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For Postgraduate admission enquiries, kindly contact the relevant School/Discipline.
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COLLEGE OF HUMANITIES

VISION AND MISSION

The vision of the College of Humanities is to be a centre of excellence in African scholarship in the fields of education, humanities, development and social sciences. Its mission is to promote excellence in African-led scholarship through teaching, research and community engagement in a global context.
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<th>Position</th>
<th>Name</th>
<th>Qualifications</th>
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PL Nqelenga BAJourm (Rhodes), BAHons (Rhodes), MA (Rhodes)
MW Nzama BAHons, MA (UKZN)
KR Olsen BA (Unisa), BAHons, MA, PhD (UKZN), LTCL
SJ Pitcher BAHons, MA, PhD (UKZN)
L Prinsloo BEd, BAHons, MA, PhD (UKZN)
J Rossmann BAHons, MA, PhD (UKZN)
C Scott BAHons, MA (UKZN), PhD (UWC)
A Sewchurran BAHons, MA (Natal), PhD (UKZN)
M Sibisi B Paed(UNiZul), BAHons, PG-TIP (UNISA), PG-HRM, MA (UKZN)
NG Sibiya SSTD, BPaed, BA Hons, MA, PhD (UniZul)
M Stewart HDE, MAFA (Natal)
A Warburton BMus (UN), MMus (UKZN)
M Young-Jahangeer BAHons, MA (Natal), PhD (UKZN)

HONORARY APPOINTMENTS

Emeritus Professors
C Ballantine BMusHons (Witwatersrand), Miitt (Cantab), DMus (UCT), University Fellow
M J F Chapman BAHons (London), MA (Natal), D Litt et Phil (Unisa), University Fellow
M J Daymond BAHons (Natal), MA (Cantab), PhD (Natal), University Fellow
M Green BAHons (Natal), MA (Standford), DPhil (York).
JU Jacobs. BA (Pretoria) BAHons (Unisa), MPhil, PhD (Columbia) University Fellow
E de Kadt BAHons (Natal), DrPhil (Freiburg)
T King MAFA (Witwatersrand), UED (Natal)
A Koopman MA, PhD (Natal)
B Parker BMus (Boston), MA, PHD (Michigan)
L Stiebel BA Hons, MA, PhD (Natal), HDE
AE Voss BA Hons (Rhodes), MA, PhD (Washington), UED (CELTA)
R Wildsmith-Cromarty BA (Witwatersand), MA (Essex), PhD (London), HDE (Witwatersrand)

Senior Research Associates
F Balladon BA, MA (Natal), Lic ès Lettres (Nice), HDE (Natal), Dip Sup Français des Affaires (CCIP, Paris), PhD (UKZN)
J Coullie BAHons (Natal), MA (Syracuse), PhD (Natal), HDE
J Kearney BAHons, UED (Natal), MPhil, DPhil (York)
B Kytzler MA, PhD (Freie Universitaet Berlin)
J Leeb du Toit BAHons, MA, PHD (Witwatersrand)
N N Mathonsi BPead (UZ), BAHons, MA, PhD (Natal)
M Robles Bachiller en Ciencias y Letras (Instituto de Guantánamo, Cuba), BA (Russell Sage College, Troy, New York), MA (University of New York at Albany), PhD (University of New York at Stony Brook)

M Shum BAHons (UCT), MA (Natal), PHD (UKZN)

HONORARY APPOINTMENTS

Honorary Professors
H Barnes BAHons (Natal), MA (Lancaster)
E Oehrle BA (Maryland), BAHons (UNISA), MA (Syracuse), BMus (Univ. of Rochester), PHD (UKZN)
A Garcia BMus (Loyola University of the South), MMus (Univ. of Rochester)

Honorary Associate Professors
I Calder BAFA, MAFA (Natal)
D van Der Berg BA Hons (Stellenbosch), MA (Rhodes), PhD (Natal)

Honorary Senior Lecturer
C Paigné PhD (UT)
S Rudwick MA (Munich), PhD (UKZN)

Honorary Lecturer
A Mohali BA Hons (Rhodes), MA (Rhodes), PhD (UCT)
F Spencer MAFA (Natal)

Built Environment and Development Studies
Dean and Head of School
Professor Ernest N Khalema

BA; G.Ed; MEd; PhD (University of Alberta, Canada)

Professors
P Maharaj BSocSc Hons (Natal) MSocSc (Natal), PhD (London)

Associate Professors
E N Khalema BA; G.Ed; MEd; PhD (University of Alberta, Canada)
O Mtapuri ACIS (Zimbabwe), MBA (University of Zimbabwe), PhD (UKZN)
T Xaba BA (Dartmouth), MA, PhD (UC Berkeley, California)

Senior Lecturers
P W Adebayo BAHons, MA (Nairobi), PhD (UKZN)
G Boyce BSc (UCT), BComm Hons (UND), MComm, PhD (UKZN)
C Loggia MEng, PhD (Cagliari), PrEng (Italy)
S Mottiar BAHons, MA, PhD (Wits)
M Ngcoya BAHons (UNISA), PhD (American University)
L Chipungu BSocRUPHons, MScRUP (Zimbabwe), PhD (UKZN)
H H Magidimisha, BA, MTRP (UKZN) Cert. Project Management (Boston College), PhD (UKZN)
M Matse, BA (UNISWA), Mph & PGDip (Wits), PhD (Cambridge UK).
C Sutherland BSc (Hons); HDE; MSc (UCT); PhD (UKZN)

Lecturers
M Cloete BArch (Natal), BArch Advanced (UFS), March (UKZN), PrArch, MIA, Arch SA
D M Duma, STD (Amanzimtoti CoE), BA, BEdHons (Natal), BComHons (UKZN), MA (Wits), MA(UKZN), MosVRP (Natal).
V Govender, BAS, MArch (UKZN)
H Hargovan BA (Law) Hons-Criminology(UDW), LLB(Natal) LLM(UNISA) PhD Criminology (UKZN) Advocate of the High Court South Africa, Member of National Council for Correctional Services
S S Mbokazi BSocSc, BSocSc Honours (Natal), MSocSc, PhD (UKZN)
K Mchunu BA (UKZN), MA (Cornell University, USA), PhD (Oxford-Brookes University, UK)
C Mosima BSc (Agric) (Unin) PG Dip Sc (Environmental Sciences) (Wits) MSc. (GEO) (ITC, Netherlands) MTRP (UP), AMDP (UP)
M N Mthethwa BAS, BArch (Auckland), MArch (UCT)
S L Myeni NDip (DUT), B-Tech (DUT), MA (UKZN), PhD (Manchester)
V Myeni BSocSc, PGDipHRM (Natal), MHous (UKZN)
L Ogunsanya BSc Arch (OAU Ife), BArch Advanced, MHousing (UKZN), PrArch
J T Ojo-Aromokudu BSc Arch, MSc Arch (OAU Ife), MHousing (UKZN), PrArch
S J Nkambule BSocSc (Rhodes), PDip Int Studies (Rhodes), BSocSc Honours (Rhodes), MSocSc (Rhodes), PhD (UKZN).
D Nthle BA HED (UNIN), PGDip LIS (UCT), MURP (UFS))
E Ntini BA (Unizul), Bed Hon (UNISA), Grad Cert Ed (UniZul), MA (UNISA)
B Ntuli NDip Arch Tech (DUT), BAS, MArch (UKZN)
N Nzimande BSocSc Hons (Nata), MSocSc (Natal), MScDem (University of Wisconsin-Madison)
P Shangase BA, HDE (Natal), BED, Hons Politics (Unizul), MSc Public Health (UK)
N Singh BArch, BArch Advanced (UKZN)
S Sithole BAS, MArch (UKZN)
J I Solis-Arias BArch (Javeriana, Colombia), MArch (York, UK)
N Thabethe BA (UZ), PGDip, MED, PhD (UKZN)
N Tshishonga BA Hons (UNISA), MM-P+DM (Wits), MA (Goldsmith College, University of London)
K Vermaak BSocSc (Natal), BSocSc Hons (Natal), MSocSc (Natal), PhD (UKZN)

HONORARY APPOINTMENTS

Emeritus Professors
A A Adebayo MArch (Vienna), Dr.Techn (Vienna), ArchSA, MIArch, MISOCARP
W Freund MA, PhD (Yale)
G Mare BA, MA (Witwatersrand), BAHons, PhD (Natal)

Honorary Professors
P Bond BA (Swarthmore), PhD (Johns Hopkins)
R Harber BArch, MA, PhD (Natal)
L Sachikonye B.A Hons (Ahmadu Bello); M.Sc (Bello); PhD
N Zeferatos BA (State University of New York), MSc (Huxley College of Environmental Studies), Dphil (University of Washington)
T Lodge BA, B Phil & Ph D (University of York)

Honorary Research Fellows
N Kumarakulasingam BA (University of Texas), PhD (American University)
M Hunter BAHons (Sussex), MSocSc (Natal), PhD (Berkeley)

Honorary Senior Lecturer
K Bingham NHD (Technikon Natal) BA (Natal University) MA (University of KwaZulu Natal)
A Garcia MA (FUB, Germany), PhD (Pontifical Catholic University of Rio De Janeiro)
E Mccandless B.A. (University of California, Berkeley); M.Sc (London School of Economics, England); Ph.D American University, Washington D.C
S Mukiibi PGDip (Uganda); MSc Arch (Ukraine); MPhil (UK); PhD (UK)

Honorary Lecturer
M Mkhize Dip Arch (Wits); BArch (Natal); PGDip Arch (Natal); MSc. Arch (Natal)
M Stern B.S. (Schreyer Honors College); M.A (Teachers College, Columbia University); Ph.D(Syracuse University, Cultural Foundations of Education)

School of Education

Dean and Head of School
Professor TP Msibi
BEdHons (UKZN), EdM (TC: Columbia), PhD (Cambridge)

Professors
D Bhana BPaed, BEdHons (UDW), MEd, PhD (Natal)
V Chikoko CertEd, DipEdTech, BEdHons, MEd (Zimbabwe), PhD (UKZN)
S M Maistry BPaed (UDW), BComHons (Unisa), BEdHons, MEd (Natal), PhD (UKZN)
R Moletsane BA, UED, BEdHons (Fort Hare), MSc, PhD (Indiana)
P Ramrathan BSc, HED (Unisa), BEdHons, MEd, DEd (UDW)
M A Samuel BA (Natal), HDE, BEdHons (UDW), MA (Durham), DEd (UDW)

Associate Professors
N Amin DiplSenPrim (Transvaal CoE), BA, BEd Hons (Unisa), MEd (UDW), DEd (UKZN)
S Bansilal BPaed (UDW), BScHons, MSc (UNISA), DEd (Curtin)
C A Bertram BSc, HDE, BEdHons, MEd (Natal), PhD (UKZN)
T T Bhengu STD, BPaed (Zululand), BEdHons (Unisa), MEd (Zululand), DEd (UKZN)
M T Buthlezi DipGen Nursing & Midwifery (Benedictine), ABETCert(Unisa), MPhil (Stellenbosch), SSTD, BPead, BEdHons, DLitt (Zululand)
N Govender BPaed, BScHons, MSc (UDW), BEdHons (Unisa), PhD (UWC)
D W Govender JSED (SCE), BCom (Unisa), BScHons (UDW), MA (Natal), PhD (UKZN)
D J Hlalele BAEd (UNIN). BEd, MEd, MA, PhD (UFS)
V M John BAHons, MA (Natal), PhD (UKZN)
S B Khoza ND (UTC), NHD (S.RDTech), HDE (Natal), BEdHons, MEd (UDW), PhD (UKZN)
G Pillay BA, UHDE (UDW), BEdHons (Unisa), MEd, DEd (UDW)
W Hugo BA, BEdHons, MEd (Witwatersrand), PhD (Rhodes)
NJ Mashiya PTD (Ntuzuma CoE) BA, BEd, MEd, DEd (UNIZULU)
P J Morojele DipTechEd. (NTTC), BTech (Natal Tech), MEd, PhD (UKZN)
T P Msibi BEdHons (UKZN), MEd (TC: Columbia), PhD (Cambridge)
V Mduyana BPaed (UDW), BEdHons (Unisa), MEd (UDW), DEd (UKZN)
K Pithouse-Morgan BA, HDE, BEdHons, MEd (Natal), PhD (UKZN)
A Philipp Dipl.-Psych. (University of Leipzig), PhD (University of Freiburg)
A Sheik BAHons (Eng); UHDE (UDW); BAHons (Hist) (Unisa); MA (UDW); PhD (UKZN)
S Singh BSc (UDW), HDE (UNISA), BedHons, MEd, DEd (UDW)

Senior Lecturers
B P Alant BPaed, MEd (UDW), PhD (UWC), Adv. of Dip. Mech. Eng. (EIT, Australia), Cert. in Res. & Comm. PV Systems (SEI, Paonia, USA)
B M Anderson HDE (University of Natal), BEd Hons (University of Natal), MEd, PhD (UKZN)
A James BSChons (Natal), HDE (Unisa), MEd (UDW), PhD (UP)
S Manik BPaed, BAHons, MA (UDW), DEd (UKZN)
L R Masinga HDE (Edgewood CoE), BEdHons, MEd, PhD (UKZN)
W T Mkhwanazi BScHons, HDE, MSc (Natal)
R Mudaly BPaed (UDW), BEdHons (Unisa), MEd (UDW), DEd (UKZN)
I Naicker UDE (UDW), BA, BEdHons, MEd (Unisa), DEd (UKZN)
J Naidoo HDE (SCE), FDE (RAU), BEdHons (UKZN), MPhil (Nottingham), PhD (UKZN)
N Nyika BAHons (University of Zimbabwe); MEd (University of Botswana); PhD (Wits)
A Pillay BAHons, UHDE (UDW), CEMT (Cambridge), Cert Gender Consciousness & Leadership Trmng(UKZN), PGCAL (Natal), MEd, Phd(UKZN)
S Reddy NDipAEC (Natal Tech), HDE (UNISA), PGDipHE (UN), MEd, PhD (UKZN)
LB Shawa BA (ED) (MW), MEd (SU), Phd (VUW, New Zealand)
R L Searle BAHons, PGCE, MA (Zimbabwe), MSc (Surrey)

Lecturers
S D Bayeni JSTC (Eshowe CoE), BA (Zululand), BA (Hons), BEdHons (Natal), MEd (Bristol) PhD (UKZN)
N Bele BA T&P, PGCE (UCT), MEd (Concordia)
S B Blose BEd (DUT), ACE - Tourism Education (Unisa), BEdHons, MEd, PhD (UKZN)
B Campbell BA, HDE (Natal), MEd, PhD (UKZN)
T Chirikure Lic. Ed (Cuba); PGDipSciEd (UZ); MEd (Zimbabwe), PhD (UKZN)
R G L Cele: PTD (Umbumbulu CoE); (SACOL); BEdHons, MEd (UKZN)
A D'amant BAHons, HDE, DSE, MEd (Natal), PhD (UKZN)
W Gachie BEdHons (Kenya), MA (Natal), MBA, Phd (UKZN)
C Gaillard-Thurston HDE (Edgewood CoE); BEdHons; MEd (Natal), PhD (UKZN)
B Goba BSc, HDE (UDW), MEd (UKZN)
M A Good BScHons, HDE (Natal), MEd (UKZN)
P P Gumbi: BA (UDW), PGCE (Edgewood), MA (Stellenbosch), Phd (UKZN)
A Harley BAHons (UCT), MEd, PhD (UKZN)
G Heath BA, HDE, MCRP (UCT)
Z A Hlela PTD (Indumiso CoE), ACE (Unisa), BAHons, DipAdEd (Natal), MEd, PhD (UKZN)
T S Hlongwa BAHons (UND), GTC (University of Illinois at Urbana-Champaign, USA), ALTc (University of Wisconsin-Madison, USA), MA (University of Illinois at Urbana-Champaign, USA), PhD (UKZN)
L M Iyer BED, BEd Hons, MEd (UKZN)
V Jairam BPaed, BAHons, MEd (UDW), PhD (UKZN)
M E Shoba  SPTD (Ntuzuma CoE), HDE (Natal CoE), BEdHons (Natal), MEd, PhD (UKZN)
B Shongwe  BPaed (UL), BScHons, MSc (Wits)
D Sibanda  Ced (GTC, Zimbabwe), AdDipEd (London), BEdHons (Zimbabwe), MEd, PhD (UKZN)
Z L Sibisi  BA (UDW); HDE (UDW); BEd, MA (UDW); PhD (UKZN)
A Singh-Pillay  JSED (Springfield CoE), BSc (UNISA), PGDipEd, MEd, PhD (UKZN)
B M Thabethe  ACE; BEdHons; MEd; PhD (UKZN)
M C Van Wyk  BEdHons (Natal), MEd (UKZN)
Z H W Dubé-Xaba  BPaed (UNIZULU), BEdHons, MEd (UOFS), MBA (MANCOSA), MEd, PhD (UKZN)
S M Yani  BAHons, MA (Witwatersrand)
Z Zama  PTD (Mpumalanga CoE), ACE, ABET, BA, BEdHons (UNISA); MEd (UKZN);
T A Zondi  BEd, BEdHons, MEd (UKZN)
F-Q B Zulu  BEd Hons, MEd, PhD (UKZN)

Senior Tutors
B P Mabaso  STD (Indumiso CoE); FDE (Natal); ACE (UKZN); ABET (Unisa), BEdHons, MEd (UKZN)

Tutor
E Dowlath  HDE (SCE), BEdHons, MEd (UKZN)

HONORARY APPOINTMENTS

Emeritus Professors
J Aitchison, BA Hons, MA (Natal), DTE (SA)
K Harley, BA, UED, BEd, (Natal), PhD
A Muthukrishna, BA, BEd, UED, DipSpEd (UNISA), MEd (Birmingham), MSc (Oregon), PhD (Notre Dame). Registered Educational Psychologist
J Preece  BA (Hons), PGCE, BPhil (Bham), MEd (Warwick), PhD (Lancaster)

Senior Research Associate
E Dempster  DSE (Remedial Education), HDE (Unisa), PhD (Natal)
D Govinden
M Stears  BScHons, MSc (Stellenbosch), HDE (Unisa), DEd (UKZN)

Honorary Professor
J M Wassermann  FDE (Natal CoE), BAHons, HDE (Potchefstroom), MA (UFS), MEd (Rhodes), DPhil (Pretoria)

Honorary Associate Professor
P Hobden  BSc, HED (Natal), BEdHons (UNISA), MEd, PhD (Natal)
R Sookrajh  BPaed, BEdHons, MEd (UDW), DEd (Unisa)
V R Wedekind  BA, HDE, BEdHons, MEd (Natal), PhD (Manchester)
School of Religion, Philosophy and Classics

Dean and Head of School
Professor DJ Spurrett
BAHons, MA, PhD (Natal)

Senior Professors
P Denis Licentiate History (Liège), PhD (Liège), Lectorat en théologie (Dominican CEI, Lille)
GO West BAHons, HDE (Rhodes), MA, PhD (Sheffield)

Professors
DJ Spurrett BAHons, MA, PhD (Natal)

Associate Professors
RS Kumalo BTh, BThHons (Natal), MTh (Unisa), PhD (UKZN)
P Lenta, BA Hons, MA, LLB (Natal), PhD (Cantab)
B Matolino BA (Hons), MA (Hons), PhD UKZN
H Moyo DipEdu (UZ), BTh, BTh Hons (Natal), MTh, PhD (UKZN)
L Siwila HDE (Unisa), BAHons, MA (Natal), PhD (UKZN)
JA Smit BA, BTh, LIC Theol, MTh (Stellenbosch), DLitt (UDW)
C Van der Walt BTh, MDiv, Licentiate in Theology, MTh, DTh (Stellenbosch)

Senior Lecturers
H Keith-van Wyk (AKA Efthimiadis-Keith) BAHons, MA, DPhil (NMMU)
CC Le Bruyns LTh (Cornerstone), MA (Fuller), DTh (Stellenbosch)
S Masondo BA, BA (Hons), BA (Hons), MA, HDE (Secondary), PhD (UCT)
WH Meyer BA (Rhodes), BTh, MTh, PhD (Natal)
M Murove BThHons), MA (Natal), PhD(Unisa)
B Okyere-Manu BTh Hons (Natal) MTh (Natal) PhD (UKZN)
F Settler BA Hons (Durham), MA (UCT), PhD (UCT)
S Sharland MA, PhD (UCT)
E Steinmeyer Staatsexamen, MA (Berlin), PhD (UKZN)

Lecturers
J Brzozowski MSocSci (Natal), Phd (ANU)
C Chetty BSocSc, Hons, MA (UKZN),
J Clare BSocSc, Hons, MA (Natal), PhD (UKZN)
M Maraganedzha BAHons, MA (UKZN)
H Matisonn BA (Natal), BAHons (UCT), MA (UCT), MRes (LSE), PhD (LSE)
D Mistrey BAHons, MA (Natal), PhD (UKZN)
CL Muslim BArts (Natal), PGDip Industrial Relations (Natal), BAHons, MA (UKZN), PGCE (Unisa)
X Sakuba BTh, MTh (UWC), PhD (UWC)
FT Sitoto Diploma in Arabic (King Saud), MSocSc (UCT)
R Sivil BAHons (UDW), MA (Natal), UPGDE (UKZN)
B Vencatsamy BA, BAHons (UDW), MA (UKZN)
M Whitaker BA (Hons), MA (UCT), MA, PhD (CUNY)
HONORARY APPOINTMENTS

Emeritus Professors
J Collier SB (MIT), MA (UCLA), PhD (Western Ontario)
SE Dangor BA Hons, MA (UDW), Higher Dip. Ararat (Riyadh), DPhil (UDW)
JA Draper BAHons (Durham), BD (Rhodes), LTh (St Paul's College), PhD (Cantab), PGCertEd (Oxon)
AFM Ebrahim BA (Al-Azhar), MA, PhD (Temple)
RB Nicolson BAHons, PhD (Natal), DTE (Unisa)
K Nürnberger BSc Agric (Pretoria), Dr Theol (Unisa)
PK Penumala BA (Andhra), MA (Venkatesvara), PhD (California)
M Prozesky BA (Rhodes), MA (Oxon), DPhil (Rhodesia)

Senior Research Associates
A Balcomb BSc (Natal), BA (Unisa), MA (Natal), PhD (Natal)
P Barrett BSc (UCT), BA (Oxon), PhD (Imperial College London)
P Giddy BA (Cape Town), MA (Stellenbosch), PhD (Cape Town)
BG Haddad BA Social Work (Wits), MA Development Studies (Western Cape), PhD (Natal), DipTheol (St Paul’s College)
J Hilton BA (UCT), BAHons (Unisa), MA (Reading), PhD (Natal), STD (UCT)
HAJ Kruger BA (UOFS), BTh, LICTheol, MTh, DTh (Stellenbosch)
E Ward LTCL (Trinity College), MA (Berkeley), PhD (Natal)

Honorary Research Associates
A Diesel BA, HDE, MA, PhD (Natal)

Honorary Professors
PB Decock Cand. Class. Phil. (Leuven), MA (Natal), PhD (Rome)
RR Hewitt BA Hons (UWI), MPhil (Kings, London), PhD (Kings, London)
S Nadar BA, BSocScHons, MA (UCT), PhD (Natal)
IA Phiri BEd (Malawi), MA (Lancaster), PhD (UCT)
S Rakoczy BA (Marygrove College), MA (Fordham), PhD (Cath. Univ. America)
T Wyller MA, PhD (Oslo)

Honorary Senior Lecturers
H Perdicoyianni-Paleologou MA (Paris V), MA (Paris IV), PhD (Paris IV), PhD (Paris III)

Honorary Lecturers
SC Bate BTh (Rome), Lic Missiol (Rome) PhD (Unisa)
S Couper BA (Amer. Univ), MDiv (Chicago), PhD (UKZN)
F Garaba BA (Zimbabwe), M Inf St, PhD (UKZN)
AGöranzon MDiv (Uppsala), PhD (UFS)
A Henriques MTh (Natal), Lic (Rome), PhD (Rome)
W Houston BTh, MA (Unisa), DMIN (Gordon Comwell)
R Marie BTH, MTh, PhD (UZN)
R Ntsimane MA (Natal), PhD (UKZN)
E Nyirimana LLB (Nat. Univ. Rwanda), MDiv, (Afri. Int. Univ. Nairobi PhD (UKZN)
K Owino BTH, MTh, PhD (UKZN)
G Tonsing BAHons, MTh (Natal), PhD (UP)
J Trisk BA (Natal), BTh (Rhodes), MSocSc (UCT)
School of Social Sciences

Acting Dean and Head of School
Professor R Sooryamoorthy
BSc, MA, PhD (Kerala)

Professors
K Hiralal BPaed (UDW), BAHons, MA (UDW), PhD (Natal)
S Marschall MA, PhD (Tubingen)
S M Mutula MLIB, PGDLIB (Wales), PGD CompSci, BEd (Nairobi), PhD (Johannesburg)
M Naidu BAHons, MA (UDW), PhD (UKZN)
A Singh BAHons (UDW), MA (UCT), MSc (London), PhD (UDW)
R Sooryamoorthy BSc, MA, PhD (Kerala)
G Vahed BAHons (UDW), MA, PhD (Bloomington, Indiana)

Associate Professors
R Hoskins BA, AUDIS, BProc, BBibHons, MIS (Natal), PhD (UKZN)
S Khan BAHons, MA, DPhil (UDW), BASS (SW) (Unisa) Registered Social Worker
R Maart MA (York), PhD (Birmingham)
I Narsiah BAHons, MA, HDE (UDW), PhD (Clark, Massach (USA))
V Ojong BA (Cameroon, Buea), MA, PhD (UZ)

Senior Lecturers
E Cebekhulu BAdmin (UDW), BAHons (UDW), MA (UDW), PhD (UDW)
M Emser BA (UND), BAHons (UND), MA (HSB), PhD (UKZN)
D Ettang BAHons (Bishop), MA (UWindsor), PhD (UKZN)
F Garaba BAHons, (UniZim), MA, PhD (UKZN)
J Govender BA (UDW); BA Hons (UDW): MPA (UWC); DAdmin (UKZU)
D Manicom BSocSc, HDE (UCT), BScHons, MSocSc (Natal), PhD (UKZN)
B Mohamed Sayeed BSocScHons, (UND), MA (East Anglia – UK), PhD (UKZN)
K Mtshali BA (Brandon), MA, PhD (York)
J Ndlovu BEdHons (Unisa), MSc (UZ), PhD (UP)
G Olasina BA (Idoru), MLS (Ibadan), PhD (UKZN)
M Seedat Khan BSocSc (Toronto), MSocSc (Natal), PhD (UKZN)
C Moore BAHons (RAU), MPhil (Cantab), PhD (LSE)
JR Rukema BAHons, MA, PhD (UKZN)

Lecturers
M Bydawell MSocSc (Natal), PhD (UKZN)
N Cele BA (Natal), BAHons, MA (UDW), PhD (Michigan State)
N Chellan BAHons, HDE, MA (UDW), PhD (UKZN)
R Chetty BA, BCrimHons (UDW), LLM (UKZN)
S I Dlamini BSocSc, BAHons, MSocSc (UKZN)
M P Draper MSocSc (Natal)
G Fakude MScURP (Natal)
N Gumede BA, MA (UZ)
P Gwala BSocScHons, MSocSc (UKZN)
G Jagganath BAHons, MA (UDW), PhD (UKZN)
B Johnson BAHons, MA (Natal)
S E Kheswa BSocSc, PGDIS, MIS, MEd (UKZN)
SP Lamula BA (UFS), BSoScHons, MSoSc (UKZN)
NL Magam BA PEC, MSocSc (NWU), PhD (UKZN)
M Makhoa BSoSc, BSoScHons, MSoSc (UKZN)
B Misgun BA (UA), BSoScHons, MSoSc (UKZN)
G Mkhize BAHons (Natal), MA, PhD (Ohio)
S Mnguni BSoSc, BSoScHons, MSoSc (UKZN)
M Mtshali BAHons, BAdminHons, PGDip HR, PGDip Marketing Mngmnt (Natal), MA (UDW)
JM Muthuki BEd (Egerton), MSoSc, PhD (UKZN)
S L Nadvi BAHons (UDW), MA (Coventry), PhD (UKZN)
Z Ndlovu BAHons
M Ngidi BSoSc, BSoScHons, MSoSc (UKZN)
V Noble BAHons, MA (Natal), PhD (Michigan)
Z Nsibirwa BA SWSA, Dip.IT, PGDIS, MIS, PhD (UKZN)
B Nzimande BSoSc, MSoSc (UKZN)
NY Nzuza BSoSc, BSoScHons, MSoSc (UKZN)
T A Phoofolo STD (Tshiya CoED), BA, BAHons, MA (North)
K Pillay BAHons, MA (Natal), PhD (UKZN)
S Rama MA (Natal), PhD (UKZN)
M Rieker BSoScHons, MSoSc (Natal)
A Stanton BA (Pretoria), BAHons, MA (Natal), PhD (UKZN)
F Vilakazi MA DevStud, UWC
B Zondi BCommDevStud, BSoScHons (Pol & Dev.Stud), BSoScHons (Socio) (UKZN), MSoSc (UKZN)

HONORARY APPOINTMENTS

Professor Emeritus
I Filatova BA, MA, PhD, Senior PhD (Moscow)
W Freund PhD
W R Guest BAHons, MA (Natal), PhD (Natal)
R Lawrence BAHons (Natal), MA (UCT) MPhil (London)
C Stilwell BAHons, HDLS, MIS, PhD (Natal)
J B Wright BAHons, MA (Natal), PhD (Witwatersrand)
P Zulu Diagnostic Radiography (Dept of National Education), BAHons, MSoSc (Natal), NDip (UNISA), PhD (Natal) Senior Research Associates
P Thompson BA (Virginia Military Institute), MA, PhD (Virginia)

Honorary Professors
P Ngulube BAHons (Zim), MSc (Addis Ababa), PhD (Natal)
P Underwood MBA (Cranfield), FCLIP, MlnfoSc (Wales)
W Olatokun PhD (Ibadan, Nigeria)
J du Plessis PhD (UTAH State University)

Honorary Associate Professors
J Parle BA, MA (Natal) PhD (UKZN)
S I R Burton BA, BSoSc (UCT), BAHons (Socio)(UCT), MSoSc (Socio)(Natal) PhD (Socio)(Natal), MURP (UFS)
Honorary Senior Lecturers
D Bonnin BSocSc (Natal), BSocSc Hons (Indust.Socio) (Natal), MSoc.Sc (Indust.Socio) (Natal), PhD (Socio) (Wits)

Honorary Lecturers
F R Bell BA, HDLS, BBiblHons, MIS (Natal)
P Dewah
T Kwanya BSc (Info Sc) (Moi); MA (Comm) (Nairobi), PhD (Info.Stud) (UKZN).
D Du Bois BA, BAHons, MA, UED (Natal), PhD (UKZN)

Honorary Research Fellows
P Alegi BA (Trinity College, Connecticut USA), MA (Yale), PhD (Boston)
I Buccus BPaed, MA (UKZN)
R Deacon BAHons, MA, PhD (Natal)
J Hollman BSocSc (UCT), MA (Witwatersrand), PhD (UWC)
M Goedhals BAHons, MA, PhD (Rhodes), HDipLib (Rhodes)
C Ndinda BAHons, MSc, PhD (Natal)
G Whitelaw BScHons, MSc (Witwatersrand)
THE UKZN TRANSFORMATION CHARTER

OUR VISION

The vision of the University of KwaZulu-Natal (the University) is “to be the Premier University of African Scholarship”. The achievement of this vision is dependent on the transformation of the University.

The notion of transformation which the University embraces is deeper and broader than a narrow categorization based on race and gender representation. It means changing the identity and culture of the University in every aspect of its mission.

Transformation is profoundly advanced by improving the quality of human relationships, and meaningful behavioural change can best bring the identity and culture of the University into alignment with its vision.

OUR ASPIRATIONS

We ASPIRE TO BE a transformed university which:

- Heals the divisions of our nation’s past, bridges racial and cultural divides, and lays the foundations for a university that is united in its diversity;
- Promotes high quality research, excellent teaching and learning, and responsible community engagement;
- Promotes African scholarship in every discipline and uBuntu/Botho in its organisational culture;
- Embraces socially and contextually relevant curricula that reflect the University’s location in South Africa, Africa and the World;
- Recognises the importance and value of African languages as academic languages;
- Prioritises the well-being and growth of every individual student and staff member;
- Reflects race and gender representation in its management structures, personnel profile, and student population;
- Is socially cohesive and inclusive;
- Is free of discrimination on the basis of ethnicity, race, gender, class, nationality, religion, sexual orientation and disability;
- Nurtures collegiality, recognises and respects difference, and celebrates diversity;
- Reflects a new and refreshing culture of tolerance, understanding and vibrant engagement within the University community.
OUR CURRENT CONTEXT

We RECOGNISE that:

- Our transformation has already begun, and that considerable progress has been made;
- The University nevertheless still has much to achieve to realize its transformation objectives.

OUR COMMITMENT

We COMMIT ourselves:

- to the principles and values enshrined in the Constitution of the Republic of South Africa, notably:
  (i) Human dignity, the achievement of equality and the advancement of human rights and freedoms; and
  (ii) Non-racialism and non-sexism.
- to the principles of efficiency, integration and devolution that underpin the Statute of the University;
- to the UKZN PACT, which promotes mutual respect, responsibility, and excellence in teaching and learning;
- to work together until the objectives set out below are manifested in our University.

Therefore, we the staff and students of the University of KwaZulu-Natal adopt this Transformation Charter.

OUR CHARTER

The University shall be a place where:

Research, Teaching, Learning and Scholarship are a Vocation for All

- Access to learning will continue to be promoted to advance social transformation and redress;
- Scholars will pursue their studies in accordance with the principle of freedom of inquiry and research;
- Scholars will advance knowledge and culture through globally-competitive research and scholarship, and research-led teaching and learning;
- Research and curricula will be socially and contextually relevant;
- African languages will be promoted as academic languages;
- The University will be student-centred and provide a caring environment for every student;
A holistic approach to education, characterized by excellence in teaching and learning, will produce skilled self-confident and socially responsible graduates, conscious of their role in contributing to the national development effort and social transformation.

**Race and Gender Representation is Evident in All Structures**

- The staff profile of the University at all occupational levels will reflect the demographics of our province and country;
- Gender equity within the management levels of the University will be ensured, and women will be adequately represented in all management structures;
- The implementation of employment equity and the advancement of designated groups within the University structures will be part of the performance management requirements of all line managers;
- Mentorship programmes that develop, support and nurture black and female academic staff members will be provided;
- Mentorship and professional development programmes that attract and retain staff of the highest calibre, develop all staff to their full potential, and meet equity objectives will be developed.

**A Socially Cohesive and Inclusive Institutional Culture Thrives**

- Social cohesion will be valued and promoted through engagement and understanding, tolerance and respect for diversity in all its forms;
- Every individual will be encouraged to promote social interaction among diverse social groupings, whether among or between staff and students;
- The University will adopt, implement and monitor policies and procedures that aim to eliminate discrimination in all its manifestations including ethnicity, race, gender, nationality, class, religion, sexual orientation and disability;
- Processes will be devised in such a way as to break a code of silence around instances of discrimination in any form;
- Structures and procedures for problem-solving and dispute resolution will be strengthened to handle grievances in a fair and constructive manner;
- The University will enhance on-going education and training for staff and students that sensitises the University community to the lived experiences of its diverse constituencies. It will in this way foster understanding and tolerance, and promote the celebration of diversity;
- The social and personal well-being of staff and students, and an enabling environment for the realization of their full human potential, will be actively promoted.
Good Modes of Governance are Enshrined

- Good corporate governance will be ensured through commitment to democratic representation, devolution, consultation, accountability and transparency;
- Governance, leadership and management will be practiced in a manner that encourages and facilitates positive, proactive, and continuous institutional transformation;
- The University leadership and management will be responsible and directly accountable for creating an environment that cherishes diversity and equity, and which is conducive to respect, tolerance and understanding.

The Right to Freedom of Expression is Guaranteed

- Every individual whether student or staff is a valued member of the University community, and each voice will have the right to be heard;
- Ongoing debate and dialogue on all aspects of transformation and organisational culture will be fostered;
- The University will enhance its role as a leader in transformation by holding regular debates and discussions that will broaden understanding, and identify trends that inhibit and obstruct transformation;
- These engagements will be conducted according to commonly developed “rules of debate” appropriate to a university that espouses critical thinking and well-founded argument;
- Members of Senate will participate actively in debates and discussions and will assume a responsibility in preparing the University for the advent of the broader transformational challenges inherent in global change and the achievement of the University’s vision;
- The right to freedom of expression will be counterbalanced by responsibility, accountability and the limitations spelt out within the Constitution of the Republic of South Africa.

Advancement of the Transformation Agenda is the Responsibility of All

- All members of the University community will understand the meaning of transformation and accept individual and collective responsibility for its advancement;
- Leaders within all stakeholder groupings will play a critical role in advancing the transformation agenda;
- Leaders will develop a shared understanding of transformational leadership behaviour, and practice it;
- Key stakeholder groupings will commit to the process of transformation, and contribute actively to it by clearly defining their roles and responsibilities, and improving interpersonal stakeholder relationships at all levels;
- Academics will embrace the notion that universities are places of reflection to extend the boundaries of human existence and will acknowledge the centrality of human relationships in
meeting the challenges of our times, and in realising the vision and strategic objectives of the University;

- Students will recognise that they have individual and collective responsibilities to participate in the building of an institutional identity based on mutual respect and tolerance;
- Staff members will take pride in making the University an institution where courtesy; accountability; mutual respect and efficiency are core values.
University of KwaZulu-Natal Pact

We, the staff and students
of the University of KwaZulu-Natal
agree to treat each other with respect,
to abide by the rules and regulations of the institution
and to commit ourselves to excellence in research-led
teaching and learning

Isivumelwano seNyuvesi yaKwaZulu-Natali

Thina, singabasebenzi nabafundi
baseNyuvesi yaKwaZulu-Natali
sivumelana ngokuthi siphathane ngenhlonipho,
silandele yonke imithetho nemigomo yesikhungo
futhi sizibophezela ekufundeni nasekufundiseni
okuholwa ucwaningo nokunobunyoningco
# Sessional Dates 2019

**HOWARD COLLEGE, PIETERMARITZBURG AND WESTVILLE CAMPUSES**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td>Monday, 04 February – Thursday, 20 June</td>
</tr>
<tr>
<td><strong>EASTER VACATION</strong></td>
<td>Saturday, 13 April – Monday, 22 April</td>
</tr>
<tr>
<td><strong>WINTER VACATION</strong></td>
<td>Friday, 21 Jun – Sunday, 07 July</td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td>Monday, 08 July – Tuesday, 19 November</td>
</tr>
</tbody>
</table>

## Pre-Semester:

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue, 01 – Fri, 04 Jan</td>
<td>University opens</td>
</tr>
<tr>
<td>Mon, 07 – Fri, 11 Jan</td>
<td>(Programme specific) Self-help registration system opens</td>
</tr>
<tr>
<td>Mon, 14 – Fri, 18 Jan</td>
<td></td>
</tr>
<tr>
<td>Mon, 21 – Sat, 26 Jan</td>
<td>Deadline for submission of Exclusion Appeals</td>
</tr>
<tr>
<td>Mon, 21 Jan</td>
<td>Deadline for applications for remarks</td>
</tr>
<tr>
<td>Fri, 25 Jan</td>
<td>CEACOM (College Exclusion Appeals Com.)</td>
</tr>
<tr>
<td>Sat, 26 Jan</td>
<td>Parents' Day</td>
</tr>
<tr>
<td>Mon, 28 Jan – Sat, 02 Feb</td>
<td>Orientation and on-campus registration of students</td>
</tr>
<tr>
<td>Thu, 31 Jan</td>
<td>AEACOM (Academic Exclusion Appeals Com.)</td>
</tr>
</tbody>
</table>

## Semester 1:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon, 04 – Fri, 08 Feb</td>
<td>Mon, 04 Feb</td>
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<tr>
<td></td>
<td></td>
<td>First Semester commences</td>
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<tr>
<td></td>
<td></td>
<td>Lectures commence</td>
</tr>
<tr>
<td>2</td>
<td>Mon, 11 – Fri, 15 Feb</td>
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<tr>
<td>3</td>
<td>Mon, 18 – Fri, 22 Feb</td>
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<tr>
<td>4</td>
<td>Mon, 25 Feb – Fri, 01 Mar</td>
<td>Wed, 27 Feb</td>
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<tr>
<td></td>
<td></td>
<td>Registration deadline for returning Research Masters &amp; Doctoral students</td>
</tr>
<tr>
<td>Date Range</td>
<td>Mon, 04– Fri, 08 Mar</td>
<td>Fri, 08 Mar</td>
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</tr>
<tr>
<td></td>
<td>Fri, 01 Mar</td>
<td>Final date for minimum fee payment required for student registration</td>
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<td></td>
<td>Final date for 1st Semester registration</td>
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<td>Final date for requests for extended DPs</td>
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<td></td>
<td></td>
<td>Final date for submitting curriculum changes</td>
</tr>
<tr>
<td></td>
<td>Fri, 08 Mar</td>
<td>Final day for capturing graduation decisions onto ITS for the students who had outstanding requirements. (Honours, Bachelors, Diplomas and Certificates)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Date Range</th>
<th>Mon, 11 – Fri, 15 Mar</th>
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<table>
<thead>
<tr>
<th>Date Range</th>
<th>Mon, 18 – Fri, 22 Mar</th>
<th>Mon, 18 Mar</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fri, 29 Mar</td>
<td>Final day for capturing graduation decisions onto ITS (Masters and Doctoral Studies)</td>
<td></td>
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<tr>
<td></td>
<td>Thu, 21 Mar</td>
<td>Human Rights Day (Public Holiday)</td>
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<thead>
<tr>
<th>Date Range</th>
<th>Mon, 25 – Fri 29 Mar</th>
<th>Fri, 29 Mar</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td>Fri, 29 Mar</td>
<td>Final date for withdrawal from a module</td>
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<td></td>
<td></td>
<td>Final date for withdrawal from the University (Semester 1)</td>
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<td></td>
<td></td>
<td>Final timetable for main &amp; supplementary exams released</td>
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<table>
<thead>
<tr>
<th>Date Range</th>
<th>Mon, 01 – Sat, 06 Apr</th>
<th>Mon, 01 – Sat, 06 Apr</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mon, 01 – Sat, 06 Apr</td>
<td>Graduation Ceremonies (WVL)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tue, 02 Apr</td>
<td>To follow Thursday’s timetable (Compensatory day)</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Date Range</th>
<th>Mon, 08 – Fri, 12 Apr</th>
<th>Mon, 08 – Tue, 09 Apr</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mon, 08 – Fri, 12 Apr</td>
<td>Graduation Ceremonies (PMB)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Sat, 13 Apr – Mon, 22 Apr</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>EASTER VACATION (STUDENT MID-TERM BREAK)</td>
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<table>
<thead>
<tr>
<th>Date Range</th>
<th>Fri, 19 Apr</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td>Good Friday (Public Holiday)</td>
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<table>
<thead>
<tr>
<th>Date Range</th>
<th>Mon, 22 Apr</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Family Day (Public Holiday)</td>
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<table>
<thead>
<tr>
<th>Date Range</th>
<th>Tue, 23 – Sat, 27 Apr</th>
<th>Sat, 27 Apr</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freedom Day (Public Holiday)</td>
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<table>
<thead>
<tr>
<th>Date Range</th>
<th>Mon, 29 Apr – Fri, 03 May</th>
<th>Mon, 29 Apr</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Final date for payment of 60% of fees for year registrations or 100% for semester 1 registrations</td>
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<table>
<thead>
<tr>
<th>Date Range</th>
<th>Tue, 30 Apr</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Last day for submission of theses/dissertations to the Post-Grad Admin Office for possible 2019 September Graduation</td>
<td></td>
</tr>
<tr>
<td>Date Range</td>
<td>Event Details</td>
<td></td>
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<tr>
<td>Wed, 01 May</td>
<td>Workers’ Day (Public Holiday)</td>
<td></td>
</tr>
<tr>
<td>Mon, 06 – Fri, 10 May</td>
<td>Final date for submission of 1st Semester Examination Question Papers (Main &amp; Supps) to the Exams Dept.</td>
<td></td>
</tr>
<tr>
<td>Tue, 14 May</td>
<td>DP refusals published</td>
<td></td>
</tr>
<tr>
<td>Wed, 15 May</td>
<td>Lectures end</td>
<td></td>
</tr>
<tr>
<td>Thu, 16 – 20 May</td>
<td>Study period</td>
<td></td>
</tr>
<tr>
<td>Fri, 17 May</td>
<td>Final date for submission of DP Appeals to School Offices</td>
<td></td>
</tr>
<tr>
<td>Tue, 21 May</td>
<td>First Semester Exams commence (incl. Saturday)</td>
<td></td>
</tr>
<tr>
<td>Mon, 27 May – Sat, 01 Jun</td>
<td>Exam week</td>
<td></td>
</tr>
<tr>
<td>Mon, 03 – Tue, 04 Jun</td>
<td>First Semester Exams (cont.)</td>
<td></td>
</tr>
<tr>
<td>Wed, 05 Jun</td>
<td>Eid-Al-Fitr (condoned absence) (no exams)</td>
<td></td>
</tr>
<tr>
<td>Thu, 06 Jun</td>
<td>First Semester Exams end</td>
<td></td>
</tr>
<tr>
<td>Fri, 07 – Tue, 11 Jun</td>
<td>Break between exams</td>
<td></td>
</tr>
<tr>
<td>Wed, 12 Jun</td>
<td>1st Semester Supplementary Exams commence</td>
<td></td>
</tr>
<tr>
<td>Mon, 17 Jun</td>
<td>Youth Day (Public Holiday observed) (no exams)</td>
<td></td>
</tr>
<tr>
<td>Thu, 20 Jun</td>
<td>Supplementary Exams end</td>
<td></td>
</tr>
<tr>
<td>Fri, 21 Jun – Sun, 07 Jul</td>
<td>MID-YEAR BREAK (Winter Vacation)</td>
<td></td>
</tr>
<tr>
<td>Fri, 28 Jun</td>
<td>Supplementary Exam marks to be captured on SMS by 12h00</td>
<td></td>
</tr>
<tr>
<td>Fri, 05 Jul</td>
<td>Release of 1st semester results after Exam Boards at 00:01 am</td>
<td></td>
</tr>
</tbody>
</table>

Semester 1:
- Teaching days: Monday 13, Tuesday 14, Wednesday 13, Thursday 12, Friday 13: **65 days**
- Compensatory day: (Tuesday 02 April, follows Thursday’s timetable)
- Study leave: 5 days; Main Examinations: 14 days; Supplementary Exams: 7 days;
<table>
<thead>
<tr>
<th></th>
<th>Date Range</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon, 08 – Fri, 12 Jul</td>
<td>Second Semester commences</td>
</tr>
<tr>
<td></td>
<td>Mon, 08 Jul</td>
<td>Lectures commence</td>
</tr>
<tr>
<td></td>
<td>Wed, 10 Jul</td>
<td>Deadline for submission of Exclusion Appeals</td>
</tr>
<tr>
<td></td>
<td>Fri, 12 Jul</td>
<td>CEACOM meetings (College Exclusion Appeals Com.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deadline for applications for re-marks</td>
</tr>
<tr>
<td>2</td>
<td>Mon, 15 – Fri, 19 Jul</td>
<td>AEACOM meeting (Academic Exclusion Appeals Com.)</td>
</tr>
<tr>
<td></td>
<td>Tue, 16 Jul</td>
<td>To follow Friday’s timetable (Compensatory day)</td>
</tr>
<tr>
<td></td>
<td>Wed, 17 Jul</td>
<td>Final date for payment of all fees required for student registration</td>
</tr>
<tr>
<td></td>
<td>Fri, 19 Jul</td>
<td>Final date for registration – 2nd Semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final date for requests for extended DPs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final date for submitting curriculum changes</td>
</tr>
<tr>
<td>3</td>
<td>Mon, 22 – Fri, 26 Jul</td>
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<tr>
<td>4</td>
<td>Mon, 29 Jul – Fri, 02 Aug</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Mon, 05 – Fri, 09 Aug</td>
<td>National Women’s Day (Public Holiday)</td>
</tr>
<tr>
<td>6</td>
<td>Mon, 12 – Fri, 16 Aug</td>
<td>Eid-Al-Adhah (condoned absence)</td>
</tr>
<tr>
<td>7</td>
<td>Mon, 19 – Fri, 23 Aug</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mon, 26 – Fri, 30 Aug</td>
<td>Final day for capturing graduation decisions onto ITS</td>
</tr>
<tr>
<td></td>
<td>Tue, 27 Aug</td>
<td>(all qualifications incl. doctoral studies)</td>
</tr>
<tr>
<td></td>
<td>Fri, 30 Aug</td>
<td>Final date for payment of all fees</td>
</tr>
<tr>
<td>9</td>
<td>Sun, 02 – Fri, 06 Sep</td>
<td></td>
</tr>
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</table>
## Sessional Dates

<table>
<thead>
<tr>
<th>No.</th>
<th>Date Range</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Mon, 09 – Fri, 13 Sep</td>
<td>Spring Graduations (All ceremonies held in WVL)</td>
</tr>
<tr>
<td></td>
<td>Fri, 13 Sep</td>
<td>Final date for withdrawal from the University (Sem. 2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final date for withdrawal from a module</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final timetable for main and supplementary examinations released</td>
</tr>
<tr>
<td>11</td>
<td>Wed, 25 – Fri, 27 Sep</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Sun, 29 Sep – Fri, 04 Oct</td>
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<tr>
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<tr>
<td></td>
<td>Wed, 16 Oct</td>
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</tr>
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</tr>
<tr>
<td>15</td>
<td>Mon, 21 – Sun, 27 Oct</td>
<td>Tue, 22 Oct Second Semester Exams commence (incl. Saturday)</td>
</tr>
<tr>
<td></td>
<td>Sun, 27 Oct</td>
<td>Diwali/Deepavali (Condoned absence) (no exams)</td>
</tr>
<tr>
<td>16</td>
<td>Mon, 28 Oct – Sat, 02 Nov</td>
<td>Mon, 28 Oct – Sat, 02 Nov Exam week</td>
</tr>
<tr>
<td></td>
<td>Fri, 01 Nov</td>
<td>Final date for submission of College handbooks for 2020</td>
</tr>
<tr>
<td>17</td>
<td>Mon, 04 – Sat, 09 Nov</td>
<td>Wed, 06 Nov Second Semester Exams end</td>
</tr>
<tr>
<td></td>
<td>Thu, 07 – Mon, 11 Nov</td>
<td>Break between Exams</td>
</tr>
<tr>
<td>18</td>
<td>Mon, 11 – Sat, 16 Nov</td>
<td>Tue, 12 Nov 2nd Semester Supplementary Exams commence</td>
</tr>
<tr>
<td>19</td>
<td>Mon, 18 – Fri, 22 Nov</td>
<td>Tue, 19 Nov 2nd Semester Supplementary Exams end</td>
</tr>
</tbody>
</table>
Second Semester ends
Fri, 22 Nov
Last day for submission of theses/dissertations to the Post-Graduate Administrative Offices for possible April 2020 Graduation

Semester 2:
- Teaching days: Monday 13, Tuesday 13, Wednesday 14, Thursday 13, Friday 12: 65 days
- Compensatory days: (Wednesday, 17 July, follows Friday’s timetable)
- Study leave: 5 days; Examinations: 14 days; Supplementary Exams: 7 days

YEAR-END BREAK:

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<thead>
<tr>
<th>Mon, 02 – Fri, 06 Dec</th>
<th>Tue, 03 Dec</th>
<th>Supplementary marks to be captured on SMS by 12h00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, 09 – Fri, 13 Dec</td>
<td>Tue, 10 Dec</td>
<td>Release of 2nd semester results after Exam Boards (00:01 am)</td>
</tr>
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<td>Mon, 16 Dec</td>
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Fri, 20 Dec | University Offices close |

PLEASE NOTE:
- Sessional Dates for both the School of Medicine and the School of Education will be published separately.
- BComHons(Acc) and PGDip(Acc): Winter vacation will end a week early (i.e. 07 Jul); and lectures will end on Friday 06 September. There will be no Sept. mid-term break; and year-end exams (incl.supps) will run from 02 October to 08 Nov.
- All Bachelor of Nursing students are required to attend clinical training and community work during vacations in the year from the 7 January 2019 up until the 21 December 2019
- The University of KwaZulu-Natal reserves the right to change any of the said Sessional Dates, solely in its discretion, and without any liability for inconvenience and/or loss occasioned thereby.
# Sessional Dates 2019

## School of Education

<table>
<thead>
<tr>
<th>Sessional Dates</th>
<th>First Semester</th>
<th>Pre-Semester:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td>Monday, 04 February – Thursday, 20 June</td>
<td>Tue, 01 – Fri, 04 Jan</td>
</tr>
<tr>
<td><strong>Easter Vacation</strong></td>
<td>Saturday, 13 April – Monday, 22 April</td>
<td>Wed, 02 Jan</td>
</tr>
<tr>
<td><strong>Winter Vacation</strong></td>
<td>Friday, 21 Jun – Sunday, 07 July</td>
<td>University opens</td>
</tr>
<tr>
<td><strong>Second Semester</strong></td>
<td>Monday, 08 July – Tuesday, 19 November</td>
<td>Mon, 07 – Fri, 11 Jan</td>
</tr>
</tbody>
</table>

**Pre-Semester:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue, 01 – Fri, 04 Jan</td>
<td>Wed, 02 Jan</td>
</tr>
<tr>
<td>Mon, 07 – Fri, 11 Jan</td>
<td>Mon, 07 Jan</td>
</tr>
<tr>
<td>Fri, 11 Jan</td>
<td>PhD Orientation &amp; Registration [EDGW &amp; PMB]</td>
</tr>
<tr>
<td>Mon, 14 – Fri, 18 Jan</td>
<td>Mon, 14 Jan – Fri, 04 Feb</td>
</tr>
<tr>
<td>Mon, 14 Jan – 22 Feb</td>
<td>PGCE TP602 Supplementary [EDW and PMB]</td>
</tr>
<tr>
<td>Thurs, 17 Jan- Fri, 18 Jan</td>
<td>PGCE Orientation [Edgewood]</td>
</tr>
<tr>
<td>PGCE Registration [Edgewood]</td>
<td>PGCE Orientation &amp; Registration [PMB]</td>
</tr>
<tr>
<td>Sat, 19 Jan</td>
<td>BEdHons Orientation &amp; Registration [Edgewood]</td>
</tr>
<tr>
<td>BEdHons Orientation &amp; Registration [PMB]</td>
<td></td>
</tr>
<tr>
<td>Mon, 21 – Sat, 26 Jan</td>
<td>Mon, 21 Jan</td>
</tr>
<tr>
<td>Fri, 25 Jan</td>
<td>Deadline for applications for remarks</td>
</tr>
<tr>
<td>Sat, 26 Jan</td>
<td>CEACOM (College Exclusion Appeals Com.) meetings</td>
</tr>
<tr>
<td>Mon, 28 Jan– Sat, 02 Feb</td>
<td>Mon, 28 Jan– Sat, 02 Feb</td>
</tr>
<tr>
<td>Mon, 28 Jan</td>
<td>PGCE Classroom Technology (EDW and PGCE)</td>
</tr>
<tr>
<td>Mon, 28 Jan</td>
<td>B Ed -Registration (2nd Years)</td>
</tr>
</tbody>
</table>
## SEMESTER 1:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon, 04 – Fri, 08 Feb</td>
<td>First Semester commences&lt;br&gt;Lectures commence&lt;br&gt;Mon, 4 Feb – Tue, 12 April</td>
</tr>
<tr>
<td>2</td>
<td>Mon, 11 – Fri, 15 Feb</td>
<td>Registration deadline for returning Research Masters &amp; Doctoral students&lt;br&gt;Fri, 01 Mar</td>
</tr>
<tr>
<td>3</td>
<td>Mon, 18 – Fri, 22 Feb</td>
<td>Fri, 08 Mar</td>
</tr>
<tr>
<td>5</td>
<td>Mon, 04 – Fri, 08 Mar</td>
<td>Fri, 08 Mar</td>
</tr>
<tr>
<td>6</td>
<td>Mon, 11 – Fri, 15 Mar</td>
<td>Fri, 08 Mar</td>
</tr>
<tr>
<td>7</td>
<td>Mon, 18 – Fri, 22 Mar</td>
<td>Mon, 18 Mar</td>
</tr>
<tr>
<td>8</td>
<td>Mon, 25 – Fri, 29 Mar</td>
<td>Fri, 29 Mar</td>
</tr>
</tbody>
</table>
### Sessional Dates

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, 01 – Sat, 06 Apr</td>
<td>Graduation Ceremonies (WVL)</td>
</tr>
<tr>
<td>Tue, 02 Apr</td>
<td>To follow Thursday’s timetable (Compensatory day)</td>
</tr>
<tr>
<td>Tue, 2 April – Fri, 3 May</td>
<td>PGCE School Experience 601 [PMB &amp; EDW]</td>
</tr>
<tr>
<td>Mon, 08 – Tue, 09 Apr</td>
<td>Graduation Ceremonies (PMB)</td>
</tr>
<tr>
<td>Mon, 08 – Fri, 12 Apr</td>
<td>Graduation Ceremonies (PMB)</td>
</tr>
<tr>
<td>Sat, 13 Apr – Mon, 22 Apr</td>
<td>EASTER VACATION (STUDENT MID-TERM BREAK)</td>
</tr>
<tr>
<td>Fri, 19 Apr</td>
<td>Good Friday (Public Holiday)</td>
</tr>
<tr>
<td>Mon, 22 Apr</td>
<td>Family Day (Public Holiday)</td>
</tr>
<tr>
<td>Tue, 23 – Sat, 27 Apr</td>
<td>Freedom Day (Public Holiday)</td>
</tr>
<tr>
<td>Mon, 29 Apr – Fri, 03 May</td>
<td>Final date for payment of 60% of fees for year registrations or 100% for semester 1 registrations</td>
</tr>
<tr>
<td>Tue, 30 Apr</td>
<td>Final date for submission of 1st Semester Examination Question Papers (Main &amp; Supps) to the Exams Dept.</td>
</tr>
<tr>
<td>Wed, 01 May</td>
<td>Workers’ Day (Public Holiday)</td>
</tr>
<tr>
<td>Mon, 06 – Fri, 10 May</td>
<td></td>
</tr>
<tr>
<td>Mon, 13 – Fri, 17 May</td>
<td>DP refusals published</td>
</tr>
<tr>
<td>Tue, 14 May</td>
<td>Lectures end</td>
</tr>
<tr>
<td>Wed, 15 May</td>
<td></td>
</tr>
<tr>
<td>Thu, 16 – 20 May</td>
<td>Study period</td>
</tr>
<tr>
<td>Fri, 17 May</td>
<td>Final date for submission of DP Appeals to School Offices</td>
</tr>
<tr>
<td>Mon, 20 – Sat, 25 May</td>
<td>First Semester Exams commence (incl. Saturday)</td>
</tr>
<tr>
<td>Mon, 27 May – Sat, 01 Jun</td>
<td>Exam week</td>
</tr>
<tr>
<td>Mon, 03 – Fri, 07 Jun</td>
<td>First Semester Exams (cont.)</td>
</tr>
</tbody>
</table>
### Semester 1:
- **Teaching days:** Monday 13, Tuesday 14, Wednesday 13, Thursday 12, Friday 13: **65 days**
- **Compensatory day:** (Tuesday 02 April, follows Thursday’s timetable)
- **Study leave:** 5 days; **Main Examinations:** 14 days; **Supplementary Exams:** 7 days;

### MID-YEAR BREAK (Winter Vacation)
- **Fri, 21 Jun – Sun, 07 Jul**
  - **Fri, 28 Jun**
    - Supplementary Exam marks to be captured on SMS by 12h00
  - **Fri, 05 Jul**
    - Release of 1st semester results after Exam Boards at 00:01 am

### SEMESTER 2:
1. **Mon, 08 – Fri, 12 Jul**
   - **Mon, 08 Jul**
     - Second Semester commences
     - Lectures commence
   - **Mon, 8 Jul – Fri, 2 Aug**
     - Teaching Practice: BEd commence [EDW]
   - **Mon, 8 Jul – Fri, 16 Aug**
     - Teaching Practice: PGCE 602 School Experience commence [EDW & PMB]
   - **Wed, 10 Jul**
     - Deadline for submission of Exclusion Appeals
   - **Fri, 12 Jul**
     - CEACOM meetings (College Exclusion Appeals Com.)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date Range</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Mon, 15 – Fri, 19 Jul</td>
<td>Mon, 15 Jul – Fri, 2 Aug</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BEd TP120 Classroom Technologies begins</td>
</tr>
<tr>
<td></td>
<td>Tue, 16 Jul</td>
<td>AEACOM meeting (Academic Exclusion Appeals Com.)</td>
</tr>
<tr>
<td></td>
<td>Wed, 17 Jul</td>
<td>To follow Friday’s timetable (Compensatory day)</td>
</tr>
<tr>
<td></td>
<td>Fri, 19 Jul</td>
<td>Final date for payment of all fees required for student registration (2nd semester).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final date for registration – 2nd Semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final date for requests for extended DPs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final date for submitting curriculum changes</td>
</tr>
<tr>
<td>3</td>
<td>Mon, 22 – Fri, 26 Jul</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mon, 29 Jul – Fri, 02 Aug</td>
<td>Fri, 02 Aug</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teaching Practice end: BEd (Second, Third and Forth Years)</td>
</tr>
<tr>
<td>5</td>
<td>Mon, 05 – Fri, 09 Aug</td>
<td>Mon, 5 Aug</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lectures commence: [BEd only]</td>
</tr>
<tr>
<td></td>
<td>Mon, 5 Aug – Fri, 15 Oct</td>
<td>B.Ed TP120 Micro-Mini</td>
</tr>
<tr>
<td></td>
<td>Fri, 09 Aug</td>
<td>National Women’s Day (Public Holiday)</td>
</tr>
<tr>
<td>6</td>
<td>Mon, 12 – Fri, 16 Aug</td>
<td>Mon, 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eid-Al-Adhah (condoned absence)</td>
</tr>
<tr>
<td></td>
<td>Fri, 16 Aug</td>
<td>Final date for registration – 2nd Semester [BEd only]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final date for requests for extended DPs [BEd only]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final date for submitting curriculum changes [BEd only]</td>
</tr>
<tr>
<td>7</td>
<td>Mon, 19 – Fri, 23 Aug</td>
<td>Mon, 19 Aug</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lectures commence: PGCE students only</td>
</tr>
<tr>
<td></td>
<td>Fri, 23 Aug</td>
<td>Final date for registration – 2nd Semester [PGCE only]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final date for requests for extended DPs [PGCE only]</td>
</tr>
<tr>
<td>Date Range</td>
<td>Event</td>
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</tr>
<tr>
<td>Mon, 26 – Fri, 30 Aug</td>
<td>Final date for submitting curriculum changes [PGCE only]</td>
<td></td>
</tr>
<tr>
<td>Tue, 27 Aug</td>
<td>Final day for capturing graduation decisions onto ITS (all qualifications incl. doctoral studies)</td>
<td></td>
</tr>
<tr>
<td>Fri, 30 Aug</td>
<td>Final date for payment of all fees</td>
<td></td>
</tr>
<tr>
<td>Tue, 27 Aug</td>
<td>Spring Graduations (All ceremonies held in WVL)</td>
<td></td>
</tr>
<tr>
<td>Fri, 13 Sep</td>
<td>Final date for withdrawal from the University (Sem. 2)</td>
<td></td>
</tr>
<tr>
<td>Wed, 11 – Thu, 12 Sep</td>
<td>Final date for withdrawal from a module</td>
<td></td>
</tr>
<tr>
<td>Fri, 13 Sep</td>
<td>Final timetable for main and supplementary examinations released</td>
<td></td>
</tr>
<tr>
<td>Sat, 14 Sep – Tue, 24 Sep</td>
<td><strong>STUDENT MID-TERM BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>Tue, 24 Sep</td>
<td>Heritage Day (Public Holiday)</td>
<td></td>
</tr>
<tr>
<td>Wed, 25 – Fri, 27 Sep</td>
<td></td>
<td></td>
</tr>
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</tr>
<tr>
<td>Wed, 06 Nov</td>
<td>Second Semester Exams end</td>
</tr>
<tr>
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<td>Break between Exams</td>
</tr>
<tr>
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<td>2nd Semester Supplementary Exams commence</td>
</tr>
<tr>
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</tr>
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<td>Last day for submission of theses/dissertations to the Post-Graduate Administrative Offices for possible April 2020 Graduation</td>
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ACADEMIC MONITORING AND EXCLUSION

INFORMATION for STUDENTS

INTRODUCTION

The Academic Monitoring and exclusions Policy applies to all students registered in undergraduate degrees across all Colleges. An extract from the policy is included below for the information of students.

The Academic Monitoring and Exclusion Policy is based on a system of classifying student academic performance as “good academic standing”; “at risk” or “severely underperforming” with appropriate interventions and actions for each category. Every undergraduate student’s performance is assessed at the end of each semester and their status, based on their academic performance at the end of the semester or subsequent supplementary exams, is determined and reflected on the student administration system as “green”, “orange” or “red”.

The aim of this policy is to enable underperforming students to be identified early and offered academic, personal and careers counselling. Appropriate interventions and systems of support are expected to reduce dropout rates and exclusions and to improve throughputs and completion rates.

Specifically the implementation of this policy means that no academically underperforming student will be excluded from the university in their first year of study. However, it also means that if a student does not respond to support interventions and continues to underperform, s/he will be required to appeal for readmission to the same or a different College after three semesters at university. If readmitted and does not meet set probation requirement while on final probation, then the student will be excluded after four semesters and no further appeals allowed.

Appeals are first considered at College level (CEACOM). All unsuccessful appeals will be referred to a university wide committee (AEACOM) for final decision.

Students will finally be excluded from the university on account of poor academic performance after all other avenues have failed to restore their academic performance to the required level.

Exclusion holds for a minimum period of one year unless otherwise stipulated. Thereafter a student may apply for admission to the same or another College at UKZN if s/he is able to demonstrate that s/he has achieved a level of competence satisfactory to the relevant College or has resolved the personal circumstances that led to poor performance. Admission or readmission will be at the discretion of the College to which the student applies and according their admission requirements. Colleges will specify broad guidelines for what will be deemed satisfactory competence level for readmission.
CLASSIFICATION OF ACADEMIC PERFORMANCE

Each College defines minimum progression requirements, either on a College-wide basis or per qualification or group of qualifications. These are used in categorising academic performance. The categories of academic performance and the consequent interventions and actions are as follows:

**Good academic standing (Green)**

New students who register for the first time and have not transferred from another College of the university are initially deemed to be of good academic standing and coded green. A student remains coded green provided s/he has passed at least 75% of the maximum expected credit load to date and also has passed 70% or more of the normal credit load this semester. These are regarded as acceptable performance levels; however optional counselling and support is available if requested.

**At risk (Orange)**

A student who is at risk is required to participate in a compulsory developmental programme including academic counselling, a possible modified curriculum as well as student counselling for personal, life skills and/or career counselling.

A student may be deemed “at risk” when:

- his/her performance is above the applicable minimum progression requirements for that qualification or College but is not at the level of “green”, that is, s/he has not passed 75% of the maximum expected credits to date;
- fewer than 70% of the normal credit load has been passed in the current semester.
- credits are below the applicable minimum progression requirements for that qualification or College but the student has been registered for 1 semester only, the student is placed on academic probation with specific and realistic conditions. Even if such a student is performing below the applicable minimum progression requirements s/he will remain at risk (orange) provided s/he continues to meet the set probation requirements which are reviewed each semester.

**Underperforming (Red)**

A student will be coded red when his/her performance falls below the applicable minimum progression requirements for that qualification or College and s/he has been registered for 2 semesters or more. The first time a student becomes “red” s/he is placed on strict academic probation. After compulsory academic and personal or career counselling s/he may be permitted to continue in the same qualification or may be advised to redirect to another qualification in the same or another College.

A student will become “red” for a second time if s/he does not achieve the probation conditions set in the previous semester or if, after improving performance for a period, the student again drops below the required levels. In this case, the student must appeal to be readmitted to the
same or a different qualification or College. If a student is readmitted following a successful appeal, s/he is placed on final probation with specific conditions to be met and continued academic support.

If a student who was severely underperforming ("red") responds to interventions, achieves probation requirements and eventually works back to good academic standing ("green"), s/he will be deemed to be rehabilitated and the previous period as "red" will not be considered should s/he subsequently lapse.

If a student does not respond to such interventions and s/he continues to underperform s/he must appeal for readmission and may or may not be readmitted on final probation. If readmitted and still does not respond to interventions while on final probation the student will be excluded. No further appeals are allowed.

Students who transfer between qualifications carry their history and academic status with them. Students will normally only be accepted into a new qualification if they are able to complete the new degree in the maximum time permitted for this degree, which includes the semesters they have already spent at UKZN and for which they may have generated credits towards the new degree.

The implementation of the policy is illustrated in the flow diagram below.
UNDERGRADUATE ACADEMIC MONITORING & EXCLUSION POLICY
(to be applied when performance in end of semester examinations is considered) (Reviewed October 2011)

**Students current status is:**

**Good academic standing (green):**
- New student or no warning term decision codes given at last ERS session
- Passed >70% normal credit load this semester?
  - Y: Green
  - N: Passed >75% max expected credits to date?
    - Y: Orange
    - N: Above min applicable progression requirements?
      - Y: Green
      - N: Been registered 1 semester only?
        - Y: FPRR/FPRD
        - N: RISK
          - Y: Risk, Set probation conditions
          - N: Orange
  - N: RISK
    - Y: Orange

**At risk (orange):**
- Term decision codes RISK or RSK2 given at last ERS session
- Passed >75% max expected credits to date?
  - Y: Green (rehabilitated)
  - N: Above min applicable progression requirements?
    - Y: RSK2
    - N: Achieved any probation targets?
      - Y: Orange
      - N: Previous exclusion? (not rehabilitated)
        - Y: FPRR/FPRD
        - N: N: RSK2
          - Y: Orange
          - N: RSK2

**Under-performing (red):**
- 1) On STRICT probation. Term decision codes FPRR, FPRD or PROB given previously
- 2) On FINAL probation after successful CEACOM or AEACOM appeal. Term decision codes FPMA or FPDS given previously followed by a re-admission decision.
- Achieved probation targets?
  - Y: Previous appeal?
    - Y: XNFA (possible discretion)
    - N: RSK2
      - Y: Orange
        - N: PROB
          - Y: Red
          - N: Continue on probation
    - N: FPM/FPDS
      - Y: XAC
        - Y: SUSPENDED. Must appeal or reapply.
        - N: RTA
          - Y: RAPE/ RDPB
            - Y: Red
            - N: RASA/RDSA/ RASA/RDDA
              - Y: Red
              - N: Red
Points for the NSC are calculated according to the table below:

<table>
<thead>
<tr>
<th>NSC Rating</th>
<th>NSC Percentage</th>
<th>NSC Points Rating for UKZN</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>90% to 100%</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>80% to 89%</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>70% to 79%</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>60% to 69%</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>50% to 59%</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>40% to 49%</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>30% to 39%</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>0% to 29%</td>
<td>1</td>
</tr>
</tbody>
</table>

Note that the points will be calculated from six Subjects excluding Life Orientation.
GENERAL ACADEMIC RULES FOR DEGREES, DIPLOMAS AND CERTIFICATES

(These Rules have been made by the Senate and approved by the Council in terms of the Higher Education Act (Act No. 101 of 1997), as amended.)

PREAMBLE:
(a) The Council and/or the Senate may from time to time amend, alter or delete any rule, whether a General Rule or a rule relating to a specific module or qualification.

(b) Where applicable, the interpretation of these Rules is informed by the Definitions of Terms preceding them.

(c) The provisions of these Rules, as applied in particular colleges, may be restricted in circumstances provided for in the rules of those colleges as approved under Rule GR4.

(d) Except as otherwise stated or prescribed by the Senate and the Council, Rules GR1 to GR33 shall be applicable to every student of the University of KwaZulu-Natal (hereinafter referred to as “the University”).

Definitions of Terms

“academic exclusion” means termination of a student’s registration on academic grounds, resulting in exclusion from the university.

“admission” means the act by which the university admits person to study, after acceptance by an applicant of an offer of a place at the University.

“ancillary module” means a module required as a corequisite or prerequisite to a proposed module. All such modules must have been passed before the relevant qualification may be awarded. Note: if module A is an ancillary for module B and B is an ancillary for C, then A is necessarily an ancillary for C.

“assessment” means the evaluation and grading of work, supervised or unsupervised, carried out by a student in satisfying the requirements of a module.

“credit points” are a measure of the volume of learning required for a qualification, quantified as a number of notional study hours.

“credit-weighted average” is the average mark of a set of modules weighted in proportion to the credit value of the modules concerned.

“college academic affairs board” means the board established in each college as provided for in the statute and is responsible for the academic and research functions of the school in the college.
“corequisite module” means a module for which a student must register in the same semester as the proposed module, unless the ancillary module has already been passed or attempted with satisfaction of the DP requirements.

“Council” means the Council of the University of KwaZulu-Natal.

“coursework modules” refers to the taught components of all coursework degrees specified in the curriculum and does not include the dissertation or project modules.

“curriculum” means the combination of modules which together comprise the programme of study leading to a qualification. An individual student's curriculum refers to the specific selection of modules within the broad framework of the curriculum prescribed for a qualification, which enables the student to meet the requirements for the qualification.

“degree credits” are used to satisfy the requirements for qualifications. Unless otherwise stated “credits” means degree credits and the term “degree credits” is used only when it is necessary to distinguish them from foundation credits.

“dissertation” means a work involving personal research, that is (a) capable of being recorded in any form or medium, and (b) capable of being evaluated, that is submitted for a degree and satisfies degree specific requirements (for doctoral degrees, see “thesis”).

“duly performed (DP) requirements” means those college-approved requirements for a module which must be met to permit a student to be eligible for final assessment in that module.

“elective module”, means a module that a student selects according to preference from a specified list of module options.

“examination” means a formal assessment, conducted within an officially designated examination session, usually invigilated, and bound by time constraints.

“exit-level module” means a module at the highest level required by the Higher Education Qualifications Framework (HEQF) for a qualification.

“external examination” means examination by a person, external to the university, who has not been involved with teaching including supervision at the University during the previous three (3) years.

“foundation credits” are a measure of the amount of formal foundational material in the curriculum, and may not be used in lieu of degree credits to satisfy the requirements of qualifications.

“full-time student” is a student who is able to devote at least 40 hours a week to their studies and undertake a full credit load of coursework and/or research in each semester.

"independent moderation" means examination by a person, internal or external to the university, who has not been involved with the teaching of the relevant module in that semester.

“internal examination” means examination by a person or persons involved with the teaching of the relevant module in that semester or, in the case of postgraduate qualifications, is a
member of the University academic staff including persons who hold honorary appointments in the University other than the supervisor(s).

“major” means completion of at least 64 credits at exit level and at least 32 credits in the preceding year in that discipline or in any other closely related specified discipline.

“matriculation certificate” means evidence to the satisfaction of Senate of having obtained a National Senior Certificate (NSC) endorsed for Bachelors degrees OR a Matriculation Certificate of the Matriculation Board OR a Matriculation Board Certificate stating that the candidate has satisfied the conditions prescribed by the Board for exemption from the Matriculation Examination.

“module” means any separate course of study for which credits may be obtained and may comprise a dissertation or thesis.

“qualification” means a degree, diploma or certificate.

“part-time student” is one who is unable to devote the required time to their studies and spreads their degree over a longer period, taking fewer credits than the required credit load of a full-time student in each semester.

“prerequisite module” means a module which must have been passed, with at least the minimum mark required, before registration for the proposed module is permitted.

“prerequisite requirement” means that requirement, whether a prerequisite module, a specified mark in a module or any other condition, which must have been met before registration for the proposed module is permitted.

“programme” means a purposeful and structured curriculum leading to a qualification.

“project” means a substantial assignment, whether comprising a single module or part of a module, and which requires research or equivalent independent work by a student.

“registered student” means a student who is registered to study in one or more modules offered by the University. Such registration will lapse on the date of the following registration session or earlier should the student cease to be an admitted student.

“registration” means completion by a student, and acceptance by the University, of a registration form, physical or electronic, and compliance with such other conditions as are required for entitlement to a current student card.

“Senate” means the Senate of the University of KwaZulu-Natal.

“special examination” means an examination awarded by the Senate to a student who has not been able to attempt or complete the original examination by reason of illness or any other reason deemed sufficient by the Senate. Only the component of the examination which has not been attempted or completed shall be re-written.

“student” means a person who has been admitted to the University for the purpose of studying
or who has registered for a qualification. A student remains a student until such time as that person graduates or otherwise completes studies, or withdraws from the University, or fails to attend or register in any semester, or is excluded and all appeal processes for readmission have been exhausted.

“supplementary examination” means an examination awarded by the Senate to a student, based on the student’s performance in the original module assessment. All examination papers which constitute the module shall be re-written.

“suspended registration” means an agreement by which the University holds a student’s registration in abeyance for a specified period of time.

“tertiary institution” means any institution that provides post-school education on a full-time, part-time or distance basis.

“thesis” means a work involving personal research, that is (a) capable of being recorded in any form or medium, and (b) capable of being evaluated, that is submitted for a doctoral degree and satisfies the requirements specified in the relevant rules.

“the University” means the University of KwaZulu-Natal.

“year of study” means the level at which undergraduate students are registered academically.

(a) foundation year: applies to students who are registered in the first year of a foundation programme for a preparatory certificate

(b) first year of study: applies to students who have not yet obtained at least 96 (degree) credits

(c) final year of study: applies to students in a programme who have registered for such modules as will, if passed, lead to the completion of the qualification.

“working days” means any day of the week but excluding Saturdays, Sundays and public holidays.
**General Rules**

**GR1 Changes in rules**

(a) The University may revise or add to its rules from time to time, and any such alteration or addition shall become binding upon the date of publication or upon such date as may be specified by the Council and the Senate, provided that no change in rules shall be interpreted so as to operate retrospectively to the prejudice of any currently registered student.

(b) Any authority granted to colleges under these rules may be further delegated.

**GR2 Degrees, diplomas and certificates**

The University may confer or award such degrees, diplomas and certificates as approved by the Senate and the Council.

*Note:*  
(a) The list of degrees, diplomas and certificates is available from the Registrar’s Office on request.

(b) Rules for specific qualifications will be found in the relevant college handbooks.

**GR3 Approval of curricula**

The Senate, after consultation with the relevant college academic affairs board, shall approve the curricula for all qualifications of the University.

**GR4 College rules**

Subject to the provisions of the Higher Education Act, the Statute of the University, and the following Rules, the Senate may make or amend rules for each college relating to:

a) the eligibility of a student as a candidate for any qualification and/or module, which may include recognition of prior learning (RPL);

b) the selection process;

c) the period of attendance;

d) the curriculum, work and other requirements for each qualification;

e) progression and academic exclusion; and

f) any other matter relating to the academic functions of the University.

**GR5 Application to study**

a) Applications to study must be made in such manner as prescribed, and must include presentation of the Matriculation Certificate where this is required.

b) An applicant who has studied at any other tertiary education institution must, in addition, present an academic record and a certificate of conduct from that institution.
**GR6 Selection requirements**

All applicants shall produce evidence satisfactory to the Senate of their competence to work for the qualification sought. The Senate may decline to admit as a candidate for the qualification any person whose previous academic attainments are, in its opinion, not sufficiently high to warrant such admission.

**GR7 Selection for postgraduate studies**

a) Graduates of any other recognised university (whether in the Republic of South Africa or elsewhere) may, for the purpose of proceeding to a postgraduate qualification of the University, be admitted by the Senate to a status in the University equivalent to that which they possess in their own university by virtue of any degree held by them.

b) An applicant who has graduated from another tertiary institution or who has in any other manner attained a level of competence which, in the opinion of the Senate, is adequate for the purpose of postgraduate studies or research, may be admitted as a student of the University.

**GR8 Exemption from a module**

a) Exemption from a module may be granted without credit, where an applicant can demonstrate an equivalent level of competence through prior learning.

b) Exemption and credit for a module may be granted where an applicant has already obtained credit for an equivalent module at this or another university.

c) Credit cannot be obtained for more than one module where the contents of the modules overlap or are partially or substantially the same.

**GR9 Registration**

a) In order to pursue their studies in any semester, all students of the University shall complete the applicable registration procedure, thereby affirming their acceptance of the rules of the University.

b) The Council, on the recommendation of the Senate, may impose conditions for the registration of any student.

c) Except as provided for hereunder, a student shall register in consecutive semesters.

   (i) On application in advance to the relevant college and with the approval of the college academic affairs board, a student’s registration may be suspended for a period of time not exceeding 2 semesters. Under exceptional circumstances, a further such suspension of 2 semesters may subsequently be applied for and approved.

   (ii) The deputy vice chancellor and head of college may require that a student suspend his/her studies for a maximum of 1 semester should the student be unable to register for a valid curriculum that will allow satisfactory progress to be made towards the attainment of the qualification.
(iii) A student with a suspended registration remains subject to the rules of the University, and may return to register before or at expiry of the period of suspension. The period during which registration is suspended shall not be included in and calculation towards the minimum and maximum periods prescribed for any qualification in terms of Rule GR12, nor for the evaluation of eligibility for the award of degrees *cum laude* or *summa cum laude* in terms of Rules BR6, HR8, CR17 and MR13.

d) Should a student fail to register for a semester:

(i) In the case of a postgraduate student who has not been granted suspension as provided for in (c) (i) or (ii) above the student must apply to the relevant college for readmission should she/he subsequently wish to return to resume studies. Such readmission shall only be approved under the conditions, rules and curricula applicable at the time of readmission and, in the case of a postgraduate research student, provided that supervisory capacity is available.

(ii) In the case of an undergraduate student, should the break in studies exceed one semester and the student has not been granted suspension as provided for in (c)(i) or (ii) above, the student must apply to the relevant college for readmission should he/she subsequently wish to return to resume studies. Such readmission shall only be approved under the conditions, rules and curricula applicable at the time of readmission.

e) (i) A student may register as a full-time or part-time student (see definitions); such initial registration status shall persist for a minimum period of two semesters after first registration.

(ii) A part-time student may not register for more than 65% of the normal full-time credit load of coursework modules in each semester unless otherwise provided for in the College rules.

(iii) In the case of a full-time student who subsequently changes registration status to part-time, the full-time criteria for award of degree *cum laude* or *summa cum laude* shall apply;

(iv) In the case of a student who changes registration status from full-time or vice-versa, the semesters allowed for completion of the qualification will be prorated accordingly.

**GR10 Payment of fees**

a) Save by special permission of the Senate and the Council:

(i) An applicant shall not be registered until all relevant prescribed fees are paid;

(ii) A student shall not be entitled to admission to an examination, nor to receipt of examination results, until all relevant prescribed fees are paid.

b) A student shall not be entitled to the conferral or award of a qualification until all monies due to the University have been paid.
GR11 Concurrent registration

a) Save by special permission of the Senate:

   (i) no student shall be registered for more than one qualification at the same time; nor
   (ii) shall any student, while registered at any other tertiary institution, be registered concurrently at the University.

GR12 Period of attendance

Every candidate for a qualification shall meet the relevant attendance and performance requirements for each module and qualification as prescribed by the relevant college and approved by the Senate, in order to obtain the requisite credit.

GR13 Module registration

a) Subject to Rule GR14, no student shall be registered for any module unless his or her curriculum has been approved by the Senate. An approved curriculum may be modified only with the consent of the Senate.

b) Save by special permission of the Senate, no student may attend a module for which he or she is not registered.

GR14 Ancillary, prerequisite and corequisite requirements

a) A college may prescribe ancillary modules in any curriculum.

b) A college may specify the attainment of a minimum mark of more than 50% in a prerequisite module, a specified mark in a module or any other requirement before registration for the proposed module is permitted.

c) Registration for a module will be conditional on meeting all corequisite and prerequisite requirements for that module.

GR15 Obsolete modules

In readmitting a student, the Senate may withhold recognition, for the purposes of a qualification, of credits previously obtained in modules which have subsequently become obsolete.

GR16 Duly Performed (DP) certification

a) Students shall not present themselves for examination in any module unless the module co-ordinator / lecturer has certified that they have met the DP requirements for the specified module.

b) Such DP certification shall be valid only for the examinations, including supplementary examinations, of the semester in which it is issued.
c) With the consent of the school board concerned, in exceptional circumstances, the DP certification may be extended to the relevant subsequent semester, in which case the board may allow the student to retain the relevant class mark.

d) The DP requirements for each module shall be published in the college handbook and in any other manner deemed appropriate by the college.

e) Save as may otherwise be provided by the college, for each module a list of those students refused DP certification shall be published, in a manner deemed appropriate by the college on or before the last day of teaching in each semester.

GR17 DP certification - right of appeal

a) Students have the right to appeal against the refusal of a DP certification in terms of Rule GR16.

b) An appeal must be lodged with the relevant school, in the prescribed manner, on or before the date specified in the sessional dates which shall be no less than three (3) working days after the last day of notification of DP refusals.

c) Such appeal shall be considered by an appropriate committee, the composition of which shall be approved by the Senate.

d) The decision of the committee shall be final.

GR18 Examinations

a) An examination may be written and/or oral, and may include practical work.

b) With the approval of the college academic affairs board, a written examination may, for a particular student, be replaced or supplemented by an oral examination.

GR19 External examination and moderation

a) Except with the permission of the Senate, all modules, other than exit-level modules, shall be subject to internal examination and independent moderation.

b) Except with the permission of the Senate, all exit-level modules shall be subject to internal and external examination.

c) The portion of the total assessment subject to independent moderation or external examination, in terms of (a) or (b) above, shall be at least 50%.

GR20 Examination scripts

a) To aid academic development, students may view their examination scripts under supervision.

b) (i) A student may, on formal application and after payment of the applicable fee, have all his/her examination scripts for a module re-marked, normally by the original examiners, in accordance with the policies approved by the Senate and the Council.

(ii) Such application shall be lodged with the relevant school office, in the prescribed
manner, on or before the date in the sessional dates.
(iii) The student’s final mark for the module shall be that determined by the re-mark.
(iv) The fee shall be refunded only if the re-mark causes an improvement in the class of result as reflected in Rule GR29(a).

c) Re-marking as contemplated in (b) above shall not be permitted for honours and equivalent projects, master’s dissertations and doctoral theses.

d) Examination scripts shall be stored by the University for a maximum period of one (1) year or such longer period required by contractual or professional obligations.

GR21 Examination sessions

All examinations shall be held in the prescribed sessions approved by the Senate.

GR22 Supplementary examinations

Supplementary examinations may be awarded in terms of these rules and the relevant college rules. Supplementary examinations shall not be awarded for any continuously assessed modules or components of modules.

GR23 Special examinations

a) An undergraduate student may elect to write all the examination papers for a particular module in either the main or supplementary examination session, provided that such a supplementary examination is scheduled. The provisions of rule GR25(b) shall apply.

b) A student who has not been able to complete the original final examination by reason of illness or any other reason deemed sufficient by the Senate, may, on application, be granted permission to sit a special examination, during the next applicable supplementary examination session.

c) An application for a special examination shall be made on the prescribed form, accompanied by all relevant documentation, and lodged in the relevant college within five (5) working days of the date of the examination concerned. It is the responsibility of the student to ascertain whether or not the special examination has been granted.

d) If an application for a special examination is approved, the examination result, if any, from the original examination shall be regarded as null and void. If such an application is not approved the original examination result shall stand.

GR24 Standard of supplementary and special examinations

To pass supplementary and special examinations, students must demonstrate a level of academic competence equivalent to that required in the original examination.
GR25 Limitation on awarding supplementary and special examinations

a) A supplementary or special examination shall not be granted in respect of any supplementary examination awarded in terms of Rule GR22.

b) A supplementary or special examination shall not be granted in respect of any special examination awarded in terms of Rule GR23.

GR26 Completion of modules

Every module shall be completed by passing the Senate-approved assessment in that module.

GR27 Pass mark

The pass mark for all modules in the University shall be 50%, provided that any sub-minima required in certain components of the Senate-approved assessment have been met.

GR28 Completion requirements

Save by special permission of the Council, upon the approval of the Senate, a qualification shall not be conferred or awarded until:

a) credit has been obtained for all prescribed modules, including prerequisite and corequisite modules;

b) all other Senate and college requirements have been met; and

c) all monies due to the University have been paid.

GR29 Classification of results

a) Results may be classified as follows:
   75% upward = 1st class;
   70 – 74%. = 2nd class, upper division;
   60 – 69% = 2nd class, lower division;
   50 – 59% = 3rd class;
   less than 50% = fail.
   Based on the credit weighted average of all modules passed.

b) For Bachelors and Honours degrees, the academic record of the student shall reflect the class of pass if the student has obtained a pass in the first class or in the second class upper division.

c) On the recommendation of the school board, a module may be passed with such distinctions as may be prescribed by the Senate.

d) On the recommendation of the college academic affairs board, a qualification may be conferred or awarded with such distinctions as may be prescribed by the Senate.

GR30 Academic exclusion

a) The Council may, with the approval of the Senate, after each examination session exclude
or refuse to renew or continue the registration of a student who has failed to meet the academic requirements for continued registration.

b) The Senate may cancel the registration of a student in all or one or more of the modules for which the student is registered in a semester if, in the opinion of the Senate, the academic achievement of the student is such that the student may not at the end of the semester obtain credit in such module or modules.

c) The Council may, with the approval of the Senate, refuse readmission to a student who fails to satisfy the minimum requirements for readmission.

d) Subject to Rule GR31, students excluded or refused re-registration may not be readmitted to the University until they are able to demonstrate that they have achieved a level of competence satisfactory to the relevant college and the Senate.

GR31 Academic exclusion – right of appeal

a) Students have the right to a single appeal against academic exclusion in terms of Rule GR30.

b) Such appeal shall be lodged with the college of registration, in the prescribed manner, on or before the date in the sessional dates.

c) The process for consideration of such an appeal shall be approved by the Senate.

GR32 Ethics

All academic activities and research in particular, shall comply with the relevant University policies on ethics and any related requirements as determined by the Senate and the Council.

GR33 Reproduction of work

Subject to the provisions of the University’s policy on intellectual property rights and any limitations imposed by official contractual obligations:

a) In presenting an assignment, prescribed project, dissertation, thesis or any such work for assessment, a student shall be deemed by so doing to have granted the University a perpetual, non-exclusive, royalty-free licence to digitise, reproduce, share, disseminate and/or publicly distribute copies thereof for research and study purposes only, in whole or in part and in any format the University deems fit, provided that the University may waive its rights under this licence if the work in question has been or is being published in a manner satisfactory to the University.

b) Students shall forward master copies and electronic copies of all treatises, dissertations and theses to the University libraries by the date, in the numbers and in the format stipulated by the libraries in their policies existing at the time of creation of the treatise, dissertation or thesis concerned.

c) The work of students shall not be included in publications by academic staff without their express permission and acknowledgement; provided that such work may be included and
acknowledged if all reasonable attempts to trace such students have been unsuccessful.

Rules for Bachelors Degrees

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

BR1 Applicability

The following Rules, BR2 to BR6 inclusive, shall be applicable to every candidate for a Bachelors Degree.

BR2 Criteria for admission to study

a) Applicants for a first or primary degree for which the Matriculation Certificate is a prerequisite, shall produce evidence to the satisfaction of the Senate that they have obtained such a certificate, or obtained a certificate of conditional exemption issued by the Matriculation Board to applicants from countries outside the Republic of South Africa, or satisfied the conditions of any alternative admission process approved by the Senate.

b) In addition to the requirements of a) above, the minimum requirements for admission to study in any college may include the requirement to have attained such minimum standard in a specified subject or subjects or such aggregate of points scored according to subjects passed in the Matriculation Examination, or in an examination recognised for the purpose by the Matriculation Board, or such other qualifications as may be prescribed. The selection process will be based on these requirements and may include academic ranking and other criteria as approved by the Senate and the Council.

BR3 Periods of attendance

Every candidate for a first or primary degree, shall be registered as a matriculated student, except as provided in Rule BR2, and have completed subsequent to the date of validity of the Matriculation Certificate or of the certificate of full exemption from the matriculation examination issued by the Matriculation Board, the minimum period of attendance prescribed by the rules of the relevant college.

BR4 Recognition of attendance

For the purpose of Rules GR12 and BR3, the Senate may accept as part of the attendance of a student for a degree of Bachelor, periods of attendance as a registered matriculated student at any other university or tertiary institution or in any other college in the University: provided that students shall not have the degree of Bachelor conferred unless:

a) their periods of attendance are together not less than the complete period prescribed for such degree; and
b) they attended at the University:
   (i) for a degree of Bachelor, the term of which is six semesters, at least three semesters which shall include the completion of at least half of the total number of credits prescribed for the degree and which, except with the approval of the Senate, shall include all those at the exit level; or
   (ii) for a degree of Bachelor, the term of which is eight semester, at least four semesters which shall include the completion of at least half of the total number of credits prescribed for the degree and which, except with the approval of the Senate, shall include all those at the exit level; or
   (iii) for a degree of Bachelor, the term of which is ten or twelve semesters, at least six semesters which, except with the approval of the Senate, shall include the completion of all modules prescribed for the final six semesters of the curriculum.

BR5 Progression under conditional exemption

Applicants who are accepted with an ordinary conditional exemption that requires completion of additional credits to qualify for exemption, shall not be permitted to register for any module at level 3 or above before the requirements for exemption have been satisfied.

BR6 Supplementary examinations

Provided that the rules of any college do not prohibit this for a particular module:
   a) a student who fails a module with a mark of at least 40%, or who obtains a passing mark less than that prescribed for registration for another module, shall be awarded a supplementary examination;
   b) under exceptional circumstances, and with the permission of the college academic affairs board, a student who has failed a module with a mark of less than 40% may be awarded a supplementary examination.

BR7 Award of degree *cum laude* and *summa cum laude*

a) A degree of Bachelor may be conferred *cum laude* in accordance with the rules of the relevant college, provided that, subject to exceptions as approved by the college academic affairs board, the student has:
   (i) obtained a credit-weighted average of at least 75% in those modules required for the qualification; and
   (ii) successfully completed all modules in the curriculum at the first attempt and without recourse to supplementary examinations; and
   (iii) completed the degree in the prescribed minimum time.

b) A degree of Bachelor may be conferred *summa cum laude* in accordance with the rules of the relevant college, provided that, subject to exceptions as approved by the college
academic affairs board, the student has:
(i) obtained a credit-weighted average of at least 80% in those modules required for the qualification; and
(ii) successfully completed all modules in the curriculum at the first attempt and without recourse to supplementary examinations; and
(iii) completed the degree in the prescribed minimum time.

BR8 Deans Commendation

A student who is registered for the full load required for that qualification in a particular semester and passes all these modules at the first attempt, with no individual module mark of less than 60% and a credit-weighted average mark of at least 75%, will be awarded a Dean’s commendation for that semester.

BR9 Completion of isiZulu module

For a degree of Bachelor, a student must either pass an approved module in isiZulu; or obtain exemption from the module under GR8a (competence through prior learning) in which case any shortfall in credit for the degree shall be made up; or obtain exemption and credit for the module under GR8b (an equivalent module has been passed).

Rules For Honours Degrees

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

HR1 Applicability

The following Rules, HR2 to HR8 inclusive, shall be applicable to every candidate for a degree of Honours.

HR2 Criteria for admission to study

a) Applicants may be registered for the qualification of Honours provided that they have:
   (i) completed a Bachelors degree regarded as appropriate by the college concerned;
   or
   (ii) been admitted to the status of that degree in terms of Rule GR7(a); or
   (iii) attained a level of competence as defined in Rule GR7(b).

b) A college may prescribe further minimum criteria for admission to study.

HR3 Attendance

a) Every student for a qualification of Honours shall attend an approved course of study as a registered student of the University for a period of at least two consecutive semesters after admission in terms of Rule HR2.
b) Except with by permission of the college academic affairs board, all modules shall be completed at the University.

**HR4 Curriculum**

The curriculum for a qualification of Honours shall include a prescribed research project as one of the modules which shall account for a minimum of 25% of the credits for the degree.

**HR5 Supplementary examinations**

Provided that the rules of a college do not prohibit this for a particular module:

a) a student who fails a module other than the research prescribed project with a mark of at least 40% shall be awarded a supplementary examination; and

b) under exceptional circumstances, and with the permission of the college academic affairs board, a student who has failed a module other than the research project with a mark of less than 40% may be awarded a supplementary examination.

**HR6 Re-examination of prescribed project**

Provided that the rules of a college, do not prohibit this, a research project that is assessed as unsatisfactory may be referred back once for revision and resubmission before the last day of examinations in that semester.

**HR7 Progression**

a) A student may repeat a failed coursework module not more than once.

b) Under exceptional circumstances, on the recommendation of the relevant School, the College Academic Affairs board may give permission to a student who has failed the prescribed project described in Rule HR4, to register for the research project module once more, with a new research topic.

c) A student who, after four semesters as a full time student or six semesters as a part-time student, has not completed the requirements for the degree, shall be excluded

**HR8 Award of degree *cum laude* and *summa cum laude***

a) A degree of Honours may be conferred *cum laude* in accordance with the rules of the relevant college, provided that, subject to exceptions as approved by the college academic affairs board, the student has:

(i) obtained a credit-weighted average of at least 75% in those modules required for the qualification; and

(ii) a mark of at least 75% for the prescribed project; and

(iii) successfully completed all modules in the curriculum without recourse to supplementary examinations; and
(iv) completed the degree in the prescribed minimum time for a full-time student, or minimum time plus two semesters for a part-time student.

b) A degree of Honours may be conferred *summa cum laude* in accordance with the rules of the relevant college, provided that, subject to exceptions as approved by the college academic affairs board, the student has:

(i) obtained a credit-weighted average of at least 80% in those modules required for the qualification; and

(ii) a mark of at least 80% for the prescribed project; and

(iv) successfully completed all modules in the curriculum without recourse to supplementary examinations; and completed the degree in the prescribed minimum time for a full-time student, or minimum time plus two semesters for a part-time student.

**Rules for Postgraduate Diplomas**

*Note: The following Rules are additional to the preceding General Rules GR1 – GR33.*

**PR1 Applicability**

The following Rules, PR2 to PR8 inclusive, shall be applicable to every candidate for a Postgraduate Diploma

**PR2 Criteria for admission to study**

a) Applicants may be registered for the qualification of Postgraduate Diploma provided that they have:

(i) completed a Bachelors degree regarded as appropriate by the college concerned; or

(ii) been admitted to the status of that degree in terms of Rule GR7(a); or

(iii) attained a level of competence as defined in Rule GR7(b).

b) A college may prescribe further minimum criteria for admission to study.

c) A college may provide in its rules for an appropriate Advanced Diploma to be accepted for entry to a Postgraduate Diploma in accordance with the HEQF.

**PR3 Attendance**

a) Every student for the qualification of Postgraduate Diploma shall attend an approved course of study as a registered student of the University for a period of at least two consecutive semesters after admission in terms of Rule PR2.

b) Except with the permission of the college academic affairs board, all modules shall be completed at the University.
PR4 Curriculum

The curriculum for the Postgraduate Diploma will contain advanced reflection, practice and research methods in the area of specialisation and may include a sustained research project in accordance with college rules.

PR5 Supplementary examinations

Provided that the rules of a college do not prohibit this for a particular module:

a) a student who fails a module other than the research prescribed project with a mark of at least 40% shall be awarded a supplementary examination; and

b) under exceptional circumstances, and with the permission of the college academic affairs board, a student who has failed a module other than the research project with a mark of less than 40% may be awarded a supplementary examination.

PR6 Re-examination of research project

Provided that the rules of a college do not prohibit this, a research project that is assessed as unsatisfactory may be referred back once for revision and resubmission before the close of the applicable supplementary examination session.

PR7 Progression

a) A student may repeat a failed coursework module not more than once.

b) Under exceptional circumstances, on the recommendation of the relevant School, the College Academic Affairs board may give permission to a student who has failed the prescribed project described in Rule PR4, to register for the research project module once more, with a new research topic.

c) A student who, after four semesters as a full time student or six semesters as a part-time student, has not completed the requirements for the degree, shall be excluded.

PR8 Award of diploma with distinction

A qualification of Postgraduate Diploma may be conferred with distinction in accordance with the rules of the relevant college, provided that, subject to exceptions as approved by the college academic affairs board, the student has:

(i) obtained a credit-weighted average of at least 75% over all modules required for the qualification; and

(ii) successfully completed all modules in the curriculum without recourse to supplementary examinations; and

(iii) completed the diploma in the prescribed minimum time for a full-time student, or minimum time plus two semesters for a part-time student.
Rules for Masters Degrees by Coursework

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

CR1 Applicability

The following Rules, CR2 to CR17 inclusive, shall be applicable to every candidate for a degree of Master by coursework.

CR2 Criteria for admission to study

a) An applicant shall not be registered for the degree of Master by coursework unless the applicant has:
   (i) satisfied the requirements for a relevant prerequisite degree as specified in the college concerned; or
   (ii) been admitted to the status of that degree in terms of Rule GR7(a); or
   (iii) attained a level of competence as defined in Rule GR7(b).

b) A college may prescribe further minimum criteria for admission to study.

CR3 Recognition of examinations

The Senate may accept examinations passed or certificates of proficiency completed in any module by a student of the University or of any other university or institution recognised by the Senate for this purpose, or accept demonstration of an equivalent level of competence through prior learning, in terms of Rule GR7(b), as exempting the student from examination in module(s) prescribed for a degree of Master by coursework, provided that:

a) no more than 50% of the required credits for the degree may be so exempted, provided that such credits shall be awarded for coursework modules only; and

b) students shall not have the degree of Master conferred unless the conditions laid down in Rules CR4 and CR5 are satisfied.

CR4 Periods of registration

A student registered for the degree of Master by coursework shall be so registered for a minimum period of two consecutive semesters before the degree may be conferred.

CR5 Recognition of attendance

The Senate may accept as part of the attendance of a student for a degree of Master by coursework, periods of attendance as a registered or graduated student at any other university or institution or in any other college, provided that students shall not have the degree of Master conferred unless:

a) their periods of attendance are together not less than the complete period prescribed for conferral of the degree; and

b) the research component is completed at the University.
CR6 Curriculum

a) A student shall complete all prescribed modules, at least one of which shall be a dissertation module comprising research on a particular topic approved by the college academic affairs board, and comply with such other conditions as may be prescribed by the Senate and the rules of the college concerned.

b) Except with the permission of Senate, the dissertation module shall comprise 33% to 50% of the total credits for the degree.

CR7 Proposed research topic

a) The college academic affairs board may, at its discretion, decline to approve a research topic if in its opinion:
   (i) it is unsuitable in itself; or
   (ii) it cannot effectively be undertaken under the supervision of the University; or
   (iii) the conditions under which the student proposes to work are unsatisfactory.

b) Ethical approval in terms of Rule GR32 is required where applicable.

CR8 Supervision

The school board shall, in terms of the policies of the Senate, appoint one or more appropriate supervisors, at least one of whom shall be a member of the University academic staff, to advise a student whose research topic is approved, and the student shall be required to work in such association with the supervisor or supervisors.

CR9 Supplementary examinations

Provided that the rules of a college do not prohibit this for a particular module:

a) a student who fails a module other than the dissertation with a mark of at least 40% shall be awarded a supplementary examination;

b) under exceptional circumstances, and with the permission of the college academic affairs board, a student who has failed a module other than the dissertation with a mark of less than 40% may be awarded a supplementary examination.

CR9 Supplementary examinations

Provided that the rules of a college do not prohibit this for a particular module:

b) a student who fails a module other than the dissertation with a mark of at least 40% shall be awarded a supplementary examination;

b) under exceptional circumstances, and with the permission of the college academic affairs board, a student who has failed a module other than the dissertation with a mark of less than 40% may be awarded a supplementary examination.
CR10 Failed coursework modules

Failed coursework modules may not be repeated, except with the permission of the College Academic Affairs Board.

CR11 Progression

A student who, after four semesters as a full-time student or six semesters as a part-time student, has not completed the requirements for the degree shall be required to apply for re-registration, which will only be permitted on receipt of a satisfactory motivation.

CR12 Submission of dissertation

At least three months before the dissertation is to be submitted for examination, a student shall give notice, in writing, of their intention to submit such dissertation and the title thereof, provided that, in the event of a student failing to submit the dissertation for examination within six months thereafter, the notice will lapse and a further notice of intention shall be submitted.

CR13 Format of dissertation

a) Every dissertation submitted shall include a declaration to the satisfaction of the Senate stating that it has not previously been submitted for a degree in this or any other university, and that it is the student's own original work.

b) Every dissertation submitted shall be in such format as prescribed by the Senate and the rules of the relevant college; provided that each dissertation shall include an abstract in English not exceeding 350 words.

c) A dissertation may comprise one or more papers of which the student is the prime author, published or in press in peer-reviewed journals approved by the relevant college academic affairs board or in manuscripts written in a paper format, accompanied by introductory and concluding integrative material.

d) A dissertation submitted under (c) above shall include a detailed description of the student's own distinct contribution to the papers.

e) All dissertations are subject to full examination in terms of these rules, the rules of a college and the normal policies and procedures applicable to dissertations.

CR14 Supervisor's report

Upon submission of the dissertation, the supervisor or supervisors shall furnish a report on the conduct of the student's work; the report shall not include an evaluation of the quality of the dissertation.

CR15 Examination of dissertation

a) The college academic affairs board shall appoint for each dissertation two examiners, at least one of whom shall be responsible for external examination.
b) A supervisor or co-supervisor shall not be appointed as an examiner.
c) The names of the examiners shall not be known to either the candidate or to one another.

**CR16 Re-examination of dissertation**

A failed dissertation may not be re-examined.

**CR17 Award of degree *cum laude* and *summa cum laude***

The degree of Master by Coursework may be awarded *cum laude* or *summa cum laude* on the recommendation of the examiners of the dissertation and, in accordance with rules of the college provided that, subject to exceptions approved by the college academic affairs board,

a) For *cum laude*:
   i) the student has obtained a credit weighted average of at least 75% in the coursework component of the degree at the first attempt and without recourse to supplementary examinations; and
   ii) the degree was completed in the prescribed minimum time plus two semesters for a full-time student, or minimum time plus four semesters for a part-time student.

b) For *summa cum laude*:
   i) the student has obtained a credit weighted average of at least 80% in the coursework component of the degree at the first attempt and without recourse to supplementary examinations; and
   ii) the degree was completed in the prescribed minimum time for a full-time student, or minimum time plus two semesters for a part-time student.

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**Rules for Masters Degrees by Research**

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

**MR1 Applicability**

The following Rules, MR2 to MR13 inclusive, shall be applicable to every candidate for a degree of Master by research.

**MR2 Criteria for admission to study**

a) An applicant shall not be registered for the degree of Master by research unless the applicant has:
   (i) satisfied the requirements for a relevant prerequisite degree as specified in the college concerned; or
   (ii) been admitted to the status of that degree in terms of Rule GR7(a); or
   (iii) attained a level of competence as defined in Rule GR7(b).

b) A college may prescribe further minimum criteria for admission to study.
MR3 Periods of registration
A student registered for the degree of Master by research shall be so registered for a minimum period of two consecutive semesters before the degree may be conferred.

MR4 Curriculum
a) A student for the degree of Master by research shall be required to pursue an approved programme of research on some subject falling within the scope of the studies represented in the University.
b) A student shall also comply with such other conditions as may be prescribed by the Senate and the rules of the college concerned.

MR5 Proposed subject of study
a) Before registration, an applicant for the degree of Master by research shall submit for the approval of the college academic affairs board a statement of the proposed subject of study.
b) The college academic affairs board may, at its discretion, decline to approve such subject if, in its opinion:
   (i) it is unsuitable in itself, or
   (ii) it cannot profitably be studied or pursued under the supervision of the University, or
   (iii) the conditions under which the applicant proposes to work are unsatisfactory.
c) Ethical approval in terms of Rule GR32 is required where applicable.

MR6 Supervision
The school board shall, in terms of the policies of the Senate, appoint one or more appropriate supervisors, at least one of whom shall be a member of the University academic staff, to advise a student whose research topic is approved, and the student shall be required to work in such association with the supervisor or supervisors.

MR7 Progression
A student who, after four semesters as a full-time student or six semesters as a part-time student, has not completed the requirements for the degree shall be required to apply for re-registration, which will only be permitted on receipt of a satisfactory motivation.

MR8 Submission of dissertation
a) Every student for the degree of Master by research shall be required to submit a dissertation embodying the results of their research.
b) At least three months before the dissertation is to be submitted for examination, a student shall give notice, in writing, of their intention to submit such dissertation and the title thereof, provided that, in the event of a student failing to submit the dissertation for examination
within six months thereafter, the notice will lapse and a further notice of intention shall be submitted.

**MR9 Format of dissertation**

a) Every dissertation submitted shall include a declaration to the satisfaction of the Senate stating that it has not previously been submitted for a degree in this or any other university, and that it is the student's own original work.

b) Every dissertation submitted shall be in such format as prescribed by the Senate and the rules of the relevant college; provided that each dissertation shall include an abstract in English not exceeding 350 words.

c) A dissertation may comprise one or more papers of which the student is the prime author, published or in press in peer-reviewed journals approved by the relevant college academic affairs board or in manuscripts written in a paper format, accompanied by introductory and concluding integrative material.

d) A dissertation submitted under (c) above shall include a detailed description of the student’s own distinct contribution to the papers.

e) All dissertations are subject to full examination in terms of these rules, the rules of a college and the normal policies and procedures applicable to dissertations.

**MR10 Supervisor's report**

Upon submission of the dissertation, the supervisor or supervisors shall furnish a report on the conduct of the student's work; the report shall not include an evaluation of the quality of the dissertation.

**MR11 Examination**

a) The college academic affairs board shall appoint for each dissertation two examiners, at least one of whom shall be responsible for external examination.

b) A supervisor or co-supervisor shall not be appointed as an examiner.

c) The names of the examiners shall not be known to either the candidate or to one another.

**MR12 Re-examination of dissertation**

A failed dissertation may not be re-examined.

**MR13 Award of degree *cum laude* and *summa cum laude***

The degree of Master by research may be awarded *cum laude* or *summa cum laude* on the recommendation of the examiners, and in accordance with rules of the relevant college provided that the degree was completed:

a) For *cum laude*: in the prescribed minimum time plus two semesters for a full-time student, or minimum time plus four semesters for a part-time student.
b) For *summa cum laude*, in the prescribed minimum time for a full-time student, or minimum time plus two semesters for a part-time student.

**Rules for the Doctoral Degree by Research**

*Note: The following Rules are additional to the preceding General Rules GR1 – GR33.*

**DR1 Applicability**

The following rules, DR2 to DR13 inclusive, shall be applicable to every candidate for a Doctoral degree.

**DR2 Criteria for admission to study**

a) An applicant shall not be registered for a Doctoral degree unless the applicant has:
   
   (i) satisfied the requirements for a relevant prerequisite degree as specified in the college concerned; or
   
   (ii) been admitted to the status of that degree in terms of Rule GR7(a); or
   
   (iii) attained a level of competence as defined in Rule GR7(b).

b) A college may prescribe further minimum criteria for admission to study.

c) Candidates, registered for a research Masters degree, who have completed the requirements for the Masters degree, may apply to have their registration converted to a Doctoral degree registration before the Masters degree is awarded. The time allowed for the Doctoral degree would be reduced by two semesters. The material from the Masters dissertation may then be used towards the Doctoral degree. If the Doctoral degree is not completed, the Masters degree will be awarded.

**DR3 Periods of registration**

A student registered for a Doctoral degree shall be so registered for a minimum period of four semesters before the degree may be conferred.

**DR4 Curriculum**

a) A student for a Doctoral degree shall be required to pursue an approved programme of research on some subject falling within the scope of the studies represented in the University.

b) Such programme shall make a distinct contribution to the knowledge or understanding of the subject and afford evidence of originality shown either by the discovery of new facts and/or by the exercise of independent critical power.

c) A student shall also comply with such other conditions as may be prescribed by the Senate and the rules of the college concerned.
**DR5 Proposed subject of study**

a) Before registration, an applicant for a Doctoral degree shall submit for the approval of the college academic affairs board a statement of the proposed subject of study.

b) The Senate may, at its discretion, decline to approve such subject if, in its opinion:
   (i) it is unsuitable in itself, or
   (ii) it cannot profitably be studied or pursued under the supervision of the University, or
   (iii) the conditions under which the applicant proposes to work are unsatisfactory.

c) Ethical approval in terms of Rule GR32 is required where applicable.

**DR6 Supervision**

The school board shall appoint one or more appropriately qualified supervisors, at least one of whom shall be a member of the University staff, to advise a student whose research topic is approved, and the student shall be required to work in such association with the supervisor or supervisors.

**DR7 Progression**

A student who, after eight semesters as a full-time student or ten semesters as a part-time student, has not submitted a thesis for examination shall be required to apply for reregistration, which will only be permitted on receipt of a satisfactory motivation.

**DR8 Submission of thesis**

a) Every student for a Doctoral degree shall be required to submit;
   (i) a thesis embodying the results of their research, together with
   (ii) one (1) published paper or an unpublished manuscript that has been submitted to an accredited journal, arising from the doctoral research unless the thesis is in the format as described in DR9 c).

b) At least three months before the thesis is to be submitted for examination, a student shall give notice, in writing, of their intention to submit such thesis and the title thereof, provided that, in the event of a student failing to submit the thesis for examination within six months thereafter, the notice will lapse and a further notice of intention shall be submitted.

**DR9 Format of thesis**

a) Every thesis submitted shall include a declaration to the satisfaction of the Senate stating that it has not previously been submitted for a degree in this or any other university, and that it is the student's own original work.

b) Every thesis submitted shall be in such format as prescribed by the Senate and the rules of the relevant college; provided that each thesis shall include an abstract in English not exceeding 350 words.

c) A thesis may comprise one or more original papers of which the student is the prime author,
published or in press in peer-reviewed journals approved by the college academic affairs board, accompanied by introductory and concluding integrative material.

d) A thesis submitted under c) above shall include a detailed description of the student's own distinct contribution to the papers.

**DR10 Supervisor's report**

Upon submission of the thesis, the supervisor or supervisors shall furnish a report on the conduct of the student's work; the report shall not include an evaluation of the quality of the thesis.

**DR11 Examination**

a) The college academic affairs board shall appoint for each thesis three examiners, at least two of whom shall be responsible for external examination.

b) Except with the permission of the college academic affairs board, at least one of the external examiners shall be based external to the country.

c) A supervisor or co-supervisor shall not be appointed as an examiner.

d) The names of the examiners shall not be known to either the candidate or to one another.

**DR12 Defence of thesis**

As part of the examination process, a student may be required to defend a thesis.

**DR13 Re-examination of thesis**

A failed thesis may not be re-examined.

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**Rules for Senior (Unsupervised) Doctoral Degrees**

*Note: The following Rule is additional to the preceding General Rules GR1 – GR33.*

**DS1 Applicability**

a) The following rules, DS2 to DS7 and DR 12 and DR13 inclusive shall also be applicable to every candidate for a senior (unsupervised) Doctoral degree.

b) Additional rules governing the requirements for senior Doctoral degrees in particular colleges may be prescribed by the Senate and the Council.

**DS2 Criteria for admission**

a) An applicant shall not be registered for the Senior (unsupervised) Doctoral degree through research unless the applicant:

(i) has a doctoral degree, and
(ii) is a graduate of this or another University of not less than 10 years standing.
b) With the permission of the college academic affairs board, a candidate who does not meet the requirements in a) above may be admitted in terms of Rule GR7(b).
c) A college may prescribe further minimum criteria for admission.

**DS3 Period of registration**

A candidate for the degree of Senior Doctoral must register for at least two semesters.

**DS4 Subject of study**

a) A candidate for the senior (unsupervised) Doctoral degree shall submit for the approval of the college academic affairs board a summary in not more than 500 words, specifying the field of research covered by the published works and their appropriateness for the degree.
b) The senate may, at its discretion, decline to accept the published works if, in its opinion:
   (i) they are unsuitable in themselves, or
   (ii) the published work does not fall within the colleges of the University.

**DS5 Submission of thesis**

a) Every candidate for the senior (unsupervised) Doctoral degree through research shall be required to submit a thesis or a portfolio embodying a collection of published work, representing a significant contribution of knowledge and showing evidence of originality and clarity of thought, and of application of research methods appropriate to the particular field of study.
b) The published work submitted by a candidate may range over a number of different topics, but these should normally relate in a coherent way to a body of knowledge within a field recognized by the college. The amount of work submitted should be substantial, and concluded over a significant period of time having regard to the contribution to the discipline.
c) Candidates may not submit work previously submitted as a thesis for the Doctoral degree.
d) The college academic affairs board may appoint an appropriately qualified academic who is a member of the University staff, to advise the candidate on how to present the material for submission.

**DS6 Format of thesis**

a) Every thesis submitted shall include a declaration to the satisfaction of the Senate stating that it has not previously been submitted for a degree in this or any other university.
b) Every thesis submitted shall be in such format as prescribed by the Senate and the rules of the relevant college; provided that each thesis shall include an introduction in English linking the published work and explaining its significance and coherence.
c) Every thesis submitted shall include a signed statement indicating the level of contribution
to each publication and role of the candidate as sole author, senior/principal author or co-author.
d) A thesis may comprise of published books and monographs, chapters in books, edited works, refereed conference proceedings, papers in peer-reviewed journals, accompanied by a comprehensive concluding integrative chapter.

DS7 Assessment

a) The Senate shall appoint for each thesis five persons to act as examiners, at least three of whom shall be responsible for external assessment.

b) Except with the permission of the Senate, at least two of the external examiners shall be based external to the country.

Rules for Certificates and Diplomas

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

CD1 Applicability

The following Rules, CD2 – CD3 inclusive, shall be applicable to every candidate for a Certificate and/or Diploma.

CD2 Admission

Applicants may be registered for a Certificate or Diploma provided that they have met the minimum criteria for admission to study as prescribed by the college.

CD3 Award of Certificate or Diploma with distinction

A qualification of Certificate or Diploma may be conferred with distinction in accordance with the rules of the relevant College, provided that, subject to exceptions as approved by the College Academic Affairs Board, the student has:

(i) obtained a credit-weighted average of at least 75% over all modules required for the qualification; and
(ii) successfully completed all modules in the curriculum without recourse to supplementary examinations; and
(iii) completed the certificate or diploma in the prescribed minimum time.
COLLEGE OF HUMANITIES RULES COLLEGE RULES FOR DEGREES AND DIPLOMAS

- The General Academic Rules of the University shall, where applicable, also apply to the qualifications offered in the College

- Students are advised that not all modules listed in this handbook will necessarily be offered and that the University reserves the right to withdraw modules at short notice if and when necessary

- All first entry undergraduate students from 2014 must pass a module in isiZulu in order to be degree complete; or obtain exemption from the module under rule GR8a.

Definition of Terms

College Academic Affairs Board (CAAB): The College of Humanities Academic Affairs Board.

College refers to the College of Humanities.

Dean and Head of School(s) refers to the following six Dean and Head of Schools in the College: Dean and Head of School of Applied Human Sciences (SAHS); Dean and Head of School of Arts (SoA); Dean and Head of School of Built Environment and Development Studies (SoBEDS); Dean and Head of School of Education (SoE); Dean and Head of School of Religion, Philosophy and Classics (SRPC); and Dean and Head of School of Social Sciences (SSS).

Extended programme is a Bachelor of Social Science qualification that extends over a four-year period, and incorporates prescribed foundation modules, and mainstream modules that are extended through additional tutorials.

National Senior Certificate (NSC) is the Grade 12 results that are used as one of the main criteria for admission by the University.
COLLEGE RULES FOR CERTIFICATES, DIPLOMAS AND DEGREES

HUM1 Precedence
The General Academic Rules of the University of KwaZulu-Natal shall, take precedence over all rules and where applicable, apply to all the qualifications offered in the College.

HUM2 Applicability
Except with the permission of Senate, the rules for degrees, diplomas and certificates offered in the College shall apply.

HUM3 Qualifications
The following certificates, diplomas and degrees are awarded:

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<th>POSTGRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Postgraduate Certificate</strong></td>
</tr>
<tr>
<td>Postgraduate Certificate in Education</td>
</tr>
<tr>
<td><strong>Postgraduate Diploma</strong></td>
</tr>
<tr>
<td>Postgraduate Diploma in Child Protection in Emergencies</td>
</tr>
<tr>
<td>Postgraduate Diploma in Fine Arts</td>
</tr>
</tbody>
</table>
Postgraduate Diploma in Higher Education  PGDipEd
Postgraduate Diploma in Information Studies  PGDipInfoStud
Postgraduate Diploma in Records and Archives Mgmt  PGDipRecArchMgmt
Postgraduate Diploma in Social Sciences  PGDipSocSc
Postgraduate Diploma in Psychological Counselling  PGD-PS

Honours
Bachelor of Arts Honours  BAHons
Bachelor of Community & Development Studies Honours  BCommDevHons
Bachelor of Education Honours  BEdHons
Bachelor of Library and Information Science Honours  BBiblHons
Bachelor of Social Science Honours  BSocScHons
Bachelor of Theology Honours  BThHons

Masters (by Coursework and/or Research)
Master of Architecture  MArch
Master of Arts  MA
Master of Arts in Fine Art  MAFA
Master of Development Studies  MDevStud
Master of Education  MEd
Master of Housing  MHous
Master of Information Studies  MIS
Master of Music  MMus
Master of Population Studies  MPopStud
Master of Science in Urban and Regional Planning  MScURP
Master of Social Science  MSocSc
Master of Social Work  MSW
Master of Theology  MTh
Master of Town and Regional Planning  MTRP

Doctoral Degree by Research
Doctor of Philosophy  PhD

Senior (Unsupervised) Doctoral Degrees
Doctor of Architecture  DArch
Doctor of Education  DEd
Doctor of Literature  DLitt
Doctor of Music  DMus
Doctor of Social Science  DSocSc
Doctor of Theology  DTh
HUM4 General Structure of Certificates, Diplomas and Degrees

To qualify for Certificates, Diplomas and Bachelor degrees students are required to obtain the minimum credits indicated in Table 1.

<table>
<thead>
<tr>
<th>No</th>
<th>Qualification</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Undergraduate Certificates</td>
<td>128</td>
</tr>
<tr>
<td>2</td>
<td>Undergraduate Diploma (3-years)</td>
<td>384</td>
</tr>
<tr>
<td>3</td>
<td>Bachelor’s Degrees (3-years)</td>
<td>384</td>
</tr>
<tr>
<td>4</td>
<td>Bachelor’s Degrees (4-years)</td>
<td>512</td>
</tr>
<tr>
<td>5</td>
<td>Postgraduate Certificate in Education</td>
<td>128</td>
</tr>
<tr>
<td>6</td>
<td>Postgraduate Diplomas</td>
<td>128</td>
</tr>
<tr>
<td>7</td>
<td>Honours</td>
<td>128</td>
</tr>
<tr>
<td>8</td>
<td>Master of Arts</td>
<td>192</td>
</tr>
<tr>
<td>9</td>
<td>Master of Education</td>
<td>192</td>
</tr>
<tr>
<td>10</td>
<td>Master of Social Science</td>
<td>192</td>
</tr>
<tr>
<td>11</td>
<td>Doctoral qualification</td>
<td>384</td>
</tr>
</tbody>
</table>

HUM5 Bachelor’s – Degree Structure

a) To qualify for a Bachelor’s degree, students must obtain at least 96 credits at levels one and two and 128 credits at level three and must register for additional modules, ensuring that they accumulate a minimum of 384 credits for a three-year degree. These qualifications extend over a minimum of six semesters.

b) Four-year degrees have an additional minimum requirement of 128 credits in the fourth-year of study. These qualifications extend over a minimum of eight semesters.

c) At least 64 credits per annum must be chosen from modules offered by the College (as listed in the syllabus section of this Handbook).

d) Students registered for the general Bachelor of Arts must complete 16 credits in a language that was not their first language in Grade 12.

e) No more than one major can be selected from outside this College (as listed in this Handbook).

Students, whose first language at Grade 12 is not English, may take any of the following 16-credit modules in order to fulfil the language requirement:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACLE102</td>
<td></td>
</tr>
<tr>
<td>ELDV100</td>
<td></td>
</tr>
<tr>
<td>ACCS110</td>
<td></td>
</tr>
<tr>
<td>CCCV101</td>
<td></td>
</tr>
<tr>
<td>ACCS120</td>
<td></td>
</tr>
<tr>
<td>ZULM203</td>
<td>(only to be taken in the second year of study)</td>
</tr>
<tr>
<td>LING102</td>
<td></td>
</tr>
</tbody>
</table>

HUM6 Limitations

Except with the prior permission of the College, students may not register for more than 80 credits in any semester. Credit will not be given for modules taken in excess of this limit unless with the permission of the College, prior to the start of the semester/year concerned.
HUM7 Progression and Suspension

a) In order to proceed to the second level of study, a student must pass at least 80 credits at the first level.

b) Students who have, by the end of their fourth semester of registration, have completed 128 at first year and a minimum of 80 credits at second year, shall be eligible to proceed to the third level of study.

c) Except with the permission of the College, any candidate who has registered for and failed a module after three attempts, shall not be eligible for readmission to that module.

<table>
<thead>
<tr>
<th>Semesters</th>
<th>Main Stream</th>
<th>BEd and BSS4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>64</td>
<td>48</td>
</tr>
<tr>
<td>3</td>
<td>96</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>144</td>
<td>112</td>
</tr>
<tr>
<td>5</td>
<td>176 (at least 16 at Level 2)</td>
<td>144</td>
</tr>
<tr>
<td>6</td>
<td>224 (at least 64 at Level 2)</td>
<td>192 (at least 32 at Level 2)</td>
</tr>
<tr>
<td>7</td>
<td>256 (at least 96 at Level 2 or 3)</td>
<td>224 (at least 64 at Level 2)</td>
</tr>
<tr>
<td>8</td>
<td>304 (at least 96 at Level 2 and 48 at Level 3)</td>
<td>256 (at least 96 at Level 2 or 3)</td>
</tr>
<tr>
<td>9</td>
<td>336 (at least 80 at Level 3)</td>
<td>288 (at least 96 at Level 2 and 32 at Level 3)</td>
</tr>
<tr>
<td>10</td>
<td>384 (3-year qualification complete)</td>
<td>320 (at least 64 at Level 3)</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>352 (at least 96 at Level 3)</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>384 (3-year qualification complete) (4-year qualification: at least 96 at Level 3)</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>448 (4-year qualification: at least 64 at Level 7)</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>512 (4-year qualification complete)</td>
</tr>
</tbody>
</table>

HUM8 Changes of Qualification

1. Students may not change from one undergraduate qualification to another within the College:
   a) more than twice; or
   b) later than at the commencement of their third level of study.

2. Students from the Bachelor of Social Science Extended Programme (BSS4), who meet specific criteria and in consultation with the College may change their qualifications at the end of the first semester.
HUM9 Award of BEd Cum Laude and Summa Cum Laude
In addition to General Rule BR7(a) and (b) the award of the Bachelor of Education degree Cum Laude or Summa Cum Laude will follow the requirements prescribed in rules HUM-BED6 and HUM-BED7 respectively.

HUM10 Distinctions for Certificates and Diplomas
The award of distinctions will follow the requirements prescribed in the General Academic Rules of the University.

HUM11 Humanities Extended Programme
This a 4-year Bachelor of Social Science (BSS4) degree, also known as the Humanities Extended Programme (HEP) which extends over eight semesters.

HUM12 Structured Degrees
a) Structured Bachelor’s degrees shall bear a descriptor indicative of the specific specialisation.
b) The descriptor may refer either to a disciplinary major (BA in Drama and Performance Studies) or to the defining component of a curriculum of cognate modules whose credit value shall not be less than the minimum credit value of a disciplinary major (BSocSc in International Studies).
c) The Rules pertaining to the general studies BA/BSocSc degrees shall be applicable to the structured Bachelor’s degrees, except for to the language requirement.
d) At least 128 credits must be for modules taken at the third level.
e) These qualifications extend over six semesters.

HUM13 Admission to Bachelor’s Study
1. Degrees: Regular Selection
   a) Applicants who have obtained the National Senior Certificate (for degree study) examinations must achieve at least an Academic Performance Score (APS) of 28 points with at least one of the following modules at Level 5: any language (HL or FAL), Business Studies, Consumer Studies, Dramatic Arts, Economics, Geography, History, Information Technology, Life Sciences, Mathematical Literacy, Music, Religion Studies, Visual Arts.
   b) In addition to (a) above, candidates shall be eligible to apply to register for undergraduate qualifications if they are in possession of a matriculation exemption with at least 32 points.

   These are the minimum requirements that will ensure that an applicant can be considered for admission to the majority of degrees offered by this College, subject to the availability of places.

   The minimum requirements of 28 points does not guarantee a space in the programme.
2. Degrees with Additional or Different Requirement

Applicants for the following degrees must meet additional and/or different requirements for admission:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Architectural Studies</td>
<td>An APS of 30 with Mathematics at Level 5, PLUS a portfolio of creative work, an essay, and completion of a questionnaire</td>
</tr>
<tr>
<td>Bachelor of Music, and other degrees involving practical skills in music</td>
<td>Audition and tests (in addition to an APS of 28)</td>
</tr>
<tr>
<td>BA in Philosophy, Politics &amp; Law BA/BSS (Legal Studies)</td>
<td>An APS of 30</td>
</tr>
</tbody>
</table>

3. Degrees: Alternative Selection

a) Applicants with a National Senior Certificate (for degree study) and an APS of 20 – 27 With English (HL or FAL) and Life Orientation at Level 4, will have to undergo further admission procedures, which will involve a Matric Exemption with 24 – 31 points Depending on the applicants' educational background and subject to the availability of places, they may:
   i) gain admission to study for the degree they have chosen;
   ii) gain admission to the BSocSc (Four-Year) Extended Curriculum programme;
   iii) be refused admission.

b) Applicants who do not hold either a National Senior Certificate (for degree study) or a Senior Certificate with Endorsement or a Certificate of Exemption may qualify to be admitted to degree study in one of the following ways:
   i) Acceptance into the Humanities Extended Programme in exceptional cases.
   ii) Selection under HESA's Mature Age provision. Mature Age applicants must be at least twenty-three years of age or turning twenty-three in their first year of registration for the degree, and must have passed, at Matriculation (Grade 12) level (with an 'E' symbol or better), at least one subject at the Higher Grade and at least three subjects at the Standard Grade.
   iii) Acceptance into the Industrial and Working Life Project (Howard College Campus only). Workers College diplomates may be considered for access to part-time study in this programme. Selection will be done in conjunction with the Workers College.
   iv) Acceptance into the BA in Music via recognition of prior learning.
   v) Acceptance into BA, BSocSc, BComDev or BEd, provided the applicant has a Certificate in Education from UKZN and undergoes further admission procedures.

c) Students who have attended the University or any other tertiary institution for at least one complete semester will not be admitted to this programme.

