The Faculty was established through an amalgamation of schools, departments and programmes some of which have been in existence for close to a century. The Faculty of Social Sciences and Humanities (SSH) 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. The Faculty has its roots in the former Faculty of African and Democracy Studies which was constituted out of the former Faculties of Arts, Law and Theology, and now incorporates the East London based Social Science and Humanities academic departments.

This is an exciting new era in the history of the University of Fort Hare because for the first time in its 94 year history (established 1916) the institution has the potential for significant growth in an urban environment to complement its rural origins. Housed in the SSH are a School of Social Sciences (SSS), a School of Humanities (SH) and a Centre of Theology and Religion (CTR). The establishment of the FSSH has afforded the academic staff in these domains the opportunity of taking a fresh look at the nature of the programme offerings and to explore the possibilities of making programmes both more exciting and marketable.

To this end we strive to offer our prospective learners academic programmes leading to qualifications that are stimulating, that will allow for individual intellectual growth, and at the end of the day, will make our graduates marketable in their careers of choice, as well as responsible citizens in their respective societies. The new Faculty offers training in various disciplines, as 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.

ORGANIZATION

The Faculty is organized around three academic domains:

1. School of Social Sciences
2. School of Humanities
3. Centre for Theology and Religion
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KEY DATES FOR 2011

FIRST SEMESTER
Administrative offices open on Wednesday, 5 January 2011
Academic staff report for duty on Monday, 10 January 2011

Orientation:
East London Campus: 24 – 28 January 2011
Alice Main Campus: 31 January – 3 February 2011

Registration
Alice Main Campus: 25 January 2011 – 2 February 2011

Lecturing Periods:
7 February 2011 – 19 April 2011
3 May 2011 – 27 May 2010

Graduation:
Tuesday, 10 May 2011 – East London
Thursday, 12 May 2011 - Alice
Friday, 13 May 2011 - Alice
Saturday, 14 May 2011 - Alice

Supplementary Examinations:
17 January 2011 – 28 January 2011

Examinations:
6 June 2011 – 24 June 2011

SECOND SEMESTER

Lecturing Periods
18 July 2011 – 9 September 2011
19 September 2011 – 21 October 2011

Supplementary Examinations:
25 July 2011 – 5 August 2011

Examinations:
31 October 2011 – 18 November 2011

Please Note: Diary Dates for the 2011 Academic year are published in the GENERAL PROSPECTUS.
GENERAL INFORMATION: FACULTY OFFICE

Dean of Faculty
Vacant

Personal Assistant to the Executive Dean
Ms M Harrison B Soc Sc (RU), BA (Hons) History (Cum laude) (UFH)

50 Church Street
East London
5200

Tel: 043 704 7040
Fax number to e-mail: 086 628 2115
E mail address: mharrison@ufh.ac.za

Faculty Manager
Vacant

Assistant Faculty Manager (East London)
Ms AK Mkiva ND: Office Management & Technology (Border Technikon), B Tech Management (WSU)

43 Church Street
East London
5200

Tel: 043 704 7374
Fax: 086 623 9561
Email: amkiva@ufh.ac.za

Administrative Assistant (Alice Campus)
Ms Z P Mnguni Post Grad Dip: Records and Archives (UFH), B Applied Communication Management (UFH), National Diploma in Marketing Management (Border Tech)

New Arts Block, 2nd Floor ALICE
Telephone number: 040 – 602 2233
Fax number: 040 – 653 1255
E mail address: zmnguni@ufh.ac.za

All faculty correspondence may be addressed to:

The Faculty Manager/Assistant Faculty Manager
WHO CAN YOU TALK TO?
The name of all academic staff members are listed Departmentally under each School or Centre and these staff members can be contacted either by email or telephone numbers provided below.

**FACULTY ADMISSION REQUIREMENTS 2011**

Applications which are submitted before or on the closing date for applications are subject to the criteria laid down below:

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Bachelor of Library and Information Sciences 35500 | With Endorsement | 21 | English HG E SG D

Lower Diploma in Library and Information Sciences 35500 | Senior Certificate | 17 – 20 |

Diploma in Fine Arts 35000 | Senior Certificate | 17 – 20 |

**Mature Age Exemption**

Mature applicants (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.

**Foundation Programme**

The Social Science and Humanities Foundation Programme is an entrance programme intended to provide a strong academic foundation to students who do not meet Faculty of Social Sciences and Humanities entry requirements; either because they do not have a Matric exemption/endorsement or because they do not have sufficient Swedish rating points. The SSHFP follows the same structure as mainstream modules, but its curriculum is extended over a longer period and there is additional support. SSHFP students must take one more year to complete their degree than mainstream students. All students who do not have a Matric exemption/endorsement must apply for conditional exemption.

Academic Practice and Reasoning is provided as a value-added course to assist students in developing their academic skills towards their qualification.

**Admission Requirements**

<table>
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<tr>
<th>Foundation Programme</th>
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<th>3(40 – 49%)</th>
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<td>Life Orientation</td>
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<td>4 (50 – 59%)</td>
<td>4 (50 – 59%)</td>
<td>20</td>
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</tbody>
</table>

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

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 credit 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 Educators) accredited.
**Note:** If the Diploma was used to gain entry into the University, such Diploma cannot be used to gain credits.

*School Leavers/Students may also be admitted in terms of the University Policy on Recognition of Prior Learning.

**ALICE MAIN CAMPUS TIMETABLE GROUPING FOR 2011**

**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 co-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.

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* All Education courses will resort under group H.

NB Campus lecturing time table (East London) First semester & Second semester
Will be circulated during registration

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SCHOOL OF HUMANITIES

The former Arts Faculty, within which the School 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 School 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

Director
Prof CR Botha
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Fax: 040 602 2591
E mail address: cbotha@ufh.ac.za

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Certificate in Human Resources & Labour Law (UFH).
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Secretary (Alice Campus)
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E-mail Address: xntontela@ufh.ac.za
Fax: 086 628 2992
**Secretary (East London Campus)**
Vacant

**Department of African Languages**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor:</td>
<td>Prof C R Botha</td>
<td>MA DLitt (Stellenbosch) (African Languages), SOD (Stellenbosch)</td>
</tr>
<tr>
<td>HOD &amp; Senior Lecturer:</td>
<td>Dr S S Mdaka</td>
<td>BA (Hons) MA UED (UFH) Ph D (UCT) (African Languages)</td>
</tr>
<tr>
<td>Lecturer:</td>
<td>Mr Z W Saul</td>
<td>BA (Hons) DipAling (UFH) JSTC (Lovedale) MA (UFH) (African Languages), M Phil (Stellenbosch)</td>
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**Department of Afrikaans**

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<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Adjunct Professor:</td>
<td>Prof M J Prins</td>
<td>BA cum Laude (NWU), BA(Hons) (NWU), MA cum Laude (NWU), D Litt (UOFS)</td>
</tr>
<tr>
<td>HOD &amp; Snr Lecturer:</td>
<td>Dr S C Smith</td>
<td>BA (Hons) HED MA DLitt (UFS)</td>
</tr>
<tr>
<td>Junior Lecturer:</td>
<td>Mrs S Chaudhari</td>
<td>BA (Hons) (UCT), MA (UFH)</td>
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**Department of English Language and Comparative Literature**

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<tbody>
<tr>
<td>Professor:</td>
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<tr>
<td>Associate Professor:</td>
<td>Prof F Wood</td>
<td>BA (Stell) BA (Hons) (Natal) MA (UCT) PhD (UCT) (English and Comparative Literature)</td>
</tr>
<tr>
<td>Snr. Lecturer</td>
<td>Dr J Mkhize</td>
<td>BA, BA(Hons)( University of Natal),MA and PhD (University of Natal)</td>
</tr>
<tr>
<td>Head of Dept &amp; Lecturer</td>
<td>Dr MF Blatchford</td>
<td>BA(UCT) BA(Hons)(UCT) MA PhD(UCT) (English and Comparative Literature)</td>
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<tr>
<td>Lecturers:</td>
<td>Vacant</td>
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<tr>
<td>Deputy HOD</td>
<td>Dr D Shober</td>
<td>BA Hons (Waterloo), MA (Biola) (English and</td>
</tr>
<tr>
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<tr>
<td>Mrs C K Formson</td>
<td>BA (Hons) (Ghana) Msc. (Suny) (English and Comparative Literature)</td>
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<tr>
<td>Ms R Scott</td>
<td>MA (Durban Westville) (English and Comparative Literature)</td>
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<tr>
<td>Mr T Mndebele</td>
<td>BA (Fort Hare) BA Hons (Fort Hare) MA (Fort Hare) (English and Comparative Literature)</td>
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<tr>
<td>Junior Lecturers:</td>
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<tr>
<td>Ms N Morkel</td>
<td>BA MCC (UPE), BA (Hons) cum laude (UPE), MA in English (cum laude) (NMMU)</td>
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</tr>
<tr>
<td>Ms T Kirton</td>
<td>BA (UFH); Hons in English (UFH), MA in English and Comparative Literature (UFH)</td>
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**Department of Fine Art**

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<tr>
<td>Professor:</td>
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<td>Senior Lecturer:</td>
<td>Vacant</td>
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</tr>
<tr>
<td>Head of Department &amp; Lecturer:</td>
<td>Mr M Sobopha</td>
<td>MFA, BAFA (UCT), BAFA (Hons) (Creative Art)</td>
</tr>
<tr>
<td>Lecturer:</td>
<td>Mr M S Baloyi</td>
<td>MFA (UFH), BAFA (Hons) BAFA (UFH) PTC (Tivumbeni) Teacher's Certificate in Art Ndaleni (Creative Art)</td>
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**Department of History**

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<tr>
<th>Role</th>
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<tbody>
<tr>
<td>Professor/Assoc Prof</td>
<td>Prof JP Hendricks</td>
<td>BA (Hons) (UWC) MA PhD (Michigan)</td>
</tr>
<tr>
<td>Adjunct Professor</td>
<td>Prof J B Peires</td>
<td>BA (Hons) History UCT, PhD (History)University of Wisconsin USA.</td>
</tr>
<tr>
<td>Head of Department &amp; Senior Lecturer:</td>
<td>Mrs D S Yekela</td>
<td>BA (Hons) (UFH) SATD MA (Rhodes) (History)</td>
</tr>
<tr>
<td>Lecturer:</td>
<td>Ms T April</td>
<td>BA (Hons) (UWC), MA (UWC) (History)</td>
</tr>
<tr>
<td>Lecturer:</td>
<td>Mr C Andreas</td>
<td>BA Hons (History)(UCT); MA</td>
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### Department of Music

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<tr>
<th>Role</th>
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<tbody>
<tr>
<td>Adjunct Professor</td>
<td>Prof D Dargie</td>
<td>BA, B Th, B Mus, LRSM, UTLM, PhD (Rhodes) (Music)</td>
</tr>
<tr>
<td>Associate Professor &amp; HOD</td>
<td>Prof B Bleibinger</td>
<td>MA, D Phil (Ludwig-Maximillians Univ, Munich) (Musicology)</td>
</tr>
<tr>
<td>Lecturers:</td>
<td>Mr M J Van Dyk</td>
<td>B Mus Hons, UED (Music)</td>
</tr>
<tr>
<td>Tutor (Full time)</td>
<td>Mr J Ncozana</td>
<td>B A (Hons) (Mus), MA (UFH)</td>
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</tbody>
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### Department of Philosophy: webmail:- www.ufh.ac.za/philosophy

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<tr>
<th>Role</th>
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<tbody>
<tr>
<td>Head of Department &amp; Professor</td>
<td>Prof T J G Louw</td>
<td>MA (Stell) D Litt et Phil (UFH)</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Prof A Olivier</td>
<td>MA (Stellenbosch), D Phil (Tuebingen) (Philosophy)</td>
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### NATIONAL HERITAGE AND CULTURAL STUDIES CENTRE (NAHECS)

<table>
<thead>
<tr>
<th>Role</th>
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<tbody>
<tr>
<td>Director</td>
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<tr>
<td>Curator &amp; Senior Manager</td>
<td>Mr V Booi</td>
<td>BA Soc Sc (UFH), PGDMH (UCT, UWC &amp; RITP), MA (UWC)</td>
</tr>
<tr>
<td>Archivist</td>
<td>Mr Mark P Snyders</td>
<td>B Bibl (UWC), B Bibl (Hons) (UWC)</td>
</tr>
<tr>
<td>Admin Assistant</td>
<td>Mrs N G Jaza</td>
<td>Office: 040-602 2277 Fax: 040-653 1926 E-mail: <a href="mailto:gjaza@ufh.ac.za">gjaza@ufh.ac.za</a></td>
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### RULES OF QUALIFICATIONS IN HUMANITIES

GENERAL NOTE: The rules for qualifications in Humanities as stated below, 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 Humanities qualifications are conferred:
Bachelor of Arts: BA (30000)
Bachelor of Arts (Honours): BA (Hons) (30500)
  in African Languages (30513)
  in Afrikaans (30515)
  in English Studies and Comparative Literature (30514)
  in History (30512)
  in Music (30517)
  in Philosophy (30516)
Master of Arts: MA (31000)
  in African Languages (31013)
  in Afrikaans (31015)
  in English Language and Comparative Literature (31014)
  in Pan – African Letters (Coursework only)
  in History (31012)
  in Music (31017)
  in Philosophy (31016)
Doctor of Literature and Philosophy: DLitt et Phil (31600)
  in African Languages (31613)
  in Afrikaans (31615)
  in English Studies and Comparative Literature (31614)
  in History (31612)
  in Music (31617)
  in Philosophy (31616)
Bachelor in Fine Art: B Fine Art (30100)
Master in Fine Art: M Fine Art (30700)
Diploma in Fine Art: Dip FA (35000)
Postgraduate Diploma in Applied Linguistics: Dip A Ling (37000)

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 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
School Leaving Certificate
Further Education and Training Certificate (FET 4)
21 Points Swedish rating
School Leavers who are not in possession of Matriculation Exemption Certificate may be admitted in terms of:
- Mature Age Exemption
- The University Policy on Recognition of Prior Learning

### 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
**Group A (1)**
- Afrikaans (AFR)
- Afrikaans Prakties (AFP)
- 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)
- Professional Communications (CMP)

#### East London Campus
**Group A (1)**
- Afrikaans (AFR)
- Afrikaans Prakties (AFP)
- English Language Comparative Literature (ECL)
- English for Career Purposes (ECP)
- History (HIS)
- IsiXhosa (XHS)
- IsiXhosa (Non-mother tongue) (XNM)
- Professional Communications (Can only be taken at second year and above) (CMP)

#### Alice Campus
**Group A (2)**
- Choral Music (MUS)
- History (HIS)
- History of Art ((HAR)
- Music (MUC)
- Philosophy (PHL)
- Biblical Studies (BST)
East London Campus
Group A (2)
History (HIS)  
Philosophy (PHL)  

Alice Campus
Group B
Anthropology (ANT)  
Archaeology (ARC)  
Biokinetics (BKN)  
Communication (CMS)  
Criminology (CRM)  
Development Studies (DEV)  
Information Science (maximum 32 credits) (INF)  
Library Science (maximum 32 credits) (LIB)  
Human Movement Science (HUS100 and 200 levels only)  
Movement and Sport Science (HMS 300 level only)  
Political Science (POL)  
Psychology (PSY)  
Public Administration (PAD)  
Sociology (SOC)  
Economics (ECO)  
Geography (GEG)  
Mathematics (MAT)  
Statistical Methods (STA)  
Statistics (maximum 32 credits) (STA)  
African Law (LAC)  
Constitutional Law and Administrative Law (LEC) (LEA)  
Criminal Law (LCL)  
Criminal Procedure (LCP)  
Introduction to Law (LPI)  
Labour Law (LLL)  
Social Security (LES)  
Law of Persons (LPP)  
Customary Law A & B (LAC)  
Law of Contract A & B (LPC)  
Law of Delict (LPD)  
Law of Property (LPP)  
Church History (TCH)  
Religious Studies (TRS)  
Systematic Theology (TST)
East London Campus
Group B
Economics (ECO)
Industrial Sociology (INS)
Legal Studies (LLS)
Psychology (PSY)
Sociology (SOC)

Alice Campus
Group C (Maximum of 32 credits from this group)
Biology (BIO)
Botany (BOT)
Chemistry (PAC)
Computer Science (CLT)
Geology (GEO)
Physics (PHY)
Zoology (ZOO)

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

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
A curriculum shall, except by permission of the Senate, include:
6.1 at least 192 credits from Group A;
6.2 at least 64 credits from Group A(1), including at least 32 credits in one of the following subjects:
   English for Special Purposes (ESP)
   English Studies and Comparative Literature (ECL)
   English for Career Purposes (ECP)
   Praktiese Afrikaans (AFP)
   Afrikaans (AFR)
   IsiXhosa (XHS)
   IsiXhosa (Non-mother tongue) (XNM)
   SeSotho (STH)
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: Provided that a learner who selects Private Law as a major subject may include up to 192 credits from Group B in his/her curriculum;

7.2 More than two course from the following:
   Praktiese Afrikaans (AFP)
   English for Special Purposes (ESP) and/or
   IsiXhosa (XNM)

A.8 Special Provisions for Certain Subjects
8.1 Afrikaans Praktiese (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 an AFR 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 AFR 100 level.
   8.1.3 No learner may register for modules in Praktiese Afrikaans and Afrikaans 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 (NMT) 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 (NMT).

8.4 Professional Communication (CMP)
   8.4.1 CMP 111/CMP 121 can be taken as an element of the ECL 310 or ECL 320 modules. Where it is taken as a portion of an ECL 310 or ECL 320 module it will be taken to contribute 10 credits towards the 32 credits of
the ECL 310 or ECL 320 modules.

8.4.2 Students may not attempt both CMP 111 and CMP 121

8.5 Creative Writing

8.5.1 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.

8.6 Credit shall be given for combinations of modules in the following subjects:

8.6.1 Praktiese Afrikaans and Afrikaans
8.6.2 English for Special Purposes and English Language and Comparative Literature
8.6.3 isiXhosa (NMT) and isiXhosa

Provided that such combinations would not be regarded as fulfilling the requirements of Rule A.6.2.

A.9 Prerequisites

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.

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 the 100 or 200 level) or not more than 32 credits (for modules offered at the 300 level) is/are 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
Afrikaans (AFR)
Biblical Studies (TST)
English Language and Comparative Literature (ECL)
History (HIS)
Human Movement Studies (HMS)
Music (MUS)
Philosophy (PHL)
SeSotho (STH)
IsiXhosa (XHS)

East London
IsiXhosa (XHS)
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 Executive Dean.

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 Executive Dean.
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 will be a year mark/semester mark of at least 50%.

THE QUALIFICATION OF MASTER OF ARTS

(Please refer also to the Statute and the General rules for the Qualification of Master).

A.21 Subjects
21.1 The Qualification may be obtained by dissertation in any one of the following subjects:

**Alice**
- Afrikaans (AFR)
- Biblical Studies (TST)
- English Language and Comparative Literature (ECL)
- History (HIS)
- History of Art (HAR)
- Music (MUS)
- Philosophy (PHL)
- SeSotho (STH)
- IsiXhosa (XHS)

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

21.2 The Qualification may be obtained by course work and dissertation in the following subject: Pan African Letters (PAL)

21.2.1 The PAL Qualification is offered over a period of two years full time study or three years part time study.

21.2.2 The PAL curriculum shall consist of 240 credits taken as follows:

- **First year**
  - 4 modules
- **Second year**
  - 2 modules and dissertation
  (Part-time learners may not take more than 2 taught modules per year).

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.
23.2 Each module in Pan African Letters shall consist of 2 major essays/assignments as well as a written examination, which will count at least 30% of the final mark.

A24 Foundation Programme
A24.1 Duration of Curriculum
Foundation Programme students must take one more year to complete their degree than mainstream students.

A24.2 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>ESP111F/ESP122F ENGLISH FOR SPECIAL PURPOSES</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>CLT111F COMPUTER LITERACY</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>PHIL111F/PHIL112F INTRODUCTION TO PHILOSOPHY &amp; LOGIC</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>HIS111F/HIS112F THE EMERGING WEST OR XHS111F/XHS112F INTRODUCTION TO ISIXHOSA OR MUC111F/MUC112F CHORAL MUSIC</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>MUC 121F/MUC 122F MUS 111F/MUS 112F (MUSIC HISTORY AND THEORY) MUS 121F/MUS 122F</td>
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</tr>
</tbody>
</table>

TOTAL: 72

A24.3 Composition of Second Year Curriculum

<table>
<thead>
<tr>
<th>MODULES</th>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL123F/PHIL125F ANCIENT GREEK PHILOSOPHY/ETHICS</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>HIS122F/HIS123F SUB-SAHARAN AFRICA OR XHS122F/XHS123F CONVERSATIONAL XHOSA OR MUC113F/MUC114F CHORAL MUSIC</td>
<td>8</td>
<td>8</td>
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<tr>
<td>MUC 123F/ MUC 124F MUS 113F/MUS 114F MUS 123F/MUS 124F</td>
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<tr>
<td>MAINSTREAM COURSE</td>
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<tr>
<td>MAINSTREAM COURSE</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

TOTAL: 96
POSTGRADUATE DIPLOMA IN APPLIED LINGUISTICS (DAL) (ALICE CAMPUS)

AL.1 Admission
A person shall not be admitted to the Qualification unless he/she holds the Qualification of Bachelor of Arts of the University or of another university recognized for the purpose by the Senate and has either
1.1 completed at least 128 credits (including 64 credits on a third-year level) in at least one of the following subjects towards the degree of Bachelor:
   Afrikaans (AFR)
   SeSotho (STH)
   IsiXhosa XHS
   English Studies and Comparative Literature (ECL) or
1.2 has completed 64 credits each in at least two of the subjects listed in 1.1, or
1.3 has completed at least 64 credits in Linguistics, or
1.4 has had at least three years satisfactory high school teaching experience in one of the languages listed in 1.1 and has completed at least 64 credits in one of the said languages towards the Qualification of Bachelor.

AL.2 Duration of Curriculum
2.1 The curriculum shall extend over one academic year.
2.2 The curriculum consists of 10 courses with a total of 130 credits.

AL.3 Examination
3.1 To be admitted to the examination, a learner must obtain a semester mark of at least 40%. The semester marks shall comprise an approved project relevant to Applied Linguistics, a report on the experience of learning a new language of which the learner has no previous knowledge, and additional assignments and tests that may be prescribed.
3.2 The final mark shall comprise the semester marks and examination marks in equal proportions.

AL.4 Distinction
The Qualification shall be awarded with distinction to a learner who obtains an aggregate of 75% for the prescribed modules.

BACHELOR IN 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 in 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.

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.

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

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

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/are the last outstanding module/s 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.
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:

- **MFA 701** (64 Credits) A portfolio of artistic presentation in a chosen field of study.
- **MFA 702** (64 Credits) A portfolio of ancillary developmental artistic works directly related to the chosen field of study.
- **MFA 703** (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.
- **MFA 704** (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.

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:
96 credits in Fine Art Studies
128 credits in History of Art
128 credits in Art of Drawing
32 credits in any subject listed in Rule A4 or any equivalent modules with the
approval of the
Programme Director to be offered at second year level.

FA.12 Bachelor in Fine Art - SDE Option
12.1 The duration of the curriculum shall be extended over four years of full time
study.
12.2 Composition of Curriculum (Bachelor in Fine Arts) - SDE Modules
   Fine Art Studies (160 credits)
   Art of Drawing (128 credits)
   Philosophy of Art (32 credits)
   History of Art (128 credits)
   Academic Practices and Reasoning Skills (0 credits)
   32 credits in any 2 subjects listed in Rule A4 or any equivalent modules with
the approval of the Programme Co-ordinator.

FA.13 Year of study
13.1 To be admitted into the second year of study, a learner shall have completed at
least:
   32 credits in Fine Art Studies
   32 credits in History of Art
   Should have passed Academic Practices and Reasoning
13.2 To be admitted into 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
13.3 To be admitted into the fourth year of study, a learner shall have completed at
least:
   96 credits Fine Art Studies
   128 credits History of Art
   64 credits Art of Drawing
   32 credits in any subject listed in Rule A4 or any equivalent modules with the
approval of the Programme Co-ordinator

FA.14 Rules
Subject to any provision to the contrary in these rules, the rules of the Qualification in
Fine Arts shall apply.
FA.15 **Changing of Diploma of Fine Art into Bachelor in 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 in Fine Art.

FA.16 **Composition of the Curriculum**

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

FA.17 **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 in Art of Drawing

Thirty-two (32) 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.18 **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
- 64 credits in any subject listed in Rule A4 or any equivalent modules with the approval of the Programme Co-ordinator.

**ANNEXURE A**

**DESCRIPTION OF MODULES OFFERED IN THE SCHOOL OF HUMANITIES**

**Note:** Current East London Campus students who were admitted prior to the 2004 calendar year are subject to the former Rhodes East London Campus 2003 Calendar rules and may take approved courses and programmes of study under this prospectus. A completed first year at either Alice or East London shall be the prerequisite to second year on any campus. A completed second year at either Alice or East London shall be the prerequisite to third year on any campus.

**AFRIKAANS (AFR)**

**AFP 111E Afrikaanse Taalvaardigheid**

**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

Credits: 16

Assessment: Continuous assessment through: Tests, assignments and group discussions.

Summative Assessment: 3 hour examination

Prerequisite: None

AFP 122E Afrikaanse Taalvaardigheid

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

AFR 111E Afrikaanse Taalkunde

Purpose: An introduction to various linguistic theories in the disciplines of Phonology and Morphology with the view to provide learners with insight into and command of the structure of Afrikaans as a language. To give learners an insight into important aspects of the history of Afrikaans.

Content: Basic linguistic theories governing the disciplines of Phonology and Morphology as well as theories that provide insight into the origin and the development of Afrikaans.

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, and exposure to Afrikaans literature, which is one of the major literatures in the region and country.

