies in the mid-18th century until South Africa’s first democratic elections in April 1994. The transition from physical war to ideological battle is also dealt with in the analysis of the activities (political and literal) of selected individuals from the ‘New African Elite’.

**Instruction:** 180 minutes per week; Lectures, seminar series and seminar essay presentations.

**Credits:** 16
Assessment: Learners will be required to write ONE full assignment during the course
Summative Assessment: 2 hour Examination
Prerequisites: HIS211/211E and HIS222/222E

HIS324/324E South Africa’s Liberation Struggle in the 20th Century
Purpose: Learners become critically aware of their place, role and position in society and also aware of the importance of participating as responsible citizens (in the interest of promoting the reconciliatory mission) in the life of local, national and global communities.
Content: A phase–by-phase thematic narrative of the major political and / ideological tendencies that have shaped the liberation struggle in South Africa. It also examines the evolution of the major political organizations and their formative/stimulating effect and influence on trade unionism, working –class movements and rural resistance upsurge.

Instruction: 180 minutes per week; Lectures, seminar series and seminar essay presentations.
Credits: 16
Assessment: Learners will be required to write ONE full assignment during the course
Summative Assessment: 2 hour Examination
Prerequisites: HIS 211/211E and HIS 222/222E

HISTORY HONOURS
HIS501/501E Research Project – Mini Dissertation
Credits: 30

HIS502/502E Philosophy of History – Method, Technique and Historiography (Compulsory)
Purpose: Learners are introduced to the significant trends in the study of history as an academic discipline. They are also equipped with skills that they will be required to apply when they embark upon historical research.
Content: The course deals with two main sets of issues that are involved with the study and production of history. These are basic questions that relate to methodology. Questions about what it is that the historians actually do; their reasons for doing it; the sort of evidence they use and the location of such resources as well as the way in which the historians use the evidence at their disposal. The course also examines the broad historiographical themes in a way that addresses the questions of how, when, and why changes have taken place in the ways in which history is researched, written and understood.
Instruction: 180 minutes per week; Lectures, seminar presentations by learners, seminar papers/essays and practice of history (oral history projects).
Credits: 26
Assessment: Not less than six months assignments – matching the number of seminars delivered, both seminars and assignments making up 50% of the semester mark
Summative Assessment: 3 hour Examination

HIS503/503E: A theme from South African History – The Eastern Cape: Society And Politics (19th century)
Purpose: Learners will see the critical role of the European missionary as both an agent of change and/or socio-cultural transformation and a key factor in the
development of the relationship between the natural rulers and the Colonial
government in the 19th century Eastern Cape.

Content: An analysis of the interactive factors and various forces (religious frontiers, cultural frontiers, political frontiers that were instrumental in the evolution of the race relations in the Eastern Cape primarily and greater South Africa secondarily.

Instruction: 180 minutes per week; Lectures, seminar presentations by learners, seminar papers/essays, practice of history (oral history projects), self-study.

Credits: 26

Assessment: Not less than six months assignments – matching the number of seminars delivered, both seminars and assignments making up 50% of the semester mark

Summative Assessment: 3 hour Examination

HIS504/504E: A Special Theme from African History - Environmental History

Purpose: Learners will be aware of both the issues relating to society and the environment in Africa and the impact of politics, economics, social structures, technologies and other value systems on the natural environment.

Content outline: An Introduction to African Environmental history and theories of management of natural landscape and ecology as well as an examination of pre-colonial, colonial and post-colonial conservationist discourse; human dynamics and ecology in Southern Africa.

Instruction: 180 minutes per week; Lectures, seminar series, seminar presentations and research projects

Credits: 26

Assessment: Not less than six months assignments – matching the number of seminars delivered, both seminars and assignments making up 50% of the semester mark

Summative Assessment: 3 hour Examination

HIS505/505E: A Special Theme on International Relations – 20th Century Africa and the World History

Purpose: Learners will see the changing nature of Imperial pattern and transformation of colonial Africa to independence in the post WWII period, as well as the interaction of Africa with the international world in this period.

Content: Examination of the changing colonial order and Africa independence from the late 1950s to the 1990s. Content also offers a study of Africa in the expanding arena of international politics and an examination of Africa as an active international force in the post - colonial period.

The course also offers a brief background to the initiatives of the Africa Union and NEPAD.

Instruction: 180 minutes per week expository lectures, seminar series and seminar essays.

Credits: 26

Assessment: Not less than six months assignments – matching the number of seminars delivered, both seminars and assignments making up 50% of the semester mark

Summative Assessment: 3 hour Examination
HISTORY MASTERS AND DOCTORAL DEGREE BY RESEARCH

HIS700  A Masters degree in History by research is offered to suitable candidates. Research topics for these degrees are chosen in consultation with the Head of Department and are subject to the final approval by the Faculty Research and Higher Degrees Committee.

HIS900  A Doctoral degree in History by research is offered to suitable candidates. Research topics for these degrees are chosen in consultation with the Head of Department and are subject to the final approval by the Faculty Research and Higher Degrees Committee.

MUSIC

The study of Music as an academic discipline equips learners with various skills in the historical, theoretical and practical dimensions thereof. At the University of Fort Hare there is a strong emphasis on African music, in each of the abovementioned areas. However, learners are also given exposure to elements of Western Classical Music, such as opera and symphony, as well as elements of Jazz music. Learners are also given exposure to various areas of practical music – inter alia: choral music; marimba band; uhadi and the piano.

Bachelor of Arts in Music (Alice)

MUC111 Choral Music
Purpose: To introduce students to choir work.
Content: Choral music literacy, Introduction to choral conducting, Introduction to choral management
Instruction: One lecture per week
Credits: 8
Assessment: Continuous assessment through class tests and assignments
Summative Assessment: Average of Continuous Assessment marks
Prerequisite: Positive outcome of audition before registration

MUC112 Choral Music (Practical)
Purpose: To give students the opportunity to sing choral literature and to supply instrumental accompaniment where required.
Contents: Western choral music literature, Xhosa and other African Choral music literature.
Instruction: One lecture per week
Credits: 8
Assessment: Continuous assessment through class tests and performances.
Summative Assessment: (One) Practical Examination
Prerequisite: Positive outcome of audition before registration

MUC121 Choral Music
Purpose: This is a continuation of MUC111
Content: Choral music literacy, Introduction to choral conducting, Introduction to choral management
Instruction: One lecture per week
Credits: 8
Assessment: Continuous assessment through class tests and assignments.
Summative Assessment: Average of Continuous Assessment marks
Prerequisite: MUC111

MUC122 Choral Music (Practical)
Purpose: Singing and instrumental performance related to choral music.
Content: Western Choral music literature; Xhosa and other African choral music literature; Expository lectures and learner presentation. Supervised integrated practical experiences and tasks
Instruction: One lecture per week
Credits: 8
Assessment: Continuous assessment through class tests and performances
Summative Assessment: Practical Examination
Prerequisite: MUC112

MUC211 Choral Music
Purpose: To continue the choir work presented in the first year
Content: Choral singing; Rehearsal techniques; Beginner- level choral adjudication
Instruction: One period per week
Credits: 8
Assessment: Continuous assessment through class tests and assignments.
Summative Assessment: Average of Continuous Assessment marks
Prerequisite: MUC111 and MUC121

MUC212 Choral Music (Practical)
Purpose: To continue to give students the opportunity to sing choral literature and to supply instrumental accompaniment where required
Content: Western choral music literature; Xhosa and other African music literature.
Instruction: One lecture per week
Credits: 8
Assessment: Continuous assessment through class tests and assignments.
Summative Assessment: Practical Examination.
Prerequisite: MUC112 and MUC122

MUC221 Choral Music
Purpose: To consolidate concepts taught in MUC 211
Content: Choral conducting; Choral adjudication (continued); Choral arranging; Staff to solfa; Choral interpretation.
Instruction: One period per week
Credits: 8
Assessment: Continuous assessment through class tests and assignments.
Summative Assessment: Average of Continuous Assessment marks
Prerequisite: MUC211

MUC222 Choral Music (Practical)
Purpose: To extend concepts and principles introduced in MUC 212 one grade level higher.
Content: Afro/Western choral music literature; Eclectic African vocal music literature; Performed to accompaniment on a western instrument.
Instruction: One lecture per week.
Credits: 8
Assessment: Continuous assessment through class tests and assignments.
Summative assessment: Practical Examination.
Prerequisite: MUC212

MUC311 Choral Music
Purpose: To elevate learners to an advanced artistic level.
Contents: Choral interpretation; Poetic understanding; Voice production (junior level); Staff to solfa; Choral arrangements.
Instruction: One lecture per week
Credits: 16
Assessment: Continuous assessment through class tests and assignments.
Summative Assessment: 3 hour Examination.
Prerequisite: MUC211 and MUC212,

MUC312 Choral Music (Practical)
Purpose: To have students participate in more demanding ensemble singing activity. To expose students to various world styles of ensemble activities.
Contents: Western Choral Music; African Choral Music; World Choral Music
Instruction: One period per week
Credits: 16
Assessment: Continuous assessment through class tests and assignments.
Summative Assessment: One practical Examination
Prerequisite: MUC212 and MUC222

MUC321 Choral Music
Purpose: To consolidate concepts learnt in MUC 311 and to enhance the vocal performance and choral training skills of learners.
Contents: Choral interpretation (continued); Poetic understanding (continued); Voice production (senior level); Staff to solfa/solfa to staff; the teaching of songs.
Instruction: One period per week
Credits: 16
Assessment: Continuous assessment through class tests and assignments.
Summative Assessment: 3 hour Examination.
Prerequisite: MUC211, MUC221 and MUC 311

MUC322 Choral Music (Practical)
Purpose: To continue to give students the opportunity to sing choral literature and to supply instrumental accompaniment where required.
Contents: Western choral music literature; Xhosa and other African choral music literature.
Instruction: One period per week
Credits: 16
Assessment: Continuous assessment through class tests and assignments.
Summative Assessment: one practical Examination
Prerequisite: MUC212, MUC222 and MUC312

MUS111 Introduction to Music History and Theory
Purpose: To equip learners with knowledge of basic Music History and Theory
Content: African and World Music: music in contexts and history; scales; intervals and triads; key signatures; time signatures; regular and irregular rhythms; indigenous Xhosa Melodies.
Instruction: Weekly lecture sessions
Credits: 8
Assessment: Continuous assessment through class tests and assignments.
Summative Assessment: 2 Hour Examination
Prerequisites: None

MUS122 Practical Music Theory
Purpose: Beginner level: music performance skills and knowledge in music theory
Content: African Music; Jazz and Western Music; keyboard harmony; key and time signatures; scales/modes, intervals and harmonies; forms and structures.
Instruction: Two lectures per week
Credits: 8
Assessment: Continuous assessment through class tests and assignments.
Prerequisites: None

MUS121 Music History and Theory
Purpose: To equip learners with the knowledge of basic Music History and Theory
Content: Western Music History: Introduction and Survey of eras, genres and composers (Baroque); form; structure; harmonies.
Instruction: Weekly lecture sessions
Credits: 8
Assessment: Continuous assessment through class tests and assignment.
Summative Assessment: One 2 hour Examination
Prerequisites: None

MUS112 Practical Music Theory
Purpose: Continuation of MUS 121; performance skills and music theory
Content: African Music; Jazz and Western Music; keyboard harmony; key and time signatures; harmonies; scales/modes; forms; structures.
Instruction: Two lectures per week
Credits: 8
Assessment: Continuous assessment through class tests and assignments.
Prerequisites: None

MUS211 Music History and Theory
Purpose: To continue to equip the learners with the knowledge of basic Music History and Theory.
Instruction: Two lectures week
Credits: 8
Assessment: Continuous assessment through class tests and assignments.
Summative Assessment: 2 hour Examination.
Prerequisites: MUS111 and MUS 121

MUS212 Practical Music Theory
Purpose: Music performance skills and knowledge in music theory
Content: African Music; Jazz and Western Music; keyboard harmony; forms; structures; harmony; transcriptions; analysis.
Instruction: Two lectures per week
Credits: 8
Assessment: Continuous assessment through class tests and assignments.
Prerequisites: MUS112 and MUS 122

MUS221 Music History and Theory
Purpose: To continue to equip learners with knowledge in Music History and Theory
Content: Overview of Western Music (Classical period); genres; composers; works; form; structure; harmony.
Instruction: Weekly lecture sessions
Credits: 8
Assessment: Continuous assessment through class tests and assignments.
Summative Assessment: 2 Hour Examination
Prerequisites: MUS 111 and MUS121

MUS222 Practical Music Theory
Purpose: Music performance skills and knowledge in music theory
Contents: Western Music; Jazz and African Music; music theory in praxis; continuation of concepts learnt in MUS 221.
Instruction: Two lectures per week
Credits: 8
Assessment: Continuous assessment through class tests and assignments.
Prerequisites: MUS112 and MUS122

MUS311 Music History and Theory
Purpose: To continue to equip learners with the knowledge of basic Music History and Theory.
Contents: Music History and Theory: Consolidation of concepts learnt in MUS 211; African Music and World Music; music concepts; music in contexts; forms and structures.
Instruction: Two lectures per week
Credits: 16
Assessment: Continuous assessment through class tests and assignments.
Summative Assessment: 3 hour Examination
Prerequisites: MUS211 and MUS221

MUS312 Practical Music Theory
Purpose: Proficiency in practical music making and knowledge in music theory
Contents: African Music; Jazz and Western Music; Keyboard Harmony; analysis.
Instruction: Two lectures per week
Credits: 16
Assessment: Continuous assessment through class tests.
Summative Assessment: One practical Examination
Prerequisites: MUS212 and MUS222

MUS321 Music History and Theory
Purpose: To continue to equip learners with the knowledge of basic Music History and Theory
Contents: Continuation of MUS 221, Overview of Western Music History (Romantic period): genres; composers; selected compositions; forms and structures.
Instruction: Weekly lecture sessions.
Credits: 16  
Assessment: Continuous assessment through class tests and assignments.  
Summative Assessment: 3 Hour examination.  
Prerequisites: MUS211 and MUS221  

MUS322 Practical Music Theory  
Purpose: Continuation of MUS312  
Contents: African Music; Jazz and Western Music; Keyboard Harmony; analysis.  
Instruction: Two lectures per week  
Credits: 16  
Assessment: Continuous assessment through class tests.  
Summative Assessment: Practical Examination.  
Prerequisites: MUS212 and MUS222

Bachelor of Music (East London)

The Bachelor of Music is offered on the East London campus only. In the third year students will have to specialize in one of the following streams: Performance (solo singing/instrument); Musicology/Ethnomusicology; Music Technology and Production; Music and Arts Administration.

BML – Basic Music Literacy (East London)

BML is a course designed for students who do not meet the entrance requirements for MUT 100 level. After successful completion of BML 111E and BML 121E students can enter the first year music theory module MUT 111E. Students who had to register for BML in their first year can take MUT 300 level modules in the fourth year. BML is not credit bearing and open to the public.

BML 111E Basic Music Literacy
Purpose: To equip learners with basic knowledge and skills in music theory and notation.  
Content: Notation; note values; bar lines and time signatures; scales; intervals; chords; sequences; harmony; keyboard skills.  
Credits: Not credit bearing.  
Instruction: Weekly lecture sessions, tutorials, independent work with full scores, transcriptions and audio samples.  
Assessment: Continuous assessments through: class tests and assignments  
Summative Assessment: One 3 hour Examination.  
Prerequisite: No prerequisites.

BML 121E Basic Music Literacy
Purpose: Continuation of BML 111E, i.e. to equip learners with basic knowledge and skills in music theory and notation.  
Content: Notation; note values; bar lines and time signatures; scales; intervals; chords; sequences; harmony; keyboard skills.  
Credits: Not credit bearing.  
Instruction: Weekly lecture sessions, tutorials, independent work with full scores, transcriptions and audio samples.  
Assessment: Continuous assessments through: class tests and assignments  
Summative Assessment: One 3 hour examination.  
Prerequisite: No prerequisites.
MUT – MUSIC THEORY for Bachelor of Music (East London)

MUT111E Music Theory
Purpose: To equip students with music theory and performance skills
Content: Western music: scales/modes; intervals and triads, key signatures, time signatures, introduction to medieval, renaissance and early baroque music theory (form, structure, chords, cadenza models), African music: African rhythm, marimba skills, musical bows.
Instruction: 4 lectures per week
Credits: 16
Assessment: Continuous assessment through class test, concert and assignment
Prerequisite: Successful pass of theory entry test or BML

MUT121E Music Theory
Purpose: Continuation of MUT111E
Instruction: 4 lectures per week
Credits: 16
Assessment: Continuous assessment through class test, concert and assignment
Prerequisite: Successful pass of theory entry test or BML

MUT211E Music Theory
Purpose: To deepen knowledge in music theory and performance skills
Content: African music: pulse notation, African rhythms, Western music: introduction to the music theory of the romantic period (form, structure, harmony, chord progression, tonality)
Instruction: 4 lectures per week
Credits: 16
Assessment: Continuous assessment through class test, concerts and assignment
Prerequisite: Successful pass of MUT 111E and MUT121E

MUT221E Music Theory
Purpose: Continuation of MUT211 E, i.e. music theory and performance skills
Content: African music; marimbas ensemble, African chamber music, Neo-African, scales, improvisation technique, Western music: introduction to the theory of the late 19th and the 20th century (form, structure, tonality and harmony, rhythm, timbre).
Instruction: 4 lectures per week
Credits: 16
Assessment: Continuous assessment through class test, concerts and assignment
Prerequisite: Successful pass of MUT 111E and MUT 121E

MUT 312E Music Theory
Purpose: Music theory on advanced level.
Content: Theory of Western music (19th and 20th century) and Jazz: analysis of written works; chord progressions; structures and forms; composition techniques; improvisation; ornamentation; practical application of course content in
ensembles. African music: analysis of orally transmitted traditional music; structure and form; rhythmic patterns; composition and improvisation techniques; tonal systems; notation and transcription; practical application of course content in ensembles.

Credits: 16
Instruction: Weekly lecture sessions, tutorials, independent work with full scores, transcriptions and audio samples; practical application of music theory in ensembles
Assessment: Continuous assessments through: class tests and assignments
Summative Assessment: One 3 hour Examination
Prerequisite: Completion of 200 level MUT modules

MUT 322E Music Theory
Purpose: Continuation of MUT 311E, i.e. music theory on advanced level.
Content: Theory of Western music (19th and 20th century) and Jazz: analysis of written works; chord progressions; structures and forms; composition techniques; improvisation; ornamentation; practical application of course content in ensembles. African music: analysis of orally transmitted traditional music; structure and form; rhythmic patterns; composition and improvisation techniques; tonal systems; notation and transcription; practical application of course content in ensembles.

Credits: 16
Instruction: Weekly lecture sessions, tutorials, independent work with full scores, transcriptions and audio samples
Assessment: Continuous assessments through: class tests and assignments
Summative Assessment: One 3 hour Examination
Prerequisite: Completion of 200 level MUT modules

MSI - MUSIC SECONDARY INSTRUMENT (East London)
MSI111E Music Secondary Instrument
Purpose: To expose learners to a secondary instrument in order to gain skills in theory, accompaniment and conducting.
Contents: Scales; chords; pieces on secondary instrument; keyboard skills for choral conductors, singers and instrumentalists; ensemble skills for performances.
Instruction: One session per week.
Credits: 16
Assessment: Continuous assessment through tests, performances, technical work and weekly lesson participation, preparation and attendance.

MSI121E Music Secondary Instrument
Purpose: To expose learners to a secondary instrument in order to improve skills in theory, accompaniment, conducting and leading of ensembles.
Contents: Continuation of MSI111E. Pieces on secondary instrument; keyboard skills for choral conductors, singers and instrumentalists; ensemble techniques for performances.
Instruction: One session per week.
Credits: 16
Assessment: Continuous assessment through tests, performances, technical work and weekly lesson participation, preparation and attendance.
MSI211E Music Secondary Instrument

Purpose: To develop and improve skills in theory, accompaniment, conducting and leading of ensembles through a secondary instrument.

Contents: Keyboard skills for choral conductors, singers and instrumentalists; performance techniques for soloists and ensembles; chamber music and ensemble leading techniques.

Instruction: One session per week.

Credits: 16

Assessment: Continuous assessment through tests, performances, technical work and weekly lesson participation, preparation and attendance.

Prerequisite: Completion of 100 level modules MSI

MSI221E Music Secondary Instrument

Purpose: To develop and improve skills in theory, accompaniment, conducting and leading of ensembles through a secondary instrument.

Contents: Continuation of MSI211E. Keyboard skills for choral conductors, singers and instrumentalists; performance techniques for soloists and ensembles; chamber music and ensemble leading techniques.

Instruction: One session per week.

Credits: 16

Assessment: Continuous assessment through tests, performances, technical work and weekly lesson participation, preparation and attendance.

Prerequisite: Completion of 100 level modules MSI

MPI MUSIC PRACTICE, Primary Instrument (East London)

MPI111E Solo and Ensemble Singing / Solo Instrument

Purpose: To equip learners with basic steps in solo and ensemble singing/instrumental.

Content: Singing: Basic steps in vocal technique and musicianship; introduction to foreign languages and different styles; start a repertoire of suitable arias and ensembles. Optional conducting skills with the departmental vocal ensemble. Instrumental: Basic steps in instrument technique and musicianship; introduction to repertoire and different styles; start a repertoire of suitable solo works and ensembles.

Credits: 16

Assessment: Continuous assessment through solo and ensemble practical performances, recitals/concerts, technique tests and repertoire assignments; attendance and participation at solo lessons and ensembles.

MPI121E Solo and Ensemble Singing / Solo Instrument

Purpose: To develop skills in solo and ensemble singing/instrumental playing.

Content: Singing: Add vocalises to the simple warm-up procedures with theoretical knowledge; study staff notation and tonic sol-fa ensembles; research further genres for repertoire list, including more foreign language songs with translations. Optional conducting skills with the departmental vocal ensemble. Instrumental: Continue development of instrument technique and musicianship; introduction to additional repertoire and different styles; continue studying repertoire of suitable solo works and ensembles.

Credits: 16

Assessment: Continuous assessment through solo and ensemble practical
performances, recitals/concerts, technique tests and repertoire assignments; attendance and participation at solo lessons and ensembles.

MPI211E  **Solo and Ensemble Singing / Solo Instrument**

**Purpose:** To explore the range of skills required to present solo and ensemble performances.

**Content:** Singing: Applying knowledge of vocal techniques to learning of new songs and ensembles; develop Italian, German and French pronunciation and translation; learn rudiments small ensemble conducting. Add to repertoire lists. Instrumental: Applying knowledge of instrument techniques to learning of new pieces and ensembles; develop understanding of stylistic interpretation; learn principles of ensemble playing. Add to repertoire lists.

**Credits:** 16

**Assessment:** Continuous assessment through solo and ensemble practical performances, recitals/concerts, technique tests and repertoire assignments; attendance and participation at solo lessons and ensembles.

**Prerequisite:** MPI111E and MPI121E

MPI221E  **Solo and Ensemble Singing / Solo Instrument**

**Purpose:** To explore the range of skills required to present solo and ensemble performances.

**Content:** Singing: Examine the finer details of voice classification and the concept of Fach; introduce foreign language translations into printed programme of recital repertoire; coach vocal parts and conduct small ensemble. Instrumental: Further investigation into technique principles and the application thereof to learning and performing solo and ensemble pieces; develop understanding of stylistic interpretation. Add to repertoire lists.

**Credits:** 16

**Assessment:** Continuous assessment through solo and ensemble practical performances, recitals/concerts, technique tests and repertoire assignments; attendance and participation at solo lessons and ensembles.

**Prerequisites:** MPI111E and MPI121E

MPI311E  **Solo and Ensemble Singing / Solo Instrument (for students specialising in performance)**

**Purpose:** Select solo or solo with ensemble component and develop skills to prepare for professional level performances.

**Content:** Singing: Select solo and ensemble repertoire from at least five styles for a programme; include coloratura or dramatic arias reflecting new vocal and instrumental techniques; study appropriate presentation and actions; work on translations; self-assessment sessions; printed programme Instrumental: Select and study solo and ensemble repertoire from at least four different styles for a programme which explores various technique applications and stylistic performance requirements.

**Credits:** 32

**Assessment:** Continuous assessment through solo and ensemble practical performances, recitals/concerts, technique tests and repertoire assignments; attendance and participation at solo lessons and ensembles.

**Prerequisite:** MPI211E and MPI221E
MPI321E  Solo and Ensemble Singing / Solo Instrument (for students specialising in performance)
Purpose: Continuation of MPI311E, i.e. to prepare for professional standard performances.
Content: Singing: Prepare arias displaying high level of vocal technique (for solo component) and at least five contrasting styles; *viva voce* on technique and repertoire background; practical application of promotion procedures; optional conducting for ensemble component
Instrumental: Prepare a concert programme displaying high level of instrumental technique and contrasting styles; *viva voce* on technique and repertoire background; practical application of promotion procedures;
Credits: 32
Assessment: Continuous assessment through solo and ensemble practical performances, recitals/concerts, technique tests and repertoire assignments; attendance and participation at solo lessons and ensembles.
Prerequisite: MPI211E and MPI221E

MPI312E  Solo and Ensemble Singing / Solo Instrument (for students not specialising in performance)
Purpose: Select solo or solo with ensemble component and develop skills to prepare for professional level performances.
Content: Singing: Select solo and ensemble repertoire from at least three styles for a programme; include *coloratura* or dramatic arias reflecting new vocal and instrumental techniques; study appropriate presentation and actions; work on translations; self-assessment sessions; printed programme
Instrumental: Select and study solo and ensemble repertoire from at least three different styles for a programme which explores various technique applications and stylistic performance requirements.
Credits: 16
Assessment: Continuous assessment through solo and ensemble practical performances, recitals/concerts, technique tests and repertoire assignments; attendance and participation at solo lessons and ensembles.
Prerequisite: MPI211E and MPI221E

MPI322E  Solo and Ensemble Singing / Solo Instrument (for students not specializing in performance)
Purpose: Continuation of MPI312E, i.e. to prepare for professional standard performances.
Content: Singing: Prepare arias displaying high level of vocal technique (for solo component) and at least three contrasting styles; *viva voce* on technique and repertoire background; practical application of promotion procedures; optional conducting for ensemble component
Instrumental: Prepare a concert programme of at least three different styles displaying high level of instrumental technique and contrasting styles; *viva voce* on technique and repertoire background; practical application of promotion procedures;
Credits: 16
Assessment: Continuous assessment through solo and ensemble practical performances, recitals/concerts, technique tests and repertoire assignments; attendance and participation at solo lessons and ensembles.
Prerequisite: MPI211E and MPI221E

Year 4
MPI401E Solo and Ensemble Singing / Solo Instrument
Purpose: To put into practice vocal/instrumental skills in public performances
Content: Singing: Identify own set of vocal and instrumental exercises and practice routines; select repertoire for examination recital/concert including at least five contrasting styles; prepare professional programme; identify public venues to present recital/concert; for ensemble component arrange rehearsals; promote the public performance. Prepare an audition suitable for opera company work; prepare some curriculum vitae.
Instrumental: Select repertoire for examination recital/concert including multi-movement works and contrasting styles; prepare professional programme; identify public venues to present recital/concert; for ensemble/chamber music component arrange rehearsals; promote the public performance. Prepare a curriculum vitae / professional profile.
Credits: 52
Assessment: Midyear recital; Weekly solo lesson and ensemble/chamber music participation, preparation and attendance; professional portfolio (including recital programmes and curriculum vitae)
Summative Assessment: A public recital of either solo or solo with ensemble.
Prerequisite: Completion of MPI311E and MPI321E

MUH – HISTORY OF MUSIC (East London)
MUH111E Introduction to History of Music
Purpose: To equip the learners with the basic knowledge of Western and African Music History.
Content: Western music: Introduction to stylistic periods (Medieval and Renaissance); introduction to prominent composers; introduction to major genres of composition of western music.
African music: Introduction to Xhosa music; its characteristics, historical perspectives, composers; terminologies, geographical situation, world music.
Instruction: Weekly lecture sessions per week; 1 tutorial per week; independent listening sessions.
Credits: 16
Assessment: Continuous assessments through: class tests, weekly assignments, and two essays.
Summative Assessment: One 3 hour Examination.
Prerequisites: None

MUH121E History of Music (continuation of MUH111E)
Purpose: To equip the learners with the basic knowledge of Western and African Music History.
Content: Western music: Introduction to stylistic periods (Baroque and Classical era); introduction to prominent composers; introduction to major genres of composition of western music.
African music: Introduction to Xhosa music; its characteristics, historical perspectives, composers; terminologies, geographical situation. Introduction to world music, instrument classifications, critical listening, cultural and political considerations.
**MUH211E  History of Music**

**Purpose:** To develop the knowledge of specific eras in the history of Western and African music.

**Content:**
- **Western music:** The Romantic era. Focus will be on the most prominent genres, composers and compositions of these eras.
- **African music:** music of sub-Saharan Africa; social functions; historical perspectives; characteristics; composers; video examples; world music.

**Instruction:** Weekly lecture sessions; 1 tutorial per week; independent listening sessions.

**Credits:** 16

**Assessment:** Continuous assessments through: class tests, weekly assignments, and two essays.

**Summative Assessment:** One 3 hour Examination.

**Prerequisite:** None

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**MUH221E  History of Music (Continuation of MUH 211E)**

**Purpose:** To develop the knowledge of specific eras in the history of Western and African music.

**Content:**
- **Western music:** the late 19th and the 20th century. Focus will be on the most prominent genres, composers and compositions of these eras.
- **African music:** music of Sub-Saharan Africa; social functions; historical perspectives; characteristics; composers; video examples; world music.

**Instruction:** Weekly lecture sessions; 1 tutorial per week; independent listening sessions.

**Credits:** 16

**Assessment:** Continuous assessments through: class tests, weekly assignments, and two essays.

**Summative Assessment:** One 3 hour Examination.

**Prerequisite:** Completion of 100 level MUH modules

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**MUH 312E  Music History**

**Purpose:** To develop knowledge of specific eras, musicological/ethnomusicological approaches and philosophies in the history of Western and African Music

**Content:**
- **Western Music and Jazz:** The Romantic era and the 20th century; prominent genres (including Jazz), composers and compositions of this era, and how they are perceived historically and in the field of musicology. **African Music and World Music:** history of ethnomusicology; examples of African music; contexts of traditional music; new African music; world music.

**Credits:** 16

**Instruction:** Weekly lecture sessions, tutorials, independent work with full scores, transcriptions and audio samples

**Assessment:** Continuous assessments through: class tests and assignments

**Summative Assessment:** One 3 hour Examination

**Prerequisite:** Completion of 200 level MUH modules
MUH 322E  Music History
Purpose: To develop knowledge of specific eras, musico logical/ethnomusicological approaches and philosophies in the history of Western and African Music
Content: Western Music and Jazz: The Romantic era until 20th century; most prominent genres (including Jazz), composers and compositions of the 19th and 20th century, and how they are perceived historically and in the field of musicology; music and politics; development of musicology/ethnomusicology. African Music and World Music: basic ethnomusicological approaches to traditional music (including history of transcriptions); African music (traditional and new); contexts of traditional music; world music.
Credits: 16
Instruction: Weekly lecture sessions, tutorials, independent work with full scores, transcriptions and audio samples
Assessment: Continuous assessments through: class tests and assignments
Summative Assessment: One 3 hour Examination
Prerequisite: Completion of 200 level MUH modules

Music Technology Modules - Bachelor of Music
MTP 311E  Physics and Acoustics
Purpose: To develop knowledge in the theory and application of the physics of sound and acoustics.
Content: Theory and application of the physics of sound, sound waves, perception of sound (the human ear), environmental influences, acoustic treatment.
Credits: 16
Instruction: 1 session per week; tutorials; independent practicum; seminars;
Assessment: Continuous assessments through: class tests, assignments, essays and portfolios
Prerequisite: Completion of 200 level modules

MTP 312E  Synthesis
Purpose: To understand and apply the theory and principles of different sound synthesis techniques.
Content: Different sound synthesis types and techniques will be explored in depth, with a view to practical application.
Credits: 16
Instruction: 1 session per week; tutorials; independent practicum; seminars;
Assessment: Continuous assessments through: class tests, assignments, essays and portfolios
Prerequisite: Completion of 200 level modules

MTP 321E  Contemporary Arrangement
Purpose: To develop an understanding of the principles of contemporary arrangement.
Content: Analysis of contemporary music arrangement practices and styles with a view to application.
Credits: 16
Instruction: 1 session per week; tutorials; independent practicum; seminars;
Assessment: Continuous assessments through: class tests, assignments, essays and portfolios
Prerequisite: Completion of 200 level modules

MTP 322E Introduction to Recording and Mixing
Purpose: To introduce the student to foundational concepts relating to the recording and mixing of audio.
Content: Concepts of recording and mixing will be presented, including hardware and software implementations.
Credits: 16
Instruction: 1 session per week; tutorials; independent practicum; seminars;
Assessment: Continuous assessments through: class tests, assignments, essays and portfolios
Prerequisite: Completion of 200 level modules

Year 4
MTP 401E Recording
Purpose: To provide a more detailed, in-depth understanding of recording.
Content: Detailed theory and application of audio recording tools and techniques.
Credits: 26
Instruction: 1 session per week; tutorials; independent practicum; seminars;
Assessment: Continuous assessments through: class tests, assignments and portfolios. Students will have to present a portfolio of recordings as a major part of their assessment.
Prerequisite: Completion of 300 level modules, completion of MTP322E.

MTP 402E Mixing
Purpose: To provide a more detailed, in-depth understanding of mixing.
Content: Detailed theory and application of mixing tools and techniques.
Credits: 26
Instruction: 1 session per week; tutorials; independent practicum; seminars;
Assessment: Continuous assessments through: class tests, weekly assignments and portfolios. Students will have to present a portfolio of recordings as a major part of their assessment.
Prerequisite: Completion of 300 level modules, completion of MTP322E.

MTP 403E Multimedia and Advanced Digital Audio
Purpose: To expose students to the application of music technology to different types of multimedia. To gain an awareness of advanced topics within digital audio and music technology.
Content: Music technology in the context of other art forms such as theatre, dance and film, as well as online application of music technology. Control protocols, audio and MIDI specifications, common interchange formats and the mastering process will be covered.
Credits: 26
Instruction: 1 session per week; tutorials; independent practicum; seminars;
Assessment: Continuous assessments through: class tests, weekly assignments and portfolios
Prerequisite: Completion of the 300 level modules, completion of MTP322E.
Music and Arts Administration Modules - Bachelor of Music

MUA 311E  Introduction to Music and Arts Administration
Purpose: To develop knowledge in the fundamental pillars of administration and management in music and the arts in a broader sphere.
Content: Explore literature regarding Arts Administration practises as well as discussion into the context of working in the Arts
Credits: 16
Instruction: Weekly lecture sessions, tutorials, independent practicum and seminars
Assessment: Continuous assessments through: class tests, weekly assignments and participation, essays and portfolios
Prerequisite: Completion of 200 level modules

MUA 312E  Music and Performing Arts Management
Purpose: To develop knowledge in the fundamental pillars of administration and management in music and the arts in a broader sphere.
Content: Explore literature and practice in relation to managing artists, tour logistics and concert/performance riders
Credits: 16
Instruction: Weekly lecture sessions, tutorials, independent practicum and seminars
Assessment: Continuous assessments through: class tests, weekly assignments and participation, essays and portfolios
Prerequisite: Completion of 200 level modules

MUA 321E  Music and Arts Marketing
Purpose: To gain fundamental skill and understanding of music and arts marketing
Content: Focus will be on Marketing tools for music and the arts in general. Print, broadcast, online and social media mediums will be explored, as well as strategy development.
Credits: 16
Instruction: Weekly lecture sessions, tutorials, independent practicum and seminars
Assessment: Continuous assessments through: class tests, weekly assignments and participation, essays and portfolios
Prerequisite: Completion of 200 level modules

MUA 322E  Community Music and Arts Partnerships and Learning
Purpose: To gain fundamental skill and understanding of music and arts education, programming and partnerships.
Content: Focus will be on the principles of developing music education/outreach programmes, school and community engagement initiatives, and cultivating community partners.
Credits: 16
Instruction: Weekly lecture sessions, tutorials, independent practicum and seminars
Assessment: Continuous assessments through: class tests, weekly assignments and participation, essays and portfolios
Prerequisite: Completion of 200 level modules

Year 4:
MUA 401E  Music and Arts Organization Management
Purpose: To gain an understanding of the systems and strategic management of nonprofit entities in the Arts.
Content: Focus will be on governance, financial management, fundraising, human resources, and business planning.

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MUA 402E  Event and Festival Management in Music and the Arts
Purpose: To develop knowledge in event, festival and venue management.
Content: Focus will be on the processes involved in event, festival and venue management.
Credits: 26
Instruction: Weekly lecture sessions, tutorials, independent practicum and seminars
Assessment: Continuous assessments through: class tests, weekly assignments and participation, essays and portfolios
Prerequisite: Completion of 300 level modules

MUA 403E  Music Business Practice
Purpose: To develop knowledge in music business concepts and practice.
Content: Focus will be on music industry practice, legal frameworks, entrepreneurship, intellectual property and core business concepts.
Credits: 26
Instruction: Weekly lecture sessions, tutorials, independent practicum and seminars
Assessment: Continuous assessments through: class tests, weekly assignments and participation, essays and portfolios
Prerequisite: Completion of 300 level modules

MUC – MUSIC CHORAL (East London) – Year 4
MUC401E Advanced Choral Music (repertoire, management skills, conducting).
Purpose: To expose learners to advanced choral genres.
Contents: Choral music as found in the following genres: Operas, Symphonies, other genres, Choral Management Skills and Conducting.
Instruction: Two periods per week.
Credits: 26
Assessment: Continuous assessment via assignments and class tests.
Summative Assessment: 3 hour Examination.

MUC402E Advanced Practical Music (Choral and Singing Techniques)
Purpose: To expose learners to an advanced level of performance in choral music.
Contents: Singing; Choir Conducting; Performance on African and Western Instruments.
Instructions: Two periods per week.
Credits: 26
Assessment: Continuous assessment through class tests and assignments.
Summative Assessment: Practical performance.

MUS – MUSIC HISTORY, THEORY AND METHODOLOGY (East London) – Year 4
MUS401E African Philosophy of Music
Purpose: To give learners insight into African philosophy as found in Music.
Contents: African philosophy in music; anthropological and sociological approaches to African music.
Instruction: Two periods per week.
Credits: 26
Assessment: Continuous assessment through class tests and assignments.
Summative Assessment: 3 hour Examination.
Prerequisite: Completion of 300 level modules

MUS402E Advanced Theory of African Music and Jazz
Purpose: To expose learners to African Music Theory and Jazz Theory at an advanced level.
Contents: Music Transcription and Keyboard Harmony.
Instruction: Two lectures per week.
Credits: 26
Assessment: Continuous assessment through class tests and assignments.
Summative Assessment: 3 hour Examination.
Prerequisite: Completion of 300 level modules

MUS403E History of African or Western Music
Purpose: To train learners in research work in the field of African or Western Music.
Contents: Learners write a long essay on a chosen theme.
Instruction: By research supervision.
Credits: 26
Assessment: By evaluation of long essay.
Prerequisite: Completion of 300 level modules

MUS404E History of Jazz and Popular Music
Purpose: To train learners in research work in the field of Jazz and Popular Music.
Contents: Learners write a long essay on a chosen theme.
Instruction: By research supervision.
Credits: 26
Assessment: By evaluation of long essay.
Prerequisite: Completion of 300 level modules

MUS405E General Music History
Purpose: To train learners in research work in the field of General Music History.
Contents: Learners write a long essay on a chosen theme.
Instruction: By research supervision.
Credits: 26
Assessment: By evaluation of long essay.
Prerequisite: Completion of 300 level modules

MUS406E Field Work and Research Techniques
Purpose: To expose learners to field work and research techniques in music.
Contents: Interview skills; Photography skills; Videography skills; Keeping Field Notes; Ethics of Field Work.
Instruction: Two periods per week.
Credits: 26
Assessment: Field report and oral examination.
Prerequisite: Completion of 300 level modules

MUS407E Creative Studies
Purpose: To expose students to aspects of musical composition.
Contents: Techniques of Composition based on: Speech Tone; Song Composition; Music Drama; Opera. All of this can involve individual or group work.
Instruction: Two periods per week.
Credits: 26
Assessment: Continuous assessment through class tests and assignments.
Summative Assessment: Submission of a portfolio of compositions.
Prerequisite: Completion of 300 level modules.

MUS408E Music Technology
Purpose: To expose learners to both traditional and modern uses of music technology.
Contents: Instrument Making; Music Computer Programmes; Studio Recording Techniques.
Instruction: Two periods per week.
Credits: 26
Assessment: Continuous assessment through class tests and assignments.
Summative Assessment: 3 hour Examination.
Prerequisite: Completion of 300 level modules.