HUM14 Holders of School-Leaving Qualifications other than the South African Matriculation

Applicants with School-leaving qualifications other than the National Senior Certificate (for degree study) will be considered for admission in terms of the regulations in force at the time of
their application. International applicants will also need to produce proof of their proficiency in English.

COLLEGE ACADEMIC RULES FOR EXTENDED PROGRAMMES, CERTIFICATES, DIPLOMAS, and BACHELOR’S DEGREES

Humanities Extended Curriculum Programme (BSS4)

HUM-HEC1 Duration
The programme will extend over a minimum of eight semesters (4 years) of full-time registration, at the end of which students who have successfully completed all the required modules will graduate with a Bachelor of Social Science Degree. This programme is intended for applications from disadvantaged schools and preference will be given to students from quintiles 1-3 schools.

HUM-HEC2 Structure of the BSS (Four-Year) Extended Curricula
First Year
Students must take all of the following modules:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACLT001</td>
<td>Academic Literacy A</td>
<td>16 FC</td>
</tr>
<tr>
<td>ELDV001</td>
<td>English Language Development A</td>
<td>16 FC</td>
</tr>
<tr>
<td>BCLT001</td>
<td>Basic Computer Literacy</td>
<td>8 FC</td>
</tr>
<tr>
<td>BNMR001</td>
<td>Basic Numeracy*</td>
<td>8 FC</td>
</tr>
</tbody>
</table>

*Only students with a maximum APS of 3 for Maths or 4 for Maths Literacy

plus ONE set from the following choices:

<table>
<thead>
<tr>
<th>POLS101 &amp; POLS095</th>
<th>Introduction to Political Science</th>
<th>16C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Augmenting Introduction to Political Science</td>
<td>16FC</td>
</tr>
<tr>
<td>PSYC101 &amp; PSYC095</td>
<td>Introduction to Psychology A</td>
<td>16C</td>
</tr>
<tr>
<td></td>
<td>Augmenting Introduction to Psychology A</td>
<td>16FC</td>
</tr>
<tr>
<td>SOCY101 &amp; SOCY095</td>
<td>Introduction to Sociology 101</td>
<td>16C</td>
</tr>
<tr>
<td></td>
<td>Augmenting Introduction to Sociology</td>
<td>16FC</td>
</tr>
</tbody>
</table>

Semester Two

| ACLT100 | Exploring Literacies in the Humanities | 16C |

plus TWO sets from the following choices:

<table>
<thead>
<tr>
<th>POLS102 &amp; POLS096</th>
<th>Introduction to Global Politics</th>
<th>16C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Augmenting Introduction to Global Politics</td>
<td>16FC</td>
</tr>
<tr>
<td>PSYC102 &amp; PSYC096</td>
<td>Introduction to Psychology B</td>
<td>16C</td>
</tr>
<tr>
<td></td>
<td>Augmenting Introduction to Psychology B</td>
<td>16FC</td>
</tr>
<tr>
<td>SOCY102 &amp; SOCY096</td>
<td>Introduction to SA Society</td>
<td>16C</td>
</tr>
<tr>
<td></td>
<td>Augmenting Introduction to SA Society</td>
<td>16FC</td>
</tr>
</tbody>
</table>
HUM-HEC3 DP Policy (applicable only to students taking Foundation modules)
In order to qualify for a DP Certificate for each module, students must:
I. attend at least 90% of all counselling workshops, lectures and tutorials;
II. submit all assignments punctually.

HUM-HEC4 Progression
a) Students are permitted to register for a maximum of 64 mainstream credits in year one and 48 mainstream credits for each semester in year 2 and 3 of this qualification. For the final 2 semesters of year 4 students will register for 64 mainstream credits per semester.
b) In each semester of the first year of the qualification, students must choose one mainstream module from one of the following: Political Science, Psychology or Sociology. These module offerings could change from time to time.
c) Normal College progression rules will apply from second year.
d) Student who fail two language/literacy modules in the first year must register for ACCS /ACLE in the first semester of their second year.
e) In special circumstances, either for excellent students or if a student needs to repeat a module, permission may be granted for them to register for a maximum of 64 credits per semester. However, these requests will be considered on merit and permission will be granted at the discretion of the College.
f) Only students who have gained at least 48 mainstream credits by the end of the first year may proceed to second year.

Bachelor of Social Science (Industrial and Working Life Programme)

HUM-IWLP1 Admission
1. Should have completed at least one of the four Workers' College diplomas –
   • Labour Studies
   • Labour Economics
   • Gender and Labour Studies
   • Political Studies
2. Should be in a position to attend classes every Friday, including the Winter School, which is held in June/July each year.

HUM-IWLP2 Progression
The Industrial and Working Life Programme (IWLP) is a self-funded programme that offers workers from certain trade unions the opportunity to enrol for a degree in the Social Sciences. Students major in Sociology and in Industrial, Organisational and Labour Studies, students will be advised of ancillary modules required to complete the degree. The degree is offered part-time over a five-year period. The programme serves the perceived need for trade unionists to develop their capacities to enable them to engage more effectively in debates, to undertake their own research, and to evaluate critically and analyse economic and social phenomena.
### YEAR 1

<table>
<thead>
<tr>
<th>Semester</th>
<th>Modules</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>To be advised</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>SOCY101 Introduction to Sociology</td>
<td>16</td>
</tr>
<tr>
<td>Winter School</td>
<td>To be advised</td>
<td>16</td>
</tr>
<tr>
<td>Semester 2</td>
<td>SOCY102 Introduction to South African Society</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>IOLS101 Workers and Industrialisation in SA</td>
<td>16</td>
</tr>
</tbody>
</table>

**Total Credits – 80**

### YEAR 2

<table>
<thead>
<tr>
<th>Semester</th>
<th>Modules</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>To be advised</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>To be advised</td>
<td>16</td>
</tr>
<tr>
<td>Winter School</td>
<td>To be advised</td>
<td>16</td>
</tr>
<tr>
<td>Semester 2</td>
<td>To be advised</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>IOLS204: Trade Unions in South Africa</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>IOLS202 Globalisation &amp; World Class Manufacturing</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total Credits – 80**

### YEAR 3

<table>
<thead>
<tr>
<th>Semester</th>
<th>Modules</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>IOLS201 Organising Production</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>IOLS205 Introduction to Labour Markets</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>SOCY201 Classical Sociology Theory</td>
<td>16</td>
</tr>
<tr>
<td>Winter School</td>
<td>To be advised</td>
<td>16</td>
</tr>
<tr>
<td>Semester 2</td>
<td>SOCY202 Social Change</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>To be advised</td>
<td>16</td>
</tr>
</tbody>
</table>

**Total Credits – 80**

### YEAR 4

<table>
<thead>
<tr>
<th>Semester</th>
<th>Modules</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>IOLS301 Organisational Restructuring &amp; Change IOLS303 Labour, Capital &amp; State in Contemporary SA</td>
<td>16</td>
</tr>
<tr>
<td>Winter School</td>
<td>To be advised</td>
<td>16</td>
</tr>
<tr>
<td>Semester 2</td>
<td>IOLS302 Diversity &amp; Equity in the Workplace IOLS305 Economic Policy, Labour Markets &amp; Jobs</td>
<td>16</td>
</tr>
</tbody>
</table>

**Total Credits - 80**

### YEAR 5

<table>
<thead>
<tr>
<th>Semester</th>
<th>Modules</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>SOCY301 Contemporary Sociological Theory</td>
<td>16</td>
</tr>
<tr>
<td>Semester 2</td>
<td>SOCY305 Research Design - An Introduction SOCY306 Social Issues - Practice and Theory</td>
<td>16</td>
</tr>
</tbody>
</table>

**Total Credits – 64**

**Total Credits for Degree - 384**
Diploma in Jazz and Popular Music

HUM-DJP1 Admission
Candidates shall be eligible to apply for the qualification of Diploma in Jazz and Popular Music or Diploma in Music Performance if they hold a National Senior Certificate (for diploma study), equivalent qualification or alternative access certificate approved by Senate. In addition they must;
   a. successfully complete an audition demonstrating proficiency deemed adequate to pursue the anticipated first level course of study in singing, playing an instrument or African Music and Dance;
   b. demonstrate their ability to read music and their knowledge of the basic rudiments of music; and
   c. complete a diagnostic English proficiency test.

HUM-DJP2 Progression
The curriculum for the Diploma in Jazz and Popular Music and for the Diploma in Music Performance shall extend over a minimum of six consecutive semesters of full-time study. Students shall not be permitted to progress to the third year of study unless they have obtained credit for all the modules prescribed for the first year of study and at least a further 80 credits for modules prescribed in the second year of study (208 credits altogether).

HUM-DJP3 Transfer to a Degree Programme
A candidate holding an NSC (or has a Senate Exemption) who wishes to transfer from the Diploma in Jazz and Popular Music or the Diploma in Music Performance to the BMus, the BA in Music or the BA in Music and Drama Performance degree programmes must:
   a) have passed all the Diploma modules prescribed for the first semester; and
   b) have passed the module ACLE102 Academic Learning in English; and
   c) receive the Dean and Head of School’s approval for the transfer.

NB: All Music modules are subject to change. Consult the Music Cluster for the latest module offerings.

Structure: Diploma in Jazz and Popular Music

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>MODULE CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Practical Study 1A(16C)</td>
<td>MUSC1PA</td>
</tr>
<tr>
<td>and First Practical Study 1B (16C)</td>
<td>MUSC1PB</td>
</tr>
<tr>
<td>Workshop in Jazz &amp; Popular Music 1A(8C)</td>
<td>MUSC1W1</td>
</tr>
<tr>
<td>Workshop in Jazz &amp; Popular Music 1B (8C)</td>
<td>MUSC1W2</td>
</tr>
<tr>
<td>Music Ensemble 1A (8C)</td>
<td>MUSC1E1</td>
</tr>
<tr>
<td>and Music Ensemble 1B (8C)</td>
<td>MUSC1E2</td>
</tr>
<tr>
<td>Jazz &amp; Popular Music Theory 1A (8C)</td>
<td>MUSC1T1</td>
</tr>
<tr>
<td>and Jazz &amp; Popular Music Theory 1B (8C)</td>
<td>MUSC1T2</td>
</tr>
<tr>
<td>Aural Perception 1A (8C)</td>
<td>MUSC1A1</td>
</tr>
<tr>
<td>and Aural Perception 1B (8C)</td>
<td>MUSC1A2</td>
</tr>
<tr>
<td>Jazz &amp; Popular Music History 1A (8C)</td>
<td>MUSC1T1</td>
</tr>
<tr>
<td>and Jazz &amp; Popular Music History 1B (8C)</td>
<td>MUSC1T2</td>
</tr>
<tr>
<td>ACLE (or other English language module) (16C)</td>
<td>ACLE102</td>
</tr>
</tbody>
</table>

Total credits: 128
## LEVEL 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Practical Study 2A (16C)</td>
<td>MUSC2PA</td>
</tr>
<tr>
<td>First Practical Study and 2B (16C)</td>
<td>MUSC2PB</td>
</tr>
<tr>
<td>Workshop in Jazz &amp; Popular Music 2A (8C)</td>
<td>MUSC2WA</td>
</tr>
<tr>
<td>and Workshop in Jazz &amp; Popular Music 2B (8C)</td>
<td>MUSC2WB</td>
</tr>
<tr>
<td>Music Ensemble 2A (8C)</td>
<td>MUSC2EA</td>
</tr>
<tr>
<td>Music Ensemble 2B (8C)</td>
<td>MUSC2EB</td>
</tr>
<tr>
<td>Jazz &amp; Popular Music Theory (8C)</td>
<td>MUSC2TA</td>
</tr>
<tr>
<td>and Jazz &amp; Popular Music Theory 2B (8C)</td>
<td>MUSC2TB</td>
</tr>
<tr>
<td>Aural Perception 2A (8C)</td>
<td>MUSC2A1</td>
</tr>
<tr>
<td>and Aural Perception 2B (8C)</td>
<td>MUSC2A2</td>
</tr>
<tr>
<td>*Composition &amp; Arranging in J&amp;PM 1A (8C)</td>
<td>MUSC2C1</td>
</tr>
<tr>
<td>and *Composition &amp; Arranging in J&amp;PM 1B (8C)</td>
<td>MUSC2C2</td>
</tr>
<tr>
<td>Jazz &amp; Popular Music History 2A (8C)</td>
<td>MUSC2H1</td>
</tr>
<tr>
<td>and Jazz &amp; Popular Music History 2B (8C)</td>
<td>MUSC2H2</td>
</tr>
</tbody>
</table>

Total credits: 128

## LEVEL 3 (Diploma exit level)

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Practical Study 3A (16C)</td>
<td>MUSC3PA</td>
</tr>
<tr>
<td>First Practical Study 3B (16C)</td>
<td>MUSC3PB</td>
</tr>
<tr>
<td>Music Ensemble 3A (8C)</td>
<td>MUSC3EA</td>
</tr>
<tr>
<td>Music Ensemble 3B (8C)</td>
<td>MUSC3EB</td>
</tr>
<tr>
<td>Jazz &amp; Popular Music Theory 3A (8C)</td>
<td>MUSC3TA</td>
</tr>
<tr>
<td>Jazz &amp; Popular Music Theory 3B (8C)</td>
<td>MUSC3TB</td>
</tr>
</tbody>
</table>

Each student chooses to **specialise** in TWO of the following disciplines:
- Performance
- Composition & Arranging
- Electro-Acoustic Music

by selecting TWO options to the value of 32 credits each from the following list:
- Performance in Jazz & Popular Music 1A and 1B (examination recital) (16C) MUSC3P1 & MUSC3P2
- Composition & Arranging in J&PM 2A and 2B (16C):
- Electro-Acoustic Music 1A and 1B (16C) : MUSC3LA & MUSC3LB

Total credits: 128

**Notes:** Over the 3 years of the Diploma, the content of the modules entitled 'Composition & Arranging in Jazz and Popular Music' may include such topics as song writing, big-band arranging, jingle writing, and film music.
Diploma in Music Performance

Structure: Diploma in Music Performance
Students must gain credit for the following common modules and also for the specialist modules in Western Classical Music or African Music and Dance or Opera or Choral Studies, as outlined below:

LEVEL ONE
Common Modules
Introduction to Music Fundamentals A and B (16 + 16) or Music Theory and Perception 1A and 1B (16 + 16)
ELDV001 English Language Development A (0 credits) and/or ELDV100 English Language Development B and/or ACLE102 Academic Learning in English (16)

Note: English Language Development A and/or B may be required according to recommendations based on a diagnostic language test. Students intending to register for a BA in Music or in Music and Drama Performance or for the BMus degree must pass the language module approved for such purposes.

NB: All Music modules are subject to change. Consult the Music Cluster for the latest module offerings.

Specialised Modules

<table>
<thead>
<tr>
<th>Classical Music</th>
<th>African Music and Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Practical Study 1A &amp; 1B(16+16) MUSC1PA &amp; 1PB</td>
<td>African Music and Dance 1A &amp; 1B (16+16) MUSC1AA &amp; 1AB</td>
</tr>
<tr>
<td>Music Ensemble 1A &amp; 1B (8+8) : MUSC1EA &amp; 1EB</td>
<td>Music Ensemble 1A &amp; 1B (African Music Ensemble) (8+8) : MUSC1EA &amp; 1EB</td>
</tr>
<tr>
<td>*Electives (32)</td>
<td>ALE (16) + **Elective (16) or **Electives (32)</td>
</tr>
<tr>
<td>Opera</td>
<td>Choral Studies</td>
</tr>
<tr>
<td>First Practical Study 1A &amp; 1B(16+16) :MUSC1PA&amp;1PB</td>
<td>Choral Studies 1A &amp; 1B (16+16) : MUSC1CA &amp; 1CB</td>
</tr>
<tr>
<td>Music Ensemble 1A &amp; 1B (8+8) : MUSC1EA&amp;1EB</td>
<td>Music Ensemble 1A &amp; 1B (8+8) : MUSC1EA &amp; 1EB</td>
</tr>
<tr>
<td>Western Classical Music: an introduction MUSC1HB (16C)</td>
<td>Western Classical Music: an introduction MUSC1HB (16C)</td>
</tr>
<tr>
<td>Vocal Workshop¹ 1A &amp; 1B (8+8) : MUSC1VA &amp; 1VB</td>
<td>Vocal Workshop¹ 1A &amp; 1B (8+8) : MUSC1VA &amp; 1VB</td>
</tr>
</tbody>
</table>

Total for level One – 128 credits

Note. Vocal Workshop includes Movement, Stagecraft, Italian German for singers, keyboard skills.
### LEVEL TWO

<table>
<thead>
<tr>
<th>Classical Music</th>
<th>African Music and Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Music Theory &amp; Perception A and B (16+16) MUSC2FA &amp; 2FB</td>
<td>Elective (16)</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
</tbody>
</table>

*Electives (48)  
**Electives (48)

### Opera

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>Music Culture and History 2A MUSC2HA (16C)</td>
<td>Music Culture and History 2B MUSC2HA (16C)</td>
</tr>
<tr>
<td>Vocal Workshop¹ 2A &amp; 2B (8 + 8): MUSC2VA &amp; 2VB</td>
<td>Vocal Workshop¹ 2A &amp; 2B (8 + 8): MUSC2VA &amp; 2VB</td>
</tr>
<tr>
<td>Languages for Singers A &amp; B (8+8): MUSC2GA &amp; 2GB</td>
<td>Languages for Singers A &amp; B (8+8): MUSC2GA &amp; MUSC2GB</td>
</tr>
</tbody>
</table>

**Total for Level Two – 128 credits**

### LEVEL THREE

<table>
<thead>
<tr>
<th>Classical Music</th>
<th>African Music and Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>or Performance 1A &amp; 1B (16+16): MUSC3XA &amp; 3XB</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>Electives (16+16)</td>
<td></td>
</tr>
<tr>
<td>Electives (48)</td>
<td>African Music Outreach: Community Development (16) : MUSC3CD</td>
</tr>
</tbody>
</table>

**Electives (48)  
**Electives (48)
<table>
<thead>
<tr>
<th>Humanities</th>
<th>Choral Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Practical Study 3A &amp; 3B (16+16):</td>
<td>Choral Studies 3A &amp; 3B (16+16) MUSC3CA &amp;</td>
</tr>
<tr>
<td>Music Ensemble 3A &amp; 3B (8+8):</td>
<td>Music Ensemble 3A &amp; 3B (8+8)</td>
</tr>
<tr>
<td>Instrumental Teaching Method 1A (16): MUSC3IA</td>
<td>Instrumental Teaching Method 1BA (16):</td>
</tr>
<tr>
<td>Electives (32)</td>
<td>Advanced Musical Studies 1A &amp; 1B (Choral)</td>
</tr>
<tr>
<td><strong>Total for Level Three – 128 credits</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Electives for Specialisation in Classical Music*

| Music Culture and History 2A, 2B, 3A, 3B (16 each): MUSC2HA,2HB,3HA,3HB | Second Practical Study 1A, 1B, 2A, 2B (16 each): MUSC1SA,1SB,MUSC2SA,2SB |
| Instrumental Teaching Method 1A, 1B (16 each): MUSC3IA & 3IB | Instrumental Teaching Method 1A, 1B (16 each): MUSC3IA & 3IB |

| Other electives with approval of School                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| **Electives for Specialisation in African Music and Dance**                                                                            |                                                                                 |
| Basic Computer Literacy (0) - recommended                                                                                    | Festivals and Performances (16C)                                                |
| Academic Learning in English (16)                                                                                                   | Contemporary Leaders and Related Sites                                        |
| Arts Administration (16)                                                                                                           | Popular and Traditional Musics: Africa and Beyond (16)                        |
| English Language Development B (16)                                                                                                  | Second Practical Study 1A, 1B, 2A, 2B (16 each)                               |
| LIIS120 Internet Expertise (16)                                                                                                     | Keyboard Studies 1A, 1B, 2A, 2B (16 each)                                    |
| IsiZulu 101, 102, 201, 202 (16 each)                                                                                               | Choral Studies 1A, 1B, 2A, 2B, 3A, 3B (16 each)                              |
| IsiZulu Language Studies 101, 102, 201, 202 (16 each)                                                                                | Introduction to Media Studies (16)                                             |
| Introduction to Tourism (16C)                                                                                                       |                                                                                 |
| Introduction to Cultural & Heritage Tourism (16C)                                                                                     |                                                                                 |
| Principles of Tourism Marketing (16C)                                                                                               |                                                                                 |

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### Advanced Diploma in Music

Students who wish to complete a one-year **Advanced Diploma in Music** must initially register for the Diploma in Jazz and Popular Music or for the Diploma in Music Performance.

*NB: All Music modules are subject to change. Consult the Music Consult for the latest modules offerings.*
### FOURTH LEVEL CREDITS

#### Jazz and Popular Music

Each student continues a specialisation commenced at the third level by taking two further modules (to the value of 64 credits) from the relevant discipline below:

- Performance in Jazz and Popular Music 2A and 2B (examination recital) MUSC4P1 and P2
- Composition & Arranging in J & PM 3A (32C): MUSC4C1 and MUSC4C2
- Electro-Accoustic Music 2A (32C) and 2B (32C): MUSC4LA and LB
- MUSC4MA and MB

<table>
<thead>
<tr>
<th>Electives to the value of 64 credits from the following list:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music ensemble 4A and/or 4B (8 each): MUSC4EA and/or 4EB</td>
</tr>
<tr>
<td>African Music &amp; Dance 1A and/or 1B (16 each): MUSC1AA and/or 1AB</td>
</tr>
<tr>
<td>Arts Administration (16): ARAD101</td>
</tr>
</tbody>
</table>

Total credits: 128

Notes:

1. All modules are semester modules
2. The content of the modules entitled ‘Composition & Arranging in Jazz and Popular Music’ may include such topics as song writing, big-band arranging, jingle writing, and film music.

#### FOURTH LEVEL CREDITS

#### African Music and Dance

<table>
<thead>
<tr>
<th>African Music and Dance Performance A and B: MUSC1AA and 1AB</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
</tr>
</tbody>
</table>

Music Ensemble 4A and 4B: MUSC4EA and 4EB

<table>
<thead>
<tr>
<th>African Music Outreach: Documentation: MUSC3DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electro-Acoustic Music: Live sound: MUSC3LS</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 (80)</td>
</tr>
</tbody>
</table>

Total credits: 128
Electives to the value of 48 credits from the following list:

- Electro-Acoustic Music: Deejaying (16): MUSC3DJ
- Electives in IsiZulu and Drama and Performance Studies: ZULM101 and DRAM101
- Other electives with permission from the school

Total credits: 128

<table>
<thead>
<tr>
<th>FOURTH LEVEL</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choral Studies</td>
<td></td>
</tr>
<tr>
<td>Choral Studies 4A &amp; 4B: MUSC4CA &amp; 4CB</td>
<td>16+16</td>
</tr>
<tr>
<td>Vocal Development Method A &amp; B: MUSC42A &amp; 42B</td>
<td>8+8</td>
</tr>
<tr>
<td>Supplementary Keyboard Skills A &amp; B: MUSC4KA &amp; MUSC4KB</td>
<td>8+8</td>
</tr>
<tr>
<td>Choral Composing and Arranging A &amp; B: MUSC41A &amp; MUSC41B</td>
<td>16+16</td>
</tr>
<tr>
<td>Ensemble Direction A &amp; B: MUSC4DA &amp; 4DB</td>
<td>16+16</td>
</tr>
<tr>
<td>Total Credits: 128</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOURTH LEVEL</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opera Studies (Stream 1- Performance)</td>
<td></td>
</tr>
<tr>
<td>Performance 2A &amp; 2B: MUSC4XA &amp; 4XB</td>
<td>32+32</td>
</tr>
<tr>
<td>Advanced Vocal Teaching Method A &amp; B: MUSC4VA &amp; 4VB</td>
<td>8+8</td>
</tr>
<tr>
<td>Supplementary Keyboard Skills A &amp; B: MUSC4GA &amp; MUSC4GB</td>
<td>8+8</td>
</tr>
<tr>
<td>Advanced Language Skills for Singers A &amp; B: MUSC4GA &amp; MUSC4GB</td>
<td>16+16</td>
</tr>
<tr>
<td>Total Credits: 128</td>
<td></td>
</tr>
</tbody>
</table>
RULES FOR (THREE-YEAR) BACHELOR DEGREES

All first entry undergraduate students from 2014 must pass a module in isiZulu in order to be degree complete; or obtain exemption from the module under rule GR8a.

Bachelor of Arts and Bachelor of Social Science

HUM-UG1 Duration
The specific curriculum for these degrees is listed under the Rules of Combination and shall extend over a minimum of six academic semesters.

HUM-UG2 Majors
a) Students for the general studies Bachelor of Arts must select at least one major from List A below. The other major may be selected from List A, List B or List C below.
b) Students for the general studies Bachelor of Social Science must select one major from List B below. The other major may be selected from List A, List B, or List C below.
c) Only one major may be selected from List C.

List A: BA Majors*

<table>
<thead>
<tr>
<th>Applied Language Studies</th>
<th>Fine Art</th>
<th>Media and Cultural Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>French</td>
<td>Music</td>
</tr>
<tr>
<td>Biblical Studies</td>
<td>Greek</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Classical Civilisation</td>
<td>History</td>
<td>Political Science</td>
</tr>
<tr>
<td>Cultural and Heritage Tourism</td>
<td>IsiZulu</td>
<td>Theology</td>
</tr>
<tr>
<td>Drama and Performance Studies</td>
<td>Latin</td>
<td>Translation Studies</td>
</tr>
<tr>
<td>English Studies</td>
<td>Religion</td>
<td></td>
</tr>
<tr>
<td>Ethics Studies</td>
<td>Linguistics</td>
<td></td>
</tr>
</tbody>
</table>

List B: BSocSc Majors*

<table>
<thead>
<tr>
<th>Anthropology</th>
<th>Industrial, Organisational and Labour Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical Civilisation</td>
<td>Industrial Psychology</td>
</tr>
<tr>
<td>Community Development</td>
<td>Media and Cultural Studies</td>
</tr>
<tr>
<td>Criminology and Forensic Studies</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Economic History &amp; Development Studies</td>
<td>Political Science</td>
</tr>
<tr>
<td>Education and Development</td>
<td>Psychology</td>
</tr>
<tr>
<td>Ethics Studies</td>
<td>Religion</td>
</tr>
<tr>
<td>Geography</td>
<td>Sociology</td>
</tr>
<tr>
<td>History</td>
<td>Theology</td>
</tr>
</tbody>
</table>

List C: Majors from other Colleges accepted for the BA and/or BSocSc*

<table>
<thead>
<tr>
<th>Computer Science</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>Marketing</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Information Systems &amp; Technology</td>
<td>Statistics</td>
</tr>
<tr>
<td>Legal Studies</td>
<td></td>
</tr>
</tbody>
</table>

* Some of these majors are available on only one of the two campuses. Please see Undergraduate Curricula in the Section entitled INFORMATION FOR STUDENTS for more detailed information.
1. Anthropology

Anthropology is the study of humankind, its common roots and the sources of its rich diversity. The discipline’s uniqueness lies in its global, comparative, and diachronic perspective. Anthropologists believe that a true understanding of the human condition can only be achieved by studying the distant as well as the near, the ancient as well as the modern. Different branches of the discipline focus on different aspects of human experience, such as how our species evolved, how traditions of thought and behaviour are learned, how and why cultures change or persist. As the ‘global village’ and its development challenges expand, people who possess different values, religions, customs and perspectives increasingly find themselves competing for scarce resources while trying to live together. For such reasons, there is a growing demand for the expertise and methodologies of people trained in anthropology.

Structure of the Major

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td></td>
</tr>
<tr>
<td>ANTH101 Introduction to Anthropology (16C)</td>
<td>ANTH102 Culture &amp; Society in Africa (16C)</td>
</tr>
<tr>
<td>Level 2</td>
<td></td>
</tr>
<tr>
<td>ANTH201 Culture, Health &amp; Illness(16C)</td>
<td>ANTH202 Families &amp; Households (16C)</td>
</tr>
<tr>
<td>Level 3</td>
<td></td>
</tr>
<tr>
<td>ANTH301 Applied Anthropology (32C)</td>
<td>ANTH302 Research plus Special Topic (32C)</td>
</tr>
</tbody>
</table>

2. Applied Language Studies

(Not offered in 2019)

Applied Language Studies is a discipline that deepens capacity to study, understand and use language to communicate more powerfully and develop professional expertise in educational and organizational discourse, language planning and policy making, and language learning and teaching. It also examines language in relation to issues of identity, power, gender, sexism and racism in various professional contexts.

Structure of the Major

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td></td>
</tr>
<tr>
<td>APLS101 Language, Society &amp; Power (16C)</td>
<td>APLS102 Understanding Literacy (16C)</td>
</tr>
<tr>
<td>APLS202 Intercultural Communication (16C)</td>
<td>APLS201 Understanding Language Structure (16C)</td>
</tr>
<tr>
<td>APLS203 Further Studies in Applied Linguistics (16C)</td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td></td>
</tr>
</tbody>
</table>
3. Biblical Studies

<table>
<thead>
<tr>
<th>Structure of the Major</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>BIST110 Introduction to the New Testament (16C)</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
</tr>
<tr>
<td>BIST210 Text, Interpretation and Culture (16C)</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
</tr>
<tr>
<td>BIST 370</td>
</tr>
<tr>
<td>BIST310 Biblical Theology (16C)</td>
</tr>
<tr>
<td><strong>AND</strong></td>
</tr>
<tr>
<td>48 credits from any three of the following modules (16C each):</td>
</tr>
<tr>
<td>BIST320 New Testament Texts</td>
</tr>
<tr>
<td>BIST331 Old Testament Exegesis</td>
</tr>
<tr>
<td>BIST330 Old Testament Texts</td>
</tr>
<tr>
<td>BIST340 Exegesis of Selected New Testament Texts in English</td>
</tr>
<tr>
<td>BIST 341 Exegesis of Selected New Testament Texts in Greek</td>
</tr>
<tr>
<td>BIST360 Biblical Studies Cluster Elective</td>
</tr>
</tbody>
</table>

4. Classics

Classics is in general terms the study of ancient civilisations, particularly those of ancient Greece and Rome. The discipline offers three study-routes, which can be followed independently or in combination through the BA and the BSocSc (General Studies) degrees: Classical Civilisation (the study of literatures, mythologies, art and archaeology, history and culture, with particular focus on aspects of the ancient Mediterranean world relevant to Africa); Classical Greek language and literature; and Classical Latin language and literature. In all these study-routes, students acquire skills of analytical and comparative thinking, articulate and intelligent use of written and spoken language, and broad cultural literacy.
5. Classics: Classical Civilisation

Howard College

The major normally consists of eight Classical Civilisation semester-modules. Classical Latin and Classical Greek modules may also form part of the Classical Civilisation major, but credit for these modules cannot be claimed later for a major in Classical Latin or Classical Greek.

Structure of the Major

<table>
<thead>
<tr>
<th>Classical Civilisation Major</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CCCV101 Classical Civilisation 1A (16C)</td>
<td>CCCV102 Classical Civilisation 1B (16C)</td>
</tr>
<tr>
<td>CCCV201/203 (16C)</td>
<td>CCCV202/204 (16C)</td>
</tr>
<tr>
<td>CCCV301/305 (16C)</td>
<td>CCCV302/306 (16C)</td>
</tr>
<tr>
<td>Additional Classics Module A (16C)</td>
<td>Additional Classics Module B (16C)</td>
</tr>
</tbody>
</table>

Classics: Greek

Structure of the Major

<table>
<thead>
<tr>
<th>Greek Major</th>
<th></th>
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<tbody>
<tr>
<td>CCGK101 Greek 1A (16C)</td>
<td>CCGK102 Greek 1B (16C)</td>
</tr>
<tr>
<td>CCGK201 Greek 2A (16C)</td>
<td>CCGK201 Greek 2B (16C)</td>
</tr>
<tr>
<td>CCGK301 Greek 3A (32C)</td>
<td>CCGK301 Greek 3B (32C)</td>
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</table>

Classics: Latin

Structure of the Major

<table>
<thead>
<tr>
<th>Latin Major</th>
<th></th>
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<tbody>
<tr>
<td>CCLT101 Latin 1A (16C)</td>
<td>CCLT102 Latin 1B (16C)</td>
</tr>
<tr>
<td>CCLT201 Latin 2A (16C)</td>
<td>CCLT201 Latin 2B (16C)</td>
</tr>
<tr>
<td>CCLT301 Latin 3A (32C)</td>
<td>CCLT302 Latin 3B (32C)</td>
</tr>
</tbody>
</table>

6. Community Development

Structure of the Major

<table>
<thead>
<tr>
<th>Community Development Major</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Level 1</td>
<td></td>
</tr>
<tr>
<td>CMDV101 Intro to Community Development Theory (16C)</td>
<td>CMDV104 Institutions in Community Development (16C)</td>
</tr>
<tr>
<td>Level 2</td>
<td></td>
</tr>
<tr>
<td>CMDV203 Development Theories (16C)</td>
<td>CMDV201 Community Economic Dev (16C) OR CMDV202 Programme/Project Planning (16C)</td>
</tr>
<tr>
<td>Level 3</td>
<td></td>
</tr>
<tr>
<td>CMDV301 Issues in Community Development (32C)</td>
<td>CMDV303 Local Govt &amp; Community Dev (32C)</td>
</tr>
</tbody>
</table>
or CMDV304 Community Profiling (16C) or CMDV305 Population and Community Development (16C) or CMDV302 Community Based Learning (32C)

7. Computer Science  
*Offered by the College of Agriculture, Engineering and Science*

**Structure of the Major**

| Year 1 | COMP100 (16), COMP102 (16), MATH130 (16), MATH140 (16) |
| Year 2 | COMP200 (16), COMP201 (16) , 16C from MATH at Level 2 |
| Year 3 | Pietermaritzburg: COMP304 (16), 313 (16), 314 (16), 315 (16) |
|        | Westville: COMP314 (16), 315 (16), two of (COMP300 (16), 301 (16), 304 (16), 305 (16), 306 (16), 313 (16), 3158 (16)) |

8. Criminology and Forensic Studies  
*(Offered in Howard College and Pietermaritzburg Campus)*

Criminology is the scientific exploration, description, and analysis of the multifaceted concept of ‘crime’ and interrelated phenomenon. More specifically, nature and extend, causes, development, consequences, justice, prevention, intervention, treatment, and future.

**Structure of the Major**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>CFSD101 Introduction to Criminology (16C)</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>CFSD201 Criminalistics: Crime Scene Investigation (16C)</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>CFSD301 Research Methodology: Criminology (16C)</td>
</tr>
<tr>
<td></td>
<td>CFSD302 Criminology: Biopsychosocial Perspectives (16C)</td>
</tr>
</tbody>
</table>

**Note:** The undergraduate programme consists of 8 modules, 2 taken in the 1st year of study, 2 in the 2nd and 4 in the 3rd year. CFSD101 is a prerequisite for CFSD102 and both first year modules are prerequisites for access to any of the second-year modules. Both CFSD201 and CFSD202 are prerequisites for access to any of the third-year modules. In addition to the modules listed above, students who intend to take Honours in Criminology and Forensic Studies must complete the module CFSD301 Research Methodology: Criminology. This module is available as a co-requisite for students majoring in Criminology and Forensic Studies and intending to take Honours, but it cannot replace any of the modules listed above.
9. Cultural and Heritage Tourism

Cultural and Heritage Tourism is an inter-disciplinary field of study, which focuses on various aspects of local culture and heritage and on the implications of their development as tourist attractions.

Structure of the Major

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHTM101</strong> Introduction to Tourism (16C)</td>
<td><strong>CHTM102</strong> Intro to Cultural &amp; Heritage Tourism (16C)</td>
</tr>
<tr>
<td><strong>CHTM201</strong> Policy and Law in Heritage Tourism (16C) (pre-requisite: CHTM101 and CHTM102)</td>
<td><strong>CHTM206</strong> Principles of Tourism Marketing (16C) (pre-requisite: CHTM101 and CHTM102)</td>
</tr>
<tr>
<td><strong>CHTM202</strong> Environmental Impact of Tourism (16C) (pre-requisite: CHTM101 and 102)</td>
<td><strong>CHTM209</strong> Survey of Heritage Sites in S.A. (16C) (Pre-requisite: CHTM101 and 102) (strictly limited to students doing either a structured degree or major in cultural and heritage tourism)</td>
</tr>
</tbody>
</table>

Students registering for any 3rd year modules should have passed all the compulsory cultural and heritage tourism 1st and 2nd year modules.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHTM308</strong> Tourism Policy, Planning &amp; Development (16C)</td>
<td><strong>CHTM304</strong> Research Methods and IT for Heritage Tourism (16C)</td>
</tr>
<tr>
<td><strong>CHTM302</strong> Economic Dev. &amp; Tourism (16C)</td>
<td><strong>CHTM307</strong> Theories of Tourism, Culture &amp; Heritage (16C)</td>
</tr>
</tbody>
</table>

10. Digital Arts

The undergraduate major encompasses two areas of study: a creative component aimed at helping students develop the skills needed to exploit the multi-creative possibilities that have been unleashed by the digital revolution and a theoretical component in which contextualizes the creative practices of Digital Arts in terms of its historical and contemporary discourses. The undergraduate programme consists of 8 modules, 2 taken in the 1st year of study, 2 in the 2nd and 4 in the 3rd. These modules are divided into 4 “theory” modules and 4 “practical” modules, although this is a very loose distinction, since the theory modules incorporate a certain amount of practical work and the practical components draw on and extend students’ theoretical understanding*.

Structure of the Major Level One (64 Credits)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIGA110</td>
<td>DIGA101</td>
</tr>
<tr>
<td>Course</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Introduction to Digital Media Theory (16C)</td>
<td></td>
</tr>
<tr>
<td>Introduction to Digital Arts (16C)</td>
<td></td>
</tr>
<tr>
<td><strong>Elective 1</strong></td>
<td></td>
</tr>
<tr>
<td>Choose an elective from a 100-level module from another discipline.</td>
<td></td>
</tr>
<tr>
<td><strong>Elective 2</strong></td>
<td></td>
</tr>
<tr>
<td>Choose an elective from a 100-level module from another discipline.</td>
<td></td>
</tr>
</tbody>
</table>

**Level Two (64 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIGA201</td>
</tr>
<tr>
<td>Applied Digital Art (16C)</td>
</tr>
<tr>
<td>DIGA210</td>
</tr>
<tr>
<td>Film Studies (16C)**</td>
</tr>
<tr>
<td><strong>Elective 3</strong></td>
</tr>
<tr>
<td>Choose an elective from a 200-level module from another discipline. (16C)</td>
</tr>
<tr>
<td><strong>Elective 4</strong></td>
</tr>
<tr>
<td>Choose an elective from a 200-level module from another discipline. (16C)</td>
</tr>
</tbody>
</table>

**Level Three (64 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose an elective from a 300-level module from another discipline. (16C) The recommended elective is AHIS310 20th Century Art, Visual Culture &amp; Theory I.</td>
</tr>
<tr>
<td>DIGA311</td>
</tr>
<tr>
<td>Advanced Digital Theory (16C)</td>
</tr>
<tr>
<td>DIGA301</td>
</tr>
<tr>
<td>Advanced Digital Arts 1(16C)</td>
</tr>
<tr>
<td>DIGA302</td>
</tr>
<tr>
<td>Advanced Digital Arts (16C)</td>
</tr>
</tbody>
</table>

* Please note that DIGA310 will not run in 2019. This must be replaced by the recommended elective AHIS310 20th Century Art, Visual Culture & Theory I, or, if there is a clash with another major, this may be replaced by any other appropriate elective at level 300. Please contact the discipline coordinator of Digital Arts if you are obliged to choose an elective, alternate to AHIS310.

** Please note that DIGA210 is part of the Digital Arts major only and no longer a core elective in Media and Cultural Studies, PMB. This module will undergo a name and code change in 2020.
11. Drama and Performance Studies

Drama and Performance Studies involves the creation, performance and appreciation of drama, movement, theatre and theatre-related media, as well as the study of applied drama for education and development, in theory and practice, within the local and global contexts. It promotes personal growth with special emphasis on cognitive, social and communication skills by developing internal and external personal resources and modes of critical thinking.

Structure of the Major (Pietermaritzburg)

<table>
<thead>
<tr>
<th>DRAM101 Drama &amp; Performance Studies 101 (16C)</th>
<th>DRAM102 Drama &amp; Performance Studies 102 (16C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRAM201 Drama &amp; Performance Studies 201 (16C)</td>
<td>DRAM204 Drama &amp; Performance Studies 204 (16C)</td>
</tr>
<tr>
<td>DRAM203/303* Production (16C)</td>
<td>DRAM203/303* Production (16C)</td>
</tr>
</tbody>
</table>

**Level 300 Core Modules**

| DRAM306 Acting and Dance (16C)                | DRM309 Directing and Choreography (16C)      |
| DRAM307 Education and Development A (16C)    | DRAM310 Playwriting (16C)                    |

**Level 300 Elective Modules**

| DRAM203/303* Production (16C) | DRAM203/303* Production (16C) |

* This is the compulsory production module required for a major. It is taken once only.

Registration guarantees participation HOWEVER performance roles are strictly by audition.

12. Economic History & Development Studies

This programme examines the broad thrust of economic change and structure through the ages. It is an inter-disciplinary programme that introduces students to a variety of issues relating to development and economic change. It provides grounding in ideas about history, society and economics as a foundation for an understanding of the world we live in. The programme seeks to provide students with a foundation towards a practical and critical understanding of the development issues at hand, with a strong emphasis on the nature of North-South relationships and how these determine global economic development.

Structure of the Major

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
<tr>
<td>ECHS101 Political Economy of Food (16C) (Recommended)</td>
<td>ECHS102 Globalisation Then and Now (16C) (Recommended)</td>
</tr>
</tbody>
</table>
Level 2
ECHS209 Capitalism and Development (16C) or ECHS205 Political Ecology (16C)  
ECHS210 Development in Southern Africa (16C)

Level 3
ECHS303 Development in a Changing World Economy (32C)  
ECHS304 Key Themes in Development Today (32C)

At the first level, ECHS101 and ECHS102 are recommended but are not prerequisites for Development Studies 2. Suggested co-majors are: Community Development, Economics; Geography; History; Industrial, Organisational and Labour Studies; Political Science; Anthropology; Sociology.

13. Economics

Offered by the College of Law & Management Studies

Structure of the Major

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td>Level 1</td>
<td></td>
</tr>
<tr>
<td>ECON101 (16C)</td>
<td>ECON102 (16C)</td>
</tr>
<tr>
<td>Level 2</td>
<td></td>
</tr>
<tr>
<td>ECON201 (16C)</td>
<td>ECON202 (16C)</td>
</tr>
<tr>
<td>Level 3</td>
<td></td>
</tr>
<tr>
<td>ECON301/310; ECON305</td>
<td>ECON309; ECON314</td>
</tr>
</tbody>
</table>

14. Education and Development

There is worldwide recognition of the importance of education in achieving a sustainable future for all. Education is seen as key in poverty alleviation, environmental sustainability, removal of prejudice and economic growth. This major explores these themes and equips graduates to enter into the burgeoning field of training, capacity building, development, policy design, teaching and education research generally.

Structure of the Major

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td></td>
</tr>
<tr>
<td>EDDE110 Education and Development 110 (16C)</td>
<td>EDDE120, Education and Development 120 (16C)</td>
</tr>
<tr>
<td>Level 2</td>
<td></td>
</tr>
<tr>
<td>EDDE210 Education Development and Power (16C)</td>
<td>EDDE220 Comparative Studies in Education and Development (16C)</td>
</tr>
<tr>
<td>Level 3</td>
<td></td>
</tr>
</tbody>
</table>
15. English

English Studies covers important areas of literature and essay-writing as part of its concern with developing critical and communicative skills, and extends its interest in expressive modes such as translation. Both the material and the skills taught in English Studies have proved themselves extremely adaptable: apart from excelling in the field of English Studies itself, students have gone on to careers that include education, the media, law, public administration, and management.

In order to complete the major, all students must take eight modules across three levels of study. Not all modules are necessarily available on both campuses.

Structure of the Major (Howard College)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>ENGL101: Introduction to English Studies A (16) OR ELDV100 H1 (English Language Development A) OR ACLE102 H1 (Academic Learning in English A).</td>
<td>ENGL102: Introduction to English Studies B (16) OR ELDV100 HB English Language Development B, OR ACLE102 H2 (Academic Learning in English B).</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>Pre-requisites ENGL101H1</td>
</tr>
<tr>
<td>ENGL201: Period/Genre/Creative Writing A (16)</td>
<td>Pre-requisites ENGL102H2</td>
</tr>
<tr>
<td></td>
<td>ENGL202: Period/Genre/Creative Writing B (16) OR TRIC202: Translation and Intercultural Communication (16)</td>
</tr>
<tr>
<td><strong>Level 3 Pre-requisites: 64 credits in English</strong></td>
<td><strong>Level 3 Pre-requisites: 64 credits in English</strong></td>
</tr>
<tr>
<td>ENGL301: Canonical/Period Studies A (16)</td>
<td>ENGL303: Literature and Journalism (16)</td>
</tr>
<tr>
<td>ENGL308: Postmodernisms/Gender (16)</td>
<td>ENGL306: South/African Literature (16)</td>
</tr>
</tbody>
</table>

Structure of the Major (Pietermaritzburg)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>ENGL101: Introduction to English Studies A(16)</td>
<td>ENGL102: Introduction to English Studies B(16)</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td><strong>Level 2</strong></td>
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</tbody>
</table>
16. Ethics Studies (Pietermaritzburg)

Ethics Studies deals in an inter-disciplinary way with behaviour, traditions and institutions that seek to foster that which is judged to be right and good by society’s main value-systems, drawing on historical, comparative, philosophical and scientific insights, with a strong emphasis on applied ethical issues.

Structure of the Major

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
<tr>
<td>ETHS101 Ethics 1: Applied Global Ethics (16)</td>
<td>ETHS102 Ethics 1: Life, Sexuality and Death (16C)</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td></td>
</tr>
<tr>
<td>ETHS204 Environmental Philosophy and Ethics (16C)</td>
<td>ETHS201 The Ethics of Power (16C)</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td></td>
</tr>
<tr>
<td>ETHS303 African Ethics and the Post-Colonial Condition (16C)</td>
<td>ETHS302 Ethics 3: Ethics in the Workplace (16C)</td>
</tr>
<tr>
<td>ETHS305 Professional Ethics (16C)</td>
<td>ETHS304 Ethics &amp; Literature (16C)</td>
</tr>
</tbody>
</table>

17. Fine Art

*Students may take Fine Art as a major in a Bachelor of Arts Degree, or a Bachelor of Social Science degree, or do the Bachelor of Visual Arts (BAVA) structured degree.*

Fine Art offers a range of modules in drawing, painting, printmaking, ceramics and digital art. Modules may include a theoretical component related to studio practice. Level 3 students may work in an interdisciplinary manner or choose to specialise.

Structure of the Major

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
<tr>
<td>FIAR101 Drawing and design (16C)</td>
<td>FIAR102 Two-dimensional studio work (16C)</td>
</tr>
</tbody>
</table>
Students wishing to major in Fine Art must complete the following modules at Level 1 and Level 2 (first and second year) in order to be able to enter Level 3 (third year):

- two 16 credit modules in their chosen area of specialization (i.e. FIAR102 & 202, or FIAR103 & 203)
- two 16 credit Art History modules (AHIS110 & AHIS210)
- At least one of the 16 credit drawing modules as one of their electives, in addition to above compulsory modules. This means choosing FIAR101 or FIAR201 at some point during Level 1 and 2 studies:

### At level 100 (first year): 32 credits selected from

- AHIS110 Western Art (16C)
- FIAR102 Fine Art 1: Two-Dimensional Studio-Work (16C)
- FIAR103 Fine Art 1: Ceramics (16C)
- FIAR101 Fine Art 1: Drawing & Design (16C)

### At level 200 (second year): 32 credits selected from

- AHIS210 Africa: Art of a Continent (16C)
- FIAR202 Fine Art 2: Two-Dimensional Studio-Work (16C)
- FIAR203 Ceramics (16C)
- FIAR201 Fine Art 2: Expressive Drawing (16C)

### At level 300 (third year): (Please note that FIAR301 P1 is a prerequisite for FIAR302 P2)

- FIAR301 P1 – Fine Art 3: Studio-Work A (32C)
- FIAR302 P2 – Fine Art 3: Studio-Work B (32C)
- AHIS310 20th Century Art, Visual Culture & Theory I (16C)
- AHIS330 Art and Museum Practice (16C)
AHIS340 Contemporary African Art (16C)

The list of Art history modules offered may be amended. For further information, contact the head of discipline.

18. French

From 2018 French will be consolidated in Pietermaritzburg with the first level also being offered in Howard College

French is an international language, which is spoken in more than twenty countries in Africa; it is valued highly as a vehicle for literature, thought, diplomacy, and is the third most useful language for business (Bloomberg rankings). The quickening pace of African co-operation, of globalization, with its developing opportunities for employment, makes a thorough knowledge of the language and culture of France and Francophone countries particularly relevant and rewarding.

The discipline offers stimulating, high-quality courses, which anticipate the changing needs of our society. It seeks to provide a thorough knowledge of the language so as to allow our students to use French in the working world;

- a critical understanding of the culture of France which has contributed to shaping today's world and provided concepts and paradigms which continue to influence contemporary South Africa and the world;
- a challenge, through the confrontation of our world with the ideas contained in Francophone literature and thought;
- an education, by teaching students to think critically and to express themselves logically and articulately, thus enabling them to communicate broadly in the family of nations.

<table>
<thead>
<tr>
<th>Structure of the Major</th>
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</thead>
<tbody>
<tr>
<td>Semester 1</td>
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<tr>
<td>Level 1</td>
</tr>
<tr>
<td>FREN101 French 1A French for Beginners (16C)</td>
</tr>
<tr>
<td>Level 2</td>
</tr>
<tr>
<td>Level 3</td>
</tr>
<tr>
<td>FREN301 French 3A: Advanced French (16C)</td>
</tr>
</tbody>
</table>

Please note that persons who have Grade 12 French or have obtained other formal or informal qualifications in French may, at the discretion of the School, start with French level 2.
19. Geography

*Offered by the College of Agriculture, Engineering and Science*

Note: Students may not change campus registration without written consent from the Academic Leader: Geography

Students are reminded to follow the rules regarding their second major.

**Structure of the Major**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
<tr>
<td>GEOG110 (16)</td>
<td>ENVS120 (16)</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td></td>
</tr>
<tr>
<td>ENVS210 (16)</td>
<td>ENVS211 (16); GEOG220 (16)</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Howard Campus</strong></td>
<td></td>
</tr>
<tr>
<td>ENVS322 (16)</td>
<td></td>
</tr>
<tr>
<td><strong>At least 48C from:</strong></td>
<td></td>
</tr>
<tr>
<td>ENVS322 (16), GEOG301 (16),</td>
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</tr>
<tr>
<td>314 (16), GEOG330 (16)</td>
<td></td>
</tr>
<tr>
<td>and at most 16C from</td>
<td></td>
</tr>
<tr>
<td>ENVS315 (16), ENVS316 (16)</td>
<td></td>
</tr>
<tr>
<td><strong>Pietermaritzburg Campus</strong></td>
<td></td>
</tr>
<tr>
<td>At least 48C from ENVS322 (16),</td>
<td></td>
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<tr>
<td>GEOG 301 (16), 330 (16), 320 (16),</td>
<td></td>
</tr>
<tr>
<td>and at most 16C from</td>
<td></td>
</tr>
<tr>
<td>ENVS314 (16), 315 (16), 316 (16),</td>
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<tr>
<td>319 (16) to make up to 64C</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** For ALL level two and three modules: ENVS210, ENVS211, ENVS250, GEOG220, ENVS314, ENVS315, ENVS316, ENVS322, GEOG320, GEOG301, GEOG314, GEOG330, GEOG320, GEOG330, there is a subminimum of 40% required for the exam component of these modules.

20. History

South Africa is changing fast, as is the global order in which we live. Understanding change, and managing it at personal and social levels, depends to a large extent on our appreciation and understanding of history. Courses and projects aim to help students to understand how major issues in today’s world and in South Africa have come about - in the wider world, huge imbalances of power and wealth, skewed development, racial, gender and religious bigotry, rampant consumerism and environmental degradation; and in South Africa, the need to consolidate democracy, to expand urban and rural development, to raise levels of education and social welfare, to combat racism and other forms of discrimination and to promote a sense of national identity. The discipline gives students the opportunity to enter the exciting world of historical study and to apply what they learn to their own experience.

**Structure of the Major** *(all listed modules are core)*

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
<tr>
<td>HIST104 Making of the Modern World (16C)</td>
<td>HIST105 Empires of the Modern World (16C)</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td></td>
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</tbody>
</table>

Structure of the Major (Pietermaritzburg)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td></td>
</tr>
<tr>
<td>MGNT102 Management 120 (PMB) (16C)</td>
<td>MGNT102 Management 120 (HC) 16C</td>
</tr>
<tr>
<td>Level 2</td>
<td></td>
</tr>
<tr>
<td>RMG2HR  Intro to HRM (16C)</td>
<td>ENTR2EN( Intro to Entrepreneurship (16C)</td>
</tr>
<tr>
<td>Level 3</td>
<td></td>
</tr>
<tr>
<td>HRMG3ER Employment Resourcing (16C)</td>
<td>HRMG3CE Collective Employment Relations and Law (16C)</td>
</tr>
<tr>
<td>HRMG3IE Individual Employment Relations and Law (16C)</td>
<td>HRMG3OD Individual and Organisational Development (16C)</td>
</tr>
</tbody>
</table>

22. Industrial, Organisational and Labour Studies

Industrial, Organisational and Labour Studies is a two-year major that coordinates modules leading to very relevant themes - the world of work, its people, and the processes and organisations involved in work. The focus is on the local, the national and, importantly, the global context of productive activity.

Structure of the Major

<table>
<thead>
<tr>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
</tr>
<tr>
<td>SOCY101 Introduction to Sociology (16C)</td>
</tr>
<tr>
<td>Level 2</td>
</tr>
<tr>
<td>Semester 1</td>
</tr>
<tr>
<td>IOLS201 Organising Production (8C)</td>
</tr>
<tr>
<td>IOLS205 Introduction to Labour Markets (8C)</td>
</tr>
<tr>
<td>Level 3</td>
</tr>
<tr>
<td>Semester 1</td>
</tr>
<tr>
<td>IOLS301 Organisational Restructuring &amp; Change (16C)</td>
</tr>
<tr>
<td>IOLS303 Labour, Capital &amp; State in</td>
</tr>
</tbody>
</table>
Structure of the Major

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SOCY101 Introduction to Sociology (16C)</td>
<td>IOLS101 Workers and Industrialisation in SA (16C)</td>
</tr>
<tr>
<td>Level 2</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>IOLS201 Organising Production (8C)</td>
<td>IOLS202 Globalisation &amp; World-Class Manufacturing (8C)</td>
</tr>
<tr>
<td></td>
<td>IOLS205 Introduction to Labour Markets (8C)</td>
<td>IOLS204 Trade Unions in South Africa (8C)</td>
</tr>
<tr>
<td>Level 3</td>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td>IOLS301 Organisational Restructuring &amp; Change (16C)</td>
<td>IOLS302 Diversity &amp; Equity in the Workplace (16C)</td>
</tr>
<tr>
<td></td>
<td>IOLS303 Labour, Capital &amp; State in Contemporary SA (16C)</td>
<td>IOLS305 Economic Policy, Labour Markets &amp; Job Creation (16C) OR</td>
</tr>
</tbody>
</table>

23. Industrial Psychology (Howard College)

Industrial and organisational psychology is the scientific study of human behaviour during our working lives. Industrial psychology aims to take the theories and research methods used in the study of psychology and employ them to better understand how people interact with their work, lives and how they interact with each other in this context. Further at its core industrial psychology aims to make the working lives of individuals better, and to allow them to be more productive and satisfied.

Structure of the Major

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>PSYC101 (16C)</td>
</tr>
<tr>
<td>Level 2</td>
<td>PSYC201 (16C)</td>
</tr>
<tr>
<td></td>
<td>PSYC202 (16C)</td>
</tr>
<tr>
<td>Level 3</td>
<td>Measurement, Experiment and Observation PSYC301 (16)</td>
</tr>
<tr>
<td>Organisational Development PSYC319 (16C)</td>
<td>Learning for the Workplace PSYC320 (16C)</td>
</tr>
<tr>
<td>Labour Relations: Context, Law &amp; Practice PSYC326 (16C)</td>
<td>Work: Health and Ergonomics PSYC321 (16C)</td>
</tr>
</tbody>
</table>

Requirements for the Major:
105

**Level 1**
PSYC101, PSYC102

**Level 2**
PSYC201, PSYC207, PSYC208

**Level 3**
PSYC301, PSYC319, PSYC326 plus PSYC320 or PSYC321

*Note:* Students majoring in both Industrial Psychology and General Psychology are required to take both PSYC320 and PSYC321. PSYC101, PSYC102, PSYC201 and PSYC301 are shared between General and Industrial Psychology. These modules only need to be taken once.

---

## 24. IsiZulu

The School of Arts offers two majors:

### 24(a) IsiZulu (Mother-Tongue)

This major is for students who enter at Level 100 with a Grade 12 pass in IsiZulu, or Nguni, (first language) and/or with IsiZulu or another Nguni language as mother tongue or home language.

**Structure of the Major**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
<tr>
<td>ZULM 101 Introduction to IsiZulu A (16C)</td>
<td>ZULM102 Introduction to IsiZulu B (16C)</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td></td>
</tr>
<tr>
<td>ZULM201 Advanced IsiZulu A (16C)</td>
<td>ZULM202 Advanced IsiZulu B (16C)</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td></td>
</tr>
<tr>
<td>ZULM301 Sociolinguistics &amp; Lang. Planning(16C)</td>
<td>ZULM305 Traditional &amp; Modern Poetry (16C)</td>
</tr>
<tr>
<td>ZULM304 IsiZulu Modern prose &amp; Drama (16C)</td>
<td>ZULM303 Onomastics &amp; Semantics (16C)</td>
</tr>
<tr>
<td>Level 300 IsiZulu elective (16C)</td>
<td></td>
</tr>
</tbody>
</table>

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### 24 (b) IsiZulu (Non-Mother Tongue) Language Studies

This major is for students whose mother tongue is not IsiZulu or another Nguni language, and who do not have IsiZulu (first language) as a Grade 12 subject.

**Structure of the Major**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
<tr>
<td>ZULN101 Basic IsiZulu Language Studies A (16C)</td>
<td>ZULN102 Basic IsiZulu Language Studies B (16C)</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td></td>
</tr>
</tbody>
</table>
25. Kiswahili

*Modules may not be offered in 2019*

At the students' level, the contents in these modules are expected to satisfy students' desires to better enhance their knowledge about east and central Africa through language, culture, and research from multiple learning angles. Furthermore, knowledge in Kiswahili gives students, especially South Africans not only a chance to socially, culturally, and politically integrate with their ancestral sisters and brothers in the Kiswahili speaking countries, but most importantly a tool to economically function by widening their employment chances in the east and central Africa based South African companies.

**Structure of the modules**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>KISW101 Elementary Kiswahili Language A (16C)</td>
<td>KISW102 Elementary Kiswahili Language B (16C)</td>
</tr>
</tbody>
</table>

26. Legal Studies

*Offered by the School of Law*

The modules that make up the Legal Studies major are offered by the School of Law. Please note that, with the exception of Jurisprudence (see note below), the modules listed below are the only Law modules that can be taken for credit in a BA or BSocSc degree. Further, it is important to note that only students who intend to major in Legal Studies will be allowed to register for Introduction to Law and Aspects of South African Law, and that the prerequisite for proceeding to Legal Studies 2 is a combined average of at least 60% for these two first-year modules.

**Structure of the Major**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWS1LS Introductory Legal Studies to Law</td>
<td>LAWS1AS Aspects of South African Law (16C)</td>
</tr>
<tr>
<td>(16C)</td>
<td></td>
</tr>
</tbody>
</table>
27. Linguistics

Linguistics is the scientific study of language. Modules offered in the Linguistics undergraduate programme systematically equip students with skills in analysing language structure, language in society and language as a cognitive ability of humans. These skills qualify students to work in a wide range of areas requiring a sound knowledge and understanding of how language is organised structurally and put to use. Included in these are, for example, translation and interpretation; media and publishing; law; speech therapy; tourism and public relations; language teaching; language policy consultancy; human resources management and intercultural communication.

Structure of the Major

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
<tr>
<td>LING101 Understanding Language (16C)</td>
<td>LING102 Introduction to Language Study (16C)</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td></td>
</tr>
<tr>
<td>LING201 Language and Diversity (16C)</td>
<td>LING204 The Multilingual Mind (16C)</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td></td>
</tr>
<tr>
<td>LING301 Language and Power (32C)</td>
<td>LING302 Comparing Languages (32C)</td>
</tr>
</tbody>
</table>

28. Management

Offered by the College of Law & Management Studies

Structure of the Major

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
<tr>
<td>MGMT102 Management 120 (PMB)</td>
<td>MGMT102 Management 120 (HC)</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td></td>
</tr>
<tr>
<td>MGMT2SM</td>
<td>ENTR2IE Introduction to Entrepreneurship</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td></td>
</tr>
<tr>
<td>MGMT307 Corporate Strategy</td>
<td>MGMT315 International Business</td>
</tr>
<tr>
<td>MGMT314 Technology Management</td>
<td>MGMT310 Business Ethics</td>
</tr>
</tbody>
</table>
29. Marketing

Offered by the College of Law & Management Studies

Structure of the Major

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
<tr>
<td>MGNT102 Management 120 (PMB)</td>
<td>MGNT102 Management 120 (HC)</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td></td>
</tr>
<tr>
<td>MARK2IM Introduction to Marketing (HC)</td>
<td>ENTR2ER Introduction to Entrepreneurship</td>
</tr>
<tr>
<td>MARK2MK Introduction to Marketing (PMB)</td>
<td></td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td></td>
</tr>
<tr>
<td>MARK301 Consumer Behaviour</td>
<td>MARK305 Special Topics in Marketing</td>
</tr>
<tr>
<td>MARK303 Marketing Research</td>
<td>MARK302 Integrated Marketing Communication</td>
</tr>
</tbody>
</table>

30. Mathematics

Offered by the College of Agriculture, Engineering and Science

Structure of the Major

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MATH130(16), 140(16C)</td>
<td>MATH212(16), 251(16C)</td>
<td>Pietermaritzburg: MATH310(16C), 323(16C), 340(16C), (MATH322(16C) or 334(16C))</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Westville: MATH310(16C), 340(16C), 32C from (MATH301(16C), 327(16C), 334(16C), 338(16C), 342(16C), 344(16C), 346(16C), 347(16C), 356(16C)</td>
</tr>
</tbody>
</table>

31. Media and Cultural Studies

Media and Cultural Studies is a cluster of disciplines related to the study of the modern mass media such as newspapers, radio, film, television and the new digital media. Although the main focus of the undergraduate degree is on the theoretical analysis and understanding of these media, we do also offer students some opportunities to develop their practical skills in media production.

In order to complete the major students must take eight modules (PMB) and seven modules (HC) across three levels of study, including modules that are designated as compulsory. Note: not all modules are necessarily available on both campuses.

Structure of the Major

<table>
<thead>
<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MECS101 Writing and the Media (PMB) (16C)</td>
<td>MECS102 Introduction to Media Studies (PMB &amp; HC) (16C)</td>
<td></td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MECS202 Introduction to Cultural Studies (PMB) (16C)</td>
<td>MECS212 Public Relations (PMB) (16C)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MECS201 Screen Studies (HC) (16C)</td>
</tr>
</tbody>
</table>
### 32. Music

Music practices can facilitate intercultural communication and understanding as well as contribute to the construction of one’s own identity. The flexible structure of the music major allows students to tailor their study to their existing skills and their career interests, whether these are education, community development, music journalism, cultural tourism, music and arts administration and event management, music technology, or music research.

**Structure of the Major**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>MUSC1HA - Popular &amp; Traditional Musics: Africa and Beyond (16C)</th>
<th>MUSC1HB - Western Classical Music: An Introduction (16C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>Second-level music module other than MUSC2EA - Music Ensemble 2A or 2B (16C)*</td>
<td>Second-level music module other than MUSC2EB - Music Ensemble 2A or 2B (16C)*</td>
</tr>
<tr>
<td>Level 3</td>
<td>Third-level music modules other than MUSC3EA - Music Ensemble 3A or 3B (32C)*</td>
<td>Third-level music modules other than MUSC3EB - Music Ensemble 3A or 3B (32C)*</td>
</tr>
</tbody>
</table>

* Students who major in African Music and Dance must also register for Music Ensemble A and B at each level of study.

### 33. Philosophy

Philosophy means the love of wisdom. Students of Philosophy explore ideas about our world and ourselves, examining them systematically and critically, in order to work out what we should believe. Philosophy gives you the opportunity to carefully question, think about, write about, and discuss fundamental aspects of your existence. At the same time it fosters essential skills in analysing, constructing and evaluating arguments, critical reading, problem solving, and independent thinking.

**Structure of the Major**

<table>
<thead>
<tr>
<th>1st year</th>
<th>PHIL101 Introduction to Philosophy (HC &amp; PMB)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PHIL102 Philosophy and Ethics - from ancient to modern (16) (HC &amp; PMB)</td>
</tr>
</tbody>
</table>
### 34. Political Science

Political Science modules at the University of KwaZulu-Natal draw students into the systematic study of power and its exercise at the global, regional, national and local levels. The Discipline offers modules on the politics of South and Southern Africa, comparative politics and government, African politics, international relations and international political economy, the politics of developing countries and political theory. The Political Science major is structured so that students become familiar with each of the principal fields of political studies. Students, subject to College progression rules, may take any of the modules on a 'stand-alone' basis.

For majors to graduate:
- All Political Science majors must take all modules listed as CORE for majors
- All Political Science majors will choose one of 5 specialism streams (political theory/philosophy; international relations/IPE; comparative government; African politics; area studies and complete at least 2 modules in the specialist stream, one of which must be at third level.

All modules are available as electives to students of other disciplines.

**Structure of the Major (Howard College Campus)** *Not all modules may be offered*

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td><strong>Level 2</strong></td>
</tr>
<tr>
<td><strong>POLS101</strong> Introduction to Political Science (16C)</td>
<td><strong>POLS201</strong> Issues in International Affairs (16C)</td>
</tr>
<tr>
<td></td>
<td><strong>POLS301</strong> Study of a Central Philosophical Problem (HC &amp; PMB)</td>
</tr>
<tr>
<td></td>
<td><strong>POLS302</strong> Politics and Public Policy in Southern Africa (16C)</td>
</tr>
<tr>
<td><strong>POLS205</strong> Contemporary Politics of the Middle East (16C)</td>
<td><strong>POLS206</strong> African Politics and Development (16C)</td>
</tr>
<tr>
<td><strong>POLS303</strong>: Issues in Ethical Theory (HC)</td>
<td><strong>POLS207</strong> History of Political Thought (16C)</td>
</tr>
<tr>
<td><strong>PHIL203</strong> Ways of Reasoning (PMB)</td>
<td></td>
</tr>
</tbody>
</table>
POLS301 Modern Political Theory (16C)  
POLS308 International Relations (16C)  
POLS318 African Political Thought (16C)  
POLS303 Political Change in Developing Regions (16C)  
POLS304 Comparative Government (16C)

Structure of the Major (Pietermaritzburg Campus) Not all modules may be offered

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Level 1</td>
</tr>
<tr>
<td>POLS101 Introduction to Political Science (16C)</td>
<td>POLS102 Introduction to Global Politics (16C)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS201 Issues in International Affairs (16C)</td>
</tr>
<tr>
<td>POLS204 Law and Politics in South Africa (16C)</td>
</tr>
<tr>
<td>POLS206 African Politics and Development (16C)</td>
</tr>
<tr>
<td>POLS207 (16C)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS301 Modern Political Theory (16C)</td>
</tr>
<tr>
<td>POLS307 South Africa: Apartheid and After (16C)</td>
</tr>
<tr>
<td>POLS308 International Relations (16C)</td>
</tr>
<tr>
<td>POLS303 Political Change in Developing Regions (16C)</td>
</tr>
<tr>
<td>POLS304 Comparative Government (16C)</td>
</tr>
</tbody>
</table>

35. Psychology

Psychology broadly encompasses the scientific study of mental processes and individual and social behaviour. It includes a wide range of fields of study such as thinking, personality, development and social behaviour. It is grounded in systematic theory and research, thus making the study of research methods core to the discipline. Undergraduate psychological studies provide a general introduction to the field and a formative base for further specialisation toward a variety of professional qualifications within the discipline.

Structure of the Major

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cr</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Psychology A</td>
<td>16</td>
<td>PSYC101</td>
</tr>
<tr>
<td>Introduction to Psychology B</td>
<td>16</td>
<td>PSYC102</td>
</tr>
<tr>
<td>Introduction to Research</td>
<td>16</td>
<td>PSYC201</td>
</tr>
<tr>
<td>Educational Applications of Psychology</td>
<td>16</td>
<td>PSYC204</td>
</tr>
</tbody>
</table>
The study of Religion encompasses the scientific study of the major world religions in context. Focused on the African continent, it engages the study of religious phenomena in terms of the significance of their historical, ritual, moral, organizational and belief systems. Contextually, the discipline engages a wide range of fields, as Religion intersects and engages with Community Development, Politics, Economics, Gender, Human Rights, Migration, and Health and Environmental Studies amongst others.

The major in Religion has 4 compulsory modules out of 8, and electives as co-requisites at the same level. The compulsory module and elective at level 1 are pre-requisites for level 2, and the compulsory module and elective at level 2 are pre-requisites for entry into level 3. These are in line with the basic format of the BA major at UKZN.
### Structure of the Major

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
<tr>
<td>RELG101: Introduction to Religion (16C)</td>
<td>Religion electives at level 100 to the value of 16 credits</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td></td>
</tr>
<tr>
<td>RELG206: Oral and Written Sacred Texts (16C)</td>
<td>Religion electives at level 200 to the value of 16 credits</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td></td>
</tr>
<tr>
<td>RELG308: Research Methodology in Religion and Culture (16C)</td>
<td>PLUS</td>
</tr>
<tr>
<td>RELG309 Method and Theory in Religion and Culture Studies (16C)</td>
<td>Two additional modules at level 300 to the value of 16 credits each</td>
</tr>
</tbody>
</table>

### 37. Sociology

Sociology is concerned with the way in which we live in the social world, how we live with other people. Offered as individual modules, and as a major subject, Sociology, firstly, teaches students to think critically and to question what may seem obvious; and, secondly, provides skills such as research, accessing information, evaluating and presenting information, and becoming aware of ethical considerations in the practices of the discipline.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
<tr>
<td>SOCY101 Introduction to Sociology (16C)</td>
<td>SOCY102 Intro to South African Society (16C)</td>
</tr>
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</tr>
<tr>
<td><strong>Level 2</strong></td>
<td></td>
</tr>
<tr>
<td>SOCY201 Classical Sociology Theory (16C)</td>
<td>SOCY202 Social Change (16C)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td></td>
</tr>
<tr>
<td>Howard College</td>
<td>Howard College</td>
</tr>
<tr>
<td>SOCY301 Contemporary Sociological Theory (16C)</td>
<td>SOCY305 Research Design - An Introduction (16C)</td>
</tr>
<tr>
<td></td>
<td>SOCY306 Social Issues - Practice and Theory (16C)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pietermaritzburg</td>
<td></td>
</tr>
<tr>
<td>SOCY301 Contemporary Sociological Theory (16C)</td>
<td>SOCY303 Contemporary Theory – Field of Theory (16C)</td>
</tr>
<tr>
<td>SOCY305 Research Design - an Introduction (16C)</td>
<td>SOCY306 Social Issues – Practice and Theory (16C)</td>
</tr>
</tbody>
</table>

The Sociology major is offered on the Howard College and Pietermaritzburg campuses only, although modules in Sociology may be available to students on the Westville campus, subject to demand and staff resources.
38. Statistics
Offered by the College of Agriculture, Engineering and Science

Structure of the Major

<table>
<thead>
<tr>
<th>Year 1</th>
<th>MATH130 (16), 140 (16), STAT130 (16), 140 (16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>MATH212 (16), 251 (16), STAT230 (16), 240 (16)</td>
</tr>
</tbody>
</table>
| Year 3  
  Pietermaritzburg:  | STAT301 (16), 305 (16), 350 (16), 360 (16) |
  Westville:            | STAT301 (16), 320 (16), 330 (16), 350 (16) |

39. Theology
(Pietermaritzburg)
Offered by the School of Religion, Philosophy and Classics

Structure of the Major

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
<tr>
<td>SYTH110 History, Truth and Worldviews (16)</td>
<td>SYTH120 Introduction to Theological Method (16)</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td></td>
</tr>
<tr>
<td>SYTH210 Selected Christian Doctrines (16)</td>
<td>SYTH222 Introduction to Christian Ethics (16)</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td></td>
</tr>
<tr>
<td>SYTH310 Systematic Theology (16)</td>
<td></td>
</tr>
<tr>
<td><strong>AND</strong></td>
<td></td>
</tr>
<tr>
<td>any three of the following:</td>
<td></td>
</tr>
<tr>
<td>SYTH330 African Theology (16C)</td>
<td>SYTH340 Systematic Theology – Cluster Elective (16C)</td>
</tr>
<tr>
<td>SYTH340 Systematic Theology – Cluster Elective (16C)</td>
<td>SYTH350 Systematic Theology – Special Focus (16C)</td>
</tr>
<tr>
<td>SYTH350 Systematic Theology – Special Focus (16C)</td>
<td>SYTH370 Lutheran Theology (16C)</td>
</tr>
<tr>
<td>SYTH370 Lutheran Theology (16C)</td>
<td></td>
</tr>
</tbody>
</table>

40. Translation Studies
*These modules may not be offered in 2019.

Owing to the increased demand for qualified translators, text editors and publishers in South Africa with its eleven official languages, a degree with Translation Studies as major is a very desirable
option. Even if the whole programme in Translation Studies is not undertaken, Translation courses in a general degree can be valuable assets to journalists, media experts and language practitioners. To major in Translation Studies students have to do two modules of a language in their first year and complete 2 Translation Studies modules in their second year plus another four at third-year level. In addition they must major in one of the languages listed below.

The degree structure for students wishing to major in Translation Studies is as follows:

**Structure of the Major**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>French 101 (16C)</td>
<td>French 102 (16C)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRAN210 Introduction to Translation 1 (16C)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRAN310 Translation Theory 1 (16C) TRAN330 Practical Translation 1 (16C)</td>
</tr>
</tbody>
</table>

**STRUCTURED BACHELOR DEGREES**

**Bachelor of Architectural Studies**

**HUM-BAS1 Eligibility**

Applicants are required to submit a portfolio of creative work, to write an essay, and to complete a questionnaire; and should have passed Mathematics at Level 5. They must also obtain an APS of at least 30.

**HUM-BAS2 Structure of the Degree**

The following modules are offered for the degree of Bachelor of Architectural Studies, shown in the order in which they must normally be taken:

<table>
<thead>
<tr>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Semester</strong></td>
</tr>
<tr>
<td>Architectural Design &amp; Technology 1A</td>
</tr>
<tr>
<td>Theory of Architecture 1A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2nd Semester</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural Design &amp; Technology 1B</td>
</tr>
<tr>
<td>Theory of Architecture 1B</td>
</tr>
</tbody>
</table>
Bachelor of Arts in Cultural and Heritage Tourism

This is a specialised degree intended to produce experts who are able to act as managers, administrators, entrepreneurs, tour operators, researchers and educators in the heritage field or cultural tourism industry. Graduates will be sensitized to the current debates in this interdisciplinary field of study, where ‘heritage’ extends beyond historical sites and artefacts to include the environment and contemporary cultural practices.

Structure of the Degree

Level 1 (128 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHTM101</td>
<td>Introduction to Tourism (16C)</td>
<td></td>
<td>CHTM102</td>
</tr>
<tr>
<td>ECHS101</td>
<td>Political Economy of Food (16C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON111</td>
<td>Introduction to economic concepts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select other electives to make up 128 credits:

A Comprehensive Review of all work is undertaken at the end of Semester 3.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON111</td>
<td>Intro to Economic Concepts</td>
<td>(16C)</td>
</tr>
<tr>
<td>ANTH101</td>
<td>Introduction to Anthropology</td>
<td>(16C)</td>
</tr>
<tr>
<td>CMDV101</td>
<td>Introduction to Community Development Theory</td>
<td>(16C)</td>
</tr>
<tr>
<td>FREN101</td>
<td>French 1A: French for Beginners</td>
<td>(16C)</td>
</tr>
<tr>
<td>GEOG110</td>
<td>Human Environments</td>
<td>(16C)</td>
</tr>
<tr>
<td>HIST104</td>
<td>The Making of the Modern World</td>
<td>(16C)</td>
</tr>
<tr>
<td>POLS101</td>
<td>Introduction to Political Science</td>
<td>(16C)</td>
</tr>
<tr>
<td>Other electives with the permission of the School</td>
<td>(16C)</td>
<td></td>
</tr>
</tbody>
</table>

**Level 2 (128 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHTM201</td>
<td>Policy and Law in Heritage Tourism (16C)</td>
<td></td>
</tr>
<tr>
<td>CHTM202</td>
<td>Environmental Impact of Tourism (16C)</td>
<td></td>
</tr>
<tr>
<td>HIST201</td>
<td>Culture and History: 19th &amp; 20th Century KZN</td>
<td></td>
</tr>
<tr>
<td>CHTM206</td>
<td>Principles of Tourism Marketing (16C)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(pre-requisite: CHTM101 and CHTM102)</td>
<td></td>
</tr>
<tr>
<td>CHTM209</td>
<td>Survey of Heritage Sites in S.A. (16C)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Pre-requisite: CHTM101 and 102) (strictly limited to students doing either a structured degree or major in cultural and heritage tourism)</td>
<td></td>
</tr>
<tr>
<td>CHTM211</td>
<td>Festivals and Events Tourism (16C)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(pre-requisite: CHTM101 and CHTM102)</td>
<td></td>
</tr>
<tr>
<td>Select other electives to make up 128 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other relevant module in consultation with the School</td>
<td>(48C)</td>
<td></td>
</tr>
</tbody>
</table>

**Level 3 (128 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHTM302</td>
<td>Economic Development and Tourism (16C)</td>
<td></td>
</tr>
<tr>
<td>CHTM308</td>
<td>Tourism Policy, Planning &amp; Development (16C)</td>
<td></td>
</tr>
<tr>
<td>CHTM303</td>
<td>Contemporary Leaders and Related Sites (16C)</td>
<td></td>
</tr>
<tr>
<td>CHTM307</td>
<td>Theories of Tourism, Culture &amp; Heritage (16C)</td>
<td></td>
</tr>
<tr>
<td>CHTM304</td>
<td>Research Methods and IT for Heritage Tourism (16C)</td>
<td></td>
</tr>
<tr>
<td>CHTM306</td>
<td>Oral Heritage (16C)</td>
<td></td>
</tr>
<tr>
<td>Select other electives to make up 128 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other relevant module in consultation with the School</td>
<td>(32C)</td>
<td></td>
</tr>
</tbody>
</table>

**Total credits** 384
Bachelor of Arts in Drama and Performance Studies

This programme requires relevant Drama modules, with cognate modules

<table>
<thead>
<tr>
<th>Level One</th>
<th>32C in Drama</th>
<th>128C in total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE</td>
<td>DRAM101 Drama &amp; Performance Studies 101 (16C) and 3 other 16-credit modules on offer within the School</td>
<td>DRAM102 Drama &amp; Performance Studies 102 (16C) and 3 other 16-credit modules on offer within the School</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>DRAM201 Drama &amp; Performance Studies 201 (16C) DRAM203* Production (16C) Electives from within the School to make up 64C.</td>
<td>DRAM203* Production (16C) DRAM204 Drama &amp; Performance Studies 204 (16C) DRAM270 Special Topics (16C) (acceptance by audition/interview) Electives from within the School to make up 64C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level Three</th>
<th>96C in Drama</th>
<th>128C in total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE</td>
<td>DRAM306 Acting &amp; Dance (16C) DRAM307 Education &amp; Development A (16C)</td>
<td>DRAM 309 Directing &amp; Choreography (16C) DRAM310 Playwriting (16C)</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>Choose one of DRAM303 Production* (16C) and 1 other 16-credit module within the School</td>
<td>Choose one of DRAM303 Production* (16C) and 1 other 16-credit module within the School</td>
</tr>
</tbody>
</table>

* Students must include ONE Production module, but may do both within the BA in Drama and Performance Studies. Both DRAM203 and DRAM303 can be taken, but only ONCE each.

Bachelor of Social Science in Geography & Environmental Management

The purpose of this interdisciplinary programme, which is offered on both the Howard College Campus and the Pietermaritzburg Campus, is to produce graduates who have a sound knowledge of, and training in, environmental management. The degree is structured around a core of Geography, Environmental Sciences and Environmental Management modules. Students’ training involves exposure to a range of elective modules in social science disciplines complementary to the focus on environmental management. Students will be required to register for a second major (in addition to Geography and Environmental Management) and to commit to a full-three year programme determined at their initial registration. Changes to this programme will be permitted only with written permission of the Academic Leader Geography.
Note: Students may not change campus registration without written consent from the Academic Leader: Geography.

**Structure of the Degree**

*All students are reminded to also follow the rules regarding their second major.*

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Howard College Campus</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
<tr>
<td>GEOG110(16)</td>
<td>ENVS120 (16); ACLE 102(16)</td>
</tr>
<tr>
<td>48 credits from ANTH101 (16), CHTM101 (16), CMDV101 (16), ECHS101 (16), PHIL101 (16), POLS101 (16), PSCY101 (16), SOCY101 (16).</td>
<td>32 credits from ANTH102(16), CHTM102(16), CMDV102(16), ECHS102(16), PHIL102(16), POLS102(16), PSYC102(16), SOCY102(16)</td>
</tr>
<tr>
<td>Note: GEOG 110 This module is only available to students registered for the BSS – GEM programme or Geography as a major.</td>
<td>Note: ENVS120 This module is only available to students registered for the BSS-GEM programme only or Geography as a major</td>
</tr>
<tr>
<td>Note: Students who do not meet the isiZulu requirement, must replace one elective with ZULN101 in either semester.</td>
<td></td>
</tr>
</tbody>
</table>

| **Level 2**                 |                             |
| ENV5210(16)                 | ENV5211(16); GEOG5220(16)  |
| 48 credits from Level Two ANTH, CHTM, CMDV, ECHS, PHIL, POLS, PSYC, SOCY | 32 credits from Level Two ANTH, CHTM, CMDV, ECHS, PHIL, POLS, PSYC, SOCY |

| **Level 3**                 |                             |
| GEOG5301(16),314(16); ENV5316(16) | GEOG5330(16); ENV5322(16) |
| 16 credits from Level Three ANTH, CHTM, CMDV, ECHS, ENV5, PHIL, POLS, PSYC, SOCY | 32 credits from Level Three ANTH, CHTM, CMDV, ECHS, PHIL, POLS, PSYC, SOCY |

| **Pietermaritzburg Campus** |

| **Level 1**                 |                             |
| ACCS110(16); GEOG110(16)   | ENVS120(16); ACCS120(16)   |
| 32 credits from ANTH101(16), ETHS101(16), PHIL101(16), POLS101(16), PSCY101(16), SOCY101(16). | 32 credits from ANTH102(16), ETHS102(16), PHIL102(16), POLS102(16), PSYC102(16), SOCY102(16). |
| Note: Students who do not meet the isiZulu requirement, must replace one elective with ZULN101 in either semester. |                             |
Humanities

<table>
<thead>
<tr>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENVS210(16)</strong></td>
</tr>
<tr>
<td>48 credits from Level Two ANTH, CHTM, CMDV, ECHS, PHIL, POLS, PSYC, SOCY</td>
</tr>
<tr>
<td><strong>ENVS211(16); GEOG220(16)</strong></td>
</tr>
<tr>
<td>32 credits from Level Two ANTH, CHTM, CMDV, ECHS, PHIL, POLS, PSYC, SOCY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GEOG301(16); ENVS316(16)</strong></td>
</tr>
<tr>
<td>32 credits from Level Three ANTH, CHTM, CMDV, ECHS, PHIL, POLS, PSYC, SOCY</td>
</tr>
<tr>
<td><strong>GEOG320, 330(16); ENVS322(16)</strong></td>
</tr>
<tr>
<td>16 credits from Level Three ANTH, CHTM, CMDV, ECHS, PHIL, POLS, PSYC, SOCY</td>
</tr>
</tbody>
</table>

**NOTE:** For ALL level two and three modules: ENVS210, ENVS211, ENVS250, GEOG220, ENVS314, ENVS315, ENVS316, ENVS322, GEOG320, GEOG301, GEOG314, GEOG330, GEOG320, GEOG330, there is a subminimum of 40% required for the exam component of these modules.

**Bachelor of Social Science in Government, Business and Ethics**

This degree curriculum is designed to combine training in the Government and Business fields with a strong foundation in Ethics and Applied Ethics. Participants in the programme will have the opportunity to develop an understanding of, *inter alia*, the nature, responsibilities and values of good citizenship, the importance of intellectual probity, critical thinking and analysis and the development of innovative research and learning techniques, the societal norms, values and varied cultures that shape domestic and global worlds, and ethics in the pursuit of a variety of entrepreneurial initiatives.

**Structure**

In order to fulfil the requirements for a BSocSc (Government, Business and Ethics), each candidate shall complete the following:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td><strong>Economics or Management</strong></td>
</tr>
<tr>
<td><strong>Economics or Management</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ECON101 Principles of Microeconomics (16C)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ECON102 Principles of Macroeconomics (16C)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ethics or Philosophy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ETHS101 Applied Global Ethics (16C)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>or</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PHIL101 Introduction to Philosophy (16C)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>MGNT102 Management 120 (16C)</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Students who are going to take MGNT102 / Management 120 in the second semester do not need to take Econ101**
### Bachelor of Social Science in Housing

Assessment of Housing Technology and Housing Theory and Practice is based on continuous assessment and portfolio-based examinations, for which no supplementary examinations are granted.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
<tr>
<td>HOUS101 Housing Technology 1A (16C)</td>
<td>HOUS102 Housing Technology 1B (16C)</td>
</tr>
<tr>
<td>HOUS103 Housing Theory &amp; Practice 1A (16C)</td>
<td>HOUS104 Housing Theory &amp; Practice 1B (16C)</td>
</tr>
<tr>
<td>CMDV101 Intro. to Community Development Theory (16C)</td>
<td>CMDV104 Institutions on Community Development (16C)</td>
</tr>
<tr>
<td>ECON111 Intro to Economic Concepts (16C)</td>
<td>MGMT102* Management 120 (16C)</td>
</tr>
</tbody>
</table>

128 credits
**Bachelor of Arts in International Studies**

**STRUCTURE**

In order to fulfil the requirements of a BA in International Studies, Candidates shall:

- a. Obtain 128 credits in each of the core majors
- b. Obtain 48 credits in French at level 1 and 2
- c. Obtain the remaining credits from groups A and B
- d. Comply with College Rule HUM12

<table>
<thead>
<tr>
<th>A. Core Majors</th>
<th>B. Elective Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media and Cultural studies</td>
<td>English</td>
</tr>
<tr>
<td>Economics</td>
<td>Ethics</td>
</tr>
<tr>
<td>French</td>
<td>Management</td>
</tr>
<tr>
<td>Historical Studies*</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Political Studies*</td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>Religion</td>
</tr>
<tr>
<td></td>
<td>Sociology</td>
</tr>
</tbody>
</table>

*Modules from Political Science, History and Religion may be cross-listed to make up the required credits.*

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
<tr>
<td>Choose two majors from this list</td>
<td>ECON102 Principles of Macroeconomics (16C)</td>
</tr>
<tr>
<td>ECON101 Principles of Microeconomics (16C) FREN101 French for Beginners A (16)</td>
<td>FREN102 French for Beginners B (16) HIST105 Empires of the Modern World (16C) MECS102 Introduction to Media Studies (16C) POLS102 Introduction to Global Politics (16C)</td>
</tr>
<tr>
<td>HIST104 Making of the Modern World (16C) MECS101 Writing and the Media () (16C)</td>
<td></td>
</tr>
</tbody>
</table>
SOCY101 Introduction to Sociology (16C)  SOCY102 Introduction to South African Society (16C)

Semester 1  Semester 2

Level 2

Continue with the two majors from this list

Level 3

Continue with the two majors from this list

ECON314 Quantitative Economic (16C)  ECON330 Applied Microeconomics (16C)
ECON370 Development Economics (16C)  ECON360 International Trade (16C)
FREN301 Advanced French A (16)  FREN302 Advanced French B (32)
HIST301 Topics in African History (32C)  HIST302 Topics in 20th Century History (32C)
MECS312 Corporate Communication (16C)  MECS311 Writing for the Media (16C)
MECS322 Television Studies (16C)  MECS321 New Media Studies (16C)
POLS301 Modern Political Thought (16C)  POLS303 Political Change in Dev. Regions (16C)
POLS307 SA: Apartheid & After (16C)  POLS304 Comparative Government & Politics (16C)
POLS308 International Relations (16C)  POLS310 Policy Issues & Community Service (16C)
POLS312 Independent Research 2 (16C)  POLS312 Independent Research 2 (16C)
SOCY301 Contemporary Soc. Theory (16C)  SOCY303 Contemporary Theory (16C)
SOCY305 Research Design: An Intro (16C)  SOCY304 Social Studies in Conservation (16C)

Bachelor of Arts in Music

The BA in Music offers students an opportunity to specialise in music to a greater extent than is possible in the general BA degree. The curriculum includes both the academic and the practical study of music and is flexible so that it can be tailored to students’ career plans.

a) Students may be advised to take a particular language module according to the College's assessment of their language requirements.

b) Students who choose African Music and Dance must include Music Ensemble A and B at each level.

Students must complete at least 32 credits in non-music modules at first, second, or third level and at least 224 credits in music modules at first, second, and third level. Thus students may choose whether to study music or non-music modules for 128 credits of the 384-credit degree. This allows students to complete a second major, should they wish to do so. Students pursuing the BA in Music degree will be permitted to graduate with a minimum of two modules (namely, Music plus at least one non-Music module) instead of the four that are usually mandatory for the BA degree. Students majoring in African Music and Dance are encouraged to take modules from Cultural and Heritage Tourism in consultation with the Dean and Head of School.
Structure (modules belonging to the Music Major in bold)

<table>
<thead>
<tr>
<th>Level 1 (96-160 credits)</th>
<th>MUSC1HA- Popular &amp; Traditional Music: Africa and Beyond (16C) First-level language module* (16C) Other music** or non-music modules except MUSC1UA-Song, Culture and History 1A (32C – 48 C)***</th>
<th>MUSC1HB- Western Classical Music: An Introduction (16C) Other music** or non-music modules except MUSC1UB- Song, Culture and History 1B (16C – 64C)***</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 (96-160 credits)</td>
<td>Music module other than MUSC2EA-Music Ensemble 2A or 2B (16C) Other music or non-music modules (32-64C)***</td>
<td>Music module other than MUSC2EB-Music Ensemble 2A or 2B (16C) Other music or non-music modules (32-64C)***</td>
</tr>
<tr>
<td>Level 3 (128 credits)</td>
<td>Music module(s) other than MUSC3EA- Music Ensemble 3A or 3B (32C) Other music or non-music modules (32C)***</td>
<td>Music module(s) other than MUSC3EB-Music Ensemble 3A or 3B (32C) Other music or non-music modules (32C)***</td>
</tr>
</tbody>
</table>

* Students may be advised to take a particular language module according to the College assessment of their language requirements.

** Students who choose African Music and Dance must include Music Ensemble A and B at each level.

Bachelor of Arts in Music and Drama Performance

No audition is required for the Drama & Performance Studies modules in this Degree

This programme has a strongly ‘practical’ focus in music and drama. It has been designed to cater

primarily for students hoping for a versatile career in performance, in fields such as theatre, cabaret, radio, television, or film, with a specific emphasis on the particular South African context.

a) To be accepted for the degree, students must perform well enough in an audition to register for African Music and Dance 1A or for either First Practical Study 1A or Second Practical Study.

b) Students majoring in African Music and Dance must take Music Ensemble A and B (8C + 8C) at each level, instead of one 16C elective per level.

c) The School administers a diagnostic test to determine whether students should register for Introduction to Fundamentals or Music Theory 1A.

d) Students will be advised to take a particular language module according to the College’s assessment of their language requirements. A student who needs English Language Development A and/or B will then also have to complete Academic Learning in English.

Notes:
I. It is essential that students who register for this programme consult with the Academic Leader of School before registration, to ensure that they structure their options correctly.
II. No audition is required for entry into Drama and Performance Studies modules.

Structure of Major

<table>
<thead>
<tr>
<th>Level One (128C)</th>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama &amp; Performance Studies 101</td>
<td>MUSC1AA- African Music &amp; Dance 1A* Or MUSC1PA-First Practical Study 1A* Or MUSC1SA -Second Practical Study 1A*</td>
<td>MUSC1AB- African Music &amp; Dance 1B* Or MUSC1PB-First Practical Study 1B Or MUSC1SB-Second Practical Study 1B</td>
</tr>
<tr>
<td>MUSC1FA- Introduction to Music Fundamentals A (Or MUSCT1A- Music Theory 1A**)</td>
<td>MUSC1FB-Introduction to Music Fundamentals B (Or MUSCT1B-Music Theory 1B)</td>
<td></td>
</tr>
<tr>
<td>1 English Language Course***</td>
<td>Elective</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level Two (128C)</th>
<th>Drama &amp; Performance Studies 201</th>
<th>Drama &amp; Performance Studies 205</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Elective</td>
<td>Music Elective</td>
<td></td>
</tr>
<tr>
<td>Elective (16 credits)</td>
<td>Elective (16 credits)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level Three (128C), all of which must be from level 3 modules</th>
<th>Drama &amp; Performance Studies 301 Drama &amp; Performance Studies 302 - Elective</th>
<th>Drama &amp; Performance Studies 304 Drama &amp; Performance Studies 305 - Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC3AA- African Music &amp; Dance 3A* Or MUSC3PA -First Practical Study 3A Or MUSC3SA- Second Practical Study</td>
<td>MUSC3AB - African Music &amp; Dance 3B* Or MUSC3PB -First Practical Study 3B Or MUSC3SB- Second Practical Study</td>
<td></td>
</tr>
<tr>
<td>Elective at Third Level (which can be Music) MUSC3AF- African Music Outreach: Music Education is recommended for students who have taken African Music and Dance</td>
<td>Elective at Third Level (which can be Music) MUSC3CD- African Music Outreach: Community Development is recommended for students who have taken African Music and Dance</td>
<td></td>
</tr>
</tbody>
</table>

* To be accepted for the degree, students must perform well enough in an audition to register
for African Music and Dance 1A or for either First Practical Study 1A or Second Practical Study 1A

NB Students majoring in African Music and Dance must take Music Ensemble A and B (8C + 8C) at each level, instead of one 16C elective per level

** The School of Arts administers a diagnostic test to determine whether students should register for Introduction to Fundamentals or Music Theory 1A

*** Students will be advised to take a particular language module according to the College assessment of their language requirements. A student who needs English Language Development A and/or B will then also have to complete Academic Learning in English.

All queries should be directed to the School of Music.

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**Bachelor of Arts in Philosophy, Politics and Law**

The Philosophy, Politics and Law degree offers a structured programme constructed out of those three disciplines, with a focus on Philosophy and one other and the relation between those two.

**HUM-PPL1 Admission**

Admission to this degree requires 30 APS, as required for the Legal Studies major.

In order to be admitted to any module, students must satisfy the prerequisites/requirements of that module.

To graduate with a BA (Philosophy, Politics and Law) students must

(i) complete at least 128 credit points (8 semester courses) in Philosophy, 64 of those points being at level 300.

(ii) complete at least 64 credit points in either Politics or Legal Studies (or a combination of the two) at level 300.

(iii) complete at least 64 credit points in the third discipline.

(iv) fulfil the general requirements of a BA degree.

**Progression requirement**

To proceed to second year PPL, students must:

(a) pass PHIL101 and PHIL102 in first year of registration, and

(b) obtain a combined average of at least 60% for LAWS1LS and LAWS1AS

**Structure of the Programme: modules in BOLD are required modules**

<table>
<thead>
<tr>
<th>Level 1 (128 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
</tr>
<tr>
<td>PHIL101 Introduction to Philosophy (16C)</td>
</tr>
<tr>
<td>LAWS1LS Introductory Legal Studies (16C)</td>
</tr>
<tr>
<td>POLS101 Introduction to Political Science (16C)</td>
</tr>
<tr>
<td>Elective (16C)</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Level Two (128 credits)</strong></td>
</tr>
<tr>
<td>PHIL203 Ways of Reasoning (PMB) (16C)</td>
</tr>
<tr>
<td>PHIL205 Being and Knowing (HC) (16C)</td>
</tr>
<tr>
<td>POLS201 Issues in International Affairs (16C)</td>
</tr>
<tr>
<td>LAWS2LP Law of Persons (8C) AND</td>
</tr>
<tr>
<td>LAWS2LR Legal Research, Writing &amp; Reason</td>
</tr>
<tr>
<td>(8C) Elective (16C)</td>
</tr>
<tr>
<td><strong>Level Three (128 credits)</strong></td>
</tr>
<tr>
<td>PHIL301 Study of a Central Phil. Problem (16C)</td>
</tr>
<tr>
<td>PHIL304 African Philosophy (PMB) (16C)</td>
</tr>
<tr>
<td>PHIL303 Issues in Ethical Theory (HC) (16C)</td>
</tr>
<tr>
<td><strong>Choose 64 credits from the following Politics and Law modules</strong></td>
</tr>
<tr>
<td>POLS301 Modern Political Thought (16)</td>
</tr>
<tr>
<td>Any other 16 credit POLITICS module</td>
</tr>
<tr>
<td>LAWS3CR Criminal Law (16)</td>
</tr>
<tr>
<td>LAWS3FM Family Law (16)</td>
</tr>
</tbody>
</table>

**Bachelor of Arts in Politics, Philosophy and Economics**

*Will not be offered in 2019*

The disciplines of political science, philosophy and economics have long been regarded as cognate. Few aspects of economic behaviour are without political dimensions, and political behaviour and processes can seldom be understood without knowledge of economics. To understand and explain such phenomena adequately one needs to adopt a theoretical stance which, in turn, requires skills in conceptual analysis and abstract reasoning. There is no better disciplinary basis for such abstract reasoning than training in philosophy.

**HUM-PPE1 Curriculum**

To graduate with a BA or BSocSc (PPE) students must successfully major in at least two of the three component disciplines and must successfully complete all the first and second level modules required for the third discipline. In addition, students should, in consultation with the Dean and Head of School, choose at least two appropriate semesters of mathematics (preferably including statistics), or recognized equivalents, at the first level.

To understand and explain such phenomena adequately one needs to adopt a theoretical stance which, in turn, requires skills in conceptual analysis and abstract reasoning. There is no better disciplinary basis for such abstract reasoning than training in philosophy.
modules required for the third discipline. In addition, students should, in consultation with the Dean and Head of School, choose at least two appropriate semesters of mathematics (preferably including statistics), or recognized equivalents, at the first level.

Finally, specific to this degree programme, there will be an interdisciplinary seminar taught at the third-year level, participation in which will be compulsory. In the exceptional case of a student who chooses, and is permitted, to major in all three modules, the requirement that he or she participate in this interdisciplinary seminar will be waived.

Structure of the Programme

LEVEL 1

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS101</td>
<td>POLS102</td>
</tr>
<tr>
<td>PHIL101</td>
<td>PHIL102</td>
</tr>
<tr>
<td>ECON101</td>
<td>ECON102</td>
</tr>
<tr>
<td>Mathematics¹</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

Several different options are available for satisfying the Mathematics requirement of the programme. The School will, in the light of their individual circumstances and backgrounds, advise students on which route to follow in satisfying the Mathematics requirement.

LEVEL 2

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS201</td>
<td>POLS203</td>
</tr>
<tr>
<td>ECON201</td>
<td>ECON202</td>
</tr>
<tr>
<td>Language or other elective</td>
<td>Language or other elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL205 or PHIL206</td>
<td></td>
</tr>
</tbody>
</table>

Notes

1. **PPE students are urged to choose two semesters of a language (other than their mother tongue) in their second year.** This may be a foreign language, a South African language, Greek or Latin. Students may, however, in consultation with their academic advisors, choose in each semester of their second year a subject other than a language.

2. **Students who plan to continue to the Masters programme and who wish to study econometrics at that level will be urged to take appropriate modules in Mathematics and/or Statistics.** Such students would also need to take Economics as one of their majors.

LEVEL 3

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least two of:</td>
<td>At least two of:</td>
</tr>
<tr>
<td>Political Science 301  * Political Science 302  AND/OR</td>
<td>Political Science 303* Political Science 304* AND/OR</td>
</tr>
<tr>
<td>Philosophy 301 Philosophy 302/303/304 AND/OR</td>
<td>Philosophy 305 Philosophy 306/308 AND/OR</td>
</tr>
</tbody>
</table>
32 credits of Level-3 Economics

AND

Political Science 305: PPE Seminar - Wealth of the World, Poverty of Nations

This module is compulsory unless Political Science 306 is taken or an approved alternative module is taken.

* If available, POLS306 (Wealth of the World, Poverty of Nations 2) may be taken in lieu of one of these modules.

Notes

1. Students will normally have passed all the Political Science, Philosophy and Economics modules at both first and second levels in order to participate in the PPE Seminar.
2. Students who wish to major in all three subjects in one year must gain the permission of the Dean and Head of School in order to do so.
3. Students who choose to major in all three subjects will be exempted from participation in the Seminar.

Bachelor of Arts in Visual Art (BAVA)

Fine Art offers a range of modules in drawing, painting, printmaking, ceramics and digital art. Modules may include a theoretical component related to studio practice. Level 3 students may work using in an interdisciplinary manner or choose to specialise.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
<tr>
<td>FIAR101 Drawing and design (16C)</td>
<td>FIAR102 Two-dimensional studio work (16C)</td>
</tr>
<tr>
<td>FIAR103 Ceramics (16C)</td>
<td>AHIS110 Western Art (16C)</td>
</tr>
<tr>
<td>DIGA110 Introduction to Digital Media Theory</td>
<td>DIGA101 Introduction to Digital Art (16C)</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Level 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>FIAR202 Two dimensional studio work (16C)</td>
</tr>
<tr>
<td>AHIS210 Africa: Art of a continent (16C)</td>
</tr>
<tr>
<td>DIGA201 Applied Digital Art (16C)</td>
</tr>
<tr>
<td>Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Level 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>FIAR301 Studio work A (32C)</td>
</tr>
<tr>
<td>AHIS310 20th Century Art, Visual Culture &amp; Theory I (16C)</td>
</tr>
<tr>
<td>DIGA301 Advanced Digital Arts I (16C)</td>
</tr>
</tbody>
</table>

NOTES:

At third year level, BAVA students must complete all three AHIS modules offered, unless students choose Digital Arts as an area of specialisation within the Fine Arts BAVA structured degree. In this case students may substitute 16 credits of Art History credits with the Digital Arts theory modules DIGA311.
The list of Art history modules offered may be amended. For further information, contact the head of discipline.

**At level 100 (first year): 128 credits selected from**
FIAR101 Fine Art 1: Drawing & Design (16C)
FIAR102 Fine Art 1: Two-Dimensional Studio-Work (16C)
FIAR103 Fine Art 1: Ceramics (16C)
DIGA101 Introduction to Digital Arts (16C)
DIGA110 Introduction to Digital Art Theory (16C)
Approved electives in other subjects to the maximum value of 48 credits. ACCS110 P1 Effective writing for the Social Sciences is strongly recommended to be taken as an elective at Level One.

**At level 200 (second year): 128 credits selected from**
FIAR201 Fine Art 2: Expressive Drawing (16C)
FIAR202 Fine Art 2: Two-Dimensional Studio-Work (16C)
FIAR203 Fine Art 2: Ceramics (16C)
AHIS210 – Africa: Art of a Continent (16C)
DIGA201 Applied Digital Art (16C)
Approved electives in other subjects to the maximum value of 48 credits.

**At level 300 (third year): 128 credits selected from**
FIAR301 Fine Art 3: Studio-Work A (32C)
FIAR302 Fine Art 3: Studio-Work B (32C)
AHIS310 20th Century Art, Visual Culture & Theory I (16C)
AHIS330 Art and Museum Practice (16C)
AHIS340 Contemporary African Art (16C)
DIGA301 Advanced Digital Arts I (16C)
*Eiectives which may be substituted for AHIS modules, in consultation with discipline heads:*
DIGA302 Advanced Digital Arts 2 (16C)
DIGA311 Digital Theory (16C)

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**Bachelor of Community and Development Studies (Howard College)**

**No New Intake in 2019**

**First Level (128 credits)**
CMDV101 Introduction to Community Development Theory (16C)
CMDV104 Institutions in Community Development (16C)

Electives to the value of 80 credits*

**Second (Diploma) Level (128 credits)**
CMDV201 Community Economic Development (16C) CMDV203 Development Theories (16C)
CMDV202 Programme/Project Planning (16C) Electives to the value of 64 credits*

**Third Level (128 credits)**
CMDV301 Issues in Community Development (32C) or
CMDV304 Community Profiling (16C) and
CMDV305 Population and Community Development (16C)
CMDV302 Community-Based Learning (32C)
CMDV303 Local Government & Community Development
(32C) Electives to the value of 32 credits*
* Please consult with the School for Community Development for guidance in the selection of electives.

**Bachelor of Theology**

**HUM-BTH1 Structure**

a) Students shall complete BILA110 Classical Hebrew and BILA120 Hellenistic Greek. With permission of Dean and Head of School, these may be replaced by another approved language module.

b) Students intending to major in Practical Theology are required to do two level 200 Practical Theology modules, this may include RELG101.

**HUM-BTH2 Majors**

a) The following majors are offered:
   - Biblical Studies
   - History of Christianity
   - Practical Theology
   - Systematic Theology

The Bachelor of Theology (BTh) degree prepares students either for the ordained ministry in a Christian church, or for a wider engagement in society from a theologically responsible position. The degree introduces students to the four basic disciplines of theology, namely Biblical Studies and Literature, the History of Christianity, Practical Theology and Systematic Theology in the first two years, and then students are able to major in one or two of these disciplines in the third year.

**Level Three (128 Credits)**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYTH310 Systematic Theology</td>
<td>BIST310 Biblical Theology</td>
</tr>
<tr>
<td>PRTH341 Christian Counselling</td>
<td>HICH311 History of Christianity: Modern Period</td>
</tr>
<tr>
<td>Elective 1* Choose an elective from the Major</td>
<td>Elective 3* Choose an elective from the Major</td>
</tr>
<tr>
<td>Elective 2* Choose an elective from the Major or a 300-level module from another theological discipline</td>
<td>Elective 4* Choose an elective from the Major or a 300-level module from another theological discipline</td>
</tr>
</tbody>
</table>

* Students must take at least 4 modules at Level 3 in the discipline in which they major - see below.

**Major Components** (From which the electives are to be chosen)

**Notes:**

i) In total, students require 8 modules (128 credits) at the 300 level.

ii) 4 of these 8 modules are compulsory: SYTH310; PRTH341; BIST310; and HICH311
iii) 3 of the remaining 4 modules must contribute to the major
iv) The remaining module is a 300-level elective chosen from any of the other modules listed below
v) Not all of the following modules are offered every year.

### Biblical Studies

<table>
<thead>
<tr>
<th>Module</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIST310 Biblical Theology¹</td>
<td>BIST341 New Testament Exegesis in Greek</td>
</tr>
<tr>
<td>BIST320 New Testament Texts</td>
<td>BIST360 Cluster Elective</td>
</tr>
<tr>
<td>BIST330 Old Testament Texts</td>
<td>BIST370 Special Focus</td>
</tr>
<tr>
<td>BIST331 Old Testament Exegesis</td>
<td>BILA310 Hellenistic Greek</td>
</tr>
<tr>
<td>BIST340 New Testament Exegesis in English</td>
<td>BILA320 Hellenistic Greek</td>
</tr>
</tbody>
</table>

### History of Christianity

<table>
<thead>
<tr>
<th>Module</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>HICH311 Modern Period¹</td>
<td>HICH370 Special Focus</td>
</tr>
<tr>
<td>HICH321 Research Seminar</td>
<td>SYTH310 Systematic Theology</td>
</tr>
<tr>
<td>HICH340 Cluster Elective</td>
<td>SYTH320 Theology &amp; Ethics</td>
</tr>
<tr>
<td>HICH350 Cross-Disciplinary Module</td>
<td>SYTH330 African Theology</td>
</tr>
</tbody>
</table>

### Systematic Theology

<table>
<thead>
<tr>
<th>Module</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYTH310 Systematic Theology¹</td>
<td>SYTH350 Special Focus</td>
</tr>
<tr>
<td>SYTH330 African Theology</td>
<td>SYTH370 Lutheran Theology</td>
</tr>
<tr>
<td>SYTH340 Cluster Elective</td>
<td>SYTH380 Political and Economic Ethics</td>
</tr>
<tr>
<td></td>
<td>HICH311 History of Christianity: Modern Period</td>
</tr>
</tbody>
</table>

### Practical Theology

<table>
<thead>
<tr>
<th>Module</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRTH310 Community Development</td>
<td>PRTH370 Special Focus 1</td>
</tr>
<tr>
<td>PRTH330 Congregational Skills</td>
<td>PRTH371 Special Focus 2</td>
</tr>
<tr>
<td>PRTH341 Christian Counselling¹</td>
<td>PRTH381 Cluster Elective</td>
</tr>
<tr>
<td>PRTH350 Missiology: Church Growth</td>
<td>PRTH383 Church Life and Faith</td>
</tr>
<tr>
<td></td>
<td>SYTH370 Lutheran Theology</td>
</tr>
<tr>
<td></td>
<td>SYTH380 Political and Economic Ethics</td>
</tr>
</tbody>
</table>

¹ Note: All BTh students are required to take this module at third year
RULES FOR (FOUR-YEAR) BACHELOR DEGREES

The attention of all students registering from 2014 is drawn to Rule BR9 requiring them to take and pass a module in isiZulu if they do not qualify for the exemption.

Bachelor of Education (BEd)

The existing BEd rules and structure will continue until 2023. The last enrolment for the first time entering students into the old BEd is 31 December 2018. The old BEd will be phased out in 2021. Pipeline students in the old BEd will be allowed until 2023 to complete their degree.

HUM-BEd1 Specialisations
Students must register for one of the following specialised curricula:
- Early Childhood Development (includes Foundation Phase)
- Foundation and Intermediate Phases
- Intermediate and Senior
- Phases Senior Phase and FET
- Further Education and Training (FET)

HUM-BEd2 Curriculum
Candidates for the degree shall complete one of the following curricula and shall obtain at least 512 credits.

(1) **All students** must complete the following core components of the curriculum:

(a) EDES213 Education Studies 210 (16C)
EDES220 Education Studies 220 (16C)
EDES310 Education Studies 310 (16C)
EDES320 Education Studies 320 (16C)
EDES410 Education Studies 410 (16C)
EDES420 Education Studies 420 (16C)
EDES110 Professional Studies 110(16C)
EDES120 Professional Studies 120 (8C)
EDES210 Professional Studies 210 (8C)
EDTP120 Teaching Practice 120 (8C)
EDTP220 Teaching Practice 220 (8C)
EDTP320 Teaching Practice 320 (8C)
EDTP420 Teaching Practice 420 (8C)

(b) EDLE100 Academic Literacy for Undergraduate Students (16C)
EDCM101 Computer Literacy (8C) **(not offered in 2019)**
EDMA135 Basic Mathematics for Educators (16C), or
EDMA144 Mathematics for Life and Teaching (16C)

(Students with a grade 12 pass in Mathematics are exempt from these Mathematics modules without credit)

(c) Any one of the following modules:
EDHS101  Africa in a Globalizing World (16C)
EDSJ101  Diversity and Learning (16C)
EDPY101  Perspectives on Human Nature (16C)
EDMA119  Mathematics 110 (16C)
EDES101  Critical Inquiry in Early Childhood Development * (16C)

* (Not for Senior and FET specialisations)
Any other foundational module approved by the Dean and Head of School

(d) Two modules in a second language from the following:
EDAF110  Afrikaans Kommunikasie 110 (16C) and
EDAF120  Afrikaans Kommunikasie 120 (16C)
or
EDZU110  Communication in isiZulu 110 (16C) and
EDZU120  Communication in isiZulu 120 (16C)
or
EDZU111  Conversational isiZulu 110 (16C) and
EDZU121  Conversational isiZulu 120 (16C)

Provided that:

(i) students registered for either the Senior and FET or FET specialisations need do only one module in a second language from either EDAF110 or EDZU111 or EDZU110 where they can demonstrate communicative competence in a second official language they may be exempt from this requirement without credit. However, students who do not speak isiZulu are required to complete EDZU111 to fulfil the University’s language policy requirements.

(ii) students may with the permission of the Dean and Head of School fulfil this requirement by studying one of the other official languages

(iii) international students may, with the permission of the Dean and Head of School, be exempt without credit from this requirement.

2) In addition to the core components in (1) above, students must complete one of the following specialist components:

a) Students who register for the Early Childhood Development specialisation must include the following components:

i) One of the following modules:
EDEN101  English Language Course (16C)
EDEN110  English Communication 110(16C)

ii) All of the following modules:
EDMA134  Primary Mathematics Education 110 (16C)
EDMA211  Primary Mathematics Education 210 (16C)
EDLE120  Language and Literacy 120 (16C)
EDLE220  Language and Literacy 220 (16C)
EDLE320  Language and Literacy 320 (16C)
EDPY300  Life Skills Learning Area Studies (16C)
EDES240  Professional Studies 240 (8C)

iii) All seven of the compulsory modules in list A(below)
iv) **At least two** further modules from lists A, B or D

b) **Students who register for the Foundation and Intermediate Phase specialisation** must include the following components:
   i. **One** of the following modules:
      - EDEN101 English Language Course (16C)
      - EDEN110 English Communication 110 (16C)
   ii. **All** of the following modules:
      - EDMA134 Primary Mathematics Education 110 (16C)
      - EDMA211 Primary Mathematics Education 210 (16C)
      - EDMA311 Primary Mathematics Education 311 (16C)
      - EDLE120 Language and Literacy 120 (16C)
      - EDLE220 Language and Literacy 220 (16C)
      - EDLE320 Language and Literacy 320 (16C)
      - EDAR200 Arts and Culture Learning Area Studies (16C)
      - EDAC200 Life Orientation & EMS Learning Area Studies (16C)
      - EDNS310 Natural Science & Technology Learning Area Studies (16C)
      - EDPY300 Life Skills Learning Area Studies (16C)
      - EDES221 Professional Studies 220 (8C)
   iii. **At least five** modules from lists A, B or D provided that at least two modules shall be at level 300

c) **Students who register for the Intermediate and Senior Phase specialisation** must include the following components:
   i. **One** of the following modules:
      - EDEN101 English Language Course (16C)
      - EDEN110 English Communication 110 (16C)
   ii. **All** of the following modules:
      - EDMA211 Primary Mathematics Education 210 (16C)
      - EDMA311 Primary Mathematics Education 311 (16C)
      - EDLE220 Language and Literacy 220 (16C)
      - EDLE320 Language and Literacy 320 (16C)
      - EDAR200 Arts and Culture Learning Area Studies (16C)
      - EDAC200 Life Orientation & EMS Learning Area Studies (16C)
      - EDNS310 Natural Science & Technology Learning Area Studies (16C)
      - EDES221 Professional Studies 220 (8C)
   iii. **Six modules** from **List B** to construct two Learning Area specialisations in the combinations indicated in that list provided that one of the Learning Areas must be Mathematics, Natural Science or Technology.
   iv. **At least four** Learning Area methodology modules from List C with two modules in each Learning Area selected.

d) **Students who register for the Senior Phase and FET specialisation** must include the following components:
   i. EDES230 Professional Studies 230 (8C)
   ii. **At least five** subject specialisation modules from List D in one subject specialisation.
   iii. **Six** modules from List B to construct two Learning Area specialisations in the combinations
indicated in that list provided that one of the Learning Areas must be Mathematics, Natural Science or Technology.

(iv) **Three** subject methodology modules from List E appropriate to the subject specialisation chosen from List D.

(v) **At least four** Learning Area methodology modules from List C with two modules in each Learning Area

b. **Students who register for the FET specialisation** must include the following components:
   
i. EDES230 Professional Studies 230 (8C)
   
ii. **At least twelve** subject specialisation modules from List D with at least 5 modules each in two separate specialisations.
   
iii. **At least six** subject methodology modules from List E appropriate to the subject specialisations chosen from List D.

iv. Additional modules from any listed in this rule and as approved by the Dean and Head of School, to meet the credits specified for this qualification.

**LIST A - ECD and Foundation specialisation and other elective modules**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLE102</td>
<td>Children’s Literature (16C)</td>
</tr>
<tr>
<td>EDES301</td>
<td>*Creative Arts in ECD (16C)</td>
</tr>
<tr>
<td>EDES401</td>
<td>*Curriculum Development in ECD (16C)</td>
</tr>
<tr>
<td>EDLA201</td>
<td>*Integrated Learning Area Studies: Life Skills (16C)</td>
</tr>
<tr>
<td>EDES402</td>
<td>Introduction to Research in ECD (16C)</td>
</tr>
<tr>
<td>EDES100</td>
<td>*Issues and Perspectives in ECD (16C)</td>
</tr>
<tr>
<td>EDMA126</td>
<td>*Numeracy in the Early Years (16C)</td>
</tr>
<tr>
<td>EDES111</td>
<td>*Reception Year Studies (16C)</td>
</tr>
<tr>
<td>EDES202</td>
<td>*Understanding Child Development for ECD (16C)</td>
</tr>
</tbody>
</table>

* indicates compulsory modules for ECD specialisation

**LIST B - Learning area specialisation modules**

* **Arts and Culture Learning Area**
  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>EDAR110</td>
<td>Arts and Culture 110 (16C)</td>
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<tr>
<td>EDAR120</td>
<td>Arts and Culture 120 (16C)</td>
</tr>
<tr>
<td>EDAR210</td>
<td>Arts and Culture 210 (16C)</td>
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* **Economic Management Sciences Learning Area**
  
<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDAC210</td>
<td>Accounting Education 210 (16C)</td>
</tr>
<tr>
<td>EDBU210</td>
<td>Business Management 210 (16C)</td>
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* **Language and Literacy Learning Area**
  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDEN210</td>
<td>English Major 210 (16C)</td>
</tr>
<tr>
<td>EDEN220</td>
<td>English Major 220 (16C)</td>
</tr>
<tr>
<td>EDEN310</td>
<td>English Major 310 (16C)</td>
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</table>

* or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDZU210</td>
<td>isiZulu (mother tongue) 210 (16C)</td>
</tr>
<tr>
<td>EDZU220</td>
<td>isiZulu (mother tongue) 220 (16C)</td>
</tr>
</tbody>
</table>
EDZU310  isiZulu (mother tongue) 310 (16C)

Life Orientation Learning Area
EDLF110  Life Orientation 110 (16C)
EDLF120  Life Orientation 120 (16C)
EDLF210  Life Orientation 210 (16C)

Mathematics Learning Area
EDMA210  Mathematics for Educators 210 (16C)
EDMA220  Mathematics for Educators 220 (16C)
EDMA310  Mathematics for Educators 310 (16C)

Natural Sciences Learning Area
EDNS110  Natural Science 110 (16C)
EDNS120  Natural Science 120 (16C)
EDNS210  Natural Science 210 (16C)

Social Sciences Learning Area
EDGG210  Geography for Educators 210 (16C) and
EDHS210  History for Educators 210 (16C)

And either
EDGG220  Geography for Educators 220 (16C) or
EDHS220  History for Educators 220 (16C)

Technology Learning Area
EDTE111  Technology Education 111 (16C)
EDTE121  Technology Education 121 (16C)
EDTE220  Technology Education 220 (16C)

LIST C - Learning Area Methodology Modules (8 credits each)
EDAR201  Arts and Culture Method 1 (8C) and
EDAR301  Arts and Culture Method 2 (8C)
EDAC201  Accounting Method 1 (8C) and
EDBU201  Business Management Method 1 (8C)
EDGG201  Geography for Educators Method 1 (8C) and
EDHS201  History for Educators Method 1 (8C)
EDTE201  Technology Education Method 1 (8C) and
EDTE301  Technology Education Method 2 (8C)
EDMA201  Mathematics for Educators Method 1 (8C) and
EDMA301  Mathematics for Educators Method 2 (8C)
EDLF201  Life Orientation Method 1 (8C) and
EDLF202  Life Orientation Method 2 (8C)
EDNS201  Natural Science Method 1 (8C) and
EDNS202  Natural Science Method 2 (8C)
EDEN201  English Major Method 1 (8C) and
EDEN301  English Major Method 2 (8C)
EDAF201  Afrikaans Methods 1 (8C)
EDAF301  Afrikaans Method 2 (8C)
EDZU201  isiZulu (mother tongue) Method 1 (8C) and
EDZU301  isiZulu (mother tongue) Method 2 (8C)
LIST D - FET Subject Specialisation Modules (All modules are 16 credits)

| Codes            | Titles                                                        |
|------------------|                                                              |
| EDAC210, 220, 310, 320, 410, 420 | Accounting Education 210, 220, 310, 320, 410, 420 |
| EDBS210, 220, 310, 320, 410, 420 | Biological Science for Educators 210, 220, 310, 320, 410, 420 |
| EDBU210, 220, 310, 320, 410, 420 | Business Management 210, 220, 310, 320, 410, 420       |
| EDCM210, 220, 310, 320, 410, 420 | Computer Science Education 210, 220, 310, 320, 410, 420 |
| EDDR210, 220, 310, 320, 410, 420 | Drama Education 210, 220, 310, 320, 410, 420         |
| EDEN210, 220, 310, 320, 410, 420 | English Major 210, 220, 310, 320, 410, 420         |
| EDGG210, 220, 310, 320, 410, 420 | Geography for Educators 210, 220, 310, 320, 410, 420 |
| EDHS210, 220, 310, 320, 410, 420 | History for Educators 210, 220, 310, 320, 410, 420  |
| EDIS210, 220, 310, 320, 410, 420 | Information Systems Education 210, 220, 310, 320, 410, 420 |
| EDMA210, 220, 310, 320, 410, 420 | Mathematics for Educators 210, 220, 310, 320, 410, 420 |
| EDPS210, 220, 310, 320, 410, 420 | Physical Science for Educators 210, 220, 310, 320, 410, 420 |
| EDSP210, 220, 310, 320, 410, 420 | Sports Science for Educators 210, 220, 310, 320, 410, 420 |
| EDTT210, 220, 310, 320, 410, 420 | Travel and Tourism Education 210, 220, 310, 320, 410, 420 |
| EDZU210, 220, 310, 320, 410, 420 | isiZulu (mother tongue) 210, 220, 310, 320, 410, 420 |

LIST E - Subject Methodology Modules (all modules are 8 credits)

| Codes          | Titles                                                        |
|----------------|                                                              |
| EDAC201, 301, 401 | Accounting Method 1, 2, 3                                      |
| EDBS201, 301, 401 | Biological Science Method 1, 2, 3                             |
| EDBU201, 301, 401 | Business Management Method 1, 2, 3                           |
| EDCM201, 301, 401 | Computer Science Education Method 1, 2, 3                    |
| EDDR201, 301, 401 | Drama Education Method 1, 2, 3                               |
| EDEN201, 301, 401 | English Major Method 1, 2, 3                                 |
| EDGG201, 301, 401 | Geography for Educators Method 1, 2, 3                       |
| EDHS201, 301, 401 | History for Educators Method 1, 2, 3                         |
| EDIS201, 301, 401 | Information Systems Education Method 1, 2, 3                 |
| EDMA201, 301, 401 | Mathematics for Educators Method 1, 2, 3                     |
| EDPS201, 301, 401 | Physical Science for Educators Method 1, 2, 3                |
| EDSP201, 301, 401 | Sports Science for Educators Method 1, 2, 3                  |
| EDTT201, 301, 401 | Travel and Tourism Education Method 1, 2, 3                  |
| EDZU201, 301, 401 | isiZulu (mother tongue) Method 1, 2, 3                       |

HUM-BEd3 Language Proficiency
Candidates shall demonstrate a standard of proficiency, as determined by Senate, in at least two official languages one of which must be at a standard appropriate as a medium of instruction in Schools.

HUM-BEd4 Assessment
The assessment of students’ work in a module will be based on examinations, course work and practical work in such combinations as may be prescribed by Senate.

The examiners may require viva voce questioning of students in addition to such written and practical examinations as may be prescribed by Senate.
1. Students who, by virtue of their conduct are found to have contravened the Code of Professional Ethics of the South African Council of Educators shall be excluded from further study towards the BEd qualification. Prior to such exclusion the student shall be given the opportunity to be heard.

2. Students who do not demonstrate a level of competence which, in accordance with criteria approved by Board would enable them to practice as an educator, may be excluded from further study towards the BEd qualification. Prior to such exclusion the student shall be given the opportunity to be heard.

**HUM-BEd5 Award of the BEd *cum laude***
In addition to General Rule BR7 (a), the degree of Bachelor of Education shall be awarded *cum laude* if a student obtains a minimum of 75% in EDTP420.

**HUM-BEd6 Award of the BEd *summa cum laude***
In addition to General Rule BR7 (b), the degree of Bachelor of Education shall be awarded *summa cum laude* if a student obtains a minimum of 75% in both EDTP320 and EDTP420.

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**BACHELOR DEGREES IN EDUCATION**

*The attention of all students registering from 2014 is drawn to Rule BR9 requiring them to take and pass a module in isiZulu if they do not qualify for the exemption.*

*Students enrolled for the first time in 2019*

**HUM- BEd1 Specialisations**

Students must register for one of the following specialised curricula:

- Foundation Phase
- Intermediate Phase
- Senior Phase and Further Education and Training

**HUM- BEd 2 Curriculum**
Candidates for the degree shall complete the following curricula and shall obtain the following minimum credits per specialisation:

- Foundation Phase: 552 credits
- Intermediate Phase: 544 credits (for students choosing Mathematics teaching specialisation)
- Intermediate Phase: 560 credits (for students choosing Science & Technology teaching specialisation)
- Senior and FET Phase: 512 credits

1. **All students must complete the following core components of the curriculum:**
   
   (a) Education Studies: An Introduction into the Study of Education (16C)
   
   Education Studies: Teaching, Learning and Classroom Practices (16C)
Education Studies: Curriculum (16C)
Education Studies: Psychology (16C)
Education Studies: Philosophy and Sociology (16C)
Education Studies: Researching Education (16C)

(b) Teaching Practice 1 (16C)
Teaching Practice 2 (8C)
Teaching Practice 3 (8C)
Teaching Practice 4 (16C)

(c) English Education (LLT): Language, learning and teaching in education (16C)
(d) IsiZulu Communication and language usage in Education (16C)
(e) Computer Literacy (8C) (Students who provide proof of competence will be granted exemption without credit)

2. In addition to the core components in (1) above, students must complete one of the following specialist components:

(a) Students who register for the Foundation Phase specialisations must include the following components:

(i) Mathematics Education for Foundation and Intermediate Phase 1 (16C)
Mathematics Education for Foundation and Intermediate Phase 2 (16C)
Mathematics Education for Foundation and Intermediate Phase 3 (16C)
Mathematics Education Method 1 for Foundation Phase (16C)
Mathematics Education Method 2 for Foundation Phase (16C)

(ii) English Education 1: Foundations (16C)
English Education 2: Introduction to Theory & Practice (16C)
English Education 3: Teaching Theory & Practice using Contemporary Literature (16C)
Literacy in the Foundation Phase 1 English (FAL) (16C)
Literacy in the Foundation Phase 2 English (FAL) (16C)

(iii) isiZulu Education 1: isiZulu Education 1: Nature of isiZulu language (16C)
isiZulu Education 2: Integrated isiZulu Language & Literacy Studies (16C)
isiZulu Education 3: isiZulu Film, Poetry & Drama in Education (16C)
Literacy in the Foundation Phase 1 isiZulu (HL) (16C)
Literacy in the Foundation Phase 2 isiZulu (HL) (16C)

(iv) Life Skills 1 (16C)
Life Skills 2 (16C)
Life Skills 3 (16C)
Life Skills Method 1 (16C)

(v) Life Skills Method 2 (16C)

(vi) Numeracy in the Early Years (16C)

(vii) Contextual Realities in ECE (16C)

(viii) Understanding child development and learning in the FP (16C)

(b) Students who register for the Intermediate Phase specialisations are required to complete four (4) teaching subjects. Three (3) of these teaching subjects are compulsory, while the 4th teaching subject is based on the student’s preference.

All students must complete the following teaching subjects:
(i) **English Education**
- English Education 1: Foundations (16C)
- English Education 2: Introduction to Theory & Practice (16C)
- English Education 3: Teaching Theory & Practice using Contemporary Literature (16C)
- English Education Method 1 for Intermediate Phase: Introducing Concepts (HL or FAL) (16C)
- English Education Method 2 for Intermediate Phase: Literacies in the English Classroom (HL or FAL) (16C)

(ii) **isiZulu Education**
- isiZulu Education 1: isiZulu Education 1: Nature of isiZulu language (16C)
- isiZulu Education 2: Integrated isiZulu Language & Literacy Studies (16C)
- isiZulu Education 3: isiZulu Film, Poetry & Drama in Education (16C)
- isiZulu Education Method 1 for Intermediate Phase: Language Acquisition, Learning and Teaching (HL or FAL) (16C)
- isiZulu Education Method 2 for Intermediate: isiZulu Prose, Language Skills, Structure and Conventions (HL or FAL) (16C)

(iii) **Social Science Education**
For Social Science Education, students are required to select three out four Social Science Education content modules (in addition to two method modules), depending on their selected subject specialisation.