Content: An introduction to theories of drama, poetry and prose; reading of carefully selected drama, poetry and prose 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

AFR 211E 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 and Phonology; taking cognizance of the various scientific critiques of these theories; an in-depth study of the Morphological and Phonological structure of Afrikaans.
Instruction: 180 minutes per week: Lectures, tutorials and discussions
Credits: 8
Assessment: Continuous assessment through tests, assignments and in-class presentations.
Summative Assessment: 3 hour examination.
Prerequisite: AFR 111E

AFR 212E Afrikaanse Taalkunde en Taalpraktyk
Purpose: To provide an in-depth study of important aspects regarding the origin and development of Afrikaans as it exists as one of the major languages in a multi-lingual society. To provide knowledge and awareness of various themes related to the use of the Afrikaans language.
Content: An introduction to various viewpoints about the origin and development of the Afrikaans language as well as an introduction to more recent and more liberal views about the history of the language. The study of themes such as copy writing, document and text design, translation and media studies.
Instruction: 180 minutes per week: Lectures, tutorials and discussions
Credits: 8
Assessment: Continuous assessment through tests, assignments and in-class presentations.
Summative Assessment: 3 hour examination
Prerequisite: AFR 111E

AFR 223E 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
AFR 224E Afrikaanse Prosa

**Purpose:** Continued analysis of Afrikaans prose texts with a view to acquire literary reading competence, and a continued exposure to Afrikaans literature within a multi-cultural setting.

**Content:** A continued study of theories of prose; reading and analysis of carefully selected prose texts which are accessible and relevant for the identified purpose of the module.

**Instruction:** 180 minutes per week: Lectures, tutorials and discussions. Self-study projects

**Credits:** 8

**Assessment:** Continuous assessment through: Discussions; Assignments; Tests

**Summative Assessment:** 3 hour examination

**Prerequisites:** AFR 122E

AFR 311E 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.

**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.

**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:** AFR 211E

AFR 312E 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: AFR 212E

AFR 323E 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 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: AFR 223E

AFR 324E 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
Contents: Theories of prose; reading and analysis of carefully selected prose texts as artefacts produced within specific societal contexts.
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: AFR 224E

AFRIKAANS HONOURS

AFR 511E 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
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 v d Vyver, etc. 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 Gilfillan, 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

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 (Verpligtend)  
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; Afrikaanse Poësie; Afrikaanse Prosa and Afrikaanse Drama.  
Instruction: Introductory lecture, self-study and learner presentation.  
Credits: 26  

AFRIKAANS MASTERS AND DOCTORAL DEGREE BY RESEARCH

AFR 700E 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.

AFR 900E 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.

DIPLOMA IN APPLIED LINGUISTICS (DAL)

DAL501/501E The Nature of Language  
Elective/Core: Core.  
Purpose: To help learners answer the question “What do you know when you know a language?”.  
Contents: Examination of various types of competence in language.  
Instruction: Lectures, seminars.  
Credits: 16  
Assessment: Continuous via tests and presentations; Summative, one 4-hour examination covering all modules.  
Prerequisites: ECL300 or equivalent.
DAL502/502E Grammatical Theories
Elective/Core: Core.
Purpose: To familiarise learners with a variety of grammatical theories.
Contents: Theories of phonetics, phonology, morphology and syntax.
Instruction: Lectures, seminars.
Credits: 16
Assessment: Continuous via tests and presentations; Summative, one 4-hour examination covering all modules.
Prerequisites: ECL300 or equivalent.

DAL503/503E Discourse Analysis
Elective/Core: Core.
Purpose: To introduce learners to supra-sentential linguistics and train them in the analysis of different types of text.
Instruction: Lectures, seminars.
Credits: 16
Assessment: Continuous via tests and presentations; Summative, one 4-hour examination covering all modules.
Prerequisites: ECL300 or equivalent.

DAL504/504E Psychology of Second Language Learning
Elective/Core: Core.
Purpose: To introduce learners to second language learning theories, the rationale for a communicative approach to second language learning and recent developments in reading research.
Instruction: Lectures, seminars.
Credits: 16
Assessment: Continuous via tests and presentations; Summative, one 4-hour examination covering all modules.
Prerequisites: ECL300 or equivalent.

DAL505/505E Aims and Objectives in Language Teaching
Elective/Core: Core.
Purpose: To encourage the learner to investigate why teachers teach what they teach, and how they do it.
Contents: Syllabus design and methods of language teaching.
Instruction: Lectures, seminars.
Credits: 16
Assessment: Continuous via tests and presentations; Summative, one 4-hour examination covering all modules.
Prerequisites: ECL300 or equivalent.

DAL506/506E Methods of Language Teaching: an Historical Perspective
Elective/Core: Core.
Purpose: To help learners trace the history of language teaching.
Contents: Various methods of language teaching from the earliest times to the present.
Instruction: Lectures, seminars.
Credits: 16
Assessment: Continuous via tests and presentations; Summative, one 4-hour examination covering all modules.
Prerequisites: ECL300 or equivalent.

DAL507/507E Language Syllabus Design
Elective/Core: Core.
Purpose: To introduce learners to various types of syllabus.
Contents: Various categories of syllabus.
Instruction: Lectures, seminars.
Credits: 16
Assessment: Continuous via tests and presentations; Summative, one 4-hour examination covering all modules.
Prerequisites: Prerequisites: ECL300 or equivalent.

DAL508/508E Language Testing
Elective/Core: Core.
Purpose: To help learners investigate the question “What is testing?” and to identify the characteristics of a “good” test.
Contents: Different types of language tests and their functions.
Instruction: Lectures, seminars.
Credits: 16
Assessment: Continuous via tests and presentations; Summative, one 4-hour examination covering all modules.
Prerequisites: Prerequisites: ECL300 or equivalent.

DAL509/509E Language Planning
Elective/Core: Core.
Purpose: To help learners explore language planning as a practical realization of language policy.
Contents: Definitions of terms used in the discipline, discussions of various models for selecting official languages and the implications thereof, and a description of the linguistic reality of South Africa and comparable countries.
Instruction: Lectures, seminars.
Credits: 16
Assessment: Continuous via tests and presentations; Summative, one 4-hour examination covering all modules.
Prerequisites: Prerequisites: ECL300 or equivalent.

DAL500/500E Aspects of a Language of which the Learner has No Previous Knowledge
Elective/Core: Core.
Purpose: To enable learner to do research into areas of linguistics not covered elsewhere in the DAL course.
Contents: Learner chooses, under supervision of staff member.
Instruction: Lectures, seminars.
Credits: 16
Assessment: Continuous via tests and presentations; Summative, one 4-hour examination covering all modules.
Prerequisites: Prerequisites: ECL300 or equivalent.

ENGLISH (ECL)

BEA 111/111E 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.

BEA 121/121E 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.
BEA 211/E Business English for Accounting Students
Elective/Core: Core
Purpose: To develop oral presentation skills, to understand and design effective advertising material, to compose a 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 lecture and double tutorial session.
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 lecture and double tutorial session.

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.

ECP 111 / ECP 111E 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

ECP 122/ ECP 122E 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

ELS 110E 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

ELS 120E 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

ENS 111E English for Nursing Students
Elective core/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

ENS 122E English for Nursing Students
Elective core/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

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**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

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**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.

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

**Elective/Core:** Required for SDE

**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

**Assessment:** Continuous assessment through learner presentations, assignments and tests.
**APR122/122E Academic practice and reasoning skills**
*Elective/Core: Required for SDE*

**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

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

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

**Prerequisites:** SDE admission.

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**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. 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.
- c) Various appropriate drama or other literary texts.

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

**Credits:** 16

**Assessment:** Continuous assessment via class assignments and tests, two (or possibly three, depending on circumstances)

**Summative Assessment:** 3 hour examinations.

**Prerequisites:** None

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**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, two (or possibly three, depending on circumstances)

**Summative Assessment:** 3 hour examinations.

**Prerequisites:** None

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**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.

**Credits:** 16

**Assessment:** Continuous assessment via class assignments and tests;

**Summative assessment:** 3 hour examinations.

**Prerequisites:** ECL110/110E and ECL 120/120E

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**ECL220/220E 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.
Credits: 16
Assessment: Continuous assessment via class assignments and tests
Summative assessment: 3 hour examinations
Prerequisites: ECL110/110E and ECL120/ ECL 120E

ECL310/310E Advanced Language and General Literature
Elective/Core: Core
Purpose: To expose learners to the complexities of specific forms of poetry, and to show the development of English literature in the eighteenth century, to encourage study of varieties of English according to use and user, English as an international language, the role English plays in South African society, and either to encourage learners to investigate orature as an agent of social transformation (expanding on work already undertaken in ECL210), or to offer learners the opportunity to expand their creative writing skills, or to allow learners to pursue their own interests and develop their research skills, or to study the “African Diaspora” created by the trans-Atlantic slave trade.

Contents: a) Poems by prominent Neoclassical and Romantic poets, other texts from the relevant genres, background information and methods of analysis’ b) varieties of English according to use and user, English as an international language, the role English plays in South African society, c) either i] Works in translation by Phillis Ntantala, A C Jordan and Randall Peteni, or ii] learners’ own creative work, or iii] learners’ own academic research; or iv] poetry, speeches, short fiction and autobiography by former slaves and their descendants or v) attendance of English for Career Purposes.

Instruction: Weekly lectures, tutorials and considerable self-study.
Credits: 32
Assessment: Continuous assessment via class assignments and tests;
Summative assessment: 3 hour examinations.
Prerequisites: ECL210/210E and ECL220/220E

ECL320/320E Advanced Language, African Literature and Recent or Colonial Literature
Elective/Core: Core
Purpose: To encourage learners to engage with South African literature in political context, to introduce learners to the study of the nature and structure of conversations in English, and either to expose learners who are familiar with postcolonial literature in Africa to the postcolonial literature of other colonised cultures, or to offer learners to enhance their creative capabilities by working intensively as creative writers, or to investigate the period from the Modernist era to the present, thus bridging the chronological gap in learners’ literary understanding, or indepent academic research.

Contents: a) South African autobiography, music, fiction, sermons and political speeches, b) analysis of direct and indirect speech-acts, and the general structure of conversations c) either i] various novels and other texts from the
LACAAP countries, with background information and methodologies for analysis including post-colonial ideology, or ii] learners to produce their own creative writing in a range of genres, or iii] novels, plays and poems from the 20th century, with background information and some ways of analysing the texts, including philosophical ideas, or iv] learner’s own academic research or v) attendance of English for Career Purposes.

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

**Credits:** 32

**Assessment:** Continuous assessment via class assignments and tests

**Summative assessment:** 3 hour examinations.

**Prerequisites:** ECL210/210E and ECL220/220E

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**ENGLISH HONOURS**

The English Honours qualification comprises four (4) CORE modules and one (1) ELECTIVE from a menu of ten (10). The four core modules are designed to locate the student in a south African and Pan- African context, as well as provide a theoretical and methodological framework for further academic study in the discipline of English Language and Comparative Literature. Although the student has ten electives to choose from, this would be subject to the availability of a staff member to teach a particular elective. In summary, to complete the English Honours qualification the student must read for all four (4) CORE modules and one (1) ELECTIVE.

**ECL501/501E African Literature**

**Elective/Core:** Core

**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 or equivalent.

**ECL502/502E South African Literature**

**Elective/Core:** Core

**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 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 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:** 26

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

**Summative assessment:** one substantial dissertation.

**Prerequisites:** ECL300 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 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 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 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 or equivalent.

ECL509/509E Literature of the LACAAP countries
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 or equivalent.

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 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 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 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  
**Assessment:** Continuous assessment via seminars and essay  
**Summative assessment:** one 3 hour examination.  
**Prerequisites:** ECL300 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 or equivalent.

**ENGLISH MASTERS BY COURSE WORK**  
**MA in Pan-African Letters**

**ECL701/701E PanAfricanism and Cultural Affirmation**  
**Elective/Core:** Core  
**Purpose:** To allow learners to study the PanAfrican movement from the formation of the PanAfrican Congress in 1900 to the present, and the literature inspired by PanAfricanism  
**Contents:** Chiefly autobiographies and polemic writing, with other material aimed at unravelling the circumstances which necessitated the evolution of PanAfricanism.  
**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 interests while perfecting their research skills under supervision.
Contents: Learner decides him/herself, under departmental supervision.
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.

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**ECL711/711E Race, Class and Gender in PanAfrican 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.

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**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.

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**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 DEGREE 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 ARTS

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]. Object drawing: 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]. Object drawing: 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

**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:** ADR 111

ADR 222 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: ADR 122

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: ADR 211

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: ADR 222
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 presentation at regular intervals

**Credits:** 16

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

**Summative Assessment:** 3 Hour Examination.

**Prerequisites:** HAR 111
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 presentation.

Credits: 16

Assessment: Continuous assessment through; Assignments, seminars, tutorials, class tests and essays.

Summative Assessment: 3 Hour Examination.

Prerequisites: 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 focuses 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 Presentation.

Credits: 32

Assessment: Continuous assessment through; Assignments, seminars, tutorials, class tests and essays.

Summative Assessment: 3 Hour Examination.

Prerequisites: HAR 211

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: HAR 222

FAS111 Sculpture, Painting, Graphic arts and Ceramics

Purpose: To equip learners with the basic skills, knowledge, attitudes and
understanding of how different materials behaves 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 through 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 behaves 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 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, Marquette for evaluation and criticism for the benefit of 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 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:** FAS 111

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**FAS 222 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:** FAS 121

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**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:** FAS 211

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**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 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

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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: FAS 222

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: FAS 311

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: FAS 322

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

Credits: 10

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

Summative Assessment: 3 Hour examination

Prerequisites: All 300 level modules

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 @ 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 a approved topic.

Prerequisites: All 300 level modules
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 peace] completed within the certain period of time

Purpose: A final evaluation of based on a final presentation [exam peace] 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
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.

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**HISTORY**

**HIS111F The Emerging West c.1300 (Classical Age) c. 1300 - 1600**

**Purpose:** A survey course on world history aimed at sketching an overview of the creation and formation of our modern world.

**Credit value:** 8

**Continuous assessment:** through tests, tutorial tasks and writing of assignment

**Summative:** A one and half (1½) hour end of term examination

**HIS112F The Emerging West c.1600 - 1870**

**Purpose:** A continuation of a survey course which is aimed at providing a broad introduction and philosophical framework necessary for an understanding of the evolution of our modern society.

**Credit value:** 8

**Continuous assessment:** through tests, tutorial tasks and writing of assignment

**Summative:** A one and half (1½) hour end of term examination

**HIS122F Sub-Saharan Africa c. 1300 - 1600**

**Purpose:** This module is aimed at giving an overview of South African history in the context of African history.

**Credit value:** 8

**Continuous assessment:** through tests, tutorial tasks and writing of assignment

**Summative:** A one and half (1½) hour end of term examination
HIS123F Sub-Saharan Africa c. 1600 - 1870
Purpose: This module is aimed at providing a broad introduction as well as a philosophical framework to an understanding of the evolution of the history of our country.
Credit value: 8
Continuous assessment: through tests, tutorial tasks and writing of assignment
Summative: A one and half (1½) hour end of term examination

HIS 114/114E 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

HIS 124/124E 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
HIS 211/211E 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: HIS 111/111E, HIS 122/122E or HIS 114/114E & HIS 124

HIS 222/222E 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: HIS 111/111E, HIS 122/122E or HIS 114/114E & HIS 124

HIS 311/311E 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: 3 Hour Examination

Prerequisites: HIS 211/211E, HIS 222/222E

HIS 312/312E 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: 3 Hour Examination

Prerequisites: HIS 211/211E, HIS 222/222E

HIS 323/323E 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: 3 Hour Examination

Prerequisites: HIS 211/211E, HIS 222/222E

HIS 324/324E 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:** 3 Hour Examination

**Prerequisites:** HIS 211/211E, HIS 222/222E

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**HISTORY HONOURS**

**HIS 501/501E** Research Project – Mini Dissertation

**Credits:** 26

**HIS 502/502E 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

**HIS 503/503E: 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

HIS 504/504E: 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

HIS 505/505E: 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

HIS 700  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.

HIS 900  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.

HUMAN MOVEMENT STUDIES (HMS)

Please Note: The HMS Data presented below is purely for informative purposes. Legally the Department of Human Movement Studies (HMS) resides in the Faculty of Science and Agriculture.

HUS 111 Foundation of Human Movement studies
Purpose: To provide students with an elementary knowledge and understanding of Foundations of sport and exercise science.
Instruction: Lectures, self-study and learner presentation.
Credits: 16
Assessment: Continuous assessment through: Tests, Group presentations, Assignments.
Summative assessment: 3 hour examination

HUS 112 Anatomy and Movement
Purpose: Introduce learners to basic human movement through anatomy which include knowledge of the different bones, joints and muscles.
Contents: Identifying location of all major bones, joints and muscle of the human body as well as how these influence movement
Instruction: Lectures, field activities with children, self-study and learner presentation.
Credits: 16
Assessment: Continuous assessment through: Tests, Assignments and practical demonstrations
Summative assessment: 3 hour examination

HUS 121 Motor Development and Child Movement Experiences
Purpose: Introduce learners to the concepts of motor development processes and how they affect movement capabilities and experiences among children.
Contents: Postnatal motor development of children and development of fundamental movement skills.

Instruction: Lectures, field activities with children, self-study and learner presentation.

Credits: 16

Assessment: Continuous assessment through: Tests, Assignments and practical demonstrations

Summative assessment: 3 hour examination

HUS 122 Physiology
Purpose: Introduce learners to basic physiological functioning of the human body.

Contents: Understand the basic structural organization of the human body; cell functioning; structure and how these structures form various systems like cardiovascular-, digestive-; muscle-; nervous- end endocrine system.

Instruction: Lectures, field activities with children, self-study and learner presentation.

Credits: 16

Assessment: Continuous assessment through: Tests, Assignments and practical demonstrations

Summative assessment: 3 hour examination

HUS 211 Recreation and Sport management
Purpose: To provide students with an elementary knowledge and understanding of sport management

Contents: The study of the foundations, and functions and challenges of sport management.

Instruction: Lectures, self-study and learner presentation.

Credits: 16

Assessment: Continuous assessment through: Tests, Group presentations, Assignments.

Summative assessment: 3 hour examination

Pre requisite: HUS 111

HUS 212 Exercise Physiology I
Purpose: To provide students with a basic knowledge of how human physiology functions during movement/exercise/sport.

Contents: Basic functioning of energy systems; neuromuscular structures, and respiratory system during exercise.

Instruction: Lectures, self-study and learner presentation.

Credits: 16

Assessment: Continuous assessment through: Tests, Group presentations, Assignments.

Summative assessment: 3 hour examination

Pre requisite: HUS 122

HUS 213 Anthropometrics
Purpose: To provide students with the theoretical and practical knowledge for analyses of body composition (anthropometrics).

Contents: Location of anthropometrical landmarks; measurements of skin folds, girths, lengths, breadths; interpreting results.

Instruction: Lectures, self-study and learner presentation.
Credits: 16
Assessment: Continuous assessment through: Tests, Group presentations, Assignment and practical exam.
Pre requisite: HUS 112

HUS 221: Motor learning
Purpose: Introductory module to the concepts and aspects of motor learning and performance. This hands on course emphasizes the application of motor learning knowledge in skills of teaching/coaching sport and physical exercises at different levels of participation.
Contents: Principles of motor learning as related to performance and application, and assessment of motor learning and performance. Identifying enabling factors and limitations in motor learning are importantly attached to the course.
Instruction: Lectures, practical activities, self-study and learner presentations.
Credits: 16
Assessment: Continuous assessment through: Tests, Assignments and practical demonstrations; Summative assessment: 3 hour examination.
Pre requisite: HUS 121

HUS 222: Exercise Physiology II
Purpose: To provide students with a basic knowledge of how human physiology functions during movement/exercise/sport.
Contents: Basic cardiovascular functioning; environmental influences on performance; optimizing performance through egogenic aids.
Instruction: Lectures, self-study and learner presentation.
Credits: 16
Assessment: Continuous assessment through: Tests, Group presentations, Assignments.
Pre requisites: HUS 122

HUS 223: Biomechanics of Human Movement
Purpose: To provide learners with an understanding of the mechanical principles underlying human movement.
Contents: The study and application of mechanical principles underlying human movement.
Instruction: Lectures, self-study and learner presentation.
Credits: 16
Assessment: Continuous assessment through: Tests, Group discussions, Assignments.
Summative assessment: 3 hour examination.
Pre requisite: HUS 100

Practical courses
Students will have the opportunity to do two practical courses every year (one is compulsory and one is by choice). Delivery of these courses will depend on the number of interested individuals. Due to the nature and delivery of these courses, some might be presented after class hours. The list of courses will be made available and the start of each academic year by the Head of Department.

*The BKN 200 will only be offered for the last time in 2011.*
BKN 212 Perceptual Motor Development
Purpose: To develop an understanding of human developmental processes.
Contents: The study of motor development in infants and children.
Instruction: Lectures, self-study and learner presentation.
Credits: 8
Assessment: Continuous assessment through: Tests, Group discussions, Assignments.
Summative assessment: 3 hour examination
Prerequisites: BKN 111

BKN 213 Fitness Appraisal
Purpose: To develop a critical understanding of the use measurement and evaluation techniques in appraising fitness and prescription of exercise programme.
Contents: The study of measurement and evaluation techniques used in appraising fitness and prescribing exercise programmes.
Instruction: Lectures, self-study and learner presentation.
Credits: 8
Assessment: Continuous assessment through: Tests, Group discussions, Assignments.
Summative assessment: 3 hour examination
Prerequisites: BKN 112

BKN 221 Sports Injuries
Purpose: To provide in depth knowledge of aetiology, treatment and prevention of intrinsic / extrinsic sports injuries.
Contents: The study of the aetiology, treatment and prevention of intrinsic / extrinsic sports injuries.
Instruction: Lectures, self-study and learner presentation.
Credits: 8
Assessment: Continuous assessment through: Tests, Group discussions, Assignments.
Summative assessment: 3 hour examination
Prerequisites: BKN 121

BKN 223 Biomechanics
Purpose: To provide learners with an understanding of the mechanical principles underlying human movement.
Contents: The study and application of mechanical principles underlying human movement.
Instruction: Lectures, self-study and learner presentation.
Credits: 8
Assessment: Continuous assessment through: Tests, Group discussions, Assignments.
Summative assessment: 3 hour examination
Prerequisites: BKN 122

*The HMS 300 courses will only be offered for the last time in 2011.
HMS 211 Movement Psychology
Purpose: To introduce learners to the study and appreciation of the psychological dimensions of all facets of physical exercise, play and sport.
Contents: The study and application of psychological aspects of teaching and coaching.
Instruction: Lectures, self-study and learner presentation.
Credits: 12
Assessment: Continuous assessment through: Tests, Group discussions, Assignments.
Summative assessment: 3 hour examination.
Prerequisites: HMS 111

HMS 212 Sport Skills and Coaching
Purpose: To equip learners with the theoretical and practical aspects of selected sports.
Contents: The theoretical and practical aspects of selected sports.
Instruction: Lectures, self-study and learner presentation.
Credits: 6
Assessment: Practical and theoretical assessment.
Prerequisites: HMS 112

HMS 221 Coaching Principles
Purpose: To provide learners with a detailed knowledge of certain fundamental coaching principles, methods, and concepts that are relevant to all sport.
Contents: The study of the principles fundamental to coaching.
Instruction: Lectures, self-study and learner presentation.
Credits: 12
Assessment: Continuous assessment through: Tests, Group discussions, Assignments.
Summative assessment: 3 hour examination.
Prerequisites: HMS 121

HMS 222 Sport Skills and Coaching
Purpose: To equip learners with the theoretical and practical aspects of selected sports.
Contents: The theoretical and practical aspects of selected sports.
Instruction: Lectures, self-study and learner presentation.
Credits: 6
Assessment: Practical and theoretical assessment.
Prerequisites: HMS 122

HMS 311 Motor learning
Purpose: To introduce learners to the basic principles and systems underlying the learning of motor skills.
Contents: Basic principles underlying motor learning.
Instruction: Lectures, self-study and learner presentation.
Credits: 6
**Assessment:** Continuous assessment through: Tests, Group discussions, Assignments.

**Summative assessment:** 3 hour examination.

**Prerequisites:** HMS 211

**HMS 312 Sport Skills and Coaching**

**Purpose:** To equip learners with the theoretical and practical aspects of selected sports.

**Contents:** The theoretical and practical aspects of selected sports.

**Instruction:** Lectures, self-study and learner presentation.

**Credits:** 6

**Assessment:** Practical and theoretical assessment.

**Prerequisites:** HMS 212

**HMS 313 Exercise Physiology 1**

**Purpose:** Study how the body, from a functional standpoint, responds, adjust and adapts to exercise. Secondly, Study the physical capacity and limitation of human body, as well as its underlying mechanisms.

**Contents:** The bioenergetics and muscular physiology of the human body during and as a result of exercise.

**Prerequisites:** BKN 112, BKN 122, HMS 212.

**Instruction:** Lectures, self-study and learner presentation.

**Credits:** 6

**Assessment:** Continuous assessment through: Tests, Group discussions, Assignments.

**Summative assessment:** 3 hour examination.

**Prerequisites:** HMS 212

**HMS 321 Anthropometry**

**Purpose:** To introduce learners to the study and application of the systematized measurements of the human body.

**Contents:** The study and application of the systematized measurement of the human body.

**Prerequisites:** BKN 111, BKN 121, HMS 221.

**Instruction:** Lectures, self-study and learner presentation.

**Credits:** 6

**Assessment:** Continuous assessment through: Tests, Group discussions, Assignments.

**Summative assessment:** 3 hour examination.

**Prerequisites:** HMS 221

**HMS 323 Exercise Physiology 2**

**Purpose:** Study how the body, from a functional standpoint, responds, adjust and adapts to exercise. Secondly, Study the physical capacity and limitation of human body, as well as its underlying mechanisms.

**Contents:** The cardiorespiratory adaptations of the human body during and as a result of exercise, training effects and performance enhancement.