MUSIC HONOURS

MUC501 Advanced Choral Music
Purpose: To expose learners to advanced choral genres
Contents: Choral music as found in the following genres: Operas, Symphonies, Other genres, Choral Management Skills and Conducting
Instruction: Two periods per week
Credits: 26
Assessment: Continuous assessment via assignments and class tests.
Summative Assessment: 3 hour Examination

MUC502 Advanced Practical Music (Choral)
Purpose: To expose learners to an advanced level of performance in choral music
Contents: Singing; Choir Conducting; Performance on African and Western Instruments
Instruction: Two periods per week
Credits: 26
Assessment: Continuous assessment through class tests and assignments
Summative Assessment: Practical performance

MUS501 African Philosophy of Music
Purpose: To give learners insight into African philosophy as found in Music
Contents: Music Technology; Anthropological and Sociological Implications of African Music
Instruction: Two periods per week
Credits: 26
Assessment: Continuous assessment through class tests and assignments.
Summative Assessment: 3 hour Examination.

MUS502 Advanced Theory of African Music and Jazz
Purpose: To expose learners to understand African Music Theory as well as Jazz Theory at an advanced level.
Contents:  Music Transcription and Keyboard Harmony  
Instruction:  Two lectures per week  
Credits:  26  
Assessment:  Continuous assessment through class tests and assignments.  
Summative Assessment:  3 hour Examination

MUS503 History of African or Western Music  
Purpose:  Learners choose a special theme in the history of African or Western Music  
Contents:  Learners write a long essay on the chosen theme  
Instruction:  By research supervision  
Credits:  26  
Assessment:  By evaluation of long essay.

MUS504 History of Jazz  
Purpose:  Learners chose a special theme in the history of jazz  
Contents:  Learners write a long essay on the chosen theme.  
Instruction:  By research supervision  
Credits:  26  
Assessment:  By evaluation of long essay.

MUS505 General Music History  
Purpose:  Learners chose a special theme in General Music History.  
Contents:  Learners write a long essay on the chosen theme  
Instruction:  By research supervision  
Credits:  26  
Assessment:  By evaluation of long essay

MUS506 Field Work and Research Techniques  
Purpose:  To expose learners to field work and research techniques in music.  
Contents:  Interview skill; Photography skills; Videography skills; Keeping Field Notes; Ethics of Field Work  
Instruction:  2 periods per week  
Credits:  26  
Assessment:  Field report and oral examination

MUS507 Creative Studies  
Purpose:  To expose students to aspects of musical composition  
Contents:  Techniques of Composition based on: Speech Tone; Song Composition; Music Drama; Opera. All of this can involve individual or group work.  
Instruction:  Two periods per week  
Credits:  26  
Assessment:  Continuous assessment through tests and assignments.  
Summative Assessment:  Submission of a portfolio of compositions

MUS508 Music Technology  
Purpose:  To expose learners to both traditional and modern uses of music technology  
Contents:  Instrument Building; Music Computer Programmes; Studio Recording Techniques.  
Instruction:  Two periods per week
MUSIC MASTERS AND DOCTORAL DEGREE BY RESEARCH

MUS700 A Masters degree in Music by research is offered to suitable candidates. Research topics for these degrees are chosen in consultation with the Head of Department and are subject to the final approval by the Faculty Research and Higher Degrees Committee (FRHDC).

MUS900 A Doctoral degree in Music by research is offered to suitable candidates. Research topics for these degrees are chosen in consultation with the Head of Department and are subject to the final approval by the FRHDC.

PHILOSOPHY

PHL111/111E, PHL111F Introduction to Philosophy
Purpose: To introduce the nature, methods, history and basic issues of the philosophical tradition
Instruction: Lectures, self-study packets, tutorials
Credits: 8
Assessment: Continuous assessment through tests, group work, assignments
Summative Assessment: 2-3 hour examination
Prerequisites: None

PHL112/112E, PHL112F Elementary Logic
Purpose: To introduce Elementary Logic as one of the primary branches of philosophy and basis of all scientific thinking
Instruction: Lectures, self-study packets, tutorials
Credits: 8
Assessment: Continuous assessment through tests, group work, assignments
Summative Assessment: 2-3 hour examination
Prerequisites: None

PHL116/116E Logic and Ethics for Law Students
Purpose: To introduce basic reasoning skills (Elementary Logic) and more specifically moral reasoning competencies (Ethics) essential to Legal Training.
Instruction: Lectures, self-study packets, tutorials
Credits: 16
**Assessment:** Continuous assessment through short class tests and tutorial exercises
**Summative Assessment:** 2-3 hour examination
**Prerequisites:** None

**PHL126/126E, PHL126F Classical problems in Philosophy**
**Purpose:** To introduce the themes of Ancient Greek, African, Asian and South American philosophy and their relation to the development of contemporary issues in philosophy.
**Contents:** Classical problems such as matter and mind, truth, knowledge, morality, reason, community and identity will be discussed.
**Instruction:** Lectures, self-study packets, tutorials
**Credits:** 8
**Assessment:** Continuous assessment through tests, group work, assignments
**Summative Assessment:** 2 hour examination
**Prerequisites:** None

**PHL125/125E, PHL125F Ethics**
**Purpose:** To present Ethics as one of the major branches of the philosophical tradition, and demonstrate its use, relevance and significance for everyday life, as well as in select professions.
**Contents:** Introduction to metaethics. Comparison of selected ethical theories (Virtue ethics, Deontology, Utilitarianism, African moral theories). Applied ethical problems.
**Instruction:** Lectures, self-study packets, tutorials
**Credits:** 8
**Assessment:** Continuous assessment through tests, group work, assignments
**Summative Assessment:** 2-3 hour examination
**Prerequisites:** None

**PHL211/211E Theories of Knowledge**
**Purpose:** To introduce modern (Renaissance and Enlightenment) and contemporary theories of knowledge.
**Contents:** The historical context of Renaissance and Enlightenment philosophy and epistemology and its relation to contemporary epistemological problems: the sources, nature, and validity of knowledge, the justification of true beliefs, epistemic injustice.
**Instruction:** Lectures, self-study packets, tutorials
**Credits:** 8
**Assessment:** Continuous assessment through tests, group work, assignments
**Summative Assessment:** 2-3 hour examination
**Prerequisites:** PHL111/111E

**PHL212/212E Theories of Human Nature**
**Purpose:** To introduce the development and themes of theories of human nature as core to the humanities and the sciences.
**Contents:** What does it mean to be human? Comparative analysis of some of the various views of human being from different times and cultures: such as in African, Asian, and Western thought.
**Instruction:** Lectures, self-study packets, tutorials
**Credits:** 8
Assessment: Continuous assessment through tests, group work, assignments
Summative Assessment: 2-3 hour examination

PHL223/223E Metaphysics
Purpose: To introduce Kant’s prolegomena to modern Metaphysics and contemporary problems of Metaphysics.
Contents: Kant’s critique of Metaphysics. Contemporary problems of Metaphysics: modality, space and time, the nature of knowledge, persistence and constitution, causation, freedom and determinism, the mental and the physical.
Instruction: Lectures, self-study packets, tutorials
Credits: 8
Assessment: Continuous assessment through tests, group work, assignments
Summative Assessment: 2-3 hour examination
Prerequisites: PHL123/123E

PHL224/224E Social and Political Philosophy
Purpose: To introduce the main aspects and trends of social and political philosophy.
Instruction: Lectures, self-study packets, tutorials
Credits: 8
Assessment: Continuous assessment through tests, group work, assignments
Summative Assessment: 2-3 hour examination
Prerequisites: PHL125/125E

PHL311/311E Philosophical Hermeneutics
Purpose: To introduce the historical development, theories, and contextual significance of Philosophical Hermeneutics.
Instruction: Lectures, self-study packets, tutorials
Credits: 16
Assessment: Continuous assessment through tests, group work, assignments
Summative Assessment: 3 hour examination
Prerequisites: PHL211/211E

PHL312/312E Contemporary Philosophical Trends
Purpose: Overview and comparative analysis of the most influential trends in 20th century philosophy
Instruction: Lectures, self-study packets, tutorials
Credits: 16
PHL323/323E Philosophy of Science
Purpose: Analysis of the major issues in contemporary philosophy of science
Instruction: Lectures, self-study packets, tutorials
Credits: 16
Assessment: Continuous assessment through tests, group work, assignments
Summative Assessment: 3 hour examination
Prerequisites: PHL212/212E

PHL325/325E African Philosophy
Purpose: To introduce the main tenets, debates and schools that constitute present-day African philosophy.
Instruction: Lectures, self-study packets, tutorials
Credits: 16
Assessment: Continuous assessment through tests, group work and assignments
Summative Assessment: 3 hour examination
Prerequisites: PHL223/223E

PHILOSOPHY HONOURS

PHL501/501E Detailed study of a contemporary philosopher or group of philosophers
Purpose: To make an intensive first hand study of an internationally accepted and influential philosopher or group of philosophers.
Contents: Selection made from a range of renowned philosophers in conjunction with the course lecturer.
Instruction: Lectures, self-study packets, tutorials
Credits: 26
Assessment: Continuous assessment through tests, group work, assignments
Summative Assessment: 3 hour examination

PHL502/502E Detailed study of a philosophical problem
Purpose: To investigate a specific philosophical problem in detail.
Contents: Selection made from a range of basic problems in conjunction with the course lecturer (e.g., free will, mind and body, knowledge and experience, understanding and explanation, validity and meaning, man and society, science and technology, meaning and beauty, etc.)
Instruction: Lectures, self-study packets, tutorials
Credits: 26
Assessment: Continuous assessment through tests, group work, assignments
Summative Assessment: 3 hour examination

PHI503/503E Theory and methodology of science
Purpose: To analyse core themes from the philosophy of science and thereby intensify the existing understanding of the topic.
Instruction: Lectures, self-study packets, tutorials
Credits: 26
Assessment: Continuous assessment through tests, group work, assignments
Summative Assessment: 3 hour examination

PHL504/504E Critical analysis of a recognized philosophical work
Purpose: To make an in-depth analysis of a philosophical classic.
Contents: Selection made from a range of recognized philosophical works published during the past 23 centuries.
Instruction: Lectures, self-study packets, tutorials
Credits: 26
Assessment: Continuous assessment through tests, group work, assignments
Summative Assessment: 3 hour examination

PHL505/505E Detailed study of a period in the history of philosophy
Purpose: To acquaint the student with any one of a series of clearly marked historical periods in philosophy.
Contents: Selection from historical periods in African, Asian, Western, South American philosophy.
Instruction: Lectures, self-study packets, tutorials
Credits: 26
Assessment: Continuous assessment through tests, group work, assignments
Summative Assessment: 3 hour examination

PHI506/506E Extended essay on an approved philosophical topic (Compulsory paper)
Purpose: To afford the student the opportunity to exercise and develop specific research proficiencies and writing skills in the discipline of philosophy.
Contents: Selection made from an open range of recognized philosophers, philosophical schools, themes or works in collaboration with the course lecturer.
Instruction: Lectures, self-study packets, tutorials
Credits: 30
Assessment: Typed assignment of accepted standard.
Summative Assessment: Typewritten essay to be submitted for examination by mid-November.
PHILOSOPHY MASTERS AND DOCTORAL DEGREE BY RESEARCH

PHL700/700E  A Masters degree in Philosophy by research is offered to suitable candidates. Research topics for these degrees are chosen in consultation with the Head of Department and are subject to the final approval by the Faculty Research and Higher Degrees Committee.

PHL900/900E  A Doctoral degree in Philosophy by research is offered to suitable candidates. Research topics for these degrees are chosen in consultation with the Head of Department and are subject to the final approval by the Faculty Research and Higher Degrees Committee.

ISIXHOSA

This course provides an in depth and comparative study of the IsiXhosa Linguistics and Literature. This includes tradition and culture of the speaker-hearers of the language. Its curriculum includes aspects relevant to other departments such as History, Music, Philosophy, Communication, Theology etc.

XHS111F isiXhosa Linguistics (Foundation)
Purpose: To introduce the learners to modern linguistics and to provide them with skills in language structure and usage, including aspects of language development.
Credits: 8

XHS122F isiXhosa Literature (Foundation)
Purpose: This module will equip students with introductory knowledge, skills and values to be writers and critics, in the field of isiXhosa literature. They will be equipped to:
- Say and write what one means.
- Hear what is said and what is hidden.
- Defend one’s point of view, to argue, to persuade, to negotiate, to create, to reflect and to invent.
Credits: 8
Instruction: Lectures of 90 minutes per week, practicals and tutorials
Assessment: Continuous assessment through tests, assignments and tutorials.
Summative assessment: 3 hour Examination

XHS112F isiXhosa Linguistics (Foundation)
Purpose: To raise the learner’s awareness of the philosophical and other ways in which isiXhosa expresses meaning.
Credits: 8
Instruction: Lectures of 90 minutes per week, practicals and tutorials
Assessment: Continuous assessment through tests, assignments and tutorials.
Summative assessment: 3 hour Examination

**XHS123F IsiXhosa Literature (Foundation)**

**Purpose:** Students will be equipped to:
- Explore relationships, personal, structural and political.
- Speak, read and write with confidence.
- To make one’s voice heard.
- Read, print and resist it where necessary.
- Understand the relationship between language and power.

**Credits:** 8

**Instruction:** Lectures of 90 minutes per week, practicals and tutorials

**Assessment:** Continuous assessment through tests, assignments and tutorials.

**Summative assessment:** 3 hour Examination

**XHS111/111E IsiXhosa Linguistics**

**Purpose:** To introduce the learners to modern linguistics and to provide them with skills in language structure and usage, including aspects of language development. To raise the learner’s awareness of the philosophical and other ways in which isiXhosa expresses meaning.

**Contents:** (1) The phonetic and phonological description of the sounds of language and of isiXhosa in particular: how they are produced and how they influence one another in speech contexts;
(2) The morphological, syntactic and semantic description of isiXhosa.

**Instruction:** 180 contact minutes per week. Expository lectures, group work, self-study packages and tutorials.

**Credits:** 16

**Assessment:** Continuous assessment through tests, assignments, and projects.

**Summative Assessment:** 3 hour Examination.

**Prerequisite:** A pass in Matric isiXhosa

**XHS122/122E isiXhosa Literature**

**Purpose:** This module will equip students with introductory knowledge, skills and values to be writers and critics, in the field of isiXhosa literature. They will be equipped to:
- Say and write what one means.
- Hear what is said and what is hidden.
- Defend one’s point of view, to argue, to persuade, to negotiate, to create, to reflect, to invent.
- Explore relationships, personal, structural and political.
- Speak, read and write with confidence.
- To make one’s voice heard.
- Read print and resist it where necessary.
- Understand the relationship between language and power.

**Contents:** Introductory study of literary theories (such as: Marxist theory, formalist-structuralism, sociology, feminist, Senghorian and African Aesthetics etc);
principles of critical analysis of literature (such as: stylistic criticism, rhetoric analysis discourse analysis and critical linguistics) and analysis of selected isiXhosa literary texts.

**Instruction:** 180 minutes expository lectures per week, student-led seminars, group work discussions, debates and self-study packages.

**Credits:** 16

**Assessment:** Continuous Assessment: practicals, seminars, assignments, tests.

**Summative Assessment:** 3 hour Examination.

**Prerequisites:** None

XNM111/111E IsiXhosa non-Mother-tongue

**Purpose:** To assist the learner to acquire a basic knowledge of conversational Xhosa.

**Contents:** Study of basic grammar; participation in dialogue situations; reading of elementary texts.

**Instruction:** Lectures 90 minutes per week; practicals; tutorials.

**Credits:** 16

**Assessment:** Continuous assessment through class tests, oral tests and group participation.

**Summative Assessment:** 3 hour Examination.

**Prerequisite:** None

XNM122/122E IsiXhosa non-Mother-tongue

**Purpose:** To develop the learner’s fluency in conversational Xhosa.

**Contents:** Study of basic grammar; participation in dialogue situations; reading of elementary texts.

**Instruction:** Lectures: 90 minutes per week; practicals; tutorials.

**Credits:** 16

**Assessment:** Continuous assessment through class tests, oral tests and group participation.

**Summative Assessment:** 3 hour Examination.

**Prerequisite:** None

XHS211/211E Xhosa Linguistics

**Purpose:** To expose learners to an advanced study of the language structure, usage and development, and introduce them to a comparison of isiXhosa with one of the languages of the isiNguni Group, namely, isiZulu. The aim of the latter is to introduce them to the idea of multi-lingualism in line with current language policy in the new South Africa.

**Contents:** A comparison of isiXhosa and isiZulu with regards to their sound, morpho-syntactic and semantic structure, mainly in the context of discourse.

**Instruction:** 90 contact minutes per week. Expository lectures, group work, self-study packages and tutorials.

**Credits:** 8

**Assessment:** Continuous assessment through tests, assignments, and projects.
Summative Assessment: 3 hour Examination.
Prerequisite: XHS111/111E

XHS212/212E Oral Literature and the origin of modern isiXhosa literature
Purpose: The module is aimed at assisting the learner in African Languages to acquire an introductory knowledge of the historical origins of Xhosa literature. The module is also aimed at providing the learner with a basic insight into traditional African literature, in particular traditional prose and traditional poetry.
Contents: History of Xhosa literature: The role of the missionary pioneers; the contributions of early Xhosa writers; political development and the growth of Xhosa literature; the contribution of contemporary Xhosa authors.
Traditional literature: The social role and significance of traditional literature; traditional literary forms: poetry (Izibongo); narratives (Tales, Legends, Myths)
Instruction: 90 minutes per week; lectures, consultations, self-study
Credits: 8
Assessment: Continuous: class tests, tasks, assignments, major test.
Summative Assessment: 3 hour Examination.
Prerequisite: XHS122/122E

XHS223/223E isiXhosa Literature
Purpose: This module will equip students with knowledge, skills and values to be writers and critics, in the field of isiXhosa literature. They will be equipped to: • Say and write what one means. • Hear what is said and what is hidden. • Defend one’s point of view, to argue, to persuade, to negotiate, to create, to reflect to invent. • Explore relationships, personal, structural and political. • Speak, read and write with confidence. • To make one’s voice heard. • Read print and resist it where necessary. • Understand the relationship between language and power.
Contents: Study of literary theories (such as: Marxist theory, formalist-structuralism, sociology, feminist, Senghorian and African Aesthetics); principles of critical analysis of literature (such as: stylistic criticism, rhetoric analysis discourse analysis and critical linguistics) and analysis of selected isiXhosa literary texts.
Instruction: 90 minutes expository lectures per week, student-led seminars, group work discussions, debates and self-study packages.
Credits: 8
Assessment: Continuous assessment: practical, seminars, assignments, tests
Summative Assessment: 3 hour Examination.
Prerequisite: XHS122/122E

XHS224/224E Introduction to Historiography of African Linguistics
Purpose: To introduce learners to Historical Linguistics in general and to the history of African Linguistics in particular, and to the concept of language classification.
Contents: Definition of Historical-Comparative Linguistics; contributions of various philologists to the historical and comparative study of African languages, and introduction to language classification mainly with regards to African languages.
Instruction: 90 contact minutes per week. Expository lectures, group work, self-study packages and tutorials.

Credits: 8

Assessment: Continuous assessment through tests, assignments, and projects.

Summative Assessment: 3 hour Examination.

Prerequisite: XHS111/111E

XHS311/311E Historiography of African Linguistics etc.

Purpose: To teach language reconstruction and change; to introduce learners to language in society and to multi-lingualism through comparative study.

Contents: Further study in Historical and Comparative Linguistics and the classification of 'Bantu' languages, and introduction to socio-linguistics.

Instruction: 90 contact minutes per week. Expository lectures, group work, self-study packages and tutorials.

Credits: 16

Assessment: Continuous assessment through tests, assignments, and projects.

Summative Assessment: 3 hour Examination.

Prerequisite: XHS224/224E

XHS312/312E isiXhosa poetry and drama

Purpose: The module is aimed at assisting the learner to acquire an advanced knowledge of Xhosa poetry and drama. This includes the study of literary theory and the application of the relevant literary principles in the analysis of Xhosa poetry and drama texts.

Contents: Study of various forms of literary theory and the analysis of selected Xhosa poetry anthologies and drama texts.

Instruction: Lectures: 90 min/week, consultations and self-study.

Credits: 16

Assessment: Continuous assessment through class tests, and assignments

Summative Assessment: 3 hour Examination.

Prerequisite: XHS223/223E

XHS323/323E Nguni Linguistics (Advanced)

Purpose: To equip learners with skills in terminology, lexicography and other language development skills, and with a broad knowledge of modern language theories.

Contents: Pragmatics and semantics of isiXhosa language; comparative grammar of isiNguni, and theories of modern linguistics.

Instruction: 90 contact minutes per week. Expository lectures, group work, self-study packages and tutorials.

Credits: 16

Assessment: Continuous assessment through tests, assignments, and projects.

Summative Assessment: 3 hour Examination externally moderated.

Prerequisite: XHS211/211E
XHS324/324E IsiXhosa Prose

**Purpose:** The module is aimed at assisting the learner to acquire an advanced knowledge of Xhosa prose. This includes the study of literary theory and the application of the relevant literary principles in the analysis of Xhosa prose texts.

**Contents:** Analysis of various forms of literary theory; study of selected Xhosa novels; study of selected short story and essay texts.

**Instruction:** 90 minutes per week; lectures; consultations; self-study.

**Credits:** 16

**Assessment:** Continuous assessment through class tests, major tests.

**Summative Assessment:** 3 hour Examination.

**Prerequisite:** XHS223/223E

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ISIXHOSA HONOURS

**XHS501/501E Linguistics Phonetics**

**Purpose:** To introduce learners to theories of articulation of sounds of language as applied to isiXhosa.

**Contents:** The theory of the Cardinal Vowel System; the main air-stream mechanisms involved in the production of speech; Acoustic Phonetics; the validity of the vowel-consonant dichotomy in the classification of sounds; application of the International Phonetic Alphabet (IPA)

**Instruction:** 90 contact minutes per week. Expository lectures, group work, self-study topics, projects and student-led seminars.

**Credits:** 26

**Assessment:** Continuous assessment through assignments and projects.

**Summative Assessment:** 3 hour Examination.

**XHS502/502E Advanced Studies in the Phonology of isiXhosa**

**Purpose:** To introduce learners to theories of phonology; to raise learners’ awareness of the relationship that holds among sounds of language and specifically of isiXhosa, and their mutual influence when in juxtaposition in speech. This is very relevant in aspects of inclusive education and in speech therapy.

**Contents:** Relationship between Phonetics and Phonology; theories of Phonology; relationship of isiXhosa sounds in speech contexts; Analysis of phonological problems.

**Instruction:** 90 contact minutes per week. Expository lectures, group work, self-study topics, projects and student-led seminars.

**Credits:** 26

**Assessment:** Continuous assessment through assignments, and projects.

**Summative Assessment:** 3 hour Examination.

**XHS503/503E Nature of Grammars**

**Purpose:** To acquaint learners with theories of grammar and apply these to the description of isiXhosa
Contents: Advanced theory-oriented description of the morphological, syntactic and semantic structure of isiXhosa.

Instruction: 90 contact minutes per week. Expository lectures, group work, self-study topics, projects and student-led seminars.

Credits: 26

Assessment: Continuous assessment through assignments, and projects.

Summative Assessment: 3 hour Examination.

XHS504/504E African Linguistics

Purpose: To make learners aware of language change in society; to provide skills in language policy planning.

Contents: Socio-linguistics and Linguistics; the socio-linguistic development of the child; bi- and multi-lingualism in speech communities; causes and effects of language change; the linguist’s role in language policy and planning; Socio-linguistics and education

Instruction: 90 contact minutes per week. Expository lectures, group work, self-study topics, projects and student-led seminars.

Credits: 26

Assessment: Continuous assessment through assignments, and projects.

Summative Assessment: 3 hour Examination.

XHS505/505E IsiXhosa Modern Prose

Purpose: To provide learners with the necessary theoretical knowledge and skills which will enable them to make an in-depth and independent analysis of Xhosa prose texts and to prepare them for advanced study at Masters level.

Contents: A comprehensive study of Xhosa prose, including a study of literary theory and the objective analysis of selected novels as well as selected short story and essay texts.

Instruction: Lectures: 90 min/week, seminars, group discussions, and self-study.

Credits: 26

Assessment: Continuous assessment through assignments and seminars.

Summative Assessment: 3 hour Examination.

XHS506/506E IsiXhosa Modern Drama

Purpose: To provide learners with the necessary theoretical knowledge and skills which will enable them to make an in-depth and independent analysis of Xhosa drama texts and to prepare them for advanced study at Masters level.

Contents: A comprehensive study of Xhosa drama, including a study of literary theory and the objective analysis of selected drama texts.

Instruction: Lectures: 90 min/week, seminars, group discussions, and self-study.

Credits: 26

Assessment: Continuous assessment through assignments and seminars.

Summative Assessment: 3 hour Examination.
XHS507/507E IsiXhosa Modern Poetry

**Purpose:** This module will provide students with advanced language, literary and cultural knowledge, skills and values that will enable them to be competent writers, performers, critics, and researchers in the field of isiXhosa poetry. They will be equipped to:

- Say and write what one means.
- Hear what is said and what is hidden
- Defend one’s point of view, to argue, to persuade, to negotiate, to create, to reflect to invent.
- Explore relationships, personal, structural and political.
- Speak, read and write with confidence.
- To make one’s voice heard.
- Read print and resist it where necessary.
- Understand the relationship between language and power.

**Contents:** In-depth study of literary theories (such as: Marxist theory, formalist-structuralism, sociology, feminist, Senghorian and African Aesthetics); principles of critical analysis of poetry texts (such as: stylistic criticism, rhetoric analysis discourse analysis and critical linguistics); methods and techniques of performing arts in poetry (such as: role play, story-telling, improvisation and adaptation from written forms, voice and speech exercise/training, movement exercise/training) and research methodologies.

**Instruction:** 90 minutes expository lectures per week, student-led seminars, group work discussions, debates and self-study packages

**Credits:** 26

**Assessment:** Continuous assessment through practicals, seminars, assignments, tests.

**Summative Assessment:** 3 hour Examination paper

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XHS508/508E Traditional Literature

**Purpose:** To equip students with advanced knowledge, skills and values in the area of Indigenous Knowledge Systems focusing on two broad areas of isiXhosa orature and culture.

- **Socio-cultural systems** – which deal with the contrasts, impacts and dynamics of modern versus traditional life, with main focus on the delineation of indigenous socio-cultural systems. Ethical and legal systems; education and learning systems; socio-economic systems; conflict management and prevention systems religion and culture.

- **Arts, crafts and materials** – the goal is systematic examination (holistically) of the socio-cultural context of indigenous arts and crafts and related matters and issues such as gender roles and relations (with respect to usage patterns, rights, perceptions); and materials acquisition, development, innovation, transfer, composition usage, design and sustainable use.

**Contents:** In-depth study of literary theories (such as: Marxist theory, formalist-structuralism, sociology, feminist, Senghorian and African Aesthetics);
principles of critical analysis of literature texts (such as: stylistic criticism, rhetoric analysis discourse analysis and critical linguistics); methods and techniques of performing arts (such as: role play, story-telling, improvisation and adaptation from written forms, voice and speech exercise/training, movement exercise/training) and research methodologies.

**Instruction:** 90 minutes expository lectures per week, student-led seminars, group work discussions, debates and self-study packages

**Credits:** 26

**Assessment:** Continuous assessment through practicals, seminars, assignments, tests.

**Summative Assessment:** 3 hour Examination.

**XHS509/509E Research project on an approved topic**

**Purpose:** To enable learners to conduct independent research on a topic of their own choice in accordance with a well-designed research framework.

**Contents:** A selected topic within either the field of Xhosa literature or the field of Xhosa linguistics.

**Instruction:** Orientational lecture, learner presentation, self-study.

**Credits:** 30

**Assessment:** Mini-dissertation.

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**AFRICAN LANGUAGES MASTERS AND DOCTORAL DEGREE BY RESEARCH**

**AFL700/700E Masters degree in African Languages by research is offered to suitable candidates.** Research topics for these degrees are chosen in consultation with the Head of Department and are subject to the final approval by the Faculty Research and Higher Degrees Committee (FRHDC)

**AFL900/900E A Doctoral degree in African Languages by research is offered to suitable candidates.** Research topics for these degrees are chosen in consultation with the Head of Department and are subject to the final approval by the FRHDC.

**CLT111/121/111E Introduction to Computers and Computing/ Computer Literacy**

**Purpose:** This is a computer literacy course designed for those with no prior knowledge of computers. It covers the general theory of how computers work, as well as standard practical uses of computers.

**Contents:** Theory: uses of computers; components of a computer, processor, memory, input devices, output devices, theoretical aspects of word processors, spreadsheets, and databases; computer networks and the Internet; an introduction basic HTML.

**Practical:** Use of the operating system, the file system, word processing and other applications, the World Wide Web and electronic mail.

**Instruction:** 180 minutes of lectures per week; 120 minutes of formal practicals per week; Self-study.

**Credits:** 8
Assessment: Assignments and tests
Summative Assessment: 2 hour Examination
Prerequisites: None

LKA111/111E/LKA121/121E: Life, Knowledge, Action/Grounding Programme
(Compulsory module for all undergraduate programmes)

Purpose: The LKA-Grounding Programme is a transdisciplinary teaching and learning experience based on a just, humanizing and collaborative pedagogy that builds on students ‘knowledge as a way of developing compassionate, socially-engaged, critical and responsible citizens.

Content: The thematic areas include collective futures; democracy, diversity and identity; science, technology, environment and society; poverty, inequality and development.

Instruction: All learning activities are organized to be self-managed, self-directed and self-organized on the individual, small group (imizi) and larger group (ekhaya) level. Learning activities will include reading and discussion of relevant material relating to themes. The material (multi-media) is chosen with the intention of invoking thought, debate and reflection. The student will be expected to “report back” on the pedagogical experience by completing a weekly two page journal entry.

Assessment: Formative assessment shall be conducted through attendance and participation in the activities of the programme, the submission of two written individual assignments, and group based activities and projects. This will form the basis of a summative judgement on whether the participant has been successful in the course.

Credits: 16

CAREER OPPORTUNITIES

A degree in the Humanities will provide career opportunities in many fields such as:

- Archivist
- Broadcaster
- Diplomatic Corps
- Historian
- Language Practitioner
- Musician
- Artist
- Civil Servant
- Educator
- Journalist
- Museum Curator
- Religious Practitioner
SOCIAL SCIENCES

The social sciences were traditionally an integral part of the former Arts Faculty which was a founding faculty when the institution was established in 1916. In the late 1990s until the end of 2000 the Social Sciences enjoyed a short spell as an independent Faculty before their eventual incorporation into the Faculty of Management, Development and Commerce in terms of the recommendations of SP2000.

Incorporating similar components from the newly acquired East London campus, as part of the reshaping of the National Higher Education landscape, this former School of Social Sciences arose out of the IOP2004 final recommendations which inter alia, proposed the establishment of the Faculty of Social Sciences and Humanities with two Schools which had been phased out since 2011.

Social Sciences Academic domain has the following as part of its aims and objectives:

(a) In consonance with the mission of the University of Fort Hare, it seeks to encourage and support, in both students and staff, an active consciousness of the socio-economic context within which it operates;
(b) To provide a centre for teaching, study and research in the Social Sciences;
(c) To make available, professional training in the fields of Communication, Social Work, Psychology, Library and Information Science and Human Resource Management

MEMBERS OF STAFF

ALICE CAMPUS

<table>
<thead>
<tr>
<th>Department of Communication</th>
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<tbody>
<tr>
<td>Associate Professor and Head of Department</td>
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<td>040 602 2312</td>
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<tr>
<th>Associate Professor</th>
<th>Prof. M. Caldwell</th>
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<tbody>
<tr>
<td>BSt. Theology (Urbaniano); HDip Journalism (Rhodes); MA (Rhodes); PhD (UKZN)</td>
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<tr>
<th>Lecturers</th>
<th>Mr. G. M. Tebid</th>
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<tr>
<td>BSc JMC (UB); BA Hons (Wits); MA (Wits).</td>
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<tr>
<th>Ms. P.M. Maseko</th>
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<tbody>
<tr>
<td>Bus. Comm. Cert. (CPUT), Nat. Dipl. in Video Tech. (DUT), MA (Media &amp; Comm.) (Kingston, UK)</td>
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<thead>
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### Department of Criminology

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<tr>
<th>Position</th>
<th>Name</th>
<th>Contact</th>
<th>Qualification</th>
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<tbody>
<tr>
<td>Head of Department and Senior Lecturer</td>
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### Department of Library and Information Science

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<tr>
<th>Position</th>
<th>Name</th>
<th>Contact</th>
<th>Qualification</th>
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<tbody>
<tr>
<td>Head of Department and Senior Lecturer</td>
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<td>Ms X Acheampong</td>
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### Department of Political Science and International Relations

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## Department of Psychology

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PSYCHOLOGICAL SERVICES CENTRE (PSC) (EAST LONDON)

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FORT HARE INSTITUTE OF SOCIAL AND ECONOMIC RESEARCH (FHISER)

INTRODUCTION

The Fort Hare Institute of Social and Economic Research (FHISER) is a multi-disciplinary research institute which was established at the University of Fort Hare in 2004. It is located on the East London campus. FHISER's location in East London situates the Institute at the geographical, political, economic and administrative hub of the Eastern Cape. This
proximity of the Institute to government, business, donor agencies and NGOs creates excellent opportunities for synergies between research and development.

FHISER focuses on academic and applied research designed to produce new world leading knowledge that also informs evidence based development policy making and implementation. The Institute does not only draw on the rich history of advanced interdisciplinary social sciences and humanities critical enquiry and scholarship Fort Hare is known for globally, but has also positioned itself as an institutional research space and thought leadership platform on current complex South African socio-economic, cultural, environmental and political issues. Its South African focused research agenda draws extensively from comparative critical scholarship from the rest of the global South.

FHISER is committed to a multi-disciplinary research tradition:

(a) by applying internationally recognized research and development best practices to produce innovative academic and applied research outputs
(b) by continuously initiating and undertaking new primary research in rural and urban communities around the Institute’s major research themes
(c) by conducting research which informs evidence-based decision making at local, provincial and national government levels
(d) by advancing science for policy, which relates to ensuring that policymakers are acting on the basis of the latest and best science evidence
(e) by establishing research partnerships with other universities, as well as public and private sector concerns so as to advance research and innovation
(f) by offering internships and training opportunities within the Institute’s research programmes for emerging scholars, postgraduate students and development practitioners.

RESEARCH PROFILE

FHISER has three components of research, training and development:

1. **Academic Research**
   As a university research institute, we conduct primary academic research. Our researchers have published books, book chapters and articles in leading international and national accredited journals.

2. **Applied Research**
   Our academic research overlaps with applied research work. We conduct applied research for local, provincial and national government policy makers as well as international organisations (e.g., UN agencies, World Bank) and NGOs such as Ford Foundation, Oxfam South Africa, Hivos Southern Africa and World Vision.
3. **Research Training and Development**

Our third component is postgraduate student training and development. Our researchers supervise local and international PhD and MSocSc candidates on a variety of social sciences research projects. A vibrant structured MA in African Studies is also taught by FHISER researchers and other lecturers from within the university. Most of our PhD, MA and MSocSc students intern as research assistants in our research projects.

At FHISER we are thus able to work between academic and applied research contexts. The Institute has an excellent track record of working with government, international organisations, NGOs and CBOs on research projects concerning some of the most pressing social, economic, political, environmental and health problems provincially and nationally. We also have a strong track record of working in rural areas and with traditional leaders and community institutions in the most remote parts of the Eastern Cape Province.

**RESEARCH THEMES**

The Institute is currently pursuing five main research themes with exceptional dynamism and academic enterprise. These are:

1) Climate Resilience Futures  
2) Migration and Citizenship  
3) Gender and Social Transformation  
4) Rural Youth Capabilities and Livelihoods  
5) Culture and Heritage

**STAFF MEMBERS**

The Institute’s researchers and research associates come from a wide range of disciplines, including development studies, sociology, economics, history and anthropology.

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Full Professor of Development Studies

Senior Researcher: Dr Teresa Connor, PhD (RU)

Researcher: Dr Octavia Sibanda (PhD & MSocSc, UFH)

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Bachelor of Social Science Honours (with Specialisation in Development): B. Soc. Sc. Hons (DEV) (30518)
Bachelor of Social Science Honours (with Specialisation in Industrial Relations) B. Soc. Sc. Hons (IR) (30519)
Bachelor of Social Science (Honours) (Sociology): B. Soc. Sc. (SOC) (Hons) (30503)
Bachelor of Social Science (Honours) (Political Science): B. Soc. Sc. (POL) (Hons) (30504)
Bachelor of Social Science (Honours) (Criminology): B. Soc. Sc. (CRM) (Hons) (30506)
Bachelor of Social Science (Honours) (Anthropology): B. Soc. Sc. (ANT) (Hons) (30508)
Bachelor of Social Science (Honours) (Industrial Sociology): B. Soc. Sc. (INS) (Hons) (30511)
Master of Social Science: M Soc. Sc. (31001)
Master of Social Science (Criminology): M Soc. Sc. (CRM) (31007)
Master of Social Science (Political Studies): M Soc. Sc. (POL) (31008)
Master of Social Science (Anthropology): M Soc. Sc. (ANT (31009)
Master of Library and Information Science: M Bibl. (32700)
Master of Social Work: M SW (34001)
Master of Social Science (Communication): M Soc. Sc. (COM) (37701)
Master of Social Science (Rural Development): M Soc. Sc. (Rural Dev) (31011)
Master of Social Science (Sociology): M Soc. Sc. (Soc) (31004)
Master of Social Science (Counselling Psychology): M Soc. Sc. (Counselling Psy) (31017)
Master of Social Science (Psychology): M Soc. Sc. (PSY) (31003)
Doctor of Philosophy: PhD (34500)
Doctor of Philosophy (Psychology): PhD (Psych) (34501)
Doctor of Social Science: D Soc. Sc. (34500) for honorary degrees only
Postgraduate Diploma in Archives and Records Management (32501)
Lower Diploma in Library and Information Studies: Dip. Lis. (35500) *

# Phased out until 2015, no new intake from 2012.
* Phased out, no new intake from 2012
RULES FOR QUALIFICATIONS IN SOCIAL SCIENCES

THE DEGREE BACHELOR OF SOCIAL SCIENCE (B Soc. Sc.)

S.1 Rules and Curricula
The rules of the qualifications within Social Sciences must be read in conjunction with and subject to the Higher Education Act, the Statutes and General Rules of the University of Fort Hare.

S.2 Credit Requirements
To qualify for the Bachelor of Social Science degree, a learner must have obtained a minimum of 384 credits. In the case of eight semester/four year degrees the minimum of credits required for graduation shall be 512.

S.3 Admission
S.3.1 To be admitted to the Bachelor of Social Science qualification a learner must be in possession of a Matriculation Exemption or a Senior Certificate or any other appropriate qualification as might be prescribed by Senate (21 Swedish points rating for Senate Discretionary Exemption (SDE)/without matric exemption).
S.3.2 The learner should have also satisfied 25 points Swedish rating in order to be admitted to the degree of Bachelor of Social Science
S.3.3 The final selection will be subject to the availability of space in a programme and will be on merit (higher scores get the first preference).
S.3.4 To be admitted to the Diploma a learner must be in possession of a Matriculation Exemption or a Senior Certificate with entrance to Diploma.
S.3.5 Admission to Postgraduate Diploma: Graduates will be admitted to the PG Diploma depending on the subjects they have taken at undergraduate level. Normally a first degree is required.

S.4 Duration
The degrees of Bachelor of Social Science and Bachelor of Applied Communication Management shall have a minimum duration of six semesters and the degrees of Bachelor of Library and Information Sciences and the Bachelor of Social Work shall have a minimum of eight semesters and, except by special permission of Senate, a maximum duration of ten semesters.