For students who select History Education as subject specialisation, two content modules must be completed in History Education and one content module must be completed in Geography Education. The modules are as follows:
- History Education 1: History Philosophy, Theory and Method (16C)
- Geography Education 1: Development Studies (16C)
- History Education 4: Themes from South African History (16C)

**AND**

- Social Science Education Method 1 for Intermediate Phase (Geography & History) (16C)
- Social Science Education Method 2 for Intermediate Phase (History) (16C)

For students who select Geography Education as subject specialisation, two content modules must be completed in Geography Education and one content module must be completed in History Education. The modules are as follows:
- Geography Education 1: Development Studies (16C)
- Geography Education 4: Map work and Geographic Information Systems (16C)
- History Education 4: Themes from South African History (Content 1) (16C)

**AND**

- Social Science Education Method 1 for Intermediate Phase (Geography & History) (16C)
- Social Science Education Method 3 for Intermediate Phase (Geography) (16C)

Students are required to select a fourth subject from either Mathematics or Science & Technology. Depending on preference, students must complete the following modules associated with their teaching subject:
(iv) **Mathematics**
- Mathematics Education for Foundation and Intermediate Phase 1 (16C)
- Mathematics Education for Foundation and Intermediate Phase 2 (16C)
- Mathematics Education for Foundation and Intermediate Phase 3 (16C)
- Mathematics Education Method 1 for Intermediate Phase (16C)
- Mathematics Education Method 2 for Intermediate Phase (16C)

**OR**

(v) **Science & Technology**
- S & T 1: Introduction to Science and Technology (16C)
- S & T 2: Earth and its Resources (16C)
- S & T 3: Matter and Materials (16C)
- S & T 4: Structures and Processes (16C) (Only for NS/TECH students)
- S & T Method 1: Teaching and Learning Science and Technology (16C)
- S & T Method 2: Issues in teaching and learning Science and Technology (16C)

In addition to the above compulsory subjects, students are required to select **2 additional** modules from the list below:

(vi) Mathematics Foundations for Intermediate Phase Teachers (16C) (only if Mathematics is not chosen as a teaching subject)

(vii) Economic Management Sciences 2 (16C)

(viii) Life Skills 3 (16C) (Not for Science & Technology students)

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**vi) Students who register for the Senior Phase and FET specialisations must select ONE (1) subject package from the ELEVEN (11) subject packages given below.**

(Column A lists the approved Further Education and Training subjects, and Column B and Column C lists the Senior Phase subjects. Column D lists the elective for packages 4A, 4B, 6A, 6B, 10 & 11)

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>FET SUBJECT (5 content and 3 method modules) (16C each)</td>
<td>SENIOR PHASE SUBJECT 1 (4 content and 3 method modules) (16C each)</td>
<td>SENIOR PHASE SUBJECT 2 (4 content and 3 method modules) (16C each)</td>
<td>ELECTIVE (4 content modules) (16C each)</td>
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<tr>
<td>Accounting Education</td>
<td>Economic Management Sciences</td>
<td>Creative Arts Education</td>
<td></td>
</tr>
<tr>
<td>EDAC113 Accounting Education 1</td>
<td>EDAC111</td>
<td>ADAR213 Creative Arts Education 1</td>
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<tr>
<td>EDAC114 Accounting Education 2</td>
<td>Economics and Management Sciences 1</td>
<td>EDAR212 Creative Arts Education 2</td>
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<td>EDAC214 Accounting Education 3</td>
<td>Economic Management Sciences 1</td>
<td>ADAR312 Creative Arts Education 3</td>
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<td>EDAC313 Accounting Education 4</td>
<td>EDAC112 Economics and Management Sciences 2</td>
<td>EDAR313 Creative Arts Education 4</td>
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<td>EDAC314 Accounting Education 5</td>
<td>EDAC212 Economic Management Sciences 3</td>
<td>EDAR211 Creative Arts Education Method</td>
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<td>EDAC215 Accounting Education Method 1</td>
<td>EDAC213 Economic Management Sciences 3</td>
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| 1 | Management Sciences 4  
    | EDAC211 Economic Management  
    | Sciences Method 1  
    | EDAC311 Economic Management  
    | Sciences Method 2  
    | EDAC411 Economic Management  
    | Sciences Method 3  
    | 1 EDAR311 Creative Arts Education Method  
    | 2 EDAR411 Creative Arts Education Method  
    | 3 **OR**  
    | **Mathematics Education**  
    | EDMA223 Mathematics Education for Senior Phase 1  
    | EDMA224 Mathematics Education for Senior Phase 2  
    | EDMA322 Mathematics Education for Senior Phase 3  
    | EDMA323 Mathematics Education for Senior Phase 4  
    | EDMA225 Mathematics Education Method 1 for Senior Phase  
    | EDMA324 Mathematics Education Method 2 for Senior Phase  
    | EDMA412 Mathematics Education Method 3 for Senior Phase |
| 2 | **Computer Science Education**  
    | EDCM111 Introduction to the Computer Systems  
    | EDCM112 Introduction to Programming  
    | EDCM211 Computer Science Education 3  
    | EDCM311 Computer Science Education 4  
    | EDCM313 Computer Science Education 5  
    | EDCM212 Computer Science Education Method 1  
    | EDCM312 Computer Science Education Method 2  
    | EDCM411 Computer Science Education Method 3  
    | **Technology Education**  
    | EDSE130 Technology Education 1  
    | EDSE131 Electronics and Electricity  
    | EDSE212 Technology Education 3  
    | EDSE213 Technology Education 4  
    | EDSE 211 Technology Education Method 1  
    | EDSE 311 Technology Education Method 2  
    | EDSE411 Technology Education Method 3  
    | **Mathematics Education**  
    | EDMA223 Mathematics Education for Senior Phase 1  
    | EDMA224 Mathematics Education for Senior Phase 2  
    | EDMA322 Mathematics Education for Senior Phase 3  
    | EDMA323 Mathematics Education for Senior Phase 4  
    | EDMA225 Mathematics Education for Senior Phase 3  
    | EDMA323 Mathematics Education for Senior Phase 4  
    | EDMA225 Mathematics Education for Senior Phase 4  
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<tr>
<td>Drama Education</td>
<td>Life Orientation Education</td>
<td>3</td>
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<tr>
<td>EDDR111 Introduction to Drama Education</td>
<td>EDFL111 Life Orientation Education 1</td>
<td>EDR213 Creative Arts Education 1</td>
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<td>EDDR112 Drama and Performance Skills</td>
<td>EDFL112 Life Orientation Education 2</td>
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<td>EDDR313 Drama Education 5</td>
<td>EDFL213 Life Orientation Education Method 1 for Senior Phase</td>
<td>Creative Arts</td>
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<td>EDFL312 Life Orientation Education Method 2 for Senior Phase</td>
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<th>Social Science Education</th>
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<tr>
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<td>EDEN113H English Education 1</td>
<td>EDGO212 Development Studies</td>
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<td>EDEN211H English Education 3</td>
<td>EDHS217 History philosophy, theory and method</td>
<td>EDEN211H English Education 3</td>
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<td>EDEN212 English Education Method 1 for Senior Phase</td>
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<td></td>
<td>*replaces English Education 1, 2, 3 &amp; 4 from Column C</td>
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<td><strong>Social Science</strong></td>
<td><strong>English Education</strong></td>
<td><em><em>Social Science</em> from Column C</em>*</td>
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<td><strong>Education 1, 2, 3 &amp; 4</strong></td>
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<td>EDEN114H English Education 2</td>
<td><strong>Studies</strong></td>
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<td><strong>replaces English Education 1, 2, 3 &amp; 4</strong></td>
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<td></td>
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<td></td>
<td>EDEN315 English Education Method 2 for Senior Phase</td>
<td>EDEN315 English Education Method 2 for Senior Phase</td>
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<tr>
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<td></td>
<td></td>
<td>EDEN412 English Education Method 3 for Senior Phase</td>
<td>EDEN412 English Education Method 3 for Senior Phase</td>
</tr>
</tbody>
</table>

(i) Students who choose English Education (Package no 4A in the table above) as their FET specialisation and Economic Management Sciences as their Senior Phase specialisation are required to select four additional content modules from Creative Arts Education.

(ii) Students who choose English Education (Package no 4B in the above table) as their FET specialisation and Social Science Education (Geography Education 1; Geography Education 4, History Education 1 and History Education 4) as their Senior Phase specialisation are required to select the four remaining content modules from Social Science Education (Geography Education 2, Geography Education 3, History Education 2 and History Education 3).
Students who choose isiZulu Education (Package No 6A in the table above) as their FET specialisation and Economic Management Sciences as their Senior Phase specialisation are required to select four additional content modules from Creative Arts Education.

Students who choose isiZulu Education (Package No 6B in the table above) as their FET specialisation and Social Science Education (Geography Education 1; Geography Education 4, History Education 1 and History Education 4) as their Senior Phase specialisation are required to select the four remaining content modules from Social Science Education (Geography Education 2, Geography Education 3, History Education 2 and History Education 3).

Students who choose Life Orientation Education (Package No 10 in the table above) as their FET specialisation are required to select four additional content modules from Social Science Education (Geography Education 1; Geography Education 4, History Education 1 and History Education 4).

Students who choose History Education (Package No 11 in the table above) as their FET specialisation are required to select two additional content modules from Geography Education (Geography Education 2 and Geography Education 3).

Progression rules for the B Ed (Foundation, Intermediate and Senior/FET Phase) programme:
Progression rules from one academic year to another are guided by the university’s policy of student progression.

a) In order to progress to the second year level of study, a student must pass at least 80 credits at the first year level;

b) Students, who have by the end of the fourth semester of registration, completed 112 credits at first year level and a minimum of 80 credits at the second year level, shall be eligible to proceed to the third level of study;

c) Students, who have by the end of the sixth semester of registration, completed 112 credits at second year level and a minimum of 80 credits at third year level, shall be eligible to proceed to the fourth year level of study.

HUM-BEd3 Language Proficiency
Candidates should be proficient in the use of at least one official South African language as a language of learning and teaching (LoLT), and partially proficient (i.e. sufficient for purposes of basic conversation) in at least one other official African language as a language of conversational competence (LoCC).

HUM-BEd4 Assessment
The assessment of students’ work in a module will be based on examinations, course work, and practical work in such combinations as may be prescribed by Senate. The examiners may require viva voce questioning of student in addition to such written and practical examinations as may be prescribed by Senate.

1. Students who, by virtue of their conduct are found to have contravened the Code of Professional Ethics of the South African Council of Educators shall be excluded from further study towards the BEd qualification. Prior to such exclusion the student shall be given the
opportunity to be heard.

2. Students who do not demonstrate a level of competence which, in accordance with criteria approved by Board would enable them to practice as an educator, may be excluded from further study towards the BEd qualification. Prior to such exclusion the student shall be given the opportunity to be heard.

HUM-BEd5 Award of the BEd *cum laude*

In addition to General Rule BR7 (a), the degree of Bachelor of Education shall be awarded *cum laude* if a student obtains a minimum of 75% in Teaching Practice 4.

HUM-BEd6 Award of the BEd *summa cum laude*

In addition to General Rule BR7 (a), the degree of Bachelor of Education shall be awarded *summa cum laude* if a student obtains a minimum of 75% in both Teaching Practice 3 and Teaching Practice 4.

---

**Bachelor of Music**

The BMus degree provides a specialised professional training that combines practical work and music theory with the study of music from historical, critical, anthropological and sociological perspectives. Nine areas of specialisation are offered within the BMus degree: African Music and Dance, Composition, Jazz Studies, Music Education, Music Technology, Musicology and Ethnomusicology, Orchestral Performance, Performance, and Popular Music Studies. Within the BMus programme, students may take a limited number of modules other than music. The BMus degree requires four years of full-time study.

HUM-MUS1 Admission

Candidates must meet the normal College requirements for admission to degree study, and have successfully completed an audition and aural perception test as well as a diagnostic music theory test administered by the academic staff in Music; or (alternative route) must successfully complete all modules prescribed for the first semester of the Diploma in Jazz and Popular Music or the Diploma in Music Performance and including the module Academic Learning in English.

Common modules and specialist modules

Students shall obtain credit for the following common modules as well as for the specialist modules in one of the specialist fields offered:

*NB: ALL Music modules are subject to alteration. Consult the Music Cluster directly for the latest module offerings.*

**COMMON MODULES**

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC1HA - Popular &amp; Traditional Musics (16)</td>
<td>MUSC2HA - Music, Culture &amp; History 2A</td>
<td>MUSC3HA-Music, Culture &amp; History 3A</td>
<td></td>
</tr>
<tr>
<td>MUSC1HB - Introduction to Western Classical Music (16)</td>
<td>MUSC2HB - Music, Culture &amp; History 2B</td>
<td>MUSC3HB-Music, Culture &amp; History 3B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(16)</td>
<td>(16)</td>
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<td></td>
</tr>
<tr>
<td>MUSC1EA&amp;EB-Music Ensemble 1A &amp; 1B (8+8)</td>
<td>MUSC2EA&amp;EB-Music Ensemble 2A &amp; 2B (8+8) MUSC2KA&amp;KB - Keyboard Studies 1A (or, if exempt, Elective)(16)</td>
<td>Music Ensemble 3A 3B (8+8)</td>
<td></td>
</tr>
<tr>
<td>Approved Language Module (16)</td>
<td>Elective(s) (16)</td>
<td>Electives (48)* (*Must include Keyboard Studies 1B if not exempt and not already passed)</td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

(i) **Students must complete either** Music Theory & Perception 1A, 1B, 2A and 2B or Music Fundamentals 1A and 1B, Introductory Theory and Perception A and B, and Intermediate Theory and Perception A and B.

(ii) **Students who specialise in Performance and Orchestral Performance shall normally choose Electives instead of First Practical Study 3A and First Practical Study 3B. See Note (iii) below.**

(iii) **Keyboard Studies is compulsory for all BMus students except those who are studying piano or pipe organ or who are exempted on the basis of an audition.**

**SPECIALISATIONS**

<table>
<thead>
<tr>
<th>Specialisation</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialisation</td>
<td>2nd Year</td>
<td>3rd Year</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td>MUSC3CY-Composition 1 (32)</td>
<td>MUSC3CY-Composition 2 (32)</td>
</tr>
<tr>
<td><strong>Jazz Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Note:</strong> Students specialising in Jazz Studies must take (MUSC1WA) Jazz Workshop 1A, 1B, 2A, &amp; 2B as electives.</td>
<td>MUSC3JA-Jazz Performance 1A (16)</td>
<td>MUSC3JB-Jazz Performance 1B (16)</td>
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<tr>
<td></td>
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</tr>
<tr>
<td><strong>Music Education</strong></td>
<td>MUSC3MA- Music Education 1A (16)</td>
<td>MUSC3AB- Music Education 1B (16)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Musicology &amp; Ethnomusicology</strong></td>
<td>MUSC3ZA- Musicology &amp; Ethnomusicology 1A (16)</td>
<td>MUSC3RB- Musicology &amp; Ethnomusicology 1B (16)</td>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Specialisation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orchestral Performance</td>
<td>MUSC2OA-Orchestral Performance 1A(16) [replaces Elective(s)]</td>
<td>MUSC3OA-Orchestral Performance 2A(16)</td>
</tr>
<tr>
<td></td>
<td>MUSC2OB-Orchestral Performance 1B(16) [replaces Elective(s)]</td>
<td>MUSC3OB-Orchestral Performance 2B (16)</td>
</tr>
<tr>
<td>Performance</td>
<td>MUSC3XA-Performance 1A (16)</td>
<td>MUSC4XA-Performance 2A (32)</td>
</tr>
<tr>
<td></td>
<td>MUSC3XB-Performance 1B (16)</td>
<td>MUSC4XB-Performance 2B (32)</td>
</tr>
<tr>
<td>Popular Music Studies</td>
<td>MUSC3LA-Electro-Acoustic Music1A(16)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUSC3LB-Electro-Acoustic Music 1B (16)</td>
<td></td>
</tr>
</tbody>
</table>
Notes:

(i) It is recommended that (a) students specialising in Popular Music Studies take Jazz Workshop 1A and 1B as electives, and (b) students specialising in Music Education take Foundations for Music Education A & B.

(ii) Popular Music students who complete First Practical Study 2B have a choice between First Practical Study 3A/B, African Music & Dance 1A/B, or Drama and Performance Studies 101/102.

(iii) Popular Music students who complete African Music and Dance 2B have a choice between African Music and Dance 3A/B, First Practical Study 1A/B, Performance 1A/B or Drama and Performance Studies 101/102.

<table>
<thead>
<tr>
<th>ELECTIVES</th>
<th>MODULE DESCRIPTION</th>
<th>MODULE CODE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC1DA, MUSC1DB</td>
<td>Advanced Musical Studies 1A, 1B</td>
<td></td>
<td>(16 each)</td>
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<tr>
<td>MUSC1AA, MUSC1AB, MUSC2AA, MUSC2AB</td>
<td>African Music and Dance 1A, 1B, 2A, 2B</td>
<td></td>
<td>(16 each)</td>
</tr>
<tr>
<td>MUSC1CA, MUSC1CB, MUSC2CA, MUSC2CB, MUSC3CA, MUSC3CB</td>
<td>Choral Studies 1A, 1B, 2A, 2B, 3A, 3B</td>
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<td>(16 each)</td>
</tr>
<tr>
<td>MUSC3LA, MUSC3LA</td>
<td>Electro-Acoustic Music 1A, 1B</td>
<td></td>
<td>(16 each)</td>
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<tr>
<td>MUSC3LS</td>
<td>Electro-Acoustic Music: Live Sound Reinforcement</td>
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<td>(16 each)</td>
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<tr>
<td>MUSC3DJ</td>
<td>Electro-Acoustic Music: Deejaying</td>
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<td>(16 each)</td>
</tr>
<tr>
<td>MUSC4PB, MUSC4PB</td>
<td>First Practical Study 4A, 4B</td>
<td></td>
<td>(16 each)</td>
</tr>
<tr>
<td>MUSC2MA, MUSC2MB</td>
<td>Foundations for Music Education A, B</td>
<td></td>
<td>(16 each)</td>
</tr>
<tr>
<td>MUSC3IA, MUSC3IB</td>
<td>Instrumental Teaching Method 1A, 1B</td>
<td></td>
<td>(16 each)</td>
</tr>
<tr>
<td>MUSC1WA, MUSC1WB</td>
<td>Jazz Workshop 1A, 1B, 2A, 2B</td>
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<td>(16 each)</td>
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<tr>
<td>MUSC1KA, MUSC1KB, MUSC2KA, MUSC2KB</td>
<td>Keyboard Studies 1A, 1B, 2A, 2B</td>
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<td>(16 each)</td>
</tr>
<tr>
<td>MUSC2GA, MUSC2GB</td>
<td>Languages for Singers A, B</td>
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<td>(16 each)</td>
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</tbody>
</table>
### Bachelor of Social Work

The purpose of the undergraduate Social Work programme is to provide graduates with knowledge, skills, values and competencies for practice in governmental and non-governmental organisations or as private practitioners within urban and/or rural contexts.

#### South African Council for Social Service Professions

From their second year of study all students registered for the Bachelor of Social Work are required to register with the South African Council for Social Service Professions (SACSSP) and are bound by the Council’s regulations. A once-off fee is charged for registration with the Council as a student social worker. Students will be advised of their responsibilities and the fee requirement at the beginning of the second year of study. Students may not undertake any practice course in social work unless they are registered with the SACSSP as student social workers. Failure to comply with this requirement is a criminal offence. It is the students' responsibility to ensure that they are registered with the Council. Students will be required to provide proof of registration with the Council in order to register for the level 3 and 4 practice modules.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code(s)</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Music Ensemble 4A, 4B</td>
<td>MUSC4EA, MUSC4EB</td>
<td>(8 each)</td>
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<tr>
<td>Music Education 1A, 1B</td>
<td>MUSC3MA, MUSC3MB</td>
<td>(16 each)</td>
</tr>
<tr>
<td>Music Theory and Perception 3A, 3B</td>
<td>MUSC3TA, MUSC3TB</td>
<td>(16 each)</td>
</tr>
<tr>
<td>Musicology and Ethnomusicology 1A, 1B</td>
<td>MUSC3ZA, MUSC3ZB</td>
<td>(16 each)</td>
</tr>
<tr>
<td>Orchestral Performance 1A, 1B</td>
<td>MUSC2OA, MUSC2OB</td>
<td>(16 each)</td>
</tr>
<tr>
<td>Second Practical Study 1A, 1B, 2A, 2B, 3A, 3B, 4A, 4B</td>
<td>MUSC1A, MUSC1B, MUSC2S, MUSC2B, MUSC3A, MUSC3B, MUSC4A, MUSC4SB</td>
<td>(16 each)</td>
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<tr>
<td>Short Independent Study A, B</td>
<td>MUSC3YA, MUSC3YB</td>
<td>(16 each)</td>
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(i) **may be admitted to the course at the discretion of the relevant Academic Co-ordinator.**
### Module Structure for Social Work

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cr</th>
<th>Code</th>
<th>Subject</th>
<th>Cr</th>
<th>Code</th>
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<tbody>
<tr>
<td><strong>Semester 1</strong></td>
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<td><strong>Semester 2</strong></td>
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<tr>
<td><strong>LEVEL 1</strong></td>
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<tr>
<td>Introduction to Professional Social Work</td>
<td>16</td>
<td>SOWK113</td>
<td>Fields of Practice and Organisations in Social Work</td>
<td>16</td>
<td>SOWK112</td>
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<tr>
<td><strong>LEVEL 2</strong></td>
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<tr>
<td>Helping Theories in Social Work</td>
<td>16</td>
<td>SOWK203</td>
<td>Child, Youth and Family Centred Work</td>
<td>16</td>
<td>SOWK202</td>
</tr>
<tr>
<td>Working with Individuals and Families</td>
<td>16</td>
<td>SOWK211</td>
<td>Working with Groups</td>
<td>16</td>
<td>SOWK212</td>
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<tr>
<td><strong>LEVEL 3</strong></td>
<td></td>
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<tr>
<td>Engaging Communities in Action</td>
<td>16</td>
<td>SOWK305</td>
<td>Critical Theory &amp; Anti-Oppressive Practice</td>
<td>16</td>
<td>SOWK303</td>
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<td><strong>YEAR MODULE</strong></td>
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<tr>
<td>Social Work Practice 3</td>
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<tr>
<td><strong>LEVEL 4</strong></td>
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<tr>
<td>Advanced Clinical Methods</td>
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<td>SOWK401</td>
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<tr>
<td>Gender, AIDS and Violence</td>
<td>16</td>
<td>SOWK402</td>
<td></td>
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<tr>
<td>Social Policy</td>
<td>16</td>
<td>SOWK403</td>
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<tr>
<td><strong>YEAR MODULES</strong></td>
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<tr>
<td>Advanced Social Work Practice</td>
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<tr>
<td>Research Methods and Research Report</td>
<td>32</td>
<td>SOWK4AP</td>
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### Requirements for the Degree

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<thead>
<tr>
<th>Level 1</th>
<th>SOWK102, SOWK103, SOWK112, SOWK113</th>
<th>64CPS</th>
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<tbody>
<tr>
<td></td>
<td>2nd Major – Level 1 (First and Second Semester)</td>
<td>32CPS</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>48CPS</td>
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<tr>
<td><strong>TOTAL LEVEL 1</strong></td>
<td></td>
<td><strong>144CPS</strong></td>
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<tr>
<td>Level 2</td>
<td>SOWK202, SOWK203, SOWK211, SOWK212</td>
<td>64CPS</td>
</tr>
<tr>
<td></td>
<td>2nd Major – Level 2 (First and Second Semester)</td>
<td>32CPS</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>32CPS</td>
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<tr>
<td><strong>TOTAL LEVEL 2</strong></td>
<td></td>
<td><strong>128CPS</strong></td>
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<tr>
<td>Level 3</td>
<td>SOWK303, SOWK305</td>
<td>32CPS</td>
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<tr>
<td></td>
<td>SOWK320 (Social Work Practice 3)</td>
<td>32CPS</td>
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<tr>
<td></td>
<td>2nd Major – Level 3 (First and Second Semester)</td>
<td>64CPS</td>
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<tr>
<td><strong>TOTAL LEVEL 3</strong></td>
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<td><strong>128CPS</strong></td>
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<tr>
<td>Level 4</td>
<td>SOWK401, SOWK402, SOWK403</td>
<td>48CPS</td>
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<tr>
<td></td>
<td>SOWK4AP (Advanced Social Work Practice)</td>
<td>48CPS</td>
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<tr>
<td></td>
<td>SOWK4RP (Research Methods and Research Report)</td>
<td>32CPS</td>
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<tr>
<td><strong>TOTAL LEVEL 4</strong></td>
<td></td>
<td><strong>128CPS</strong></td>
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<tr>
<td><strong>TOTAL DEGREE</strong></td>
<td></td>
<td><strong>528CPS</strong></td>
</tr>
</tbody>
</table>
The second major and electives may come from the following list:
- Anthropology
- Community Development
- Criminology and Forensic Studies
- Psychology
- Sociology

Recommended electives can come from any of the above disciplines, as well as:
- Any IsiZulu language module (for non-IsiZulu speakers only) OR,
- Academic Learning in English OR,
- Computer Literacy OR,
- Any modules approved by the Academic Leader.

RULES FOR POSTGRADUATE DEGREES, CERTIFICATES AND DIPLOMAS

The College of Humanities is a large and diverse college that is home to a great number of disciplines and postgraduate offerings. The ready-reference section that follows is intended to facilitate your navigation through the plethora of modules on offer. The section is arranged alphabetically by discipline.

A more detailed description of each discipline’s module offerings will be found elsewhere. The disciplines were asked to provide the most comprehensive listings possible. It goes without saying, however, that not every one of the offerings listed by the disciplines will necessarily be available every year. Some will not be - normally as a consequence of non-availability of staff and/or lack of student interest. Naturally, disciplines reserve the right to add or withdraw offerings from time to time.

A Key to the Postgraduate Module Codes

We use a coding system consisting of nine characters that is used as follows:

The first four characters are alphabetical and identify the discipline: e.g. CLAS stands for Classics.
- The fifth character is numerical and identifies the level of the offering:
  6 refers to a Postgraduate Diploma
  7 refers to Honours level
  8 refers to Masters level
  9 refers to Doctoral level
- The next two characters may be either numerical or alphabetical.
  If they are numerical they are a taught-course descriptor: e.g. the 02 in CMDV602HC
refers to the taught module “Ethical Issues and Social Responsibility”, a taught module in the Diploma programme offered by the discipline of Community Development.

If the sixth and seventh characters are alphabetical, they are ordinarily a research descriptor: e.g. the RP in AHIS7RPP2 refers to an Honours level Research Paper (or Project) forming part of the Art History Honours programme. Similarly, the SD in DEVS8SDHC refers to the Short Dissertation forming part of the taught Masters programme in Development Studies.

At the Honours level, there are two Research options:
RP: A project or paper of approx. 7000 words (approx. 24 pages) counting 32 credits.
RZ: A project of approx. 3500 words (approx. 12 pages) counting 16 credits.

At the Masters level, three Research options are available:
MD (192C): the full Masters dissertation (Masters by dissertation only). This entails the writing of a dissertation of approx. 40 000 words (approx. 135 pages).
CD (128C): Coursework Dissertation. This is a document of approx. 27 000 words (approx. 90 pages).
SD (96C): Short Dissertation. This is a document of approx. 20 000 words (approx. 68 pages).

The Doctoral Thesis is coded DO. This research undertaking should be approximately 80 000 words long (approx. 270 pages). It carries a credit value of 384 credits.

The eighth character is a location designator: H stands for Howard College, P for Pietermaritzburg, W for Westville. Sometimes you will come across a configuration that includes both an H and a P, for example: AFRN724HC PC. What this signals is that the module in question (here the Afrikaans/Nederlands Honours module “Jeugliteratuur”) is offered on both the Howard College and Pietermaritzburg campuses.

The ninth and last character is an academic-session designator. Accordingly, 1 stands for the first semester, 2 for the second. C stands for Choice: in other words, the module could run in either semester. B stands for Both semesters, and ordinarily appears in the Research codes. Y stands for Year and refers to a taught module extending over both semesters. (Apart from a few exceptions that extend over both semesters, taught modules are organised on either a semester-long (ordinarily 13 week) or quarter-long (ordinarily 6/7 week) basis. Typically, a semester-long taught module forms part of a larger semester- based structure, while a quarter-long taught module forms part of a larger quarter-based structure. Whether a module extends over a semester or over a quarter has no necessary bearing upon its credit value.)
POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

The last enrolment date for first time entering students into the old PGCE is 31 December 2018. The old PGCE will be phased out in 2018. Pipeline students in the old PGCE will be allowed until 2020 to complete their degree.

HUM-PGC1: Admission
A candidate may apply for selection provided they have obtained a relevant bachelor degree, or an equivalent qualification approved by Senate as suitable for School teaching in the Foundation, Senior and Further Education phases of Schooling. Total credits for the Postgraduate Certificate in Education are 128.

HUM-PGC2 Prohibition of registration for modules
Students may only register for modules as indicated in the curriculum.

HUM-PGC3 Curriculum
(1) Candidates must register for one of the following specialisations:
(2) Further Education and Training (FET)
   Senior Phase of General Education and FET
   Senior Phase of General Education and Training
   Foundation Phase of General Education and Training
(3) All candidates must complete all of the following modules
   EDPD610 Education and Professional Development 610 (16C)
   EDPD620 Education and Professional Development 620 (16C)
   EDPD630 Education and Professional Development 630 (16C)
   EDTP601 School Experience 610 (16C)
   EDTP602 School Experience 620 (16C)
(4) Candidates who register for the Further Education and Training specialisation must complete one of the following combinations:
   Combination A:
   (i) Two Teaching Subject specialisation (FET) modules for which a minimum of 64 credits (with at least 32 credits at NQF level 6) have previously been obtained in an undergraduate degree AND
   (ii) one other appropriate module at NQF level 5 or higher, with the permission of the Dean and Head of School.
   Combination B:
   (i) One Teaching Subject specialisation (FET) module for which a minimum of 64
(ii) credits (with at least 32 credits at NQF level 6) have previously been obtained in an undergraduate degree;

(iii) one Learning Area studies (GET) module AND

(iv) one other appropriate module at NQF level 5 or higher, with the permission of the Dean.

(5) Candidates who register for the **Senior Phase of General Education and Training and FET** specialisation must complete:

(i) one Teaching Subject specialisation (FET) module for which a minimum of 64 credits (with at least 32 credits at NQF level 6) have previously been obtained in an undergraduate degree;

(ii) one Learning Area studies (GET) module (in Mathematics, Natural Sciences or Technology), and

(iii) one other module from the list of electives below. With the permission of the Dean and Head of School, the candidate may replace this elective with another appropriate module at NQF level 5 or higher.

(1) Candidates who register for the **Senior Phase of General Education and Training** specialisation must complete:

(i) one Learning Area Studies (GET) module (in Mathematics, Natural Sciences or Technology), and

(ii) two Learning Area Studies (GET) modules congruent with the learning area for which a minimum of 32 credits at NQF level 5 have previously been obtained in an undergraduate degree.

(2) Candidates who register for the **Foundation Phase of General Education and Training** specialisation must complete the following three modules:

- EDES601 Numeracy for Foundation Phase (16C)
- EDES602 Literacy for Foundation Phase (16C)
- EDES603 Life Skills for Foundation Phase (16C)

(3) Elective Modules

**Learning Area Studies Modules**

- EDAR604 Arts and Culture Learning Area Studies (16C)
- EDBU605 Economics and Management Sciences Learning Area Studies (16C)
- EDLE604 Languages Learning Area Studies (16C)
- EDLF604 Life Orientation Learning Area Studies (16C)
- EDMA606 Mathematics Learning Area Studies (16C)
- EDNS604 Natural Sciences Learning Area Studies (16C)
- EDSS604 Social Sciences Learning Area Studies (16C)
- EDTE604 Technology Learning Area Studies (16C)

**Teaching Specialisation Modules**

- EDAC604 Accounting Teaching 401 (16C)
- EDAF605 Afrikaans (B) Teaching 401 (16C)
EDBS604  Biology/ Life Sciences Teaching 401 (16C)
EDBU604  Business Economics Teaching 401 (16C)
EDBU606  Economics Teaching 401 (16C)
EDCM604  Computer Science/ Information Technology Teaching 401 (16C)
EDDR604  Drama Teaching 401 (16C)
EDEN604  English (A) Teaching 401 (16C)
EDGG604  Geography Teaching 401 (16C)
EDHS604  History Teaching 401 (16C)
EDMA604  Mathematics Teaching 401 (16)
EDPD654  Agricultural Science Teaching 401(16C)
EDPD657  Music Teaching 401(16)
EDPD658  Visual Art/Fine Art Teaching 401(16)
EDPS604  Physical Sciences Teaching 401 (16C)
EDSP604  Sport Science Teaching 401(16)
EDTD604  Technical Drawing Teaching 401 (16C)
EDTT604  Travel and Tourism Teaching 401(16C)
EDZU604  Zulu (A) Teaching 401 (16C)
EDZU605  Zulu (B) Teaching 401 (16C)

Extension Studies
EDSJ600  Cross Curriculum Studies (16)

**HUM-PGC4 Progression**

1. Students who, by virtue of their conduct are found to have contravened the Code of Professional Ethics of the South African Council of Educators shall be excluded from further study towards the PGCE qualification, save, prior that the student shall be given the opportunity to be heard.

2. Students who do not demonstrate a level of competence which, in accordance with criteria approved by Board would enable them to practice as an educator, may be excluded from further study towards the PGCE qualification, save, prior that the student shall be given the opportunity to be heard.

**HUM-PGC5 Award of the PGCE with distinction**

The Certificate may be awarded with distinction if a student:

1. completes all the requirements for the Certificate in the minimum time,
2. obtains a credit weighted average of 75%;
3. achieves at least 75% in EDTP620
POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

HUM-PGC 1 Admission
A student may apply for selection provided they have obtained a relevant bachelor’s degree, or an equivalent qualification approved by Senate as suitable for School teaching in the Senior Phase and Further Education and Training Phase of Schooling. Total credits for the Postgraduate Certificate in Education are 128.

The minimum entry qualification into a Postgraduate Certificate in Education is an approved undergraduate Bachelor’s degree (NQF Level 7 or 8), which includes appropriate and sufficient academic subject content knowledge to teach school subjects for a particular phase of schooling. The basic qualification should include at least 24 credits at Level 6 for teaching a Senior Phase subject specialisation and 48 credits (at least 24 credits at NQF Level 7) to teach a Further Education and Training subject specialisation.

HUM-PGC2 Prohibition of registration for modules
Students may only register for modules as indicated in the curriculum.

HUM-PGC3 Curriculum

1. Students must register for one of the following specialisations:
   1.1 PGCE Further Education and Training Teaching (Grades 10 -12)
   1.2 PGCE Senior Phase and Further Education and Training Teaching (Grades 7 -12)

2. All students must complete ALL the following modules:
   a) Education Studies: Teaching, Learning and Contexts (16 C)
   b) Education Studies: Curriculum and Policy (16C)
   c) School Experience 701 (16 C)
   d) School Experience 702 (16 C)
   e) Students must obtain an endorsement for language competence in teaching through the medium of English and must obtain an endorsement for conversational competence in one other of the official languages of South Africa. The language achievements in the undergraduate degree and the Matriculation examination will be used to determine these endorsements.
   f) Students must demonstrate competence in the use of Computers.

3. Students who register for the Further Education and Training Teaching specialisation need to qualify for TWO FET Teaching Specialisations from the list of approved FET Teaching Specialisations in Table 1.

<table>
<thead>
<tr>
<th>FET TEACHING SPECIALISATION</th>
<th>SPECIALISATION MODULES (16cr each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Teaching</td>
<td>Accounting Teaching 701</td>
</tr>
<tr>
<td></td>
<td>Accounting Teaching 702</td>
</tr>
<tr>
<td>Afrikaans Home Language Teaching</td>
<td>Afrikaans Home Language Teaching 701 for FET</td>
</tr>
<tr>
<td></td>
<td>Afrikaans Home Language Teaching 702 for FET</td>
</tr>
<tr>
<td>Afrikaans First Additional Language Teaching</td>
<td>Afrikaans First Additional Language Teaching 701 for FET</td>
</tr>
<tr>
<td></td>
<td>Afrikaans First Additional Language Teaching 702 for FET</td>
</tr>
<tr>
<td>Humanities</td>
<td>Business Studies Teaching</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Computer Application Technology Teaching</td>
<td>Computer Application Technology Teaching</td>
</tr>
<tr>
<td>Dramatic Arts Teaching</td>
<td>Dramatic Arts Teaching</td>
</tr>
<tr>
<td>Economics Teaching</td>
<td>Economics Teaching</td>
</tr>
<tr>
<td>English Home Language Teaching</td>
<td>English Home Language Teaching</td>
</tr>
<tr>
<td>English First Additional Language Teaching</td>
<td>English First Additional Language Teaching</td>
</tr>
<tr>
<td>Geography Teaching</td>
<td>Geography Teaching</td>
</tr>
<tr>
<td>History Teaching</td>
<td>History Teaching</td>
</tr>
<tr>
<td>Information Technology Teaching</td>
<td>Information Technology Teaching</td>
</tr>
<tr>
<td>isiZulu Home Language Teaching</td>
<td>isiZulu Home Language Teaching</td>
</tr>
<tr>
<td>isiZulu First Additional Language Teaching</td>
<td>isiZulu First Additional Language Teaching</td>
</tr>
<tr>
<td>Life Sciences Teaching</td>
<td>Life Sciences Teaching</td>
</tr>
<tr>
<td>Life Orientation Teaching</td>
<td>Life Orientation Teaching</td>
</tr>
<tr>
<td>Mathematical Literacy Teaching</td>
<td>Mathematical Literacy Teaching</td>
</tr>
<tr>
<td>Mathematics Teaching FET</td>
<td>Mathematics Teaching FET</td>
</tr>
<tr>
<td>Music Teaching</td>
<td>Music Teaching</td>
</tr>
<tr>
<td>Physical Sciences Teaching</td>
<td>Physical Sciences Teaching</td>
</tr>
</tbody>
</table>
4. Students who register for the **Senior Phase and Further Ed Education and Training Teaching** specialisation need to qualify for **ONE FET** Teaching Specialisation from the list of approved FET Teaching Specialisations in Table 1 and **ONE SP** Teaching Specialisation from the list of approved SP Teaching Specialisations in Table 2 below.

**TABLE 2. List of approved Senior Phase Teaching Specialisations (ELECTIVE)**

<table>
<thead>
<tr>
<th>SP TEACHING SPECIALISATION</th>
<th>SPECIALISATION MODULES (16cr each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afrikaans Home Language Teaching SP</td>
<td>Afrikaans Home Language Teaching SP 701</td>
</tr>
<tr>
<td></td>
<td>Afrikaans Home Language Teaching SP 702</td>
</tr>
<tr>
<td>Afrikaans First Additional Language Teaching SP</td>
<td>Afrikaans First Additional Language Teaching SP 701</td>
</tr>
<tr>
<td></td>
<td>Afrikaans First Additional Language Teaching SP 702</td>
</tr>
<tr>
<td>Creative Arts Teaching</td>
<td>Creative Arts Teaching 701</td>
</tr>
<tr>
<td></td>
<td>Creative Arts Teaching 702</td>
</tr>
<tr>
<td>Economic Management Sciences Teaching</td>
<td>Economic Management Sciences Teaching 701</td>
</tr>
<tr>
<td></td>
<td>Economic Management Sciences Teaching 702</td>
</tr>
<tr>
<td>English Home Language Teaching SP</td>
<td>English Home Language Teaching SP 701</td>
</tr>
<tr>
<td></td>
<td>English Home Language Teaching SP 702</td>
</tr>
<tr>
<td>English First Additional Language Teaching SP</td>
<td>English First Additional Language Teaching SP 701</td>
</tr>
<tr>
<td></td>
<td>English First Additional Language Teaching SP 702</td>
</tr>
<tr>
<td>isiZulu Home Language Teaching SP</td>
<td>isiZulu Home Language Teaching SP 701</td>
</tr>
<tr>
<td></td>
<td>isiZulu Home Language Teaching SP 702</td>
</tr>
<tr>
<td>isiZulu First Additional Language Teaching SP</td>
<td>isiZulu First Additional Language Teaching SP 701</td>
</tr>
<tr>
<td></td>
<td>isiZulu First Additional Language Teaching SP 702</td>
</tr>
<tr>
<td>Mathematics Teaching SP</td>
<td>Mathematics Teaching SP 701</td>
</tr>
<tr>
<td></td>
<td>Mathematics Teaching SP 702</td>
</tr>
<tr>
<td>Natural Sciences Teaching</td>
<td>Natural Sciences Teaching 701</td>
</tr>
<tr>
<td></td>
<td>Natural Sciences Teaching 702</td>
</tr>
<tr>
<td>Social Sciences Teaching</td>
<td>Social Sciences Teaching 701</td>
</tr>
<tr>
<td></td>
<td>Social Sciences Teaching 701</td>
</tr>
</tbody>
</table>
Progression rules for the PGCE Further Education and Training (PGCE FET) and Senior Phase and Further Education and Training (PGCE SPFET) Teaching Programme

a) Students who, by virtue of their conduct are found to have contravened the Code of Professional Ethics of the South African Council of Educators shall be excluded from further study towards the PGCE qualification. Prior to such exclusion the student shall be given the opportunity to be heard.

b) Students who do not demonstrate a level of competence which, in accordance with criteria approved by Board would enable them to practice as an educator, may be excluded from further study towards the PGCE qualification. Prior to such exclusion the student shall be given the opportunity to be heard.

POSTGRADUATE DIPLOMAS

Unless otherwise stated, these qualifications have a minimum of 128 credits

HUM-PDG1: Admission

Students shall be eligible to apply for selection to register for a Postgraduate Diploma if they:
(a) have previously been awarded a Bachelor’s Degree or
(b) have a professional qualification, practical experience or other qualification acceptable to Senate.

1. Community Development (Howard College)

Offered in 2019

The Postgraduate Diploma in Social Science offers a foundation for understanding contemporary issues in Community Development. The course will broaden the experience of people in community development practice who work in such specific areas as health education, worker education, environmental education and training, rural development and local government, agriculture, public works programmes, etc. It will empower students to function effectively and expand their knowledge in a rapidly changing micro and macro development environment.

Core Modules
CMDV609 Principles of Community Development (32C)
CMDV612 Research Design 1 (16)
CMDV613 Research Methods 1 (16)
CMDV605 Independent Study: Community Development (32C)

Electives
CMDV601 Advanced Community Economic Development (16C)
CMDV602 Ethical Issues and Social Responsibility (16C)
CMDV606 Power, Participation and Social Change (16C)
CMDV607 Major Issues in Community Development (16C)
CMDV611 Project Management and Sustainability (16C)
2. Child Protection in Emergencies

Child protection in emergencies is a distinct but integral part of the broader child protection sector. The Post graduate Diploma in Child Protection in Emergencies was developed through close collaboration and support from international agencies such as Unicef, Child Protection Working Group (CPWG), and various relevant practitioner partners. Like health, education and other social welfare responses, child protection in emergencies is a sector with professional standards, ethics and practices developed from many years of practice and informed by many disciplines, such as international law, psychology, child development, gender studies, anthropology, sociology, international relations and political studies.

The diploma aims to introduce students to the humanitarian sector, as well as enhance knowledge and skills for those already working in the sector.

The diploma is an 18 month part-time programme which utilizes distance learning methodology. The programme is credit-based (128 credits in total). All modules are compulsory.

<table>
<thead>
<tr>
<th>Module</th>
<th>Form</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles in Child Protection in Emergencies</td>
<td>Distance</td>
<td>16</td>
</tr>
<tr>
<td>Theoretical Foundations in CPiE</td>
<td>Residential</td>
<td>32</td>
</tr>
<tr>
<td>Research Methods in CPiE</td>
<td>Distance</td>
<td>16</td>
</tr>
<tr>
<td>Project Planning in CPiE</td>
<td>Distance</td>
<td>16</td>
</tr>
<tr>
<td>Management and Coordination in CPiE</td>
<td>Distance</td>
<td>16</td>
</tr>
<tr>
<td>Service Placement in CPiE</td>
<td>Placement</td>
<td>32</td>
</tr>
</tbody>
</table>

3. Fine Arts (Pietermaritzburg)

**HUM-PDFA1: Admission**

Students doing the Postgraduate Diploma in Fine Arts create a body of practical work, assessed over two semesters. No written research project is required. Students shall be eligible to apply for this qualification if they have previously been awarded a relevant Bachelor’s Degree, or have relevant practical experience, or another qualification acceptable to Senate.

<table>
<thead>
<tr>
<th>Core Module</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIAR601</td>
<td>Studio Specialisation A (64C)</td>
</tr>
<tr>
<td>FIAR602</td>
<td>Studio Specialisation B (64C)</td>
</tr>
</tbody>
</table>
4. Higher Education

The programme is intended to contribute to the professional development of practitioners in Higher Education with particular reference to teaching and learning. It serves to promote deep reflection and conscious, ethical practice by such staff through interrogation of current research, theories and discourses of Higher Education.

Each module offers 16 credits to the 128 credit programme. Thus the three core modules must be supplemented by five elective modules.

The modules are:

Core Modules:
- EDHE610 Higher Education Context and Policy (16C)
- EDHE611 Researching in Higher Education (16C)
- EDHE620 Practice, Reflection & Portfolio Development in Higher Education (16C)

Electives
- EDHE621 Diversity and the Student in Higher Education (16C)
- EDHE630 Designing and Evaluating Curricula in Higher Education (16C)
- EDHE631 Teaching and Learning in Higher Education (16C)
- EDHE640 Assessing Learning in Higher Education (16C)
- EDHE641 Technology for higher education pedagogy (16C)
- EDHE612 Supervising Research in Higher Education (16C)

One elective in the list may be substituted by an equivalent and relevant postgraduate module offered within this College or another subject to approval of the Head of Discipline or Dean of School and to the maximum value of 16 credits.

5. Information Studies (Pietermaritzburg)

The aim of the Programme (Post-graduate Diploma in Information Studies) is to provide appropriate and academically excellent education at the postgraduate level in Library and Information Studies (LIS). The Programme addresses the need for knowledge and skills in information management and information storage and retrieval in a variety of situations, as well as in information literacy, information and communication technology, and records and archives management. This qualification is made up of a minimum of 128 credits.

Students must complete the following eight modules:
- LIIS610 Descriptive Cataloguing (16C)
- LIIS642 Records Management (16C)
- LIIS643 Information Behaviour and Ethics (16C)
- LIIS644 Digital Libraries and Repositories (16C)
- LIIS645 Management of Information and Archival Agencies (16C)
- LIIS652 Information Searching and Retrieval (16C)
- LIIS660 Subject Analysis (16C)
- LIIS690 Research Methodology for Information Professionals (16C)
Students without previous practical experience in an approved Library must complete a Fieldwork and Placement component.

6. Museology (Pietermaritzburg)

HUM-PDM1 Admission
To be eligible to apply for selection to register for the qualification of Postgraduate Diploma in Museology, candidates must have completed a major in a field relevant to museum work.

HUM-PDM2: Curriculum Requirements and Duration
Students shall complete five modules at Level 600 (160 credits).

Core Modules
- MUSM601 Museum Studies: History and Philosophy (32C)
- MUSM602 Museum Studies: Collection Management (32C)
- MUSM603 Museum Studies: Museums and the Public
- (32C) MUSM604 Museum Studies: Preventive Conservation
- (32C) MUSM605 Museum Studies: Internship (32C)

5. Records and Archival Management (Pietermaritzburg)

The aim of the Programme (Postgraduate Diploma in Records and Archival Management) is to provide appropriate and academically excellent education at the postgraduate level. The Programme addresses the need for knowledge and skills in records and archival management that ensure the proper creation of various formats of records, their maintenance, use and disposal to achieve efficient, transparent and accountable governance of institutions. In addition, issues related to the preservation and conservation of vital records that are transferred to the archive for permanent preservation are addressed. This qualification is made up of a minimum of 128 credits.

Students must complete the following eight modules:

Core Modules
- LIIS642 Records Management (16C)
- LIIS644 Digital Libraries and Repositories (16C)
- LIIS645 Management of Information and Archival Agencies (16C)
- LIIS652 Information Searching and Retrieval (16C)
- LIIS682 Archival Administration (16C)
- LIIS683 Preservation and Conservation (16C)
- LIIS684 Managing Electronic and Audio-visual Resources (16C)
- LIIS690 Research Methodology for Information Professionals (16C)

Additionally, candidates without previous practical experience in an approved Facility must complete a Fieldwork and Placement component.
Students without previous practical experience in an approved Records and Archival Centre must complete a Fieldwork and Placement component.

7. Psychological Counselling (Pietermaritzburg)

The primary purpose of the Postgraduate Diploma in Psychological Counselling is to enable working professionals, particularly those working with children and youth, to undertake advanced reflection and development by means of a systematic survey of current thinking, practice and research methods in an area of specialisation.

The PGDip aims to equip learners with a level of knowledge and skills which will enable registration with the Professional Board of Psychology of the Health Professional Council of South Africa as Psychological Counsellors, including those who may have taken the BA/BSc as a first degree.

Students shall complete the following modules:

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC621</td>
<td>Fundamentals of Psychological Assessment</td>
<td>16C</td>
</tr>
<tr>
<td>PSYC622</td>
<td>Community Interventions</td>
<td>16C</td>
</tr>
<tr>
<td>PSYC623</td>
<td>Counselling Psychology: Theory and Practicum</td>
<td>32C</td>
</tr>
<tr>
<td>PSYC624</td>
<td>Development Psychology and Applied Psychopathology</td>
<td>16C</td>
</tr>
<tr>
<td>PSYC6RM</td>
<td>Postgraduate Diploma: Research Methods</td>
<td>16C</td>
</tr>
<tr>
<td>PSYC6RS</td>
<td>Short Research Project</td>
<td>32C</td>
</tr>
</tbody>
</table>

Entrance: Undergraduate degree with Psychology major or equivalent and relevant experience. Subject to selection procedure.
RULES FOR HONOURS DEGREES

Bachelor of Arts Honours

HUM-BAH1 Admission Criteria:
A minimum of 50% average across all modules of the major at level 3 is required for an application to an Honours degree. Many disciplines have limited capacity and practice a competitive selection through which places will be allocated on the basis of high academic achievement as well as considerations of equity. Some disciplines may require a portfolio of work as a prerequisite for selection. These qualifications require a minimum of 128 credits. This is a one-year coursework programme with research project component.

1. Applied Language Studies (Pietermaritzburg)
The postgraduate programmes in Applied Language Studies offers training in applied linguistics, psycholinguistics, sociolinguistics, discourse analysis and language learning and teaching theory.

Core Modules
- APLS710 Research Methods in Applied Linguistics (32C)

Electives
- APLS711 Advanced Academic Communication (Science) (16C)
- APLS712 Advanced Academic Communication (General) (16C)
- APLS721 Literacy in Society (32C)
- APLS740 Applied Linguistics in the Classroom (32C)
- APLS741 Language Education in South Africa (32C)
- APLS742 Sociolinguistics and Language Teaching (32C)
- APLS743 Psycholinguistics and the Classroom (32C)
- APLS745 Language Learning and Teaching Theory (32C)
- APLS750 Discourse as Social Practice (32C)

Research
- APLS7RP Honours Project: Applied Language Studies (32C)
2. Art History

Core module
AHIS7RP Research Project: Art History (32C)

Electives
AHIS720 Issues in Art and Art Theory (32C)
AHIS730 Issues in Art and Visual Culture (I)
(32C) AHIS740 Selected Issues in Art History (32C)
AHIS741 African Art and Culture (32C)
AHIS750 Issues in Art and Visual Culture (II)
(32C) AHIS770 Special Topics in Art History (32C)

3. Classics (Classical Civilisation / Greek / Latin)

The postgraduate programmes in Classics offer students an introduction to research in Classics. Students must normally have a major in Classics (Classical Civilisation/Latin/Greek) in the Bachelor’s degree to enter the programme. However, students from other disciplines may take up to 64 credits in the Classics Honours programme as electives towards the degree in their core discipline. In addition to all core modules and the research project, students must choose any two electives.

Core Modules
CLAS701 Research Methodology in Classics (32C)
CLAS703 Classical Languages A (16C)
CLAS704 Classical Languages B (16C)

Electives (select any two of the list below)
CLAS705 Literature (Greek or Latin Author) 1 (16C)
CLAS707 Literature (Greek or Latin Genre) 1 (16C)
CLAS709 Classical Archaeology 1 (16C)
CLAS711 Ancient History 1 (16C)
CLAS713 Ancient Philosophy 1 (16C)
CLAS715 Comparative Culture 1 (16C)

Research
CLAS7RP Research Project: Classics (32C)
### 4. Conflict Transformation and Peace Studies (Howard College)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTPS701 Issues and Themes in Peace Studies (16C)</td>
<td>CTPS706 Recovering from Conflict (16C)</td>
</tr>
<tr>
<td>CTPS703 Theory and Practice of Conflict Transformation (16)</td>
<td>CTPS7RP Research Project in Conflict Transformation and Peace Studies</td>
</tr>
<tr>
<td>CTPS708 Research Methods in Conflict Transformation (16C)</td>
<td>POLS710 Selected Readings 1: Political Science (16)</td>
</tr>
<tr>
<td>POLS714 Ethics of Conflict, Diplomacy and Peace (16C)</td>
<td></td>
</tr>
</tbody>
</table>

### 5. Culture and Heritage Tourism (Howard College)

The BA Honours in Tourism is designed to provide specialised in-depth knowledge of the tourism industry and cultural heritage sector, impart advance research skills and analytical skills based on a thorough understanding of critical concepts and theoretical framework. This will enable success candidates to become specialist and competent experts in the tourism and heritage sector, who can not only conduct, but in fact provide leadership in such crucial areas as policy formulation, impact assessment, research, development, strategic analysis and planning. The BA Honours is offered on the Howard College Campus and the following modules are required:

#### Core Modules
- **CTHM701** Representation of Culture and Heritage in Tourism (32C)
- **CTHM702** Sustainable Tourism Development (32C)
- **CTHM703** Principles of Tourism Management (16C)
- **CTHM7RP** Postgraduate Research Project (32C)

#### Electives
- Students must complete one elective of at least 16C. The following modules are options, but students should preferably elect modules that build up on their undergraduate electives.
  - **ANTH701** Local knowledge and Sustainable Development (16C)
  - **ANTH707** Globalisation, Migrancy and Diaspora Studies (16C)
  - **CMDV708** Systems and Processes in Community Development
  - **CMDV709** Principles of Community Development
  - **IOLS702** Theories and Concept for the World of Work (16C)
  - **PPOL702** Democracy and Public Policy in South Africa (32C)
  - **POLS703** Political Communication: Mediated Democracies (32C)
  - **RSTR709** African Religion and Culture in Southern Africa (16C)
  - **SOCY707** Rural Studies, Gender and Development (32C)
6. Digital Arts (PMB)

This programme aims to teach and develop specialized skills and knowledge within the Digital Arts at a postgraduate level. Emphasis will be on equipping students with specialised critical knowledge of and practical skills in Digital media production.

**Core Modules**
- DIGA701P1 Studio Practices in Digital Art (32C) (compulsory)
- DIGA702P2 Studio Specialisation in Digital Art (32C) (compulsory)
- DIGA710P1 Critical Methodologies in the Digital Arts (32C) (compulsory)
- DIGA7RPP2 Digital Arts Research Project (32)

7. Drama and Performance Studies (Howard College & Pietermaritzburg)

At the postgraduate level of Drama and Performance Studies, students investigate and propose apposite paradigms to research and theorise the local cultural/performance polysystem as well as the global context, and experience the dialectical interrelationship between theory and practice through the production and analysis of performance forms.

**Howard College**

**Core Modules (Theatre Studies Specialisation)**
- DRAM703 Directing - and the Actor (32C)
- DRAM704 Acting - and the Director (32C)

**Core Modules (Dance Studies Specialisation)**
- DRAM708 Contemporary Dance - History and Aesthetics (32C)
- DRAM709 Dance in Education (32C)

**Core Module (Applied Theatre Specialisation)**
- DRAM713 The Politics of Performance (32C)
- DRAM714 Theatre of Debate: Creating Community Dialogue (32C)

**Core Module (Research)**
- DRAM7RP Honours Research Paper: Drama and Performance Studies (32C)

**Electives**
The core modules of any one of the above specialisations qualify as **elective** modules for the other two specialisations.

**Pietermaritzburg**

**Core Module (Research)**
- DRAM7RP Honours Research Paper: Drama and Performance Studies (32C)

**Electives**
- DRAM720 Topics in Theatre Studies (32C)
- DRAM721 Applied Participatory Drama (32C)
- DRAM722 Performance Studies (32C)
- DRAM770 Special Topics in Drama (32C)
8. Economic History (Howard College)

The Honours programme has a strong emphasis on South Africa, Africa and development issues. Modules focus on giving students a broad general introduction to a field of interest, as well as reflecting the research interests of staff. Students may proceed to Masters programmes in the fields of Economic History, Development Studies and Planning.

Core Module

SOCY700 Research Design, Methods and Analysis (32C)

ECHS7RP Research Paper: Economic History (32C)

Electives

ECHS703 Labour, Agriculture and Rural Development (32C)
ECHS704 African Economic History (32C)

9. English Studies (Howard College & Pietermaritzburg)

This postgraduate programme covers the rise of English Studies as a discipline, both in South Africa and worldwide. The course modules are designed to introduce higher-level students to the various historical movements and critical discourses that have shaped the subject of English, as we know it today, and to stimulate their research interests. In addition to considering different literary forms of the past in their contexts, the modules also focus on theoretical issues around the production of literary and non-literary cultural texts.

These include the politics of gender in Western European and African writing, and the responses to colonisation in the so-called new ‘englishes’ of the postcolonial world. The importance is recognised, too, of new areas of critical concern for English studies that have emerged in recent years, such as orality, the expression of identity in terms of mass and popular culture.

(Howard College) Electives- (dependent on Staff Availability)

ENGL701 Renaissance and Cultural Politics 1/2 (32C)
ENGL704 Modern and Postmodern Texts 1/2 (32C)
ENGL705 Mediating South African Identities 1/2 (32C)
ENGL706 SA Literature and Landscape 1/2 (32C)
ENGL710 Special Topics: Literary and Cultural Studies 1/2 (32C)
ENGL711 Gender and Writing 1/2 (32C)
ENGL712 Creative Writing 1/2 (32C)
ENGL713 Autobiography and Identity 1/2 (32C)
ENGL714 Critical Theory 1/2 (32C) (Highly recommended for students wishing to pursue their studies beyond Honours level.
ENGL716 Writing across Worlds 1/2 (32C)
TRIC702 Intercultural Communication and Translation 1/2 (32C)
10. **Applied Ethics (Pietermaritzburg)**

The programme provides a bridge between broad and trans-disciplinary topics covered in the undergraduate curriculum and the focused research that is required of an Applied Ethics scholar.

The purpose is to introduce students to a variety of different methodological approaches to Applied Ethics, which will prepare students for research based postgraduate study. The modules on offer will serve to consolidate and deepen students’ expertise in Applied Ethics as well as develop research skills and opportunities for a high level of theoretical engagement and intellectual independence.

**Core modules**
- ETHS703 Comparative and Applied Ethics (32C)
- ETHS704 African Feminist Ethics (16C)
- ETHS705 Development Ethics (16C)
- ETHS706 Alternative Methods and Approaches in Applied Ethics (16C)

**Electives (select one from the list below)**
- ETHS707 Environmental Ethics: An African Perspective (16C)
- ETHS708 Ethical Issues in African Indigenous Knowledge Systems (16C)

**Research**
- ETHS7RP Research Paper (32C)

11. **Fine Art (Pietermaritzburg)**

**Core Modules**
- FIAR701 Studio Specialisation A (32C)
- FIAR702 Studio Specialisation B (64C)
- FIAR703 Honours Research Paper: Fine Art (32C)
12. **French (Howard College & Pietermaritzburg)**

*From January 2018 French Honours will be consolidated in Pietermaritzburg*

The programme offered in French aims to train and qualify students to work professionally with language and/or literature at an advanced level. In the context of globalisation on this continent, where French is widely spoken, the French Programme offers students a particular vocational path and equips them to become active players in the fields of literature, diplomacy, tourism and business.

**Electives**

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>FREN708</td>
<td>Culture Littéraire (32C)</td>
</tr>
<tr>
<td>FREN710</td>
<td>Teaching Internship (32C)</td>
</tr>
<tr>
<td>FREN720</td>
<td>African Literature in French (32C)</td>
</tr>
<tr>
<td>FREN730</td>
<td>French Translation, Part 1 (32C)</td>
</tr>
<tr>
<td>FREN731</td>
<td>French Translation, Part 2 (32C)</td>
</tr>
<tr>
<td>FREN770</td>
<td>Special Topics in French Studies (32C)</td>
</tr>
<tr>
<td>FREN771</td>
<td>Special Topics in French Literature (32C)</td>
</tr>
<tr>
<td>FREN772</td>
<td>Discourses about Language: French(32C)</td>
</tr>
</tbody>
</table>

**Research**

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>FREN7RP</td>
<td>Research Paper: French (32C)</td>
</tr>
</tbody>
</table>

13. **Gender Studies (Howard College, Pietermaritzburg)**

The programme in Gender Studies offer an interdisciplinary approach to current debates on the study of gender and the intersection of gender with other substantial categories of analysis and identity, including sexuality, race, class and disability. It is a complex field to which many different discourses contribute: feminism, men’s studies, queer studies. All focus on how gender operates in the lives of individuals; and how it functions as a social practice via institutional and cultural technologies. A number of interesting and relevant themes inform scholarship and training in Gender Studies.

Honours students whose home Programme is Gender Studies are required to complete the following compulsory modules: Gender, Politics and Theory (Semester 1) and Genders, Sexualities, Cultures & Histories (Semester 1), Research Design and Analysis(Semester 1) and Research Project; Gender Studies (Semester 2). In cases where PhD students have no prior training in Gender Studies, such students will be required to complete Gender, Politics and Theory before proceeding to the proposal stage of the degree.

**Honours Modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
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<tbody>
<tr>
<td>GEST700</td>
<td>Gender, Sexualities, Cultures and Histories (32C)</td>
</tr>
<tr>
<td>GEST701</td>
<td>Gender, Politics and Theory (32C)</td>
</tr>
</tbody>
</table>
14. **History (Howard College & Pietermaritzburg)**

Post-graduate studies in History are designed to develop hands-on experience of research methodologies in historical research, and critical, in-depth, engagement with the most important schools of thought that have influenced the writing of history over the past century or so. These modules are of value to those who wish to pursue History as a career in an academic setting and/or to those who will pursue careers as researchers, in government and non-governmental organisations, as educators in primary and secondary schools as well as in adult education, in journalism and publishing, or in the wide range of careers available in museums and in the heritage sector.

**Howard College & Pietermaritzburg Core Modules**
- HIST700 Theory and Method in Historical Research (32cp)
- HIST7RP Research Paper (32cp)

**Electives**
- HIST701 African States in Comparative Perspective (32C)
- HIST703 Gender and the Politics of History (32C)

*Not all electives are offered each year. An elective may also be chosen from appropriate offerings within the College, subject to the School’s approval.*

15. **Industrial, Organisational and Labour Studies (Howard College)**

Industrial, Organisational and Labour Studies is an inter-disciplinary programme, with a thematic focus on industrial societies and the world of work. The teaching and research programme is informed by the following areas of interest and expertise: globalisation; workplace culture and identity; gender and the workplace; and industrial relations and conflict resolution.

**Prerequisites:**
The requirement for admission at the Honours level is a Bachelor’s degree (or equivalent qualification) with a major subject in a relevant area that would provide students with an appropriate background. Industrial Psychology, Development Studies, Industrial Sociology and Industrial, Organisational and Labour Studies are particularly relevant.

**Core Modules**
- IOLS702 Theories and Concepts for the World of Work (16C)
- IOLS703 Research Methods: IOLS (32C)
- SOCY700 Research Design, Methods and Analysis (32C)
Electives

IOLS705  Information Technology, Work and Equity (32C) (not offered in 2019)
IOLS706  Difference and Diversity in the Workplace (32C)
IOLS707  Women, Work and Employment (32C)
IOLS708  Workplace Change in South Africa (16C)
IOLS709  Culture and Work (32C) (not offered in 2019)
IOLS710  Globalisation: Flexible Work and Labour Unions (32C)

16.  International Relations

The International Relations (IR) Program aims at developing skilled international relations and foreign policy practitioners and researchers who are equipped with both the academic and practical knowledge and skills which allow them to address regional and global policy issues.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTE721  International Political Economy (32C)</td>
<td>INTE702  International Relations and Global Politics (32C)</td>
</tr>
<tr>
<td>POLS716  Foundations of Political Inquiry (16C)</td>
<td>INTE7RP  Research Project in International Relations (32C)</td>
</tr>
<tr>
<td>INTE723  Studies in International Relations</td>
<td></td>
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</tbody>
</table>

17.  IsiZulu Studies (Howard College & Pietermaritzburg)

Entry at the Honours level requires a Bachelor’s degree, or equivalent qualification, with IsiZulu as a major.

Core Modules

ZULU7RP  Research Paper: IsiZulu (32C)

Electives

ZULU704  Teaching IsiZulu as an Additional Language (32C)
ZULU709  Comparative African Literature (32C)
ZULU710  IsiZulu Heritage and Culture (32C)
ZULU711  Lexicography (32C)
ZULU714  Translation and Interpreting (32C)
ZULU716  Terminography and Editing (32C)
ZULU717  Contemporary IsiZulu Literature (32C)
ZULU718  Theories of Orality and the Zulu Tradition (32C)
ZULU719  Onomastics (32C)
18. **Linguistics (Howard College)**

The integrated Linguistics Honours postgraduate programmes offers advanced training and expertise in applied and general linguistics and is of particular relevance to language practitioners who want to further their professional development with insights into language structure, acquisition and use. Modules in the Linguistics Honours postgraduate programme offer an understanding of the formal and mental representation of linguistic knowledge and cover topics in the areas of language planning and contact, language description and analysis and language and cognition.

**Core module**

- LING709 Directed Study in Linguistics

**Electives**

- LING708 Language, Contact and Diversity (32C)
- LING710 Syntactic Analysis (32C)
- LING711 Topics in Psycholinguistics (32C)
- LING714 Language Processing (32C)
- LING715 Corpus Linguistics (32C)

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19. **Media and Cultural Studies (Howard College & Pietermaritzburg)**

**Howard College**

**Core Modules**

- MECS704 Critical Methodology (32C)
- MECS7RP Research Project (32C)

**Electives** (Please note that only some of these electives will be offered in any given year).

- MECS707 Journalism and Media Theory (32C)
- MECS708 Strategic Corporate Communication (32C)

**Pietermaritzburg Core Modules**

- MECS704 Critical Methodology (32C)
- MECS7RP Research Project (32C)

**Electives**

Choose 2 of the following:

- MECS707 Journalism and Ethics (32C)
- MECS708 Strategic Corporate Communication (32C)
- MECS709 Video Production (32C)
- MECS710 Advanced Video Production (32C)
- MECS770 Special Topics: Media/Cultural Studies (32C)
20. Music (Howard College)

Music programmes provide, for example, the music and audio industries, cultural tourism, teaching at all levels (particularly in our increasingly multicultural world), music journalism and broadcasting, the film industry, music research, music administration, music therapy, and marketing in the music industry. For students with appropriate backgrounds in music, the more ‘practical’ programmes provide a stepping-stone to a career as a performer (in classical, jazz or popular music), or to a variety of careers involving the composing and arranging of music.

Offered in the first semester:

- MUSC7AD  Advanced Electro-Acoustic Music
- MUSC7EV  Ethnographic and Video Documentation of Performance and Ritual
- MUSC7LA  Electro-Acoustic Music 2A
- MUSC7MA  Music Education 2A
- MUSC7PM  Thinking Popular Music
- MUSC7RM  Music Research: Methods
- MUSC7SM  South African Music: Traditional, Marabi and Beyond

Offered in the second semester:

- MUSC7EC  Public Sector Ethnomusicology and Community Development
- MUSC7LB  Electro-Acoustic Music 2B
- MUSC7MB  Music Education 2B
- MUSC7PS  Popular Music Production in Southern Africa
- MUSC7RH  Music Research: History and Ideas
- MUSC7TM  Theorising Music in Society

Offered in both semesters:

- MUSC7AP  Applied Electro-Acoustics: Advanced Project
- MUSC7IA  Independent Study A
- MUSC7IB  Independent Study B
- MUSC7JP  Public Jazz Performance
- MUSC7PP  Electro-Acoustics: Professional Practice
- MUSC7RP  Honours Project (Long)
- MUSC7RR  Reading or Repertoire Study (16C)
- MUSC7RZ  Honours Project (Short) (16C)
- MUSC7XA  Performance 2A / Performance A
- MUSC7XB  Performance 2B / Performance B

In the list below, the Core modules specific to each are noted, where applicable. Every candidate is required to assemble the balance of his/her Programme in consultation with the School.
**Programme 1: Music Technology**

Either
- MUSC7RP Honours Project (Long)
- or
- MUSC7RZ Honours Project (Short) and
- MUSC7LA Electro-Acoustic Music 2A and
- MUSC7LB Electro-Acoustic Music 2B

**Programme 2: Intercultural Music Education**

Either
- MUSC7RP Honours Project (Long)
- or
- MUSC7RZ Honours Project (Short) and
- MUSC7MA Music Education 2A and
- MUSC7MB Music Education 2B

**Programme 3: Ethnomusicology**

Either
- MUSC7RP Honours Project (Long)
- or
- MUSC7RZ Honours Project (Short) and
- MUSC7RH Music Research: History and Ideas

**Programme 4: Applied Ethnomusicology**

Either
- MUSC7RP Honours Project (Long)
- or
- MUSC7RZ Honours Project (Short) and
- MUSC7EC Public Sector Ethnomusicology and Community Development, and
- MUSC7EV Ethnographic & Video Documentation of Performance & Ritual

**Programme 5: Popular Music Studies**

Either
- MUSC7RP Honours Project (Long)
- or
- MUSC7RZ Honours Project (Short) and
- MUSC7PM Thinking Popular Music and
- MUSC7PS Popular Music Production in Southern Africa

**Programme 6: Musicology and Ethnomusicology**

Either
- MUSC7RP Honours Project (Long) or
- MUSC7RZ Honours Project (Short) and
- either
- MUSC7TM Theorising Music in Society
or

MUSC7RH  Music Research: History and Ideas

**PROGRAMME 7: SOUTH AFRICAN MUSICS**

Either

MUSC7RP  Honours Project
(Long) or
MUSC7RZ  Honours Project (Short) and

MUSC7SM  South African Music: Traditional, Marabi and Beyond, and one of
MUSC7EC  Public Sector Ethnomusicology and Community Development
MUSC7EV  Ethnographic and Video Documentation of Performance and Ritual
MUSC7XA  Performance 2A and one of
MUSC7XB  Performance 2B
MUSC7JP  Public Jazz Performance

**Research / Performance / Composition**

MUSC7RP  Honours Project: Music (32C: ‘Long’)
MUSC7RZ  Honours Project: Music (16C: Short)

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21.  Philosophy (Howard College & Pietermaritzburg)

The Philosophy Programme offers postgraduate modules and research degrees from Honours through to doctoral degrees. At all levels of graduate study an attempt is made to strike a balance between the interests of graduate students, and the specialisations, interests and current research of academic staff. The particular Honours and coursework Masters modules on offer consequently vary somewhat from year to year, although modules designated as ‘core’ are typically offered every year. Furthermore, most of the graduate modules are open to students from Programmes other than Philosophy.

**Electives**

PHIL701  Political Philosophy (32C)
PHIL702  Contemporary Continental Philosophy (32C)
PHIL703  Meta-Ethics (32C)
PHIL704  Metaphysics (32C)
PHIL705  Advanced Study of a Philosophical Problem (32C)
PHIL706  Directed Study in Philosophy (32C)
PHIL707  Topics in Distributed Cognition (32C)
PHIL708  Directed Research in Cognitive Science (32C)

**Research**

PHIL7RP  Research Project: Philosophy (32C)
22. Political Science (Howard College & Pietermaritzburg)

The Honours programme in Political Science incorporates both theoretical and policy-oriented components designed to impart advanced skills in the fields of Politics and International Relations. The modules on offer aim to equip students to put those skills to use in researching and analysing the complexities of national, regional and global politics. Of the 128 credits required, students must take one research methodology module and POLS7RP – Research Project in Political Science.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>POLS706 – Political Philosophy in Context (32c)</td>
<td>POLS720 – New Theories of Democracy (32c)</td>
</tr>
<tr>
<td>POLS716 – Foundations of Political Inquiry (16c)</td>
<td>POLS7RP – Research Project: Political Science (32c)</td>
</tr>
<tr>
<td>POLS723 – Advanced Studies in International Relations (16c)</td>
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</table>

23. Politics, Philosophy, Economics (Howard College)  
(May not be offered in 2019)

There is an acute need in South Africa for graduates who will be able to participate in public life with the specific range of skills and knowledge that a postgraduate PPE degree provides. Such graduates will be philosophically literate, thoroughly conversant with the discourses of political analysis, and able both to deploy effectively the rigorous technical skills imparted by a good training in Economics. The module combinations in the degree programmes reflect the 'natural' cognateness of these three disciplines. Multi-disciplinary in character, the PPE degrees offer some level of flexibility at each level of study, particularly with respect to additional elective modules.

- POLS701 State and Justice in Modern Political Theory (32C) or approved equivalent
- POLS706 Political Philosophy in Context (32C)
- PPHE7RP Research Project: Politics, Philosophy, Economics (32C)
  OR
- PHIL701 Political Philosophy (32C)
- ECON4MI Microeconomics (16C)
- ECON4MA Macroeconomics (16C)

Electives

Subject to the approval of the Academic Leader, an appropriate/ qualifying Elective from Political Science or Philosophy or Economics, or another discipline.

  OR

A Research Project planned in consultation with the School.
24. Public Policy (Howard College)

The postgraduate programmes in Public Policy provide students with an in-depth understanding of contemporary public issues and the policy process. The programme develops the analytical and research capacities of students so that they are able to contribute effectively to public policy analysis, debates, implementation, and to policy-relevant social and political research. Students for whom this programme has been designed see a role for themselves in public life, especially in the ‘policy arena’, whether in government, the corporate sector, the academy or the non-government sector.

Core Modules
- PPOL701 Research Methodology in a Policy Context (32C)
- PPOL702 Democracy and Public Policy in South Africa (32C)
- PPOL704 Public Policy Conceptualisation, Design and Development (32C)
- PPOL7RP Independent Applied Research Project (32C)

25. Religion

Religion and Social Transformation (Howard College & Pietermaritzburg)

The Programme in Religion and Social Transformation advances inter- and cross-religious/cultural understanding empowers previously disadvantaged religions and cultures and seeks to contribute to the efficient functioning of a diverse South African society. Graduates are critical researchers, administrators and managers in areas covered by the modules taken as part of each qualification. With respect to religious and cultural institutions, heritage tourism, conflict management, marketing, journalism, practical ministry, teaching and/or tertiary education and research, graduates are able pro-actively to address issues of social transformation. In addition they will be able to plan research, conduct it in a participatory manner, and work towards the empowering of people and the alleviation of conflict and discontent.

Semester 1

Core Modules
- RELG701 Research Methodology in Religion and Theology (16C)
- RELG702 Method and Theory in Religion and Theology (16C)

Electives
- RSTR704 Introduction to African Religion and History (32C)
- RSTR708 Directed Study: Religion and Social Transformation 1 (32C)
Semester 2

Core Module
RSTR7RP     Research Project: Religion and Social Transformation (32C)

26. Sociology (Howard College & Pietermaritzburg)

Postgraduate degrees in Sociology provide an understanding of some of the major issues that concern Sociology into the twenty-first century. They build the critical and analytical abilities of students to enable them to engage in theoretical and policy debates in a wide range of areas.

Postgraduate degrees in Sociology provide theoretical and practical training in social research methodology and, through campus specialisation and links with other units, enable focused approaches in areas such as Public Policy and Development, Population Studies, Gender Studies, Race and Racism, Education, Health, Environmental Studies, Communication and Development, and Urban Studies.

Core Modules
SOCY702     Contemporary Social Theory 1 (32C)
SOCY700     Research Design, Methods and Analysis (32C)

Electives
Honours candidates must take a further two Electives (64C) at the 700 level, one of the Electives must be (although both may be) from Sociology. The other Elective may be from another Discipline, subject to permission being granted by both Sociology and that Discipline.

SOCY706     Urban Sociology 1/2 (32C)
SOCY707     Rural Studies, Gender and Development 1/2 (32C)
SOCY710     Environmental Issues and Society 1/2 (32C)
SOCY713     Feminism and Gender in South Africa 1/2 (32C)

Research
SOCY7RP     Research Project: Sociology (32C)

27. Translation Studies (Howard College)
   Not on offer in 2019

To be admitted to the Postgraduate Diploma or Honours Programmes, candidates must be in possession of a Bachelor’s degree with a language major and must be able to demonstrate a sufficiently high level of competency in another language. An Honours degree (or four-year
Bachelor’s degree) is a prerequisite for admission to the Masters Programme. Under certain circumstances, non-graduates with relevant experience may be considered for admission to the postgraduate programmes.

**Core Module**

TRAN7RP  Research Project: Translation Studies (32C)

**Electives**

TRAN720  Translation Theory (32C)
TRAN722  Translating: Target Language (32C)

An additional 32 credit elective module must be selected in consultation with the Head of Discipline.

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**Bachelor of Social Science Honours**

1. **Anthropology (Howard College)**

Anthropology is the study of humankind, its common roots and the sources of its rich diversity.

The discipline’s uniqueness lies in its global, comparative, and diachronic perspective. Anthropologists believe that a true understanding of the human condition can only be achieved by studying the distant as well as the near, the ancient as well as the modern. Different branches of the discipline focus on different aspects of human experience, such as how our species evolved, how traditions of thought and behaviour are learned, how and why cultures change or persist. As the ‘global village’ and its development challenges expand, people who possess different values, religions, customs and perspectives increasingly find themselves competing for scarce resources while trying to live together. For such reasons, there is a growing demand for the expertise and methodologies of people trained in anthropology.

**Electives**

ANTH701  Local Knowledge and Sustainable Development (16C)
ANTH702  The Development of Anthropological Theory (16C)
ANTH703  Understanding AIDS in Africa (16C)
ANTH704  South African Ethnography (16C)
ANTH705  Ethnographic Research Methods (16C)
ANTH707  Globalisation, Migrancy and Diaspora Studies (16C)

**Research**

ANTH7RP  Honours Project: Anthropology (32C)

2. **Community Development (Howard College)**

The Honours programme in Community Development is intended for students with an undergraduate degree in the social sciences, with at least one major being in community development or
cognate disciplines such as economic history, anthropology, sociology, political science. The programme offers students with an opportunity to consolidate knowledge of the theory and practice of development at a community level introduces the student to academic research by offering an integrated approach to economic and social aspects of community development within a human rights framework.

Consequently, the programme will integrate the principles of community development in a congruent and meaningful way by analysing the various components of development such as social, economic, political, cultural, environmental and personal. The programme also demonstrates the inter-relationship between government and civil society.

**Core Modules**
- CMDV709 Principles of Community Development (32C)
- CMDV712 Research Design 2
- CMDV713 Research Methods 2
- CMDV7PR Research Project: Community Development (32C)

**Electives**
- CMDV706 Power, Participation and Social Change (16C)
- CMDV708 Systems and Processes in Community Development (16C)
- CMDV710 Project Planning, Implementation, Management and Evaluation (16C)
- CMDV711 Advanced Community Economic Development (16C)

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**3. Criminology and Forensic Studies (Howard College)**

This programme engages critically with justice, crime and victimisation on the African continent, celebrating judicial pluralism and the promotion of social justice in order to address the injustices of the past and to advance nation building in South Africa and her broader communities.

**Core Modules Year Modules**
- CFSD7RP Research Paper: Criminology and Forensic Studies (32C)

**Semester 1**
- CFSD701 Theoretical Perspectives in Criminology & Criminal Justice (16C)
- CFSD702 Applied Research Methodology in Criminological Sciences (16C)

**Semester 2**
- CFSD703 Victim Studies (16C)
- CFSD704 Applied Forensic Criminology (16C)

Students are required to complete 128 credits in terms of the rules for the degree of Bachelor of Social Science (Honours). At least 32 MUST comprise the Research Paper (CRIM7RP); and 96 MUST be from within the School of Applied Human Sciences. A maximum of 32 credits may be obtained from outside the School, with the permission of the Academic Leader of the Cluster.
4. Culture, Communication and Media Studies (Howard College)

This graduate programme offers students the opportunity to gain highly marketable research and practical skills while also allowing them to focus their work in a number of specialised areas. Emphasis will be on media sociology and development.

**Semester 1**
- CCMS733 Media Theory (16C)
- CCMS736 Cultural Studies in Practice (16C)
- CCMS732 South African Mediascapes (16C)
- CCMS735 Media in the Global World (16C)

**Semester 2**
- CCMC734 Social Change and Health Communication (Core) (16C)
- CCMS770 Special Topics: Culture/Communication/Media (Core) (32C)

Students may substitute up to 32 credits from cognate programmes.

1. Geography

Entrance requirements: B Soc Sci (GEM), B Soc Sci (Geography), or other relevant qualification.

**Rules of Combination**

Core [64cr]
- GEOG700 (16C) Concepts and methods in Geography
- GEOG730 (48C) Geographical Sciences Research Project

Electives [64cr]
- From appropriate Level 7 modules in CAES or CHUM subject to permission being granted by relevant discipline and approval Academic Leader: Geography

5. Government, Business and Ethics (Pietermaritzburg & Westville)

The qualification is constructed as follows:

**Government Stream**

Political Science Modules (32C)
Ethics Modules (32C) (Pols 712 and Pols 714 or with permission Ethics / Philosophy Honours Modules) Business Management Modules (16C or 32C) (Permission from appropriate programmes required) / *Students without business management modules can take INTE721 (32 credits)*
Research Module (16C, Pols 716)
Research Project (32C, GOBE7RPP2)

*Note: Students taking INTE 721 will end up with a total of 144 credits*
**Business Stream**

Political Science Modules (16C or 32C)  
Ethics Modules (32C) (Pols 712 and Pols 714 or with permission Ethics / Philosophy Honours Modules) Business Management Modules (32C) (Permission from appropriate programmes required)  
Research Module (16C, Pols 716)  
Research Project (32C, GOBE7RPP2)

*Note: The Research Project must be planned, and the coursework modules selected, in consultation with the Cluster.*

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**6. Policy and Development Studies (Pietermaritzburg)**

The purpose of the Programme is to realise a high degree of sustained proficiency in both scholarship and professional training at all postgraduate levels in a combination of policy and development studies. The aim is to produce skilled practitioners who can help attend to the needs of governance and development, especially in South Africa, but also in comparable societies. Consequently, this Programme is both academic and vocational in its thrust.

**Core Modules**

- PODS701 Public Policy Analysis (32C)  
- PODS702 Governance in South Africa (32C)  
- SOCY700 Research Design, Methods and Analysis (32C)  
- PODS7RP Research Project: Policy Development Studies (32)

---

**7. Psychology (Howard College & Pietermaritzburg)**

The Psychology Honours degree is an academically based degree which equips students with theoretical and research knowledge and competencies that are valued in a variety of contexts. It aims to deepen students’ theoretical knowledge in psychology in order to prepare them for further postgraduate study and professional registration, or for specialised work contexts.

Applicants should have majored in the required number of undergraduate psychology modules. The number of places available limits acceptance, hence selection is primarily on merit of performance in the undergraduate psychology programme.

**Core Modules**

- PSYC701 Research Fundamentals (32C)  
- PSYC7RP Research Project: Psychology (32C)  
- PSYC733 Advanced Topics in African Psychology (16C)

Students are required to take an additional 48cps of electives from the list below. Module offerings will vary from year to year, and between campuses. Please check with the Applied
Human Sciences Postgraduate office for details of the current year’s offerings.

**Electives**
- PSYC703 Counselling and Therapeutics (16C)
- PSYC704 Psychological Assessment (16C)
- PSYC705 Neuropsychology (16C)
- PSYC706 Psychopathology (16C)
- PSYC707 Conceptual Foundations (16C)
- PSYC708 Psychology of Diversity (16C)
- PSYC711 Identities and Work (16C)
- PSYC716 Special Topics in Psychology (16C)
- PSYC717 Organizational Studies (16C)
- PSYC720 Social Psychology (16C)
- PSYC721 Psychology and Health Promotion (16C)
- PSYC722 Gender and Sexuality (16C)
- PSYC723 Theory of Applied Psychology (16C)
- PSYC728 Industrial Psychology in Context (16C)
- PSYC734 African Feminism, Womanism and Nego-feminism (16C)
- PSYC736 Community Psychology and Service Learning (16C)

Students may take other 16 credit-point modules from other disciplines/schools as approved by discipline Academic Leader.

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**Bachelor of Education Honours (BEdHons)**

**HUM-EH1 Specialisations**
Candidates shall register for one of the following specialised curricula:
- Adult Education
- Comparative Education and Development
- Curriculum Studies
- Educational Leadership, Management and Policy
- Educational Psychology
- Education and Development
- Gender Education
- History Education
- Language and Media Studies
- School Guidance and Counselling
- Science and Mathematics Education
- Social Justice Education
- Social Science Education
- Teacher Development Studies
- Technology Education

**HUM-EH2 Curriculum**
Candidates for the BEdHons degree shall obtain at least 128 credits in order to qualify for the
degree by constructing a curriculum from one of the specialisation options listed below, provided that:

(i) Except where otherwise indicated, each curriculum shall include the following modules:
   - EDRS732 Independent Research Project (32C)
   - EDRS701 Understanding Research (16C)

(ii) A variation to the requirements of any specialisation may be approved at the discretion of the Dean and Head of School.

(iii) Equivalent and relevant postgraduate modules offered by another College may be substituted in any curriculum subject to the approval of the Dean and Head of School and to a maximum value of 16 credits.

(All the modules carry 16 credits unless otherwise indicated)

1. **Adult Education**
   - **Both** of the following modules:
     - EDAE702 Adult Learning
     - EDAE705 Foundations of Adult Education
   - **Two** of the following modules:
     - EDAE703 Adult Literacy and Adult Basic Education and Training
     - EDAE704 Curriculum in Adult Education
     - EDAE712 Skills Development

   **One** additional module from this or any BEd Honours specialisation or from the list of electives listed at the end of this section, subject to the approval of the Dean.

2. **Curriculum Studies**
   - **All** of the following modules:
     - EDCS702 Curriculum; Context and Change
     - EDCS703 Curriculum: Change and Development
     - EDCS704 Curriculum as Practice
     - EDPD701 Assessment in Education

   **One** additional module from this or any BEd Honours specialisation or, subject to the approval of the Dean.

3. **Education and Development**
   - **All** of the following modules:
     - EDDE701 Introduction to Education and Development
     - EDDE702 Advanced Theories of Education and Development
     - EDDE704 Comparative Studies in Education and Development

   **Two** additional modules can be accumulated by selecting from the following options:
   - EDSJ701 Introduction to Social Justice Education, **and**
   - EDSJ708 Pedagogy for Social Justice;
   - or
   - EDAE703 Adult Literacy and ABET **and**
   - EDAE705 Foundations of Adult Education
4. **Education Leadership, Management, and Policy**  
   All of the following modules:  
   - EDMN705 Introduction to Education Policy, Planning and Development  
   - EDMN706 Managing Change in Education  
   - EDMN708 Managing People in Education  
   - EDMN712 Introduction to Education Leadership and Management  
   One additional module from this or any BEd Honours specialisation or subject to the approval of the Dean.

5. **Educational Psychology**  
   All of the following modules:  
   - EDLF714 Life Skills Education  
   - EDMG701 Introduction to Inclusive Education  
   - EDPY701 Human Development and Learning  
   - EDPY707 School Psycho-Educational Support  
   One additional module from this or any BEd Honours specialisation or, subject to the approval of the Dean.

6. **History Education**  
   All of the following modules:  
   - EDHS701 Issues in teaching African history  
   - EDHS702 History and Social Science Education through film and ICT  
   - EDHS703 Teaching Historical Literacy  
   - EDHS704 Problems in Historical Understanding  
   One additional module from this or any BEd Honours specialisation or, subject to the approval of the Dean.

7. **Language and Media Studies**  
   Both of the following modules:  
   - EDLE702 Language in Education  
   - EDLE705 Critical awareness of Language and Media  
   Two of the following modules  
   - EDLE700 Understanding Academic Literacy  
   - EDLE701 Language, Learning and Teaching in Multicultural Societies  
   - EDLE703 Narrative in Education  
   One additional module from this or any BEd Honours specialisation or, subject to the approval of the Dean.

8. **School Guidance and Counselling**  
   All of the following modules:  
   - EDSG701 Assessment and Diagnostic Skills  
   - EDSG702 Ethical Considerations  
   - EDSG703 Inclusive Education and Learner Support
EDSG704 Practical Work for Guidance & Counselling
EDSG705 Psychopathology of Childhood and Adolescence
EDSG706 School Guidance and Counselling
EDSG709 Psychological Interventions
EDRS701 Understanding Research

Notes:
1. This specialisation only available to students with a Psychology major or equivalent.
2. Students who complete the School Guidance and Counselling specialisation may apply to be registered with the Health Profession Council of SA (HPCSA).

9. **Science and Maths Education**  Four of the following modules:
   - EDSM702 Curriculum Development in Science and Mathematics Education
   - EDSM703 Issues in Science and Mathematics Education
   - EDSM704 Assessment in Science and Mathematics Education
   - EDSM705 Teaching and learning in Science and Mathematics Education II
   - EDSM707 Teaching and learning in Science and Mathematics Education I
   One additional module from this or any BEd Honours specialisation, or, subject to the approval of the Dean.

10. **Social Justice Education**
    - EDSJ701 Introduction to Social Justice Education (compulsory)
    Three of the following modules:
    - EDSJ702 Race, Racism and Education
    - EDSJ704 Education and Social Inequality
    - EDSJ706 Diversity and Education
    One other module from any BEd Honours specialisation or, subject to the approval of the Dean.

11. **Social Sciences Education**
    - EDHS705 Perspectives in Social Science Education (compulsory)
    Three of the following modules:
    - EDAR701 Critical issues in Arts and Culture Education
    - EDBU701 Teaching and Learning in Business Education
    - EDHS706 Using Film & ICT to Teach Social Sc Education
    - EDLF701 Contemporary issues in Life Orientation Education
    - EDTT701 Introduction to Travel and Tourism Education
    One other module from any BEd Honours specialisation, or, subject to the approval of the Dean.

12. **Teacher Development Studies**
    Four of the following modules:
    - EDPD704 Mentoring in Schools
    - EDPD705 Personal and Professional Identities of Teachers
EDPD707  Teacher Education and Professional Development
EDPD711  Teachers and Curriculum

One other module from any BEd Honours specialisation or, subject to the approval of the Dean.

13. Education Technology
All of the following modules:
EDTE701  Curriculum Development in Technology Education
EDTE702  Design for Technology Education
EDTE703  Indigenous Science and Technology
EDTE704  Research in Technology Education
One other module approved in the BEd Honours Programme.

10. Additional Elective modules (all specialisations)
EDDE704  Comparative Studies in Education and Development
EDMN710  Management of HIV/AIDS and Reproductive Health
EDTT701  Travel and Tourism

Bachelor of Library and Information Science Honours

The aim of the Programme is to further develop postgraduates by consolidating their first professional level knowledge and skills and enhancing specialist knowledge in the core sub-fields in Library and Information Studies (LIS). The Programme addresses the need for knowledge and skills in information and knowledge management and information storage and retrieval in a variety of situations, as well as in information literacy, information and communication technology, and records and archives management.

The Honours and Masters programmes and the Postgraduate Diploma in Information Studies have been accredited by the Library Association of Great Britain and by the South African Institute of Library and Information Science, currently the Library and Information Association of South Africa (LIASA). Students must complete a total of 128 credits, that is, the 3 core modules and 1 elective.

Core Modules
SOCY700  Research Design, Methods and Analysis
(32C) LIIS711  Information Management (32C)
LIIS739  Bibliography (32C)

Electives
LIIS712  Knowledge Management (32C)
LIIS713  Web-based Information Systems
(32C)
LIIS737  Records and Archives Management (32C)
LIIS740  Special Topics/Independent Study A (32C)
# Bachelor of Theology Honours

Students are required to select a Programme from the following list:

<table>
<thead>
<tr>
<th>Programme</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Theology</td>
<td>History of Christianity</td>
</tr>
<tr>
<td>Biblical Studies</td>
<td>Industrial Mission</td>
</tr>
<tr>
<td>Catholic Theology</td>
<td>Ministerial Studies</td>
</tr>
<tr>
<td>Christian Spirituality</td>
<td>Historical and Modern Theologies</td>
</tr>
<tr>
<td>Evangelical Theology</td>
<td>Theology and Development</td>
</tr>
<tr>
<td>Gender and Religion</td>
<td></td>
</tr>
</tbody>
</table>

**THEO7RPPC**  
Theology Honours Research Project (32CR)

**Compulsory Core Modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELG701</td>
<td>Research Methodology in Religion &amp; Theology</td>
<td>16CR</td>
</tr>
<tr>
<td>RELG702</td>
<td>Method &amp; Theory in Religion and Theology</td>
<td>16CR</td>
</tr>
</tbody>
</table>

**Programme Core Modules**

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO705</td>
<td>Advanced Theology in the African Context</td>
<td>32CR</td>
</tr>
<tr>
<td>THEO706</td>
<td>African Women’s Theology</td>
<td>32CR</td>
</tr>
<tr>
<td>THEO707</td>
<td>Studies in the African instituted Churches</td>
<td>32CR</td>
</tr>
<tr>
<td>THEO716</td>
<td>Contemporary Issues in Christianity</td>
<td>32CR</td>
</tr>
<tr>
<td>THEO710</td>
<td>Advanced Biblical Interpretation</td>
<td>32CR</td>
</tr>
<tr>
<td>THEO711</td>
<td>Studies in Catholic Theology</td>
<td>32CR</td>
</tr>
<tr>
<td>THEO713</td>
<td>Theology of Medieval Women Mystics</td>
<td>16CR</td>
</tr>
<tr>
<td>THEO714</td>
<td>Christian Spirituality</td>
<td>32CR</td>
</tr>
<tr>
<td>THEO718</td>
<td>History of Missions &amp; Churches</td>
<td>32CR</td>
</tr>
<tr>
<td>THEO729</td>
<td>Church and Development</td>
<td>32CR</td>
</tr>
<tr>
<td>THEO707</td>
<td>Studies in the African Instituted Churches</td>
<td>32CR</td>
</tr>
<tr>
<td>THEO709</td>
<td>Exegesis of Selected Biblical Texts</td>
<td>16CR</td>
</tr>
<tr>
<td>THEO713</td>
<td>Theology of Medieval Women Mystics</td>
<td>16CR</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
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<td>--------------</td>
</tr>
<tr>
<td>THEO715</td>
<td>Psychology and Spirituality</td>
<td>16</td>
</tr>
<tr>
<td>THEO716</td>
<td>Contemporary Issues in Christianity</td>
<td>16</td>
</tr>
<tr>
<td>THEO732</td>
<td>Exegesis of Selected Biblical Texts in Greek</td>
<td>16</td>
</tr>
<tr>
<td>THEO721</td>
<td>South African Christianity</td>
<td>16</td>
</tr>
<tr>
<td>THEO727</td>
<td>Clinical Pastoral Education</td>
<td>16</td>
</tr>
<tr>
<td>THEO730</td>
<td>Church and HIV and AIDS</td>
<td>16</td>
</tr>
<tr>
<td>THEO731</td>
<td>Critical Reflection on Development Praxis</td>
<td>16</td>
</tr>
<tr>
<td>THEO733</td>
<td>Exegesis of Selected Biblical Texts in Hebrew</td>
<td>16</td>
</tr>
<tr>
<td>THEO735</td>
<td>Biblical Hermeneutics: Women and Gender</td>
<td></td>
</tr>
<tr>
<td>THEO736</td>
<td>Issues of Masculinity and Gender</td>
<td></td>
</tr>
<tr>
<td>THEO737</td>
<td>Theologies of Transformation: Religion &amp; Governance</td>
<td>16</td>
</tr>
<tr>
<td>THEO738</td>
<td>Key Themes: Ecumenical Perspective</td>
<td>16</td>
</tr>
</tbody>
</table>
HUM-MA1 Admission  
A minimum of 60% average across all modules of the Honours degree. Many disciplines have limited capacity and practice a competitive selection through which places will be allocated on the basis of high academic achievement as well as considerations of equity. Some disciplines may require a portfolio of work as a prerequisite for selection. These qualifications require a minimum of two semesters and also a minimum of 192 credits.

Master of Arts and Master of Social Science

1. Anthropology (Howard College)  
A. Masters by Research  
   Full Time  
   ANTH8FM  Dissertation (192C)  
   ANTH8FR  Dissertation subsequent year (192C)  
   Part Time  
   ANTH8MD  Dissertation (192C)

2. Applied Language Studies (Pietermaritzburg)  
A. Masters by Coursework  
   Core Modules  
   APLS810  Research Methods in Applied Linguistics (32C)  
   APLS8SD  Short Dissertation: Applied Language Studies (96C)  
   Electives  
   Choose 6 of the following:  
   APLS821  Literacy in Society (32C)  
   APLS840  Applied Linguistics in the Classroom (32C)  
   APLS841  Language Education in South Africa (32C)  
   APLS842  Sociolinguistics and Language Teaching (32C)  
   APLS843  Psycholinguistics and the Classroom (32C)  
   APLS845  Language Learning and Teaching Theory (32C)  
   APLS850  Discourse as Social Practice (32C)  
B. Masters by Research  
   APLS8MD  Dissertation: Applied Language Studies (192C)
3. Art History (Pietermaritzburg)

**Masters by Research**

AHIS8MD  Dissertation: Art History (192C)

4. Classics

**Masters by Research**

CLAS8MD  Dissertation: Classics (192C)

CLAS8CY  Dissertation: Classics Continuing year (192C)

5. Community Development (Howard College)

The Master’s degree in Community Development (by coursework) is intended for students with an Honours degree in any of the social sciences or related disciplines who intend to gain critical and cutting-edge analytical skills that relate to development practice with simultaneous analysis and production of knowledge. It enables the student to embark on academic research, and ponder upon development intervention and knowledge production. The degree equips students with a critical awareness and understanding of the realities of South Africa’s current and future developmental needs. The programme aligns well with efforts to harness existing Indigenous Knowledge Systems (IKS) resources to create innovative local and global solutions.

**A. Masters by**

**Coursework Core**

**Modules**

CMDV812  Sustainable Community Development (16C)
CMDV815  Developmental Local Government (32C)
CMDV820  Research Methods (32C)
CMDV8SD  Short Dissertation: Community Development (96C)

**Electives**

Choose one of the following:
CMDV811  Community Economic Development (16C)
CMDV814  Indigenous Knowledge Systems (16C)

**B. Masters by**

**Research Full Time**

CMDV8FM  Dissertation: Community & Development Studies (192C)
CMDV8FR  Dissertation: Community & Development Studies Sub-Yr (192C)
6. Conflict Transformation and Peace Studies (Howard College)

The Masters degree in Conflict Transformation and Peace Studies is intended for students with an Honours degree in any of the social sciences or related disciplines who intend to gain high level of expertise and skills in conflict transformation and peace issues at the graduate level either for the purpose of working in government, international organizations and non-governmental organizations focusing on peace, human rights, conflict prevention, mediation, and development, or for using it as a stepping stone to a career in research in the aforesaid areas. Students with or without work experience will find the programme useful as a career option.

A. Masters by Coursework

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTPS803 Advanced Themes in Peace</td>
<td>CPS806 Restorative Justice (16C)</td>
</tr>
<tr>
<td>and Conflict Transformation (16C)</td>
<td>CTPS805 Theory and Practice on Non-Violence</td>
</tr>
<tr>
<td></td>
<td>(16C)</td>
</tr>
<tr>
<td>CTPS807 Human Rights and</td>
<td>CTPS810 African Approaches to Conflict</td>
</tr>
<tr>
<td>International Humanitarian Law</td>
<td>Resolution (16C)</td>
</tr>
<tr>
<td>(16C)</td>
<td>CTPS825 Research and Design Implementation</td>
</tr>
<tr>
<td></td>
<td>(16)</td>
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<tr>
<td></td>
<td>CTPS825</td>
</tr>
</tbody>
</table>

A. Masters by Research

<table>
<thead>
<tr>
<th>CTPS8MD Masters Research Project: Dissertation (192C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTPS8MS Masters Research Project: Dissertation Subsq-Yr</td>
</tr>
</tbody>
</table>

7. Criminology and Forensic Studies (Howard)

This programme engages critically with justice, crime and victimisation on the African continent, celebrating judicial pluralism and the promotion of social justice in order to address the injustices of the past and to advance nation building in South Africa and her broader communities.

Masters and PhD study in Criminology and Forensic Studies are offered as research degrees with the outcome of a substantive thesis or dissertation. The final product should consist of original research material and should be considered publishable.
Masters by Research: Full Time
CFSD8FM  Dissertation: Criminology (192C)
CFSD8CY  Dissertation: Criminology Subsequent Years (192C)

Masters by Research: Part Time
CFSD8MD  Dissertation: Criminology (192C)
CFSD8MS  Dissertation: Criminology Subsequent Years (192C)

8. Culture, Communication and Media Studies (Howard College)

This graduate programme offers interdisciplinary Honours, Masters and PhD degrees. It offers students the opportunity to gain highly marketable research and practical skills while also allowing them to focus their work in a number of specialised areas.

Emphases will be on media sociology, cultural studies, and communication for development and health promotion.

Masters by Research:
Full Time
CCMS8FM  Dissertation: CCMS (192C)
CCMS8CY  Dissertation: CCMS Subsequent Years (192C)

Part Time
CCMS8MD  Dissertation: CCMS (192C)
CCMS8MS  Dissertation: CCMS Subsequent Years (192C)

9. Culture and Heritage Tourism (Howard College)

Masters by Research
Full Time
CHTM8FM  Masters in Tourism - Dissertation (192c)
CHTM8FR  Dissertation subsequent year (192c)

Part Time
CHTM8MD  Masters in Tourism - Dissertation (192c)
CHTM8MS  Dissertation subsequent year (192c)

10. Drama and Performance Studies (Howard College and Pietermaritzburg)

A. Masters of Arts in Drama and Performance Studies (Coursework) (Howard College & Pietermaritzburg)
For this option, candidates are required to complete THREE coursework modules (one of which must be a Research Methodology module) (96C) and submit a short dissertation (96C).

**Core Modules**
- DRAM8SD  Short Dissertation: Drama and Performance Studies (96C)
- DRAM819  Research Methodologies and Applications (32)

**Elective Modules**
Students must choose TWO of the following:
- DRAM805  Theorising the ‘Act’: Local and Global Context (32C)
- DRAM830  Product-oriented Applied Drama (32C)*
- DRAM840  Independent Production (32C)
- DRAM850  Special Elective in Drama (32C)*

*These modules are only offered on the Pietermaritzburg campus (Not offered in 2019)

An Elective may be chosen from appropriate/qualifying offerings within the College, subject to approval by the discipline and/or the School’s

**B. Masters by Research**

**Full Time**
- DRAM8FM  Dissertation: Drama and Performance Studies (192C)

**Part Time**
- DRAM8MD  Dissertation: Drama and Performance Studies (192C)

There is scope within the Research MA to include a creative component; this should be discussed with the approval of the discipline, and is subject to approval by the Higher Degrees Committee.

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**11. Economic History (Howard College)**

Students may be accepted into Masters programmes in the fields of Economic History, Development Studies or Planning.

1. **Masters by Coursework**
   **Core Modules**
   Either
   - ECHS8CD  Coursework Dissertation: Economic History (128C)
   or
   - ECHS8SD  Short Dissertation: Economic History (96C)
   - CTPS825  Research Design and Implementation (16C)
   - ECHS808  Issues In African Economic History (16C)

**Electives**
Choose 2 or three from the following to make up 192 credits
ECHS802  Environmental History/Policy (32C)
ECHS805  Global Governance and African Political Economy (32C)
Other approved elective as required

2. Masters by Research

**Full Time**
- ECHS8FM  Full Dissertation: Economic History (192C)
- ECHS8FR  Dissertation subsequent year (192c)

**Part Time**
- ECHS8MD  Full Dissertation: Economic History (192C)
- ECHS8MS  Dissertation subsequent year (192c)

12. English Studies (Howard College and Pietermaritzburg) Masters by Research

**Full Time**
- ENGL8FM  Dissertation: English Studies (192C)

**Part Time**
- ENGL8MD  Dissertation: English Studies (192C)

13. Ethics (Pietermaritzburg)

**Masters by Research**
- ETHS8MD  Dissertation: Ethics Studies (192C)
- ETHS8CY  Dissertation: Ethics Studies Continuing year (192C)

14. Fine Arts

**Masters by Research**

**Core Modules**
- FIAR800  MAFA Studio-Work (96C)
- FIAR890  MAFA Research Component (96C)

15. French (Howard College and Pietermaritzburg)

**Masters by Research**

**Full Time**
- FREN8FM  Dissertation: French (192C)

**Part Time**
- FREN8MD  Dissertation: French (192C)
16. Gender Studies (Howard College, Pietermaritzburg Campus)

A) Masters by Coursework
   GEST804 Gender and Language (16C)
   GEST805 Gender and Media (32C)
   GEST807 Contemporary Issues in Gender Studies (32C)
   SOCY800 Social Research Design and Practice (16C)
   GEST8SD Gender Studies Short Dissertation (96C)

B) Masters by Research
   Full Time
   GEST8FM Dissertation: Gender Studies (192C)
   GEST8FR Dissertation subsequent year (192c)
   Part Time
   GEST8MD Dissertation: Gender Studies (192C)
   GEST8MS Dissertation subsequent year (192c)

17. History (Howard College and Pietermaritzburg)

a. Masters by Research Full Time
   HIST8FM Dissertation (192c)
   HIST8FR Dissertation subsequent year (192c)

b. Part Time
   HIST8MD Dissertation (192c)
   HIST8MS Dissertation subsequent year (192c)

18. Industrial, Organisational and Labour Studies (Howard College)

Masters by Coursework
   Core Modules
      Either
      IOLS8CD Coursework Dissertation (128C)
      IOLS8CSHC Coursework Dissertation: IOLS Subsequent Year or
   Electives
      IOLS804 New Economy: Systems, Logistics, Global Flows (32C)
      (Not offered in 2019)
IOLS805 Information Technology, Work and Equity (32C)  
(Not offered in 2019)
IOLS806 Difference and Diversity in the Workplace (32C)
IOLS807 Women, Work and Employment (32C)
IOLS808 Workplace Change in South (not offered in 2019)
IOLS809 Culture and Work (32C) (not offered in 2019)
IOLS810 Globalisation: Flexible Work and Labour Unions (32C)
IOLS802 Theories and Concepts for the World of Work (16C)
IOLS812 Work, Workers and Livelihoods (32C)

Masters by Research

Full Time

IOLS8FM Dissertation: IOLS (192C)

Part Time

IOLS8MD Dissertation: IOLS (192C)

19. IsiZulu Studies (Howard College and Pietermaritzburg)

a) Masters by Coursework

Core Modules

ZULU8SDH Short Dissertation: IsiZulu (96C)

Electives

Choose 3 of the following:
ZULU812 Language Planning (32C)  
ZULU815Eco-Tourism (32C)
ZULU820 IsiZulu Phonology, Morphology and Syntax (32C)
ZULU821 Linking Linguistics with Lexicography (32C)
ZULU822 Translation and Interpreting (32C)

b) Masters by Research

Full Time

ZULU8FM Dissertation: IsiZulu (192C)

Part Time

ZULU8MD Dissertation: IsiZulu (192C)

20. Linguistics (Howard College)

a) Masters by Coursework

Core Modules
Either
LING8SD Short Dissertation: Linguistics (96C)
or
LING8CD Coursework Dissertation: Linguistics (128C)

Electives
Choose 2 or 3 of the following to make up 192 credits
LING801 Teaching Language Structure (32C)
LING802 Language, Ideology and Power (32C)
LING803 Language, Society and Identity (32C)
LING804 Language Teaching Pedagogy (32C)
LING807 Language Acquisition and Learning (32C)
LING808 Language, Contact and Diversity (32C)
LING809 Directed Study in Linguistics (32C)
LING810 Syntactic Analysis (32C)
LING811 Topics in Psycholinguistics (32C)
LING814 Language Processing (32C)

b) Masters by Research

Full Time
LING8FM Dissertation: Linguistics (192C)

Part Time
LING8MD Dissertation: Linguistics (192C)

21. Media and Cultural Studies (Howard College and Pietermaritzburg)

Masters by Research (Howard College and Pietermaritzburg)

Full Time
MECS8FM Dissertation: MECS (192C)

Part Time
MECS8MD Dissertation: MECS (192C)

22. Music (Howard College)

HUM-MMUS1 Progression

Every Masters student is assigned to one of the ‘home’ Programmes listed below. Most of the Programmes combine a research component and taught modules and are therefore known as Coursework Programmes. And most Coursework Programmes, while prescribing one or more Core (i.e. compulsory) modules, also make room for other modules to be chosen. The
Core/Elective system in Music operates on the basis that which is Core for any one Programme qualifies as Elective for all the others during the same semester. In addition, there is the possibility of choosing an Elective, in consultation with the Dean and Head of School, from appropriate offerings within the College. The following are the Core/Elective modules contributing to the various postgraduate Coursework Programmes on offer (all modules carry 32 credits unless otherwise indicated):

In the list of Masters Programmes that follows, the Core modules specific to each are noted, where applicable. Every candidate is required to assemble the balance of his/her Programme in consultation with the Dean and Head of School.

NB: All Music modules are subject to change. Consult the Music Cluster for the latest module offerings.

Electives
First semester:
- MUSC8AD Advanced Electro-Acoustic Music
- MUSC8LA Electro-Acoustic Music 2A
- MUSC8EV Ethnographic and Video Documentation of Performance and Ritual
- MUSC8MA Music Education 2A
- MUSC8RM Music Research: Methods
- MUSC8PM Thinking Popular Music
- MUSC8SM South African Music: Traditional, Marabi and Beyond

Second semester:
- MUSC8LB Electro-Acoustic Music 2B
- MUSC8MB Music Education 2B
- MUSC8RH Music Research: History and Ideas
- MUSC8PS Popular Music Production in Southern Africa
- MUSC8EC Public Sector Ethnomusicology and Community Development
- MUSC8TM Theorising Music in Society

Both semesters:
- MUSC8AP Applied Electro-Acoustics: Advanced Project
- MUSC8PP Electro-Acoustics: Professional Practice
- MUSC8IA Independent Study A
- MUSC8IB Independent Study B
- MUSC8XA Performance 2A / Performance A
- MUSC8XB Performance 2B / Performance B
- MUSC8JC Portfolio of Jazz Compositions and Arrangements
- MUSC8JP Public Jazz Performance
- MUSC8RR Reading or Repertoire Study [16]

In the list of Masters Programmes that follows, the Core modules specific to each are noted, where applicable. Every candidate is required to assemble the balance of his/her Programme
in consultation with the School.

**PROGRAMME 1: MUSIC TECHNOLOGY**

Core Modules

- MUSC8AD  Advanced Electro-Acoustic Music +
- MUSC8AP  Applied Electro-Acoustics (Advanced Project) +
- MUSC8PP  Electro-Acoustics (Professional Practice).

An Elective may be taken in place of the normal Masters Research paper.

**PROGRAMME 2: INTERCULTURAL MUSIC EDUCATION**

Core Modules

- MUSC8RM  Music Research: Methods

**PROGRAMME 3: ETHNOMUSICOLOGY**

Core Modules

- MUSC8RM  Music Research: Methods

**PROGRAMME 4: APPLIED ETHNOMUSICOLOGY**

Core Modules

- MUSC8RM  Music Research: Methods

**PROGRAMME 5: POPULAR MUSIC STUDIES**

Core Modules

- MUSC8RM  Music Research: Methods

**PROGRAMME 7: SOUTH AFRICAN MUSICS**

Core Modules

- MUSC8RM  Music Research: Methods

**PROGRAMME 8: JAZZ PERFORMANCE, COMPOSITION AND ARRANGING**

Core Modules

- MUSC8JC  Portfolio of Jazz Compositions and Arrangements
- MUSC8JP  Public Jazz Performance

Electives may be taken in place of the normal research paper.

**PROGRAMME 9: COMPOSITION (WESTERN CLASSICAL OR JAZZ)**

Core Modules

- MUSC8KO  Full Portfolio (192C)
  OR
- MUSC8KE  Longer Portfolio (144C)
- MUSC8RA  Research Article (48C)
  OR
- MUSC8KF  Shorter Portfolio (96C)
- MUSC8RM  Music Research: Methods (32C)
- MUSC8TR  Treatise (64C)

**PROGRAMME 10: MUSIC PERFORMANCE (WESTERN CLASSICAL OR JAZZ)**

Core Modules
MUSC8XR Full Public Recital (192C)

OR
MUSC8XE Longer Public Recital (144C)
MUSC8RA Research Article (48C)

OR
MUSC8XF Shorter Public Recital (96C)
MUSC8RM Music Research: Methods (32C)
MUSC8TR Treatise (64C)

23. Philosophy (Howard College and Pietermaritzburg)

Masters by Coursework Core Modules
PHIL8CD Coursework Dissertation: Philosophy (128C)
PHIL8SD Short coursework Dissertation: Philosophy (96C)
PHIL8SS Short coursework Dissertation (Subsequent year)

Electives
Students should take two of the following electives, unless they are writing the short coursework dissertation, in which case they should take three of them.

PHIL801 Political Philosophy (32C)
PHIL802 Contemporary Continental Philosophy (32C)
PHIL803 Meta-Ethics (32C)
PHIL804 Metaphysics (32C)
PHIL805 Advanced Study of a Philosophical Problem (32C)
PHIL806 Directed Study in Philosophy (32C)

Masters by Research
PHIL8MD Dissertation: Philosophy (192C)
PHIL8CY Dissertation: Philosophy Continuing year (192C)

24. Policy and Development (Pietermaritzburg)

The purpose of the programme is to realise a high degree of proficiency in both scholarship and professional training. The aim is to produce skilled practitioners who contribute to the needs of governance and development in South Africa and comparable societies. The programme is both academic and vocational in its thrust.

a. Masters by Coursework

Core Modules
PODS801 Managing Public Policy (32C),
PODS802 Policy Monitoring and Evaluation (32C)
Politics, Philosophy and Economics (Howard College and Pietermaritzburg)

There is an acute need in South Africa for graduates who will be able to participate in public life with the specific range of skills and knowledge that a postgraduate PPE degree provides. Such graduates will be philosophically literate, thoroughly conversant with the discourses of political analysis, and able both to deploy effectively the rigorous technical skills imparted by a good training in Economics. The module combinations in the degree programmes reflect the 'natural' cognateness of these three disciplines. Multi-disciplinary in character, the PPE degrees offer some level of flexibility at each level of study, particularly with respect to additional elective modules.

a. Masters by Coursework
Prospective Masters Candidates should consult with the Academic leader.

25. Political Science (Howard College and Pietermaritzburg)

Masters by Coursework
The Masters programme in Political Science incorporates both theoretical and policy-oriented components designed to impart advanced skills in the fields of Politics and International Relations. The modules on offer aim to equip students to put those skills to use in researching and analyzing the complexities of national, regional and global politics.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTPS825 – Research Methods in Conflict Transformation (16c)</td>
<td>CTPS807 – Human Rights and International Humanitarian Law (16c)</td>
</tr>
<tr>
<td>POLS822 – Political Change in Africa (32c)</td>
<td>Coursework Dissertation in Political Science (96c)</td>
</tr>
<tr>
<td>POLS801 – State and Justice in Modern Political Theory (32c)</td>
<td></td>
</tr>
</tbody>
</table>

Short Dissertation
POLS8SD       Short Dissertation: Political Science (96c).
POLS8SS       Short Dissertation: Political Science Subsequent Year (96c)

a. Masters by Research

Full Time
POLS8FM       Dissertation: Political Science (192C)
POLS8FR       Dissertation: Political Science Subsequent Year (192c)

Part Time
26. Psychology (Howard College and Pietermaritzburg)

A. Masters by Coursework

27. a. Clinical Psychology (Howard College & Pietermaritzburg)

Core Modules

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC806</td>
<td>Psychological Interventions: African and Global Approaches (16C)</td>
</tr>
<tr>
<td>PSYC807</td>
<td>Theory &amp; Practice of Clinical Psychology (32C)</td>
</tr>
<tr>
<td>PSYC808</td>
<td>Psychology of Personality &amp; Abnormal Behaviour (16C)</td>
</tr>
<tr>
<td>PSYC809</td>
<td>Assessment in Psychological Practice (16C)</td>
</tr>
<tr>
<td>PSYC810</td>
<td>Community Interventions in Professional Psychology (16C)</td>
</tr>
<tr>
<td>PSYC814</td>
<td>Research methods in Psychology (16C)</td>
</tr>
<tr>
<td>PSYC8CL</td>
<td>Short Dissertation: Clinical Psychology (96C)</td>
</tr>
</tbody>
</table>

27. b. Counselling Psychology (Howard College & Pietermaritzburg)

Core Modules

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC806</td>
<td>Psychological Interventions: African and Global Approaches (16C)</td>
</tr>
<tr>
<td>PSYC808</td>
<td>Psychology of Personality &amp; Abnormal Behaviour (16C)</td>
</tr>
<tr>
<td>PSYC809</td>
<td>Assessment in Psychological Practice (16C)</td>
</tr>
<tr>
<td>PSYC810</td>
<td>Community Interventions in Professional Psychology (16C)</td>
</tr>
<tr>
<td>PSYC818</td>
<td>Theory &amp; Practice of Counselling Psychology (32C)</td>
</tr>
<tr>
<td>PSYC814</td>
<td>Research methods in Psychology (16C)</td>
</tr>
<tr>
<td>PSYC8CO</td>
<td>Short Dissertation: Counselling Psychology (96C)</td>
</tr>
</tbody>
</table>

27. c. Educational Psychology (Pietermaritzburg)

Core Modules

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC806</td>
<td>Psychological Interventions: African and Global Approaches (16C)</td>
</tr>
<tr>
<td>Module Code</td>
<td>Module Title</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>PSYC808</td>
<td>Psychology of Personality &amp; Abnormal Behaviour (16C)</td>
</tr>
<tr>
<td>PSYC809</td>
<td>Assessment in Psychological Practice (16C)</td>
</tr>
<tr>
<td>PSYC810</td>
<td>Community Interventions in Professional Psychology (16C)</td>
</tr>
<tr>
<td>PSYC819</td>
<td>Theory &amp; Practice of Educational Psychology (32C)</td>
</tr>
<tr>
<td>PSYC814</td>
<td>Research methods in Psychology (16C)</td>
</tr>
<tr>
<td>PSYC8ED</td>
<td>Short Dissertation: Educational Psychology (96C)</td>
</tr>
</tbody>
</table>

### 27. d. Health Promotion (Howard College)

**Core Modules**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC813</td>
<td>Planning and Evaluation of HP Interventions (32C)</td>
</tr>
<tr>
<td>PSYC815</td>
<td>Health Promotion Practice (32C)</td>
</tr>
<tr>
<td>PSYC858</td>
<td>The Person is the Professional (16C)</td>
</tr>
<tr>
<td>PSYC814</td>
<td>Research Methods in Psychology (16C)</td>
</tr>
<tr>
<td>PSYC8SD</td>
<td>Short Dissertation: Psychology (96C)</td>
</tr>
</tbody>
</table>

### 27. e. Health Research Ethics (Pietermaritzburg) (Not offered in 2019)

**Core Modules**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC827</td>
<td>Introduction to Bioethics (16C)</td>
</tr>
<tr>
<td>PSYC828</td>
<td>Institutionalising Ethical Review of Health Research (16C)</td>
</tr>
<tr>
<td>PSYC831</td>
<td>Critical Issues in Informed Consent (16C)</td>
</tr>
<tr>
<td>PSYC834</td>
<td>Research Ethics: African and Indigenous Perspectives (16C)</td>
</tr>
<tr>
<td>PSYC8RD</td>
<td>Research Dissertation (64C)</td>
</tr>
<tr>
<td>PSYC8RS</td>
<td>Research Dissertation Subsequent year (64C)</td>
</tr>
</tbody>
</table>

Plus a selection of four electives from the list below to make up 192 credits

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC826</td>
<td>Evaluating Research Designs (16C)</td>
</tr>
<tr>
<td>PSYC829</td>
<td>Introduction to Human Rights for Health Researchers (16P)</td>
</tr>
<tr>
<td>PSYC830</td>
<td>Introduction to Health Law and Health Research (16P)</td>
</tr>
<tr>
<td>PSYC832</td>
<td>Behaviour and Research (16C)</td>
</tr>
<tr>
<td>PSYC833</td>
<td>Responsible Conduct of Research and Research Integrity (16C)</td>
</tr>
<tr>
<td>PSYC835</td>
<td>Ethical Issues in Women’s Health Research (16C)</td>
</tr>
<tr>
<td>PSYC836</td>
<td>Ethical Issues in Community-Based Research (16C)</td>
</tr>
<tr>
<td>PSYC837</td>
<td>Ethical Issues in International Collaborative Health Research (16C)</td>
</tr>
<tr>
<td>PSYC838</td>
<td>Ethical Issues in HIV Vaccine Trials (16C)</td>
</tr>
<tr>
<td>PSYC839</td>
<td>Children and Health Research (16C)</td>
</tr>
<tr>
<td>PSYC841</td>
<td>Religion and Ethics in Health Research (16C)</td>
</tr>
</tbody>
</table>
27. f. Industrial Psychology (Howard College)

Core Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC857</td>
<td>Workplace Well-being</td>
</tr>
<tr>
<td>PSYC861</td>
<td>Conflict Resolution (16C)</td>
</tr>
<tr>
<td>PSYC863</td>
<td>Individual Counselling Intervention (16C)</td>
</tr>
<tr>
<td>PSYC867</td>
<td>Human and Organisational Development (16C)</td>
</tr>
<tr>
<td>PSYC870</td>
<td>Psychological Assessment (Industrial) (16C)</td>
</tr>
<tr>
<td>PSYC814</td>
<td>Research Methods in Psychology (16C)</td>
</tr>
<tr>
<td>PSYC8SD</td>
<td>Short Dissertation: Industrial Psychology (96C)</td>
</tr>
</tbody>
</table>

27g. Research Psychology (Pietermaritzburg)

Core Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC8CD</td>
<td>Coursework Dissertation: Psychology (128C)</td>
</tr>
<tr>
<td>PSYC821</td>
<td>Community Project (16C)</td>
</tr>
</tbody>
</table>

Electives

Choose 3 from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC822</td>
<td>Quantitative Research for Research Psychology (16C)</td>
</tr>
<tr>
<td>PSYC823</td>
<td>Qualitative Research for Psychology (16C)</td>
</tr>
<tr>
<td>PSYC824</td>
<td>Applied Research: programme monitoring &amp; evaluation (16C) (Not offered in 2019)</td>
</tr>
<tr>
<td>PSYC825</td>
<td>Participatory research and human action (16C)</td>
</tr>
</tbody>
</table>

a. Masters by Research Full Time

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC8FM</td>
<td>Dissertation: Psychology (192C)</td>
</tr>
<tr>
<td>PSYC8CY</td>
<td>Dissertation: Psychology Sub Yrs (192C)</td>
</tr>
</tbody>
</table>

Part Time

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC8MD</td>
<td>Dissertation: Psychology (192C)</td>
</tr>
<tr>
<td>PSYC8MS</td>
<td>Dissertation: Psychology Sub Yrs (192C)</td>
</tr>
</tbody>
</table>

28. Public Policy (Howard College)

A. Masters by

Coursework Core Modules

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPOL806</td>
<td>Public Policy: Implementation and Project Management (32C)</td>
</tr>
<tr>
<td>PPOL808</td>
<td>Public Policy: Monitoring, Evaluation, Analysis (32C)</td>
</tr>
</tbody>
</table>

Short Dissertation
A new 16 credit module in Advanced Research Methodology & a new 16 credit module in Public Ethics may be offered in Semester 2. Students should consult with the Academic Leader.

B. Masters by Research

Full Time

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPOL8FM</td>
<td>Dissertation: Public Policy (192C)</td>
</tr>
<tr>
<td>PPOL8FR</td>
<td>Dissertation: Public Policy</td>
</tr>
</tbody>
</table>

Part Time

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPOL8MD</td>
<td>Dissertation: Public Policy (192C)</td>
</tr>
<tr>
<td>PPOL8MS</td>
<td>Dissertation: Public Policy (192C)</td>
</tr>
</tbody>
</table>

29. Religion and Social (Howard College and Pietermaritzburg)

Masters by Research

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSTR8MD</td>
<td>Dissertation: Religion and Social Transformation (192C)</td>
</tr>
<tr>
<td>RSTR8CY</td>
<td>Dissertation: Religion and Social Transformation Continuing year (192C)</td>
</tr>
</tbody>
</table>

30. Social Policy (Howard College)

Political change in South Africa, as well as powerful global forces, have resulted in a process of major policy changes in virtually all spheres of the country’s social and economic life in recent years. This process of transformation has created the need for a considerable increase in personnel trained in the analysis of social and economic issues and policies.

The purpose of the Social Policy Programme is to give graduates the knowledge and skills necessary for social policy analysis and developmental management, in responsible positions in the public service, NGO’s and other developmental institutions; thus helping to meet the challenge of managing change in South Africa and the broader southern African region.

Core Modules

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY800</td>
<td>Social Research Design and Practice (16C)</td>
</tr>
<tr>
<td>SOCP811</td>
<td>South African Economic Issues (16C)</td>
</tr>
<tr>
<td>SOCP802</td>
<td>Public Participation and Governance (32C)</td>
</tr>
<tr>
<td>SOCP809</td>
<td>Political Economy of Basic Service Delivery (32C)</td>
</tr>
<tr>
<td>SOCP8CD</td>
<td>Social Policy: Coursework Dissertation (96C)</td>
</tr>
</tbody>
</table>
31. Translation Studies (Howard College)

**Masters by Coursework**

**Core Modules**
- TRAN8MD M Thesis in Translation Studies (96C)

**Electives**
Choose 3 of the following:
- TRAN820 Translation Theory (32C)
- TRAN821 Linguistics for Translation (32C)
- TRAN822 Translating: Target Language (32C)
- TRAN823 Translating: Source Language (32C)

---

**Master of Architecture**

*Howard College*

*Not All Electives will be available on offer in 2019.*

**HUM-MAR1 Entry Requirements**

Students shall be eligible to apply for selection to register for the qualification of Master of Architecture (Research) if they have previously been awarded the degree of Bachelor of Architecture (Advanced) of the University, or have been admitted to the status thereof.

**HUM-MAR2 Practical Training**

Requirements for this are as follows:

(a) The minimum period of practical training is twelve months.

(b) The training shall take place under the supervision of a registered architect and shall be recorded on the forms prescribed under the Practical Training Scheme of the South African Council for the Architectural Profession.

(c) Whilst it is considered important that practical training should take place in an architect’s office, alternative forms of experience may be motivated for in writing.

(d) Submission for approval of records of practical experience shall be made to the Dean and Head of School at the end of the period of practical training and before admission to the Master of Architecture degree.

---

**Master of Architecture by Coursework (320C)**

**Core Modules**

**Semester 1**
- ARCH801 Architectural Design and Urbanism (32C)
- ARCH802 Theory of Architecture and Urbanism (16C)
- ARCH803 History of Urban Settlements (16C)
- ARCH806 Research Methods for Architects (16C)

**Semester 2**
ARCH804  Advanced Architectural Design (32C)
ARCH805  Applied Architectural Technology (16C)
ARCH807  Architectural Design Dissertation Proposal (16C)
ARCH812  Materials and Failures (16C)

**Semester 3**
ARCH808  Dissertation: Architectural Design (80C)

**Semester 4**
ARCH809  Simulated Office Project (32C)
ARCH810  Professional Practice (16C)
ARCH811  Law for Architects (16C)
One Elective module (16C)

**Electives**
Modules to the value of 16 credits chosen from:
- DEVS802  Society and Development
- DEVS806  Development Management
- DEVS829  Environment and Development

*Modules from any other course within the schools programmes can be chosen depending on space availability and minimum qualifying criteria of that module.*

**Master of Architecture by**
**Research Full Time**
ARCH8FM  Dissertation: Architecture (192C)

**Part Time**
ARCH8MD  Dissertation: Architecture (192C)

---

**Master of Child Care and Protection**

*This qualification is offered by the School of Applied Human Sciences in conjunction with the School of Law.*

**HUM-MSW2 MCHPR (Child Care and Protection)**
Admission to the programme shall on the basis of selection by staff teaching in the programme. Student numbers may be limited in accordance with the capacity available in a particular semester.
Prospective students must hold a four-year University degree (or separate degrees requiring a total of at least four years of University study). Such degree/s shall include at least eight semester modules (or their equivalent as decided by the selectors) in Law and/or Social Work and/or Psychology and/or Criminology and Forensic Studies and/or Police Science and/or any other modules regarded by the selectors as sufficiently relevant.

Details regarding the degree structure and modules offered can be found in the College of Law and Management Studies handbook.
Master of Development Studies
Howard College
Not All Electives will be available on offer in 2019.

Candidates in possession of an Honours degree, or equivalent, enrol in the one-year (2-semester) programme. Candidates not in possession of an Honours degree, or equivalent, enrol in the two-year (4-semester) programme.

All offerings are subject to change at the discretion of the Dean and Head of School. All of the modules listed below carry 16 credits, except where otherwise indicated.