**Prerequisites:** BKN 112, BKN 122, HMS 222.
Instruction: Lectures, self-study and learner presentation.
Credits: 12
Assessment: Continuous assessment through: Tests, Group discussions, Assignments.
Summative assessment: 3 hour examination.
Prerequisites: HMS 222

Note: BKN 100 and HMS 100 will not be offered in 2011

BKN 200 and HMS 200 will only be offered for the last time in 2011

BKN 100 and HMS 100 is replaced by the new modules HUS 100

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 Xhosa 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.

Prerequisites for the various undergraduate modules
Except by permission of Senate, learners may not proceed to the Second Semester module of any of the modules offered in the Music Department before meeting the requirements of the First Semester module.

CHORAL MUSIC (MUC) Foundation

First year:
First semester: MUS 111F, MUS 112F, MUC 111F, MUC 112F
Second semester: MUS 121F, MUS 122F, MUC 121F, MUC 122F

Second year:
First semester: MUS 113F, MUS 114F, MUC 113F, MUC 114F
Second semester: MUS 123F, MUS 124F, MUC 123F, MUC 124F

MUC 111F
Purpose: To introduce learners to choir work.
Content: Choral music literacy; introduction to choral conducting.
Instruction: One lecture per week.
Credits: 4
Assessment: Continuous Assessment through Class Tests and Assignments (e.g.
essays).

**Summative Assessment:** 2 Hour Examination.
**Prerequisite:** None

**MUC 112F**

**Purpose:** To introduce learners to practical choral work, vocal techniques and performance.

**Content:** Western choral literature; Xhosa and other African choral music.

**Instruction:** One lecture per week.

**Credits:** 4

**Assessment:** Continuous Assessment through Class Tests and Concerts.

**Summative Assessment:** One Practical Exam.

**Prerequisite:** None.

**MUC 121F**

**Purpose:** To introduce learners to choir work.

**Content:** Choral music literacy (continuation); choral conducting (continuation); introduction to choral management.

**Instruction:** One lecture per week.

**Credits:** 4

**Assessment:** Continuous Assessment through Class Tests and Assignments (e.g. essays).

**Summative Assessment:** 2 Hour Examination.

**Prerequisite:** None

**MUC 122F**

**Purpose:** To train learners in practical choral work, vocal techniques and performance.

**Content:** Western choral literature; Xhosa and other African choral music; accompaniment.

**Instruction:** One lecture per week.

**Credits:** 4

**Assessment:** Continuous Assessment through Class Tests and Concerts.

**Summative Assessment:** One Practical Exam.

**Prerequisite:** None

**MUC 113F**

**Purpose:** To equip learners with basic knowledge of choral work.

**Content:** Choral music literacy and repertoire; choral conducting; choral management.

**Instruction:** One lecture per week.

**Credits:** 4

**Assessment:** Continuous Assessment through Class Tests and Assignments (e.g. essays).

**Summative Assessment:** 2 Hour Examination.

**Prerequisite:** MUC 121F
MUC 114F
**Purpose:** To train learners in practical choral work, vocal techniques and performance.
**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:** 4
**Assessment:** Continuous Assessment through Class Tests and Concerts.
**Summative Assessment:** One Practical Exam.
**Prerequisite:** MUC 122F.

MUC 123F
**Purpose:** To equip learners with basic knowledge of choral work.
**Content:** Choral music literacy and repertoire; choral conducting; choral management.
**Instruction:** One lecture per week.
**Credits:** 4
**Assessment:** Continuous Assessment through Class Tests and Assignments (e.g. essays).
**Summative Assessment:** 2 Hour Examination.
**Prerequisite:** MUC 113F.

MUC 124F
**Purpose:** To train learners in practical choral work, vocal techniques and performance.
**Content:** Continuation of MUC 114, i.e. 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:** 4
**Assessment:** Continuous Assessment through Class Tests and Concerts.
**Summative Assessment:** One Practical Exam.
**Prerequisite:** MUC 114F.

MUC 111 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:** 2 Hour examination.

MUC 112 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, African Marimbas

**Instruction:** One lecture per week

**Credits:** 8

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

**Summative Assessment:** One practical Examination

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**MUC 121 Choral Music**

**Purpose:** This is a continuation of MUC 111

**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 assignment.

**Summative Assessment:** 2 Hour Examination

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**MUC 122 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;

**Summative Assessment:** One practical examination

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**MUC 211 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:** 2 Hour Examination

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**MUC 212 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; African Marimbas.

**Instruction:** One lecture per week

**Credits:** 8

**Assessment:** Continuous assessment through: Class tests and assignment.

**Summative Assessment:** One practical examination.
MUC 221 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: 2 Hour examination

MUC 222 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; Accompaniment on a western instrument.
Instruction: One lecture per week.
Credits: 8
Assessment: Continuous assessment through: Class tests and assignments.
Summative assessment: One practical examination.

MUC 311 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: MUC 221

MUC 312 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: MUC 222

MUC 321 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: MUC 311

MUC 322 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: MUC 312

GENERAL MUSIC HISTORY AND THEORY (MUS) Foundation

History/Theory: MUS 111F, MUS 121 F, MUS 113 F, MUS 123 F

Practicals: MUS 112F, MUS 122F, MUS 114F, MUS 124F

MUS 111F

Purpose: To equip learners with basic knowledge of Music History and Theory.

Content: Music Theory and History (African and Western); Music Calligraphy; key signatures; time signatures; intervals and triads; hexatonic scales.

Instruction: One lecture per week.
Credits: 4
Assessment: Continuous Assessment through Class Tests and Assignments (e.g. essays).
Summative Assessment: 2 Hour Examination.
Prerequisite: None

MUS 112F

Purpose: To equip learners with basic performance and theory skills.

Content: African and Western music; easy pieces; scales; intervals; triads.

Instruction: One lecture per week.
Credits: 4
Assessment: Continuous Assessment through Class Tests and Concerts.
Summative Assessment: One Practical Exam.
Prerequisite: None.

MUS 121F

Purpose: To equip learners with knowledge of basic Music History and Theory.

Content: Music History and Theory (African and Western); regular and irregular rhythms; Western and indigenous African melodies and instruments.
**Instruction**: One lecture per week.
**Credits**: 4
**Assessment**: Continuous Assessment through Class Tests and Assignments (e.g. essays).
**Summative Assessment**: 2 Hour Examination.
**Prerequisite**: None

**MUS 122F**
**Purpose**: To equip learners with basic performance skills and knowledge of Music Theory.
**Content**: African and Western music; scales; easy pieces; chords; intervals.
**Instruction**: One lecture per week.
**Credits**: 4
**Assessment**: Continuous Assessment through Class Tests and Concerts.
**Summative Assessment**: One Practical Exam.
**Prerequisite**: None.

**MUS 113F**
**Purpose**: To equip learners with knowledge of basic Music History and Theory.
**Content**: Minor Scales; Classification of Music Instruments; Xhosa Rhythms.
**Instruction**: One lecture per week.
**Credits**: 4
**Assessment**: Continuous Assessment through Class Tests and Assignments (e.g. essays).
**Summative Assessment**: 2 Hour Examination.
**Prerequisite**: MUS 121F.

**MUS 114F**
**Purpose**: To equip learners with basic performance skills and knowledge of Music Theory.
**Content**: Jazz, African and Western Music; easy pieces; scales; chords; intervals; chord positions; keyboard harmony.
**Instruction**: One lecture per week.
**Credits**: 4
**Assessment**: Continuous Assessment through Class Tests and Concerts.
**Summative Assessment**: One Practical Exam.
**Prerequisite**: MUS 122F.

**MUS 123F**
**Purpose**: To equip learners with knowledge of basic Music History and Theory.
**Content**: African and Western music (continuation); analysis of musical pieces.
**Instruction**: One lecture per week.
**Credits**: 4
**Assessment**: Continuous Assessment through Class Tests and Assignments (e.g. essays).
**Summative Assessment**: 2 Hour Examination.
**Prerequisite**: MUS 113F.
MUS 124F
Purpose: To equip learners with basic performance skills and knowledge of Music Theory.
Content: Jazz, African and Western music; easy pieces; scales; chords and chord positions; intervals; cadenzas; harmonic analysis; keyboard harmony.
Instruction: One lecture per week.
Credits: 4
Assessment: Continuous Assessment through Class Tests and Concerts.
Summative Assessment: One Practical Exam.
Prerequisite: MUS 114F.

MUS 111 Introduction to Music Theory and History
Purpose: To equip the learners with knowledge of basic Music Theory and History
Content: Music Theory; Music Calligraphy; Scales; Intervals and Triads; Key Signatures; Time Signatures; Regular and Irregular Rhythms, Xhosa Music Theory: The Hexatonic Scale, Indigenous Xhosa Melodies, Music History, The Notion of Music History, African Music History, Introduction to Xhosa Music History
Instruction: Two lectures per week
Credits: 8
Assessment: Continuous assessment through: Class tests and assignments
Summative Assessment: 2 Hour Examination
Prerequisites: None

MUS 112 Practical Music
Purpose: Beginner: level music performance skills
Content: African Music; Jazz and Western Music; Keyboard harmony
Instruction: Two lectures per week
Credits: 8
Assessment: Continuous assessment through: Class tests;
Summative Assessment: One practical examination
Prerequisites: None

MUS 121 Music Theory and History
Purpose: To equip learners with the knowledge of basic Music Theory and History
Content: Music Theory; Music Calligraphy; Minor Scales; Analysis of Compositions, Western Music History: Introduction and Survey.
Instruction: Two lectures per week
Credits: 8
Assessment: Continuous assessment through: Class tests and assignment;
Summative Assessment: One 2 hour examination
Prerequisites: None
MUS 122 Practical Music
Purpose: Continuation of MUS 121
Content: African Music; Jazz and Western Music; Keyboard harmony
Instruction: Two lectures per week
Credits: 8
Assessment: Continuous assessment through: Class tests and assignment -5.
Summative Assessment: 3 Hour Examination
Prerequisites: None

MUS 211 Music Theory and History
Purpose: To continue to equip the learners with the knowledge of basic Music Theory and History
Content: Xhosa Music Theory: Pentatonic Scales and Whole Tone Scales; The Afro – Diatonic Scale, Xhosa Hymnody, African Music History: Xhosa Composers
Instruction: Two lectures per week
Credits: 8
Assessment: Continuous assessment through: Class tests and assignment.
Summative Assessment: 2 hour examination.
Prerequisites: MUS 111

MUS 212 Practical Music
Purpose: Music performance skills
Content: African Music; Jazz and Western Music, Keyboard harmony
Instruction: Two lectures per week
Credits: 8
Assessment: Continuous assessment through: Class tests and assignment.
Summative Assessment: One practical examination
Prerequisites: MUS 112

MUS 221 Music Theory and History
Purpose: To continue to equip learners with skill in Music Theory and History
Content: Music Theory: Consolidation of concepts learnt in MUS 121, Music History: Overview of Western Music (Continues).
Instruction: Two lectures per week
Credits: 8
Assessment: Continuous assessment through: Class tests and assignments.
Summative Assessment: 2 Hour examination
Prerequisites: MUS 12

MUS 222 Practical Music
Purpose: Music performance skills
Content: Western Music; Jazz and African Music
Instruction: Two lectures per week
Credits: 8
Assessment: Continuous assessment through: Class tests and assignment.
Summative assessment: One practical examination
Prerequisites: MUS 212

MUS 311 Music Theory and History
Purpose: To continue to equip learners with the knowledge of basic Music Theory and History
Instruction: Two lectures per week
Credits: 8
Assessment: Continuous assessment through: Class tests and assignment.
Summative Assessment: 3 hour examination
Prerequisites: MUS 211

MUS 312 Practical Music
Purpose: Proficiency in practical music making
Contents: African Music; Jazz and Western Music; Keyboard Harmony
Instruction: Two lectures per week
Credits: 16
Assessment: Continuous assessment through: Class tests.
Summative Assessment: One practical examination
Prerequisites: MUS 222

MUS 321 Music Theory and History
Purpose: To continue to equip learners with the knowledge of basic Music Theory and History
Contents: Music Theory: Continuation of MUS 221, Western Music History: Continuation of basic formal analysis of selected compositions.
Instruction: Two lectures per week
Credits: 8
Assessment: Continuous assessment through: Class tests and assignments.
Summative Assessment: 3 Hour examination.
Prerequisites: MUS 221

MUS 322 Practical Music
Purpose: Continuation of MUS 321
Contents: African Music; Jazz and Western Music; Keyboard Harmony
Instruction: Two lectures per week
Credits: 16
Assessment: Continuous assessment through: Class test.
Summative Assessment: Practical examination.
Prerequisites: MUS 312
MUSIC HONOURS

MUC 501 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

MUC 502 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

MUS 501 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.

MUS 502 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

MUS 503 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.
MUS 504  History of Jazz
Purpose: Learners chose a special theme in the history of jazz.
Content: Learners write a long essay on the chosen theme.
Instruction: By research supervision
Credits: 26
Assessment: By evaluation of long essay.

MUS 505  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

MUS 506 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

MUS 507 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

MUS 508 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
Credits: 26
Assessment: Continuous assessment through: Class tests and Assignments.
Summative Assessment: 3 hour examination.
MUSIC MASTERS AND DOCTORAL DEGREE BY RESEARCH

MUS 700A 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.

MUS 900A 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 Faculty Research and Higher Degrees Committee.

PHILOSOPHY

PHL 111/111E, PHL 111F  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 hour examination
Prerequisites: None

PHL 112/112E, PHL 112F  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 hour examination
Prerequisites: None

PHL 116/116E  Logic and Ethics for Law Students

PHL 123/123E, PHL 123F  Ancient Greek Philosophy
Purpose: To introduce the historical period and themes of ancient Greek philosophy as core to the development of the scientific world-view and method.


Instruction: Lectures, self-study packets, tutorials

Credits: 8

Assessment: Continuous assessment through Tests, Group work, Assignments

Summative Assessment: 2 hour examination

Prerequisites: None

PHL 124 African Philosophy (will not be offered in 2011)

Purpose: To introduce main tenets, debates and schools that constitute present-day African philosophy


Instruction: Lectures, self-study packets, tutorials

Credits: 8

Assessment: Continuous assessment through Tests, Group work, Assignments

Summative Assessment: 2 hour examination

Prerequisites: None

PHL 211/211E Renaissance and Enlightenment Philosophy

Purpose: To introduce the historical period and main themes of the Renaissance and Enlightenment and its significance for the development of philosophy and science

Contents: Transition from medieval period to modernity. Renaissance, reformation, new sciences, inventions and discoveries, socio-political revolutions. Empiricism:

**Instruction:** Lectures, self-study packets, tutorials

**Credits:** 8

**Assessment:** Continuous assessment through Tests, Group work, Assignments

**Summative Assessment:** 2 hour examination

**Prerequisites:** PHL 111/111E

**PHL 212/212E Philosophical Anthropology**

**Purpose:** To introduce the development and themes of Philosophical Anthropology as core to the humanities and the sciences.

**Contents:** What does it mean to be human? Comparative analysis of various views of man: Naturalism, Idealism, Voluntarism, Existentialism, Marxism, Pragmatism, African thinking, Eastern philosophies. Systematic aspects: constitution of man, man and science, man and philosophy today.

**Instruction:** Lectures, self-study packets, tutorials

**Credits:** 8

**Assessment:** Continuous assessment through Tests, Group work, Assignments

**Summative Assessment:** 2 hour examination

**Prerequisites:** PHL 112/112E

**PHL 223/223E Kantian Philosophy**

**Purpose:** To introduce the thinking of Immanuel Kant as leading philosopher of the Enlightenment.

**Contents:** Kant’s life and works. The critical problem in Kant’s transcendental philosophy. Development and unity of Kantian philosophy. Kantian epistemology, ethics, politics.

**Instruction:** Lectures, self-study packets, tutorials

**Credits:** 8

**Assessment:** Continuous assessment through Tests, Group work, Assignments

**Summative Assessment:** 2 hour examination

**Prerequisites:** PHL 123/123E

**PHL 224/224E 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 hour examination

**Prerequisites:** PHL 124/124E
PHL 311/311E Philosophical Hermeneutics
Purpose: To introduce Philosophical Hermeneutics as leading philosophical discipline of late modernity and post-modernity
Instruction: Lectures, self-study packets, tutorials
Credits: 16
Assessment: Continuous assessment through Tests, Group work, Assignments
Summative Assessment: 3 hour examination
Prerequisites: PHL 211/211E

PHL 312/312E 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
Assessment: Continuous assessment through Tests, Group work, Assignments
Summative Assessment: 3 hour examination
Prerequisites: PHL 212/212E

PHL 323/323E 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: PHL 223/ 223E

PHL 324/324E Axiology: Ethics and Aesthetics
Purpose: Presentation of Ethics and Aesthetics as two traditional branches of the philosophical tradition, and their significance today
Instruction: Lectures, self-study packets, tutorials
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

PHL 502/502E 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

PHI 503/503E Theory and methodology of science
Purpose: To analyze 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

PHL 504/504E 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

PHL 505/505E Detailed study of a period in the history of philosophy

Purpose: To acquaint the student with any one of a series of clearly marked philosophical periods.

Contents: Selection from: Ancient Greek/Roman philosophy, Medieval Philosophy, Renaissance and Enlightenment period, 19th and 20th century philosophy, in collaboration 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

PHI 506/506E 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: 26

Assessment: Typed assignment of accepted standard

Summative Assessment: Typewritten essay to be submitted for examination by mid-November.

PHILOSO PHY MASTERS AND DOCTORAL DEGREE BY RESEARCH

PHL 700/700E 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.

**PHL 900/900E 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 indepth 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.

**XHS 111F**
**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

**XHS 122F**
**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

**XHS 121F**
**Purpose:** To raise the learner’s awareness of the philosophical and other ways in which isiXhosa expresses meaning.
**Credits:** 8

**XHS 123F**
**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.
XHS 111/111E 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

XHS 122/122E 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

XNM 111/111E 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 min/week; practicals; tutorials.
XNM 122/122E 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 min/week; practicals; tutorials.

**Credits:** 16

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

**Summative Assessment:** 3-Hour Examination.

**Prerequisite:** None

XHS 211/211E 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:** XHS 111/111E

XHS 212/212E 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: XHS 122/122E

XHS 223/223E 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: XHS 122/122E

XHS 224/224E 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: 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: XHS 111/111E

XHS 311/311E 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:** XHS 224/224E

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**XHS 312/312E 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:** XHS 223/223E

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**XHS 323/323E 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:** XHS 211/211E

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**XHS 324/324E 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: class tests, major tests.
Summative Assessment: 3 Hour Examination.
Prerequisite: XHS 223/223E

ISIXHOSA HONOURS

XHS 501/501E 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.

XHS 502/502E 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.

XHS 503/503E 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.
XHS 504/504E 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.

XHS 505/505E 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, self study.
Credits: 26
Assessment: Continuous Assessment: assignments and seminars.
Summative Assessment: 3 Hour Examination.

XHS 506/506E 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, self study.
Credits: 26
Assessment: Continuous Assessment: assignments and seminars.
Summative Assessment: 3 Hour Examination.

XHS 507/507E 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: practical, seminars, assignments, tests.

**Summative Assessment:** 3 Hour Examination paper

**XHS 508/508E 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: practical, seminars, assignments, tests.

**Summative Assessment:** 3 Hour Examination.

**XHS 509/509E 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: 26
Assessment: Mini-dissertation.

AFRICAN LANGUAGES MASTERS AND DOCTORAL DEGREE BY RESEARCH

AFL 700/700E A 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.

AFL 900/900E 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 Faculty Research and Higher Degrees Committee.

CLT 111/121/111E 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: a 2 Hour Examination
Prerequisites: None

CAREER OPPORTUNITIES

A degree in the Humanities will provide career opportunities in many fields such as:
• Archivist
• Broadcaster
• Artist
• Civil Servant
SCHOOL OF 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, the new School of the 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, namely, the School of Social Sciences and the School of Humanities. The School of Social Sciences 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

<table>
<thead>
<tr>
<th>Director:</th>
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<td>Vacant</td>
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| Telephone number: |                      |
| Fax number:       |                      |
| E-mail:           |                      |

| School Administrator: |                      |
| Vacant               |                      |

# ALICE CAMPUS

## Department of Communication

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Qualification</th>
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<tbody>
<tr>
<td>Professor &amp; Head of Department</td>
<td>Prof. B Sibanda</td>
<td>B.Ed (UZ), M.Litt, PhD (Stirling)</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Prof. A Salawu</td>
<td>BA (Hons) (Ife), PGD, MSc (Mass Comm) (UNILAG), PhD (UI)</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Vacant</td>
<td></td>
</tr>
<tr>
<td>Lecturer</td>
<td>Mr. O.O Osunkunle</td>
<td>B Soc Sc (Comm) (Hons) (UFH)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MA (University of Limpopo)</td>
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<tr>
<td>Junior Lecturer</td>
<td>Vacant</td>
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<tr>
<td>Full Time Tutor</td>
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## Department of Criminology

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<tr>
<th>Position</th>
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<tbody>
<tr>
<td>Head of Department</td>
<td>Ms. N. Daniel (Acting)</td>
<td>B Soc Sc (CRM) Hons (UFH), M Soc Sc (CRM)</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Vacant</td>
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</tr>
<tr>
<td>Lecturers</td>
<td>Dr J De Wet</td>
<td>BA, B Soc Sc Hons: Psychology, BA Hons: Criminology (UP), MA: Psychology (UP), DPhil Psychology (UP)</td>
</tr>
<tr>
<td></td>
<td>Mr. M. Earl-Taylor</td>
<td>Cert. Social Work, B Sc., BA, MA (Oregon State University)</td>
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## Department of Library and Information Science

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<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Head of Department &amp; Associate Professor</td>
<td>Prof. E M Ondari-Okemwa</td>
<td>BA (Hons)(Nairobi), MSc, Post-Master Certificate of Advanced Study(North Texas,USA),PhD (UCT)</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Mr F Khayundi</td>
<td>BA (Nairobi), PGDLIS (Legon), MA (Nairobi)</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Mr N Chitsamatanga</td>
<td>BSc (Hons) (Nust), B Ed (EAPPS) (UZ), M Sc (LIS) (Nust)</td>
</tr>
</tbody>
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### Department of Political Science

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<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Head of Department &amp; Associate Professor</td>
<td>Vacant</td>
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<tr>
<td>Professor/ Senior Lecturer</td>
<td>Vacant</td>
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<tr>
<td>Lecturer</td>
<td>Mr. L Lushaba</td>
<td>BA(Hons)(UNITRA) MA(Ibadan) MPhil (India)</td>
</tr>
<tr>
<td>Junior Lecturer</td>
<td>Mr. V Ferim</td>
<td>BSc (Pol) (Univ of buea), BA (Hons) PSIR (NWU), MA (IRL) NWU.</td>
</tr>
</tbody>
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### Administration Assistant

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<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary: Political Science/Sociology</td>
<td>Ms V Manzana</td>
<td>Certificate in Administration (ADP Training Centre), Diploma in Secretarial Studies (College of Business&amp; Technology)</td>
</tr>
<tr>
<td>Telephone No.</td>
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<td>040 602 2422</td>
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<tr>
<td>Fax</td>
<td></td>
<td><a href="mailto:vmanzana@ufh.ac.za">vmanzana@ufh.ac.za</a></td>
</tr>
</tbody>
</table>

### Department of Psychology

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<tr>
<th>Position</th>
<th>Name</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Department/Lecturer</td>
<td>Ms J Marx (Acting)</td>
<td>BA (UNISA), BA Hons (Psychology) (UN), MA (Research Psychology) (UKZN)</td>
</tr>
<tr>
<td>Professor:</td>
<td>Prof R Van Niekerk</td>
<td>BA Theology (Stellenbosch), BA Hons Psychology (Stellenbosch), MA Clin Psych (UPE), MA – Industr Psych (Stellenbosch), M Ed (Rhodes), PhD – Psychology (UPE)</td>
</tr>
<tr>
<td>Senior Lecturer:</td>
<td>Mr. C. Alberts</td>
<td>BA (Hons) MA (Psych), HDE (Stell) Reg Couns Psych (HPCSA)</td>
</tr>
<tr>
<td>Deputy HOD/ Junior Lecturer</td>
<td>Mrs N.S. Sandlana</td>
<td>B Cur (UNISA) Adv Dip Nurs Educ (Natal) BA (Hons), M Soc Sc (UFH)</td>
</tr>
<tr>
<td>Junior Lecturers:</td>
<td>Mrs NV Hoho</td>
<td>BA, BA (Hons) (Psych) HED (UFH)</td>
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<td></td>
<td>Ms R Van Heerden</td>
<td>B Psych (NMMU) M Counselling Psych (NMMU)</td>
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<td>Department Of Social Work and Social Development</td>
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<td><strong>Professor:</strong></td>
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<td><strong>Ass Professor &amp; HOD:</strong></td>
<td>Prof P Tangwe-Tanga</td>
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<td></td>
<td>B Sc SW (Hons) (University of Nigeria), M SW (Ibadan), PhD Arts (Sociology) (UKZN)</td>
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<tr>
<td><strong>Senior Lecturer:</strong></td>
<td>Dr PPN Mabuya</td>
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<td>BA (Social Work Hons) (UFH) MSW (Kansas) PhD (South Australia)</td>
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<tr>
<td><strong>Lecturers:</strong></td>
<td>Dr. NJ Mesatywa</td>
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<td>BA (SWK Hons)(UFH), M Soc Sc (SW) (Rhodes), MA (Human Rights), D Phil (SW) (Stellenbosch)</td>
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<td>Mr NN Nqodi</td>
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<td>BA (Social Work Hons) (UFH) MSW (De Montfort)</td>
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<td>Mr AM Sumbulu</td>
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<td>B Soc Sc (Social Work Hons) (Rhodes) Cert in Man Practice (Rhodes) MSW (Wits)</td>
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<tr>
<th>Administration Assistant</th>
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<tr>
<td><strong>Secretary: Social Work/Development (Alice Campus):</strong></td>
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<td><strong>Telephone No.</strong></td>
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<td><strong>Fax:</strong></td>
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<tr>
<td><strong>Head of Department &amp; Associate Professor:</strong></td>
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<td><strong>Deputy HoD:</strong></td>
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<tr>
<td><strong>Professor:</strong></td>
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<td><strong>Associate Professor:</strong></td>
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</tbody>
</table>
### Senior Lecturers:
- **Ms NG Myaluza-Masina**: BA (Hons) MA (Soc) (UFH) Dip in IR (Damelin)
- **Dr F. Nekhwevha**: B Soc Sc (Hons) M Soc Sc (Cape Town) MA (Cantab) PhD (Cape Town)
- **Vacant**