S.5 Qualification Requirements
S.5.1 The modules in the subjects listed from Rule 5 to Rule 19 below are offered in Social Sciences and their various combinations are necessary for the satisfaction of qualification requirements for the degree the learner has chosen. The syllabi of such modules are set out in this prospectus.
S.5.2 A “module” as used in these rules, is any part of a subject that has a unique code, the weighting of which is expressed in terms of credits which are usually determined by the number of lecturing hours per week.
S.5.3 The following subjects are offered in the Faculty:

**GROUP A (Majors)**
- Anthropology (ANT)
- Archaeology (ARC)
- Criminology (CRM)
- Communication (COM)
- Psychology (PSY)
- Sociology (SOC)
- Political Science and International Relations (POLS)

**GROUP B (Electives up to 200 level)**
- History (HIS)
- Development Studies (DEV)
- Economics (ECO)
- Industrial Psychology (IPS)
- Public Administration (PAD)
- Philosophy (PHL)
- Labour Law (300 Level for HRM only)
- English for Special Purpose (ESP)

**GROUP C**
- Afrikaans (AFR)
- Praktiese Afrikaans (AFP)
- African Languages (XHS or STH)
- Computer Literacy (CLT)
- Statistics (STA)
- Statistical Methods (STA)
- English (ECL/ECP)
- Life, Knowledge and Action (LKA1) (compulsory for all undergraduate programmes)

**GROUP D (modules offered at 400 levels)**
- Library Science (LIB)
- Information Science (INF)
- Social Work (SWK)
- Social Work Practice (SWP)

S.5.4 To qualify for the Bachelor of Soc. Sc. degree, a learner should select either:

S.5.4.1 Two majors from group A at 300 level, any other subject from group A OR B at 200 level, one subject from group B and one other subject from group C; **plus** Life, Knowledge and Action (LKA)

**OR**

S.5.4.2 Two majors from group A at 300 level, any other subject from group B at 200 and another 200 from group A; **plus** Life, Knowledge and Action (LKA)

S.5.4.3 Caveat, for **Bachelor of Social Science** (majoring in Political Science and History):
- Political Science 1, 11 & 111
- History 1, 11 & 111
- Development Studies 1 & 11
- Communication 1
- Life, Knowledge and Action (LKA)

S.5.5 **Qualification for degree:**

S.5.5.1 To qualify for the Bachelor of Applied Communication Management degree, a learner should follow the structured curriculum as indicated in the section in the syllabi for modules in the Social Sciences.

S.5.5.2 To be awarded the degree of Bachelor of Social Sciences in Human Resources Management, Industrial Psychology and Sociology shall be taken to 300 level as majors and Statistics at 100 level.
S.6 BACHELOR OF SOCIAL SCIENCE IN HUMAN SETTLEMENT

The main aim of the Bachelor of Social Science in Human Settlement is to offer professional training related to the special needs of a career in the field of human settlement. The programme purpose is to equip students with:

1. Extensive background knowledge of the field of human settlement.
2. Competencies to become human settlement practitioners and human settlement policy analysts.
3. Requisite practical skills to respond to the challenges of designing settlements.

The curriculum was developed for the purpose of obtaining the appropriate skills required when working with other professionals in the field of human settlement. For this reason, the final year of study includes an internship.

Students will major in Human Settlement and Sociology of Development. Furthermore, students will also take courses from which they will gain professional and technical skills in the fields of Law, Geographic Information Systems, Public Administration, and Social Statistics.

First Year

HSH111/ HSH111E Introduction to Human Settlement

Purpose: This module introduces students to some of the key issues around the history of settlement planning in South Africa, including various forms of land tenure systems; pre-colonial chiefdoms and communal settlements; colonial conquest, dispossession, surveyed and designated settlements as well as the segregation model of the early twentieth century. The contemporary processes of socio-spatial reconstruction in the post-apartheid era also form part of the topics on this module. The topics include sustainable human settlement legislation as well as regulations around land-use management.

Content: Historical Legacies and Post-apartheid Reconstruction: Settlement Planning, land rights and tenure systems.

Instruction: Lectures, group discussion, and tutorials

Credits: 16

Assessment: Continuous assessment through tests, assignments, and tutorials.

Summative Assessment: Final examination.

Prerequisite: None

HSH122/HSH122E Introduction to Human Settlement

Purpose: This module introduces students to some of the key issues around the history of settlement planning in South Africa, including various forms of land tenure systems; pre-colonial chiefdoms and communal settlements; colonial conquest, dispossession, surveyed and designated settlements as
well as the segregation model of the early twentieth century. The contemporary processes of socio-spatial reconstruction in the post-apartheid era also form part of the topics on this module. The topics include sustainable human settlement legislation as well as regulations around land-use management.

Content: Historical Legacies and Post-apartheid Reconstruction: Settlement Planning, Land Tenure and Land Rights
Instruction: Lectures, group discussion, and tutorials
Credits: 16
Assessment: Continuous assessment through tests, assignments, and tutorials.
Summative Assessment: Final examination.
Prerequisite: None

**HSS111/HSS11E Introduction to the Concept of Development**

**Purpose:** The course introduces learners to the economic, political, social, cultural, environmental and human aspects of development. It gives a discursive analysis of development to denote its diversity of meaning by theorists and development practitioners. Its aim is to enable learners to understand competing theories of development which include (among others) modernization, dependency, world systems, neoliberalism, human and sustainable development.

Content: Definitions of development; modernization theory; Dependency theory; and World-systems theory.
Instruction: Lectures, group discussion, and tutorials.
Credits: 16
Assessment: Continuous assessment through tests, assignments, and tutorials.
Summative Assessment: Final examination.
Prerequisite: None

**HSS122/HSS122E**

**Purpose:** The course introduces learners to the economic, political, social, cultural, environmental and human aspects of development. It gives a discursive analysis of development to denote its diversity of meaning by theorists and development practitioners. Its aim is to enable learners to understand competing theories of development which include (among others) Basic Needs; neoliberalism, human development and sustainable development; and Role of the state, civil society and citizens in development.

Content: Definitions of development; Basic Needs; neoliberalism; human and sustainable development; and Role of the state, civil society and citizens in development.
Instruction: Lectures, group discussion, and tutorials.
HSP111/HSP111E Introduction to Public Administration & Public Policy

**Purpose:** The course enables the learner to acquire basic knowledge of Public Administration and Management. The course provides the learner with an understanding of the origins of public administration, principles for carrying out public administration, the environment in which public administration is carried out and the interaction between public administration and its environment. The course also introduces the learner to the concept of governance.

**Content:** Conceptual clarification in Public Administration; Introduction to the classics of Public Administration; Public Administration as a discipline and public administration as an activity; Nature and influence of the changing environment on Public Administration; Normative guidelines for Public Administration; Constitutional framework for Public Administration; Policy making process in the public sector; and Administrative/managerial functions.

**Instruction:** Lectures, group discussion, and tutorials

Credits: 16
Assessment: Continuous assessment through tests, assignments, and tutorials.
Summative Assessment: Final examination.
Prerequisite: None

HSP122/HSP122E Selected Themes & Policies in the South African Political Economy

**Purpose:** The first part of this course introduces learners to the political and economic background to the post-colonial and apartheid state in South Africa. It examines key strategies for political domination and economic exploitation by the ruling class in the form of land expropriation and attempted social engineering through key legislation and the implementation thereof. The second part critically engages with the main strategies of the post-apartheid state to achieve redress and transformation through the RDP and GEAR, and the more recent broader-based programme based on a holistic conceptualisation of human settlement.

**Content:** The state during the post-colonial Union period (1910 – 1960), and the apartheid era (1948 – 1994); State ideology and activities and its influence in policy-making and policy-enforcement; An examination of the basis for economic and political domination in the form of a pact between national and imperial capital; An investigation of the manifestation of exploitation in the form of land expropriation, migrant labour and the resultant skewed urban development and impoverisation of human settlement in urban areas; The transition from the apartheid to post-apartheid State; The impact of the fundamental element underpinning government, that is, the Constitution, on basic rights such as
housing; The resultant policy formulation and implementation in the social democracy ideals of the RDP, and the neoliberally-informed GEAR; Theory, politics, and policy development in South African context.

Instruction: Lectures, group discussion, assignments, and tutorials
Credits: 16
Assessment: Continuous assessment through tests, tutorials.
Summative Assessment: Final examination.
Prerequisite: None

Second Year

HSH211/HSH211E Transformation in Human Settlement

Purpose: This module builds on the first year introductory one by focusing on issues of settlement planning in the ‘homelands’, towns and cities. The topics include expanding reserves and growing urban slums; apartheid towns/cities; the bantustan policy as well as associated land tenure systems. The module also covers issues around socio-spatial and economic spaces in South African cities and towns of the 1920s and 1930s. Additionally, the module begins to introduce students to some of the theoretical ideas around ‘new urbanism’ and its associated practices. Some links are made regarding the South African spaces (and the Inner City Areas in particular), the activities of the informal economy and livelihoods are also introduced. These are just some of the broad ideas around which a more detailed course-guide will be built by the lecturer concerned.

Content: Expanding Reserves and Growing Urban Slums (shrinking peasantry, migrant settlements, tenancy and ‘squatting’); Apartheid Towns/Cities and the Bantustan or Homeland Policy; (removals and ‘transit camps’, urban segregation – suburbs and townships, resettlement and ‘tribal authority’ villages); Tenure - Land tenure under the Apartheid System: Landholding within farms, towns and development areas; rights within ‘Trust Land’, enlarged reserves and in fledgling townships (the phenomena of ‘tribal’ and/or betterment villages and the permission to occupy; the 99-year lease systems and backyard tenancy within site and service townships).

Instruction: Lectures, group discussion, and tutorials
Credits: 16
Assessment: Continuous assessment through tests, assignments, and tutorials.
Summative Assessment: Final examination.
Prerequisites: HSH111/ HSH111E/ HSH122/HSH122E

HSH221/HSH221E Transformation in Human Settlement

Purpose: This module builds on the first year introductory one by focusing on issues of settlement planning in the ‘homelands’, towns and cities. The topics include expanding reserves and growing urban slums; apartheid towns/cities; the bantustan policy as well as associated land tenure systems. The module also covers issues around socio-spatial and economic spaces in South African cities.
and towns of the 1920s and 1930s. Additionally, the module begins to introduce students to some of the theoretical ideas around ‘new urbanism’ and its associated practices. Some links are made regarding the South African spaces (and the Inner City Areas in particular), the activities of the informal economy and livelihoods are also introduced. These are just some of the broad ideas around which a more detailed course-guide will be built by the lecturer concerned.

Content: Integrated Social and Economic Spaces of the Colonial City (1920s and 1930s Inner-City Areas); First, Second, Third, and Fourth Generations of Rights; Formal and Informal Land Management Systems; (integration, compaction, intensive development on the periphery; open spaces; municipal commonage; old mining land); Land: Availability and Affordability; The Informal Economy, Livelihoods, Social Security Grants, the Inner City Areas.

Instruction: Lectures, group discussion, and tutorials
Credits: 16

Summative Assessment: Final examination.

Prerequisites: HSH111/ HSH111E/ HSH122/HSH122E

HSS211/HSS211E Sustainable livelihoods and human settlements

Purpose: This course aims to enable learners to understand the complexities of explaining and understanding livelihoods, especially those of poor people. It focuses on the main factors that affect poor people’s livelihoods, the typical relationships between these factors and the assets used by the poor to ameliorate poverty. It places poor people at the centre of a web of inter-related influences that affect how these people create livelihood strategies and portfolios for their households. It interrogates how poor people use their livelihood assets which include human, financial, physical, natural and social capital to construct a portfolio of livelihood strategies for subsistence in their different communities.

Content: Meaning of livelihoods; Emergence of the livelihoods perspective; Sustainable livelihoods theories; Sustainable livelihoods frameworks Livelihood assets: financial, physical, social, natural and human; Debunking the intersection between policy, law, politics and livelihoods in communities; Case studies of livelihood activities in urban, peri-urban and rural settlements; Field case study to experience and examine livelihood portfolios construction in urban, peri-urban and rural settlements.

Instruction: Lectures, group discussion, and tutorials
Credits: 16

Summative Assessment: Final examination.

Prerequisites: HSS111/ HSS111E/ HSS122/HSS122E

HSS221/HSS221E Demographic Aspects of Social Development

Purpose: The purpose of this module is to introduce students to population composition, population dynamics, and basic demographic techniques. A study of populations
will deepen the student’s understanding and appreciation of demographic principles, techniques, and facts. Population affects nearly every aspect of our social lives: economic conditions, the quality of our environment, human settlement, and even our ethics and morality.

**Content:** Module content covers an introduction to population issues and demographic data; concepts of mortality, fertility, migration, family demography and population policy. The course concludes with contemporary aspects of urbanization: population growth and the environment, ecological balance and integration of environmental issues, social integration and the eradication of class-specific human settlement.

**Instruction:** Lectures, group discussion, and tutorials

Credits: 16

**Summative Assessment:** Final examination.

**Prerequisites:** HSS111/ HSS111E/ HSS122/HSS122E

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**HST211/HST211E Social Statistics**

**Purpose:** The main aim is to provide a comprehensive introduction to social statistics and quantitative reasoning in the social and behavioural sciences through lectures and practical laboratory sessions. Students will learn how social statistics are used in the description and analysis of social science data.

Content: The module covers elementary and descriptive statistics, univariate and bivariate analysis. Frequency distributions; tabular and graphical presentation of data; measures of central tendency; measures of dispersion; probability distributions; point estimation and confidence intervals; hypothesis testing; group comparisons; categorical data analysis; one-way analysis of variance.

Instruction: Lectures, Laboratory exercises, and tutorials.

Credits: 16

Summative Assessment: Final examination.

Prerequisites: None

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**HST221/HST221E Social Statistics**

**Purpose:** The main aim is to provide a comprehensive introduction to social statistics and quantitative reasoning in the social and behavioural sciences through lectures and practical laboratory sessions. Students will learn how social statistics are used in the description and analysis of social science data.

Content: This module will cover applications of inferential statistics which include: linear regression; multivariate correlation; multiple regression techniques.

**Instruction:** Lectures, Laboratory exercises, and tutorials.

Credits: 16

**Summative Assessment:** Final examination.

Prerequisites: None
HLP211/HLP211E Introduction to the Law of Property

Purpose: The module is designed to provide the students with a basic understanding of the nature, scope and development of the Law of Property in South Africa and its place in the general law of South Africa. In particular, it aims to familiarise students with the impact of the Constitution on property rights and, more especially, on statutory ownership, common law land ownership and indigenous forms of tenure.

Content: The concepts of expropriation and deprivation property and; distinguishing between real rights and personal rights in relation to property. The module will be largely based on examination of relevant legislative instruments as well selected court cases (particularly from the Constitutional Court and the Supreme Court of Appeal).

Instruction: Lectures, and tutorials.

Credits: 16

Summative Assessment: Final examination.

Prerequisites: None

HLP221/HLP221E Land Use and Planning Law

Purpose: This module will build on the learning achieved in the Introduction to the Law of Property module. It will examine the common law, legislative and court jurisprudence relating to land use in South Africa, particularly in inhabited areas. To this end, particular attention will be paid to the Spatial Planning and Land Use Management Bill 2012. The focus of the module, however, is not just on the law itself, but on the policy implications of various rules, doctrines and practice in this area. Legal rules regulating land use are among the most fundamental to South African Society and economy. Over the past few decades, South Africa has seen a significant shift in the number and nature of regulatory tools planning authorities have sought to use to achieve a balance between the dictates of (human and economic) development and environmental management.

Content: The module will examine a number of planning instruments found in South Africa’s regulatory framework including, integrated development planning; future spatial planning; zoning schemes; subdivision; title deed restrictions. Of key importance are environmental management related aspects such as environmental impact assessment; the designation of protected areas; and in the context of coastal management, integrated coastal planning. These land use and planning tools are of relevance to every landowner and will be looked especially from an Environmental Justice perspective.

Instruction: Lectures, and tutorials.

Credits: 16

Summative Assessment: Final examination.

Prerequisites: None
Third Year

HSH311/ HSH311E Post-apartheid Transformations in Human Settlement

Purpose: This module focuses specifically on issues of transitions and transformations of the South African settlement landscapes. Content: This module is divided into a number of themes which include: Transition of Apartheid Settlements (Land invasions, shack settlements), expanding urban and rural settlements; Desegregation and post-apartheid urban settlements; Tenure Upgrading in the dying years of apartheid (Government subsidy housing and property, bond/mortgage system in new suburbs, Upgrading of informal Land rights – 1993 Act); Governance and Institutional Approach to Developmental Local Government.

Instruction: Lectures, and tutorials.

Credits: 16

Summative Assessment: Final examination.

Prerequisites: HSH211/ HSH221E

HSH321/ HSH321E Post-apartheid Transformations in Human Settlement

Purpose: This module focuses specifically on issues of transitions and transformations of the South African settlement landscapes. Content: The module will examine a number of topics such as Urban Housing and the Core City Areas (backyard rental accommodation, People’s Housing, Upgrading of Informal settlements; homeless people; existing rundown buildings); Transport Routes, Costs, and City Form (polycentric cities; mono-centric cities; the corridor model; transport geography); Rural/Urban Towns, Economic and Livelihood Spaces (local businesses and SMMEs, informal businesses; social networks); and financing the right to Human Settlements.

Instruction: Lectures, and tutorials.

Credits: 16

Summative Assessment: Final examination.

Prerequisites: HSH211/ HSH221E

HSS311/ HSS311E Environment and Society

Purpose: This course aims to enable learners to understand the relationship between society and ‘nature’. It focuses on the social, economic and scientific interactions between people and the natural world, and also explores the many historical dynamics of ecological transformation and common responses to these ecological crises. It further examines the diverse contemporary theories of society-nature relations, critically interrogates conventional views on society-nature relations and probes emerging alternative perspectives on the role of science in mediating society-nature relations. The course also gives students a historical, theoretical and practical understanding of debates around climate change and the role of indigenous knowledge systems in coping and adapting to climate change.
Content: The specific themes/topics to be covered in the course are the following: history of environmental sociology, existential dualism, neo-malthusianism, human exceptionalist paradigm, new ecological paradigm, ecological modernisation.

Instruction: Lectures, and tutorials.

Credits: 16

Summative Assessment: Final examination.

Prerequisites: HSS211/ HSS221E

HSS321/ HSS321E Environment and Society

Purpose: This course aims to enable learners to understand the relationship between society and ‘nature’. It focuses on the social, economic and scientific interactions between people and the natural world, and also explores the many historical dynamics of ecological transformation and common responses to these ecological crises. It further examines the diverse contemporary theories of society-nature relations, critically interrogates conventional views on society-nature relations and probes emerging alternative perspectives on the role of science in mediating society-nature relations. The course also gives students a historical, theoretical and practical understanding of debates around climate change and the role of indigenous knowledge systems in coping and adapting to climate change. Content: This module is divided into a number of themes which include the following: modern environmentalism, the rise of environmental consciousness and movements, sustainable development, human development, climate change, climate change impacts and adaptation, indigenous knowledge systems and climate change.

Instruction: Lectures, and tutorials.

Credits: 16

Summative Assessment: Final examination.

Prerequisites: HSS211/ HSS221E

HSA311/HSA311E Architectural Sociology

Purpose: The course will introduce students to theoretical debates concerning the relationship between the built environment and human action. The focus of the course will be on how the built environment facilitates, constrains, or even transforms various forms of human action. Amongst others, the discussion will pay attention to how human beings either collectively or individually resist, accommodate or challenge the strictures of the built environment in their everyday lives to render it amenable to their own political and socio-cultural ends.

Content: Aspects of the built (physical) environment such as streets, public roads, open public spaces, monuments, public parks, government buildings of various kinds (libraries, court buildings, civic centres,
community halls etc.); Aspects of the built (physical) environment and their public meanings; an investigation of how these aspects of the built environment are implicated in entrenchment of existing systems of power and ideological inclination; the physical built form and it's potential to enhance human liberation from various forms of oppression and repression; and the built-form as an arena shaping symbolic and practical political action.

**Instruction:** Lectures, group discussion, and tutorials

**Credits:** 16

**Assessment:** Continuous assessment through tests, assignments, and tutorials.

Summative Assessment: Final examination.

Prerequisite: HSS211/ HSS221E

**HGS311/HGS311E Geographic Information Systems**

**Purpose:** The course provides education and training in the principles and practice of Remote Sensing and GIS, and teaches students to undertake RS and GIS projects. It is focused on developing the skills required to implement technology in real world applications in the context of Human Settlement.

Instruction: Lectures, and laboratory Practical.

Credits: 8

Assessment: Continuous assessment through tests, and assignments.

Summative Assessment: Final examination.

Prerequisite: None

**HRH321/ HRH321E Research Methods in Human Settlement**

**Purpose:** The aim of this module is to introduce students to pertinent issues in research design, methodologies and methods (instruments) of social research. Specifically, this module will help the student to comprehend the nature of social inquiry; and to enable the student to begin participation in the research process. Content: Introduction to Inquiry; Structuring of Inquiry (Research Design, Conceptualization, measurement, and operationalization, and the Logic of Sampling); modes of observation (Survey research, ethnography, and documentary research); presentation and analysis of data; and writing the research report.

Instruction: Lectures, and tutorials.

Credits: 16

Summative Assessment: Final examination.

Prerequisites: None

**HPM311/ HPM311E Elements of Project Management**

**Purpose:** This module introduces students to the fundamentals of project management and develops the knowledge that practitioners will use individually or as part of a team to oversee the implementation of specific projects such as social housing
development. The module also aims to equip students with the principles and techniques for managing human settlement-related projects. Content: Project management; the peculiar dynamics of managing social provisioning projects; non-profit projects implemented in poor communities by government, possibly in collaboration with corporate or NGO partners, for community development purposes.

Instruction: Lectures, and tutorials.
Credits: 8
Assessment: Continuous assessment through tests, and assignments.
Summative Assessment: Final examination.
Prerequisite: None.

HFM311/ HFM311E Elements of Financial Management

Purpose: The aim of this module is to acquaint students with financial aspects of managing projects and processes. The course does not require prior knowledge of accounting and is presented in a way that students hoping to pursue a career in the field of Human Settlement will find the knowledge useful and be able to apply principles effectively. The course builds on the understanding that one of the tasks of a Human Settlement Practitioner is to oversee/monitor the implementation of projects, and that this requires a skill-set. Content: Basic issues in financial management; financial sourcing, prioritization, planning, authorization, budgeting, financial report writing, measurement of risk and return on investment, as well as interpreting and presenting financial statements.

Instruction: Lectures, and tutorials.
Credits: 8
Assessment: Continuous assessment through tests, and assignments.
Summative Assessment: Final examination.
Prerequisite: None

HME321/ HME321E Monitoring and Evaluation of Human Settlement Projects

Purpose: In the course of their career as Human Settlement Practitioners, learners will be required to either oversee the implementation of specific human settlement projects, or be involved in the monitoring and evaluation of (the implementation of) such projects. This course is designed to equip them with the knowledge and skills needed to become effective project monitors and evaluators, and places special emphasis on participatory monitoring and evaluation techniques.

Instruction: Lectures, and tutorials.
Credits: 16
Assessment: Continuous assessment through tests, and assignments.
Summative Assessment: Final examination.
Prerequisite: None
Fourth Year

HSH411/ HSH411E Planning for Dynamic Human Settlements

**Purpose:** This module is largely theoretical in nature, although associated practices are also discussed. It is intended to assist students to make necessary relationships among practices and ideas that have been discussed since the first year. Importantly, theoretical ideas are useful for thinking about a planning problem in more abstract ways (but also ideological), leading to a better understanding and way of attending to such a problem. The theoretical issues covered in this course are more subtle – they allow for thinking about the opportunities and obstacles a context provides to particular socio-economic and political practices.

**Content:** The topics to be discussed include the ideas of global cities, ordinary cities, new urbanism; the transformative potential of cities; the practices of new housing projects and informal settlements upgrading; inner-city areas and gentrification; suburbanism developments; commercial developments; economic activities; municipal revenue; community/civil society participation.

**Instruction:** Lectures, and tutorials.

**Credits:** 16

**Summative Assessment:** Final examination.

**Prerequisites:** HSS311/ HSS311E; HSH321/ HSH321E

HSS411/ HSS411E Participatory community development strategies

**Purpose:** This module is designed to equip learners with the knowledge, skills and ideas to carry out this role, with a strong emphasis on the ‘soft skills’ essential for gaining the confidence of community members, so that projects are not perceived as bureaucratic impositions, and rather as living initiatives that are owned and crafted by the community.

**Content:** Emergence of the participatory paradigm, the role of Local knowledge in development, Participatory Community development strategies, Paradoxes of participation, and Addressing contradictions in community participation.

**Instruction:** Lectures, and tutorials.

**Credits:** 16

**Summative Assessment:** Final examination.

**Prerequisites:** HSS311/ HSS311E; HSS321/ HSS321E

HDS411/ HDS411E Housing delivery systems

**Purpose:** This module introduces learners to housing delivery systems. It also aims to equip students with knowledge concerning the different stakeholders who involved in housing delivery. Content: The first part of the course analyses the interaction between and the outcomes of the relations between the most significant entities. Attention is paid to the various types of housing delivery systems in South Africa. The second half of the course examines alternative
delivery systems used in other parts of the world, key issues in housing delivery systems in South Africa, and the links between housing and other critical urban systems (transportation, education, energy, public health, and infrastructure).

Instruction: Lectures, and tutorials.
Credits: 16
Summative Assessment: Final examination.
Prerequisites: For students to register in this module, they must have completed all third-year Modules.

**HEP411/HEP411E Ethics for Human settlement practitioners**

**Purpose:** The purpose of this module is to provide students with sound ethical knowledge governing the human settlement sector. In particular the course will focus on the philosophical questions faced by practitioners in the built environment and human settlement practitioners more generally. Issues of the environment, the importance of culturally “significant places”, the relationship of these issues with profit and so forth will be addressed. In addition the module will cover ethical protocols, codes of conduct, and a variety of issues that are pertinent for practitioners involved in human settlement. Content: Introduction to the various protocols regulating the human settlement professions. Accountability to the professions and the citizenry; transparency versus professional confidentiality; corruption in the sector, the natural environment and its relationship with architectural structures and their moral meanings.

Instruction: Lectures, and tutorials.
Credits: 16
Summative Assessment: Final examination.
Prerequisites: For students to register in this module, they must have completed all third-year modules.

**HEL401/HEL401E Experiential Learning**

This component of the qualification comprises experiential learning that is undertaken in conjunction with the Human Settlement Department, and monitored by the University. The aim is to expose students to the working environment in such a way that they gain meaningful experience whilst contributing to the various deliverables of public servants employed by the Department of Human Settlement. It also provides the location for data collection that forms part of the research project that students must complete in their 4th year. Finally, it ensures that when students graduate, they will have gained experience in working as part of a team of practitioners in the field, and will be well equipped to meet the needs of future employers.

Credits: 8
Summative Assessment: Portfolio.
Prerequisites: For students to register in this module, they must have completed all third-year modules.

HRP402/HRP402E Research Project
Purpose: The aim of this module it to provide training on practical research skills. In addition, this module aims to establish a sound research base, and as such strengthening research capacity amongst students thus contributing to a solid research culture in the university.
Content: This is a practical research module. Students will complete a research Report under supervision. At the end of the academic year, they will present report conducted during the fieldwork. The report should integrate the theoretical and the methodological knowledge acquired during the previous years of learning. Students are strongly advised to meet with their supervisors regularly nominated by the Department.

Instruction: Supervision, independent study and research practice.
Credits: 32
Summative Assessment: Examination of the research report.
Prerequisites: For students to register in this module, they must have completed all third-year modules.

S.7 Other degrees and diplomas:
S.7.1 To qualify for the B. Bibl. degree, a learner should select Library Science to 400 level, Information Science to 400 level, as majors, one subject to 300 level from Group A or Group B, one language subject to 100 level from Group C and one subject at 200 level from Group A, B or C or two subjects at 100 level each from Group A, B or C.
S.7.2 To qualify for the Diploma in Library and Information Studies* learners shall select Library Science to 200 level, Information Science to 200 level and three modules at 100 level one of which should continue up to 200 level, selected from Groups A, B and C. A minimum of credits required for graduation for this diploma shall be 256.
*(phased out, no new intake from 2012: only for continuing students).

S.8 Co-requisites and Pre-requisites:
A learner shall not be admitted to modules at a second and third year level in any one of the subjects listed below unless he/she has completed 32 credits in the modules specified as co-requisites thereto or takes the co-requisite concurrently:

<table>
<thead>
<tr>
<th>MAJOR SUBJECT</th>
<th>CO-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology (ANT)</td>
<td>Archaeology (ARC)</td>
</tr>
<tr>
<td>Archaeology</td>
<td></td>
</tr>
</tbody>
</table>

S.9 Number of Modules at Each Level
A learner shall take modules as follows:
S.9.1 Not more than 160 credits at the 100 level, and not more than 128 credits at the 200 level, provided that a module(s) of 16 credits more than the maximum may be taken in a previously failed module(s).

S.9.2 Not more than 96 credits at the 300 level and 64 credits at the 400 level provided that 16 credits more than the maximum may be taken in a previously failed module(s) or if it is the last outstanding requirement for the degree.

S.10 Level of Study
S.10.1 A learner registered for a six semester degree shall be deemed to be at the 100 level until at least 128 credits have been obtained, at the 300 level when modules are being taken that will together meet the requirements for a 6 semester degree in that year; otherwise such a learner shall be deemed to be at the 200 level.

S.10.2 A learner registered for an eight semester degree shall not be deemed to be at the 300 level until a minimum of 224 credits have been obtained and shall be deemed to be at the 400 level when modules are being taken that will together meet the requirements for the degree in that year; otherwise such learner shall be deemed to be at the 300 level.

S.10.3 No learner may register for any 200 level modules unless at least 128 credits have been obtained, nor for any 300 level module unless at least 224 credits have been obtained, or for any 400 level modules until 352 have been obtained.

S.11 Examinations
S.11.1 In order to complete a module, a learner must comply with the requirements laid down in the general rules of a degree/diploma.

S.11.2 A learner shall not be allowed to write examination without the required due performance (DP) mark of 40%, unless by a special permission from Senate.

S.11.3 A learner shall be exempted from the above sub-rule only if s/he has registered for the module for “Exams only” (under rule G7 of the General Prospectus) as approved and signed by the relevant lecturer.

S.11.4 The semester mark and the examination mark shall be combined in equal proportions.

S.12 Supplementary Examinations
A learner shall be admitted to a supplementary examination if:
S.12.1 he/she has obtained a final mark of at least 45% , or
S.12.2 in his/her final year of study, a learner has complied with the requirements in sub-rule (12.1) in respect of a major module and has obtained a pass mark in the semester concerned in the other major module; or
S.12.3 the module concerned is a module other than a major and is the last outstanding module towards the degree, offered in the semester concerned.

S.13 Distinction
A final mark of 75% shall be regarded as a distinction in that particular module. A learner who obtained a weighted average of 75% for all modules, without fails and 75% average in the final year of study in all his/her major modules shall be awarded the degree with distinction. This sub-rule must be read in conjunction with general rule G.5.11 of the general prospectus.
S.14 Bachelor of Social Work

S.14.1 The curriculum shall extend over eight semesters/four years of full-time study.

S.14.2 Unless specific exceptions are indicated, the general rules of the Social Sciences apply.

S.14.3 Composition of curriculum

S.14.3.1 The curriculum shall consist of not less than 512 credits.

S.14.3.2 No learners may select Business Management or Industrial Psychology to the 300 level except after or concurrently with Statistics or Statistical Methods at the 100 level

S.14.4 To qualify for the Bachelor of Social Work Degree a learner shall include in his/her curriculum

(A) Social Work to 400 level

(B) Social Work Practice to 400 level

(C) Two modules, one at 300 level and the other at 200 level from the following:
   • Sociology
   • Psychology or Industrial Psychology
   • Criminology
   • Economics
   • Business Management
   • Development Studies

(D) A minimum of 64 credits and a maximum of 128 credits from modules not already selected from (C) or from the following group of modules: History, Philosophy, Political Science, Public Administration, Statistical Methods or Statistics, Anthropology, Afrikaans or Praktiese Afrikaans, Special German, Xhosa/Sesotho, English or Practical English

Only one Language course may be taken at 100 level only:

S.14.5 A learner shall carry out such practical social work as prescribed by the lecturers in Social Work with a registered welfare organisation. A learner may make his/her own arrangements subject to the approval of the lecturers in Social Work who retain the right to make arrangements on behalf of the learner.

S.14.6 Level:

S.14.6.1 A learner shall be at the 200 level if he/she has obtained 128 credits at the 100 level, including credits from Social Work, Social Work Practice and one module selected from S 14.4.4

S.14.6.2 A learner shall be at the 300 level if he/she has obtained at least 224 credits, including all credits at the 200 level for Social Work, Social Work Practice and one module selected from S 14.4.4

S.14.6.3 A learner shall be deemed to be at the 400 level when he/she is taking modules that will enable him/her to complete the requirements for the degree in that year; otherwise he/she shall be deemed to be at the 300 level.

S.15 Bachelor of Social Science (Honours)

(Please refer to the Statute and the General Rules for the Honours degree of Bachelor)
S.15.1 **Subjects**: The degree of Bachelor of Social Science (Honours) may be obtained in any one of the following subjects:

- Anthropology
- Archaeology
- Communication
- Criminology
- Industrial Sociology
- Library and Information Science
- Political Science
- International Relations
- Sociology
- Psychology

S.15.2 **B Soc. Sc. Honours with specialization in Development OR Industrial Relations**: A learner may enrol for the required number of Honours modules of more than one subject provided:

- S.15.2.1 at least 96 credits are to be from modules in one subject;
- S.15.2.2 the curriculum is approved by the lecturers involved.

S.15.3 **Curriculum**

- S.15.3.1 The curriculum shall consist of at least 128 credits in Honours modules.
- S.15.3.2 The selection of modules shall be done in consultation with and subject to approval by the relevant lecturers.

S.15.4 **Admission**

- S.15.4.1 A learner shall not be admitted to any module for the honours degree unless the permission of the lecturers concerned have been obtained.
- S.15.4.2 A learner who has not obtained an average of at least 60% at the 300/400 level in the subject in which he/she wishes to take the honours may be refused admission to the Honours degree.
- S.15.4.3 A learner must further meet the specific admission requirements as may be prescribed in the syllabus concerned.

S.15.5 **Examination**: The final mark of modules shall comprise an examination mark that constitutes 50% of the final mark and a semester mark that constitutes 50% of the final mark.

- S.15.5.1 **Distinction**: The degree shall be conferred with distinction on a learner who obtains an average of 75% for all 300/400 modules. (This rule must be read in conjunction with the general rule G5 on the general prospectus.

The honours degree shall extend over not less than 2 semesters of full time study, but a learner may, with the approval of the lecturers in Social Sciences attend part time and complete in 4 semesters.

S.16 **Master of Social Science (M Soc. Sc.)**

(Please refer also to the Statue and the General Rules for the degree of Master).

S.16.1 **Subjects**: The degree may be obtained in any one of the following subjects:

- Anthropology
- Archaeology
- Communication
- Communication
- Criminology
- Development Studies
- Political Science
- Psychology
- Sociology
- Master of Library and Information Science*
- Master of Social Work*

* Learners holding relevant eight semesters/four year Bachelor Degrees may
be admitted to register for the Masters in these subjects.

S.16.2 Admission:
A person shall not be admitted as a learner for the degree of Master of Social Science unless such a learner has been admitted to a degree required in terms of the general rules for the degree of Master, or the status of it.

S.16.3 Examination:
The form of the examination in any subject shall be a dissertation unless the syllabus concerned indicates otherwise.

S.17 Foundation Programme (Extended Programme) (ALICE ONLY)

S.17.1 Duration of Curriculum
Foundation Programme students must take one more year to complete their degree than mainstream students.

S.17.2 Composition of First Year Curriculum

<table>
<thead>
<tr>
<th>MODULES</th>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>APR111/APR122 Academic Practices and Reasoning</td>
<td>Value-addition</td>
<td>Value-addition</td>
</tr>
<tr>
<td>ESP111/ESP122 English for Special Purposes</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>CLT121F Computer Literacy</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>PSY111F / PSY122F Introduction to Psychology</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>SOC111F/SOC122F Introduction to Sociology</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>72</td>
<td></td>
</tr>
</tbody>
</table>

S.17.3 Composition of Second Year Curriculum

<table>
<thead>
<tr>
<th>MODULES</th>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY112F / PSY123F Introduction to Psychology</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>SOC112F/SOC123F Social Institutions</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Mainstream Course</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Mainstream Course</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>96</td>
<td></td>
</tr>
</tbody>
</table>
S.18 Bachelor of Social Science (B. Soc. Sc.)

S.18.1 To qualify for the B. Soc. Sc. degree, a learner should select either:

S.18.1.1 Two majors from group A at 300 level, one other subject from group B at 200 level, one subject from group C, one subject from group B at 100 level and LKA

OR

S.18.1.2 One major from group A at 300 level, one major from group B at 300 level, one other subject from group A at 200 level, one other subject from group C at 200 level, and LKA

S.18.2 The courses offered in the Bachelor of Social Science in East London are as follows:

<table>
<thead>
<tr>
<th>GROUP A</th>
<th>GROUP B</th>
<th>GROUP C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Sociology (INS)</td>
<td>History (HIS)</td>
<td>Afrikaans (AFR/AFP)</td>
</tr>
<tr>
<td>Psychology (PSY)</td>
<td>Philosophy (PHL)</td>
<td>English (ECL/ECP)</td>
</tr>
<tr>
<td>Sociology (SOC)</td>
<td>Economics (ECO) (subject to faculty requirements)</td>
<td>isiXhosa (XHS)</td>
</tr>
<tr>
<td></td>
<td>Business Management (BEC/MNGT) (subject to faculty requirements)</td>
<td>Statistics (STA)</td>
</tr>
<tr>
<td></td>
<td>Information Systems (INF)</td>
<td>Xhosa Non-Mother Tongue (XNM)</td>
</tr>
</tbody>
</table>

S.19 Bachelor of Social Work

To qualify for Bachelor of Social Work a learner must have completed Social Work Modules at 400 level. To register as a social worker, the learner must have completed the full four-year course in the prescribed Social Work curriculum.

S.20 Bachelor of Social Science (Honours)

Subjects: The degree of Bachelor of Social Science (Honours) may be obtained in any one of the following subjects:
  - Psychology
  - Sociology
  - Industrial Sociology
  - Development
  - Industrial Relations

The East London Campus offers a full time Honours programme in Psychology. The Board of Psychology has accredited the East London Department Honours programme as equivalent to the B. Psych degree, subsequent to which a student may apply to complete a 6-month internship, write the Board exam and register as a Registered Counsellor. The Department of Sociology and Industrial Sociology offer both full time and part time Honours Degree Programmes in Industrial Relations; Development. Admission to the Honours Programme requires candidates to obtain a second class pass (60% or above) at the 300/400 level in at least one of the following majors: Anthropology, History, Industrial Sociology, Philosophy, Politics, Psychology or Sociology. Admission to the Programme with major subjects other than those listed
above is subject to the permission of the Lecturer-in-Charge of the Department. In order to successfully complete the degree, candidates must pass (that is, obtain at least 50%) for both core papers and the research project report. For further details on the degrees listed above, please refer to the Syllabi of modules in the following section of this prospectus or contact the relevant department at the East London Campus @ (043) 704 7000.

S.21 **Master of Social Science (Counselling Psychology)** Coursework and a mini-dissertation

The Master’s degree in Counselling Psychology consists of three papers (Therapeutic Interventions, Systematic Interventions and Assessment), a practical programme and a research project. The degree has a particular focus on mental health needs from a primary mental health care perspective and strives to train psychologists to address the needs of South Africans in changing community contexts. The degree meets the requirements of the Professional Board for Psychology for admission to an internship in Counselling Psychology, with the department being recognized as a training institute. Internships are offered through the Psychological Services Centre. Students who have passed all their papers may apply for an internship position. On successful completion of the degree, internship and Board examination, the student may register as a Counselling Psychologist with the HPCSA.

S.22 **Master of Social Science (Psychology)**

This Master's degree in Psychology by dissertation is a research degree, which is governed by the general regulations for Masters degrees in the University. Full time students may complete the requirements for the degree in one year and part time students in two years. Students are offered, in addition to individual supervision for their dissertation, a programme of seminars and reading groups to support them in their research.

S.23 **Master of Social Work**

The Department of Social Work and Social Development is currently offering Masters degrees by dissertation only. Preference is given to applicants with social work practice experience.

S.24 **Master of Social Science (Rural Development)**

A Master’s Degree in Rural Development is offered by the Department of Sociology and Industrial Sociology. It consists of three examinable papers, one non-examinable paper and a research project. Full time students may complete the requirements for the degree in one year and part time students in two years. For details contact the East London Department of Sociology and Industrial Sociology @ (043) 704 7082

S.25 **Master of Social Science (Sociology)**

This Master's degree in Sociology by Dissertation is a research degree, which is governed by the general rules and regulations for Masters Degrees in the University.
Full time students may complete the requirements for the degree in two years and part time students in three years.

**S.26 Masters of Social Science in African Studies (31022)**

A Master’s Degree in African Studies is offered by Fort Hare Institute of Social Economic Research in East London. It consists of three core modules and a range of electives from Departments of Sociology, English and Comparative Literature and African Languages and a research project which constitutes 50% of the programme. Full time students may complete the requirements for the degree in two years and part time students in four years. For details contact: Dr. T Connor @ +27 (0) 43 704 7519 email: tconnor@ufh.ac.za

**S.27 Doctoral Degrees**

Candidates may be accepted for a doctoral degree by thesis in line with the principles in the General Prospectus.