A. Masters by Coursework One-Year Programme (192 credits) Core Modules

- DEVS803 Comparative Development Problems and Policies (16C)
- DEVS807 Economics of Development 1 (16C)
- DEVS819 Poverty and Inequality (16C)

or

- DEVS823 Social Policy (16C)
- DEVS821 Research Methods 2 (16C)
- DEVS8SD Short Dissertation (96C)

Electives
Choose 2 from the following:

- DEVS801 Agriculture and Rural Development (16C)
- DEVS802 Civil Society and Development (16C)
- DEVS804 Demographic Methods 1 (16C)
- DEVS805 Demographic Methods 2 (16C)
- DEVS806 Development Management (16C)
- DEVS808 Economics of Development 2 (16C)
- DEVS809 Fertility and Nuptiality (16C)
- DEVS810 Gender and Development (16C)
- DEVS811 HIV/AIDS in Southern Africa (16C)
- DEVS814 Introduction to Population Studies (16C)
- DEVS815 Migration and Urbanisation (16C)
- DEVS816 Population and Development (16C)
- DEVS817 Population and Health (16C)
- DEVS818 Political Economy of the Welfare State (16C)
- DEVS822 Sexual and Reproductive Health (16C)
- DEVS824 South African Development Problems and Policies (16C)
- DEVS829 Environment and Development (16C)

B. Masters by Coursework Two-Year Programme (320 credits)

Core Modules

- DEVS803 Comparative Development Problems and Policies (16C)
- DEVS807 Economics of Development 1 (16C)
DEVS808  Economics of Development 2 (16C)
DEVS819  Poverty and Inequality (16C)
DEVS820  Research Methods 1 (16C)
DEVS821  Research Methods 2 (16C)
DEVS823  Social Policy (16C)
DEVS824  South African Development Problems and Policies (16C)
DEVS8SD  Short Dissertation (96C)

Electives
A further six modules chosen from available/qualifying electives. (Consult the one-year Programme Electives list.) or any other 16C modules approved by the School.

Masters by Research

Full Time
DEVS8FM  Dissertation (192C)
DEVS8FR  Dissertation – Subs Year (192C)

Part Time
DEVS8MD  Dissertation (192C)
DEVS8MS  Dissertation – Subs Year (192C)

Master of Education

HUM-MEd1 Registration

1. Candidates shall register for the degree by research only, or by coursework and dissertation.
2. Candidates for the degree by research only shall register for the degree of Master of Education
3. Candidates for the degree by coursework and dissertation shall register for one of the following specialised curricula:

   Master of Education in;
   a)  Adult Education
   b)  Curriculum Studies
   c)  Educational Leadership, Management and Policy
   d)  Educational Psychology
   e)  Gender Education
   f)  Higher Education Teaching and Learning
   g)  Higher Education Student & Professional Services
   h)  Language and Media Studies
   i)  Mathematics Education
   j)  Teacher Development Studies
k) Science and Technology Education  
l) Social Justice and Education

**HUM-MEd2 Curriculum for the MEd by coursework**

1. Candidates for the degree by coursework and dissertation shall obtain at least 192 credits in order to qualify for the degree by constructing a curriculum which comprises, thirty two (32) credits in research modules, sixty four (64) credits in the area of specialisation and ninety six (96) credit dissertation

2. The 32 credits in research modules shall be obtained through the completion of the following:

   - EDRS821 Research Discourses and Methodology (16)
   - EDRS820 Research Proposal Development and Skills Training (16C)

3. The 64 credits in the area of specialisation shall be obtained through the completion of any of the modules listed below for the specialisation for which students are registered:

   **Adult Education**
   
   - EDAE815 Studies in Adult Education and Learning (32C) (compulsory module)

   **Two modules from one of the following sub-fields of adult education:**

   **Literacy**
   
   - EDAE844 Issues in Adult Literacy and Basic Education (16C)

   **Civil Society**
   
   - EDSJ833 Peace Education and Conflict Resolution (16C)
   - EDAE843 Adult Education, Civil Society and Social Movements (16C)
   - EDSJ832 Social Identities and Education (16C)

   **Vocational Learning**
   
   - EDAE841 Workplace learning (16C)
   - EDAE814 Issues in Vocational Education and Training (16C)

   **Community Development**
   
   - EDAE813 Adult Education and Community Development (16C)
   - EDAE842 Curriculum Studies in Adult Education (16C)

   **Curriculum Studies**
   
   - EDCS817 Theorising Curriculum (32)
   - EDCS816 Curriculum Development and Evaluation (32)

   **Educational Leadership, Management and Policy**
   
   - EDMN815 Theoretical and Methodological Approaches to Educational Leadership, Management and Policy (32C)
EDMN814 Leading Professionals in Learning Communities (32C)

**Educational Psychology**
- EDPY810 Inclusive Education: Theory and Practice (32C)
- EDPY811 Psychological Assessments in Education (16C)
- EDPY812 Psychological Interventions in Education (16C)

**Higher Education Teaching and Learning**

**Core Modules**
- EDHE855 Discourses in Higher Education (16C)
- EDHE849 African Higher Education in a global context (16C)

**and two of the following elective modules:**
- EDHE857 Pedagogies in Higher Education (16C)
- EDHE842 Curriculum development & evaluation in higher education (16C)
- EDHE852 Student development & learning: Theories & Practices (16C)

**A module from other programme related to education (16C)**

**Higher Education Student & Professional Services**

**Core modules:**
- EDHE855 Discourses in higher education (16C)
- EDHE849 African higher education in a global context (16C)

**and two of the following elective modules:**
- EDHE856 Diversity in Higher Education (16C)
- EDHE858 Professional services in higher education (16)
- EDHE852 Student development & learning: Theories & practices (16)
- EDHE854 Student services in Higher Education (16C)
- EDHE859 Governance, Leadership & institutional Development in Higher Education (16)

*One elective in the list may be substituted by an equivalent and relevant postgraduate module offered within this College or another subject to approval of the Head of Discipline or Dean of School and to the maximum value of 16 credits.*

**Mathematics Education**
- EDME813 Philosophy and Teaching of Maths Education (32C)
- EDME812 Psychology of Mathematics Education (16C)

*And*

**and one of the following modules**
- EDME814 Sociology of Mathematics Education (16C)
- EDME811 History of Mathematics (16C)
Science and Technology Education
The following two compulsory modules:
EDSE807 Issues in Science and Technology Education (32C)
EDSE808 African Studies in science and technology education (16C)

One of the following electives:
EDSE806 Science and Technology in Society (16C)
EDSE810 Specialist Studies in learning science and technology (16C)

Social Justice Education
EDSJ834 Theoretical and Methodological Foundations of Social Justice and Education (32C)

And two of the following:
EDSJ832 Social Identities and Education (16C)
EDSJ833 Peace Education & Conflict Resolution (16C)
EDAE842 Curriculum Studies in Adult Education (16C)

Teacher Development Studies
EDPD807 Conceptualising Teacher Development (32C)
EDPD808 Researching Teacher Development (32C)

Master of Education Full Research

Accounting Education
EDAC811 (Yr1) M Thesis Accounting METH (192C)
EDAC8CY M Thesis- Continuing Year Accounting METH (192C)
EDAC812 M Thesis Subsequent Year Accounting METH (192C)

Adult Education
EDAE830 (Yr1) M Thesis Adult Education METH (192C)
EDAE8CY M Thesis- Continuing Year Adult Education METH (192C)
EDAE831 M Thesis Subsequent Year Adult Education METH (192C)

Computer Science Education
EDCE830 Computer Science Education Thesis METH (192C)
EDCE8CY M Thesis- Continuing Year Computer Science Education Thesis METH (192C)
EDCE831 Computer Science Education Thesis - Subsequent Year METH (192C)

Curriculum Studies
EDCS830 (Yr1) M Thesis Curriculum Studies METH (192C)
EDCS8CY M Thesis Curriculum Studies-Continuing Year METH (192C)
EDCS831 M Thesis Curriculum Studies- Subsequent Year METH (192C)

Early Childhood Development
EDEC830 Early Childhood Development Thesis METH (192C)
EDEC8CY M Thesis Early Childhood Development-Continuing Year METH (192C)
EDEC831M Thesis Early Childhood Development Thesis - Subsequent Year METH (192C)

Educational Psychology
EDPY830 (Yr1) M Thesis Educational Psychology (192C)
EDPY8CY M Thesis Educational Psychology-Continuing Year METH(192C)
EDPY831 M Thesis Subsequent Year Educational Psychology METH (192C)

Education Management, Leadership and Policy
EDMN830 (Yr1) M Thesis Education Management, Leadership & Policy METH (192C)
EDMN8CY M Thesis Education Management, Leadership & Policy-Continuing Year METH (192C)
EDMN831 M Thesis Subsequent Year Education Management, Leadership & Policy METH (192C)

Gender Education
EDGE830 (Yr1) M Thesis Gender Education METH (192C)
EDGE8CY M Thesis Gender Education-Continuing Year-Continuing Year METH (192C)
EDGE831 M Thesis Subsequent Year Gender Education METH (192C)

Higher Education
EDHE830 (Yr1) M Thesis Higher Education (192C)
EDHE8CY M Thesis Higher Education-Continuing Year METH (192C)
EDHE831 M Thesis Subsequent Year Higher Education METH (192C)

History Education
EDHS811 (Yr1) M Thesis History Education METH (192C)
EDHS8CY M Thesis History Education-Continuing Year METH (192C)
EDHS812 M Thesis Subsequent Year History Education METH (192C)

Language & Media Studies
EDEN830 (Yr1) M Thesis Language & Media Studies METH (192C)
EDEN8CY M Thesis Language & Media Studies-Continuing Year METH (192C)
EDEN831 M Thesis Subsequent Year Language & Media Studies METH (192C)

Mathematics Education
EDMA830 (Yr1) M Thesis Mathematics Education METH (192C)
EDMA8CYM Thesis Mathematics Education-Continuing Year METH (192C)
EDMA831 M Thesis Subsequent Year Mathematics Education METH (192C)

Professional Development
EDPD830 (Yr1) M Thesis Professional Development METH (192C)
EDPD8CY M Thesis Professional Development- Continuing Year METH (192C)
EDPD831 M Thesis Subsequent Year Professional Development METH (192C)

Science Education
EDSE830 (Yr1) M Thesis Science Education METH (192C)
EDSE8CY M Thesis Science Education-Continuing Year METH (192C)
EDSE831 M Thesis Subsequent Year Science Education METH (192C)

Social Justice Education
EDSJ830 (Yr1) M Thesis Social Justice Education METH (192C)
EDSJ8CY M Thesis Social Justice Education-Continuing Year METH (192C)
EDSJ831 M Thesis Subsequent Year Social Justice Education METH (192C)

Social Science Education
EDSS830 (Yr1) M Thesis Social Science METH (192C)
EDSS8CY M Thesis Social Science-Continuing Year METH (192C)
EDSS831 M Thesis Subsequent Year Social Science METH (192C)

Technology Education
EDTE811 (Yr1) M Thesis Technology Education METH (192C)
EDTE8CY M Thesis Technology Education-Continuing Year METH (192C)
EDTE812 M Thesis Subsequent Year Technology Education METH (192C)

Master of Housing

Howard College - Two-Year Programme (320C) Not All Electives will be available on offer in 2019.

Core Modules
HOUS801 Housing Theory and Practice (32C)
HOUS802 Advanced Housing Policy and Finance (32C)
HOUS803 Project Management and Evaluation (32C)
HOUS804 Housing Implementation (32C)
HOUS809 Dissertation Methodology: Housing (16C)
TNPL802 Layout and Sub-Division (32C)
TNPL819 Local Area Analysis (16C)
HOUS8SD Short Dissertation: Housing (96C)

Electives
Choose 32 credits from the following:
(The Elective(s) must be chosen in consultation with the School)

DEVS806 Development Management (16C)
DEVS823 Social Policy (16C)
DEVS825 State, Institutions and Development (16C)
HOUS805 Project Packaging (32C)
HOUS807 Special Housing Studies A (32C)
HOUS808 Special Housing Studies B (32C)
TNPL801 Implementation in Integrated Development Planning (16C)
Alternatively, an Elective chosen, in consultation with the School, from appropriate/qualifying offerings within cognate or other fields.

Master of Information Studies
_Pietermaritzburg_

B. Masters by Coursework (192 credits) Core Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIIS830</td>
<td>Issues in Library and Information Science (32C)</td>
</tr>
<tr>
<td>LIIS833</td>
<td>Advanced Literature Searching &amp; Evaluation (16C)</td>
</tr>
<tr>
<td>LIIS834</td>
<td>Data Analysis &amp; Presentation (16)</td>
</tr>
<tr>
<td>LIIS835</td>
<td>Information Ethics (16C)</td>
</tr>
<tr>
<td>SOCY800</td>
<td>Social Research Design and Practice (16)</td>
</tr>
<tr>
<td>LIIS8SD</td>
<td>Short Coursework Dissertation: Library and Information Science (96C)</td>
</tr>
</tbody>
</table>

C. Masters by Research Core

<table>
<thead>
<tr>
<th>Modules</th>
<th>Dissertation: Library and Information Science (192C)</th>
</tr>
</thead>
</table>

Master of Population Studies
_Howard College_

_Not All Electives will be available on offer in 2019._

Masters by Coursework Two- Year Programme (320 credits)

Core Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEVS804</td>
<td>Demographic Methods 1 (16C)</td>
</tr>
<tr>
<td>DEVS809</td>
<td>Fertility and Nuptiality (16C)</td>
</tr>
<tr>
<td>DEVS814</td>
<td>Introduction to Population Studies (16C)</td>
</tr>
<tr>
<td>DEVS816</td>
<td>Population and Development (16C)</td>
</tr>
<tr>
<td>DEVS820</td>
<td>Research Methods 1 (16C)</td>
</tr>
<tr>
<td>DEVS821</td>
<td>Research Methods 2 (16C)</td>
</tr>
<tr>
<td>DEVS8SD</td>
<td>Short Dissertation (96C)</td>
</tr>
</tbody>
</table>
Electives
A further eight modules from the following list, subject to the School's approval:

DEVS803HC  Comparative Development Problems and Policies (16C)
DEVS805HC  Demographic Methods 2 (16C)
DEVS806HC  Development Management (16C)
DEVS807HC  Economics of Development 1 (16C)
DEVS811HC  HIV/AIDS in Southern Africa (16C)
DEVS815HC  Migration and Urbanisation (16C)
DEVS817HC  Population and Health (16C)

DEVS818HC  Political Economy of the Welfare State (16C)
DEVS819HC  Poverty and Inequality (16C)
DEVS822HC  Sexual and Reproductive Health (16C) (not offered in 2019)
DEVS823HC  Social Policy (16C)
DEVS824HC  South African Development Problems and Policies (16C)
DEVS829HC  Environment and Development (16C)

Masters by Coursework One - Year Programme (192 credits)

Core Modules
DEVS804  Demographic Methods 1 (16C)
DEVS809  Fertility and Nuptiality (16C)
DEVS814  Introduction to Population Studies (16C)
DEVS816  Population and Development (16C)
DEVS821  Research Methods 2 (16C)
DEVS8SD  Short Dissertation (96C)

Elective
One additional module from the following list, alternatively, any other 16C module approved by the School.

DEVS805  Demographic Methods 2
DEVS811  HIV/AIDS in Southern Africa
DEVS815  Migration and Urbanisation
DEVS817  Population and Health
DEVS819  Poverty and Inequality
DEVS822  Sexual and Reproductive Health
DEVS823  Social Policy
DEVS829  Environment and Development

Masters by Research
Full Time

DEVS8FM  Dissertation (192C)
DEVS8FR  Dissertation – Subs Year (192C)
Master of Social Science: Social Work

Howard College

HUM-MSW1: Admission
Admission to Masters Level is conditional upon the completion of a four-year Bachelors degree in Social Work to a standard acceptable to the Dean and Head of School.

Masters by Research: Full Time
- SOWK8FM Dissertation: Social Work (192C)
- SOWK8FR Dissertation: Social Work Subsequent Years (192C)

Masters by Research: Part Time
- SOWK8MD Dissertation: Social Work (192C)
- SOWK8MS Dissertation: Social Work Subsequent Years (192C)

A. Masters by Coursework

Every candidate must choose a specialisation from the following list:
- Gender and Religion
- Biblical Studies
- Catholic Theology
- Christian Spirituality
- History of Christianity
- Ministerial Studies
- Historical and Modern Theologies
- Theology and Development

Every Masters candidate, regardless of specialisation, must register for: THEO8CD Coursework Dissertation: Theology (128C).

Additionally, every Masters candidate must take a compulsory (‘core’) module that is specific to his/her specialisation. Most of the core modules count 32 credits; in a few instances, two compulsory modules, each worth 16 credits, are prescribed. The credit-values of all core coursework modules are indicated in the list of Core Modules organized by specialisation that
is set forth below.

The balance of 32 credits required for the award of the degree is accounted for by Electives chosen from a common list. Each Elective on this list is worth 16 credits, so two have to be chosen, in consultation with the School.

A. Masters by Research

THEO8MD  
Dissertation: Theology (192C)

THEO8CY  
Dissertation: Theology Continuing year (192C)
Master of Town and Regional Planning  
*Howard College*

*Students enrolled for the coursework Masters programmes in Planning MUST complete ALL first year modules before progressing to the second year. First year modules should be for planning students ONLY except those that are shared with Housing students. Not All Electives will be available on offer in 2019.*

**Masters by Coursework Two-Year Programme (320 credits)**

**Core Modules**
- TPLN802 Layout and Subdivision (32C)
- TNPL803 Planning Theory and Public Policy (16C)
- TNPL806 Professional Practice (Planning) (8C)
- TNPL812 Planning Law (8C)
- TNPL813 Development and Planning of Cities (16C)
- TNPL814 Dissertation Proposal (16C)
- TNPL815 Integrated Development Planning (32C)
- TNPL817 Urban Spatial Policy (8C)
- TNPL818 Environmental Planning (8C)
- TNPL819 Local Area Analysis (16C)
- TNPL820 Local Spatial Planning (16C)
- TNPL821 Regional Development (16C)
- TNPL8SD Short Dissertation: Planning (96C)

**Electives**
Electives to the value of 64 credits. Of these at least 32 Credits must be chosen from Planning and/or Housing offerings, while not more than 32 Credits may be chosen from appropriate/qualifying offerings within cognate, or other, fields.

The following Elective modules are available from Planning and Housing. Please note that not all electives will be available in any one year and that all Electives must be chosen in consultation with the School.

- TPLN 801: Implementation in IDP (16 Credits)
- TPLN 805: Local Economic Development (16 Credits)
- TPLN 807: Special Planning Studies A (Transportation Studies) (32 Credits)
- TPLN 822: Urban Reconstruction (32 Credits)
- HOUS 802: Advanced Policy and Finance (32 Credits)
- HOUS 803: Project Management and Evaluation (32 Credits)

**Masters by Research**

**Full Time**
- TNPL8FM Dissertation: Planning (192C)
Master of Science in Urban and Regional Planning  
Howard College

Students enrolled for the coursework Masters programmes in Planning MUST complete ALL first year modules before progressing to the second year. First year modules should be for planning students ONLY expect those that are shared with housing students. Not All Electives will be available on offer in 2019.

A. MSc in Urban and Regional Planning (Environment and Planning) 
Masters by Coursework Two- Year Programme (320 credits)

Core Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS712</td>
<td>Analytical GIS and Advanced Spatial Modelling (16C)</td>
<td></td>
</tr>
<tr>
<td>TNPL803</td>
<td>Planning Theory and Public Policy (16C)</td>
<td></td>
</tr>
<tr>
<td>TNPL806</td>
<td>Professional Practice (Planning) (8C)</td>
<td></td>
</tr>
<tr>
<td>TNPL812</td>
<td>Planning Law (8C)</td>
<td></td>
</tr>
<tr>
<td>TNPL814</td>
<td>Dissertation Proposal (16C)</td>
<td></td>
</tr>
<tr>
<td>TNPL815</td>
<td>Integrated Development Planning (32C)</td>
<td></td>
</tr>
<tr>
<td>TNPL817</td>
<td>Urban Spatial Policy (8C)</td>
<td></td>
</tr>
<tr>
<td>TNPL818</td>
<td>Environmental Planning (8C)</td>
<td></td>
</tr>
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<td>TNPL819</td>
<td>Local Area Analysis (16C)</td>
<td></td>
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<td>Local Spatial Planning (16C)</td>
<td></td>
</tr>
<tr>
<td>TNPL8SD</td>
<td>Short Dissertation: Planning (96C)</td>
<td></td>
</tr>
</tbody>
</table>

The following Elective modules are available from Planning and Housing. Please note that not all electives will be available in any one year and that all Electives must be chosen in consultation with the School.

<table>
<thead>
<tr>
<th>Module</th>
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<td>Special Planning Studies A (Transportation Studies)</td>
<td>(32 Credits)</td>
</tr>
<tr>
<td>TPLN 822:</td>
<td>Urban Reconstruction (32 Credits)</td>
<td></td>
</tr>
<tr>
<td>HOUS 802:</td>
<td>Advanced Policy and Finance (32 Credits)</td>
<td></td>
</tr>
<tr>
<td>HOUS 803:</td>
<td>Project Management and Evaluation (32 Credits)</td>
<td></td>
</tr>
</tbody>
</table>

A. MSc in Urban and Regional Planning (Development Planning) 

Masters by Coursework Two- Year Programme (320 credits)
Core Modules

DEVS803 Comparative Development Problems and Policies (16C)
DEVS807 Economics of Development 1 (16C)
DEVS820 Research Methods 1 (16C)
TNPL803 Planning Theory and Public Policy (16C)
TNPL806 Professional Practice (Planning) (8C)
TNPL812 Planning Law (8C)
TNPL813 Development and Planning of Cities (16C)
TNPL814 Dissertation Proposal (16C)
TNPL815 Integrated Development Planning (32C)
TNPL8SD Short Dissertation: Planning (96C)

Electives

Modules to the value of 32 credits from Development Studies offerings
AND
Modules to the value of 32 credits from Planning offerings
AND

a module to the value of 16 credits from Development Studies OR from Planning
OR from offerings in cognate, or other, fields.

B. MSc in Urban and Regional Planning by Research

Full Time
TNPL8FM Dissertation: Planning (192C)
TNPL8FR Dissertation: Planning – Subs Year (192C)

Part Time
TNPL8MD Dissertation: Planning (192C)
TNPL8MS Dissertation: Planning – Subs Year (192C)
RULES FOR DOCTORAL DEGREES

HUM-PHD1: Admission
A minimum of 60% average for a relevant Masters degree. Many disciplines have limited capacity and practice a competitive selection through which places will be allocated on the basis of high academic achievement as well as considerations of equity. Some disciplines may require a portfolio of work as a prerequisite for selection. These qualifications require a minimum of 384 credits.

HUM-PHD2: Selection
Candidates are subject to selection and the selection process will be based on the candidate’s record of academic work or academic and professional work acceptable to the Senate and may include academic ranking and other criteria as approved by Senate and Council.

HUM-PHD3: Minimum period of study
Candidates for the degree shall be required to pursue, under the supervision of the University and over a period of not less than four semesters, an approved course of special study or research on some subject falling within the field of education and the studies associated therewith. In the case of candidates with only a Bachelor of Education Honours the minimum period for the degree is six semesters.

HUM-PHD4: Assessment
(i) Candidates shall not be permitted to proceed to the examination of the thesis before the end of the second academic year in which the work for the thesis was entered upon.
(ii) Candidates may be required to present themselves for viva voce questioning.

HUM-PHD5: Exclusion
Any student who:
   (i) after two semesters of full time registration or three semesters of part-time registration, has failed to secure approval for a suitable research proposal, or
   (ii) after four semesters of full time registration or 6 semesters of part-time registration, has not made adequate progress towards the completion of the degree, or
   (i) after 8 semesters of full time registration or 10 semesters of part-time registration, has not submitted a thesis for examination,

shall be required to apply for re-registration which will only be permitted on receipt of a motivation which is considered satisfactory by the Board.

HUM-PHD6: Applicability of Common Rules
The Common Rules for the degree of Doctor of Philosophy in all Colleges shall also be of effect for the degree in the College of Humanities.
DOCTOR OF PHILOSOPHY

BUILT ENVIRONMENT AND DEVELOPMENT STUDIES

Architecture
ARCH9DO  PhD Architecture year 1 (384C)
ARCH9DS  Subsequent Year (384C)

Community Development:
CMDV9DO  Doctoral Thesis: Community Development (384)
CMDV9DS  Doctoral Thesis: Community Development - Subs Year(384)

Development Studies and Population Studies
DEV9DSO  Doctoral Thesis: Development Studies (384)
DEV9DS  Doctoral Thesis: Development Studies - Subs Year (384)

Housing
HOUS9DOSH2  Doctoral Thesis: Housing (384C)
HOUS9DSSH2  Doctoral Thesis: Housing subsequent year (384C)

Planning
TNPL9DO  Doctoral Thesis: Planning (384)
TNPL9DS  Doctoral Thesis: Planning - Subs Year (384)

APPLIED HUMAN SCIENCES

Criminology and Forensic Studies
CFSD9FD  Doctoral Thesis: Criminology (384C)
CFSD9CY  Doctoral Thesis: Criminology Subsequent Years (384C)
CFSD9DO  Doctoral Thesis: Criminology (384C)
CFSD9DS  Doctoral Thesis: Criminology Subsequent Years (384C)

Culture, Communication and Media Studies
CCMS9FD  Doctoral Thesis: CCMS (384C)
CCMS9CY  Doctoral Thesis: CCMS Subsequent Years (384C)
CCMS9DO  Doctoral Thesis: CCMS (384C)
CCMS9DS  Doctoral Thesis: CCMS Subsequent Years (384C)

Psychology (Howard College)
PSYC9FD  Doctoral Thesis: Psychology (384C)
PSYC9CY  Doctoral Thesis: Psychology Sub Yrs (384C)
PSYC9DO  Doctoral Thesis: Psychology (384C)
PSYC9DS  Doctoral Thesis: Psychology Sub Yrs (384C)
Social Work
Admission to Doctoral Level is conditional upon the completion of a four-year Bachelors degree in Social Work, as well as a relevant Masters degree to a standard acceptable to the Dean and Head of School.

SOWK9FD  Doctoral Thesis: Social Work (384C)
SOWK9CY  Doctoral Thesis: Social Work Subsequent Years (384C)
SOWK9DO  Doctoral Thesis: Social Work (384C)
SOWK9DS  Doctoral Thesis: Social Work Subsequent Years (384C)

ARTS

Applied Language Studies
APLS9DO  Applied Language Studies thesis (384C)
APLS9CY  Applied Language Studies - subsequent year (384C)

Art History
AHIS9DO  Art History thesis (384C)
AHIST9CY  Art History thesis - subsequent year (384C)

Classics
CLAS9DO  Classics thesis (384C)
CLAS9CY  Classics thesis – Continuing year (384C)

Drama and Performance Studies
DRAM9DO  Drama and Performance Studies (384C)
DRAM9CY  Drama and Performance Studies - subsequent year (384C)

English Studies
ENGL9DO  English Studies thesis (384)
ENGL9CY  English Studies thesis – subsequent year (384C)

Ethics
ETHS9DO  Ethics thesis (384C)
ETHS9CY  Ethics thesis – Continuing year (384C)

Fine Arts
FIAR9DO  Fine Arts thesis (384C)
FIAR9CY  Fine Arts thesis - subsequent year (384C)

French
FREN9DO  French thesis (384C)
FREN9CY  French thesis – subsequent year (384C)

isiZulu Studies
ZULU9DO  isiZulu Studies thesis (384C)
ZULU9CY  isiZulu Studies – subsequent year (384C)
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EDDE9SY Education and Development Thesis-Continuing Year (384C)
EDDE912 Education and Development Thesis – Subsequent Year (384C)

Education Management, Leadership and Policy
EDMN911 Education Management, Leadership and Policy Thesis (384C)
EDMN9CY Education Management, Leadership and Policy Thesis-Continuing Year (384C)
EDMN912 Education Management, Leadership and Policy Thesis – Subs Year (384C)

Educational Psychology
EDPY911 Educational Psychology Thesis (384C)
EDPY9CY Educational Psychology Thesis -Continuing Year (384C)
EDPY912 Educational Psychology Thesis – Subsequent Year (384C)

Gender Education
EDGE911 Gender Education Thesis (384C)
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EDGE912 Gender Education Thesis – Subsequent Year (384C)

Higher Education
EDHE911 Higher Education Thesis (384C)
EDHE9CY Higher Education Thesis-Continuing Year (384C)
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History Education
EDHS911 History Education Thesis (384C)
EDHS9CY History Education Thesis-Continuing Year (384C)
EDHS912 History Education Thesis – Subsequent Year (384C)

Language and Media Studies
EDLE911 Language and Media Studies Thesis (384C)
EDLE911 Language and Media Studies Thesis-Continuing Year (384C)
EDLE912 Language and Media Studies Thesis – Subsequent Year (384C)

Life Orientation
EDLF911 Life Orientation Thesis (384C)
EDLF9CY Life Orientation Thesis-Continuing Year (384C)
EDLF912 Life Orientation Thesis – Subsequent Year (384C)

Mathematics Education
EDMA911 Mathematics Education Thesis (384C)
EDMA9CY Mathematics Education Thesis-Continuing Year (384C)
EDMA912 Mathematics Education Thesis – Subsequent Year (384C)
**Professional Development**
EDPD911 Professional Development Thesis (384C)
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EDPD912 Professional Development Thesis – Subsequent Year (384C)

**Science Education**
EDSE911 Science Education Thesis (384C)
EDSE9CY Science Education Thesis-Continuing Year (384C)
EDSE912 Science Education Thesis – Subsequent Year (384C)

**Social Justice Education**
EDSJ911 Social Justice Education Thesis (384C)
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EDSJ912 Social Justice Education Thesis – Subsequent Year (384C)

**Sports Education**
EDSP911 Sports Education Thesis (384C)
EDSP9CY Sports Education Thesis-Continuing Year (384C)
EDSP912 Sports Education Thesis – Subsequent Year (384C)

**Social Science**
EDSS911 Social Science Thesis (384C)
EDSS9CY Social Science Thesis-Continuing Year (384C)
EDSS912 Social Science Thesis – Subsequent Year (384C)

**Technology Education**
EDTE911 Technology Education Thesis (384C)
EDTE9CY Technology Education Thesis-Continuing Year (384C)
EDTE912 Technology Education Thesis – Subsequent Year (384C)

**Travel and Tourism**
EDTT911 Travel and Tourism Thesis (384C)
EDTT9CY Travel and Tourism Thesis-Continuing Year (384C)
EDTT912 Travel and Tourism Thesis – Subsequent Year (384C)

**SOCIAL SCIENCES**

**Anthropology**
ANTH9FD Anthropology Thesis Full Time (384C)
ANTH9FR Anthropology Thesis Full Time – Subsequent Year (384C)
ANTH9DO Anthropology Thesis Part Time (384C)
ANTH9DS Anthropology Thesis Part Time – Subsequent Year (384C)

**Conflict Transformation and Peace Studies**
CTPS9FD Conflict Transformation and Peace Studies Thesis Full Time (384C)
CTPS9FR Conflict Transformation and Peace Studies Thesis Full Time – Subs Year (384C)
CTPS9DO Conflict Transformation and Peace Studies Thesis Part Time (384C)
CTPS9DS Conflict Transformation and Peace Studies Thesis Part Time – Subs Year (384C)

Criminology and Forensic Studies
CFSD9FD Doctoral Thesis: Criminology (384C)
CFSD9CY Doctoral Thesis: Criminology Subsequent Years (384C)
CFSD9DO Doctoral Thesis: Criminology (384C)
CFSD9DS Doctoral Thesis: Criminology Subsequent Years (384C)

Culture, Communication and Media Studies
CCMS9FD Doctoral Thesis: CCMS (384C)
CCMS9CY Doctoral Thesis: CCMS Subsequent Years (384C)
CCMS9DO Doctoral Thesis: CCMS (384C)
CCMS9DS Doctoral Thesis: CCMS Subsequent Years (384C)

Culture and Heritage Tourism (Howard College)
CHTM9FD Doctoral Thesis (384c)
CHYM9FR Doctoral Thesis subsequent year (384c)
CHTM9DO Doctoral Thesis (384c)
CHTM9DS Doctoral thesis subsequent (384c)

Economic History (Howard College)
ECHS9FD Doctoral Thesis (384c)
ECHS9FR Doctoral Thesis subsequent Year (384c)
ECHS9DO Doctoral Thesis (384c)
ECHS9DS Doctoral thesis subsequent year (384c)

Gender Studies
GEST9FD Gender Studies Thesis Full Time (384C)
GEST9FR Gender Studies Thesis Full Time – Subsequent Year (384C)
GEST9DO Gender Studies Thesis Part Time (384C)
GEST9DS Gender Studies Thesis Part Time – Subsequent Year (384C)

Historical Studies
HIST9FD Historical Studies Thesis Full Time (384C)
HIST9FR Historical Studies Thesis Full Time – Subsequent Year (384C)
HIST9DO Historical Studies Thesis Part Time (384C)
HIST9DS Historical Studies Thesis Part Time – Subsequent Year (384C)

Industrial, Organisation and labour Studies
IOLS9FD Doctoral Thesis (384c)
IOLS9FR Doctoral Thesis subsequent Year (384c)
IOLS9DO Doctoral Thesis (384c)
IOLS9DS  Doctoral thesis subsequent year (384c)

**Information Studies**
- LIIS9FD  Information Studies Thesis Full Time (384C)
- LIIS9FR  Information Studies Thesis Full Time – Subsequent Year (384C)
- LIIS9DO  Information Studies Thesis Part Time (384C)
- LIIS9DS  Information Studies Thesis Part Time – Subsequent Year (384C)

**Policy and Development Studies**
- PODS9FD  Policy and Development Studies Thesis Full Time (384C)
- PODS9FR  Policy and Development Studies Thesis Full Time – Subs Year (384C)
- PODS9DO  Policy and Development Studies Thesis Part Time (384C)
- PODS9DS  Policy and Development Studies Thesis Part Time – Suns Year (384C)

**Political Science**
- POLS9FD  Political Science Thesis Full Time (384C)
- POLS9FR  Political Science Thesis Full Time – Subsequent Year (384C)
- POLS9DO  Political Science Thesis Part Time (384C)
- POLS9DS  Political Science Thesis Part Time – Subsequent Year (384C)

**Public Policy (Howard College)**
- PPOL9FD  Doctoral Thesis (384c)
- PPOL9FR  Doctoral Thesis subsequent Year (384c)
- PPOL9DO  Doctoral Thesis (384c)
- PPOL9DS  Doctoral thesis subsequent year (384c)

**Sociology**
- SOCY9FD  Sociology Thesis Full Time (384C)
- SOCY9FR  Sociology Thesis Full Time – Subsequent Year (384C)
- SOCY9DO  Sociology Thesis Part Time (384C)
- SOCY9DS  Sociology Thesis Part Time – Subsequent Year (384C)

**THEOLOGY**
- African Christianity  African Theology
- Biblical Studies  Catholic Theology
- Christian Spirituality  History of Christianity
- Gender and Religion  Industrial Mission
- Ministerial Studies  Religious Studies
- Systematic Theology  Theology
- Theology and Development

- THEO9DO  Theology thesis (384C)
- THEO9CY  Theology thesis – Continuing year (384C)
**Religion and Social Transformation**

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SYLLABI

Academic Communication Studies
Offered in the School of Arts

Effective Writing for the Social Sciences
ACCS110 P1 P2 (60L-13T-0S-81H-0R-0F-0G-6A-13W-16C)

**Aim:** To introduce students to the different ways of thinking, reading and writing expected of them at university.

**Content:** This module will help you build a greater understanding of the language of learning and teaching used at University, which is quite different from what you may have been exposed to at secondary school. You will learn and practise the following:
- Effective reading strategies for assignments
- Critical thinking and listening skills
- Writing effective, well constructed paragraphs and short writing assignments
- Writing, drafting and editing an Academic Essay

**Practicals:** Six lectures are held per week and students work mostly in small groups.
**Assessment:** Class Mark: 50%; Examination 50%
**DP Requirement:** 80% Attendance and full submission of all set work

Effective Research for the Social Sciences
ACCS120 P2 (60L-13T-0S-81H-0R-0F-0G-6A-13W-16C)

**Prerequisite Requirement:** To have completed ACCS110.

**Aim:** To develop a deeper understanding of academic communication, and the ways in which knowledge is produced, disseminated and debated within a tertiary academic environment.

**Content:** This module will help students to develop their academic reading, writing and critical thinking skills further by learning more about the genre of research writing through the study of journal articles from various disciplines in the Social Sciences.

**Practicals:** Four lectures are held per week, and students work almost entirely in small groups.
**Assessment:** Class Mark: 50%; Examination: 50%
**DP Requirement:** 80% Attendance and full submission of all set work

Academic Learning in English
ACLE102 H1 H2 (13L-13T-26P-0S-87H-18R-0F-0G-4A-13W-16C)

**Aim:** To help students to use writing as a means to become effective learners in the University environment

**Content:** The module introduces learners in an explicit way to the process of academic essay writing, developing their capacity to produce coherent, cohesive and well-polished texts within the context of an intellectually challenging examination of themes, which are of contemporary academic interest across disciplines.

**Assessment:** Class Mark (2 tests 30% and 2 Essays 35%) Class average mark 65% and Exam 35%
**DP Requirement:** 80% attendance and submission of all written work.
ACLE is not available as an elective to students who have more than 128 credits

English Language Development
ELDV100 HB (59L-0T-0S-92H-4R-0F-0G-5A-13W-16C)

**Aim:** The purpose of this module is to develop the English language proficiency of mainstream English second-language students who have done English as a second language for Grade 12.

**Content:** This module focuses on intermediate English grammar, reading of discursive and extended texts,
comprehension of typical academic spoken and written English, essay writing and oral presentations.

**Assessment:** One 3-hour examination: 33%; Cumulative assessment: 67%

**DP Requirement:** 90% attendance; Completion of all assessment tasks

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**Exploring Literacies in the Humanities**

ACLT100 HB PB  
**Aim:** To prepare students for the key linguistic and academic competencies required to read, research and write successfully in a general Humanities curriculum.

**Content:** The module explores concepts such as approaches to knowledge, world views, intercultural communication and schema theory whilst developing the writing of academic arguments, literature reviews, reading strategies, paraphrasing readings, synthesising different 'voices' in a text, identifying the 'self' in academic discourse, as well as exposure to some central linguistic constructions characteristic of academic texts.

**Assessment:** Class mark (assignments, academic essay, literature review): 60%; examination: 40%

**DP Requirement:** 90% attendance of classes; 40% minimum class mark

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**Art History**

*Offered in the School of Arts*

**Western Art**

AHIS110 P2

**Aim:** To introduce students to central issues/concepts in the development of art, enabling the student to both understand and evaluate a range of cultural manifestations.

**Content:** An introductory examination of artistic practice and interpretation, their origins and subsequent impact in diverse cultural contexts.

**Assessment:** Class Mark: 50%, Examination Mark: 50%

**DP Requirement:** Timeous submission of all written assignments; minimum of 80% attendance at tutorials and lectures.

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**Africa: Art of a Continent**

AHIS210 P1

**Aim:** To introduce students to selected aspects of and methodological approaches to African material culture and contemporary art.

**Content:** An examination of the cultural and historical forces that have informed the production and reception of West, Central and Southern African art. Both traditional practice and post-colonial and contemporary production are covered.

**Assessment:** Class Mark: 50%, Examination Mark: 50%

**DP Requirement:** Timeous submission of all written assignments; minimum of 80% attendance at tutorials and lectures.

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**20th Century Art, Visual Culture & Theory I**

AHIS310 P1

**Prerequisite Requirement:** 224 credits

**Aim:** An in-depth focus on selected aspects of Modernism, enabling students to critically assess Modernist theory and related art and architectural practice.

**Content:** A critical examination of the ideas of artists, architects and critics who contributed to the rise of Modernism.

**Assessment:** Class Mark: 50%, Examination Mark: 50%

**DP Requirement:** Timeous submission of all written assignments; minimum of 80% attendance at tutorials and lectures.

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**20th Century Art, Visual Culture & Theory II**

AHIS320 P1

**Prerequisite Requirement:** 224 credits
**Syllabi**

**Aim:** To provide students with insight into contemporary visual culture.

**Content:** An examination of the debates about Postmodernism, the impact of mass culture and the construction of gender in visual material. Attention will be given to the predominance of the role of the media in transforming process and content in contemporary art.

**Assessment:** Class Mark: 50%, Examination Mark: 50%

**DP Requirement:** Timeous submission of all written assignments; minimum of 80% attendance at tutorials and lectures.

**Art and Museum Practice**
AHIS330 P2

**Prerequisite Requirement:** 224 credits

**Aim:** An introduction to current issues and practice in national and international museums.

**Content:** Museological issues such as curation, conservation, management, design practices, and ideologies will be examined in terms of current international and South African museum practices.

**Assessment:** Class Mark: 50%, Examination Mark: 50%

**DP Requirement:** Timeous submission of all written assignments; minimum of 80% attendance at tutorials and lectures.

**Contemporary African Art**
AHIS340 P2

**Prerequisite Requirement:** 224 credits

**Aim:** To provide a good understanding of selected theoretical issues pertaining to the interpretation of African and Southern African art.

**Content:** African art has been shaped by various belief systems, social structures and diverse ideological and cultural practices. In the wake of colonialism African communities underwent systematic transformation, the impact of which is examined in relation to selected art, architecture and material culture.

**Assessment:** Class Mark: 50%, Examination Mark: 50%

**DP Requirement:** Timeous submission of all written assignments; minimum of 80% attendance at tutorials and lectures.

**Issues in Art and Visual Culture (I)**
AHIS730 PC

**Prerequisite Requirement:** Bachelors degree, including 64 credits in Art History at Level 300.

**Aim:** To enable students to engage in a critical and theoretical reading of texts and works in the broad field of art and visual culture.

**Content:** A critical examination of the ideas of artists and critics in relation to art and allied fields of expression.

**Assessment:** Class Mark: 50%, Examination Mark: 50%

**DP Requirement:** Timeous submission of all written assignments; minimum of 80% attendance at seminars.

**Issues in Art and Visual Culture (II)**
AHIS750 PC

**Prerequisite Requirement:** Bachelors degree, including 64 credits in Art History at Level 300.

**Aim:** To study at an advanced level, ways of interpreting and evaluating a range of artistic practices.

**Content:** A critical examination of art and related theory, drawn from selected periods and national contexts.

**Assessment:** Class Mark: 50%, Examination Mark: 50%

**DP Requirement:** Timeous submission of all written assignments; minimum of 80% attendance at seminars.

**Honours Project: Art History**
AHIS7RP PC

**Prerequisite Requirement:** Bachelors degree, including 64 credits in Art History at Level 300.

**Aim:** To introduce students to the principles of research, in relation to an art historical topic of their choice.

**Content:** A study in research methodologies and their applications in the visual arts, including retrieval skills in literature and other appropriate resource areas. A research paper of approximately 10 000 words.

**Assessment:** Research paper 100%.

**DP Requirement:** As per college rules.
Anthropology

Offered in the School of Social Science

Introduction to Anthropology
ANTH101 H1 P1  (39L-20T-0S-60H-36R-0F-0G-5A-13W-16C)

Aim: To introduce students to the broad fields of Anthropology – Kinship, Economic and Political Anthropology, and to give them a basic understanding of anthropological methods as a social science. To help students understand alternative theories on how humans evolved, how culturally diverse people adapt to their environment, and the manner in which anthropology analyses and studies social life.

Content: The module deals with Anthropology as a social science, political and economic systems and basic research methods associated with the discipline. It also introduces students to comparative social systems through case studies illustrating diversity as well as similarity in the social organization of societies.

Assessment: Continuous assessment (50%) which comprises 2 tests (15% each) and one essay (20%) and a final three hour examination (50%).

DP Requirement: Regular attendance at lectures and tutorials, submission of all assessment tasks on the stipulated date, a minimum of 40% for the coursework component of the course.

Culture and Society in Africa
ANTH102 H2 P2  (39L-20T-0S-60H-36R-0F-0G-5A-13W-16C)

Aim: Students will become knowledgeable about societies in Africa and will be able to apply their knowledge in a variety of contexts, including those in which topical issues about Africa are debated.

Content: This course introduces students to the continent on which we live; its archaeology, knowledge and belief systems, economy and socio-cultural dynamics. It examines, from an anthropological perspective, the concepts of race, culture, society, ethnicity and nation-state. African worldviews, patterns of social and political organisation, the impact of globalisation and the changing role of Africa are explored.

Assessment: 2 tests, 1 essay for course work, 1 three-hour examination

DP Requirement: Submission of all written work on the due date, minimum of 40% for course work and 75% attendance.

Culture Health and Illness
ANTH201 H1 P1  (39L-20T-0P-0S-60H-36R-0F-0G-5A-13W-16C)

Prerequisite Requirement: Anthropology 101 & 102 or sufficient credits, subject to the approval of the Academic Coordinator

Aim: Students will develop an understanding of how cultural schemas and social environments shape people’s experiences of illness, including some hard-to-understand behaviours in relation to particular diseases.

Content: As an introduction to medical anthropology, this course focuses on the social and cultural aspects of health and illness: how disease is interpreted, expressed and managed in different societies and the forces that shape people’s risk-taking and health-seeking behaviours are examined. Topics include the evolution of disease, non-western medical cosmologies, indigenous medicine in Africa, the global rise of chronic degenerative disease, mental illness in cross-cultural perspective, HIV/AIDS and the expansion of the biomedical model.

Assessment: 2 tests, 1 essays for course work, 1 three-hour examination

DP Requirement: Submission of all written work on the due date, minimum of 40% for course work and 75% attendance.

Families and Households
ANTH202 H2 P2  (39L-20T-0P-0S-60H-36R-0F-0G-5A-13W-16C)

Prerequisite Requirement: Anthropology 101 & 102, or sufficient credits, subject to the approval of the Academic Coordinator

Aim: Students will gain an appreciation for the adaptive and dynamic nature of domestic life and cultural conventions linked to kinship.

Content: This course is a comparative cross-cultural look at domestic life and kinship. It considers the origins of the human family, explores early anthropological approaches to the study of kinship and descent systems, investigates
contemporary family and household systems in the global context and provides an examination of changing domestic units in South Africa by drawing on case study material.

**Assessment:** 2 tests, 1 essay for course work, 1 three-hour examination.

**DP Requirement:** Submission of all written work on the due date, minimum of 40% for course work and 75% attendance.

**Applied Anthropology**
ANTH301 H1 P1

**Prerequisite Requirement:** Anthropology 101, 102, 201, 202; exceptions require approval of the Academic Co-ordinator.

**Aim:** Students will be prepared for employment in a variety of settings such as research institutes, NGOs, and government institutions. They will be able to draw upon lessons learned in applying anthropological knowledge to address critical issues.

**Content:** This module concerns itself with the applied side of the discipline. Early interventionist work by anthropologists, the contemporary areas of expertise that have emerged and the ethical issues that have arisen, are examined. Topics include human rights and responsibilities, advocacy, policy and the politics of development.

**Assessment:** 2 tests, 1 essay for course work, 1 three-hour examination.

**DP Requirement:** Submission of all written work on the due date, minimum of 40% for course work and 75% attendance.

**Research plus Special Topic**
ANTH302 H2 P2

**Prerequisite Requirement:** Anthropology 101, 102, 201, 202 for majors; exceptions require the approval of the Academic Co-ordinator.

**Aim:** Students will understand the main principles and methods in anthropological research, gain an in-depth knowledge of one sub-field of the discipline, and know how to undertake research.

**Content:** This module is designed to familiarise students with the major theoretical frameworks and methodologies required to undertake anthropological research, specifically ethnographic study. In addition, one particular field of anthropological inquiry will be studied as a special topic for analysing various research strategies. Special topics are dependent upon the available expertise in the discipline, and may include the Anthropology of Religion, Psychological Anthropology, Women and Migration, Culture and Sexuality, Anthropology and Development.

**Assessment:** 2 tests, 1 essay, 1 research project.

**DP Requirement:** Submission of all written work on the due date, minimum of 40% for course work and 75% attendance.

**Local Knowledge & Sustainable Development**
ANTH701 H1 P1

**Prerequisite Requirement:** Appropriate undergraduate degree.

**Aim:** This course will raise students' awareness of the diversity of local practices that are fundamental to survival of communities.

**Content:** This course examines local innovation and creativity, awareness of resource utility and its link to sustainable development. It will explore approaches to studying local dynamics to highlight livelihood strategies in various contexts, local resource capacities and approaches to intervention. Students will be exposed to comparative case studies, especially from developing countries.

**Assessment:** 2 essays, one 3-hour examination.

**DP Requirement:** Submission of all written work on time and compliance with the attendance requirements of the School.

**The Development of Anthropological Theory**
ANTH702 H1 P1

**Prerequisite Requirement:** Appropriate undergraduate degree.

**Aim:** Students will become knowledgeable about theories that inform current anthropological practices and debates.

**Content:** This course provides a close examination of recent and current theoretical perspectives. Topics covered are functionalism, structuralism, Marxian anthropology and its critique, cultural relativism, postmodernism, gender analysis and reflexivity.

**Assessment:** 2 essays, 1 three-hour examination.

**DP Requirement:** Submission of all written work on time and compliance with the attendance requirements of the School.
Understanding AIDS in Africa
ANTH703 H1 P1  
(OL-20T-0P-39S-60H-36R-0F-0G-5A-1W-16C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: Students will acquire an understanding of the systemic nature of the African pandemic, and gain the knowledge and confidence needed to live and make a difference in an HIV/AIDS affected world.
Content: This course looks beyond the medical model and examines the complex forces that underlie the HIV/AIDS pandemic on this continent. Through a review of significant social science studies, the key social, economic, political and cultural factors that catalyse the pandemic are identified and discussed. Past and present efforts to address and manage the disease are analysed, and a framework for doing AIDS education is presented.
Assessment: 1 presentation, 1 essay, 1 research paper, 1 three-hour examination.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School

South African Ethnography
ANTH704 H1 P1  
(OL-20T-0P-39S-60H-36R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: Students will become knowledgeable about current debates and recent trends in anthropology in Southern Africa, and the opportunities that exist for scholars with an academic training in Anthropology.
Content: This course focuses on ethnographic studies and anthropological debates within the broader context of Southern Africa. Topics include the changing interpretations of culture in South Africa, anthropology under apartheid, and an analysis of early local ethnographic research and writing. Regional trends in contemporary anthropological research are examined, as well as transformations within the discipline locally, including the rise of the Pan African Association of Anthropologists and the resurgence of anthropology across the continent.
Assessment: 2 essays, 1 examination.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School

Ethnographic Research Methods
ANTH705 H1 P1  
(OL-20T-0P-39S-60H-36R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: Students learn techniques and strategies to confront research challenges, to have ethical sensitivity and to take measures ensuring the ethical integrity of their institutions, and to write scientifically.
Content: This course explores ethnographic research methods in detail, with an emphasis on their use in practical situations. It also deals with issues of analysis, ethics and writing. Students who do the Anthropology Research Project must do this course as it prepares them for research practice and writing.
Assessment: 2 essays, one 3-hour examination.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School

Globalisation, Migrancy & Diaspora Studies
ANTH707 H1 P1  
(OL-20T-0P-39S-60H-36R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Appropriate undergraduate degree
Aim: To expose students to new forms of migration, adjustment patterns, integration and transformation of identities in the context of globalisation.
Content: This course introduces students to transnational and global interactions. It probes into the manner in which international migration has produced emergent transnational families and new culturally mapped spaces. It looks at how households, through the global need for manual and professional labour, are being dispersed for want of wider experiences and greater earning potential.
Assessment: 2 essays, 1 three-hour examination.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School
Research Project: Anthropology
ANTH7RP H2 P2 (0L-20T-39S-60H-36R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Appropriate undergraduate degree
Aim: Students will develop an ability to pursue and present independent qualitative research of an anthropological nature.
Content: This module allows students to focus on an area of their particular research interest. In consultation with lecturing staff, students will select, design, conduct and write up research findings in a research report with the assistance of a selected supervisor
Assessment: An externally assessed research report.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School.

Applied Language Studies

Offered in the School of Arts

Intercultural Communication
APLS202 P1 (30L-10T-0S-115H-0R-0F-0G-5A-13W-16C)
Prerequisite Requirement: 96 credits or permission of the Programme Director
Aim: To develop an understanding of intercultural processes and the factors affecting them in society. To develop a critical perspective on the role of the media, and other societal institutions and practices, in promoting (or otherwise) harmonious intercultural relations.
Content: Theory of culture, communication, perception and identity; verbal and non-verbal cross-cultural communication; representation, identity and global processes.
Assessment: Cumulative assessment (50%); 3-hour Examination (50%)
DP Requirement: Timely submission of all written work and tests and 80% attendance at lectures and practicals
Please note that this module is subject to availability

Advanced Academic Communication (Science)
APLS711 PC (30L-30T-0P-0S-100H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: A Bachelors degree and IELTS Band Level 6 in English proficiency
Aim: To give learners a deeper understanding of the knowledge and skills necessary to engage successfully with academic study in the field of science
Content: Introduction to genre and professional discourse, especially in relation to scientific contexts. Further exploration of language structure in relation to various genres.
Assessment: Continuous assessment (50%) Proficiency Test (50%)
DP Requirement: Submission of all written work
Offered for graduate foreign students learning English in the Language Centre.

Advanced Academic Communication (General)
APLS712 PC (30L-30T-0P-0S-100H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: A Bachelors degree and IELTS Band Level 6 in English proficiency
Aim: To give learners a deeper understanding of the knowledge and skills necessary to engage successfully with academic study generally
Content: Introduction to genre and its role in various discipline areas. Deeper exploration of language structures in relation to different genres and how these may be manipulated for communicative purposes. Focus on presentation of information both orally and in writing at postgraduate level
Assessment: Continuous assessment (50%) Proficiency Test (50%)
DP Requirement: Submission of all written work
Offered for graduate foreign students learning English in the Language Centre.
English Language Teaching
APLS755 PC (30L-30T-0P-80H-0R-0F-0G-20A-13W-16C)

Prerequisite Requirement: A first degree and/or 3-5 yrs teaching experience
Aim: To afford students new insights into English language teaching to adults and a deeper understanding of the principles in order that students might apply the results of this reflection to their current and future professional lives
Content: The principles and practices of ELT including language awareness; language analysis and linguistic description; theories of language learning and teaching; error analysis, teaching methods, teaching materials and resources
Assessment: Assignments (50%) Teaching Practice (50%)
DP Requirement: Submission of all assignments; attendance at all practical sessions
Offered through the Language Centre.

Language Education in South Africa
APLS841 PC (0L-0T-0P-20S-295H-0R-0F-0G-5A-13W-32C)

Prerequisite Requirement: Appropriate Honours degree
Aim: To provide students with the skills to apply language teaching theory to the teaching of reading, writing, literature, listening and speaking
Content: Students investigate syllabus, curriculum, programme and lesson development in the light of theory and practice, and are actively engaged in the development, application and evaluation of language teaching materials in all the different areas of language teaching. Students are also introduced to Action Research methodology in the process.
Assessment: Continuous assessment in the form of a portfolio including position papers, a seminar presentation, a research assignment and a critical reflection paper
DP Requirement: Timely submission of all written work
Not offered in 2019.

Language Learning and Teaching Theory
APLS845 (0L-0T-0P-20S-295H-0R-0F-0G-5A-13W-32C)

Prerequisite Requirement: Appropriate Honours degree
Aim: A critical examination of current debates in relation to curriculum and materials development, and evaluation and assessment in language education
Content: Critical debates in the field of language education policy and planning, language learning and teaching theories, curriculum theory, syllabus design and assessment with particular attention to the South African context
Assessment: Continuous assessment in the form of a portfolio including position papers, a seminar presentation, a research assignment and a critical reflection paper
DP Requirement: Timely submission of all written work
Not offered in 2019.

Architecture

Offered in the School of Built Environment and Development Studies

Architectural Design & Technology 1A
ARCH101 H1 (39L-78T-65P-0S-114H-0R-24F-0G-0A-13W-32C)

Corequisite: Theory of Architecture 1A
Aim: An introduction to the fundamental principles and concepts in architectural design and technology.
Content: Single cell spaces; social context in the urban environment; appropriate and alternative construction techniques.
Practicals: Designs and tutorials based on the above.
Assessment: Continuous Formative Assessment with indicators based on 3 to 4 interim assignment. Summative assessment evaluation with marks (50% internal examination, 50% independent moderation) at exhibition of final Class work (Portfolio)
**DP Requirement:** 100% attendance, timeous completion of all assignments, submission of final Portfolio.

**Architectural Design & Technology 1B**  
ARCH102 H2  
Prerequisite Requirement: ARCH101 H1, ARCH103 H1  
Corequisite: Theory of Architecture 1B  
**Aim:** To engage with the architectural context; form-making; the integration of theoretical and technological issues.  
**Content:** Simple buildings on sites which warrant appropriate building construction and services.  
**Practicals:** Design of individual and group spaces and technological tutorials.  
**Assessment:** Continuous Formative Assessment with indicators based on 3 to 4 interim assignment. Summative assessment evaluation with marks (50% internal examination, 50% independent moderation) at exhibition of final Class work (Portfolio)  
**DP Requirement:** 100% attendance, timeous completion of all assignments, submission of final Portfolio.

**Theory of Architecture 1A**  
ARCH103 H1  
Corequisite: Architectural Design & Technology 1A  
**Aim:** To develop critical thinking in the design process and academic writing skills.  
**Content:** Introduction to architectural theories.  
**Practicals:** To understand theoretical concepts and themes; critical analyses; and advance written and graphic communication skills.  
**Assessment:** Projects and tests.  
**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**Theory of Architecture 1B**  
ARCH104 H2  
Prerequisite Requirement: ARCH103 H1  
Corequisite: Architectural Design & Technology 1B  
**Aim:** To advance critical thinking in the design process and academic writing skills.  
**Content:** Architectural space, form and meaning.  
**Practicals:** Theoretical concepts and themes; critical analyses; written and graphic communication skills.  
**Assessment:** Projects and tests.  
**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**History of Architecture 1A**  
ARCH105 H1  
**Aim:** An introduction to the History of Architecture, vocabularies, chronologies, styles, and the related Arts.  
**Content:** An appreciation of indigenous and vernacular architectures, the interrelationships between geography and climate, building materials and structural forms.  
**Practicals:** Case studies using local examples and library searches.  
**Assessment:** Assignments, excursions and tests.  
**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**History of Architecture 1B**  
ARCH106 H2  
Prerequisite Requirement: History of Architecture 1A  
**Aim:** A classical survey of building typologies, spatial relationships, urban planning and the related arts.  
**Content:** The art and architecture of Ancient Egypt, Classical Greece, the Roman Empire.  
**Practicals:** Projects involving library searches and local precedents.  
**Assessment:** Assignments and tests.  
**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.
Building Science 1 (Solar Geometry)
ARCH107 HC (26L-7T-0S-40H-0R-0F-0G-0A-13W-32C)
Aim: An introduction to the concept of human comfort; the environmental conditions in which buildings are situated; traditional ways in which building designers have responded to climate.
Content: Visual and thermal comfort; the physiology of human comfort; factors affecting human comfort; use and criticism of thermal comfort guides.
Practicals: Tutorials: Field experiments; surveys of architectural response to climate.
Assessment: Assignments and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Building Science 1 (Solar Movement)
ARCH108 HC (26L-7T-0S-40H-0R-0F-0G-0A-13W-32C)
Aim: An introduction to the study of solar movement; the development of solar prediction techniques; the fundamentals of orientation in architectural design.
Content: Stellar, solar, lunar and planetary movement; the projection and uses of the solar charts; skiagraphy; computer-based and mechanical solar prediction; and the orientation of buildings.
Practicals: Tutorials: Applications in the topic listed.
Assessment: Assignments and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Theory of Structures 1A
ARCH109 H1 (20L-7T-20S-0H-0R-0F-0G-14A-13W-32C)
Aim: The introduction of basic concepts of structural engineering relevant to architectural design and technology.
Content: Glossaries of components and forms; structural properties of reinforced concrete; steel; timber; aluminium and masonry; and the sizing of structural members.
Practicals: Tutorials: Elementary exercises in the topics listed.
Assessment: Tests and tutorials.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Theory of Structures 1B
ARCH110 H2 (20L-7T-20S-0H-0R-0F-0G-14A-13W-32C)
Aim: The understanding of principles of structural engineering.
Content: Designing for safety; factors; loads; forces.
Practicals: Simple framed structures.
Assessment: Tests and tutorials.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Architectural Design & Technology 2A
ARCH201 H1 (39L-78T-65P-0S-114H-0R-24F-0G-0A-13W-32C)
Prerequisite Requirement: ARCH102 H2; ARCH104 H2
Corequisite: Theory of Architecture 2A
Aim: To extend and enrich tectonic understanding and the developing of skills in design and communication. Content: The integration of composition, structure and architectural expression, environmental and contextual issues; building materials and construction; an introduction to CAD.
Practicals: Studio based design projects; tutorials in technology; discussions and critiques; computer-based tutorials.
Assessment: Continuous Formative Assessment with indicators based on 3 to 4 interim assignment. Summative assessment evaluation with marks (50% internal examination, 50% independent moderation) at exhibition of final Class work (Portfolio)
DP Requirement: 100% attendance, timeous completion of all assignments, submission of final Portfolio.
Architectural Design & Technology 2B
ARCH202 H2 (39L-78T-65P-0S-114H-0R-24F-0G-0A-13W-32C)
Prerequisite Requirement: ARCH201 H1, ARCH203 H1
Corequisite: Theory of Architecture 2B
Aim: A preparation for the intellectual demands of architectural design and appropriate construction and services.
Content: The exploration of architectural expression through the resolution of design problems of limited complexity; emphasis on the integration of design theory and construction; the importance of obtaining proficiency in architectural communication including CAD skills.
Practicals: Studio based design projects; seminars, critiques and computer-based tutorials.
Assessment: Continuous Formative Assessment with indicators based on 3 to 4 interim assignment. Summative assessment evaluation with marks (50% internal examination, 50% independent moderation) at exhibition of final Class work (Portfolio)
DP Requirement: 100% attendance, timeous completion of all assignments, submission of final Portfolio.

Theory of Architecture 2A
ARCH203 H1 (20L-0T-13P-0S-39H-7R-0F-0G-1A-13W-8C)
Prerequisite Requirement: Theory of Architecture 1B
Corequisite: Architectural Design & Technology 2A
Aim: To promote an understanding of the integration of architectural theories in design.
Content: Theoretical concepts in built and natural environments.
Practicals: Integrating designs and theories in different contexts and environments.
Assessment: Projects and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Theory of Architecture 2B
ARCH204 H2 (20L-0T-13P-0S-39H-7R-0F-0G-1A-13W-8C)
Prerequisite Requirement: Theory of Architecture 2A
Corequisite: Theory of Architecture 2B
Aim: An expansion of the theoretical base with a focus on planning, aesthetics and expression.
Content: Theories of architectural expressions.
Practicals: Demonstrations of awareness of theoretical underpinnings in architecture and its interpretation in forms of written and oral presentations.
Assessment: Essays and seminars.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

History of Architecture 2A
ARCH205 H1 (26L-0T-4P-0S-38H-6R-0F-0G-6A-13W-8C)
Prerequisite Requirement: History of Architecture 1B
Aim: An introduction to the interaction between religion and architecture and the related arts.
Content: The art and architecture of the Early Christian, Byzantine, Romanesque and Gothic periods; exotic and Eastern architecture; and the related arts and gardens.
Practicals: Projects involving library and computer searches.
Assessment: Assignments and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

History of Architecture 2B
ARCH206 H2 (26L-0T-4P-0S-38H-6R-0F-0G-6A-13W-8C)
Prerequisite Requirement: History of Architecture 2A
Aim: An understanding of the design principles, forms and details and spatial complexity of the Renaissance.
Content: The architecture of the Renaissance, Baroque and of Neo-Classicism; the related arts and gardens.
Practicals: Projects involving library and computer searches.
Assessment: Assignments and tests.

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Building Science 2 (Electricity & Illumin)
ARCH207 HC (26L-7T-0S-45H-0R-0F-0G-0A-13W-8C)
Prerequisite Requirement: Building Science 1B
Aim: An introduction to the concepts of electricity; daylighting and artificial illumination, as a basis for architectural design.
Content: Electric fields; electrical power; resistance, simple circuits, electricity in buildings; electricity generation and distribution.
Practicals: Measurement of light; daylighting and artificial illumination of buildings.
Assessment: Assignments and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Building Science 2 (Heat in Buildings)
ARCH208 HC (26L-7T-0S-45H-0R-0F-0G-0A-13W-8C)
Aim: An introduction to the concept of heat as it affects buildings; methods of controlling thermal properties of buildings in architectural design.
Content: The laws of thermodynamics; refrigeration; cooling and dehumidification; calorimetry and thermal capacity; heat transfer and insulation; passive thermal design of buildings.
Practicals: Tutorials: Projects on the topics listed.
Assessment: Assignments and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Theory of Structures 2A
ARCH209 H1 (20L-28T-7P-13S-0H-0R-0F-0G-12A-13W-8C)
Prerequisite Requirement: Theory of Structures 1B
Corequisite: Architectural Design & Technology 2A
Aim: To understand structural design of buildings by analysis, joints and assemblies.
Content: Elementary analysis and design of ties; columns; beams and slabs; joints and component assemblies.
Practicals: Tutorials: Exercises in structural analysis and elementary design.
Assessment: Tests and tutorials.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Theory of Structures 2B
ARCH210 H2 (20L-28T-7P-13S-0H-0R-0F-0G-12A-13W-8C)
Prerequisite Requirement: Theory of Structures 2A
Aim: An understanding of structural design for basements and large spans.
Content: Soils, foundations, retaining walls and basements; arches and portals; large span construction.
Practicals: Tutorials: Problems and case studies in topics listed.
Assessment: Tests and tutorials.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Architectural Design & Technology 3A
ARCH301 H1 (39L-78T-65P-0S-114H-0R-24F-0G-0A-13W-32C)
Prerequisite Requirement: ARCH201 H1
Corequisite: Theory of Architecture 3A
Aim: The development of architectural design and technology appropriate to the specific applications.
Content: The design of complex buildings in various settings, including appropriate building construction and services.
Practicals: Design and detailing and presentation including digital modelling.
Assessment: Continuous Formative Assessment with indicators based on 3 to 4 interim assignment. Summative assessment evaluation with marks (50% internal examination, 50% independent moderation) at exhibition of final Class work (Portfolio)
DP Requirement: 100% attendance, timeous completion of all assignments, submission of final Portfolio.

Architectural Design & Technology 3B
ARCH302 H2 (39L-78T-65P-0S-114H-0R-24F-0G-0A-13W-32C)
Prerequisite Requirement: ARCH301 H1; ARCH303 H1
Corequisite: Theory of Architecture 3B
Aim: The design of complex buildings with technology appropriate to the specific applications.
Content: Mixed-use medium- and high-rise buildings in various settings, with integrated construction systems and services.
Practicals: Design and technological detailing in the topics listed including digital modelling.
Assessment: Continuous Formative Assessment with indicators based on 3 to 4 interim assignment. Summative assessment evaluation with marks (50% internal examination, 50% independent moderation) at exhibition of final Class work (Portfolio)
DP Requirement: 100% attendance, timeous completion of all assignments, submission of final Portfolio.

Theory of Architecture 3A
ARCH303 H1 (20L-0T-13P-0S-39H-7R-0F-0G-1A-13W-8C)
Prerequisite Requirement: Theory of Architecture 2B
Corequisite: Architectural Design and Technology 3A
Aim: To introduce the principles of sustainable design in architecture.
Content: Theories of sustainable design.
Practicals: Projects in sustainable theories.
Assessment: Continuous evaluation and summative assessment
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Theory of Architecture 3B
ARCH304 H2 (20L-0T-13P-0S-39H-7R-0F-0G-1A-13W-8C)
Prerequisite Requirement: Theory of Architecture 3A
Corequisite: Architectural Design & Technology 3B
Aim: To explore contemporary theories of architecture.
Content: Comparative studies of contemporary architectural theories.
Practicals: Projects in contradictory contemporary architectural theories.
Assessment: Continuous evaluation and summative assessment.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

History of Architecture 3A
ARCH305 H1 (26L-0T-4P-0S-38H-6R-0F-0G-6A-13W-8C)
Prerequisite Requirement: History of Architecture 2B
Aim: To provide an understanding of the contemporary architectural milieu.
Content: The Modern Movement in architecture, interiors, art and gardens.
Practicals: Projects involving library and computer searches and local examples.
Assessment: Assignments and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.
History of Architecture 3B
ARCH306 H2
(26L-0T-4P-0S-38H-6R-0F-0G-6A-13W-8C)
Prerequisite Requirement: History of Architecture 3A
Aim: A working knowledge of the South African built heritage.
Content: South African art and architecture from earliest times to the present.
Practicals: Projects involving journal searches and local examples.
Assessment: Assignments and tests
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Building Science 3 (Acoustics)
ARCH307 HC
(26L-7T-7P-0S-40H-0R-0F-0G-0A-13W-8C)
Aim: To understand the principles of sound measurement and control in buildings.
Content: The nature of sound; pressure levels; measurement; the ear and its function; acoustic codes of practice; reverberation times; sound insulation.
Practicals: The design and report on an acoustically damped space integral with a concomitant project in Architectural Design and Technology 3A.
Assessment: Assignment and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Building Science 3 (Passive Solar Design)
ARCH308 HC
(26L-7T-7P-0S-40H-0R-0F-0G-0A-13W-8C)
Prerequisite Requirement: Building Science 2B
Aim: An introduction to the principles of ventilation and the concept of systemic passive thermal control in building design.
Content: Principles and techniques in building ventilation; precedents of passive design.
Practicals: Tutorials: Projects in the topics listed.
Assessment: Assignments and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Theory of Structures 3A
ARCH309 H1
(20L-28T-7P-13S-0H-0R-0F-0G-12A-13W-8C)
Prerequisite Requirement: Theory of Structures 2B
Aim: To provide an understanding of the economics of structural systems and materials.
Content: Structures for large community buildings involving economic design principles, tensile structures, modular design.
Practicals: Tutorials: Projects involving structural elements of community architecture.
Assessment: Tests and tutorials.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Theory of Structures 3B
ARCH310 H2
(20L-28T-7P-13S-0H-0R-0F-0G-12A-13W-8C)
Prerequisite Requirement: ARCH309 H1
Aim: An understanding of three-dimensional structural behaviour.
Content: Structural models and designs for medium to high-rise buildings; materials suited to large-scale buildings.
Practicals: Tutorials: Case studies and projects in the topics listed.
Assessment: Tests and tutorials.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.
Architectural Design & Urbanism
ARCH801 HC (13L-78T-0P-13S-216H-0R-0F-0G-0A-13W-32C)
Corequisite: Theory of Architecture & Urbanism
Content: Studio projects that involve research and design applications for actual contexts.
Practicals: Studio critiques and site visits.
Assessment: Continuous Formative Assessment with indicators based on 3 to 4 interim assignment. Summative assessment evaluation with marks (50% internal examination, 50% independent moderation) at exhibition of final Class work (Portfolio)
DP Requirement: 100% attendance, timeous completion of all assignments, submission of final Portfolio.

Theory of Architecture & Urbanism
ARCH802 HC (26L-39T-0P-16S-79H-0R-0F-0G-0A-13W-16C)
Corequisite: Architectural Design & Urbanism
Aim: An introduction to urban design theories and principles.
Content: Theories of Environmental, Urban Design and Housing.
Practicals: Projects demonstrating analytical and synthetic design skills.
Assessment: Projects and seminars.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

History of Urban Settlements
ARCH803 HC (26L-39T-0P-0S-83H-12R-0F-0G-0A-13W-16C)
Aim: To understand historic urban generators and to impart an ability to read the urban context into which architecture will be implanted.
Content: The history of western urban planning; traditional and pre-industrial settlements in Africa.
Practicals: Projects and case studies.
Assessment: Assignments and tests.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Advanced Architectural Design
ARCH804 HC (13L-78T-0P-12S-217H-0R-0F-0G-0A-13W-32C)
Corequisite: Applied Architectural Technology
Aim: The imparting of an ethical approach to architectural design in various contexts.
Content: The design of facilities that satisfy programmatic requirements of design and construction and integrate services.
Assessment: Continuous Formative Assessment with indicators based on 3 to 4 interim assignment. Summative assessment evaluation with marks (50% internal examination, 50% independent moderation) at exhibition of final Class work (Portfolio)
DP Requirement: 100% attendance, timeous completion of all assignments, submission of final Portfolio.

Applied Architectural Technology
ARCH805 HC (26L-39T-0P-12S-83H-0R-0F-0G-0A-13W-16C)
Aim: To familiarise students with the principles of construction and services and the integration thereof in various contexts.
Content: Framed structures; basement construction; the principles of mechanical and electrical services and their integration; claddings and finishes; and their specification and documentation.
Assessment: Assignments, continuous evaluation and portfolio review.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.
Research Methods for Architects
ARCH806 HC (14L-39T-0P-32S-75H-0R-0F-0G-0A-7W-16C)
Aim: To equip students with research skills to effectively address technical, design and behavioural issues that may arise in architectural practice.
Content: An introduction to research methods and techniques available and applicable to architecture; relationships between research activity and the design process; the study of systems of enquiry, strategies and tactics, and interpretations.
Practicals: Architectural surveys which allow for the development of analytical skills.
Assessment: Seminars and papers, test.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Architectural Design Dissertation Proposal
ARCH807 HC (14L-39T-0P-0S-107H-0R-0F-0G-0A-7W-16C)
Prerequisite Requirement: Research Methods for Architects
Content: The development of a theoretical framework; site selection criteria; the generation and definition of research questions; literature reviews; the determination of accommodation schedule; evaluation of technical requirements; social implications and economic constraints.
Assessment: Submission of Dissertation topic weighted 100%.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Dissertation: Architectural Design
ARCH808 H1 (13L-39T-0P-39S-709H-0R-0F-0G-0A-13W-80C)
Prerequisite Requirement: Research Methods for Architects; Architectural Design Dissertation Proposal
Aim: The compilation of an architectural Treatise of 10,000 - 14,000 words (35 - 45 pages) as the generator for the Architectural Design; and the demonstration of requisite design ability.
Content: Clarification of the nature and structure of the approved design topic; an engagement in the complementary nature of research and design; the placing of the chosen topic within its historical, cultural and philosophical contexts; and the concurrent production of the esquisse. The presentation of the design as both the generator and the outcome of research; as the synthesis of empirical and deductive findings; and a demonstration of competence in its environmental context and in its spatial and technical resolutions.
Assessment: Treatise and Architectural Design subjected to internal and external examination and viva voce. Treatise weighted 40%: Design 60%, with sub-minimum of 50% for each component.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Simulated Office Project
ARCH809 H2 (26L-39T-0P-13S-164H-0R-0F-78G-0A-13W-32C)
Prerequisite Requirement: Professional Practice
Aim: The simulation of professional practice in a collaborative context.
Content: Partnership formation; office organisation and management; the involvement of fellow professionals, the preparation of a simulated building project from definition to technical documentation.
Practicals: Studio presentations and critiques.
Assessment: Jury assessment.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.
**Professional Practice**
ARCH810 H2  
**Prerequisite Requirement:** Advanced Architectural Design  
**Corequisite:** Simulated Office Project, Law for Architects  
**Aim:** To provide the background to the relationships between the architect and the practice of architecture to society.  
**Content:** The Acts governing building professionals; forms of partnership; professional interrelationships; viability studies; indemnity insurances.  
**Practicals:** Projects and tests.  
**Assessment:** Assignments and presentation.  
**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**Law for Architects**
ARCH811 H2  
**Aim:** An introduction to the study of law as it affects architects.  
**Content:** Principles of contract; purchases and sale; the building contract and related legal problems; servitudes; sectional title ownership; delict; aspects of Company Law.  
**Practicals:** Exercises and case studies.  
**Assessment:** Tests and examinations.  
**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**Materials and Failures**
ARCH812 H2  
**Aim:** To alert senior students to pitfalls and consequences of inappropriate choices of materials.  
**Content:** Basic chemistry related to building materials.  
**Practicals:** Projects and site visits to demonstrate the implications.  
**Assessment:** Projects and tests.  
**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

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**Basic Numeracy**

*Offered in the School of Arts*

**Basic Computer Literacy**
BCLT001 H1 P1  
**Prerequisite Requirement:** Admission into one of the College access programmes.  
**Aim:** To teach the basic computer literacy skills needed to use the University’s computer facilities, and to orientate the students to the University’s LANs and the online services they provide.  
**Content:** Students will learn how to use the University’s computer facilities; write, save, and print assignments; use the University library database; and communicate with other students and staff using e-mail.  
**Assessment:** Students are assessed on the basis of 6 tests.  
**DP Requirement:** Students are required to complete all tests, in addition to meeting the requirements set out by the access programme.  
**Offered as part of the Humanities Access Programme.**

**Basic Numeracy**
BNMR010 H1 P1 WB  
**Aim:** To develop in learners basic numeracy skills (the ability to work with numbers, to interpret problems into numbers and to solve them) and to apply these skills in a variety of contexts i.e. law, education and humanities.  
**Content:** Decimal Numbers and Calculators; Percentages; Ratio, Rate and Proportion; Statistics and Statistical Graphs; Interpretation of Statistical Graphs  
**Assessment:** 3-hour examination (50%) Continuous Assessment (50%)
DP Requirement: 90% attendance at lectures/tutorials; 40% Class Mark
Also offered as a year-long module on the Howard College and Pietermaritzburg campuses (BNMR010HY / PY).
Offered as part of the Humanities Access Programme.

Biblical Language

Offered in the School of Religion, Philosophy and Classics

Introduction to Classical Hebrew
BILA110 P1 (52L-10T-0P-0S-86H-9R-0F-0G-3A-13W-16C)
Aim: To introduce learners to Classical Hebrew.
Content: Principles of Hebrew grammar and vocabulary. Simple translation tests from and into Hebrew
Assessment: Class Mark: 50%; Examination, 1x3-hour paper: 50%.
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Introduction to Hellenistic Greek
BILA120 P2 (52L-13T-0P-0S-83H-9R-0F-0G-3A-13W-16C)
Aim: To introduce learners to Hellenistic Greek.
Content: Principles of Greek grammar and vocabulary. Simple translation from and into Greek.
Assessment: Class Mark: 50%; Examination, 1x3-hour paper: 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Hellenistic Greek 210
BILA210 P1 (52L-13T-0P-0S-83H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Introduction to Hellenistic Greek.
Aim: A continuation of Introduction to Hellenistic Greek.
Assessment: Class Mark: 50%; Examination, 1x3-hour paper: 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Hellenistic Greek 220
BILA220 P2 (52L-13T-0P-0S-83H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Hellenistic Greek 210 or an equivalent accepted by the School.
Aim: To develop reading fluency in Greek.
Assessment: Class Mark: 50%; Examination, 1x3-hour paper: 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Classical Hebrew 240
BILA240 PC (52L-10T-0P-0S-86H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Introduction to Classical Hebrew.
Aim: To develop reading fluency in Hebrew.
Content: Translation and simple philological study of 6 - 9 chapters of the Hebrew Old Testament. Inscriptions or other ancient Hebrew texts such as: Gezer Calendar, Moabite Stone, Siloam Inscription, Lachish Letter, Dead Sea Scrolls.
Assessment: Class Mark: 50%; Examination, 1x3-hour paper: 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
Note: With the permission of the Programme Director, Classical Hebrew 240 may be taken concurrently with Introduction to Hellenistic Greek.

Hellenistic Greek 310
BILA310 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Hellenistic Greek 220
Aim: To increase the learner's competence in translation and exegesis.
Content: Readings from either the New Testament, the Church Fathers, the Septuagint, Philo, Josephus or other relevant Greek texts, including Classical Greek texts. An introduction to textual criticism.
Hellenistic Greek 320
BILA320 PC
Prerequisite Requirement: Hellenistic Greek 220
Aim: To increase the learner’s competence in translation and exegesis.
Content: Readings from either the New Testament, the Church Fathers, the Septuagint, Philo, Josephus or other relevant Greek texts, including Classical Greek texts. An introduction to textual criticism.
Assessment: Class Mark: 50%; Examination (1x3-hour paper): 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Hellenistic Greek 330
BILA330 PC
Prerequisite Requirement: Hellenistic Greek 220
Aim: To increase the learner’s competence in translation and exegesis.
Content: Readings from either the New Testament, the Church Fathers, the Septuagint, Philo, Josephus or other relevant Greek texts, including Classical Greek texts. An introduction to textual criticism.
Assessment: Class Mark: 50%; Examination (1x3-hour paper): 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Hellenistic Greek 340
BILA340 PC
Prerequisite Requirement: Hellenistic Greek 220
Aim: To increase the learner’s competence in translation and exegesis.
Content: Readings from either the New Testament, the Church Fathers, the Septuagint, Philo, Josephus or other relevant Greek texts, including Classical Greek texts. An introduction to textual criticism.
Assessment: Class Mark: 50%; Examination (1x3-hour paper): 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Introduction to the New Testament
BIST110 P1 (May not be offered in 2019)
Aim: To introduce learners to the social context and selected literature of the New Testament.
Content: Introduction to the world of the New Testament (geography, politics, social and religious life of Palestine and the Roman Empire during New Testament times). There will be a particular focus on narrative, thematic and contextual readings of selected texts, e.g. Mark, 1 Corinthians and Philemon. Other issues pertinent to the development of the New Testament will be covered in tutorials.
Assessment: Class Mark (including tutorials): 40%; Examination, 1x3 hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Introduction to the Old Testament
BIST120 P2
Aim: To introduce learners to the social context and selected literature of the Old Testament.
Content: Introduction to the literature of the Old Testament, Geography and History of Israel, a brief history of the formation of the OT. Texts to include the Pentateuch, Judges, Joshua, Job and Amos. Obligatory tutorials on basic background knowledge.
Assessment: Class Mark (1 Long essay + tutorial assignments): 40%; Examination, 1x3 hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Text, Interpretation and Culture
BIST210 P1
Aim: To engage learners in the socio-political processes of the production and reception of Biblical texts.

Content: An exploration of the relationships between interpretation and culture; between theological paradigms, knowledge systems, and biblical interpretation; and between biblical interpretation and the use of the Bible in local churches and communities in South Africa. Texts include: Genesis 1 - 4, Job and selected texts from e.g. Luke/Acts, the Pastoral letters, Hebrews, 1 Peter and Revelation. Students will participate in community-based learning initiatives.

Assessment: Class Mark: 50%; Examination, 1x3 hour paper: 50%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Critical Tools for Biblical Study

BIST220 P2 (52L-8T-0P-0S-74H-9R-3A-13W-16C)

Prerequisite Requirement: 16C in BIST210

Content: The Old Testament component focuses on kings and prophets from literary and socio-historical perspectives, and includes texts such as 1 & 2 Samuel and 1 & 2 Kings, Isaiah and Jeremiah. The New Testament component focuses on the Synoptic Problem and Historical Critical Methodology, and includes texts such as Matthew and Galatians. Students will participate in community-based learning initiatives.

Assessment: Class Mark: 50%; Examination, 1x3 hour paper: 50%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Biblical Theology

BIST310 PC (52L-8T-0P-0S-88H-9R-3A-13W-16C)

Prerequisite Requirement: 64C in BIST 200 Level.

Aim: Detailed analysis of Biblical texts with special reference to the African context, including a special focus on the historical and hermeneutical dimensions of NT theology.

Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

New Testament Texts

BIST320 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)

Prerequisite Requirement: 64C in BIST 200 Level

Aim: To analyse and understand selected texts.

Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments

Old Testament Texts

BIST330 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)

Prerequisite Requirement: 64C in BIST 200 Level

Aim: To understand the theology of the Old Testament and to exegete the text of selected passages.

Assessment: Class Mark: 40% Examination; 1x3-hour paper: 60%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments

Old Testament Exegesis

BIST331 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Introduction to Classical Hebrew.

Aim: To exegete selected Old Testament texts in Hebrew, e.g. Job, Genesis 37 - 50, Jonah, 1 Kings 21.

Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

New Testament Exegesis in English

BIST340 PC (52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)

Aim: Exegesis of selected New Testament texts in English.

Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
New Testament Exegesis in Greek
BIST341 PC

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Biblical Studies Cluster Elective
BIST360 PC

Content: Cluster elective. With permission, an elective module accredited by the School may be taken within the Pietermaritzburg Cluster of Theological Institutions.
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Biblical Studies - Special Focus
BIST370 PC

Aim: In-depth studies on a special field of interest in Biblical Studies chosen by the student under the supervision of a lecturer, and examined by research essay.
Assessment: Research essay, 100%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Classics 1: Classics Civilisation
Offered in the School of Religion, Philosophy and Classics

Classical Civilisation 1A
CCCV101 H1

Aim: To teach: awareness of some of the basic features (geographical, historical and social) of the Graeco-Roman world; knowledge of the etymology of many English words and consequent improvement of English vocabulary; ability to analyse and discuss literary, artistic and/or other primary source-material relevant to the module and to debate controversial issues raised in the module.
Content: This module will introduce students to some aspects of Greek and/or Roman culture. The emphasis will fall on basic information and skills relevant to the study of the ancient Mediterranean World.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.

Classical Civilisation 1B
CCCV102 H2

Aim: To teach: awareness of some of the basic features (geographical, historical and social) of the Graeco-Roman world; knowledge of the etymology of many English words and consequent improvement of English vocabulary; ability to analyse and discuss literary, artistic and/or other primary source-material relevant to the module and to debate controversial issues raised in the module.
Content: This module will introduce students to some aspects of Greek and/or Roman culture. The emphasis will fall on basic information and skills relevant to the study of the ancient Mediterranean World.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.

Classical Civilisation 2A
CCCV201 H1

Aim: To enable learners to understand and discuss the contents of the specific material covered in the module; write clearly and coherently about that material; analyse and discuss literary, artistic and/or other primary source-material relevant to the module.
Content: This is an intermediate module that will consolidate the learner's knowledge of ancient Greek and Roman culture and society. The module will broaden the learner's understanding of the mythology, history, and literature of the ancient Greek and Roman world.
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.
Classical Civilisation 2B
CCCV202 H2
(30L-10T-0P-0S-77H-40R-0F-0G-3A-13W-16C)

Aim: To enable learners to understand and discuss the contents of the specific material covered in the module; write clearly and coherently about that material; analyse and discuss literary, artistic and/or other primary source-material relevant to the module.

Content: This is an intermediate module that will consolidate the learner's knowledge of ancient Greek and Roman culture and society. The module will broaden the learner's understanding of the mythology, history, and literature of the ancient Greek and Roman world.

Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.

Classical Civilisation 203
CCCV203 H1
(30L-0T-26P-0S-69H-32R-0F-0G-3A-13W-16C)

Aim: To teach critical assessment of films as a medium for representing the past; ability to contextualise films within their original historical contexts; ability to compare, analyse and discuss literary, artistic and/or other primary source-material relevant to the module and to debate controversial issues raised in the module.

Content: This module will allow students to engage with modern epic films about the ancient Greek and Roman worlds, such as Gladiator (Scott 2000), Troy (Petersen 2004), and others. In addition students will investigate the historical sources on which such films are largely based.

Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.

Classical Civilisation 204
CCCV204 H2
(30L-10T-0P-0S-77H-40R-0F-0G-3A-13W-16C)

Aim: To teach critical assessment of ancient Egyptian monuments and artefacts; the ability to contextualise such monuments and artefacts within their historical context; critical assessment of ancient Greek and Roman historical and literary evidence as sources of information about Ancient Egypt; understanding of the importance of intercultural relations in constructing the past.

Content: This module will introduce students to the study of Ancient Egypt and its monuments, especially as recorded in works of ancient historians such as Herodotus, the Hellenistic accounts of Ptolemaic Alexandria, Roman views of Egyptian culture, and the Egyptian and French narratives of the invasion of Egypt in 1798-1801.

Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.

Classical Civilisation 3A
CCCV301 H1
(30L-10T-0P-0S-77H-40R-0F-0G-3A-13W-16C)

Prerequisite Requirement: 224 credits, including at least two Classical Civilisation semester modules.

Aim: To enable learners to write clearly and coherently about the primary source-material and modern scholarship relevant to the module, to show evidence of critical thought and analytical skills, to debate controversial issues raised in the module, and to show substantial understanding of how those aspects of the Graeco-Roman world have contributed to later periods down to modern times.

Content: This module will deepen and further advance the learners' knowledge and understanding of a comprehensive range of topics relating to ancient Greek and Roman culture, thought, and society.

Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.

Classical Civilisation 3B
CCCV302 H2
(30L-10T-0P-0S-77H-40R-0F-0G-3A-13W-16C)

Prerequisite Requirement: 224 credits, including at least two Classical Civilisation semester modules.

Aim: On completion of this module, learners should be able to write clearly and coherently about the primary source-material and modern scholarship relevant to the module, to show evidence of critical thought and analytical skills, to debate controversial issues raised in the module, and to show substantial understanding of how those aspects of the Graeco-Roman world have contributed to later periods down to modern times.

Content: This module will deepen and further advance the learner's knowledge and understanding of a comprehensive range of topics relating to ancient Greek and Roman culture, thought, and society.
Assessment: Class Mark (50%); Examination (50%)

**Classics Module A**
CCCV303 HC
(0L-5T-0P-0S-155H-0R-0F-0G-0A-13W-16C)

**Prerequisite Requirement:** 224 credits, including at least two Classical Civilisation semester modules.

**Aim:** To enable learners to write clearly and coherently about the primary source-material and modern scholarship relevant to the module, to show evidence of critical thought and analytical skills, to debate controversial issues raised in the module, and to show substantial understanding of how those aspects of the Graeco-Roman world have contributed to later periods down to modern times.

**Content:** This module will explore issues and methods in Classics research. Learners will be encouraged to develop their own research interests and will have the opportunity to investigate a wider range of genres and topics relating to ancient Greek and Roman material culture, philosophy, history, and literature.

**Assessment:** Project (100%)

**DP Requirement:** Adherence to all submission deadlines.

Students who choose the language option should refer to the relevant entries under Greek/Latin.

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**Additional Classics Module B**
CCCV304 HC
(30L-10T-0P-0S-77H-40R-0F-0G-3A-13W-16C)

**Prerequisite Requirement:** 224 credits, including at least two Classical Civilisation semester modules.

**Aim:** To enable learners to write clearly and coherently about the primary source-material and modern scholarship relevant to the module, to show evidence of critical thought and analytical skills, to be able to debate controversial issues raised in the module, and to show substantial understanding of how that/those aspect(s) of the Graeco-Roman world have contributed to later periods down to modern times.

**Content:** This module will explore issues and methods in Classics research. Learners will be encouraged to develop their own research interests and will have the opportunity to investigate a wider range of genres and topics relating to ancient Greek and Roman material culture, philosophy, history, and literature.

**Assessment:** Project (100%)

**DP Requirement:** Adherence to all submission deadline.

Students who choose the language option should refer to the relevant entries under Greek/Latin.

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**Classical Civilisation 305**
CCCV305 H1
(30L-0T-26P-0S-69H-32R-0F-0G-3A-13W-16C)

**Aim:** To teach: critical assessment of films as a medium for representing the past; ability to contextualise films within their original historical contexts; ability to compare, analyse and discuss literary, artistic and/or other primary source-material relevant to the module and to debate controversial issues raised in the module.

**Content:** This module will allow students to engage with modern epic films about the ancient Greek and Roman worlds, such as *Gladiator* (Scott 2000), *Troy* (Petersen 2004), and others. In addition students will investigate the historical sources on which such films are largely based.

**Assessment:** Class Mark (50%); Examination (50%)

**DP Requirement:** Submission of all written work on time and at least 40% sub-minimum in class mark.

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**Classical Civilisation 306**
CCCV306 H2
(30L-10T-0P-0S-77H-40R-0F-0G-3A-13W-16C)

**Aim:** To teach: critical assessment of ancient Egyptian monuments and artefacts; the ability to contextualise such monuments and artefacts within their historical context; critical assessment of ancient Greek and Roman historical and literary evidence as sources of information about Ancient Egypt; understanding of the importance of intercultural relations in constructing the past.

**Content:** This module will introduce students to the study of Ancient Egypt and its monuments, especially as recorded in the works of ancient historians such as Herodotus, the Hellenistic accounts of Ptolemaic Alexandria, Roman views of Egyptian culture, and the Egyptian and French narratives of the invasion of Egypt in 1798-1801.

**Assessment:** Class Mark (50%); Examination (50%)

**DP Requirement:** Submission of all written work on time and at least 40% sub-minimum in class mark.
Classics 2: Greek

Offered in the School of Religion, Philosophy and Classics

Greek 1A
CCGK101 H1 (0L-49T-0P-0S-78H-30R-0F-0G-3A-13W-16C)

Aim: This module introduces students to textbook Greek at an elementary level, with an emphasis on developing fluency in reading and translating Greek. Further objectives are to acquaint students with key features of Greek society and to develop in them a general appreciation of the cultural importance of language.

Content: This introductory module assumes no previous knowledge of Greek. The course develops the skill of reading simple passages of elementary textbook Greek, through problem-solving exercises in grammar and vocabulary. All reading passages are placed in the context of the archaeological and historical background of life in ancient Greece.

Assessment: Class Mark (50%); Examination (50%)

DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark

Greek 1B
CCGK102 H2 (0L-49T-0P-0S-78H-30R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Greek 1A

Aim: The module introduces students to the study of textbook Greek at an intermediate level, with an emphasis on developing fluency in reading and translating Greek. Further objectives are to acquaint students with key features of Greek society and to develop in them a general appreciation of the cultural importance of language.

Content: The module develops the ability to read passages of textbook Greek at the intermediate level, through problem-solving exercises in grammar and vocabulary. All reading passages are placed in the context of the archaeological and historical background of life in ancient Greece.

Assessment: Class Mark (50%); Examination (50%)

DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark

Greek 2A
CCGK201 H1 (0L-49T-0P-0S-78H-30R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Greek 1B

Aim: The module introduces students to the study of textbook Greek at an advanced level, with an emphasis on developing fluency in reading and translating Greek. By the end of this module students should be able to read authentic Greek texts. Further objectives are to acquaint students with key features of Greek society and to develop in them a general appreciation of the cultural importance of language.

Content: The module develops the ability to read passages of textbook Greek at an advanced level, through problem-solving exercises in grammar and vocabulary. All reading passages are placed in the context of the archaeological and historical background of life in ancient Greece.

Assessment: Class Mark (50%); Examination (50%)

DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark

Greek 2B
CCGK202 H2 (0L-49T-0P-0S-78H-30R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Greek 2A

Aim: The aims of this module are: (a) to introduce students to a selection of authentic Greek texts in prose and verse; (b) to acquaint students with the cultural and literary background of these texts; (c) to develop in them a general appreciation of the cultural importance of the language, literature, history, and philosophy of ancient Greece.

Content: Students will read selected texts from Greek authors in the original, and will analyse them critically. They will also investigate the linguistic, literary, philosophical and historical character of these texts.

Assessment: Class Mark (50%); Examination (50%)

DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark

Greek 3A
CCGK301 H1 (0L-59T-0P-0S-175H-80R-0F-0G-6A-13W-32C)

Prerequisite Requirement: Greek 2B
Aim: The aims of this module are: (a) to introduce students to a selection of more demanding Greek texts; (b) to acquaint students with the cultural and literary background of these texts; (c) to develop in them a general appreciation of the cultural importance of the language, literature, history, and philosophy of ancient Greece.

Content: Students will read selected texts from Greek authors in the original, and will analyse them critically. They will also investigate the linguistic, literary, philosophical and historical character of these texts. Students taking this module are expected to undertake a substantial, independent study of a Greek text of their choice.

Assessment: Class Mark (50%); Examination (50%)

DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark

Greek 3B
C CGK302 H2 (0L-59T-0S-175H-80R-0F-0G-6A-13W-32C)
Prerequisite Requirement: Greek 3A

Aim: The aims of this module are: (a) to introduce students to a selection of more demanding Greek texts; (b) to acquaint students with the cultural and literary background of these texts; (c) to develop in them a general appreciation of the cultural importance of the language, literature, history, and philosophy of ancient Greece.

Content: Students will read selected texts from Greek authors in the original, and will analyse them critically. They will also investigate the linguistic, literary, philosophical and historical character of these texts. Students taking this module are expected to undertake a substantial, independent study of a Greek text of their choice.

Assessment: Class Mark (50%); Examination (50%)

DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark

Classics 3: Latin
Offered in the School of Religion, Philosophy and Classics

Latin 1A
CCLT101 H1 (0L-49T-0S-78H-30R-0F-0G-3A-13W-16C)
Aim: This module introduces students to textbook Latin at an elementary level, with an emphasis on developing fluency in reading and translating Latin. Further objectives are to acquaint students with key features of Roman society and to develop in them a general appreciation of the cultural importance of language.

Content: This introductory module assumes no previous knowledge of Latin. The course develops the skill of reading simple passages of elementary textbook Latin, through problem-solving exercises in grammar and vocabulary. All reading passages are placed in the context of the archaeological and historical background of life in ancient Italy and the Roman Empire.

Assessment: Class Mark (50%); Examination (50%)

DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark

Latin 1B
CCLT102 H2 (0L-49T-0S-78H-30R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Latin 1A
Aim: The module introduces students to the study of textbook Latin at an intermediate level, with an emphasis on developing fluency in reading and translating Latin. Further objectives are to acquaint students with key features of Roman society and to develop in them a general appreciation of the cultural importance of language.

Content: The module develops the ability to read passages of textbook Latin at the intermediate level, through problem-solving exercises in grammar and vocabulary. All reading passages are placed in the context of the archaeological and historical background of life in ancient Italy and the Roman Empire.

Assessment: Class Mark (50%); Examination (50%)

DP Requirement: Adherence to all submission deadlines and at least 40% sub-minimum in class mark

Latin 2A
CCLT201 H1 (0L-49T-0S-78H-30R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Latin 1B
Aim: The module introduces students to the study of textbook Latin at an advanced level, with an emphasis on
developing fluency in reading and translating Latin. By the end of this module students should be able to read authentic Latin texts. Further objectives are to acquaint students with key features of Roman society and to develop in them a general appreciation of the cultural importance of language.

**Content:** The module develops the ability to read passages of textbook Latin at an advanced level, through problem-solving exercises in grammar and vocabulary. All reading passages are placed in the context of the archaeological and historical background of life in ancient Italy and the Roman Empire.

**Assessment:** Class Mark (50%); Examination (50%)

**DP Requirement:** Adherence to all submission deadlines and at least 40% sub-minimum in class mark

**Latin 2B**
CCLT202 H2 (0L-49T-0P-0S-78H-30R-0F-0G-3A-13W-16C)

**Prerequisite Requirement:** Latin 2A

**Aim:** The aims of this module are: (a) to introduce students to a selection of authentic Latin texts in prose and verse; (b) to acquaint students with the cultural and literary background of these texts; (c) to develop in them a general appreciation of the cultural importance of the language, literature, history, and philosophy of ancient Rome.

**Content:** Students will read selected texts from Latin authors in the original, and will analyse them critically. They will also investigate the linguistic, literary, philosophical and historical character of these texts.

**Assessment:** Class Mark (50%); Examination (50%)

**DP Requirement:** Adherence to all submission deadlines and at least 40% sub-minimum in class mark

**Latin 3A**
CCLT301 H1 (0L-59T-0P-0S-175H-80R-0F-0G-6A-13W-32C)

**Prerequisite Requirement:** Latin 2B

**Aim:** The aims of this module are: (a) to introduce students to a selection of more demanding Latin texts; (b) to acquaint students with the cultural and literary background of these texts; (c) to develop in them a general appreciation of the cultural importance of the language, literature, history, and philosophy of ancient Rome.

**Content:** Students will read selected texts from Latin authors in the original, and will analyse them critically. They will also investigate the linguistic, literary, philosophical and historical character of these texts. Students taking this module are expected to undertake a substantial, independent study of a Latin text of their choice.

**Assessment:** Class Mark (50%); Examination (50%)

**DP Requirement:** Adherence to all submission deadlines.

**Latin 3B**
CCLT302 H2 (0L-59T-0P-0S-175H-80R-0F-0G-6A-13W-32C)

**Prerequisite Requirement:** Latin 3A

**Aim:** The aims of this module are: (a) to introduce students to a selection of more demanding Latin texts; (b) to acquaint students with the cultural and literary background of these texts; (c) to develop in them a general appreciation of the cultural importance of the language, literature, history, and philosophy of ancient Rome.

**Content:** Students will read selected texts from Latin authors in the original, and will analyse them critically. They will also investigate the linguistic, literary, philosophical and historical character of these texts. Students taking this module are expected to undertake a substantial, independent study of a Latin text of their choice.

**Assessment:** Class Mark (50%); Examination (50%)

**DP Requirement:** Adherence to all submission deadlines and at least 40% sub-minimum in class mark

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**Classics 4: (Classical Civilisation / Greek/ Latin)**

*Offered in the School of Religion, Philosophy and Classics*

**Research Methodology in Classics**
CLAST701 HY (0L-0T-0P-24S-296H-0R-0F-0G-0A-26W-32C)

**Prerequisite Requirement:** Bachelors degree in Classics

**Aim:** On completion of this module, learners should have experience of undertaking research in Classics. They should know how to go about formulating a research proposal and how to compile a bibliography using research databases and library catalogues. They should have experience of some methods of Classics research.
Content: This module consists of twelve seminars which introduce students to the major trends in research in Classics, present influential paradigms of Classical scholarship, and investigate methodology of Classics research using inscriptions, papyri, coins, literature, and philosophical and historical sources. The Class Mark consists of an oral presentation (20%) and a written submission of the Honours Proposal Form (30%)
Assessment: Class Mark (50%); Examination (50%)
DP Requirement: Attendance at all classes and submission of all written work.

Classical Languages A
CLAS703 H1 (0L-52T-0S-83H-22R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Bachelors degree in Classics
Aim: On completion of this module, learners should have a good knowledge of Latin or Greek. They should be able to translate Latin or Greek into English at sight, analyse Latin or Greek sentences, and compose simple texts. They should have a good understanding of the cultural context of the relevant language.
Content: In this module students develop their knowledge of either Greek or Latin through translation, grammar exercises, and composition. In addition, features of the historical and cultural contexts of the languages are discussed. Knowledge of these languages is indispensable for research in Classics.
Assessment: Course Mark (50%), Examination (50%)
DP Requirement: Submission of all written work and at least 40% sub-minimum in the Class Mark.

Classical Languages B
CLAS704 H2 (0L-52T-0S-83H-22R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Classical Languages A
Aim: On completion of this module, learners should have a good knowledge of Latin or Greek. They should be able to translate into English at sight, analyse Latin or Greek sentences, and compose simple texts. They should have a good understanding of the cultural context of the relevant language.
Content: In this module students develop their knowledge of either Latin or Greek these languages through translation, grammar exercises, and composition. In addition, features of the historical and cultural contexts of the languages are discussed. Knowledge of these languages is indispensable for research in Classics.
Assessment: Course Mark (50%), Examination (50%)
DP Requirement: Submission of all written work and at least 40% sub-minimum in the Class Mark.

Literature (Greek or Latin Author)
CLAS705 H1 (0L-0T-0P-12S-122H-24R-0F-0G-2A-7W-16C)
Prerequisite Requirement: Bachelors degree
Aim: This module equips students with the analytical tools and critical categories appropriate to the study of the chosen ancient author(s). Latin or Greek language students will become familiar with the stylistic particularities of the author(s).
Content: The author(s) will be chosen in consultation with students and Programme Co-ordinator (past modules have for instance included Homer, Plato, Heliodorus, Livy, Vergil, Ovid, Statius).
Assessment: Course Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.

Literature (Greek or Latin Genre)
CLAS707 H1 (0L-0T-0P-12S-122H-24R-0F-0G-2A-7W-16C)
Prerequisite Requirement: Bachelors degree
Aim: This module equips students with the analytical tools and categories appropriate to the study of the chosen ancient genre(s). Latin or Greek language students will encounter the stylistic particularities of the genre(s).
Content: Literary genre(s) will be selected in consultation with students and Programme Co-ordinator; past studies have included oral literature, epic, novel, comedy, tragedy, satire, and historical writings.
Assessment: Course Mark (50%); Examination (50%)
DP Requirement: Submission of all written work on time and at least 40% sub-minimum in the Class Mark.

Classical Archaeology
CLAS709 H1 (0L-0T-0P-12S-122H-24R-0F-0G-2A-7W-16C)
Prerequisite Requirement: Bachelors degree
**Aim:** This module equips students with the analytical tools and critical categories appropriate to the study of ancient archaeology, with due regard for chronology, material, technique and cultural context.

**Content:** The module will offer an overview of the categories appropriate to the study of Mediterranean archaeology, focused on a period (such as the Greek archaic period) or topic (such as Greek sculpture or vase-painting).

**Assessment:** Course Mark (50%); Examination (50%)

**DP Requirement:** Submission of all written work on time and at least 40% sub-minimum in the Class Mark.

**Ancient History**
CLAS711 H1

**Prerequisite Requirement:** Bachelors degree

**Aim:** This module explores a specific period or topic in ancient history. It introduces students to the sources essential for the study of ancient history (e.g. archaeological remains, inscriptions, papyri, coins, and relevant historical and literary works) as well as to appropriate modern scholarship.

**Content:** The selection of historical period or topic is flexible: for instance, past students have investigated (1) the material remains of the Roman Empire; (2) Jews & Christians in the Roman Empire.

**Assessment:** Course Mark (50%); Examination (50%)

**DP Requirement:** Submission of all written work on time and at least 40% sub-minimum in the Class Mark.

**Comparative culture**
CLAS715 H1

**Prerequisite Requirement:** Bachelors degree

**Aim:** This module equips students with the analytical tools and critical categories appropriate to the comparative study of ancient culture in a modern context or with application to the modern world.

**Content:** The materials for comparative study will be selected in consideration of students' interests and staff expertise.

**Assessment:** Course Mark (50%); Examination (50%)

**DP Requirement:** Submission of all written work on time and at least 40% sub-minimum in the Class Mark.

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**Culture, Communication and Media Studies**

*Offered in the School of Applied Human Sciences*

**Research Methodology for Media and Cultural Studies**
CCMS731 H2

**Aim:** This module is a ‘backbone’ module to provide research approaches and competencies which can be applied to all areas of study in media, communication and cultural studies.

**Content:** Students are introduced to the process of choosing, formulating and planning a research project and proposal, including the ethical considerations embedded in their work. Students are taken through the various theoretical traditions and paradigms that have influenced the study of media, communication and culture; both globally and in the African context. Specific attention is paid to the indigenisation and appropriation of ‘imported’ theoretical frameworks to meet local, African needs, cosmologies and ethics. Students receive hands-on instruction and experiential exercises in the approach to compiling a literature review, and importantly, creating a bibliography. Two sections, one on ‘qualitative research’ and the other on ‘quantitative research’ cover the intricacies of collecting, organising and analysing data. The module closes with workshops on the structuring and finalisation, including copy-editing, styles and layouts, of the research report, dissertation or thesis.

**Assessment:** 2 Summative Tests (50%); 1 theoretical essay (50%).

**DP Requirement:** Timeous submission of all written assignments and projects; minimum of 80% attendance at all seminars and prakticals.

**South African Mediascapes**
CCMS732 H1

**Aim:** The module serves to familiarise students with the South African Mediascape across the platforms of print, broadcast and Internet.

**Content:** South African Mediascape traces the historical genesis of the South Africa media from its early beginnings. The contemporary ecology of the media is studied both in relation to print and broadcast media. Political-economic issues of ownership, control and regulation guide the theoretical approach to this module. In the print media, this allows for an exploration of the establishment and realignments of the major press houses; while in broadcasting, the radical
changes of the introduced by the advent of full democracy in the early 1990s, liberalised the sector significantly. Particular attention is paid to community media, and the manner in which the introduction of the Internet has impacted the media scene. All these themes are drawn together with a consideration of the six major media conglomerates now dominating the South African Mediascape.

**Assessment:** 2 Summative Tests (50%); 1 theoretical essay (50%).

**DP Requirement:** Timeous submission of all written assignments and projects; minimum of 80% attendance at all seminars and practicals.

### Media Theory

**CCMS733 H1**

Aim: The module integrates an understanding of the primary theories regarding representation with methodological approaches for the application of these theories.

Content: Media Theory complements the other offerings within CCMS, providing an approach that is both theoretically rigorous and contextually relevant. The programme as a whole is conceptually and methodologically integrated with a view to educating graduates to work in the business of the cultural, communication and media industries, and with regard to the design and implementation of communication campaign strategies. Theories and methodologies include: theories of representation, encoding/decoding, semiotics, audience studies, genre and narrative

**Assessment:** 2 Summative Tests (50%); 1 theoretical essay (50%).

**DP Requirement:** Timeous submission of all written assignments and projects; minimum of 80% attendance at all seminars and practicals.

### Social Change and Health Communication

**CCMS734 H2**

Aim: The module serves as the overarching framework drawing a link between Southern African development and social change through different media of interpersonal and mass communication.

Content: The aim of the module is to learn how to apply theoretical understandings in the creation of frameworks for health and development initiatives, and an ability to analyse strategic communication and ‘entertainment education’ interventions. The objective of the module is to build the capacity and research competence within the area of public health communication strategies. The module introduces appropriate macro development communication paradigm ‘modernisation’; ‘participatory’ approaches. The module indigenises theory and development paradigms in terms of local contexts, culture and knowledge. It reviews key theories of health promotion communication and introduces and analyses emerging theories and models for social and behavioural change communication. Entertainment education as an intervention approach is one example.

**Assessment:** 2 Summative Tests (50%); 1 theoretical essay (50%).

**DP Requirement:** Timeous submission of all written assignments and projects; minimum of 80% attendance at all seminars and practicals.

### Media in the Global World

**CCMS735 H1**

Aim: The module traces the movement of information and communication across the globe.

Content: It examines the technical, economic, cultural and political aspects of media globalisation, both historically and in the context of the changes wrought by the introduction of ‘new media’. The module covers the meaning of globalisation, with particular reference to the part played by media. The development of media concentration from the mid-19th century, the rise of the ‘Press Barons’ and the international cable and news agencies. Political-economic categories of ownership, control, regulation and diversity; as well as impact of new media and the ‘digital divide’ provide a theoretical basis for the module. The importance of diversity, language and accessibility in media and their relationship to global forms of cultural commodity transfer, complete the module.

**Assessment:** 2 Summative Tests (50%); 1 theoretical essay (50%).

**DP Requirement:** Timeous submission of all written assignments and projects; minimum of 80% attendance at all seminars and practicals.

### Cultural Studies in Practice

**CCMS736 H1**

Aim: The module investigates the methodologies and approaches used in fieldwork research.
Content: The module covers various research approaches to understanding, describing, contextualising and analysing the ways in which both the past and the present can be represented and imbued with meaning. The module includes fieldtrips to sites of cultural memory and memorialisation, as well as the imaging of history through media (photographs, films, print and artefacts) and research issues (Self/Other). Funding permitting, an excursion to the KwaZulu-Natal Battlefields provides rich opportunities for students to interrogate the ways in which historical events and processes have been represented, opening debates on power, identity, memorialisation and memory within the ambit of visual representation.

Assessment: 2 Summative Tests (50%); 1 theoretical essay (50%).

DP Requirement: Timeous submission of all written assignments and projects; minimum of 80% attendance at all seminars and practicals.

Special Topics: Culture/Communication/Media
CCMS770 H0 (0L-0T-0S-320H-0R-0F-0G-1A-26W-32C)

Prerequisite Requirement: Admission to the postgraduate programme

Aim: The aim of the research project at the honours level is for students to gain experience of research by focusing on a chosen area of specialist study, reviewing the available knowledge in the field, devising methods to describe and investigate issues relating to media and cultural practices, and evaluating their research by the criteria used in the field.

Content: Students are required to review the available knowledge in the field, devise appropriate methods to describe and investigate an issue of social, cultural and communications interest, evaluate their research by the ethical and scientific criteria used in the field, and produce a research report. Students are strongly encouraged to select a research topic in a staff member's field of interest.

Assessment: Final research report 100%

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Culture and Heritage Tourism

Offered in the School of Social Sciences

Introduction to Tourism
CHTM101 H1 (38L-9T-0S-92H-16R-0F-0G-5A-13W-16C)

Aim: To acquire an introductory knowledge of the tourism sector; to appreciate its importance in the economy and assess critically its impacts on society and the environment; to recognize tourism as a discipline of study and acquire basic knowledge and research skills.

Content: This module will introduce students to the study of tourism as a practical, professional and academic field of study. It will focus attention on the study of tourism as an integrated system and as a developmental option which impacts on social, economic and cultural aspects of society.

Assessment: Cumulative assessment: (50%); 2-hour examination: (50%)

DP Requirement: Completion of all assigned class work and regular attendance of lectures.

Introduction to Cultural & Heritage Tourism
CHTM102 H2 (38L-8T-8S-85H-16R-0F-0G-5A-13W-16C)

Prerequisite Requirement: Introduction to Tourism (only for majors and BA in Tourism students)

Aim: To acquire knowledge about key terms, concepts and debates relating to the field of cultural tourism and the heritage sector with particular relevance to KwaZulu-Natal. To acquire critical thinking, academic literacy and qualitative research methodology skills.

Content: Following on from the general Introduction to Tourism, this module introduces students to the emerging field of cultural and heritage tourism. It will cover current debates around heritage and representation, definitions of culture, concepts of authenticity, etc.

Assessment: Cumulative assessment: (50%); 2-hour examination: (50%)

DP Requirement: Completion of all assigned class work and regular attendance of lectures.

Policy and Law in Heritage Tourism
CHTM201 H1 (38L-8T-8S-94H-15R-0F-0G-5A-13W-16C)

Prerequisite Requirement: CHTM101 or CHTM201

Aim: To acquire knowledge of legislation and policy frameworks and of general societal and governmental needs for developing policy and legislation to sustain tourism. Understanding of the importance of policy and legal frameworks for pursuing strategic and planning objectives.

Content: This module introduces students to a comprehensive review of legislation and policy as they affect culture,
heritage and tourism.

**Assessment:** Cumulative assessment: (50%); 2-hour examination: (50%)

**DP Requirement:** Completion of all assigned class work and regular attendance of lectures.

### Environmental Impact of Tourism

**CHTM202 H1** (38L-8T-8P-0S-86H-15R-0F-0G-5A-13W-16C)

**Prerequisite Requirement:** CHTM101 or CHTM201 or students registered for Structured Degree in Geography and Environmental Management.

**Aim:** To equip students with an understanding of the relationship between tourism development and the environment, as well as an understanding of key concepts and definitions in this field.

**Content:** The module will introduce students to an analysis of the socio-economic, environmental and cultural impacts of tourism development. It will critically evaluate policies and principles on sustainable development and how they affect communities and the environment.

**Assessment:** Cumulative assessment: (50%); 2-hour examination: (50%)

**DP Requirement:** Completion of all assigned class work and regular attendance of lectures.

### Heritage Tourism and the Zulu Kings

**CHTM204 H1** (38L-8T-0P-0S-94H-15R-0F-0G-5A-13W-16C)

**Prerequisite Requirement:** CHTM101 or 102 or any level 1 History module.

**Aim:** Students will gain a broad knowledge of Zulu history in KZN and how it relates to sustainable Heritage Tourism.

**Content:** This module will focus on the Zulu kings, with reference to various sites of representation, such as Shakaland, Ondini and the eMakhosini Valley. Students will also be introduced to a variety of interpretations of Zulu history.

**Assessment:** Cumulative assessment: 50%; 2-hour examination: 50%

**DP Requirement:** Completion of all assigned class work and regular attendance of lectures.

### Principles of Tourism Marketing

**CHTM206 H2** (38L-8T-0P-0S-94H-15R-0F-0G-5A-13W-16C)

**Prerequisite Requirement:** CHTM101 or 102

**Aim:** To enable students to evaluate the principles and importance of tourism marketing within the South African context and recognize the need for planning and understanding the South African tourism market-place.

**Content:** This module provides an overview of the theory of tourism marketing and its application to real-life situations, focusing on marketing information needs, understanding and planning of the tourism market-place and the marketing-mix.

**Assessment:** Cumulative assessment: (50%); 2-hour examination: (50%)

**DP Requirement:** Completion of all assigned class work and regular attendance of lectures.

### Survey of Heritage Sites in S.A.

**CHTM209 H2** (38L-8T-24P-0S-70H-15R-0F-0G-5A-13W-16C)

**Prerequisite Requirement:** CHTM101 or 102 and one CHTM level 2 first semester modules.

**Aim:** To convey content knowledge about significant heritage sites and cultural tourist attractions in the country and to familiarise students with current debates in the field of heritage.

**Content:** The module introduces students to World Heritage Sites in South Africa, heritage sites of national importance and significant local heritage sites. Key questions such as ‘whose heritage’ will be discussed with reference to relevant theoretical concepts.

**Assessment:** Cumulative assessment: 50%; 2-hour examination: 50%

**DP Requirement:** Completion of all assigned class work and regular attendance of lectures.

### Festivals and Events Tourism

**CHTM211 H2** (39L-0T-0P-0S-82H-10R-0F-0G-29A-13W-16C)

**Prerequisite Requirement:** CHTM 102 - Introduction to Cultural and Heritage Tourism

**Corequisite:** None

**Aim:** This module aims to impart content and conceptual knowledge about festivals and events and consider their significance as tourist attractions by discussing visitor motivations and evaluating the socio-economic, environmental and cultural impacts of such events on the host community or country.
Content: The module focuses on a selection of South African and international festivals and events (including secular, arts, religious, family entertainment and mega sports events) and examines their purpose, history, organization, visitor motivations and their significance for tourism.

Practicals: Attendance of one local festival or event.

Assessment: Continuous Assessment (50%), 2 hour Examination (50%)

DP Requirement: Regular attendance of lectures and completion of all assessment items.

Economic Development and Tourism
CHTM302 H1 (38L-8T-0S-94H-15R-0F-0G-5A-13W-16C)

Prerequisite Requirement: CHTM101 or 102 and at least two CHTM modules at Level 2.

Aim: This module will build on the generic introductory economic courses offered in first year and apply them to the tourism context to gain an understanding of what tourism means in economic terms.

Content: This module includes a section on SATOUR policy and how it translates into facts and figures, as well as on the domino effect of tourism particularly for community and infra-structural development.

Assessment: Cumulative assessment: 50%; 2-hour examination: 50%

DP Requirement: Completion of all assigned class work and regular attendance of lectures.

Contemporary Leaders and Related Sites
CHTM303 H1 (38L-8T-0S-86H-15R-0F-0G-5A-13W-16C)

Prerequisite Requirement: CHTM101 or 102 and at least two CHTM and or HIST modules at level 2.

Aim: To gain knowledge about local leaders and related sites, and to acquire a critical understanding of their potential as cultural and heritage tourism attractions.

Content: Students in this module will learn about a range of leading figures in the history of KZN, such as Bishop Colenso, Ghandi, Dube, Naicker, Luthuli, and critical debates around their representation for cultural tourism.

Assessment: Cumulative assessment: 50%; 2-hour examination: 50%

DP Requirement: Completion of all assigned class work and regular attendance of lectures.

Research Methods and IT for Heritage Tourism
CHTM304 H2 (38L-8T-0S-94H-15R-0F-0G-5A-13W-16C)

Prerequisite Requirement: CHTM101 or 102 and at least two CHTM and or HIST modules at level 2.

Aim: To gain advanced knowledge about quantitative and qualitative methods suitable for the study of tourism.

Content: Students will be introduced to different methods of research including computer skills in preparation for the employment situation or postgraduate studies.

Assessment: Cumulative assessment: 50%; 2-hour examination: 50%

DP Requirement: Completion of all assigned class work and regular attendance of lectures.

Oral Heritage
CHTM306 H2 (38L-8T-0S-94H-15R-0F-0G-5A-13W-16C)

Aim: To acquire knowledge about basic concepts of oral traditions and how they relate to cultural and heritage tourism.

Content: This module will give an account of the diversity of oral traditions in South Africa, their role in indigenous and other belief systems and systems of healing, and how this relates to current practices, particularly in the public sphere.

Assessment: Cumulative assessment: 50%; 2-hour examination: 50%

DP Requirement: Completion of all assigned class work and regular attendance of lectures.

Not offered in 2019.

Theories of Tourism, Culture & Heritage
CHTM307 H2 (38L-8T-0S-94H-15R-0F-0G-5A-13W-16C)

Prerequisite Requirement: CHTM101 or 102 and at least two CHTM at level 2.

Aim: This interdisciplinary module introduces students to seminal discourses and theoretical frameworks in the field of Cultural and Heritage Tourism, encouraging them to understand how theory underpins analysis and problem solution.

Content: The module covers a range of different theoretical perspectives on tourism, including (among others) the concept of the “tourist gaze”, theoretical approaches to tourism and development, and theories of sustainable tourism.

Assessment: Cumulative assessment: (50%) and 2-hour examination: (50%)

DP Requirement: Completion of all assigned class work and regular attendance of classes.

Tourism Policy, Planning and Development
CHTM308 H2  
Prerequisite Requirement: CHTM201-Polict and Law in Heritage Tourism.
Corequisite: None.
Aim: The general aim of this module is to understand the importance of planning for sustainable tourism, specifically cultural and heritage tourism, and the link between policy, planning and development with reference to the South African context.
Content: The module introduces students to the policy formulation process, explains the link between policy and planning, explores different approaches to tourism planning and familiarizes students with different phases of tourism planning process as a basis for tourism development.
Practicals: None.
Assessment: Continuous Assessment (50%), 2 hour formal Examination
DP Requirement: Regular attendance of lectures and completion of all assessment items.

Representation of Culture and Heritage in Tourism  
CHTM701 H1  
Aim: Students will gain deep theoretically grounded knowledge on issues of cultural representation in tourism.
Content: The module focuses on cultural representation, cultural policies, commodification of culture, and visitor interpretation within the institutions and attractions of the heritage sector and cultural tourism industry. It involves critical assessment of local heritage tourism attractions through extensive fieldwork in which students learn to make recommendations for tourism development that is sustainable for both the needs of the industry, local communities and visitors.
Assessment: Cumulative assessment: 50%, 3-hour examination: 50%
DP Requirement: Completion of all assigned class work and regular attendance of seminars.

Sustainable Tourism Development  
CHTM702 H2  
Aim: Students will gain deep theoretical knowledge and specialized content knowledge on issues of sustainable tourism development in South Africa and developing countries more generally.
Content: The module explores different conceptualizations and theoretical approaches to the field of sustainable tourism and explores how sustainable tourism development can be achieved in practice. Specific focal points of discussion include community participation, sustainability from a supply and demand side, gender issues in tourism, the gap between policy and practice.
Assessment: Cumulative assessment: 50%, 3-hour examination and regular attendance of seminars.
DP Requirement: Completion of all assigned class work and regular attendance of seminars.

Principles of Tourism Management  
CHTM703 H2  
Aim: The aim of this module is to engage critically with theoretical underpinnings and policies that guide the management of tourism and the cultural and heritage sector in South Africa.
Content: This module explores key principles and policy aims of tourism and cultural heritage management in South Africa (e.g. sustainability, transformation, community participation) from different perspectives (e.g. the public sector, the private sector). It critically examines crucial management challenges in the local tourism industry and heritage sector and engages with current trends in tourism management internationally.
Assessment: Cumulative assessments: 50%, 3-hour examination: 50%
DP Requirement: Completion of all assigned class work and regular attendance of seminars.

Postgraduate Research Project  
CHTM7RP HY  
Aim: This module aims at enabling students to identify a research problem, complete a thorough literature review, understand and apply appropriate research methods, critically analyse collected data and present findings in a professionally prepared long essay.
Content: This is independently conducted, supervised research project which contains a strong research training component. During the first semester, students attend seminars focused on research methodology training, while the second semester is spent on fieldwork, literature review and data analysis.
Assessment: Externally examined long essay: 100%
DP Requirement: Submission of all work on time and attendance of all research methodology seminars.

Community Development
Offered in the School of Built Environment and Development Studies

Introduction to Community Development Theory
CMDV101 H1 (40L-0T-0P-0S-100H-0R-0F-0G-20A-13W-16C)
Aim: To introduce students to the history and theory of community development; developing an understanding of the nature and dimensions of poverty and the meaning and use of measurement indicators.
Content: History and theory of community development; theories about poverty and community empowerment; indicators of development.
Assessment: Written assignments: 50%; 3-hour examination: 50%
DP Requirement: Attendance of 80% of lectures and 100% of tutorials is mandatory. Submission of all assignments on time.

Institutions in Community Development
CMDV104 H2 (40L-24T-0P-0S-93H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Introduction to Community Development Theory
Aim: To build on the basic understanding and objectives of community development acquired in Community Development Theory.
Content: This double module will have two foci. The first term will build on the basic understanding and objectives of community development learnt in Community Development Theory. It will focus on developing knowledge and skill in leadership theory and working with small groups. The second term will analyse non-governmental structures and the role of civil society in managing sustainable development.
Assessment: Written assignments 50% and a 3-hour examination
DP Requirement: Attendance of 80% of lectures and 100% of tutorials is mandatory. Submission of all assignments on time.

Community Economic Development
CMDV201 H2 (40L-0T-0P-0S-100H-0R-0F-0G-20A-13W-16C)
Prerequisite Requirement: Introduction to Community Development Theory; Institutions in Community Development
Aim: To introduce students to the study of economic development. This will be explored through the eye of local government.
Content: Identifying the role of the state/municipality; analysing the function of representative bodies; studying different forms of intervention; understanding the role of municipalities in economic and social development.
Assessment: Written assignment and 3-hour examination
DP Requirement: Attendance of 80% of lectures and 100% of tutorials is mandatory. Submission of all assignments on time.

Programme/Project Planning
CMDV202 H2 (40L-0T-0P-0S-100H-0R-0F-0G-20A-13W-16C)
Prerequisite Requirement: Introduction to Community Development Theory, Institutions in Community Development
Aim: To introduce students to the theory and practice of project planning, with emphasis on community projects
Content: Programme design; programme evaluation; project planning, management and control
Practicals: Project visits
Assessment: Continuous assessment and a 3-hour examination
DP Requirement: Attendance of 80% of lectures and 100% of tutorials is mandatory. Submission of all assignments on time.

Development Theories
CMDV203 H1 (40L-0T-0P-0S-100H-0R-0F-0G-20A-13W-16C)
Prerequisite Requirement: Introduction to Community Development Theory
Aim: To introduce students to the history, concepts and contemporary development theories. Students will be exposed to a wide range of theories and perspectives on economic, social, political, cultural and environmental development.

Content: History and analysis of major development theories: Modernization theory; Marxist theory; Dependency and Post modern theories. Discusses the objectives of development and varying concepts: participatory development; Sustainable development theories and contested terrains; Globalization theories and development frameworks. Studies specific South African cases and identify the influence of theory.

Assessment: 2 written assignments (1 minor, 1 major); 1 examination.

DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School.

Issues in Community Development
CMDV301 H1
Prerequisite Requirement: Introduction to Development Theory: Development Theories
Aim: The module builds on the theoretical knowledge and practical skills developed in the previous levels and seeks to expose students to contemporary issues in the broad field of community development in the African, South African ad global contexts.
Content: Specific areas include contemporary social, economic, political, cultural and environmental issues such as Health and Development, Environmental Management, and Development, Conflict and Development, Africa: Diversity and Development, Food Security and Development.
Assessment: Class assignments and tests (50%) and 3-hour examination (50%)
DP Requirement: Attendance of 80% of lectures and 100% of tutorials is mandatory. Submission of all assignments on time.

Community-Based Learning
CMDV302 HY
Prerequisite Requirement: Community Economic Development, Programme/Project Planning
Aim: To give students an opportunity to experience community development through involvement with a community project; to link theory to practice.
Content: Students will spend time practically involved with community projects by being placed in organisations. In lectures they will learn to identify theories and methods and to analyse readings with a view to distinguishing theory and practice.
Assessment: Journal notes and submission of a portfolio
DP Requirement: Attendance of 80% of lectures and 100% of tutorials is mandatory. Submission of all assignments on time.

Local Government & Community Development
CMDV303 HC
Aim: To introduce students to the study of local government and its role in a developing society.
Content: The module will expose students to local government as a distinct and independent sphere of government. Students will gain a working understanding of the policies, legislation, as well as opportunities and challenges that municipalities are faced with in promoting community development. Among some of the issues covered will be policy and ethics in both the public and private sectors.
Assessment: Class assignments and 3-hour examination.
DP Requirement: Attendance of 80% of lectures and 100% of practials is mandatory. Submission of all assignments on time.

Community Profiling
CMDV304 H1
Prerequisite Requirement: Introduction to Community Development, Community Economic Development
Aim: To develop an understanding of the art and methods of community profiling and to develop basic skills for working with both qualitative and quantitative data. Some of the skills developed will be community access strategies, techniques of community disaggregation, key stake-holder and key informant representation and analysis. Such skills include both qualitative and quantitative techniques of data presentation and analysis.
Content: Community Profiling, Stakeholder analysis, Community Mobility Mapping, Livelihoods Time Clock Analysis,
Interviewing, Focus group discussion, Observation, Descriptive statistics, Data Analysis

**Assessment:** 2 Assignments and 1 examination.

**DP Requirement:** Attendance of 80% of lectures and of 100% of tutorials is mandatory. Submission of all assignments on time.

**Population and Community Development**
CMDV305 H1

**Prerequisite Requirement:** Introduction to Community Development, Community Economic Development

**Aim:** To introduce undergraduate students to basic concepts of demography and population dynamics.

**Content:** Topics to be covered include determinants and impacts of population change, demographic and epidemiological transitions as well as their application to the design and implementation of policies and development programs.

**Assessment:** 2 assignments and 1 examination.

**DP Requirement:** Attendance of 80% of lectures and of 100% of tutorials is mandatory. Submission of all assignments on time.

**Advanced Community Economic Development**
CMDV601 HC

**Aim:** The module explores the concept of Local/Community Economic Development as an integral component of development. Students will gain exposure to a wide range of recent LED experiences in South Africa within the context of Developmental Local Government.

**Content:** The module will provide students with an advanced understanding of the theory of CED & LED and give insight into the application thereof for planning economic processes for change and general Community Development within the framework of the sustainable livelihoods approach.