### Junior Lecturers:
- **Mr L. Wana**: B Soc Sc, B Soc Sc (Hons) (UFH)
- **Mr S. Makapela**: BA; BA (Hons) HED (UFH) MA (UConn)
- **Mr M.P. Komanisi**: B Soc Sc, B Soc Sc (Hons) (UFH) M Soc Sc

### Administration Assistant
- **Secretary: Political Science/Sociology**
  - **Ms V Manzana**: Certificate in Administration (ADP Training Centre), Diploma in Secretarial Studies (College of Business& Technology)
- **Telephone No.**
  - 040 602 2422
- **Fax:**
- **E-mail address:** vmanzana@ufh.ac.za

### EAST LONDON CAMPUS

#### Department of Psychology

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<tr>
<th>Position</th>
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<tr>
<td><strong>Associate Professor:</strong></td>
<td><strong>Vacant</strong></td>
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<tr>
<td><strong>Head of Department(Acting) &amp; Lecturer:</strong></td>
<td>Ms J Marx</td>
<td>BA (Unisa); Psychology Hons (Natal); MA (Research Psychology) (UKZN)</td>
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<tr>
<td><strong>Professor:</strong></td>
<td><strong>Vacant</strong></td>
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<td><strong>Lecturers:</strong></td>
<td><strong>Vacant</strong></td>
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<tr>
<td></td>
<td>Mrs H Ngqangweni</td>
<td>BA ED(Lesotho) BED,BA Hons(Rhodes) MA(Psych)(Natal)</td>
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<tr>
<td><strong>Junior Lecturer:</strong></td>
<td>Mr E Essendrup</td>
<td>MSocSci (Counselling Psychology) (UFH)</td>
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#### Administrative Assistant

| **Secretary: Psychology** | **Peter A** | Diploma in Basic Bookkeeping Damelin school of Business and Management |
**Department of Social Work and Social Development**

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<th>Role</th>
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<tbody>
<tr>
<td>Lecturer</td>
<td>Mr J Rautenbach</td>
<td>B Soc Sc (Social Work Hons) (RU) M Soc Sc (SWK) (UFH)</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr A Keet</td>
<td>BA (SW) UWC; MA (UP); PHD (UP)</td>
</tr>
<tr>
<td>Acting Dep HOD</td>
<td>Dr S Abdullah</td>
<td>BA (SW) (UWC); MA (Religious Studies) (UCT); PhD (RI) (UCT)</td>
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<tr>
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<td>Mrs N Dekeda</td>
<td>BA (Social Work Hons (UFH) MSW (Southern California)</td>
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<tr>
<td>Junior Lecturers:</td>
<td>Ms J Chiba</td>
<td>B SW (RU); M Soc Sc (SWK) (UFH)</td>
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<td>Mrs N Kahla- Ntshangase</td>
<td>BA Hons (Social Work) (UWC)</td>
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**Administrative Assistant:**

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<tr>
<td>Secretary: Social Work/Development</td>
<td>Ms G Magqupu</td>
<td>SAIM Certificate (Damelin)</td>
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<td><a href="mailto:gmagqupu@ufh.ac.za">gmagqupu@ufh.ac.za</a></td>
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**Department of Sociology**

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<th>Role</th>
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<th>Qualification</th>
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<tbody>
<tr>
<td>Head of Department &amp; Associate Professor:</td>
<td>Prof W. Akpan</td>
<td>B Sc (Calabar) M Sc (Ibadan) PhD (Rhodes)</td>
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<td>Vacant</td>
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<tr>
<td>Associate Professor:</td>
<td>Dr W. Akpan</td>
<td>B Sc (Calabar) M Sc (Ibadan) PhD (Rhodes)</td>
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<td>Lecturers:</td>
<td>Ms P. Jaffray</td>
<td>MA (Rhodes)</td>
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<td>Dr P Moyo</td>
<td>MA (UFH), MA (Leeds University, UK), PhD (Leeds University, UK)</td>
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<tr>
<td>Administrative Assistant:</td>
<td>Ms L. Mdangayi</td>
<td>B Soc Sc (UWC)</td>
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<td>Secretary: Sociology</td>
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**PSYCHOLOGICAL SERVICE CENTRE (PSC) (EAST LONDON):**

<table>
<thead>
<tr>
<th>Director</th>
<th>Ms G. Martin</th>
<th>BA (Potchefstroom University)</th>
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<tbody>
<tr>
<td>Telephone number:</td>
<td>043 704 7046</td>
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<tr>
<td>Fax number:</td>
<td>043 704 7079</td>
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<tr>
<td>E-mail:</td>
<td><a href="mailto:gmartin@ufh.ac.za">gmartin@ufh.ac.za</a></td>
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<tr>
<th>Project Coordinator:</th>
<th>VACANT</th>
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<tr>
<th>Senior Psychologist:</th>
<th>Mrs. M. Makupula</th>
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<tbody>
<tr>
<td>Bachelor of Science (B.Sc), University of Limpopo Higher Education Diploma (HED), University of Limpopo Bachelor of Science Honours (Psychology), University of Limpopo Master of Arts in Clinical Psychology, Nelson Mandela Metropolitan University</td>
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<tr>
<td>Telephone number:</td>
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<tr>
<td>E-mail:</td>
<td><a href="mailto:mmakupula@ufh.ac.za">mmakupula@ufh.ac.za</a></td>
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<tr>
<th>Administrative Assistant:</th>
<th>Mrs G. Akol</th>
<th>B Soc Sc (Rhodes))</th>
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<tr>
<td>Telephone number:</td>
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<td>E-mail:</td>
<td><a href="mailto:gakol@ufh.ac.za">gakol@ufh.ac.za</a></td>
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**SCHOOL OF SOCIAL SCIENCES QUALIFICATIONS**

- Bachelor of Applied Communication Management (30201)
- Bachelor of Social Science: B Soc Sc (30002)
- Bachelor of Library and Information Science: B Bibl (32000)
- Bachelor of Social Work (33002)
- Bachelor of Social Science (Human Resources Management): B Soc Sc (HRM) (30208)
Bachelor of Social Science Honours: B Soc Sc (Hons) (30501)
Bachelor of Social Science (Communication) Honours: B Soc Sc (Com) (Hons) (37501)
Bachelor of Library and Information Science, Honours: B Bibl (Hons) (32500)
Bachelor of Social Work Honours: BSW (Hons) (33501)
Bachelor of Social Science (Psychology) Honours: B Soc Sc (Psy) (Hons) (30502)
Bachelor of Social Science (Interdisciplinary) Honours: B Soc Sc (Interdisciplinary) (Hons) (30510)
Bachelor of Social Science (Probation & Correctional Practice) Honours: B Soc Sc (PCP) (Hons) (30509)
Bachelor of Social Science (Sociology) Honours: B Soc Sc (Soc) (Hons) (30503)
Bachelor of Social Science (Political Science) Honours: B Soc Sc (Pol) (Hons) (30504)
Bachelor of Social Science (Criminology) (Hons): B Soc Sc (Crm) (Hons) (30506)
Bachelor of Social Science (Anthropology) (Hons): B Soc Sc (Ant) (Hons) (30508)
Bachelor of Social Science (Industrial Sociology) (Hons): 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 (32500)
Master of Social Science (Social Work): M Soc Sc (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): Ph D (Psych) (34501)
Doctor of Social Science: D Soc Sc (34500)
Lower Diploma in Library and Information Studies: DipLis (35500)
Certificate in Social Community and Development: Cert. Soc Com (33003)
Interdisciplinary Postgraduate Diploma in International Communication (Communication) (37710)
Postgraduate Diploma in Archives and Records Management (32501)

RULES FOR QUALIFICATIONS IN SOCIAL SCIENCES

THE DEGREE BACHELOR OF SOCIAL SCIENCE (B Soc Sc)

S.1 Rules and Curricula
The rules of the School of Social Sciences must be read in conjunction with and subject to the Act, the Statute 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 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 qualifications as might be prescribed by Senate (16-20 Swedish points rating for Senate Discretionary Exemption).
S.3.2 The learner should have also satisfied 21 points Swedish rating in order to be admitted to the degree of Bachelor of Social Science
S.3.3 To be admitted to the Diploma a learner must be in possession of a Matriculation Exemption or a Senior Certificate.
S.3.4 Admission to Postgraduate Diploma: Graduates will be admitted to the diploma depending on the subjects they have taken at graduate level. Normally a first degree is required.

S.4 Duration
The degrees of Bachelor of Social Science, Bachelor of Social Science (Communication) and Bachelor of Social Science (Human Resources 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. The curriculum for the Diploma shall extend over four semesters.

S.5 Qualification Requirements
S.5.1 The modules in the subjects listed from Rule 5 to Rule 19 below are offered in the School 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 page 61.
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
Anthropology (ANT)       Archaeology (ARC)
Communication (CMS)      Criminology (CRM)
Development Studies (DEV) Human Movement Studies (HMS)
Political Science (POL)  Public Administration (PAD)
Psychology (PSY)         Sociology (SOC)

GROUP B
Economics (ECO)    Geography (GEG)
History (HIS)      Industrial Psychology* (INS)
Labour Law (300 level only)*   Private Law 100 - 300 level* (LLL)
African Customary Law (100 level only)* (LAC)    Philosophy
Constitutional and Administrative Law (200 level only)* (LEC and LEA)
Criminal Procedure (200 level only)* (LCP)
*Statistical Methods (STA) at 100 level is a prerequisite if taken to 300 level.

*Note that Bachelor of Social Science (B Soc Sc) learners who intend to include Law modules listed under the qualification as their 200 level subjects must have also taken any two (2) Law modules at 100 level for articulation purposes. In addition where a subject is not articulated from 100 to 300 level learners cannot take it as a major. Hence B Soc Sc learners intending to register for any of the Law modules must, for articulation and administrative purposes, seek the approval of the Faculty Manager of Social Sciences and Humanities or her/his representative before doing so.

GROUP C
Afrikaans (AFR)/ Praktiese Afrikaans (AFP)
African Languages (XHS or STH)     Biblical Studies (BST)
Statistics (STA)      English (ECL)/ English for Special Purposes (ESP)

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

S.5.4 To qualify for the B Soc Sc degree, a learner should select either:
S.5.4.1 two major subjects from Group A at 300 level, one other subject from Group A at 200 level, one subject from Group B at 200 level, OR
S.5.4.2 two major subjects from Group A at 300 level, one other subject from Group A at 200 level, one subject from Group B at 100 level, one subject from Group C at 100 level, OR
S.5.4.3 two major subjects from Group A at 300 level, one subject from Group B at 200 level, one subject from Group C at 100 level, one other subject from Group A at 100 level, OR
S.5.4.4 one major subject from Group A at 300 level, one major subject from Group B at 300 level, one other subject from Group A at 200 level, one subject from Group B at 200 level, OR
S.5.4.5 one major subject from Group A at 300 level, one major subject from Group B at 300 level, one other subject from Group A at 200 level, one other subject from Group B at 100 level, one subject from Group C at 100 level.
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 the 300 level as majors.

S.6 Bachelor of Social Sciences (Human Resources Management)
  S.6.1 The curriculum shall extend over six semesters of full-time study.
  S.6.2 The rules in S1-S10 shall apply except in so far as provided otherwise in this Rule S6.
  S.6.3 No learner may select Industrial Psychology at 300 level except after or concurrently with Statistics at 100 level or Statistical Methods.
  S.6.4 Language course to be taken in the first year of registration
  S.6.5 The curriculum shall consist of the following modules:

  First year: Industrial Psychology (100 level)
  Sociology (with Industrial option) (100 level)
  Anthropology or Development Studies or Communication (100 level)
  Practical English / English (100 level)

  Second year: Industrial Psychology (200 level)
  Sociology (with Industrial option) (200 level) Anthropology or Development Studies or Communication (200 level)
  Statistical Methods / Statistics (100 level)

  Third year: Industrial Psychology (300 level)
  Sociology (with Industrial option) (300 level)
  Labour Law (first semester only, at 100 level)

  * Note that the 16 credits, 100 level first semester Labour Law module is an additional requirement for completing the B Soc Sc (HRM) degree.

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.
S.8 **Co-requisites and Pre-requisites:**
A learner shall not be admitted to modules at a 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:

**MAJOR SUBJECT CO-REQUISITE**
Anthropology (ANT) Archaeology (ARC)
Archaeology Anthropology

A learner may take Archaeology at a first year level only concurrently with or after having obtained 32 credits in Anthropology.

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 of bachelor.
S.11.2 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 an average of 75% in the final year of study in all his/her major modules shall be awarded the degree with distinction.

S.14 Bachelor of Social Work
S.14.1 The curriculum shall extend over eight semesters 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 Economics 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 Economics
  • 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 retains 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
- Public Administration
- Psychology
- Sociology

S.15.2 Interdisciplinary Honours: 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 module.

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.

S.15.6 Duration of Curriculum: The honours module 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 Bachelor of Social Science Honours (Social Work)

S.16.1 Subject to any provisions to the contrary in these rules the rules for the ordinary degree of Bachelor of Social Science (Honours) and the general rules for the Honours degree of Bachelor shall apply.

S.16.2 The degree may be obtained only in the subject of Social Work.

S.16.3 Admission:

S.16.3.1 Only persons who are in possession of a Bachelor of Social Science degree with a Social Work major shall be admitted to this module.

S.16.3.2 Learners are required to complete a three months supervised field work placement or must have had at least one year’s experience in Social Work employment before being admitted to this module.

S.16.3.3 Learners without social work employment experience who intend to register for this module must apply to the lecturers in Social Work before the end of September of the preceding year.

S.16.3.4 Learners who have had at least 1 year’s experience in social work employment but who failed to obtain a final pass mark of 60% may be considered for admission to the Honours module on the recommendation of the lecturers in Social Work. (See also the rules of the Faculty regarding entrance requirements for Honours).

S.16.4 Duration:

S.16.4.1 Duration of Curriculum: The honours module shall extend over not less than 2 semesters of full time study, but a learner may, with the approval of the lecturers in Social Work attend part time and complete in 4 semesters.

S.16.5 Fieldwork:

S.16.5.1 All learners must submit a report on their Field experience

S.17 Master of Social Science (M Soc Sc)

(Please refer also to the Statue and the General Rules for the degree of Master).

S.17.1 Subjects: The degree may be obtained in any one of the following subjects:

- Anthropology
- Archaeology
- Communication
- Communication
- Criminology
- Development Studies
- Human Resource Management
- Industrial Psychology
- Political Science
- Public Administration
- Psychology
- Sociology
- Master of Library & Information Science*
- Master of Social Work*
* Learners holding relevant eight semesters Bachelor Degrees may be admitted to register for the Masters in these subjects.

S.17.2 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.17.3 Examination: The form of the examination in any subject shall be a dissertation unless the syllabus concerned indicates otherwise.

S18  Foundation Programme

S18.1 Duration of Curriculum

Foundation Programme students must take one more year to complete their degree than mainstream students.

S18.2 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>CLT111F COMPUTER LITERACY</td>
<td>8</td>
<td></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: 72</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S18.3 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: 96</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EAST LONDON CAMPUS

S.18 Bachelor of Social Science (B Soc Sc)

S.18.1 To qualify for the B Soc degree, a learner should select either:

S.18.1.1 two major subjects from Group A at 300 level, one other subject from Group A at 200 level, one subject from Group B at 200 level, OR

S.18.1.2 two major subjects from Group A at 300 level, one other subject from Group A at 200 level, one subject from Group E at 200 level, OR

S.18.1.3 two major subjects from Group A at 300 level, one other subject from Group A at 200 level, one subject from either Group B or E at 100 level,
one subject from either Group C or D at 100 level, OR
S.18.1.4 two major subjects from Group A at 300 level, one other subject from Group A at 200 level, one subject from Group B at 100 level, one subject from Group E at 100 level, OR
S.18.1.5 two major subjects from Group A at 300 level, one subject from Group B at 200 level, one subject from Group E at 200 level, OR
S.18.1.6 two major subjects from Group A at 300 level, one subject from Group B at 200 level, one subject from either Group C or D at 100 level, OR
S.18.1.7 two major subjects from Group A at 300 level, one subject from Group B at 200 level, one subject from Group E at 100 level, one subject from Group C at 100 level, OR
S.18.1.8 one major subject from Group A at 300 level, one major subject from Group E at 300 level, one other subject from Group A at 200 level, one subject from Group B at 200 level, OR
S.18.1.9 one major subject from Group A at 300 level, one major subject from Group E at 300 level, one other subject from Group A at 200 level, one subject from Group C at 100 level, OR

S.18.2 The courses offered in the Bachelor of Social Science are as follows:

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
<th>Group D</th>
<th>Group E</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must select no more than 256 credits from group A. Both major subjects may be selected from this group</td>
<td>A second major subject may be chosen from this group.</td>
<td>Not more than 32 credits may be chosen from this group.</td>
<td>Not more than 32 credits may be chosen from this group.</td>
<td>Not more than 128 credits may be chosen from this group. A major subject may also be selected from this group.</td>
</tr>
<tr>
<td>Economics (ECO)</td>
<td>Information Systems (IFS)</td>
<td>Afrikaans 1P (AFP)</td>
<td>Accounting (ACC)</td>
<td>History (HIS)</td>
</tr>
<tr>
<td>Industrial Sociology (INS)</td>
<td>Legal Studies (LLS)</td>
<td>Afrikaans (AFR)</td>
<td>Commercial Law (ACL)</td>
<td>Philosophy (PHL)</td>
</tr>
<tr>
<td>Psychology (PSY)</td>
<td>Management*</td>
<td>English (ECL)</td>
<td>Theory of Finance (TNF)</td>
<td></td>
</tr>
<tr>
<td>Sociology (SOC)</td>
<td>*Subject to the admission requirements for the Faculty</td>
<td>English for Special Purposes (ESP)</td>
<td>Statistics 1D (STA)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IsiXhosa (XHS)</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>IsiXhosa (NMT)</td>
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</table>
S.19 Bachelor of Social Work
Social Work is a compulsory four-year major course, which qualifies one for a Bachelor of Social Science (Social Work) degree. To register as a social worker, you must have completed the full four-year course in the prescribed Social Work curriculum.

S.20 Bachelor of Social Work (Honours)
The Department accepts students with a three-year degree who have majored in Social Work for a full or part time Honours degree programme. Students with a four-year degree in Social Work who wish to further their studies but are not sufficiently prepared for Master’s level work may also apply to do selected modules.

S.21 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
The East London Campus will offer both a full and part-time Honours programme in Psychology as from 2005. 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.
Sociology
Industrial Sociology
Inter-Disciplinary Studies
The Department of Sociology and Industrial Sociology offer both full time and part time Interdisciplinary Honours Degree Programmes in Industrial Relations, Development Studies and Culture and Tourism. Admission to the Interdisciplinary 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, Economics, 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.22 Master of Social Science (Counselling Psychology)
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.23 Master of Social Science (Psychology)
This Master’s degree in Psychology by Thesis 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 thesis, a programme of seminars and reading groups to support them in their research.

S.24 Master of Social Work
The Department of Social Work and Social Development are currently offering Masters degrees by thesis only.

S.25 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.26 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 one year and part time students in two years.

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

ANT 111 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

ANT 122 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

ANT 211 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.
**ANT 222 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:** ANT 111 and ANT 122

**ANT 311 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:** ANT 211 and ANT 222

**ANT 321 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:** ANT 211 and ANT 222

**ANT 322 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.
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:

ANT 511 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

ANT 512 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

ANT 523 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

ANT 524 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.
ANT 505 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 Archeology; 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, 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, 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, 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 Archeology.
**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 Archeology.

**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 on of these topic 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.

**ARC 523 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: 26

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 economics, 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 Total Credits: 128**

**Compulsory Fundamental Modules: 24 credits**

**CLT 111/ 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 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:** a 2 Hour Examination

**Prerequisites:** None

**ESP 111 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:** a 3 Hour Examination
Prerequisite: None

**ESP 122 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:** a 3 Hour Examination

**Prerequisite:** None

**Compulsory Core Modules:** 104 credits

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**CMS 110 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:** a 3 Hour Examination

**Prerequisite:** None

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**CMS 120 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:** a 3 Hour Examination

**Prerequisite:** None

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**CMA 111 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: a 3 Hour Examination
Prerequisite: None

CMA 122 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: a 3 Hour Examination
Prerequisite: None

CMA 123 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

BEC 111 Introduction to Business Management

Purpose: The purpose is to equip students with knowledge of management in the
multi-cultural business environment. The aim of the business is to optimize
limited economic resources, operations, information technology etc and be able to execute tasks of planning organizing leading and control in the different fields of operations while applying appropriate business ethics.

Content: Orientation and introduction to Business management. The business world and business management; the business organization as study object; business environment; introduction to general management and management processes; introduction to public relations.

Instruction: Expository lectures; case study; self study assignments; tutorial classes;

Assessment: Two tests. Learners are assessed through participation in tutorials.

Summative Assessment: 2 Hour Examination
Credit value: 16

OR

LIB 111 History of Writing and Print Technology (see Library and Information Science part for details)

BEC 121 Introduction to Specialised Business Management
Purpose: The aim of this module is to equip students with a basic knowledge about all the specialized functional management areas.

Content: Introduction to Marketing Management
Introduction to Human Resources Management
Introduction to Financial Management
Introduction to Purchasing Management

Instruction: Expository lectures, tutorials class exercises.

Assessment: Two tests. Continuous assessment through participation tutorials.

Summative Assessment: a 2 Hour Examination
Credit value: 16
Prerequisite: Minimum 40% for BEC 111.

OR

LIB 122 Introduction to Library Management (see Library and Information Science part for details)

Year 2 (Total Credits: 128)

Compulsory Core Modules: 96 Credits

CMS 211 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: a 3 Hour Examination

Prerequisite: CMS 111

CMS 212 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: a 3 Hour Examination

Prerequisite: CMS 122

CMS 223 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: a 3 Hour Examination

Prerequisite: CMS 111

CMS 224 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:** a 3 Hour Examination paper

**Prerequisite:** None

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**CMA 211 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 & individual projects, class test

**Summative Assessment:** a 3 Hour Examination paper

**Prerequisite:** CMA 122

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**CMA 221 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:** a 3 Hour Examination paper

**Prerequisite:** CMA 111, CMA 123

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**BEC 211 Operations and Purchasing Management**

**Purpose:** This module will acquaint the learner with a comprehensive analysis of operations theory, the principles and goal of operations manager. The learner will also be provided with the necessary skills and knowledge as applied in an practical situation, thus promoting the concept of productivity improvement and creating the ability to improve efficiency operation Manager focuses on all actions to ensure that goods/services would be rendered to the marketing department in the most efficient manner.

**Content:** Operations Management in perspective, costs budgets and break-even analysis. Strategic and medium range planning, short-range planning. Productivity improvement and productivity measurements; quality control and improvements; materials management (purchasing and inventory management)

**Instruction:** Expository lectures; case studies; tutorials; self study assignments.

**Assessment:** Expository lectures, class participation, 2 tests of equal evaluation.

**Summative Assessment:** a 3 Hour Examination.

**Credits:** 16

**Prerequisite:** BEC 111, and BEC 121.

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**OR**

**LIB 211 Collection Dev (see Library and Information Science part for details)**

**BEC 221 Marketing Management or Purpose:**

**Purpose:** The module introduces the learner to the context of marketing management and the different roles of plaers who characterize the environment within which marketing occurs. To accomplish this task the module will equip learners with an understanding of the macro, and micro environment in which marketing takes place, the marketing strategies and how these strategies are implemented.

**Content:** Marketing revision; Strategic analysis; market analysis; sustainable competitive advantage; building relationships with stakeholders; strategy implementation and evaluation, consumer behaviour; and the management of the marketing mix;

**Instruction:** Expository lectures; case studies; self study assignment; tutorials.

**Assessment:** Continuous assessment through participation in class, case studies, tutorials, an assignment and

**Summative Assessment:** a 3 Hour Examination paper at the end of the semester.

**Credits:** 16

**Prerequisite:** BEC 111, BEC 121, BEC 211.
OR

LIB 222 Library Management (see Library and Information Science part for details)

Elective Modules: 32 Credits

To be selected from one of the following Subject Courses at Level 100:
Political Science: POL 111 (16 credits) & POL 121 (16 credits)
Public Administration: PAD 111 (16 credits) & PAD 121 (16 credits)
Psychology: PSY 111 (16 credits) & PSY 122 (16 credits)
Industrial Psychology: IPS 111 (16 credits) & IPS 121 (16 credits)
Economics: ECO 111 (16 credits) & ECO 121 (16 credits)

Year 3 (Total Credits: 128)

Compulsory Core Modules: 96 Credits

CMS 311 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: a 3 Hour Examination paper

Prerequisite: CMS 211, CMS 212

CMS 323 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 & individual projects, class test
Summative Assessment: a 3 Hour Examination paper.
Prerequisite: None

CMA 311 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 & individual projects, class test
Summative Assessment: a 3 Hour Examination paper.
Prerequisite: CMA 221

CMA 312 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, learners presentations and class workshops
Credits: 16
Assessment: Class assignments, group and/or individual projects, class test
Summative Assessment: a 3 Hour Examination paper
Prerequisite: CMA 221

CMA 323 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:** a 3 Hour Examination paper

**Prerequisite:** CMA 211

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**SOC 111 Introduction to Sociology**

**Purpose:** The main aim of the course is to introduce learners to the discipline of Sociology and the Sociological perspective. The course considers what sociology is, how it arose and what it means to think sociologically. It also introduces the ways in which sociologists produce knowledge and how they explain different phenomena that occur in society. The course aims to provide learners with key concepts, which allow description and analysis of society and intelligent participation in sociological discourse. The course also aims to take the learner beyond his or her common sense conceptions of society and of their place in it.