**DESCRIPTION OF MODULES IN THE SOCIAL SCIENCES**

**ANTHROPOLOGY AND ARCHAEOLOGY**

The Anthropology and Archaeology unit, currently hosted by the department of Sociology offers a variety of modules in Anthropology up to the 300 level and in Archaeology up to the 200 level. The unit also offers opportunities for learners who have majored in Anthropology to follow a structured honours programme. All modules listed below are compulsory for Anthropology and Archaeology majors.

**ANTHROPOLOGY**

**ANT111 Scope and Basic Concepts in Anthropology**

**Purpose:** The aims of this module are as follows: To introduce the learners to the scope and task of the subject; to introduce the concepts culture and society and their usage in Anthropology.

**Content:** Introduction to physical Anthropology; the basics of human genetics, anthropometry and the biological history and classification of mankind; culture contact and culture change in South Africa.

**Instruction:** Lectures, independent study and tutorials.

**Credits:** 16

**Assessment:** Continuous assessment through tests, assignments and examinations

**Summative Assessment:** 3 hour Examination

**Prerequisites:** None

**ANT122 Review of the basic cultural phenomena**

**Purpose:** The aim of this module is to review the basic Anthropological phenomena and the general principles connected with selected social institutions with special reference to South Africa.

**Content:** Anthropology and economic and social organization; anthropology and religion; anthropology and education; anthropology, systems of government and law.

**Instruction:** Lectures, independent study and tutorials.

**Credits:** 16
Assessment: Continuous assessment through tests, assignments and examinations
Summative Assessment: 3 hour Examination
Prerequisites: None

ANT211 The concepts culture and society
Purpose: The aim of this module is to undertake an intensive study of the concepts, culture and society.
Content: Theories used to explain the development of culture; theories of acculturation and culture change.
Instruction: Lectures and independent study.
Credits: 16
Assessment: Continuous assessment through tests, assignments and examinations
Summative Assessment: 3 hour Examination
Prerequisites: ANT111 and ANT122

ANT222 Introduction to the cultures of Africa and the Pacific region
Purpose: The aim of this module is to provide a comparative review of the African and Asian culture.
Content: Selected studies of peoples of Africa excluding Southern Africa; Selected studies of peoples and cultures of the Pacific region, including India; Indonesia and Australia.
Instruction: Lectures and independent study.
Credits: 16
Assessment: Continuous assessment through tests, assignments and examinations
Summative Assessment: 3 hour Examination
Prerequisites: ANT111 and ANT122

ANT311 Anthropological schools of thought and introduction to fieldwork
Purpose: The aim of this module is to study different anthropological trends of thought with special reference to the 20th century.
Content: The methods and techniques of fieldwork in Anthropology.
Instruction: Lectures and independent study.
Credits: 32
Assessment: Continuous assessment through tests, assignments and examinations
Summative Assessment: 3 hour Examination
Prerequisites: ANT211 and ANT222

ANT321 Cultures of South and North America
Purpose: The aims of this module are to examine the nature and development of selected North and South American cultures.
Content: Selected studies of peoples and cultures from North and South America
Instruction: Lectures and independent study.
Credits: 16
Assessment: Continuous assessment through tests, assignments and examinations
Summative Assessment: 2 hour examination
Prerequisites: ANT211 and ANT222

ANT322 Cultural interchange, acculturation and applied Anthropology
Purpose: The aim of this module is to conduct an intensive study of the processes of cultural interchange in general and acculturation in particular.
Content: Anthropology and administration; Anthropology and education; Anthropology and economic development.

Instruction: Lectures and independent study.

Credits: 16

Assessment: Continuous assessment through tests, assignments and examinations

Summative Assessment: 2 hour Examination

Prerequisites: ANT211 and ANT222

ANTHROPOLOGY HONOURS

The Honours program consists of five modules of which one is a research project. The Honours programme extends over a minimum of ONE academic year of full-time enrolment and requires the completion of the following modules:

ANT511 History of Anthropological Theory
Purpose: The purpose of this module is to review established theories with the anthropological discipline.

Content: Selected studies of different Anthropological approaches during the 19th and 20th centuries. Seminars and independent study

Instruction: Seminars and independent study

Credits: 26

Summative Assessment: 3 hour Examination

ANT512 Selected theoretical problems and methods of fieldwork
Purpose: The aim of this module is to examine the critical issues relating to the generation of Anthropological knowledge.

Content: Selected problem issues that are currently being debated by researchers; review of the ethnographic research cycle.

Instruction: Seminars and independent study

Credits: 26

Summative Assessment: 3 hour Examination

ANT523 Selected topics from: Khoisan tradition and history; methods of oral history and material culture; Advanced studies in Physical Anthropology
Purpose: The aim of this module is to examine key issues in the areas covered by the three broad areas that mentioned in the title of the module.

Content: A review of present research on Khoehhoen origins and culture is given also referring to the current debate on the differences between pastoralists and hunter gatherers; a study of the origins of humans and modern humans.

Instruction: Seminars and independent study

Credits: 26

Summative Assessment: 3 hour Examination

ANT524 Introduction to Urban Anthropology
Purpose: The aim of this module is to conduct a detailed study of African urban life.

Content: Among the issues considered are the following: the origin and development of urban societies; case studies of culture change in urban African communities.

Instruction: Seminars and independent study

Credits: 26

Summative Assessment: 3 hour Examination
ANT505 Written article on appropriate topic
Purpose: The aim of this module is to give students an opportunity to conduct either a small scale ethnographic research or library research under supervision. A report consisting of a minimum of 30 pages is expected. Ideally the learner should be able to extend the study for a Masters degree.

ARCHAEOLOGY

ARC111 Introduction to Archaeology and Palaeoanthropology
Purpose: The main aim of this module is to introduce learners to: the aims, scope and nature of Archaeology; the basic methods and fieldwork techniques, laboratory study and interpretation utilized by the Archaeologist; and Palaeoanthropology – an introduction to the concept of the evolution of man with an emphasis on prehistoric human types of Southern Africa.
Content: Aims, scope, and nature of Archaeology; Paleoanthropology; basic methods and techniques in fieldwork.
Instruction: Lectures, practical, and fieldwork.
Credits: 16
Assessment: Continuous assessment through tests, assignments, practical and examinations
Summative Assessment: 3 hour Examination.
Prerequisites: None

ARC122 Archaeology of the World and Southern Africa
Purpose: This module introduces learners to world Archaeology and to the prehistory of Southern Africa.
Content: An introduction to World Archaeology: the development of man the hunter; the origins and spread of Agriculture; the early civilizations; and the prehistory of Southern Africa.
Instruction: Lectures, practical, and fieldwork.
Credits: 16
Assessment: Continuous assessment through tests, practical and examinations.
Summative Assessment: 3 hour Examination.
Prerequisites: None

ARC211 Selected Archaeological Topics
Purpose: The aim of this module is to introduce learners to the history and development of Archaeology, and to advanced methodology, including the use of Statistics.
Content: The history and development of Archaeology; Advanced methodology including the use of Statistics; the study of the background to prehistoric man and his culture; and practical work.
Instruction: Lectures, assignment, practical, and fieldwork.
Credits: 16
Assessment: Continuous assessment through tests, practical, assignment, and examinations.
Summative Assessment: 3 hour Examination
Prerequisites: ARC111 and ARC122

ARC221 Human Evolution
Purpose: The aim of this module is to introduce learners to the study of the primates, and also to provide an in-depth study of the origin and development of man.

Content: Introduction to the study of primates; palaeoanthropology – a detailed study of the origin and development of man.

Instruction: lectures, assignments, practical, and fieldwork.

Credits: 8

Assessment: Continuous assessment through tests, practical, assignment, and examinations.

Summative Assessment: 3 hour Examination.

Prerequisites: ARC111 and ARC122

ARC222: Archaeology of Africa and the Study of Prehistoric Art
Purpose: This module is concerned with the Archaeology of Africa (concentrating on a special area). It also examines prehistoric art.

Content: The Archaeology of Africa with reference to a special area; Prehistoric art.

Instruction: Lectures, practical, assignment, and fieldwork.

Credits: 8

Assessment: Continuous assessment through tests, assignments, practical and assignments.

Summative Assessment: 3 hour Examination.

Prerequisites: ARC111 and ARC122

ARCHAEOLOGY HONOURS

The Honours program consists of five modules of which one is an original piece of supervised practical work with a report on it. The Honours programme extends over a minimum of ONE academic year of full-time enrolment and requires the completion of the following modules:

ARC511 Selected problems in African prehistory
Purpose: This module to provide a detailed study of the standpoints and evidence supplied by researchers involved in selected problem issues which are being debated in African Archaeology.

Content: Selected problems in African Archaeology.

Instruction: Lectures, practical, assignment, and fieldwork.

Credits: 26

Assessment: Continuous assessment through tests, assignments, practical and assignments.

Summative Assessment: 3 hour Examination.

ARC512 Approaches and Techniques in Archaeology
Purpose: The aim is to provide an overview of the different approaches and techniques used in Archaeology.

Content: Analytical and Interpretative approaches; Archaeological techniques for exploration of the past.

Instruction: Lectures, practical, assignment, and fieldwork.

Credits: 26

Assessment: Continuous assessment through tests, assignments, practical and assignments.

Summative Assessment: 3 hour Examination.
ARC522 Selected Topics: Quaternary Geology; Faunal remains; Palynology; Lithic analysis; Iron Age Archaeology

Purpose: The aim is to provide the learner an opportunity to select and study one of these topics from South African Archaeology.

Content: Quaternary geological studies in Southern Africa; faunal remains and their interpretation; palynology, flora and climate; lithic analysis and statistical techniques; iron age archaeology and its connections with oral and written history.

Instruction: Lectures, practical, assignment, and fieldwork.

Credits: 26

Assessment: Continuous assessment through tests, assignments, practical and assignments.

Summative Assessment: 3 hour Examination.

ARC523 Advanced Physical Anthropology, South African ethnology, other specialized field.

Purpose: The aim is for learners to choose and study any one of these specialized fields, or may in consultation with the Professor/lecturer choose another topic from South African Archaeology.

Content: recent developments in physical anthropology; ethnology of Southern Africa; other specialized fields.

Instruction: Lectures, practical, assignment, and fieldwork.

Credits: 26

Assessment: Continuous assessment through tests, assignments, practical and assignments.

Summative Assessment: 3 hour Examination.

ARC524 Written report based on fieldwork or laboratory research

Purpose: The aim of this module is to provide training on practical research skills.

Content: This is a practical research module. Learners are required to prepare and submit a report (approximately 30 pages long or more) on the results of fieldwork or laboratory research undertaken by the learner under the supervision of the Department or its representative. This report must show use of relevant literature on the topics together with original inquiry.

Instruction: supervision; independent study; fieldwork.

Credits: 30

Summative Assessment: Examination of the research report

APPLIED COMMUNICATION MANAGEMENT

Applied Communication Management is an interdisciplinary programme which covers a vast area in the communication field. The programme provides a holistic approach to the study of communication. It offers a variety of courses ranging from advertising, journalism, development communication, to communication theories and research. The curriculum includes courses from other departments such as Business Management, Sociology, Computer Science, Public Administration, Psychology and other related fields. The programme is carefully structured to suit the present day industry which is not only demanding, but more importantly, competitive. The main objective of this programme is to expose students to a broader field of communication and to equip them with necessary skills required in the profession.
Career Opportunities

- Communication executives in the public and private sectors
- Public relations and corporate communication executives
- Marketing and communication experts
- Advertising practitioners
- Journalists (newspapers, magazine, radio and television)
- Communication consultants
- Communication researchers and analysts
- Media planner and strategists
- Communication lecturers
- Communication officers in information and diplomatic services

BACHELOR OF APPLIED COMMUNICATION MANAGEMENT

Communication is a study of human communication systems and in particular the structure and process of each system. The best known system is a dyad or interpersonal relationship i.e., two people talking to one another.

Communication also takes place in small and large groups. The need in modern society for information and recreation has made mass media such as newspapers, radio, television and film form part and parcel of people’s daily lives. Today the communication industry is one of the largest industries in the world.

To communicate means to constitute meaning between and establish relationships among people. Knowledge of interpersonal, group and mass communication is applicable to every sphere of life. Today, more than ever, man needs to improve his skills and understanding of communication to survive the challenge of his existence.

A degree in communication enables a learner to obtain employment in fields such as journalism (newspaper, magazine, radio and television), public relations, advertising, information and diplomatic services, industrial relations and research.

Year 1 Curriculum

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Year 2 Curriculum

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**YEAR 1 Total (Credits: 136)**

**Compulsory Fundamental Modules: 24 credits**

**CLT111/ 121 Introduction to Computers and Computing**

**Purpose:** This is a computer literacy course designed for those with no prior knowledge of computers. It covers the general theory of how computers work, as well as standard practical uses of computers.

**Contents:** Theory: Uses of computers; components of a computer, processor, memory, input devices, output devices, theoretical aspects of word processors, spreadsheets, and databases; computer networks and the Internet; an introduction to basic HTML.
Practical: Use of the operating system, the file system, word processing and other applications, the World Wide Web and electronic mail.

Instruction: 180 minutes of lectures per week; 120 minutes of formal practicals per week; Self-study.

Credits: 8

Assessment: Assignments and tests

Summative Assessment: 2 hour Examination

Prerequisites: None

ESP111 Reading, Writing, Listening and Speaking

Purpose: Train learners in reading and writing skills appropriate for university level study as well as for use in future work situations.

Contents: Features of different varieties (spoken and written language), reading strategies (surveying books, using reference materials, reading chapters and sections of textbooks, comprehension skills and interpreting).

Instruction: Lectures, class presentations and class practice

Credits: 16

Assessment: Class tests and assignments

Summative Assessment: 3 hour Examination

Prerequisite: None

ESP122 Reading, Writing, Listening and Speaking

Purpose: Train learners in reading and writing skills appropriate for university level study as well as for use in future work situations

Contents: Writing skills (the writing process, paragraphing, writing reports and letters), points of grammar (Verb tenses, prepositions, quantifiers).

Instruction: Lectures, class presentations and class practice

Credits: 16

Assessment: Class tests and assignments

Summative Assessment: 3 hour Examination

Prerequisite: None

Compulsory Core Modules

CMS110 Introduction to Human Communication

Purpose: To introduce students to the nature and different aspects of human communication, its important components and its purpose

Contents: Preliminaries to human communication, principles of communication, language and verbal interaction, nonverbal communication, the self and perception, preliminaries to interpersonal communication and relationships, preliminaries to intercultural communication, interviewing, introduction mass communication.

Instruction: Expository lectures and group presentation

Credits: 16

Assessment: Continuous assessment through class tests and tutorial exercises

Summative Assessment: 3 hour Examination

Prerequisite: None

CMS120 Introduction to Various Levels of Communication

Purpose: The module exposes learners to the scope of public and persuasive communication. It provides learners with skills to make effective public speech and presentations. Learners will also understand the concept of persuasive
communication.

Contents: Small group communication, public speaking, elements of public and persuasive speeches, persuasive communication, foundation of persuasion, theories of persuasion.

Instruction: Lectures and individual / group presentation
Credits: 16
Assessment: Continuous assessment through class tests and group presentation
Summative Assessment: 3 hour Examination
Prerequisite: None

CMA111 Business Communication
Purpose: The module aims to introduce learners to communication within the business environment. It seeks to provide a broader understanding of effective communication (written and oral) and its importance in the business environment.

Contents: The importance of communication in business, components of the basic communication models, communication channels within an organisation, oral and written communication in business, introduction to public relations and marketing communication.

Instruction: Lectures and individual assignments
Credits: 16
Assessment: Continuous assessment through class tests and assignments
Summative Assessment: 3 hour Examination
Prerequisite: None

CMA122 Introduction to Media Production
Purpose: This course is designed to introduce communication students to the process of mass communication production. It will familiarise learners with rudimentary elements and principles of media production.

Contents: Definition and concepts of mass communication and mass media, nature of print and electronic media, the news report, basic news writing styles, basic audio-visual production techniques, introduction to desktop publishing, the New Media technologies.

Instruction: Lectures and practical production trainings
Credits: 8
Assessment: Continuous assessment through individual practical project and class test
Summative Assessment: 3 hour Examination
Prerequisite: None

CMA123 Introduction to Corporate Communication
Purpose: The module aims to introduce learners to the broad field of corporate communication. It examines the role of today’s public relations practitioner and aims to understand the various publics that are served through public relations/corporate communication.

Contents: Theoretical approaches to public relations, functions of public relations, PR as management and communication functions, corporate qualities and the role of public relations, advertising and its role in marketing.

Instruction: Lectures and learner presentation
Credits: 8
Assessment: Continuous assessment through class tests and assignments
**Summative Assessment:** 3 hour Examination  
**Prerequisite:** None

**LIB111 History of Writing and Print Technology** (see Library and Information Science part for details)

**LKA121: Life, Knowledge, Action/Grounding Programme** (Compulsory)  
**Purpose:** The LKA-Grounding Programme is a transdisciplinary teaching and learning experience based on a just, humanizing and collaborative pedagogy that builds on students’ knowledge as a way of developing compassionate, socially-engaged, critical and responsible citizens.  
**Content:** The thematic areas include collective futures; democracy, diversity and identity; science, technology, environment and society; poverty, inequality and development.  
**Instruction:** All learning activities are organized to be self-managed, self-directed and self-organized on the individual, small group (*imizi*) and larger group (*ekhaya*) level. Learning activities will include reading and discussion of relevant material relating to themes. The material (multi-media) is chosen with the intention of invoking thought, debate and reflection. The student will be expected to “report back” on the pedagogical experience by completing a weekly two page journal entry.  
**Assessment:** Formative assessment shall be conducted through attendance and participation in the activities of the programme, the submission of two written individual assignments, and group based activities and projects. This will form the basis of a summative judgement on whether the participant has been successful in the course.

**Elective modules: (16 credits)**

To be selected from one of the following subject courses at Level 100:  
HIS114 Discovering the Origins of the Global and African Past (16 credits)  
HIS124 Contemporary Themes in the Global and African Past (16 credits)  
XHS111 IsiXhosa linguistics (16 credits)  
XHS122 IsiXhosa literature (16 credits)  
ECL110 Introduction to the Study of Language and Literature (16 credits)  
ECL120 Introduction to the Study of Language and Literature (16 credits)  
LIB122 Introduction to Library Management (16 credits)

**Year 2 (Total Credits: 128)**

**Compulsory Core Modules (64 credits)**

**CMS211 The Basics of Organisational Communication**  
**Purpose:** Increases the learners’ knowledge of the human communication systems by exposing them to the study of the relationship between organisational structures and communication behaviour, comparing various communication flows in organisations, identifying major barriers to effective communication in organisations, exposing learners to debates on globalisation, and the impacts of the ICTs on communication in global organisations.  
**Content:** Social environment and organisations; Theoretical approaches to
organisational communication; Communication in organisations – formal and informal channels; Flow of information – grapevine, vertical and horizontal; Communication networks; Leadership and leadership styles in organisations; Functions of communication; Globalisation and the digital divide; The new ICTs and their impact on organisational communication.

**Instruction:** Expository lectures, problem-solving take-home assignments, problem solving group discussions, teamwork presentations based on field research.

**Credits:** 8

**Assessment:** Continuous assessment through take-home assignments, class tests, group projects/presentations

**Summative Assessment:** 3 hour Examination

**Prerequisite:** CMS110

**CMS212 Mass communication theory**

**Purpose:** The module seeks to provide learners with the skills to understand mass communication theories, how to apply them and be able to analyse mass media within certain theoretical framework.

**Contents:** Models of mass communication, meaning and scope of theories, theoretical analysis of the effects and power of mass communication, roles and functions of media, the different media effect theories.

**Instruction:** Lectures and learner presentation

**Credits:** 8

**Assessment:** Continuous assessment through class tests and assignments

**Summative Assessment:** 3 hour Examination

**Prerequisite:** CMS110

**CMS223 Intercultural Communication**

**Purpose:** The module seeks to orient learners to the importance of intercultural communication and it looks at the effects of culture in communication.

**Contents:** Introduction to intercultural communication, forms of intercultural communication, barriers to intercultural communication, cultural diversity and communication, environmental, socio-cultural and psycho-cultural influences on intercultural communication

**Instruction:** Lectures and learner presentation

**Credits:** 8

**Assessment:** Continuous assessment through class tests and assignments

**Summative Assessment:** 3 hour Examination

**Prerequisite:** CMS110

**CMS224 Development Communication**

**Purpose:** The module helps learners to understand the historical contribution of communication research to development initiatives. Learners will engage the role and functions of communication in socio-economic and political development and understand the importance ICTs in development.

**Content:** Development communication theories, participatory communication and development, development communication in the SA context, community media and local development, communication for health education, communication and socio-economic development, ICTs and sustainable development.
**Instruction:** Expository lectures, problem-solving take-home assignments, problem solving group discussions, teamwork presentations.

**Credits:** 8

**Assessment:** Continuous assessment through take-home assignments, class tests, group projects/presentations.

**Summative Assessment:** 3 hour Examination paper

**Prerequisite:** CMS110

**CMA211 Media Production Skills**

**Purpose:** To acquaint learners with the skills, techniques and applications in various media productions. The section on visual media aims to teach learners how to analyse visual media messages. The radio and TV units aim to acquaint students with the skills and techniques needed in radio/TV production today. The section on Internet provides an understanding of the workings and function of the Internet as the ‘new medium’ of communication.

The unit also provides a rudimentary knowledge of web-designing skills.

**Content:** Semiotic analysis, Television production, Radio production, the Internet

**Instruction:** Contact lectures, practical production workshops and learner presentations

**Credits:** 16

**Assessment:** Class assignments, group and individual projects, class test

**Summative Assessment:** 3 hour Examination paper

**Prerequisite:** CMA122

**CMA221 Marketing and Corporate Communication Management**

**Purpose:** To orient learners to the concepts of integrated marketing communication (IMC), the interrelationship between marketing and strategic management of corporate communication, identifying strategic stakeholders and their major concerns, and harmonising organisations' relationships with varied publics.

**Content:** Defining IMC and identifying IMC elements, strategic communication process, strategic stakeholders and their major concerns, communication managers as strategists, corporate communication as a strategic management function.

**Instruction:** Expository lectures, problem-solving take home assignments, problem solving group discussions, teamwork presentations based on field research

**Credit:** 16

**Assessment:** Continuous assessment through take-home assignments, class tests and group projects/presentations

**Summative Assessment:** 3 hour Examination paper

**Prerequisite:** CMA111 and CMA123

**Elective Modules: (64 Credits)**

To be selected from two of the following Subject Courses:

- Library Science: LIB211 (16 credits) and LIB222 (16 credits) (LIB111 & LIB122 are prerequisites)
- Political Science: POL111 (16 credits) and POL121 (16 credits)
- Public Administration: PAD111 (16 credits) and PAD121 (16 credits)
- Psychology: PSY111 (16 credits) and PSY122 (16 credits)
- Industrial Psychology: IPS111 (16 credits) and IPS 121 (16 credits)
- Economics: ECO 111 (16 credits) and ECO 121 (16 credits)
CMS311 Media and Society

**Purpose:** To orient learners to the way in which media operates in society. Essentially, the module provides learners with the tools to assess media content and media contexts, exploring issues of media ownership and control, examining critical issues of ideology and representation, and exposing learners to the current debates on globalisation and information society.

**Content:** The South African media landscape, the political economy of the media, ownership and control of the media, ideology, hegemony, semiotics, representation (violence, racism, gender), globalisation and the information society, mass media, democracy and development.

**Instruction:** Expository lectures, problem-solving take home assignments, problem solving group discussions, teamwork presentations based on field research.

**Credits:** 32

**Assessment:** Continuous assessment through take-home assignments, class tests and group projects/presentations.

**Summative Assessment:** 3 hour Examination paper.

**Prerequisite:** CMS212

CMS323 Communication Research Methods

**Purpose:** The course aims to educate learners the basic methods of conducting communication research. Learners are exposed to the principles and elements of communication research.

**Contents:** Basic communication research methods, identifying steps in the research process, applying research design and data interpretation.

**Instruction:** Contact lectures, practical research projects and learner presentations.

**Credits:** 32

**Assessment:** Class assignments, group and individual projects, class test.

**Summative Assessment:** 3 hour Examination paper.

**Prerequisite:** CMS212

CMA311 Advertising as marketing communication

**Purpose:** To attain knowledge of marketing communication process and identify advertising as part of the process. The module also aims to discuss the foundations of the advertising and marketing industry, ethical and theoretical concerns, the operational framework of the advertiser-agency relationship, the creative strategies and the skills involved in advertising.

**Contents:** Meaning and scope of advertising, ethical issues, the advertiser-agency relationship, idea generation and conceptualization, market segmentation, advertising production.

**Instruction:** Contact lectures, practical production workshops and learner presentations.

**Credits:** 16

**Assessment:** Class assignments, group and individual projects, class test.

**Summative Assessment:** 3 hour Examination paper.

**Prerequisite:** CMA221
CMA312 Corporate Communication Practice

Purpose: The course aims to acquaint learners with the skills to function as a strategic member in the management of an organisation. Learners will understand the function of corporate communication as a key strategic management function. Learners will be able to identify key stakeholders in an organisation and be able to develop appropriate communication strategies.

Content: Key areas of corporate communication, strategic management and corporate communication, corporate communication strategy, the role of media in corporate communication, media relations, stakeholder management and corporate publics, crisis communication and management, communication technologies, new media and corporate communication.

Instruction: Contact lectures, learner’s presentations and class workshops

Credits: 16

Assessment: Class assignments, group and/or individual projects, class test

Summative Assessment: 3 hour Examination paper

Prerequisite: CMA221

CMA323 Journalism

Purpose: This course aims to provide learners with basic skills needed in the journalism profession. Learners come in contact with news gathering and news writing processes. Learners understand the structure of media organisations, the nature of the journalistic profession and acquire the practical skills needed by a journalist.

Content: Definition and scope of journalism, the structure of the mass media organisation, qualities and character of a reporter, the nature and characteristics of news, The news writing process, Researching news sources, questioning and interviewing skills, investigative reporting, mistakes, corrections, errors and hoaxes, professional standards and journalistic ethics, news magazine design, production and marketing.

Instruction: Lectures and desktop publishing practical sessions in the computer lab.

Credits: 32

Assessment: Continuous assessments through essays, tests and the publication of a news magazine.

Summative Assessment: 3 hour Examination paper

Prerequisite: CMA211

COMMUNICATION HONOURS (134 credits)

Learners choose five courses from the seven courses offered in the honours programme. The Research project and Research Methodology are compulsory and learners are expected to choose three courses from the remaining choices listed below:

COM500 Research Project (compulsory)

Purpose: To demonstrate ability to engage in independent postgraduate and academic research. To fulfill the partial requirement for the Bachelor of Social Science (Honours) degree in communication

Content: Learners chooses research topic in consultation with allocated supervisor

Instruction: Regular supervision

Credits: 30

Assessment: Regular submission of sections/chapters of the extended essay
Summative Assessment: The essay is assessed by internal and external examiners
Prerequisite: None

COM511 Research Methodology (compulsory)
Purpose: The course aims to teach learners skills needed to engage postgraduate and advanced research.
Contents: Writing a research proposal, communication research methods, identifying steps in the research process, applying research design and data interpretation, interdisciplinary approach to research
Instruction: Contact lectures, practical production workshops and learner presentations.
Credits: 26
Assessment: Class assignments, group and individual projects, class test
Summative Assessment: 3 hour Examination.
Prerequisite: Bachelor’s Degree in Communication

COM512 Advertising
Purpose: The purpose of the course is to provide learners with the ability to critically engage the theoretical issues and social dynamics in advertising. The course also focuses on the practical production aspects of advertising and the operations of the advertising industry.
Contents: The nature of South African advertising industry, theories and social issues of advertising, critical debates on advertising and society, globalisation, culture and advertising, creativity and advertising production, segmentation, targeting and positioning in advertising, media planning, advertising research
Instruction: Learners’ presentations, co-operative peer learning method via seminars, contact lessons, practical project, supervision and facilitation by lecturer
Credits: 26
Assessment: Continuous assessment through seminar presentation, individual assignment, a group project.
Summative Assessment: 3 hour Examination
Prerequisite: Degree in Communication

COM513 Development Communication
Purpose: The aim of the course is to provide learners with the knowledge to appreciate the role of communication in development and to be able to design communication programmes and strategies for development.
Content: Principles and practice of development communication, critique of dominant development theories, the role of communication in national, regional and continental development initiatives such as NEPAD. Designing communication programme for socio-economic development, development support communication (DSC), ICTs and sustainable development.
Instruction: Lecturers’ presentations, seminar presentations by learners, supervision and facilitation by lecturers.
Credits: 26
Assessment: Continuous assessment through take-home assignments, seminar presentations.
Summative Assessment: 3 hour Examination paper
Prerequisite: Degree in Communication
COM521 Public Relation and Corporate Communication Management

**Purpose:** The course aims to engage learners with theoretical and practical skills to engage the study of corporate communication. Learners will be able to critically analyse the role and functions of public relations and corporate communication. Learners apply theoretical issues that underpin corporate communication management. Learners will identify the role, expectations, and functions of corporate communication in an organisation and acquire the skills needed for effective corporate communication practice.

**Content:** Theoretical issues and foundation of corporate communication, the roles of corporate communication in an organisation and the strategic functions of corporate communication. The technical role of corporate communication, communication technology and corporate communication, corporate communication research, employee relations, stakeholder management, communication and organisational leadership, crisis management and dispute resolution, marketing and corporate communication.

**Instruction:** Learners’ presentations, co-operative peer learning method via seminars, contact lessons, practical project, supervision and facilitation by lecturer

**Credits:** 26

**Assessment:** Continuous assessment through seminar presentation, individual assignment, and a group project

**Summative Assessment:** 3 hour Examination paper

**Prerequisite:** Degree in Communication

COM522 Information and Communication Technology (ICT) study

**Purpose:** The module aims to introduce learners to theoretical and application issues in ICT, it aims to acquaint learners with the technical, regulatory, political, social and economic environments in which telecommunications and ICTs function. The module will make learners understand telecommunications and ICTs as part of the global contexts of ‘Information Revolution’ and the evolving ‘Information Society’.

**Content:** The theories and concepts of information revolution and information society, ICTs and communication systems, interconnection, ICT policy and regulation, universal service and the digital divide, international organisations and the ICT sector, ICT and social development, ICT and society

**Instruction:** Learners’ presentations, co-operative peer learning method via seminars, contact lessons, practical project, supervision and facilitation by lecturer

**Credits:** 26

**Assessment:** Continuous assessment through seminar presentation, individual assignment, and a group project

**Summative Assessment:** 3 hour Examination paper

**Prerequisite:** Degree in Communication

COM520 Journalism and Media Studies

**Purpose:** To orient students to the complexities of media operations in the context of a globalised society. Essentially, the module will provide graduate students with the necessary knowledge and skills to critically analyse the socio-economic and political characteristics of the media. The course also aims to provide learners with the skills to engage the trends of new media in the context of the new information society.
Content: General trends in global media, the political economy of the media, ownership and control of the media industries and content, media and ideology, media and culture, media representation and stereotyping, mass media, democracy and development.

Instruction: Lecturers’ presentations, seminar presentations by learners, supervision and facilitation by lecturers.

Credits: 26

Assessment: Continuous assessment through take-home assignments, seminar presentations.

Summative Assessment: 3 hour Examination paper

Prerequisite: Degree in Communication

MASTERS AND DOCTORAL DEGREES IN COMMUNICATION
Research topics for these degrees are chosen in consultation with the Head of Department and are subject to the final approval by the Faculty Research and Higher Degrees Committee.

CRIMINOLOGY

CRM111 Fundamental Criminology and Introduction to Juvenile Justice
Purpose: To introduce learners to criminological aspects, philosophical base, fundamentals and development base of criminology

Content: Orientation to the study field of criminology definition of crime and the criminal law, social control and criminal law, basic patterns of crime, the origin and development of the criminal law. Basic concepts of juvenile justice, adjudication and treatment of juvenile offenders

Instruction: Expository lectures and learner presentation

Credits: 16

Assessment: Continuous assessment through class test; major tests and assignments

Summative Assessment: 3 hour Examination

Prerequisite: Matriculation

CRM122 Penology and Introduction to Victimology and crime prevention
Purpose: To introduce learners to the Correctional Administration, Victimology and Crime Prevention Strategies

Content: An introduction to correctional administration, field of victimology. The categorization of victims according to certain classes. To embark on the meaning of crime preventions; how crime prevention works, models of crime prevention

Instruction: Expository lectures and learner presentation

Credits: 16

Assessment: Continuous Assessment through class tests, major tests and assignment.

Summative Assessment: 3 hour Examination

Prerequisite: Matriculation

CRM211 Historical Theories and Juvenile Justice
Purpose: To gain a critical theoretical understanding of the initial attempts at understanding criminal behaviour as well as the most recent theoretical understanding of why people commit criminal offences. To obtain the social psychological and biological underpinnings of criminal behaviour. To gain a critical understanding of juvenile delinquency as a social problem and its role in the field of criminology
both at a national and international level.

Content: Classical School; Positistic School; Chicago School; Anomic Theory; Sub-Culture Theory; Differential Association; Feminist Theory; Definition of Concepts: Child; criminal behaviour; neglect; juvenile court; children’s’ court; behaviour. Nature and incidence of juvenile delinquency. Differences between crimes committed by male and females. Juvenile Gangs; Treatment of the juvenile offender; Theoretical understanding of the causes of juvenile delinquency.

Instruction: Collaborative teaching, group work; individual tasks, presentations by external institutions, field trips.

Credits: 16

Assessment: Continuous assessment by tests, tasks, mini-reports based on field trips.

Summative Assessment: 3 hour Examination

Prerequisites: CRM111 and CRM122

CRM223 Victimology and introduction to forensic criminalistics

Victimology

Purpose: An introduction to victimology with an exposition of the concepts victim/survivor, empowerment, prevention and redress with reference to various schools of thought and current scholarly debates. Apply knowledge of criminal victimisation theories and perspectives/approaches to particular contexts.

Forensic Criminalistics

Purpose: To introduce the learner to the importance of forensic criminalistics and the various techniques utilised by law enforcement during criminal investigations. Obtain an understanding of the knowledge and skills needed in identifying, collecting, analysing, and interpreting specific physical evidence,

Content: An introduction to the fields of victimology - Victimisation is studied within a domestic and comparative context focusing on the socio-economic, political and cultural dimensions of victimisation - and forensic criminalistics – Forensic science is studied in order to equip the learner with the basic skills in applying the techniques and principles required during criminal investigations.

Contact hours: 2x 90min sessions + 1x 45min session per week for 14 weeks

Examination: One 3 hour paper

Practical: N/A

Pre-requisite(s): CRM111 & CRM122

Credits: 16

Practical Work: N/A

CRM311 Modern Theories and Juvenile Justice

Purpose: To provide students with intervention strategies on modern theories and juvenile justice

Content: Discussion of juvenile criminality from a criminological perspective. The family as a factor in juvenile misconduct etc. Young gang as a factor in juvenile misconduct. Prevention of juvenile and misconduct. The role of the school and family in contributing and preventing juvenile delinquency, especially in black townships.

Instruction: Expository lectures and learner presentation.

Credits: 32

Assessment: Continuous assessment through major test; class presentation and
assignment.

**Summative Assessment:** 3 hour Examination paper  
**Prerequisites:** CRM211 and CRM222

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### CRM322 Correctional Administration and Research Methods in Criminology

**Purpose:** To provide students with knowledge based on correctional administration i.e. the admission of offenders in correctional institutions etc. and to equip the learners with research skills.

**Content:** Institutional administration, institutional labour, release of inmates from custody, community corrections, women and penal process. Criminological research methodology, research methods and techniques.

**Instruction:** Expository lectures and learner presentation

**Credits:** 32

**Assessment:** Continuous Assessment through class tests and assignment  
**Summative Assessment:** 3 hour Examination paper  
**Prerequisites:** CRM211 and CRM222

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### CRIMINOLOGY HONOURS

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### CRM511 Research Methods in Criminology

**Purpose:** To obtain a critical and in depth understanding and knowledge of the various research paradigms; methods and methodologies available in social research. To be able to compare and evaluate the appropriate research methodology and design to conduct research at Honours level.

**Content:** Paradigms, motives and principles of social research, research instruments; research design, sampling; piloting; data reduction, data organization, interpretations of data, data processing and analysis, ethical considerations.

**Instruction:** Seminars, discussions, individual tasks, field trips

**Credits:** 26

**Assessment:** Continuous Assessment through tasks, seminar presentations, report writing based on field trips  
**Summative Assessment:** 3 hour Examination Paper  
**Prerequisites:** CRM311 and CRM322

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### CRM512 Fundamental Criminology

**Purpose:** To introduce the learner to the development of criminology since eighteenth century and to provide learners with an understanding of the study field and structure of criminology as a subject.

**Content:** Twentieth century criminology as a product of the theories of the eighteenth and nineteenth centuries, causes of crime prevention of crime with emphasis on theoretical crime prevention models, South Africa’s transition and its impact on crime.

**Instruction:** Seminars, discussions, individual tasks, field trips

**Credits:** 26

**Assessment:** Continuous Assessment through tasks, seminar presentations, report writing based on field trips  
**Summative Assessment:** One 3 hour examinations  
**Prerequisites:** CRM311 and CRM322

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### CRM523 Penology

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Purpose: To equip student with more information regarding the Criminal Justice System
Content: Criminal Justice System from arrest to trial, correctional management and treatment, treatment and supervision in probation and parole
Instruction: Assignments, class presentation and seminars
Credits: 26
Assessment: Summative Assessment: 3 hour Examination paper
Prerequisites: CRM311 and CRM322

CRM525 Research Project
Purpose: To provide an opportunity to learners to demonstrate research skills, from research design to report writing taught in CRM 511.
Content: Mini-dissertation; Topic to be chosen by learner.
Instruction: Discussions, consultations, field work
Credits: 30
Assessment: Externally moderated mini – dissertation

CRM526 Juvenile Justice
Purpose: To provide detailed information, based on empirical data, on the overall problem of the young person and his or her involvement in crime, as well as the theoretical underpinnings of delinquent behaviour in juveniles.
Content: Definitions of key concept, Nature and Incidence of Juvenile Delinquency; Offences against government authority and good order; Crimes against communal life; Crimes against personal retailers; Crimes against property; Crimes against economic affairs; Crimes against social affairs; Causes of gang formation; Characteristics of a gang; Treatment of the juvenile offender; Theoretical explanations of juvenile delinquency; individual oriented theories; milieu oriented theories
Instruction: Seminars, discussions, individual tasks, field trips
Credits: 26
Assessment: Continuous Assessment through tasks, seminar presentations, report writing based on field trips
Summative Assessment: 3 hour Examinations
Prerequisites: CRM311 and CRM322

MASTERS IN CRIMINOLOGY

CRM600
Purpose: To enable learners to conduct independent research on a topic of their choice
Content: Topic selected by learner in consultation with the supervisor and subject to the approval of the Research and Higher Degrees Committee
Instruction: Regular supervision
Credits: 256
Assessment: Evaluation and regular formative assessment on regular submissions of work-in-progress; submission and examination of completed thesis – externally moderated
Prerequisite: Honours degree in Criminology
LIBRARY AND INFORMATION STUDIES

Training in Library and Information Studies covers a wide field of study. Apart from the teaching of the technical skills such as Cataloguing, Classification, Documentation, Bibliography, Information and Communication Technologies, Library Organization and Management; studies of other information resource centres such as archives, museums; publishing and printing are included.