**Assessment:** Examination-equivalent coursework

**DP Requirement:** Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

**Ethical Issues and Social Responsibility**
CMDV602 HC

**Aim:** To develop a sense and practice of ethical responsibility

**Content:** Ethical considerations and service delivery; social responsibility for client communities; facilitating participation; conflict resolution and mediation

**Assessment:** 1 assignment; 1 examination

**DP Requirement:** Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

**Independent Study:Community Development**
CMDV605 HY

**Aim:** To implement a project that demonstrates the ability to design, plan, and manage a community development intervention

**Content:** Students work in project groups, in conjunction with service providers / community organisations, around a problem identified as relevant to the community.

**Practicals:** Weekly research and meetings

**Assessment:** Collective portfolio and individual records of learning

**DP Requirement:** Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

**Power, Participation and Social Change**
CMDV606 HC

**Aim:** To develop understanding of and ability to assist processes of community mobilisation and participation

**Content:** Effective communication; group work; participatory research and learning methods; collective learning and action

**Assessment:** 1 assignment, 1 examination

**DP Requirement:** Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.
Major Issues in Community Development
CMDV607 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)
Aim: To develop understanding of major issues affecting community development practice
Content: Awareness of and ability to manage gender issues; appreciation of sustainable environmental management; community development in the context of HIV/AIDS and local government.
Assessment: 2 assignments; 1 examination
DP Requirement: Attendance of 80% of lectures and 100% of tutorials is mandatory. Submission of all assignments on time.

Principles of Community Development
CMDV609 HC (80L-0T-0P-0S-200H-0R-0F-0G-40A-13W-32C)
Aim: To equip students with various social development theories
Content: Social development theory; models of planned change; legal and policy frameworks; implementation of policy.
Assessment: 2 assignments, 1 examination
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Project Management and Sustainability
CMDV611 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)
Aim: To increase students’ ability to plan and manage community projects
Content: Planning projects; managing and controlling projects; preparing and analysing budgets; financial management; project proposal writing; self-monitoring of SMMEs
Assessment: 2 assignments; 1 examination
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Research Design 1
CMDV612 H1 (20L-0T-20P-0S-100H-0R-0F-0G-20A-7W-16C)
Prerequisite Requirement: A good undergraduate pass in Social Sciences.
Aim: To introduce students to the concept and procedures of both qualitative and quantitative Research Design.
Content: Designing Proposals, Literature Review, Conceptual and Theoretical Framework.
Assessment: Exam Equivalent Test (40%) and Assignments (60%)
DP Requirement: Attendance of 80% of classes and a pass in the Exam Equivalent Test.

Research Methods 1
CMDV613 H1 (20L-0T-20P-0S-100H-0R-0F-0G-20A-7W-16C)
Prerequisite Requirement: A good undergraduate pass in Social Sciences.
Aim: To introduce students to the procedures of both qualitative and quantitative Research Methods. Students will be exposed to both qualitative and quantitative data analysis procedures.
Content: Descriptives, frequency tables, graphic presentation and elementary inferential procedures.
Assessment: Exam Equivalent Test (40%) and Assignments (60%)
DP Requirement: Attendance of 80% of classes and a pass in the Exam Equivalent Test.

Power, Participation and Social Change
CMDV706 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)
Aim: To develop an understanding of macrostructures and their impact on sustainable community development. To create an awareness of processes of critical reflection and learning in local, national and global community activities.
Content: Participation and values in community development practice. The analysis of power and interests of macrostructures in community development. Building equitable relationships in the constitution of micro- and macrostructures. Producing and constructing knowledge and valuing different knowledge.
Assessment: Assignments (60%), Examination (40%)
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.
Systems & Processes in Community Development  Compulsory
CMDV708 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)
Aim: To develop an advanced understanding of pertinent national and global debates with regard to sustainable community development. To develop insight into the prevailing opportunities and challenges of implementing people-centred and sustainable community development interventions.
Content: Decentralisation and the developmental local government model, Legislation and policy framework of the localised State, Alternative service delivery mechanisms, advocacy, community mobilisation and policy-making process. Ethical issues in community development systems and processes.
Assessment: Assignments (60%), examination (40%)
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Principles of Community Development  Compulsory
CMDV709 HC (40L-0T-0P-0S-200H-0R-0F-0G-40A-13W-28C)
Aim: The module draws heavily on the ways of thinking about people and communities and is presented within a framework of Human Rights and Social Justice issues. The module aims to introduce and develop an advanced understanding of the principles of community development for their application to the local and global contexts.
Content: The module explores such principles as social justice, the common good, local resources, sustainable development and community participation. In addition, it examines the role of the State as well as the interplay between globalisation and localisation.
Assessment: Coursework assignments (50%) Examination (50%)
DP Requirement: Minimum 40% in coursework, 100% attendance at seminars and adherence to all submission deadlines.

Project Planning, Implementation, Mngr & Evalu
CMDV710 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)
Aim: Students will gain deep insight into the advanced procedures and techniques of project management for sustainable community development interventions.
Content: Project management theories, Project proposals, project planning and budgeting, project implementation, financial management, monitoring and evaluation.
Assessment: Assignments (60%), Examinations (40%)
DP Requirement: Attendance of 80% of lectures and 100% of tutorials is mandatory. Submission of all assignments on time.

Advanced Community Economic Development
CMDV711 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)
Aim: To introduce students to the concept of community economic development as an integral component of rural development. Module allows students to deliberate on and challenge the capitalist paradigm and its adverse effects on community development.
Content: Goals, principles and approaches to community economic development, the capitalist-neo-liberal paradigm and implications for community development. The policy framework for SMMEs and community income generating activities.
Assessment: Assignments (60%), examination (40%)
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Research Design 2
CMDV712 H1 (20L-0T-20P-0S-100H-0R-0F-0G-20A-7W-16C)
Prerequisite Requirement: A good undergraduate pass in Social Sciences
Aim: To introduce students to the concept and procedures of both qualitative and quantitative Research Design.
Content: Designing Proposals, Literature Review, Conceptual and Theoretical Framework.
Assessment: Exam Equivalent Test (40%) and Assignments (60%)
DP Requirement: Attendance of 80% of classes and a pass in the Exam Equivalent Test.

Research Methods 2
CMDV713 H1 (20L-0T-20P-0S-100H-0R-0F-0G-20A-7W-16C)
Prerequisite Requirement: A good undergraduate pass in Social Sciences.
Aim: To introduce students to the procedures of both qualitative and quantitative Research Methods. Students will be exposed to both qualitative and quantitative data analysis procedures.
Content: Descriptives, frequency tables, graphic presentation and elementary inferential procedures.
Assessment: Exam Equivalent Test (40%) and Assignments (60%)
DP Requirement: Attendance of 80% of classes and a pass in the Exam Equivalent Test.

Research Project: Community Development
CMDV7PR HY H-0R-0F-0G-20A-26W-32C)
Prerequisite Requirement: Research Design (CMDV712) & Research Methods (CMDV713)
Aim: To equip students with knowledge and skills to conduct and report Independent research in preparation for a Masters dissertation.
Assessment: Assignments (40%), Research Project (60%)
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Advanced Community Economic Development
CMDV811 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)
Corequisite: All other modules in the programme
Aim: The module explores the concept of Community Economic Development as an integral component of rural development. Students will gain exposure to a wide range of recent CED experiences in South Africa within the context of Developmental Local Government.
Content: The module will provide students with an advanced understanding of the theory of Community Economic Development and give insight into the application thereof for planning economic processes for rural change and general Community Development within the framework of the sustainable livelihoods approach.
Assessment: Examination-equivalent coursework
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Sustainable Community Development
CMDV812 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)
Corequisite: All other modules in the programme
Aim: The module is an exploration of what the term or concept of sustainable community social development means to different people and the issues around that. The focus is on principles and policies for sustainable community social development.
Assessment: Examination-equivalent coursework
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Indigenous Knowledge Systems (DAE8IKM)
CMDV814 HC (40L-0T-0P-0S-100H-0R-0F-0G-20A-7W-16C)
Aim: To develop students' understanding of indigenous knowledge systems, what counts as knowledge and ways of knowing
Content: Students will examine processes through which knowledge is produced, reproduced and adjusted within a variety of social structures and relations. The module analyses how diverse knowledge systems are valued in relationship to other systems and within the context of power relations.
Assessment: Examination-equivalent coursework.
DP Requirement: Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

Developmental Local Government
CMDV815 HC (80L-0T-0P-200H-0R-0F-0G-40A-13W-32C)
Prerequisite Requirement: Appropriate Honours degree or equivalent
**Aim:** To build capacity of participants to manage and maintain competent municipal entities that deliver services at local level, and promote community development.

**Content:** Public management theories, Globalisation and developmental local government, Local government restructuring and transformation, Developmental local government and community development, IDPs as a planning system for community development, Participation/citizenship and rural local governance, Local government and sustainable development, Development management.

**Assessment:** 2 short assignments, 1 long assignment, oral presentation

**DP Requirement:** Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

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**Research Methods**

CMDV820 HC

**(80L-0T-0P-200H-0R-0F-0G-40A-13W-32C)**

**Prerequisite Requirement:** RMSS or equivalent

**Aim:** To expose participants to qualitative and quantitative data gathering, processing, analysis and presentation methods and skills.

**Content:** Preparing a research proposal, Research design, Qualitative data collection and analysis methods, Quantitative data collection and analysis methods.

**Assessment:** Research proposal, research report, class test

**DP Requirement:** Attendance of 80% of lectures and 100% of practicals is mandatory. Submission of all assignments on time.

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**Child Protection in Emergencies**

*Offered in the School of Built Environment & Development Studies*

**Principles in Child Protection in Emergencies**

CPIE601H1


**Aim:** To enable students to become familiar with the principles and normative frameworks of humanitarian responses. To develop a basic understanding of childhood, child protection and child protection in emergencies.

**Content:** The basic principles of child protection in humanitarian action; The evolution of the Child Protection in Emergencies sector; The normative framework for humanitarian response; Humanitarian Principles (as a national or international worker); National and international Humanitarian Action; The fundamentals of risk impacts and programme responses of Childhood, Child Protection and Child Protection in Emergencies.

**Assessment:** Formative assessment: 50% Reflective journals, participation in electronic discussion groups and contributions made and assignments based on student familiarising and documenting national child protection principles, legislation and procedures). Summative assessment: 50% (A case analysis/major assignment/test).

**DP Requirement:** An average mark of 40% for all formative assessments. Submission of all tasks on time.

**Theoretical Foundations of Child Protection in Emergencies**

CPIE602H1


**Prerequisite:** Principles in Child Protection in Emergencies

**Aim:** To provide students with an understanding of the fundamental theories and to develop as critical and reflective practitioners who can ethically and effectively prevent and respond to child protection issues in humanitarian emergencies.

**Content:** The application of ecosystemic understandings of childhood; the impact of emergency situations on children, parents and families, in general; the application of conceptual frameworks and theories related to the principles and approaches to child protection programming, including prevention of child abuse, neglect, violence and exploitation; Ethics of Child Protection in Emergency .

**Assessment:** Formative assessment: 50% Participation in the experiential learning exercises, lectures and discussions during the residential component; reflective exercises and assignments based on the three units of the Module. Summative assessment: 50% (an in-depth case analysis/assignment/test which engages the student in applying the various aspects covered in this module).

**DP Requirement:** An average mark of 40% for all formative assessments. Submission of all tasks on time.
Research Methods in Child Protection in Emergencies
CPIE603H1 (3L-4T-0P-10S-100H-15R-0F-10G-18A-0W-16C)
Pre-requisite: Principles in Child Protection in Emergencies; Theoretical Foundations of Child Protection in Emergencies
Aim: To develop research skills and become familiar with the stages needed in conducting research. To introduce key concepts such as, research design, validity and reliability, bias, methodology, data collection, and analysis.
Content: Sampling Methods; Frequency Distribution and Graphic Presentation; Measures of Central Tendency & Measures of Dispersion; The Normal Distribution; Hypothesis Testing; Statistical Tests for Difference Between Means; Non-Parametric Tests
Assessment: Formative assessment: 50%. Participation in the electronic discussion groups; a Test and/or assignment. Summative assessment: 50% one major assignment/research paper.
DP Requirement: An average mark of 40% for all formative assessments. Submission of all tasks on time.

Project Planning in Child Protection in Emergencies (CPIE)
CPIE604H1 (0L-4T-0P-6S-110H-15R-0F-8G-17A-0W-16C)
Aim: To further investigate and build competences to introduce students to advanced procedures and techniques of project planning. To further investigate and build competences of applying the project cycle and manage elements of work in the emergency field.
Content: Project planning procedures, including the preparation of project proposals; plans and budgets; the design and implementation of projects or programmes; the planning of projects or programme; the evaluation of the implementation of projects and programmes and the analysis of project and programme impact.
Assessment: Formative assessment: 50%. Participation in experiential learning exercises, lectures, online discussions; reflective exercises and assignments. Summative assessment: 50% A major assignment based on the remaining phases of the project cycle, monitoring and evaluation. DP Requirement: An average mark of 40% for all formative assessments. Submission of all tasks on time.

Management and Coordination of Child Protection in Emergencies (CPIE)
CPIE605H1 (0L-10T-0P-10S-100H-15R-140F-0G-23A-0W-32C)
Aim: To introduce the broader interagency elements of CPIE. To develop and apply appropriate skills of management, communication, and coordination, within an inter-sectorial framework. To understand the components of an integrated, comprehensive child protection response.
Content: Collaborating and synchronising responses with existing child protection agencies, other sectors of the emergency response team, as well as at the community and child levels. Coordinating and creating synergy in the field and in the planning teams for effective response.
Assessment: Formative assessment: 50%. Participation in experiential learning exercises, lectures, online discussions; reflective exercises and assignments. Summative assessment: 50% A major assignment based on the remaining phases of the project cycle, monitoring and evaluation. Summative assessment: 50%. A major assignment. DP Requirement: An average mark of 40% for all formative assessments. Submission of all tasks on time.

Service Placement in the Child Protection in Emergencies (CPIE)
CPIE606H1 (0L-2T-110P-0S-30H-15R-140F-0G-23A-0W-32C)
Pre-requisites: Principles in Child Protection in Emergencies; Theoretical Foundations of Child Protection in Emergencies; Research Methods in Child Protection in Emergencies; Project Planning in Child Protection in Emergencies (CPIE); Management and Coordination of Child Protection in Emergencies (CPIE)
Aim: To place students within a service learning environment to apply the knowledge, skills and appropriate attitudes acquired during the other five modules. To expose the student to the broader interagency elements of CPIE by placing students in a programme focused placement in an on-going emergency where they may engage in prevention and response activities related to assessment, project design or implementation, and monitoring and evaluation.
Content: Application of knowledge and skills learned in preceding modules; Knowledge and understanding of multi-context settings and humanitarian emergencies.
Assessment: Formative assessment: 50% Participation in e-group discussions and reflective journals. Summative assessment: 50% Placement report and supervisor’s report

DP Requirement: An average mark of 40% in all formative assessments. Submission of all tasks on time.

IsiZulu
CMED1ZU

Aim: The aim of the module is to equip medical students with language skills in isiZulu which will enable them to conduct a medical consultation with a patient in an outpatient’s ward. The module aims at introducing the medical student to the sounds of the Zulu language and language functions and structures as well as vocabulary that he/she will need during a consultation with a Zulu speaking patient. The course aims mainly at oral proficiency in the language functions and vocabulary taught, but written proficiency will not be neglected. The course also aims at giving the student a general overview of the structure of the language. Aspects of culture related to health will also be discussed and the relevant vocabulary taught. Norms of politeness and language functions relating to forms of address that are acceptable to isiZulu speakers will be covered and the appropriate vocabulary provided

Content: The instruction in this module covers the language structures and vocabulary related to greeting, politeness, forms of address, determination of presenting problems and other relevant biomedical and psychosocial information, provision of information and general health education of persons conversant in isiZulu. It would also cover cultural perspectives of illness and health in isiZulu speaking Black African patients

Practicals: Practicals will be conducted where students will engage in oral practice of the language structures introduced in systematic lectures and role play of activities involving the patient and the doctor will be undertaken. Students will practice pronunciation and language structures on their own in the language laboratory or in pairs

Assessment: Module Mark = Year Mark 50% + Final Examination (End of Module exam 50%) Year Mark = 4 class tests (25% each) [each class test has written and practical components] The written component 50% and practical component (50%) in each test. Both components (practical and written) assess the theory and the application thereof. The End of Module examination will have the same structure as the class test, i.e. written and practical components

DP Requirement: 80% attendance at all scheduled teaching activities; must pass each component (written and oral) in the year mark and must obtain at least 50% in the year mark

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**Conflict Transformation and Peace Studies**

*(Offered in the School of Social Science)*

**Issues and Themes in Peace Studies**
CTPS701 HC

Prerequisite Requirement: An appropriate bachelor’s degree

Aim: To introduce students to important concepts in peace studies, the landmarks in the evolution of the discipline and different approaches to study.

Content: Topics include: the evolution of peace studies; key features of peace; meanings of peace; nature and focus of peace movements; peace cultures; peace education; links between democracy and peace; links between peace, justice and development; feminist perspectives of peace; concept of peaceful change; and the meaning and philosophical underpinnings of non-violence.

Assessment: Seminars and class participation (20%); two essays of 2000 words each (30%); 3-hour examination (50%).

DP Requirement: Class attendance, participation in seminars and class discussions, and submission of two essays of 2000 words each by the due date.

**Theory & Practice of Conflict Transformation**
CTPS703 HC

Prerequisite Requirement: An appropriate bachelor’s degree

Aim: To make students familiar with the contemporary methods of conflict transformation and gain essential skills in them.

Content: Explanatory theories of conflict; functions of conflict; conflict analysis in terms of issues, actors, trajectory, stakeholders; methods of conflict transformation – negotiation, mediation, facilitation, and reconciliation; early warning and preventive diplomacy; role of civil society; culture and conflict resolution; case studies.
Practicals: 40-hour structured internship in an NGO/agency involved in conflict management
Assessment: Seminars and class participation (15%); essay of 2000 words (15%); internship report (20%); and examination (50%).
DP Requirement: Participation in seminars and classroom discussions, and submission of an essay of 2000 words by the due date and successful completion of 10 days (40 hours) of internship.

Recovering from Conflict
CTPS706 HC
Prerequisite Requirement: An appropriate bachelor’s degree
Aim: This module will seek to understand the processes of recovering from conflict in terms of re-building the social, economic and political infrastructure of post-conflict states.
Content: Examines how peace agreements have been implemented; role played by international troops in peacekeeping and security; the return and resettlement of refugees; demobilisation and re-integration of armed forces; child soldiers; containment of small arms proliferation; post-conflict truth and transitional justice; case studies.
Assessment: Seminars and class participation (20%); two essays of 2000 words each (30%); 3-hour examination (50%).
DP Requirement: Participation in seminars and classroom discussions, and submission of two essays of 2000 words each by the due date.

Research Methods in Conflict Transformation
CTPS708 HC
Prerequisite Modules: Completion of Issues and Themes in Peace Studies and Theory and Practice of Conflict Transformation
Aim: To make learners familiar with the philosophy and methods of social science research in general and peace and conflict studies research in particular.
Content: Design and conduct of peace and conflict research; methodological approaches in peace studies and conflict analysis; assessments of methodologies (historical, empirical, feminist, interpretive, post-modern); formulation of research problems; generation, collection, processing, analysis, and interpretation of data; hypotheses formulation and testing, etc.
Assessment: Seminars and class participation (20%); three essays of 2000 words each (30%); 3-hour examination (50%).
DP Requirement: Seminar presentation, class participation based on the readings and submission of three short essays of 2000 words each.

Advanced Themes in Conflict Transformation
CTPS803
Prerequisite Requirement: Appropriate honours degree.
Aim: The module aims to introduce key contemporary themes and issues in Peace and Conflict Transformation at an advanced level drawing on recent research
Content: The module broadly focuses on the different contestations in peace and conflict transformation studies with respect to meanings, approaches and methodology, and enables the learners to look at them critically.
Assessment: Seminar Presentation and participation in classroom discussions: 30%
Essay of 5000 words: 30%
End Semester Examination of two hours: 40% (student’s answer 2 out of 4 essay type questions set).
DP Requirement: Attendance of a minimum of 75% of the seminars and submission of all written work. Student must obtain a minimum of 40% in their classwork.

Theory and Practice on Non-Violence
CTPS805
Prerequisite Requirement: Appropriate honours degree.
Aim: The module aims to introduce key contemporary themes and issues in Peace and Conflict Transformation at an advanced level drawing on recent research
Content: The module broadly focuses on the different contestations in peace and conflict transformation studies with respect to meanings, approaches and methodology, and enables the learners to look at them critically.
Assessment: Seminar Presentation and participation in classroom discussions: 30%
Essay of 5000 words: 30% End Semester Examination of two hours: 40% (student's answer 2 out of 4 essay type questions set).

DP Requirement: Attendance of a minimum of 75% of the seminars and submission of all written work. Student must obtain a minimum of 40% in their classwork.

Restorative Justice
CTPS806  
Prerequisite Requirement: Appropriate honours degree.
Aim: The module seeks to familiarize the learners about restorative justice as an alternative or complement to the retributive criminal justice system and as a means to address the needs of all stakeholders when a crime is committed, drawing on worldwide restorative practices.
Content: The course explores the needs and roles of key stakeholders (victims, offenders, communities and state represented by the justice systems), outlines the basic principles and values of restorative justice and introduces some historical and extant models of practice, including African. It also explores the challenges to its introduction and successful implementation in complex situations
Assessment: Seminar Presentation and participation in class room discussions: 30%
Essay of 5000 words: 30%
End Semester Examination of two hours: 40% (student's answer 2 out of 4 essay type questions set).

DP Requirement:

Human Rights and International Humanitarian Law
CTPS807  
Prerequisite Requirement: Appropriate honours degree.
Aim: This module seeks to provide an overview of the field of human rights and international humanitarian law (IHL). It seeks to increase knowledge and awareness of IHL among the students, enabling them to work in environments where IHL is relevant.
Content: It deals with origins, purpose, sources, principles, and development of International Humanitarian Law and its application and effects on armed conflicts. It also discusses through appropriate case studies the role of international criminal law, the congruence between human rights and humanitarian law, gender and law, and the protection of vulnerable groups such as children.
Assessment: Seminar Presentation and participation in class room discussions: 30%
Essay of 5000 words: 30%
End Semester Examination of two hours: 40% (student's answer 2 out of 4 essay type questions set).

DP Requirement: Attendance of a minimum of 75% of the seminars and submission of all written work. Student must obtain a minimum of 40% in their classwork.

African Approaches to Conflict Resolution
CTPS810  
Prerequisite Requirement: Appropriate honours degree.
Aim: The module aims to understand African traditional approaches to conflict resolution and peace-building in the context of theories and practices in the field of conflict resolution and peace studies.
Content: The module will focus on peacemaking and peace building from grass-roots level drawing on the experiences of communities across Africa. Of particular relevance will be the experiences of South Africa (TRC), Burundi (Mandela and the Arusha Process), Rwanda (Gacaca courts), Angola and Mozambique as well as the role of regional organizations and forums (AU, SADC, and Panel of the Wise, NEPAD, and APRM).
Assessment: Seminar Presentation and participation in class room discussions: 30%
Essay of 5000 words: 30%
End Semester Examination of two hours: 40% (student's answer 2 out of 4 essay type questions set).

DP Requirement: Attendance of a minimum of 75% of the seminars and submission of all written work. Student must obtain a minimum of 40% in their classwork.

Research Methods in Conflict Transformation
CTPS825  
Prerequisite Requirement: Appropriate honours degree.
Aim: To familiarise students with the philosophy and methods of social science research in general.
Content: Philosophy, epistemology, methodology, methods, ethical issues and paradigms in policy research.
Assessment: Seminar Presentation and participation in classroom discussions: 30%
Essay of 5000 words: 30%
End Semester Examination of two hours: 40% (student’s answer 2 out of 4 essay type questions set).

DP Requirement: Attendance of a minimum of 75% of the seminars and submission of all written work. Student must obtain a minimum of 40% in their classwork.

Advanced Themes in Conflict Transformation
CTPS830 HC PC (5L-0T-10P-40S-80H-0R-0F-0G-25A-13W-16C)
Prerequisite Requirement: An Honours degree in Conflict Transformation or Peace Studies or in any other subject accompanied by completion of assigned readings.
Aim: To introduce key contemporary themes and issues in Peace and Conflict Transformation at an advanced level drawing on recent research.
Content: The module broadly focuses on the different contestations in peace and conflict transformation studies with respect to meanings, approaches and methodology, and enables the learners to analyse them critically.
Assessment: Seminar Presentation and participation in Classroom discussions: 30%; Essay of 5000 words: 30%; End Semester Examination of two hours: 40%.

DP Requirement: Seminar presentation, participation in classroom discussions and long essay.

Theory and Practice of Non-Violence
CTPS831 HC PC (0L-0T-10P-40S-85H-0R-0F-0G-25A-13W-16C)
Prerequisite Requirement: None
Aim: To introduce the learners to the theory and practice of non-violence and equip them to undertake research on non-violent action.
Content: Meaning of Non-Violence; Theory and Dynamics of Non-Violence; Spiritual Roots of Non-Violence and the Pacifist Tradition; Gandhian Non-Violence (Satyagraha); Strategic Non-Violence, Feminism and Non-Violence, War Resistance, Civil Rights Struggle, Non-Violent Action around the World; Non-Violent Civilian Defence and Intervention; Role of Non-Violence in Africa with special reference to South Africa.
Assessment: Seminar presentation and classroom participation in discussions: 30%; Essay of 5000 words: 30%; Final Examination of two hours: 40%.

DP Requirement: Presentation of a seminar, participation in classroom discussions, and submission of a long essay (5000 words).

Restorative Justice
CTPS832 HC PC (0L-0T-10P-40S-85H-0R-0F-0G-25A-13W-16C)
Prerequisite Requirement: None
Aim: To introduce learners to restorative justice as an alternative or complement to the retributive criminal justice system.
Content: The module explores the needs and roles of key stakeholders when crimes are committed (victims, offenders, communities and state represented by the justice systems), outlines the basic principles and values of restorative justice, and introduces some historical and extant models of practice, including African. It also explores the challenges to the introduction and successful implementation of restorative justice programmes in complex situations.
Assessment: Seminar presentation and classroom participation: 30%; Essay of 5000 words: 30%; Final Examination of two hours: 40%.

DP Requirement: Presentation of a seminar, participation in classroom discussions, and submission of a long essay (5000 words) by the due date.

Human Rights & International Humanitarian Law
CTPS833 HC PC (0L-0T-15P-40S-85H-0R-0F-0G-20A-13W-16C)
Prerequisite Requirement: None
Aim: This module seeks to provide an overview of the field of human rights and international humanitarian law (IHL). It seeks to increase knowledge and awareness of IHL among the students, enabling them to work in environments where IHL is relevant.
Content: Deals with the origins, purpose, sources, principles, and development of International Humanitarian Law and its application and effects on armed conflicts; uses appropriate case studies to assess the role of international criminal
law, the congruence between human rights and humanitarian law, gender and law, and the protection of vulnerable
groups such as children.

**Assessment:** Seminar presentation and class participation: 30%; Essay of 5000 words: 30%; Two-hour Final
Examination: 40%.

**DP Requirement:** Presentation of a seminar, participation in classroom discussions, and submission of a long essay
(5000 words) by the due date.

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**African Approaches to Conflict Transformation**

CTPS834 HC PC  

**Prerequisite Requirement:** None

**Aim:** To understand and assess African traditional approaches to conflict resolution and peace-building in the context
of theories and practices in the field of conflict resolution and peace studies.

**Content:** The module will focus on peace-making and peace-building from grass-roots level, drawing on the experiences
of communities across Africa. Of particular relevance will be the experiences of South Africa (TRC), Burundi (Mandela and
the Arusha Process), Rwanda (Gacaca courts), Angola and Mozambique as well as the role of regional organizations
and forums (AU, SADC, and Panel of the Wise, NEPAD, and APRM).

**Assessment:** Class Participation and seminar: 30%; Essay of 5000 words: 30%; Final Examination of two hours: 40%.

**DP Requirement:** Completion of seminar presentation, participation in classroom discussions and submission of an
essay of 5000 words by the due date.

(Offered subject to the availability of staff; check with the Programme Coordinator)

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**Criminology and Forensic Studies**

*Offered in the School of Applied Human Science*

**Introduction to Criminology**

CFSD101 H1/P1  

**Prerequisite Requirement:** None.

**Corequisite:** None.

**Aim:** The main aim of this module is to introduce students to the study field of Criminology. It introduces students to key
concepts and provides a framework for studying the discipline. This module provides a historical perspective of the
development of criminology ranging from Europe to the US, Asia and Africa. It examines critically how the development
of criminology in Europe influenced criminology in South Africa and explores furthermore the transition of criminology
from apartheid to democratic South Africa. With reference to theoretical and empirical frameworks it explores crime
trends globally and contextually and introduces students to main concepts in criminology i.e. juridical and non-juridical
orientations towards crime, offenders, victims, crime prevention and reduction. The module is intended to serve as a
point of departure for the scientific study of crime. To introduce students to the study field of Criminology.

**Content:** Introduction to Criminology is constituted of many aspects. Topics include: Examination of different terms and
concepts commonly used in Criminology, such as crime, conflict, offender, victim and the criminal justice system;
Criminology as a body of knowledge and a profession/ the development of Criminology as a distinct area of study and
inquiry/ its interdisciplinary nature; The history and evolution of Criminological thought/theories of criminality nationally
and internationally; The nature, patterns and extent of crime; crime prevention and reduction, and human rights (in all of
the above-mentioned a comparative approach is adopted incorporating African and international perspectives).

**Assessment:** Cumulative assessment (50%): 3-hour examination: (50%)

**DP Requirement:** An accumulative minimum of 40% for all pre exam formative and summative assessments. This is in
keeping with the School’s DP requirements.

**Introduction to Criminal Justice**

CFSD102 H2/P2  

**Prerequisite Requirement:** CFSD101

**Aim:** To introduce students to the development and functioning of the criminal justice system, its key role players and
it’s functioning in the management, prevention, reduction of crime. Key features of the development and functioning of
criminal system in western, eastern and African contexts are analysed. It examines furthermore how the development
of criminal justice in Europe and the United of America influenced and shaped justice in various parts of the world. It
explores the transition of criminal justice from apartheid to democracy in South Africa. Within a contemporary framework
of transitional justice cognisance is taken of the emergence of new developments in justice such as privatisation, judicial pluralism and restorative justice.

Content: National and International developments in criminal justice, access to justice and the sentencing phase in criminal justice process. Conceptualisation and historical perspective of criminal justice, administration of justice, private and public policing, police accountability, police mandate and police culture. Court function and role players, forms of punishment and sentencing trends. Objectives and challenges of imprisonment, restorative justice, the future of justice (privatisation, decentralisation).

Assessment: Cumulative assessment (50%): 3-hour examination: (50%).

DP Requirement: Minimum 40% in coursework, attendance at tutorials and submission of all required tasks.

Criminalistics: Crime Scene Investigation

CFSD201 H1/P1

Prerequisite Requirement: CFSD101 & CFSD102

Corequisite: CFSD202 Victimology

Aim: Forensic criminalistics is an umbrella term encompassing a myriad of approaches that are utilised by law enforcement agencies during the investigation of criminal activities and presentation of the evidence before a court of law. The goal is to familiarise the student with the various forensic science perspectives and to apply scientific concepts uniquely related to the forensic sciences—such as crime-scene reconstruction, the legal integrity of scientific evidence, courtroom testimony, and the individualisation of physical evidence.

Content: The module will cover the comprehensive realm of forensics and its role in crime scene investigation. It will engage with a range of topics: An introduction to Forensic Sciences / Criminalistics; The Crime Scene – processing the crime scene; Types of physical evidence; Types of analysis; Drugs – types and drug laws; Forensic toxicology and Serology; DNA: The Indispensable Forensic Science Tool; Crime-Scene Reconstruction; Hairs, Fibres and Paint; Forensic Aspects of Fire Investigation and Explosives; Fingerprints; Firearms and ballistics, Tool marks, and Other Impressions; Document Examination; and Computer Forensics.

Assessment: DP = Written assignment (1500 word): 50% + Interim test: 50%; Final mark = DP: 50% + Final written examination (3hours): 50%

DP Requirement: Min DP requirements 40% accumulative for all pre-exam, formative and summative assessments

Victimology

CFSD202 H2/P2

Prerequisite Requirement: CFSD101 & CFSD102

Aim: To introduce students to the study field of Victimology and to equip them with the necessary knowledge of theoretical and empirical frameworks of victimology.

Content: An introduction to basic concepts in Victimology, historical developments, theories and paradigms, and a critical exposition of legislative frameworks (domestic and International), victimisation measurement and patterns, victim empowerment, victims and international criminal justice and victimisation reduction.

Assessment: Cumulative assessment (50%): 3-hour examination: (50%).

DP Requirement: Minimum 40% in coursework and submission of all required tasks.

Research Methodology: Criminology

CFSD301 H1/P1

Prerequisite Requirement: CFSD101, CFSD102, CFSD201 and CFSD202 / or any combination of first and second level modules as determined by the Criminology and Forensic Studies Cluster.

Corequisite: CFSD302; CFSD303 and CFSD304 / or any combination of third level modules as determined by the Criminology and Forensic Studies Cluster.

Aim: The primary objective of the module is to provide students majoring in Criminology and Forensic Studies with a basic conceptual understanding of criminological research methods in preparation for the application thereof on the postgraduate level.

Content: The content of this module consists of the three (3) paradigms of research in Criminology and Forensic Studies and their respective interrelated ontological, epistemological and methodological assumptions; the stages of criminological research; the steps and structure of the research proposal; descriptive and inferential statistics; the normal distribution; hypothesis-testing; T-test; one way analysis of variance; latent and manifest variables and factor analysis; the correlation coefficient; testing the significance of a relationship using \( r \); the straight-line equation; regression analysis, and testing the significance of Beta.
DP Requirement: An accumulative minimum percentage of 40% for all predetermined and approved pre-exam assessments. Eighty percent (80%) attendance of all contact sessions (will be monitored through a class attendance register).

Criminology: Biopsychosocial perspectives
CFSD302 H1/P1  
Prerequisite Requirement: CFSD301, CFSD102, CFSD201 and CFSD202 / or any combination of first and second level modules as determined by the Criminology and Forensic Studies Cluster.
Corequisite: CFSD301, CFSD303 and CFSD304 / or any combination of third level modules as determined by the Criminology and Forensic Studies Cluster.
Aim: The primary objective of the module is to provide students majoring in Criminology and Forensic studies with a conceptual understanding of biopsychosocial perspectives of criminal behaviour in preparation for the application thereof on the postgraduate level.
Content: The offender is analysed as influenced by multiple systems. Analyses refer to the bio- and psychosocial aetiology of criminal behaviour, classification systems, intervention measures and crime reduction. Attention is paid to life-span development, behavioural disorders, learning and situational risk factors. The relationship between crime and mental disorders are explored, focusing on mentally disordered defendants and offenders, criminal responsibility and risk assessments. The course concludes with psychosocial analyses of specific types of criminal behaviour, for instance, serial murder, pyromania, hostage-taking, domestic violence, sexual offences, substance abuse and witch-purging.
Assessment: One (1) formative assessment (an assignment of 3000 words) and one (1) summative assessment (closed-book class test) are applied to determine whether a registered student is adequately prepared, within relative terms, for the second and final summative assessment (a three [3] hour closed-book examination), in achieving the module outcomes. In other words, half (50%) of the students final mark comprises of an assignment and a class test (together these two assessments determine the students DP mark [requirement for admission to the exam!], the other half (50%) constitutes the formal exam result. A 50% final mark is required.

DP Requirement: An accumulative minimum percentage of 40% for all predetermined and approved pre-exam assessments. Eighty percent (80%) attendance of all contact sessions (will be monitored through a class attendance register).

Forensic Criminology
CFSD303 H2/P2  
Prerequisite Requirement: CFSD101 & CFSD102; CFSD201 & CFSD202 / or any combination of third level modules as determined by the Criminology and Forensic Studies Cluster.
Corequisite: CFSD301; CFSD302; CFSD304 or any combination of third level modules as determined by the Criminology and Forensic Studies Cluster.
Aim: The aim of the module is to introduce students to the field of Forensic Criminology which includes forensic science, criminal investigation, criminalistics, forensic victimology, crime reconstruction, criminal event analysis, criminal profiling and behavioural analyses.
Content: Forensic criminologists study the offender and the criminal act in all of its facets. This module will engage with the various functions of a forensic criminologist. This will include the collection and interpretation of physical evidence, analyses of perpetrator predispositions and precipitating factors, triggering factors, interaction between victim and offender, and the role of the victim in the criminal justice system, as well role of the forensic criminologist in the criminal justice system.
Assessment: DP = Written assignment (2000 words): 50% + Interim test: 50% Final mark = DP: 50% + Final written examination (3 hours): 50%

DP Requirement: Min DP requirements 40% accumulative for all pre-exam, formative and summative assessments

Correctional Theory and Practice
CFSD304 H2/P2  
Prerequisite Requirement: CFSD101, CFSD102, CFSD201 and CFSD202 / or any combination of first and second level modules as determined by the Criminology and Forensic Studies Cluster.
Corequisite: The co-requisites are: CFSD301, CFSD302, and CFSD 303 and any combination of third level modules as determined by the Criminology and Forensic Studies Cluster.
Aim: The aim of this module is to provide students with an in-depth knowledge and understanding of the role of contemporary issues in theory and practice in the correctional environment nationally and internationally. The early developments in penitentiary penology are addressed. Special attention is given to theories of punishment and an
analysis that links the development of prisons (referred to as Corrections in South Africa) to the wider system of social control and alternatives to confinement. This module also critically engages students in the social organisation of correctional institutions, including inmates, correctional officers, correctional treatment staff and administrators. It analyses the transformation of the Department of Correctional Services in South Africa and the change in direction of the prison system during the past century. A critique of the penal objectives, challenges facing the Department of Correctional Services, the detention and treatment of offenders and the consequences of imprisonment are debated.

**Content:**
The module Corrections is constituted of: Theoretical Approaches to Punishment; Its development and current application, nationally and internationally The Development and evaluation of Penal Policy and Contemporary issues in Corrections A critical understanding of the Consequences of Incarceration in South Africa Growth of Correctional Populations/ Comparison of World Prison Populations – Facts and Trends Human Rights and Prisoners’ Rights; Special Categories of inmates e.g. women, children, elderly Challenges facing the Department of Correctional Services A Critical Approach to Correctional management Alternatives to Incarceration; Private Correctional Facilities; Reintegration of Offenders into the Community Restorative Justice.

**Assessment:**
50%: Formative Assessment 1 class test 1 major assignment 50%: Summative Assessment, 3-hr Examination

**DP Requirement:**
40% Formative Assessment

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**Theoretical Perspectives in Criminology & Criminal Justice**

**CFSD701 H1**

(0L-0T-0P-0S-160H-0R-0F-0G-0A-14W-16C)

**Prerequisite Requirement:** CFSD301, CFSD302, CFSD303, CFSD304 OR any combination of first, second and third level modules as determined by the School and the Criminology and Forensic Studies Cluster.

**Corequisite:** None.

**Aim:**
To provide a theoretical grounding to the study field of conflict, crime, victimisation and criminal justice.

**Content:**
Theoretical perspectives are presented as conceptual and context specific frameworks, for instance, causal explanations to identify cause and effect relationships between crime and victimisation phenomena, structural, process and systemic perspectives to emphasise the manner in which the phenomena are interrelated and constitute a whole, system or sub-system, and interpretive approaches to focus on the meaning attributed to particular contexts. Analyses of theoretical perspectives, including a postmodern orientation, refer also the scope and level of a theory to construct different levels of social reality.

**Assessment:**
One seminar presentation (25%). Students will make oral presentations on theoretical aspects of conflict, crime, victimisation and criminal justice in South Africa and internationally. Summative assessment: Written Essay: (25%). Knowledge of theoretical perspectives on conflict, crime, victimisation and criminal justice in South Africa and internationally will be gauged through the grading of a 3000 word essay on topics provided. Examinations of 3 hours: (50%). The overall achievement of the Subjects Objectives will be assessed using a written examination.

**DP Requirement:** • One seminar presentation and one written assignment on predetermined due dates. • DP of at least 40%

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**Applied Research Methodology in Criminology Sciences**

**CFSD702 H1**

(0L-0T-0P-0S-160H-0R-0F-0G-0A-13W-16C)

**Prerequisite Requirement:** Bachelor of Social Science (majoring in Criminology) with an overall third level pass average of 55%. Specific modules on the 3rd level include CFSD301, CFSD302, CFSD303, and CFSD304 / or any combination of first, second and third level modules as determined by the Criminology and Forensic Studies Cluster.

**Corequisite:** None.

**Aim:**
The primary objective of the module is to provide honours’ students with an advanced understanding of applied criminological research whilst conducting their respective research projects.

**Content:**
The content of this module consists of applied qualitative and quantitative methodological advances in Criminological sciences.

**Assessment:**
One (1) formative assessment (an assignment) and one (1) summative assessment (closed-book class test) are used to determine whether a registered student is adequately prepared, within relative terms, for the second and final summative assessment (a three [3] hour closed-book examination), in achieving the module outcomes. In other words, half (50%) of the students final mark comprises of an assignment and a class test (together these two assessments determine the students DP mark [requirement for admission to the exam]), the other half (50%) constitutes the formal exam result. A 50% final mark is required.

**DP Requirement:**
• An accumulative minimum percentage of 40% for all predetermined and approved pre-exam
assessments. • Eighty percent (80%) attendance of all contact sessions (will be monitored through a class attendance register).

Victim Studies
CFSD703 H2
(13L-0T-0P-2S-26H-114R-0F-0G-5A-6.5W-16C)

Aim: To provide an in-depth understanding of crime victimisation in the South African and International context.

Content: An overview of the history of victimisation, the theoretical perspectives and researching victims. Key legislation and policy in victim empowerment and support, justice for victims and specific categories of victimisation.

Assessment: Cumulative assessment (50%); 3-hour examination: (50%).

DP Requirement: Minimum 40% in coursework, attendance at seminars and submission of all required tasks.

Applied Forensic Criminology
CFSD704 H2
(0L-0T-0P-0S-160H-0R-0F-0G-0A-14W-16C)

Prerequisite Requirement: Bachelor of Social Science (majoring in Criminology) with an overall third level pass average of 55%. Specific modules on the 3rd level include CRIM301, CRIM302, CRIM303, CRIM304 and CRIM305 / or any combination of first, second and third level modules as determined by the Criminology and Forensic Studies Cluster.

Corequisite: None.

Aim: The module – Forensic criminology, aims at preparing students to engage with and apply theory to practice with regards to forensic criminology and the law, forensic examinations, engaging with investigators and forensic specialists, and forensic criminology in practice.

Content: Forensic criminology aims to provide students with applied theoretical and empirical knowledge on the interdisciplinary nature of criminal investigations and criminological analysis. The module will provide students with core disciplinary knowledge for purposes of addressing investigative and legal issues. The module will also provide students with expert knowledge regarding the nature and extent of forensic casework, which is supported by research, theory and praxis.

Assessment: Formative assessment: One seminar presentation (30% of DP). Students will make oral presentations from different topics and complete written assignments on theoretical aspects of forensic criminology in South Africa. Summative assessment: Written Essay: (70% of DP). Knowledge of forensic criminology in South Africa will be gauged through the grading of a 3 000-word essay on topics provided. Examinations of 3 hours: (50% towards final mark). The overall achievement of the Subjects Objectives will be assessed using a written examination.

DP Requirement: • Eighty percent (80%) attendance of all predetermined contact sessions with appointed supervisor. • Seminar presentation of selected topic • Eighty percent (80%) attendance of all predetermined School of Applied Human Sciences postgraduate seminars and workshops. • Submission (and approval of supervisor) for examination of final written essay / assignment on a predetermined due date.

Research Paper: Ciminology and Forensic Studies
CFSD7RP H0
(0L-12T-0P-0S-308H-0R-0F-0G-0A-13W-32C)

Aim: This module aims at preparing students to conduct and report independent research of limited scope within the specialisation field of Criminology and Forensic Sciences.

Content: Research Paper of limited scope.

Assessment: Research paper 100%

DP Requirement: 80% attendance of all predetermined contact sessions with appointed supervisor. Presentation and approval of proposal and/or required tasks.

Development Studies and Population Studies

Offered in the School of Built Environment and Development Studies

Agriculture and Rural Development
DEVS801 HC
(0L-0T-0P-25S-120H-3R-0F-0G-12A-7W-16C)

Aim: The purpose of this module is to familiarize student with some of the key issues in contemporary rural development discourse in South Africa and globally. Upon completion, students should be able to demonstrate a sophisticated grasp of the theories, debates, ideas and practices of rural development. We seek to not only achieve high levels of scholarship but endeavor to provide students with academic tools – including research, analytical, presentation, and writing skills – and knowledge that will potentially transform the way we think and act on agrarian issues.
Content: The course is driven by a few questions: What are the theoretical underpinnings of key rural development strategies and policies? What is the nature of the rural economy in South Africa? How do we restructure rural agriculture to generate sustainable livelihoods? What is the state of non-farm economic activity in the rural areas? What is the role of technology and genetic engineering? How is land reform related to rural development? What conditions lead to viable economic activities in rural areas? We will cover relevant theoretical paradigms and concepts (food security, food sovereignty, class dynamics, agrarian history, sustainability, off-farm employment, rural tourism, etc).

Assessment: Examination or examination equivalent; continuous assessment; may include fieldwork. Themes vary from year to year; assessments may require an independent research component.

DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Civil Society and Development
DEVS802 HC
Aim: To introduce to students the influence and impact of civil society organisations on development trajectories.
Content: The course explores the “big debates” in the international Third Sector literature and applies this to South Africa. Students are exposed to key concepts and paradigms in this field and are introduced to the latest studies being published on the shape, size and impact of South Africa’s civil society sector. The evolution of South Africa’s civil society and its relations with the state are also examined in the light of the country’s democratic transition. Specific issues considered in seminars would include: Introduction to the concept ‘civil society’; theories and interpretations: from societas civilis to global civil society; globalisation and global civil society; debates on NGOs and development; Analysis of the rise of new social movements?; state-civil society relations - promoting democracy and development; the evolution of civil society in South Africa - reflecting global trends?; growing community responses in South Africa to the effects of globalisation.

Assessment: A presentation, an assignment, and an essay.

DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Comparative Development Problems and Policies
DEVS803 HC
Aim: This course asks students to consider why some countries are considered ‘developed’ and others not. What factors are responsible for producing ‘development’ in some countries and not in others i.e., Why do some countries succeed and some not? What are the key ‘agencies’ of development and do they operate in much the same way across different contexts?

Content: This course consists of a critical study of three sets of issues: the first explores the meaning of ‘development’ and examines the major theoretical schools and paradigms of ‘development’. The second sets out some of the political complexities and tensions which surrounds development, especially in respect of development strategy and implementation. The third part presents a view of development thinking, strategy and practice in three different regions of the world - Latin America in the immediate post-war era, as well as in the 1980s and 1990s; Asia in the era of the east Asian miracle and more recent case studies of China and India; finally African development challenges both in the immediate post-colonial era, and in the contemporary period.

Assessment: Seminar presentation and participation, think piece, essays or examination.

DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Demographic Methods 1
DEVS804 HC
Aim: To introduce students to the basic techniques of demographic analysis.

Content: Demography is a quantitative discipline and the course will concentrate on the sources of demographic data and basic techniques used in demographic analysis. The techniques covered include basic fertility, mortality and migration measures, life tables and the use of period and cohort fertility and population projections.

Practicals: 5 homework practicals
Assessment: 1 Problem Set and and two Exams.

DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.
Demographic Methods II
DEVS805 HC (10L-0T-15P-0S-100H-0R-0F-0G-35A-7W-16C)
Prerequisite Requirement: Demographic Methods 1
Corequisite: See Prerequisite
Aim: To enable students to understand, apply and interpret the results of a range of advanced demographic techniques for the analysis of population data.
Content: This module introduces the basic principles behind more advanced techniques of demographic analysis. The methods covered include model life tables, indirect estimates of mortality and fertility, and population projections. Estimation and interpretation of past mortality and fertility levels will also be considered using real data.
Practicals: 3 computer practicals
Assessment: Three homework practicals, article review and two examinations.
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Development Management
DEVS806 HC (10L-3T-0P-15S-114H-0R-0F-0G-18A-7W-16C)
Aim: To introduce critical skills essential in understanding the dynamics related to development interventions.
Content: This course introduces key themes that form the foundation of development management including matters of the roles of the state and NGOs, participation, projects and development and monitoring and evaluation. The basics of project management will be introduced including the appropriate project management tools and techniques. The purpose of this is to provide you with the basic tools, techniques and methodologies of project planning and management for you to be able to understand how these tools, techniques and methodologies can be used effectively to execute projects.
Assessment: Seminar presentation and participation, group work, one short assignment and one long assignment.
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Economics of Development 1
DEVS807 HC (10L-0T-0P-15S-107H-3R-0F-0G-25A-7W-16C)
Aim: To introduce students to key concepts, theories and policy issues in Economics in the context of developing countries.
Content: This course covers three broad areas of economics: microeconomics, macroeconomics, and growth and distribution. The objective is to give students a better appreciation of some of the main debates in economic theory and policy-making in the context of global, regional and South African economic trends. The course is designed on the assumption that students have not studied economics before.
Assessment: Essay and written examination.
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Economics of Development 2
DEVS808 HC (10L-0T-0P-15S-107H-3R-0F-0G-25A-7W-16C)
Prerequisite Requirement: Economics of Development 1
Aim: To explore further concepts, issues & debates introduced in Economics of development 1.
Content: A major focus of the course is around debates in international trade and finance in the post-Bretton Woods era, including the financial crisis and subsequent great recession of 2007-2009.
Practicals: None
Assessment: Seminar participation and presentation, and a long essay.
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Fertility and Nuptiality
DEVS809 HC (10L-0T-0P-15S-110H-0R-0F-0G-25A-7W-16C)
Prerequisite Requirement: Introduction to Population Studies and Demographic Methods 1.
Aim: To train students to become independent researchers in the analysis of fertility and nuptiality data and understand the role of fertility and nuptiality in population dynamics.
Content: Analysis of fertility and nuptiality data; explore and evaluate the fertility transition in sub-saharan Africa; family
planning programmes and the effect on fertility; The relationship between fertility and nuptiality; contemporary issues of premarital, non marital fertility and teenage pregnancy.

**Assessment:** Presentation, two practicals and an exam

**DP Requirement:** Students can only participate in the final assessment if they have attended more than 75% of class time.

### HIV/AIDS in Southern Africa

**DEVS811 HC**

**Aim:** To introduce the biomedical and demographic background to the spread of the HIV/AIDS epidemic in South Africa and to provide students with the intellectual tools to analyse and understand the social ramifications of the disease at the personal and societal levels.

**Content:** The module examines the current national and provincial policy frameworks for the prevention, care and treatment of the epidemic, as well as selected debates in this area.

**Assessment:** Written assignments and a 3-hour examination.

**DP Requirement:** Students can only participate in the final assessment if they have attended more than 75% of class time.

### Introduction to Population Studies

**DEVS814 HC**

**Aim:** To enable students to acquire an understanding of the major theories, findings and ongoing debates that have emerged from attempts to explain trends and differentials in migration fertility and mortality patterns among human populations.

**Content:** This course is a general introduction to the fundamental principles of population studies. It covers substantive, non-technical aspects of Demography. The cornerstone of population studies includes the study of fertility (births), mortality (deaths) and migration (geographic mobility). This course will systematically review these components of demographic change. The course will focus on population growth and distribution, determinants and consequences. Interrelations between demographic, social, cultural and economic factors will be examined. Students will be introduced to theoretical perspectives on population change and interrelationships between various theories and empirical research.

**Assessment:** Presentation, presentation report and a long essay on mortality.

**DP Requirement:** Students can only participate in the final assessment if they have attended more than 75% of class time.

### Migration and Urbanization

**DEVS815 HC**

**Aim:** To train students to become independent researchers on the analysis of migration and urbanisation data and to understand their role on population dynamics.

**Content:** The definition of concepts and sources of migration data; Estimation of migration and urbanisation indicators; Factors affecting migration: push and pull factors; causes and consequences of urbanisation; policies on migration and urbanisation; migration and urbanisation in South Africa including labour migration; international migration.

**Assessment:** Two short essays and one long essay.

**DP Requirement:** Students can only participate in the final assessment if they have attended more than 75% of class time.

### Population and Development

**DEVS816 HC**

**Aim:** To link issues of population change to the socio-economic context within which such changes take place.

**Content:** This module considers the inter-relationships between population trends, economic welfare and environmental issues by drawing on theories from other disciplines. The determinants of fertility, mortality and urbanisation are addressed in different economic and political contexts. The module also focuses on human resources as the interface between population trends and other aspects of development.

**Assessment:** Two short assignments and a long essay.

**DP Requirement:** Students can only participate in the final assessment if they have attended more than 75% of class time.
Population and Health
DEVS817 HC
(25L-0T-10P-15S-100H-5R-0F-0G-10A-7W-16C)

Prerequisite Requirement: Demographic Methods 1

Aim: To encourage students to become independent researchers on the analysis of population and health data including mortality and morbidity and understand their role on population dynamics.


Assessment: Two short assignments and one long essay.

DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Political Economy of the Welfare State
DEVS818 HC
(8L-0T-0P-17S-104H-3R-0F-0G-28A-7W-16C)

Aim: To survey debates over state intervention in selected fields of social policy, political economy and political and political ecology. Political economy refers to the overall configuration of power relations in public policy formulation, which in turn is an outcome of institutional evolution, accumulation processes, social struggles and other factors both global and domestic.

Content: The Welfare is a phrase that emerged to describe northern societies during the Keynesian, social-democratic era, but analysis of welfare state functions can also be usefully translated to other settings, including Africa, as well as multilateral state functions, bilateral donor relations, the aid industry and other actors in society’s reproduction. South Africa is the primary case site, but other countries in the global North and South will be considered. The course provides an overview of the primary political-economic developments in relation to developments in relation to development and state policies, with attention to global processes since the 1970s and the evolution of global processes state/economic/environmental relations.

Assessment: One short and one long research paper and a class presentation.

DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Poverty and Inequality
DEVS819 HC
(0L-0T-0P-23S-106H-0R-0F-0G-31A-7W-16C)

The course gives an overview of alternative approaches to the measurement and alleviation of poverty, which have been adopted internationally and reviews current thinking in South Africa. The course consists of three sections: conceptualizing poverty, inequality, vulnerability and livelihoods; the measurement of poverty and inequality; alternative policies for the reduction or alleviation of poverty including the political economy of structural change.

Assessment: A class test and one long essay/assignment.

DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.

Research Methods 1
DEVS820 HC
(6L-0T-9P-15S-80H-0R-0F-0G-50A-7W-16C)

Aim: To prepare learners for dissertation research by facilitating acquisition of skills at an intermediate level.

Content: Learners are introduced to the major research paradigms, and guiding in developing a qualitative research question. They are introduced to various research strategies, such as case studies, participatory action research and mixed methods study design. They are familiarised with observation and interviewing as data collection strategies. Students are required to conduct an observation and an interview, which must be fully transcribed for assessment purposes. Key aspects of qualitative analysis are covered through two seminars and introduction to NVIVO practical covering coding, thematic analysis, grounded theory and discourse analysis. Students are required to submit an analysis and writing up of qualitative data.

Assessment: Observation exercise, interview exercise, Qualitative analysis & write up.

DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time.
Research Methods 2  
DEVS821 HC  
(10L-0T-15P-5S-80H-0R-0F-0G-50A-7W-16C)  
Aim: To prepare students for empirical research using more advanced quantitative methods and the statistical package, Stata.  
Content: This is an applied course that uses datasets generated in South Africa on income, poverty and development to train students in the use of Stata and quantitative methods. Quantitative methods include basis descriptive techniques, inferential statistics and hypothesis testing, and multivariate regression analysis. Most sessions are computer-based and students learn how to generate variables and test hypothesis using Stata.  
Practicals: 6 practicals of 1.5 hours each are held  
Assessment: 2 assignments and examination.  
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time

Sexual and Reproductive Health  
DEVS822 HC  
(10L-0T-0P-15S-110H-0R-0F-0G-25A-7W-16C)  
Aim: To provide an understanding of the main issues surrounding reproductive and sexual health and to enable students to find and interpret relevant information on reproductive health.  
Content: This unit covers the major substantive concerns of reproductive health. It will also examine the social context in which reproductive health concerns arise and are articulated. Some of the topics covered include family planning, STIs, HIV/AIDS, infertility, abortion, male involvement and women’s health.  
Assessment: Two short assignments and a long essay.  
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time

Social Policy  
DEVS823 HC  
(8L-0T-0P-17S-104H-3R-0F-0G-28A-7W-16C)  
Aim: Looks at the mix of public and private financing and provision of selected social services and the resultant implications for poverty and inequality.  
Content: South African social policy process and outcomes will be scrutinised, informed by comparative international experience. Fields covered will be selected from nutrition and food security, social security, population policy, community care, public works programmes, primary health care.  
Assessment: A presentation, an assignment and an essay.  
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time

S A Development Problems & Policies  
DEVS824 HC  
(8L-0T-0P-17S-105H-5R-0F-0G-25A-7W-16C)  
Aim: This module explores the broad approaches and policies constructed in post-apartheid South Africa to support the development agenda of both the national and local state. It focuses on the relations between the state and its citizens, using different conceptions of governance regimes to explore these relations.  
Content: The module explores the emergence of ‘governance’ as a new way of framing the relationship between citizens and the state. The second part of the module shifts to the public sphere as the module examines the role of the state in addressing planning challenges, water and sanitation provision and housing in South Africa. Here the policies and practices of the national, provincial and local state are explored. Finally the political economy of development in Africa is explored to provide a critique of ‘development’ in the African context and how this relates to our understanding and analysis of development policies and programmes.  
Assessment: An essay and written examination  
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time

Special Studies A (Independent Study)  
DEVS826 HC  
Aim: This module is designed to help students conduct independent research. It will provide students with an opportunity to engage in problem solving in a real world environment during their studies. A student interested in special studies will approach the academic coordinator with a proposed topic. A supervisor will be identified to supervise the special study.
The supervisor will be selected from the senior academic staff in the School.

**Content:** A student registered for this module must: identify a key question or problem in Development Studies or Population Studies; describe and critique strategies to address the question or problem; develop practical skills while collecting, organising and evaluating information; and report on the question or problem and the process of solving it. Students will be encouraged to interact with development practitioners.

**Assessments:** The assessment will be developed at the start of the semester between the mentor/internal examiner and the student. The structure may vary but will typically consist of:

- Special studies proposal 10%
- Ongoing assessment of technical ability, attitudes & behaviour (supervisor) 10%
- Weekly log book 10%
- Primary data 20%
- Report 50%

**Duration:** 15 weeks

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**Special Studies B (Internship)**

**DEVS827 HC**

**Aim:** This module will provide students with an opportunity to locate their studies in a development-related organisation and engage in problem solving in a real world environment. The module provides an internship opportunity for the student. NGOs, research organisations, government departments, and educational organisations would be appropriate target organisations for the internship. A student interested in a special studies internship will approach the academic coordinator with a proposed organisation and topic (organisations may be identified for the student). A supervisor will be identified to supervise the special study. The supervisor will be selected from the senior academic staff in the School. This is an elective module and will be available to students registered for the coursework Masters degree in Development Studies or Population Studies. The module is not available for students from other Schools or for students registered to study for non-degree purposes (NDP).

**Content:** A student registered for this module must: identify a key question or problem in development studies/population studies; identify an organisation or institution working in a sector that deals with that particular question/problem; describe and critique strategies to address the question or problem; develop practical skills while collecting, organising and evaluating information; and report on the question or problem and the process of solving it. Students will be encouraged to interact with development practitioners.

**Practicals:** Participating in the activities of the placement organisation.

**Assessments:** The structure may vary but will typically consist of:

- Special studies prospectus 10%
- Ongoing assessment of technical ability, attitudes & behaviour 10%
- Monthly/weekly work plans and progress reports 10%
- Primary data 20%
- Final project report 50%

**Duration:** 15 weeks

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**Special Studies C (Formal Lecture)**

**DEVS828 HC**

**Aim:** This module will provide the learner with a learning environment featuring contemporary debate not included as part of the standard set of modules offered by the School. A leading development expert facilitates the module. The school has historical academic and research collaborations and exchange programmes with leading global Development Studies institutions. Students will benefit from the expertise of a visiting lecturer who will develop a special course during their visit. The module content would be original and cover contemporary themes not addressed in other modules.

**Contents:** The approach of this module is to consider in depth analyses of major developmental themes as they relate to the African context. These themes will be somewhat dynamic in order to be able to adjust the module to cover what is most relevant based on the expertise of the visiting scholars. Examples of common themes in development debates will include, but will not be limited to any of the following: globalisation, African political economy, industrialisation and policy; agrarian reform, urban politics; rural development; small business development, informal economy; poverty and inequality; financialisation; education and development, environmental politics; regional economic development.

**DP Requirements:** Students must attend at least 70% of all seminars.

**Assessments:** Indicated by the % weighting for each method:
Environment and Development  
DEVS829 H2  
Aim: To examine social, ecological and spatial systems in relation to environment and development issues.  
Content: The module provides an introduction to the history of environmentalism and sustainability and then focuses on the power relations that result in the elevation or marginalization of environmental problems and issues. It considers tools (in the broadest sense) of environmental management, deliberative decision making in environmental governance, and the relationship between social and ecological systems. Finally it explores why a critical understanding of the relations between society, space and environment is fundamental to policy making for environment and development and sustainability  
Assessment: Essay and written examination  
DP Requirement: Students can only participate in the final assessment if they have attended more than 75% of class time
Assessment: Class work (written assignment, tests, practical project): 50%; Examination: 50%.
DP Requirement: As per college rules.

Advanced Digital Arts 1
DIGA301 P1
Aim: To extend the principles and practices of digital art established at levels one and two.
Content: Advanced digital imaging techniques (rotoscoping, advanced cell animation); digital montage, hyper-narrative and other semiotic structures.
Assessment: Class work and final portfolio: 100%.
DP Requirement: Minimum 80% attendance of studio practical; completion of all assignments.

Advanced Digital Arts 2
DIGA302 P2
Aim: To further extend the principles and practices of digital art established at levels one and two.
Content: Advanced digital animation using Final Cut Pro; sound recording, editing and design; experimental animation.
Assessment: Class work and final portfolio: 100%.
DP Requirement: Minimum 80% attendance of studio practical; completion of all assignment.

Advanced Film Studies
DIGA310 P1
Aim: To extend students’ understanding of film as a medium through examining world cinema production past and present.
Content: Selected key developments in the history of world cinema and their theorization through categories such as art cinema, third cinema national/transnational cinema, digital cinema; advanced analysis of the filmic image and sequence, paying particular attention to visual and non-linguistic aural modes of meaning making; Practical creation of a non-narrative sequence.
Assessment: Class work (written assignment, tests, practical project): 50%; Examination: 50%.
DP Requirement: Minimum 80% attendance (including weekly screenings); active participation in group work; submission of all assignments.

Advanced Digital Theory
DIGA311 P2
Aim: Advanced analysis of the digital media and their local and global context
Content: Digital Media theory including, code, networks and software studies; Net Art; advanced animation; digital activism and digital media in Africa (including an activist project)
Assessment: Class work (written assignment, tests, practical project): 50%; Examination: 50%
DP Requirement: Minimum 80% attendance; active participation in group work; submission of all assignments.

Studio Practices in Digital Art
DIGA701 P1
Aim: To introduce advanced digital art practices, skills and knowledge
Content: 2D Animation; Multimedia Art and Installation; Photography and Digital Imagery
Assessment: Class work and final portfolio: 100%.
DP Requirement: Minimum 80% attendance of studio practical; completion of all assignments.

Studio Specialisation in Digital Art
DIGA702 P2
Aim: To develop advanced digital skills and to enable specialisation within the field of the Digital Arts
Content: Specialised digital project in an appropriate field chosen by the student
Assessment: Class work and final portfolio: 100%
DP Requirement: Minimum 80% attendance; completion of all studio assignments
Critical Methodologies in the Digital Arts
DIGA710 P1 (0L-0T-36S-160H-20R-0F-24G-80A-13W-32C)
Aim: To establish and debate critically the context (African and global) of contemporary digital media production
Content: Reading and discussion of: digital media theory (including the concepts of code, software and networks); contemporary art theory (including Net Art); advanced film and animation theory; preparation of a research proposal.
Assessment: Class work (presentations; written assignments, research proposal): 60%; Examination: 40%.

Digital Arts: Research Project
DIGA7RP P2 (0L-0T-24S-200H-0R-0F-0G-96A-13W-32C)
Aim: To research and engage critically with a significant area within the digital arts
Content: A guided research project focused on an area related to the project developed in DIGA701
Assessment: Research Essay: 100%.

DP Requirement:
Minimum 80% attendance; active participation in-group work; submission of all assignments.

Drama and Performance Studies
Offered in the School of Arts

Drama & Performance Studies 101
DRAM101 H1 P1 (20L-20T-0P-0S-85H-30R-0F-0G-5A-13W-16C)
Aim: Learners will be able to understand and use the elements of drama to analyse dramatic texts, to apply the knowledge of the elements of drama to the creation of a dramatic presentation, and to communicate effectively.
Content: This foundational module introduces effective vocal and interpersonal communication, acting and physical theatre techniques, playmaking and textual studies, in theory and practice, with a specific focus on the South African context.
Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Drama & Performance Studies 102
DRAM102 H2 P2 (20L-20T-0P-0S-85H-30R-0F-0G-5A-13W-16C)
Aim: Learners will be able to engage critically with play texts and dramatic conventions, in relation to context, content and form; and to understand concepts of multi- and interculturalism in theatre and performance, locally and globally.
Content: This module covers the global origins of performance and the analysis of relevant dramatic texts and performance genres.
Assessment: Examination (3 hours written PLUS practical-50%); Course record (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Drama & Performance Studies 201
DRAM201 H1 P1 (20L-20T-0P-0S-85H-30R-0F-0G-5A-13W-16C)
Prerequisite Requirement: 16 credits in Drama and Performance Studies at first level for intending majors, or at the discretion of the Academic Co-ordinator.
Aim: Learners will be able to interrogate the history of South African theatre within the context of 20th century global innovations, and/or the theory and practice of ‘popular’ culture in the South African context. Learners will be able to analyse and create performance in relation to important 20th century global and local innovations and present a performance piece.
Content: This module examines the influence of 20th century theorists/directors/choréographers and/or designers on contemporary theatre practice, with a particular focus on their influence on South African performance forms. It introduces definitions of popular performance, in relation to audience, cultural and media studies, and includes the practical creation of performance pieces related to core ideas around performance in the past and the present.
Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Drama & Performance Studies 2: Production
DRAM203 PB  (12L-115T-0P-0S-18H-10R-0F-0G-5A-13W-16C)
Prerequisite Requirement: 16 credits in Drama & Performance Studies, or at the discretion of the Academic Co-ordinator.
Aim: Learners will experience practically the research into, and staging of, a professional production.
Content: This module covers working on a production as actor/researcher, director, stage manager/technician, publicist, administrator or designer. Places on this course are obtained by audition or application. The offering of this module is at the discretion of the staff involved, and details should be obtained from the Academic Co-ordinator. (Learners in the BA in Drama and Performance Studies programme (Pietermaritzburg) must participate in one of these modules to meet degree requirements.)
Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.
This module is not offered at HC in 2019.

Drama & Performance Studies 204
DRAM204 P2  (20L-20T-0P-0S-85H-30R-0F-0G-5A-13W-16C)
Prerequisite Requirement: 32 credits in Drama & Performance Studies for intending majors.
Aim: Learners will be able to demonstrate a critical awareness and understanding of world theatre forms, textual and theoretical analysis of selected texts, and competence in performance.
Content: This module covers world theatre forms or styles influencing contemporary theatre practitioners, theatre anthropologists and interculturalists, as well as the processes of performance preparation and analysis, individual and collective.
Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Drama & Performance Studies 205
DRAM205 H2  (20L-20T-0P-0S-85H-30R-0F-0G-5A-13W-16C)
Prerequisite Requirement: 32 credits in Drama and Performance Studies for intending majors, or at the discretion of the Academic Co-ordinator.
Aim: Learners will be able to demonstrate a critical awareness of the theoretical and practical elements of performance and production, with a specific focus on modernist innovators, and on the development of the voice and body as tools towards performance.
Content: This module examines the influence of modernist theorists, directors, choreographers and designers on contemporary theatre practice, and the practical creation of appropriate performance pieces.
Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Drama & Performance Studies 2: Special Topics
DRAM270 and DRAM370 P2  (20L-20T-0P-0S-85H-30R-0F-0G-5A-13W-16C)
Prerequisite Requirement: 16 credits, or at the discretion of the Academic Co-ordinator.
Aim: To be determined as appropriate.
Content: This module involves the exploration of new areas and themes emerging in the discipline or arising from research of current or visiting members of the teaching staff. The offering of this module is dependent on the availability of staff, and details should be obtained from the Academic Co-ordinator.
Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.
This module is not offered at Howard College and PMB in 2019.
Drama & Performance Studies 301
DRAM301 H1  
Prerequisite Requirement: 48 credits in Drama and Performance Studies for majors, or at the discretion of the Academic Co-ordinator.  
Corequisite: DRAM302 for majors (Howard College).  
Aim: Learners will demonstrate a critical understanding of textual and performance studies in Europe, America and Africa in the late 19th and 20th centuries, and will experience the practical application of these theoretical paradigms.  
Content: This module includes the politics or realism and related theories and theorists, as evidenced in a variety of performance texts and forms, in theory and practice.  
Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)  
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Drama & Performance Studies 302: Elective
DRAM302 H1  
Prerequisite Requirement: 48 credits in Drama and Performance Studies for majors, or at the discretion of the Academic Co-ordinator.  
Corequisite: DRAM301 for majors (Howard College).  
Aim: Learners will develop critical awareness of the theories pertaining to particular specialisations, and demonstrate a level of practical expertise within that specialisation.  
Content: Theoretical and practical engagement in one of the following areas of specialisation: Acting OR Acting for the Camera OR Dance and Choreography OR Design OR Directing OR Drama-in-Education OR Popular Participatory Theatre OR Scriptwriting OR Uses of Theatre. For more information on the content of specific specialisations, consult the relevant course co-ordinator.  
Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)  
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.  
The offering of specialisations is at the discretion of the Academic Co-ordinator and is dependent on the availability of staff and the number of registered learners.

Drama & Performance Studies 3: Production
DRAM303 PB  
Prerequisite Requirement: 32 credits in Drama and Performance Studies or at the discretion of the Academic Co-ordinator.  
Aim: Learners should be able to identify and carry out tasks in the production in order to reach performance deadlines, understand the process and application of rehearsal, and follow scheduled deadlines in relation to reaching performance readiness.  
Content: The module covers advanced practical experience of the research into, and staging of, a professional production as actor/researcher, director, stage manager/technician, publicist, administrator or designer. Places on this course are obtained by audition or application. The offering of this module is at the discretion of the staff involved, and details should be obtained from the Academic Co-ordinator.  
Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)  
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.  
This module is not offered at HC in 2019.

Drama & Performance Studies 304
DRAM304 H2 P2  
Prerequisite Requirement: 64 credits in Drama and Performance Studies for majors, or at the discretion of the Academic Co-ordinator.  
Corequisite: DRAM305 for majors (Howard College).  
Aim: Learners will demonstrate an advanced critical and analytic competence in the engagement with late 20th and early 21st century performing and visual arts in relation to theory and text.  
Content: This module covers the politics of the ‘postmodern’ in theatre, media, film, dance, and textual studies, and includes the practical application of these theoretical paradigms.  
Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Drama & Performance Studies 305: Elective
DRAM305 H2

Prerequisite Requirement: 64 credits in Drama and Performance Studies for majors, or at the discretion of the Academic Co-ordinator.

Corequisite: DRAM304 for majors (Howard College).

Aim: Learners will develop critical awareness of the theories pertaining to particular specialisations, and demonstrate a level of practical expertise within that specialisation.

Content: Theoretical and practical engagement in one of the following areas of specialisation: Acting OR Acting for the Camera OR Dance and Choreography OR Design OR Directing OR Drama-in-Education OR Popular Participatory Theatre OR Scriptwriting OR Uses of Theatre. For more information on the content of specific specialisations, consult the relevant course co-ordinator.

Assessment: Examination (3 hour written PLUS practical - 50%); Course record (50%)

The offering of specialisations is at the discretion of the Academic Co-ordinator and is dependent on the availability of staff and the number of registered learners.

Acting and Dance
DRAM306 P2

Prerequisite Requirement: 64 credits in Drama and Performance Studies for majors, or at the discretion of the Academic Co-ordinator.

Aim: To develop students’ understanding of the theory and practical skills of two major aspects of theatre performance, acting and dance.

Content: Theoretical and practical studies of performance. Students may make choices of performance medium for their practical project.

Practicals: Application of creative skills in performance work.

Assessment: Examination (3-hour written PLUS practical - 50%); Course record (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Education and Development A
DRAM307 P1

Prerequisite Requirement: 64 credits in Drama and Performance Studies for majors, or at the discretion of the Academic Co-ordinator.

Aim: To introduce learners to the use of theatre as a participatory method of research and action in a community context and for human development.

Content: Strategies and tools of participatory drama and theatre, participatory action research, role and role-play, facilitation of group workshops.

Practicals: Training in facilitation and role-playing skills.

Assessment: Examination (3-hour written PLUS practical - 50%); Course record (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Directing and Choreography
DRAM309 P2

Prerequisite Requirement: 96 credits (including DRAM306 & DRAM307) in Drama and Performance Studies for majors, or at the discretion of the Academic Co-ordinator.

Aim: To develop students’ understanding of the theory and practical skills of theatre performance and directing.

Content: Further theoretical and practical studies of performance. Students may make choices of performance medium for their practical project.

Practicals: Application of directorial and choreographic skills and understanding in a creative project.

Assessment: Examination - practical PLUS a 3-hour written paper OR a research paper (50%); Course record (50%)
**DP Requirement:** Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

**This module is offered at the discretion of the Academic Co-ordinator and is dependent on availability of staff.**

### Playwriting

**DRAM310 P2**

**Prerequisite Requirement:** 64 credits in Drama and Performance Studies, for majors, or at the discretion of the Academic Co-ordinator.

**Aim:** To extend students’ understanding of the theory and practice of dramatic writing.

**Content:** Students will critically analyse a range of dramatic and critical texts, describe and discuss a range of dramatic genre and styles, and develop dramatic scripts for an audience through collaboration and original writing.

**Assessment:** Written and practical assignment (50%); Examination by portfolio (50%)

### Education & Development B

**DRAM311 P2**

**Prerequisite Requirement:** 64 credits in Drama and Performance Studies, including DRAM307, for majors, or at the discretion of the Academic Co-ordinator.

**Aim:** To research and apply drama and theatre theory in supervised practical drama workshops in selected educational and community contexts.

**Content:** Planning, facilitating and evaluating drama workshops. Presenting seminars on applied drama research.

**Practicals:** Application of theory in supervised practical drama workshops in selected educational and community contexts.

**Assessment:** Examination - practical PLUS a 3-hour written paper OR a research paper (50%); Course record (50%)

### Directing and the Actor

**DRAM703 HY**

**Prerequisite Requirement:** Bachelors Degree, or at the discretion of the Academic Co-ordinator.

**Aim:** Through a study of directing theory and practice in the past, present, local, and global contexts, learners develop directorial skills in all aspects from pre- through post-production.

**Content:** The module covers directorial function and production procedures; the director, play and playwright; the designer and the director; rehearsal methodology; style and genre; the performance industry; and includes a supervised production project.

**Assessment:** Examination - written and practical (50%); Coursework (50%)

### Acting and the Director

**DRAM704 H2**

**Prerequisite Requirement:** Bachelors Degree, or at the discretion of the Academic Co-ordinator.

**Aim:** Through the advanced analysis and application of various performance styles, the module aims to develop critical, theoretical and practical understanding of the acting aesthetic, as well as developing the technical skills required of a performer.

**Content:** The module covers discourse and history of acting theory; classical and contemporary styles, including realism, film acting, stand-up and physical theatre; and includes supervised performance projects.

**Assessment:** Examination - written and practical (50%); Coursework (50%)

### Contemporary Dance - History and Aesthetics

**DRAM708 H2**
Prerequisite Requirement: Bachelors Degree, or at the discretion of the Academic Co-ordinator.
Aim: This module introduces learners to the major fields of dance performance and scholarship from modern and postmodern perspectives, including aesthetics, dance criticism and debates around the body as discourse. The focus is on both the global context of contemporary dance, and the local context of dance theatre in South Africa.
Content: The module covers modernism and dance; postmodernism and dance; articulating the art/process of choreography; the role of the dance critic; reading the male and female body; physical theatre; and includes a supervised dance production.
Assessment: Examination - written and practical (50%); Coursework (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Dance in Education
DRAM709 HY (0L-0T-0P-32S-160H-87R-0F-0G-17A-26W-32C)
Prerequisite Requirement: Bachelors Degree, or at the discretion of the Academic Co-ordinator.
Aim: This module equips learners with the skills for a career in dance education and teaching, through an in-depth investigation and practical implementation of dance education theories. Emphasis is placed on creating a dance education awareness for South Africa by addressing notions of 'outcomes based education' and 'Curriculum 2005'.
Content: The module covers dance teaching methodology; Laban's theories of Dance in Education; Dance in Education in Europe and America; developmental theory and practice; dance therapy; dance and community theatre; and includes supervised dance classes.
Assessment: Examination (50%); Teaching portfolio (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

The Politics of Performance
DRAM713 HC (0L-0T-0P-32S-128H-88R-0F-0G-72A-13W-32C)
Prerequisite Requirement: Bachelors Degree, or at the discretion of the Academic Co-ordinator.
Aim: Through a focus on late 20th and 21st century theatre and performance this module aims to promote an understanding of discourses around political and cultural issues, and how they have influenced and defined developments in contemporary theatre practice, including writing and performing.
Content: This module explores the 'politics' of performance; key theoretical/political movements, both globally and locally, including Feminism, Queer Theory, Black Consciousness; feminism and theatre in England, America and South Africa; masculinity and theatre; black women and theatre; performance art; political comedy.
Assessment: Examination (50%); Portfolio (50%)
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Theatre of Debate: Creating Community Dialogue
DRAM714 HB (0L-0T-42P-18S-144H-92R-0F-0G-24A-13W-32C)
Prerequisite Requirement: Bachelors Degree, or at the discretion of the Academic Co-ordinator.
Aim: Learners will engage with the theories, practices and debates around the various areas of applied drama. (Candidates may need to attend a selection interview.)
Content: Theatre for Development and popular theatre in theory and practice; researching, testing, analyzing and documenting the application of performance as a research methodology; social impact; culturally specific aesthetics; organizational and management skills for community learning interventions; practical projects are included.
Assessment: Examination (50%); Coursework (50%).
DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Topics in Theatre Studies
DRAM720 PY (0L-0T-0P-39S-241H-20R-0F-0G-20A-26W-32C)
Prerequisite Requirement: A Bachelors degree with at least 64 credit points in Drama and Performance Studies at level 3 as a major, normally with a second class division one pass, or an acceptable equivalent.
Aim: To examine critically and discuss contemporary issues in Performance Studies.
Content: Topics selected by the class with the lecturer's approval from the offered range. Topics usually include specific genres, periods and dramatists as well as interdisciplinary topics.

Assessment: Class work: 50%; Examination (3-hour examination paper): 50%

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Applied Participatory Drama
DRAM721 PY

Prerequisite Requirement: A Bachelors degree with at least 64 credit points in Drama and Performance Studies at level 3 as a major, normally with a second class division one pass, or an acceptable equivalent.

Corequisite: Honours Research Paper

Aim: To extend understanding and experience of participatory drama and theatre that learners derived in undergraduate studies.

Content: Advanced theoretical studies of the development and transformation potential of participatory drama and theatre. Specific topics and projects are arranged from time to time. An independent project is conducted in situ with local communities and schools.

Assessment: Class work (50%); Examination (Research and project report and a 3-hour examination paper - 50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Performance Studies
DRAM722 PY

Prerequisite Requirement: A Bachelors degree with at least 64 credit points in Drama and Performance Studies at level 3 as a major, normally with a second class division one pass, or an acceptable equivalent.


Aim: To extend students' ability in the art of theatre performance and encourage students to develop an individual, imaginative and inventive approach to theatre making and performance.

Content: Advanced theoretical and practical studies in acting and directing, dance and choreography, in areas such as methodology and process, historical perspectives, selected genres and directors/choreographers, and cultural theorists. Application of understanding and skills in relevant creative projects.

Assessment: Class work (50%); Examination (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Special Topics in Drama
DRAM770 PY

Prerequisite Requirement: A Bachelors degree with at least 64 credit points in Drama and Performance Studies at level 3 as a major, normally with a second class division one pass, or an acceptable equivalent.


Aim: To explore new areas and themes emerging in the discipline or arising from research of current or visiting members of the teaching staff.

Content: To be determined as appropriate.

Assessment: Class work (50%); Examination (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

Honours Research Paper: Drama
DRAM7RP HY PY

Prerequisite Requirement: A Bachelors degree with at least 64 credit points in Drama and Performance Studies at level 3 as a major, normally with a second class division one pass, or an acceptable equivalent.

Aim: To introduce students to post-graduate research techniques.

Content: A series of classes and colloquia on research methodology preparatory to a research essay of between 6,000 and 10,000 words on a topic chosen by each candidate, approved and supervised by the programme staff.

Assessment: Research essay

DP Requirement: As per college rules.
Theorising the 'Act': Local & Global Context

DRAM805 HY

Prerequisite Requirement: Appropriate Honours Degree, or at the discretion of the Academic Co-ordinator.

Aim: This module seeks to interrogate and theorise the nature and function of the performance act, from the perspective of the actor, director and writer, in the past and present. The representations of the act/actor in a variety of writings will be examined to facilitate the development of a discourse around the performance act/actor in South Africa.

Content: The module includes cultural theory; theorizing the body, the word, the image, and the process; writing the performance: the state of the nation.

Assessment: Examination (50%); Portfolio (50%)

DP Requirement: Submission of all written work on time, completion of all practical examinations and compliance with attendance requirements.

This module is offered at the discretion of the Academic Co-ordinator and is dependent on the availability of staff.

Research Methodologies and Applications

DRAM819 HC

Prerequisite Requirement: Appropriate Honours Degree.

Aim: This module aims to equip learners with the research and writing skills to facilitate the completion of their dissertations.

Content: The module covers theorizing and researching different areas of drama and performance, structuring research proposals, understanding methodologies of research, and writing skills for graduate study.

Assessment: Proposal (60%); Portfolio (40%)

DP Requirement: Completion and submission of all coursework on time and compliance with attendance requirements.

This course is offered at the discretion of the Academic Co-ordinator and is dependent on the availability of staff.

Applied Drama

DRAM820 PY

Prerequisite Requirement: An Honours degree with at least 64 credits in Drama Studies modules with a pass at an appropriate level.

Aim: To develop knowledge and skills in the application of drama in appropriate areas determined from time to time, such as education, primary health care, conflict and negotiation, and development.

Content: Practical research into the application of drama in specific South African settings, as well as critical consideration of the various theoretical frameworks underpinning such work.

Assessment: Class work (50%); Practical Examination and Research Report (50%)

DP Requirement: Regular attendance at seminars and supervision sessions, completion of fieldwork and fieldwork report.

Product Oriented Applied Drama

DRAM830 PY

Prerequisite Requirement: An Honours degree with at least 64 credits in Drama and Performance Studies modules with a pass at an acceptable level.

Aim: To introduce students to the entrepreneurial application of product-oriented drama in the areas determined by the department from time to time such as education, primary health care, conflict and negotiation, industrial training and promotion and legal aid.

Content: Practical experience of engaging in such entrepreneurial application as well as critical consideration of the various theoretical frameworks underpinning such work. Application of research, understanding and applied drama skills.

Assessment: Class work (50%); Examination (Take away paper and practical examination) (50%)

DP Requirement: As per college rules.

Independent Production

DRAM840 PY HY

Prerequisite Requirement: An Honours degree with at least 64 credits in Drama and Performance Studies modules.

Aim: To develop entrepreneurial skills in the field of Theatre and Performance Studies.

Content: Subject to adequate motivation, programme approval and supervision, and the availability of sufficient resources, candidates may pursue an independently developed entrepreneurial or creative project, provided that such
work is substantially distinct from the candidates other course components. Candidates shall submit a report of
approximately 5000 words, demonstrating the candidate’s capacity to research, conduct, and evaluate such work.
Application of research, understanding and skills in a project or production.

**Assessment:** Class work (50%); Examination (50%)

**DP Requirement:** As per college rules.

### Special Elective in Drama

**DRAM850 PY**

(0L-0T-0P-6S-254H-0R-0F-0G-60A-26W-32C)

**Prerequisite Requirement:** An Honours degree with at least 64 credits in Drama and Performance Studies modules.

**Aim:** To offer learners access to studies of drama and theatre and its uses in the international arena by professionals
who are visitors to the campus, as visiting lecturers or research fellows. Staff of the university who have recently
completed new research could also offer this module in their research field. The modules will be offered according to
availability of human resources, and at the discretion of the Academic Co-ordinator.

**Content:** Variable

**Assessment:** Class work (50%); Examination (50%) [as determined by the supervisor and Academic Co-ordinator]

**DP Requirement:** As per college rules.

### Special Topics in Drama

**DRAM870 PY**

(0L-0T-0P-6S-254H-0R-0F-0G-60A-26W-32C)

**Prerequisite Requirement:** A Bachelors degree with at least 64 credit points in Drama and Performance Studies at
level III as a major, normally with a second class division one pass, or an acceptable equivalent.

**Aim:** To explore new areas and themes emerging in the discipline or arising from research of current or visiting members
of the teaching staff.

**Content:** To be determined as appropriate.

**Assessment:** Classwork (50%); Examination (50%)

**DP Requirement:** As per college rules.

### Dissertation: Drama & Performance Studies

**DRAM8SD HC**

(0L-0T-0P-0S-960H-0R-0F-0G-0A-0W-96C)

**Prerequisite Requirement:** Appropriate Honours degree and 96 credits at Masters level

**Aim:** Candidates will carry out, under supervision, a piece of research relevant to Drama and Performance Studies. **Content:** A short dissertation of around 20 000 words, on a topic in the area of Drama and Performance Studies. **Assessment:** Short dissertation examined by one internal and one external examiner

**DP Requirement:** Approval of dissertation proposal by the College and School Higher Degrees Committee, regular
attendance at supervision sessions and adherence to agreed deadlines.

**PLEASE NOTE:** Students in the coursework Masters programme must register for this module in the second
semester of their initial year of study. Students in subsequent years of study must continue to register for this
module under the code DRAM8SS HC/PC

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**Economic History and Development Studies**

*Offered in the School of Social Sciences*

**Political Economy of Food in a Global Context**

**ECHS101 H1**

(30L-20T-0P-0S-67H-20R-0F-0G-4A-13W-14C)

**Prerequisite Requirement:** Compliance with College rules.

**Aim:** To develop basic cognitive, writing and general academic skills; to introduce the subject of the political economy
of food; to develop a basic understanding of the broader political aspects that influence and govern the food we eat. **Content:** Introduction to the historical changes in the domestication of food sources, development of agrarian systems, politics of food and the emergence of different food regimes; the world of food, food sovereignty, hunger, agribusiness and agriculture in a global context; current theories of development and globalisation; and the ‘McDonaldisation’ of the global food paradigm. **Assessment:** Examination 50%. Continuous assessment (essays, reviews, quizzes, projects) 50%. **DP Requirement:** Submission of all written work on time. Attendance of lectures, tutorials and other sessions as stipulated. Minimum class record as specified.

**Globalisation Then and Now**  
ECHS102 H2  
(30L-20T-0P-0S-77H-29R-0F-0G-4A-13W-16C)  
**Prerequisite Requirement:** Compliance with College rules.  
**Aim:** To develop cognitive and writing skills. To construct analytical tools for understanding the uneven spread of globalisation. To acquire a broad knowledge of the history of globalisation.  
**Content:** Historical studies and theoretical frameworks for analyzing capitalism’s global expansion and the integration of the global political economy, with a distinctive focus on capitalism’s relationship with Africa and the ‘third world’.  
**Assessment:** Examination (50%); Continuous Assessment (essays, quizzes, seminars and projects in tutorials) (50%).  
**DP Requirement:** Submission of all written work on time. Attendance of lectures, tutorials and other sessions as stipulated. Minimum class record as specified.

**Political Ecology**  
ECHS205 H1  
(30L-20T-0P-0S-76H-30R-0F-0G-4A-13W-16C)  
**Prerequisite Requirement:** Compliance with College progression rules.  
**Aim:** To advance basic cognitive, writing and general academic skills; to introduce the emerging field of political ecology; to analyse the relationship between politics, ecologically sustainable development and various other ‘ecologisms’.  
**Content:** Overview of the historical and conceptual relationships between political theory and society's relations with nature; current theories of political ecology and ecologically sustainable development. The relationship between politics, economics, ecology and society. Ecological economics and footprinting, environmental justice and racism, global climate change, sustainable development, and eco-Marxism.  
**Assessment:** Examination (50%); Continuous assessment (essays, reports, reviews, quizzes, projects) (50%).  
**DP Requirement:** Submission of all written work on time. Attendance of lectures, tutorials and other sessions as stipulated. Minimum class record as specified.

**Capitalism and Development**  
ECHS209 H1  
(30L-20T-0P-0S-76H-30R-0F-0G-4A-13W-16C)  
**Prerequisite Requirement:** Compliance with College progression rules.  
**Aim:** To acquire a broad knowledge of the main facets of industrialisation and modern capitalism. To acquire intermediate cognitive and writing skills. To acquire the capacity to understand and develop analytical arguments.  
**Content:** Introduction to capitalism as a distinct concept and its historic emergence in Europe; concepts of economic growth and development; the Industrial Revolution and industrialisation in the modern world.  
**Assessment:** Examination (50%); Continuous assessment (essays, quizzes, seminars and projects in tutorials) (50%).  
**DP Requirement:** Submission of all written work on time. Attendance of lectures, tutorials and other sessions as stipulated. Minimum class record as specified.

**Development in Southern Africa**  
ECHS210 H2  
(30L-20T-0P-0S-76H-30R-0F-0G-4A-13W-16C)  
**Prerequisite Requirement:** Compliance with College progression rules.  
**Aim:** To acquire intermediate cognitive and writing skills, the capacity to understand analytical arguments, and a broad knowledge of the history of modern economic development in South and Southern Africa.  
**Content:** The module focuses on the capitalist experience in Southern Africa, paying particular attention to the integration of the sub-region into the global economy. Current debates on land reform, economic integration, industrialisation, trade regimes and general economic policy. Although much of the module will focus on South Africa, attention is also given to other members of SADC.  
**Assessment:** Examination (50%); Continuous assessment (essays, quizzes, seminars, and projects in tutorials) (50%).
**DP Requirement:** Submission of all written work on time. Attendance of lectures, tutorials and other sessions as stipulated. Minimum class record as specified.

### Development in a Changing World Economy

**ECHS303 H1**

**Prerequisite Requirement:** Compliance with College progression rules.

**Aim:** To provide a basic understanding of development in a globalising world economy and the role of leading development institutions in the field of economic and social development. To enhance existing cognitive and writing skills. To enhance the capacity to understand analytical arguments.

**Content:** Various theoretical approaches to, and definitions of, development. The influence of debates around gender, globalisation, post development thinking and so on. The role of NGOs, the World Bank, IMF and other institutions as agents of development as well as the debt crisis, structural adjustment programmes, the rise of the Washington Consensus and the industrial experience of the South.

**Assessment:** Examination (50%); Continuous assessment (essays, reports, reviews, quizzes, projects) (50%).

**DP Requirement:** Submission of all written work on time. Attendance of lectures, tutorials and other sessions as stipulated. Minimum class record as specified.

### Key Themes in Development Today

**ECHS304 H2**

**Prerequisite Requirement:** Compliance with College progression rules.

**Aim:** To familiarise students with some of the key issues and themes in the contemporary development discourse. To enhance existing cognitive and writing skills. To enhance the capacity to understand analytical arguments.

**Content:** Various themes that currently inform much of the development debate ranging from the concept of ‘sustainable development’ through to the impact of conflict and war on economic development. Related themes include poverty, famine, and the population question, the role of civil society, accumulation and humanitarianism.

**Assessment:** Examination (50%); Continuous assessment (essays, quizzes, seminars and projects in tutorials) (50%).

**DP Requirement:** Submission of all written work on time. Attendance of lectures, tutorials and other sessions as stipulated. Minimum class record as specified.

### Environmental History/Policy

**ECHS702 H2**

**Prerequisite Requirement:** Compliance with College rules.

**Aim:** To involve students in the main themes in the field of environmental history and policy making. To develop advanced cognitive, writing, presentation and research skills. To acquire a thorough knowledge of current critical debates and an ability to grasp the theoretical and philosophical underpinnings of the field of knowledge.

**Content:** A broad overview of the key concepts, and theoretical paradigms, concerns and issues that have influenced environmental history and policy making, specifically in South Africa. Debates on conservation, ecological footprints, pollution, environmental justice and so forth.

**Assessment:** Examination or examination equivalent; continuous assessment may include fieldwork.

**DP Requirement:** Attendance of all seminars/possible field visits and submission of all written work. Also offered at Masters level: ECHS802 H2; themes vary from year to year; assessment may require a more substantial independent research component.

### Labour, Agriculture & Rural Development

**ECHS703 H1**

**Prerequisite Requirement:** Compliance with College rules.

**Aim:** To familiarise students with some of the key issues in contemporary rural development discourse both in the context of South Africa and internationally. To develop advanced cognitive, writing, presentation and research skills. To acquire a thorough knowledge of current critical debates and an ability to grasp the theoretical and philosophical underpinnings of the field of knowledge.

**Content:** Overview of relevant theoretical paradigms, agrarian history, sustainability issues, food security, work and the labouring class in a rural context, biotechnology, land reform, and alternative off-farm natural resource-based strategies.

**Assessment:** Examination or examination equivalent; continuous assessment; may include fieldwork.

**DP Requirement:** Attendance of all seminars and the submission of all written work on time.
Also offered at Masters level: ECHS803 H1; themes vary from year to year; assessment may require an independent research component.

**African Economic History**  
ECHS704 H2  
(0L-0T-0P-20S-297H-0R-0F-0G-3A-13W-32C)  
**Prerequisite Requirement:** Compliance with College rules.  
**Aim:** Introduction to debates and issues on the history of African development. Development of student presentation and essay writing skills. Improving knowledge of the African continent.  
**Content:** This module is focused on some of the major problems facing economic development initiatives on the African continent since the colonial period. It excludes South Africa and concentrates on the rest of the continent.  
**Assessment:** Examination (75%); Continuous assessment (25%)  
**DP Requirement:** Attendance of all seminars and the submission of all written work on time.  
Also offered at Masters level: ECHS804 H2; assessment requires a more substantial independent research component.

**Research Paper: Economic History**  
ECHS7RP HB  
(0L-0T-0P-20S-297H-0R-0F-0G-3A-13W-32C)  
**Prerequisite Requirement:** Compliance with College rules.  
**Aim:** To develop the ability to conduct substantial research under supervision and to construct a sustained argument. To develop advanced cognitive, writing and research skills. To demonstrate a thorough knowledge of the chosen field of inquiry.  
**Content:** Appropriate research topic chosen by candidate.  
**Assessment:** A dissertation of around 20 000 - 25 000 words, on a research question to be formulated in the area of Economic History. Examined by one internal and one external examiner.  
**DP Requirement:** As per college rules.

**Issues in African Economic History**  
ECHS808 H1  
(0L-0T-0P-30S-115H-0R-0F-0G-15A-15W-16C)  
**Prerequisite Requirement:** None.  
**Corequisite:** None.  
**Aim:** To apply key concepts and ideas from economic history and development studies within an African context. This module develops key theoretical frameworks students will require by exploring case studies of development and change over time.  
**Content:** Key theories from economic history and development studies; conceptualising and theorising development research; how to understand developing countries and regions; key development indicators and markers of change  
**Assessment:** Essay 30%; Presentation 30%; Annotated Bibliography 30%; Seminar Participation 10%  
**DP Requirement:** Attendance of all seminars and submission of all assignments

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**Education**  
Offered in the School of Education

**Economics and Management Sciences 1**  
EDAC111 E1  
(39L-18T-0P-0S-62H-10R-0F-0G-31A-15W-16C)  
**Aim:** The aim of the module is to enable student teachers to develop introductory content knowledge and skills as it relates to basic accounting for Sole Trader as a form of business ownership with.  
**Content:** This module introduces very basic accounting and booking concepts and procedures.  
**Assessment:** Assignments and class tests (50%) Examination (50%)  
**DP Requirement:** A minimum year mark of 40%

**Economics and Management Sciences 2**  
EDAC112 E1  
(39L-18T-0P-0S-62H-10R-0F-0G-31A-15W-16C)  
**Aim:** The aim of the module is to enable student teachers to develop introductory content knowledge and skills as it relates to entrepreneurship.
Content: This module introduces students to introductory content knowledge and skills as it relates to basic entrepreneurship.
Assessment: Assignments and class tests (50%) Examination (50%)
DP Requirement: A minimum year mark of 40%

Accounting Education 1
EDAC113 E1
Aim: The aim of the module is to enable student teachers to develop introductory content knowledge and skills as it relates to Accounting for Sole Trader as a form of business ownership.
Content: The integration of basic Mathematics and Accounting Education • Basic principles of accounting with special reference to GAAP/IFRS • Accounting equation • Basic Accounting procedures (from Data capture to Trial balance) • Disposal of fixed assets • Financial statements of a sole proprietorship • Analysis and Interpretation of Financial Statements of a Sole Trader
Assessment: Assignments and class tests (50%) Examination (50%)
DP Requirement: A minimum year mark of 40%

Accounting Education 2
EDAC114 E2
Aim: The aim of the module is to develop content knowledge and skills as it relates to Cash Budgets, projected Income Statements, Inventories and Accounting for Non-Profit Entities.
Content: Non-Profit Entities • Cash Budgets • Projected Income Statement • Inventories • Reconciliations (Bank, Debtors and Creditors)
Assessment: Assignments and class tests (50%) Examination (50%)
DP Requirement: A minimum year mark of 40%

Life Orientation & EMS LAS
EDAC200 EC
Aim: To introduce novice EMS teachers to basic curriculum issues and disciplinary knowledge in EMS by providing a basic understanding of the economic problem and the business environment. To familiarise students with the Life Orientation Learning area and to investigate possibilities for integration with other Learning areas.
Content: An introduction to the broad framework of Economics, the circular flow model, scarcity and choice, demand and supply – price formation, institutions in an economy and the EMS learning area. An introduction to the Learning Area Outcomes and Assessment Standards for LO, focusing on teaching and learning strategies and tools for assessments when integrating LO and other learning areas.
Assessment: Continuous Assessment
DP Requirement: As per faculty rules.

Accounting Method 2
EDAC301 EC
Prerequisite Requirement: Accounting 210 and Accounting 220
Aim: To explore different pedagogical approaches to teaching Sole Traders, Partnerships and Reconciliations.
Content: Application of learning theories to the teaching of Sole Traders and Partnerships (Accounting equation, source documents, subsidiary journals, ledger accounts, basic year-end adjustments)
Assessment: Continuous Assessment 100%
DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

Accounting Education 420
EDAC420 EC
Prerequisite Requirement: Accounting 210 and Accounting 220
Aim: To further develop knowledge and skills with regard to Retirement and liquidation of Partnerships and Branch Accounting. Introduction to Pastel Accounting.
Content: Ledger accounts on retirement and liquidation of a partnership. Ledger accounts, year-end adjustments, financial statements of a centralized and decentralized Branch. Introduction to Pastel Accounting.

Assessment: Continuous Assessment 50%, Examination 50%

DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

Accounting Teaching 601
EDAC601 E1 P1
(30L-15T-0P-0S-85H-10R-0F-0G-20A-15W-16C)

Aim: To develop students’ knowledge and skills in curriculum and pedagogy as they relate to teaching the subject of Accounting in the FET phase within the national school curriculum framework. To develop competence in teaching Accounting in the FET phase (grades 10 to 12).

Content: •The nature of Accounting (origin, evolution and contemporary debates) •Teaching and learning theories as they relate to teaching Accounting (constructivist and critical constructivists approaches) •Curriculum theory as it relates to teaching Accounting (liberal and post-liberal approaches to curriculum development) •Campus based peer teaching, peer observation and reflection within the context of FET Accounting teaching in the school curriculum. •Resource development for Accounting teaching in the school curriculum.

Assessment: Written Assignments 45%, Projects 45%, Oral presentations 10%

DP Requirement: A minimum achievement of a 40% year mark for assessment tasks (continuous assessment).

Accounting Teaching 602
EDAC602 E2 P2
(30L-15T-0P-0S-85H-10R-0F-0G-20A-0W-16C)

Aim: To develop students’ knowledge and skills in pedagogy and assessment as it relates to teaching the subject Accounting in the FET phase within the national school curriculum framework. To develop competence in teaching Accounting in the FET phase (grades 10 to 12).

Content: •Pedagogical issues in teaching and learning Accounting; (teaching procedural and conceptual knowledge and pervasive skills) •Assessment theory and methods in Accounting (formative and summative assessment, rubrics and feedback) •Barriers to teaching and learning in Accounting (including reading and mathematical challenges) •Resources development in Accounting in the national school curriculum •Accounting knowledge as contestable knowledge •Teaching ethics and accountability in Accounting (including corporate social responsibility).

Assessment: Assignments : 50% Examination : 50%

DP Requirement: A minimum achievement of a 40% year mark for assessment tasks (continuous assessment).

Accounting Teaching 401
EDAC604 EC PC
(0L-27T-0P-0S-83H-17.5R-30F-0G-2.5A-18W-16C)

Aim: To develop students’ pedagogic content knowledge for teaching the selected subjects in the FET band of schooling (Grades 10 - 12).

Content: Curriculum issues; teaching, learning and assessment; learner misconception and errors; teaching plans and learning programmes; reflecting on practice teaching and observations of experienced teachers; tools and technology for teaching topics in the specialization.

Practicals: 11.5 weeks in the schools.

Assessment: Coursework: 50%; examination: 50%

DP Requirement: Coursework: 50%; examination: 50%

Accounting Teaching 401
EDAC604 EC PC
(0L-27T-0P-0S-83H-17.5R-30F-0G-2.5A-18W-16C)

Aim: To develop students’ pedagogic content knowledge for teaching the selected subjects in the FET band of schooling (Grades 10 - 12).

Content: Curriculum issues; teaching, learning and assessment; learner misconception and errors; teaching plans and learning programmes; reflecting on practice teaching and observations of experienced teachers; tools and technology for teaching topics in the specialization.

Practicals: 11.5 weeks in the schools.

Assessment: Coursework: 50%; examination: 50%

DP Requirement: Coursework: 50%; examination: 50%

Economics Teaching 601
EDAC605 E1 P1
(30L-15T-0P-0S-85H-10R-0F-0G-20A-15W-16C)

Aim: To develop students’ knowledge and skills in curriculum and pedagogy as they relate to teaching the subject of Economics in the FET phase within the national school curriculum framework. To develop competence in teaching Economics in the FET phase (grades 10 to 12).

Content: •Pedagogical issues in teaching and learning Economics • Assessment theory and methods in Economics (including formative and summative assessment, rubrics and feedback) • Barriers to teaching and learning in Economics in the school curriculum (reading and extended writing challenges) • Resources development in Economics in the school curriculum • Economics knowledge as contestable knowledge • Teaching ethics and accountability in Economics (including corporate social responsibility).

Assessment: Written Assignments 45% Projects 45% Oral presentations 10%

DP Requirement: As per faculty rules.
Economics Teaching 602
EDAC606 E2 P2  (30L-15T-0P-0S-85H-10R-0F-0G-20A-15W-16C)
Aim: To develop students’ knowledge and skills in pedagogy and assessment as they relate to teaching the subject of Economics in the FET phase within the national school curriculum framework. To develop competence in teaching Economics in the FET phase (grades 10 to 12).
Content: •Pedagogical issues in teaching and learning Economics (including economics pedagogy as problem-solving pedagogy) •Assessment theory and methods in Economics (including formative and summative assessment, rubrics and feedback) •Barriers to teaching and learning in Economics (including mathematical, reading and writing challenges) •Resources development in Economics in the school curriculum •Economics knowledge as contestable knowledge (including ideology in economic theory) •Teaching ethics and accountability in Economics (including social justice and economics teaching)
Assessment: Assignments: 50% Examination: 50%
DP Requirement: A minimum achievement of a 40% year mark for assessment marks (continuous assessment).

Adult Learning
EDAE702 PC  (40L-10T-0P-0S-110H-0R-0F-0G-0A-13W-16C)
Aim: To examine concepts, theories and research about adult learning from psychological and sociological perspectives.
Content: The psychology and sociology of adult learning (including types and theories of learning, cognition, memory, the development of thought, socialization, participation and attitudinal and behavioural change.
Assessment: Course work: 50%; examination or examination equivalent: 50%.
DP Requirement: None

Curriculum in Adult Education
EDAE704 PC  (30L-6T-0P-0S-114H-0R-0F-0G-10A-13W-16C)
Aim: Students will examine: the role of the curriculum within education and society; different curriculum theories, styles, and models for design; the concepts of needs, objectives, outcomes, innovation and evaluation; implementation of curricula, including factors such as teaching methods and assessment.
Content: Curriculum research and development: curriculum aims, objectives and outcomes; needs assessment; curriculum design and implementation; curriculum innovation; designing educational events: theory and practice. Evaluation: evaluation of adult education programmes and instructional materials; types of evaluation; collection of evaluation data using different methods.
Assessment: Course work: 50%; examination or examination equivalent: 50%.
DP Requirement: None

Materials Development in Adult Education
EDAE707 EC PC  (22L-8T-0P-130H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Four first-year courses.
Aim: Students will examine: Print materials, some theoretical and practical considerations; reading theory; the role of educational video and some important issues about its use; the theory of non-electronic participatory materials and some of the steps in designing and producing them.
Assessment: Course work: 50%; examination or examination equivalent: 50%.
DP Requirement: None

Adult Learning Studies
EDAE801 EC PC  (30L-0T-0P-170H-0R-0F-0G-0A-0W-20C)
Aim: The module aims to develop a critical understanding of some of the most common conceptions and theories of learning which underpin adult education practices. This understanding will be linked to reflections on the teaching of adults and to personal learning biographies.
Content: Definitions and discussions of adult learning, development in adulthood and learning in adulthood. Critical engagement with different adult learning theories such as transformative learning, community of practice, experiential learning, critical reflection and holistic learning. Theories and debates on adult learning in relation to the African context.

Practicals: One observation visit.

Assessment: Assignment based.

DP Requirement: None

Curriculum Studies in Adult Education
EDAE810 EC PC

Prerequisite Requirement: BEd or approved Honours.

Aim: Identify, explore, examine and analyse the contextual, philosophical and ideological issues that impact on the design of learning programmes for adult participants; identify the main models used in designing learning programmes for adults; analyse the major current adult education curricula in South Africa in light of the theory on curriculum/learning programme design.

Content: The themes are: defining and examining curriculum design; current developments and trends in curriculum design; curriculum and learning programme models; curriculum design and learning needs; contextual issues in South Africa; curriculum implementation in South Africa; factors that impact on curriculum implementation in South Africa; dialogue, encounters and debates.

Practicals: One.

Assessment: Two minor assignments, one major assignment.

DP Requirement: None

Adult Ed, Civil Society & Social Movements
EDAE843 PC

Aim: To introduce students to the features of, relationships between, and debates surrounding social movements and civil society within the context of current developments in global capitalism and their impact on the theory, practice and futures of adult, civic and higher education.

Content: The module covers debates and theories related to civil society and social movements, and the linkages between these and the state. It considers the role of civil society and social movements within the field of adult education, and the nature of learning and education within social movements.

Assessment: Minor assignments (Including presentations and portfolios) (50%)One major assignment (50%).

DP Requirement: 75% class attendance.

Issues in Adult Literacy and Basic Education
EDAE844 EC PC

Aim: To provide an overview of key issues related to adult literacy in the context of developing countries. The module focuses on key issues and debates in relation to what is understood by the term literacy, the uses and purposes of literacy and adult basic education (ABE), approaches to ABE and methods for teaching literacy. The module will also examine policy and provision of adult literacy and adult basic education in South Africa and refer to the relationship between adult literacy, development, and globalisation.

Content: The themes are: theoretical debates in the study of literacy and in the teaching of reading skills; policy, legislation and approaches to provision of literacy and ABE and links between literacy and development.

Assessment: Minor assignments including presentations and written tasks (50%)One major assignment (50%).

DP Requirement: 75% class attendance.

Afrikaans 410
EDAF410 EC

Aim: To prepare student teachers for the challenges of teaching Afrikaans.

Content: Morphology; Current debates in literary theory and the application of literary theory; The South African literary heritage written in Dutch.

Assessment: Werkstukke en Toetse 50%; Eksamen 50%.

DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.
Afrikaans Home Language Teaching 601
EDAF601 E1 P1

Aim: This module will prepare student teachers to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of Afrikaans Home Language within the national school curriculum framework, to develop their own knowledge and understanding of Afrikaans and to meet the challenges in the Afrikaans Home Language Classroom by: •Providing insights into the South African and African education landscape, the language policy related to South African schools and the various documents related to becoming a teacher of Afrikaans as a Home Language •Providing understanding and interpretation of the national curriculum documents required to teach Afrikaans as a Home Language in the SP&FET and FET phases and exploration of the roles and functions of a teacher of Afrikaans in these phases •Understanding how to plan and prepare lessons for the SP&FET and FET Afrikaans Home language classroom •Providing insight into language acquisition theories and their implications; exploration of the theoretical assumptions underlying the teaching, learning and assessment of the four communication modes and the understanding of appropriate selection, sequencing, pacing and assessment of the skills involved in the four communication modes •The exploration of language learning theories and approaches relevant to Afrikaans Home Language classrooms.

Content: The module introduces concepts and constructs associated with becoming a teacher of Afrikaans with special emphasis on working in and responding to the South African landscape, interrogates documents relating to the National Curriculum and engages with lesson planning, preparation and being a reflective teacher. The content topics are: •Teaching of Afrikaans as a Home Language: Understanding and responding to the South African and African landscape •Becoming a teacher of Afrikaans •Interrogating all National Curriculum and Language policy documents •Lesson planning and preparation •First language acquisition theories •Listening and speaking skills •Reading and writing skills •Language learning approaches relevant to South African and African classrooms •Campus-based micro-teaching and peer observation that includes peer feedback •Classroom Management •Being a reflective teacher

Assessment: A Continuous assessment mark comprising assignments (60%), tests (20%) and Oral Presentations (20%).

DP Requirement: A minimum attendance of 75% at tutorials and completion of all formative assessment tasks.

Afrikaans Home Language Teaching 602
EDAF602 E2 P2

Aim: This module will prepare student teachers to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of Afrikaans Home Language within the national school curriculum framework and to meet the challenges of teaching and developing their own understanding of Afrikaans by: •Proposing various approaches, strategies, and techniques of teaching Afrikaans Home Language literacy texts •Exploring theoretical assumptions underlying the teaching, learning and assessment of critical language awareness, critical literacy, visual literacy and media literacy and reflecting on and assessing various classroom practices of teaching these literacies in an Afrikaans Home Language classroom •Exploring first language learning theories and approaches relevant to Home Language classrooms •Demonstrating an understanding of appropriate selection, sequencing, and pacing of teaching grammatical structures and use, and •Applying the principles involved in teaching language structures and use to achieve Afrikaans Home Language outcomes •Exploring assessment practices related to the teaching of Afrikaans as a Home Language in the SP&FET and FET phases •Exploring basic research skills to enable teachers to serve as researchers.

Content: The module focuses on the theories and practices used to teach literacy texts, critical language awareness, and language structures. It also focuses on assessment practices and basic research skills. The content topics are: •Teaching literary texts •Critical literacy/Critical language awareness •Viewing skills/Visual literacy/ Media literacy •Language/Grammatical structures and use •Assessment in Language Teaching •Research skills •Campus-based micro-teaching and peer observation

Assessment: Formative assessment comprising assignments (35%) and tests (15%) Summative assessment comprising an examination (50%)

DP Requirement: Completion of all assessment tasks and a minimum year mark of 40% and a minimum attendance of 75% at lectures

Afrikaans 1st Additional Lang. Teaching 601
EDAF606 E1 P1

Aim: This module will prepare student teachers to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of Afrikaans as First Additional Language within the national school curriculum framework and to develop their own knowledge and understanding of Afrikaans by: •Preparing them to meet the challenges of teaching Afrikaans as a First Additional Language in the SP&FET and FET phases •Providing: insight into the South
African and African education landscape, the language policy related to South African schools and the various documents related to becoming a teacher of Afrikaans as a first Additional Language •Developing understanding and interpretation of the curriculum documents required to teach Afrikaans as a First Additional Language in the SP&FET and FET phases and exploration of the roles and functions of a teacher of Afrikaans in these Phases •Developing understanding of how to plan and prepare lessons for the SP&FET and FET Afrikaans First Additional language classroom; •Providing insight into language acquisition theories and their implications •The exploration of the theoretical assumptions underlying the teaching, learning and assessment of the four communication modes as well as demonstrating an understanding of appropriate selection, sequencing, pacing and assessment of the skills involved in the four communication modes •Exploring language learning theories and approaches relevant to Afrikaans First Additional Language classrooms.

Content: The module introduces concepts and constructs associated with becoming a teacher of Afrikaans as a First Additional Language with special emphasis on working in and responding to the South African landscape, interrogates relevant educational and national curriculum documents and engages with lesson planning, preparation and being a reflective teacher. The content topics are: •Teaching of Afrikaans as a First Additional Language: Understanding and responding to the South African and African landscape •Becoming a teacher of Afrikaans (ESL) •Interrogating National Curriculum and Language Policy documents Lesson planning and preparation for Afrikaans as a First Additional Language teacher •Language acquisition theories •Listening and speaking skills •Reading and writing skills •Language learning approaches relevant to South African and African classrooms •Campus-based micro-teaching and peer observation which encourages peer feedback and reflection •Being a reflective teacher •Classroom Management Reflection on teaching Afrikaans as a First Additional Language case studies situated in South African and African classrooms.

Assessment: A formative assessment mark comprising assignments (60%), tests (20%) and oral presentations (20%)

DP Requirement: A minimum attendance of 75% at tutorials and completion of all formative assessment tasks.

Afrikaans 1st Additional Lang. Teaching 602
EDAF608 E2 P2
(25L-14T-0P-0S-75H-10R-0F-0G-36A-15W-16C)

Aim: This module will prepare student teachers to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of Afrikaans First Additional Language, within the national school curriculum framework; to develop their own understanding of Afrikaans and to meet the challenges of teaching Afrikaans as First Additional Language by: •Proposing various approaches, strategies, and techniques for teaching literary texts in the Afrikaans First Additional Language classroom •Exploring the theoretical assumptions underlying the teaching, learning and assessment of critical language awareness, critical literacy, visual literacy and media literacy and reflecting on and assessing various classroom practices of teaching these literacies •Exploring language learning theories and approaches relevant to First Additional Language classrooms •Demonstrating an understanding of appropriate selection, sequencing and pacing of teaching grammatical structures and use, and applying the principles involved in teaching language structures and use to achieve Afrikaans First Additional Language outcomes •Exploring assessment practices related to the teaching of Afrikaans as a First Additional Language in the SP&FET and FET phases as well as exploring basic research skills to enable teachers to serve as researchers.

Content: The module focuses on the theories and practices used to teach literary texts in Afrikaans First Additional Language, critical language awareness and language structures. It also focuses on assessment practices in Afrikaans as First Additional Language and basic research skills. The content topics are: •Teaching literary texts in Afrikaans First Additional Language •Critical literacy/Critical language awareness •Viewing skills/Visual literacy/Media literacy •Language/Grammatical structures and use •Assessment of Afrikaans First Additional Language •Research skills •Campus-based micro-teaching and peer observation

Assessment: Formative assessment comprising assignments (35%) and tests (15%) Summative Examination (50%)

DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% at lectures and tutorials

Arts and Culture 120
EDAR120 EC
(26L-0T-54P-0S-35H-10R-0F-0G-36A-13W-16C)

Prerequisite Requirement: Arts and Culture 110

Aim: Experience the positive role played by the Arts in the forging of meaningful links between and among diverse cultural groups as well as on an inter-personal level. Prepare students to teach the Arts and Culture Learning Area.

Content: Recognise and classify the elements of texture and pattern and form within each art discipline, namely visual arts, music, drama and dance and other creative pursuits. Devise resource packs which can be used to teach these elements to learners at school.

Practicals: 4

Assessment: Continuous 60%; Examination 40%.
DP Requirement: As per faculty rules.

Creative Arts Teaching 601  
EDAR610 E1 P1  
Aim: The main purpose of this module is for student teachers to engage critically with pedagogical knowledge, skills and values related to the teaching and learning of Creative Arts in the Senior Phase in the national school curriculum. To introduce students to the school curriculum, pedagogy and assessment as it relates to teaching of Creative Arts. To prepare students to be able to teach the main components of Creative Arts competently in the Senior phase (grades 7 – 9).

Content: Creative Arts as a subject in the curriculum and assessment policy documents; Introduction to the elements of main components of Creative Arts in the school curriculum documents; Development of an awareness of Arts across diverse cultures; The role of Creative Arts in education/schooling; Strategies for teaching Creative Arts theory and practicals; Lesson planning and resources for teaching Creative Arts; Classroom management skills for Creative Arts teaching; Assessment for Creative Arts teaching; Campus-based peer teaching, peer observation and reflection.

Assessment: Assignments = 20% Projects = 20% Presentations = 20% Portfolio = 40%

DP Requirement: A minimum achievement of 75% of class attendance in practical presentations.

Creative Arts Teaching 602  
EDAR611 E2 P2  
Aim: The main purpose of this module is for student teachers to engage critically with pedagogical knowledge, skills and values related to the teaching and learning of Creative Arts in the Senior Phase in the national school curriculum and to develop students’ understanding of the schools’ curriculum, pedagogy and assessment as it relates to teaching of Creative Arts.

Content: Advanced creative strategies for Creative Arts teaching and assessment; Arts as a tool to create awareness of societal issues such as HIV/AIDS etc.; Arts as a means of communication in the South African context; Multiculturalism in Arts and Culture education and its challenges; National policy documents in relation to Creative Arts in the South African context; Critical and current issues in Creative Arts education; Campus-based peer teaching, peer observation and reflection; Development of knowledge and understanding of the arts in past and present contexts.

Assessment: Assignments = 20% Projects = 10% Presentations = 20% Examination = 50%

DP Requirement: A minimum achievement of 75% of class attendance of oral presentations.

Critical Issues in Arts & Culture Education  
EDAR701 EC  
Aim: To provide students with a theoretical understanding of the nature of Arts and Culture Education in an African context, as well as an understanding of Arts and Culture Education as critical and innovative pedagogy in the Social Sciences.

Content: Critical interrogation of the nature and place of Arts and Culture Education within the curriculum. Overview of Arts Education practice locally and internationally. Arts and Culture Education as a site for teaching and learning in the Social Sciences. Culture and identity formation through Arts and Culture Education. Arts and Culture Education as a vehicle for social change/social justice.

Practicals: 3

Assessment: Assessment is continuous - seminars, projects, readings.

DP Requirement: As per faculty rules.

Biological Science Method 1  
EDBS201 EC  
Prerequisite Requirement: Biological Science 210 and 220

Aim: To develop an understanding of the nature of science, the principles of OBE and the ways in which learners learn science; to critically assess the role of practical work in the learning of Biology.

Content: Nature of Science; Science and society; introduction to OBE in science; rationale for practical work.

Practicals: 0

Assessment: Course work 50%; Examination 50%.

DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.
Biological Science for Educators 210
EDBS210 EC
Prerequisite Requirement: A minimum of 60% in Grade 12 Life Sciences
Aim: Students to develop appropriate knowledge, skills, values and attitudes with regard to organisational biology.
Content: Classification; Levels of Organisation; Microscopy; Nature of Science.
Practicals: 12
Assessment: Course work 50%; Examination 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Biological Science for Educators 220
EDBS220 EC
Prerequisite Requirement: A pass in Biological Science for Educators 210
Aim: Students to develop appropriate knowledge, skills, values and attitudes with regard to the Environment.
Content: Environmental Education; A study of a variety of Ecosystems; Interactions; Biodiversity; Population Dynamics.
Practicals: 4 and a number of excursions to study various ecosystems.
Assessment: Course work 50%; Examination 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Biological Science Method 2
EDBS301 EC
Prerequisite Requirement: Registered for modules in Biological Sciences for Educators
Aim: To develop students' understanding and skills in the use of a range of strategies to facilitate learning in Biology.
Content: Concept mapping; problem-solving in science; groupwork; resource-based teaching; school-based practical work.
Practicals: 0
Assessment: Course work 50%; Examination 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Biological Science for Educators 310
EDBS310 EC
Prerequisite Requirement: A pass in Biological Science for Educators 210
Aim: To develop appropriate knowledge, skills, values and attitudes with regard to processes in living organisms
Content: Nutrition; Reproduction; Transport, Respiratory systems
Practicals: 11
Assessment: Course work 50%; Examination 50%.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Life Sciences Teaching 601
EDBS601 E1 P1
Aim: The aim of this module is to introduce students who wish to specialise in Life Sciences teaching in the FET phase (grades 10 – 12) to the knowledge, skills, values and attitudes required to teach Life Sciences and their use of the curriculum documents. To develop competence in teaching Life Sciences in the FET phase.
Content: •Teaching and Learning Life Sciences •Principles of curriculum – Life Sciences National Curriculum documents •Using an inquiry and issues-based approach to teach Life Sciences •Basic Planning and instruction strategies for Life Sciences •The Nature of Science and Life Sciences Education •Practical work and investigations for Life Sciences •Problem solving and scientific reasoning in Life Sciences •Basic communication, language and models in Life Sciences classrooms •Basic assessment aspects in Life Sciences •Basic Management and safety in the Life Sciences Laboratory •Professional development and ethics for Life Sciences teachers •Campus based peer teaching, peer observation and reflection. •Learning about aspects of diverse school and Life Sciences classroom contexts
Practicals: A number of practical investigations based on the school curriculum are required for this module.
Assessment: Continuous assessment with: Tests (20%); Group Assignments (10%); Individual Assignment (40%); and Individual Projects (30%)

DP Requirement: A minimum attendance of 75% at lectures, tutorials and practicals.

Business Management 210
EDBU210 EC (40L-0T-0P-0S-90H-24R-0F-0G-6A-13W-16C)
Aim: To develop knowledge skills and values with regard to the business environment/world, the science of business management and the functioning of a business organisation.
Assessment: Continuous Assessment 50%, Examination 50%
DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

Business Management 220
EDBU220 EC (40L-0T-0P-0S-90H-24R-0F-0G-6A-13W-16C)
Aim: To extend students understandings of the business environment/world, the science of business management and the functioning of a business organisation.
Content: General Management Principles, Planning and Organising in Management, Leadership and Control in Management.
Assessment: Continuous Assessment 50%, Examination 50%
DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

Business Management Method 3
EDBU401 EC (20L-0T-0P-0S-45H-12R-0F-0G-3A-6W-8C)
Prerequisite Requirement: Business Management 320
Aim: To explore different pedagogical approaches to teaching Human Resources Management Operations Management.
Content: Pedagogical approaches to teaching Human Resources Management Operations Management.
Assessment: Continuous Assessment 100%
DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

Business Management 410
EDBU410 EC (40L-0T-0P-0S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Business Management 210 or 220
Aim: To examine the role of Human Resource Management in a changing South African business and political environment.
Content: Human Resource Management in a South African context
Assessment: Continuous Assessment 50%, Examination 50%
DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

Business Management 420
EDBU420 EC (40L-0T-0P-0S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Business Management 210 or 220
Aim: To examine the role of Financial Management in a business enterprise.
Content: Financial management, Asset management, Financing decisions of a business enterprise.
Assessment: Continuous assessment 50%; Examination 50%.
DP Requirement: 1. At least 75% attendance at all lectures, practicals, tutorials and seminars. 2. Submission of all work, as required by the module coordinator, by the stipulated due date. 3. At least 40% in the course work component of the module.

**Business Studies Teaching 601**
EDBU601 E1 P1
(30L-15T-0P-85H-10R-0F-0G-20A-15W-16C)

**Aim:** To develop students’ knowledge and skills in curriculum and pedagogy as they relate to teaching the subject of Business Studies in the FET phase within the national school curriculum framework. To develop competence in teaching Business Studies in the FET phase (grades 10 to 12).

**Content:**
- The nature of Business Studies as a discipline; its origin, evolution and contemporary debates
- Liberal and post-liberal approaches to curriculum development in Business Studies
- Constructivist and critical constructivist theories of teaching and learning in Business Studies
- Pedagogical strategies for teaching Business Studies in the school curriculum (direct instruction, collaborative learning, case studies, discussion, problem solving and research)
- Resource development for Business Studies teaching in the school curriculum.

**Assessment:**
- Written Assignments 45%
- Projects 45%
- Oral presentations 10%

**DP Requirement:** As per faculty rules.

**Business Studies Teaching 602**
EDBU602 E2 P2
(30L-15T-0P-85H-10R-0F-0G-20A-15W-16C)

**Aim:** To develop students’ knowledge and skills in curriculum and pedagogy as they relate to teaching the subject of Business Studies in the FET phase within the national school curriculum framework. To develop competence in teaching Business Studies in the FET phase (grades 10 to 12).

**Content:**
- Pedagogical issues in teaching and learning Business Studies
- Assessment theory and methods in Business Studies (including formative and summative assessment, rubrics and feedback)
- Barriers to teaching and learning in Business Studies in the school curriculum (reading and extended writing challenges)
- Resources development in Business Studies in the school curriculum
- Business Studies knowledge as contestable knowledge
- Teaching ethics and accountability in Business Studies (including corporate social responsibility)

**Assessment:**
- Assignments: 50%
- Examination: 50%

**DP Requirement:** A minimum achievement of a 40% year mark for assessment tasks (continuous assessment)

**Economics Teaching 401**
EDBU606 EC PC
(0L-27T-0P-83H-17.5R-30F-2.5A-18W-16C)

**Aim:** To develop students’ pedagogic content knowledge for teaching and learning in the selected learning area in the Senior phase of the GET band of schooling (Grades 7 - 9).

**Content:**
- The nature of the learning area as defined in the National Curriculum Statement. Teaching, learning and assessment in the learning area. Common misconceptions in the learning area and strategies to overcome these.
- Designing a coherent learning programme in the learning area, producing teaching resources, and designing assessment tasks in line with the national curriculum statement. Communication in the learning area. Specialised teaching techniques relevant to each learning area.
- Practicals: 11.5 weeks in schools.

**Assessment:**
- Coursework: 50%; Examination: 50%.

**DP Requirement:** Attendance at 75% of tutorials and submission of two major assignments.

**Computer Literacy**
EDCE101 EC
(0L-0T-0P-80H-0R-0F-0G-0A-15W-8C)

**Aim:** To enable students to acquire basic skills in Computer operations and applications. Knowledge, attitudes, skills and values that this module intends to develop in students, i.e. learning outcomes: Students must be able to demonstrate the ability to use a computer efficiently, use computer-based technologies, use word-processing, spreadsheets and presentations as well as the internet. Students must also be able to value the need for different computer based technologies.

**Content:**
- The module covers aspects of:
  - Introduction to the computer
  - Using computers and managing files in Windows
  - Introduction to word processing
  - Introduction to spreadsheets
  - Desktop publishing and
  - The use of the internet.

**Assessment:**
- Course Work (100%)

**DP Requirement:** As per faculty rules.
**Computer literacy**
EDCM101 EC

**Aim:** To enable students to acquire skills in computer literacy.

**Content:** Using computers and managing files in Windows; word-processing; spreadsheets; desktop publishing; the Internet.

**Practicals:** Thirteen

**Assessment:** 100% Continuous assessment based on practical tests and tasks.

**DP Requirement:** At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date.

*(Not offered in 2019)*

**Intro to the Comp Syst & Data Representation**
EDCM111 E1

**Aim:** To provide students with the necessary content and skills with which they can demonstrate an understanding of the theory of computer systems, computer architecture, number representation, advanced word processing, advanced spreadsheet management, as well as demonstrate strong database management skills. The module develops cognitive and conceptual knowledge and practical techniques in students.

**Content:** • Introduction to the Computer System • Computer Architecture • Number Representation • Logic and Boolean algebra. • Word-processing • Spreadsheet management • Database management systems

**Practicals:** There will be at least one 2 hour practical session every week.

**Assessment:** Test (20%) Project (20%) Examination - 60% A sub-minimum of 35% is required in the examination component of the final module mark.

**DP Requirement:** A minimum of 40% year mark.

**Introduction to Programming**
EDCM112 E1

**Aim:** To provide students with the necessary content and skills with which they can demonstrate an understanding of the fundamental principles of programming, programming tools, program designing and software engineering principles, programming operators, data types and the program structure. Students must be able to implement linear programs, programs that use selection structures, and programs in which the looping construct is supported. The module develops cognitive and conceptual knowledge and practical techniques in students.

**Content:** • Fundamental principles of programming in a high level language • Program designing principles • Software engineering principles • Problem Solving: linear programs, selections, and iterative programs

**Practicals:** Computer System and Data Representation

**Assessment:** Test (20%) Project (20%) Examination - 60% A sub-minimum of 35% is required in the examination component of the final module mark.

**DP Requirement:** At least 75% attendance at all lectures, practicals, and tutorials. A minimum of 40% year mark.

**Computer Science Education Method 3**
EDCM401 EC

**Prerequisite Requirement:** Computer Science Education 410 and Computer Science Education Method 301.

**Aim:** To provide students with a thorough understanding of the new National Curriculum Statement, Curriculum and Assessment documents and all policy for Information Technology (computer studies).

**Content:** National Curriculum Statement, Learning Programme guidelines and Subject assessment guidelines for Information Technology, handling of project work at school level; lesson plans of topics specific to grades 11 and 12.

**Assessment:** Continuous assessment 100%.

**DP Requirement:** At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date.

**Computer Science Education 410**
EDCM410 EC

**Prerequisite Requirement:** Computer Science Education 310.

**Aim:** To prepare students towards the teaching of Information Technology (Computer Studies) in the FET phase and to provide an opportunity for students to widen their knowledge in various areas of Computer Science.
Content: Programming in a high level language, recursion, graphics, links to databases, introduction to algorithmic complexity; selection of algorithms from sorting; searching, polymorphism and inheritance.