**Instruction:** Lectures, Independent study and tutorials.

**Credits:** 16

**Assessment:** a 3 Hour Examination paper

**Prerequisites:** None

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**SOC 122 Social Institutions**

**Purpose:** The main aim of this course is to provide an overview of selected major social institutions and an analysis of the relationship interaction. Processes of historical change under the impact of globalising effect of the world system of capitalism are examined with specific reference to South African society as a source of empirical reference.

**Instruction:** Lectures, Independent study and tutorials.

**Credits:** 16

**Summative Assessment:** a 3 Hour Examination

**Prerequisites:** None

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**Elective Modules: 32 Credits**

To be selected from one the following Subject Courses at Level 200 (Same subject course selected in the previous year):

- Political Science: POL 211 (16 credits) & POL 221 (16 credits)
- Public Administration: PAD 211 (16 credits) & PAD 221 (16 credits)
Psychology: PSY 211 (16 credits) & PSY 222 (16 credits)
Industrial Psychology: IPS 211, 212 (16 credits) and IPS 221, 222 (16 credits)
Economics: ECO 211 (16 credits) & ECO 221 (16 credits)

COMMUNICATION HONOURS

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:

COM 500 Research Project (compulsory)
Purpose: To demonstrate ability to engage in independent postgraduate and academic research. To fulfil 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: 26
Assessment: Regular submission of sections/chapters of the extended essay
Summative Assessment: The essay is assessed by internal and external examiners
Prerequisite: None

COM 511 Research Methodology
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 & individual projects, class test
Summative Assessment: a 3 Hour Examination.
Prerequisite: Degree in Communication

COM 512 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 Africa 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:** a 3 Hour Examination

**Prerequisite:** Degree in Communication

**COM 513 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 strategise 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:** a 3 Hour Examination paper

**Prerequisite:** Degree in Communication

**COM 521 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, 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, a group project

**Summative Assessment:** a 3 Hour Examination paper

**Prerequisite:** Degree in Communication

**COM 522 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, a group project

**Summative Assessment:** a 3 Hour Examination paper

**Prerequisite:** Degree in Communication

**COM 520 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:** a 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

CRM 122 Penology and Introduction to Victimology
Purpose: To introduce learners to the Correctional Administration, Victimology and Crime Prevention Strategies
Content: An introduction to correctional administration, field of victomology. 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

CRM 211 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:** CRM 111

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**CRM 222 Correctional Administration, Victimology and Crime Prevention**

**Purpose:** To obtain a critical and indepth understanding of the historical development of victimology and to explore the role the victim plays in the commission of a crime, the lifestyle exposure model of personal victimisation, typologies of victims of crime by various researchers and the evaluation.

**Content:** Historical development of Victimology; Nature and extent of victimology; Different types of victims; Lifestyle /exposure model of personal victimization; Crime problem in South Africa; Concepts of Crime and the police in Crime Prevention; Community programmes for the prevention of crime.

**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 paper

**Prerequisites:** CRM 122

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**CRM 311 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 and 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:** CRM 211 and CRM 222

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**CRM 322 Correctional Administration and Research Methods in Criminology**
Purpose: To provide students with knowledge based o 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: CRM 211 and CRM 222

CRIMINOLOGY HONOURS

CRM 511 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: Tasks, Seminar presentations, Report writing based on field trips

Summative Assessment: 3 Hour Examination Paper

Pre-requisites: CRM 311 and CRM 322

CRM 512 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: Tasks, Seminar presentations, Report writing based on field trips

Summative Assessment: One 3 hour examinations

Pre-requisites: CRM 311 and CRM 322
CRM 523 Penology
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: CRM 311 and CRM 322

CRM 524 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: Tasks, Seminar presentations, Report writing based on field trips
Summative Assessment: 3 Hour Examinations
Pre-requisites: CRM 311 and 322

CRM 525 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: 26
Assessment: Externally moderated mini – dissertation

MASTERS IN CRIMINOLOGY

CRM 600
Purpose: To enable learners to conduct independent research on a topic of their choice
Content: Topic selected by learner
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

LIB 111 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

LIB 122 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

LIB 211 Collection Dev
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 centers

**Credits:** 16

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

**Summative Assessment:** 3 Hour Examination.

**Prerequisite:** LIB 111

**LIB 222 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 resource centres.

**Contents:** General principles of management; decision making and planning, organization, leading, control, evaluation and promotion.

**Instruction:** Expository lectures, tutorials and class presentations

**Credits:** 16

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

**Summative Assessment:** 3 Hour Examination.

**Prerequisite:** LIB 122

**LIB 311 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:** None

**LIB 322 Financial and Human Resources Management**

**Purpose:** To enable learners acquire knowledge of managing financial, human and other resources in libraries and information centres.

**Contents:** Management of financial and human resources: the nature of a resource, recruitment, induction, training, education and development of staff, skills

**Instruction:** Expository lectures, tutorials, class presentations

**Credits:** 16

**Assessment:** Continuous assessment through: tests, group discussions, participation in class.

**Summative Assessment:** 3 Hour Examination.

**Prerequisite:** LIB 222

**LIB 323 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 learners report are used for assessment.

**Prerequisite:** None

**LIB 411 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:** None

**LIB 422 Management of Information Systems**

**Purpose:** To expose learners to the world of information in management.

**Contents:** Theories of management: classic theories, contemporary theories, systems theory, contingent theory, theory X, theory Y. Knowledge management: explicit knowledge, tacit knowledge, indigenous knowledge. Management of information systems, the concept of MIS; management information
requirements. Emerging themes in the management of libraries and information services.

**Instruction:** Expository lectures, tutorials, class presentations  
**Credits:** 16  
**Assessment:** Continuous assessments through: tests, assignments, participation in class, etc.  
**Summative Assessment:** 3 Hour Examination.  
**Prerequisite:** None

**LIB 423 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 students report are used for final assessment.  
**Prerequisite:** LIB 323

### INFORMATION SCIENCE

**INF 111 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

**INF 122 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

**INF 211 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. Expository lectures, practical demonstrations, tutorials.

**Instruction:** Credits: 8

**Assessment:** Continuous assessment through: tests, practical exercises.

**Summative Assessment:** 3 Hour Examination.

**Prerequisite:** INF 122

**INF 212 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:** INF 122

**INF 223 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:** INF 122

**INF 224 The Reference process**

**Purpose:** To understand the philosophy of reference sources and the dynamics of the reference process in various environments.
Contents: Conducting and analyzing reference interviews; selection of materials to meet the diverse information needs of users; analyze information queries and establish logical manual and computerized strategies to meet users 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: INF 122

INF 311 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.

Prerequisite: INF 211

INF 312 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.

Prerequisite: INF 212

INF 323 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: INF 223

INF 324 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: INF 224

INF 411 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: INF 311 & 312

INF 422 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.
Prerequisite: INF 323 & 324
LIBRARY AND INFORMATION SCIENCE HONOURS

LIS 501 and LIS 502 are compulsory. Learners must choose, in consultation with Lecturers concerned any three of the remaining seven papers.

LIS 501 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.

LIS 502 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.

LIS 503 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.

LIS 504 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

LIS 505 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

LIS 506 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.

LIS 507 Children’s and Young Adult's 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

LIS 508 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.

**LIS 509 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

**Credits:** 26

**Assessment:** Class presentations, individual and group assignments.

**Summative Assessment:** 3 Hour Examination.

**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 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**

**ARM 500 Computer literacy**

**Purpose:** To acquire computer literacy

**Contents:** This module covers the same course as CSC 111 (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**

**ARM 501 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

**ARM 502 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

**ARM 503 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.

### ARM 504 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.

### ARM 505 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.

### ARM 506 Internship

Learners are attached to various relevant institutions in the country where they have the opportunity for skill 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: 26
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.

ARM 507 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 CSC 221 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, conentional 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.

ARM 508 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
Credits: 26
Assessment: Continuous assessment through: tests, class presentations.
Summative Assessment: 3 Hour Examination.

ARM 509 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.

**ARM 510 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**

The study of Political Science was born when men began to speculate about the rules by which they were governed and to try to answer the question which Plato and Aristotle tried to answer over two thousand years ago, namely, what is the best form of government?

The field of Political Science is a very comprehensive one and is concerned with an identification and description of political units. It examines the relations between these units as well as the values applicable to them. Three strands of thought can thus be distinguished about political matters: The first two, essentially descriptive and historical, may be expressed in terms of their configuration or consequence whereas the third aspect involves evaluation.

**POL 111 Nature and Scope of Political Science**  
**Purpose:** Learners to be assisted to develop a greater understanding of the comprehensive nature of Political Science as a field of academic study, including an appreciation of the values that condition political units.
Contents: The development of Political Science as an academic discipline; the subject matter of Political Science; analysis of basic concepts such as political obligation; participation; rights; equality; freedom and justice.

Teaching-Learning methods: Contact lectures; Class discussions and tutorials.
Assessment: Class tests and written assignments.
Summative Assessment: 3 Hour Examination
Credits: 16
Prerequisites: None

POL 122 A Study of Modern States
Purpose: Learners are to define the state in its modern form, and apply theories of the state, analyse and compare constitutions of selected states and identify forms of participation.
Contents: Definitions of the state; the origin, nature, and theories of the state. The constitutional state (South Africa); the individual in politics; Groups in politics.
Teaching-Learning methods: 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

POL 211 Introduction to Political Philosophy and Ideologies
Purpose: Learners are to acquire an understanding of the various philosophical perspectives that have guided political thinking in history.
Teaching-Learning methods: Contact lectures; self study; tutorials.
Assessment: Tests; assignments; oral presentations.
Summative Assessment: 3- Hour Examination
Credits: 16
Prerequisites: POL 11

POL 222 South African Government and Politics
Purpose: Learners to gain a greater understanding of the context, institutions, systems and values of the South African post-1992 political system.
Contents: The South African political system; historical resistance to Apartheid; party-political policies; interest groups and the Constitution.
Teaching-Learning methods: Contact lectures; tutorials; class presentations by learners.
Assessment: Class tests; assignments and group presentations.
Summative Assessment: 3 -Hour Examination
Credits: 16
Prerequisites: POL 122
POL 311 African Politics

Purpose: In a structured manner, learners will deepen their understanding of politics in Sub-Saharan Africa. The distinct characteristics of post-colonial political arrangements as well as attempts to consolidate Representative Government in the context of globalisation will be examined.

Contents: Colonialism and the colonial inheritance, nationalism and the transfer of power, experiments of nation-state building, regional groupings and the African Union (AU), international relations of African States and South African politics will all receive careful attention.

Teaching-Learning methods: Contact lectures, Class discussions, tutorials and small group discussions.

Assessment: Class tests, assignments and Oral presentations

Summative Assessment: 3 -Hour Examination.

Credits: 32

Prerequisites: POL 211; POL 222

POL 322 International Relations:

Purpose: Learners will be assisted to gain a greater understanding of the nature of inter-state 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.

Teaching-Learning methods: 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: POL 211; POL 222

POLITICAL SCIENCE HONOURS

TWO compulsory papers (POL 511 and POL 509) and THREE others to be chosen from the following:

POL 509 Research Project

Purpose: To enable a learner to undertake a research project upon which a Report of not less than 20 typed pages and not more than 35 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.

Teaching-Learning methods: Regular supervision and discussion.
Summative Assessment: External examination of completed Report
Credits: 26
Prerequisites: To be determined by the Department, according to the agreed topic of research.

POL 511: 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.
Teaching-learning methods: 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: POL 311; POL 322

POL 512 Modern Political Philosophy
Purpose: Learners are to acquire advanced and detailed understanding of major political thinkers of the 19th and 20th centuries.
Contents: A study of one western and one African political thinker (selected in consultation with the Head of Department)
Teaching-Learning methods: Long essays; Seminars and class presentations; Contact lectures.
Assessment: Assignments and tests.
Summative Assessment: 3 Hour Examination.
Credits: 26
Prerequisites: POL 311 & POL 322

POL 513 Comparative Politics
Purpose: Learners are required to classify and compare various political systems using frameworks such as, among others, the inputs-conversion-output model (systems approach)
Contents: Theoretical problems of comparing political processes in different contexts; the implications of the various approaches, eg. Functional, politico-cultural, socio-psychological; comparative study of political parties, federal and unitary systems.
Teaching-Learning methods: Orientation lecture, Oral presentations by learners; assignments, seminars.
Assessment: Long essays; Oral presentations; Library research.
Summative Assessment: 3 Hour Examination
POL 514 Political Economy

Purpose: Learners will be enabled to analyse issues of international public policy around three main areas, thus: (a) The emergence of a world economy (b) Uneven distribution of global wealth and (c) Basic structures and patterns of the world economy including South Africa’s role in global political economy.

Contents: The role of the State in the economy; Classical political economy and its modern critics; International political economy; Transnational political and economic organizations; South African political economy.

Teaching-Learning methods: Contact lectures; Seminars; extensive library research.

Assessment: Class tests; long essays; Oral presentations

Summative Assessment: 3 Hour Examination

Credits: 26

Prerequisites: POL 311; POL 322

POL 515 South African Politics

Purpose: An advanced study of South African politics.

Contents: Reform and resistance in contemporary South Africa.

Teaching-Learning methods: Contact lectures; Seminars; Learner presentations

Assessment: Long essays; Oral presentations by learners.

Summative Assessment: 3 -Hour paper

Credits: 26

Prerequisites: POL 311 & POL322

POL 526 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.

Teaching-Learning methods: Contact lectures; Tutorials; Seminars; Library research

Assessment: Class tests; Oral presentations; Written assignments

Summative Assessment: 3 Hour Examination

Credits: 26

Prerequisites: POL 311; POL 322.

POL 527 Political Sociology: Political Behaviour

Purpose: An advanced study of the behavioural approach and its critics.

Contents: Surveys and the study of public opinion; the ‘Authoritarian Personality’;
political socialisation; political culture; the mass media and political communication; electoral behaviour; parties and party systems.

**Teaching-Learning methods:** Contact lectures; seminars; oral class presentations by learners.

**Assessment:** Written assignments; monthly class tests and learner presentations.

**Summative Assessment:** 3 Hour Examination.

**Credits:** 26

**Prerequisites:** POL 311 & POL 322

**POL 528 Ethnicity and the Politics of Nationality in Africa**

**Purpose:** Advanced study of the problems of ethnicity and nationality in sub-Saharan Africa.

**Contents:** Historical and contemporary approaches to ethnicity and nationalism. Nationality theory; federalism; population; labour and culture; the economy; stability and development; politicisation of ethnicity.

**Teaching-Learning methods:** Contact lectures; seminars; library research.

**Assessment:** Written assignments; monthly class tests and field work involving visits to traditional political authorities.

**Summative Assessment:** 3 Hour Examination

**Credits:** 26

**Prerequisites:** POL 311 & POL 322

**MASTERS AND DOCTORAL DEGREES IN POLITICAL SCIENCE**

Only by research and are offered to suitable candidates. Research topics for these higher degrees are chosen in consultation with the Department and are subject to final approval by the Faculty Research and Higher Degrees Committee.

**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.

**PSY 111F 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 and tutorials

**Credits:** 8

**Assessment:** Tests as well as tutorial attendance and participation

**Summative Assessment:** 3 hour examination paper

**PSY 112F: 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 and tutorials

**Credits:** 8

**Assessment:** Tests as well as tutorial attendance and participation

**Summative Assessment:** 3 hour examination paper

**PSY 122F 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 and tutorials

**Credits:** 8

**Assessment:** Tests as well as tutorial attendance and participation

**Summative Assessment:** 3 hour examination paper

**PSY 123F 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 and tutorials

Credits: 8

Assessment: Tests as well as tutorial attendance and participation

Summative Assessment: 3 hour examination paper

PSY 111/111E 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 & tutorials

Credits: 16

Assessment: Class tests and tutorials assignments.

Summative Assessment: Examination paper

PSY 122/122E 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 & tutorials

Credits: 16

Assessment: Class tests and tutorials assignments.

Summative Assessment: Examination paper

PSY 211/211E Personality Theory and Social Psychology
Purpose: To introduce students to personality theory and social psychology

Contents: Explore the major approaches to personality theory, including psychodynamic, humanistic, behaviourist, cognitive systems, as well as evolutionary theory. In addition, the course will explore practical applications of personality theories in areas such as psychotherapy and personal growth. Explore the major approaches in Social psychology: perception and representation of social reality (social cognition), communication and social interaction (interpersonal relations), social groups and organization (group development and intergroup research) and applied social psychology

Instruction: Lectures and practicals

Credits: 16

Assessment: Class tests and tutorials assignments.

Summative Assessment: Examination paper
Prerequisite: PSY 111/111E

PSY 222/222E Developmental Psychology, Psychological Assessment and Research Methods
Purpose: To introduce students to the study of human development, psychological assessment and research methodology
Contents: Theories of human development; development as change, introduction to recent research; psychological assessment and testing; the research process; research methods; different approaches to data analysis; introduction to descriptive and inferential statistics
Instruction: Lectures and practicals
Credits: 16
Assessment: Class tests and tutorial assignments.
Summative Assessment: Examination paper
Prerequisite: PSY 122/122E

PSY 311/311E Psychopathology and Counselling Psychology
Purpose: To introduce students to various mental disorders, and to various approaches to counselling and psychotherapy, including issues pertaining to culture in a South African context
Contents: Psychopathology with special reference to the types of and various approaches to abnormal behaviour and an attempt will be made to ensure an understanding of psychopathology in a changing society; further content areas include the history of psychiatry, the concept of mental illness, categories of mental illness, and theories of psychopathology. An in-depth discussion of a number of central approaches to counselling and psychotherapy, including the client-centered, psychoanalytic, cognitive-behaviorist approaches, will be provided. Cross-cultural issues in counselling and psychotherapy will also be included
Instruction: Lectures and practicals
Credits: 32
Assessment: Tests, tutorial assignments and practical reports.
Summative Assessment: Examination paper
Prerequisite: PSY 211/211E

PSY 322/322E 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: Theories of culture in psychology; community psychology and mental health interventions. Introduction to complex research designs and research processes; advanced descriptive and inferential statistics; qualitative data analysis
Instruction: Lectures and practicals
This course provides an in-depth study for students interested in professional careers in psychology. The programme is oriented to students wishing continue with further post-graduate applied professional training, or to follow academic, research and other professional interests.

The degree is offered on a full-time (one year) or part-time (two years) 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 BPsych 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-month 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.

**PSY 510/510E 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

**PSY 511/511E 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

PSY 512/512E Counselling Psychology/Psychotherapy

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

PSY 516/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

PSY 519/PSY 519E Capita Selecta (A)

Credits: 26

PSY 521/521E 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:** 26  
**Assessment:** Research project

**PSY 524/524E 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

**PSY 528/PSC 528E Capita Selecta (B)**

**Credits:** 26

**MASTER’S DEGREES**

**Masters in Counselling Psychology**

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 though 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.

**PSY 701E 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;
PSY 702E 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)

PSY 703E 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

PSY 704E 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)
PSY 700 E Psychology Masters by Thesis

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.

PSY 900 E 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.

SOCIOLoGY

Vision

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.

Mission Statement

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. SOC 111/111E and SOC 122/122E
2. SOC 211/211E, SOC 212/212E and SOC 222/222E (Prerequisites for both are SOC 111/111E and SOC 122/122E)
3. SOC 311/311E, SOC 312/312E and SOC 322/322E (Prerequisites for the three are SOC 211/211E, SOC 212/212E and SOC 222/222E)
Compulsory Modules: Industrial Sociology
1. SOC 111/111E and SOC 122/122E
2. INS 211/211E, INS 212/212E and INS 222/222E (Prerequisites for both are SOC 111/111E and SOC 122/122E)
3. INS 311/311E, INS 312/312E and INS 322/322E (Prerequisites for the three are INS 211/211E, INS 212/212E and INS 222/222E)

Electives: General Sociology
1. Learners registered at the second level of study will choose at least TWO areas of specialization listed under SOC 222/222E, 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 SOC 322/322E, 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 INS 222/222E, 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 INS 322/322E, 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 undergraduates 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.

GENERAL SOCIOLOGY (SOC)

SOC111-F 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: 2 Hours 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: 2 Hours examination

SOC112-F
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: 2 Hours examination

SOC123-F
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 discussion, and tutorials.
SOC 111/111E 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: 8
Assessment: Continuous assessment through tests, assignments; class quizzes, and examinations.

Summative assessment: 2 Hours examination

SOC 122/122E 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

SOC 211/211E 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.

Prerequisites: SOC 111/111E and SOC 122/122E

Instruction: Lectures and independent study.

Credits: 8
Assessment: Continuous assessment through tests, assignments and examinations

Summative Assessment: 3 Hour Examination
SOC 212/212E 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.
Prerequisites: SOC 111/111E and SOC 122/122E
Instruction: Lectures and independent study.
Credits: 8
Assessment: Continuous assessment through tests, assignments and examinations
Summative Assessment: 3 Hour Examination

SOC 222/222E 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:

SOU 221/221E 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

SOF 222/222E 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

SRC 223/223E 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
SOW 224/224E 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

SPS 225/225E 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

SOE 226/226E 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

SHS 227/227E 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
SOR 228/228E 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

SOP 229/229E 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

SOM 200/200E 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.

**Prerequisites:** SOC 111/111E and SOC 122/122E

**Instruction:** Lectures and independent study

**Credits:** 8

**Assessment:** Continuous assessment through tests, assignments and examinations

**Summative Assessment:** Two 3 Hour Examinations

SOC 311/311E 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.


**Prerequisites:** SOC 211/211E, SOC 212/212E and SOC 222/222E

**Instruction:** Lectures, and independent study and research practicals

**Credits:** 16

**Assessment:** Continuous assessment through tests, assignments and examinations

**Summative Assessment:** 3 Hour Examination

**SOC 312/312E 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.

**Prerequisites:** SOC 211/211E, SOC 212/212E and SOC 222/222E

**Instruction:** Lectures, and independent study and research practicals

**Credits:** 16

**Assessment:** Continuous assessment through tests, assignments and examinations

**Summative Assessment:** 3 Hour Examination

**SOC 322/322E 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:

**SOD 321/321E 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

SIR 322/322E 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

SOG 323/323E 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

SOE 324/324E 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

SGS 325/325E 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.”

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SOH 326/326E 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

SOS 327/327E 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

SOE 328/328E 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

SOL 329/329E 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.
Prerequisites: SOC 211/211E, SOC 212/212E and SOC 222/222E
Instruction: Lectures, independent study and research practicals
Credits: 16
Summative Assessment: Two 3 Hour Examinations
SOCIOLOGY 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

SOC 510/510E; SOC 511/511E; SOC 512/512E are compulsory for all students registered in the programme.

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.

SOC 502/502E Research Report/Project

**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 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:** 26

**Summative Assessment:** Examination of the research report

SOC 510/510E 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

SOC 511/511E 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

**SOC 520/520E 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

**SOC 521/521E 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.

**Instruction:** Seminars and independent study

**Credits:** 26

**Summative Assessment:** 3 Hour Examination

**SOC 522/522E Techniques of Population Analysis**

**Purpose:** The aim of this module is 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

**SOC 523/523E 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

**SOC 524/524E 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

**SOC 525/525E 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

**SOC 526/526E 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

**SOC 527/527E 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

**SOC 528/528E 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

**SOC 529/529E 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  
**Credits:** 26  
**Summative Assessment:** 3 Hour Examination

**SOC 500/500E 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
**INDUSTRIAL SOCIOLOGY (INS)**

**INS 211/211E 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.

**Prerequisites:** SOC 111/111E and SOC 122/122E

**Instruction:** Lectures, independent study and research practicals

**Credits:** 8

**Assessment:** Continuous assessment through assignments, tests and class participation

**Summative Assessment:** 3 Hour Examination

**INS 212/212E 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.

**Prerequisites:** SOC 111/111E and SOC 122/122E

**Instruction:** Lectures and independent study

**Credits:** 8

**Assessment:** Continuous assessment through assignments, tests and class participation

**Summative Assessment:** 3 hour examination

**INS 222/222E 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:

**ILP 221/221E 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
IOS 222/222E 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

IRC 223/223E 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.
Prerequisites: SOC111/111E and SOC122/122E
Instruction: Lectures and independent study
Credits: 8
Assessment: Continuous assessment through assignments, tests and class participation
Summative Assessment: Two 3 Hour Examinations

INS 311/311E 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

INS 312/312E 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 longstanding 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.
Prerequisites: INS 211/211E, INS 212/212E and INS 222/222E
Instruction: Lectures and independent study
Credits: 16
Assessment: Continuous assessment through assignments, tests and class participation
**Summative Assessment:** One 3-hour examination

**INS 322/322E 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:

**ICL 321/321E 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

**IID 322/322E 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

**IIR 323/323E 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.

**Prerequisites:** INS 211/211E, INS 212/212E and INS 222/222E

**Instruction:** Lectures and independent study

**Credits:** 16

**Assessment:** Continuous assessment through assignments, tests and class participation

**Summative Assessment:** Three 3 Hour Examinations

**INTERDISCIPLINARY HONOURS PROGRAMME (IDS)**

**CORE MODULES**

The Interdisciplinary Honours Programme is a multi-streamed programme that enables students to specialize in Development Studies, Industrial Relations, or Culture and Tourism. 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 IDS 511/511E, IDS 512/512E and IDS 503/503E are compulsory for students choosing the Industrial Relations stream. Modules IDS 511/511E, IDS 503/503E and IDS 524/524E are compulsory for students choosing the Development Studies stream. Modules IDS 511/511E, IDS 503/503E and IDS 525/525E 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.