LIBRARIANSHIP

LIB111 History of Writing and Print Technology
Purpose: Introduce learners to salient factors pertaining to the development of recording of information.
Contents: A survey of the development of the recording of information from ancient times to the present.
Instruction: Expository lectures and group class presentations.
Credits: 16
Assessment: Continuous assessment through tests, assignments, presentations.
Summative Assessment: 3 hour Examination.
Prerequisite: None

LIB122 Introduction to Library Management
Purpose: Equip learners with basic knowledge on management of libraries or resource
Contents: Give overview of the organization of libraries, and related resource centres; objectives and functions of major types of libraries and resource centres.
Instruction: Expository lectures and learner presentations.
Credits: 16
Assessment: Continuous assessment through tests, assignments and class presentation.
Summative Assessment: 3 hour Examination.
Prerequisite: None

LIB211 Collection Development
Purpose: To equip learners with the theoretical knowledge and practical skills to select information sources, reading materials, and other media and to develop and manage information collections in the electronic era.
Contents: Principles and practices in selecting, evaluating and managing collections in all types of libraries and information centres. Survey of factors affecting collection building: institutional goals, user needs and characteristics, publishing industry, special characteristics of materials in particular subject fields, formats, etc. Consideration of such topics as collection development policies, resource sharing, and digital collection
Instruction: Expository lectures and visits to libraries or information centres
Credits: 16
Assessment: Continuous assessment through tests, assignments and class presentations.
Summative Assessment: 3 hour examination.
Prerequisite: LIB111 and LIB122

LIB222 Library Management
Purpose: Module is designed to equip learners with the knowledge of the principles of management that are critical in the management of libraries or information
LIB311 User Studies
Purpose: To enable learners understand the nature of “information on society”.
Contents: The concept of user studies; information society: information economy; information rich and information poor; Libraries and information centres: academic libraries, public libraries, media centres. Influence of media on society: electronic media, print media. Information needs: needs versus wants, unexpressed information needs, dormant information needs. Copyright: Berne Convention, South African copyright law, censorship, fair use, freedom of access to information.
Instruction: Expository lectures, tutorials, and class presentations.
Credits: 16
Assessment: Continuous assessment through tests, assignments, participation in class.
Summative Assessment: 3 hour Examination.
Prerequisite: LIB111 and LIB122

LIB322 Financial and Human Resources Management
Purpose: To enable learners acquire knowledge of managing financial, human and other resources in libraries and information centres.
Instruction: Expository lectures, tutorials, class presentations
Credits: 16
Assessment: Continuous assessment through tests, group discussions, participation in class.
Summative Assessment: 3 hour Examination.
Prerequisite: LIB211 and LIB222

LIB323 Introduction to Fieldwork
Purpose: To provide learners with the opportunity to put to practical application what they have learned in class.
Contents: During practicum students are required to focus on the physical layout and appearance of the library, museum, archives, etc.; the organizational structure of the host institution; the organization of knowledge (e.g. cataloguing and classification); community services offered by the host institution; periodical section; children section; information dissemination.
Instruction: Learners work under competent and qualified staff in the host institution.
Credits: 16
Assessment: Reports compiled by the host institution plus the learner's report are used for assessment.
Prerequisite: LIB211 and LIB222

LIB411 Historical Librarianship
Purpose: To understand the historical development of library and information sciences and their impact on the present world.
Contents: The evolution of the world of libraries from antiquity up to the present; the emergence and functions of museums, archives, information resource centres, etc. Libraries and information centres in Africa and in South Africa; the advent of information science and its challenge to traditional librarianship.
Instruction: Expository lectures, tutorials, group discussions and presentations.
Credits: 16
Assessment: Continuous assessment, participation in class, assignments, tests.
Summative Assessment: 3 hour Examination.
Prerequisite: LIB311 and LIB322

LIB422 Management of information systems
Purpose: To expose learners to the world of information in management.
Instruction: Expository lectures, tutorials, class presentations
Credits: 16
Assessment: Continuous assessments through: tests, assignments, participation in class, etc.
Summative Assessment: 3 hour Examination.
Prerequisite: LIB311 and LIB322

LIB423 Fieldwork
Purpose: To afford learners final opportunity to put into practice the knowledge acquired during the entire course.
Contents: Learners are placed in academic libraries or special libraries, archives, museums, information resource centres, etc. Focus is on the organizational structure of the library, museum, archives, information resource centre; the collection and its users; information management and retrieval; automated or computerized tasks and functions; services offered.
Instruction: Learners do their field work under the supervision of professionally qualified staff in the host institution.
Credits: 32
Assessment: Reports from the host institution plus the student’s report are used for final assessment.
Prerequisite: LIB311, LIB322 and LIB 323
INFORMATION SCIENCE

INF111 Introduction to Reference work
Purpose: Introduce learners to the concepts of reference and reference sources.
Contents: Provides an introduction to information science and introduces basic concepts in reference work, describes secondary, tertiary and ready reference sources.
Instruction: Expository lectures, tutorials and visits to library reference section.
Credits: 16
Assessment: Continuous assessment through: tests, assignments and participation in class.
Summative Assessment: 3 hour Examination.
Prerequisite: None

INF122 Theory of cataloguing and classification
Purpose: To enable learners acquire knowledge on specific practices in the routines and procedures of descriptive cataloguing and classification.
Contents: The module introduces cataloguing and different types of catalogues, subject and descriptive cataloguing. Introduction to classification, principles and concepts of classification and different types of classification schemes.
Instruction: Expository lectures, practical demonstrations, tutorials.
Credits: 16
Assessment: Continuous assessment through: tests, practical demonstrations.
Summative Assessment: 3 hour Examination.
Prerequisite: None

INF211 Practical Classification and Indexing
Purpose: Learners to acquire the necessary knowledge and skills for classifying and indexing intellectual works to meet the needs of the users.
Contents: Dewey Decimal classification scheme (20th edition) is used for classification, Library of Congress list of subject headings is used for indexing.
Instruction: Expository lectures, practical demonstrations, tutorials.
Credits: 8
Assessment: Continuous assessment through tests, practical exercises.
Summative Assessment: 3 hour Examination.
Prerequisite: INF111 and INF 122

INF212 Indexes and Abstracts
Purpose: To acquire knowledge of the fundamentals of indexing and abstracting.
Contents: Principles, practices and applications of indexing, abstracting. Construction of thesaurus; systems of indexing; the impact of indexing on retrieval; style and format of abstracts; evaluation of abstracting services; professional data bases; creation of abstracts for documents of special local and regional importance.
Instruction: Expository lectures, tutorials.
Credits: 8
Assessment: Continuous assessment through tests, practical exercises
Prerequisite: INF111 and INF122

INF223 Practical Cataloguing
Purpose: Learners acquire knowledge on manual cataloguing of various information resources.

Instruction: Expository lectures, tutorials, practical demonstrations

Credits: 8

Assessment: Continuous assessment through tests, practical exercises.

Summative Assessment: 3 hour Examination.

Prerequisite: INF111 and INF122

INF224 The Reference process

Purpose: To understand the philosophy of reference sources and the dynamics of the reference process in various environments.

Contents: Conducting and analysing reference interviews; selection of materials to meet the diverse information needs of users; analyse information queries and establish logical manual and computerized strategies to meet user’s needs; develop basic skills required for internet searching using online databases.

Instruction: Expository lectures, tutorials, visit to library

Credits: 8

Assessment: Continuous assessment through tests, presentations in class.

Summative Assessment: 3 hour Examination

Prerequisite: INF111 and INF122

INF311 Information retrieval

Purpose: To understand the concept of subject analysis as a process of information retrieval.

Contents: Importance of subject as access point. Process of subject indexing: classification schemes; catalogues; subject headings; abstracts; bibliographies; thesaurus; databases.

Instruction: Expository lectures, tutorials, demonstrations in the computer teaching laboratory.

Credits: 8

Assessment: Continuous assessment through tests, practical assignments.

Summative Assessment: 3 hour Examination

Prerequisites: INF211, INF212, INF223 and INF224

INF312 Bibliographic control

Purpose: To understand the importance and ways of managing information.

Contents: The concept of information explosion; the variety of bibliographic control tools that are utilized to manage information in different environments.

Instruction: Expository lectures, tutorials, group discussions

Credits: 8

Assessment: Continuous assessment through tests, compilation of bibliographies.

Summative Assessment: 3 hour Examination

Prerequisites: INF211, INF212, INF223 and INF224

INF323 Computerized cataloguing

Purpose: To acquire knowledge and skills pertaining to information technology affecting current approaches to the organization of knowledge.

Contents: The historical development of automated cataloguing and cataloguing codes; cataloguing networks; computerized cataloguing using the MARC format.
Instruction: Expository lectures, practical demonstrations in the teaching computer laboratory.

Credits: 8

Assessment: Continuous assessment through tests, practical assignments.

Summative Assessment: 3 hour Examination.

Prerequisite: INF211, INF212, INF223 and INF224

INF324 Bibliographies and Reference techniques

Purpose: To gain knowledge about the rules and regulations that govern access to information.

Contents: Compilation of bibliographies and citation techniques. Rules of access: plagiarism, copyright, censorship, freedom of access to information, ethical issues, etc.

Instruction: Expository lectures, tutorials

Credits: 8

Assessment: Continuous assessment through tests, assignments, presentation in class.

Summative Assessment: 3 hour Examination

Prerequisite: INF211, INF212, INF223 and INF224

INF411 Information processing and Retrieval

Purpose: To acquire knowledge and skills in the advanced techniques of information processing and retrieval.

Contents: Concentrates on indexing and abstracting languages; the role of classification systems in information retrieval; controlled vocabularies; online information retrieval; role of information technologies in information retrieval; construction of thesaurus.

Instruction: Expository lectures, tutorials, practical demonstrations in the teaching computer laboratory.

Credits: 32

Assessment: Continuous assessment through tests, practical assignments.

Summative Assessment: 3 hour Examination.

Prerequisites: INF311, INF312, INF323 and INF324

INF422 Information systems and Information Management

Purpose: To acquire knowledge about the management of information systems and networks

Contents: Systems analysis and systems life cycle; application of tools and techniques of systems analysis and design in the area of information systems. Information networks: vocabulary and fundamentals of networks; network design, installation, security, support, administration; benefits of LAN. Basic networking components of the internet; functions of network operating systems and application to information libraries and information resource centres.

Instruction: Expository lectures, tutorials, practical demonstrations in the teaching computer laboratory.

Credits: 32

Assessment: Continuous assessment through tests, presentations in the class.

Summative Assessment: 3 hour Examination.

Prerequisites: INF311, INF312, INF323 and INF324
LIBRARY AND INFORMATION SCIENCE HONOURS

LIS501 and LIS502 are compulsory. Learners must choose, in consultation with lecturers concerned any three of the remaining seven papers.

LIS501 Research project
A mini dissertation of about 20000 words on a topic chosen in consultation with the lecturer concerned with the field of study and a proposal thereof approved by the lecturer responsible. The dissertation must comply with all the requirements for the publication of a scientific paper and must show proof of the learner’s ability to work independently.

LIS502 Research Methods in Librarianship
Purpose: To master principles of research methods and be to apply them for a research project
Contents: A basic introduction to research methods and techniques as applied in librarianship. Provide theoretical and technical skills needed to plan research projects.
Instruction: Expository lectures, seminars.
Credits: 26
Assessment: Class presentations, assigned research methods tasks.
Summative Assessment: 3 hour Examination.

LIS503 Management Studies
Purpose: To enable learners to acquire all round advanced information resources management skills.
Instruction: Expository lectures, seminars
Credits: 26
Assessment: Participation in class discussions, presentations.
Summative Assessment: 3 hour Examination.

LIS504 Information Studies
Purpose: To understand the practical use of information to various user groups.
Contents: In-depth study and use of information sources in specialist subjects; marketing of information; repackaging of information; evaluation of information services; the challenges of information age.
Instruction: Lectures, seminars
Credits: 26
Assessment: Class presentation and participation.
Summative Assessment: 3 hour Examination.

LIS505 Media Studies
Purpose: To acquire knowledge on management and use of non-book materials
Contents: Study of audio-visual and non-print sources of information in media and resource centres, selection and acquisition of materials; methods of
processing, storage and retrieval; education and use of material; use of audio-visual technology

**Instruction:** Lectures, seminars, demonstrations

**Credits:** 26

**Assessment:** Class presentation, participation, assignments.

**Summative Assessment:** 3 hour Examination

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**LIS506 User Studies**

**Purpose:** To understand the varied needs of information users

**Contents:** The module examines information needs and demands of specialized interest groups in society; the interaction between print media, radio, television and other non-book media; the influence of different types of information needs and information seeking behaviour on organization of library and information centres.

**Instruction:** Lectures, seminars

**Credits:** 26

**Assessment:** Class presentations, assignments.

**Summative Assessment:** 3 hour Examination.

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**LIS507 Children and Young Adults’ Literature**

**Purpose:** To understand the influence of mass media on children and young people.

**Contents:** The module focuses on developments in media publishing for children and explores the influence which mass media had upon children’s book publishing and library services to young people; provides an insight into present day trends in the publishing of fiction for the young adult; the range of promotional services provided to the young by public and school libraries.

**Instruction:** Lectures, seminars

**Credits:** 26

**Assessment:** Class presentation, individual assignments

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**LIS508 Literacy Studies**

**Purpose:** To enable the learner examine community needs and the need to develop and implement library literacy programmes/services to meet those needs

**Contents:** The social cultural context of literacy; functional approach to literacy; personal philosophy regarding literacy. The role of libraries in creating and sustaining a literacy environment: selecting appropriate materials for adult new reader; collection and library evaluation for learner friendliness; becoming familiar with literacy assessment materials; understanding skills necessary to develop community partnerships for promotion of literacy activities.

**Instruction:** Lectures, seminars, visits to community centre libraries.

**Credits:** 26

**Assessment:** Class presentations, assignments.

**Summative Assessment:** 3 hour Examination.

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**LIS509 Publishing**

**Purpose:** To understand the historical development of the publishing industry

**Contents:** The module examines the history of the publishing industry; modern publishing processes; management of publishing industry; publishing environment in Africa and South Africa. Desktop publishing; electronic publishing; libraries and publishing.

**Instruction:** Lectures, seminars, visits to publishing houses
LIBRARY AND INFORMATION SCIENCE MASTERS

A prospective learner is expected to complete studies/research and submit a dissertation on a topic which in consultation with the lecturers concerned, must meet Senate’s guidelines and approval.

POSTGRADUATE DIPLOMA IN ARCHIVES AND RECORDS MANAGEMENT

This programme aims to provide the requisite professional skills and qualifications to graduates in the management of archives and records in both the public and private sector. Entry into this programme requires a recognized undergraduate degree. Other equivalent entry qualifications may be considered, including experience of working in the area. The programme will be offered residentially as well as to persons in employment. A significant part of the learning will be applied, where students will be placed with institutions where they can learn on the job.

FOUNDATION MODULE

ARM500 Computer literacy

Purpose: To acquire computer literacy
Contents: This module covers the same course as CSC111 (Introduction to Computers and Computing) currently offered in the Department of Computer Science: Fundamentals components of a computer: hardware and software. operating systems: MS-DOS and Windows; introduction to data communication: e-mail and internet; application of software: word processor, spreadsheets, databases.
Instruction: Expository lectures and hands on training
Credits: 26
Assessment: Continuous assessment through tests, assignments.
Summative Assessment: 3 hour Examination.

CORE MODULES

ARM501 History and theory of archives

Purpose: To introduce the learner to the necessary background knowledge pertaining to the history, theory and practice of archives and records management.
Contents: Aims at the discussion of the development of the history and theory of the archives profession: gives the definition of archives, records and documents; introduces basic archival management concepts: provenance, respect des fonds, principle of the original order, record life cycle, series, fonds, etc. Focus on archives in comparison with other information resource centres. Model archive legislation.
Instruction: Lectures, tutorials, visits to information resource centres.
Credits: 26
Assessment: Class presentations, assignments.
Summative Assessment: 3 hour Examination
ARM502 Archives Administration
Purpose: To enable the learner gain basic knowledge about archives administration
Contents: This covers the evolution of archive administration systems: nature of records, accessioning of records, appraisal processes, principles of arrangement, description and classification, classification systems (e.g. EAD, MAD, ISAD (G), etc.; compilation of finding aids. Focus is also given to acquisitions, collection management, retrieval and access, legal issues, standards, search room and reference services, marketing and promotion services, and the design and execution of outreach programmes.
Instruction: Lectures, seminars, visits to information resource centres
Credits: 26
Assessment: Class presentations, assignments.
Summative Assessment: 3 hour Examination

ARM503 Records Management
Purpose: To gain knowledge on the fundamental principles of records management.
Contents: Focuses on those aspects that pertain to records creation, maintenance, use, and retirement. Other areas of equal focus include registry systems, filing systems, file classification systems, disposal schedules, records transfer, records survey, records management centres. The management of multimedia integrated records: appraisal, accessioning and description, access, disposal, policy procedures, guidelines, standards, legal issues, and retrieval; the importance of ICT; integral role played by records management in organisations.
Instruction: Expository lectures, tutorials, visits to record registries
Credits: 26
Assessment: Class presentations, seminars, individual assignments.
Summative Assessment: 3 hour Examination.

ARM504 Management studies
Purpose: Application of management principles to archives and records management
Contents: Theories of management and the application of management techniques in archives and records management environment. The module also focuses on the selection, development of human resources in records and archives management organisations, the management of archives and records management resources: strategic planning, grant writing, project management and evaluation.
Instruction: Expository lectures, seminars, tutorials
Credits: 26
Assessment: Assignments, class presentations.
Summative Assessment: 3 hour Examination.

ARM505 Conservation and Preservation
Purpose: To gain knowledge pertaining to skills and techniques used in the conservation and preservation of records and archives.
Contents: Definition of concepts: preservation, conservation, restoration, destruction, non-intervention, etc. The nature of records and archival materials. The dangers to records and archival materials and causes of damage and deterioration: physical, biological, chemical, etc.; the protection and/security of materials; the design and layout of buildings and repositories where archives
and records are stored. Designing and management of preservation programmes: preservation management policies e.g. electronic records, databases, digitisation, copying, handling, exhibition, access, etc. Preventive preservation techniques: migration, reformatting, digitisation, destruction, etc. Planning for disaster management.

**Instruction:** Expository lectures, seminars, visits to information resource centres.

**Credits:** 26

**Assessment:** Class presentations, individual project assignments.

**Summative Assessment:** 3 hour Examination.

**ARM506 Internship**

Learners are attached to various relevant institutions in the country where they have the opportunity for skills development and problem solving through observation and practice in an information environment under the supervision of a member of the teaching staff and a co-operating information professional in the host institution. This is an integral part of the course and learners are required to demonstrate their ability to accomplish the professional tasks assigned to them during the internship.

**Credits:** 30

**Examination:** Evaluation of internship reports and written submissions.

**ELECTIVE MODULES**

Learners are required to select ANY ONE of the following electives in consultation with their lecturers.

**ARM507 Advanced information technology**

**Purpose:** To gain knowledge on how information technology can be applied to the management of records and archives.

**Contents:** This is similar to CSC221 offered at the Computer Science Department: Database concepts: overview, models and application of database systems; history and motivation for database systems; components of database systems, conceptional modelling, functions supported by a typical database; recent development and applications. Databases in information resource centres.

**Instruction:** Expository lectures, demonstrations and hands on training

**Credits:** 26

**Assessment:** Continuous assessment through tests, assignments.

**Summative Assessment:** 3 hour Examination.

**ARM508 Systems analysis and design**

**Purpose:** To understand systems theory approach to information management.

**Contents:** Introduction to the concept of systems theory: input, output, process. Major components in systems analysis: people, organisation, data, technology and type of decision. Focus on the environment in which the system operates: competition, people, technology, capital, raw materials, data, regulation and opportunities. System design tools: people, data, process, network and technology. System development life cycle: initiation, development, implementation, operation and maintenance.

**Instruction:** Expository lectures, seminars
ARM509 Archives and development

**Purpose:** To understand the role of archives and records in development programmes

**Contents:** Sound records and archives management as prerequisite for development in as far as it affects good governance, equitable judicial systems, accountable fiscal management, and protection of civil rights. Identification of records and archives management problems that impact on development: lack of awareness, weak or absence of relevant legislation, weak or lack of competent human resource support, absence of purpose built infrastructure, lack of or insufficient financial support, poor security and confidentiality controls, underdeveloped disaster preparedness policies, and limited capacity to manage electronically generated records and archives.

**Instruction:** Expository lectures, seminars

**Credits:** 26

**Assessment:** Continuous assessment through tests, assignments and class presentations.

**Summative Assessment:** 3 hour Examination.

ARM510 Information technology and archives

**Purpose:** To understand the application of information technologies in the management of records and archives

**Contents:** Proliferation of the various technological trends in the creation, processing, maintenance and retrieval of records and archives. The impact of technologically (electronic, digital, etc.) generated record on the basic principles and practices of records and archives management. Adaptation of records and archival practices to cutting edge information and telecommunication technologies: compilation of finding aids for online access, digitisation of selected collections, acquisition of compatible hardware and software, migration processes, etc.

**Instruction:** Expository lectures, seminars

**Credits:** 26

**Assessment:** Continuous assessment through tests, class presentations, assignments.

**Summative Assessment:** 3 hour Examination.
POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

The study of western Political Science originated more than two thousand years ago with questions raised by ancient Greek philosophers such as Plato and Aristotle about the way that society should be governed.

Since then, the field of Political Science has developed to become a comprehensive study that includes not only an analysis of how different societies are ruled and why certain forms of government exist, but also the political relationships among different entities. The study of relationships among nations is known as International Relations, and it forms an important part of contemporary political studies.

Undergraduate Programmes

POL111: Nature and Scope of Political Science
Purpose: Learners are assisted in developing a greater understanding of the comprehensive nature of Political Science as a field of academic study, including an appreciation of the fundamental concepts and values underlying political ideologies.
Contents: The development of Political Science as an academic discipline; the subject matter of Political Science; analysis of basic concepts and investigation into the principle values of the main political ideologies.
Instruction: Contact lectures; class discussions and tutorials.
Assessment: Class tests and written assignments.
Summative Assessment: 3 hour Examination
Credits: 16
Prerequisites: None

POL124: Selected Issues in Contemporary Politics
Purpose: To contextually present and analyse contemporary political issues within the global society. These include changes in conceptualisations of democracy, human rights, conflict escalation and fundamentalism, multiculturalism, civil disobedience and environmental politics.
Contents: As outlined above; to be determined according to contemporary issues
Instruction: Contact lectures, Class discussions, tutorials and small group discussions.
Assessment: Major tests, minor tests and assignments.
Summative Assessment: 3 hour Examination
Credits: 16
Prerequisites: None

POL211: Introduction to Political Philosophy and Ideologies
Purpose: Learners are to acquire an understanding of the various philosophical perspectives that have guided political thinking, from historical to contemporary times.
Instruction: Contact lectures; self-study; tutorials.
Assessment: Tests; assignments; oral presentations.
Summative Assessment: 3 hour Examination
POL222: South African Government and Politics

Purpose: Learners will gain a greater understanding of the context, institutions, systems and values of the South African post-1990 political system.

Contents: Background to the South African political system; historical resistance to apartheid; the transition period and post-apartheid politics.

Instruction: Contact lectures; tutorials; class presentations by learners.

Assessment: Class tests; assignments and group presentations.

Summative Assessment: 3 hour Examination

Credits: 16
Prerequisites: POL111 and POL122

POL311 African Politics

Purpose: In a structured manner, learners will deepen their understanding of politics in Africa. The distinct characteristics of post-colonial political arrangements as well as attempts to consolidate representative governments in the context of globalisation will be examined.

Contents: The post-colonial inheritance, nationalism and experiments in nation-state building, regional groupings and the African Union (AU), international relations of African States.

Instruction: Contact lectures, Class discussions, tutorials and small group discussions.

Assessment: Class tests, assignments and Oral presentations

Summative Assessment: 3 hour Examination.

Credits: 32
Prerequisites: POL211 and POL222

POL322 International Relations:

Purpose: Learners will be assisted to gain a greater understanding of the nature of interstate relations and the limits and opportunities that small (and weak) states face in an increasingly globalised world of states.

Contents: The evolution and expansion of the States system, Theories of International Relations; Actors in international relations; determinants of foreign policy; War and approaches to peace; the African Union (AU) and South Africa’s foreign policy in ed.

Instruction: Contact lectures, class discussions, tutorials and small group and individual class presentations.

Assessment: Class tests, Assignments and oral presentations.

Summative Assessment: 3 hour Examination.

Credits: 32
Prerequisites: POL211 and POL222
POLITICAL SCIENCE AND INTERNATIONAL RELATIONS HONOURS

Learners are expected to take four compulsory modules and a research project.

Entrance requirements
Undergraduate degree with a minimum average of 65% in all Political Science / International Relations courses.

POL 509 Research Project
Purpose: To enable a learner to undertake a research project upon which a Report of no fewer than 50 pages and no more than 70 pages must be submitted for external examination.
Contents: The topic for the project must be chosen in consultation with the Department. The Report must show clearly that the learner is able to apply research methods in the Political Sciences.
Instruction: Regular supervision and discussion.
Summative Assessment: External examination of completed Report
Credits: 30
Prerequisites: To be determined by the Department, according to the agreed topic of research.

POL511: Epistemology and Research Methods in the Political Sciences
Purpose: Learners to undertake an advanced study of the epistemological and methodological problems in the social sciences generally and in political studies in particular. (This is a compulsory module for Political Science Honours learners.)
Contents: Epistemology, including philosophy of science; research designs; selecting, planning and proposing a research project.
Instruction: Contact lectures; seminars and workshops; reading and writing research papers /reports; class discussions
Assessment: Continuous assessment tests; Oral presentations by learners; assigned research projects
Summative Assessment: 3 hour Examination.
Credits: 26
Prerequisites: Undergraduate major in Political Science / International Relations

POL513 Comparative Politics
Purpose: To classify and compare various political systems.
Contents: Theoretical Problematising of political systems and processes in different contexts; examination and comparison of approaches and perspectives; comparative analysis of different systems.
Instruction: Seminars, presentations, debates, independent research and reading.
Assessment: Long assignment, oral presentation, test.
Final assessment: 3-hour Examination
Credits: 26
Pre-requisites: Undergraduate major in Political Science / International Relations
POL524 Political Economy
Purpose: To analyse, according to different theoretical perspectives, issues relating to the global political economy. The emergence of a global political economy, structures, forces, ideologies and patterns of the global political economy.
Contents: The state, transnational organizations and corporations, and international institutions; from classical theory to neoliberalism in a “new world order”; Africa in the global political economy.
Instruction: Seminars, presentations, debates, independent research and reading.
Assessment: Class tests; long assignments, oral presentation.
Final assessment: 3-hour Examination
Credits: 26
Prerequisites: Undergraduate major in Political Science / International Relations

POL526 International Relations of African States
Purpose: Learners to become deeply acquainted with and gain greater knowledge in respect of the African regional order and its various elements: actors; ends and means of foreign policy; war and the search for peace; poverty and the search for wealth and justice
Contents: The relations of African States with one another and with the major external powers; decolonisation and Pan-Africanism; The African regional order; The formation and operation of the African Union (AU); Boundary conflicts external intervention in Africa.
Instruction: Contact lectures; Tutorials; Seminars; Library research
Assessment: Class tests; Oral presentations; written assignments
Summative Assessment: 3 hour Examination
Credits: 26
Prerequisites: Undergraduate major in Political Science / International Relations

MASTER’S AND DOCTORAL DEGREES IN POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

Entrance requirements:
Master’s Degree: Honours in Political Science / International Relations or closely related specialty, with a minimum of 60% pass at Honours level.

Doctoral Degree: Master’s in Political Science / International Relations or closely related specialty.

Masters and Doctoral Degrees are only by research and are offered to suitable candidates. Research topics for these higher degrees are chosen in consultation with the Head of the Department and are subject to final approval by the Faculty Research and Higher Degrees Committee (FRHDC).
PSYCHOLOGY

Psychology is the study of the mind and behaviour. Psychology as a discipline embraces all aspects of the human experience – from the functions of the brain cell to social conflicts within or between societies, from child development to care for the aged, from daily life challenges such as family, education and work to mental health problems.

You may choose to study psychology because it is an interesting subject or you may decide to study psychology because you want to become a psychologist. In any case, we are convinced that our Department in Alice and our Department in East London (E) will offer you interesting undergraduate and postgraduate courses.

PSY111F Introduction to Psychology 1 (Foundation)
Purpose: The purpose of this module is to introduce students to the field of Psychology as a science and a profession. It also aims to demonstrate how human behaviour is influenced by our knowledge of the structure and function of the nervous system.
Contents: The evolution of Psychology, biological bases of behaviour, sensation and perception
Instruction: lectures
Credits: 8
Assessment: Class tests as well as tutorial attendance and participation.
Summative Assessment: 3 hour Examination paper

PSY112F: Introduction to Psychology 1 (Foundation)
Purpose: The purpose of this module is to expose students to different areas of health including stress and coping mechanisms. Furthermore, it aims to acquaint students with the sub-discipline of social psychology and the fundamental concepts of the research process related to the field of social sciences.
Contents: A selection from the following sub modules; Stress, coping and health social psychology, introduction to research in the social sciences and psychology
Instruction: lectures
Credits: 8
Assessment: Class tests
Summative Assessment: 3 hour Examination paper

PSY122F Introduction to Psychology 2 (Foundation)
Purpose: The purpose of this module is to expose students to learning and cognitive processes including memory, thinking and the language. Furthermore, this module intends to enable students to differentiate between areas of health psychology, including human sexuality and HIV/AIDS.
Contents: A selection from the following sub modules; Basic principles of learning, memory, thinking and Language, human sexuality and HIV/AIDS, Motivation and Emotions
Instruction: lectures
Credits: 8
Assessment: Class tests as well as tutorial attendance and participation
Summative Assessment: 3 hour Examination paper
PSY123F Introduction to Psychology 2 (Foundation)
Purpose: This is a foundation course in psychology. The purpose of the module is to introduce students to the field of psychology, including the following areas of specialization: An introduction to the sub-field of psychological disorders and psychopathology; introducing students to the field of psychotherapy, including various approaches to help people overcome personality; introducing student to intelligence, language and thought as well as cognitive processes.
Contents: Introduction to psychopathology/psychological disorders, psychotherapy and counselling, introduction to intelligence, language and thought and cognitive processes.
Instruction: lectures
Credits: 8
Assessment: Class tests as well as tutorial attendance and participation
Summative Assessment: 3 hour Examination paper

PSY111/111E Introduction to Psychology 1
Purpose: To introduce students to the field of Psychology
Contents: A selection from the following modules: History and introduction to Psychology; introduction to research methods; biological bases of behavior; Human sexuality and HIV/AIDS; sensation and perception; learning; variations in consciousness; human memory; language and thought
Instruction: Lectures
Credits: 16
Assessment: Class tests.
Summative Assessment: Examination paper

PSY122/122E Introduction to Psychology 2
Purpose: To introduce students to the field of Psychology
Contents: A selection from the following modules: Learning, memory, cognitive processes, intelligence; motivation and emotion; personality and abnormal behaviour; psychopathology; psychotherapy; human development across the life span; stress, coping, and health; social psychology
Instruction: Lectures
Credits: 16
Assessment: Class tests and assignments.
Summative Assessment: Examination paper

PSY211/211E Personality Theory and Social Psychology
Purpose: To introduce students to personality theory and social psychology
Contents: In the Personality Theory module students are taught different theoretical perspectives on the development of the personality, problems in development, theoretical perspectives on the amelioration of disorders, and methods of research informed by these different perspectives. The module includes an introduction to social constructionist perspectives of the self and to the critique of the notion of personality. Students are also introduced to Indigenous Psychology and consideration is given to African perspectives of the self. The Social Psychology module covers some of the traditional topics in Social Psychology such as attitudes, conformity, stereotypes, prejudice and discrimination. It also covers topics that are particularly relevant in the South African context such as the role of the media in shaping social
attitudes, gender inequality, intimate relationships and violence. By studying these different topics students are introduced to a range of research methods in Social Psychology.

Credits: 16
Assessment: Class tests and assignments.
Summative Assessment: Examination paper
Prerequisite: PSY111/111E and PSY122/PSY122E

PSY222/222E Developmental Psychology, Psychological Assessment and Research Methods
Purpose: To introduce students to the study of human development, psychological assessment and research methodology
Contents: In Developmental Psychology students are introduced to different theories on development across the lifespan. Topics that are covered in this module include: cognitive development, moral reasoning, and language acquisition. In Psychological Assessment students are introduced to the main concepts of assessment. Students are taught the different types of measures that are used to assess human behaviour and how such measures are to be used. Students are also taught how measures are developed and adapted so that they are culturally appropriate. In the Research Methods module students are introduced to the research process, research design, inferential and descriptive statistics.
Instruction: Lectures and discussion forums
Credits: 16
Assessment: Class tests and assignments.
Summative Assessment: Examination paper
Prerequisite: PSY111/PSY111E and PSY122/PSY122E

PSY311/311E Psychopathology and Counselling Psychology
Purpose: To introduce students to the area of study known as psychopathology and to various approaches to counselling and psychotherapy.
Contents: This module provides students with a general introduction to the area psychopathology in terms of conception, diagnosis and treatment. The course introduces students to a variety of clinical conditions including schizophrenia, depression, and anxiety. It also aims to contrast differing models of explanation that in turn lead to differing approaches in treatment, this includes issues pertaining to culture in the South African context.
Instruction: Lectures and practical exercises
Credits: 32
Assessment: Class tests, assignments and practical reports.
Summative Assessment: Examination paper
Prerequisite: PSY211/211E and PSY222/PSY222E

PSY322/322E Community Psychology and Research Methods
Purpose: To introduce students to cultural issues and dilemmas in psychology, and to various levels of intervention in communities, as well as introducing students to more advanced research methods.
Contents: The Community Psychology module focuses on the application of psychological theory, concepts and knowledge to address the needs and concerns of communities. Whereas the traditional approach to psychological
theory has been largely Eurocentric and individualistic, in community psychology we adopt a more collectivist paradigm in understanding behaviour and in applying relevant methods and techniques. This module examines the theory and method of community psychology within the context of the psycho-social needs facing contemporary South African society. In the Research Methods module students are introduced to different paradigms in social science research and the implications of this for research design and methodology. Descriptive and inferential statistics are revised in practical statistics tutorials so that students gain experience using SPSS (statistical package for the social sciences).

**Instruction:** Lectures and practical exercises.

**Credits:** 32

**Assessment:** Class tests, assignments and practical reports.

**Summative Assessment:** Examination paper

**Prerequisite:** PSY211/PSY211E and PSY222/222E

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**PSYCHOLOGY HONOURS**

This course provides an in-depth study for students interested in professional careers in psychology. The programme is oriented to students wishing to continue with further postgraduate applied professional training, or to follow academic, research and other professional interests.

The degree is offered on a full-time (one year) basis. A minimum of 7 modules are required for learners taking honours at both delivery sites. The Professional Board for Psychology considers the degree to be equivalent to a B Psych and students will consequently be eligible to take the Professional Board examination for registration as a Registered Counsellor. Students who wish to become Registered Counsellors will be required to complete an additional six months internship.

**Prerequisites for admission**

Except by permission of the Senate a person may be admitted as a learner only if s/he has taken Psychology as a major for a Bachelor's degree and has obtained a final mark of not less than 60% therein, and complies with such other selection criteria as laid down by the lecturers concerned. Prospective learners may have to present themselves for a personal interview.

**PSY510/510E Research Design**

**Purpose:** To advance an understanding of the social research process, including the stages, design and logic of the social research process

**Contents:** An understanding of fundamental concepts and images of social research; in-depth discussion on the stages of the research process (problem formulation, conceptualization, operationalization, sampling, data collection, data analysis and interpretation, and reporting), focus on the logic of social research; research design (from simple to complex designs); methodological issues (relating to qualitative and quantitative methodologies); proposal and report writing; research ethics

**Instruction:** Seminars and Practicals

**Credits:** 26
Assessment: Assignments, presentations and practical reports
Summative Assessment: Examination paper

PSY511/511E Psychopathology
Purpose: To familiarise students with various models of psychopathology
Contents: Historical and contemporary theories about psychopathology are covered, with attention to the impact of social and cultural factors. Exposure to practical examples and case studies are an important component. Ethical aspects of Psychopathology are integrated. Multi-axial diagnosis is a component of the course.
Instruction: Seminars and practicals
Credits: 26
Assessment: Assignments, presentations and practical reports
Summative Assessment: Examination paper

PSY512/512E Counselling Psychology/Psychotherapy (Second semester module)
Purpose: To familiarise students with various models of counselling and psychotherapy
Contents: Theories of counselling and therapy with special emphasis on their application in contemporary South Africa, psychosocial development and counselling
Instruction: Seminars and practicals
Credits: 26
Assessment: Assignments, presentations and practical reports
Summative Assessment: Examination paper

PSY516/PSY516E Developmental Psychology
Purpose: To familiarise students with the field and theories of Developmental Psychology and explore certain critical areas
Contents: Students learn various theories about children’s cognitive, affective, social and cultural development. Students are also taught to critically evaluate contemporary evidence and issues in the promotion of children’s development. Students are encouraged to develop their own ideas and interests in the domain of child development. In this regard, students are introduced to different research methods in the study of children’s psychological development giving them a framework for planning, designing and carrying out their own research in the area of child development.
Instruction: Seminars and practicals
Credits: 26
Assessment: Assignments, presentations and practical reports
Summative Assessment: Examination paper

PSY519/PSY519E Capita Selecta (A)
Credits: 26

PSY521/521E Directed Study
Purpose: To complete a research project
Contents: A research project is undertaken and documented under the supervision of a psychology lecturer. This includes an initial research proposal, the topic of which requires departmental approval. The student has to submit a final research report.
**Instruction:** Individual and group research supervision  
**Credits:** 30  
**Assessment:** Research project

**PSY524/524E Social/Community Psychology**  
**Purpose:** To familiarize students with approaches and theories of social and community psychology on an extended level  
**Contents:** This course investigates psychological dimensions of ‘culture’ and ‘community’ as well as communities of practice. Students learn to locate themselves in the complex fabrics of their cultures, their geographies and their power relationships. The course aims to make students aware of how different environments and circumstances impact human behavior.  
**Instruction:** Seminars and practicals  
**Credits:** 26  
**Assessment:** Assignments, presentations and practical reports  
**Summative Assessment:** Examination paper

**PSY528/PSC528E Capita Selecta (B)**  
**Credits:** 26

**PSY529/529E Assessment and Psychometric Testing**  
**Purpose:** To familiarize students with assessment theory, principles, and practice  
**Contents:** Students are exposed to assessment concepts, assessment domains and instruments, psychometric properties of instruments, assessment principles and ethics, as well as factors to consider when designing, administering, scoring, interpreting, and reporting assessment findings.  
**Instruction:** Seminars and practicals.  
**Credits:** 26  
**Assessment:** Assignments, presentations and practical reports  
**Summative Assessment:** 3 hour Examination paper

**MASTER’S DEGREES**

**Masters in Counselling Psychology** (course work and a mini dissertation)  
The Master’s degree in Counselling Psychology consists of three papers (Therapeutic Interventions, Community Interventions and Assessment), a practical programme and a research project. The degree strives to train psychologists to address the needs of South Africans in changing community contexts. The degree meets the requirements of the Professional Board for Psychology for admission to an internship in Counselling Psychology, with the Department being recognised as a training institute. Internships are offered through the Psychological Services Centre. Students who have passed all their papers and satisfied the criteria for the practical programme may apply for an internship position. On successful completion of the degree, internship and Board examination, the students may register as a Counselling Psychologist with the Health Professions Council of South Africa.
**PSY701E Community Interventions**

**Purpose:** To expose students to the theory, concepts, tools and practices of psychological work in community contexts

**Contents:** Constructions of community and culture; models of community psychology; therapeutic skills in community settings; reflexivity and power; psychology and oppression; mental health/primary health care; health promotion/prevention; participation/empowerment; advocacy and policy; critiques of HIV/AIDS interventions and proposals; eco-systemic model;

**Instruction:** Seminars, practical sessions, workshops, and individual supervision

**Credits:** 48

**Assessment:** Case reports, assignments, written reflections, presentations

**Summative Assessment:** Oral and written examination (both examinations must be passed for students to proceed to the internship)

**PSY702E Therapeutic Interventions**

**Purpose:** To expose students to the theory, concepts, tools and practices of therapeutic interventions.

**Contents:** Family therapies; narrative approaches; cognitive behavioural approaches; humanistic/existential approaches; psychoanalytic approaches; group approaches; play therapies

**Instruction:** Seminars, practicals, workshops, and individual supervision

**Credits:** 48

**Assessment:** Continuous assessment through case reports, assignments, written reflections, presentations

**Summative Assessment:** Oral and written examination (both examinations must be passed for students to proceed to the internship)

**PSY703E Research Report**

**Purpose:** To learn how to conduct independent research

**Contents:** Research proposal, literature review, theoretical model, data collection, data analysis, write-up of Mini Dissertation or Journal article.

**Instruction:** Seminars and individual/group supervision

**Credits:** 60

**Assessment:** Presentation of the research proposal, supervisory feedback on research

**Summative Assessment:** Research report

**PSY704E Assessment**

**Purpose:** To expose students to the theory, concepts, tests and practices of assessment

**Contents:** Developmental theories; childhood psychological disorders; critical perspective on psychological testing and assessment; dynamic assessment: circle of courage; intake interview and report writing; intelligence tests; projective tests; visual motor integration; personality assessment; school readiness; career assessment; introduction to neuropsychological and psychiatric assessment; computerized assessment.

**Instruction:** Seminars, practicals, workshops, and individual supervision

**Credits:** 32

**Assessment:** Case reports, assignments, written reflections, presentations

**Summative Assessment:** Oral and written examination (both examinations must be passed for students to proceed to the internship)

**PSY700E Psychology Masters by Dissertation**
This is a research degree based on a dissertation from one or more of the fields in Psychology governed by the general regulations for these degrees. The dissertation should reflect evidence of independent research by the researcher. The research topic is chosen in consultation with the Head of the Department and is subject to the approval of the Faculty Research and Higher Degrees Committee.