Practicals: Thirteen.

Assessment: Continuous assessment 40%; Examination 60%. A sub-minimum of 40% is required in the examination component of the final module mark. DP Requirement: As per faculty rules.

DP Requirement: As per College rules.

Computer Science Education 420
EDCM420 EC (52L-0T-39P-0S-59H-0R-0F-0G-10A-13W-16C)

Prerequisite Requirement: Computer Science 310.

Aim: To prepare students towards the teaching of Computer Studies in the FET phase and to provide an opportunity for students to widen their knowledge in various areas of Computer Science.

Content: Web Page Design (using HTML code and packages); Introduction to software engineering; Database management (ACCESS).

Practicals: 39

Assessment: Continuous assessment 40%; Examination 60% A sub-minimum of 40% is required in the examination component of the final module mark.

DP Requirement: DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Computer Applications Technology 601
EDCM602 E1 P1 (25L-7T-7P-0S-70H-10R-0F-0G-41A-15W-16C)

Aim: This module is intended to develop pre-service teachers pedagogical content knowledge, skills and values related to teaching and learning of Computer Applications Technology in the national school curriculum for the FET phase (grades 10 to 12). To develop competent teachers of Computer Applications Technology in the FET phase. This module will also focus on using learning management systems for e-learning, as well as developing skills in the implementation and management of computer centres.

Content: \(\text{•}\) Understanding the Curriculum and Assessment policy documents for Computer Applications Technology \(\text{•}\) Developing insights into the various components that comprise Computer Applications Technology \(\text{•}\) Lesson planning development and implementation \(\text{•}\) Application of educational theories in teaching and learning in Computer Applications Technology \(\text{•}\) Computer mediated instruction using Learning Management Systems for e-learning \(\text{•}\) Implementation and management of computer centres.

Assessment: Formative/Continuous assessment will be employed in this module and the weighting will be as follows: Class assessment (25%), assignments (35%) and teaching portfolio (40%)

DP Requirement: At least 75% attendance at all lectures, practicals, and tutorials. Submission of all work as required by the module co-ordinator.

Computer Applications Technology 602
EDCM603 E1 P1 (25L-7T-7P-0S-70H-10R-0F-0G-41A-15W-16C)

Aim: This module is intended to develop pre-service teachers pedagogical content knowledge, skills and values related to teaching and learning of Computer Applications Technology in the national school curriculum for the FET phase (grades 10 to 12). To develop students’ knowledge and skills of assessment; and to conduct basic educational research in current issues in in Computer Applications Technology in the FET phase To develop competent teachers of Computer Applications Technology in the FET phase.

Content: The module aims at equipping the students with knowledge and skills in \(\text{•}\) Educational research and examples of educational research in Computer Applications Technology (CAT) \(\text{•}\) Current and expected trends and issues in Computer Applications Technology \(\text{•}\) Assessment methods in Computer Applications Technology \(\text{•}\) CAT as a subject discourse in the national school curriculum and SA context \(\text{•}\) Handling of project work at school level

Assessment: Formative/Continuous assessment will be employed in this module and the weighting will be as follows: In-class assessment (25%), Assignments (35%) and teaching portfolio (40%).

DP Requirement: At least 75% attendance at all lectures, practical, and tutorials. Submission of all work as required by the module co-ordinator.
Information Technology Teaching 601
EDCM610 E1 P1 (25L-7T-7P-0S-70H-10R-0F-0G-41A-15W-16C)

Aim: This module is intended to develop pre-service teachers pedagogical content knowledge, skills and values related to teaching and learning of Information Technology in the national school curriculum for the FET phase (grades 10 to 12). To develop competent teachers of Information Technology in the FET phase. This module will also focus on using learning management systems for e-learning, as well as developing skills in the implementation and management of computer centres.

Content: The module aims at equipping the students with knowledge and skills in: •Curriculum and Assessment policy documents for Information Technology •Lesson planning •Application of educational theories in teaching and learning in Information Technology •Computer mediated Instruction using Learning Management Systems for e-learning •Implementation and management of computer centres

Assessment: Formative/Continuous assessment will be employed in this module and the weighting will be as follows: In-class assessment (25%), assignments (35%) and teaching portfolio (40%).

DP Requirement: At least 75% attendance at all lectures, practicals, and tutorials. Submission of all work as required by the module coordinator.

Information Technology Teaching 602
EDCM611 E2 P2 (25L-7T-7P-0S-70H-10R-0F-0G-41A-0W-16C)

Aim: This module is intended to develop pre-service teachers pedagogical content knowledge, skills and values related to teaching and learning of Information Technology (IT) in the national school curriculum for the FET phase (grades 10 to 12). To develop students' knowledge and skills of assessment; and to conduct basic educational research in current issues in teaching Information Technology in the FET phase. To develop competent teachers of Information Technology in the FET phase.

Content: The module aims at equipping the students with knowledge and skills in: •Information Technology as a subject discourse in the national school curriculum in a SA context •Science of teaching Information Technology (IT) in the FET phase •Aspects related to educational research in IT •Current and expected trends and issues in IT •Assessment methods in IT •Project work at school level in IT.

Assessment: Formative/Continuous assessment will be employed in this module and the weighting will be as follows: In-class assessment (25%), assignments (35%) and teaching portfolio (40%).

DP Requirement: At least 75% attendance at all lectures, practicals, and tutorials. Submission of all work as required by the module coordinator.

Curriculum Development and Evaluation
EDCS816 EC (40L-0T-0P-225H-0R-0F-0G-3A-0W-32C)

Aim: To develop a critical understanding of processes of curriculum development that include curriculum design, curriculum implementation and curriculum evaluation. To enable students to reflect critically on curriculum development at all levels.

Content: Theoretical perspectives on curriculum development that include curriculum analysis, curriculum design, curriculum implementation and curriculum evaluation.

Assessment: One written assignment of 2000 words (30%). One written assignment of 4000 words (55%). Presentation (15%).

DP Requirement: 75% attendance and submission of all assessment tasks.

Education Development and Power
EDDE210 PC (39L-10T-0P-0S-108H-0R-0F-0G-3A-0W-16C)

Prerequisite Requirement: EDDE110 or EDDE120 or subject to the discretion Academic Co-ordinator

Aim: To introduce students to debates around the education, development and power.

Content: Theories of power and how it is maintained; historical and current perspectives on reproductive education and productive education.

Assessment: Coursework: 35%; Examination: 65%

DP Requirement: 75% Attendance and a minimum class mark of 40%.

Comparative Studies in Ed & Development
EDDE220 PC (39L-10T-0P-0S-108H-0R-0F-0G-3A-0W-16C)
Prerequisite Requirement: EDDE110 or EDDE120 or EDDE210 or subject to the discretion of Academic Co-ordinator

Aim: To introduce students to debates around the education, development and gender.

Content: The concept of gender. Theories of gender. Gender and development. Gender and equity in South Africa.

Assessment: Coursework: 35%; Examination: 65%

DP Requirement: 75% Attendance and a minimum class mark of 40%.

Service Learning for Education Development
EDDE303 PC
(39L-10T-0P-0S-108H-0R-0F-0G-3A-0W-16C)

Prerequisite Requirement: EDDE110, EDDE120, EDDE210, EDDE301, EDDE302 or subject to the discretion of Academic Co-ordinator

Aim: To apply education and development theories in practice.

Content: Seminars focus on development theories applied to case studies. These seminars are used to support reflection on learning from a 30 hour practical placement within an education and development project e.g. NGO, CBO or government organisation.

Assessment: Coursework: 40%; Final assessment: 60%

DP Requirement: 75% Attendance and a minimum class mark of 40%.

Rural Education and Development
EDDE304 PC
(39L-10T-0P-0S-108H-0R-0F-0G-3A-0W-16C)

Prerequisite Requirement: EDDE110, EDDE120, EDDE210, EDDE301, EDDE302 or subject to the discretion of Academic Co-ordinator

Aim: To develop an understanding of rural education in relation to development models.

Content: Socio-economic and political marginalisation of rural dwellers; exploration of initiatives such as Millenium Development Goals and Education for All, Education for the Poor. Agricultural education and training, food security. Literacy and adult education.

Assessment: Coursework: 40%; Final assessment: 60%

DP Requirement: 75% Attendance and a minimum class mark of 40%

Intro to Education & Development
EDDE701 EC PC
(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Prerequisite Requirement: Students need to satisfy the requirements for admission to study for the Bachelor of Education Honours.

Corequisite: None

Aim: This module examines the key concepts, terms and approaches that are widely used in the field of International Educational Development (IED). The module focuses on international, regional, national and local institutions, processes, policies and frameworks that inform and underpin education and development with emphasis on “developing countries”. The intersection of “global forces” and their impact on education and development will be examined within the broader context of socio-cultural and historical factors that gave/give rise to the notion of “underdevelopment” and the role that education is often presumed to play in fast-tracking “development”. The module “problematises” concepts such as “modernization”, “globalization” and “development”.

Content: This module examines the key concepts, terms and approaches that are widely used in the field of International Educational Development (IED). The module focuses on international, regional, national and local institutions, processes, policies and frameworks that inform and underpin education and development with emphasis on “developing countries”. The intersection of “global forces” and their impact on education and development will be examined within the broader context of socio-cultural and historical factors that gave/give rise to the notion of “underdevelopment” and the role that education is often presumed to play in fast-tracking “development”. The module “problematises” concepts such as “modernization”, “globalization” and “development”.

Practicals: One social and one environmental case study

Assessment: A portfolio and two written assignments. Portfolio [20%], Formative Short Assignment of approx. 3000 words: academic essay referring to Portfolio Task materials [30%], Summative Long Assignment of approx. 6000 words: Critically reflective and research-based assignment incorporating Portfolio data [50%]

DP Requirement: Submission of all work required by the module co-ordinator by the stipulated due date. 75% attendance of contact sessions.
Advanced Theory in Education & Development
EDDE702 EC PC (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Prerequisite Requirement: Student must either have completed a B.Soc.Sci in Education and Development, or EDDE 703 (Introduction to Education and Development).
Corequisite: None
Aim: This module teaches students how to read and work with theory in education and development in a detailed, informed and nuanced manner. It is impossible to take an in-depth look at all the theories of education and development, so the module does two things. Firstly, it introduces students to the major theoretical developments in education and development in the last 50 years; and secondly, it opens out for a detailed exploration of the work of Franz Fanon, especially The Wretched of the Earth.
Content: The module works within a historical frame, exposing students to broader social theory/metatheory over the last century (positivism, Marxism, poststructuralism, postmodernism, post-colonial theory, feminist theory), and positioning discipline-specific theory within this (because education and development is necessary multi-disciplinary). Students will consider and critique debates about the nature of the state and civil society, the meaning of 'development', and the role of education. Theorists/writers such as Marx, Gramsci, Foucault, Sartre, Amin, Sen, Fanon, Mamdani, Bernstein, Stoller, Freire, Giroux, etc., will be considered.
Assessment: Three written assignments (10% each) One long essay (50%) Leading a seminar on a specific reading (20%)
DP Requirement: Students must achieve a class mark average of not less than 40%
13 weeks

Practical Service Learning
EDDE703 EC PC (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Introduction to Drama Education
EDDR111 E1 (24L-0T-24P-5S-60H-10R-0F-0G-37A-15W-16C)
Aim: The aim of this module is to provide students with fundamental content knowledge of Drama Education and specific skills required in Drama that are necessary to enable progression into more complex and deeper engagement with the theories and practices of Drama.
Content: • Voice production and modulation, attributes of speech • Speaking and performing for an audience though individual and group items such as Public Speaking, Storytelling, story dramatization and dance. • Elements of drama, acting and movement such as structure, focus, tension and mood. • Drama techniques and forms such as improvisation and creative drama • Staging conventions and stagecraft • Elementary text analysis though critical reviews and evaluation of peer performance
Practicals: The practical training requirements are that of voice modulation development and of developing human body movement techniques and dramatic skills. ● The field trip requirement include a minimum of one visit to a professional theatre production
Assessment: Assignments (20%) Tests (20%) Oral presentation (20%) Creative work performance (40%)
DP Requirement: Attendance of a minimum of 75% of lectures and 80% of practical sessions. A minimum of 40% year mark.

Drama and Performance Skills
EDDR112 E2 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: The aim of this module is to provide students with in-depth content knowledge of the development of Western and other forms of Theatre which will enable them to demonstrate a critical understanding of how and why theatre evolved in different societies from ancient to modern times.
Content: The beginnings of Theatre and the role of ritual. Ancient Greek Theatre as the foundation of Western Theatre. Selections from: • Roman Theatre to Medieval Theatre • Commedia dell Arte to the Italian Renaissance • Elizabethan Theatre to Victorian Theatre • Romanticism to Realism in the Theatre Selections from: • Pan-African Theatre forms • Asian Theatre forms
Assessment: Assignments (10%) Individual presentation (10%) Creative work performance (30%) Examination (50%)
DP Requirement: As per faculty rules.

Drama Education 220
EDDR220 EC (24L-12T-29P-0S-91H-0R-0F-0G-4A-0W-16C)
**Prerequisite Requirement:** Prerequisite: Pass in at least one communication module

**Aim:** This unit will provide opportunities for development of social skills: teamwork, commitment and collaboration; the development of critical thinking and interpretive skills, and skills in language and movement.

**Content:** Experimentation in various modes of dramatic expression, study of the language of movement, development of public speaking strategies, thematic study of dramatic texts and study of the use of drama as an educational tool.

**Practicals:** Practical: Speech and Movement, mini-production.

**Assessment:** Continuous Practical Assessment: 100; Examination: 100 (2 hours).

**DP Requirement:** At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

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**Drama Education Method 2**

**EDDR301 EC**

**Prerequisite Requirement:** Prerequisite: Drama Education 320

**Aim:** To provide students with the knowledge and skills necessary for the teaching of Drama at Senior and FET Phases. To provide an opportunity for research into the use of Drama as a learning medium.

**Content:** A brief review of Child Drama and its value and application. The study of the promotion of understanding and insight through Drama and the development of professional materials.

**Assessment:** Continuous Assessment: 100; Examination: 100 (2 hours).

**DP Requirement:** At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

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**Drama Education Method 3**

**EDDR401**

**Prerequisite Requirement:** Drama Education 320

**Aim:** To provide students with the knowledge and skills necessary for the teaching of Drama at Senior and FET Phases. To provide an opportunity for research into the use of Drama as a learning medium.

**Content:** A brief review of Child Drama and its value and application. The study of the promotion of understanding and insight through Drama and the development of professional materials.

**Assessment:** Continuous Assessment: 50%; Examination: 50% (2 hours).

**DP Requirement:** At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

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**Drama Education 410**

**EDDR410 EC**

**Prerequisite Requirement:** Prerequisite: Pass in either Drama Education 310 or 320

**Aim:** To gain in-depth knowledge of Character interpretation and portrayal, movement, mime and behaviour, modern Theatrical genres. To develop research skills.

**Content:** The study of the role of the protagonist and antagonist, with reference to a selection of texts; the development of a play or a dance drama based on the study of character. A survey of nineteenth and twentieth century playwrights, with particular reference to Brecht and Chekhov.

**Practicals:** Practical: Drama or Dance production.

**Assessment:** Continuous Assessment: 100; Examination: 100 (2 hours).

**DP Requirement:** As per faculty rules.

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**Drama Education 420**

**EDDR420 EC**

**Prerequisite Requirement:** Prerequisite: Pass in Drama Education 410.

**Aim:** To build specialist knowledge and skills in the appreciation and the teaching of Drama. To gain skills in management and production, to develop research skills and gain further insights into the work of modern dramatists.

**Content:** The study of selected modern dramatists and the development of style in play-making, the study of excellent presentation skills, and a research assignment on theatres, local, school or other.
**Practicals:** Practical: Presentation, dramatic production.

**Assessment:** Continuous Assessment: 100; Examination: 100 (2 hours).

**DP Requirement:** At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

**Dramatic Arts Teaching 601**  
EDDR601 E1 P1  
(25L-14T-6P-0S-84H-10R-0F-0G-21A-0W-16C)

**Aim:** To prepare student teachers to teach Dramatic Arts in the FET phase of schooling (grades 10 – 12) in diverse schooling contexts. The main purpose of this module is for students to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of Dramatic Arts in the national school curriculum.

**Content:** •Dramatic Arts Education and Dramatic Arts in Education •The role of Dramatic Arts in the FET phase •Dramatic Arts curriculum and assessment policy in line with the National Curriculum Document •Designing and presenting lesson plans and materials for teaching Dramatic Arts •Strategies for teaching Dramatic Arts theory and practicals •Assessment of Dramatic Arts •Independent research on current issues in Dramatic Arts Education •Campus-based peer teaching, peer observation and reflection

**Practicals:** Participation in practical projects of Dramatic Arts In Education such as performing and presenting brief scenes of Drama In Education (DIE).

**Assessment:** Formative assessment consisting of: Assignments: 20% Practical Projects (Dramatic Arts In Education): 20% Tests: 20% Individual and Group Presentations (Verbal presentations and Seminars): 40%

**DP Requirement:** 75% attendance at practicals and tutorials

**Dramatic Arts Teaching 602**  
EDDR602 E2 P2  
(25L-14T-6P-0S-84H-10R-0F-0G-21A-15W-16C)

**Prerequisite Requirement:** Dramatic Arts Teaching 601

**Aim:** The main aim of this module is to develop student teachers understanding and knowledge of the main principles, practices and practitioners of Drama pedagogy as preparation for the teaching of Dramatic Arts for FET in grades 10 – 12 in diverse schooling contexts. To develop competence in teaching Dramatic Arts in the FET phase.

**Content:** •Dramatic Arts Education and Theatre In Education •The role of Dramatic Arts in the FET phase •Dramatic Arts curriculum and assessment policy in line with the National Curriculum Documents •Theories of teaching and learning in the context of Dramatic Arts teaching •Strategies for teaching Dramatic Arts theory and practicals •Developing learning programmes in Dramatic Arts •Designing and presenting lessons in Dramatic Arts •Assessment of Dramatic Arts •Skills to create school theatre •Independent research on current issues in Dramatic Arts Education •Campus-based teaching, peer observation and reflection in the context of Dramatic Arts teaching.

**Practicals:** A participation in projects of Theatre In Education.

**Assessment:** Assignments: 10% Practical Projects (Theatre In Education): 20% Individual and Group Presentations (Oral presentations & Seminars): 20% Examination: 50%

**DP Requirement:** A minimum achievement of 40% on semester mark (continuous assessment). Class attendance of 75% in practicals and tutorials.

**English Language Course**  
EDEN101 EC  
(22L-22T-0P-0S-90H-20R-0F-0G-6A-12W-16C)

**Aim:** To introduce students to basic grammatical concepts and encourage the development of grammatical competence with specific reference to writing in English.

**Content:** Lexical extension; tense/time construction and usage; subject/verb/object agreement; active and passive voice; simple/compound/complex sentences; cause complexes (imbeded and included clauses); modality and modulatiuon; propositions and articles.

**Assessment:** Coursework 100%

**DP Requirement:** At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date.

**English Communication 110**  
EDEN110 EC  
(22L-22T-0P-0S-100H-7R-0F-0G-5A-12W-16C)

**Prerequisite Requirement:** No pre-requisite
**Aim:** To provide students with opportunities for improving their command of both written and oral English; developing critical thinking; and, insights into the complexities of language usage.

**Content:** Creative writing and the study of selected novel, poetry and film. Creating texts; interacting with and responding to a range of texts; language as a social construct; stylistic devices; practical and relevant language usage.

**Assessment:** Coursework 50%; examination 50%.

**DP Requirement:** At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

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**Eng Ed: Introductory concepts (FAL)**

**EDEN113 E1**

Aim: This module will prepare student teachers to meet the challenges of teaching and developing their own knowledge and understanding of English by:

• Providing insights to the South African education landscape
• Exploring the roles and functions of a teacher of English
• Understanding and interpreting the various documents related to becoming a teacher
• Understanding and interpreting the curriculum documents required to teach English
• Understanding how to plan and prepare lessons for the English classroom taking cognisance of learner needs, diversity of learners and the diverse teaching and learning context
• Developing insight into first and second language acquisition theories and their implications for the English classroom

Content: The module introduces concepts and constructs associated with becoming a teacher of English with special emphasis on working in and responding to the South African landscape, Interrogates documents, and engages with lesson planning and preparation. It includes development of lesson plans, developing and integrating the use of teaching and learning resources, including ICT and teaching of lesson. The module also focuses on both first and second language acquisition. The content topics are:

• Teaching of English: Understanding and responding to the South African landscape
• Becoming a teacher of English within an inclusive education framework
• Interrogating documents: National Education Teacher Framework – for the teacher of English
• Interrogating curriculum documents
• Lesson planning and preparation commensurate with the needs of learners, the learner diversity and the diverse teaching and learning context
• Language acquisition (first and second language)

Assessment: A Coursework mark comprising assignments (25%) and tests (25%) Examination (50%)

**DP Requirement:** A minimum coursework mark of 40% and a minimum attendance of 75% at tutorials

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**English Major 220**

**EDEN220 EC**

Prerequisite Requirement: English Communication 110, English Language Course or Academic Literacy in Education.

Aim: To prepare students for the challenges of teaching by developing critical thinking, aesthetic appreciation and insight into a variety of works of English literature.

Content: Introduction to poetry; Shakespearean drama; film study; and the novel.

Assessment: Continuous assessment 50%; Examination 50%.

**DP Requirement:** At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

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**English Major 310**

**EDEN310 EC**

Prerequisite Requirement: English 210 or English 220

Aim: To develop critical thinking, aesthetic appreciation and insight into literature; awareness and perspective on various approaches to literary analysis; and to introduce popular and adolescent literature and the teaching of texts.

Content: Literary texts; introduction to literary and critical theory; popular and adolescent literature and the teaching of text.

Assessment: Continuous assessment 50%; Examination 50%.

**DP Requirement:** At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

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**English Major 410**

**EDEN410 EC**
Prerequisite Requirement: English 310 and English 320
Aim: To develop critical thinking, aesthetic appreciation and insight into literature; understanding of critical approaches to reading; and, research skills.
Content: Study of various literary texts; literary and critical theory; research skills.
Practicals: 12
Assessment: Continuous assessment 60%; Examination 40%.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

English Major 420
EDEN420 EC
Prerequisite Requirement: English 310 and English 320
Aim: To develop critical thinking, aesthetic appreciation and insight into literature; insights into mass media; and, research skills.
Content: Study of various literary texts; media study; research project.
Practicals: 12
Assessment: Continuous assessment 50%; Examination 50%
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

English (A) Teaching 401
EDEN604 EC PC
Aim: Develop pedagogical and methodological competence for a critical teaching philosophy; develop skills in curriculum interpretation, lesson conceptualization and assessment in line with the national curriculum statement; design learning materials and resources; enhance the roles of an educator within the teaching context of this specialization, i.e. Grades 10 – 12.
Content: Curriculum issues(NCS): Learning Outcomes, Assessment standards, interpretation of the curriculum, assessment strategies, disciplinary development. Methodological issues : strategies and theories for teaching English Home language in a multilingual, multicultural classroom; learner misconceptions and errors; using ICT and other materials to develop teaching resources; designing learning programmes.
Assessment: 50% coursework 50% practicals.
DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

English Home Language Teaching 601
EDEN606 E1 P1
Aim: This module will prepare student teachers to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of English Home Language, to develop their own knowledge and understanding of English and to meet the challenges in the English Home Language Classroom by: •Providing insights into the South African and African education landscape, the language policy related to South African schools and the various documents related to becoming a teacher of English as a Home Language •Providing understanding and interpretation of the national curriculum documents required to teach English as a Home Language in the SP&FET and FET phases and exploration of the roles and functions of a teacher of English in these phases •Understanding how to plan and prepare lessons for the SP&FET and FET English Home language classroom •Providing insight into language acquisition theories and their implications; exploration of the theoretical assumptions underlying the teaching, learning and assessment of the four communication modes and the understanding of appropriate selection, sequencing, pacing and assessment of the skills involved in the four communication modes •The exploration of language learning theories and approaches relevant to English Home Language classrooms.
Content: The module introduces concepts and constructs associated with becoming a teacher of English with special emphasis on working in and responding to the South African and African education landscape, interrogates documents relating to the National Curriculum and engages with lesson planning, preparation and being a reflective teacher. The content topics are: •Teaching of English as a Home Language: Understanding and responding to the South African and African landscape
Becoming a teacher of English •Interrogating all National Curriculum and Language policy documents •Lesson planning and preparation •First language acquisition theories •Listening and speaking skills •Reading and writing skills •Language learning approaches relevant to South African and African classrooms •Campus-based micro-teaching and peer observation that includes peer feedback •Classroom Management •Being a reflective teacher

**Assessment:** A formative assessment mark comprising assignments (50%) and tests (50%)

**DP Requirement:** A minimum attendance of 75% at lectures and tutorials.

### English Home Language Teaching 602

**EDEN608 E2 P2**

**Aim:** This module will prepare student teachers to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of English Home Language, to develop their own knowledge and understanding of English and to meet the challenges in the English Home Language Classroom by: •Proposing various approaches, strategies, and techniques of teaching English Home Language literary texts •Exploring theoretical assumptions underlying the teaching, learning and assessment of critical language awareness, critical literacy, visual literacy and media literacy and reflecting on and assessing various classroom practices of teaching these literacies in an English Home Language classroom •Exploring first language learning theories and approaches relevant to Home Language classrooms •Demonstrating an understanding of appropriate selection, sequencing, and pacing of teaching grammatical structures and use, and •Applying the principles involved in teaching language structures and use to achieve English Home Language outcomes •Exploring assessment practices related to the teaching of English as a Home Language in the SP&EFT Teaching and FET Teaching phases •Exploring basic research skills to enable teachers to serve as researchers.

**Content:** The module focuses on the theories and practices used to teach literary texts, critical language awareness, language structures in teaching English Home Language. It also focuses on assessment practices and basic research skills. The content topics are: •Teaching literary texts •Critical literacy/Critical language awareness •Viewing skills/Visual literacy/ Media literacy •Language/Grammatical structures and use •Assessment •Research skills •Campus-based micro-teaching and peer observation

**Assessment:** Formative assessment comprising assignments (25%) and tests (25%) Summative assessment: Examination (50%)

**DP Requirement:** A minimum year mark of 40% and a minimum attendance of 75% at lectures and tutorials.

### English 1st Additional Language Teaching 601

**EDEN610 E1 P1**

**Aim:** This module will prepare student teachers to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of English First Additional Language, to develop their own knowledge and understanding of English by: •Preparing them to meet the challenges of teaching English as a First Additional Language in the •SP&EFT and FET phases •Providing: insight into the South African and African education landscape, the language policy related to South African schools and the various documents related to becoming a teacher of English as a first Additional Language •Developing understanding and interpretation of the curriculum documents required to teach English as a First Additional Language in the SP&EFT and FET phases and exploration of the roles and functions of a teacher of English in these Phases •Developing understanding of how to plan and prepare lessons for the SP&EFT and FET English First Additional language classroom; •Providing insight into language acquisition theories and their implications •The exploration of the theoretical assumptions underlying the teaching, learning and assessment of the four communication modes as well as demonstrating an understanding of appropriate selection, sequencing, pacing and assessment of the skills involved in the four communication modes •Exploring language learning theories and approaches relevant to English First Additional Language classrooms.

**Content:** The module introduces concepts and constructs associated with becoming a teacher of English as a First Additional Language with special emphasis on working in and responding to the South African landscape, interrogates relevant educational and national curriculum documents and engages with lesson planning, preparation and being a reflective teacher. The content topics are: •Teaching of English as a First Additional Language: Understanding and responding to the South African and African landscape •Becoming a teacher of English (ESL) •Interrogating National Curriculum and Language Policy documents Lesson planning and preparation for English as a First Additional Language teacher •Language acquisition theories •Listening and speaking skills •Reading and writing skills •Language learning approaches relevant to South African and African classrooms •Campus-based micro-teaching and peer observation which encourages peer feedback and reflection •Being a reflective teacher •Classroom Management •Reflection on teaching English as a First Additional Language case studies situated in South African and African classrooms

**Assessment:** Formative assessment comprising assignments (50%) and tests (50%)
DP Requirement: A formative mark of 40% and a minimum attendance of 75% at lectures and tutorials.

English 1st Additional Language Teaching 602
EDEN612 E2 P2  (25L-14T-0P-0S-73H-10R-0F-0G-39A-15W-16C)
Aim: This module will prepare student teachers to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of English First Additional Language, to develop their own knowledge and understanding of English and to meet the challenges of teaching English as First Additional Language by: •Proposing various approaches, strategies, and techniques for teaching literary texts in the English First Additional Language classroom •Exploring the theoretical assumptions underlying the teaching, learning and assessment of critical language awareness, critical literacy, visual literacy and media literacy and reflecting on and assessing various classroom practices of teaching these literacies •Exploring language learning theories and approaches relevant to First Additional Language classrooms •Demonstrating an understanding of appropriate selection, sequencing and pacing of teaching grammatical structures and use, and applying the principles involved in teaching language structures and use to achieve English First Additional Language outcomes •Exploring assessment practices related to the teaching of English as a First Additional Language in the SP&FET and FET as well as exploring basic research skills to enable teachers to serve as researchers
Content: The module focuses on the theories and practices used to teach literary texts in English First Additional Language, critical language awareness and language structures. It also focuses on assessment practices in English as First Additional Language and basic research skills. The content topics are: •Teaching literary texts in English First Additional Language •Critical literacy/Critical language awareness •Viewing skills/Visual literacy/Media literacy •Language/Grammatical structures and use •Assessment of English First Additional Language •Research skills •Campus-based micro-teaching and peer observation
Assessment: Formative assessment comprising assignments (25%) and tests (25%) Summative assessment: Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% at lectures and tutorials.

Issues and Perspectives in ECD
EDES100 EC  (20L-25T-18P-0S-77H-20R-0F-0G-0A-0W-16C)
Aim: In this module students will deal with a myriad of issues that impact on policy and practice in ECD development. This module will give impetus to the South African policy in ECD, intersectoral collaboration, rights of children, media and ECD, Aids orphans and indigenous health practices.
Content: Students will demonstrate an understanding of policies and factors that influence policies in South Africa ECD context, examine the value of intersectoral collaboration for the holistic development of the child, analyse the rights-based perspectives on children, examine the effect of the media, aids and indigenous health practices on children
Practicals: 18
Assessment: Policy reviews; Research reports; Portfolio.
DP Requirement: As per faculty rules.

An Introduction into the Study of Education
EDES113 E2  (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: The aim of the module is to introduce students to the field of Education Studies as a discipline and to locate the present South African school education systems within a genesis of school education reforms nationally and globally over periods of note.
Content: • Academic literacy development • Introduction into Curriculum Studies • Introduction into Psychology as a lens for teaching and learning • A basic introduction into Philosophy and Sociology of Education • History of South African education • International trends in educational historiography • The current South African school education system
Assessment: Test (20%) Assignments (30%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

Teaching, Learning and Classroom Practices
EDES130 E2  (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: •To develop students’ knowledge and understanding of the different worldviews, theories and principles of teaching and learning •To foster thinking about own experiences (as learners in schools, as students at UKZN, as practitioners-to-be) in relation to broader understandings & perspectives of teaching and learning
Content: Developing academic literacy •How is learning and teaching understood by students, parents, psychologists, DOE officials, business, sociologists, historians, politicians, philosophers •learner & teacher identities •What are teachers
expected to do? • What are learners’ roles in school? • Teaching and learning theories and approaches • Designing lessons for teaching • Designing and integrating teaching and learning resources in teaching • Classroom management & leadership • SA schools’ teaching contexts

Assessment: Test (20%) Assignments (30%) Examination (50%)

DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

Education Studies 220
EDES220 EC  
Prerequisite Requirement: Professional Studies 110 and 210; Teaching Practice 120 and 220
Aim: To introduce students in a critical way to fundamental issues and theories relating to psychological development and learning.
Content: Developmentalist and anti-Developmentalist paradigms of human personality and cognition Impressionist and Constructivist paradigms of learning. Review of a range of theories: Behaviourism, Piagetian theory, Non-Piagetian Constructivism, Vygotskian theory.
Practicals: 4
Assessment: Coursework: 50%; examination: 50%.

DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Professional Studies 220
EDES221  
Aim: To analyze the various official policy documents and discuss the implications of each on school and classroom management practices. To explore the various contributing factors that influence the management of any classroom situation. To design techniques and activities to create a positive learning environment that would promote learner interdependence and personal responsibility. To demonstrate the ability to design original programmes and policies related to school and classroom management. To mediate and manage conflict situations within and outside the classroom situation. To critically examine the key areas of effective school and classroom management in a school context.
Content: This module will be conducted through lectures, discussions, group work presentations, independent research, projects and case studies.
Assessment: Continuous Assessment (assignments, projects, test) 50% and examination 50%.

DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Professional Studies 230
EDES230 EC  
Aim: This module aims to enable students to distinguish theories of language acquisition between behaviourism and nativism and how children acquire language. To draw a distinction between language learning and language acquisition and the implications it has for the teacher. To overcome language difficulties spoken within a country with regards to the language policy that the country have. Focusing on applying language principles, vocabulary linking and thinking in multicultural and multilingual classes.
Content: First language acquisition, Second language acquisition, language Policy, Language across the curriculum, Language in Multicultural and multilingual classes.
Assessment: Continuous Assessment (assignments, projects, test) 50% and examination 50%.

DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

Syllabuses on request.

Creative Arts in ECD
EDES301 EC  
Aim: In this module students will critically analyse the concepts of creativity and aesthetics as it applies to the ECD context. Cognitive, affective and imaginative aspects will be explored as it applies to ECD. Cognitive, affective and
imaginative aspects will be explored through art, drama, movement and music. The latter will be examined by analysing outcomes in the integrated curriculum for preschool and the arts and culture learning area for the foundation phase.

**Content:** The concept of creativity; the concept of aesthetics; promoting creativity and aesthetics in ECD; the early childhood art programme; dramatic play and puppetry in ECD; creative movement; music and learning in ECD.

**Practicals:** Four

**Assessment:** Continuous Assessment 50%; examinations 50%.

**DP Requirement:** At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

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**Education Studies 310**

**Prerequisite Requirement:** Education Studies 210 or 220

**Aim:** To introduce students to issues relating to the diversity of cultures and beliefs in South Africa and to develop attitudes of respect and tolerance for others. To introduce students to the Philosophy of Education.

**Content:** Exploration of the diversity of cultures and religions and other worldviews in South Africa, in the context of good citizenship with reference to both beliefs and customs or practices. Reflection on a range of educational issues in the light of the writing of different philosophers.

**Assessment:** Coursework: 50%; examination: 50%.

**DP Requirement:** At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

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**Introduction to Research in ECD**

**Aim:** To focus on the principles and methods used in research in the early years and contextualise problems within ECD in a South African context.

**Content:** Research in the early years. Research methods used in ECD. The South African ECD audit. Debates in ECD in South Africa. Observation techniques and recording methodologies. Action research in the ECD classroom.

**Practicals:** 18

**Assessment:** Continuous Assessment: 100%.

**DP Requirement:** As per faculty rules.

**Not offered in 2017**

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**Literacy for Foundation Phase**

**Aim:** Teach Literacy within the Foundation Phase of school education• Develop knowledge of the Foundation Phase curriculum and assessment• Develop knowledge of the field of Literacy within the Foundation Phase of school education• Develop into a caring adult who will be responsive to the needs of Foundation Phase learners• Develop materials to support teaching and learning of Literacy in the Foundation Phase• Develop an attitude towards peer collaboration amongst students.

**Assessment:** Continuous Assessment (CA): 50% ; Examination: 50%.

**DP Requirement:** Students must obtain a minimum CA mark of 40% to be eligible for the examination.

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**Education Studies: Teach Learn and Contexts**

**Aim:** Develop students’ foundational knowledge and conceptual understanding of broad issues in education and schooling at a systemic, school and classroom level. •Develop students’ ability to critically engage in a variety of relevant educational topics in relation to historical, sociological and psychological perspectives

**Content:** •The current state of education in South Africa •Historical perspectives on the current state of education •Sociological perspectives on inequality in education •Theories of teacher learning and development •Classroom Management •Teachers’ identity, teachers’ work and professionalism •The critical, reflective practitioner and research

**Assessment:** Formative assessment: assignments (30%); class activities (10%) = 40% Summative assessment: examination = 60%

**DP Requirement:** A minimum achievement of 40% on year mark (continuous assessment) assessment tasks.
Education Studies: Curriculum and Policy
EDES613 E2 P2 (30L-15T-0S-85H-10R-0F-0G-20A-15W-16C)

**Aim:** Develop students’ conceptual understanding of curriculum and policy both at a systemic level, and classroom level.

- Develop students’ competence to engage with curriculum, policy, pedagogy, assessment and diversity in theoretical and conceptual ways.

**Content:**
- Curriculum and schooling
- Approaches to knowledge in the curriculum
- Approaches to pedagogy
- The role of assessment in education
- The role of policy in an education system
- Teacher’s interpretation of, and engagement with policy
- Theories of teacher learning and development
- Key policies in South African education
- Teaching for diversity, inclusion and social justice.

**Assessment:** Formative assessment: assignments (30%); class activities (10%) = 40% Summative assessment: examination = 60%

**DP Requirement:** A minimum achievement of 40% on year mark (continuous assessment) assessment tasks.

Gender and Media
EDGE803 E1 (0L-5T-0P-35S-120H-0R-0F-0G-0A-13W-16C)

**Aim:** This module aims to develop understandings of the roles that the media plays within the gender order of society. It provides analytic frameworks for investigating the interrelationship between gender and the media, surveys the debates about such an interrelationship, and engages in media analysis.

**Content:**
- Media theory and feminist positions; representation and gender; narrative and the gender agenda; genre and the gendered subject; media agencies and gender; feminist interventions.

**Assessment:** Two assignments or equivalent.

**DP Requirement:** As per faculty rules.

Geography for Educators 210
EDGG210 EC (45L-10T-10P-30H-66R-0F-0G-6A-13W-17C)

**Aim:** To introduce students to the nature, scope and values of Geography by focusing on developmental and environmental issues in Africa.

**Content:** A geographical study of the pre-colonial, colonial and post-colonial periods, with particular reference to the present day marginalisation of the continent and the importance of sustainable development in the future.

**Assessment:** Coursework 50%; examination 50%.

**DP Requirement:** As per faculty rules.

Geography for Educators Method 2
EDGG301 EC (25.5L-3T-10P-0S-15H-33R-0F-0G-3A-13W-8C)

**Aim:** To enable students to become familiar with the nature, philosophy and methodology of Geography teaching.

**Content:** A study of the development of Geography, including the central concerns, historical philosophies and teaching trends of the discipline.

**Assessment:** Coursework 50%; examination 50%.

**DP Requirement:** As per faculty rules.

Geography for Educators Method 3
EDGG401 EC (22.5L-0T-10P-0S-0H-0R-0F-0G-25A-13W-6C)

**Aim:** To equip students with the content knowledge and teaching strategies for teaching Geographic Information Systems and mapwork.

**Content:** GIS concepts and teaching strategies, mapwork concepts and skills.

**Assessment:** Continuous assessment.

**DP Requirement:** As per faculty rules.

Geography Teaching 601
EDGG601 E1 P1 (25L-6T-8P-0S-70H-10R-0F-0G-41A-15W-16C)

**Aim:** To prepare Geography educators to interpret and teach curricula, and to use sound pedagogical practices. To develop Geography teaching techniques and philosophies of Geography, focusing on the FET phase. This module will enable trainee Geography educators to develop sound skills, pedagogical knowledge and values bases for Geography teaching. To develop competence in teaching Geography in the FET phase (grades 10 to 12).
Content: • Introduction to Geography education • The Geography educator and the learner • Teaching and learning of Geography education • Geography curriculum for the FET phase • Portfolio development for Geography education • Campus-based peer teaching, observation and reflection

Practicals: No fieldwork required. Campus-based practicals in Morton Laboratory (map work, values formation).

Assessment: Formative Assessment – Two assignments (25% each) Summative Assessment – Examination (50%)

DP Requirement: Students must attend 75% of the practicals and tutorials.

Geography Teaching 602
EDGG602 E2 P2

Aim: To prepare Geography educators to teach key issues and trends, and to thereby become skilled practitioners through diverse technologies. To develop understanding of key Geographical issues and trends, focusing on the FET phase. This module will enable trainee Geography educators to develop sound skills, pedagogical knowledge, skills and values bases for teaching Geography. To develop competence in teaching Geography in the FET phase (grades 10 to 12).

Content: • E-teaching for Geography education • Geography education and controversial issues • Development trends and debates • Education for Climate Change • Field work and excursions in Geography education • Assessments and recording methods in Geography education • Challenges facing the teaching of Geography education in the 21st century • Campus-based practical learning (lesson and DVD analysis).

Practicals: No fieldwork required. Campus-based practicals (e-teaching, Climate Change Education) in the Morton Laboratory

Assessment: Formative Assessment – Two assignments (25% each) Summative Assessment – Examination (50%)

DP Requirement: Students must attend 75% of the tutorials and practicals.

Geography Education 1: Development Studies
EDGO110 E1

Aim: The main aim of this module is to prepare Social Sciences student teachers in the intermediate and senior phases, as part of their initial teaching qualification, to become competent in engaging with the development studies demands of the Social Sciences curriculum document and related assessment criteria, and to translate this into effective teaching and learning opportunities. The student teachers would furthermore be assisted in developing programmes based on their individual teaching styles and philosophies.

Content: The core content topics for the module are: • Development paradigms • Globalisation, Migration and settlement • Factors and challenges affecting development, migration and settlement • Opportunities for development • Spatial development of South Africa, Africa and the World – historic and current • Development across scales: town, city, region, national, international • Resource use: renewable and non-renewable • Sustainable use of resources (sustainable development) • Demography and development • Conservation and development • Food resources and development • Water resources and development • Current Development Issues and Reports, for example the HDR

Assessment: Formative Assessment – Assignment (25%); Assignment (25%) Summative Assessment – Examination (50%)

DP Requirement: Students must attend 75% of the module contact time, and achieve a year mark of 40%.

Development Studies
EDGO212 E1

Aim: The main aim of this module is to prepare Social Sciences student teachers in the intermediate and senior phases, as part of their initial teaching qualification, to become competent in engaging with the development studies demands of the Social Sciences curriculum document and related assessment criteria, and to translate this into effective teaching and learning opportunities. The student teachers would furthermore be assisted in developing programmes based on their individual teaching styles and philosophies.

Content: The core content topics for the module are: • Development paradigms • Globalisation, migration and settlement • Factors and challenges affecting development, migration and settlement • Opportunities for development • Spatial development of South Africa, Africa and the World – historic and current • Development across scales: town, city, region, national, international • Resource use: renewable and non-renewable • Sustainable use of resources (sustainable development) • Demography and development • Conservation and development • Food resources and development • Water resources and development • Current development issues and reports, for example the HDR

Practicals: Practicals, an hour and a half long, will be offered. If circumstances permit (number in class, health and safety requirements), a field trip may be offered (this is not definite though).
Assessment: Formative Assessment – Assignment (25%); Assignment (25%) Summative Assessment - Examination (50%).

DP Requirement: Students must attend 75% of the module contact time, and achieve a year mark of 40%.

Teaching and Learning in Higher Education
EDHE631 EC PC HC

Aim: To enhance and theorise diverse practices in teaching and learning.

Content: Theories of learning, teaching and learning in the African context, and the practical implementation of diverse practices to enhance teaching and facilitate students’ learning. Taking cognisance of the pedagogical needs of diverse disciplines, large and small group strategies, individual and collaborative methods, contact and mixed methods, class-based and off-campus learning are included. The module includes teaching and learning in the context of research supervision.

Assessment: Practical assignment 30%, Oral presentation/demonstration 20%, Theoretical assignment 50%.

DP Requirement: The submission of all assignments.

Technology for Higher Education Pedagogy
EDHE641 EC PC HC

Aim: To help practitioners in Higher Education examine, design and use pedagogy which includes the use of technology in the classroom in a variety of ways. This includes an exploration on how various new technologies are effecting change in Higher Education practices, and the influence the technologies have on student and staff activities.

Content: • Current teaching and learning technologies• Theories informing the use of technology in pedagogy• Designing learning events with technology• Assessment and technology• Evaluating technology-assisted teaching and learning.

Assessment: • Series of task based activities 20% • Written assignment 30 % • Project and presentation 50%.

DP Requirement: The submission of all assignments.

Student Services in HE
EDHE854 HC PC WC EC

Aim: To enable higher education practitioners to develop a theoretical, historical and projective perspective on the purposes, roles and functions of student services in African higher education. It will equip participants with the skills to bring into effect appropriate research-led programmes and services in this sector of higher education.

Content: The module will cover the development, purposes, functions and roles across the range of Student Affairs activities and the theories that inform these. It will also critically examine research, policy issues and professional development related to the area.

Assessment: Written tasks, practice activities and project or longer assignments.

DP Requirement: 75% attendance and submission of all assessment tasks

Discourses in Higher Education
EDHE855 EC PC HC

Aim: This module explores the historical and theoretical underpinnings of higher education as well as investigates the forces that are shaping the present and future of higher education. It grounds students into higher education as an academic field and provide them with a solid foundation for analysing and critically assessing change processes at all relevant levels in higher education. It is interdisciplinary and draws on fields such as sociology, philosophy, economics, political science, organisation and management studies to explore critical areas of higher education such as teaching and learning, access and participation, quality assurance, management and leadership, professionalism, research and globalisation.

Assessment: Written tasks, practice activities and longer assignments.

DP Requirement: 75% attendance and submission of all assessment tasks.

Diversity in Higher Education
EDHE856 EC PC HC

Aim: To enable higher education practitioners to develop a critical understanding of the role of diversity in contemporary higher education endeavours, as well as develop an appreciation for the scholarship of diversity in higher education. Participants will be challenged to reflect on their own and others’ conceptions of diversity, how these conceptions
influence processes in higher education, how these processes may be researched, and how a proactively diverse higher education environment can enhance the functioning and profile of higher education institutions.

**Assessment:** Written tasks, practice activities and longer assignments.

**DP Requirement:** 75% attendance and submission of all assessment tasks.

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**Pedagogies in Higher Education**

EDHE857 EC PC

(0L-0T-0P-26S-90H-0R-0F-44A-13W-16C)

**Aim:** To develop a critical and reflective approach to teaching and supporting student learning in higher education that is underpinned by relevant professional practice, scholarship and research. It covers areas such as theories of teaching, learning and assessment and their application to diverse practices to enhance teaching and facilitate students' learning; the research and teaching nexus; approaches to reflective practice; and creating engaging learning experiences.

**Assessment:** Written tasks, practice activities and longer assignments.

**DP Requirement:** 75% attendance and submission of all assessment tasks.

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**Professional Services in Higher Education**

EDHE858 EC PC HC

(0L-0T-0P-26S-90H-0R-0F-44A-13W-16C)

**Aim:** To enable higher education practitioners to align and integrate workplace professional and administrative service activities with the key functions of higher education. Participants will develop an understanding of the role of administration in higher education, and how this contributes to the successful attainment of higher education objectives and goals.

**Assessment:** Written tasks, practice activities and longer assignments.

**DP Requirement:** 75% attendance and submission of all assessment tasks.

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**History philosophy, theory and method**

EDHS217 E1

(39L-0T-0P-0S-70H-10R-0F-41A-15W-16C)

**Aim:** The main aim of this module is for History student teachers in the intermediate and senior and FET phases to critically engage with philosophies, theories and methods related to the subject. Ultimately, the module should empower History student teachers in understanding the nature of the subject and serve to instruct them in researching and writing history. At the end of the module, students should have developed basic introductory subject knowledge, cognitive and conceptual tools, practical techniques and the ability to employ general principles of the discipline with more specific procedures for application.

**Content:** The core content topics for the module are: • What is history? • The values and uses of history/Why study history • Historiography and historical thinking • Historical evidence and sources • Researching history • Writing history • Key issues in writing history such as fact, truth, interpretation, objectivity, gender, race, class.

**Practicals:** Students must visit an archival repository in their own time.

**Assessment:** Continuous and Formative Assessment – In class assessment @ 40% - Long research essay - @ 60%

**DP Requirement:** Students must attend 75% of the module contact time and submit all the assessment tasks and assignments.

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**History for Educators Method 2**

EDHS301 EC

(0L-0T-0P-0S-80H-0R-0F-4A-0W-8C)

**Prerequisite Requirement:** Computer literacy, History for Educators Method 1

**Aim:** To prepare prospective History educators, as part of their initial teaching qualification, to become competent in the teaching methods of History.

**Content:** Using sources to teach History: secondary sources; feature films and History; Oral History; Historical fieldwork; History in Education and IT; the three basic History skills: Time, Cause and Effect, Empathy; Local History; the interdisciplinary nature of History: Archaeology and Genealogy.

**Assessment:** Continuous assessment.

**DP Requirement:** Attendance at a minimum of 75% of all contact sessions.

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**History for Educators 310**

EDHS310 EC

(36L-0T-12P-0S-105H-0R-0F-0G-5A-12W-16C)

**Aim:** To prepare prospective History educators in becoming proficient in some of the most important events in South African History. Furthermore, to create an understanding of the political, economic, social, intellectual and cultural forces
and events, as well as the historical context within which they functioned, that created the democratic, multi-cultural society 'New' South Africa.

**Content:** Pre-Colonial Southern Africa; The Cape under the DEIC; African societies; British colonial rule; The Great Trek; Indians in South Africa; Impact of the discovery of minerals; Afrikaner nationalism as a historical factor; Women and change in South Africa; Segregation and Apartheid; Black nationalism; The liberation movements; The emergence of democracy; Labour in 20th century South Africa.

**Assessment:** Continuous assessment 50%; examination (3 hrs) 50%.

**DP Requirement:** At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

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**History for Educators Method 3**

EDHS401 EC

**Prerequisite Requirement:** Computer literacy, History for Educators Method 2

**Aim:** To prepare students to become competent in the teaching methods of History.

**Content:** Evaluation in History; teaching controversial issues in History; museums and the teaching of History; contemporary History; games and Simulations in History education; projects and assignments in History; functioning as a professional in History education; History education for citizenship; values education and History.

**Assessment:** Continuous assessment.

**DP Requirement:** Attendance at a minimum of 75% of all contact sessions.

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**History for Educators 410**

EDHS410 EC

**Prerequisite Requirement:** Computer literacy, History 310 and 320

**Aim:** War, both as a concept and a form of action, is one of the most important historical phenomena, affecting politics, technology, economics, civilians, relations between states, perceptions of class and nations amongst others. Wars, as such, forms an integral part of the History curriculum for schools. This module would therefore pursue several wars, both comparatively and chronologically, in the process examining the experiences of those involved as well as the consequences of war.

**Content:** What is war and how should it be fought?; The Two World Wars; Cold War; Anglo-Boer War; Anglo-Zulu War; Fieldwork; Teaching about war and violence; Using Oral History and poetry to teach war.

**Assessment:** Continuous assessment 50%; examination (3 hrs) 50%.

**DP Requirement:** At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

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**History Teaching 602**

EDHS602 E2 P2

**Aim:** The main aim of this module is to prepare History student teachers in the FET phase (grades 10 to 12), as part of their initial teaching qualification, to become competent in History teaching methods to be able to teach in schools. The
modules aims to develop students’ pedagogical content knowledge, skills and values related to the teaching and learning of History in the national school curriculum. To achieve this, in the module they will be introduced to and prepared towards professional competence and develop a sound knowledge, skills and values base. Furthermore, the student teachers will be assisted in developing and presenting lessons based on their individual teaching styles and philosophies. All this will be done with reference to the national school curriculum document.

**Content:** The core content topics for the module are: • Using evidence to teach school History • Understanding school History textbooks • Teaching controversial issues in school History • Teaching school History to large classes in a disadvantaged school • Learning historical research by means of oral and archival evidence • Assessment in History • Campus-based peer teaching, peer observation and reflection

**Assessment:** In-class assessment (25%) Research essay (35%) Portfolio (40%)

**DP Requirement:** As per faculty rules.

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**History Teaching 401**

EDHS604 EC PC (30L-15T-0P-15S-70H-10R-0F-0G-20A-16W-16C)

**Prerequisite Requirement:** History II or Sociology III or Political Science III

**Aim:** To prepare prospective FET History educators to become proficient in the teaching of History. To achieve this they will be guided towards professional competence informed by a sound skills, knowledge and value base. The prospective History educators will be assisted in developing and presenting programs/tasks/etc that are based on their individual teaching style and philosophy of History.

**Content:** The nature of school History; the teacher of History; the learner of History; how do learners learn History?; the History curriculum; planning your History course; using sources to teach History; assessment in History; using ICT to teach History; teaching controversial issues in History; conducting fieldwork in History Education; teaching History to large classes in a disadvantaged school; teaching Oral History.

**Practicals:** As per the professional practice criteria for the PGCE qualification.

**Assessment:** Continuous/formative assessment (50%) and the end of year/summative examination (50%).

**DP Requirement:** As per faculty rules.

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**Perspectives in Social Science Education**

EDHS705 EC (20L-20T-10P-0S-55H-30R-0F-0G-25A-0W-16C)

**Aim:** To provide a theoretical grounding in the teaching and learning of Social Science in an interdisciplinary context as it relates to the professional development of educators (compulsory for students doing the Social Science Education specialization).

**Content:** Understanding the nature of Social Science Education. Theories on Social Science Education as an interdisciplinary discourse. Disciplinary studies in an interdisciplinary Social Science Education context. Exploring the curricular, methodological & pedagogical nature of Social Science Education in Africa. Social Science Education & the struggle for presence & relevance in the African higher education system. Critical analysis of policies related to Social Science Education.

**Practicals:** 3

**Assessment:** Assessment is continuous – seminars, projects, readings.

**DP Requirement:** As per faculty rules.

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**Using Film & ICT to Teach Social Sc Education**

EDHS706 EC (20L-20T-0P-10S-55H-30R-0F-0G-25A-0W-16C)

**Aim:** The purpose of this module is to provide a theoretical and practical understanding of issues in teaching and learning Social Science Education through film and Information Communication Techniques (ICT). Relevant theories and practices will be studied by analysing the use of film and ICT as powerful tools in Social Science Education. The influence of these media in conveying a sense of the past to learners in the present will be examined.

**Content:** The implications of visual culture on Social Science teaching and learning. A critical analyses of the use of film in Social Science Education. Film literacy and Social Science Education. The language and power of film. Film analysis: general framework. Experiencing Social Science Education through film. Film as evidence, stories and evidence of the past: Archival films. Impact of ICT on Social Science Education. Computers in the Social Science classroom.

**Practicals:** 3

**Assessment:** Assessment is continuous – seminars, projects, readings.

**DP Requirement:** As per faculty rules.
Information Systems Education 310
EDIS310 EC  
(52L-0T-39P-0S-59H-0R-0F-0G-10A-13W-16C)
**Prerequisite Requirement:** Information Systems Education 220.

**Aim:** To prepare the student towards the teaching of End-User Computing in the FET phase. Intended for teachers who wish to teach the subject, Computer Applications Technology, in the new FET curriculum.

**Content:** Data Communications, operating systems and Power Point Presentations.

**Assessment:** Coursework: 40% Examination: 60%. A sub-minimum of 40% is required in the examination component of the final module mark.

**DP Requirement:** As per College rules.

Information Systems Education 320
EDIS320 EC  
(52L-0T-39P-0S-59H-0R-0F-0G-10A-13W-16C)
**Prerequisite Requirement:** Information Systems Education 210.

**Aim:** To give students an in-depth understanding of why computers are essential components in business and society, and to prepare the students towards the teaching of end-user Computing applications in the FET phase. Intended for teachers who wish to teach the subject, Computer Applications Technology.

**Content:** Impact of computers: Social, Economic, ethical, Human Computer Interaction and career issues. Security issues, Presentation skills, Information systems and Case studies, Computer and file management, Desktop publishing.

**Practicals:** 39

**Assessment:** Coursework 40%; Examination: 60%.

**DP Requirement:** Must obtain a minimum of 40% coursework to qualify to write the examination.

Information Systems Education 410
EDIS410 EC  
(52L-0T-39P-0S-59H-0R-0F-0G-10A-13W-16C)
**Prerequisite Requirement:** Information Systems Education 210, 220 and 310.

**Aim:** To prepare students towards the teaching of Information Technology (Computer Studies) in the FET phase and to provide an opportunity for students to widen their knowledge in various areas of Computer Science.

**Content:** Theory of DBMS, Database development process database analysis and applications using ACCESS and Number Theory and data representations.

**Practicals:** Thirteen.

**Assessment:** Continuous assessment 40%; Examination 60%. A sub-minimum of 40% is required in the examination component of the final module mark.

**DP Requirement:** At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-ordinator, by the stipulated date. At least 40% in the coursework component of the module.

Information Systems Education 420
EDIS420 EC  
(52L-0T-39P-0S-59H-0R-0F-0G-10A-13W-16C)
**Prerequisite Requirement:** Information Systems Education 320.

**Aim:** To prepare students towards the teaching of Information Technology (Computer Studies) in the FET phase and to provide an opportunity for students to widen their knowledge in various areas of Computer Science.

**Content:** Web site development, Special topics w.r.t. current trends and technology.

**Practicals:** Thirteen

**Assessment:** Coursework: 40% Examination: 60%. A sub-minimum of 40% is required in the examination component of the final module mark.

**DP Requirement:** At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-ordinator, by the stipulated date. At least 40% in the coursework component of the module.

Language and Literacy 120
EDLE120 EC  
(24L-12T-12P-6S-100H-0R-0F-0G-6A-12W-16C)
**Aim:** In this module students examine key concepts about language acquisition and development and curricular instructional principles which guide effective teaching and learning for first and second language learners in their primary language, their second language and in academic instruction. Students will also explore the connection between cultural practices of home / community and instruction in school, and ways in which schools engender home-school links.

**Content:** First language acquisition; second language acquisition; bilingualism; code-switching; language policy; language in the classroom.
**Assessment:** Continuous assessment 70%; Examination 30%.

**DP Requirement:** At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

**French Teaching 401**
EDLE605 EC PC  
**Aim:** Develop pedagogical and methodological competence for a critical teaching philosophy; develop skills in curriculum interpretation, lesson conceptualization and assessment in line with the national curriculum statement; design learning materials and resources; enhance the roles of an educator within the teaching context of this specialization, i.e. Grades 10 – 12.

**Content:** Curriculum issues(NCS): Learning Outcomes, Assessment standards, interpretation of the curriculum, assessment strategies, disciplinary development. Methodological issues : strategies and theories for teaching French Additional language in a multilingual, multicultural classroom; learner misconceptions and errors; using ICT and other materials to develop teaching resources; designing learning programmes.

**Assessment:** Assessment: 50% coursework 50% practicals.

**DP Requirement:** At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

**Critical Awareness of Language and Media**
EDLE705 EC  
**Aim:** To develop an awareness of the role that language and media plays in contemporary lives and the correspondingly critical task of educating about them; to introduce educators to recent theoretical developments to inform practical engagement in the field of language and media education.

**Content:** Role of media in society; approaches to teaching language and media; representation and ‘truth’: reading pictures; anchoring meaning; critical language awareness; media agencies; narrative structures in media texts; audiences and readers.

**Assessment:** Two assignments.

**DP Requirement:** None

**Foundations of Language Development**
EDLE803 EC  
**Prerequisite Requirement:** Honours degree or equivalent.

**Aim:** This module introduces students to the foundations of language development particularly as they apply to the early learning child and the adolescent. Different approaches to language learning and development are discussed in relation to developments in applied and cognitive linguistics. An exploration of second language learning is also covered.

**Content:** Debates about language processing, cognitive development, and barrier to learning relevant to language learning in particular are surveyed.

**Assessment:** Assessment: 2 Essays of 2500 words each – 80% 1 Seminar presentation – 20%.

**DP Requirement:** DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

**Life Orientation Education 1**
EDLF111 E1  
**Aim:** The main aim of this module is to prepare Life Orientation Education student teachers to teach Life Orientation Education in the Senior and FET phases, as part of their initial teaching qualification so as to become competent in engaging with the demands of the personal development aspects of the Life Orientation curriculum, and the related assessment criteria, and to translate this into effective teaching and learning opportunities. The student teachers would furthermore be assisted in developing programmes based on their individual teaching styles and philosophies.

**Content:** This module focuses on the psychosocial development of self-in-society aspects of Life Orientation Education and concentrates on the relevance of Life Orientation and Guidance in schools, development of self in society, and context-based psychosocial challenges, different understandings of human wholeness, career and career choices, basic counselling skills and life skills education.
Assessment: Formative Assessment – Assignment (30%); Assignment (20%) Summative Assessment - Examination (50%)

DP Requirement: Students must attend 75% of the module contact time, submit all the assignments and achieve a year mark of 40%. Students with a year mark of 40% and above will gain entry to write an examination.

Life Orientation Education 2
EDLF112 E2
Prerequisite Requirement: EDLF111 Life Orientation Education 1

Aim: The main aim of this module is to prepare Life Orientation student teachers in the Senior Phase and FET, as part of their initial teaching qualification, with basic knowledge in fundamental concepts related to physical education and sport, the benefits of PE in schools, an understanding of personal and environmental health, functional anatomy and common sports injuries in PE, the different physiological systems and nutrition. The intended outcome is to develop sound subject knowledge in the teaching specialisation with a view to develop the student as a subject specialist in PE for the Senior Phase and FET. The student teachers would furthermore be assisted in developing programmes based on their individual teaching styles and philosophies.

Content: The module focuses on the fundamental concepts related to PE and sport, the benefits of PE in schools, an understanding of personal and environmental health, functional anatomy and common sports injuries in PE, the different physiological systems and nutrition.

Practicals: The practicals could include laboratory and/or field based practical sessions on the functioning of the different physiological systems.

Assessment: Formative Assessment – Test (20%); Assignment (30%) Summative Assessment - Examination (50%)

DP Requirement: Students must attend 75% of the module contact time, submit all the assignments and achieve a year mark of 40%. Students with a year mark of 40% and above will gain entry to write an examination.

Life Orientation 120
EDLF120 EC
Prerequisite Requirement: Life Orientation 110

Aim: To provide students with an understanding of personal, community and environmental health; to provide students with knowledge and understanding of communicable diseases, HIV/Aids, all forms of child abuse, substance abuse, gender and sexuality; to provide students with an opportunity to participate in physical fitness activities that promote health; to assist students to apply this understanding and knowledge in developing and presenting learning programmes.

Content: Health, wellness and safety (personal, community and environmental); communicable diseases and HIV/Aids; child Abuse (all forms); substance abuse; sexuality; physical activities that promote health.

Assessment: Coursework: tests and assignments: 50%; Examination: 50%.

DP Requirement: As per faculty rules.

Life Orientation Method 1
EDLF201 EC
Prerequisite Requirement: EDLF112 Life Orientation Education 1

Aim: To introduce students to the National Curriculum Statement for Life Orientation and to equip students with life skills.

Content: Critical analysis of the National Curriculum Statement for Life Orientation; designing Life Orientation learning experiences; strategies for teaching and learning in Life Orientation; life skills facilitation including topics such as: time management, goal setting, conflict management, developing empathy, stress management.

Assessment: Coursework: tests and assignments: 100%.

DP Requirement: As per faculty rules.

Life Orientation Teaching 601
EDLF601 E1 P1
Prerequisite Requirement: EDLF601 Life Orientation Teaching 601

Aim: The module is intended for pre-service Senior Phase and Further Education and Training Teaching Phase Life Orientation teachers. The main purpose of this module is for students to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of Life Orientation in the national school curriculum which focuses on the Personal, Social and Physical development of learners.

Content: Life Orientation in the South African school curriculum and diverse social contexts as determined by the National Curriculum documents. The critical roles and competencies of the Life Orientation teacher as a facilitator and classroom manager. Life Orientation programme planning including the design of individual lessons. Teaching and
learning strategies for Life Orientation in the Senior Phase and Further Education and Training Teaching phases. • Campus-based peer teaching, peer observation and reflection.

**Assessment:** Formative assessment (100%) • Oral presentations (50%) • Written assignments (50%)

**DP Requirement:** 100% attendance at oral presentations.

**Life Orientation Teaching 602**
EDLF603 E2 P2 (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

**Aim:** The module is intended for pre-service Senior Phase and Further Education and Training Teaching Phase Life Orientation teachers. The main purpose of this module is for students to critically engage with pedagogical knowledge, skills and values related to the teaching and learning of Life Orientation in the national school curriculum which focuses on the Personal, Social and Physical development of learners.

**Content:** • Life Orientation in the South African school curriculum and diverse social contexts as determined by the National Curriculum documents. • The critical roles and competencies of the Life Orientation teacher as a facilitator and classroom manager. • Life Orientation programme planning including the design of individual lessons. • Teaching and learning strategies for Life Orientation in the Senior Phase and Further Education and Training Teaching and Further Education and Training Teaching phases. • Assessment strategies. • Campus-based peer teaching, peer observation and reflection.

**Assessment:** Formative assessment (50%) • Oral presentations (25%) • Written assignments (25%) • Summative assessment (50%) • Written examination (50%)

**DP Requirement:** 100% attendance at oral presentations.

**Mathematics 110**
EDMA119 EC (52L-24T-0P-0S-76H-0R-0F-0G-8A-13W-16C)

**Prerequisite Requirement:** A pass in Matric Mathematics.

**Aim:** To provide under-prepared pre-service teachers, wishing to specialise in mathematics, computer science education, or physical science education an opportunity to increase their personal confidence and competence in mathematics.

**Content:** A selection of the following: Algebraic Equations and Inequalities; Quadratic Theory; Exponents; Algebraic Functions - their graphs and interpretations; Logarithms; Sequences and Series; Trigonometry.

**Assessment:** Tutorials tests, major tests or projects 50%; Examination 50%.

**DP Requirement:** At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

**Not for students who have already passed Mathematics specialisation modules**

**Mathematics for Educators Method 1**
EDMA201 EC (26L-13T-0P-0S-36H-0R-0F-0G-5A-13W-8C)

**Prerequisite Requirement:** A pass in Mathematics at Level 5 or a 60% pass in Mathematics 110.

**Aim:** This module is intended for prospective GET or FET Mathematics teachers. The purpose is to develop the ability to facilitate the learning of Mathematics in the Senior Phase, which entails personal conceptual competence in all aspects of the subject content, pedagogic content knowledge and an understanding of how mathematical concepts develop in learners.

**Content:** Teaching and learning Algebra, Statistics in the Senior / FET Phase. The work will be related to current curriculum documents and international research on how key concepts in these topic areas are best learnt.

**Assessment:** Assignments and tests (50%); One 3 hour examination (50%).

**DP Requirement:** At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

**Mathematics for Educators 220**
EDMA220 EC (52L-26T-0P-0S-72H-0R-0F-0G-10A-13W-16C)

**Prerequisite Requirement:** Gained a pass of at least 40% in Mathematics for Educators 210

**Aim:** The module is aimed at pre-service FET and Senior Phase mathematics educators. The purpose is to develop personal confidence and competence in mathematics content. This will prepare educators for effective facilitation of learning of mathematics at the FET and GET bands.

**Content:** Piecewise functions; exponential functions; inverse functions and logarithms; inverse trigonometric functions; limits and continuity; the derivative; applications of derivatives.
**Primary Mathematics Education 311**  
EDMA311 EC  
*(52L-26T-0P-0S-72H-0R-0F-0G-10A-0W-16C)*  
**Prerequisite Requirement:** Achieved at least 40% in Primary Mathematics Education 210  
**Aim:** The teaching and learning of: Data handling, space and shape and measurement; numbers and operations. Current trends in mathematics education.  
**Content:** Data handling, space and shape and integers, (basic concepts and computations). Current trends and issues in Mathematics Education.  
**Assessment:** Assignments, tests, projects and classwork 50% Examination 50%. Students must obtain at least 40% in the final examination in order to pass the course.  
**DP Requirement:** At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

**Mathematics for Educators 320**  
EDMA320 EC  
*(52L-20T-0P-0S-78H-0R-0F-0G-10A-13W-16C)*  
**Prerequisite Requirement:** At least a pass of 40 % in Mathematics for Educators 310  
**Aim:** The purpose of this optional module is to provide pre-service teachers with the opportunity to increase their personal confidence and competence in Maths, to develop a broad understanding of a selection of Maths topics, and to prepare pre-service teachers to facilitate the learning of Maths in the FET band.  
**Content:** Further application of integrals; transcendental functions and differential equations; further integration techniques; ordinary differential equations; modeling of differential equations; numerical method.  
**Assessment:** Assignments, tests or projects 50%; Examinations 50%.  
**DP Requirement:** At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

**Mathematics for Educators 410**  
EDMA410 EC  
*(52L-13T-0P-0S-85H-0R-0F-0G-10A-13W-16C)*  
**Prerequisite Requirement:** A pass in Mathematics for Educators 310  
**Aim:** To provide pre-service teachers with the opportunity to increase their personal confidence and competence in Maths, to develop a broad understanding of a selection of Maths topics, and to prepare pre-service teachers to facilitate the learning of Maths in the FET band.  
**Content:** The Real Number System; Series; Sequences; Continuity; Countibility; Cluster points; Financial Mathematics.  
**Assessment:** Assignments, tests or projects 50%; Examinations 50%.  
**DP Requirement:** At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

**Mathematics Teaching FET 601**  
EDMA600 E1 P1  
*(25L-14T-0P-0S-80H-10R-0F-0G-31A-15W-16C)*  
**Aim:** The module is intended for pre-service FET phase Mathematics teachers to introduce to and engage students with the skills, attitude and knowledge required to teach Mathematics in the FET phase. The purpose is to develop knowledge about teaching and learning Mathematics in the FET phase; develop specialist teaching skills and competencies; develop practical skills for teaching Mathematics; introduce educational and professional issues relevant to Mathematics; design; and produce Mathematics resources and technology for specific teaching purposes.  
**Content:** The module will cover the following content: •The Mathematics FET assessment and policy documents •The Mathematics FET content as prescribed by the national curriculum documents for example a selection of the following content areas: Functions; Number Patterns, Sequences, Series; Finance, growth and decay; Algebra; Differential Calculus; Probability; Euclidean Geometry and Measurement; Analytical Geometry; Trigonometry and Statistics will be discussed. •Affective issues in Mathematics FET learning •The selection, sequencing and pacing in Mathematics FET teaching as per the national curriculum requirements •Issues and debates in Mathematics education, learning about the African context (diversity, inclusivity, socio-economic factors and HIV/AIDS) •The use of innovative instructional strategies, technology and manipulatives in FET Mathematics teaching •Campus-based peer teaching, peer observation and reflection within the context of FET Mathematics teaching.
Assessment: Formative assessment: • research projects (10%), • class tests (10%), • assignments (20%), • group work (10%) • assessment portfolio (50%) made up of portfolio tasks: campus-based peer teaching tasks (10%), designing of resources (15%), analysis and reflection of case studies (10%) and designing of lesson plans (15%).

DP Requirement: A minimum attendance of 75% at lectures and tutorials is required.

Mathematical Literacy Teaching 601
EDMA601 E1 P1 (25L-14T-0P-0S-80H-10R-0F-0G-31A-15W-16C)

Aim: The module is intended for pre-service FET phase Mathematical Literacy teachers to introduce to and engage students with the skills, attitude and knowledge required to teach Mathematical Literacy. The purpose is to develop knowledge about teaching and learning Mathematical Literacy; develop specialist teaching skills and competencies; develop practical skills for teaching; introduce educational and professional issues relevant to Mathematical Literacy; and design and produce resources and technology for specific teaching purposes.

Content: The module will cover the following content: •The Mathematical Literacy national assessment and policy documents •The Mathematical Literacy content as prescribed by the national curriculum documents for example a selection of the following content areas: Interpreting and communicating answers and calculations; Numbers and calculations with numbers; Patterns, relationships and representations; Finance; Measurement; Maps, plans and other representations of the physical world; Data handling and Probability will be discussed. •Affective issues in Mathematics Literacy learning •The selection, sequencing and pacing in Mathematics Literacy teaching and as per the national curriculum requirements •Campus-based teaching, peer observation, peer assessment and reflection within the context of Mathematics Literacy •Issues and debates in Mathematics Literacy education, including particular issues about the African context as well as issues about diversity, inclusivity, socio-economic factors and HIV/AIDS •The use of innovative instructional strategies in Mathematics Literacy teaching, including the use of technology and manipulatives

Assessment: Formative assessment: 50% •research projects (10%), •class tests (10%), •assignments (20%), •group work (10%) Summative assessment: (50%) in the form of an assessment portfolio (50%) made up of portfolio tasks: campus-based peer teaching tasks (10%), designing of resources (15%), analysis and reflection of case studies (10%) and designing of lesson plans (15%).

DP Requirement: A minimum attendance of 75% at lectures and tutorials.

Mathematical Literacy Teaching 602
EDMA602 E2 P2 (25L-14T-0P-0S-80H-10R-0F-0G-31A-15W-16C)

Aim: The module is intended for pre-service FET phase Mathematical Literacy teachers to further develop students with respect to the skills, attitude and knowledge required to teach Mathematical Literacy in the FET phase. The purpose is to further develop knowledge about teaching and learning Mathematical Literacy; further develop specialist teaching skills and competencies and further develop practical skills for teaching Mathematical Literacy.

Content: The module will cover the following content: •The nature of Mathematical Literacy •Expressing specialist pedagogic content knowledge with respect to mathematical concepts in Mathematical Literacy with reference to current school topics as per the national curriculum documents. The topics include a selection of the following content areas: Interpreting and communicating answers and calculations; Numbers and calculations with numbers; Patterns, relationships and representations; Finance; Measurement; Maps, plans and other representations of the physical world; Data handling and Probability. •Designing tasks and assessments in Mathematical Literacy as per the national curriculum requirements •Reflecting on and extending ideas revolving around situational and practical learning •Learner misconceptions within the context of Mathematical Literacy teaching in Africa

Assessment: Formative assessment: A class mark made up of research projects (15%), class tests (10%), assignments (10%) and portfolio tasks (15%); (50%) Summative assessment: Examination (50%)

DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% at lectures and tutorials.

Mathematics Learning Area Studies
EDMA606 EC PC (40L-0T-0P-0S-120H-0R-0F-0G-0A-20W-16C)

Prerequisite Requirement: Relevant credits in the degree for area of specialisation.

Aim: Develop knowledge about teaching and learning in the chosen learning area in the senior phase of General Education Training.

Content: The nature of the learning area as defined in the Curriculum statement. Teaching, learning and assessment in the learning area. Common misconceptions in the learning area and strategies to overcome these. Design a coherent learning programme in the learning area, producing teaching resources, and designing assessment tasks in line with the
national curriculum statement. Communication in the learning area. Specialized teaching techniques relevant to each learning area. Reflecting on teaching experience, and observation of experienced teachers at work.

Practicals: 12 weeks in schools.

Assessment: Attendance and Course work: 50%; Examinations: 50%.

DP Requirement: As per faculty rules.

Mathematics Teaching FET 602
EDMA607 E2 P2 (25L-14T-0P-0S-80H-10R-0F-0G-31A-15W-16C)

Aim: The module is intended for pre-service SP Mathematics teachers to introduce to and engage students in the skills, attitude and knowledge required to teach Mathematics in the Senior Phase. The purpose is to develop knowledge about teaching and learning; develop specialist teaching skills and competencies; develop practical skills for teaching; introduce educational and professional issues relevant to Mathematics; and design and produce resources and technology for specific teaching purposes.

Content: The module will cover the following content: •The Mathematics SP national curriculum, assessment and policy documents •Mathematics SP content as prescribed by the national curriculum documents for example a selection of topics from the following content areas Numbers, Operations and Relationships; Patterns, Functions and Algebra; Space and Shape (Geometry); Measurement; and Data Handling will be discussed. •Affective issues in Mathematics SP learning •The selection, sequencing and pacing in Mathematics SP teaching as per the national curriculum requirements •Campus-based teaching, peer observation, peer assessment and reflection within the context of SP Mathematics •Issues and debates in Mathematics education and learning about the African context (diversity, inclusivity, socio-economic factors and HIV/AIDS) •The use of innovative instructional strategies, technology and manipulatives in Mathematics SP teaching.

Assessment: Formative assessment: • research projects (10%), • class tests (10%), • assignments (20%), • group work (10%), • assessment portfolio (50%) made up of portfolio tasks: campus-based peer teaching tasks (10%), designing of resources (15%), analysis and reflection of case studies (10%) and designing of lesson plans (15%).

DP Requirement: A minimum attendance of 75% is required at lectures and tutorials.

Mathematics Teaching FET 602
EDMA608 (25L-14T-0P-0S-80H-10R-0F-0G-31A-15W-16C)

Aim: The module is intended for pre-service SP Phase Mathematics teachers to further develop students with respect to the skills, attitude and knowledge required to teach Mathematics in the Senior phase. The purpose is to further develop knowledge about teaching and learning Mathematics in the Senior phase; further develop specialist teaching skills and competencies and further develop practical skills for teaching Mathematics.

Content: The module will cover the following content: •The nature of Mathematics and Mathematical thinking •Applying specialist pedagogic content knowledge with respect to mathematical concepts in the Mathematics SP national curriculum with reference to current school topics. A selection of topics from the following content areas Numbers, Operations and Relationships; Patterns, Functions and Algebra; Space and Shape (Geometry); Measurement; and Data Handling will be discussed. •Designing successful tasks and assessments in Mathematics SP as per the national curriculum requirements •Reflecting on and extending ideas revolving around situational learning •Learner misconceptions within the context of Mathematics SP teaching in Africa

Assessment: A continuous assessment class mark made up of research projects (15%), class tests (10%), assignments (10%) and portfolio tasks (15%): (50%) Examination (50%)

DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% at lectures and tutorials is required.

M Thesis: Mathematics Education CY
EDMA8CY (0L-0T-0P-0S-1920H-0R-0F-0G-0A-0W-192C)

Sociology of Mathematics Education
EDME814 E2 PE (28L-11T-0P-7S-60H-3R-10F-21G-40A-0W-18C)

Aim: To further the students' understanding of how social, cultural and political values and institutions, as well as individual experiences affect mathematics education and its outcomes. The students should come to a deeper comprehension of the role of mathematics education in socialization and social reproduction. They will engage with issues of structure and agency in relation to mathematics education, and be able to apply this in contextualized analysis of cases. In particular, they will come to an understanding of relations of power that regulate within mathematics and mathematics education practices and between these and other practices.
Content: • The reproduction of social class through mathematics education
• The recontextualisation of practices in South African school mathematics and mathematics literacy and the impact on epistemological access to mathematical practices
• Discourses of mathematics and mathematics education and their structuring as it links to relations of power
• The role of pedagogy in transformation of knowledge and its effects
• The role of assessment in reproduction and appropriation of mathematical practices.

Assessment: Tasks 40%, Presentation of selected content 10%, Basic summative task: Test of comprehensive of basic theoretical concepts from the module, together with one small application task – written and/or oral presentation 25%, Advanced summative task: Analysis of real data using the theories from the module – written and/or oral presentation 25%.

DP Requirement: Completion of all assessment tasks, 75% attendance at all lectures and a minimum of 50% in the continuous assessment mark.

School Effectiveness & School Improvement
EDMN707 EC PC
Aim: To introduce the key issues and theories on school effectiveness and improvement. To encourage students to reflect on their own context in the light of this theory with a view to improved practice.

Content: School effectiveness and improvement concepts and related theories; organisational culture for school effectiveness and improvement; Leadership for school effectiveness; Managing frameworks for teaching and learning; Planning quality; managing resources and finances; Planning for school development.

Assessment: Formal: a major assignment, formal student presentation/seminar and/or written examination and/or an equivalent (60%). Continuous: a portfolio, reflective journalling, and/or smaller written tasks and/or an equivalent (40%).

DP Requirement: A minimum of 75% attendance at contact sessions and submission of all assessment tasks.

Managing People in Education
EDMN708 EC PC
Aim: To introduce frameworks of key areas related to the management of people in education; to explore the theoretical and ethical issues underpinning the management of people in education; and to link theory and the practice of managing people to one's own contexts.

Content: The meaning of human resource management in the context of education organisations; recruitment; selection; induction and mentoring; appraisal; staff development; motivation; conflict management; communication; delegation.

Assessment: Formal: a major assignment, formal student presentation/seminar and/or written examination and/or an equivalent (60%). Continuous: a portfolio, reflective journalling, and/or smaller written tasks and/or an equivalent (40%).

DP Requirement: A minimum of 75% attendance at contact sessions and submission of all assessment tasks.

Management of HIV/AIDS & Reproductive Health
EDMN710 EC PC
Prerequisite Requirement: Initial B.Ed or equivalent, experience in education management

Aim: To equip education managers and potential education managers with knowledge and skills to function as resource persons in schools and to manage all HIV/AIDS-related issues in education.

Content: HIV/AIDS dynamics in education; reproductive health; Theories and approaches; Social issues, Gender and HIV/AIDS; Education-related policies on HIV/AIDS; Basic facilitation and counselling skills.

Assessment: Tutorials (25%) Assignments and projects (50%) Open book tests and case studies (25%).

DP Requirement: 75% attendance during contact sessions.

Intro to Educ Leadership & Management
EDMN712 EC PC
Aim: To introduce students to the concepts and theories of leadership, management, organisations and learning organisations with a view to developing students' capacity to participate as change agents in the process of developing schools into learning organisations.

Content: Concepts, theories and styles of leadership, management, organisations and learning organisations with a view to developing students' capacity to participate as change agents in the process of developing schools into learning organisations.

Assessment: Formal: a major assignment, formal student presentation/seminar and/or written examination and/or an equivalent (60%). Continuous: a portfolio, reflective journalling, and/or smaller written tasks and/or an equivalent (40%).

DP Requirement: A minimum of 75% attendance at contact sessions and submission of all assessment tasks.
Leading Prof in Learning Communities
EDMN814 EC PC (30L-0T-0P-30S-208H-0R-0F-0G-52A-0W-32C)
Prerequisite Requirement: Theoretical and Methodological Approaches to Educational Leadership, Management and Policy
Aim: The module seeks to critically examine theory, research and practice in relation to the leadership of human resources within professional learning communities, and to explore leadership within a constantly changing educational context.
Content: The module exposes students to critical engagements with theories and perspectives on educational change, leadership for organizational learning and organizational cultures within communities of practice.
Assessment: The module has three assessment tasks comprising a minor assignment of 1500 words and weighted at 20%; seminar presentations of 30% weighing and a major assignments of 5000 words weighted at 50%.
DP Requirement: A minimum of 75% attendance at contact sessions, completion and submission of all assessment tasks.

Science Toolbox
EDNS111 E1 (39L-0T-56P-0S-17H-15R-0F-0G-33A-15W-16C)
Aim: The aim of this module is to enable student teachers to develop the skills required to engage meaningfully in the study of the natural sciences in the senior phase. In particular it will provide students with the necessary cognitive and conceptual tools, and practical competences for studying the discipline, and enable students to develop the competence to apply concepts and principles in relevant contexts.
Content: • Reading scientific texts • Meaning-making strategies- summaries, concept maps, flow diagrams • The use of the microscope • The cell as the basic unit of life • Process skills • The geologic timescale and its importance in understanding evolution • Evolution as the unifying theme in Biology • Principles of classification- Biology • Periodic Table- Atoms,elements, compounds and mixtures • Mathematical skills • Light • Measurement • Problem-solving
Practicals: At least 60% of the course will consist of practical work
Assessment: • Tests = 25% • Practical activities, tasks= 25% • Practical examination = 50%. A sub-minimum of 40% in the practical examination is required to pass the course
DP Requirement: At least 75% attendance and 40% course work.

Foundation Concepts in Physical Sciences
EDNS112 E2 (39L-20T-33P-0S-32H-20R-0F-0G-16A-15W-16C)
Aim: The aim of this module is to familiarise students with foundational concepts in physics and chemistry. This module will equip students with knowledge and specific skills to enable them to teach relevant topics in Natural Science in the Senior Phase. It will enable students to develop the competence to apply concepts and principles in relevant contexts.
Content: • Forces • Energy sources, energy flow and energy transformations • Basic electrostatics • Particle theory of matter • Atomic structure • Chemical bonding and reactions
Practicals: Practical sessions as required
Assessment: Tests = 25% Assignments, practical work and other additional tasks = 25% Examination = 50%
DP Requirement: A minimum attendance of 75% for all practical activities and a minimum of 40% course mark.

Natural Science Method 2
EDNS202 EC (15L-10T-10P-10S-20H-5R-0F-0G-10A-11W-8C)
Aim: The purpose of this module is to prepare students to successfully teach the Natural Science Learning Area in the Intermediate (Grades 4,5,6) and Senior Phases (Grades 7,8,9).
Content: Topics covered in the module are: Learning Theories applicable to the teaching and learning of science, Practical Work and Investigations, Demonstrations, Improvisations, Laboratory Safety, Problem Solving, Concept Mapping, Indigenous Knowledge Systems and Western Science, Environmental Education.
Assessment: 50 % examination + 50 % coursework.
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

LAS Natural Sc & Tech Ed
EDNS310 EC (48L-4T-16P-0S-68H-18R-0F-0G-6A-13W-16C)
Aim: To introduce students to key concepts and skills in the disciplines of Natural Science and Technology, with a view to teaching these disciplines as part of the Foundation Phase Life Skills programme.
Content: Relationships between people and animals with regard to feeding and diseases; Food technology and requirements of people; How people and animals respond to their environment; Basic principles of ecology; Importance of soil and water; Basic sexual and asexual reproduction; energy sources and transfer; Daily and seasonal changes; Properties of materials; Classification of materials.

Practicals: Twelve

Assessment: Course work 50%; Examination 50%. A sub-minimum of 40% is required in the examination component of the final module mark.

DP Requirement: As per faculty rules.

Natural Sciences Teaching 601
EDNS601 E1 P1

Aim: The main aim of this module is to introduce students who wish to specialise in Natural Sciences teaching in the Senior Phase (grades 7 – 9) to the knowledge, skills, values and attitudes required to teach Natural Sciences within the national school curriculum framework. To develop competence in teaching of Natural Science in the Senior phase.

Content: The module will cover the following content: Teaching and learning Natural Sciences • Using an inquiry strategies for Natural Sciences • Communication and language in Natural Sciences classroom contexts • Identifying and managing barriers to learning Natural Sciences • Practical learning through micro-teaching, lesson observations and lesson transcripts • Learning about diverse school and Natural Sciences classroom contexts • Identifying and managing barriers to learning Natural Sciences • Current issues and debates in Science in society • Career choices and professional progression as a Science teacher • Campus based peer teaching, peer observation and reflection

Practicals: A number of practical investigations based on the school curriculum are required for this module and will be carried out in the laboratory.

Assessment: Formative assessment with: Tests (20%) Group assignments (10%) Individual Assignments (40%) Individual Projects (30%)

DP Requirement: A minimum attendance of 75% at lectures, tutorials and practical Science sessions

Natural Sciences Teaching 602
EDNS602 E2 P2

Aim: The main aim of this module is to introduce students who wish to specialise in Natural Sciences teaching in the Senior Phase (grades 7 – 9) to the knowledge, skills, values and attitudes required to teach Natural Sciences within the national school curriculum framework. To develop competence in teaching of Natural Science in the Senior phase.

Content: The module will cover the following content: Designing higher order questions in Natural Sciences • Assessment in Natural Sciences • The Nature of Science and Natural Sciences Education • Communication and language in Natural Sciences classroom • Professional ethics for Natural Sciences teachers • Management and safety in the Natural Sciences Laboratory • Advanced planning and instruction strategies for Natural Sciences • Practical learning through micro-teaching, lesson observations and lesson transcripts • Learning about diverse school and Natural Sciences classroom contexts • Identifying and managing barriers to learning Natural Sciences

Practicals: A number of practical investigations based on the school curriculum are required for this module.

Assessment: Formative assessment with: Tests and group tasks (10%) Individual Assignments (30%) Projects (20%) Portfolio of work (40%)

DP Requirement: A minimum attendance of 75% at lectures, tutorials and practicals

Music Teaching 601
EDPD601 E1 P1

Aim: The main purpose of this module is for student teachers to engage critically with pedagogical knowledge, skills and values related to the teaching and learning of Music in the FET phase (grades 10 – 12) in the national schools’ curriculum. To introduce students to the schools’ curriculum, pedagogy and assessment as it relates to teaching Music. To prepare students to be able to teach Music competently in the FET phase.

Content: • The role of music in the education of a child • The Music FET curriculum and assessment policy documents • Designing lesson plans and resource material for teaching Music • Strategies for teaching Music theory and practicals • Assessment in Music for the FET phase • Introduction to teaching and learning of a musical instrument (e.g. recorder) and sight reading • Classroom management skills for effective Music pedagogy • Use of technology and resources for successful Music teaching • Campus-based teaching, peer observation and reflection

Practicals: Musical instrument playing (recorder) in the music room.
Assessment: Continuous assessment: Assignments = 20% Project = 20% Presentations = 20% Portfolio = 40%

DP Requirement: A minimum of 75% class attendance in practical presentations and tutorials is required.

Music Teaching 602
EDPD602 E2 P2

Aim: The main purpose of this module is for student teachers to engage critically with pedagogical knowledge, skills and values related to the teaching and learning of Music in the FET phase (grades 10 – 12) in the national schools’ curriculum. To introduce students to the schools’ curriculum, pedagogy and assessment as it relates to teaching of Music. To develop students understanding of the relationship of Music to the broader educational context. To prepare students to be able to teach the Music competently in the FET phase.

Content: •FET Music curriculum and assessment policy documents •Multicultural Music education and challenges in an African context •The significance and role of traditional African Music in education in an African context •Planning lessons and assessment strategies for Music theory and practicals •Designing and presenting lesson plans to teach Music •Designing and using technology and resources in Music for the FET phase •Research on current issues in Music Education •Introduction to Philosophy and Psychology of Music education •Methods and approaches to the Music curriculum by e.g. Carl Off, Suzuki, Dalcroze, etc. •Classroom management strategies •Theoretical knowledge, skills and attitudes relating to basic recorder teaching and learning

Practicals: Musical instrument playing such as recorder in the music room.

Assessment: Assignments = 20% Practical test = 10% Presentations = 20% Examination = 50%

DP Requirement: •A minimum achievement of 40% in year mark (continuous assessment) assessment tasks •Class attendance of 75% in practical presentations and tutorials

Visual Arts Teaching 601
EDPD614 E1 P1

Aim: The main purpose of this module is for student teachers to engage critically with pedagogical knowledge, skills and values related to the teaching and learning of Visual Arts in the FET phase (grades 10 – 12) in the national school curriculum. To introduce students to the school curriculum, pedagogy and assessment as it relates to teaching of Visual Arts. To prepare students to be able to teach the main components of Visual Arts competently in the FET phase.

Content: •The role of Visual Art/Artist in education and society •The relevance of Visual Arts Education in the school curriculum •Visual Arts education and the media •Visual Arts aesthetics in South Africa •Visual Arts FET curriculum and assessment policy documents •Strategies for teaching Visual Arts theory and practicals •Assessment in Visual Arts •Lesson planning and resources for teaching Visual Arts •Campus-based peer teaching, peer observation and reflection •Classroom management for successful Visual Arts teaching

Assessment: Continuous Assessment: Assignments = 20% Projects = 20% Presentations = 20% Portfolio = 40%

DP Requirement: A minimum achievement of 75% class attendance in presentations

Visual Arts Teaching 602
EDPD615 E2 P2

Aim: The main purpose of this module is for student teachers to engage critically with pedagogical knowledge, skills and values related to the teaching and learning of Visual Arts in the FET phase (grades 10 – 12) in the national school curriculum. To introduce students to the school curriculum, pedagogy and assessment as it relates to teaching of Visual Arts. To develop students understanding of the relationship of Visual Arts to other subjects in the broader educational context. To prepare students to be able to teach the main components of Teaching Arts competently in the FET phase.

Content: •The Visual Artist in the 21st century: Progress and Prospects •South African Education Policy and Visual Arts education •Text to Context: Representations in Visual Arts education •Youth Culture and appreciation in relation to Visual Arts context •Research on current issues in Visual Arts education •Appreciation and significance of Visual Arts in relation to culture •Strategies for teaching Visual Arts theory and practicals •Assessment in Visual Arts •Classroom management skills for teaching Visual Arts •Lesson planning and resources for teaching Visual Arts •Campus-based peer teaching, peer observation and reflection

Assessment: Assignments = 20% Projects = 20% Presentations = 10% Examination = 50%

DP Requirement: A minimum achievement of 40% on year mark (continuous assessment) assessment tasks and minimum achievement of 75% class attendance in presentations.
Aim: To develop knowledge and skills for reflecting critically on assessment issues in general and on your own practice in particular. Demonstrate an understanding of social and psychological issues in assessment. Plan and justify action towards an outcomes-based classroom assessment.


Assessment: Coursework and examination.

DP Requirement: Submission of all assessment tasks.

Personal & Professional Identity in Teaching
EDPD705 EC PC
(16L-8T-0P-8S-128H-0R-0F-0G-0A-13W-16C)

Aim: To offer a discursive space for developing a critical reading of what it means to be ‘a teacher’ and ‘a professional’. It explores how teachers negotiate their personal and professional identities within a range of contextual/social realities. The focus of the module is on linking the personal, social and professional towards reconstructing/re-inventing ourselves as teachers and professionals.

Content: Teacher professional knowledge, domains of teacher professional knowledge (global/locale e.g. debates around globalisation and its impact on teacher identity and teachers’ work); policy imaging – SACE, RNCS, Norms and Standards; identity theories – personal, social, professional; gender and teacher education (Who are the teachers? Teaching as a feminised profession); Narratives, auto/biography and teachers’ lives; teacher thinking, teacher knowing.

Assessment: Two written and One Oral presentation (Auto/Biographical essay, academic essay e.g. literature review.

DP Requirement: As per faculty rules.

Teachers for the 21st Century
EDPD706 EC
(15L-8T-0P-8S-129H-0R-0F-0G-0A-13W-16C)

Aim: To develop in existing teachers a better understanding of the recent changes education in South Africa has undergone, and how these impact on managing, supporting and making personal sense of teaching, learning and assessment.

Content: Policies and Principles of education For All, Quality Education, Inclusive Education and Teaching For diversity; the Impact of HIV, poverty, socio-economic factors, political violence and instability, learner diversity, multi-cultural education, large classes, corporal punishment, etc on learning, teaching and assessment; Re-skilling and upgrading teachers, quality provisioning, learnerships, NPDE, ACE, etc; School Management, IQMS, Teacher Development Teams, Institution-Based Support Teams, Unionising teachers, teacher migration, etc.

Assessment: Oral presentations and participation in group discussions and debates –Written tasks – Formal Assignment.

DP Requirement: As per faculty rules.

Teacher Education & Professional Development
EDPD707
(15L-6T-0P-4S-135H-0R-0F-0G-0A-13W-16C)

Aim: To provide a theoretical understanding of conceptions of teacher education and teacher professional development. It provides a philosophical context for debating issues on teacher education and teacher professional development, historical and comparative (comparative) perspective and practices on teacher education and teacher professional development.

Content: Theoretical perspectives/models on teacher education and teacher professional development; philosophical debates exploring notions of teacher education and teacher professional development; critical engagement of sites and contexts framing teacher education and teacher professional development globally; trends and practices (historical) in teacher education and professional development globally; teacher education and teacher professional development in South Africa.

Assessment: Concept papers through literature review, Oral presentation (e.g. poster presentation, concept maps, etc.), Student participation (which includes self, peer and lecturer assessment), On site task.

DP Requirement: As per faculty rules.

Researching Teacher Development
EDPD808 E2 P2
(40L-0T-0P-15S-170H-0R-0F-5G-90A-13W-32C)

Prerequisite Requirement: Conceptualising teacher development
Aim: To expose students to the research and research agendas within teacher development. Current issues impacting on teachers and education, methodologies, methods and research literacy will be the primary focus of this module to develop in students the knowledge, skills and values of educational research in the area of teacher development and teacher studies.

Content: Research in the areas of teacher knowledge, teacher learning, teacher work and teacher identity • Current issues in teacher development and education, nationally and internationally • Research foci within the domain of current issues in teacher development and education, nationally and internationally • Research methods and methodologies informing the research agendas within teacher development, nationally and internationally • Research ethics.

Assessment: The assessment for this module is based on 100% continuous formative assessment methods.

DP Requirement: Attendance of 75% of contact sessions and submission of all assessment tasks.

Chemical Reactions
EDPS111 E2

Aim: The aim of this module is to familiarise students with the chemistry content of solution chemistry of salts, electrochemistry, main group elements, organic chemistry. This module will equip students with subject knowledge, theory and specific skills to enable them to teach relevant topics in Physical Sciences in the FET phase of schooling, and enable them to develop the competence to apply concepts and principles in relevant contexts.

Content: • Solution chemistry of salts • Inorganic – electrochemistry • Main group elements (groups 4, 5, 6, 7 – sulfur, phosphorus, nitrogen, oxygen & halogens) • Organic chemistry

Practicals: Practical sessions as required
Assessment: Test (25%) Assignments/Practicals (25%) Examination (50%)

DP Requirement: A minimum attendance of 75% for all practical activities and lectures and a minimum of 40% course mark
DP Requirement: At least 80% attendance at all lectures, practicals, seminars and tutorials. Submission of all work as required by the module co-coordinator, by the stipulated date. At least 40% in the coursework component of the module.

Numeracy in the early years
EDPY110 E1  (39L-0T-0P-0S-80H-10R-0F-0G-31A-15W-16C)
Aim: • To provide students with the ability to apply Mathematical knowledge that relates to basic introductory understanding of teaching Mathematics in the Foundation Phase. • To is provide a sound basis of the educational theories that underpin mathematics teaching in the Foundation Phase and in depth understanding of the mathematics content areas taught in the Foundation Phase. • To equip students with the examination and application of different teaching strategies that pertain to teaching and learning of Mathematics in the FP.
Content: Introduction to theoretical basis of mathematics education that entails the ability to design, implement and assess mathematical learning tasks in the Foundation Phase. The awareness of learners differing needs when learning mathematics and an ability to implement appropriate grouping and differentiation strategies. The application of ECE theories and align that with the practice.
Assessment: Assignments (25%) Test (25%) Examination (50%)
DP Requirement: A minimum year mark of 40% and a minimum attendance of 75% of the module contact time.

Life Skills Learning Area Studies
EDPY300 EC  (0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: To analyse the use of integrated approaches for a lifeskills programme, and the learning areas in the Foundation Phase of Curriculum 2005.
Practicals: Seminar presentations; Video reviews; Individual research; Demonstration lessons.
Assessment: Continuous assessment 50%; Examinations 50%.
DP Requirement: As per faculty rules.

Psychological Assessments in Education
EDPY811 E2  (10L-0T-0P-20S-80H-0R-0F-0G-50A-0W-16C)
Aim: The purpose of the module is to help students develop a critical understanding of psychological assessment by focusing on: Theoretical underpinnings determining assessment strategies. Critically evaluating assessment techniques. Encouraging students to become aware of the challenges within the broad context of educational psychology. Students are expected to have a background in educational psychology and a basic understanding of psychological assessment.
Assessment: Leading a seminar on a specific reading: 10%. Oral presentation (individual or group): 20%, Written submission on a specific area of assessment (individual or group): 20%, Report: 50%.
DP Requirement: Students must attend 75% of seminar sessions, and submit all required assignments. Students must achieve a class mark average of not less than 50%.

Understanding Research
EDRS701 EC PC  (0L-21T-0P-0S-114H-0R-0F-0G-25A-13W-16C)
Aim: To enhance the ability to read research reports with understanding, analyse reports so as to identify assumptions and key features of the research process and evaluate and critique research reports.
Content: Research as a form of knowledge production; Objectivist and Subjectivist conceptions of social reality; key elements in research activity - statement of problem, literature review, research design, data collection, analysis and interpretation; styles of education research; strategies for data collection (including interviews, questionnaires, observation, surveys, etc; sampling, reliability, validity; research ethics.
Assessment: Assessment is based on 50% course work and 50% examination.
DP Requirement: Submission of all work, as required by the module coordinator, by the stipulated due date.
Research Discourses and Methodology
EDRS821 E1 P1 (30L-0T-0P-0S-90H-0R-0F-0G-40A-13W-16C)
**Aim:** To develop in students a critical research literacy and proficiency in the language and practice of educational research. The module further aims to develop students' understanding of a range of research designs, methodologies, methods of data production with a view to making appropriate selection decisions of research design.

**Content:** Research, discourses and education. Research traditions and paradigms, including positivist, interpretivist, critical and post-modernist. Key concepts: Ontology, epistemology, methodology, methods, ethics, axiology. Qualitative approaches – Discourses related to methods and various research designs. Quantitative approaches - Discourses related to methods and various research designs. Mixed methods approaches - Discourses related to methods and various research designs. The researcher, participant and the power relations in education research. Ethical research in education. Focus on a range of research methodologies and how they are used in educational research.

**Assessment:** This module will be assessed on a continuous assessment basis. The continuous assessment tasks will include a minimum of two written assignments.

**DP Requirement:** 75% attendance and submission of all assessment tasks.

Electronics and Electricity
EDSE131 E2 (39L-0T-20P-0S-40H-20R-0F-0G-41A-15W-16C)
**Aim:** The main aim is to introduce students to basic electronics and industrial systems, with respect to industrial automation by developing students' knowledge, skills and understanding of basic electrical systems, mechanical systems, electronics, hydraulics, pneumatics, gas and arc welding, fabrication and its application to industry.

**Content:** • Introduction to Electronics and Electricity – application in schools and industry • Principles of blueprint reading • Introduction to Industrial systems • Application of Systems • Control & Automation • Fabrication, manufacturing and machining • Manufacturing Systems • Metal Forming And Sheet Metalworking • Material removal processes • Special Processing And Assembly Technologies

**Practicals:** Practical work and fieldwork as required by the content.

**Assessment:** Tasks/projects 40% Assignments 10% Tests 10% Examination 40%

**DP Requirement:** Attendance at 80 % for practicals, tutorials and seminars and at least 40% in the coursework component of this module.

Science and Technology in Society
EDSE806 E2 (40L-10T-0P-0S-60H-0R-10F-0G-40A-0W-16C)
**Aim:** This module is for students to develop an understanding of the approach used and the skills required to critique, develop and research Science and Technology in Society phenomena.

**Content:** Historical development of the STS approach; STS in different contexts; Critique of the STS approach; STS approach and the South African curriculum; Research within the field of STS.

**Assessment:** Tasks – 15%; Assignments, including a research project – 75% and Presentations – 10%.

**DP Requirement:** 75% attendance and submission of all assessment tasks.

Specialist Studies in Learning Science & Tech
EDSE810 E2 (20L-10T-0P-10S-50H-20R-0F-5G-40A-0W-16C)
**Aim:** To develop a teacher’s subject content knowledge as well as pedagogic content knowledge. The module therefore has a professional development focus with a research component linked to a particular topic. Students will be expected to develop in depth knowledge of an aspect of their discipline as well as research the pedagogy associated with the topic.

**Content:** Content of a topic in the discipline. Reflection on learning of the topic in the light of current theories of learning. Research on alternative conceptions and other difficulties in learning the topic. Pedagogic content knowledge of the topic. Development of learning Programme on the topic.

**Assessment:** Written and oral presentations, participation in discussions and workshops, through assignments. Open book assignment or tests of mastery of the content knowledge and pedagogical content knowledge in the chosen specialist topic (25%); Portfolio of work including review of literature, reflections on learning, concept maps of content area, frameworks of pedagogical content knowledge, etc. or Development of a teaching guide for use on professional development workshops (75%).

**DP Requirement:** 75% attendance and submission of all assessment tasks.
Diversity and Learning
EDSJ101 EC (24L-24T-0P-0S-112H-0R-0F-0G-0A-13W-16C)

**Aim:** To develop an understanding of how the diversity of social groups are caught up in relations of inequality, and how these impact on learning and education. To develop a sense of agency in working for equity within education and the broader society.

**Assessment:** Assignments (60%); examination (40%).

**DP Requirement:** Attendance in at least 80% of classes and submission of all written tasks.

Disability and Inclusion
EDSJ803 EC PC (24L-24T-0P-0S-152H-0R-0F-0G-0A-0W-20C)

**Aim:** To provide students with insight into the politics of disability, including the various discourses debated in current literature. The course will move beyond the welfare model to a social justice model which recognises the multiple voice of people with disabilities.

**Content:** Students will engage in critical reflection on issues of representation of disability and its articulation with gender, sexuality, race, class and other categories of social difference. The complexities faced by school administrators, teachers and parents in creating educational systems that guarantee equality of opportunity and full participation will be explored.

**Assessment:** Continuous assessment in the form of oral presentation and class participation (10%); annotated bibliographies (10%); article critique (20%) and case study research project (60%).

**DP Requirement:** As per faculty rules.

Inclusive Education: Theory and practice
EDSJ809 EC PC (24L-24T-0P-0S-152H-0R-0F-0G-0A-13W-20C)

**Aim:** To provide students with a theoretical background on inclusive education. Special attention is paid to the history, philosophy and current issues being debated in developing and developed countries. An analysis is made of policy and legislation both internationally and in South Africa.

**Content:** Discourses on disability; disability – a social construction; gender and disability; policy development internationally and locally; initiatives in developing countries.

**Assessment:** Two assignments or equivalent.

**DP Requirement:** As per faculty rules.

Social Foundations, Social Justice & Educ
EDSJ813 EC PC (24L-24T-0P-0S-152H-0R-0F-0G-0A-0W-20C)

**Aim:** To extend the principles and practices of social justice and transformation to the arena of education through socio-political critique.

**Assessment:** Written assignments.

**DP Requirement:** Attendance in at least 80% of classes and submission of all written tasks.

Theo & Meth Found of SJE
EDSJ834 EC PC (20L-0T-0P-40S-140H-20R-0F-0G-100A-13W-32C)

**Aim:** This module offers students an opportunity to explore and examine bodies of knowledge, research and practice that inform social justice and education. Participants engage with conceptual and theoretical frameworks in social justice and education for understanding inequality, injustices and social oppression. Framed within a social justice framework, it extends students' understandings of sociological perspectives on social justice, citizenship, social inequalities, social inclusion and exclusion.

**Content:** Social Justice and Education theories such as sociological perspectives on social construction and social inequality in education, critical theories, critical pedagogy as related to equity, education and schooling, and research and praxis in educational research.

**Assessment:** Two minor assignments (Including presentations and portfolios) (40%) and two major assignments (60%).

**DP Requirement:** 75% attendance and completion of all module assessment.

Assessment in Science and Mathematics Educati
EDSM704 EC (20L-14T-0P-0S-140H-0R-0F-0G-2A-13W-16C)

**Aim:** Introduces educators to assessment models and issues in mathematics and science education, with emphasis on reflecting on current practice and developing new forms of assessment appropriate to our curricula.
Content: Models of assessment; assessment in OBE; standards and examinations; basic educational statistics.
Assessment: Assessment portfolio equivalent to 4000 word essay.
DP Requirement: As per faculty rules.

Sports Science for Educators Method 2
EDSP301 EC (10L-10T-10P-0S-40H-0R-0F-0G-10A-12W-8C)
Aim: To develop the student's pedagogic content knowledge for the teaching of movement in Sport.
Content: Overview of different movement sections of physical education learning outcome. Theoretical background of physical activity and movement, equipment and facilities including improvisation of equipment. Organisation and administration of classroom practice. Safety issues in the physical education classroom. Games, sport, recreation and outdoor activities and physical fitness. Planning for physical education within life orientation including learning programmes, work schedule and lesson plan.
Practicals: 10
Assessment: Tests, assignments and practicals 100%.
DP Requirement: As per faculty rules.

Sports Science for Educators Method 3
EDSP401 EC (10L-10T-10P-0S-40H-0R-0F-0G-10A-12W-8C)
Aim: To provide students with knowledge and understanding of effective teaching and learning in movement education; ethical and moral issues in education; developing creativity in the teaching and learning environment and applying this knowledge in the school environment.
Content: Effective teaching in physical education, creating conditions for effective teaching in movement education; ethics and morality in movement education and creativity in lesson planning and presentations.
Practicals: 10
Assessment: Tests, assignments and practicals 100%.
DP Requirement: As per faculty rules.

Sports Science for Educators 410
EDSP410 EC (20L-0T-25P-0S-105H-0R-0F-0G-10A-12W-16C)
Aim: To provide students with understanding and knowledge of research in sport; environmental aspects influencing exercise and training and community recreation; practical and theoretical aspects of various movement activities; and, to assist students apply this understanding in developing and presenting programmes.
Content: Research Methodology; and environmental aspects influencing exercise, training and community recreation; water activities, games and recreation.
Practicals: 25
Assessment: Tests, assignments and practicals 60%; Examination 40%.
DP Requirement: As per faculty rules.

Sports Science for Educators 420
EDSP420 EC (20L-0T-25P-0S-105H-0R-0F-0G-10A-12W-16C)
Aim: To provide students with understanding and knowledge of biomechanical aspects of sport; sport psychology; practical and theoretical aspects of various movement activities and, to assist students apply this understanding in developing and presenting programmes.
Content: Sport psychology; biomechanical aspects of sport and games.
Practicals: 25
Assessment: Tests, assignments and practicals 60%; Examination 40%.
DP Requirement: As per faculty rules.

Social Sciences Teaching 601
EDSS601 E1 P1 (25L-14T-0P-0S-70H-10R-0F-0G-41A-15W-16C)
Aim: The main aim of this module is to prepare Social Science student teachers in the Senior Phase (Grades 7 – 9) to become competent in Social Studies teaching as part of their initial teaching qualification; to introduce students to the skills, attitudes and knowledge in teaching Social Science in an integrated manner; to introduce students; to Social Science curriculum documents, assessment and pedagogy as it relates to teaching. The student teachers will, furthermore be assisted in developing and presenting lessons based on their individual teaching styles and philosophies.
Content: • Introduction to Social Science component of the National Curriculum document and its application • Assessment and Social Science • Strategies to teach Social Science • Stratagems of integrating History into Geography and vice versa • Effective classroom management • Lesson planning and resources for teaching Social Science • Use of resources for a successful Social Science lesson • Fundamentals of Social Science • Knowledge of subject teaching

Assessment: Formative Assessment – In-class assessment (30%); Assignments (20%) Summative Assessment – Research essay (50%)

DP Requirement: Students must attend 75% of the tutorials.

Social Sciences Teaching 602
EDSS602 E2 P2

Aim: To prepare Social Science student teachers in the Senior Phase (grades 7 to 9) to become competent in Social Studies teaching as part of their initial teaching qualification; to equip students with requisite pedagogical knowledge, skills and values related to the teaching and learning of Social Science; to select, construct and identify sources and strategies to teach the Social Science curriculum in an integrated manner. Students will develop research skills in Social Science Education. The student teachers will, furthermore develop and present lessons based on their individual teaching styles and philosophies.

Content: • Social Science (Geography and History) as a subject discourse within the national school curriculum documents • Engaging with textbooks and other sources in teaching the Social Science (Geography and History) school curriculum in an integrated manner • Designing lesson plans and resources for teaching Social Science in a way that integrates Geography and History. • Positive class management strategies and practices for a successful Social Science lesson • Theories and practices in creative teaching in Social Science • Campus-based peer teaching, peer observation and reflection focusing on topics relating to the Social Science curriculum • Reflections on case studies within the context of Social Science teaching focusing on Africa and the world

Assessment: Formative Assessment – In-class assessment (30%), Assignments (20%) Summative Assessment – Teaching and Learning portfolio (50%)

DP Requirement: Students must attend 75% of the tutorials.

Technology Teaching 601
EDTE601 E1 P1

Aim: The main aim of this module is to introduce and engage students who wish to specialise in Technology teaching in the Senior Phase (grades 7 – 9) to the nature and history of Technology education, principles of the national curriculum document in terms of knowledge, skills, values and attitudes required to teach and assess Technology. To develop competence in teaching Technology in the Senior Phase.

Content: • Teaching and learning Technology • Principles of the National Curriculum Documents for Technology teaching and assessment • The nature and history of Technology and Technology Education • Campus-based practical learning through peer teaching, peer observation and reflection • Basic planning of learning programme • Assessing Technology in the following areas: Technological process, Graphical communication, Structures • Analysis and reflection on case studies within Technology Education • Learning about diverse school and Technology classroom context • Management and safety in the Technology classroom/workshop • Campus-based peer teaching, peer observation and reflection.

Practicals: A number of practical investigations and projects based on the school curriculum are required for this module in the Technology laboratories.

Assessment: Formative assessment with: Tests (20%) Group assignments (10%) Individual Assignment(40%) Individual Projects (30%)

DP Requirement: A minimum attendance of 75% at lectures, tutorials and practicals

Technology Teaching 602
EDTE602 E2 P2

Aim: The main aim of this module is to introduce and engage students who wish to specialise in Technology teaching in the Senior Phase (grades 7 – 9) with the knowledge, skills, values and attitudes required to teach Technology within the national school curriculum. To develop competence in teaching Technology in the Senior Phase.

Content: • Management and safety in the Technology classroom/workshop • Practical work, investigations and projects • Problem solving • Communication, language and models • Assessment and Planning and instruction strategies • Technology to develop a program of learning involving the following areas: Properties of materials, Processing of materials, Systems and control: mechanical systems; electric and electronic systems; pneumatic and hydraulic systems • Research on Technology Education – areas of need • Resources and support groups for Technology • Campus-based
practical learning through micro-teaching, lesson observations and lesson transcripts • Learning about diverse school and classroom contexts

**Practicals:** A number of practical investigations and projects based on the school curriculum are required for this module in our technology laboratories.

**Assessment:** Tests and group tasks (10%) Individual Assignments (30%) Projects (20%) Portfolio of work (40%)

**DP Requirement:** A minimum attendance of 75% at lectures, practicals and tutorials.

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**Curriculum Devel in Technology Education**

EDTE701 EC  
(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

**Aim:** This module provides students with a critical understanding of the principles and debates which characterise the inclusion of Technology in the South African curriculum - and its increasing inclusion in the general education curricula of other countries. This entails a critical review of historical developments in this field; the relationship between Technology Education, Technical Education and Science Education; the vocational / academic debate; and the nature of Technology Education curricula in selected countries.

**Content:** Technology education and the aims of education; curriculum policy related to technology education in selected countries; issues and debates related to the place of technology education in the curriculum; curriculum 2005-interpreting the Revised National Curriculum Statements.

**Assessment:** Continuous assessment 60%; Seminar 40%.

**DP Requirement:** As per faculty rules.

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**Indigenous Science and Technology**

EDTE703  
(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

**Aim:** This module provides the space for students to explore issues associated with Indigenous Knowledge Systems, with particular reference to Science and Technology. Furthermore, the module seeks to: introduce students’ to the concept of Indigenous Knowledge System; provide students with insight into selected Indigenous Science and Technologies; broaden students’ understanding of academic perspectives with regard to Indigenous Knowledge System and its relevance to Science and Technology.

**Content:** Evolution of indigenous knowledge systems as a theoretical construct; indigenous science and technology in a changing society; understanding indigenous knowledge system as a specific perspective on indigenous science and technology; the place of indigenous science and technology in the curriculum.

**Assessment:** Continuous assessment 60%; Seminar 40%.

**DP Requirement:** As per faculty rules.

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**Teaching Practice 1**

EDTP121 E1  
(39L-29T-10P-0S-57H-0R-0F-0G-25A-15W-16C)

**Aim:** The aim of the module is to introduce students to the different contexts of teaching in KwaZulu-Natal.

**Content:** • A guided bus tour to two schools through an exploratory framework focusing on context and teaching • Teaching methods – generic • Classroom technologies • Micro teaching

**Practicals:** A bus tour of two selected schools in KwaZulu-Natal

**Assessment:** 100% continuous assessment, presented through a portfolio.

**DP Requirement:** Participation in the bus tour of the two selected schools and minimum attendance of 75% of the module contact time.

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**Teaching Practice 220**

EDTP220 EC  
(0L-0T-0P-0S-0H-0R-0F-0G-80A-4W-8C)

**Prerequisite Requirement:** Teaching practice 120

**Aim:** To develop students’ ability through teaching practice.

**Content:** Supervised teaching practice by teachers.

**Assessment:** Preparation of records; lesson performances, portfolio of evidence. Preparation of portfolio according to instructions with the evidence of teaching, preparation and teaching aids.

**DP Requirement:** Must have credits for TP120.

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**Teaching Practice 420**

EDTP420 EC  
(0L-0T-0P-0S-0H-0R-0F-0G-80A-4W-8C)

**Prerequisite Requirement:** Teaching practice 320
Aim: To develop students’ ability to teach independently.
Content: Independent teaching practice, student teacher to teach continuously. Proof of lessons taught, research.
Assessment: Preparation of records; lesson performances and portfolio of evidence with proof of daily teaching and relevant teaching aids.
DP Requirement: Must have credits for TP120, TP220 and TP320.

School Experience 610
EDTP601 EC PC
(0L-10T-15P-0S-15H-0R-120F-0G-0A-4.5W-16C)
Aim: The main purpose of the module is to educate, train and develop professional educators in a practical context.
Content: The development of teaching skills including observation, communication, questioning, presentation and classroom organization, management and control. The design and construction of audiovisual resources. This is supported through specific skills workshops, practical teaching experience and interaction with teacher-mentor(s) and tutors.
Practicals: At least 4.5 weeks in the classroom and participation in specific skills workshops on campus.
Assessment: By board of examiners comprising teacher-mentors and tutors and portfolio of evidence that will be submitted after TP.
DP Requirement: Attendance at 80% of tutorials and submission of two major assignments.

School Experience 601
EDTP611 E1 P1
(12L-0T-6P-0S-60H-0R-75F-0G-7A-4W-16C)
Aim: The module aims to introduce students, as professionals in training, to teaching in a diverse range of schools. It provides opportunities for development of beginner teacher competence through integrative learning that links theoretical knowledge with workplace (school) practice.
Content: This School Experience module consists of two components: a campus-based component and a school-based component. Campus-based component will expose students to: •Teaching and learning technologies •A variety of schooling contexts, teaching and management styles •Teaching philosophies School-based component will expose students to: •Practice of teaching •Planning and presentation of lessons in respective teaching subject specialisations •Critical analysis of a school as an education organisation •Teaching and learning practices •Reflection upon teaching and learning practices •Assessment practices •School and professional policies related to schooling, teaching, learning and management •Classroom management processes and practices •Developing professional competence informed by the SACE Code of Professional Ethics
Practicals: Placement at a school, in consultation with the Teaching Practice co-ordinator, for a continuous block period for six weeks in the second academic semester (equivalent to 30 teaching days).
Assessment: 100% continuous assessment of teaching practice through summative reports from school mentors and university tutors and submission of a professional portfolio.
DP Requirement: A minimum attendance of 75% in the campus-based component. Attendance during the school-based component in accordance with conditions of service for institution-based educators.

School Experience 602
EDTP612 E2 P2
(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)
Aim: The main aim of this module is to further develop students as professionals-in-training for teaching their respective teaching subject specialisations in a school as a workplace setting. It provides opportunities for development of beginner teacher competence through integrative learning that links theoretical knowledge with workplace (school) practices. In addition, the module intends to develop in a student a teacher professional identity.
Content: School-based component will expose students to: •Teaching practice in a school •Planning and presenting a sequence of coherent lessons in respective teaching subject specialisations •Critical analysis of a school as an education organisation •Engagement in assessment practices •School and professional policies related to schooling, teaching, learning and management •Classroom and school management processes and practices •Developing as a classroom leader •Developing competence in being a professional ethical teacher with full school responsibilities •Developing a teacher identity in relation to personal teaching philosophy
Practicals: Placement at a school, in consultation with the Teaching Practice co-ordinator, for a continuous block period for six weeks in the second academic semester (equivalent to 30 teaching days).
Assessment: 100% continuous assessment of teaching practice through summative reports from school mentors and university tutors and submission of a professional portfolio.
DP Requirement: Attendance during the school-based component in accordance with conditions of service for institution-based educators.

Travel and Tourism Education 210
EDTT210 EC (36L-0T-12P-0S-105H-0R-0F-0G-5A-13W-16C)
Aim: To provide students with an understanding of the nature of travel & tourism and travel & tourism management within the socio-economic and political context of South Africa.
Content: Tourism Theory; Tourism: Know your own country; Hospitality: An introduction; Structures and operations within the tourism industry.
Assessment: Continuous assessment (50%) Examination (50%).
DP Requirement: As per faculty rules.

Travel and Tourism Education 220
EDTT220 EC (36L-0T-12P-0S-105H-0R-0F-0G-5A-13W-16C)
Aim: To provide students with an understanding of the infrastructures related to various forms of transport and range of accommodation facilities and to examine the regulations documentation procedures in travel industry.
Content: Transport systems within the Travel industry and target markets; Range of accommodation; Laws, regulations and procedures related to travel documentation (visas, passports, health certificates); Communications systems.
Assessment: Continuous assessment (50%), Examination (50%).
DP Requirement: As per faculty rules.

Travel and Tourism Education 310
EDTT310 EC (36L-0T-12P-0S-105H-0R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Travel & Tourism 210 /220
Aim: To provide students with an understanding of the: economic, social and geographical factors that impact on tourism; to examine communication in travel and tourism; introduce students to basic marketing principals in tourism.
Content: Tourism : Know your country; Technology and Tourism; Tourism, public relations and the media; Tourism Marketing : An introduction.
Assessment: Continuous assessment (50%) Examination (50%).
DP Requirement: As per faculty rules.

Travel and Tourism Education Method 3
EDTT401 EC (40L-25T-30P-20S-20H-10R-0F-0G-21A-15W-16C)
Prerequisite Requirement: Travel and Tourism Method 2
Aim: Module is aimed at developing teaching skills and pedagogical approaches to teaching tourism. It also aimed at developing assessment skills in tourism.
Content: Marking and feedback in assessment, Recording and Reporting of assessment, Moderation and its processes.
Assessment: Continuous Assessment 100%.
DP Requirement: As per faculty rules.
- syllabus on request.

Tourism Teaching 601
EDTT601 E1 P1 (25L-14T-0P-0S-90H-10R-0F-0G-21A-15W-16C)
Aim: To develop students' integrated and applied knowledge of curriculum, pedagogy and assessment as it relates to teaching the subject Tourism in the Further Education and Training Teaching phase (grades 10 to 12). To develop competence in teaching Tourism in the FET phase.
Content: The content of this module includes: •Teaching and learning theories for teaching Tourism •Planning of lessons and resources for teaching Tourism •Understanding and interpretation of Tourism National Curriculum documents •Issues and trends in Tourism teaching and learning •The selection, sequencing and pacing in Tourism teaching as per National Curriculum documents •Campus-based peer teaching, peer observation and reflections •Issues and debates in Tourism education, learning about context (diversity, inclusivity, socio-economic factors, HIV/Aids) •The use of innovative instructional strategies for teaching Tourism
Assessment: Continuous assessment (100%): research projects (10%), class test (30%), oral presentation (10%), assignments (40%) and group project (10%)
DP Requirement: As per faculty rules.
Tourism Teaching 602
EDTT602 E2 P2

Aim: To develop students' integrated and applied knowledge of curriculum, pedagogy and assessment as it relates to teaching the subject Tourism in the FET phase (grades 10 to 12). To develop competence in teaching Tourism in the FET phase.

Content: The content of this module includes:
- The nature of Tourism in schools
- Developing specialist pedagogic content knowledge in the Further Education and Training Tourism curriculum with reference to current school topics
- Assessment principles and practices in Tourism
- Identifying barriers to learning within the context of Tourism
- Implications of schooling contexts on the Tourism curriculum
- Campus-based peer teaching, peer observation and reflections

Assessment: Continuous Assessment: 50%: test (20%); assignment (20%); oral presentation (10%)
Summative Assessment: examination: 50%

DP Requirement: A minimum achievement of 40% on year mark (continuous assessment) assessment tasks

Travel and Tourism Teaching 401
EDTT604 EC PC

Prerequisite Requirement: Tourism related subjects to second year in first degree.

Aim: To prepare tourism educators at FET level. To be guided in the necessary knowledge and skills to teach tourism in an outcomes based way. Students should produce learning material to assist them.


Assessment: Continuous/ formative is 50%; Examination is 50%.

DP Requirement: As per faculty rules.

Travel and Tourism
EDTT701 EC

Aim: To provide students with an understanding of the nature of travel & tourism and tourism management within the socio-economic, cultural & political context of Southern African and the regional context.

Content: Tourism organisation and development; careers in tourism; transport and accommodation sector; tourist destinations: national and regional; South African History and Culture and Arts.

Assessment: Continuous Assessment (60%); Research project (40%).

DP Requirement: As per faculty rules.

Children's IsiZulu literature & media in Ed.
EDZU130

Aim: To develop in course participants the ability to sensitively read and to critically analyse seemingly 'simple' texts, and to develop critical appreciation of the work of a range of authors of children's isiZulu literature through the examination of works from different historical and socio-cultural backgrounds as well as different literary genres, including media texts.


Assessment: Project Portfolio assignment 10% Assignments (20%) Class test (20%) Examination (50%)

DP Requirement: A minimum semester mark of 40% and a minimum attendance of 75% of the module contact time.

isiZulu (mother tongue) Method 1
EDZU201 EC

Prerequisite Requirement: To run concurrently with EDZU210 or in possession of EDZU210
Corequisite: EDZU210

Aim: To prepare students teachers to meet the challenges of teaching isiZulu (MT). Emphasis will be on understanding the principles of OBE and how they may be applied in isiZulu classroom; understanding and interpreting the learning outcomes; understanding approaches to listening and speaking.
Content: Implementing OBE in the classroom; the teaching of listening—Oral comprehension, note taking, assessment of oral listening skills; the teaching of speaking—formal presentations, sight reading, debating, forum discussions, role plays, small group work, persuasive speaking and assessment of speaking skills.

Assessment: Examination 50% Continuous assessment 50%

DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module - Syllabuses on request

isiZulu (mother tongue) 210
EDZU210 EC
(26L-26T-0P-0S-90H-10R-0F-0G-8A-13W-16C)
Prerequisite Requirement: Matric Zulu HL or 65% FAL
Aim: To provide students with useful language skills for both personal and social development and to ensure that students apply their knowledge successfully and effectively in the classroom with appreciation of the value of their cultural heritage.

Content: Phonetics and phonology I; literary theory; short stories and essays.

Assessment: Continuous assessment 50%; Examinations 50%

DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

isiZulu (mother tongue) 220
EDZU220 EC
(26L-26T-0P-0S-90H-10R-0F-0G-8A-13W-16C)
Prerequisite Requirement: EDZU210
Aim: To provide students with useful language skills for both personal and social development and to ensure that students apply their knowledge successfully and effectively in the classroom with appreciation of the value of their cultural heritage.

Content: Phonetics and Phonology II; novels.

Assessment: Continuous assessment 50%; Examinations 50%

DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

isiZulu (mother tongue) 310
EDZU310 EC
(26L-26T-0P-0S-90H-10R-0F-0G-8A-13W-16C)
Prerequisite Requirement: EDZU210 & EDZU220
Aim: To provide students with useful language skills for both personal and social development and to ensure that students apply their knowledge successfully and effectively in the classroom with appreciation of their cultural heritage.

Content: Morphology; poetry and media.

Assessment: Continuous assessment 50%; Examinations 50%

DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.

isiZulu (mother tongue) 420
EDZU420 EC
(26L-26T-0P-0S-90H-10R-0F-0G-8A-13W-16C)
Prerequisite Requirement: EDZU410
Aim: To provide students with useful language skills for both personal and social development and to ensure that students apply their knowledge successfully and effectively in the classroom with appreciation of the value of their cultural heritage.

Content: Syntax and semantics; traditional poetry; research and report.

Assessment: Continuous assessment 50%; Examinations 50%

DP Requirement: At least 75% attendance at all lectures, practicals, tutorials and seminars. Submission of all work, as required by the module coordinator, by the stipulated due date. At least 40% in the course work component of the module.
IsiZulu Home Language Teaching 601
EDZU601 E1 P1 (25L-14T-0P-0S-75H-10R-0F-0G-36A-15W-16C)
Aim: The aim of this module is to prepare students to teach language skills (listening, speaking, reading, writing and viewing) and presentation skills with a focus on isiZulu as a Home Language in the national school curriculum. The module includes the teaching of various texts (traditional and modern isiZulu literature including novel, short stories, essay, drama and film studies). Emphasis will be on the teaching and assessment of language and presentation skills and applying the relevant principles according to the prevailing school curriculum documents and pedagogy. To develop competent teachers of IsiZulu as a Home Language in both the Senior Phase and FET phase.
Content: •Teaching isiZulu as a Home Language: Understanding and responding to the South African landscape •Becoming a teacher of isiZulu as a Home language •Interrogating documents: National Curriculum Documents and National Education Teacher Framework •Lesson planning and preparation •Micro teaching, peer observation and reflection •Analysis and reflections on case studies within the context of teaching isiZulu in South African classrooms •Language Learning approaches – relevant to SA classrooms •Home language acquisition theories •Theoretical approaches to reading and writing; listening and speaking •Teaching writing and presentation skills in isiZulu language •Using isiZulu texts in teaching the language structure and conventions, and the writing process (brainstorming, multiple drafting, editing and proofreading strategies) •Introducing students to multilingualism in the South African context.
Assessment: Formative assessment with submission of portfolio (50%) Summative assessment: Examination (50%)
DP Requirement: Submission of all assessment tasks and class attendance of 75% of lectures and tutorials.