**IDS 503/503E 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:** 26

**Summative Assessment:** Examination of the research report

**IDS 522E 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
IDS 511/511E 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

IDS 516/516E 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

IDS 519/519E 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

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**IDS 520/520E 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

**Credits:** 26

**Summative Assessment:** 3 Hour Examination

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**IDI 511/511E 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
IDS 524/524E 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

IDS 525/525E 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

IDS 527/527E 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, pot-apartheid political and economic context. In short, the module attempts to determine where the unions are at, today.

Instruction: Lectures, seminars and independent study
IDS 528/528E 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).

**RUD 605/605E 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

**Credits:** 128

**Summative Assessment:** Externally examined research report

**RUD 612/612E 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
Credites: 32
Summative Assessment: 3 Hour Examination

RUD 614/614E 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
Credites: 32
Summative Assessment: 3 Hour Examination

RUD 621/621E 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
Credites: 32
**Assessment:** Module assignments, tutorials and tests  
**Summative Assessment:** 3 Hour Examination

**RUD 623/623E Land Policies and Practices**

**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

**MASTER’S BY RESEARCH AND DOCTORAL STUDIES IN SOCIOLOGY**

Suitably qualified candidates may apply to pursue research degrees in the Department. The key requirements are: a good Honours degree (for admission into Master’s studies by research) and a good Master’s degree (for admission into the Doctoral programme by research). Prospective applicants are advised to first inquire from the Head of Department about the availability of expertise in the areas they wish to focus their research. International applicants are required to first check their foreign honours or master’s degrees for equivalence with the South African Qualifications Authority (SAQA) before applying for admission in the Department. The Department has a vibrant research programme in environmental, mining, energy and natural resource sociology – with current students enrolled from all over Africa. Expertise also exists in development, education, and health and wellness sociology, as well as gender, land and agrarian studies.

**Social Work and Social Development**

The Department of Social Work and Social Development offers the following degrees:  
- Bachelor of Social Work
- Honours Degree in Social Work
- Bachelor of Social Science (Social Work) Honours
- Master of Social Science Social Work (Thesis)
- 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 university. Students are also able to do Honours, Master’s (by thesis only or by course work and thesis) and Doctoral degrees.

**VISION**

The Department of Social Work & 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

SWP112/112E Academic Skills for Social Work: Communication Studies & Study Methods
Purpose: Part of the BSW Bridging Programme: to prepare students for academic study
Content: Academic skills; communication studies; study methods
Instruction: Lectures and practicals
Credits: 8
Assessment: Continuous assessment through class exercises, tests and/or assignments. The final mark will be based on all the marks obtained during the continuous assessment.
* Please Note: This course will be linked to the Grounding Programme in 2011 and registration under the course code LKA.

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 & 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 tasks, independent observation visits.

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: Students must pass all first year level Social Work modules to
proceed

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: one 2 hour examination

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: one 2 hour examination

SWP210/210E Personal Growth and Development.

Purpose: To facilitate processes that increases 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.
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

**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 in 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:** Learners must have passed all Social Work courses at first and second year levels to proceed.

SWK223/223E Groupwork 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; termination

**Instruction:** Lectures, learner presentations and group discussions

**Credits:** 8

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

**Summative assessment:** one 2 hour examination

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/or assignments

**Summative assessment:** one 2 hour examination
Prerequisites: Students must pass all second year level modules to proceed

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: one 2 hour examination

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: one 2 hour examination

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 trauma; post traumatic stress syndrome; principles used in working with trauma survivors; stages in the trauma debriefing process; the grief process and grief counselling
Instruction: Lectures and class discussions
Credits: 8
Assessment: Continuous assessment through class tests and/or assignments
Summative assessment: one 2 hour examination

SWK312/312E 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: one 2 hour examination

**SWP314/314E Supervised Concurrent Placement – 3A**  
**Purpose:** Students are expected to apply the theoretical knowledge and skills taught on the social work methods  
**Instruction:** The learners are placed in agencies or assigned to communities to implement relevant social work theories into casework, groupwork 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.

**SWK323E/323 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:** one 2 hour examination

**SWP324/324E Supervised Concurrent Placement – 3B**  
Requirements are the same as with SWP314/314E but during the second semester. Portfolio submitted for assessment. No written exams  
**Credits:** 16  
*Prerequisite:* Learners must have passed all Social Work courses from the first to the third year of study before they can proceed to the fourth year of study.

**SWK322/K322E 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: one 2 hour examination

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: one 2 hour examination

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: one 2 hour examination

Prerequisites: Students must pass all third year level modules to proceed

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.

**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.

**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

**FOUR PAPERS SELECTED FROM THE FOLLOWING:**

**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:** one 3 hour examination

**Prerequisite:**

**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
SWK405/405E Social Work Issues
Purpose: To introduce students to current social work issues
Content: includes knowledge and understanding of two relevant issues from Gender; Domestic Violence and its impact on women and children; Child Abuse, Substance Abuse; Diversity, Multicultural practice and Spirituality; and other topical issues.
Instruction: Lectures; class discussions; class problem solving and/or learner presentation
Assessment: Continuous assessment through class tests and/or assignments
Summative assessment: one 3 hour examination

SWK406/406E Mental Health and Clinical practice
Purpose: To introduce students to a basic working knowledge and a theoretical and practical understanding of mental health and mental illness within the practice of Social Work.
Content: includes mental health an mental illness; types and levels of mental illness; challenges to mental health in South Africa from a cultural perspective
Instruction: Lectures; class discussions and/or learner presentation
Assessment: Continuous assessment through class tests and/or assignments
Summative assessment: one 3 hour examination

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;
Assessment: Continuous assessment through class tests and/or assignments
Summative assessment: 3 hour examination

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: one 3 hour examination

SWK423/423E Rural and Urban Social Work
Purpose: To develop skills and intervention strategies pertaining to issues both in urban and rural communities.
Content: includes history of urban and rural development in South Africa; poverty and its manifestation in urban and rural communities; poverty alleviation strategies for the different contexts; challenges for application of social work intervention in urban and rural contexts; role of local government in urban and rural development;
Instruction: Lectures; class discussions; class problem solving; learner presentation
Credits: 16
Assessment: Continuous assessment through class tests and/or assignments
Summative assessment: one 3 hour examination

ELECTIVES: 184 CREDITS

Choose one course to be taken to the 3rd year level and another taken up to the 2nd year level from the following:
Sociology; Psychology; Criminology; Development Studies

Obtain 16 credits from either the courses not already selected from above or the following:
Economics; Environmental Studies; Political Science; History; Philosophy; Statistics; Social Anthropology; Afrikaans; English

SOCIAL WORK HONOURS

NOTE:
1. Prerequisites: All social work courses from first to the third year levels of study.
2. Students without Practical Experience have to register for Welfare Agency Internship.
3. Students who qualified with a 3-year degree and have practice experience should register for the
   *following two modules in the First Semester:
   SWK 511 Social Work Research
   SWK 501 Research Project

SWP511/511E Welfare Agency Internship
Purpose: To provide students 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.
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 Exams

SWK501/501E Research Project
Purpose: Application of research methods and skills to a relevant social work related enquiry
Content: includes development of a research proposal. To be of a more advanced level than required at the 4th year level.
Instruction: Supervised research process
Credits: 24
Assessment: Research proposal; Data presentation; Research report and research paper. No written Exams

*FIVE PAPERS should be SELECTED from the following:

SWK529/529E 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, seminar paper
Summative assessment: one 3 hour examination

SWK504/504E 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, seminar paper  
**Summative assessment:** one 3 hour examination

**SWK508/508E 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, seminar paper  
**Summative assessment:** one 3 hour examination

**SWK506/506E Mental Health and Clinical Practice 526E**  
**Purpose:** To introduce students to a basic working knowledge and a theoretical and practical understanding of mental health and mental illness within the practice of Social Work.  
**Content:** includes mental health an mental illness; types and levels of mental illness; challenges to mental health in South Africa from a cultural perspective  
**Instruction:** Lectures; class discussions and/or learner presentation  
**Credits:** 16  
**Assessment:** Continuous assessment through class tests and/or assignments, seminar paper  
**Summative assessment:** one 3 hour examination

**SWK505/505E Social Work Issues**  
**Purpose:** To introduce students to current social work issues  
**Content:** includes knowledge and understanding of two relevant issues from; Gender; Domestic Violence and its impact on women and children; Child Abuse, Substance Abuse; Diversity, Multicultural practice and Spirituality; other topical issues  
**Instruction:** Lectures; class discussions; class problem solving and/or learner presentation  
**Credits:** 16  
**Assessment:** Continuous assessment through class tests and/or assignments, seminar paper  
**Summative assessment:** one 3 hour examination

**SWK523 Rural and Urban Social Work**  
**Purpose:** To develop skills and intervention strategies pertaining to problems both in urban and rural communities
Content: includes poverty and its manifestation in urban and rural communities; poverty alleviation strategies for the different contexts; challenges for application of social work intervention in urban and rural contexts; role of local government in urban and rural development;

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

SWK527 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

Instruction: Lectures; class discussions;

Credits: 16

Assessment: Continuous assessment through class tests and/or assignments

Summative assessment: 3 hour examination

BACHELOR OF SOCIAL SCIENCE

(PROBATION AND CORRECTIONAL PRACTICE) HONOURS

The Department offers an Honours degree directed at social workers who wish to register and practice as probation officers. Preference will be given to students with a major in Social Work.

The program is offered on a full or part-time basis on the Alice Campus. The following modules are on offer:

PCS 501/501E: Agency Internship

Purpose: To provide learners with hands-on experience in the practice of probation and correctional services work under a suitably qualified and experienced practitioner within the field of Probation and Correctional Practice and a University lecturer.

Content: Practical implementation of theories and methods of intervention while working with offenders

Instruction: Regular supervision by both the agency supervisor and University lecturer.

Credits: 26

Assessment: case presentations by the student when the University lecturer visits the agency; comprehensive report/portfolio submitted by the student at the end of the internship; comprehensive report submitted by agency supervisor to the university lecturer at the end of the placement.
PCS 521/521E: Research Project
Purpose: Application of research skills to a relevant Criminal Justice related enquiry
Content: includes development of a research proposal
Instruction: Supervised research process
Credits: 26
Assessment: Research proposal; Data presentation; Research report; No written Exams

PCS 522/522E: Transformation Policy
Purpose: to examine Community and Criminal Justice within the framework of current transformation policy as outlined in the Social Welfare Action Plan.
Content: The following material will be covered:
• Restorative Justice
• Penal Policy and the Probation Services
• Victims and Victimology
• Criminology Perspectives in Criminal Justice Social Work
Instruction: Lectures and group discussions
Credits: 26
Assessment: Class tests and assignments.
Summative assessment: one 3 hour examination

PCS 523/523E: Probation and Correctional Practice
Purpose: To provide an overview of the field of Probation and Correctional Practice.
Content: All the relevant legislation will be examined and specific attention will be given to:
• Assessing and Addressing Offending Behaviour
• Risk Assessment and Risk Management, and
• Research methodologies appropriate in the field
Instruction: Lectures and group discussions
Credits: 26
Assessment: Class tests and assignments.
Summative assessment: one 3 hour examination.

PCS 524/524E: Probation Services
Purpose: To examine probation officer roles in detail, with the emphasis on occupational specific knowledge, skills, attitudes and values. The following will be addressed:
• Roles of the probation/correctional services officer,
• Substance abuse, mental health and crime,
• Professional development within the organisational context,
• Professional probation practice knowledge, skills, attitudes and values.
Instruction: Lectures and group discussions.
Credits: 26
Assessment: Class tests and assignments.
**Summative assessment:** one 3 hour examination.

**PCS 525/525E: Young People at Risk**

**Purpose:** To examine probation and correctional services policies and work with the youth in particular.

**Content:** The module will apply the content of modules 522, 523 and 524 to the priority group of young people.

**Instruction:** Lectures and group discussions.

**Credits:** 26

**Assessment:** Class tests and assignments.

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

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**MASTER OF SOCIAL WORK: (THESIS ONLY)**

The Department of Social Work and Social Development offers Masters degrees by dissertation on both the Alice and East London campuses.

SWK 600/600E    Research only

**MASTER OF SOCIAL WORK (COURSE WORK)**

Please Note: This program will not be implemented during 2011

The Department of Social Work and Social Development (East London Campus) also offers Masters degree by coursework and mini dissertation in the specialization areas of Counselling, Legal Social Work and Community Development. The coursework programme comprises two theory papers, a fieldwork paper and a research component (50% of the degree programme). The area of fieldwork practice depends on the choice of theory papers chosen by the student.

The specialization fields offer the following papers:

- **APP600E:** Advanced Probation Practice
- **CAM600E:** Custody, Access and Mediation
- **DAP600E:** Development and Poverty
- **CLM600E:** Community Management and Leadership
- **MCT600E:** Multi-Cultural Individual, Couple and Family Counselling
- **ACW600E:** Advanced Child Welfare
- **WIM600E:** Welfare Practice Implementation Management
- **WML600E:** Welfare Policy and Management
- **FDP600E:** Fieldwork Practice
- **SMD600E:** Mini Dissertation

Candidates who register for the Coursework Masters Programme can either choose to
specialise in one of the above fields or can combine any two papers to complete a more generic qualification.

Research theory is also taught in a block of three days in the first year of registration. Some candidates may be excused from this course if they are able to demonstrate an acceptable command of research theory.

CERTIFICATE IN SOCIAL AND COMMUNITY DEVELOPMENT
Please Note: This program will not be implemented during 2011

The Department offers a one year accredited Certificate Programme in Social and Community Development for those who are interested in beginning a career in community development practice and for those practitioners/professionals already in the social services profession who wish to orientate themselves in the developmental approach to social services. The course is made up of four modules and will be conducted in one week block sessions in April, May, June and August on the East London Campus. The course covers both the theory and practice of social and community development. The minimum admission requirement is matriculation exemption. Completion of this certificate may allow students to apply for recognition of prior learning (RPL) credits towards the Bachelor Degree in Social and Community Development to be introduced in 2011 by the Department.

The following Modules are offered:

**CDK 111E: Introduction to Social and Community Development**
Content: includes the South African development context; rural and urban development; human and community development; conceptual framework: community, development, social development, community development, social welfare, democracy and transformation; community development process and principles; working with groups and individuals; roles of the community development practitioner

Credits: 32
Assessment: Continuous assessment through assignment; seminar paper; journal/workbook; independent study and group discussions. The assignment and seminar paper will be group exercises. No written Exams.

**CDP 111E: Personal Attributes and Skills Development**
Content: In preparation for the practical work, the course will cover the following: Critical thinking; self-awareness and basic human values; attitudes and behaviour; value and practice of Ubuntu; interpersonal skills; interviewing and listening skills; Documentation and report writing skills.
Students will be provided with supervision and support throughout the practical fieldwork.

Credits: 32
Assessment: Continuous assessment through supervision, process and final reports; group exercises; journal and portfolio. No written Exams.

CDK 121E: Introduction to Historical and Theoretical Perspectives of Development
Content: includes developmental history of Africa and South Africa; history of Social and Community Development; theories/approaches to Social and Community Development; organizations and institutions of development; community development & entrepreneurship: 2 Case Studies of social and community development programmes and analysis; selection of a community social issue to present as a seminar paper
Credits: 32
Assessment: Continuous assessment through assignment; seminar paper; journal/workbook; independent study and group discussions. The assignment and seminar paper will be group exercises. No written Exams.

CDP 122E: Community Development Praxis
Content: In preparation for the practical work in the second semester, the course will cover the following: facilitation and conflict resolution skills; cooperate endeavour: values and teamwork; networking and partnership building skills; basic research skills for development/ action research; introduction to programme and project management; participatory approaches. Students will be provided with supervision and support throughout the practical fieldwork.
Credits: 32
Assessment: Continuous assessment through supervision, process and final reports; group exercises; journal and portfolio. No written Exams.

CAREER OPPORTUNITIES
Please Note: This program will not be implemented during 2011
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 Counselors
- Civil Servants and Local Government Officials
- Demographers
- HIV/AIDS workers
- Social Impact Assessors
- Social Workers
- Librarians
- Juvenile Justice Specialist
- Policy-makers
- Labour Consultants and Trainers
- Research Officers
- Development Consultants
- Journalists and Publishers
- Gender Officers
- Public Relations Officers
- Strategy and Change Managers and Consultants
- NGO Workers
- Teachers and Lectures
- Criminal Justice Specialist
• Media Officers
• Political Analysts
• Counseling Psychologists
• Counseling Trainer
• Clinical Psychologists
• Archivists
• Records Manager

CENTRE FOR THEOLOGY AND RELIGION

THEOLOGY OF HUMAN EMPOWERMENT PROGRAMME

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<table>
<thead>
<tr>
<th>Professor:</th>
<th>D T Williams</th>
<th>Dipl Educ (Bath), MA (Cantab), BD (London), DTh (Unisa)</th>
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<tr>
<td>Senior Lecturer &amp; Head of Centre</td>
<td>I G Chetty</td>
<td>BA Hons Psych (Unizul), B Theol, M Theol (Udw), D Min (Fuller, USA), D Phil (Unizul), PG Dip Psychological Counselling HIV&amp;AIDS (UKZN)</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

The Programme of Theology of Human Empowerment 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 and Diplomas

2.1 The following degrees are conferred in this Faculty programme:

- Bachelor of Theology B Th (10000)
- Bachelor of Theology (Honours) B Th (Hons) (11000)
- Master of Theology M Th (11500)
- Doctor of Theology D Th (13500)

2.2 The following diploma is granted in this Faculty programme:

- Diploma in Theology Dip Th (19000)

2.3 Theology NDP (19900)

Undergraduate level: Dip Th (will not be offered in 2011)

Th.3 Admission

A learner may be admitted to this qualification when

3.1 s/he has obtained the School-leaving Certificate of the Joint Matriculation Board or a certificate recognised by Senate as equivalent thereto

3.2 She/he has satisfied Senate that by virtue of his/her maturity s/he is competent to attend the programme.

3.3 The learner should have also satisfied 21 points Swedish rating in order to be admitted to the degree or 16-20 points Swedish rating for Senate Discretionary
Exemption

3.4 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.

Th.4 Composition of curriculum

This is a structured, professional qualification consisting of 384 credits and has the following curriculum:

4.1 Year 1

*Foundational:* TNT111; THB111; TCH111; TST111; THB121; TNT121; TCH121; TST121

*Electives:* (Any two of the following) TRS 111; TRS 121; THB112; TNT122; TET 111; ESP111; ESP122; or any other module in consultation with the Programme Coordinator

4.2 Year 2

Foundational: TPT111; THB211; TCH211; TST211 or TST 212; TPT121; TNT221; TCH221; TST221 or TST222.

4.3 Year 3

*Foundational:* TPT211; THB311/312; TST 311 or TST 312; TPT221; TNT322; TST321 or TST 322;

*Electives:* two modules (one per semester) from the following: TRS111; TRS121; TBH111; TBH121; TBH211; TBH221; TCC131; TCC132; GRA111; GRA121; GRB111; GRB121; GRK211; GRK221; or any other modules in consultation with the Programme Coordinator

**Undergraduate level: B Th**

Th.5 Admission

A learner may be admitted to this qualification when

5.1 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;

5.2 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;

5.3 s/he has obtained Senate Discretionary Exemption in terms of the regulations as applied by the Senate.

5.3.1 APR 111 and APR 122 (Academic Practices and Reasoning – non credit bearing) and ESP 111 and ESP 122 (English for Special Purposes - 32 credits) are compulsory modules for learners registered in terms of the SDE program.

5.4 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.
Composition of curriculum

This is a structured, professional qualification consisting of 384 credits and has the following curriculum:

6.1 Year 1

**Foundational:** TNT111; THB111; TCH111; TST111; THB121; TNT121; TCH121; TST121

**Electives:** (Any two of the following) THB112; TNT122; TET111; ESP111; ESP122; or any other module in consultation with the Programme Coordinator

6.2 Year 2

**Foundational:** TPT111; THB211; TCH211; TST211; TPT121; TNT221; TCH221; TST221

6.3 Year 3

**Foundational:** TPT211; TPT221

**Core:** Two first semester modules from the following: TCH311; THB311/312; THB313; TNT311; TNT312; TST311 or TST312. Two second semester modules from the following: TCH321; THB321; TNT321; TNT322; TST321 or TST322.

**Electives:** Two modules (one per semester) from the following: TRS111; TRS121; T BH111; T BH121; T BH211; T BH221; TCC131; TCC132; GRA111; GRA121; GRB111; GRB121; GRK211; GRK221; or any other modules in consultation with the Programme Coordinator

6.4 Credit will not be given for both TST211 and TST311, for both TST221 and TST321, for both TST212 and TST312, or both TST222 and TST322.

Exemption from modules taken at other institutions

A learner who has obtained a 3-year Diploma in Theology at an institution recognised by Senate and whose qualifications are recognised by SAQA, may be exempted from up to one half of the modules necessary for the Bachelor or Diploma in Theology if similar modules have been successfully completed at that institution.

Postgraduate level: B Th (Hons)

Admission

8.1 A learner may be admitted as a candidate for the degree Bachelor of Theology (Honours) when s/he:

8.1.1 has been admitted to the degree of Bachelor of Theology or to the status of Bachelor of Theology at the University;

8.1.2 has been admitted to the degree Bachelor of Arts at this or another University with Biblical Studies and Systematic Theology as “major subjects”;

8.1.3 qualifies in terms of paragraph G.15 of the general rules for the honours degree of Bachelor.

8.2 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 Programme Unit, at the recommendation of the relevant qualification coordinator(s).

8.3 A learner who holds at least a 3-year Diploma in Theology obtained at an institution recognised by Senate and SAQA may be recommended by the Programme Coordinator 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 Programme Coordinator.

8.4 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 Programme Coordinator to Senate for B Th status.

8.5 Students may also be admitted in terms of the University policy on Recognition of Prior Learning.

9.1 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.

9.2 A learner may, with the permission of the Programme Coordinator, attend and complete the programme on a part-time basis in no less than four semesters and not more than six semesters, which may spread over four years.

10.1 The degree may be conferred in one of the following subjects:
- Old Testament/Hebrew Bible
- New Testament
- Systematic Theology
- Church History
- Practical Theology
- Biblical Studies (a combination of Old Testament/Hebrew Bible and New Testament modules)

10.2 A learner has to follow at least two modules in the chosen area of specialisation.

10.3 With the permission of all the relevant qualification and module coordinators, a learner may choose two modules from areas other than that of his/her specialisation.

Postgraduate level: M Th

For details about the qualification for registration, duration of programme and dissertation refer to the General Rules for the degree of Master.

11.1 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.

11.2 A learner shall be admitted for the M Th degree if she/he has been admitted to the degree of B Th (Hons) at this University or to equivalent status.

11.3 A learner who seeks admission to the M Th by dissertation has to submit a research proposal to the Faculty through the Programme Coordinator, in which s/he explains the intended topic of study and sets out the methods to be employed and a preliminary list of primary and secondary sources to be used.

11.4 A learner admitted to the M Th may be required by the Programme Coordinator and/or Faculty to take ancillary examinations in relevant undergraduate or honours module or areas of study concurrently with his/her Masters degree.

Th.12 Duration of the programme

12.1 The Masters programme shall extend over not less than two consecutive semesters of full-time study and not more than four semesters over three years (Structured Masters Programme).

12.2 A learner may, with the permission of the Programme Coordinator, attend and complete the programme on a part-time basis in not more than eight consecutive semesters.

Th.13 Areas of specialisation

13.1 The degree may be conferred in one of the following subjects:

- Old Testament/Hebrew Bible
- New Testament
- Systematic Theology
- Church History
- Practical Theology
- Biblical Studies (a combination of Old Testament/Hebrew Bible and New Testament modules, with no language prerequisites)

13.2 Depending on the nature and area of specialisation for Masters and on recommendation of the Programme Coordinator, a learner shall complete the following modules, unless exempted on the grounds of modules previously completed:

13.2.1 In Old Testament/Hebrew Bible: TBH111; TBH121; TBH211; TBH221

13.2.2 In New Testament: GRA111; GRA121; GRB111; GRB121; GRK211; GRK221

13.3 Presenting and submitting a final, edited and approved mini-dissertation is compulsory in a structured Masters Programme

13.4 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 all the relevant qualification and module coordinators, choose one module from an area other than that of his/her specialisation.
Th.14 Examinations
With permission of the Programme Coordinator, a learner shall
14.1 EITHER submit a dissertation on an approved topic (dissertation Masters)
14.2 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: D Th

Th.15 Admission
15.1 The General Rules are applicable for admission to the D Th degree.
15.2 The doctoral programme consists of a full-length thesis, completed under competent supervision.

Foundation Programme

Th 16 Foundation Programme
Th.16.1 Duration of Curriculum
Foundation Programme students must take one more year to complete their degree than mainstream students.