**PSY900E Doctor’s Degree in Psychology**
This is a research degree based on a thesis from one or more of the fields in Psychology governed by the general regulations. The thesis should reflect evidence of independent and original research by the researcher. The research topic is chosen in consultation with the Head of the Department and is subject to the approval of the Faculty Research and Higher Degrees Committee.
The vision of the Department of Sociology is to be a centre of excellence where students acquire the knowledge, skills, attitudes and values to be active and critical agents of social justice and change at the family, community, national and global levels. The Department also envisions itself as a leading contributor to the treasury of scientific concepts, theories, insights and comparative perspectives with which South Africa and the African continent make sense of the changes and continuities that characterize their existence.

The mission of the Department is to actively pursue a sociological curriculum that is theoretically sound and that places emphasis on empirical research and analytical rigour. Through the implementation of an excellence-driven curriculum at the Bachelor’s, Honours and Master’s levels and cutting-edge basic and applied social research at the Doctoral level, students are equipped with the knowledge, skills, attitudes and values to become leaders in their chosen fields.

The department of Sociology offers two undergraduate programmes, General Sociology Programme and Industrial Sociology Programme. General Sociology is offered on both Alice and East London Campuses while Industrial Sociology is currently only offered at the East London branch. Each programme extends over a minimum of three academic years and requires the completion of the following courses:

**Compulsory Modules: General Sociology**

1. SOC111/111E and SOC122/122E
2. SOC211/211E, SOC212/212E and SOC222/222E (Prerequisites for both are SOC111/111E and SOC122/122E)
3. SOC311/311E, SOC312/312E and SOC322/322E (Prerequisites for the three are SOC211/211E, SOC212/212E and SOC222/222E)

**Compulsory Modules: Industrial Sociology**

1. SOC111/111E and SOC122/122E
2. INS211/211E, INS212/212E and INS222/222E (Prerequisites for both are SOC111/111E and SOC122/122E)
3. INS311/311E, INS312/312E and INS322/322E (Prerequisites for the three are INS211/211E, INS212/212E and INS222/222E)

**Electives: General Sociology**

1. Learners registered at the second level of study will choose at least TWO areas of specialization listed under SOC222/222E, provided that such choice will depend on the available staff areas of specialization and student demand.
2. Learners registered at the third level of study will choose at least THREE areas of specialization listed under SOC322/322E, provided that such choice will depend on the available staff areas of specialization and student demand.
Electives: Industrial Sociology
1. Learners registered at the second level of study will choose at least TWO areas of specialization listed under INS222/222E, provided that such choice will depend on the available staff areas of specialization and student demand.
2. Learners registered at the third level of study will choose at least THREE areas of specialization listed under INS322/322E, provided that such choice will depend on the available staff areas of specialization and student demand. Timetabling considerations may lead to the offering of some areas of specialisation in the first semester.

Programme Offerings

The Department of Sociology offers TWO undergraduate programmes, namely, General Sociology Programme and Industrial Sociology Programme. General Sociology is offered on both Alice and East London campuses while Industrial Sociology is currently only offered at the East London Campus. Each programme extends over a minimum of three academic years and requires the completion of the following courses.

GENERAL SOCIOLOGY (SOC)

SOC111F Introductory Sociology
Purpose: To introduce learners to the social science of sociology; to cultivate in them the ability to think like a sociologist; to familiarize them with different sociological concepts and perspectives, and to teach them to be able to apply the various perspectives to societal issues.
Content: Sociological imagination The origins of Sociology; Classical Theoretical approaches; Modern theoretical approaches; Research methods; Social interaction; Socialization.
Prerequisites: None.
Instruction: Lectures; group discussion, and tutorials.
Credits: 8
Assessment: Continuous assessment through tests, assignments; class quizzes, and examinations.
Summative assessment: 3 hour Examination

SOC122F Deviance and Social Inequality
Purpose: To introduce learners to the social science of sociology; to cultivate in them the ability to think like a sociologist; to introduce them to deviant forms of behavior and the different forms of social inequality.
Content: Deviance and crime; Race and ethnic stratification; Race and ethnicity in South Africa; Gender stratification; Age and stratification; Mass media; Wealth and poverty.
Prerequisites: None.
Instruction: Lectures; group discussion, and tutorials.
Credits: 8
Assessment: Continuous assessment through tests, assignments; class quizzes, and examinations.
Summative assessment: 3 hour Examination
SOC112F Introduction to social institutions.
Purpose: To cultivate in learners a greater understanding of institutional structures of society, and how these impact the lives of individuals; to introduce student to population dynamics, and the process of urbanization.
Content: The Family; Religion; Education; Politics; Economy; Introduction to population dynamics; Urbanization.
Prerequisites: None.
Instruction: Lectures; group discussion, and tutorials.
Credits: 8
Assessment: Continuous assessment through tests, assignments; class quizzes, and examinations.
Summative assessment: 3 hour Examination

SOC123F Collective behavior, social movements and change.
Purpose: To introduce learners to collective forms of behaviour, social movements, new social movements, social change; globalization; environment and society, and the HIV/AIDS pandemic.
Content: Collective Behavior; Social movements; Social change; new social movements; Globalization; Environment and society; and HIV/AIDS.
Prerequisites: None.
Instruction: Lectures; group discussions, and tutorials.
Credits: 8
Assessment: Continuous assessment through tests, assignments; class quizzes, and examinations.
Summative assessment: 3 hour Examination

SOC111/111E Introduction to Sociology
Purpose: The main aim of this module is to introduce learners to the discipline of Sociology and the Sociological perspective. In this regard it provides learners with key concepts which allow description and analysis of society and intelligent participation in sociological discourse.
Content: Issues covered include the nature of sociological inquiry; concepts and principles of sociology; structure and dynamics of social organisations; systems of Inequality and collective behaviour.
Prerequisites: None
Instruction: Lectures, independent study and tutorials
Credits: 16
Assessment: Continuous assessment through tests, tutorials and examinations
Summative Assessment: 3 hour Examination

SOC122/122E Social Institutions
Purpose: The main aim of this module is to provide an overview of selected major social institutions and an analysis of their interaction with special reference to South African society.
Content: Institutional features of modern society; Structure and dynamics of social organisations; Social Environments and Social Change
Prerequisites: None
Instruction: Lectures, independent study and tutorials
Credits: 16
Assessment: Continuous assessment through tests, tutorials and examinations
Summative Assessment: 3 hour Examination

SOC211/211E Research Methods
Purpose: The aim of this module is to provide an overview of differing and competing approaches in research methods.
Content: The research process; qualitative and quantitative research methods; sampling; data-collection processes; statistical and graphic presentation of data as well as analysis techniques.
Instruction: Lectures and independent study.
Credits: 8
Assessment: Continuous assessment through tests, assignments and examinations
Summative Assessment: 3 hour Examination
Prerequisites: SOC111/111E and SOC122/122E

SOC212/212E Classical Sociological Theory
Purpose: The aim of this module is to outline the historical context in which Sociological Theory developed. Learners are required to examine the contributions of the classical sociological theorists to the understanding of the main structures, processes and contradictions of modern capitalist societies.
Content: Philosophical Foundations of Sociology; Functionalism; The conflict perspective and symbolic exchange perspective.
Instruction: Lectures and independent study.
Credits: 8
Assessment: Continuous assessment through tests, assignments and examinations
Summative Assessment: 3 hour Examination
Prerequisites: SOC111/111E and SOC122/122E

SOC222/222E 2nd Year Area of Specialisation
Students are expected to choose two specialised areas of study. At the second year level the following areas of specialisation are offered:

SOU221/221E Urban Sociology
Purpose: The purpose of this module is to provide learners with an overview of both classical and contemporary urban sociology theory.
Content: Historical development of cities; capitalism and the urban question; town and country; the anatomy of the metropolis; the colonial and post-colonial patterning of city in the third world; the urban question in post-apartheid South Africa.
Credits: 8
Prerequisites: SOC111/111E and SOC122/122E

SOF222/222E Sociology of the Family
Purpose: The purpose of this module is to undertake a sociological examination of the challenges of contemporary family life, in an era of global capitalism.
Content: Marriage and Modern Families; Gender within families; Families and Work; Intimacy and Violence; Divorce and Remarriage; Modern Challenges to family life.
Credits: 8
Prerequisites: SOC111/111E and SOC122/122E
SRC223/223E Sociology of Race Ethnicity, and Class
Purpose: The purpose of this module is to examine the South African historiography which has been dominated by the interplay between race, class and ethnicity, apartheid / segregation and capitalism.
Content: This course traces the history of apartheid and segregation before it, relating these to the development of South African capitalism.
Credits: 8
Prerequisites: SOC111/111E and SOC122/122E

SOW224/224E Labour Process Studies
Purpose: The aim of this course is to give students insight into the nature of work, and how work is organized under industrial capitalism. Emphasis is placed on how the worker has lost control of the production process with advances of industrial capitalism.
Content: This course examines the world of work particularly as it pertains to the production and labour processes and how these impact on the nature of capitalism and the relations of production.
Credits: 8
Prerequisites: SOC111/111E and SOC122/122E

SPS225/225E Demography
Purpose: The aim of this course is to introduce learners to traditional demographic concerns and population composition.
Content: Introduction to the world’s population; demographic data; mortality; fertility; migration; family demography; urbanization; and population and the environment.
Credits: 8
Prerequisites: SOC111/111E and SOC122/122E

SOE226/226E Education and Society
Purpose: The main aim of the module is to study the various relations between education and society in order to decipher the tension between its transformative and conservative social roles. Towards this end, insights from sociology of education will be utilised as it is the pre-occupation of sociology of education to disentangle the complex relationship between education and society and to determine to what extent education is a cause of social change and to what extent it merely mirrors it.
Content: Defining education; education in society; sociology and education; education as a sociological concept; perspectives in education; social functions of education; education and socialisation; education and economy; education and literacy; education and social change; the hidden curriculum; ideology and education; knowledge and power; education and cultural reproduction; education and social control; inequality of educational opportunity; class and educational attainment; education and inequality.
Credits: 8
Prerequisites: SOC111/111E and SOC122/122E
**SHS227/227E Health and Society**

**Purpose:** Learners are to acquire a sound introductory knowledge of health as a socially constructed and contextualised phenomenon.

**Content:** A sociological examination of health and illness; beyond traditional views of health and illness; health and illness in relation to social, economic, political and ideological structures in society.

**Credits:** 8

**Prerequisites:** SOC111/111E and SOC122/122E

**SOR228/228E Sociology of Religion**

**Purpose:** The aim of this module is to utilize the insights of a variety of sociological perspectives and explanations to account for the origin and evolution of religion and its continued relevance despite major material and social transformations in society and Marx's prediction that it was bound to disappear as society develops.

**Content:** The Origin and Evolution of Religion; Functionalist Perspective on Religion; Marxist Perspective on Religion; Weberian Perspective on Religion; Religion and the Sociology of Knowledge; Religion, stratification and change; Secularisation; The new religious consciousness; Sociology, ideology and religion.

**Credits:** 8

**Prerequisites:** SOC111/111E and SOC122/122E

**SOP229/229E Sociology of Politics**

**Purpose:** This module is concerned with power in its social context. Its aim is to critically study the development of certain state forms and governments along with the ideologies which informed and continue to inform their practices.

**Content:** The Development of Western Liberal Democracy; The Formation and Structure of Capitalist States; Capitalism and the Non-Liberal States; Meta-theories of State Socialism; Nation building, Nationalism and Imperialism; The African Nation States and Democracy; Theories of ‘Stable Democracy’; Citizenship and Social Class; Class, Party and Voting; The political System and Political Culture.

**Credits:** 8

**Prerequisites:** SOC111/111E and SOC122/122E

**SOM200/200E Sociology of the Media**

**Purpose:** Learners will acquire a sound introductory knowledge of the media and sociological perspectives on it.

**Content:** The relationship between the media and society; the media and culture; power and the media; bias in the media; and gender, age, race and class in the media.

**Instruction:** Lectures and independent study

**Credits:** 8

**Assessment:** Continuous assessment through tests, assignments and examinations

**Summative Assessment:** 3 hour Examinations

**Prerequisites:** SOC111/111E and SOC122/122E
SOC311/311E Research Practice in Sociology

Purpose: This module is a practical research module whose aim is to provide learners the opportunity to conduct practical research on an approved subject of sociological significance. The class meets regularly to review the progress of students. The outcome is an internally examined research report due on 31 October of each year. In addition, an overview of Research Methodology is offered as part of this module. This section focuses on the philosophy of science, social research and the production of knowledge. This section is externally examined.


Instruction: Lectures, and independent study and research practicals

Credits: 16

Assessment: Continuous assessment through tests, assignments and examinations

Summative Assessment: 3 hour Examination

Prerequisites: All 200 level modules

SOC312/312E Contemporary Social Theory

Purpose: The aim of this module is to provide an overview of contemporary sociological theory. It is devoted to the treatment of well established sociological theories that continue to be relevant to the present day. The focus is therefore on 20th century schools and systems of thought and current criticisms and developments.

Content: Issues covered include a selection from the following: Functionalism; Conflict structuralism; Interactionism; Ethnomethodology; Class and State Theory; Critical Theory; Gramscian Theory; Post Industrial Society Theory; Post-structuralist theory; Postmodernism and Post-modern Social Theory.

Instruction: Lectures, and independent study and research practicals

Credits: 16

Assessment: Continuous assessment through tests, assignments and examinations

Summative Assessment: 3 hour Examination

Prerequisites: SOC211/211E, SOC212/212E and SOC222/222E

SOC322/322E 3rd year Area of Specialisation

Students are expected to choose two specialised areas of study. At the third year level the following areas of specialisation are offered:

SOD321/321E Sociology of Development

Purpose: The main objective of this module is to enhance learners' skills in the application of established principles and methods of sociology to the problematique of development. Towards this end, learners will be expected to understand the history and nature of thinking of what is commonly described as the "development" of the third world societies.

Content: Theory and ideology, modernisation theory, neo-evolutionary theory, varieties of modernisation theory, the dependency theory, the dual society concept, the development of underdevelopment theory, circulationist views of the world system, the core periphery concept, World system perspective, critiques of dependency, post Marxist development studies, post-modern development
studies, globalization and human rights, development strategies in post-apartheid South Africa

Credits: 16
Prerequisites: SOC211/211E, SOC212/212E and SOC222/222E

SIR322/322E Industrial Relations in South Africa
Purpose: The aim of this module is to equip learners with a comprehensive understanding of industrial relations and employment practices in South Africa.
Content: Theoretical approaches to industrial relations, the development of industrial relations system in South Africa, principles of collective bargaining and grievance processes and their roles in promoting industrial peace, The role of the International Labour Organisations in South Africa.
Credits: 16

SOG323/323E Group Dynamics
Purpose: The learners will examine the major aspects of groups such as group development, group processes, and groups and change.
Content: Group formation; group structure and size, group norms; group development, stages of group development; and group cohesion; group functions, task functions, maintenance functions, and self-interest functions; decision-making; leadership; group conflict and cooperation; groups and change; and groups and collective behaviour
Credits: 16

SOE324/324E Sociology of Education
Purpose: The main aim of this module is to introduce learners to key concepts and sociological interpretations or major perspectives in Sociology of Education, the dialectical relations between education and the wider society, relations between education and the state on the one hand, and education and the economy on the other, the potential role of education in the reconstruction of the South African Society along democratic lines and, finally, the role of education in development.
Content: Introduction to Sociology of Education; the social functions of education; theoretical perspectives in Sociology of Education; major social thinkers in Sociology of Education; the genealogy of Apartheid /Bantu Education; general approaches to education in South Africa; post-apartheid education policies in SA; critical issues facing education in SA.
Credits: 16

SGS325/325E Gender Studies
Purpose: Learners are to develop a critical understanding of gender and perspectives and debates relevant to its study.
Content: Society and gendered inequality; theoretical positions on the body; gender construction and power relations; feminist theories on sexuality and gender inequality; academic study of “gender studies.”
Credits: 16

SOH326/326E Sociology of Health and Medicine
Purpose: Learners are to develop a critical understanding of the concepts “health and “medicine” and the relationship between them.
Content: Theoretical issues and debates on the body and bodily states; Health and
illness; the dominant medicalised approach; the social constructionist approach; the implications of the different approaches; the hegemonic position of scientific medicine.

Credits: 16

**SOS327/327E State and Society**

**Purpose:** Learners acquire a sound understanding of sociological perspectives on the state and debates relevant to it.

**Content:** Traditional and contemporary perspectives on the state; pre-modern and modern states; the state and civil society; issues and debates relevant to the modern state: the welfare state, democracy. The state and dominant groups in society.

Credits: 16

**SOE328/328E Environment and Society**

**Purpose:** Learners are introduced to the environment as a sociological area of specialisation.

**Content:** Human society and the natural environment; Theoretical positions on the environment: “green” capitalism, sustainability, environmental movements and distributive justice.

Credits: 16

**SOL329/329E Sociology of Law.**

**Purpose:** Learners will acquire a sound understanding of sociological perspectives on the study of law.

**Content:** The course introduces the sociological study of law and theoretical debates relevant to it. The works of Durkheim, Weber and Marx are considered as they relate to law, and more contemporary writing and empirical research are also examined. Various theoretical positions are used to explore issues which include, amongst other, the historical transformation of punishment, social control, inequality and law, criminal career, the law and democracy and the legal profession.

**Instruction:** Lectures, independent study and research practicals

**Credits:** 16

**Summative Assessment:** 3 hour Examinations

**Prerequisites:** SOC211/211E, SOC212/212E and SOC222/222E

**SOCIOMETRY HONOURS**

The honours programme extends over a minimum of ONE academic year of full-time enrolment and requires the completion of the following modules:

**COMPULSORY MODULES**

SOC502/502E, SOC510/510E; SOC511/511E; are compulsory for all students registered in the programme.

**SOC502/502E Research Report/Project**

**Purpose:** The aim of this module it to provide training on practical research skills.

**Content:** This is a practical research module. Learners are required to present (at the
end of the year) a research report on a topic of sociological interest chosen in consultation with the Department. The research project continues throughout the year and learners are strongly advised to meet regularly with their supervisors – nominated by the Department.

**Instruction:** Supervision, independent study and research practice  
**Credits:** 30  
**Summative Assessment:** Examination of the research report

**SOC510/510E Advanced Sociological Theory**  
**Purpose:** The aim of this module is to examine major theoretical themes within Sociology.  
**Content:** Key and issues include interactionism and the phenomenological perspective; modern theory and critique of Western Marxism; critical theory and analytical perspectives and a sample of leading ideas in African social theory.  
**Instruction:** Seminars and independent study  
**Credits:** 26  
**Summative Assessment:** 3 hour Examination

**SOC511/511E Methodology and Research Methods**  
**Purpose:** The main aim of this module is to examine the philosophy of social research and the creation of knowledge.  
**Content:** The nature of knowledge and processes of its generation; design and execution of research on social behaviour and institutions; quantitative and qualitative approaches.  
**Instruction:** Seminars and independent study  
**Credits:** 26  
**Summative Assessment:** 3 hour Examination

**ELECTIVES**

In addition to the three compulsory modules students are required to choose two electives provided that such choice will depend on the available staff areas of specialization and student demand.

**SOC520/520E Rural Sociology**  
**Purpose:** The aim of this module is to examine the impact of the capitalist transformation of the agricultural sector and its implications for rural communities.  
**Content:** Research agenda for rural sociologists; research and policy issues in rural studies; comparative perspectives on agricultural transformation, household strategies, community transformations, and sustainable development.  
**Instruction:** Seminars and independent study  
**Credits:** 26  
**Summative Assessment:** 3 hour Examination

**SOC521/521E Sociology of Science and Technology**  
**Purpose:** The aim of this module is to examine the social aspects of science and technology and their implications for development.  
**Content:** Among the issues considered are the following: History of science studies; Contemporary perspectives on science; scientific controversies, and cases; The role of science and technology in development.
SOC522/522E Techniques of Population Analysis

Purpose: The aim of this module is to examine advanced methods of generating demographic data.

Content: Sources of demographic data; characteristics of populations; life table modelling; fertility; mortality and migration; issues of reliability and validity

Instruction: Seminars and independent study
Credits: 26
Summative Assessment: 3 hour Examination

SOC523/523E Industrial Sociology

Purpose: The aim of this module is to examine current issues relating to work with special reference to South Africa.

Content: Industrialisation; The social organisation of work; evolution of modern management; technological revolution, skill composition of work and the class structure; gender and work.

Instruction: Seminars and independent study
Credits: 26
Summative Assessment: 3 hour Examination

SOC524/524E Sociology of Development

Purpose: The aim of this module is to conduct an advanced examination of challenges relating to “development.”

Content: Issues in global development and change; theories of development; structural inequalities; theories of imperialism, class and state in post-colonial societies; and the Sociology of Southern Africa in the 1990s.

Instruction: Seminars and independent study
Credits: 26
Summative Assessment: 3 hour Examination

SOC525/525E Education Sociology

Purpose: The main objective of this module is an in-depth study of principal theoretical discourses in Sociology of Education and prominent thinkers in the field with the view to apply these theories and concepts to a selection of issues embedded in classroom practice. In addition, special emphasis is made upon the sociology behind such phenomena as curriculum, social control, pedagogical strategies, social and class selection and literacy.

Content: Theoretical perspectives in Sociology of Education; Prominent thinkers in Sociology of Education; Technocratic Rationality; Interpretive Rationality; Reproductive Rationality; Dialectical Theory of Pedagogy; Application of perspectives to the SA Context.

Credits: 26

SOC526/526E Urban Sociology

Purpose: The aim of this module is to examine social theories of urban development and the relationship of urban theory to urban experience, practice, and policy in different societies.
Content: Among the issues covered in this module will be the following: An examination of the rural urban continuum. The classic works on gemeinschaft and gesselleschaft; the city as a growth machine; urbanism as a way of life; the metropolis and mental life. An examination of the contemporary interpretations of the classic works. An examination of current issues affecting urban life.

Credits: 26

SOC527/527E Social Psychology
Purpose: The main objective of this module is to engage the popular textbook definitions of social psychology, critically discuss theory construction problematics of the major perspectives in the discipline and map out the possible future direction social psychology can take in the light of inherent internal contradictions in the field (for instance the clash between sociologism and psychologism).

Content: Critique of textbook definitions of Social Psychology; Theory in Social Psychology; The Biological Perspective; The Sociological Perspective; The Psychological Perspective; Mead’s Social Psychology; Social Evaluation/Comparison Theory; The Form of Social Psychological Theories; A brief look at theories of Freud and Jung; Possible future directions in Social Psychology

Instruction: Seminars and independent study
Credits: 26
Summative Assessment: 3 hour Examination

SOC528/528E The Political Economy of Health
Purpose: The aim of this module is examine how the social and economic structures that people are exposed to, affect their life chances and their possibilities of health in general.

Content: Defining health and illness; the social production of health and illness; the reproduction of medical care; comparative health care policies; issues in Southern African health care systems.

Instruction: Seminars and independent study
Credits: 26
Summative Assessment: 3 hour Examination

SOC529/529E Sociology of Politics
Purpose: The aim of this module is to provide an analysis of the social conditions making for democracy. It looks at the use of ideological hegemony meant to ensure that those being ruled are given enough concessions for them to accept the cultural leadership of the rulers.

Content: Areas focus can be chosen from the following broad thematic areas: Visions of Society and Politics; Society, government and morality; Class Conflict and Consensus; Bureaucracy and Democracy; The Psychology of Rulers and the Ruled; Ideological Hegemony; Plato, Parsons, Marx, Weber, Machiavelli and Gramsci; Economic Development and Democracy; Social Conflict, Legitimacy and Democracy; Authoritarianism; Fascism; Varieties of Power and Power Structures; Democratic Rule; Oligarchy; Totalitarian Rule; Socialism; Liberalism; Communism; Nation Building; Political Parties and Citizen Participation; Social and Political Movements; The role of Unique Historical Events; The role of Political Activists.

Instruction: Seminars and independent study
SOC500/500E Sociology of Groups
Purpose: To introduce students to advanced understanding of the sociological dynamics of groups according to various theoretical approaches.
Content: Group formation; group development; group interaction; power and influence; leadership theories and applications; group culture and structure; group process of change; etc.
Instruction: Seminar and independent study
Credits: 26
Summative Assessment: 3 hour Examination

INDUSTRIAL SOCIOLOGY (INS)

INS211/211E Research Methods
Purpose: The aim of this module is to provide an overview of differing and competing approaches in research methods
Content: The research process, qualitative and quantitative research methods, sampling, data-collection processes, statistical and graphic presentation of data as well as analysis techniques.
Instruction: Lectures, independent study and research practicals
Credits: 8
Assessment: Continuous assessment through assignments, tests and class participation
Summative Assessment: 3 hour Examination
Prerequisites: SOC111/111E and SOC122/122E

INS212/212E Theories of Industrial Society
Purpose: Learners are required to identify key issues and debates in theories of industrial society which span classical as well as contemporary eras.
Content: The module introduces and compares the work of classical theorists of industrial society and assess the importance of such theory for the modern corporation. It also assesses significant social changes in the development and globalisation of capitalism and examines more contemporary perspectives on industrial society as well as conceptions of post-industrial society.
Instruction: Lectures and independent study
Credits: 8
Assessment: Continuous assessment through assignments, tests and class participation
Summative Assessment: 3 hour Examination
Prerequisites: SOC111/111E and SOC122/122E

INS222/222E Industrial Sociology Specialisation: 2nd Year
Students are expected to choose two specialised areas of study. At the second year level the following areas of specialisation are offered:

ILP221/221E The Labour Process Studies:
Purpose: The aim of this course is to give students insight into the nature of work, and how work is organized under industrial capitalism.
Content: This course examines the world of work particularly as it pertains to the
production and labour processes and how these impact on the nature of capitalism and the relations of production.

Credits: 8

IOS222/222E Organisational Studies:
Purpose: Learners will examine the nature of organisations and acquire skills on how organisation can be studied.
Content: The course introduces the study of organisations and the social structures in which organisations are located. Traditional and more contemporary theoretical views on organisations are examined, as are debates concerning organisational structure and dynamics.
Credits: 8

IRC223/223E Race, Class and Ethnicity in South Africa:
Purpose: Learners are to acquire an understanding of South African historiography which has been dominated by the interplay between race, class and ethnicity, apartheid / segregation and capitalism.
Content: This course traces the history of apartheid and segregation before it, relating these to the development of South African capitalism.
Instruction: Lectures and independent study
Credits: 8
Assessment: Continuous assessment through assignments, tests and class participation
Summative Assessment: 3 hour Examinations
Prerequisites: SOC111/111E and SOC122/122E

INS311/311E Research Practice in Industrial Society
Purpose: This module is intended to enable learners to conduct independent research and produce research reports.
Content: Learners are given the opportunity to conduct practical research on an approved subject within Industrial Sociology. The outcome is an externally examined research report due on 31 October of each year.
Instruction: Research practicals, regular supervision and independent study
Credits: 16
Assessment: Regular submissions of sections of, as well as a final research essay.
Summative Assessment: A research report externally examined

INS312/312E Contemporary Theories of Industrial Society
Purpose: Learners will examine theories that are beyond the classics to explain the nature of industrial societies.
Content: The course examines a wide range of theoretical approaches to the long standing sociological controversy which pits agency against structure as the motor of human history. These include Marxism, interactionism, functionalism, humanism, existentialism, structuralism, post-Marxism and post-structuralism.
Instruction: Lectures and independent study
Credits: 16
Assessment: Continuous assessment through assignments, tests and class participation
Summative Assessment: 3 hour Examination
Prerequisites: INS211/211E, INS212/212E and INS222/222E

INS322/322E Industrial Sociology Specialisation: 3rd Year
Students are expected to choose three specialised areas of study. At the third year level the following areas of specialisation are offered:

**ICL321/321E Contemporary Labour History**
**Purpose:** Learners are to acquire an in-depth understanding of South African labour history from the 1950s onwards.
**Content:** This course outlines the primary radical theories of trade unions and examines the usefulness of these theories in understanding the labour history of trade unions in South Africa since the 1950s.
**Credits:** 16

**IID322/322E Industrial Democracy**
**Purpose:** Learners will examine of aspects of governance within the work environment.
**Content:** The course covers issues and debates such as industrial democracy, employee participation and control; financial participation and ownership; employee share-ownership and profit-sharing schemes, trade union and worker responses to these schemes and trade union investments and worker capitalists.
**Credits:** 16

**IIR323/323E Industrial Relations in South Africa**
**Purpose:** The aim of this module is to equip learners with a comprehensive understanding of industrial relations and employment practices in South Africa.
**Content:** Theoretical approaches to industrial relations, the development of industrial relations system in South Africa, principles of collective bargaining and grievance processes and their roles in promoting industrial peace, The role of the International Labour Organisations in South Africa.
**Instruction:** Lectures and independent study
**Credits:** 16
**Assessment:** Continuous assessment through assignments, tests and class participation
**Summative Assessment:** 3 hour Examinations
**Prerequisites:** INS211/211E, INS212/212E and INS222/222E

**BACHELOR OF SOCIAL SCIENCE HONOURS PROGRAMME**

**CORE MODULES**

The Bachelor of Social Science Honours Programme is a multi-streamed programme that enables students to specialize in Development, or Industrial Relations. Candidates for each stream are required to take two compulsory papers (one of which is a research project) and two additional papers from a group of electives, namely: Contemporary South African Trade Unionism and Labour History; Critical Human Resource Management; Labour Law; Gender, Health and HIV/AIDS; Local Governance and Development Policy; and Culture, History and Development. The programme is targeted at those seeking careers or career advancement in industrial relations, human resource management, training, and organisational development, as well as those aspiring to become development researchers, analysts and planners.

Modules IDS511/511E, IDS512/512E and IDS503/503E are compulsory for students choosing the Industrial Relations stream. Modules IDS511/511E, IDS503/503E and
IDS524/524E are compulsory for students choosing the Development stream. Modules IDS511/511E, IDS503/503E and IDS525/525E are compulsory for students choosing the Industrial Relations stream.

**ELECTIVES**

In addition to the three compulsory modules students are required to choose two electives provided that such choice will depend on the available staff areas of specialization and student demand.

**IDS503/503E Research Report/Project**

**Purpose:** The aim of this module it to provide training on practical research skills.

**Content:** This is a practical research module. Learners are required to present (at the end of the year) a research report on a specific the Department. The research project continues throughout the year and learners are strongly advised to meet regularly with their supervisors – nominated by the Department.

**Instruction:** Supervision, independent study and research practice

**Credits:** 30

**Summative Assessment:** Examination of the research report

**IDS522E Industrial Relations**

**Purpose:** The purpose of the course is to provide learners with an in-depth knowledge and understanding of industrial relations and employment relationships and practices in South Africa and internationally.

**Content:** The course provides a detailed overview of the nature of the discipline of Industrial Relations and examines key areas of Industrial Relations policy and practice. The course includes specific focus on issues such as the environment of industrial relations, management strategies and industrial relations, industrial relations in the public sector, collective bargaining, procedures and dispute resolution mechanisms, and industrial conflict.

**Instruction:** Lectures, seminars and independent study

**Credits:** 26

**Summative Assessment:** 3 hour Examination

**IDS511/511E Methodology and Research Methods**

**Purpose:** The purpose of the course is to provide learners with an in-depth knowledge and understanding of research methodology and research practice. It provides learners with the knowledge and skills necessary to complete independent research.

**Content:** The course examines the nature of knowledge and how it arises. It interrogates competing sets of epistemological paradigms in order to test their underlying assumptions which are used to validate social scientific enquiry. The course also focuses on quantitative and qualitative research methods, analysis and practice.

**Instruction:** Lectures, seminars and independent study

**Credits:** 26

**Summative Assessment:** 3 hour Examination

**IDS516/516E Gender, Health and HIV/AIDS**

**Purpose:** The module is designed to introduce students from different disciplinary backgrounds to debates and issues relevant to gender, health and HIV/AIDS.
It aims to impart a critical understanding of gender, health and HIV/AIDS as social phenomena which derive their variable interpretations and meanings from particular historical and cultural contexts.

**Content:**

The module content is divided equally into three broad sections, namely, gender, health and HIV/AIDS. While seemingly discrete, these three sections are related through a theoretical focus on the body. As such, the module considers a section on gender, which broadly considers the position of women in society relative to that of men in an attempt to provide a more balanced and complete approach to knowledge and research. The module also focuses on the broad field of health and public health. This section considers the argument that health derives its meanings from specific social and historical contexts which are influenced above all by social and economic structures. So although health may be an individual experience, the meanings and views associated with that experience cannot be isolated from broader social contexts, nor issues of power.

The last section of the module continues the theoretical focus on the body with a specific focus on HIV/AIDS. It includes an examination of HIV / AIDS incidence and prevalence and the preventive strategies employed to curb its spread. It also examines public health and popular discourses that surround HIV / AIDS and inform our understanding of the epidemic.

**Instruction:** Lectures, seminars and independent study

**Credits:** 26

**Summative Assessment:** 3 hour Examination

**IDS519/519E Development Delivery and Local Governance**

**Purpose:** The purpose of the module is to provide learners with an in-depth knowledge and understanding about local government as a conduit for development in South Africa.

**Content:** The module focuses on development delivery and local government. As such, it examines the model or system of local government that was adopted after the first democratic elections in South Africa and traces adjustments to this model toward development ends. The module also examines debates such as those surrounding decentralisation and demarcation. The notion of developmental local government is explored as well as its applicability to the Eastern Cape.

**Instruction:** Lectures, seminars and independent study

**Credits:** 26

**Summative Assessment:** 3 hour Examination

**IDS520/520E Critical Approaches to Human Resource Management**

**Purpose:** The purpose of the module is to provide learners with an in-depth knowledge and understanding of human resource management.


**Instruction:** Lectures, seminars and independent study
IDI511/511E Issues in South African Labour Law
Purpose: The purpose of the module is to provide learners with an in-depth knowledge and understanding of labour law in South Africa.
Content: The module provides a detailed overview of labour law in South Africa. It covers issues such as sources of labour law, the common law contract of employment and the application of labour legislation. It also examines topics on individual labour law such as misconduct, dismissal for incapacity and operational reasons, and unfair labour practices. The module further examines collective labour law and focuses on areas such as organisational rights, strikes and lockouts; secondary strikes and protest action; the employment equity act and discrimination; the basic conditions of employment act; automatically unfair dismissals and dispute resolution under the LRA and ERA.
Instruction: Lectures, seminars and independent study
Credits: 26
Summative Assessment: 3 hour Examination

IDS524/524E Sociology of Development
Purpose: The aim of this module is to conduct an advanced examination of challenges relating to “development.”
Content: Issues in global development and change; theories of development; structural inequalities; theories of imperialism, class and state in post-colonial societies; and the Sociology of Southern Africa in the 1990s.
Instruction: Lectures, seminars and independent study
Credits: 26
Summative Assessment: 3 hour Examination

IDS525/525E Tourism Studies
Purpose: The module aims to provide the basis for a critical and comprehensive appreciation of tourism within an increasingly globalized tourist industry. It is committed to equipping learners with the knowledge, attitudes and values that will enable them to make a progressive and meaningful contribution to tourism or any other chosen field of work
Content: This module is specifically designed to introduce students from different disciplinary backgrounds to debates and issues relevant to tourism and tourism studies. As such, it traces the transformation of tourism from the pre-industrial revolution’s “individual traveller” to the post-industrial revolution’s growth of “mass tourism”. The subject of “mass tourism”, provides a point of reference for two further aspects of the module. The first involves a critique of “mass tourism” as a form of imperialism, which implies the exploitation and commodification of culture, heritage and the natural environment. The second concerns the more recent emergence of “new” tourism which is characterised by postmodern social movements such as environmentalism and cultural and historical preservation. A section of the module is devoted to eco-tourism and its associated values and ideology, which serves as a specific example of “new” tourism. The themes that emerge from this examination of eco-tourism are elaborated on in the final section of the module which considers
responsible tourism planning and development as they apply in particular to South Africa.

**Instruction:** Lectures, seminars and independent study  
**Credits:** 26  
**Summative Assessment:** 3 hour Examination

**IDS527/527E Contemporary South African Trade Unionism**

**Purpose:** The purpose of the module is to provide learners with an in-depth knowledge and understanding of trade unionism in South Africa.

**Content:** The module imparts a detailed, comprehensive understanding of the issues, pressures, controversies and concerns facing the South African Trade Union Movement, within the current, post-apartheid political and economic context. In short, the module attempts to determine where the unions are at, today.

**Instruction:** Lectures, seminars and independent study  
**Credits:** 26  
**Summative Assessment:** 3 hour Examination

**IDS528/528E Culture, History and Development**

**Purpose:** The purpose of the module is to provide learners with an in-depth knowledge and understanding of issues relevant to culture, history and development.

**Content:** The module provides a detailed overview of issues relevant to culture, history and development. It covers issues such as senses of culture, culture and development: meanings and debates, popular culture, frontiers of history and development in the Eastern Cape, the rural and the urban, culture and history in resistance, Mooiplaas and rural development, social life of things: policy and practice, culture, policy, history and development, Culture and history in local tourist developments.

**Instruction:** Lectures, seminars and independent study  
**Credits:** 26  
**Summative Assessment:** 3 hour Examination

**MASTER’S DEGREE PROGRAMME IN RURAL DEVELOPMENT (RUD)**

The Master's Degree in Rural Development programme has been designed to equip students with the theoretical, analytical and practical skills, attitudes and values with which to make sense of and effectively respond to the challenges of underdevelopment and the changing contexts of rural development interventions in South Africa and the African continent as a whole. The programme targets people seeking employment, or career advancement, in government departments, international agencies, NGOs, and consultancies, as well as those interested in development research. The programme has a strong experiential learning component, and provides opportunity for study at a first class university environment surrounded by “Third World” problems. The key admission requirement is a good Honours degree from a recognized university. The degree is completed through course work and a mini-dissertation. Students who meet the requisite pass levels can be admitted to study towards the doctorate (by research).

**RUD605/605E Masters Dissertation**

**Purpose:** The purpose of this requirement is to equip students with the skills and knowledge to undertake independent research.

**Content:** Research project on an approved topic  
**Instruction:** Research supervision and independent study
RUD612/612E Theories of Rural Development

Purpose: The purpose of the module is to provide learners with an in-depth knowledge and understanding about the political economy of rural life within an era of globalisation.

Content: This module seeks to introduce students to the political economy of rural life within an era of globalisation. To a large extent it is access to land and the nature of the agricultural system that play a pivotal role in defining the nature of rural life. The focus of this module will be a sociological study of the impact of agriculture on society. Further, the module examines what happens to rural communities as agriculture is infiltrated by forces of capitalism. Lessons will be drawn from an analysis of the impact of agricultural transformation in developed societies. Finally, the module examines the influence of global trends on the South African Economic policy and the impact of both on rural development.

Instruction: Lectures, seminars and independent study

Credits: 128
Summative Assessment: Externally examined research report

RUD614/614E Democracy, Development and Delivery

Purpose: The purpose of the module is to provide learners with an in-depth knowledge and understanding about local government and its relationship to rural development. It aims to build critical analytical skills around policy research and analysis by exposing learners to current policy and legislation.

Content: The module focuses on local government and its relationship to rural development. It questions the extent to which local government can meet developmental ends and does so by critically analysing current policy and legislation. Areas and issues covered in the module include the process of public policy and legislation development in democratic dispensations, local government in the post-apartheid era, state delivery, defining and providing basic municipal services, municipal restructuring, municipal governance and civil society, performance measuring and management for local government, local economic development, development planning for underdevelopment in rural areas.

Instruction: Lectures, seminars and independent study

Credits: 128
Summative Assessment: 3 hour Examination

RUD621/621E Organisational and Research Skills

Purpose: The purpose of the module is to equip learners with a range of research skills and assist them in preparing their dissertation proposal. It introduces key aspects of work by development practitioners, providing practical insights into the problems of rural development.

Content: The module is designed to equip learners with a range of research skills and assist them in preparing for their degree dissertation. As such, it introduces library research skills, using the internet for research, fundraising and project management.

Instruction: Lectures, seminars and independent study

**Purpose:** The purpose of the module is to provide learners with an in-depth knowledge and understanding about land policy and practices in South Africa. It aims to build critical analytical skills around policy research and analysis by exposing learners to current policy and legislation, as well as theoretical perspectives and considerations.

**Content:** This module deals with land policies and practices in historical and contemporary perspectives. It introduces the land question during the colonial and Apartheid eras, but the focus is on land policies in the post 1994 period. The module follows the paths of policies, provides details on the policy formulation process, analyses the manner in which different policies may serve particular groups of interests and examines how rigorously various policies are implemented.

The module is divided into three broad sections.
- The first section deals with the land question in historical perspective.
- The second section is the major focus of the module. It deals with the democratic government’s land reform programme in the post-1994 period.
- The third section of the module provides two case studies to emphasize particular aspects of the land reform programme in South Africa.