IsiZulu Home Language Teaching 602
EDZU603 E2 P2 (0L-0T-0P-160H-0R-0F-0G-0A-0W-14T-0P-0S-16C)
Aim: The aim of this module is to further develop and prepare students to teach language skills (listening, speaking, reading, writing and viewing) and presentation skills with a focus on isiZulu as a Home Language in the national school curriculum. The module includes the teaching of various texts (traditional and modern isiZulu literature including novel, short stories, essay, drama and film studies). Emphasis will be on the teaching and assessment of language and presentation skills applying the relevant principles according to the prevailing school curriculum documents, school curriculum and pedagogy. To develop competent teachers of IsiZulu as a Home Language in both the Senior Phase and FET phase.
Content: •Deepening isiZulu discipline knowledge and drawn from Teaching Practice experiences •Micro teaching, peer observation and reflection •Teaching approaches of analytical and interpretation skills of various texts (e.g. drama, poetry, film) •Teaching approaches reading and visual literacy skills in isiZulu language •Using isiZulu texts in teaching the reading process (pre-reading, whilst-reading, post-reading, scaffolding strategies) •Teaching approaches for comprehension •Teaching how to design lesson plans, teaching materials and assessment instruments. •Teaching approaches for isiZulu prose: isiZulu media texts; novels; short stories; essays (using both traditional and modern literature) •Teaching approaches for visual literacy skills (receiving and creating visual texts) •Assessment strategies for language and presentation skills, isiZulu prose and poetry, reading skills and visual literacy.
Assessment: A formative assessment of a submission of a portfolio (50%) Summative assessment: Examination (50%)
DP Requirement: Submission of all assessment tasks and a minimum attendance of 75% at lectures and tutorials

IsiZulu First Additional Language Teaching 601
EDZU609 E1 P1 (25L-14T-0P-0S-75H-10R-0F-0G-36A-15W-16C)
Aim: The aim of this module is to prepare students to teach language skills (listening, speaking, reading, writing and viewing) and presentation skills with a focus on isiZulu as a First Additional Language in the national school curriculum. The module includes the teaching of various texts (novel, short stories, essay, drama and film studies). Emphasis will be on the teaching and assessment of language and presentation skills and applying the relevant principles according to the prevailing school curriculum documents, school curriculum and pedagogy. To develop competent teachers of IsiZulu as a First Additional Language in both the Senior Phase and FET phase.
Content: 12. What is the content of this module? •Micro teaching, peer observation and reflection. •Teaching isiZulu First Additional Language: Understanding and responding to the South African landscape •Becoming a teacher of isiZulu First Additional language •Interrogating documents: National Curriculum Documents National Education Teacher Framework; curriculum and language policy •Lesson planning and preparation •First Additional (Second) Language acquisition theories •Theoretical approaches to reading and writing; listening and speaking. •First Additional (Second) Language Learning approaches that are relevant to SA classrooms •Teaching comprehension skills •Teaching writing and presentation skills in isiZulu language. •Using isiZulu texts in teaching the language structure and conventions, and
the writing process (brainstorming, multiple drafting, editing and proofreading strategies). •Introducing students to multilingualism in the South African context.

**Assessment:** A formative assessment with a submission of a portfolio (50%), Examination (50%)

**DP Requirement:** A submission of all assessment tasks and a minimum attendance of 75% at lectures and tutorials

**IsiZulu Fist Additional Language Teaching 602**

EDZU613 E2 P2

**Aim:** The aim of this module is to further develop students to teach language skills (listening, speaking, reading, writing and viewing) and presentation skills with a focus on isiZulu First Additional Language in the national school curriculum. The module includes the teaching of various texts (novel, short stories, essay, drama and film studies). Emphasis will be on the teaching and assessment of language and presentation skills and applying the relevant principles according to the prevailing school curriculum documents and pedagogy. To develop competent teachers of IsiZulu as a First Additional Language in both the Senior Phase and FET phase.

**Content:** •Deepening isiZulu discipline knowledge drawn from Teaching Practice experiences •Micro teaching, peer observation and reflection •Analysis and reflections on case studies within the context of teaching%isiZulu in South African classrooms •Understanding and application of theoretical approaches to writing and presentation skills in isiZulu First Additional Language •Teaching approaches for analytical and interpretation skills of various texts (e.g. drama, poetry, film) •Teaching approaches for reading and visual literacy skills in isiZulu language •Using isiZulu texts in teaching the reading process (pre-reading, whilst-reading, post-reading, scaffolding strategies) •Teaching approaches for comprehension •Teaching approaches for isiZulu prose: isiZulu media texts; novels; short stories; essays (using both traditional and modern literature) •Teaching approaches for creation of various isiZulu texts •Teaching approaches for visual literacy skills (receiving and creating visual texts) •Teaching approaches for lesson plans, teaching materials and assessment instruments •Identify and manage barriers to learning and be able to engage in curriculum differentiation for multiple learning levels in a grade •Assessment strategies for language and presentation skills, isiZulu prose and poetry, reading skills and visual literacy

**Assessment:** A formative assessment of a submission of a portfolio (50%), Examination (50%)

**DP Requirement:** Submission of all assessment tasks and class attendance of 75% of lectures and tutorials

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**English Language Studies**

*Offered in the School of Arts*

**English Language Development A**

EDLV001 H1 P1

**Aim:** The purpose of this module is to develop the English language proficiency (including writing, reading and oral skills) of students selected for the Access Programme in the Humanities and the Social Sciences. The core of students in this course will be second-language speakers.

**Content:** This module will address areas identified as problematic for first entry English second-language speakers including dictionary work, English grammar, reading and comprehension of general texts, comprehension of spoken English, paragraph writing and conversational and debating skills.

**Assessment:** One 3-hour examination: 33%; Cumulative assessment 67%

**DP Requirement:** 90% attendance; Completion of all assessment tasks.

*Offered as part of the Humanities Access Programme.*

**English for Musicians A**

EDLV0M1 H1

**Aim:** The purpose of this module is to develop the English language proficiency (including writing, reading and oral skills) of students selected for Access to the School of Music and for selected other students. The core of students in this course will be second-language English speakers.

**Content:** This module will address areas identified as problematic for first entry Music students who speak English as a second language, including dictionary work, fundamental English grammar, reading and comprehension of texts related to Music and general themes, paragraph writing and basic oral skills (including presentations, discussion, oral argument).

**Assessment:** One 2-hour examination: 33.3%; Cumulative assessment: 66.7%

**DP Requirement:** 90% attendance, Completion and timeous submission of all assessment tasks
English for Musicians B  
ELDV0M2 H2  
Aim: The purpose of this module is to develop and enhance the academic English skills of Music students.  
Content: The module focuses on complex English language structures for specific purposes (including essay writing, analysis of text, comprehension of more complex texts and discussion thereof). Grammar fundamentals are revised and expanded on.  
Assessment: One 2-hour examination: 33.3%, Cumulative assessment: 66.7%  
DP Requirement: 90% attendance, Completion and timeous submission of all assessment tasks.

English Language Development B  
ELDV100 HB  
Aim: The purpose of this module is to develop the English language proficiency of mainstream English second-language students who have done English as a second language for Grade 12.  
Content: This module focuses on intermediate English grammar, reading of discursive and extended texts, comprehension of typical academic spoken and written English, essay writing and oral presentations.  
Assessment: One 3-hour examination: 33%; Cumulative assessment: 67%  
DP Requirement: 90% attendance; Completion of all assessment tasks

Business Language Development A  
ELDV1C1 P1 W1  
Aim: To develop the English proficiency of students in the Access Programme of the BCOM4 and to build business-based language competency.  
Content: This module will seek to introduce students to and to extend their current lexis relevant to the context of language in the business genre. It will consist of 5 units, each aiming to develop at the micro level the skills of reading, writing, listening and comprehension in English.  
Assessment: Class mark: 60%; examination: 40%  
DP Requirement: A minimum of 80% class attendance and submission of all assignments

Business Language Development B  
ELDV1C2 P2 W2  
Prerequisite Requirement: Business Language Development A  
Aim: To develop further, at the macro level, the English proficiency of students in the Access Programme of the BCOM4.  
Content: This module will introduce students to additional vocabulary relevant to the context of language in business and will further develop skills related to reading, writing, listening and comprehension in English.  
Assessment: Class mark: 60%; examination: 40%  
DP Requirement: A minimum of 80% class attendance and submission of all assignments

English Studies  
Offered in the School of Arts

Introduction to English Studies A  
ENGL101 H1 P1  
Aim: The ability to identify conventions of language, register and style in a variety of texts written in English, and to use these in your own reading, critical analysis and writing.  
Content: Substantial reading of literature is required. The module develops your skills of reading, writing, and expression in English. By working on examples of different kinds of texts, you learn how to communicate successfully in oral and written contexts, and to analyse forms of writing.  
Assessment: Class assignments (50%) which may include short exercises, tests and essay/s, and controlled assessment (50%)  
DP Requirement: Submit all written work on time, and attend at least 80% of classes.

Introduction to English Studies B  
ENGL102 H2 P2  
Aim: The ability to identify conventions of language, register and style in a variety of texts written in English, and to use these in your own reading, critical analysis and writing.  
Content: Substantial reading of literature is required. The module develops your skills of reading, writing, and expression in English. By working on examples of different kinds of texts, you learn how to communicate successfully in oral and written contexts, and to analyse forms of writing.  
Assessment: Class assignments (50%) which may include short exercises, tests and essay/s, and controlled assessment (50%)  
DP Requirement: Submit all written work on time, and attend at least 80% of classes.
Prerequisite Requirement: None, except for intending majors, who should have done Introduction to English Studies A or an approved cognate course (eg ALE).

Aim: Confident first-level skills in the reading and interpretation of literary and cultural texts produced in English.

Content: Substantial reading of literature is required. The module teaches you to read and interpret a range of literary-cultural material written in English using appropriate critical vocabularies and academic methods of presentation.

Assessment: Class assignments (50%) which may include short exercises, tests and essay/s, and controlled assessment (50%)

DP Requirement: Submit all written work on time, and attend at least 80% of classes.

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English 2: Period/Genre/Creative Writing A
ENGL201 H1 P1 (15L-0T-0P-15S-87H-40R-0F-0G-3A-13W-16C)

Prerequisite Requirement: None, except for intending majors, who should have 32 credits in English.

Aim: To familiarise you with fundamental ideas and skills of literary period study in relation to the conventions of genre and to develop your writing abilities.

Content: Substantial reading of literature is required. The module introduces you to the ideas and practices of literary period study and genre analysis. Where appropriate, these are linked to the development of your own creative and academic writing.

Assessment: Class assignments (50%) which may include short exercises, tests and essay/s, and controlled assessment (50%)

DP Requirement: Submit all written work on time, and attend at least 80% of classes.

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English 2: Period/Genre/Creative Writing B
ENGL 202 H2 P2 (15L-0T-0P-15S-87H-40R-0F-0G-3A-13W-16C)

Prerequisite Requirement: None, except for intending majors, who should have 32 credits in English.

Aim: To develop your skills of literary study in relation to the conventions of genre, and to develop your writing abilities.

Content: Substantial reading of literature is required. The module equips you with skills of literary period study and genre analysis. Where appropriate these are linked to the development of your own creative and academic writing.

Assessment: Class assignments: 50%, which may include short exercises, tests and essays and controlled assessment (50%).

DP Requirement: Submit all work on time, and attend at least 80% of classes.

TRIC 202 H2 (16 c) can be taken as part of the English Studies major on the HC campus. (See: ‘Translation and Intercultural Communication’).

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English 3: Canonical/Period Studies A
ENGL301 H1 P1 (15L-0T-0P-15S-100H-27R-0F-0G-3A-13W-16C)

Prerequisite Requirement: None, except for intending majors, who should have 64 credits in English.

Aim: The ability to produce detailed stylistic analyses of representative texts; to relate literary-artistic activity to the dominant philosophies and socio-historical characteristics of a period; to substantiate argument by means of appropriate critical quotation.

Content: In relation to a selected period (e.g. Elizabethan, Enlightenment, Modernism), this module focuses on the skills and concepts of traditional literary period study.

Assessment: Class assignments worth 50% which may include short exercises, tests and essay/s, and controlled assessment (50%)

DP Requirement: Submit all written work on time, and attend at least 80% of classes.

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English 3: Creative Writing
ENGL302 P2 (15L-0T-0P-15S-100H-27R-0F-0G-3A-13W-16C)

Prerequisite Requirement: None, except for intending majors, who should have 64 credits in English.

Aim: To assist you in the self-reflexive development of your creative writing skills.

Content: A rigorous creative writing and reading course in which you test your imaginative abilities against a thorough technical grasp of generic conventions and styles encountered in the work of established writers.

Assessment: Class assignments worth 50% which may include short exercises, tests and essay/s, and controlled assessment (50%)

DP Requirement: Submit all written work on time, and attend at least 80% of classes.
English 3: Literature and Journalism  
ENGL 303 H2 P1  
Prerequisite Requirement: None, except for intending majors, who should have 64 credits in English.  
Aim: The mastery of a critical vocabulary crucial to debates about literature in relation to journalism, e.g. ‘empirical and creative truth’, ‘the ‘literary imagination’, ‘documentary fact’.  
Content: Substantial reading of literature is required. Using selected case-studies, the module investigates the relationship between the conventions of newspaper and television journalism and those of imaginative genres such as short fiction, the novel, and poetry.  
Assessment: Class assignments: 50%, which may include short exercises, tests and essays and controlled assessment (50%).  
DP Requirement: Submit all work on time, and attend at least 80% of classes.

English 3: Canonical/Period Studies B  
ENGL 305 P1  
Prerequisite Requirement: None, except for intending majors, who should have 64 credits in English.  
Aim: The ability to produce detailed stylistic analyses of representative texts; to relate literary-artistic activity to the dominant philosophies and socio-historical characteristics of a period; to substantiate argument by means of appropriate critical quotation.  
Content: In relation to a selected period (e.g. Elizabethan, Enlightenment, Modernism, Colonialism, Post-Colonialism), this module focuses on the skills and concepts of traditional literary period study.  
Assessment: Class assignments worth 50% which may include short exercises, tests and essay/s, and controlled assessment (50%)  
DP Requirement: Submit all written work on time, and attend at least 80% of classes.

English 3: South/African Literatures  
ENGL 306 H2 P2  
Prerequisite Requirement: None, except for intending majors, who should have 64 credits in English.  
Aim: To equip you with advanced skills of South/African literary period study and an appropriate critical vocabulary.  
Content: Substantial reading of literature is required. The module focuses on the formation of South/African literatures, investigating the representation of colonial, postcolonial and/or post-apartheid identities in work by selected authors.  
Assessment: Class assignments worth 50% which may include short exercises, tests and essay/s, and controlled assessment (50%)  
DP Requirement: Must submit all written work on time, and attend at least 80% of classes.

English 3: Postmodernisms/Gender  
ENGL 308 H1 P2  
Prerequisite Requirement: None, except for intending majors, who should have 64 credits in English.  
Aim: To develop your ability to analyse texts that represent influential forms of contemporary subjectivity, not only in terms of content, but in their very form and style.  
Content: Substantial reading of literature is required. The course focuses either on material that is arguably ‘postmodern’ in its technical capacities, generic impurity, and its interest in the possibilities of representation in a globalised, digitized
age, or on gender, using insights from women’s studies and writers on masculinities to engage questions of identity mediation, sexual orientation, and individual agency.

**Assessment:** Class assignments worth 50% which may include short exercises, tests and essay/s, and controlled assessment (50%)

**DP Requirement:** Submit all written work on time, and attend at least 80% of classes.

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**Mediating South African Identities 1**
ENGL705 H2

**Prerequisite Requirement:** Appropriate Bachelors degree

**Aim:** This module investigates some of the ways in which South African identities have been mediated, both historically and in the present. It engages with theoretical debates about definitions of 'the popular', 'the literary', 'mass culture', and so on.

**Content:** A range of materials including fiction and autobiography by leading South African writers, journalism, film, oral performance and the built/natural environments.

**Assessment:** Assignments (50%); Controlled Assessment (50%)

**DP Requirement:** Submit all written work on time, and attend at least 80% of classes. The module Intercultural Communication and Translation 1 (TRIC702 H2) may also be taken as part of the Honours degree in English Studies.

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**South African Literature and Landscape 1**
ENGL706

**Prerequisite Requirement:** Appropriate Bachelors degree

**Aim:** This course examines how various selected South African writers of the late nineteenth and twentieth centuries have used land and landscape in their writing. Students at the module’s completion should be better positioned to understand how ideological struggles about national and individual identities can be traced in the way land has been represented in South African literature, both past and present.

**Content:** Current postcolonial debates in literature and spatial discourse about the construction of space and place will form the theoretical foundation for this course. Seminars will move from early writers on South Africa: settler poets ('foreign' landscape), Haggard ('exotic' Africa), Schreiner (realism), Plaatje (pastoral, lost Eden); to industrialized South Africa as urban landscape (Nkosi, Mda, Mphe); and finally to the deeply politicised landscape of apartheid and post-apartheid South African poetry.

**Assessment:** Assignments (50%); Controlled Assessment (50%)

**DP Requirement:** Submit all written work on time, and attend at least 80% of classes.

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**Constructions of Self and Nation 1**
ENGL707 P1

**Prerequisite Requirement:** Appropriate Bachelor's Degree

**Aim:** This course analyses the manner in which various images of Africa have been generated, by a range of writers, including Europeans who participated in the colonisation of Africa and those who questioned it. The literary representation of the “dark continent” will be explored and the African responses to that viewpoint. The complex nature of the “African identity / identities” will be considered and the texts will highlight the challenges faced when representing the self and the “other”.

**Content:** A selection of early 20th- and 21st-century texts from South Africa.

**Assessment:** Assignments and a seminar presentation (50%); three-hour examination, constituting the other (50%)

**DP Requirement:** Submit all written work on time, and attend at least 80% of classes.

**Also offered at Masters level:** assessment requires a more substantial independent research component.

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**Special Topics: Literary & Cultural Studies 1**
ENGL710 HC P2

**Content:** From time to time the School of Literary Studies, Media and Creative Arts is able to offer one or more special
Gender and Writing 1
ENGL711 H2

Prerequisite Requirement: Appropriate Bachelors degree

Aim: This module traces the historical relationships between gender and writing in various parts of the world. It covers the possibilities of reading and writing as empowerment; the politics of language; questions of how and why the ownership of writing changes at different times in different societies; how women (including those in oral cultures) enter writing; how a place in the institutions of writing has also been affected by factors such as race and class.

Content: Works studied include Frankenstein, Villette, Howard’s End, So long a letter, Blame me on History and Nehanda. Theorists include Wollstonecraft, de Beauvoir, Woolf, Weedon, Gates and Driver.

Assessment: Assignments (50%); Controlled Assessment (50%)

The module Intercultural Communication and Translation 1 (TRIC702 H2) may also be taken as part of the Honours degree in English Studies.

Creative Writing 1
ENGL712 P2

Prerequisite Requirement: The submission of creative work, in process or completed. Please contact Dr Moolman if you are interested in applying for the course.

Aim: This is a senior creative writing course in which students develop a sustained project in a genre of their choice. This is done in conjunction with a series of seminars run by staff from the programme, and guest writers invited to participate in the course. Students are familiarised with the critical debates informing creative writing as a sub-field of English Studies, and are expected to cover a range of prescribed reading as a means of developing style and technique.

Content: Students will engage in seminar exercises covering various genres with a view, ultimately, to focusing on the genre most appropriate to their own sustained project.

Assessment: Class presentation and journal: (30%); sustained writing project: (70%).

Autobiography and Identity 1
ENGL713 H1

Aim: This course seeks to explore the ways in which autobiographers, across the centuries and from diverse cultural contexts, have represented self.

Content: Beginning with St Augustine’s Confessions, generally thought to be the first autobiography, this module traces shifts in self-conception and self-representation right up to very recent times. Looking at a diverse range of texts from around the world, we will consider key questions raised in theories of autobiography and, more broadly, in literary theories. We will focus on how autobiographers have conceived of the self; how they have construed the relation between self and other; how they have approached the problems of truth-telling and textual representation. We will consider also the generic particularities of autobiography, and the functions which autobiographical texts can serve.

Assessment: Assignments (50%); Controlled Assessment (50%)

Critical Theory and Research Methodology 1
ENGL714 H1

Prerequisite Requirement: Appropriate Bachelors degree

Aim: This module examines the evolution of the discipline of English literary and cultural studies within the context of the question of the function of intellectuals.

Content: We will progress through various key theoretical issues that have impacted on the discipline. Foci may include Marxism; cultural studies; structuralism; reader-response theories; psychoanalysis; post-structuralism; feminism, and deconstruction.

Assessment: Assignments (50%); Controlled Assessments (50%)

Writing across Worlds
ENGL716 H1
**Prerequisite Requirement:** Appropriate Bachelors degree  
**Aim:** To discuss the ‘postcolonial’ challenge to modernism and postmodernism.  
**Content:** Through literature from Africa (including South Africa), the US, Latin America, eastern Europe and Australia the course examines contemporary literary configurations... after apartheid, after the Berlin Wall, after the Twin Towers. What makes the writer regional or international? In what ways are Africa, the West, and the US postcolonial?  
**Assessment:** Assignments (50%); Controlled Assessment (50%)  
**DP Requirement:** Submit all written work on time, and attend at least 80% of classes.  
*The module Intercultural Communication and Translation 1 (TRIC702 H2) may also be taken as part of the Honours degree in English Studies.*

Countercultures A  
**ENGL717 P1** (0L-0T-0P-24S-255H-37R-1F-0G-3A-13W-32C)  
**Aim:** To examine the needs of society for stability and order, and the individual’s needs for autonomy and fulfilment.  
**Content:** Issues such as alienation, corporeality, sexuality, gender identity and the radical potential of cyberspace are explored in readings of a selection of novels, short stories, poems and films.  
**Assessment:** Assignments (50%); Controlled Assessments (50%)  
**DP Requirement:** Submit all written work on time, and attend at least 80% of classes.  
*Also offered at Masters level: ENGL817; assessment requires a more substantial independent research component.*

Research Paper: English Studies  
**ENGL7RP HC PC** (0L-0T-0P-0S-320H-0R-0F-0G-0A-13W-32C)  
**Prerequisite Requirement:** Appropriate Bachelors Degree  
**Aim:** To enable students to conduct supervised research on an approved topic leading to a research essay.  
**Content:** An introduction to research methods and proposal writing; individual research on an approved topic.  
**Assessment:** Examination of the research essay.  
**DP Requirement:** As per college rules.

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**Ethics Studies**  
*Offered in the School of Religion, Philosophy and Ethics*

**Ethics 1: Applied Global Ethics**  
**ETHS101 P1** (30L-3T-0P-4S-69H-50R-0F-0G-4A-13W-16C)  
**Aim:** To introduce students to the ethical dimension of human existence and to the world’s main value-systems, and to enable them to apply these to selected ethical dilemmas in contemporary society.  
**Content:** Introduction to ethics; African, Chinese, Judeo-Christian, Islamic, Hindu and Humanistic value-systems; practical moral issues in society such as wealth and poverty, war and violence, the environment, ethics and law.  
**Assessment:** Assignments: 50%, 1x3-hour examination: 50%  
**DP Requirement:** Submission of all assignments by due date and an average mark of not less than 40% for them.

**Ethics 1: Life, Sexuality and Death**  
**ETHS102 P2** (30L-3T-0P-4S-69H-50R-0F-0G-4A-13W-16C)  
**Aim:** To enable students to understand and handle leading ethical issues affecting personal life and society in the perspective of the main value-systems, including African, Chinese, Judeo-Christian, Islamic, Hindu and Humanist ethics.  
**Content:** Scientific, religious and legal aspects of the phenomenon of life, including genetics; traditional sexual moralities; the sexual revolution; issues such as sexual orientation, gender; pornography and censorship; abortion, capital punishment, euthanasia and the ethics of the HIV/AIDS pandemic.  
**Assessment:** Assignments: 50%, 1x3-hour examination: 50%  
**DP Requirement:** Submission of all assignments by due date and an average mark of not less than 40% for them.

**Ethics 2: The Ethics of Power**  
**ETHS201 P2** (30L-7T-0P-0S-87H-30R-0F-0G-6A-13W-16C)  
**Prerequisite Requirement:** At least 96 credits
**Aim:** To provide an introduction to undergraduate students of comparative and applied ethics to key issues in the field of the ethics of power and related areas.

**Content:** Will include topics from the following list: Ethics, law and the SA Constitution, with special reference to the Bill of Rights. Media Ethics (including print, broadcast and electronic media), with special reference to issues of power and responsibility, values dissemination and deception. Global Ethics and the international order, with special reference to developments since the end of the Cold War.

**Assessment:** Assignments: 50%, 1x3-hour examination: 50%

**DP Requirement:** Submission of all assignments by due date, an average mark of not less than 40% for them, and attendance at not less than 80% of all classes.

**Environmental Philosophy & Ethics**
ETHS204 P1

(42L-9T-0P-0S-94H-12R-0F-0G-3A-13W-16C)

**Prerequisite Requirement:** At least 96 credits.

**Aim:** An introduction to and engagement with environmental philosophy and ethics.

**Content:** Philosophical thinking and methodology; Ethical concerns; The ecological crisis and its sources; Anthropocentric environmental approaches and related issues; Non-anthropocentric environmental approaches and related issues; The individualistic/holistic debate; Socio-political perspectives; Eco-feminist environmental perspectives; Environmental activism.

**Assessment:** Tests/assignments 50%, examination 50%

**DP Requirement:** Submission of all assignments by due date, and an average mark of not less than 40% for them, and attendance of not less than 80% of all classes.

**Ethics 3: Ethics in the Workplace**
ETHS302 P2

(30L-6T-0S-73H-25R-23F-0G-3A-13W-16C)

**Prerequisite Requirement:** 224 credits, including The Ethics of Power and Professional Ethics

**Aim:** To consolidate and demonstrate how to practically apply the skills and knowledge acquired in the Ethics Studies major.

**Content:** Civic Responsibilities, Knowledge and Society, Research Ethics, Applied Ethics in the Workplace, Leadership Ethics.

**Assessment:** Assignments: 50%, Examination: 50% (1 x 2-hour paper 25%, practical report 25%)

**DP Requirement:** Submission of all assignments by due date, an average mark of not less than 40% for them, and attendance at not less than 80% of all classes.

**African Ethics & the Postcolonial Condition**
ETHS303 P1

(42L-9T-0P-0S-85H-21R-0F-0G-3A-13W-16C)

**Prerequisite Requirement:** 224 credits, including The Ethics of Power.

**Aim:** In-depth understanding of the fundamental principles underlying African ethics and appreciation of the differences and similarities between African and other ethical traditions.

**Content:** Foundations of African ethics; African ideas of the person; Communalism and individualism; Ubuntu - theoretical and applied perspectives; Application of African ethics to specific problems such as gender issues, leadership and governance, environmental issues, health care, wealth distribution and development.

**Assessment:** Assignments 50%, examination 50%

**DP Requirement:** Submission of all assignments by due date, and average mark of not less than 40% for them, and attendance of not less than 80% of all classes.

**Ethics and Literature**
ETHS304 P2

(42L-9T-0P-3S-78H-25R-0F-0G-3A-13W-16C)

**Prerequisite Requirement:** 224 credits, including The Ethics of Power.

**Aim:** To examine the complex relationship between literature and ethics, concentrating on literature as a tool of ethical analysis and the role of literature in moral education.

**Content:** Ethical interpretation of literature and literary treatment of ethics; assumptions underlying the ascription to literature of an ethically exemplary role; Ethical engagement of the reader and moral responsibility of the author; Fiction and moral education; Fiction, moral identity and ethics of otherness; Special topics.

**Assessment:** Assignments 50%, examination 50%
DP Requirement: Submission of all assignments by due date, and average mark of not less than 40% for them, and attendance of not less than 80% of all classes.

Professional Ethics
ETHS305 P1
Prerequisite Requirement: 224 credits, including The Ethics of Power
Aim: To demonstrate historical and contemporary approaches to professional ethics issues.
Content: Principles and methods of comparative and applied ethics, in a selection of the following: Moral and Scientific Knowledge, Biomedical Ethics, Environmental Ethics, Histories of Morality and Ethics.
Assessment: Class work: 50%, 1x 3-hour examination: 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 40% for them, and attendance at not less than 80% of all classes.

Comparative and Applied Ethics
ETHS703 PC
Aim: To utilize principles and methods of comparative and applied ethics in selected contexts to enhance ethical practices.
Content: Advanced principles and methods of comparative and applied ethics. Research and project development methods. Selected contexts from business management, the professions, education, health sciences and social services, leadership, literature, environment, media, policy and governance.
Assessment: Research portfolio: 50% 1x3-hour examination: 50%
DP Requirement: Completion of all work designated as required for the DP on time

African Feminist Ethics
ETHS704 P1
Core module
Aim: The overarching aim of this module is to provide an in-depth understanding and overview of the foundations and development of African Feminist Ethics in the broader ambit of selected issues affecting contemporary African women.
Content: A critical study of basic principles and concepts underlying the need for the foundation and development of African Feminist Ethics. This is followed by the application of African Feminist Ethics to specific issues affecting African women such as environmental issues, health care, sexuality, violence and cultural issues.
Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Development Ethics
ETHS705 P2
Core module
Aim: To take a normative stance on the nature of ethically desirable development; to equip students with the in-depth knowledge of the theories of ethically desirable human development and the contemporary debates around ethics of development, its goals, values, principles, indicators, and strategies; to engage students into the activity of thinking in an ethically careful way about the problems and possibilities in development policy and practice; and to discuss various ethical dilemmas that the practice of development has led to.
Content: This module focuses on the three sets of issues. The first one is a critical overview of the meaning and goals of ‘human development’ and the major theoretical approaches to it. The second one is a comparative analysis of the underlying values and principles behind the various theories of human development. The third one is the applied analysis of the controversies and dilemmas arising from the clash of the principles and values and their implications for social practices and policies, especially in relation to development in Africa.
Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Alternative Methods and Approaches in Applied Ethics
ETHS706 P1
Core module
Aim: To equip students with the in-depth knowledge of alternative approaches and methods in applied ethics; to provide them with the necessary tools for successful resolution of ethical controversies, ambiguities and dilemmas; and thus to
promote the development of their critical and creative abilities in the area of practical ethical problem-solving and decision-making.

**Content:** An advanced study of the principles, methods, and approaches in contemporary applied ethics, and their employment in the process of identification, moral evaluation and resolution of ethical controversies, ambiguities and dilemmas in the selected contexts of application such as biomedicine, healthcare, business management, policy and governance, professions, media, education, sports, environment, military, and social ethics.

**Assessment:** 3-Hour Examination (50%), Cumulative Assessment (50%)

**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

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**Environmental Ethics: An African Perspective**

ETHS707 P2 (26L-0T-0P-0S-109H-4R-0G-21A-13W-16C)

**Elective module**

**Aim:** To equip students with the advanced knowledge of contemporary environmental ethics, in particular from the African perspective; to expose students to a broad range of contemporary environmental issues and debates; to enhance their ethical reasoning skills in applying theoretical ethics to practical environmental problems and their resolution on the African continent.

**Content:** An advanced study of the nature and justification of general claims about the value of the natural environment and our obligations towards it with the special emphasis on and an appeal to African Ethics. An applied analysis of the ethical issues around pollution, overpopulation and population control, resources use, food production and distribution, energy production and consumption, the preservation of the wilderness and of species diversity, and ecological restoration in the context of contemporary Africa.

**Assessment:** 3-Hour Examination (50%), Cumulative Assessment (50%)

**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

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**Ethical Issues in African Indigenous Knowledge Systems**

ETHS708 P2 (26L-0T-0P-0S-109H-4R-0G-21A-13W-16C)

**Elective module**

**Aim:** The overarching aim of this module is to develop knowledge and understanding of ethical issues in African indigenous knowledge systems in fields such as science, technology, health sciences, social sciences, etc.

**Content:** Interrogation of the philosophical foundations of the nature, sources and characteristics of African indigenous and Western scientific, technological, natural science, social science, and management science systems from an ethical perspective.

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**Ethics: Research Paper**

ETHS7RP PC (0L-0T-0P-0S-320H-0R-0F-0G-0A-13W-32C)

**Prerequisite Requirement:** Appropriate Bachelors degree

**Aim:** To undertake and complete a competent research project.

**Content:** Research conducted over one semester on an approved topic in applied ethics.

**Assessment:** Examination of a formal research paper embodying the methods and results of the project.

**DP Requirement:** Completion by due date of all work designated as required by the supervisor.

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**Ethics Studies: Fundamentals**

ETHS801 PC (0L-0T-0P-0S-317H-0R-0F-0G-3A-13W-32C)

**Prerequisite Requirement:** Honours degree

**Aim:** This module is designed to equip students with a detailed understanding of the ethical dimension of human existence, the main features of the development of this reality in the main ethics traditions of the world, a multi-disciplinary methodology for studying ethics issues, and competence in the field of moral reasoning.

**Content:** Comparative history of ethics; approaches to the study of ethics; the development of applied ethics; moral reasoning.

**Assessment:** A formal paper counting 25% of the final mark for the degree.

**DP Requirement:** Completion of all work designated as required for the DP on time.

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**Ethics Studies: Electives**

ETHS802 PC (0L-0T-0P-0S-317H-0R-0F-0G-3A-13W-32C)

**Prerequisite Requirement:** Honours degree and ETHS801: Fundamentals
Aim: In this module the intention is to equip students with the resources for a detailed knowledge of two fields of applied ethics selected from those offered in any given year.

Content: Education and ethics; business ethics; environment ethics; religion and ethics; leadership ethics; moral development; research ethics; biomedical ethics; media ethics.

Assessment: A formal paper counting 25% of the final mark for the degree.

DP Requirement: Completion of all work designated as required for the DP on time.

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Fine Arts

Offered in the School of Arts

Fine Art 1: Drawing & Design
FIAR101 P1
Prerequisite Requirement: Previous study in art is not a requirement.
Aim: To introduce students to the practice of studio drawing and design.
Content: An introduction to general studio drawing and design using a variety of new and traditional studio methods and materials.
Assessment: Class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.

Fine Art 1: Two-Dimensional Studio-Work
FIAR102 P1
Prerequisite Requirement: Previous study in art is not a requirement.
Aim: To introduce students to the principles and practice of two-dimensional visual art.
Content: A studio-based course introducing the fundamentals of two-dimensional visual art, with the focus upon painting and printmaking.
Assessment: Class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.

Fine Art 1: Ceramics
FIAR103 P1
Prerequisite Requirement: Previous study in art is not a requirement.
Aim: Introduction to the basic principles and practices of ceramics and three-dimensional design.
Content: Introduction to the principles of sculpture, in various media. Introduction to hand building and moulding techniques in ceramics; firing and glazing. Basic studies in design.
Assessment: Class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.

Fine Art 2: Expressive Drawing
FIAR201 PC
Prerequisite Requirement: 80 credits, unspecified. 16 credits in Drawing and Design is advisable.
Aim: To increase students' creative competencies in studio drawing.
Content: Observed and imaginative studies in a variety of new and traditional media.
Assessment: Class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.

Fine Art 2: Two-dimensional Studio-Work
FIAR202 PC
Prerequisite Requirement: 80 credits, unspecified. 16 credits in Fine Art 1: Two-Dimensional Studio-work is advisable.
Aim: To increase students' technical and conceptual competencies in various two-dimensional processes. Content: A studio-based course in two-dimensional visual processes, with the focus upon painting and printmaking.
Assessment: Class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.
Fine Art 2: Ceramics
FIAR203 PC (0L-0T-132P-0S-28H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: 80 credits, unspecified. 16 credits in Fine Art 1: Ceramics is advisable.
Aim: To introduce students to the principles and practice of ceramics and three-dimensional design.
Content: Observed and imaginative studies in various media. Introduction to the basic principles of throwing, hand building and glazing in ceramics. Basic studies in design.
Assessment: Class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.

Fine Art 3: Studio-Work A
FIAR301 P1 (0L-0T-234P-0S-66H-0R-0F-0G-20A-13W-32C)
Prerequisite Requirement: 224 credits, including 64 credits in Fine Art, at least 32 of which must be at level 200.
Aim: To introduce students to advanced studio-work.
Content: Advanced assignments in the principles, techniques and concepts of two-dimensional or three-dimensional studio-work. Theoretical elements may be included.
Assessment: Exhibition of class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.

Fine Art 6: Studio Specialisation A
FIAR601 PC (0L-0T-620P-0S-52H-0R-0F-0G-8A-13W-32C)
Prerequisite Requirement: Fine Art 3: Studio-Work B or equivalent qualification.
Aim: The introduction of independent studio-work in a chosen discipline or related disciplines.
Content: Independent specialised studio research in one or more studio disciplines leading to an exhibition.
Assessment: Exhibition of class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.
Note: Part-time students must register for module code FIAR621 PC.

Fine Art 7: Studio Specialisation A
FIAR701 PC (0L-0T-260P-0S-52H-0R-0F-0G-8A-13W-32C)
Prerequisite Requirement: Fine Art 3: Studio-Work B
Aim: The introduction of advanced specialised studio-work in a chosen discipline or related disciplines.
Content: Independent studio-work in the discipline/s chosen as the undergraduate major, with certain flexible interdisciplinary combinations being available.
Assessment: Exhibition of class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.
Fine Art 7: Studio Specialisation B
FIAR702 PC (0L-0T-620P-0S-0H-0R-0F-0G-20A-13W-64C)
Prerequisite Requirement: Fine Art 7: Studio Specialisation A
Aim: Advanced independent specialised studio-work leading to the exhibition of a conceptually and technically sound body of work.
Content: Advanced independent studio research in the discipline or related disciplines chosen in Fine Art 720.
Assessment: Exhibition of class work 100%
DP Requirement: 100% attendance, timeous completion of all assignments, submission of a final portfolio.

Fine Art Honours Research Paper
FIAR703 PC (0L-0T-6P-313H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Fine Art 3: Studio-Work B
Aim: Introduction to advanced research in a chosen area of study.
Content: An introduction to research methodology (including critical and formal analysis) in relation to a chosen area of study.
Assessment: Research Paper 100%
DP Requirement: 100% attendance and timeous completion of all assignments.

MAFA Studio-Work
FIAR800 PY (0L-0T-944P-0S-0H-0R-0F-0G-16A-26W-96C)
Prerequisite Requirement: Honours degree in Fine Art or a 4-year degree in Fine Art or an equivalent qualification and having attained a high standard in the first degree.
Corequisite: Each component of the degree must be passed for the award of the degree.
Aim: Advanced studio-work in one or more of the studio disciplines, culminating in an exhibition of professional standard.
Content: The degree comprises a body of practical work of an advanced nature.
Assessment: Exhibition of practical work, 100%
DP Requirement: As per college rules.

MAFA Research Component
FIAR890 PY (0L-0T-0P-6S-954H-0R-0F-0G-0A-26W-96C)
Prerequisite Requirement: Honours degree in Fine Art or a 4-year degree in Fine Art or an equivalent qualification and having attained a high standard in the first degree.
Corequisite: Each component of the degree must be passed for the award of the degree
Aim: Research in a topic in the Visual Arts utilizing appropriate retrieval and scholarly methodologies.
Content: A dissertation of 15000-20000 words based on research in the visual arts and a course of study and papers in research methodology.
Assessment: Research Component, 100%
DP Requirement: Not applicable

French

Offered in the School of Arts

From 2018 French will be offered in PMB. French level one and Research French Degrees will also be offered at Howard College.

French 1A: French for Beginners
FREN101 H1 P1 (58L-20T-0S-76H-0R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Students with Grade 12 French or equivalent are not admitted to this course and register for Intermediate French
Aim: To provide students who have no prior knowledge of French with an intensive language course so that they may be fast-tracked in understanding, reading, speaking and writing French.
Content: Elementary texts written and spoken in French, basic grammatical structures, expressions, vocabulary.
Assessment: Class mark: 50% Examination: 50%
DP Requirement: Attendance at 80% of classes and completion of all class work and tests.
French 1B: French for Beginners
FREN102 P2  
(58L-20T-0S-76H-0R-0F-0G-6A-13W-16C)
Prerequisite Requirement: French 101 or equivalent, or at the discretion of the Academic Coordinator.
Aim: To enable students to consolidate knowledge acquired during French 101 and to develop their communicative competence in French.
Content: Authentic texts written and spoken in French, vocabulary and grammar.
Assessment: Class mark: 50% Examination: 50%
DP Requirement: Attendance at 80% of classes and completion of all class work and tests.

French 2A: Intermediate French
FREN201 P1  
(55L-0T-0P-0S-99H-0R-0F-0G-6A-13W-16C)
Prerequisite Requirement: French 102, Grade 12 French, or at the discretion of the Academic Co-ordinator.
Aim: To achieve communicative competence in French in increasingly complex situations.
Content: Language and culture through the study of authentic documents in French. More advanced grammatical structures and vocabulary.
Assessment: Class mark: 50% Examination: 50%
DP Requirement: Attendance at 80% of classes and completion of all class work and tests.

French 2B: Intermediate French
FREN202 P2  
(55L-0T-0P-0S-99H-0R-0F-0G-6A-13W-16C)
Prerequisite Requirement: French 201, or at the discretion of the Academic Co-ordinator.
Aim: To enable students to consolidate knowledge acquired during French 201 and to introduce them to modern literature written in French
Content: A critical study of cultural texts (film, song, literature) using multi-media tools.
Assessment: Class mark: 50% Examination: 50%
DP Requirement: Attendance at 80% of classes and completion of all class work and tests.

French 3A: Advanced French
FREN301 P1  
(49L-0T-0P-0S-268H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: French 202, or at the discretion of the Academic Co-ordinator.
Aim: This module aims to deepen the student’s knowledge of the French language and critical appraisal of Francophone culture through exposure to written and oral documents. The student will also be exposed to poetry and prose written in French.
Content: Authentic documents in French (film, art, music, literature, using multi-media tools).
Assessment: Class mark: 50% Examination: 50%
DP Requirement: Attendance at 80% of classes and completion of all class work and tests.

French 3B: Advanced French
FREN302 P2  
(49L-0T-0P-0S-268H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: French 301.
Aim: This module, as follow-up to French 301, aims to deepen the student’s knowledge of the French language and critical appraisal of Francophone culture through exposure to more written, oral and visual documents.
Content: Authentic documents in French (film, art, music, literature, using multi-media tools).
Assessment: Class mark: 50% Examination: 50%
DP Requirement: Attendance at 80% of classes and completion of all class work and tests.

Culture Litteraire
FREN708 H2  
(10L-0T-16S-204H-87R-0F-0G-3A-13W-32C)
Aim: To make students aware of literature as a cultural phenomenon, situated in history and constantly evolving.
Content: Extracts of literature in French from the Middle Ages to the 20th Century, discussed from the point of view of literary genre.
Assessment: Class mark 50%, examination 50%
DP Requirement: Submission of all written work and compliance with the attendance requirements of the School.

Teaching Internship
FREN710 H2  
(0L-0T-20P-0S-0H-0R-280F-0G-20A-13W-32C)
**Aim:** Students may apply for a bursary to work as an English tutor in a school in France. The aim of the internship is to develop linguistic and cultural competence in French and to develop the ability to tutor a foreign language in a structured classroom situation.

**Content:** Students conduct classes in which role-play, dialogues, basic vocabulary and grammar revision form the basis of the teaching and learning.

**Assessment:** 20-minute oral interview conducted in French. A 15-20 page report in French, in which students describe the teaching environment, evaluate the experience gained, attach lesson plans and critically comment on and evaluate the lessons.

**DP Requirement:** Submission of all written work on time and compliance with the attendance requirements of the School

**African Literature in French**

FREN720 H2  
(6L-0T-0P-302H-0R-0F-0G-6A-6W-32C)

**Aim:** To enable students to appreciate the concerns and preoccupations of novelists from continental Africa and the Indian Ocean Islands who write in French. To equip students to appreciate their specific and individual use of the French language.

**Content:** A study of the Negritude movement and its effect on 20th century African literature written in French. An in-depth analysis of a selection of both pre- and post-independence novels.

**Assessment:** Class mark 50%, examination 50%.

**DP Requirement:** Submission of all written work on time and compliance with the attendance requirements of the School.

**French Translation Part 1**

FREN730 P1 P2  
(13L-0T-0P-6S-288H-0R-0F-0G-13A-6W-32C)

**Aim:** To enable students to further their practice of translation from and into French.

**Content:** A study of translation as an academic exercise; is it a skill or an art? Its secondary purpose is the honing of learners' ability to translate both literary and scientific texts.

**Assessment:** Class mark 50%, examination 50%.

**DP Requirement:** Submission of all written work on time and compliance with the attendance requirements of the School

**French Translation Part 2**

FREN731 P1 P2  
(13L-0T-0P-6S-288H-0R-0F-0G-13A-6W-32C)

**Aim:** To enable students to further their practice of translation from and into French (continuation of Part 1).

**Content:** A study of translation as an academic exercise; is it a skill or an art? Its secondary purpose is the honing of learners' ability to translate both literary and scientific texts.

**Assessment:** Class mark 50%, examination 50%.

**DP Requirement:** Submission of all written work on time and compliance with the attendance requirements of the School

**Special Topics in French Studies**

FREN770  
(10L-0T-0P-16S-204H-87R-0F-0G-3A-13W-32C)

**Content:** From time to time the French Programme is able to offer one or more special modules, the purpose of which will be to explore new areas and themes emerging in the discipline or arising from the research of current or visiting members of the teaching staff.

**Assessment:** Class mark 50%, examination 50%.

**DP Requirement:** Submission of all written work on time and compliance with the attendance requirements of the School

**Special Topics in French Literature**

FREN771  
(10L-0T-0P-16S-204H-87R-0F-0G-3A-13W-32C)

**Content:** From time to time the French Programme is able to offer one or more special modules, the purpose of which will be to explore new areas and themes emerging in the discipline or arising from the research of current or visiting members of the teaching staff.

**Assessment:** Class mark 50%, examination 50%.

**DP Requirement:** Submission of all written work on time and compliance with the attendance requirements of the School
Discourses about Language: French
FREN772 P1
Aim: To provide students with advanced insights into various discourses (personal, artistic, institutional, political and ideological) relating to the French language.
Content: Historical development of perceptions about French: French as universal language, the “génie” of French; French as institution (Francophonie): Origins of Francophonie, the relation between Francophonie and Négritude; Francophonie as ideology: Critical perspectives, particularly with regard to French-speaking Africa; Current perspectives on French in the context of globalization.
DP Requirement: As per college rules.

Research Paper: French
FREN7RP P1 P2
Aim: To enable students to conduct supervised research on an approved topic leading to a dissertation.
Content: An introduction to research methods and proposal writing; individual research on an approved topic.
Assessment: Examination of the dissertation.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School.

Gender Studies

Offered in the School of Social Science

Introduction to Gender Studies
GEST202 H2
Prerequisite Requirement: 96 credits
Aim: The development of an understanding of the critical vocabulary on gender and related issues; An understanding of the instability of the concept of gender; the critical evaluation and presentation of arguments in relation to gender.
Content: Ways of Talking and Thinking about Gender: Introduction to Gender Studies is thematized around gender, culture and social consciousness; gender and violence; and gender, sexuality and disease. These themes are underpinned by case studies focusing on South Africa.
Assessment: Cumulative assessment (3 written assignments; and tutorial submissions: 50 %); 3-hour examination (50 %).
DP Requirement: 100 % attendance at tutorials; submission of tutorial work and 3 written assignments.
Offered on the Howard College Campus only

Gender, Politics and Theory
GEST701 H1 P1
Prerequisite Requirement: Undergraduate degree and/or special permission by Academic Co-ordinator
Aim: To explore a historical overview and analysis of First, Second and Third waves of feminism /s and to consider the contribution of the theories of identity and gender that emanate from these feminisms.
Content: First and second wave feminism, Third wave and African feminism(s), The relationship of gender to culture, The interrelated issues of race, identity and gender, The political implications of language, Exploring masculinities, Theories of Sexuality.
Assessment: Weekly e-reflections: 25%, attendance 5%, seminar presentation: 20% and Examination 50%.
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the school.

Genders, Sexualities, Cultures & Histories
GEST706 H1 P1
Prerequisite Requirement: Undergraduate degree and/or special permission by Academic Co-ordinator (latter appropriate in respect of senior exchange students)
Aim: The understanding of sexuality and its major debates and theories; Development of skills in critical evaluation and presentation of arguments via independent research; An understanding of how meanings about sex, sexuality and gender interface are constructed.
Content: ‘Modern debates and current panics’ in respect of human sexuality. The module prioritises the political, historical, cultural and theoretical contexts in which gender identities and sexualities have been and are currently being expressed.

Assessment: Weekly e-reflections: 25%; attendance 5%; seminar presentation: 10%; supervised research project: 60%. Supervised research project is externally examined.

DP Requirement: 80% attendance at seminars; submission of all e-reflections, presentation of seminar and completion of research paper.

Gender and Language
GEST804 H2 P2 (0L-0T-0P-20S-114H-15R-8F-0G-3A-15W-16C)

Prerequisite Requirement: Contemporary Issues in Gender Studies GEST807.

Aim: To develop knowledge and explore gendered language, issues in language acquisition and teaching focus on South African contexts. To explore the relationship between language, gender, and social structures.

Content: Empirical findings on links between gender and language; discussions on broader issues of interpretation; role of language in constructing gender identities.

Assessment: Attendance : 5% weekly reflections: 35% Prepared Presentations and class participation 10% Gender Portfolio 50%

DP Requirement: Attendance of all seminars and submission of all assignments.

Contemporary Issues in Gender Studies
GEST807 H2 P2 (0L-0T-2P-40S-164H-34R-0F-0G-80A-6W-32C)

Prerequisite Requirement: Honours degree in any cognate discipline

Aim: This module is aim at exploring contemporary issues in Gender studies by reviewing positions and reinterpreting debates that have led to rethinking categories, methods and theories in feminist research. The research examines significant debates in gender and feminism, stratifications of inequality, colonialism, gender, class and race, citizenship, justice and power among others.

Content: Includes but not restricted to new directions in feminist theory, transnational feminist theory, gendered development and globalisation, human trafficking and contemporary slavery, gender based violence, the politics of citizenship and advocacy, Ecofeminism and earth democracy.

Assessment: Weekly e-reflections 30%, attendance 5%, seminar presentation 15% and Examination 50%

DP Requirement: Attendance of all seminars and submission of all assignment.

Government, Business ad Ethics

Offered in the School of Social Sciences

Independent Research: Govt, Bus & Ethics
GOBE301 PC (0L-0T-0P-20S-140H-0R-0F-0G-0A-13W-16C)

Aim: This module is an independent readings exercise on a topic that embraces the three central pillars of the programme - Government, Business, and Ethics - leading to a research paper of between 6,000 and 7,000 words. The paper may focus on issues that draw primarily from any of the constituent disciplines.

Content: Variable

Assessment: Weekly meetings and reports; research paper.

DP Requirement: Submission of all written work on time and 100% attendance at seminars

Research Project: Govt, Business & Ethics
GOBE7RP PC (0L-0T-3P-2S-242H-75R-0F-0G-0A-13W-32C)

Prerequisite Requirement: Admission to Honours degree.

Aim: Candidates will undertake and present an independent original research essay involving the analysis of complex data, and written compilation of findings. Although the research can focus on any topic, it should draw from each of the constituent disciplines.

Content: Variable

Assessment: Completed thesis project (100%).

DP Requirement: Not applicable
History
Offered in the School of Social Sciences

The Making of the Modern World
HIST104 H1 P1
39L-8T-0P-0S-102H-10R-0F-0G-3A-13W-16C
Aim:
Assessment: Class Work 50%; Examination 50%
DP Requirement: Punctual submission of all written and oral work and attendance at 90% of tutorials.

Empires of the Modern World
HIST105 H2 P2
Aim: The idea of Empire is at the heart of our debates about what is wrong with the world today. The tensions and challenges that past and current empires have bequeathed shape our everyday lives. This course introduces students to some of the key features of imperial systems over the last 250 years, ranging from eastern to western empires, and especially the British Empire and the developing Empire of the United States of America. It examines how empires work and explores their enduring institutional, economic, and cultural effects on the people who live inside and around them. The course also explores opposition to imperialism, and the forces that have led to the collapse of empires.
Content: 1) The Atlantic slave trade and the origins of the British Empire; 2) The opening of China and Japan; 3) The Scramble for Africa and Western Imperialism; 4) Responses to British Imperialism: India; China; Africa; 5) Imperialism and the Middle East [Turkey; Iran; Egypt; Palestine;Afghanistan]; 6) Anti colonial movements and decolonization; 7) The Cold War and the rise of the USA as a global empire.
Assessment: Class work 50%; Examination 50%
DP Requirement: Punctual submission of all written and oral work and attendance of 90% of tutorials

Culture & History: 19th & 20th Century KZN
HIST201 H1 P1
Aim: This module will equip students with an understanding of South African, and other African, scholarly approaches to the rich culture and history of KwaZulu-Natal from the nineteenth century to the present.
Content: The module combines an investigation of key sites in the production of popular culture, ecology, economics and politics with an introduction to the rich historiography that frames each of these subjects. KwaZulu-Natal combines the promises and the perils confronting South Africa: a vibrant political system, rich cultural life, prosperous tourist and export industries are tempered by high levels of unemployment, criminality and epidemic disease. To understand KwaZulu-Natal is to have a strong understanding of the entire country, and an appreciation of the complexities, problems and promises of Africa. 1) Southern Africa before colonialism: the Zulu Revolution reconsidered; 2) The destruction of Zulu independence; 3) Colonial rule and political movements in Natal; 4) The social history and politics of identity; 5) African migrant labour; 6) Apartheid; 7) The culture of migrancy and the Durban system; 8) The pain of transition, 1990-1995 and the contemporary crisis, HIV/AIDS.
Assessment: Class work 50%, Examination 50%
DP Requirement: Punctual submission of all written and oral work, 80% attendance at tutorials.

Law, Crime and Society in History
HIST206 H2 P2
Aim: To equip students with independent skills for analysis and historical-legal argument; the ability to contextualise contemporary debates and to conduct independent research and analysis of primary and secondary data.
Content: This course examines the changing social contexts in which ideas about law, crime, freedom, power and rights have been codified and challenged in different regions of the world; whether law shapes society or society shapes law; changing definitions of crime and punishment; criminalisation of the poor; histories of reformist legal thinking; the role of law in colonialism and capitalist development; crimes of modern states; and legal debates over how traumatic histories should be remembered and addressed.
Assessment: Class Work 50%; Examination 50%
DP Requirement: Punctual submission of all written and oral work, 80% attendance at tutorials.
None, except for Majors. HIST 104, HIST105, HIST201.

Topics in African History
HIST301 H1 P1 (39L-20T-0P-8S-221H-26R-0F-0G-6A-13W-32C)

Prerequisite Requirement: For Majors HIST201 H1 P1, HIST202 H2
Aim: This course will introduce senior undergraduates to important historiographical debates in the field of African history.
Content: The course will be organised thematically around the research interests of members of staff, and topics will be chosen to highlight the research problems shaping the discipline. The course will offer students grounding in the history of the continent that will serve as the basis for understanding South Africa’s place on the continent and as a foundation for future research into the problems and promise of our region. 1) African political institutions; 2) The African colonial state and the problems of decolonization; 3) Politics of medicine and healing; 4) Environmental history; 5) Politics of knowledge on and about Africa; 6) The problems of the post-Colonial state in Africa; 7) African intellectual history; 8) Cultural History of Africa.
Assessment: Class work 50% ; Examination 50%

Topics in 20th Century History
HIST302 H2 P2 (39L-20T-0P-8S-221H-26R-0F-0G-6A-13W-32C)

Prerequisite Requirement: For Majors HIST301 H1
Aim: 20th Century history is by far the largest field of modern academic and popular historical scholarship. The paradoxical features of this era, with its combination of an unprecedented improvement in social welfare and similarly exceptional episodes of violence, have produced very rich sub-fields of research and analysis. This course will introduce senior undergraduates to key historiographical debates in the history of the 20th century. The course will be organised thematically around the research interests of members of staff, and topics will be chosen to highlight the research problems shaping the discipline. The course will offer students grounding in modern historiography that will serve as the basis for understanding the world we face in the present and the future, and as a foundation for future research across many disciplines.
Assessment: Class work 40%; Research project 20%; Examination 40%

Theory and Method in Historical Research
HIST700 HB P1 (0L-0T-0P-26S-244H-20R-0F-0G-30A-13W-32C)

Prerequisite Requirement: Undergraduate Degree
Aim: An analysis of the methodologies and research techniques employed by the finest historians and theorists. Exposure to and fluency with archival, oral, visual, quantitative and textual research skills.
Content: Training in the methods of history (proposal writing, archival forensic work, oral history, museum and cultural site field trips, visual analysis, close textual analysis, data base techniques) with analyzing the work of some of the finest historians, their selection of sources forms analysis, writing style and major philosophical and political problems.
Assessment: Class work 50%, Examination 50%

African States in Comparative Perspective
HIST701 H1 (0L-0T-0P-26S-244H-20R-0F-0G-30A-13W-32C)

Prerequisite Requirement: Undergraduate Degree
Aim: To provide a historical understanding of predicaments faced by contemporary African states and South Africa in particular.
Political commentators frequently refer to African states as ‘failures’. This module investigates the African state through historical and comparative analysis. After interrogating the notion of ‘state failure’, we explore the history of state-society relations in Africa. Are contemporary state formations in Africa legacies of the colonial period or do their origins rest with Africa’s pre-colonial polities? Comparisons will be made with former colonies in South Asia and Latin America. The central focus will be to situate the South African experience.

**Assessment:** Class work (50%); Examination (50%)

**DP Requirement:** Students must hand in all written work on time, and attend all scheduled classes.

**Gender & the Politics of History**

HIST703 HC (0L-0T-0P-26S-244H-20R-0F-0G-30A-13W-32C)

**Prerequisite Requirement:** Undergraduate Degree

**Aim:** Critical argument and expertise rooted in gender analysis and historical context.

**Content:** We will examine key examples of the historiography of gender in political, social, sexual, familial, regional, economic, racial, and medical contexts. Here the debates that have driven the production of this historiography, and the relationship between feminism and Marxism and Post-structuralism take centre stage.

**Practicals:** Supervised archival sessions.

**Assessment:** Papers and externally examined research thesis.

**DP Requirement:** Students must hand in all written work on time, and attend all scheduled classes.

**Independent Reading Course**

HIST704 HC (0L-0T-0P-26S-244H-20R-0F-0G-30A-13W-32C)

**Prerequisite Requirement:** Undergraduate Degree

**Aim:** To provide the opportunity for advanced students to be exposed to the research and particular area of specialisation of academic staff at any given time.

**Content:** In situations where a student indicates a particular interest in a historical theme and a member of staff has a specialisation in this area, it is possible to set up an independent reading course. This course will be based on a bibliography constructed by the student and staff member in consultation and will be assessed by essay and examination.

**Assessment:** Independent research project/essay and examination.

**DP Requirement:** Students must hand in all written work on time, and attend all scheduled classes.

**Critical Approaches to Public & Oral Hist**

HIST707 HC (0L-52T-0P-0S-268H-0R-0F-0G-0A-13W-32C)

**Prerequisite Requirement:** Undergraduate Degree

**Aim:** The module aims to equip graduate students with the theoretical and practical tools to do interview-based historical research.

**Content:** Critical analysis of how historians have used interviews for their research is complemented by a review of scholarly engagement with ‘traditional’ forms of oral narrative and by reflection on the inter-relationship of orality, literacy and visuality. While the course introduces students to international literature it maintains a strong focus on questions of orality, remembrance, politics and power in the African and specifically southern African colonial and post-colonial contexts. This includes analysis of contemporary state and civil society-based initiatives with regards to ‘heritage’, public processes of remembrance and ‘indigenous knowledge systems’. Practical course components will enable students to prepare for, to conduct, to transcribe and analyse interviews as part of their historical research. This includes a strong focus on ethical research practice.

**Assessment:** Class work (50%); Research Essay (50%)

**DP Requirement:** Students must hand in all written work on time, and attend all scheduled classes.

**Comparative History of Race and Racism**

HIST708 HB PB (0L-0T-0P-26S-244H-20R-0F-0G-30A-13W-32C)

**Prerequisite requirement:** an appropriate undergraduate degree

**Aim:** To comprehend the historical and socially constructed nature of race and racism in relation to economic, political and cultural forms of power, and to grasp the contribution of theorists and historians in formulating critical perspectives on relations between race and social, economic and political contexts. To understand the causes of racism and apply knowledge to contemporary debates.

**Content:** Case studies of racism in different parts of the world and in different historical contexts.
Assessment: Class work (50%); Examination (50%)

DP Requirement: Students must hand in all written work on time, and attend all scheduled classes

Research Paper

HIST7RP PB HB

Prerequisite Requirement: An appropriate undergraduate degree.

Aim: To enable students to conduct supervised research on an approved topic.

Content: Research on an approved topic.

Assessment: Examination of research essay.

DP Requirement: Students must hand in all written work on time, and attend all scheduled classes.

History of Christianity

Offered in the School of Religion, Philosophy and Classics

History of Christianity: Introduction

HICH110 P1

Aim: To introduce the history of Christianity.

Content: Section A (60%) A survey of the origins of the Christian tradition from the first to the fifteenth centuries. EITHER Section B (40%): Selected topics from early African Church history OR Section C (40%): History of the Lutheran Church in South Africa. Other traditions can be added if required.

Assessment: Class Mark: 40%; Examination, (1x3-hour paper): 60%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

History of Christianity: The Reformation

HICH210

Prerequisite Requirement: History of Christianity: Introduction (HICH110)

Content: An introduction to the history of the Christian churches in the age of the Reformation taught in an ecumenical perspective, with special reference to the impact of that history on contemporary Southern African Christianity.

Assessment: Class Mark: 40%; Examination (1x3-hour paper): 60%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

History of Christianity: The Modern Period

HICH311 PC

Prerequisite Requirement: 16C in HICH 210

Aim: An introduction to research in the history of Christianity with a special focus on selected topics in the history of Christianity in the early modern period.

Assessment: Class Mark: 40%; Examination (1x3 hour paper): 60%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

History of Christianity: Research Seminar

HICH321 PC

Prerequisite Requirement: 16C in HICH 210

Aim: Introduction to research in the History of Christianity with special reference to the Middle Ages and the Reformation.

Assessment: Class Mark: 40%; Examination (1x3 hour paper): 60%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

History of Christianity: Cluster Elective

HICH340 PC

Prerequisite Requirement: Prerequisite: 16C in HICH 210

Content: Cluster Elective in history of Christianity. With permission, an elective module accredited by the School may be taken within the Pietermaritzburg Cluster of Theological Institutions.
**Assessment:** Class Mark: 40%, Examination (1x3-hour paper): 60%
**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**History of Christianity: Cross-Disciplinary**
HICH350 PC (52L-8T-0S-74H-9R-14F-0G-3A-13W-16C)
**Prerequisite Requirement:** 16C in HICH 210
**Aim:** Special cross-disciplinary topics. Cross-disciplinary work of a selected nature with other Schools within the university, e.g. History, Economic History, History of Art, History of Drama.
**Assessment:** Class Mark: 40%, Examination (1x3-hour paper): 60%
**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**History of Christianity: Special Focus**
HICH370 PC (0L-13T-0P-0S-147H-0R-0F-0G-0A-13W-16C)
**Content:** In depth studies on a special field of interest in history of Christianity chosen by the student under the supervision of a lecturer.
**Assessment:** Research essay, 100%
**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

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**Housing**

*Offered in the School of Built Environment and Development Studies*

**Housing Technology 1A**
HOUS101 H1 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)
**Aim:** An introduction to the delivery of single housing units and their associated services including materials, construction processes and quality control milestones.
**Content:** Illustrated sequence of operations, introduction to basic building materials.
**Assessment:** Assessment criteria- 1 test counts for 25%, 5 assignments for 50%, summative portfolio exam for 25%
**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**Housing Technology 1B**
HOUS102 H2 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)
**Prerequisite Requirement:** Housing Technology 1A
**Aim:** Exploring the components of buildings. Drawing conventions.
**Content:** Illustration of the range of components including on-site installations.
**Assessment:** Assessment criteria- 1 test counts for 25%, 5 assignments for 50%, summative portfolio exam for 25%
**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**Housing Theory and Practice 1A**
HOUS103 H1 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)
**Aim:** To introduce students to wider housing terminology, typologies and housing evaluation techniques such as density. Introduction to layouts.
**Content:** To equip students with the tools to understand and evaluate housing norms critically. To introduce housing issues in a wider perspective. To demonstrate a development of academic writing ability.
**Assessment:** Revision test to account for 40%; Individual Assignments, 30%; Group Assignment, 10%; Fieldwork, 20%. Final mark will be based on the portfolio assessment.
**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.
Housing Theory and Practice 1B
HOUS104 H2 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Housing Theory and Practice 1A
Aim: To explore the implications of various housing configurations.
Content: Examination of Typologies such as medium density, high density, low density, low rise and high rise housing.
Assessment: Revision test to account for 40%; Assignments, 20%; Studio work, 30%; Group Assignments 10%. Final mark will be based on portfolio assessment.DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Housing Technology 2A
HOUS201 H1 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Housing Technology 1B
Aim: To introduce students to concepts of formal and informal construction processes, suspended slabs and the implications of low rise construction.
Content: Formal building processes, roles or professionals and inspections.
Assessment: Assessment criteria – 2 tests counts for 15% each, 3 assignments for 30%, 1 major project for 20%, summative portfolio exam 20%
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Housing Technology 2B
HOUS202 H2 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Housing Technology 2A
Aim: Introducing complex site building operations.
Content: Piling, site operations, vertical transportation and the roles of professional parties including complex servicing.
Assessment: Assessment criteria – 2 tests counts for 15% each, 3 assignments for 30%, 1 major project for 20%, summative portfolio exam 20%
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Housing Theory and Practice 2A
HOUS203 H1 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Housing Theory and Practice 1B
Aim: To understand, community participation programmes and their impact on housing production.
Content: Introduction of community participation models and the implications of other state delivery programmes.
Assessment: Revision test to account for 40%; Individual Assignments, 30%; Group Assignment, 10%; Fieldwork, 20%. Final mark will be based on the portfolio assessment.
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Housing Theory and Practice 2B
HOUS204 H2 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Housing Theory and Practice 2A
Aim: Introduction to social housing and the implications of high density housing.
Content: High density housing norms and standards, housing typologies, housing performance.
Assessment: Revision test to account for 40%; Individual Assignments, 30%; Group Assignment, 10%; Fieldwork, 20%. Final mark will be based on the portfolio assessment.DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Human Habitat
HOUS205 H1 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)
Aim: To introduce students to basic concepts in human Habit by assessing the sensitivity and vulnerability of the landscape and settlements 'ecosystem and present nature of socio-ecological systems and human-environment interaction.
Content: The central themes in this module are human habitat and nature-society interactions, discuss the public awareness about human settlements problems and their solutions, the formulation of Non-Governmental Organizations' policies and strategies in the field of human settlements and addressing the issues of human settlement in South Africa and the developing world are also included.

Assessment: Final Portfolio exam: 20%, Presentation(or test)20%, Assignments/Tutorials/Practicals 60%, DP Requirement: 50% class marks (attendance at practicals and tutorials) , 50% Portfolio Exam.

Construction Economics
HOUS206 H2

Aim: To equip students with the fundamentals of the operation of the construction and building industry within economic constraints, and explores the broad context of the construction industry within which housing development is delivered and managed.

Content: The module introduces students to central themes, which revolve around the construction and building industry with a focus on housing; and conveys an appreciation of Construction Economics, the construction market, the tendering process, pricing and residential construction estimation, codes of practice and ethics in construction management, the construction process and measurement of residential work.

Assessment: Class Marks (A minimum 2 assignments to account for 40%) Class Average Mark 40% and Exam 60%. DP Requirement: 75% attendance and submission of all written work.

Housing Theory and Policy
HOUS301 HC 1

Prerequisite Requirement: Housing Technology 2B, Housing Theory and Practice 2B

Aim: To introduce students to the implications of world-wide housing policy.

Content: The evolution of South African Housing Policy and comparisons to other countries.

Assessment: Revision test to account for 50%; Individual Assignments 30%; Seminar Presentations 20%. Final mark will be based on portfolio assessment.

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Housing Implementation and Management
HOUS302 H2

Prerequisite Requirement: HOUS301; HOUS307

Aim: To consolidate foregoing courses comprehensively in a simulated office environment based on a group resolution of a real design project.

Content: Identify a realistic housing project, form groups to simulate a practice situation, synthsise and present final reports and layouts.

Assessment: 5 Assignments 60%, Class Presentations 20% and 1 final project 20%

DP Requirement: As per college rules.

Research Techniques in Housing
HOUS303 H2

Prerequisite Requirement: None

Corequisite: None

Aim: To introduce students to basic research techniques in housing.

Content: The module focuses on conventional and non-conventional research methods that impinge on the built environment, including samples and sampling methods, questionnaire design and administration, data analysis, non-survey research techniques such as mapping and building surveys, and report writing.

Assessment: Short Dissertation (55%), Class mark (45%).

DP Requirement: 60% attendance at practicals and tutorials, 40% class mark.

Project Management for Housing
HOUS305 HC 2

Prerequisite Modules: HOUS101, HOUS102, HOUS201, HOUS202,HOUS301
Aim: To introduce students to key steps, tools and principles of housing projects management, by moving away from the generic project management content to focus more on housing projects.

Content: Land, capital, human resources, legislative framework, a team of professionals, social dynamics, environmental dynamics, quality control, banks and government, norms and standards, power distribution and communication strategies. Students need to be aware of how to deal with this complex situation for effective delivery and management of housing projects.

Assessment: All timeously submitted assignments: 50%; final project and its presentation in class: 30%; portfolio examination: 20%

DP Requirement: 75% attendance of lectures, seminars, tutorials, and practicals and timeous completion of tasks required of these is compulsory.

Sustainable Human Settlements
HOUS306 HC 1 (12L-12T-6P-12S-50H-0R-5F-0G-63A-13W-16C)

Corequisite: HOUS301

Aim: To explore sustainability and sustainable development as a theme, and understand its links with and relevance to the field of human settlements and housing.

Content: Evolution of sustainability thought; the Global Agendas on sustainability; pillars/imperatives of sustainability; sustainable urban forms; spatial segregation and housing segregation in South Africa; land, location and integration; interpreting sustainable development in low and high cost housing settlements in South Africa; sustainable construction; sustainable housing finance.

Assessment: Seminar presentation - 30%, Assignments (including 2 essays, 1 field trip-based report and 1 practical-based report - 70%

DP Requirement: 75% attendance at all lectures and tutorials; seminars, practicals, and field trip are compulsory; completion of all assignments by due date.

Estate Development and Management
HOUS307 H1 (20L-20T-18P-0S-102H-0R-0F-0G-0A-13W-16C)

Aim: The aim of this module is to acquaint students with the fundamentals of urban economics, in so far as issues of property finance, property investments, property development and marketing are concerned. The module is especially intended for exploring in the broader context, the underlining aspects of housing finance and the influence this has on housing affordability.

Content: Central themes in the module involve the exploration of major concept and limitations of urban land economics, the nature and functioning of property markets and their sub sectors, sources and limitations of property development and marketing.

Assessment: Continuous evaluation, summative assessment in the final portfolio review

DP Requirement: 50% class marks (attendance at practicals and tutorials), 50% Portfolio Exam.

Housing Theory and Practice
HOUS801 H1 (42L-0T-50P-14S-200H-7R-0F-0G-7A-7W-32C)

Prerequisite Requirement: Any relevant degree in cognate field

Aim: To understand the multi-faceted nature of housing and the evolution of housing thought and practice in South Africa and internationally.


Practicals: Site visits to housing projects to identify some of the principles introduced, defect identification and maintenance proposals for selected housing estates and projects.

Assessment: Four class essays each weighted 100%, project paper on defects and building maintenance, also weighted 100%. In all, 50% must be attained.

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Advanced Housing Policy And Finance
HOUS802 HC (72L-8T-14P-14S-205H-0R-0F-0G-7A-7W-32C)

Prerequisite Requirement: Housing Theory and Practice
Aim: To understand housing policy issues and debates, and housing policy formulation

Content: Comparative analyses of housing policies internationally, evolution of housing policy in South Africa, housing finance, land policy, housing and the macro-economy, housing delivery systems, rural housing policy, housing policy in relation to broader urban planning and development objectives.

Practicals: Formulating policies on a variety of housing issues at regional and national level, revisiting/evaluation of current housing policy.

Assessment: Four class essays weighted 50% of the overall mark, and one policy formulation project weighted 50% of the overall mark.

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Project Management and Evaluation
HOUS803 HC (96L-24T-0P-177H-16R-0F-0G-7A-13W-32C)

Prerequisite Requirement: Housing Theory and Practice

Aim: To create awareness of project management techniques and the appropriateness of their application to development projects.

Content: Project selection, setting of project objectives, project feasibility studies and project packaging, community participation in projects, sources and appropriate application of development finance, project organisational structure, physical design, implementation, project scheduling and resourcing, cash flow schedules, project accounting.

Practicals: Site visits, application of project management principles to a housing project, analysis of project records – cash flow schedules, accounts, contracts, community involvement etc.

Assessment: One project paper covering all project management principles, weighted 100%

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Housing Implementation
HOUS804 HC (42L-0T-50P-14S-200H-7R-0F-0G-7A-13W-32C)

Prerequisite Requirement: Housing Theory and Practice, Advanced Housing Policy and Finance

Aim: To create awareness of the critical components of housing which together determine the level and pace of housing implementation viz. legislative framework, standards and regulations, and information.

Content: Planning and housing law, principles of law, common and statutory laws: gathering, processing and analysis of information towards research in housing and shelter related issues, building materials and elements of cost, maintenance, availability, construction design and standards, information on and impact of affordability on housing.

Practicals: Site visits, application of housing implementation principles to a selected housing project to give clarity to legislative, information, and standards and regulations angles.

Assessment: A housing implementation project paper based on a housing project, weighted 100%

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Special Housing Studies A
HOUS807 HC (56L-0T-56P-56S-152H-0R-0F-0G-0A-7W-32C)

Content: The Special Housing Studies are course names allocated in the College Handbook to enable the School to offer other courses as may be appropriate from year to year. Courses currently under consideration are ones on Housing and Property Development, The Use of Computers in Planning, Urban Design and global housing agendas. In this element, a specialist of international standing will be sought to conduct special tuition.

Assessment: As appropriate

DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Special Housing Studies B
HOUS808 HC (56L-0T-56P-56S-152H-0R-0F-0G-0A-7W-32C)

Content: The Special Housing Studies are course names allocated in the College Handbook to enable the School to offer other courses as may be appropriate from year to year. Courses currently under consideration are ones on Housing and Property Development, The Use of Computers in Planning, Urban Design and global housing agendas. In this element, a specialist of international standing will be sought to conduct special tuition.

Assessment: As appropriate
**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**Dissertation Methodology: Housing**

HOUS809 H2

Prerequisite Requirement: All compulsory subjects offered in the first year of coursework viz. HOUS801, HOUS802, HOUS803 and TNPL802

**Aim:** To expose the students to the process of designing, planning and organising, collecting and analysing information towards a research study on a selected topic.

**Content:** Selection of topic, statement of research problem and research question, theoretical basis, primary readings in relation to housing debates, application of the theories and debates to chosen area of study, methodology of data collection, sampling, questionnaire design and administration, processing and analysis of information towards answering the research question.

**Practicals:** Stage by stage application of research principles to individual topics, workshops on and individual presentations in the areas of topic selection, theoretical framework and data collection techniques.

**Assessment:** A fully detailed research proposal.

**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**Short Dissertation: Housing**

HOUS8SD HC

Prerequisite Requirement: Dissertation Methodology: Housing

**Aim:** To learn to conceptualise, conduct and write up independent research.

**Content:** Preparation of the dissertation following completion of the proposal; conducting independent research; analysis and writing up of findings; drawing appropriate conclusions.

**Assessment:** Dissertation of up to 100 pages.

**DP Requirement:** As per college rules.

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**Industrial, Organisational, and Labour Studies**

*Offered in the School of Social Sciences*

**Workers and Industrialisation in SA**

IOLS101 H2

Prerequisite Requirement: Socy101 & IOLS101

**Aim:** To introduce students to the discipline of industrial sociology, its historical evolution, current status, key theoretical concepts commonly used in the discipline, common issues it concerns itself with and core literature.

**Content:** The module addresses the following main themes: What is industrial sociology? Developing the capitalist economy, transforming the rural economy, the urban experience, being a worker (lived experiences), work in the here and now.

**Assessment:** Tests (30%) Essay (20%); Examination (50%)

**DP Requirement:** Minimum class mark of 40%, hand in all written assignments and attend tests.

**Organising Production**

IOLS201 H1

Prerequisite Requirement: Socy101 & IOLS101

**Aim:** To examine the changing workplace

**Content:** The main focus is to examine and understand the way in which paid work is organised and structured in modern industrial societies. This will involve an exploration of how the nature and design of work have evolved in modern workplaces. Various theoretical perspectives and debates will be drawn upon to facilitate an analysis of this process of change. Work in current times has undergone a number of transformations. A central question we will examine is how these transformations have affected the South African workplace. Some of the key debates that will be highlighted are managerial control, the nature of skill, and flexibility.

**Assessment:** Test (20%); Term essay (30%); Examination (50%)

**DP Requirement:** Minimum class mark of 40%, hand in all written assignment and attend test
Globalisation & World-Class Manufacturing
IOLS202 H2 (26L-5T-0P-0S-39.5H-8R-0F-0G-1.5A-6W-8C)
Prerequisite Requirement: Sociology 101 & IOLS101
Aim: To examine the pressures that globalisation has exerted on companies to be competitive.
Content: Globalisation, responses and debates, lean production & world-class manufacturing.
Assessment: Test (20%); Term essays (30%); Examination (50%)
DP Requirement: Minimum class mark of 40%, hand in all written assignments

Trade Unions in South Africa
IOLS204 H2 (26L-5T-0P-0S-39.5H-8R-0F-0G-1.5A-6W-8C)
Prerequisite Requirement: RMSS; Sociology 101 & 102
Aim: To examine the nature and role of trade unions in society, and how this role changes. Specific focus is drawn to South African trade unionism.
Content: Trade union theories, historical and contemporary trends in trade unionism in SA, Cosatu and the Tripartite Alliance, as well as Public Sector Unionism.
Assessment: Test (20%); Term essay (30%); Examination (50%)
DP Requirement: Minimum class mark of 40%, hand in all written assignments and attend test

Introduction to Labour Markets
IOLS205 H1 (26L-5T-0P-0S-39.5H-8R-0F-0G-1.5A-6W-8C)
Prerequisite Requirement: Sociology 101, IOLS 101 and RMSS.
Aim: To introduce students to theoretical perspectives on labour markets under capitalism, enabling them to apply theoretical concepts to empirical case studies of labour markets.
Content: Labour markets and sociology, theories of labour markets or economics, sociology and the study of labour markets, and people and work.
Assessment: Test (20%) Term Essay (30%), Examination.
DP Requirement: Minimum class mark of 40%, hand in all written assignments and attend test.

Organisational Restructuring & Change
IOLS301 H1 (39L-6T-0P-0S-79H-32R-0F-0G-4A-15W-16C)
Prerequisite Requirement: All four IOLS 2 modules (32 credits)
Aim: To explore the reasons and histories of organisational change.
Content: Contemporary restructuring, new social dynamics associated with restructuring.
Assessment: Test (20%); Term paper (30%); Examination (50%)
DP Requirement: Minimum class mark of 40%, hand in all written assignments and attend test

Diversity & Equity in the Workplace
IOLS302 H2 (39L-6T-0P-0S-79H-32R-0F-0G-4A-15W-16C)
Prerequisite Requirement: All four IOLS 2 modules (32 credits)
Aim: To examine the implications and consequences of implementing equity and managing diversity.
Content: Equity measures, policy directives, and implications and consequences.
Assessment: Tutorial-based assignments (30%); Term paper (30%); Examination (30%).
DP Requirement: 100% of tutorials and 70% of lectures

Labour, Capital & State in Contemporary SA
IOLS303 H1 (39L-6T-0P-0S-79H-32R-0F-0G-4A-15W-16C)
Prerequisite Requirement: All four IOLS 2 modules (32 credits)
Aim: To examine the changing nature of South Africa’s Industrial and/or Labour Relations system
Content: Theories of industrial/labour relations; the situation in SA; collective bargaining, labour conflict and conflict resolution; and workers' participation.
Assessment: Tutorial-based assignments (30%); Essay (30%); Examination (40%).
DP Requirement: 100% of tutorials and 70% of lectures
Implementing Workplace Change
IOLS304 H2
Prerequisite requirement: All four IOLS 2 modules (32 modules)
Aim: To equip students with practical approaches to organisational change.
Content: The main focus of this module is to understand the processes and results of implementing change in organisations. Students are introduced to theoretical frameworks of organisational intervention and change strategies. Through practical application students are then provided the opportunity to put these theories into practice.
Assessment: Tutorial Based Assignment (10%); Test (20%); Essay (20%); Examination (50%).
DP Requirement: Class mark (40%); 100% Tutorial attendance and 80% Lecture attendance.

Economic policy, Labour Markets & Jobs
IOLS305 H2
Prerequisite Requirement: All four IOLS 2 modules (32 credits)
Aim: To examine job creation policy in SA in the context of rising unemployment levels.
Content: The main focus of the module is to understand the problem of, and the possible solutions to, unemployment in South Africa. First it is necessary to understand the context within which this challenge is located. The module is divided into 3 themes (SA economic policy, labour markets, unemployment), each providing you with information that should allow you to assess and contribute to job creation policy. Within each theme we focus on the issues and debates that are pertinent to the major concern of this module - job creation.
Assessment: Test (20%) Essay (30%), Examination (50%).
DP Requirement: 100% of tutorials and 70% of lectures

Theories & Concepts for the World of Work
IOLS702 H1
Prerequisite Requirement: Bachelors Degree
Aim: To provide a theoretical framework to understand the global workplace.
Content: The modern world, the new industrial world, organising for survival.
Assessment: Class exercises (20%), seminar papers (30%) plus one examination (50%)
DP Requirement: Seminar attendance & class mark of no less than 50%

Difference & Diversity in the Workplace
IOLS706 H2
Prerequisite Requirement: Bachelors Degree
Aim: To introduce the notion and implication of social identities, especially in workplaces
Content: Theory and cases of identity policy and conflict
Assessment: Class exercises (20%), seminar papers (30%) one examination (50%)
DP Requirement: Seminar attendance & class mark of no less than 50%

Women, work & employment
IOLS707 H2
Prerequisite Requirement: Bachelors Degree
Aim: To explore the effect of gender transformations on work, employment and economy.
Content: Feminist theory, gendered economy, measures of gender transformation at work.
Assessment: Classwork(50%), Take-home examination (50%)
DP Requirement: Seminar attendance & class mark of no less than 50%

Workplace Change in South Africa
IOLS708 H1
Prerequisite Requirement: Bachelors Degree
Aim: Examining South Africa's changing workplace in the light of socio-economic transformation.
Content: Industrial policy; labour law; workplace restructuring, competitiveness and democracy.
Assessment: Seminar papers (30%), presentations (10%), long essay (20%), examination (40%)
DP Requirement: Seminar attendance & class mark of no less than 50%
Also offered at Masters level: IOLS808 H1; assessment at Masters level requires a more substantial independent research component.

Globalisation: Flexible Work & Labour Unions
IOLS710 H2
Prerequisite Requirement: Bachelors Degree
Aim: To evaluate how the current phase of economic globalisation which is expressed in the increasing transnational organisation of production and integrated global financial markets affects labour and unions in general.
Content: Globalisation, flexible work, income security and labour unions.
Assessment: Presentation (10%), participation (10%), seminar papers and term writing assignments (30%) and examination (50%).
DP Requirement: Seminar attendance & class mark of no less than 50%
Also offered at Masters level: IOLS810; assessment at Masters level requires a more substantial independent research component.

Work, Workers and Livelihoods
IOLS812 H2
Prerequisite Requirement: Bachelors Degree
Aim: To grapple theoretically and historically with concepts and linkages between work, workers and livelihoods.
Content: This module will interrogate articulation of work, workers and livelihoods by navigating three themes. One, Harold Wolpe’s (1972, 1980) notion of articulation of modes of production. Two, debates on capitalist labour process, workplace regimes and the politics of production. Three, looking at linkages between epistemology and research methodology in labour studies and the specific study of work, workers and livelihoods.
Assessment: Seminar papers 30%, Term paper 20%, Examination 50%
DP Requirement: Seminar attendance & class mark of no less than 50%

International Relations
Offered in the School of Social Sciences

International Political Economy
INTE721 PC
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: To enable learners to explore some of the critical issues of global state relations and political economy.
Assessment: 13 weekly reports, class presentations and class participation, (50%); Final examination, (50%).
DP Requirement: Attendance of all seminars and submission of all written work.

International Relations and Global Politics
INTE702 HC
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: To examine aspects of international relations in the context of globalisation, and to provide an advanced analytical basis to understand the current configuration of power in the global political economy.
Content: This module critically investigates various aspects of global politics. These may include some or all of the following: the political, economic, cultural and ecological. The module may include a discussion of different theoretical perspectives and a comparative analysis of aspects of the impact of globalisation in different regions/countries.
Assessment: 4 seminar presentations, 1 research essay, one 3-hour examination.
DP Requirement: Attendance of all seminars and submission of all written work. Also offered at Masters level: POLS802 HC; assessment requires a more substantial independent research component.
Studies in International Relations
INTE723 HC

Aim: To enable students to explore some of the critical issues in global politics that affect or give definitive shape to conflict prevention and resolution.

Content: A selection of half of the following topics: Contending Perspectives on International Relations and World Politics; Conflicting Identities, Nationalism, and the Nation-State; Qualities of Nation-States; Foreign Policy Decision making; Diplomacy and Statecraft; Conflict, Coercion, and Influence in World Politics; International Terrorism and Transnational Crime; World Peace, Cooperation, and Security; Human Rights and Refugees; International Peace; Peace Keeping, Peace Making, Peace Enforcement, and Peace Building; Sustainable Peace

Assessment: 13 weekly reports, class presentations and class participation (50%)
Final Examination (50%)

DP Requirement: Attendance of a minimum of 75% of the seminars and submission of all written work. Student must obtain a minimum of 40% in their classwork.

Research Project in International Relations
INTE7RP HC

Kiswahili

May not be offered in the first semester of 2019

Elementary Kiswahili Language - A
KISW101 H1 P1

Prerequisite Requirement: Open to all students who have no knowledge of Kiswahili.

Aim: The module provide students with both written and oral communicative competence in Kiswahili language and culture. It also introduces students to the Kiswahili basic grammar.

Content: This is an introductory course. The emphasis is on cultural communicative approach focusing on the four basic skills - listening, speaking, reading, and writing.

Assessment: Class work 40% Examination 60%

DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the School of African Languages.

Elementary Kiswahili Language - B
KISW102 H2 P2

Prerequisite Requirement: Open to all students who have completed Elementary Kiswahili Language A.

Aim: The module enables students to achieve further oral and written communicative competence in Kiswahili language at an elementary level with the focus on the expression of abstract ideas and discovering basic aspects of Kiswahili grammar.

Content: This is a stage two of an introductory course. The emphasis is further put on cultural communicative approach focusing on the four basic skills - listening, speaking, reading, and writing. Students are gradually exposed into simple basic Kiswahili grammar, comprehension, and composition.

Assessment: Class work 40% Examination 60%

DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the School of African Languages.
Digital Literacy
LIIS130 PC HC (39L-0T-26P-0S-75H-I 5R-0F-0G-5A-I 5W-16C)
Aim: To enable students to acquire critical skills in digital media technologies that will increase the students' abilities to use computers and other university technologies for learning. [e.g. computers] and facilities [e.g. networks, Moodle] and to identify, access, evaluate and use information for learning [e.g. problem solving, decision making and research in a networked environment.
Content: Introduction to computers, use of course management systems (Moodle), managing files, computer applications (word-processing, email, PowerPoint), internet and web, information sources, libraries and portals, information searching in a networked environment (search query, databases and online journals), information evaluation, information ethics citation and recording of sources, plagiarism, copyright.
Practicals: 13 weeks x 2 hours per week.
Assessment: Coursework (100%) comprising: practical exercises (40%), tests (30%), assignments (25%), Moodle discussion forum 5%.
DP Requirement: At least 75% attendance at all lectures and practicals. Submission of all work as required by the module coordinator, by the stipulated date.

Descriptive Cataloguing
LIIS610 PC (39L-0T-40P-0S-42H-20R-0F-0G-19A-15W-16C)
Aim: Understanding of the principles and practice of cataloguing in order to effectively apply cataloguing skills in a future workplace.
Content: Cataloguing principles; development of catalogues and cataloguing codes; co-operative cataloguing; computerized cataloguing networks; practical application of the rules of the AACR2; RDA; online cataloguing using MARC21 format; SABINET Online.
Practicals: 10 x 4hrs
Assessment: 3 tests, 10 practical exercise,1 assignment 50%; 1 x 3-hour examination 50%
DP Requirement: Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.

Records Management
LIIS642 PC (39L-0T-10P-0S-76H-10R-15F-0G-10A-15W-16C)
Aim: Understanding of basic principles of records and documents management in the administration of information systems. To demonstrate knowledge of records management and how to apply such knowledge in development and management of records system.
Content: Information and records management, terminology, concepts evolution, trends, records manager/archivist paradigm. Setting up records management programmes, strategic management of records and document in archives and offices. Appraisal, disposition, disaster planning and control.
Practicals: 10 x 1hr
Assessment: 2 presentations, 2 Assignments 50%, 1 x 3-hour examination 50%
DP Requirement: Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.

Information Behaviour and Ethics
LIIS643 PC (39L-0T-0P-6S-80H-10R-15F-0G-10A-15W-16C)
Aim: Understanding of information behaviour and its associated ethical considerations, theoretical underpinnings and the role of information and communication technologies in various African and other contexts.
Content: Information behaviour, definitions and theory, approaches and tools (Community profiling, CIT, survey, reflection paper); Information behaviour contexts of various groups (children, genre readers etc). Media policy and power relations; Social justice issues and information asymmetries; use of information and communication technologies, repackaging and social media: rural contexts; literacies; universal access; approaches to safeguarding intellectual property and copyright.
Assessment: 2 presentations; 2 assignments; 1 research project 50%; externally examined 50%

**DP Requirement:** Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exams.

### Digital Libraries and Repositories

**LIIS644 PC**

**Aim:** Understanding of theoretical; practical and technical aspects of the creation; management and preservation of digital resources of libraries.

**Content:** Types of and requirements for, digital libraries, institutional repositories (IR's). IR content management tools; metadata; copyright and open source; website development, curation and preservation; Web 2.0. technologies; intergration of physical and digital resources; human resources; project management; funding proposal.

**Practicals:** 5 x 3hrs; 2 field trips.

**Assessment:** Test 10%; assignments 10%; project; and presentation 25%; class participation 5%; 1x 3hours examination 50%.

**DP Requirement:** Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.

### Management of Information & Archival Agencies

**LIIS645 PC**

**Aim:** Understanding of pertinent issues involved in the management of information and archival agencies from both a practical and theoretical perspective.

**Content:** Contemporary situation regarding information and archival agencies; including legislative background; collection development in the context of Ranganathan’s Five Laws of Library Science; management functions-planning; financial control; marketing and communication; human resources management;- selection and recruitment; training and development; motivation; leadership and performance evaluation.

**Assessment:** 1 x assignment; 1x test; 1 x case study and presentation 50%; 1x 3-hour examination 50%

**DP Requirement:** Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.

### Information Searching and Retrieval

**LIIS652 PC**

**Aim:** Understanding of the range of reference services provided by information centres; the reference sources available, their selection, acquisition and evaluation; the development of information retrieval skills and the compilation of bibliographies.

**Content:** Reference process; search strategies; information needs analysis; hardcopy and e-sources and their selection, evaluation and use; practical review and hands-on searching of e-information services; bibliography compilation.

**Practicals:** 10 x 4hrs

**Assessment:** 2 assignments, 10 practical exercises 50%; 1 x 3-hour examination 50%

**DP Requirement:** Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.

### Subject Analysis

**LIIS660 PC**

**Aim:** Understanding of the organisation of information from both a theoretical and practical point of view.

**Content:** Principles of classification, subject analysis and controlled vocabulary; structure, principles and practice of Dewey Decimal Classification and Library of Congress Subject Headings. Computer-based indexing systems; post-coordinate indexing; thesauri; evaluation of information retrieval systems.

**Practicals:** 10 x 4hrs

**Assessment:** 1 test, 10 practical exercise ,1 assignment 50%; 1 x 3-hour examination 50%

**DP Requirement:** Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.

### Archival Administration

**LIIS682 PC**

**Corequisite:** Records Management.
Aim: Understanding the purpose and principles of archival arrangement and description, including the impact of international standards and computer technologies on these professional activities.

Content: Archival legislation, buildings, acquisition, accessioning; provenance and original order; arrangement, classification and description of archival holdings; finding aids: guides, inventories, descriptive lists; impact of descriptive standards and computers on archival administration.

Practicals: 20 x 2hrs
Assessment: 2 presentations, 2 assignments 50%; 1 x 3-hour examination 50%

DP Requirement: Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.

Preservation and Conservation
LIIS683 PC
(39L-0T-40P-0S-46H-10R-15F-0G-10A-15W-16C)
Corequisite: Records Management.
Aim: Understanding of issues involved in providing access to information materials while maintaining those materials of long-term value (establishing priorities, developing effective solutions to preservation problems).
Content: Preservation and conservation contexts; technology and the structure of documentary materials; protection and care of documentary materials; preservation planning, collection surveying; choosing preservation methods, reformatting; issues in physical treatment; standards; disaster preparedness; preservation policy.
Practicals: 20 x 2hrs
Assessment: 2 presentations, 2 assignments 50%; 1 x 3-hour examination 50%

DP Requirement: Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.

Managing Electronic & Audiovisual Resources
LIIS684 PC
(39L-0T-40P-0S-46H-10R-15F-0G-10A-15W-16C)
Prerequisite Requirement: LIIS680 - Records Management
Aim: To extend student's understanding of the theories and principles of managing electronic records and audiovisual materials. Students will critically analyse a range of tools and methodologies for carrying out effective management of electronic and audiovisual resources.
Content: New information technologies and the challenges they pose to organisations' capacities to define, identify, control, manage, and preserve electronic records and audiovisual formats. Organisational, technological, regulatory, and cultural factors and the strategies used to manage electronic records and audiovisual resources. Long-term preservation of electronic and audiovisual resources. Knowledge representation and content management in electronic and audiovisual systems.
Practicals: 20 x 2 hrs
Assessment: 2 presentations, 2 assignments 50%; 1 x 3-hour examination 50%

DP Requirement: Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.

Research Methodology for Information Prof.
LIIS690 PC
(39L-0T-10S-70H-0R-0F-0G-41A-13W-16C)
Aim: Introduction to the research process from philosophical underpinnings and initial research problem conceptualization to data collection, analysis, and ethical considerations.
Content: Relationships between different parts of research starting from the overall philosophy(paradigm interpretive, positivist and post positivist) and fundamental ontological question (what is the nature of reality and therefore what is there that can be known about it?), epistemological question(what is the nature of the relationship between the knower and what can be known) and methodological question(how can the inquirer go about finding out whatever he/she believes can be known?). Research principles-research problem and sub problems, theory, literature review, qualitative/quantitative approaches to research, research design (survey, case studies, phenomenology, ethnography, archival studies, action research grounded theory, experimental design, post facto design), data collection techniques(Interviews, survey questionnaire, observation, focus group discussion, ethnography etc.), validity/reliability (triangulation, pilot studies, expert reviews of instruments, adopting already used instruments. Cronbach alpha factor analysis etc.)
Assessment: 1 presentation, 1 written assignments, 1 test 50%, research paper 50%

DP Requirement: Attendance at a minimum of 75% of all lecture sessions and a minimum of 40% class record mark needed to qualify for the exam.
Information Management
LIIS711 PC
Aim: To introduce students to information management; familiarize them with a range of technologies used in information handling, issues and policies related to the use of information technology.
Content: Theories, principles, issues of information storage and retrieval (ISAR); information management's relation to library science, archives, records and knowledge management. Computer systems, telecommunications, Internet; applications to ISAR; information theory, standards, vocabulary control, indexing, expert systems, e-publishing, cooperative information systems and services.
Practicals: 2 x 5hrs
Assessment: 3 assignments 50%, 1x 3-hour examination 50%
DP Requirement: Attendance at all (100%) lecture/seminar sessions and a minimum of 40% class record mark needed to qualify for the exam.

Knowledge Management
LIIS712 PC
Aim: Introducing students to knowledge management as a subject domain, its principles and practices.
Content: Key concepts, relevant theories; relationships between data, information and knowledge, and their management; role of technology in knowledge sharing; critical steps in effective knowledge management, developing a knowledge culture and knowledge sharing; value-adding processes.
Assessment: 4 assignments 50%; 1x 3-hour examination 50%
DP Requirement: Attendance at all (100%) lecture/seminar sessions and a minimum of 40% class record mark needed to qualify for the exam.

Web-Based Information Systems
LIIS713 PC
Aim: Understanding and knowledge of Web-based information systems; providing students with a conceptual framework to use in the design, development and evaluation of web-based information systems and services.
Content: History of Internet, World Wide Web (Web); Web architecture, site design, development; content development and management; development tools; standards; WWW Consortium; browsers; HTML; XML; metadata; style sheets; information gateways; evaluating systems; providing access to Web content on Internet, intranets, extranets and portals. Case studies.
Practicals: 12 x 2hrs
Assessment: Project and evaluation 50%; 1 x 3-hour examination 50%
DP Requirement: Attendance at all sessions and satisfactory completion of coursework.

Records & Archives Management
LIIS737 PC
Aim: Knowledge and understanding of the principles of records and archives management; its role in managing information to facilitate the conduct of business and preserving records for posterity.
Content: Principles of records and archives management; context of use and creation of records and archives; legal issues in records and archives administration; organizing and controlling records; management of digital records and archives; preservation of records and archives; marketing of records and archives programmes.
Assessment: 3 assignments 50%; 1 x 3-hour examination 50%
DP Requirement: Attendance at all (100%) lecture/seminar sessions and a minimum of 40% class record mark needed to qualify for the exam.

Bibliography
LIIS739 PC
Aim: Independent, supervised research and bibliography compilation.
Content: Indexed list of selected materials on a specific subject; choice motivated on the basis of significant need.
Assessment: 1 independent study, externally examined, 100%
DP Requirement: Not applicable

Special Topics/Independent Study A
LIIS740 PC
Aim: Independent, supervised research and report writing.
Content: Research project on a topic of student’s choice.
Assessment: 1 independent study, externally examined, 100%
DP Requirement: Not applicable

Issues in Library & Information Science
LIIS830 P1
Prerequisite Requirement: Completion of year 1 or equivalent
Corequisite: Research Proposal
Aim: To provide knowledge and understanding of concepts and issues in African library and information systems (LIS).
Content: Information delivery context in Africa; digital divide, LIS theorists; comparative method and its application to the library systems of African countries; information policy, planning, implementation and evaluation; education for LIS; information centres management.
Assessment: 9 assignments 50%; 1x3hr examination 50% (Accounts for 16.6% of MIS mark)
DP Requirement: Attendance at all sessions and satisfactory completion of coursework.

Advanced Literature Searching & Evaluation
LIIS833 PC
Prerequisite Requirement: B.Bibl. Hons or its equivalent
Corequisite: Issues in Library and Information Science; Data Analysis & Presentation, Information Ethics, Social Research Design & Practice.
Aim: To provide knowledge and skills relating to advanced subject searching, management of bibliographic sources, literature review and evaluation, and the compilation of bibliographic reports.
Content: Formulation of search strategies including mapping of bibliographic sources; searching techniques; print and electronic information resources; management of bibliographic sources; evaluation of research reports; compilation of bibliographic reports.
Practicals: 2 x 3hrs
Assessment: 4 assignments 80%; oral presentation 5%; seminar participation 15%. (Accounts for 8.3% of MIS mark)
DP Requirement: Attendance at all sessions and satisfactory completion of coursework.

Data Analysis & Presentation
LIIS834 PC
Aim: Provide the theory and practice of data reduction and analysis and the presentation and interpretation of research results.
Content: Research paradigms; quantitative data analysis; qualitative data analysis; statistical techniques; software packages for data reduction and analysis; presentation and interpretation of data.
Practicals: 5 x 3hrs
Assessment: 5 practical exercises 70%; 1 assignment 20%; oral presentation 5%; seminar participation 5%. (Accounts for 8.3% of MIS mark)
DP Requirement: Attendance at all sessions and satisfactory completion of coursework.

Information Ethics
LIIS835 PC
Prerequisite Requirement: None.
Corequisite: None.
Aim: To provide students with the knowledge to engage, identify, review, discuss, and critically analyse the ethical dimensions of the information and knowledge society.
Content: Information ethics; information society; WISIS Action Line 10 – ethical dimensions of the information society; information ethics theories; digital divide; e-government; ICT4D; information policies; information rights; e-waste management; electronic surveillance.
Assessment: Formative and summative assessment consisting of 5 seminar presentations and submission of written assignment related to the seminar 50%; 1x3hr examination 50%. (Accounts for 8.3% of the coursework MIS mark.)
DP Requirement: Attendance at a minimum of 100% of all sessions and a minimum class mark of 40%. Submission of all assessments.
Linguistics

Offered in the School of Arts

Understanding Language
LING101 H1
Aim: To introduce students to the scientific study of language
Content: We provide students with insights into the intricate facets of language by introducing them to various areas of linguistic research. We discuss the acquisition of language, its representation in the brain/mind, its use in different social contexts and the interaction between linguistic findings and selected fields of application. The course also includes a section on research methods to develop students' academic skills of writing and analysis.
Assessment: 1 test (20%); 2 assignments (30%); 1 three-hour examination (50%).
DP Requirement: Class mark (= test and both assignments) of at least 40%.

Linguistics 1B: Intro to Language studies
LING102 H2
Prerequisite Requirement: Recommended: Linguistics 1A
Aim: To introduce students to the key concepts and analytical skills employed in the study of language.
Content: Various sub-disciplines of linguistics are studied in relation to one of the most important assumptions of modern linguistic theory: the concept of language as a “mental organ”, which expresses the idea that all humans possess the innate ability to learn and understand language. The discussions in the course are based on examples from empirical linguistic research and from areas in which linguistic expertise is relevant (e.g. law; language policy and literacy planning in South Africa; media and translation; speech therapy).
Assessment: 1 test (20%); 2 assignments (30%); 1 three-hour examination (50%).
DP Requirement: Class mark (= test and both assignments) of at least 40%.

Linguistics 2A: Language & Diversity
LING201 H1
Prerequisite Requirement: Recommended: Linguistics 1A, 1B
Aim: To introduce students to key issues relating to multilingualism and multiculturalism in South Africa.
Content: Multilingualism and language planning issues are explored through acquainting students with aspects of South Africa’s linguistic heritage and diversity. Particular attention is given to phenomena such as language contact (e.g. code-switching and mixing, pidgins and creoles), language spread (e.g. new dialects of English) and language loss (e.g. the case of Tamil). Students will investigate the sociolinguistic features of these phenomena and carry out a small-scale empirical research project.
Assessment: 1 test (20%); 1 research project (30%); 1 three-hour examination (50%)
DP Requirement: Submission of all written work on time.

Linguistics 2B: The Multilingual mind
LING204 H2
Prerequisite Requirement: Recommended: Linguistics 1A, 1B, 2A
Aim: To familiarise students with the cognitive dimensions of linguistics.
Content: In this course we investigate the nature of the cognitive processes underlying the production, perception and comprehension of natural language. We cover psycholinguistics (the study of these language-processing mechanisms) and techniques of formal linguistic analysis, in order to explore the nature of the mental representations that form the basis of speakers’ linguistic competence. (This module is of particular relevance for students in cognitive science.)
Assessment: Weekly tutorial questions, four homework assignments, one small scale research project (20%), one three-hour examination (50%).
DP Requirement: Submission of all written work on time.

Linguistics 3A: Language & power
LING301 H1
Prerequisite Requirement: Linguistics 1A, 1B, 2A, 2B, for students wishing to major in Linguistics.
Aim: To investigate the relation between language use in social contexts, discourse structure and general cognition.
Content: Students are introduced to classical and current accounts of speech act theory and discourse analysis. We study linguistic forms and the rules that determine their distribution and we consider the general principles of
interpretation which people use when making sense of what they hear and read. On the basis of theoretical findings from Linguistics, Philosophy, Cognitive Psychology, and Computer Science, we investigate how people use discourse to promote and contest the value systems and social relations of power with which they are associated.

Assessment: 2 assignments and 1 small-scale research report (40%); 1 three-hour examination (60%).

DP Requirement: Submission of all written work on time.

Linguistics 3B: Comparing Languages
LING302 H2
Prerequisite Requirement: Linguistics 1A, 1B, 2A, 2B, 3A, for students wishing to major in Linguistics.
Aim: To develop students' expertise in describing and analysing examples from different languages.

Content: In this course, we use formal syntactic theory as a tool to examine and understand language diversity. In comparing the structural properties of a number of languages, we observe striking similarities and interesting differences, and we discuss these observations in relation to the idea of an innate (and therefore universal) underlying linguistic competence. We look at the rules and principles that determine the architecture of phrases and sentences in human language, and we discuss contemporary analyses of a variety of syntactic phenomena.

Assessment: 2 assignments (10% each), 1 abstract (10%), 1 class presentation (10%), research essay (60%).

DP Requirement: Submission of all written work on time.
Prerequisite Requirement: Appropriate Bachelors degree
Aim: This module aims to build students’ knowledge of theoretical and empirical aspects of syntax.
Content: This course focuses on current debates and key issues in linguistics, in particular in the field of formal syntax. Students will be taught how to read and understand primary sources and how to discuss interpretations, applications and extensions of contemporary syntactic theories, particularly with respect to their success in accounting for linguistic phenomena in the Bantu and non-Bantu languages spoken in South Africa.
Assessment: 2 assignments (10% each), 1 abstract (10%); 1 class presentation (10%) and 1 research essay (60%).
DP Requirement: Submission of all written work on time.

Language Processing
LING714 HC
Prerequisite Requirement: Appropriate Bachelors degree
Aim: An understanding of the representations and processes that underlie language comprehension and production
Content: Students are presented with a survey of theoretical perspectives and contemporary empirical studies in language processing. The course aims at demonstrating how theoretical models and diverse experimental methodologies are used to shed light on the representations and processes that speakers and listeners use to comprehend and produce language.
Assessment: 2 assignments (10% each), 1 abstract (10%), 1 class presentation(10%), 1 research paper (60%).
DP Requirement: Submission of all written work on time.

Corpus Linguistics
LING715 H1 H2
Prerequisite Requirement: None
Corequisite: None
Aim: This module aims to builds students' knowledge of manipulating data using computational methods and cutting-edge software programs.
Content: Corpus linguistics as a method of linguistic investigation is based on bodies of text as the domain of study and as the source of evidence for linguistic description and argumentation. The module first introduces the landmark accounts in the emergence of corpus linguistics and the criticism that was levelled against early corpus linguistics. Students are then introduced to important aspects of corpus linguistics, such as corpus creation, corpus annotation, corpus storage and corpus querying, and to software tools for corpus manipulation, namely AntConc and WordSmith Tool.6. Finally, students learn how to plan, create and use a corpus in a practical task using the WordSmith software program.
Assessment: 2 homework assignments 2 x 10% 1 research essay abstract and reference list 10% 1 seminar/class presentation 10% 1 research essay (approx. 3000 words) 60%
DP Requirement: •regular class attendance. •submission of all written work on time

Media and Cultural Studies
Offered in the School of Arts

Writing and the Media
MECS101 P1
Aim: To introduce first level students to various aspects of Media Studies and develop students’ skills as writers of both printed media and academic texts.
Content: Lectures introduce students to the media as forms of mass communication; the role and function of the media; the ethics of media production; the role of the media in relation to violence and terrorism; news and news writing; narrative and genre; media regulation. Tutorials cover how to construct media texts that communicate with an audience in a particular way, for a particular purpose.
Assessment: Tutorial worksheets, tests, assignments for 50%, 3 hour Examination for 50%.
DP Requirement: Timeous submission of all written work; minimum of 75% attendance at all lectures and tutorials.

Introduction to Media Studies
MECS102 H2 P2
Aim: To familiarise first level students with some of the basic subject matter, concepts, approaches to the study of culture, media and communication.
Content: Introduction to the study of media forms (such as print, photography, film, television and radio) and key concepts in the field, including semiotics, mediation, and representation.
Assessment: Tutorials, tests, essays or projects for 50%, 3 hour Examination for 50%.
DP Requirement: Timeous submission of all written work, minimum 40% achievement on all class tests & assignments; minimum of 75% attendance at all lectures and tutorials.

Screen Studies
MECS201 (H2 & P1) (60L-0P-0S-117H-0R-0F-0G-3A-13W-16C)
Aim: To introduce students to the study of ‘visual’ media such as cinema, television and the Internet.
Content: Building on the visual literacy established in Introduction to Media Studies, this module further develops key concepts and vocabulary relating to the ‘dispersed’ screens of cinema and television, as well as the new media. Structured around a number of case studies, this module also clearly articulates with the visually orientated modules offered in third year.
Assessment: Tests, essays worth 50%, 3 hour examination for 50%.
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.

Introduction to Cultural Studies
MECS202 P1 (26L-26T-0P-0S-105H-0R-0F-0G-3A-13W-16C)
Prerequisite requirement: A minimum 16 Credits in a first level Media module.
Aim: To introduce students to the basic conceptual tools for the study of culture in contemporary society, and to provide the foundation module for the cultural studies strand within Media and Cultural Studies.
Content: In keeping with the diverse nature of ‘cultural studies’, this course will address a number of inter-related areas of critical theory (ideology and discourse, identity); story-telling, myth, narrative and genre; and popular culture (music, television, advertising).
Assessment: Tutorials, tests, essays or projects for 50%, 3 hour Examination for 50%.
DP Requirement: Timeous submission of all written assignments and projects; minimum 40% on class tests & assignments, 75% attendance at all tutorials and practicals.

Intercultural Communication
MECS211 (20L-20T-0P-0S-117H-0R-0F-0G-3A-13W-16C)
Aim: To provide students with a conceptual framework within which to understand human communication in multicultural settings, with a particular focus on the mass media.
Content: Intercultural communication analyses multicultural groups and societies, and their interaction with the so-called ‘global village’. The module enquires into the kind of communication needed in order to ensure cultural diversity, while seeking common goals. It also examines how communication contributes to a climate of respect for cultural diversity. Students will study recent debates around the interaction of culture and communication, and the role of the media in this process.
Assessment: Tutorials, tests, essays or projects for 50%, 3 hour Examination for 50%.
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.

This module is not available in 2019.

Public Relations
MECS212 P2 (40L-0T-0P-0S-117H-0R-0F-0G-3A-13W-16C)
Aim: To introduce Public Relations as an integral element of Corporate Communication and reputation management.
Content: An introduction to public relations as corporate communication and an exploration of issues such as PR strategies and tools, as well as cultural diversity and ethics in PR.
Assessment: Classwork (tutorial work, tests and assignments): 50% ; 3 hour examination: 50% .
DP Requirement: Timeous submission of all written work; minimum of 75% attendance at all lectures and tutorials.
Tutorial work, 1 test and 2 assignments = a minimum of 40%

Media in South Africa
MECS222 H2 (60L-0T-0P-0S-103H-0R-0F-0G-5A-13W-16C)
Aim: To provide an overview of the institutions, organisations and statutory bodies within the South African media landscape, and to relate these to the publics, audiences and consumers of South African media.
Content: This module will cover a range of issues related to understanding the South African media such as: a brief history which highlights the most important changes media structures have undergone over the past century; a basic understanding of the political economy of the South African media including the structure of the main media houses; media policy, regulation and monitoring; and the basics of media audience measurement, segmentation and planning.
Assessment: Tutorials, tests, essays or projects for 50%, 3 hour Examination for 50%.
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals. Not offered at HC in 2019

Advanced Cultural Studies
MECS301 H2
Aim: To develop an understanding of a range of methodologies and key topics in contemporary cultural studies at an advanced level.
Content: The course introduces students to the conceptual tools necessary for the study of contemporary cultures. It will look at the three central spaces of media and cultural studies: media institutions (such as advertising industry); cultural texts (such as TV programmes or rock concerts); and audiences (what we do with media messages in our everyday lives). The centrality of the self-fashioning of identity in our consumerist postmodern globalized times will be explored.
Assessment: Tutorials, tests, essays or projects for 50%, 3 hour Examination for 50%.
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.
May not be offered in 2019.

Cinema Studies
MECS302 H1 P2
Aim: The course examines fundamental aspects of cinema as an art form and as a form of communication.
Content: The course moves from the historical development of cinema to considering alternative paradigms in filmmaking, film theory and critical analysis. Case studies will be selected from different movements such as Hollywood, Third cinema, the nouvelle vague and neo-realism, as well as a representative sample of regional or national cinemas. Attendance at weekly film screenings is compulsory.
Assessment: Tutorials, tests, essays or projects for 50%, 3 hour Examination for 50%.
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.

Writing for the Media
MECS311 P2
Aim: To provide students with the skills needed for writing in a range of media.
Content: The course will cover a selection from the full range of media such as: news; feature and editorial writing; advertisement construction and copywriting; and on-line communication.
Assessment: Examined by portfolio.
DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.
This module is not offered at Howard College in 2019

Advertising and Marketing
MECS312 P1 H2
Prerequisite Requirement: None.
Aim: To provide an overview of integrated marketing communication within the context of corporate communication.
Content: Corporate reputation; Strategic Communication; Crisis and Issues Management; Corporate Social Responsibility; Integrated Marketing Communication.
Assessment: Classwork (3 assignments) 50%; 3 hour examination - 50%
DP Requirement: Timeous submission of all written work; minimum of 75% attendance at all lectures and tutorials. A minimum of 40% for ALL 3 assignments.

New Media Studies
MECS321 H1 P1
Aim: To provide students with an overview of the theoretical, technological and socio-economic dimensions of the fast-changing, globalised - ‘new media’ - landscape.
**Content:** The course will cover the theoretical tools through which to make sense of the changing media environment, in areas such as the Internet and digital telecommunications and broadcasting. Empirical case studies from home and abroad will be used to illustrate the theoretical propositions.

**Assessment:** Tutorial, tests, essays or projects for 50%, 3 hour Examination for 50%.

**DP Requirement:** Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.

**Television Studies**

**MECS322 H2 P2**

**Aim:** To provide an overview of the main theoretical tools required for a sophisticated analysis of television content in terms of its aesthetic and ideological dimensions, illustrated with wide reference to empirical examples.

**Content:** The course covers a broad spectrum of critical paradigms in media studies, with particular reference to representational practices in television programming. Attention is given to a cross section of television genres, conventions and narrative strategies, chosen from 'soap operas', sitcoms, documentaries, 'reality television' and news formats. The course finishes with a consideration of audience reception studies, approached from a qualitative perspective. Note: Attendance at weekly screenings is compulsory.

**Assessment:** Tutorials, tests, essays or projects for 50%, 3 hour Examination for 50%.

**DP Requirement:** Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.

**May not be offered in HC in 2019**

**Advanced Television Studies**

**MECS701 H1**

**Prerequisite Requirement:** Television Studies (MECS322)

**Aim:** Co-taught by the Department of Media and Cultural Studies and the Audio -Visual Unit of UKZN, Advanced Television Studies aims to combine theory and practice, introducing students to television/video production within the context of critical reflection and analysis.

**Content:** The course gives students practical hands-on experience with equipment and processes of live and field produced video enabling them to complete a short group project. The practical aspect is informed by discussion around key concepts and current debates in Television Studies, focusing on both factual and fictional programming as well as new content platforms.

**Practicals:** University Audio-Visual Unit supervised field work related to shooting video for group projects.

**Assessment:** Seminar papers (10%), Essay (30%), 5 minute video (60%).

**DP Requirement:** 100% seminar and studio attendance and the timeous submission of all coursework.

**May not be offered in Howard College and PMB in 2019**

**Contemporary Film Theory**

**MECS702 H2**

**Prerequisite Requirement:** Admission to Honours/Masters Programme.

**Aim:** To introduce students to a wide range of cinemas - different regions, periods and film movements. Various cinematic theories will be tied in to the films analysed.

**Content:** Hollywood, Indian, Japanese, French, African, and other cinemas will be examined. Various film theories such as Realism, Formalism, Classical Hollywood Cinema, Auteurism, Structuralism, Psychoanalysis/ Feminism, Post-Structuralism, Postmodernism, and Third Cinema will be highlighted.

**Practicals:** Film viewings

**Assessment:** 2 assignments (50%); 1 x 4-hour examination (50%).

**DP Requirement:** Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.

**May not be offered in Howard College and PMB in 2019**

**Media and Warfare**

**MECS703 H2**

**Prerequisite Requirement:** None.

**Aim:** To provide an understanding of key concepts and debates in the multidisciplinary field of warfare and media.
Content: The course introduces key issues in this relatively new field of study via an initial focus on the pre-television/computer age of so-called traditional warfare. The dynamic relationship between warfare and media is further explored in the focus on more contemporary war and communications, with specific reference to the development of new paradigms and theories.

Practicals: None

Assessment: Seminar papers (40%), research project (60%)

DP Requirement: 80% seminar attendance and the timeous submission of all coursework.

Not offered in Howard College and PMB in 2019

Cultural & Media Stud: Critical Methodology
MECS704 P1 H1 (9L-0T-24P-30S-220H-33R-0F-0G-4A-13W-32C)

Prerequisite Requirement: Admission to Honours/Masters Programme.

Aim: To equip students with the skills necessary to pursue research in the academic, corporate, state and NGO sectors. Students will be (a) introduced to contemporary cultural and critical theories, in relation to a focus research topic and (b) be trained in research methods such as how to run focus groups and conduct interviews.

Content: Contemporary media theory and research methods.

Assessment: Assignments (50%); research project, presentation and exam (50%).

DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.

Digital Design for the New Media
MECS705 (9L-0T-106P-30S-111H-30R-30F-0G-4A-13W-32C)

Prerequisite Requirement: Admission to Honours/Masters Programme and intermediate computer literacy.

Aim: Design, publishing and use of New Media, including web and print. Including Information Age, political and economic and corporate concerns on the Internet, online activism and cyberculture. Use of rich-media and multimedia publishing, including theory, tools and techniques.

Content: Design and typography, Colour and space, introduction to software tools and methods, working with text, style sheets, layout techniques in multiple media, text and graphic effects, new media production process, presentation of assignments / or more on design and field trip to a new media house (if possible) / or session available to cover other areas of design.

Practicals: Designing brochure and/or website; writing a brief for design work.

Assessment: Assignments (40%); Projects (40%); Seminars (10%), Collaborative/Peer Assessments (10%).

DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.

This module is not offered in 2019

Journalism & Media Theory
MECS707 P1 H2 (0L-0T-24P-26S-237H-30R-0F-0G-3A-13W-32C)

Prerequisite Requirement: Admission to Honours/Masters Programme.

Corequisite: See degree structure.

Aim: This module is directed towards journalism as a career, and concerns journalism as a critical and publicly oriented social practice. The objectives are: (a) a set of field-related skills; and (b) a value-system that emphasizes journalism.


Assessment: Writing and editing portfolio; 2 assignments; 4-hour examination.

DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.

Strategic Corporate Communication
MECS708 P2 H2 (0L-0T-0P-36S-230H-50R-0F-0G-4A-13W-32C)

Aim: The module equips learners with with an understanding of corporate communication and the way it can be strategically applied in the private and public sectors.

Content: Content will be selected from a range of specialized areas such as advertising (including campaign construction), brand communication, political communication and corporate social responsibility.
**Assessment:** 4-hour examination and a portfolio consisting of project work done through the semester.  
**DP Requirement:** Submission of all term work; minimum of 75% attendance at seminars.

**Video Production**  
MECS709 P1  
(0L-0T-106P-30S-120H-30R-30F-0G-4A-13W-32C)  
**Prerequisite Requirement:** Admission to Honours/Masters Programme.  
**Aim:** Introduction to video scripting, filming, editing, post production.  
**Content:** Principles of sound, TV, editing, post-editing, cameras, ENG, studio operations, control room, vision mixing, graphics. The module introduces the language of video production and technology. Emphasis is placed on tools for understanding how video is constructed practically within a broader understanding of the theoretical discussions on media. Basic skills in video production and conceptualisation are linked to a workshopped project incorporating scripting, story boarding, scheduling, lighting, shooting and editing. The project is designed to simulate actual production.  
**Assessment:** Projects  
**DP Requirement:** Minimum of 80% attendance at all tutorials and practicals

**Advanced Video Production**  
MECS710 P2  
(0L-0T-106P-30S-120H-30R-30F-0G-4A-13W-32C)  
**Prerequisite Requirement:** Bachelors or Honours degree with video production and intermediate computer literacy.  
**Corequisite:** See degree structure.  
**Aim:** Builds on the skills and understanding already learnt in the basic course (MECS709), with emphasis placed on more technical and aesthetic theory, field production and longer works. Students will learn advanced techniques in scripting, audio and post production. The module will further emphasize the constraints of planning and budget in video production.  
**Content:** Advanced video production from scripting through production to presentation in DVD format.  
**Assessment:** Project (60%); Assignments (40%).  
**DP Requirement:** Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.

**Consumer Culture**  
MECS718  
(9L-0T-24P-30S-220H-33R-0F-0G-4A-13W-32C)  
**Prerequisite Requirement:** Admission to Honours/Masters Programme.  
**Aim:** To introduce students to the key concepts necessary for a critical understanding of consumer culture.  
**Content:** The course will examine, through an engagement with key texts, the emergence of consumer culture, its trajectories across the 20th century, and its contemporary globalized hegemony as it manifests itself in media/advertising institutions, cultural texts (such as adverts, fashion and media programming), and among audiences/consumers (where identity plays a central role).  
**Practicals:** Applying research methodologies and methods.  
**Assessment:** 2 assignments (50%); research project (50%)  
**DP Requirement:** Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.  
**This module is not offered in 2019 in PMB**

**Introduction to Documentary Video**  
MECS750 PC  
(0L-6T-72P-24S-188H-28R-0F-0G-2A-13W-32C)  
**Prerequisite Requirement:** Admission to Honours and permission of Academic Co-ordinator.  
**Aim:** To introduce students to the theory and practice of documentary video as an example of digital video production.  
**Content:** This module will combine seminars on the theory of documentary with a practical introduction to video production. Each student will be expected to produce a short documentary for assessment.  
**Practicals:** 72 hours of practical instruction plus 6 hours of viewing.  
**Assessment:** Class mark 100%  
**DP Requirement:** Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.  
**This module is not offered in PMB**
Special Topics: Media and Cultural Studies  
MECS770 HC PC (0L-0T-36S-200H-78R-0F-0G-6A-13W-32C)

Prerequisite Requirement: Admission to the postgraduate programme

Aim: From time to time Media and Cultural Studies is able to offer one or more special modules at the postgraduate level, the purpose of which will be to explore new areas emerging in the discipline or to take advantage of the special expertise of visiting staff.

Assessment: Dependent on the module content and subject to approval by the Academic Co-ordinator.

DP Requirement: Timeous submission of all written assignments and projects; minimum of 75% attendance at all tutorials and practicals.

Research Paper: Media & Cultural Studies  
MECS7RP HC PC (0L-0T-0S-320H-0R-0F-0G-0A-13W-32C)

Prerequisite Requirement: Admission to Honours /Masters programme.

Aim: To undertake and complete a competent research project.

Content: Research conducted over one semester on an approved topic in Media and Cultural Studies.

Assessment: Examination of a formal research project.

DP Requirement: Completion by due date of all work designated as required by the supervisor.

Music  

Offered in the School of Arts

Music Modules are Liable to change in the second semester of 2018. Students will be informed of any changes approved by the College Academic Affairs Board.

Aural Perception 1A  
MUSC1A1 H1 (15L-15T-0P-0S-32H-15R-0F-0G-3A-13W-8C)

Prerequisite Requirement: Basic Aural Perception A or successful completion of audition for entry into the first year of the Diploma in Jazz and Popular Music.

Aim: To increase facility in perceiving, identifying and naming aspects of pitch and duration.

Content: Identifying and singing intervals within the octave and triads in all inversions, melodic and rhythmic dictation.

Assessment: Tests (40%); final examination (60%)

DP Requirement: Attend at least 80% of instruction. Sub-minimum 50% semester mark, sub-minimum 50% examination mark.

Aural Perception 1B  
MUSC1A2 H2 (15L-15T-0P-0S-32H-15R-0F-0G-3A-13W-8C)

Prerequisite Modules: Aural Perception 1A

Aim: To continue to increase facility in perceiving, identifying and naming aspects of pitch and duration.

Content: Identifying and singing intervals within the octave and triads in all inversions including open positions, basic 7th chords, basic harmonic, melodic and rhythmic dictation

Assessment: Tests (40%); final examination (60%)

DP Requirement: Attend at least 80% of instruction. Sub-minimum 50% semester mark, sub-minimum 50% examination mark.

African Music and Dance 1A  
MUSC1AA HB (0L-20T-0P-119H-20R-0F-0G-1A-13W-16C)

Aim: Assessment of theories of performance practice and development of performance ability in a variety of African music and dance performance genres.

Content: Practical study in various genres of African music and dance, African storytelling and theatre.

Assessment: Weekly progress in the practicals and pre-examination (33.3%); Practical examination (33.3%), Written examination (33.4%)

DP Requirement: Attend at least 80% of instruction; 50% sub-minimum on mid-semester practical examination.
African Music and Dance 1B
MUSC1AB HB

Aim: Assessment of theories of performance practice and development of performance ability in a variety of African music and dance performance genres.
Content: Practical study in various genres of African music and dance, African storytelling and theatre.
Assessment: Weekly progress in the practicals and pre-examination (33.3%), Practical examination (33.3%), Written examination (33.4%)
DP Requirement: Attend at least 80% of instruction; 50% sub-minimum on mid-semester practical examination.

Choral Studies 1A
MUSC1CA HB

Prerequisite Requirement: Knowledge of theory and ability to read staff notation, choral experience and practical audition.
Aim: Students will acquire skills in elementary conducting techniques (breathing, body awareness, beating, dynamics, timing and pulse), sight reading/singing, rhythm, stylistic interpretation and voice building for choirs.
Content: Technical preparation; Basic beating techniques; Reading/singing at sight; Aural perception; Use of the piano, tuning fork or pitch-pipe to recognise and set the pitch; Transcribing and preparation of scores both in tonic solfa and staff notation; Indigenous repertoire; Voice building for choirs; Analysis of choral pieces with regard to findings necessary for the teaching of the choir; Organisation of rehearsals.
Assessment: Semester’s work (33%), Practical examination (67%)
DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Choral Studies 1B
MUSC1CB HB

Prerequisite Requirement: Choral Studies 1A
Aim: Students will acquire skills in elementary conducting techniques (breathing, body awareness, beating, dynamics, timing and pulse), sight reading/singing, rhythm, stylistic interpretation and voice building for choirs.
Content: Technical preparation; Basic beating techniques; Reading/singing at sight; Aural perception; Use of the piano, tuning fork or pitch-pipe to recognise and set the pitch; Transcribing and preparation of scores both in tonic solfa and staff notation; Indigenous repertoire; Voice building for choirs; Analysis of choral pieces with regard to findings necessary for the teaching of the choir; Organisation of rehearsals.
Assessment: Semester’s work (33%); Practical examination (67%)
DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Music Ensemble 1A
MUSC1EA HB

Prerequisite Requirement: Successful audition.
Aim: To develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire, stylistic considerations, instrumental technique, and performance demands.
Practicals: Performances
Assessment: Semester work (100%)
DP Requirement: Absence from 1 rehearsal only without acceptable excuse; attend all performances.

Music Ensemble 1B
MUSC1EB HB

Prerequisite Requirement: Music Ensemble 1A
Aim: To develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire, stylistic considerations, instrumental technique, and performance demands.
Practicals: Performances
Assessment: Semester work (100%)
DP Requirement: Absence from 1 rehearsal only without acceptable excuse; attend all performances

Introduction to Music Fundamentals A
MUSC1FA H1

Prerequisite Requirement: Successful performance in module admission test, or at discretion of the Academic Co-ordinator.
Aim: The module aims to convey all elementary aspects of music theory to students so that they become familiar with musical notation, the terminology used by musicians, and the basic concepts relating to pitch, rhythm and other musical parameters. It also aims to develop basic musical skills through practical exercises in reading, writing and listening to music.

Content: The staff, treble and bass clefs; principles of notation; tonic solfa; the layout of the keyboard; major and minor keys, key signatures and scales; pitch intervals; note values; rests; simple and compound time; performance directions.

Assessment: Assignments and tests (40%), Mini-examinations (60%)

DP Requirement: Attend at least 75% of instruction.

Introduction to Music Fundamentals B
MUSC1FB H2
(39L-10T-0P-0S-82H-26R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Introduction to Music Fundamentals A or at discretion of Academic Co-ordinator.

Aim: The module aims to build on the knowledge and skills acquired in Introduction to Music Fundamentals A, conveying all elementary aspects of music theory, with a particular emphasis on harmonic concepts, and providing further practice in music reading, writing and listening.

Content: Technical names for scale degrees; transposition; irregular time divisions; triad types, inversions and symbols; voices in score; four-part chords in root position; cadences; basic principles of harmonization and harmonic analysis.

Assessment: Assignments and tests (40%), Mini-examinations (60%)

DP Requirement: Attend at least 75% of instruction.

History of Jazz & Popular Music 1A
MUSC1H1 H1
(22.5L-11.25T-0P-0S-24H-11R-0F-0G-11.25A-13W-8C)

Prerequisite Requirement: Audition or completion of the Music Foundation programme and certificate.

Aim: To acquaint students with the music described as Early Jazz and the coalescence of its substyles to form jazz in and around New Orleans at the turn of the century.

Assessment: Continuous assessment, 4 tests, 2 assignments and 1 oral presentation.

DP Requirement: 80% attendance and an oral presentation.

History of Jazz & Popular Music 1B
MUSC1H2 H2
(22.5L-11.25T-0P-0S-24H-11R-0F-0G-11.25A-13W-8C)

Prerequisite Requirement: History of Jazz & Popular Music 1A

Aim: To acquaint students with the development of big band jazz in the swing era. The social forces that gave rise to the bebop revolution and how these were reflected.

Assessment: Continuous assessment, 4 tests, 2 assignments and 1 oral presentation.

DP Requirement: 80% attendance and an oral presentation.

Popular & Traditional Musics: Africa & Beyond
MUSC1HA H1
(30L-10T-0P-0S-117H-0R-0F-0G-3A-13W-16C)

Aim: To provide an overview of the music of Africa, exposing students to the diversity of musical styles, forms, elements and cultural trends, and to the roles of music and musicians in different regions. To encourage students to listen for and investigate the characteristic techniques found in the music of Africa and its historical and sociological aspects. To sharpen students' awareness of the intrinsic qualities of many of the musical genres of different regions by placing them in their proper historical and cultural contexts.