Th. 16.2 Composition of First Year Curriculum

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Th.16.3 Second year to follow normal first year B Th curriculum
DESCRIPTION OF THEOLOGY AND RELIGION MODULES

ETHICS

TET 111 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

TET 311 Morality in Christianity and Africa: a creative encounter
Purpose: Learners acquire the potential to formulate and apply ethical insights gained from the creative encounter between Christian and African morality to a variety of different moral issues in South Africa today
Contents: Religion and ethics: Inter religious dialogue and the role of values within society; The relation between religion and ethics; theological ethics; Case study: e.g. an Old Testament perspective on e.g. capital punishment and abortion; Human sexuality: body and identity: A comparative study of sexuality in biblical times and contemporary society; Investigation of the function of body and sexuality in constructing identity today; Exploring ethical dimensions in/of human sexuality today; Economic ethics: Biblical perspectives on economic ethics (Hebrew prophets on land and economic order, guidelines from legal traditions and wisdom literature, New Testament considerations); Investigating underlying value assumptions in the dominant - and conflicting - Western and traditional African economic approaches and testing the newer idea of a social market economy; Major theories on distributive justice and problems with its South African application (e.g. land, affirmative action, worker participation in economic decision making); Environment and technology: Survey of the beliefs concerning the relationship to and use of the material held by Modern Western society, Christian traditions, African Traditional beliefs, Hinduism and Islam; Contrast between first and third world attitudes to the environment and critique of the belief on dominion over the environment from a Christian perspective; Is a sustainable relationship to the environment possible and desirable?
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
AFRICAN CHRISTIAN HERITAGE & VISION

TCH111 History of African Christianity
Purpose: Learners are to identify general trends in the history of African Christianity
Contents: African Christianity in the Medieval period; Renewal of mission East and Central Africa; West Africa; West Central Africa; Northern Africa; Independent Black Africa: Church, State and Society
Instruction: Minimum of 135 minutes per week; Self-study/learning
Credits: 16
Assessment: Continuous assessment through: Participation in class; Assignments and essays
Summative Assessment: 3 Hour Examination

TCH121 African Christianity in Antiquity
Purpose: Learners are required to identify challenges facing the church in the wider context of the period (social, political, economic, cultural, religious)
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; Relevant issues in the interpretation of Scripture
Instruction: Minimum of 135 minutes per week; Self-study/learning
Credits: 16
Assessment: Continuous assessment through: Participation in class; Assignments and essays
Summative Assessment: 3 Hour Examination

TCH211 Reformation as Process (semper reformanda)
Purpose: Learners are required to identify key issues in the Reformation period (socio/politico/theological) and engage in critical discourse on these issues
Contents: Tradition of Christian diversity; Scripture, tradition and authority; Doctrinal debate; Externals of Protestantism and Roman Catholicism; Priesthood and ministry; Reformation and mission; Church and worship; Intolerance and exclusivism; Ecumenism; Reformation and secular society
Instruction: Minimum of 135 minutes per week; Self-study/learning
Credits: 16
Assessment: Continuous assessment through: Participation in class; Assignments and essays
Summative Assessment: 3 Hour Examination

TCH221 History of Christianity in South Africa in the Twentieth Century
Purpose: Learners are to acquire the ability to discuss at an academic level the
Contents: Expansion of Christianity (second half nineteenth century); Impact of
discovery of gold; Christianity, imperialism and colonial warfare; 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; Study of significant
documents of the period; Use of the Bible in African Theology

Instruction: Minimum of 135 minutes per week; Self-study/learning

Credits: 16

Assessment: Continuous assessment through: Participation in class; Assignments and
essays

Summative Assessment: 3 Hour Examination

TCH311 Revivals, Revolutions and Missions

Purpose: Learners are to demonstrate the relationship between development in
Europe and the missionary enterprise as a prelude to modern African
Christian history 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 and
other notable Africans; The Roman Catholic Church in the 18th & 19th
centuries; The rise of the missionary movement; Industrialism and the Social
Gospel

Instruction: Minimum of 135 minutes per week; Self-study/learning

Assessment: Continuous assessment through: Participation in class; Presentation of
prepared papers

Summative Assessment: 3 Hour Examination

Credits: 16

TCH321 Modern Christian History

Purpose: Learners will identify challenges facing Christianity in the contemporary world
and discuss how these may be resolved

Content: The Ecumenical Movement; The Church under totalitarian regimes;
Theological developments in Europe; Twentieth century Roman Catholic
Christian history; he development of liberation theologies; Relevant issues in
the interpretation of Scripture

Instruction: Minimum of 135 minutes per week; Seminars; Self-study/learning

Assessment: Continuous assessment through: Participation in class; Presentation of
prepared papers

Summative Assessment: 3 Hour Examination

Credits: 16

TCH501 The Apostolic Fathers

Purpose: Learners will identify the major issues in the period under study, interact with
confidence and competence at an academic level and apply skills required 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:** Minimum of 135 minutes per week; Seminars; Self-study/learning

**Assessment:** Continuous assessment through: Participation in class; Seminar papers

**Summative Assessment:** 3 Hour Examination

**Credits:** 32

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**TCH502: Calvin: Church and State**

**Purpose:** Learners will identify the major issues in the period under study, interact with confidence and competence at an academic level and apply skills required to other areas of Christian history

**Content:** Calvin: Institutes of the Christian Religion - Book IV

**Instruction:** Minimum of 135 minutes per week; Seminars; Self-study/learning

**Assessment:** Continuous assessment through: Participation in class; Seminar papers

**Summative Assessment:** 3 Hour Examination

**Credits:** 32

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**TCH503 Extended Essay**

**Purpose:** To enable learners to conduct independent research on a topic of their choice

**Contents:** Capita selecta

**Instruction:** Regular supervision

**Assessment:** Regular submissions of sections of as well as final essay

**Credits:** 32

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**TCH701 Growth and Influence of Mission and Ecumenical Studies**

**Purpose:** Identify the major issues in the area studied, interact with confidence and competence at an academic level and apply skills 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:** Minimum of 135 minutes per week; Seminars; Self-study/learning

**Credits:** 64

**Assessment:** Continuous assessment through: Participation in class; Seminar papers

**Summative Assessment:** 3 Hour Examination
TCH702 Church and Society in South Africa - an empowerment perspective

**Purpose:** Identify the major issues in the area studied, interact with confidence and competence at an academic level and apply skills 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; The Road to Damascus: Kairos & Conversion, 1989; Rustenberg Declaration, 1990; Declarations from mainstream churches

**Instruction:** Minimum of 135 minutes per week; Seminars; Self-study/learning

**Credits:** 64

**Assessment:** Continuous assessment through: Participation in class; Seminar papers

**Summative Assessment:** 3 Hour Examination

TCH703 Modern Roman Catholic Christian History

**Purpose:** Identify the major issues in the area studied, interact with confidence and competence at an academic level and apply skills 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:** Minimum of 135 minutes per week; Seminars; Self-study/learning

**Credits:** 64

**Assessment:** Continuous assessment through: Participation in class; Seminar papers.

**Summative Assessment:** 3 Hour Examination

TCH704 Mini-dissertation

**Purpose:** To enable learners to conduct advanced, independent research on a topic of their choice

**Contents:** Capita selecta

**Instruction:** Regular supervision

**Credits:** 64

**Assessment:** Regular submissions of sections of the work

**Summative Assessment:** Submission of the final mini-dissertation

BIBLICAL HEBREW

TBH111 Introduction to Biblical Hebrew

**Purpose:** Broad 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 135 minutes per week; Tutorials, self-study packages, expository lectures and learner-led seminars  
Credits: 16  
Assessment: Continuous assessment through: Group discussions; Assignments  
Summative Assessment: 3 Hour Examination  
Prerequisite: None

TBH121 Introduction to Biblical Hebrew (Continued)  
Purpose: Broad knowledge of Hebrew grammar and vocabulary and its specific application to selected narrative passages in the Hebrew Bible  
Contents: Hebrew grammar; Introduction to the language of the Old Testament  
Instruction: Minimum of 135 minutes per week; Tutorials, self-study packages, expository lectures and learner-led seminars based on assignments, book reviews  
Credits: 16  
Assessment: Continuous assessment through: Group discussions; Assignments  
Summative Assessment: 3 Hour Examination  
Prerequisite: TBH 111

TBH211 Biblical Hebrew (Grammar - Continued)  
Purpose: Develop ability to read and translate selected passages from the Hebrew Bible  
Contents: Hebrew grammar  
Instruction: Minimum of 135 minutes per week; Tutorials, self-study packages, expository lectures and learner-led seminars  
Credits: 16  
Assessment: Continuous assessment through: Group discussions; Assignments  
Summative Assessment: 3 Hour Examination  
Prerequisite: TBH111; TBH121

TBH221 The Hebrew Bible Within its Wider Textual Context.  
Purpose: Understanding and interpreting the Hebrew Bible within its wider textual context.  
Contents: Textual criticism of the Hebrew Bible  
Instruction: Minimum of 135 minutes per week; Tutorials, self-study packages, expository lectures and learner-led seminars  
Credits: 16  
Assessment: Continuous assessment through: Group discussions; Assignments  
Summative Assessment: 3 Hour Examination  
Prerequisite: TBH111; TBH121; TBH211

TBH311 Grammar/Semitic linguistics  
Purpose: To attain detailed knowledge of Biblical Hebrew (grammar and vocabulary) and the ability to apply this to the reading, translating and understanding of
selected texts from the ancient Near East.

**Contents:** Study of selected chapters (translation, grammatical comment, context and background). Selected topics from Semitic history and culture. Principles of exegesis

**Instruction:** Expository lectures and learner presentation

**Credits:** 16

**Assessment:** Continuous assessment through: Class tests and assignments.

**Summative Assessment:** 3 Hour Examination

**Prerequisite:** TBH211, TBH221

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**TBH322 Semitic languages (Aramaic, Ugaritic, Coptic, Accadian, Modern Hebrew)**

**Purpose:** To attain detailed knowledge and skills to read and analyse selected writings from the ancient Near East. (translation, grammar and metre, textual criticism, context and content, genre and text type).

**Contents:** Introductory grammar; Translation from seen & unseen texts into English; Principles of exegesis

**Instruction:** Expository lectures and learner presentation

**Credits:** 16

**Assessment:** Continuous assessment through: Class tests and assignments.

**Summative Assessment:** 3 Hour Examination

**Prerequisite:** TBH211, TBH221

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**BST111 Introduction to the study of the Bible**

**Purpose:** Introduction to the study of the Old Testament: Overview; Comprehension of methodological presuppositions in the study of the Hebrew Bible. Sound knowledge of the foundational aspects of New Testament (NT) studies and corresponding skills in reading these documents, within the context of both early Christianity as well as today. Develop ability to read the Hebrew Scriptures critically.

**Contents:** Introduction to the Hebrew 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 NT; The Bible and/as literature; Unity and diversity in and around the NT; NT canon as historical development: authority and power; Textuality, language, representation and reality.

**Instruction:** Minimum of 135 minutes per week; Self-study packages, expository lectures and Student-led seminars

**Credits:** 16

**Assessment:** Continuous assessment through: Group discussions; Assignment; Tests.

**Summative Assessment:** 3 Hour Examination

**Prerequisite:** None

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**BIBLICAL STUDIES**
BST121 Introduction to the message of the Bible

**Purpose:** Introduce the Bible as Literature, with a specific focus on the various genres in the Hebrew Bible; Demonstrate the ability to identify and interpret various genres of the Hebrew Scriptures; Developing critical, analytical skills with regard to the relationship between literature and context, past and present. 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 both early Christianity as well as today.

**Contents:** Identifying and interpreting the Literary Genres of the Hebrew 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

**Instruction:** Minimum of 135 minutes per week; Self-study packages, expository lectures and Student-led seminars

**Credits:** 16

**Assessment:** Continuous assessment through: Group discussions; Assignment; Tests.

**Summative Assessment:** 3 Hour Examination

**Prerequisite:** None

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BST211 The Bible as Literature

**Purpose:** Introduction to exegesis/ reading strategies in the interpretation of the Hebrew Bible; Explicate the Hebrew Scriptures responsibly and accountably.

**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); Hermeneutics (methodological presuppositions, world view that influenced the study of the Hebrew Scriptures)

**Instruction:** Minimum of 135 minutes per week; Self-study packages, expository lectures and Student-led seminars

**Credits:** 16

**Assessment:** Continuous assessment through: Group discussions; Assignment; Tests.

**Summative Assessment:** 3 Hour Examination

**Prerequisite:** None

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BST221 Exposition of the Bible

**Purpose:** The reading and interpretation of NT texts in an adequate way and for all its worth, conscious of all its risks, within the wider ambit of interpreting life

**Contents:** 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.

**Instruction:** Expository lectures; Student-led seminars

**Credits:** 16

**Assessment:** Continuous assessment through: Essay and tests; Reviews of books and articles on themes relevant to module.

**Summative Assessment:** 1 three hour examination

**Prerequisite:** None

### BST311 The Bible and Faith

**Purpose:** Contribute towards the development of a distinctive African Christianity with specific reference to the interpretation of the Hebrew Bible. Foster respect for the African heritage and its role, nationally and internationally, with regard to the interpretation of the Hebrew Bible. Demonstrate knowledge of the variegated principles of the Hebrew Scriptures and its application on the question of what is presently known as ‘human rights’.

**Contents:** The contextualisation of the Hebrew Scriptures 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 Hebrew Bible. The right to be human according to the Hebrew Scriptures; Hermeneutical aspects (methodological presupposition, worldview) that influenced the study of the Hebrew Bible in South Africa; The use and abuse of the Hebrew Bible: The Hebrew Scriptures as basis to justify racism (Babylonian Talmud and Midrashim); De-Africanisation tendencies in contemporary Western/Eurocentric biblical scholarship; The Hebrew Scriptures as basis to justify Apartheid; The witness of the Hebrew Scriptures: for or against human rights?

**Instruction:** Minimum of 135 minutes per week; Self-study packages, expository lectures and Student-led seminars

**Credits:** 16

**Assessment:** Continuous assessment through: Group discussions; Assignment; Tests.

**Summative Assessment:** 3 Hour Examination

**Prerequisite:** None

### BST322 New Testament and Social Action

**Purpose:** Discern the social justice perspectives of the NT and prove competence in applying these insights to contemporary issues

**Contents:** NT as documents of “social engineering”: destructive and constructive (Social) Justice as primary theme of the NT; NT on reconciliation and reconstruction: SA; NT and human rights: gender and sexual orientation; NT and the role of women in society; NT on war and peace (harmony, non-violence, pacifism); NT on truth, honesty and corruption; NT on work, poverty and debt; Apocalypticism as radical, anti-establishment prophecy

**Instruction:** Minimum of 135 minutes per week; Expository lectures; Learner
presentation; Critical reviews of relevant contributions; Seminar

Credits: 16
Assessment: Continuous Assessment: Learner presentations; Critical reviews; Participating in seminar.
Summative Assessment: Assignment: Profile of action against racial and sexual discrimination; 3 Hour Examination
Prerequisite: None

PRACTICAL THEOLOGY

TPT121F Introduction to the practice of theology in South Africa
Purpose: Learners are to acquire an introductory knowledge of the basic issues in Practical Theology and understand the expression of Christianity in South Africa.
Contents: Survey of the basic issues in Practical Theology and obtain an overview of the church in Southern Africa: activities, size and distinctive of major groups and basic ideas of other religions present in South Africa.
Instruction: 135 minutes per week; Self-study packages, expository lectures and learner-led seminars
Credits: 8
Assessment: Continuous assessment through assignments and tests
Summative Assessment: 1 1/2 Hour Examination

TPT111 Church in African context.
Purpose: Enabling learners to appreciate the social structures, institutions and systems that constitute society, and acquiring 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 135 minutes per week; Self-study/learning; Individual and collaborative research tasks
Credits: 16
Assessment: Continuous assessment through: Participation in class; Making a local community profile; assignments and essays; Tests
Summative Assessment: 3 Hour Examination

TPT121 Worship in African context.
Purpose: Enabling 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 democratic and secular society.
Contents: Liturgy and worship; Christian calendar and constitutional democracy; 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 135 minutes per week; Self-study/learning; Individual and collaborative research tasks

Credits: 16

Assessment: Continuous Assessment: Participation in class; Prepare an act of worship for a specific occasion; Prepare a pastoral sermon; Tests

Summative Assessment: 3 Hour Examination

TPT211 Healing in African Context

Purpose: Enabling learners to appreciate the challenges and opportunities presented by modernity and constitutional democracy in the Church’s ministry of providing pastoral care and counselling, and finding authentic ways of helping people cope with attendant existential and ontological problems.

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 135 minutes per week; Self-study/learning; Individual and collaborative research tasks

Practicals: Practical work placements in hospitals, prisons and community based projects. Church attachments

Credits: 16

Assessment: Continuous assessment through: Participation in class; Preparation of report for case study; Individual and collaborative research tasks; Tests

Summative Assessment: 3 Hour Examination

TPT221 Outreach in African Context

Purpose: Develop comprehensive theological articulation on ecclesiastical discourse and engagement in civil society for social transformation.

Contents: 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 and community based projects. Church attachments

Credits: 16

Assessment: Continuous assessment through: Participation in class; Preparation of report for case study; Individual and collaborative research tasks; Tests

Summative Assessment: 3 Hour Examination
TPT501 Pastoral Care in Holistic Perspective
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.
Contents: 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: Minimum of 135 minutes per week; Self-study/learning; Individual and collaborative research tasks
Credits: 32
Assessment: Continuous assessment through: Seminar work
Summative Assessment: 3 Hour Examination

TPT502 Liberative Homiletics
Purpose: Cultivate confidence in interpreting both the biblical text and the ethos of the community in which it is proclaimed
Contents: 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: Expository lectures; learner presentations; Seminars
Credits: 32
Assessment: Continuous assessment through: two prepared sermons; Seminar work
Summative Assessment: 3 Hour Examination

TPT503 Christian Religious Education in Contemporary Society
Purpose: Enabling learners to develop comprehensive theological articulation in relation to inter-faith dialogue and how religion impacts in tangible ways to socio-cultural, moral renewal and developmental aspects
Contents: Christian religious education and contemporary theological theorists; The Kingdom of God and social change; Inter-faith dialogue for moral renewal; Human rights and religio-cultural imperatives for social transformation.
Instruction: Paper presentations through seminars; Case study research; Self-study/learning
Credits: 32
Assessment: Continuous Assessment: Seminar work
Summative Assessment: 3 hour examination

TPT504 Extended Essay
Purpose: To enable learners to conduct independent research on a topic of their choice
Contents: Capita selecta
Instruction: Regular supervision
Credits: 32
Assessment: Regular submissions of sections of as well as final essay

TPT701 African Pastoral Hermeneutics and Liturgics in Dialogue with the West
Purpose: Developing an independent ability by learners 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 identify continuities and discontinuities between traditional African cultural practices and contemporary situations towards the Church’s coping-healing ministry.
Contents: 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: Minimum of 135 minutes per week; Self-study/Research; Participatory research
Credits: 64
Assessment: Continuous assessment through: Seminar work
Summative Assessment: 4 Hour Examination

TPT702 Christian Religious Education in Ecumenical context.
Purpose: Developing an independent ability by learners to become aware of the political nature of education as a tool in social transformation and utilize opportunities presented by Christian religious education to promote values of human dignity, equality, sanctity of life and religious tolerance in the context of constitutional democracy and human rights
Contents: 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: Minimum of 135 minutes per week; Self-study/Research; Participatory research
Credits: 64
Assessment: Continuous assessment through: Seminar work
Summative Assessment: 4 Hour Examination

TPT703 Christian Outreach in Society
Purpose: Developing a deeper understanding in learners of how educational activity becomes a multi-facetted phenomenon permeating every aspect of life and how this factor should promote values of religious cooperation and collaboration in the realization a better and comprehensive quality of life
Contents: 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: Minimum of 135 minutes per week; Self-study/Research; Participatory research
Credits: 64
Assessment: Continuous assessment through: Seminar work
Summative Assessment: 4 Hour Examination

TPT704 Mini-dissertation
Purpose: To enable learners to conduct advanced, independent research on a topic of their choice
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

**OLD TESTAMENT/HEBREW BIBLE**

**THB 111 F The Hebrew Bible - Text and Context**
Purpose: Introduction to the study of the Hebrew Bible/Old Testament
Develop a broad knowledge of the structure, content and context of the Hebrew Bible. Equip learners with basic academic skills (Information Literacy) enabling them to succeed within the context of higher education
Contents: Introduction to the Hebrew Bible (content and context)
Preliminary exploration of theological themes Historical setting/context (History, Geography and Archaeology)
Instruction: 135 minutes per week; Self-study packages, expository lectures and learner-led seminars
Credits: 8
Assessment: Continuous assessment through assignments and tests
Summative Assessment: 1 1/2 Hour Examination

**THB 111 The Hebrew Bible Formation and Context**
Purpose: Introduction to the study of the Old Testament: Overview: Comprehension of methodological presuppositions in the study of the Hebrew Bible. Develop ability to read the Hebrew Scriptures critically
Contents: Introduction to the Hebrew Bible; Formal characteristics and formation: the Torah, the Prophets and the Writings; Historical setting (context); Geography and Archaeology; Preliminary exploration of theological themes
Instruction: 75 minutes per week; Self-study packages, expository lectures and learner-led seminars
Credits: 8
Assessment: Continuous assessment through: Group discussions; Assignment; Tests
Summative Assessment: 1½ Hour Examination

**THB 112 The Ten Commandments and Human Rights**
Purpose: Elucidate Old Testament (Biblical) perspectives on moral behaviour and the relationship between religion and morality.
Contents: The Ten Commandments as spiritual foundation and basis of moral thought in Israelite life: the claiming of human life by God; the fullness of humanity as adequate representation of God on earth; no misuse of the power of religion to do harm; balancing commitment to work with sacred rest and reflection upon life’s meaning; the interconnection between parents and children in the family and its effect on all human relationships; respect for the mystery of life as a gift and the prohibition to take human life, unless on God’s behalf; no contempt for the joy of human sexual engagement, which unites male and female into a unique sharing of life - the nucleus of the family; no stealing of the material goods of the community and the excesses of rampant capitalism; no public perversion of the truth and the corruption of civil institutions; no lusting after the life or goods of others

Instruction: Minimum of 135 minutes per week; Self-study packages, expository lectures and learner-led seminars

Credits: 16

Assessment: Continuous assessment through: Group discussions; Assignment; Tests

Summative Assessment: 3 Hour Examination

THB121 Exploring Genres of the Hebrew Bible

Purpose: Introduce the Bible as Literature, with a specific focus on the various genres in the Hebrew Bible; Demonstrate the ability to identify and interpret various genres of the Hebrew Scriptures; Developing critical, analytical skills with regard to the relationship between literature and context, past and present

Contents: Identifying and interpreting the Literary Genres of the Hebrew 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

Instruction: 75 minutes per week; Self-study packages, expository lectures and learner-led seminars

Credits: 8

Assessment: Continuous assessment through: Group discussions; Assignment; Tests

Summative Assessment: 1 1/2 Hour Examination

THB211 Interpreting the Texts of the Hebrew Bible

Purpose: Introduction to exegesis/reading strategies in the interpretation of the Hebrew Bible; Explicate the Hebrew Scriptures responsibly and accountably.

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); Hermeneutics (methodological presuppositions, world view that influenced the study of the Hebrew Scriptures)

Instruction: Minimum of 135 minutes per week; Self-study packages, expository lectures and learner-led seminars

Credits: 16
Assessment: Continuous assessment through: Group discussions; Assignment; Tests
Summative Assessment: 3 Hour Examination

THB 311 African Reading of the Hebrew Bible
Purpose: Contribute towards the development of a distinctive African Christianity with specific reference to the interpretation of the Hebrew Bible. Foster respect for the African Heritage and its role, national and international, with regard to the interpretation of the Hebrew Bible.

Contents: The contextualisation of the Hebrew Scriptures 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 Hebrew Bible

Instruction: 75 minutes per week; Self-study packages, expository lectures and learner-led seminars
Credits: 8
Assessment: Continuous assessment through: Group discussions; Assignment; Tests
Summative Assessment: 1 1/2 Hour Examination

THB 312 The Hebrew Bible and Human Rights
Purpose: Demonstrate knowledge of the variegated principles of the Hebrew Scriptures and its application on the question of what is presently known as “human rights”

Content: The Right to be human according to the Hebrew Scriptures; Hermeneutical aspects (methodological presupposition, worldview) that influenced the study of the Hebrew Bible in South Africa; The use and abuse of the Hebrew Bible: The Hebrew Scriptures as basis to justify racism (Babylonian Talmud and Midrashim); De-Africanisation tendencies in contemporary Western/Eurocentric biblical scholarship; The Hebrew Scriptures as basis to justify Apartheid; The witness of the Hebrew Scriptures: for or against human rights?

Instruction: 75 minutes per week; Self-study packages, expository lectures and learner-led seminars
Credits: 8
Assessment: Continuous assessment through: Group discussions; Assignment; Tests
Summative Assessment: 1 1/2 Hour Examination

THB 313 African Reading of the Hebrew Bible
Purpose: Contribute towards the development of a distinctive African Christianity with specific reference to the interpretation of the Hebrew Bible. Foster respect for the African heritage and its role, national and international, with regard to the interpretation of the Hebrew Bible

Contents: The contextualisation of the Hebrew Scriptures 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 Hebrew Bible

**Instruction:** Minimum of 135 minutes per week; Self-study packages, expository lectures and learner-led seminars

**Credits:** 16

**Assessment:** Continuous assessment through: Group discussions; Assignment; Tests

**Summative Assessment:** 3 Hour Examination

**THB 321 Ethics and Social Values of the Hebrew Bible and its Relevance**

**Purpose:** Biblical values as a corrective to contemporary value and the rediscovery of our humanity

**Contents:** Justice and Righteousness in the Hebrew Bible, its Ancient Near Eastern context and its impact on present discussions of social justice; Righteousness as order of the world in cosmos and society (specific reference to Egyptian Ma’at, environment, ecology, politics, social life); Land and justice (land ideologies, divine ownership of land, land loss and resistance; land reform and the Jubilee, South African land restitution); The option for the poor in the Hebrew Bible; The Hebrew Bible and Sexuality

**Instruction:** Minimum of 135 minutes per week; Self-study packages, expository lectures and learner-led seminars

**Credits:** 16

**Assessment:** Continuous assessment through: Group discussions; Assignment; Tests

**Summative Assessment:** 3 Hour Examination

**THB501 The Historical Context of the Hebrew Bible**

**Purpose:** Clarification of the cultural processes, which constituted human life in the past. Advanced study regarding the historical embeddedness of the Hebrew

**Contents:** The world of Ancient Israel; An investigation regarding the context(s) in which the Hebrew Bible originated, based on all the relevant historical, textual and cultural information available; The social structures and environment in which the Hebrew Bible emerged form part of this study

**Instruction:** Self-study packages, expository lectures and learner-led seminars

**Credits:** 32

**Assessment:** Continuous assessment through: Group discussions; Assignment; Tests

**Summative Assessment:** 3 Hour Examination

**THB 502 Theology of the Hebrew Bible**

**Purpose:** Demonstrate a critical understanding of, share insight into the evolution of contemporary South African society, and participate in the ongoing process of development (at socio-economical as well as environmental levels) in the light of the theology of the Hebrew Bible

**Contents:** Theology of the Hebrew Bible and Human Rights; The History of the discipline; Theological discourse about God; God’s gifts to humankind (liberation, the land, leaders); Human Rights: Teachings governing Social Relationships and Property and its contemporary relevance
**Instruction:** Self-study packages, expository lectures and learner-led seminars

**Credits:** 32

**Assessment:** Continuous assessment through: Group discussions; Assignment; Tests

**Summative Assessment:** 3 Hour Examination

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**THB 503 Prophecy and Society in the Hebrew Bible**

**Purpose:** Utilise the Hebrew Bible towards the critical assessment of society in pursuance of righteousness, harmony and order

**Contents:** The prophetic movement in Ancient Israel against its Ancient Near Eastern background; Sociological and anthropological (including African-critical) approaches to classical Hebrew prophecy; Overview of pre-exilic, exilic and post-exilic prophets; Case study of eighth century prophecy; Social-scientific and rhetorical-critical exegesis of selected chapters from the 8th century prophets: Amos, Hosea, Isaiah, Micah; Major themes in the prophetic literature: Politics, economics, land, administration of justice, religion, prophetic conflict; The socio-historical and societal context of 8th century BCE Israel; The role and contribution of religious-intellectual leadership in Ancient Israel

**Instruction:** Self-study packages, expository lectures and learner-led seminars

**Credits:** 32

**Assessment:** Continuous assessment through: Group discussions; Assignment; Tests

**Summative Assessment:** 3 Hour Examination

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**THB504 Extended Essay**

**Purpose:** To enable learners to conduct independent research on a topic of their choice

**Contents:** *Capita selecta*

**Instruction:** Regular supervision

**Credits:** 32

**Assessment:** Regular submissions of sections of as well as final essay

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**THB 701 History of the Old Testament**

**Purpose:** Adequate understanding and interpretation of 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:** Tutorials, self-study packages, expository lectures and learner-led seminars based on assignments, book reviews etc.