**Instruction:** Lectures, seminars and independent study

**Credits:** 32

**Summative Assessment:** 3 hour Examination
to enter the programme should have a good Honours degree in any relevant field in the humanities or social sciences. All students will be required to do one course in African Studies theory and one in African Studies research methods, run in the first and the second semesters respectively. In addition, students will also be required to choose two additional courses from a range of elective courses. One of these courses will be in the student’s field of sub-specialisation and will lay the foundation for the mini-dissertation. In sum, students will need to complete three core courses and one elective in an area of sub-specialization, which will be developed further through the mini-dissertation, and one further Masters level course from the lists of elective provided, or from any other approved Masters programme at the University as long as the course is deemed appropriate by the programme convener. The program targets candidates seeking employment or career advancement in academic institutions, government departments, international agencies, non-governmental organisations and those wishing to pursue doctoral studies in Africa and abroad.

**CORE MODULES**

**AFS710 African Studies Theory and Social Change**

**Purpose:** The course will introduce students to the field of African Studies as an interdisciplinary field of academic enquiry, debate and research.

**Content:** The course will explore how different disciplines and sub-disciplines, including comparative and customary law, anthropology, history, archaeology, linguistics, politics and development studies came to be clustered under the rubric of African Studies during the colonial period. We will investigate how this intellectual space was constituted and what theoretical issues and approaches dominated at that time. The course will go on to investigate how African Studies was reconstituted within the process of de-colonialization and how this contested intellectual field has developed in the post-colonial era with new political and theoretical movements on the continent and beyond. Students will have to master complex sets of debates about Africa and social change from different points of view within an era of globalization.

**Instruction:** Lectures, seminars and independent study

**Credits:** 32

**Summative assessment:** 3 hour Examination

**AFS711 African Studies Methodology**

**Purpose:** To equip learners with a range of research skills and familiarize them with the research methods employed within the field of African Studies.

**Content:** The course will concentrate on a wide variety of fieldwork and archival based research methods and techniques, as well as a range of quantitative research methods. The primary focus of the course will be on research techniques such as participant observations, case studies collection, life histories, focus groups and archival research. In the course students will also asked to explore the relationship between theory and method in African Studies as well as investigate complex ethical issues that face researchers in Africa.

**Instruction:** Lectures, seminars and independent study

**Credits:** 24

**Summative assessment:** 3 hour Examination

**AFS701 African Studies Mini-Dissertation**
Purpose: This component will ordinarily be based on primary research conducted by the student in the area of specialisation in the field of African Studies (viz. urban, gender, cultural, historical, politics and development).

Content: The topic of the dissertation will need to be approved by the Africa Studies course convener and all students will be allocated a supervisor.

Instruction: Research supervision and independent study

Credits: 120

Summative assessment: Externally examined research report

ELECTIVES

AFS712 Urban Studies and African Cities

Purpose: This course will provide students with an in-depth understanding of current debates in the field of African urban studies and changing dynamics of African cities.

Content: Theories about the nature and character of African and global cities will be explored. African urban studies have experienced a renaissance in recent years as scholarly attention has been directed towards understanding the complex character and form of African city life in an era of globalization. The course introduces students to various classical theories of the city, paying close attention to common and unique features of African urbanization, city forms and urbanism. The course is especially interested in the interrelations between the city as a build form and as a social and cultural process, as well as in the dynamics of settlement and place-making in urban settings.

Instruction: Lectures, seminars and independent study

Credits: 32

Summative assessment: 3 hour Examination

AFS713 African Historical and Liberation Studies

Purpose: The course seeks to provide a comprehensive understanding of contemporary debates in the field of Historical and Liberation Studies, within the context of postcolonial and post-apartheid Africa.

Content: Historiographies of 20th century Africa’s decolonisation and the nature of liberation processes will be studied. Understanding the liberation struggles within Africa has regenerated ideas beyond often dominant and pervasive generalisations about Africa’s identity and past. This course challenges simplified notions about nationalism, social class, political mobilisation and emancipation from varied and complex viewpoints. It familiarises students to the multifaceted nature of political environments, social/civil rights movements, mobilisations and patronage within a liberating 20th century African continent. The course explores the role of liberation and history in the formation of postcolonial Africa.

Instruction: Lectures, seminars and independent study

Credits: 32

Summative assessment: 3 hour Examination

AFS714 African Cultural and Heritage Studies

Purpose: This course will provide students with an in-depth understanding of historical and contemporary debates in the associated fields of cultural and heritage studies in South Africa and across the continent.
Content: The course will examine the ways that (a) culture and (b) heritage as concepts and fields of study have developed in African studies. In particular, we will interrogate the work that (a) culture and (b) heritage has done, in terms of both the forms of colonial and post-colonial rule and governance and in terms of offering alternatives and other ways of being and doing on the continent. As such it draws on the varying ways that culture and heritage are contested terrains of formation, imagination, representation and meaning and of what this means for understanding Africa past and present.

Instruction: Lectures, seminars and independent study
Credits: 32
Summative assessment: 3 hour Examination

AFS715 African Gender Studies
Purpose: The course will provide students with an in depth understanding of gender theory and contemporary debates about gender relations and gender rights and gender struggles in Africa.

Content: The course will explore various themes in the field of African Gender Studies emphasising different and changing approaches and perspectives on the topic. Special attention will be given how women’s movements have emerged in the context of struggles against other forms of social injustice and have informed theories about gendered oppression. Gender relations and how they shape power, culture and society on the African continent will be investigated through detailed case studies. The course will explore the multiple meanings of femininities, masculinities and sexuality in contemporary Africa.

Instruction: Lectures, seminars and independent study
Credits: 32
Summative assessment: 3 hour Examination

AFS716 Politics and Development
Purpose: This course investigates the dynamics of politics and development in African through an exploration of the idea of the nation state and how people experience the nation and the state in their everyday lives, particularly through displacement and xenophobia.

Content: The course critically examines how African realities have been shaped by the historical and contemporary politics of development. It interrogates the way in which nationhood, sovereignty, citizenship and development are connected, maintained and created in Africa. In addition, the course investigates how contested borders, migration and displacement have had an impact on development in Africa. The course proceeds to provide a critical assessment of the current directions in state formation, governance and development in Africa.

Instruction: Lectures, seminars and independent study
Credits: 32
Summative assessment: 3 hour Examination

AFS718 Re-thinking Africa: Afro-communitarianism, Identity and Globalization
Purpose: This course in African philosophy focuses on introducing the student to different conceptual frameworks for understanding the world with its roots in the African context, while at the same time critically engaging with the concept of ‘Africa’.

Content: What is ‘Africa’? Is there a unique African philosophy and understanding of personhood which can be distinguished from the dominant western ideological
discourse? The conception of ‘human being’ and personhood according to Afro-communitarianism raises interesting theoretical and political questions. An important advantage to pursuing this view of the person, and thus developing concepts with their roots in Africa has the prospect of working towards the decolonization of the mind and intellectual landscape. Thus, through focusing on concepts with their roots in Africa, yet engaging with these concepts critically is itself a project of decolonising the mind, and continuing to question how we can live and theorize in a world which structurally marginalizes Africa and its contributions.

**Instruction:** Lectures, seminars and independent study  
**Credits:** 32  
**Summative assessment:** 3 hour Examination


**Purpose:** This course explores a range of issues surrounding the failure of rural development and land reform policies in Africa and explores ways in which greater success might be achieved in these endeavours. The course offers students theoretical and practical skills.

**Content:** The course starts with the assumption rural development is often a failure and that one of the reasons for this is relates to the knowledge and power dynamics that exist between rural people and development officials. Using theories from the anthropology of development the course charts out sets of unequal relationship within the development sphere and explore their consequences. The course then moves on to investigate struggles over land in southern Africa and the policies and practices that have been introduced to shape land reform and rural settlement in southern Africa in particular.

**Instruction:** Lectures, seminars and independent study  
**Credits:** 32  
**Summative assessment:** 3 hour Examination

**SOCIAL WORK AND SOCIAL DEVELOPMENT**

The Department of Social Work and Social Development offers the following degrees:

- Bachelor of Social Work
- Master of Social Work (dissertation only)
- Doctoral Degree

Social Work is a compulsory **four year** major subject for the Bachelor of Social Work degree. The Social Work degree is offered both on the East London and Alice campuses of the The Social Work degree consists of both theory and practice modules. Social work students are required to produce a clean police clearance certificate and National Child Protection Register (Part B) clearance by the time they apply for SACSSP registration. SACSSP registration takes place at the second year level before commencing with the practice modules. Practice modules provide practical training in the fields of social work and may incur costs that are for the students’ own account. Students are also able to do Master’s (by dissertation only) and Doctoral degrees.

Vision
The Department of Social Work and Social Development is a teaching, research and development system aimed at educating and training social workers and other development professionals for practice within the South African context and internationally.

Mission Statement

Through its curriculum and programme activities, consistent with the values and principles of Social Services Professions and within the context of a transforming society, the Department of Social Work and Social Development has as its mission to empower students to improve the quality of life for the clients whom they will serve and for themselves; to develop moral/ethical, compassionate, and practical leadership among its students; and to promote social and economic justice in its programmes and services, among its students and in the rural and urban communities of South Africa.

SOCIAL WORK PROGRAMME

SWK110/110E Introduction to Social Work and the Social Work Methods
Purpose: To introduce students to the general landscape of social welfare, social development and social work from national, regional and global perspectives and to the methods of social work. This course will provide an introduction to the discipline (theory) and profession (practice) of social work in such a way that the understanding of the important issues related to welfare in this country is increased
Content: includes definitions of relevant concepts; history of social work and social welfare; basic values, principles and functions of social work; the current status of social work within the South African welfare context and the developmental approach; introduction to casework, group work, community development and the integrated approach as well as the role of the social worker.
Instruction: Lectures, group discussions and independent study
Credits: 16
Assessment: Continuous assessment through class tests and/or assignments
Summative Assessment: one 3 hour Examination
Prerequisite: Matriculation Exemption

Purpose: To trace social work and social welfare development, policies and legislation in South Africa with the aim of identifying forces that impacted on the philosophy and operations of the current system.
Content: includes the growth of the social welfare system and the emergence of social work; Laws, Acts and Policies affecting social work practice in South Africa; emergence of social work in South Africa; modernization of social work; comparative analysis of apartheid and democratic welfare systems; roles and functions of the social worker in relation to statutory frameworks; social security.
Instruction: Lectures, independent study and/or learner presentation, group discussions.
Credits: 16
Assessment: Continuous assessment through class tests and/or assignments
Summative assessment: one 3 hour Examination

LKA111/111E/LKA121/121E: Life, Knowledge, Action/Grounding Programme
Purpose: The LKA-Grounding Programme is a transdisciplinary teaching and learning experience based on a just, humanizing and collaborative pedagogy that builds on students' knowledge as a way of developing compassionate, socially-engaged, critical and responsible citizens.

Content: The thematic areas include collective futures; democracy, diversity and identity; science, technology, environment and society; poverty, inequality and development.

Instruction: All learning activities are organized to be self-managed, self-directed and self-organized on the individual, small group (imizi) and larger group (ekhaya) level. Learning activities will include reading and discussion of relevant material relating to themes. The material (multi-media) is chosen with the intention of invoking thought, debate and reflection. The student will be expected to “report back” on the pedagogical experience by completing a weekly two page journal entry.

Assessment: Formative assessment shall be conducted through attendance and participation in the activities of the programme, the submission of two written individual assignments, and group based activities and projects. This will form the basis of a summative judgement on whether the participant has been successful in the course.

Credits: 16

SWP114/114E Social Work Skills Training

Purpose: The course is designed to introduce the learner to the skills required for social work practice.

Content: The course uses role-playing by students in various contrived client-social worker interactions to create opportunities for learners to act out the presented theoretical content of such interactions and produce evaluative comments on these interactions. The Skills include: Communication – verbal and non-verbal; Conflict resolution; listening; attending; questioning; Validation Class attendance and Class participation are compulsory because the content requires learning from observation, doing and evaluation.

Instruction: Expository lectures, role-playing and/or learner presentation, group discussions.

Credits: 8

Assessment: Continuous assessment through evaluations on role-plays, learner Presentations and class tests.

Summative Assessment: Final mark to be based on learner’s performance in the continuous assessment activities.

Prerequisite: Matriculation Exemption

SWP123/123E Academic Skills for Social Work: Computer Literacy and Information Technology

Purpose: Part of the BSW Bridging Programme to prepare students for academic study

Content: academic skills; computer literacy; information technology

Instruction: Lectures and practical exercises.

Credits: 4

Assessment: Continuous assessment through class tests and/or assignments. Final mark to be based on performance in continuous assessment tasks.

SWP124/124E Areas of Specialization and Agency Observation Trips
Purpose: To introduce students to the realities of social work practice in South Africa within the context of areas of specialization in social work.

Content: Social work practice and observation visits to areas of social work practice such as Child Welfare, NICRO, SANCA, Correctional Services, Department of Social Development, Services for Older Persons, Services for people with physical and mental disabilities. Diversity and multicultural social work practices; the intersection of race, class, gender, ethnicity. Disability: create awareness on disability issues, sensitize learners to the abilities of people who are disabled, their needs, challenges and appropriate social work intervention strategies for working with people with disabilities. HIV/AIDS: a theoretical and practical understanding of HIV/AIDS in South Africa; and the roles of the Social Worker in response to the pandemic. Substance Abuse: a basic theoretical knowledge of the most important issues related to substance abuse, including: effects of alcohol; phases of alcoholism; intervention strategies; effects of illegal drugs; youth and substance abuse; stages of adolescent drug abuse; consequences of drug abuse.

Instruction: Lectures and/or learner presentation, practitioner presentations, group discussions and tasks, independent observation visits.

Credits: 16

Assessment: Continuous assessment through class tests, independent study, group discussions and/or assignments

Summative assessment: No written exam. Learners will be required to
- Submit evaluative reports on 2 social work agencies they have independently visited for observation and
- Submit a term paper on one field of specialization in social work that the learner has researched.

*Prerequisites: Matriculation Exemption

SWK213/213E Social Casework Method
Purpose: To equip the student with professional knowledge, skills and attitudes applied in social case work practice and counselling

Content: Casework definitions; process of short term counselling; phases of the casework process; roles of the social worker; client and the social work agency as components of the casework situation; interviewing and the client-worker relationship as primary tools in casework practice

Instruction: Lectures and/or learner presentation; group discussions

Credits: 8

Assessment: Continuous assessment through class tests and assignments

Summative assessment: 3 hour Examination

Prerequisites: All first year modules

SWK214 /214E Human Behaviour in the Social Environment
Purpose: To introduce students to social work intervention in relation to stages in the life cycle

Content: Includes the different theories on the life cycle stages and application of the various social work interventions at particular stages

Instruction: Lectures; class discussions and/or learner presentation; group discussions

Credits: 8

Assessment: Continuous assessment through class tests and/or assignments

Summative assessment: 3 hour Examination
Prerequisites: All first year modules

SWP210/210E Personal Growth and Development.
Purpose: To facilitate processes that increase students’ self-awareness, confidence and knowledge of self; to familiarise students with the protocol for client home visits; to introduce students to professionalism and social work supervision.
Content: includes self-awareness exercises; values, attitudes and behaviour for the helping profession; relationship building skills; conflict resolution; home visit protocol; social work ethics and ethical decision-making; professionalism and supervision.
Instruction: Lectures; group discussions; learner presentation and supervised integrated practical experiences and tasks
Credits: 16
Assessment: Continuous assessment through practical exercises; class tests and written reports
Summative assessment: No written exam. Assessment of practical work.
Prerequisites: All first year modules. Police Clearance Certificate and National Child Protection Register (Part B) clearance.

SWP220/220E Application of Group Work and Community Development Skills and Theory
Purpose: To provide learners with practical training in the use of group work and community development theories and skills as social work interventions. Practice related costs such as travel to and from the placement may be incurred and are for the student’s own account.
Content: includes establishing a group for helping purposes; group dynamics; termination in therapy group settings. Community Development: community knowledge and profiling; participatory approaches; graphic representation of community profiling.
Instruction: Lectures, group discussions and practical work students will also be expected to start their own groups with identified units on the basis of the theory gained SWK223/SWK223E and be able to conduct a community profile from knowledge gained in SWK224/SWK224E.
Credits: 16
Assessment: Continuous assessment through supervision and evaluation of student’s ability to start, help sustain and terminate a group; and entry into community and community profiling.
Summative assessment: No written exams. Practical reports.
Prerequisite: All first year modules. Registration with the SACSSP as a student social worker.

SWK223/223E Group Work Method
Purpose: To introduce students to the theory underpinning social work interventions in group situations.
Content: includes definition of the social group work method; group work process; group dynamics; social group work intervention skills; screening and selection; characteristic stages; roles and expectations of group members; relationship building; programming, planning, recording; common problems in group work;
SWK224/224E Community Development

Purpose: To introduce students to the theory underpinning social work interventions at the community level

Content: includes community development and poverty; understanding poverty and its manifestations; community development as an intervention strategy; community profiling; participatory approaches.

Instruction: Lectures, learner presentations and group discussions

Credits: 8

Assessment: Continuous assessment through class tests and assignments

Summative assessment: 3 hour Examination

Prerequisites: All first year modules

SWK313/313E Clinical Social Work: Theories and Interventions

Purpose: Broadening the student’s knowledge and understanding of the various theories that may be used to understand and interpret human behaviour; Helping students to grasp the link between the theoretical framework used to understand and interpret human behaviour and the intervention techniques to be used in working with presenting problems.

Content: includes the various theories that can be used to understand/interpret human behaviour e.g. Cognitive Dissonance, Reactive theory, Transactional analysis, Crisis Intervention theory

Instruction: Lectures, class presentations and class discussions based on assigned reading materials

Credits: 8

Assessment: Continuous assessment through class tests and/or assignments

Summative assessment: 3 hour Examination

Prerequisites: Students must pass all 200 level modules to proceed

SWK314/314E Couple and Family Counselling

Purpose: To instruct students in relevant social work knowledge and approaches related to the field of couples and family counselling.

Content: includes issues related to relationship difficulties in couples and families and various models/theories of intervention

Instruction: Lectures, class discussions and/or learner presentation

Credits: 8

Assessment: Continuous assessment through class tests and/or assignments

Summative assessment: 3 hour Examination

Prerequisites: Students must pass all 200 level modules to proceed

SWK315/315E Trauma and Grief Counselling

Purpose: To introduce students to the basic principles, as well as the stages of trauma debriefing, grief and grief counselling.

Content: includes understanding the difference between crisis and trauma; effects of
Instruction: Lectures and class discussions  
Credits: 8  
Assessment: Continuous assessment through class tests and/or assignments  
Summative assessment: 3 hour Examination  
Prerequisites: Students must pass all 200 level modules to proceed

**SWK316/316E Introduction to Social Work Research**  
**Purpose:** To introduce students to rudiments of research in social work such that they may be evidence based practitioners  
**Content:** includes relevance of social work research; methodologies (qualitative and quantitative); selection and formulation of a research problem and proposal writing; sampling procedures and techniques; measurement in research; designing a research instrument.  
**Instruction:** Lectures; class problem solving; learner presentation; group discussions  
**Credits:** 8  
**Assessment:** Continuous assessment through class tests and/or assignments  
**Summative assessment:** 3 hour Examination  
**Prerequisites:** Students must pass all 200 level modules to proceed

**SWP314/314E Supervised Concurrent Placement – 3A**  
**Purpose:** Students are expected to apply the theoretical knowledge and skills taught on the social work methods. Practice related costs such as travel to and from the placement may be incurred and are for the student’s own account  
**Instruction:** The learners are placed in agencies or assigned to communities to implement relevant social work theories into casework, group work and community development practice under supervision  
**Credits:** 16  
**Assessment:** Continuous assessment through weekly reports, group discussions, supervision visits and observations  
**Summative assessment:** No written Exams. Summary and evaluation report at the end of the semester.  
**Prerequisites:** Students must pass all 200 level modules to proceed. Registration with the SACSSP as a student social worker.

**SWK327/323E Entrepreneurship and Community Development**  
**Purpose:** To develop a basic understanding of entrepreneurship, enabling students to economically empower individuals and community groups.  
**Content:** includes entrepreneurship in Africa; relevance of entrepreneurship to community development in the South African context; the business planning; characteristics of a successful entrepreneur; reasons for success and failure of small businesses; idea viability and feasibility; small business finance; The Business Game - a training tool.  
**Instruction:** Lectures; class discussions; class problem solving; learner presentation  
**Credits:** 8
Assessment: Continuous assessment through class tests and/or assignments
Summative assessment: 3 hour Examination
Prerequisites: Students must pass all 200 level modules to proceed

SWP324/324E Supervised Concurrent Placement – 3B
Requirements are the same as with SWP314/314E but during the second semester. Portfolio must be submitted for assessment. No written exams
Credits: 16
Prerequisites: Students must pass all 200 level modules to proceed
Registration with the SACSSP as a student social worker.

SWK328/SWK328E Management and Administration of Social Work Services
Purpose: To introduce students to pertinent issues on management and administration of human service organisations in relation to social work services.
Content: includes definition of management and administration; principles and functions of management and administration; organisational structures; social work administration and supervision; leadership; accountability; budgeting; time management; strategic planning; business plans; meeting procedures and roles of office bearers.
Supervision: theories; models; functions of supervision; roles
Instruction: Lectures, and/or Learner presentation; group discussions.
Credits: 8
Assessment: Continuous assessment through class tests and/or assignments
Summative assessment: 3 hour Examination
Prerequisites: Students must pass all 200 level modules to proceed

SWK325/325E Anti-Discriminatory Social Work: The SA Constitution and the Bill of Rights
Purpose: To raise students’ awareness and develop critical consciousness about the structural forces of oppression, exclusion and disempowerment and use their awareness to engage clients as change agents; and to familiarise students with the values and principles enshrined in the Bill of Rights in relation to social work services
Content: includes Constitution; Bill of Rights; knowledge of structural oppression; empowerment and anti-discriminatory practice; developing cultural awareness; cross-cultural practice; culturally sensitive social work; indigenous knowledge, values and practice.
Instruction: Lectures; class discussions; class problem solving; learner presentation and group discussions.
Credits: 8
Assessment: Continuous assessment through class tests and/or assignments
Summative assessment: 3 hour Examination
Prerequisites: Students must pass all 200 level modules to proceed

SWK326/326E Legal Social Work: Probation and Statutory Social Work
Purpose: To introduce students to the Criminal Justice Department and legal social work (Correctional Services and Probation work)
Content: includes introduction to law and probations services; criminology concepts; the
various entities formulating the criminal justice system in South Africa; factors contributing to crime in SA; criminal justice; various community justice organisations; community based sentences; pre-sentence reports; role of the legal social worker; family law; divorce, mediation, custody evaluation

**Instruction:** Lectures; class discussions and a day visit to a criminal justice department, usually to investigate a challenging criminological issue.

**Credits:** 8

**Assessment:** Continuous assessment through class tests and/or assignments

**Summative assessment:** 3 hour Examination

**Prerequisites:** Students must pass all 300 level modules.

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**SWP401/401E Agency Internship**

**Purpose:** To provide learners with hands-on experience in the practice of social work (all methods) under a qualified and registered social worker within a registered social work agency. Practice related costs such as travel to and from the social work agency may be incurred and are for the student’s own account.

**Content:** Practical implementation of social work methods and involvement with the agency’s clients.

**Instruction:** Regular supervision by both the agency supervisor and the relevant University lecturer.

**Credits:** 32

**Assessment:** Regular supervision sessions with the agency supervisor; case presentations when the university lecturer visits the agency; process reports and comprehensive report/portfolio submitted by the student at the end of the period of internship, evaluation report submitted by the agency supervisor to the University lecturer at the end of the internship. No written exam.

**Prerequisites:** Students must pass all 300 level modules. Registration with the SACSSP as a student social worker.

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**SWK403/403E Research Project**

**Purpose:** Application of research methods and skills to a relevant social work related enquiry

**Content:** Includes development of a research proposal

**Instruction:** Supervised research process

**Credits:** 24

**Assessment:** Research proposal; Data presentation; Research report; No written Exams

**Prerequisite:** All 300 level modules.

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**SWK402/402E Youth at Risk (Probation Services)**

**Purpose:** To provide students with knowledge on the context and characteristics of young persons in conflict with the law and about the procedures currently informing youth offences.

**Content:** includes context of violent young offenders, child sex offenders, restorative justice, diversions and the Child Justice Bill.

**Instruction:** Lectures; class discussions; class problem solving; learner presentation

**Credits:** 16

**Assessment:** Continuous assessment through class tests and/or assignments

**Summative assessment:** 3 hour Examination

**Prerequisite:** All 300 level modules.
SWK404/404E Integrated and Reflective Social Work

Purpose: To enable students to gain in-depth understanding of the integrated approach to social work and to use case examples from their internship experience to reflect on practice.

Content: includes theories and models on the integrated approach; Case examples from the learners’ field experience used to identify and analyse issues related to working with all client systems in an integrated manner; action-reflection methodology.

Instruction: Lectures; class discussions; class problem solving; learner presentation

Credits: 16

Assessment: Continuous assessment through class tests and/or assignments

Summative assessment: 3 hour Examination

Prerequisite: All 300 level modules

SWK407/407E Child Welfare

Purpose: To familiarise students with the Childcare Act and social workers’ role in working with children.

Content: includes the field of Child Welfare; Childcare Act and how it is implemented; the role of the Social Worker within the field of Child Welfare; the developmental approach to child welfare; the issue of orphans in South Africa and statutory provisions for orphans and vulnerable children.

Instruction: Lectures; class discussions;

Credits: 16

Assessment: Continuous assessment through class tests and/or assignments

Summative assessment: 3 hour Examination

Prerequisite: All 300 level modules.

SWK408/408E Employee Assistance Programmes (EAP)

Purpose: To provide students with an introduction into the purpose and functioning of Employee Assistance Programmes.

Content: includes: The role of the EAP in the workplace; the role of the Social Worker in the EAP and intervention strategies.

Instruction: Lectures; class discussions; class problem solving; learner presentation

Credits: 16

Assessment: Continuous assessment through class tests and/or assignments

Summative assessment: 3 hour Examination

Prerequisite: All 300 level modules.

ELECTIVES: 184 CREDITS

Students may choose one course to be taken to the 3rd year level and another taken up to the 2nd year level from the following courses:

- Sociology
- Psychology
- Criminology (Alice Campus only)
- Development Studies (Alice Campus only)

Students may choose 16 credit course from either the courses not already selected from above or the following:

- Economics
- Environmental Studies
- Political Science
- History
- Philosophy
- Statistics
- Social Anthropology
- Afrikaans
- English.
MASTER OF SOCIAL WORK: (DISSERTATION ONLY)

The Department of Social Work and Social Development offers Masters Degrees by dissertation on both the Alice and East London campuses. Research topics are chosen in consultation with the Head of the Department and are subject to the approval of the Faculty Research and Higher Degrees Committee (FRHDC).

SWK600/600E    Research only

CAREER OPPORTUNITIES

A degree in Social Sciences will provide career opportunities in many fields such as:

- Politicians
- Human Resource Managers
- Trade Union Officials
- Marketing and Media Researchers
- Family Counsellors
- Civil Servants and Local Government Officials
- Demographers
- HIV/AIDS workers
- Social Impact Assessors
- Social Workers
- Teachers and Lectures
- Juvenile Justice Specialist
- Political Analysts
- Counselling Psychologists
- Strategy and Change Managers and Consultants

- Policy-makers
- Labour Consultants and Trainers
- Research Officers
- Development Consultants
- Journalists and Publishers
- Counselling Trainer
- Gender Officers
- Public Relations Officers
- Records Manager
- NGO Workers
- Media Officers
- Criminal Justice Specialist
- Clinical Psychologists
- Archivists
- Librarians
### Members of Staff

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Qualifications</th>
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<tbody>
<tr>
<td>Head of Department and Senior Lecturer</td>
<td>Dr. R. Z. Rashe</td>
<td>040 602 2595&lt;br&gt;<code>rrashe@ufh.ac.za</code>&lt;br&gt;Dipl. Theology (Fedsem), M Th, HDE (UWC), D Th (US)</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Rev. L. J. Bookholane</td>
<td>B. Theol (UZ), BA (Hons), MA, (UCT)</td>
</tr>
<tr>
<td>Senior Lecturers</td>
<td>Dr R. de W Oosthuizen</td>
<td>B.A. Hons, BD (Pret), Drs Th (UNISA), D Th (Stell)</td>
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<tr>
<td>Associate Professor</td>
<td>Vacant</td>
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<td>Senior Lecturer</td>
<td>Vacant</td>
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<td>Administrator</td>
<td>Ms B Lolose</td>
<td>040 602 2564&lt;br&gt;<code>blolose@ufh.ac.za</code>&lt;br&gt;National Certificate in Information Technology (WSU) and B. Admin(PA) UFH</td>
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THEOLOGY PROGRAMME RULES

The following programme rules should be read in conjunction with the provision of the University of Fort Hare Statutes, and the General Rules and Regulations. Whenever a module offered by another Faculty or Programme is taken by a learner in this programme, the rules of that Faculty or Programme applicable to the module shall apply.

Th.1 Faculty and Programme Rules

This African Programme of Theology for Social Transformation falls under the jurisdiction of the Faculty of Social Sciences and Humanities (FSSH) and conforms to Faculty Rules. In addition to these rules, programme specific rules are specified under the various programmes.

(Note: the year-indicators below are provided merely as a helpful way of conceptualising the anticipated progress of learners in the programme, while actual progress depends on the mastery of complexity as encapsulated in the NQF level descriptions, and expressed in terms of credits.)

Th.2 Degrees

2.1 The following degrees are conferred in this Faculty programme:

- Bachelor of Theology (B Th) (10001)
- Bachelor of Theology (Honours) (B Th (Hons)) (11000)
- Master of Theology (M Th) (11500)
- Doctor of Theology (D Th) (13500)

UNDERGRADUATE LEVEL: BACHELOR OF THEOLOGY

Th.3 Admission

A learner may be admitted to this qualification when

3.1 S/he has obtained Matriculation Exemption in South Africa or a certificate from another country which is recognised by Senate to be the equivalent thereto;

3.2 S/he qualifies for Mature Age Exemption on the basis that s/he is 23 years of age at the time of registration and obtains a Mature Age Exemption certificate;

3.3 School leavers who are not in possession of a Matriculation Exemption Certificate may be admitted in terms of the University policy on Recognition of Prior Learning.

3.4 The learner should have also satisfied 25 points Swedish rating in order to be admitted to the degree.
Th.4 Composition of curriculum

This is a structured, professional qualification consisting of 384 credits, with FOUR areas of specialisation in the field of Theology: Biblical Studies (TBS) - Old Testament & New Testament Studies; Historical (TCH) & Systematic Theology (TST); Practical Theology (TPT); Religion Studies (TRS), and also with limited approved electives, e.g. Psychology/isiXhosa, and has the following curriculum:

4.1 Year 1

1st Semester: TRS115; TBS115; THB115; TPT115; LKA111; and an elective (e.g.) PSY 111/XHS 111 in consultation with the Head/programme coordinator

2nd Semester: TRS125; TBS125; GRA125; TPT125; TCH125; TST125 and an elective (e.g.) PSY121/ XHS121, in consultation with the Head/programme coordinator

**Note**: Life Knowledge and Action (LKA)111 is a compulsory module for all first year students.

4.2 Year 2

1st Semester: TBS215; TRS215; TST215; TPT215; and an elective (e.g.) PSY 221/XHS221, in consultation with the Head/programme coordinator

2nd Semester: TBS225; TRS225; TCH225; TPT225; and an elective (e.g.) Psy 222/ XHS221 in consultation with the Head/programme coordinator

**Note** – **Prerequisites**: A learner will have to successfully complete the first year modules, namely,

TRS115; TBS115; TPT115; THB115; LKA111, TRS125; TBS125; TPT125; GRA125; TCH125; TST125 in order to enter the second year of study.

4.3 Year 3

1st Semester: TBS315; TPT315; TRS315; TCH315

2nd Semester: TBS325; TPT325; TRS325; TST325

**Note** – **Prerequisites**: A learner will have to successfully complete all the second year modules, namely,

TBS215; TRS215; TST215; TPT215; TBS225; TRS225; TCH225; TPT225 in order to enter the third year of study.

Th.5 Exemption from modules taken at other institutions

5.1 A learner who has obtained a 3-year Diploma in Theology at an institution recognised by Senate and whose qualifications are recognised by the South African Qualifications Authority (SAQA), may be exempted from up to one half of the modules necessary for the Bachelor in Theology if similar modules have been successfully completed at that institution.
5.2 It is the responsibility of the learner to process the application for recognition of credits through the appropriate channels.

5.3 It is the responsibility of the learner to obtain a clearance certificate/valuation certificate from SAQA.

**POSTGRADUATE LEVEL: BACHELOR OF THEOLOGY HONOURS**

**Th.6 Admission**

6.1 A learner may be admitted as a candidate for the degree Bachelor of Theology (Honours) when s/he:

   6.1.1 Has successfully completed the degree of Bachelor of Theology;
   6.1.2 Has successfully completed the degree of Bachelor of Arts, or a BA in Theology, at this or another University with, at least, two majors in the field of theology;
   6.1.3 Qualifies in terms of paragraph G.15 of the general rules for the honours degree.

6.2 Any learner who seeks admission on the basis of 8.1 should have obtained an average of at least 60% at the NQF6 level in the final assessment of the relevant area of specialisation (“major”), unless decided otherwise by the Head of the Centre for Theology and Religion, on the recommendation of the relevant coordinator(s).

6.3 A learner who holds at least a 3-year Diploma in Theology obtained at an institution recognised by Senate and approved by SAQA may be recommended by the Centre for Theology and Religion for B Th status. The candidate could be required to do bridging work before or concurrently with his/her honours work in those modules as determined by the Centre for Theology and Religion.

6.4 A learner who holds in addition to a 3-year Diploma in Theology other recognised additional modules and/or qualifications, may be recommended by the Centre for Theology and Religion to Senate for B Th status.

6.5 Students may also be admitted in terms of the University policy on Recognition of Prior Learning.

**Th.7 Duration of the programme**

7.1 The honours programme shall extend over not less than two consecutive semesters of full-time study and not more than four semesters over three years.

7.2 A learner may, with the permission of the Centre for Theology and Religion attend and complete the programme on a part-time basis in no less than four semesters and not more than six semesters, which may be spread over four years.
Areas of specialisation

8.1 The degree may be conferred in one of the following FOUR theological disciplines:
- Historical (TCH) and Systematic Theology (TST)
- Practical Theology (TPT)
- Religion Studies (TRS)
- Biblical Studies (TBS) - Old Testament/New Testament Studies

8.2 TBS503 Biblical Hermeneutics and Exposition for Social Transformation is a compulsory module for all B Th (Hons) students.

8.3 A learner has to follow at least two modules in the chosen area of specialisation, one of which should be the extended essay (e.g. compulsory module; any other three - two of which should be in the chosen area of specialisation)

8.4 With the permission of Head of the Centre, in consultation with the relevant programme coordinator(s), a learner may, in special circumstances, choose two modules from areas other than that of his/her specialisation.

Postgraduate level: Master of Theology

For details about the qualification for registration, duration of programme and dissertation refer to the General Rules for the Masters degree.

Admission

9.1 The degree shall normally be conferred in the area of specialisation followed by the learner for his/her honours degree. Under special circumstances, however, for example in studies of an interdisciplinary nature, this does not apply.

9.2 A learner shall be admitted for the M Th degree if she/he has completed the degree of B Th (Hons) at this University or obtained equivalent status.

9.3 A learner who seeks admission to the M Th by dissertation has to submit a research proposal to the Faculty through the Head of the Centre/Programme Coordinator, in which s/he explains the research problem, sets out the methods to be employed and a preliminary list of primary and secondary sources to be used.

9.3.1 The application, has to be accompanied by the following documentation, *inter alia*: Identity Document and full Academic Record, validated by SAQA.

9.3.2 The learner will be required to successfully motivate the proposal to the Centre for Theology and Religion at a specially convened CTR Post Graduate Screening Committee meeting, prior to admission.
9.4 A learner admitted provisionally to the M Th may be required by the Centre for Theology and Religion and/or Faculty to undertake guided reading or to register for relevant undergraduate or honours module(s) or areas of study before or concurrently with his/her Masters degree.

**Th.10 Duration of the programme**

10.1 The Masters programme shall extend over not less than two consecutive semesters of full-time study and not more than four semesters.

10.2 A learner may, with the permission of the Centre for Theology and Religion, attend and complete the programme on a part-time basis in not more than eight consecutive semesters.

**Th.11 Areas of specialisation**

11.1 The degree may be conferred in one of the following FOUR theological disciplines:

- Historical (TCH) and Systematic Theology (TST)
- Practical Theology (TPT)
- Religion Studies (TRS)
- Biblical Studies (TBS) - Old Testament/New Testament Studies

11.2 Depending on the nature and area of specialisation for the MTh degree and on recommendation of the Centre for Theology and Religion, a learner shall complete the following modules, unless exempted on the grounds of modules previously completed:

11.3 In the area of Biblical Studies (TBS) - Old Testament/New Testament Studies, of an expository or exegetical nature a module in the Introduction to Biblical Hebrew (TBH 115) and/or Introduction to Biblical Greek (GRA 125).

11.4 Presenting and submitting a final, edited and approved mini-dissertation is compulsory in a structured Masters Programme.

11.5 In the structured Masters programme, a learner has to follow at least two modules in the chosen area of specialisation and may, with the permission of the Head of the Centre, in consultation with the relevant module coordinators, choose one module from an area other than that of his/her specialisation.

**Th.12 Examinations**

With permission of the Head of the Centre for Theology and Religion, and in consultation with the relevant module coordinators, a learner shall

12.1 EITHER submit a dissertation on an approved topic (dissertation Masters)

12.2 OR present him/herself for an examination in three examination modules and shall in addition submit a mini-dissertation, which shall be regarded as a fourth module (structured Masters).
POSTGRADUATE LEVEL: DOCTOR OF THEOLOGY

Th.13 Admission
13.1 The General Rules are applicable for admission to the D Th degree.
13.2 The doctoral programme consists of a full-length thesis, completed under competent supervision.

DESCRIPTION OF THEOLOGY AND RELIGION MODULES

THEOLOGY - BIBLICAL STUDIES (TBS)/Hebrew & Greek

TBH115 Introduction to Biblical Hebrew
Purpose: To enable the learner to acquire knowledge of Hebrew grammar and vocabulary and its application to selected passages of the Hebrew Bible.
Contents: Hebrew grammar; Introduction to the language of the Old Testament
Instruction: Minimum of 75 minutes per week; Tutorials, self-study packages, lectures and learner-led seminars
Credits: 8
Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Tests, Module participation/attendance.
Summative Assessment: 1 ½ Hour Examination
Prerequisite: None

GRA125 Introduction to Biblical Greek
Purpose: To enable the learners to acquire a knowledge of Koine Greek grammar and vocabulary and its application to selected passages of the New Testament.
Contents: Koine Greek grammar; Introduction to the language of the New Testament
Instruction: Minimum of 75 minutes per week; Tutorials, self-study packages, lectures and learner-led seminars
Credits: 8
Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Tests, Module participation/attendance.
Summative Assessment: 1 ½ Hour Examination
Prerequisite: None

TBS115 Introduction to the Study of the Bible & Literature/Text and Message of the Bible (Old Testament)
Purpose: a) To enable learners to acquire knowledge of a survey of the contents of the Bible (Old & New Testaments) a comprehension of methodological presuppositions and skills in reading these documents critically, within the early Christianity and current contexts.
b) Develop an understanding of the Bible as Literature, with a specific focus on the various genres in the Bible, demonstrate the ability to identify and interpret various genres of the Scriptures, develop critical, analytical skills with regards to the relationship between literature and context, past and present.

c) Acquire a sound introductory knowledge of the foundational aspects of OT studies, in particular, corresponding skills in reading the documents within the context of both Ancient Near East as well as today.

Contents: Introduction to the Bible; Formal characteristics and formation: the Torah, the Prophets and the Writings; Historical setting (context); Geography and Archaeology; Preliminary exploration of theological themes; Formal characteristics and literary genres found in the Old Testament; The Old Testament as literature; Unity and diversity in the Old Testament; Old Testament canon as historical development: authority and power; Textuality, language, representation and reality. Identifying and interpreting the Literature Genres of the Scriptures, Genres in the Torah: e.g. Narratives, Law codes Genealogies, Fables, Genres in the Prophets e.g. Woe oracles, narratives, Genres in the Writings: e.g. Songs (Psalms), Wisdom Sayings, Proverbs, Love Songs. Study of selected OT documents/Theological themes.

Instruction: Minimum of 75 minutes per week; Tutorials, self-study packages, lectures and learner-led seminars

Credits: 8

Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Tests, Module participation/attendance.