**Credits:** 64

**Assessment:** Continuous assessment through: Group discussions; Assignments

**Summative Assessment:** 3 Hour Examination
THB 702 Theology of the Land

Purpose: 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); A Theology of the Land: Ideal or Reality?

Instruction: Tutorials, self-study packages, expository lectures and learner-led seminars based on assignments, book reviews etc.

Credits: 64

Assessment: Continuous assessment through: Group discussions; Assignments

Summative Assessment: 3 hour Examination

THB 703 Ethical Traditions in the Hebrew Bible

Purpose: Draw upon the Hebrew Bible in re-establishing the religious nature of ethical norms and in redeveloping moral knowledge for society

Contents: 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: Tutorials, self-study packages, expository lectures and learner-led seminars based on assignments, book reviews etc.

Credits: 64

Assessment: Continuous assessment through: Group discussions; Assignments

Summative Assessment: 3 Hour Examination

THB 704 Mini-dissertation

Purpose: To enable learners to conduct advanced, independent research on a topic of their choice

Contents: Capita selecta

Instruction: Regular supervision

Credits: 64

Assessment: Regular submissions of sections of the work; submission of the final mini-dissertation
NEW TESTAMENT (NT)

TNT121F Documents of Christian Scripture: Text and Context

Purpose: Introduction to the study of the New Testament
Develop a broad knowledge of the structure, content and context of the New Testament. Equip learners with basic academic skills (Information Literacy) enabling them to succeed within the context of higher education

Contents: Introduction to the New Testament (content and context)
Preliminary exploration of theological themes, historical setting/context (History, Geography and Archaeology)

Instruction: 135 minutes per week; Self-study packages, expository lectures and learner-led seminars

Credits: 8

Assessment: Continuous assessment through: Participation in class; Assignments and essays; Tests

Summative Assessment: 1½ Hour Examination

TNT 111 Documents of Christian Scripture: An introduction

Purpose: Sound knowledge of the foundational aspects of NT studies and corresponding skills in reading these documents, within the context of both early Christianity as well as today

Contents: Formal characteristics and literary genres found in the NT; The Bible and/as literature; Unity and diversity in and around the NT; New Testament canon as historical development: authority and power; Textuality, language, representation and reality

Instruction: 75 minutes per week; Expository lectures; self-study packages; tutorials

Credit: 8

Assessment: Continuous assessment through: Tests; Group discussion; Assignments

Summative Assessment: 1½ Hour Examination

TNT 121 Documents of Christian Scripture: An Overview

Purpose: Learners are 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 both early Christianity as well as today

Contents: Literary genres found in the NT and their formal characteristics; Unity and diversity in and around the NT: texts and contexts; New Testament historical contexts; Study of selected NT documents

Instruction: 75 minutes per week; Self-study/learning

Credits: 8

Assessment: Continuous assessment through: Participation in class; Assignments and essays; Tests

Summative Assessment: 1½ Hour Examination
TNT 122 The First Century and the New Testament
Purpose: Learners are to gain the necessary understanding of the NT documents as the literary heritage of a minority group in relation to the first-century Mediterranean world
Contents: Historical setting of the NT; Second Temple Judaism as historical matrix of NT; Hellenism as the pervasive first-century cultural context; Analysis of first century religious and quasi-religious movements: Jewish, Roman and others; Study of the development of early Christianity; Relationship between early Judaism and Christianity; NT in the early church; Unity and diversity in first-century Christianity; Importance of Africa for NT studies, especially Alexandria, the LXX and allegory as reading strategy
Instruction: Minimum of 135 minutes per week; Self-study/learning
Credits: 16
Assessment: Continuous assessment through: Participation in class; Assignments and essays; Tests
Summative Assessment: 3 Hour Examination

TNT 221 Interpreting New Testament Texts
Purpose: The reading and interpretation of NT texts in an adequate way and for all its worth, conscious of all its risks, within the wider ambit of interpreting life
Contents: 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
Instruction: Expository lectures; learner-led seminars
Credits: 16
Assessment: Continuous assessment through: Essay and tests; Reviews of books and articles on themes relevant to module
Summative Assessment: 3 Hour Examination

TNT 311 The New Testament and Ethics
Purpose: Coherent integration of NT ethical perspectives for the formulation of relevant ethical positions in contemporary human society and church
Contents: Use of NT in ethical decision-making; The relationship of ethics and ethos; Nature of NT ethics; Comparison of the ethos of selected NT texts; Special attention to Pauline ethics; NT and contemporary ethical issues; NT morality and African culture
Instruction: Minimum of 135 min p/week: Introductory lectures; Workshops hosted by learners (making presentations); Self-study/learning
Credits: 16
Assessment: Continuous assessment through: Making presentations and acting as respondents; Participation in class; Assignments and essays; Tests
Summative Assessment: 3 Hour Examination
TNT 312 New Testament and Africa

**Purpose:** Create awareness, understanding of and appreciation for the reading of the NT from an African context and for an African context

**Contents:** Development of NT-canon and ancient Africa; Septuagint and the NT; Contemporary interpretation of NT 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

**Instruction:** Minimum of 135 minutes per week; Expository lecture; learner presentations; Seminar discussions

**Credits:** 16

**Assessment:** Continuous assessment through: Critical essays; Presentations

**Summative Assessment:** 3 Hour Examination

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TNT 321 The New Testament and Social Identity

**Purpose:** Learners are to develop a sound and integrated understanding of and the ability to implement the contributions of the NT in fostering an ethic of relationship across boundaries of difference and otherness

**Contents:** Identity as primary concern of the NT in first century; NT as formative for social and individual identity; Enscripturalised identity; Hermeneutic of embodiment; Texts of Otherness/ Otherness of texts; NT and gender, race, ethnicity, tribe; NT and culture: multiculturalism, counterculturalism, interculturalism

**Instruction:** Minimum of 135 minutes per week; Self-study/learning

**Credits:** 16

**Assessment:** Continuous assessment through: Making presentations and acting as respondents; Participation in class; Assignments and essays; Tests

**Summative Assessment:** 3 Hour Examination

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TNT 322 New Testament and Social Action

**Purpose:** Discern the social justice perspectives of the NT and prove competence in applying these insights to contemporary issues

**Contents:** NT as documents of “social engineering”: destructive and constructive (Social) Justice as primary theme of the NT; NT on reconciliation and reconstruction: SA; NT and human rights: gender and sexual orientation; NT and the role of women in society; NT on war and peace (harmony, non-violence, pacifism); NT on truth, honesty and corruption; NT on work, poverty and debt; Apocalypticism as radical, anti-establishment prophecy

**Instruction:** Minimum of 135 minutes per week; Expository lectures; learner presentation; Critical reviews of relevant contributions; Seminar

**Credits:** 16

**Assessment:** Continuous assessment through: learner presentations; Critical reviews; Participating in seminar

**Summative Assessment:** Assignment: Profile of action against racial and sexual discrimination; 3 -Hour Examination
TNT 501 Making Sense of New Testament Theology

Purpose: Present an interactive and integrated NT theology, while accounting for diversity in the NT texts

Contents: Trends in Biblical Theology, and the NT; History of the study of NT Theology; Method and NT Theology; Recent trends towards NT Theology; Towards a non-modern NT Theology; The moral and practical necessity of NT Theology; Towards a theology of Paul or John

Instruction: Orientational lecture; learner presentation; Seminar; Critical review of compulsory material

Credits: 32

Assessment: Continuous Assessment: Assignments; Reviews; Presentations

Summative Assessment: 3 Hour Examination

TNT 502 The New Testament in Global Context: then and now

Purpose: Learners will acquire the ability to relate the relationship between NT texts and contexts to the local and global contextualisation of the NT today

Content: Social universe of the NT documents; Detailed study of the cultural context of early Christianity; The African setting of early Christian thought: Alexandria, LXX, allegory; Reception history/history of the interpretation of the NT; Localisation and globalisation and the NT

Instruction: Discussion groups; Work seminars; Self-study/learning

Credits: 32

Assessment: Continuous assessment through: Making presentations and acting as respondents; Participation in class; Preparing critical literature reviews; Assignments and essays

Summative Assessment: 3 Hour Examination

TNT 503 New Testament Hermeneutics: ancient and modern

Purpose: The empowerment to appropriate the NT documents as sources for interpreting contemporary life in all its dimensions: religious, socio-political, economical etc

Contents: Ancient Jewish hermeneutics; Early interpretive methods: Midrash, Pesher, allegory; Rise, triumph and decline of Historical Criticism; Readers, texts, meaning and truth; Interpretation and/as power; Poststructuralism, Postmodernism, Postcolonialism

Instruction: Orientational lecture; learner presentation; Seminar; Critical review of compulsory material

Credits: 32

Assessment: Continuous assessment through: Assignments; Reviews; Presentations

Summative Assessment: 3 Hour Examination

TNT 504 Extended Essay

Purpose: To enable learners to conduct independent research on a topic of their choice
Contents: Capita selecta
Instruction: Regular supervision
Credits: 32
Assessment: Regular submissions of sections of as well as final essay

TNT 701 New Testament Studies and/as Cultural Studies
Purpose: Learners are to attain the necessary knowledge, skills and values to appropriate the NT documents as cultural critics of and in contemporary life and society
Content: NT in culture / NT as culture; NT and culture: ancient & modern; high & low; NT and African culture; Readings of Jesus and Paul as cultural critic; New Pauline studies as cultural studies
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 Examination

TNT 702 Exegesis of the Greek New Testament
Purpose: Exegete the NT in the original Greek in order to provide an accountable interpretation of any particular NT text
Contents: In depth study of NT textual criticism; Comprehensive study of NT exegetical methodology; Exegesis of various NT texts in Greek
Instruction: Orientational lecture; learner presentation; Seminar; Critical review of compulsory material
Credits: 64
Assessment: Continuous Assessment: Assignments; Reviews; Presentations
Summative Assessment: 3 Hour Examination

TNT 703 The New Testament, Religions and Scriptures
Purpose: Learners are to attain comprehensive knowledge of the nature and role of scripture in religion in order to explain and research its function in the (post)modern 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 Examination
TNT 704 Mini-dissertation
Purpose: To enable learners to conduct advanced, independent research on a topic of their choice
Contents: Capita selecta
Instruction: Regular supervision
Credits: 64
Assessment: Regular submissions of sections of the work; submission of the final mini-dissertation

SYSTEMATIC THEOLOGY

TST111F Introduction to theology in South Africa
Purpose: Learners are to acquire a sound introductory knowledge of the theological issues pertaining to Christianity in modern South Africa.
Contents: Key issues for Christianity in Africa; based on articles in Africa Bible Commentary p vi. Explanation of some key Biblical passages
Instruction: 135 minutes per week; Self-study packages, expository lectures and learner-led seminars
Credits: 8
Assessment: Continuous assessment through assignments and tests
Summative Assessment: 1 1/2 Hour Examination

TST111 Survey of Christian Beliefs
Purpose: Learners are to acquire a sound introductory knowledge of the foundational aspects of Christian doctrine.
Contents: A survey of Christian beliefs using the framework of the Apostles’ Creed
Instruction: Minimum of 135 minutes per week; Self-study/learning
Credits: 16
Assessment: Continuous assessment through: Participation in class; Assignments and essays; Tests
Summative Assessment: 3 Hour Examination

TST121 Developing an empowerment theology
Purpose: Learners are to acquire a sound introductory knowledge of the sources of Christian doctrine.
Contents: Learners are to acquire a sound introductory knowledge of the sources of Christian doctrine.
Instruction: Minimum of 135 minutes per week; Self-study/learning
Credits: 16
Assessment: Continuous assessment through: Participation in class; Assignments and essays; Tests
Summative Assessment: 3 Hour Examination
TST211 (odd years): The locus of empowerment
Purpose: Learners are to acquire an understanding of the Christian doctrines of the Holy Spirit and the church.
Contents: The Christian doctrines of the Holy Spirit and the church
Instruction: Minimum of 135 minutes per week; self–study/learning
Credits: 16
Assessment: Continuous assessment through: Participation in class; Assignments and essays; Tests
Summative Assessment: 3 hour examination

TST212 (even years): The source of human empowerment
Purpose: Learners are to acquire an understanding of the Christian doctrines of the natures of God and of Christ.
Instruction: Minimum of 135 minutes per week
Credits: 16
Assessment: Continuous assessment through: Participation in class; Assignment and essays; Tests.
Summative Assessment: 3 hour examination

TST221 (odd years): Empowerment by hope
Purpose: Learners are to acquire an understanding of the Christian doctrine of eschatology
Contents: The Christian understanding of eschatology.
Instruction: Minimum of 135 minutes per week; self-study/learning
Credits: 16
Assessment: Continuous assessment through: Participation in class; Assignments and essays, tests
Summative Assessment: 3 hour examination

TST222 (even years): Modern expressions of empowerment
Purpose: Learners are to acquire an understanding of modern expressions of empowerment; the Christian response to various human disempowerment. Liberation theologies, feminist theology, Charismatic theology, prosperity teaching
Instruction: Minimum of 135 minutes per week; Self-study/learning
Credits: 16
Assessment: Continuous assessment through: Participation in class; Assignments and essays; Tests.
Summative Assessment: 3 hour examination
TST311 (odd years): The locus of empowerment
Purpose: Learners are to acquire an understanding of the Christian doctrines of the Holy Spirit and the church
Contents: The Christian doctrines of the Holy Spirit and the church
Instruction: Minimum of 135 minutes per week; Self-study/learning
Credits: 16
Assessment: Continuous assessment through: Participation in class; Assignments and essays; Tests.
Summative Assessment: 3 hour examination

TST312 (even years) The source of human empowerment
Purpose: Learners are to acquire an understanding of the Christian doctrines of the natures of God and of Christ.
Instruction: Minimum of 135 minutes per week; Self-study/learning
Credits: 16
Assessment: Continuous assessment through: Participation in class; Assignments and essays; Tests.
Summative Assessment: 3 hour examination

TST321 (even years) Empowerment by hope
Purpose: Learners are to acquire an understanding of the Christian doctrine of eschatology
Contents: The Christian understanding of eschatology.
Instruction: Minimum of 135 minutes per week; Self-study/learning
Credits: 16
Assessment: Continuous assessment through: Participation in class; Assignments and essays; Tests.
Summative Assessment: 3 hour examination

TST322 (odd years): Modern expressions of empowerment
Purpose: Learners are to acquire an understanding of modern expressions of empowerment; the Christian response to various human disempowerment. Liberation theologies, feminist theology, Charismatic theology, prosperity teaching.
Instruction: Minimum of 135 minutes per week; Self-study/learning
Credits: 16
Assessment: Continuous assessment through: Participation in class; Assignments and essays; Tests.
Summative Assessment: 3 hour examination
TST501 Trinity and Christology
Purpose: Learners are to acquire a specialised understanding of the doctrines of the Trinity and of Christology.
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: 45 minutes per week; Self-study/learning
Credits: 32
Assessment: Continuous assessment through: Participation in class; Assignments and essays
Summative Assessment: 3 Hour Examination

TST502 Holy Spirit and Society
Purpose: Learners are to acquire a specialised understanding of the doctrine of the Holy Spirit.
Instruction: 45 minutes per week; Self-study/learning
Credits: 32
Assessment: Continuous assessment through: Participation in class; Assignments and essays
Summative Assessment: 3 Hour Examination

TST503 Study of a theological issue
Purpose: Learners are to acquire a specialised understanding of a Christian doctrine or theologian.
Contents: A selected Christian doctrine or theologian, studied with particular reference to their contexts.
Instruction: 45 minutes per week; Self-study/learning
Credits: 32
Assessment: Continuous assessment through: Participation in class; Assignments and essays
Summative Assessment: 3 Hour Examination

TST504 Extended Essay
Purpose: To enable learners to conduct independent research on a topic of their choice
Contents: Capita selecta
Instruction: Regular supervision
Credits: 32
Assessment: Regular submissions of sections of as well as final essay

TST701 Apologetics
Purpose: Learners are to acquire a specialised understanding of Christian apologetics
Contents: A study of attempts to explain and to justify the Christian faith in various
contexts. A study of Christianity in the current Southern African context, with reference to pluralism, and epistemology.

**Instruction:** 45 minutes per week; Self-study/learning  
**Credits:** 64  
**Assessment:** Continuous assessment through: Participation in class; Assignments and essays  
**Summative Assessment:** 3 Hour Examination

**TST702 The Theology of Salvation**  
**Purpose:** Learners are to acquire a specialised understanding of Christian salvation  
**Contents:** The controversies concerning salvation in the early Church and the Reformation period in the light of the contexts of the time. The contribution of theology to social empowerment in the context of problems such as poverty, discrimination etc  
**Instruction:** 45 minutes per week; Self-study/learning  
**Credits:** 64  
**Assessment:** Continuous assessment through: Participation in class; Assignments and essays.  
**Summative Assessment:** 3 Hour Examination

**TST703 The Kingdom of God**  
**Purpose:** Learners are to acquire a specialised understanding of the Christian idea of the kingdom of God and its implications  
**Contents:** A study of the concept “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:** 45 minutes per week; Self-study/learning  
**Credits:** 64  
**Assessment:** Continuous assessment through: Participation in class; Assignments and essays  
**Summative Assessment:** 3 Hour Examination

**TST704 Study of a theological issue**  
**Purpose:** Learners are to acquire a specialised understanding of a Christian doctrine or theologian.  
**Contents:** A selected Christian doctrine or theologian, studied with particular reference to their contexts.  
**Instruction:** 45 minutes per week; Self-study/learning  
**Credits:** 64  
**Assessment:** Continuous assessment through: Participation in class; Assignments and essays  
**Summative Assessment:** 3 Hour Examination
TST705 Mini-dissertation
Purpose: To enable learners to conduct advanced, independent research on a topic of their choice
Contents: Capita selecta
Instruction: Regular supervision
Credits: 64
Assessment: Regular submissions of sections of the work; submission of the final mini-dissertation

RELIGIOUS STUDIES

TRS111 The nature and role of religion
Purpose: Learners are to acquire a sound introductory knowledge of the nature and function of religion in society.
Contents: The nature of religious experience and the function of religion in a society. The effects of secularisation.
Instruction: Minimum of 135 minutes per week; Self-study/learning
Credits: 16
Assessment: Continuous Assessment: Participation in class; Assignments and essays; Tests.
Summative Assessment: 3 Hour Examination
Prerequisite: None.

TRS121 Survey of Religions
Purpose: Learners are to acquire a sound introductory knowledge of the major religions, especially as practised in Southern Africa.
Contents: Learners are to acquire a sound introductory knowledge of Hinduism, Buddhism, Islam and African traditional beliefs
Instruction: Minimum of 135 minutes per week, Self-study/learning
Credits: 16
Assessment: Continuous Assessment: Participation in class; Assignments and essays; Tests.
Summative Assessment: 3 Hour Examination
Prerequisite: None.

CLASSICAL CULTURE

TCC111 Greek Culture and History
Purpose: Learners are to acquire the ability to demonstrate a sound knowledge of classical Greek culture as well as the ability to relate it to developments in modern civilisation.
Contents: Survey of the Greek civilisation and its history; Selected topics from Greek culture: education, art, religion and literature; Socrates: The Apology; Athenian democracy; Selected periods in Greek history: the Delian League,
the Peloponnesian War, Alexander the Great

**Instruction:** Minimum of 135 minutes per week; Self-study/learning

**Credits:** 16

**Assessment:** Continuous assessment through: Participation in class; Assignments and essays; Tests

**Summative Assessment:** 3 Hour Examination

**TCC121 Roman Culture and History**

**Purpose:** A broad knowledge of classical Roman culture and the ability to relate it to developments in modern civilization

**Contents:** Survey of Roman civilisation and its history; The continuity of classical civilisation and its heritage; Selected topics from Roman culture: religion, education, literature, art and law; Selected periods in Roman history: the Roman republic, Pompey and Caesar, the Augustan Principate

**Instruction:** Minimum of 135 minutes per week; Class participation and presentations; Assignments

**Credits:** 16

**Assessment:** Continuous assessment through: Assignments; learner presentations; Tests

**Summative Assessment:** 3 Hour Examination

**GREEK**

**GRA111 Basic Koine Grammar/Christian Greek Literature**

**Purpose:** Knowledge of basic Greek grammar and vocabulary and the ability to apply this to the reading, translating and understanding of Koine Greek

**Contents:** Introduction to the Greek language, history and culture, Hellenistic Greek grammar, Survey of Christian Greek literature

**Instruction:** Minimum of 135 minutes per week; Expository lectures; Assignments

**Credits:** 16

**Assessment:** Continuous assessment through: Regular class Tests; Assignments

**Summative Assessment:** 3 Hour Examination

**GRA121 Koine Grammar/Greek Culture**

**Purpose:** Knowledge of basic Greek grammar and vocabulary and the ability to apply this to the reading, translating and understanding of Koine Greek

**Contents:** Further study of Hellenistic Greek grammar; Translation of passages from Greek; Selected topics from Greek history and culture

**Instruction:** Minimum of 135 minutes per week; Expository lectures; Assignments

**Credits:** 16

**Assessment:** Continuous assessment through: Regular class Tests; Assignments

**Summative Assessment:** 3 Hour Examination

**GRB111 Koine Grammar/Translation/ Prescribed work**

**Purpose:** Knowledge of basic Greek grammar and vocabulary and the ability to apply
this to the reading, translating and understanding of Koine Greek

**Contents:** Further study of Greek grammar; Translation of Greek passages; Study of selected chapters from Greek New Testament (translation, grammatical comment, context and background)

**Instruction:** Minimum of 135 minutes per week; Expository lectures; Assignments

**Credits:** 16

**Assessment:** Continuous assessment through: Regular class Tests; Assignments

**Summative Assessment:** 3 Hour Examination

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**GRB121 Koine Grammar/Prescribed Work/Exegesis/Greek Culture**

**Purpose:** To attain knowledge of basic Greek grammar and vocabulary and the ability to apply this to the reading, translating and understanding of Koine Greek

**Contents:** Study of selected chapters from the Greek New Testament and the Apostolic Fathers (translation, grammatical comment, context and background); Selected topics from Hellenistic history and culture Principles of exegesis

**Instruction:** Minimum of 135 minutes per week; Expository lectures; learner presentation

**Credits:** 16

**Assessment:** Continuous assessment through: Class tests; Assignments

**Summative Assessment:** 3 Hour Examination

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**GRK211 Greek grammar/Prescribed work/Greek culture**

**Purpose:** Good knowledge of Greek grammar and vocabulary and the ability to apply this to the reading, translating and understanding of Koine Greek

**Contents:** Greek grammar, systematically and in relation to the history of the Greek language; Exercises in translation and exegesis; Study of prescribed books selected from the Greek New Testament and the Apostolic Fathers (translation, grammatical annotation, context and content, questions of a literary nature); Selected topics from Greek history and culture

**Instruction:** Minimum of 135 minutes per week; Self-study/learning

**Credits:** 16

**Assessment:** Continuous Assessment: Participation in class; Assignments and essays; Tests

**Summative Assessment:** 3 Hour Examination

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**GRK221 Greek grammar/Prescribed work/Greek culture (Continued)**

**Purpose:** Good knowledge of Greek grammar and vocabulary and the ability to apply this to the reading, translating and understanding of Koine Greek

**Contents:** Study of prescribed books from the New Testament and works of Plato, Euripides and Herodotus; Selected topics from Greek history and culture; Survey of Greek literature with special reference to the prescribed works

**Instruction:** Minimum of 135 minutes per week; Self-study/learning

**Credits:** 16

**Assessment:** Continuous assessment through: Participation in class; Assignments and essays; Tests
Summative Assessment: 3 Hour Examination.

Career Opportunities

- Religious Leader
- Pastor
- Researcher
- Legislator Policy Maker
- Psychologist
- Development Practitioner
- Minister of Religion
- Teacher
- Human Resource Manager
- Social Worker
- Pastoral Counsellor
- Community Development

“The Faculty Dean and Staff wish you every success in your studies and may the time spent at the University be a happy and fruitful one.”