Summative Assessment: 1 ½ Hour Examination

Prerequisite: None

TBS125 Introduction to the Study of the Bible & Literature/Text and Message of the Bible (New Testament)

Purpose: a) To enable learners to acquire knowledge of a survey of the contents of the Bible, comprehension of methodological presuppositions and skills in reading these documents critically, within the early Christianity and current contexts.

b) To enable learners to develop an understanding of the Bible as Literature, with a specific focus on the various genres in the Bible, demonstrate the ability to identify and interpret various genres of the Scriptures, develop critical, analytical skills with regard to the relationship between literature and context, past and present.

c) Learners are also to acquire a sound introductory knowledge of the foundational aspects of NT studies, in particular corresponding skills in reading the NT documents within the context of early Christianity as well as today.

Contents: Introduction to the Bible, Formal characteristics and formation: Historical setting (context), Geography and Archaeology, Preliminary exploration of theological themes, Formal characteristics and literary genres found in the NT, The Bible and/as literature, Unity and diversity in the NT, NT canon as historical development
authority and power, Textuality, language representation and reality.
Identifying and interpreting Literary genres found in the NT (gospels, letters and
apocalypses) and their formal characteristics; Unity and diversity in and around
the NT: texts and contexts; New Testament historical contexts; Study of selected
NT documents/Theological themes.

Instruction: Minimum of 75 minutes per week, Self-study packages, lectures and Student-
led seminars

Credits: 8

Assessment: Continuous assessment through: Individual/Group presentations, Reading
Reports, Assignments, Tests, Module participation/attendance.

Summative Assessment: 1 ½ Hour Examination

Prerequisite: None

TBS215 The Bible as Literature (Exposition of the Bible)

The Theology of the Bible (Introduction of the Bible as Canon and its Status
within the Church) OLD TESTAMENT

Purpose: a) To enable the learner to acquire exegetical/reading strategies in the
interpretation of the Bible, to explicate the Scriptures responsibly and to
understand the Bible as canon.
b) Acquire knowledge of the theology of the Bible and theological issues pertaining
to Christianity in Africa.

Contents: Study of various methods to apply as tools in exegetical exercises, Exegesis of
selected texts (Capita Selecta) or themes, in the three sections of the Hebrew
Bible (Torah, Prophets and Writings).
Hermeneutical theory and OT texts, Hermeneutical models: pre-modern, modern,
post-modern; The “three worlds of the text” as comprehensive hermeneutical
approach, Study of appropriate interpretative theories in ethical and responsible
ways, Readers, texts, meaning and truth; Introduction the theology of the Bible
and theological issues pertaining to Christianity in Africa, Development of Biblical
Theology, Methodological aspects (Canon/sources), Historical perspectives
(History & tradition/’salvation history’), Relationship between the Old & New
Testament.

Instruction: Minimum of 135 minutes per week; Self-study packages, lectures and student-
led seminars

Credits: 16

Assessment: Continuous assessment through: Individual/Group presentations, Reading
Reports, Assignments, Tests, Module participation/attendance.

Summative Assessment: 3 hour Examination

Prerequisite: TBS115

TBS225 The Bible as Literature (Exposition of the Bible)

The Theology of the Bible (Introduction of the Bible as Canon and its Status
within the Church) NEW TESTAMENT

**Purpose:**
- a) To enable learners to acquire exegetical/reading strategies in the interpretation of the Bible, to explicate the Scriptures responsibly and to understand the Bible as canon.
- b) Acquire knowledge of the theology of the Bible and theological issues pertaining to Christianity in Africa.

**Contents:**
- Study of various methods to apply as tools in exegetical exercises, Exegesis of selected texts (Capita Selecta) or themes, in the sections of the NT, Hermeneutics (methodological presuppositions, world view that influenced the study of the Scriptures).
- Hermeneutical theory and NT texts, Hermeneutical models, pre-modern, modern, post-modern, the “three worlds of the text” as comprehensive hermeneutical approach, Study of appropriate interpretative theories in ethical and responsible ways, Readers, Texts, meaning and truth, Exposition of selected texts from the NT.
- Introduction the theology of the Bible and theological issues pertaining to Christianity in Africa; Development of Biblical Theology; Methodological aspects (Canon/sources); Historical perspectives (History & tradition/ ‘salvation history’); Relationship between the Old & New Testament.

**Instruction:** Minimum of 75 minutes per week; Self-study packages, lectures and student-led seminars

**Credits:** 16

**Assessment:** Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Tests, Module participation/attendance.

**Summative Assessment:** 3 hour Examination

**Prerequisite:** TBS125

TBS315 African Reading of the Bible (OLD TESTAMENT)

**Purpose:**
- a) To enable learners to develop an understanding of a distinctive African Christianity with specific reference to the interpretation of the Bible and to foster respect for the African heritage and its role, nationally and internationally, with regard to the interpretation of the Bible.
- b) Acquire ethical decision making perspectives, based on the Old Testament and demonstrate competence in applying these insights to contemporary issues. This will be acquired through the creative encounter between Christian and African morality to a variety of current moral issues in Africa.

**Contents:**
The contextualisation of the Bible in Africa; Hermeneutical: The relation between the religion of Ancient Israel and African Traditional religions (similarity and compatibility); African world-view and concepts as a hermeneutical key towards interpreting the Bible.
- Development of OT- canon and ancient Africa; Septuagint; Contemporary interpretation of the Bible in Africa; Development of an African Hermeneutic for the
OT; OT canon as contested documents in Africa; OT & NT, power and claims for its ownership in Africa.

Theories of ethical decision making, Biblical theories of ethical decision making, church & society, human sexuality, development, economy, environment and technology. Other biblical ethical issues.

**Instruction:** Minimum of 135 minutes per week; Self-study packages, lectures and Student-led seminars

**Credits:** 16

**Assessment:** Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Tests, Module participation/attendance, Critical Reviews.

**Summative Assessment:** 3 hour Examination

**Prerequisite:** TBS215

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**TBS325 African Reading of the Bible (NEW TESTAMENT)**

**Purpose:**

a) To enable learners to develop an understanding of a distinctive African Christianity with specific reference to the interpretation of the Bible and to foster respect for the African heritage and its role, nationally and internationally, with regards to the interpretation of the Bible.

b) Acquire ethical decision making perspectives, based on the New Testament and demonstrate competence in applying these insights to contemporary issues. This will be acquired through the creative encounter between Christian and African morality to a variety of current moral issues in Africa.

**Contents:**
The contextualisation of the Bible in Africa, Hermeneutical, Development of NT – canon and ancient African, Septuagint and the NT, Contemporary interpretation of the Bible in Africa, Development of an African Hermeneutic for the NT, NT canon as contested documents in Africa, NT power and claims for its ownership in Africa.

Theories of ethical decision making; Biblical theories of ethical decision making, church & society, human sexuality, development, economy, environment and technology. Other biblical ethical issues

**Instruction:** Minimum of 135 minutes per week; Self-study packages, lectures and student-led seminars, Learner presentation; Critical reviews of relevant contributions

**Credits:** 16

**Assessment:** Continuous Assessment: Individual/Group presentations, Reading Reports, Assignments, Tests, Module participation/attendance; Critical reviews.

**Summative Assessment:** 3 hour Examination

**Prerequisite:** TBS225

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**TBS501 Biblical Hermeneutics and Exposition for Social Transformation**

**Purpose:**

To enable learners to acquire hermeneutical skills and be able to exegete Biblical texts for social transformation.
Content: Survey of hermeneutical approaches to the Bible; Exegetical methods of the Bible; Approaches to social transformation and contextual application of the Biblical text

Instruction: Discussion groups; Work seminars; Self-study/learning

Credits: 32


Summative Assessment: 3 hour Examination

TBS502 The Historical Context of the Bible

Purpose: To enable learners to develop an understanding of the cultural processes, which constituted human life in the past through a study of the historical embeddedness of the Bible.

Contents: The world of Ancient Israel and 1st century Palestine; An investigation regarding the context(s) in which the Bible originated, based on all the relevant historical, textual and cultural information available; the social structures and environment in which the Bible emerged.

Instruction: Self-study packages, lectures and learner-led seminars

Credits: 32

Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Tests, Module participation/attendance.

Summative Assessment: 3 hour Examination

TBS503 Biblical Theology

Purpose: To enable learners to demonstrate a critical understanding of Biblical theology and social transformation

Contents: Theology of the Bible and Social Transformation; History of the discipline of Biblical Theology; Biblical theology on select e.g. the land and property; liberation; Human Rights; Social Relationships; the economy.

Instruction: Self-study packages, lectures and learner-led seminars

Credits: 32

Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Tests, Module participation/attendance.

Summative Assessment: 3 hour Examination

TBS504 Extended Essay

Purpose: To enable learners to conduct independent research on a topic of their choice that addresses social transformation

Contents: Capita selecta

Instruction: Regular supervision

Credits: 32

Assessment: Regular submissions of sections of as well as final essay.
Introduction to Christian Ethics replaces the Classical languages.

**TBH115 Introduction to Biblical Hebrew**

**Purpose:** To enable the learner to acquire a knowledge of Hebrew grammar and vocabulary and its application to selected passages of the Hebrew Bible.

**Contents:** Hebrew grammar, Introduction to the languages of the Old Testament.

**Instruction:** Minimum of 75 minutes per week, Tutorials, self-study packages, Lectures and

**Credits:** 8

**Assessment:** Continuous assessment through: Individual/Group presentations, Reading reports, Assignments, Tests, Module participation/attendance.

**Summative Assessment:** 1½ Hour Examination

**Prerequisite:** None

**GRA125 Introduction to Biblical Greek**

**Purpose:** To enable the learners to acquire a knowledge of Koine Greek grammar and vocabulary and its application to selected passages of the New Testament.

**Contents:** Koine Greek grammar, Introduction to the languages of the New Testament.

**Instruction:** Minimum of 75 minutes per week, Tutorials, self-study packages. Lectures and learner-led seminars.

**Credits:** 8

**Assessment:** Continuous assessment through: Individual/Group presentations, Reading reports, Assignments, Tests, Module Participation/attendance.

**Summative Assessment:** 1½ Hour Examination

**Prerequisite:** None

**Ethics**

**TET111 Introduction to Christian Ethics**

**Purpose:** An appreciation of the relevance of Christianity, especially its morals in the current South African situation.

**Contents:** Consideration of selected ethical issues and problems from a Christian perspective, Christian ethics as relating to human rights, the socio-economic processes and the political order.

**Instruction:** Minimum of 135 minutes per week, Lectures, self-study packages, tutorials.

**Credits:** 16

**Assessment:** Continuous assessment through: Tests, Group discussion, Assignments

**Summative Assessment:** 3 Hour Examination

**THB701 History of the Old Testament**

**Purpose:** To enable learners to understand and interpret the history of Ancient Israel as reflected in the Hebrew Bible, as well as the context(s) in which it emerged
Contents: History of Ancient Israel (within the broader context of the Ancient Near East); Appreciation of the foundational documents of Judaism and Christianity, and its relation to socio-economic circumstances

Instruction: Self-study packages, lectures and learner-led seminars based on assignments, book reviews, etc.

Credits: 64

Assessment: Continuous assessment through: Group discussions; Assignments

Summative Assessment: 3 hour Examinations

THB702 Theology of the Land for Social Transformation

Purpose: To enable learners to acquire knowledge of the theology of land in the Hebrew Bible and its significance for contemporary society; Appreciation of the value and theological significance of land

Contents: Exploring societal structures in the Ancient Near East with specific emphasis on the issue of land; Social change (in and beyond the borders of Israel) and its impact on land; Principles of the Year of Jubilee; Land as divine gift; Ownership or non-ownership of land; Land and labour; Socio- Economic Relations; The Land question and the principles of the Year of Jubilee (Case studies: Syria-Palestine and South Africa; Kairos-Palestine Document); A Theology of the Land: Ideal or Reality?

Instruction: Self-study packages, lectures and learner-led seminars based on assignments, book reviews, etc.

Credits: 64

Assessment: Continuous assessment through: Group discussions; assignments

Summative Assessment: 3 hour Examinations

THB703 Ethical Traditions in the Hebrew Bible for Social Transformation

Purpose: To enable learners to draw upon the Hebrew Bible in re-establishing the religious nature of ethical norms and in redeveloping moral knowledge for social transformation

Contents: Theories of ethical decision-making and social transformation; The religious nature of morality: Two guiding principles of ethical action: sense of community as principal moral conception, individual responsibility; The meaning of ‘humane’ in the anthropology of the Hebrew Bible; The decisive import of the human disposition; Ethical directives and guidelines; Perspectives from the legal traditions, Social laws; Prophetic perspectives on human motives and ambitions Ethical themes in Proverbs and other wisdom literature

Instruction: Self-study packages, lectures and learner-led seminars based on assignments, book reviews, etc.

Credits: 64

Assessment: Continuous assessment through: Group discussions; Assignments

Summative Assessment: 3 hour Examinations

THB704 Mini-dissertation

Purpose: To enable learners to conduct independent research on a topic of their choice that addresses social transformation

Contents: Capita selecta

Instruction: Regular supervision

Credits: 64
Assessment: Regular submissions of sections of the work; submission of the final mini-dissertation

TNT701 New Testament Studies and Social Transformation
Purpose: To enable learners to attain the necessary knowledge, skills and values to appropriate the NT documents as cultural critics for social transformation
Content: Theories for social transformation; Exploring Social-Scientific theories of the New Testament; Appropriation of the theories for Social Transformation
Instruction: Self-study packages, lectures and learner-led seminars based on assignments, book reviews, etc.
Credits: 64
Assessment: Continuous assessment through: Participation in work seminars; Preparing critical literature reviews; Assignments and essays
Summative Assessment: 3 hour Examinations

TNT702 Exegesis of the Greek New Testament for Social Transformation
Purpose: To enable learners to exegete the NT in the original Greek in order to provide an accountable interpretation of any particular NT text
Contents: History, transmission and appropriation of the text; Comprehensive study of NT exegetical methodology; Exegesis of various pericopes in the Greek NT
Instruction: Expository lectures; learner presentation; Seminar; Critical review of compulsory material
Credits: 64
Assessment: Continuous Assessment: Assignments; Reviews; Presentations
Summative Assessment: 3 hour Examinations

TNT703 The New Testament, Religions and Scriptures
Purpose: To enable learners to attain knowledge of the nature and role of scripture in religion in order to explain and research its function in the postmodern world
Contents: NT as component of Christian canon; Interpretation of Scripture in the NT; NT as Christian Scripture; NT in relation to other sacred scriptures; NT in a “multiscriptural” environment: towards a multiscriptural hermeneutic; Religions and their sacred scriptures
Instruction: Work seminars; Self-study/learning
Credits: 64
Assessment: Continuous assessment through: Participation in work seminars; Preparing critical literature reviews; Assignments and essays
Summative Assessment: 3 hour Examinations

TNT704 Mini-dissertation
Purpose: To enable learners to conduct independent research on a topic of their choice that addresses social transformation
Contents: Capita selecta
Instruction: Regular supervision
Credits: 64
Assessment: Regular submissions of sections of the work; submission of the final mini-dissertation
PRACTICAL THEOLOGY

TPT115 Introduction to Practical Theology in Africa
Purpose: To enable learners to acquire an introductory knowledge of the basic issues in Practical Theology in Africa.
Contents: Survey of the basic issues in Practical Theology and an overview of the church in Africa: activities, size and distinctive of major groups and basic ideas of other religions.
Instruction: Minimum of 75 minutes per week; Self-study packages, lectures and Student-led seminars
Credits: 8
Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Tests, Module participation/attendance.
Summative Assessment: 1 ½ Hour Examination
Prerequisite: None

TPT125 Church in an African context.
Purpose: To enable learners to appreciate the social structures, institutions and systems that constitute society, and acquire a basic understanding on the place occupied by the Church in society and its pastoral role in that social milieu
Contents: Profile of the local community; Sociological analysis of society and Church; African cultural world view; ubuntu as a cultural human/religious philosophy; Religious and cultural/community organizations; Political and civil society; Inculturation
Instruction: Minimum of 75 minutes per week; Self-study packages, lectures and Student-led seminars
Credits: 8
Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Tests, Module participation/attendance.
Summative Assessment: 1 ½ Hour Examination
Prerequisite: None

TPT215 Worship in an African context.
Purpose: To enable learners to appreciate the value of utilizing the Christian calendar in conjunction with nationally and constitutionally recognized events and holidays in the Christian expressions of faith, and establishing the relevance of Christian worship in the light of a postcolonial context.
Contents: Liturgy and worship; Christian calendar and postcolonial context; Worship in ecumenism; Religious rites and rituals; Prayer and spirituality; Preaching and the role of music; Public speaking and cultural forms of communication
Instruction: Minimum of 75 minutes per week; Self-study packages, lectures and Student-led seminars
Credits: 8
Assessment: Continuous assessment through: Individual/Group presentations, preparation and preaching of crafted sermon, Reading Reports, Assignments, Tests, Module participation/attendance.
Summative Assessment: 1 ½ Hour Examination
Prerequisite: TPT115, TPT125

TPT225 Healing in African Context
Purpose: To enable learners to appreciate the challenges and opportunities presented by the postcolonial and postmodern context in the Church’s ministry of providing pastoral care and counselling, and acquire the skills related to Christian counselling of helping people cope with contextual challenges.
To enable learners to acquire report writing skills.
Contents: Healing in African tradition; Pastoral care and counselling; Political conflict and trauma, and healing of memories; Church and HIV/AIDS; Church and conflict resolution
Instruction: Minimum of 75 minutes per week; Self-study packages, lectures and Student-led seminars
Credits: 8
Assessment: Continuous assessment through: Individual/Group presentation and intervention (conflict intervention report, counselling practicals report, role play, participating in restorative justice programmes), Reading Reports, Assignments, Tests, Module participation/attendance.
Summative Assessment: 1 ½ Hour Examination
Prerequisite: TPT115, TPT125

TPT315 Outreach in an African Context for Social Transformation
Purpose: To enable learners to develop a comprehensive theological articulation on ecclesiastical discourse and engagement in civil society for social transformation.
Contents: Theories of Social Transformation; Mission and evangelism; Christian religious education; Peace, justice and reconciliation; Cross-cultural, linguistic and political tolerance; Religious leadership for community development; Practical work/placements and supervision
Instruction: Minimum of 135 minutes per week; Self-study/learning; Individual and collaborative research tasks
Practicals: Practical work placements in hospitals, prisons, ecumenical organizations and faith-based community projects. Church attachments
Credits: 16
Assessment: Continuous assessment through: Participation in class; Reports of case studies and practical engagements; Individual and collaborative research tasks; Tests
TPT325 Applied Pastoral Counselling and Ministry for Social Transformation

Purpose: To enable learners to develop and apply pastoral counselling and ministerial skills, including church management and leadership for social transformation.

Contents: Theories of Social Transformation; Applied Counselling, Children’s ministry, Youth Ministry, Women ministry, and Marriage & Family ministry, church management and leadership.

Instruction: Minimum of 135 minutes per week; Self-study/learning; Individual and collaborative research tasks

Practicals: Extensive role play & Practical work placements (as required, e.g. in hospitals, prisons and community based projects, etc.). Limited church internships.

Credits: 16

Assessment: Continuous assessment through: Participation in class; Reports of case studies and practical engagements; Individual and collaborative research tasks; Tests

Summative Assessment: 3 hour Examination

Prerequisite: TPT215, TPT225

TPT501 Relationship between Practical Theology and Psychology

Purpose: To enable learners to acquire an understanding of the relationship between psychology and Practical Theology, in compliance with legal and ethical principles.

Contents: Application of selected psychological theories and approaches to inform interventions in practical Theology.

Instruction: Self-study/learning; Individual and collaborative research tasks

Credits: 32

Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, and Research Tasks.

Summative Assessment: 3 hour Examination

Prerequisite: TPT215, TPT225

TPT502 Practical Theology and Ethical Leadership for Social Transformation

Purpose: To enable learners to acquire an advanced understanding of the ethical imperatives for leadership for social transformation

Contents: Theories of Social Transformation; Application of acceptable standards to inform ethical leadership.

Instruction: Self-study/learning; Individual and collaborative research tasks

Credits: 32

Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Research Tasks; Seminars; relevant placements engagements that provide learning opportunities for decision-making regarding
ethical challenges and leadership.  

**Summative Assessment:** 3 hour Examination

**TPT503 Pastoral Care in Holistic Perspective for Social Transformation**

**Purpose:** To study the theory and practice of pastoral counselling in the context of the Church’s traditional ministry of pastoral care in the light of contemporary challenges and in compliance with legal and ethical principles

**Contents:** Theories of Social Transformation; African philosophy of healing/pastoral care; Theology of pastoral care; Methods of pastoral care; Pastoral psychology; Pastoral care in specific areas, e.g. alcohol and drug abuse, child abuse, sexual abuse, HIV/AIDS, conflict situations

**Instruction:** Self-study/learning; Individual and collaborative research tasks

**Credits:** 32

**Assessment:** Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Research Tasks; Seminars

**Summative Assessment:** 3 hour Examination

**Purpose:** To enable learners to conduct independent research on a topic of their choice that addresses social transformation

**Contents:** *Capita selecta*

**Instruction:** Regular supervision

**Credits:** 32

**Assessment:** Regular submissions of sections of as well as final essay

**TPT505 Homiletics for Social Transformation**

**Purpose:** To foster an ability to craft transformative sermons by interpreting both the biblical text and the ethos of the community in which sermons are delivered

**Contents:** Theories of Social Transformation; Hermeneutical and homiletical theories, Theological basis of preaching; Context of preaching; Preaching in the context of worship; Calendar and Lectionary; Preaching and liberation; Types and forms of preaching

**Instruction:** Self-study/learning; Individual and collaborative research tasks

**Credits:** 32

**Assessment:** Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Research Tasks; Seminars, preparation and preaching of crafted sermons, within the context of a church service

**Summative Assessment:** 1 ½ Hour Examination & Practical Assessment 1 ½ Hour Crafted sermon to be submitted one week in advance.

**Kindly note** that the General Rules concerning Plagiarism and Assessment is also applicable.
TPT506 Christian Religious Education for Social Transformation

Purpose: To enable learners to develop a sound pedagogical approach to religious education within a Christian context for social transformation.


Instruction: Self-study/learning; Individual and collaborative research tasks

Credits: 32

Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Research Tasks; Seminars; Teaching Practicals.

Summative Assessment: 1 ½ Hour Examination & Practical Assessment

Candidate to prepare and deliver a lesson within a specific Christian educational context.

Prepared lesson to be submitted one week in advance.

Kindly note that the General Rules concerning Plagiarism and Assessment is also applicable.

TPT701 African Pastoral Hermeneutics and Liturgics in Dialogue with the West

Purpose: To enable learners to develop an independent ability to collate and engage in critical analysis of the cross-cultural fertilization between that which is African and Western in relation to pastoral hermeneutics and liturgics, and also to identify continuities and discontinuities between traditional African cultural practices and contemporary situations towards the Church’s coping-healing ministry.

Contents: Theories of Social Transformation; A comparative study between African and Western styles of liturgical expressions; Time and space in worship; Ikhaya dynamics and pastoral anthropology; Theodicy and African spirituality

Instruction: Self-study/learning; Individual and collaborative research tasks

Credits: 64

Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Research Tasks; Seminars

Summative Assessment: 3 hour Examinations

TPT702 Christian Religious Education in an Ecumenical context

Purpose: To enable learners to become aware of the political nature of education as a tool in social transformation and to utilize opportunities presented by Christian religious education to promote values of human dignity, equality, sanctity of life and religious tolerance in the context of a constitutional democracy and human rights.

Contents: Theories of Social Transformation; Freire’s “education for liberation”; Context of
Christian religious education; Shared praxis in Christian religious education; Ecumenism and secularism; Role of ecclesiastical communities; Faith Development

**Instruction:** Self-study/learning; Individual and collaborative research tasks  
**Credits:** 64  
**Assessment:** Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Research Tasks; Seminars  
**Summative Assessment:** 3 hour Examinations

**TPT703 Church in Society**  
**Purpose:** To enable learners to develop a deeper understanding and acquire skills for intervention in social transformation.  
**Contents:** Theories of Social Transformation; Outreach, ritual, worldview; Church and culture; Mission in ecumenical context; Communication and mission; Outreach as ministry by the whole people of God; Mission and evangelism  
**Instruction:** Self-study/Research; Participatory research  
**Credits:** 64  
**Assessment:** Continuous assessment through: Seminar work  
**Summative Assessment:** 3 hour Examinations

**TPT704 Mini-dissertation**  
**Purpose:** To enable learners to conduct advanced, independent research on a topic of their choice that addresses social transformation  
**Contents:** *Capita selecta*  
**Instruction:** Regular supervision  
**Credits:** 64  
**Assessment:** Regular submissions of sections of the mini-dissertation;  
**Summative Assessment:** Submission of the final mini-dissertation

**Religion Studies**

**TRS115 Religion in Society**  
**Purpose:** To enable learners to acquire a sound introductory knowledge of the major religions, especially as practised in Africa and identify general trends in the history of African Christianity for social transformation  
**Contents:** Learners are to acquire a basic introductory knowledge of Hinduism, Buddhism, Islam and African traditional beliefs with a special focus on the analysis of religious symbols, myths, rituals ethics and traditions. The impact of religious diversity and new religious movements on society will also be explored.  
**Instruction:** Minimum of 75 minutes per week, Self-study/learning  
**Credits:** 8  
**Assessment:** Continuous assessment through: Individual/Group presentations, Reading
Reports, Assignments, Tests, Module participation/attendance.

**Summative Assessment:** 1 ½ Hour Examination

**Prerequisite:** None

**TRS125 The Nature and Role of Religion and Introduction to the Study of Religion.**

**Purpose:** To enable learners to acquire a sound introductory knowledge of the nature and function of religion in society and an introduction to the scientific investigation of religious expressions.

**Contents:** The nature of religious experience, the function of religion in a society, the effects of secularisation and introduction to the scientific study of religion (psychology of religion, philosophy of religion, sociology of religion)

**Instruction:** Minimum of 75 minutes per week; Self-study/learning

**Credits:** 8

**Assessment:** Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Tests, Module participation/attendance.

**Summative Assessment:** 1 ½ Hour Examination

**Prerequisite:** TRS115

**TRS215 Inter-Religious Dialogue**

**Purpose:** To enable learners to develop an appreciation for the relevance of dialogue within the African context of religious diversity. To foster respect for various religious traditions and expressions as practiced in Africa, and embedded in a global context.

**Contents:** Consideration of selected themes reflecting communalities/divergences and exploring different theoretical positions and approaches regarding inter-religious dialogue.

**Instruction:** Minimum of 75 minutes per week; Lectures, self-study packages, tutorials.

**Credits:** 8

**Assessment:** Continuous assessment through tests; group discussion, field trips to various religious groupings, assignments

**Summative Assessment:** 1½ Hour Examination

**Prerequisite:** TRS125

**TRS225 Religion and Ethics for Social Transformation**

**Purpose:** To enable learners to develop an understanding of the role of religion in ethical decision making for social transformation

**Contents:** Theories of Social Transformation; Consideration of selected ethical issues and problems from a religious perspective; ethics as relating to human rights (xenophobia, homophobia, racism and ethnicity), the socio-economic processes, the political order, sexuality and gender.

**Instruction:** Minimum of 135 minutes per week; Lectures, self-study packages, tutorials.

**Credits:** 16
Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Tests, Module participation/attendance

Summative Assessment: 3 hour examination
Prerequisite: TRS215

TRS315 Religion and Development for Social Transformation

Purpose: To enable learners to acquire an understanding of the role of religion in development
Contents: Theories of development and empowerment; the religious response to various forms of human disempowerment (Liberation theologies, feminist theology, ‘contextual theologies’, Pentecostal/Charismatic theology, prosperity teaching) and the role of religion in change/development, in a postcolonial context.
Instruction: Minimum of 135 minutes per week; Self-study/learning
Credits: 16
Assessment: Continuous Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Tests, Module participation/attendance
Summative Assessment: 3 hour Examination
Prerequisite: TRS225

TRS325 Church and Development for Social Transformation

Purpose: To enable learners to acquire an understanding of the role of the church in development
Contents: Christian theories and of development and empowerment on social transformation; the churches’ response to various forms of human disempowerment and underdevelopment (Liberation theologies, feminist theology, ‘contextual theologies’, Pentecostal/Charismatic theology, prosperity teaching) and the role of the church in change/development, in a postcolonial context.
Instruction: Minimum of 135 minutes per week; Self-study/learning
Credits: 16
Assessment: Continuous Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Tests, Module participation/attendance
Summative Assessment: 3 hour Examination
Prerequisite: TRS225
SYSTEMATIC THEOLOGY

TST125 Introduction to Systematic Theology in Africa

**Purpose:** To enable learners to acquire a sound introductory knowledge of issues in systematic theology pertaining to Christianity in Africa, and the sources of Christian doctrine.

**Contents:** Survey of Christian beliefs, using the framework of the Apostle’s creed.
Sources of Christian doctrine.

**Instruction:** 75 minutes per week; Self-study packages, lectures and learner-led seminars

**Credits:** 8

**Assessment:** Continuous assessment through assignments, reading reports, class/group presentations and tests

**Summative Assessment:** 1 ½ Hour Examination

TST215 Doctrine of God, Christology and Pneumatology for Social Transformation

**Purpose:** To enable learners to acquire an understanding of the Christian doctrines of the natures of God and Christ and the Holy Spirit.

**Contents:** The Christian understanding of God, Christ and the Holy Spirit

**Instruction:** Minimum of 135 minutes per week; self-study/learning

**Credits:** 16

**Assessment:** Continuous assessment through participation in class, assignments, essays, tests, reading reports, class/group presentations

**Summative Assessment:** 3 hour Examination

**Prerequisite:** TST125

TST315 Doctrine of Humanity, Soteriology, Ecclesiology and Eschatology for Social Transformation

**Purpose:** To enable learners to acquire an understanding of the Christian doctrine of humanity, salvation, church, and eschatology

**Contents:** The Christian understanding of humanity, salvation, church, and eschatology, and its impact on modern expressions of Christianity.

**Instruction:** Minimum of 135 minutes per week; self-study/learning

**Credits:** 16

**Assessment:** Continuous assessment through participation in class, assignments essays, tests, reading reports, class/group presentations

**Summative Assessment:** 3 hour Examination

**Prerequisite:** TST215
TST501 Doctrine of the Trinity for Social Transformation

**Purpose:** To enable learners are to acquire a specialised understanding of the doctrines of the Trinity.

**Contents:** The study of the development of the doctrines of the Trinity and of Christology in the early Church in the light of the context of the time.

**Instruction:** Self-study/learning; Individual and collaborative research tasks

**Credits:** 32

**Assessment:** Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Research Tasks; Seminars

**Summative Assessment:** 3 hour Examination

TST502 Pneumatology and Social Transformation

**Purpose:** To enable learners to acquire an understanding of the doctrine of the Holy Spirit in relationship to society.

**Contents:** The person of the Holy Spirit, perspectives on the Holy Spirit in African theology, liberation theology, feminist theology and pentecostal perspectives on the Holy Spirit,

**Instruction:** Self-study/learning; Individual and collaborative research tasks

**Credits:** 32

**Assessment:** Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Research Tasks; Seminars

**Summative Assessment:** 3 hour Examination

TST503 Study of a Theological Issue for Social Transformation

**Purpose:** To enable learners to acquire an understanding of a Christian doctrine or the contributions of a systematic theologian.

**Contents:** A selected Christian doctrine or the contributions of a systematic theologian, studied with particular reference to their contexts.

**Instruction:** Self-study/learning; Individual and collaborative research tasks

**Credits:** 32

**Assessment:** Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Research Tasks; Seminars

**Summative Assessment:** 3 hour Examination

TST504 Extended Essay

**Purpose:** To enable learners to conduct independent research on a topic of their choice that addresses social transformation

**Contents:** *Capita selecta*

**Instruction:** Regular supervision

**Credits:** 32

**Assessment:** Regular submissions of sections of as well as final essay
TST701 Apologetics in Africa
Purpose: To enable learners to acquire an understanding of Christian apologetics.
Contents: A study of attempts to explain and defend the position of the Christian faith in an African context; Worldviews, Epistemology, Pluralism; etc.
Instruction: Self-study/learning; Individual and collaborative research tasks.
Credits: 64
Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Research Tasks; Seminars
Summative Assessment: 3 hour Examinations

TST702 Soteriology for Social Transformation
Purpose: To enable learners to acquire an understanding of Christian salvation for social transformation
Contents: Theories of social transformation; The controversies concerning soteriology in the Early Church, the Reformation Period and the Modern Period in the light of their contexts. The contribution of theology to social empowerment in the context of poverty, discrimination, etc.
Instruction: Self-study/learning; Individual and collaborative research tasks.
Credits: 64
Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Research Tasks; Seminars
Summative Assessment: 3 hour Examinations

TST703 The Doctrine of the Kingdom of God for Social Transformation
Purpose: To enable learners to acquire a Biblical understanding of the kingdom of God for social transformation
Contents: Centrality of the kingdom in the life and ministry of Jesus
A study of the concept of the kingdom of God as central to the preaching of Jesus. This is taken as a framework in which to investigate a number of theological ideas associated with the concept.
Instruction: Self-study/learning; Individual and collaborative research tasks
Credits: 64
Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Research Tasks; Seminars
Summative Assessment: 3 hour Examinations

TST704 Study of a Theological Issue for Social Transformation
Purpose: To enable learners to acquire an understanding of a Christian doctrine or the contributions of a systematic theologian.
Contents: A selected Christian doctrine or the contributions of a systematic theologian, studied with particular reference to their contexts.
Instruction: Self-study/learning; Individual and collaborative research tasks
Credits: 64
Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Research Tasks; Seminars
Summative Assessment: 3 hour Examinations

TST705 Mini-dissertation
Purpose: To enable learners to conduct advanced, independent research on a topic of their choice that addresses social transformation
Contents: *Capita selecta*
Instruction: Regular supervision
Credits: 64
Assessment: Regular submissions of sections of the work; submission of the final mini-dissertation
AFRICAN CHRISTIAN HERITAGE & VISION

TCH125 African Christianity in Antiquity
Purpose: To enable learners to identify the challenges facing African Christianity in Antiquity in the wider context of its social, political, economic, cultural and religious milieu.
Contents: The Jewish Diaspora in Africa, with special reference to Alexandria; Egyptian Gnosticism; Catechetical School of Alexandria: Pantaenus, Clement, Origen; Arian Controversy and Athanasius; Coptic Christianity; Persecution in Africa; Monasticism; Monophysite churches; Tertullian and Montanism; The Donatist Church; Augustine; Early history of Islam and relevant issues in the interpretation of Scripture.
Instruction: 75 minutes per week; Self-study packages, lectures and learner-led seminars
Credits: 8
Assessment: Continuous assessment through assignments, reading reports, class/group presentations and tests
Summative Assessment: 1 ½ Hour Examination

TCH225 History of Christianity in South Africa – Church and State
Purpose: To enable learners to acquire the ability to discuss the relevant socio/politico/theological issues pertaining to the contextualisation of the Christian faith, with specific reference to the relationship between Church and State.
Contents: Expansion of Christianity (second of the half nineteenth century); Reformation Period; Impact of the discovery of gold; Christianity, imperialism and colonialism; Role of African clergy; African Initiated Churches; Establishment of local churches; Segregation and Apartheid; South African Council of Churches/Church Unity Commission; Black consciousness and Black Theology; Reconstruction and Development in the New South Africa; Study of significant documents of the period; Use of the Bible in African Theology
Instruction: 135 minutes per week; Self-study packages, lectures and learner-led seminars
Credits: 16
Assessment: Continuous assessment through assignments, reading reports, class/group presentations and tests
Summative Assessment: 3 Hour Examination
Prerequisite: TCH125

TCH325 Revivals, Revolutions, Missions and the Ecumenical Movement
Purpose: To enable learners to explain the relationship between development in Europe and the missionary enterprise as a prelude to modern African Christian history, including the challenges facing African Christianity.
Content: The ‘Enlightenment’ and Deism; Relevant issues in the interpretation of Scripture; German Pietism; The Evangelical Revival and early Methodism; The rise of ‘Liberal Theology’ in Germany; The Scottish Church scene in the nineteenth century; The life and work of Tiyo Soga, Ntsikana and other Africans; The Roman Catholic Church in the 18th & 19th centuries; The rise of the missionary movement; Industrialism and the Social Gospel, the development of liberation theologies; Ecumenical Movement and relevant issues in the interpretation of Scripture.

Instruction: 135 minutes per week; Self-study packages, lectures and learner-led seminars

Credits: 16

Assessment: Continuous assessment through assignments, reading reports, class/group presentations and tests

Summative Assessment: 3 hour Examination

Prerequisite: TST225

TCH501 The Apostolic Fathers

Purpose: To enable learners to identify the major issues in the period of the Apostolic fathers, and apply the insights acquired to other areas of Christian history.

Content: Clement’s First Letter to the Church at Corinth; Letters of Ignatius of Antioch; Letter of Polycarp to the Philippians; The Martyrdom of Polycarp; The Didache; Letter to Diognetus; Apology of Justin Martyr; Plea of Athenagoras

Instruction: Self-study/learning; Individual and collaborative research tasks

Credits: 32

Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Research Tasks; Seminars

Summative Assessment: 3 hour Examination

TCH502: Calvin: Church and State for Social Transformation

Purpose: To enable learners to identify the major issues addressed by Calvin and apply the insights acquired to other areas of Christian history.

Content: Theories for Social Transformation; Calvin: Institutes of the Christian Religion - Book IV; Calvin’s contemporary critiques

Instruction: Self-study/learning; Individual and collaborative research tasks

Credits: 32

Assessment: Continuous assessment through: Individual/Group presentations, Reading Reports, Assignments, Research Tasks; Seminars

Summative Assessment: 3 hour Examination

TCH503 Extended Essay

Purpose: To enable learners to conduct independent research on a topic of their choice that addresses social transformation

Contents: Capita selecta
**Instruction:** Regular supervision  
**Credits:** 32  
**Assessment:** Regular submissions of sections of as well as final essay

**TCH701 Growth and Influence of Mission and Ecumenical Studies**  
**Purpose:** To enable learners to identify the major issues in the area studied, and apply the insights acquired to other areas of Christian history.  
**Contents:** Edinburgh 1910 to the formation of the World Council of Churches, 1948; Ecumenical Missionary Thinking: Whitby, 1954; Willingen, 1952; New Delhi, 1961; Bangkok, 1973; Nairobi, 1975; Melbourne, 1980; Mission and Evangelism, 1982; Evangelical Missionary Movement - Wheaton Declaration, 1966; Lausanne Covenant, 1974; Roman Catholic Church: Vatican II - Decree on Ecumenism - Unitatis Redintegratio; Decree on the Church’s Missionary Activity - Ad Gentes.

**Instruction:** Seminars; Self-study/learning  
**Credits:** 64  
**Assessment:** Continuous assessment through: Participation in class; Seminar papers  
**Summative Assessment:** 3 hour Examinations

**TCH702 Church and Society in South Africa - An Empowerment Perspective**  
**Purpose:** To enable learners to identify the major issues in the area studied, and apply the insights acquired to other areas of Christian history.  
**Contents:** Apartheid as Heresy: Documentation; Cottesloe Declaration, 1960; Christian Institute; Message to the People of South Africa, 1968; Race, People and Nation; Belhar Declaration, 1984; A Call For an End to Unjust Rule, 1985; Kairos Document, 1985; Evangelical Witness in South Africa, 1986; Church and Society, 1986; World Council of Churches - Lusaka Statement, 1987; Relevant Pentecost Witness 1988; The Road to Damascus: Kairos & Conversion, 1989; Rustenberg Declaration, 1990; Declarations from mainstream churches

**Instruction:** Seminars; Self-study/learning  
**Credits:** 64  
**Assessment:** Continuous assessment through: Participation in class; Seminar papers  
**Summative Assessment:** 3 hour Examinations

**TCH703 Modern Roman Catholic Christian History**  
**Purpose:** To enable learners to identify the major issues in the area studied, and apply the insights acquired to other areas of Christian history.  
**Contents:** Second Vatican Council: Dogmatic constitution of the Church; Lumen Gentium; Pastoral Constitution of the Church in the Modern World - Gaudium et Spes; Constitution on the Sacred Liturgy - Sacrosanctum Concilium; Pope Paul VI – Humanae Vitae; Papal infallibility; Clerical celibacy; Theological disputes: Schillebeeckx, Ratzinger and Kung; Pontificate of John Paul II
Instruction: Seminars; Self-study/learning  
Credits: 64  
Assessment: Continuous assessment through: Participation in class; Seminar papers.  
Summative Assessment: 3 hour Examinations

TCH704 Mini-dissertation  
Purpose: To enable learners to conduct advanced, independent research on a topic of their choice that addresses social transformation  
Contents: Capita selecta  
Instruction: Regular supervision  
Credits: 64  
Assessment: Regular submissions of sections of the work  
Summative Assessment: Submission of the final mini-dissertation

CAREER OPPORTUNITIES

• Religious Leader  
• Minister of Religion  
• Pastor  
• Teacher  
• Researcher  
• Human Resource Manager  
• Legislator Policy Maker  
• Social Worker  
• Psychologist  
• Pastoral Counsellor  
• Development Practitioner  
• Community Development

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