Assessment: Assignments and tests (50%), examination (50%)

DP Requirement: Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

Western Classical Music: An Introduction
MUSC1HB H2
(30L-10T-0P-0S-117H-0R-0F-0G-3A-13W-16C)

Aim: To provide an overview of Western Music, exposing students to the diversity of musical styles, forms, elements and cultural trends as well as to the roles of music and musicians in society. To encourage students to listen for and to investigate not only the characteristic features and techniques of Western music but also its historical and sociological aspects. To sharpen the students' awareness of the intrinsic qualities of many of the musical genres of different regions by always placing them in their proper historical and cultural contexts.

Content: Introduction to the History of Western Classical Music: the Middle Ages, the Renaissance, the Baroque Period,
the Classical Period, Romanticism, and the Modern Age. An introduction to setworks: Bach “St Matthew Passion” and Beethoven “Symphony No. 3.

**Assessment:** Assignments and Tests (50%); examination (50%)

**DP Requirement:** Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

### Keyboard Studies 1A

**MUSC1KA HB**

**Prerequisite Requirement:** Introduction to Music Fundamentals A or equivalent knowledge.

**Aim:** Practical work in basic keyboard technique and the playing of selected repertoire commensurate with this level. May be offered first or second semester, but offered only if there are sufficient number of students.

**Content:** Selected major and minor scales; selected broken chords; elementary sight-reading; preparation of simple pieces for performance.

**Assessment:** Semester work (33.3%), Examinations (66.7%)

**DP Requirement:** Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

### Keyboard Studies 1B

**MUSC1KB HB**

**Prerequisite Requirement:** Keyboard Studies 1A

**Aim:** Continued practical study progressing from the level required for Keyboard Studies 2A, focusing on technical development and the reading of more advanced staff notation.

**Content:** Major and minor scales in all keys; more advanced broken chords; transportation of five-finger patterns in major keys starting on a white note; sight-reading; preparation of simple pieces for performance.

**Assessment:** Semester work (33.3%), Examinations (66.7%)

**DP Requirement:** Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

### First Practical Study 1A

**MUSC1PA HB**

**Prerequisite Requirement:** Practical audition. Audition requirements available on request.

**Aim:** To give students a thorough grounding in instrumental technique, reading/singing at sight, rhythm, stylistic interpretation and improvisation.

**Content:** Technical preparation; Reading/singing at sight; Study and interpretation of specific style periods; Application of musical knowledge through independent interpretation of unfamiliar music scores.

**Assessment:** Concert attendance (10%); Semester work (33.3%); Practical examinations (56.7%)

**DP Requirement:** Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

### First Practical Study 1B

**MUSC1PB HB**

**Prerequisite Requirement:** First Practical Study 1A

**Aim:** Continued practical study progressing from the level required for First Practical Study 1A. Attendance at specific campus concerts is required.

**Content:** Technical preparation; Reading/singing at sight; Study and interpretation of specific style periods; Application of musical knowledge through independent interpretation of unfamiliar music scores.

**Assessment:** Concert attendance (10%); Semester work (33.3%); Practical examinations (56.7%)

**DP Requirement:** Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

### Second Practical Study 1A

**MUSC1SA HB**

**Prerequisite Requirement:** Proficiency at reading staff notation.

**Aim:** Introduction to the following musical skills and applied musical concepts: pulse, rhythm, phrasing, colour, dynamics, articulation, density, texture and timing, elementary reading/singing at sight, basic stylistic interpretation and improvisation.

**Content:** Technical preparation, reading/singing at sight, study and interpretation of specific style periods.
Assessment: Semester work (33.3%); Practical examination (66.7%)

DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Second Practical Study 1B
MUSC1SB HB

Prerequisite Requirement: Second Practical Study 1A

Aim: Introduction to the following musical skills and applied musical concepts: pulse, rhythm, phrasing, colour, dynamics, articulation, density, texture and timing, elementary reading/singing at sight, basic stylistic interpretation and improvisation.

Content: Technical preparation, reading/singing at sight, study and interpretation of specific style periods.

Assessment: Semester work (33.3%); Practical examination (66.7%)

DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Jazz & Popular Music Theory 1A
MUSC1T1 H1

Prerequisite Requirement: Grade V Theory

Aim: Introduction to basic harmonic concepts through chord structures, chord usage and chord progressions. Basic keyboard skills.


Assessment: Tests and assignments (40%), Final Examination (60%)

DP Requirement: 50% semester mark.

Jazz & Popular Music Theory 1B
MUSC1T2 H2

Prerequisite Requirement: Jazz & Popular Music Theory IA

Aim: Continuation of IA. More complex harmonic analysis of chord progression. Keyboard skills at a higher level of difficulty.


Assessment: Tests and assignments (40%), Final Examination (60%)

DP Requirement: DP Requirement: 50% semester mark.

Music Theory and Perception 1A
MUSC1TA H1

Prerequisite Requirement: Introduction to Music Fundamentals B or UNISA Grade 5 or equivalent knowledge.

Aim: To convey elementary harmonic principles and concepts to students, enabling them to harmonise and analyse four-part writing for soprano, alto, tenor and bass voices. A course in aural instruction to increase facility in perceiving, identifying and naming aspects of pitch and duration.

Content: Tonal music and functional harmony, triads and the four-part chord in root position, chords in first inversion, including harmonisation of the melodic minor scale, chords in second inversion, and the dominant seventh chord, intervals, rhythmic and melodic dictation and chordal progressions.

Assessment: Assignments (40%), Examinations (60%)

DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Music Theory and Perception 1B
MUSC1TB H2

Prerequisite Requirement: Music Theory and Perception 1AB

Aim: To convey elementary harmonic principles and concepts to students, enabling them to harmonise and analyse more complex four-part writing for soprano, alto, tenor and bass voices. The aural component focuses on all elements of musical expression, including range and tessitura of instruments and voices, the density and distribution of sounds, range of timbral colours and dynamics, articulations and phrasing. To enable students to respond as critical listeners.

Content: The dominant ninth and diminished seventh chord, modulation: pivot-chord and abrupt, secondary dominants
and seventh chords, melodic decoration, formal analysis, rhythmic, melodic and four-part harmonic dictation, music appreciation.

**Assessment:** Assignments (40%); Examinations (60%)

**DP Requirement:** Attend at least 80% of instruction; submit all assignments on time.

**Vocal Workshop 1A**  
MUSC1VA H1  
(0L-10T-28P-0S-36H-3R-0F-0G-3A-13W-8C)  
**Aim:** To initiate and lay the foundation for the bodily/kinetic and linguistic/communicative aspects of training for vocal performance in the broadest sense. A practical module suitable for students concerned with any type of musical performance and education, and essential for those pursuing further study in opera and music theatre.

**Content:** Physical and movement training; Stagecraft and communication; Word skills (English, Italian, IsiZulu, Latin).

**Assessment:** Tests and assignments (40%); Practical assessments (60%)

**DP Requirement:** Attend at least 75% of instruction in each sub-module; submit all assignments on time.

**Vocal Workshop 1B**  
MUSC1VB H2  
(0L-10T-28P-0S-36H-3R-0F-0G-3A-13W-8C)  
**Prerequisite Requirement:** Vocal Workshop 1A

**Aim:** To extend the bodily/kinetic and linguistic/communicative skills acquired in Vocal Workshop 1A, with the goal of presenting a group vocal performance before an audience. To prepare for the extensive and theatrically specialised training of second-level courses, while offering a broad physical and lingual orientation for vocalists.

**Content:** Continuation of practical exercises in stagecraft and improvisation; introduction to concepts from Alexander and Laban techniques; rehearsal of movement and dance sequences; Word skills - grammatical insight and communication in performance using texts in English, Italian, IsiZulu, Latin.

**Assessment:** Tests and assignments (40%); Practical assessment (60%)

**DP Requirement:** Attend at least 75% of instruction in each sub-module; submit all assignments on time.

**Workshop in Jazz & Popular Music 1A**  
MUSC1W1 H1  
(0L-0T-22.5P-0S-56H-0R-0F-0G-1.5A-13W-8C)  
**Aim:** Introduces students to the fundamental methods of thinking necessary for jazz Improvisation.

**Content:** Chord tone improvisation. Inside/outside concepts.

**Assessment:** Practical tests & assignments (40%), Final Practical Examination (60%)

**DP Requirement:** 50% semester mark.

**Workshop in Jazz & Popular Music 1B**  
MUSC1W2 H2  
(0L-0T-22.5P-0S-56H-0R-0F-0G-1.5A-13W-8C)  
**Aim:** Continuation of improvisational methods initiated in Workshop in Jazz & Popular Music IA.

**Content:** Linear improvisation. II -V -I melodic patterns. Chord sequences Form and structure.

**Assessment:** Practical tests & assignments (40%), Final Practical Examination (60%)

**DP Requirement:** 50% semester mark.

**Jazz Workshop 1A**  
MUSC1WA HB  
(0L-10T-0P-0S-69.75H-0R-0F-0G-0.25A-13W-16C)  
**Prerequisite Requirement:** Admission into First Practical Study 1A

**Aim:** The development of knowledge and skill in jazz improvisation. Interpretation, ensemble playing and sight-reading.

**Content:** Jazz theory and technical skills relevant to jazz improvisation, Common forms and chord sequences, Elements of style, How to arrange and rehearse jazz “heads”, Repertoire.

**Assessment:** Semester work (33.3%); Practical examination (66.7%)

**DP Requirement:** Attend at least 80% of instruction; sub-minimum 50% semester mark.

**Jazz Workshop 1B**  
MUSC1WB HB  
(0L-10T-0P-0S-69.75H-0R-0F-0G-0.25A-13W-16C)  
**Prerequisite Requirement:** Jazz Workshop 1A

**Aim:** The development of knowledge and skill in jazz improvisation. Interpretation, ensemble playing and sight-reading.

**Content:** Jazz theory and technical skills relevant to jazz improvisation, Common forms and chord sequences, Elements of style, How to arrange and rehearse jazz “heads”, Repertoire.

**Assessment:** Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Attend at least 80% of instruction; sub-minimum 50% semester mark.

Aural Perception 2A
MUSC2A1 H1  
Prerequisite Modules: Aural Perception 1B
Aim: To continue to increase facility in perceiving, identifying and naming aspects of pitch and duration.
Content: Identifying and singing intervals within the octave as well as compound intervals. Triads and 7th chords in all inversions including open positions, harmonic, melodic and rhythmic dictation of increasing length, dissonance and complexity.
Assessment: Tests (40%); final examination (60%)
DP Requirement: Attend at least 80% of instruction. Sub-minimum 50% semester mark, sub-minimum 50% examination mark

Aural Perception 2B
MUSC2A2 H2  
Prerequisite Modules: Aural Perception 2A
Aim: To continue to increase facility in perceiving, identifying and naming aspects of pitch and duration.
Content: Identifying and singing intervals within the octave as well as compound intervals. Triads and 7th chords in all inversions including open positions, extended chords, harmonic, melodic and rhythmic dictation of increasing length, dissonance and complexity.
Assessment: Tests (40%); final examination (60%)
DP Requirement: Attend at least 80% of instruction. Sub-minimum 50% semester mark, sub-minimum 50% examination mark.

African Music and Dance 2A
MUSC2A1 HB  
Prerequisite Requirement: African Music and Dance 1A & 1B
Aim: Assessment of theories of performance practice and development of performance ability in a variety of African music and dance performance genres.
Content: Practical study in various genres of African music and dance, African storytelling and theatre.
Assessment: Weekly progress in the practicals and pre-examination (33.3%), Practical examination (33.3%), Written examination (33.4%)
DP Requirement: Attend at least 80% of instruction; 50% sub-minimum on mid-semester practical exam.

African Music and Dance 2B
MUSC2A2 HB  
Prerequisite Requirement: African Music and Dance 1A & 1B
Aim: Assessment of theories of performance practice and development of performance ability in a variety of African music and dance performance genres.
Content: Practical study in various genres of African music and dance, African storytelling and theatre.
Assessment: Weekly progress in the practicals and pre-examination (33.3%), Practical examination (33.3%), Written examination (33.4%)
DP Requirement: Attend at least 80% of instruction; 50% sub-minimum on mid-semester practical examination.

Comp & Arranging in Jazz & Pop Music 1A
MUSC2C1 H1  
Prerequisite Requirement: None
Aim: To introduce students to the basic rules and principles used for arranging and composing.
Content: Instrument ranges - Form - Principles of melodic analysis. Two-part writing. Score analysis and background writing.
Assessment: Tests and assignments (40%), Final Examination (60%)
DP Requirement: 50% semester mark.

Comp & Arranging in Jazz & Pop Music 1B
MUSC2C2 H2  
Prerequisite Modules: Composition and Arranging: Jazz & Popular Music 1A
Aim: To complete the various principles of melodic analysis and introduce basic voicing techniques.
Content: Melodic approach techniques, counter lines, Soli writing, Spread voicings, tensions and low interval limits.
Assessment: Tests and assignments (40%), Final examination (60%)
DP Requirement: 50% semester mark.

Choral Studies 2A
MUSC2CA HB
Prerequisite Requirement: Choral Studies 1B
Aim: Application of skills acquired in Choral Studies 1A & 1B in the context of training vocal groups and vocal/instrumental groups, expansion of repertoire.
Content: Score reading, voice building, warm-up techniques, thorough grounding in accepted conducting techniques, intonation, repertoire: Baroque, Classical and Romantic; African indigenous music.
Assessment: Course work (33%); Practical examination (67%)
DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Choral Studies 2B
MUSC2CB HB
Prerequisite Requirement: Choral Studies 2A
Aim: Thorough grounding in and consolidation of conducting techniques, sight singing/reading, stylistic interpretation and voice building for choirs, expansion of repertoire.
Content: Technical preparation, basic breathing techniques, transcription, organisation of rehearsals.
Assessment: Course work (33%); Practical examination (67%)
DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Music Ensemble 2A (DipJP)
MUSC2E1 H1
Prerequisite Requirement: Music Ensemble IB.
Aim: Develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire. Stylistic considerations. Instrumental technique and performance demands.
Assessment: Semester work (40%), Final Practical Examination (60%)
DP Requirement: 50% semester mark.

Music Ensemble 2B (DipJP)
MUSC2E2 H2
Prerequisite Requirement: Music Ensemble 2A (DipJP)
Aim: Develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire. Stylistic considerations. Instrumental technique and performance demands.
Assessment: Semester work (40%), Final Practical Examination (60%)
DP Requirement: 50% semester mark.

Music Ensemble 2A
MUSC2EA HB
Prerequisite Requirement: Music Ensemble 1B
Aim: To develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire, stylistic considerations, instrumental technique, performance demands.
Practicals: Performances
Assessment: Semester work (100%)
DP Requirement: Absence from 1 rehearsal only without acceptable excuse; attend all performances.

Music Ensemble 2B
MUSC2EB HB
Prerequisite Requirement: Music Ensemble 2A
Aim: To develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire, stylistic considerations, instrumental technique, performance demands.
Practicals: Performances
**Assessment:** Semester work (100%)

**DP Requirement:** Absence from 1 rehearsal only without acceptable excuse; attend all performances.

**Introductory Music Theory and Perception A**
MUSC2FA H1 (30L-20T-0P-0S-105H-0R-0F-0G-5A-13W-16C)

**Prerequisite Requirement:** Introduction to Music Fundamentals B or equivalent knowledge.

**Aim:** To convey to students those harmonic principles and concepts that will enable them to harmonise and analyse relatively simple four-part writing for soprano, alto, tenor and bass voices. Aural instruction will be required to increase students’ facility in perceiving, identifying and naming aspects of pitch and duration.

**Content:** Tonal music and functional harmony, triads and the four-part chord in root position, chords in first inversion, including harmonisation of the melodic minor scale, chords in second inversion, and the dominant seventh chord, intervals, rhythmic and melodic dictation and chordal progressions.

**Assessment:** Assignments (40%); Examination (60%)

**DP Requirement:** Attend at least 80% of instruction; submit all assignments on time.

**Introductory Music Theory and Perception B**
MUSC2FB H2 (30L-20T-0P-0S-105H-0R-0F-0G-5A-13W-16C)

**Prerequisite Requirement:** Introductory Music Theory and Perception A

**Aim:** To convey to students those harmonic principles and concepts that will enable them to harmonise and analyse complex, four-part writing for soprano, alto, tenor and bass voices. The aural component enables students to identify and discuss many elements of musical expression, including range and tessitura of instruments and voices, the density and distribution of sounds, ranges of timbral colours and dynamics, articulations and phrasing.

**Content:** The dominant ninth and diminished seventh chords, modulation: pivot-chord and abrupt, secondary dominants and seventh chords, melodic decoration, formal analysis, rhythmic, melodic and four-part harmonic dictation, music appreciation.

**Assessment:** Assignments (40%); Examination (60%)

**DP Requirement:** Attend at least 80% of instruction; submit all assignments on time.

**Languages for Singers A**
MUSC2GA H1 (39L-10T-0P-0S-26H-0R-0F-0G-5A-13W-8C)

**Prerequisite Requirement:** Vocal Workshop 1B

**Aim:** To consolidate language skills learnt at first level, through further studies in Italian, and by developing performance skills in German. Concentration of the module is on grammar insofar as it enables comprehension of sung texts; on pronunciation and accent in performance, and on the historical and cultural backgrounds of specific repertoires, with reference to textual considerations.

**Content:** Further studies in Italian grammar and pronunciation; introduction to German grammar and pronunciation; comparison of general linguistic structures; exercises in construing and pronouncing aria and Lieder texts; and an overview of cultural epochs and their relations to examples of texts and their delivery in vocal music.

**Assessment:** Semester work (67%); Examinations (33%)

**DP Requirement:** Attend at least 75% of instruction; submit all assignments on time.

**Languages for Singers B**
MUSC2GB H2 (39L-10T-0P-0S-26H-0R-0F-0G-5A-13W-8C)

**Prerequisite Requirement:** Vocal Workshop 1B

**Aim:** To extend the skills already learnt in Italian and German by studying vocal repertoires opera, Lieder, and choral compositions in those languages. Learners will practice translation of sung texts and study the appropriate stylistic approaches to the performance of various prescribed compositions.

**Content:** Linguistic study of selected musical examples (arie antiche, later Italian opera, Lieder of the Romantic period, German Romantic opera), introduction to the singing of Latin liturgical texts, and the performing traditions associated with Italian and German repertoires.

**Assessment:** Semester work (67%); Examinations (33%)

**DP Requirement:** Attend at least 75% of instruction; submit all assignments on time.

**History of Jazz & Popular Music 2A**
MUSC2H1 H1 (22.5L-11.25T-0P-0S-24H-11R-0F-0G-11.25A-13W-8C)
**Prerequisite Requirement:** History of Jazz & Popular Music 1B  
**Aim:** To introduce students to cool Jazz and hard bop. The music of John Coltrane. Ornette Coleman’s conception of free Jazz. Extended pop song forms.  
**Assessment:** Continuous assessment, 4 tests, 2 assignments and 1 oral presentation.  
**DP Requirement:** 80% attendance and an oral presentation.

**History of Jazz & Popular Music 2B**  
MUSC2H2 H2  
(22.5L-11.25T-0P-0S-24H-11R-0F-0G-11.25A-13W-8C)  
**Prerequisite Requirement:** History of Jazz & Popular Music 2A  
**Aim:** To familiarise students with Miles Davis’ musical activities in the 60's i.e. free jazz and the use of technology. Special focus also on Weather Report and Neoclassicism of Wynton Marsalis.  
**Assessment:** Continuous assessment, 4 tests, 2 assignments and 1 oral presentation.  
**DP Requirement:** 80% attendance and an oral presentation.

**Music, Culture and History 2A**  
MUSC2HA H1  
(33L-6T-0P-0S-118H-0R-0F-0G-3A-13W-16C)  
**Prerequisite Requirement:** Popular & Traditional Musics: Africa & Beyond or Western Classical Music: An Introduction; Introduction to Music Fundamentals B or equivalent knowledge and at least one 16-credit, first-level language module, chosen with the approval of the Academic Co-ordinator in accordance with the College’s assessment of the student's language requirements.  
**Corequisite:** None  
**Aim:** To develop a balanced perception of musical traditions and cultures of the world. To sharpen the students’ awareness of the intrinsic qualities of the musical genres of the world by placing them in their proper historical and cultural context.  
**Content:** Varies from year to year and may include such topics as the Classical and Romantic Symphony, Jazz in South Africa, Berg’s Wozzeck, World music, and Monteverdi’s Orfeo.  
**Assessment:** Assignments and Tests (50%); Examination (50%)  
**DP Requirement:** Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

**Music, Culture and History 2B**  
MUSC2HB H2  
(33L-6T-0P-0S-118H-0R-0F-0G-3A-13W-16C)  
**Prerequisite Requirement:** Popular & Traditional Musics: Africa & Beyond or Western Classical Music: An Introduction; Introduction to Music Fundamentals B or equivalent knowledge and at least one 16-credit, first-level language module, chosen with the approval of the Academic Co-ordinator in accordance with the College’s assessment of the student's language requirements.  
**Corequisite:** None  
**Aim:** To develop a balanced perceptions of musical traditions and cultures of the world. To sharpen the students’ awareness of the intrinsic qualities of the musical genres of the world by placing them in their proper historical and cultural context.  
**Content:** Varies from year to year and may include such topics as Music, Gender and Sexuality, South African Women in Music, Style Analysis, the String Quartet, Modern Jazz, Music and Cultural Survival.  
**Assessment:** Assignments and Tests (50%); Examination (50%)  
**DP Requirement:** Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

**Keyboard Studies 2A**  
MUSC2KA HB  
(0L-10T-0P-0S-149.7H-0R-0F-0G-0.3A-13W-16C)  
**Prerequisite Requirement:** Keyboard Studies 1B  
**Aim:** To improve keyboard skills, progressing from the level required for Keyboard Studies 1B, focusing on keyboard technique and more advanced reading and playing skills.  
**Content:** More advanced technical studies, including scales and arpeggios; the reading of more advanced staff notation, more advanced sight-reading and transposition exercises, and the performance of more difficult pieces for performance.  
**Assessment:** Semester work (33.3%); Practical examinations (66.7%)  
**DP Requirement:** Attendance, sub-minimum 50% semester mark.

**Keyboard Studies 2B**  
MUSC2KB HB  
(0L-10T-0P-0S-149.7H-0R-0F-0G-0.3A-13W-16C)  
**Prerequisite Requirement:** Keyboard Studies 2A
Aim: To improve students’ keyboard technique, their ability to sight-read, to practice and to perform keyboard music, progressing from the level required for Keyboard Studies 2A.

Content: More advanced technical studies, the reading of more advanced staff notation, more advanced sight-reading, and transposition.

Assessment: Semester work (33.3%); Practical examinations (66.7%)

DP Requirement: Attendance, sub-minimum 50% semester mark.

Orchestral Performance 1A
MUSC2OA HB

Prerequisite Requirement: First Practical Study 1B and permission from the Academic Co-ordinator.

Aim: Introduction to and practical experience of the orchestral literature for the chosen instrument within a broad style range.

Content: Learning the basics of how to study orchestral parts, preparation for and participation in rehearsals, developing basic listening skills essential to orchestral playing, how to follow the instructions of a conductor, playing with correct timing and dynamics, developing a feel for specifically “orchestral” technique as applicable to the chosen instrument, study of orchestral literature for the chosen instrument through a selection from the following style periods: Early, Classical, Romantic and Contemporary.

Assessment: Semester work (33.3%), Practical examination (66.7%)

DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Orchestral Performance 1B
MUSC2OB HB

Prerequisite Requirement: Orchestral Performance 1A

Aim: Introduction to and practical experience of the orchestral literature for the chosen instrument within a broad style range.

Content: Learning the basics of how to study orchestral parts and the preparation for and participation in rehearsals, developing basic listening skills essential to orchestral playing, how to follow the instructions of a conductor and playing with correct timing and dynamics, developing a feel for specifically “orchestral” technique as applicable to the chosen instrument, study of orchestral literature for the chosen instrument through a selection from the following style periods: Early, Classical, Romantic and Contemporary styles.

Assessment: Semester work (33.3%), Practical examination (66.7%)

DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

First Practical Study 2A
MUSC2PA HB

Prerequisite Requirement: First Practical Study 1B

Aim: To give students a thorough grounding in instrumental technique, read/singing at sight, rhythm, stylistic interpretation and improvisation.

Content: Technical preparation, Reading/Singing at sight, Study and interpretation of specific style periods. Application of musical knowledge through independent interpretation of unfamiliar music scores.

Assessment: Concert attendance (10%), semester work (33.3%), Practical examination (56.7%)

DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson, absence from only 1 lesson without permission, sub-minimum 50% semester mark.

First Practical Study 2B
MUSC2PB HB

Prerequisite Requirement: First Practical Study 2A

Aim: Continued practical study progressing from the level required for first practical Study 1A. Attendance at specific campus concerts is required.

Content: Technical preparation, Reading/singing at sight. Study and interpretation of specific style periods. Application of musical knowledge through independent interpretation of unfamiliar music scores.

Assessment: Concert attendance (10%), Semester work (33.3%), Practical examination (56.7%)

DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson, absence from only 1 lesson without permission, sub-minimum 50% semester mark.
Second Practical Study 2A
MUSC2SA HB (0L-10T-0P-0S-149.7H-0R-0F-0G-0.3A-13W-16C)

Prerequisite Requirement: Second Practical Study 1B
Aim: To achieve a good command of rhythm and other musical elements as well as basic technical skills, to be fluent at reading a more advanced musical score and to be skilled at selecting appropriate practice methods.
Content: Technical preparation, reading/singing at sight, study and interpretation of specific style periods.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Second Practical Study 2B
MUSC2SB HB (0L-10T-0P-0S-149.7H-0R-0F-0G-0.3A-13W-16C)

Prerequisite Requirement: Second Practical Study 2A
Aim: To achieve a good command of rhythm and other musical elements as well as basic technical skills, to be fluent at reading a more advanced musical score and to be skilled at selecting appropriate practice methods.
Content: Technical preparation, reading/singing at sight, study and interpretation of specific style periods.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Jazz & Popular Music Theory 2A
MUSC2T1 H1 (22.5L-11.25T-11.25P-0S-19H-11R-0F-0G-5A-13W-8C)

Prerequisite Requirement: Jazz & Popular Music Theory 1B
Aim: Continuation of IB. Continues to develop student’s facility for creating meaningful functional harmonic progressions. Keyboard skills continue at a higher level of difficulty for non-pianists.
Assessment: Tests and assignments (40%), Final Examination (60%)
DP Requirement: 50% semester mark.

Jazz & Popular Music Theory 2B
MUSC2T2 H2 (22.5L-11.25T-11.25P-0S-19H-11R-0F-0G-5A-13W-8C)

Prerequisite Requirement: Jazz & Popular Music Theory 2A
Aim: Emphasis in this module is placed more on the use of harmony in the areas of Composition and Arranging and not so much on harmonic analysis. Keyboard skills continue until the end of this semester.
Assessment: Tests and assignments (40%), Final Examination (60%)
DP Requirement: 50% semester mark.

Music Theory and Perception 2A
MUSC2TA H1 (30L-20T-0P-0S-107H-0R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Music Theory and Perception 1A & 1B
Aim: To introduce learners to the basic principles of contrapuntal writing and analysis, and to advance the harmonisation skills learned in Music Theory and Perception 1A & 1B. Learners may choose to specialise in more advanced classical or jazz studies for 50% of the module.
Content: Contrapuntal writing exercises using a modified species approach; introduction to motivic analysis via selected examples of tonal music; chord extensions; major modes; tritone substitution; Blues reharmonisation; rhythmic, melodic and four-part harmonic dictation.
Assessment: Assignments and aural tests (40%); Examinations (60%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Music Theory and Perception 2B
MUSC2TB H2 (30L-20T-0P-0S-107H-0R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Music Theory and Perception 2A
Aim: To acquaint learners with the resources of chromatic harmony, enabling them to gain an analytical understanding of music which uses these techniques, and to create their own compositional examples. Learners may choose to specialize in more advanced classical or jazz studies for 50% of the module.

Content: Modal mixture and altered chords; chromaticism in extended passages; formal and harmonic analysis of selected examples of tonal music; melodic minor harmony and chord derivation; third-related harmony; Coltrane changes; the diminished axis; advanced harmonic dictation and fundamental aural structures in classical and jazz repertoire.

Assessment: Assignments and aural tests (40%); Examinations (60%)

DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Vocal Workshop 2A
MUSC2VA H1
Prerequisite Requirement: Vocal Workshop 1B
Aim: The module pursues a combination of bodily and vocal training in relation to a more specialised theatrical context than its first-level equivalent. Learners undertake improvisations with an emphasis on individual (rather than group) representation, and exercise originality in short script-writing tasks and their dramatic realisation.

Content: Vocal and breathing exercises, dramatic improvisation using individual protagonists, dance steps and movement conventions in theatre, writing dialogue for the stage, dramatic representation of music, historical bases of criticism in music theatre.

Assessment: Assignments (40%); Tests (60%)

DP Requirement: Attend at least 75% of instruction in each sub-module; submit all assignments on time.

Vocal Workshop 2B
MUSC2VB H2
Prerequisite Requirement: Vocal Workshop 2A
Aim: To extend the work of Vocal Workshop 2A, focusing on individual representation using script-writing tasks and their realisation in performance. To provide learners with the technical and imaginative capacities to interpret advanced repertoire in theatrical, public presentation. A performing project devoted to choric-poetic subjects is mounted.

Content: Vocal and breathing exercises, dramatic improvisation using individual protagonists, dance steps and movement conventions in theatre, writing dialogue for the stage, dramatic representation of music, choric-poetic styles viewed historically and in contemporary practice.

Assessment: Tests (40%); Assignments (30%); Practical assessment (public performance) (30%)

DP Requirement: Attend at least 75% of instruction in each sub-module; submit all assignments on time.

Workshop in Jazz & Popular Music 2A
MUSC2W1 H1
Prerequisite Requirement: Workshop in Jazz & Popular Music 1B
Aim: Continues to develop approaches and methods necessary for jazz improvisation.


Assessment: Practical Tests and Assignments (40%), Final Practical Examination (60%)

DP Requirement: 50% semester mark.

Workshop in Jazz & Popular Music 2B
MUSC2W2 H2
Prerequisite Requirement: Workshop in Jazz & Popular Music 2A
Aim: Continuation of IIA with the addition of Pentatonic scales and 4th movement.


Assessment: Practical Tests and Assignments (40%), Final Practical Examination (60%)

DP Requirement: 50% semester mark.

Jazz Workshop 2A
MUSC2WA HB
Prerequisite Requirement: Jazz Workshop 1B
Aim: The development of knowledge and skill in jazz improvisation. Interpretation, ensemble playing and sight-reading.
**Content:** Jazz theory and technical skills relevant to jazz improvisation, Common forms and chord sequences, Elements of style, How to arrange and rehearse jazz “heads”, Repertoire.

**Assessment:** Semester work (33.3%); Practical examination (66.7%)

**DP Requirement:** Attend at least 80% of instruction; sub-minimum 50% semester mark.

**Jazz Workshop 2B**

**MUSC2WB HB**

**Prerequisite Requirement:** Jazz Workshop 2A

**Aim:** The development of knowledge and skill in jazz improvisation. Interpretation, ensemble playing and sight-reading.

**Content:** Jazz theory and technical skills relevant to jazz improvisation, Common forms and chord sequences, Elements of style, How to arrange and rehearse jazz “heads”, Repertoire.

**Assessment:** Semester work (33.3%); Practical examination (66.7%)

**DP Requirement:** Attend at least 80% of instruction; sub-minimum 50% semester mark.

**African Music and Dance 3A**

**MUSC3AA H1**

**Prerequisite Requirement:** African Music and Dance 2A & 2B

**Aim:** To examine theories of performance practice and to develop performance ability in a variety of African music and dance performance genres.

**Content:** Practical study in various genres of African music and dance; African storytelling and theatre.

**Assessment:** Term Mark (33.3%), Lunch Hour Concert (33.3%), Final Practical Examination (33.4%)

**DP Requirement:** Attend at least 80% of instruction; 50% sub-minimum on mid-semester practical examination plus Lunch Hour Concert.

**African Music and Dance 3B**

**MUSC3AB H2**

**Prerequisite Requirement:** African Music and Dance 2A, 2B, and 3A

**Aim:** To develop further learners' performance ability in preparation for the public recital.

**Content:** Preparation for the public recital, which includes a variety of genres of African Music and Dance.

**Assessment:** Term mark (33.3%); Public recital (66.7%)

**DP Requirement:** Attend at least 80% of instruction; 50% sub-minimum on mid-semester practical examination; 50% sub-minimum on Public Recital

**African Music Outreach: Music Education**

**MUSC3AE H1**

**Prerequisite Requirement:** African Music and Dance 2B

**Aim:** To introduce learners to current issues in curriculum development and to develop pedagogical materials to teach African music and dance.

**Content:** Philosophies of music education in Africa; Teaching methodologies for dance, movement, choral and instrumental music; Teaching resources and curriculum matters; South African educational policy.

**Assessment:** Assignments and practicum (40%), Final project (40%), Examination (20%)

**DP Requirement:** Attend at least 75% of instruction; 50% sub-minimum for student teaching practice.

**Comp & Arranging: Jazz & Pop Music 2A**

**MUSC3C1 H1**

**Prerequisite Modules:** Composition and Arranging: Jazz & Popular Music 1B

**Aim:** Arrange for 5 and 6 horns with rhythm section. Fundamental concepts of composition with respect to melody, harmony and form.

**Content:** Voicing in 4th, clusters and upper structured triads, 5 part soli voicings, Melodic devices and rudiments of form.

**Assessment:** Assignments and projects (40%), Final Assignments and projects (60%)

**DP Requirement:** 50% semester mark.
Comp & Arranging: Jazz & Pop Music 2B
MUSC3C2 H2 (45L-11.25T-14.75P-0S-89H-0R-0F-0G-0A-13W-16C)
Prerequisite Modules: Composition and Arranging: Jazz and Popular Music 2A
Aim: Write and arrange for vocals and small groups; Produce Jingles; Provide necessary skills and knowledge in contemporary music composition.
Content: Intros, endings & turnarounds; Vocal and small group arranging techniques; Analysis of contemporary jazz compositions. Ostinato and pedal point. Harmonic and melodic motifs.
Assessment: Assignments and projects during semester (40%), Final assignments and projects (60%)
DP Requirement: 50% semester mark.

Choral Studies 3A
MUSC3CA HB (10L-10T-26P-0S-110.5H-0R-0F-0G-3.5A-13W-16C)
Prerequisite Requirement: Choral Studies 2B
Aim: To prepare the students for more professional levels of conducting, choir mastering and choral administration.
Content: Choir management, advanced choral conducting, live performance dynamics, advanced transcription (tonic solfa to staff and vice versa), African indigenous choral music, music and phonology, intonation problems and how to solve them, further warm-up exercises, and score reading.
Assessment: Course work (33%); Examinations (67%)
DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Choral Studies 3B
MUSC3CB HB (10L-10T-26P-0S-110.5H-0R-0F-0G-3.5A-13W-16C)
Prerequisite Requirement: Choral Studies 3A
Aim: To ensure learners are equipped to assume positions of artistic and organisational leadership in choral pedagogy.
Content: Prospects for choral studies, introduction to music notation programmes, the South African choral music scene, multiculturalism in choral practice, choral music and its role in society, conductor and accompanist, creativity in the choir: creating an environment conducive for making music, repertoire: experimental styles.
Assessment: Course work (33%); Examinations (67%)
DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

African Music Outreach: Community Development
MUSC3CD H2 (20L-6T-3P-0S-93H-14R-22F-0G-2A-13W-16C)
Prerequisite Requirement: Permission from the Module Coordinator.
Aim: To introduce learners to public sector ethnomusicology and arts administration, providing them with skills needed for running community programmes.
Content: Folk festivals and folklife; Festival management, marketing, publicity; Public sector ethnomusicology/applied ethnomusicology; Proposal writing, fundraising and project management; Arts management; Arts advocacy; Traditional music and copyright protection; Curating exhibitions and programmes.
Assessment: Assignments and practicum (40%), Final project (40%), Examination (20%)
DP Requirement: Attend at least 75% of instruction; submit all assignments; successfully complete outreach project assignment

Composition 1
MUSC3CY HY (0L-39T-0P-0S-237H-40R-0F-0G-4A-26W-32C)
Prerequisite Requirement: Music, Culture and History 2B and Music Theory and Perception 2B
Aim: The module aims to provide students with skills and knowledge in contemporary music composition, arranging, concert production, analysis and criticism.
Content: Analysis of 20th century music, Music criticism, Music composition for various media and combinations of instruments, Concert production.
Assessment: Assignments (portfolio, recital) (80%); Examination (20%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Advanced Musical Studies 1A
MUSC3DA HB (0L-0T-0P-0S-160H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Music, Culture and History 2A & 2B
Aim: Module content is flexible, comprising theoretical, historical and practical components from various other modules. Requires 160 notional study hours, but contact hours depend on nature of content selected. Offered both semesters.
Content: Depends on modules or sub-modules chosen.
Assessment: Method of assessment depends on module content.
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; other requirements in accordance with module content.

Advanced Musical Studies 1B
MUSC3DB HB (0L-0T-0S-160H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Advanced Musical Studies 1A
Aim: Module content is flexible, comprising theoretical, historical and practical components from various other modules. Requires 160 notional study hours, but contact hours depend on nature of content selected. Offered both semesters.
Content: Depends on modules or sub-modules chosen.
Assessment: Method of assessment depends on module content.
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; other requirements in accordance with module content.

Electro-Acoustic Music: Deejaying
MUSC3DJ HB (10L-10T-20P-0S-105H-12R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Permission of the Academic Co-ordinator.
Aim: To provide students with skills and knowledge prized by the music/entertainment industries and newly emerging audio-visual communications sectors. To provide students with the theory and practical experience in various aspects of dance deejaying and turntablism, including training in and application of aural and technical skills to the technology of turntable-based performance.
Content: Background to and history of turntable-based performance; beat-matching and mixing; dance music genres; deejaying and the club industry; equipment choice and maintenance.
Assessment: Written examination (33%); Project (33%); Practical (34%)
DP Requirement: Attend at least 80% of instruction; submit all assignments; sub-minimum 50% on written test.

African Music Outreach: Documentation
MUSC3DO H1 (10L-0T-22P-0S-95H-30R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Permission from the Module Coordinator.
Aim: Students will acquire skills to produce short ethnographies and music video documentaries. Skills in effective written communication are also taught.
Content: Visual representation and interpretation of expressive culture; ethical issues in fieldwork, the technical side of fieldwork, ethnographic field recordings, archiving of indigenous African music, data collection and analysis, preservation of cultural heritage and identity.
Assessment: Assignments (30%), Edited video recording & ethnography (50%), Examination (20%)
DP Requirement: Attend at least 75% of instruction; submit all assignments, successfully complete outreach project assignments.

Music Ensemble 3A (DipJP)
MUSC3E1 H1 (0L-0T-45P-0S-30H-3R-0F-0G-2A-13W-8C)
Prerequisite Requirement: Music Ensemble 2B
Aim: Develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire. Stylistic considerations. Instrumental technique and performance demands.
Assessment: Semester work (40%), Final Practical Examination (60%)
DP Requirement: 50% semester mark.

Music Ensemble 3B (DipJP)
MUSC3E2 H2 (0L-0T-45P-0S-30H-3R-0F-0G-2A-13W-8C)
Prerequisite Requirement: Music Ensemble 3A
Aim: Develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire. Stylistic considerations. Instrumental technique and performance demands.
Assessment: Semester work (40%), Final Practical Examination (60%)
DP Requirement: 50% semester mark.

Music Ensemble 3A
MUSC3EA HB (0L-0T-30P-0S-50H-0R-0F-0G-0A-13W-8C)
Prerequisite Requirement: Music Ensemble 2B
Aim: To develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire, stylistic considerations, instrumental technique, and performance demands.
Practicals: Performances
Assessment: Semester work (100%)
DP Requirement: Absence from 1 rehearsal only without acceptable excuse; attend all performances.

Music Ensemble 3B
MUSC3EB HB (0L-0T-30P-0S-50H-0R-0F-0G-0A-13W-8C)
Prerequisite Requirement: Music Ensemble 3A
Aim: To develop the knowledge and skills needed for successful participation in a music ensemble.
Content: Repertoire, stylistic considerations, instrumental technique, and performance demands.
Practicals: Performances
Assessment: Semester work (100%)
DP Requirement: Absence from 1 rehearsal only without acceptable excuse; attend all performances

Intermediate Music Theory and Perception A
MUSC3FA H1 (30L-20T-0S-107H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Introductory Music Theory B
Aim: To introduce learners to the basic principles of contrapuntal writing and analysis, and to advance the harmonization skills learned in Introduction to Music Fundamentals A and B. Learners may choose to specialize in more advanced classical or jazz studies for 50% of the module.
Content: Contrapuntal writing exercises using a modified species approach; introduction to motivic analysis via selected examples from the Inventions of J.S.Bach; formal and harmonic analysis of selected examples of tonal music; standard chord extensions; lead-sheet harmonization; rhythmic, melodic and four-part harmonic dictation.
Assessment: Assignments and aural tests (40%); Examinations (60%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Intermediate Music Theory and Perception B
MUSC3FB H2 (30L-20T-0S-107H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Intermediate Music Theory and Perception A
Aim: To acquaint learners with the resources of chromatic harmony, enabling them to gain an analytical understanding of music which uses these techniques, and to create their own compositional examples. Learners may choose to specialise in more advanced classical or jazz studies for 50% of the module.
Content: Modal mixture and altered chords; chromaticism in extended passages; formal and harmonic analysis of selected examples of tonal music; more advanced lead-sheet harmonization; modal usages; advanced harmonic dictation and fundamental aural structures in classical and jazz repertoire.
Assessment: Assignments and aural tests (40%); Examinations (60%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Music, Culture and History 3A
MUSC3HA H1 (33L-6T-0P-0S-118H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Music, Culture and History 2A or 2B
Aim: To develop a balanced perception of musical traditions and cultures of the world. To sharpen the students’ awareness of the intrinsic qualities of the musical genres of the world by always placing them in their proper historical and cultural context. To develop analytical skills.
Content: Varies from year to year and may include such topics as the Classical and Romantic Symphony, Jazz in South Africa, Berg’s Wozzeck, World music, and Monteverdi’s Orfeo.
Assessment: Assignments and Tests (50%), Examination (50%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.
Syllabi

Music, Culture and History 3B
MUSC3HB H2  (33L-6T-0S-118H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Music, Culture and History 2A or 2B
Aim: To develop a balanced perception of musical traditions and cultures of the world. To sharpen the students’ awareness of the intrinsic qualities of many of the musical genres of the world by always placing them in their proper historical and cultural context.
Content: Varies from year to year and may include such topics as Music, Gender and Sexuality, South African Women in Music, Style Analysis, the String Quartet, Modern Jazz, Music and Cultural Survival.
Assessment: Assignments and Tests (50%), Examination (50%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

Instrumental Teaching Method 1A
MUSC3IA HB  (20L-0T-0P-0S-137H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Second Practical Study 2B or equivalent to the satisfaction of the Programme.
Aim: To show the significance behind the historical development of instruments and pedagogy and the influence this has on teaching and performance practices of today. Learning about the way in which the instrumentalist/vocalist’s body and mind work and interact during performance; skeleton, muscles, nervous system, breathing, eyes, ears and psychology.
Content: Historical development of the instrument; Survey of various philosophies and schools of pedagogy; Teaching of beginners; Second and third years of tuition; Teaching of the intermediate level; General overview of basic requirements for different levels of advancement; Psychology of music teaching; Teaching of adult beginners.
Assessment: Semester work (60%), Written examination (40%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; sub-minimum 40% semester mark.

Instrumental Teaching Method 1B
MUSC3IB HB  (20L-0T-0P-0S-136H-0R-0F-0G-4A-13W-16C)
Prerequisite Requirement: Instrumental Teaching Method 1A
Aim: To familiarise the learner with the range of compositions written for the selected instrument/voice and the context in which these works originate. To provide actual teaching situations for the learner so that theoretical knowledge can be applied from the previous module.
Content: Overview of compositions written for the selected instrument/voice, ranging from the earliest examples to the present day; Practical teaching: Beginner level (approximate grades 1-3); Practical teaching: Intermediate level (approximate grades 4-7).
Assessment: Semester work (60%), Written examination (40%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; sub-minimum 40% semester mark.

Jazz Performance 1A
MUSC3JA HB  (0L-20T-49P-0S-88H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Jazz Workshop 2B, Music Theory and Perception 1A & 1B, and permission of the Academic co-ordinator.
Aim: To provide specialised instruction for jazz performers and an introduction to the techniques of jazz and commercial arranging for small groups and for big band with reference to common-practice and historical styles.
Content: Theory and techniques relevant to jazz improvisation; Theory and techniques relevant to jazz and commercial arranging; Elements of style; Repertoire.
Assessment: Semester work (33.3%), Semester examination (66.7%)
DP Requirement: Attend at least 80% of instruction; sub-minimum 50% semester mark.

Jazz Performance 1B
MUSC3JB HB  (0L-20T-49P-0S-88H-0R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Jazz Performance 1A
Aim: To provide specialised instruction for jazz performers and an introduction to the techniques of jazz and commercial arranging for small groups and for big band with reference to common-practice and historical styles.
Content: Theory and techniques relevant to jazz improvisation; Theory and techniques relevant to jazz and commercial arranging; Elements of style; Repertoire.
Assessment: Semester work (33.3%), Semester examination (66.7%)

DP Requirement: Attend at least 80% of instruction; sub-minimum 50% of semester mark.

Electro-Acoustic Music 1A
MUSC3LA H1 (10L-10T-20P-0S-108H-0R-0F-0G-12A-13W-16C)
Prerequisite Requirement: Permission of the Academic Co-ordinator.

Aim: This module aims to provide students with skills and knowledge that are highly prized by the music industry, broadcasters, and newly emerging audio-visual sectors. Students are provided with the theory and practical experience in various aspects of the musical arts, which are either dependent on or enhanced by current technology of audio recording. Multi-track recording, mixing, signal processing.

Content: Studio Overview, Recording Chain, Microphone Recording, Signal Processing, Mixing, Introduction to non-linear recording, editing, and CD writing.

Assessment: Project (66%); Test (22%); Assignments (12%)

DP Requirement: Attend at least 80% of instruction; sub-minimum of 50% on mid-semester test.

Electro-Acoustic Music 1B
MUSC3LB H2 (10L-10T-20P-0S-108H-12R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Permission of the Academic Co-ordinator.

Aim: Emphasis of the module is on electronic and computer music composition and performance: includes digital synthesis and sampling as well as training in electronic orchestration and score processing.

Content: Studio Overview, Introduction to MIDI, MIDI sequencers, Introduction to sampling and digital synthesis, Introduction to non-linear recording, editing, processing and CD writing.

Assessment: Project (66%), Test (22%), Assignments (12%)

DP Requirement: Attend at least 80% of instruction; sub-minimum of 50% on mid-semester test.

Electro-Acoustic Music: Live Sound
MUSC3LS H1 (10L-10T-20P-0S-105H-12R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Permission of the Academic Co-ordinator.

Aim: To provide students with skills and knowledge prized by the music/entertainment industry, and with the theory and practical experience in various aspects of sound reinforcement, including training in and application of aural and technical skills to the technology of live sound mixing. The module has been designed and will be offered in close collaboration with the local live sound industry.

Content: Fundamentals of sound, basic electro-acoustics, microphone technology, mixing, an understanding of outboard gear, matching amplifiers and speakers including cross-overs.

Assessment: Assignments (30%); Written examination (30%); Practical/oral examination (40%)

DP Requirement: Attend at least 80% of instruction; 50% sub-minimum semester mark.

Music Education 1A
MUSC3MA H1 (30L-10T-0P-0S-93H-0R-24F-0G-3A-13W-16C)
Prerequisite Requirement: Foundations of Music Education A, Music, Culture and History 2A or 2B and either Introduction to Music Fundamentals B or equivalent knowledge.

Aim: To develop knowledge and skills for teaching music in a variety of education contexts.

Content: Introduction to the Philosophy of Music Education; Methods of accessing music education resources and information; Article and website reviews; Composing and arranging for the music 'classroom'; Music education methods and approaches; Practical study and instrumental teaching approaches (recorder, guitar, or other approved instrument); Practice teaching.

Assessment: Semester work (70%), Examinations (30%)

DP Requirement: Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

Music Education 1B
MUSC3MB H2 (30L-10T-0P-0S-93H-0R-24F-0G-3A-13W-16C)
Prerequisite Requirement: Music Education 1A

Aim: To develop knowledge and skills for teaching music in a variety of education contexts.

Content: A praxial philosophy of music education; Interdisciplinary teaching and an integrated approach to the Arts & Culture learning area; Lesson observation and evaluation; Article and website reviews; Music education
methods/approaches; Selecting music for students; Practical study and instrumental teaching approaches (recorder, guitar, or other approved instrument); Practice teaching.

**Assessment:** Semester work (70%), Examinations (30%)

**DP Requirement:** Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

**Orchestral Performance 2A**

MUSC3OA HB

**Prerequisite Requirement:** Orchestral Performance 1B and successful audition for specialisation in Orchestral Performance.

**Aim:** Advanced knowledge and practical orchestral experience of the orchestral literature for the chosen instrument within a more specific style range.

**Content:** Study of more advanced orchestral literature for the chosen instrument through a selection of the following style periods: Early style, Classical style, Romantic style and various contemporary styles.

**Assessment:** Semester work (33.3%), Practical examination (66.7%)

**DP Requirement:** Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

**Orchestral Performance 2B**

MUSC3OB HB

**Prerequisite Requirement:** Orchestral Performance 2A

**Aim:** Advanced knowledge and practical orchestral experience of the orchestral literature for the chosen instrument within a more specific style range.

**Content:** Study of more advanced orchestral literature for the chosen instrument through a selection of the following style periods: Early style, Classical style, Romantic style and various contemporary styles.

**Assessment:** Semester work (33.3%), Practical examination (66.7%)

**DP Requirement:** Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

**Performance in Jazz & Popular Music 1A**

MUSC3P1 H1

**Prerequisite Requirement:** Workshop in Jazz and Popular Music 2B

**Aim:** To develop the use and understanding of the bebop language in jazz improvisation.

**Content:** The study of the Charlie Parker Omnibook repertoire, including analysis and performance of his written solos, and pertinent recordings.

**Assessment:** Practical Tests (40%), Final Practical Examination (60%)

**DP Requirement:** 50% semester mark

**Performance in Jazz & Popular Music 1B**

MUSC3P2 H2

**Prerequisite Requirement:** Performance in Jazz and Popular Music 1A

**Aim:** Developing improvisational techniques to negotiate non-functional harmony.

**Content:** Analysis and performance of Wayne Shorter compositions, and relevant recordings.

**Assessment:** Practical Tests (40%), Final Practical Examination (60%)

**DP Requirement:** 50% semester mark.

**First Practical Study 3A**

MUSC3PA HB

**Prerequisite Requirement:** First Practical Study 2B

**Aim:** To give students a thorough grounding of instrumental technique, reading/singing at sight, rhythm, stylistic interpretation and improvisation.

**Content:** Technical preparation, reading/singing at sight, study and interpretation of specific style periods. Application of musical knowledge through independent interpretation of unfamiliar music scores.

**Assessment:** concert attendance (10%), Semester work (33.3%), Practical examinations (56.7%)

**DP requirement:** Student must notify lecturer one day in advance if unable to attend lesson, absence from only 1 lesson without permission, sub-minimum 50% semestermark.
First Practical Study 3B  
MUSC3PB HB

**Prerequisite Requirement:** First Practical Study 3A  
**Aim:** Continued practical study progressing from the level required for first practical Study 1A. Attendance at specific campus concerts is required.  
**Content:** Technical preparation, Reading/singing at sight. Study and interpretation of specific style periods. Application of musical knowledge through independent interpretation of unfamiliar music scores.  
**Assessment:** Concert attendance (10%), Semester work (33.3%), Practical examinations (56.7%)  
**DP Requirement:** Student must notify lecturer one day in advance if unable to attend lesson, absence from only 1 lesson without permission, sub-minimum 50% semester mark.

Second Practical Study 3A  
MUSC3SA HB

**Prerequisite Requirement:** Second Practical Study 2B  
**Aim:** To promote fluency in technique, accurate reading ability commensurate with the level, convincing rhythmic and interpretation skills. To equip learners with a thorough training in the fundamentals of the instrument and its technique.  
**Content:** Technical preparation, reading/singing at sight, study and interpretation of specific style periods.  
**Assessment:** Semester work (33.3%); Practical examination (66.7%)  
**DP Requirement:** Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Second Practical Study 3B  
MUSC3SB HB

**Prerequisite Requirement:** Second Practical Study 3A  
**Aim:** To promote fluency in technique, accurate reading ability commensurate with the level, convincing rhythmic and interpretation skills. To equip learners with a thorough training in the fundamentals of the instrument and its technique.  
**Content:** Technical preparation, reading/singing at sight, study and interpretation of specific style periods.  
**Assessment:** Semester work (33.3%); Practical examination (66.7%)  
**DP Requirement:** Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Jazz & Popular Music Theory 3A  
MUSC3T1 H1

**Prerequisite Requirement:** Jazz & Popular Music Theory 2B  
**Aim:** Introduce students to chord sequences that cannot be analysed in terms of functional harmony.  
**Content:** Multi-tonic Systems. Constant structures. Patterned material. Linear continuity and Motivic development through re-harmonisation.  
**Assessment:** Tests and assignments (40%), Final Examination (60%)  
**DP Requirement:** 50% semester mark.

Jazz & Popular Music Theory 3B  
MUSC3T2 H2

**Prerequisite Requirement:** Jazz & Popular Music Theory 3A  
**Aim:** Introduces students to more advanced contemporary harmonic techniques and applications.  
**Content:** Series construction and compound chords - Mirror writing. Pandiatomic writing. Harmonic Synthesis and Rhythm.  
**Assessment:** Tests and assignments (40%), Final Examination (60%)  
**DP Requirement:** 50% semester mark.

Music Theory and Perception 3A  
MUSC3TA H1

**Prerequisite Requirement:** Music Theory and Perception 2B  
**Aim:** To acquaint learners with the most significant technical extensions to the tradition of tonal music in the twentieth century, enabling them to gain an analytical understanding of music which uses these techniques, and to create their own compositional examples. Learners may choose to specialise in more advanced classical or jazz studies for 50% of the module.  
**Content:** Whole-tone, pentatonic, modal and synthetic scales; non-tertian chord structures; systems of analysis for tonal
and non-tonal music; analysis of selected examples of late tonal, Impressionist and post-tonal music; the diatonic, chromatic and linear approach to jazz arranging; transcription of complex rhythmic and harmonic examples.

**Assessment:** Assignments and class tests (50%); Examinations (50%)

**DP Requirement:** Attend at least 80% of instruction; submit all assignments on time; sub-minimum 40% semester mark.

### Music Theory and Perception 3B

**MUSC3TB H2**

**Prerequisite Requirement:** Music Theory and Perception 3A

**Aim:** To acquaint learners with the most significant non-traditional aspects of composition in the twentieth century, and to develop their analytical skills in relation to a wide range of repertoire. Learners may choose to specialise in more advanced classical or jazz studies for 50% of the module.

**Content:** Atonality and serialism; canon and fugue; analysis of selected examples of twentieth-century music; recent compositional trends; jazz arranging for small ensemble; aural recognition of a wide range of recorded repertoire and transcription of complex rhythmic and harmonic examples.

**Assessment:** Assignments, aural tests (50%), Examinations (50%)

**DP Requirement:** Attend at least 80% of instruction; submit all assignments on time; sub-minimum 40% semester mark.

### Performance 1A

**MUSC3XA HB**

**Prerequisite Requirement:** First Practical Study 2B and audition for specialisation in Performance.

**Aim:** Preparation of instrumental or vocal literature for public performance for the purpose of performance experience as well as broadening of knowledge about other repertoire for the instrument. Advanced reading and learning skills.

**Content:** Advanced technical skills, advanced reading/singing at sight, study and interpretation of specific style periods, and application of musical knowledge through independent interpretation of unfamiliar music scores.

**Assessment:** Semester work (33.3%); Practical examination (66.7%)

**DP Requirement:** Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

### Performance 1B

**MUSC3XB HB**

**Prerequisite Requirement:** Performance 1A

**Aim:** Preparation of instrumental or vocal literature for public performance for the purpose of performance experience as well as broadening of knowledge about other repertoire for the instrument. Advanced reading and learning skills.

**Content:** Advanced technical skills, advanced reading/singing at sight, study and interpretation of specific style periods, and application of musical knowledge through independent interpretation of unfamiliar music scores.

**Assessment:** Semester work (33.3%); Practical examination (66.7%)

**DP Requirement:** Attend at least 80% of instruction; submit all assignments on time.

### Short Independent Study A

**MUSC3YA HB**

**Prerequisite Requirement:** Student to submit a proposal of sufficient substance outlining the project and deadline marking relevant points of achievement in the intended project. Proposal to be accepted by supervisor and academic coordinator.

**Aim:** To allow students to do independent research on a topic of their choice that is not offered in the syllabus.

**Content:** The content is not prescribed but must be of an appropriate standard and substance for its credit rating. Students need to submit a detailed plan and to agree on a system of marking with their supervisor.

**Assessment:** 100% Project

**DP Requirement:** Attend all meetings arranged by the Supervisor and submit a draft of the project by a date agreed with supervisor.

### Musicology and Ethnomusicology 1A

**MUSC3ZA H1**

**Prerequisite Requirement:** Music, Culture and History 2A & 2B

**Aim:** This module will introduce students to the history of scholarly study in music, including its relation to general intellectual history, with special attention given to African musicology.

**Content:** Scholarly activity in music prior to the late 19th century, Postmodernism, ethics in music research reference
works and other sources useful to music researchers. Identity in relation to music, genders and sexuality, thinking about identity and difference in relation to music, speaking and writing about music, Musicology and ethnomusicology in Africa and South Africa.

**Assessment:** Preparation (40%), Written work (40%), Examination (20%)

**DP Requirement:** Attend at least 75% of instruction.

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**Musicology and Ethnomusicology 1B**

MUSC3ZB H2

(30L-0T-0S-127H-0R-0F-0G-3A-13W-16C)

**Prerequisite Requirement:** Musicology and Ethnomusicology 1A

**Aim:** This module will facilitate learning about research by requiring students to complete a supervised research project.

**Content:** Finding and assessing relevant literature, including the use of the Internet; field trips including introduction to local archives; evaluating and interpreting historical data and information gathered in the field; evaluating and using different forms of documentation, such as video and audio recordings, photographs and written text, and conducting interviews; handling problems encountered in the course of research; presenting the results of research both orally and in writing.

**Assessment:** Assignment (50%), Oral Presentation (20%), Examination (30%)

**DP Requirement:** Attend at least 75% of instruction.

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**Jazz Composition & Arranging 1A**

MUSC44A H1

(20L-10T-0P-0S-109H-18R-0F-0G-3A-13W-16C)

**Prerequisite Requirement:** Jazz Performance 1B

**Aim:** To develop advanced skills in jazz composition, arranging, transcription, analysis and criticism.

**Content:** Advanced jazz theory and harmony; advanced techniques in jazz composition and arranging; the defining characteristics and contexts of various styles of jazz and their exponents.

**Assessment:** Semester work (50%), Semester examination (50%)

**DP Requirement:** Attend at least 80% of instruction; submit all assignments on time.

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**Jazz Composition & Arranging 1B**

MUSC44B H2

(20L-10T-0P-0S-109H-18R-0F-0G-3A-13W-16C)

**Prerequisite Requirement:** Jazz Composition & Arranging 1A

**Aim:** To develop advanced skills in jazz composition, arranging, transcription, analysis and criticism.

**Content:** Advanced jazz theory and harmony; advanced techniques in jazz composition and arranging; the defining characteristics and contexts of various styles of jazz and their exponents.

**Assessment:** Semester work (50%), Portfolio (50%)

**DP Requirement:** Attend at least 80% of instruction; submit all assignments on time.

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**African Music and Dance Performance 1A**

MUSC4AA HB

(10L-0T-20P-0S-98.5H-30R-0F-0G-1.5A-13W-16C)

**Prerequisite Requirement:** African Music and Dance 2B, African Music Outreach: Music Education

**Aim:** African dance dramas and choreography workshop in preparation for public performance.

**Content:** Dramatisation of African stories and folklore; use of the body to communicate ideas and aesthetics; development of African sensibilities in performance.

**Assessment:** Production (Lunch Hour Concert) (30%); Choreography (40%); June Examination (practical) (30%).

**DP Requirement:** Attend at least 80% of instruction; sub-minimum of 50% for Lunch-Hour Concert.

**Also offered at Honours level MUSC7AA**

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**African Music and Dance Performance 1B**

MUSC4AB HB

(10L-0T-20P-0S-98.5H-30R-0F-0G-1.5A-13W-16C)

**Prerequisite Requirement:** African Music and Dance Performance A

**Aim:** Arrangement of popular African instrumental and vocal music for band.

**Content:** East, west, central and southern African music traditions (maskanda, mbaqanga, benga, rumba, Swahili pop, taarab, highlife).

**Assessment:** Production (Lunch Hour Concert) (30%); Arrangements (40%); November Examination (practical) (30%).

**DP Requirement:** Attend at least 80% of instruction; sub-minimum of 50% for Lunch-Hour Concert.

**Also offered at Honours level MUSC7AB**
Comp & Arranging: Jazz & Pop Music 3A  
MUSC4C1 H1  
(0L-0T-0P-0S-320H-0R-0F-0G-0A-0W-32C)

Comp & Arranging: Jazz & Pop Music 3B  
MUSC4C2 H2  
(0L-0T-0P-0S-320H-0R-0F-0G-0A-0W-32C)

Choral Studies 4A  
MUSC4CA H1  
(26L-9T-8P-0S-106H-6R-0F-0G-5A-13W-16C)

Prerequisite Requirement: Choral Studies 3B

Aim: To equip learners to make the judgments on aesthetic, technical and interpretative questions required of professional-level choral trainers; to enable learners to absorb and give instruction in various choral genres, and to engage critically with prevailing choral activities.

Content: Selected South African choral compositions (including unpublished examples); rehearsing for technique and style; types of programmes and their compilation; choral-orchestral works and their performance.

Assessment: Class tests (15%); short research report (35%); portfolio of performance reviews (25%); final examination (25%).

DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Choral Studies 4B  
MUSC4CB H2  
(26L-13T-0P-0S-109H-6R-0F-0G-6A-13W-16C)

Prerequisite Requirement: Choral Studies 4A

Aim: To extend the practices of the prerequisite module by encouraging pragmatic and strategic musical leadership in choir trainers; to enable learners to contribute to the documentation of indigenous choral compositions; to foster a range of choral ideals in learners; to familiarize learners with one large-scale work through analysis of the choral resources and skills required.

Content: Production of dual-notation scores of local (SA) choral music; analysis of a large-scale choral or choral-orchestral work; introducing auditions in schools and communities; the adjudication of choral competitions; the diversification of choral events.

Assessment: Class tests (10%); transcription project (20%); assignment on a selected large-scale work (25%); a presentation on non-competitive choral performing (15%); Final examination (30%)

DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Composition 2  
MUSC4CY HY  
(0L-78T-0P-0S-514H-40R-0F-0G-8A-26W-64C)

Prerequisite Requirement: Composition 1

Aim: This module is a continuation of Composition 1 at a higher level and aims to provide students with skills and knowledge in advanced and complex contemporary music composition, arranging, concert production, analysis and criticism.

Content: Analysis of 20th century music, Music criticism, Music composition for various media and combinations of instruments, Concert production.

Assessment: Assignments (portfolio, recital) (80%); Examination (20%)

DP Requirement: Attend at least 80% of instruction; submit all assignments on time.

Music Ensemble 4A  
MUSC4EA HB  
(0L-0T-30P-0S-50H-0R-0F-0G-0A-13W-8C)

Prerequisite Requirement: Music Ensemble 3B

Aim: To develop the knowledge and skills needed for successful participation in a music ensemble.

Content: Repertoire, stylistic considerations, instrumental technique, performance demands.

Practicals: Performances

Assessment: Semester work (100%)

DP Requirement: Absence from 1 rehearsal only without acceptable excuse; attend all performances.

Music Ensemble 4B  
MUSC4EB HB  
(0L-0T-30P-0S-50H-0R-0F-0G-0A-13W-8C)

Prerequisite Requirement: Music Ensemble 4A
Aim: To develop the knowledge and skills needed for successful participation in a music ensemble.

Content: Repertoire, stylistic considerations, instrumental technique, performance demands.

Practicals: Performances

Assessment: Semester work (100%)

DP Requirement: Absence from 1 rehearsal only without acceptable excuse; attend all performances.

Advanced Language Skills for Singers A
MUSC4GA H1
Prerequisite Requirement: Languages for Singers B
Aim: To afford intensive practice in Italian and German language and accent; to introduce the pronunciation of sung French, and to compare recorded performances in respect of verbal clarity and sonority.

Content: Delivery of advanced Italian, especially in recitative and ‘patte’ form; delivery of intermediate-level German, as required for Lieder; introduction to French prosody and pronunciation; vocabularies relevant to vocal repertoires; a brief introduction to IPA.

Assessment: Oral evaluations through viva voce tests (75%); Written assignments and examination (25%).

DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Advanced Language Skills for Singers B
MUSC4GB H2
Prerequisite Requirement: Advanced Language Skills for Singers A
Aim: To afford intensive practice in German and French language and accent; to enable learners to identify, explore and evaluate a range of resources in multilingual performance traditions.

Content: Delivery of advanced German, especially in recitative; German dialect in operetta; delivery of intermediate-level French; IPA as an aid in singing; Internet and paper sources of assistance to singers.

Assessment: Oral evaluations through viva voce tests (75%); Written assignments and examination (25%).

DP Requirement: Attend at least 75% of instruction; submit all assignments on time.

Jazz Performance 2A
MUSC4JA HB
Prerequisite Requirement: Jazz Performance 2A
Aim: To provide specialised instruction for jazz performers and composers/arrangers in the preparation of a public recital of professional standard.

Content: Advanced theory and techniques of jazz improvisation; Theory and techniques relevant to jazz composing and arranging; Advanced rehearsal and performance skills.

Assessment: Semester work (33.3%), Semester examination (66.7%)

DP Requirement: Attend at least 80% of instruction; sub-minimum 50% semester mark.

Jazz Performance 2B
MUSC4JB HB
Prerequisite Requirement: DMU4JC1
Aim: To provide specialised instruction for jazz performers and composers/arrangers in the preparation of a public recital of professional standard.

Content: Advanced theory and techniques of jazz improvisation; Theory and techniques relevant to jazz composing and arranging; Advanced rehearsal and performance skills.

Assessment: Semester work (33.3%), Semester examination (66.7%)

DP Requirement: As per college rules.

Supplementary Keyboard Skills A
MUSC4KA H1
Prerequisite Requirement: Vocal Workshop 2B (or equivalent keyboard attainment)
Aim: To consolidate and extend the keyboard skills achieved in the keyboard component of the prerequisite module, so that learners may both assist themselves in the study of repertoire, and be able to use the keyboard more effectively in teaching vocalists.
Content: Selected scales and arpeggios; playing common vocal exercises; sight-reading based on vocal repertoire (single-line, one clef only); preparation of simple pieces; playing easy keyboard accompaniments.
Assessment: Skills assessments (including discussion of keyboard performance) (40%); technical test (20%); final examination (40%).
DP Requirement: Attend at least 75% of instruction; play all assessments and technical tests.

Supplementary Keyboard Skills B
MUSC4KB H2
Prerequisite Requirement: Supplementary Keyboard Skills A
Aim: To extend the keyboard skills achieved in the prerequisite module, with the aim of providing the learner with an approach that will enhance self-study and encourage musical self-reliance.
Content: Further scales and arpeggios; more complex sight-reading based on vocal repertoire (single-line, treble and bass clefs); preparation of simple pieces; accompanying a singer in a short song.
Assessment: Skills assessments (including playing a simple accompaniment) (40%); technical test (20%); final examination (40%).
DP Requirement: Attend at least 75% of instruction; play all assessments and technical tests.

Electro-Acoustic Music 2A
MUSC4LA H1
Prerequisite Requirement: Electro-Acoustic Music 1A & 1B
Aim: Digital synthesis and advanced computer applications in audio and music production.
Content: Advanced non-linear recording and processing, digital synthesis.
Assessment: 2 Projects (26%), Assignments (8%), Examination (66%)
DP Requirement: Attend at least 80% of instruction; submit assignments on time (50% sub-minimum).

Electro-Acoustic Music 2B
MUSC4LB H2
Prerequisite Requirement: Electro-Acoustic Music 2A
Aim: Digital synthesis and advanced computer applications in audio and music production.
Content: Advanced MIDI, Introduction to object-oriented programming in MAX/MSP, Advanced digital synthesis and sampling.
Assessment: 2 Projects (26%), Assignments (8%), Examination (66%)
DP Requirement: Attend at least 80% of instruction; submit assignments on time (50% sub-minimum).

Music Education 2A
MUSC4MA H1
Prerequisite Requirement: Music Education 1B
Aim: To develop advanced knowledge and skills for teaching music in a variety of education contexts.
Content: The philosophy and practical processes of intercultural music education; Developing a personal philosophy of music education; Critical Theory and its application in developing professional praxis in music education; Computers and MIDI in music education; Selecting music for students and how to exploit its possibilities for outcome achievement; Article and website reviews; Composing and arranging for students; Practice teaching.
Assessment: Semester work (70%); Semester examinations (30%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

Music Education 2B
MUSC4MB H2
Prerequisite Requirement: Music Education 2A
Aim: To develop advanced knowledge and skills for teaching music in a variety of education contexts.
Content: Research methods in music education; Composing and arranging for students using the computer; Musical aptitude and its evaluation; Practice teaching (6-8 week teaching practicum).
Assessment: Semester work (70%), Semester examinations (30%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.

Orchestral Performance 3A
MUSC4OA HB
Prerequisite Requirement: Orchestral Performance 2A
Aim: To develop advanced knowledge and skills for teaching music in a variety of education contexts.
Content: Research methods in music education; Composing and arranging for students using the computer; Musical aptitude and its evaluation; Practice teaching (6-8 week teaching practicum).
Assessment: Semester work (70%), Semester examinations (30%)
DP Requirement: Attend at least 80% of instruction; submit all assignments on time; 40% sub-minimum semester mark.
Prerequisite Requirement: Orchestral Performance 2B
Aim: Introduction to more advanced knowledge of the orchestral literature for the chosen instrument within specific style ranges.
Content: Continued study of more advanced orchestral literature for the chosen instrument through a selection of the following style periods: Early style, Classical style, Romantic style and various contemporary styles.
Assessment: Semester work (33.3%), Practical examination (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Orchestral Performance 3B
MUSC4OB HB
Prerequisite Requirement: Orchestral Performance 3A
Aim: Preparation of advanced knowledge of the orchestral literature for the chosen instrument within specific style ranges.
Content: Continued study of more advanced orchestral literature for the chosen instrument through a selection of the following style periods: Early style, Classical style, Romantic style and various contemporary styles.
Assessment: Semester work (33.3%); Public Recital examination (33.3%); Private examination (33.4%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Performance in Jazz & Popular Music 2A
MUSC4P1 H1
Prerequisite Requirement: Performance in Jazz and Popular Music 1B
Aim: To prepare students for specialist jazz performance.
Content: Negotiating Coltrane changes, applying Coltrane harmony. Attendance and performance in one of the jazz ensembles and one instrumental class per week.
Assessment: Practical tests(40%), Final Practical Examination(60%)
DP Requirement: 50% semester mark

Performance in Jazz & Popular Music 2B
MUSC4P2 H2
Prerequisite Requirement: Performance in Jazz and Popular Music 2A
Aim: To prepare students for specialist jazz perfromance and final-year recital.
Content: Thematic improvisation, rhythmic modulation, sound colour, and group improvisation concepts on repertoire chosen by students.
Assessment: Practical tests(40%), Final recital(60%)
DP Requirement: 50% semester mark

First Practical Study 4A
MUSC4PA HB
Prerequisite Requirement: First Practical Study 3B
Aim: Continued practical study progressing from the level required for First Practical Study 3B.
Content: Technical preparation; Reading/singing advanced scores at sight; Study and interpretation of more diverse style periods; Application of accumulated musical knowledge through independent interpretation of unfamiliar music scores.
Assessment: Semester work (33.3%), Practical examination (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

First Practical Study 4B
MUSC4PB HB
Prerequisite Requirement: First Practical Study 4A
Aim: Continued practical study progressing from the level required for First Practical Study 4A.
Content: Technical preparation; Reading/singing advanced scores at sight; Study and interpretation of more diverse style periods; Application of accumulated musical knowledge through independent interpretation of unfamiliar music scores.
Assessment: Semester work (33.3%), Practical examination (66.7%)
**Popular Music Studies: Thinking Popular Music**

**MUSC4PM H1** (0L-0T-0P-20S-297H-0R-0F-0G-3A-13W-32C)

**Prerequisite Requirement:** Music, Culture and History 2A or 2B

**Aim:** To look at some of the factors that have made Popular Music Studies a dynamic new field, to note some of the issues to which this field addresses itself, and to consider some of its insights.

**Content:** The implications of Popular Music Studies for the study of music in general, the relationship of local and global in popular music during the era of capitalism and the global entertainment industry.

**Assessment:** Essays (50%); Oral presentations (50%)

**DP Requirement:** Attend at least 80% of instruction; submit all assignments on time.

**Popular Music Studies: Production in SA**

**MUSC4PS H2** (0L-0T-0P-20S-189H-0R-108F-0G-3A-13W-32C)

**Prerequisite Requirement:** Popular Music Studies: Thinking Popular Music

**Aim:** To introduce students to a highly complex industry that comprises, inter alia, the recording, distribution, advertising, televising, marketing and consuming of music sound and image.

**Content:** A focus on the mediating process of the popular music industry (by way of an 'internship'), an integration of theory with practice, and an examination of the history, influences and complex processes of Southern African popular music production.

**Assessment:** Essays (30%), Oral presentations (30%), Internship (40%)

**DP Requirement:** Attend at least 80% of instruction; submit all assignments on time.

**Music Research: History and Ideas**

**MUSC4RH HB** (24L-0T-0P-0S-293H-0R-0F-0G-3A-13W-32C)

**Prerequisite Requirement:** Musicology and Ethnomusicology 1A & 1B

**Aim:** To encourage a critical approach to the conceptualisation of music and culture; to introduce students to African debates on African culture; to evaluate different research methods and different ways of documenting research.

**Content:** African conceptual frameworks; continuity and change, identity and ideology, ethnography of music, research methodology, music as text.

**Assessment:** Weekly assignments (10%); Oral presentation (20%); Assignment (40%); Examination (30%)

**DP Requirement:** Attend at least 85% of instruction.

**Music Research: Methods**

**MUSC4RM HB** (24L-0T-0P-0S-290H-0R-3F-0G-3A-13W-32C)

**Prerequisite Requirement:** Musicology and Ethnomusicology 1A & 1B

**Aim:** To provide students with knowledge and skills necessary for planning and executing research at the level of the Honours/Masters degree.

**Content:** Identifying relevant sources and assessing their quality and usefulness to a particular project; developing a theoretical basis for research in music; qualitative and quantitative research skills, including basic statistical concepts and operations; academic writing and editing; developing an individual research proposal; student-supervisor relations.

**Assessment:** Class assignments (50%); Research proposal (30%); Examination (20%)

**DP Requirement:** Attend at least 85% of instruction.

**Second Practical Study 4A**

**MUSC4SA HB** (0L-10T-0P-0S-149.7H-0R-0F-0G-0.3A-13W-16C)

**Prerequisite Requirement:** Second Practical Study 3B

**Aim:** To achieve a good command of rhythm and fairly complex technical skills, to be fluent at reading a musical score of intermediate difficulty and to be structured in the approach to practising the instrument.

**Content:** Technical preparation, reading/singing at sight, study and interpretation of specific style periods.

**Assessment:** Semester work (33.3%); Practical examination (66.7%)

**DP Requirement:** Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.
Second Practical Study 4B
MUSC4SB HB (0L-10T-0P-0S-149.7H-0R-0F-0G-0.3A-13W-16C)
Prerequisite Requirement: Second Practical Study 4A
Aim: To achieve a good command of rhythm and fairly complex technical skills, to be fluent at reading a musical score of intermediate difficulty and to be structured in the approach to practising the instrument.
Content: Technical preparation, reading/singing at sight, study and interpretation of specific style periods.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Advanced Vocal Teaching Method A
MUSC4VA H1 (13L-0T-11P-0S-44H-6R-0F-0G-6A-13W-8C)
Prerequisite Requirement: Instrumental Teaching Method 1B, First Practical Study 2B
Aim: To extend the knowledge and practice of the teaching method prerequisite with an emphasis on the correction of vocal defects; to address issues of advanced vocal technique; to survey the field of repertoire suitable for use in tertiary level training.
Content: Advanced vocal technique; abdominal support and the pyramidalis muscle; assessment and correction of vocal defects; teaching diction and pronunciation; selection of pedagogically suitable repertoire.
Assessment: Semester work (50%), Written examination (20%), Practical examination (30%).
DP Requirement: Attend at least 75% of instruction; perform all assessments and technical tests; submit all assignments.

Advanced Vocal Teaching Method B
MUSC4VB H2 (13L-0T-11P-0S-44H-6R-0F-0G-6A-13W-8C)
Prerequisite Requirement: Advanced Vocal Teaching Method A
Aim: To explore knowledge of vocal misuse, to establish its diagnosis, and to select long-term remedial treatment; to incorporate French pronunciation in pedagogy, and to address the broad repertoire requirements of advanced vocal students.
Content: Assessment of vocal problems through diagnosis and long-term intervention; vocal misuse and abuse as distinct conditions; teaching recitative in Italian and English; advanced repertoire for pedagogical application.
Assessment: Semester work (50%), Written examination (20%), Practical examination (30%).
DP Requirement: Attend at least 75% of instruction; perform all assessments and technical tests; submit all assignments.

Performance 2A
MUSC4XA HB (0L-20T-0P-0S-299.5H-0R-0F-0G-0.5A-13W-32C)
Prerequisite Requirement: Performance 1B
Aim: Preparation of instrumental or vocal literature for public performance for the purpose of performance experience as well as broadening of knowledge about other repertoire for the instrument. Advanced reading and learning skills.
Content: Advanced technical and musical skills, study and interpretation of specific style periods, application of musical knowledge through independent interpretation of unfamiliar advanced music scores.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.

Performance 2B
MUSC4XB HB (0L-20T-0P-0S-299H-0R-0F-0G-1A-13W-32C)
Prerequisite Requirement: Performance 2A
Aim: Preparation of instrumental or vocal literature for public performance for the purpose of performance experience as well as broadening of knowledge about other repertoire for the instrument. Advanced reading and learning skills.
Content: Advanced technical and musical skills, study and interpretation of specific style periods, application of musical knowledge through independent interpretation of unfamiliar advanced music scores.
Assessment: Semester work (33.3%), Public examination recital (66.7%)
DP Requirement: Student must notify lecturer one day in advance if unable to attend lesson; absence from only 1 lesson without permission; sub-minimum 50% semester mark.
Advanced Electro-Acoustic Music
MUSC7AD H2  
Aim: To introduce students to the history of electro-acoustic music from ca. 1900 to the present, exposing them to a wide variety of musics employing electro-acoustic technology.
Content: Elektronische Musik, musique concrète, Tape Music, synthesizers of the 60s, early computer music, pre-50s electronic instruments, the history of audio recording from Edison to DVD, etc.
Practicals: Laboratory work
Assessment: Assignments (34%); Examination (66%)
DP Requirement: 80% attendance; submission, on time, of two written assignments.
Also offered at Masters level: MUSC8AD H1; assessment requires a more substantial independent research component.

Applied Electro-Acoustics: Advanced project
MUSC7AP HB  
Aim: To apply in practice knowledge and skills gained in complementary modules. To provide learners with practical experience in various aspects of the musical arts, which are either dependent on or enhanced by current technologies: digital synthesis and advanced computer applications in audio and music production.
Content: Possible projects: a major (live) recording, synthesis, software development, hardware construction, multimedia, concert production, Internet or other approved project.
Practicals: Laboratory work
Assessment: Project (100%)
DP Requirement: Not applicable.
Also offered at Masters level: MUSC8AP HB; assessment requires a more substantial independent research component.

Public Sector Ethnomusicology & Comm Dev
MUSC7EC H2  
Prerequisite Requirement: Approval of the Academic Co-ordinator.
Aim: To understand policy issues and debates related to indigenous music, and to gain practical experience in the provision of technical assistance to arts organisations.
Content: Civic role of arts and culture in Africa; arts-and-culture policy debates; community arts project design, development and implementation; international and national copyright protection of indigenous music and folklore; protection and liabilities of contractual arrangements related to depositing, licensing and distribution of musical sound and audiovisual recordings.
Practicals: Providing technical assistance to arts organisations.
Assessment: Assignments and Service Learning (40%); Project Report (40%); Written Examination (20%)
DP Requirement: 75% attendance; 50% sub-minimum for the service-learning component.
Also offered at Masters level: MUSC8EC H2; assessment requires a more substantial independent research component.

Ethnographic and Video Documentation
MUSC7EV H1  
Prerequisite Requirement: Approval of the Academic Co-ordinator.
Aim: To provide skills in documentary ethnographic videography.
Content: Ethnomusicalological approaches to documenting performance and ritual; scriptwriting and development of storyboards; advanced editing techniques; biographies of musicians and dancers and their repertoires and performance styles; interpreting and representing expressive culture in films, festivals, texts and museum exhibitions using academic ethnographic research; construction of aesthetics and meaning; ethnography of performance.
Assessment: Assignments (30%); Edited documentary (50%); Examination (20%)
DP Requirement: 75% attendance; submission of all assignments (50% sub-minimum).
Also available at Masters level: MUSC8EV H1; assessment requires a more substantial independent research component.
Independent Study A
MUSC7IA HB
Prerequisite Requirement: Subject to approval of the Academic Co-ordinator.
Aim: To enable a student of appropriate ability to pursue, at an advanced level, a topic or theme which is not otherwise offered and in which the student has a particular interest, and to develop a student's capacity for working largely on his/her own.
Content: To be decided afresh each time the module is run, by the lecturer in close consultation with the learner. May involve field work, extensive reading or professional practice.
Assessment: Varied assignments: e.g. Journal (30%); Essays (50%); Position Paper (20%)
DP Requirement: Not applicable.
Also offered at Masters level: MUSC8IA HB; assessment requires a more substantial independent research component.

Independent Study B
MUSC7IB HB
Prerequisite Requirement: Subject to approval of the Academic Co-ordinator.
Aim: To enable a student of appropriate ability to pursue, at an advanced level, a topic or theme which is not otherwise offered and in which the student has a particular interest, and to develop a student's capacity for working largely on his/her own.
Content: To be decided afresh each time the module is run, by the lecturer in close consultation with the learner. May involve field work, extensive reading or professional practice.
Assessment: Varied assignments: e.g. Journal (30%); Essays (50%); Position Paper (20%)
DP Requirement: Not applicable.
Also offered at Masters level: MUSC8IB HB; assessment requires a more substantial independent research component.

Public Jazz Performance
MUSC7JP
Prerequisite Requirement: Approval of the Academic Co-ordinator.
Aim: To provide specialised instruction for jazz performers in the preparation of a public recital of professional standard which includes a significant proportion of original compositions and arrangements.
Content: Advanced theory and techniques of jazz improvisation; advanced rehearsal and performance skills; and the conceptualisation and presentation of a concert of professional standard.
Assessment: Assignments (20%); Public Jazz Performance (80%)
DP Requirement: Class mark of at least 50%.
Also offered at Masters level: MUSC8JP HB; assessment requires a more substantial independent research component

Electro-Acoustic Music 2A
MUSC7LA H1
Prerequisite Requirement: Electro-Acoustic Music 1Aand 1B, or equivalent
Aim: To provide students with theory and practical experience in various aspects of the musical arts, which are either dependent on or enhanced by current technologies: i.e., digital synthesis and advanced computer applications in audio and music production.
Content: Advanced linear and non-linear recording and audio processing, synthesis, music desktop publishing.
Practicals: Laboratory work
Assessment: Two projects (26%), Assignment (8%); Examination (66%)
DP Requirement: 80% attendance; submission of all assignments (on time and with a 50% sub-minimum).
Also offered at Masters level: MUSC8LA H1; assessment requires a more substantial independent research component.

Electro-Acoustic Music 2B
MUSC7LB H2
Prerequisite Requirement: Electro-Acoustic Music 2A (MUSC7LA H1)/Electro-Acoustic Music 2A (MUSC8LA H1).
Aim: To provide students with theory and practical experience in various aspects of the musical arts, which are either
dependent on or enhanced by current technologies: i.e., digital synthesis and advanced computer applications in audio and music production.

**Content:** Advanced digital synthesis and sampling (FM, additive, wave-shaping, physical modelling, etc). Advanced MIDI (system-exclusive messages) and introduction to interactive composition/improvisation (object-oriented programming).

**Practicals:** Laboratory work

**Assessment:** Two projects (26%), Assignment (8%); Examination (66%)

**DP Requirement:** 80% attendance; submission of all assignments (on time and with a 50% sub-minimum).

**Also offered at Masters level: DMU8LB H2; assessment requires a more substantial independent research component.**

**Music Education 2A**

MUSC7MA H1

**Prerequisite Requirement:** Approval by the lecturer and the Academic Co-ordinator based on interview and review of undergraduate performance.

**Aim:** To develop advanced knowledge and skills for teaching music in a variety of education contexts.

**Content:** The philosophy and practical processes of intercultural music education; Developing a personal philosophy of music education; Critical Theory and its application in developing professional praxis in music education; Computers and MIDI in music education; Selecting music for students and how to exploit its possibilities for outcome achievement; Article and website reviews; Composing and arranging for students; Practice teaching.

**Assessment:** Semester work (70%); Semester examinations (30%)

**DP Requirement:** 80% attendance; submission of all assignments; class mark of at least 40%.

**Also offered at Masters level: MUSC8MA H1; assessment requires a more substantial independent research component.**

**Music Education 2B**

MUSC7MB H2

**Prerequisite Requirement:** Music Education 2A

**Aim:** To develop advanced knowledge and skills for teaching music in a variety of education contexts.

**Content:** Research methods in music education; Composing and arranging for students using the computer; Musical aptitude and its evaluation; Practice teaching (6-8 week teaching practicum).

**Assessment:** Semester work (70%); Semester examinations (30%)

**DP Requirement:** 80% attendance; submission of all assignments; class mark of at least 40%.

**Also offered at Masters level: MUSC8MB H2; assessment requires a more substantial independent research component.**

**Thinking Popular Music**

MUSC7PM H1

**Prerequisite Requirement:** Subject to the approval of the Academic Co-ordinator.

**Aim:** To look at some of the factors that have made Popular Music Studies a dynamic new field, to note some of the issues to which this field addresses itself, and to consider some of its insights.

**Content:** The implications of Popular Music Studies for the study of music in general, the relationship of local and global in popular music during the era of transnational capitalism, and such topics as the industry, audiences, mediation, identity, geography and politics.

**Assessment:** Essays (50%); Oral presentations (50%)

**DP Requirement:** 85% attendance; submission of all written assignments.

**Also offered at Masters level: MUSC8PM H1; assessment requires a more substantial independent research component.**

**Elect.-Acoustics: Prof Practice**

MUSC7PP HB


**Aim:** By means of an 8- to 12-week internship, to bring students into direct contact with a specific sector of the music and/or audio-visual industry (e.g. radio, TV, commercial recording studio, media resource centre, audio-visual centre or other approved media institution).

**Assessment:** Journal (100%)
DP Requirement: Not applicable.
Also offered at Masters level: MUSC8PP HB; assessment requires a more substantial independent research component.

Popular Music Production in Southern Africa
MUSC7PS H2

(0L-0T-0P-20S-189H-0R-108F-0G-3A-13W-32C)

Prerequisite Requirement: Thinking Popular Music (MUSC7PM H1)/Thinking Popular Music (MUSC8PM H1).

Aim: To introduce students to a highly complex industry that comprises, inter alia, the recording, distribution, advertising, televising, marketing and consuming of music sound and image.

Content: A focus on the mediating processes of the popular music industry (by way of an 'internship'), an integration of theory with practice, and an examination of the history, influences and complex processes of southern African popular music production.

Assessment: Essays (30%); Oral presentations (30%); Internship (40%)

DP Requirement: Attend at least 80% of instruction, submit all assignments on time.
Also offered at Masters level: MUSC8PS H2; assessment requires a more substantial independent research component.

Music Research: History and Ideas
MUSC7RH H2

(20L-0T-0P-5S-291H-0R-0F-0G-4A-13W-32C)

Aim: To encourage a critical approach to the conceptualisation of music and culture; to introduce students to African debates on African culture; to evaluate different research methods and different ways of documenting research.

Content: African conceptual frameworks; continuity and change, identity and ideology, ethnography of music, research methodology, music as text.

Assessment: Weekly assignments (10%); Oral presentation (20%); Assignment (40%); Examination (30%)

DP Requirement: 85% attendance; submission of all assignments.

Music Research: Methods
MUSC7RM H1

(24L-0T-0P-0S-290H-0R-3F-0G-3A-13W-32C)

Prerequisite Requirement: Subject to approval of the Academic Co-ordinator.

Aim: To provide students with knowledge and skills necessary for planning and executing research at the level of the Honours/Masters degree.

Content: Identifying relevant sources and assessing their quality and usefulness to a particular project; developing a theoretical basis for research in music; qualitative and quantitative research skills, including basic statistical concepts and operations; academic writing and editing; developing an individual research proposal; student-supervisor relations.

Assessment: Class assignments (50%); Research proposal (30%); Examination (20%)

DP Requirement: 85% attendance.

Honours Project (Long)
MUSC7RP HB

(0L-4T-0P-0S-315H-0R-0F-0G-1A-13W-32C)

Prerequisite Requirement: Admission to Honours programme.

Aim: To develop an understanding of a field relevant to your chosen programme.

Content: An intensive, independently-conducted project relevant to your area of specialisation, determined in consultation with the appropriate programme specialist and approved by the Head of School.

Assessment: Dependent on the field: A project portfolio, or an examination.

DP Requirement: Not applicable.

Reading or Repertoire Study
MUSC7RR HB

(0L-3T-0P-0S-154H-0R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Appropriate Bachelor’s degree.

Aim: To undertake and complete a critical reading of a specific bibliography, or a critical study of a specific music repertoire, in a field relevant to your chosen programme.

Content: A study relevant to your area of specialisation, determined in consultation with the appropriate programme specialist, approved by the Academic Co-ordinator, and conducted independently.

Assessment: Dependent on the field: Assignments, or an examination of the topic covered, or both.

DP Requirement: Completion of all assignments (if applicable).
Also offered at Masters level: MUSC8RR HB; assessment requires a higher degree of accomplishment.
Honours Project: Music (Short)
MUSC7RZ H2 (0L-3T-0P-0S-156H-0R-0F-0G-1A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Aim: To develop an understanding of a field relevant to your chosen programme.
Content: An exploratory, independently-conducted project relevant to your area of specialisation, determined in consultation with the appropriate programme specialist and approved by the Academic Co-ordinator.
Assessment: Dependent on the field: A project portfolio, or an examination.
DP Requirement: Not applicable.

SA Music: Traditional, Marabi and Beyond
MUSC7SM H1 (0L-0T-0P-20S-297H-0R-0F-0G-3A-13W-32C)
Aim: To profile three areas of South African music: traditional forms of African music; Marabi and the Marabi-jazz tradition to the end of the 1950s; and South African jazz after 1960.
Content: South African traditional musics; research perspectives in South African music studies; South African music ethnographies; aspects of popular music in South Africa; early South African jazz and vaudeville; pennywhistle kwela; township jazz; and jazz under apartheid, in exile and in South Africa today.
Assessment: 3 Assignments (100%)
DP Requirement: 85% attendance; submission of all written assignments.
Also offered at Masters level: MUSC8SM H1; assessment requires a more substantial independent research component.

Theorising Music in Society
MUSC7TM H2 (0L-0T-0P-20S-297H-0R-0F-0G-3A-13W-32C)
Aim: To deal with the fact that music is a social product, to understand it as always arising out of specific social conditions, and as being constituted by particular social discourses.
Content: Important current theoretical debates.
Assessment: Essay (50%); Oral presentations (50%)
DP Requirement: 85% attendance; submission of all written assignments.
Also offered at Masters level: MUSC8TM H2; assessment requires a more substantial independent research component.

Performance 2A
MUSC7XA HB (0L-20T-0P-0S-298H-0R-0F-0G-2A-13W-32C)
Prerequisite Requirement: Performance 1B or equivalent, and an audition.
Aim: Preparation of instrumental (or vocal) repertoire and skills for public performance.
Content: Advanced technical and musical skills, study and interpretation of specific genres and/or style periods, application of musical knowledge through performance of unfamiliar or advanced pieces.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Class mark of at least 50%.
Also offered at Masters level: MUSC8XA HB; assessment requires a more substantial independent research component.

Performance 2B
MUSC7XB HB (0L-20T-0P-0S-298H-0R-0F-0G-2A-13W-32C)
Prerequisite Requirement: Performance 2A
Aim: Preparation of instrumental (or vocal) repertoire and skills for public performance.
Content: Advanced technical and musical skills, study and interpretation of specific genres and/or style periods, application of musical knowledge through performance of unfamiliar or advanced pieces.
Assessment: Semester work (33.3%); Practical examination (66.7%)
DP Requirement: Class mark of at least 50%.
Also offered at Masters level: MUSC8XB HB; assessment requires a more substantial independent research component.

Portfolio of Jazz Compositions & Arrangements
MUSC8JC HB (20L-0T-0P-0S-297H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Approval of the Academic Co-ordinator.
Aim: To provide specialised instruction for jazz composers/arrangers in the preparation of a portfolio of professional standard.
Content: Theory, techniques and presentation skills relevant to jazz composing and arranging.
Assessment: Assignments (20%); Portfolio (80%)
DP Requirement: Class mark of at least 50%.

Research Article
MUSC8RA H1
Prerequisite Requirement: 64 credits at Masters level, and knowledge of relevant research methodology. Students who lack the latter will be required to complete EITHER Music Research Methods OR an Independent Study involving the work of MUSC3ZA plus the planning of a research topic and the development of a research proposal.
Aim: To carry out, under supervision, a research project relevant to Music.
Content: A research article of around 10 000 words, on a topic relevant to your chosen programme specialisation.
Assessment: Research article examined by one internal and one external examiner.
DP Requirement: As per the School of Music requirements.

Music Research: History and Ideas
MUSC8RH H2
Aim: To encourage a critical approach to the conceptualisation of music and culture; to introduce students to African debates on African culture; to evaluate different research methods and different ways of documenting research.
Content: African conceptual frameworks; continuity and change, identity and ideology, ethnography of music, research methodology, music as text.
Assessment: Weekly assignments (10%); Oral presentation (20%); Assignment (40%); Examination (30%)
DP Requirement: 85% attendance; submission of all assignments.

Music Research Methods
MUSC8RM H1
Aim: To provide students with knowledge and skills necessary for planning and executing research at the level of the Honours/Masters degree.
Content: Identifying relevant sources and assessing their quality and usefulness to a particular project; developing a theoretical basis for research in music; qualitative and quantitative research skills, including basic statistical concepts and operations; academic writing and editing; developing an individual research proposal; student-supervisor relations.
Assessment: Class assignments (50%); Research proposal (30%); Examination (20%)
DP Requirement: 85% attendance.

Museum Studies: History & Philosophy
MUSM601 PC
Prerequisite Requirement: A first degree with major in a field relevant to museum work, subject to acceptance by Academic Co-ordinator.
Aim: An overview of theoretical issues involved in development of museums, including current museum administrative and operations work.
Content: Museums through the ages; museum governance, including basic operations, legal and ethical issues regarding museum operations, concepts of patrimony and issues of repatriation; and the growth of the museum profession.
Assessment: 2 presentations; 2 assignments - 30%; 1 x 3-hour examination - 70%
DP Requirement: Attendance at all sessions and satisfactory completion of coursework.

Museum Studies: Collection Management
MUSM602 PC
Aim: Understanding of basic principles of the administration, identification, handling, physical care, recording, and study of museum collections.
Content: Curatorial collections policies; acquisitions and disposal; manual documentation systems; computer-based documentation; research and museum libraries; exhibitions of museum specimens.
Assessment: 10 practicals, 2 presentations; 2 assignments - 30%; 1x 3-hour examination - 70%
DP Requirement: Attendance at all sessions and satisfactory completion of coursework.
Museum Studies: Museums & the Public
MUSM603 PC (39L-0T-0P-206H-10R-15F-0G-10A-16W-32C)
Aim: Understanding of the educational role of museums, the museum's diverse audiences and their needs, and the educational methods and techniques used by museums.
Content: The planning, research, design, production, and evaluation of exhibits for museums and similar institutions; museums and the general public; museums and schools; community outreach; public relations and marketing strategies.
Assessment: 10 practicals, 2 presentations; 2 assignments - 30%; 1x 3-hour examination - 70%.
DP Requirement: Attendance at all sessions and satisfactory completion of coursework.

Museum Studies: Preventive Conservation
MUSM604 PC (39L-0T-0P-206H-10R-15F-0G-10A-13W-32C)
Aim: Understanding the application of basic principles to specific preventive and active conservation problems encountered in museum curatorship.
Content: Physical and environmental control; security; safety and technological considerations, including integrated pest management, and occupational health and safety regulations; shipping and storage; disaster planning and preparedness; and preventive conservation management, including collection-based preservation, object-based preservation, and preventative conservation training.
Assessment: 10 practicals, 2 presentations; 2 assignments - 30%; 1x 3-hour examination - 70%.
DP Requirement: Attendance at all sessions and satisfactory completion of coursework.

Museum Studies: Internship
MUSM605 PC (0L-0T-0P-10S-200H-10R-200F-0G-10A-13W-16C)
Prerequisite Requirement: One semester and permission of Academic Co-ordinator.
Aim: Practical experience and the opportunity to apply and learn new professional skills as well as complementing the theoretical and methodological instruction received in the Museum Studies modules.
Content: Supervised internships in museums and allied institutions other than the student's place of work. Professional conduct, current museum issues, functioning within the organizational structure of a museum and developing knowledge of governance and administrative operations of museums.
Assessment: 1 presentation; 1 report - 100%
DP Requirement: Attendance at all sessions and satisfactory completion of coursework.

Philosophy
Offered in the School of Religion, Philosophy and Classics

Introduction to Philosophy
PHIL101 H1 P1 (30L-10T-0P-106H-10R-0F-0G-4A-13W-16C)
Aim: The course seeks to introduce students to philosophy by providing a broad overview of the nature and subject matter of philosophy. It specifically aims to foster skills in understanding, constructing, and evaluating arguments. The module introduces students to a selection of central philosophical problems, drawing on classic philosophical texts, as well as more recent approaches and traditions.
Content: The module takes a classic philosophical work as its focus and introduces students to a range of central philosophical problems in both their classical and contemporary forms.
Assessment: Tests/assignments 50%, examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

Philosophy & Ethics from Ancient to Modern
PHIL102 H2 P2 (30L-10T-0P-106H-10R-0F-0G-4A-13W-16C)
Aim: The module aims at equipping the student with a sense of central debates in the history of philosophy and ethics. Outcomes include facility in philosophical analysis and the ability of the students to assess their own attitudes and beliefs, in particular in the area of ethics.
Content: Study of selected debates from ancient Greek philosophy and ethics through to modern thought. Topics
explored typically include questions regarding the right and the good, the nature of freedom, and the question of God. Particular reference to some of: Plato, Aristotle, Hume, Kant, Mill, Hegel, Marx and Sartre.

**Assessment:** Tests/assignments 50%, examination 50%

**DP Requirement:** Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

**Political Philosophy (not offered in 2019)**

PHIL201 P2  
(30L-10T-0P-0S-106H-10R-0F-0G-4A-13W-16C)

**Prerequisite Requirement:** At least 96 credits

**Aim:** To develop an understanding of key developments in the history of political thought, and to engage students in the practice of political philosophy through a critical examination of a contemporary problem in the field.

**Content:** The precise mix of topics will vary from year to year, but will be drawn from the following: Ancient political thought; social contract theories; liberalism; reactions to liberalism.

**Assessment:** Tests/assignments 50%, examination 50%

**DP Requirement:** Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

**Ways of Reasoning**

PHIL203 P1  
(30L-10T-0P-0S-106H-10R-0F-0G-4A-13W-16C)

**Prerequisite Requirement:** At least 96 credits, of which 32 must be Philosophy credits

**Aim:** This course aims to introduce students to core concepts and techniques in logic and informal reasoning and to core concepts and debates in practical rationality. Students will learn how to evaluate arguments and what is at stake in assessing rival moral views.

**Content:** An introduction to propositional logic and an introduction to debates about practical reasons. Topics include: symbolic notation and truth tables, validity and soundness, formal and informal fallacies, legal reasoning, Humeanism, rationalism, particularism.

**Assessment:** Tests/assignments 50%, examination 50%

**DP Requirement:** Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

**Being and Knowing**

PHIL205 H1 P2  
(30L-10T-0P-0S-106H-10R-0F-0G-4A-13W-16C)

**Prerequisite Requirement:** At least 96 credits

**Aim:** To provide learners with an understanding of the classic problems in metaphysics and epistemology and to equip them with the knowledge and skills to become self-critical about epistemological and metaphysical matters that they encounter in everyday life and in other academic disciplines.

**Content:** Topics will be drawn from: scepticism, rationalism and empiricism, relativism, contemporary theories of knowledge, the problem of induction, the problem of other minds, identity and personal identity, the mind-body problem, causation.

**Assessment:** Tests/assignments 50%, examination 50%

**DP Requirement:** Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

**Ethics: Knowledge and Values**

PHIL206 H2  
(30L-10T-0P-0S-106H-10R-0F-0G-4A-13W-16C)

**Prerequisite Requirement:** At least 96 credits

**Aim:** The module aims to examine the foundations of our ethical opinions and views about the good life. Are judgements of value objective, or do they simply reflect our subjective preferences? Outcomes include applying moral reasoning to contemporary practical issues, particularly in the southern African context.

**Content:** Approaches to the foundation of ethics – deontological, utilitarian and virtue – and their epistemological implications. Key ethical concepts: duty, responsibility, virtue, practical reasoning, happiness, and fact and value. Applications of theory to topics such as cloning, capital punishment and just war.

**Assessment:** Tests/assignments 50%, examination 50%

**DP Requirement:** Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.
Study of a Central Philosophical Problem
PHIL301 H1 P1 (20L-10T-0P-0S-117H-10R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Two semesters of Philosophy courses at second year level
Aim: Detailed study of a single issue that is recognised to be of major importance in philosophy, and an understanding of the presuppositions and consequences of the various approaches to the issue.
Content: The selected issue will vary from year to year. The course will usually focus on a single major text.
Assessment: Assignments 50%, Examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

Cognitive Processes, Language & Consciousness (not offered in 2019)
PHIL302 H1 (20L-10T-0P-0S-117H-10R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 224 credits; Cognitive Science (PHIL202) is recommended. Students majoring in Philosophy must have completed two semesters of Philosophy courses at second year level.
Aim: To engage in advanced study of current work in some area of cognitive science.
Content: A major recent text in cognitive science with a focus on cognitive processes, language and/or consciousness will be studied each year, and used to gain deeper understanding of wider issues in the scientific study of cognition.
Assessment: Assignments 50%, examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.
Not offered in 2019

Issues in Ethical Theory
PHIL303 H1 (20L-10T-0P-0S-117H-10R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Two semesters of Philosophy courses at second year level.
Aim: This module will introduce students to central debates in advanced ethical theory. In particular, it will provide students with recent alternatives to and developments of the Kantian and utilitarian positions, and the relations between ethics and moral psychology.
Content: A study of central concepts and issues in modern ethical theory. Topics explored are largely meta-ethical and may include: the role of institutions, the naturalistic fallacy, the practical character of moral judgements, expressivism, reasons, rationalism, rule-utilitarianism, and contractualism.
Assessment: Assignments 50%, examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

African Philosophy and Ethics
PHIL304 P1 (20L-10T-0P-0S-117H-10R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Two semesters of Philosophy courses at second year level.
Aim: To investigate the insights into the human person and moral values in African traditional cultures, in particular the emphasis on community; and secondly to investigate the role of African thought in the struggle against post-coloniality.
Content: In the first section, the notion of ubuntu as a form of communitarianism is discussed. In the second section, the thought of Fanon and other contemporary writers on anti-black racism is analysed.
Assessment: Assignments 50%, examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

Philosophy and Society
PHIL305 H2 P2 (20L-10T-0P-0S-117H-10R-0F-0G-3A-13W-16C)
Prerequisite Requirement: At least 224 credits. Those wishing to major in Philosophy must have completed two semesters of Philosophy courses at second year level.
Aim: To explore the relation between philosophy and society, equipping students with an understanding of central issues and/or schools of thought in this area.
Content: A study of central concepts and issues in political and social philosophy. Topics explored may include justice, freedom, equality, rights, power, liberalism, libertarianism, Marxism, feminism and communitarianism.
Assessment: Assignments 50%, examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

History of Philosophy - Key Thinker/Episode
PHIL306 H2 (20L-10T-0P-117H-10R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Two semesters of Philosophy courses at second year level
Aim: A critical engagement with the history and foundations of modern philosophy.
Content: The works of a selection of ancient or early modern philosophers are studied in this course. The philosophers in question are situated in the history of the discipline, and their work related to one another. The course focuses on both historical understanding and evaluation, largely through the medium of close attention to the actual writings of major philosophers.
Assessment: Assignments 50%, examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

Philosophy of Mind
PHIL307 P2 (20L-10T-0P-117H-10R-0F-0G-3A-13W-16C)
Prerequisite Requirement: At least 224 credits. Those wishing to major in Philosophy must have completed two semesters of Philosophy courses at second year level.
Aim: To introduce learners to the philosophical issues arising out of the fact that humans have rich and varied mental lives, and to study the consequences and commitments of the various theories that claim to explain this fact.
Content: Dualism; philosophical behaviourism; mind-brain identity theories; functionalism; action and mental causation; qualia and consciousness; Davidson and Dennett’s interpretationist theories; eliminativism.
Assessment: Assignments 50%, examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

Political Philosophy
PHIL701 HC PC (0L-0T-26S-291H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
Aim: Exploration of selected themes in political philosophy
Content: The precise content of the module will vary from year to year. Likely topics include, but are not restricted to, social contract theory, liberalism and multiculturalism, game theoretical approaches to politics, utopianism and utopias, justice and development, democracy and deliberation.
Assessment: Class work including assignments 50%; examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.
Also offered at Masters level: PHIL801 HC/PC; assessment requires a more substantial independent research component.

Contemporary Continental Philosophy
PHIL702 HC PC (0L-0T-26S-291H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
Aim: Exploration of selected themes in contemporary continental philosophy.
Content: The precise content of the module will vary from year to year. Likely topics include, but are not limited to, themes in the work of Hegel, Heidegger, Derrida, Foucault, Levinas, Bataille and others.
Assessment: Class work including assignments 50%; examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.
Also offered at Masters level: PHIL802 HC/PC; assessment requires a more substantial independent research component.

Meta-Ethics
PHIL703 HC PC (0L-0T-26S-291H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Appropriate Bachelors degree
**Aim:** To introduce learners to recent theories and arguments in meta-ethics so that they are able to engage with these debates at graduate level. The course aims to illustrate the important consequences of competing theories about the nature of moral judgements and the role of reason in action and in relation to moral judgements.

**Content:** Rationality and value; moral reasons; morality and self-interest; value and action; autonomy.

**Assessment:** Class work including assignments 50%; examination 50%

**DP Requirement:** Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

Also offered at Masters level: PHIL803 HC/PC; assessment requires a more substantial independent research component.

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**Metaphysics**

PHIL704 HC PC

**Prerequisite Requirement:** Appropriate Bachelors degree

**Aim:** Advanced critical investigation of a central field of analytic metaphysics to enable learners to engage with contemporary debates at graduate level.

**Content:** The precise content of the module will vary from year to year. Likely topics include persons and personal identity or causation. The course will focus on a recent major text in the area.

**Assessment:** Class work including assignments 50%; examination 50%

**DP Requirement:** Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

Also offered at Masters level: PHIL804 HC/PC; assessment requires a more substantial independent research component.

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**Advanced Study of a Philosophical Problem**

PHIL705 HC PC

**Prerequisite Requirement:** Appropriate Bachelors degree

**Aim:** Advanced critical investigation of a single issue that is recognised to be of major importance in philosophy, leading to an understanding of the presuppositions and consequences of the various approaches to the issue.

**Content:** The selected issue will vary from year to year. The course will usually focus on a recent major text.

**Assessment:** Class work including assignments 50%; examination 50%

**DP Requirement:** Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

Also offered at Masters level: PHIL805 HC/PC; assessment requires a more substantial independent research component.

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**Directed Study in Philosophy**

PHIL706 HC PC

**Prerequisite Requirement:** Appropriate Bachelors degree

**Aim:** Directed study in philosophical topics of interest to philosophy postgraduate students. The content of the module will reflect current postgraduate research interests and will be taught by various members of the Philosophy staff in tandem, using a seminar format.

**Assessment:** Class work including assignments 50%; examination 50%

**DP Requirement:** Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

Also offered at Masters level: PHIL806 HB/PB; assessment requires a more substantial independent research component.

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**Topics in Distributed Cognition**

PHIL707 HC

**Prerequisite Requirement:** Appropriate Bachelors degree

**Aim:** Exploration of key problems in cognitive science.

**Content:** Topics include cognitive processes; central and distributed models; cognitive architectures; strengths and weaknesses of serial and parallel distributed models; distributed cognition in locomotion; distributed cognition in the solution of highly computational problems, including formal games, mathematical reasoning, and navigation; language and distributed cognition; cognition and evolution.

**Assessment:** Class work including assignments 50%; examination 50%
DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

Directed Research in Cognitive Science
PHIL708 HC
Prerequisite Requirement: Appropriate Bachelors degree
Aim: Supervised research in theoretical or empirical cognitive science.

Content: The precise content of the seminar component of this course will be negotiated between participating students and staff. Students will pursue a partly independent course of research culminating in a theoretical paper or research report, under the direction of experienced researchers.
Assessment: Research report or examination.

DP Requirement: Submission of all assignments by due date, an average mark of not less than 50% for them and attendance at not less than 80% of all classes.

There is a 16-credit version of this course (PHIL709 HC – Directed Investigations in Cognitive Science) with reduced assessment demands for students whose Honours degree programmes make a 16-credit option appropriate.

Honours Research Project: Philosophy
PHIL7RP HC PC
Prerequisite Requirement: Appropriate Bachelors degree
Aim: To undertake and complete a competent research project.
Content: Research portfolio over one semester.
Assessment: Examination of research portfolio.

DP Requirement: Completion of all work designated as required for DP on time.

Policy and Development Studies
Offered in the School of Social Sciences

Public Policy Analysis
PODS701 P1
Aim: To thoroughly understand various methods of public policy analysis and to apply them to specific policy areas and case studies.
Content: Power and organisation; elements of public policy analysis using South African case studies; inter-organisational issues.
Assessment: Coursework (50%); Examination (50%)

DP Requirement: Students are expected to attend all classes and to submit all assignments.

Governance in South Africa
PODS702 P2
Aim: To explore thoroughly how South Africa is governed in the democratic era by exploring forms and patterns of political rule and by concentrating on the detail of specific mechanisms of governance.
Content: State and democracy; structures of political rule; web of governance; state capacity; inter-governmental relations; and e-governance.
Assessment: Coursework (50%); Examination (50%).

DP Requirement: Students are expected to attend all classes and to submit all assignments.

Research Project: Policy Development Studies
PODS7RP P2
Prerequisite Requirement: SOCY 700 or equivalent methods course.
Aim: To undertake and present an independent research project under the guidance of a supervisor.
Content: The topic of the research will vary.
Assessment: Research report (100%)

DP Requirement: Not applicable.
Managing Public Policy
PODS801 P1
Prerequisite Requirement: Public Policy Analysis (PODS701)
Aim: To encourage a sophisticated understanding of methods and techniques of public policy analysis. Explores various options as to how public policy issues can be managed by government in South Africa.
Content: Public policy analysis; design and implementation; case studies pertaining to public organisations and public management; public participation; inter-governmental and inter-organisational matters; comparative studies.
Assessment: Coursework (50%); Examination (50%).
DP Requirement: Students are expected to attend all classes and to submit all assignments.

Policy Monitoring & Evaluation
PODS802 PC
Prerequisite Requirement: SOCY700 or equivalent.
Aim: To become proficient in the requisite knowledge and skills required to monitor and evaluate public policies, programs and projects.
Content: The purposes and uses of monitoring and evaluation (M&E), concepts and approaches in M&E, tailoring and planning M&E, M&E frameworks, types of evaluation. Evaluation and policy formulation, implementation and process evaluation, impact evaluation, the GWME system in South Africa, reporting and M&E.
Assessment: Coursework (50%), Examination (50%)
DP Requirement: Students are expected to attend all classes and to submit all assignments.

Civil Society & Public Policy
PODS804 PC
Aim: To understand the role that various types of organisations in civil society play in public policy processes; and the contribution that policy practitioners in such organisations can make.
Content: Conceptualising and theorising the state and civil society; Typology of organisations - the non-profit sector, non-governmental organisations, voluntary service organisations, community-based organisations - in different areas of public policy; the impact of foreign donors and international organisations on civil society; policy strategy and advocacy. Civil Society and the policy process. Use of case studies and fieldwork throughout.
Assessment: Coursework (50%); Examination (50%).
DP Requirement: Students are expected to attend all classes and to submit all assignments.

Short Dissertation: Policy & Devel Studies
PODS8SD PB
Aim: To equip students to undertake independent research by preparing a substantive dissertation on a topic chosen by the student and approved by assigned supervisor.
Content: Variable.
Assessment: Completed research project (100%)
DP Requirement: Not applicable
Introduction to Political Science
POLS101 H1 P1

Aim: To introduce students to the analysis of political institutions, ideas and practices; to help students to make sense of and think critically about political phenomena; students will develop an ability to assess political events with some analytical rigour.

Content: Aspects of political systems and action in historical and comparative context; forms of government; the properties of political institutions.

Assessment: Coursework (60%) (This may include tests, essays and tutorial assignments/participation); examination (40%).

DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials. Compulsory for majors.

Introduction to Global Politics
POLS102 H2 P2 W2

Aim: To introduce students to the global/international context of politics; to provide students with the relevant theoretical and conceptual knowledge; students will develop an awareness of the multiple forces that shape global politics.

Content: Aspects of the global political system; the social and economic forces that shape global politics.

Assessment: Coursework (60%) (This may include tests, essays and tutorial assignments/participation); examination (40%).

DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials. Compulsory for majors.

Issues in International Affairs
POLS201 HC PC

Aim: To introduce students to significant and topical issues facing our changing and interdependent world; to stimulate constructive classroom debates and deeper analysis of assorted factors that affect and shape contemporary global politics.

Content: A variety of topical issues of international relations and global politics, and international political economy.

Assessment: Coursework (60%) (This may include tests, essays and tutorial assignments/participation); examination (40%).

DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials. Compulsory for majors.

Politics & Law in South Africa
POLS204 P1

Aim: To explore public policy by getting students to engage with and explore the roles, nature, and connections between the political and legal processes in the post-apartheid South Africa.

Content: Examines the constitution, the role of the different branches of government, political parties and interest groups, and crucial topical issues of the day.

Assessment: 3 essays, 50%; 1x 3 hour examination, 50%

DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials.

Contemporary Politics of the Middle East
POLS205 HC

Aim: To introduce students to the politics of the Middle East region post-1945.

Content: History of the region in the 20th century; cold war dynamics; processes leading to state formation; OPEC and oil related politics; civil conflict and regional war; Israel and Arab states; invasions and occupations; the religious dynamics of the region and their political impact; processes of democratization; modernization and globalization of the region.

Assessment: Essays (30%), tutorial assignments (10%), examination 50%.
DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials
Contemporary African Politics & Development

POLS206 HC PC

Aim: Assesses social and political change and the various processes of development in contemporary African states by examining some of the most significant regional issues of the day.

Content: Key thinkers: Examines structural and topical issues such as the Concept of the 'Nation-state'; African State; Civil Society & the Return of Constitutionalism; External Aid, Conditionality, & Constraints to African Development; War and Conflict Resolution and Management in Africa; Challenges to Regional Growth, Development, and Peace in Africa; Imperatives for African Development.

Assessment: A test 10%, an individual essay, a group based project in political analysis and an exam

DP Requirement: Submission of all written work on time, 75% attendance of lectures and 100% attendance at tutorials.

History of Political Thought

POLS207 HC PC

Aim: To introduce students to key thinkers, theories and concepts in the tradition of western political thought, thus empowering them to engage with the contemporary world of political action, research and reflection.

Content: Key thinkers down history: Plato and Aristotle, Hobbes and Locke, Rousseau and Hegel, Marx and Mill, Fanon and Cabral, De Beauvoir and Mackinnon. Key concepts: the state; political authority; power; citizenship; property; justice; equality, freedom; rights; identity and recognition. Key debates: The nature of politics; the nature of legitimate power; individual freedom and the collective good; the just distribution of property; the commensurability of equality and freedom; the fair recognition of difference. Methodological issues: normative versus empirical theory; the nature of modern political theory; deductive and inductive reasoning.

Assessment: 6 tutorials, 1 test, 1 essay, (33.3%); 1 x 3 hour examination (66.67%)

DP Requirement: Submission of all written work on time, 75% attendance of lectures and 100% attendance at tutorials.

Modern Political Thought

POLS301 H1 P1

Aim: To train students to engage in rigorous, advanced level studies in political theory and political philosophy, with special emphasis on skills of argumentation, analysis and abstract reasoning, and also on textual analysis, interpretative strategies and historical contexts.

Content: Aim: To train students to engage in rigorous, advanced level studies in political theory and political philosophy, with special emphasis on skills of argumentation, analysis and abstract reasoning, and also on textual analysis, interpretative strategies and historical contexts. Content: An exploration of key concepts, thinkers and debates. Assessment: One Essay (16.65%); one oral presentation or test (16.65%); one 3-hour examination (66.7%) DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials. Compulsory for majors

Assessment: One Essay (16.65%); one oral presentation or test (16.65%); one 3-hour examination (66.7%).

DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials. Compulsory for majors

Political Change in Developing Regions

POLS303 HC PC

Aim: To analyse aspects of political change in developing regions; to help students think critically and comparatively about different regions; to develop advanced understanding of the interface between political theory and political practice.

Content: Critical analysis of theories of development and their discourses, effects of globalisation, case studies. Assessment: Coursework (50%) (This will include tests, essays and tutorial assignments/presentations); examination (50%).

DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials. Compulsory for majors

Comparative Government and Politics

POLS304 H2 P2

Aim: To study different forms of government and politics across the world. Assess the strengths and weaknesses of different systems. Content: Governments and politics in different parts of the world. Assessment: Coursework (50%) (This will include tests, essays and tutorial assignments/presentations); examination (50%).

DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials. Compulsory for majors
Aim: To equip students with an in-depth knowledge of the political systems and societies of a variety of countries. To provide students with the techniques of comparative political analysis and to make predictions about policy outcomes.

Content: Political, economic and cultural factors in selected countries. Conceptual approaches will be emphasised. Political culture, party government, economic reform and institutional actors will be included.

Assessment: Coursework (50%) which may include essays, seminar presentations and a controlled test. One 3-hour examination (50%).

DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials. Compulsory for majors.

South Africa: Apartheid and After
POLS307 P1

Aim: To explore the central descriptions and explanations of South African politics from the 1990s up to the present.

Content: An exploration of South African political institutions, practices and issues.

Assessment: 5 assignments, 2 essays, mid-term examination (50%); 1x3-hour examination (50%).

DP Requirement: 5 assignments, 2 essays, mid-term examination (50%); 1x3-hour examination (50%).

Submission of all written work on and 100% attendance at tutorials.

International Relations
POLS308 HC PC

Aim: To challenge students to reflect on, and critique, the international dimensions of how we live, work, and play, with emphasis on the differing theoretical approaches, diplomatic process, the management of global institutions and challenges, issues of conflict and cooperation, and the management of global economy and trade.

Content: A Review of Perspectives on Statecraft; Politics of International Negotiation and Cooperation; International Diplomacy; Power, Capabilities, and Influence; International Security; Explaining Foreign Policies: Domestic and External Influences on State Behaviour; International Human Rights and Justice; and Changing Patterns of Conflict, Production, Trade, and Development.

Assessment: 1 essay; 1 group project; ICONS participation; 1 test: 50%; One 3-hour examination: 50%.

DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials.

Policy Issues & Community Service
POLS310 PC

Prerequisite Requirement: 224 credits (in any discipline). Admission to this module is at the discretion of the lecturer or the Academic Co-ordinator. Entry will depend on the number of internships available in any one semester. Contact the School for further details.

Aim: To enable students to learn how to integrate theoretical issues with practical application.

Content: Experiencing policy issues and structures of governance in South Africa through a combination of selected readings, exercises and an unpaid internship with an approved community partner.

Assessment: 2 tests, 5 assignments, (70%); 1x 3 hour examination (30%).

DP Requirement: Submission of all written work on time. 75% attendance of lectures and 100% attendance of tutorials.

Independent research 2: Political Science
POLS312 HC PC

Aim: This module is intended as a conduit for exposing students intensively to methods of analysis and current research findings from any one of the sub-fields of political science. Significant or topical issues within the sub-fields may be examined using an explicit theoretical focus.

Content: Variable

Assessment: Weekly meetings and reports; research paper.

DP Requirement: Submission of all written work on time and 100% attendance at seminars.

Political Philosophy in Context
POLS706 HC

Aim: To use guided reading and a long essay (10 000 words); to provide an advanced means of examining critically the major themes in political philosophy and how they relate to a number of practical political contexts and problems; to train students in the art of oral argumentation and rhetoric and the construction of a sustained, extensive written argument.

Content: Universalist and contextualist approaches to political philosophy; the modern state and state sovereignty -
9/11 and the Middle East; power, authority and coercion - African States; property and rights - land reform in South Africa and Brazil; politics and law - reform or revolution?; theory and histories of constitutions - the South African Constitution of 1996; markets - globalisation and imperialism.

**Assessment:** Tutorial assignment [essay] (10%); Oral presentation [2] (20%); Long Essay (70%).

**DP Requirement:** Attendance of all seminars and submission of all written work.

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**Corruption, Sleaze and Politics**  
POLS712 PC  
(6L-0T-0P-30S-100H-20R-0F-0G-4A-13W-16C)

**Prerequisite Requirement:** Appropriate undergraduate degree.

**Aim:** Seeks to expose students intellectually to the scourge and to the socio-political and economic consequences of corruption and sleaze in politics.

**Content:** Evolution and causes of Corruption and Sleaze; Theoretical Issues and Debates; Contextual Issues associated with Democracy, Power, Accountability, Development, and Social and Cultural consequences of Corruption; and case studies from different parts of the world.

**Assessment:** Problem solving tasks - 10%; Effective Class participation (discussions/debates) - 20%; Weekly Assigned Individual Reports (Presentations) – 30%; Final Exam - 40%.

**DP Requirement:** Attendance of all seminars and submission of all written work.

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**Ethics of Conflict, Diplomacy, and Peace**  
POLS714 PC  
(6L-0T-0P-30S-100H-20R-0F-0G-4A-13W-16C)

**Prerequisite Requirement:** Appropriate undergraduate degree.

**Aim:** Designed to expose students to central debates about the ethics of conflict and peace-making. Will cover African and other case studies of post-conflict reconstruction, reconciliation, and peace-building.

**Content:** Variable including *Theoretica* (epistemological, ontological & methodological debates about war and its nature and causes; Can wars ever be just?) and *Empirical* (seminal global, regional and national contexts). May vary from year to year.

**Assessment:** Problem solving tasks - 10%; Effective Class participation (discussions/debates) - 20%; Weekly Assigned Individual Reports/Analysis (Presentations) – 30%; Final Exam - 40%.

**DP Requirement:** Attendance of all seminars and submission of all written work.

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**Foundations of Political Inquiry**  
POLS716 PC  
(6L-0T-10P-25S-90H-25R-0F-0G-4A-13W-16C)

**Prerequisite Requirement:** Appropriate undergraduate degree.

**Aim:** Seeks to ground students in quantitative and qualitative methodologies to better prepare them for their postgraduate degree training.

**Content:** Exposure to methodological debates, the matrix of sub-disciplines; research processes and practices; formulating research problems; structural, cultural and rational choice approaches; research ethics; collecting primary data; content analysis (discourse and ideology); descriptive statistics; inferences.

**Assessment:** Class Participation – 15%; Weekly submissions and presentation - 15%; Problem solving tasks – 15%; 3000-word paper – 15%; research proposal - 20%; and final exam – 20%.

**DP Requirement:** Attendance of all seminars and submission of all written work.

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**New Theories of Democracy**  
POLS720 HC PC  
(0L-0T-0P-48S-225H-40R-0F-0G-7A-12W-32C)

**Prerequisite Requirement:** Appropriate undergraduate degree.

**Aim:** A critical exploration and comparison of paradigms and discourses of change, development and post-colonialism in Africa.

**Content:** Examines critical issues of decolonisation, development and post-colonialism with special reference to African political thought.

**Assessment:** Written submissions, class presentations and class participation (50%) Final Examination (50%)

**DP Requirement:** Attendance of all seminars and submission of all written work.
Research Project: Political Science
POLS7RP HY PY (0L-0T-3P-2S-314H-0R-0F-0G-1A-26W-32C)
Prerequisite Requirement: Admission to Honours degree.
Aim: Candidate will undertake and present an independent original research involving the analysis of complex data, and written compilation of findings.
Content: Variable
Assessment: 3 presentations; completed research project (100%).
DP Requirement: Not applicable

State & Justice in Modern Political Theory
POLS801 (0L-0T-0P-30S-196H-88R-0F-0G-6A-13W-32C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: To examine critically modern theories of the state.
Content: "Analytical" and "historical-sociological" theories of the state; the state as provider of public goods; the state and welfare; the state and property; coercion and the modern state; legitimacy and the modern state; nationalism and the state; the role of states in economic growth and development; the "relative decline" of the modern nation state.
Practical: Learning and using quantitative and qualitative data analysis packages; identifying a social and political problem, investigating its scope and causes and drawing up a policy proposal, and carrying out a research project.
Assessment: 3 research based seminar presentations/essays, 33%; one 3-hour examination, 67%.
DP Requirement: Attendance of all seminars and submission of all written work.

Political Change in Africa
POLS822 HC PC (0L-0T-0P-48S-228H-40R-0F-0G-4A-13W-32C)
Prerequisite Requirement: Postgraduate Admission.
Aim: A critical exploration and comparison of paradigms and discourses of change, development, and post-colonialism in Africa.
Content: Examines critical issues of decolonisation, development and post-colonialism with special references to African political thought.
Assessment: 1 individual presentation and discussion; 1 partnered/group presentation and discussion; 1 essay; 50%. 1x3hr examination; 50%.
DP Requirement: Attendance of all seminars and submission of all written work.

Research Project: PPE
PPHE7RP HC (0L-0T-3P-2S-314H-0R-0F-0G-1A-13W-32C)
Prerequisite Requirement: Admission to Honours degree.
Aim: Candidate will undertake and present independent original research involving the analysis of complex data, and written compilation - of findings.
Assessment: Completed thesis project (100%).
DP Requirement: Not applicable.
May not be available in 2019.

Public Policy
Offered in the School of Social Sciences

Research Methodology in a Policy Context
PPOL701 HC (0L-0T-36P-39S-243H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Appropriate undergraduate degree.
Aim: To explore how social science research methods are used in the development of policy.
Content: The basic principles and practice of social and political research methods; methods of design, data collection and analysis; policy design and formulation.
Practicals: Learning and using quantitative and qualitative data analysis packages; identifying a social and political problem, investigating its scope and causes and drawing up a policy proposal, and carrying out a research project.
**Assessment:** Research proposal (30%); Fieldwork portfolio (20%); Research paper (40%); Presentation (10%)

**DP Requirement:** Attendance at all seminars and submission of all written work.

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**Democracy and Public Policy in South Africa**  
PPOL702 HC  
(PREREQUISITE REQUIREMENT: Appropriate undergraduate degree.)

**Aim:** To provide students with skills necessary to engage effectively with the South African public policy arena in their chosen careers. Graduates are introduced to advanced contemporary analysis of public policy and the policy context.

**Content:** Theories of the state; the public policy arena; the "public"; the policy process, implementation; the bureaucracy; parties and interest groups; global policy considerations; policy making and policy analysis.

**Practicals:** Group-based fieldwork project to analyse public policy decision-making of a public policy case study.

**Assessment:** 2 seminar presentations (20%); 1 policy analysis research paper (25%); 1 group fieldwork project (25%); 1 three-hour examination (30%)

**DP Requirement:** Attendance at all seminars and submission of all written work.

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**Conceptualisation, Design and Development**  
PPOL704 H2  
(PREREQUISITE REQUIREMENT: Appropriate undergraduate degree.)

**Aim:** To enable individuals to contextualise, conceptualise, construct and design policy solutions that address the unique urban and rural policy challenges that South Africa faces.

**Content:** Philosophy, concepts, models and fieldwork practice of public policy conceptualisation, policy design, policy actors and roles, beneficiary participation, models and practices of sustainability, institutions, stages and processes of policy development.

**Practicals:** Fieldwork application of classroom learning - contextual needs-based analysis, conceptualisation and development of a policy proposal, practice of beneficiary ownership and policy sustainability in a rural or urban context.

**Assessment:** 2 seminar papers (20%), Fieldwork project (30%), Policy design research paper (35%), Oral simulation exam (15%)

**DP Requirement:** Attendance at all seminars and submission of all written work.

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**Implementation and Project Management**  
PPOL806 H1  
(PREREQUISITE REQUIREMENT: Appropriate Honours degree.)

**Aim:** To develop a sound theoretical, practical and experiential understanding and application of the essential policy skills, ethics and processes in public policy implementation and to develop the analytical skills of policy analysts and policy advocates in policy implementation.

**Content:** Implementation, organization and project management theory; implementation contexts, frameworks, actors, institutions and models; implementation and public ethics; sustainable and participatory implementation; project and policy management methodologies, cycles and models; social justice in implementation practices; integration of theory and practice in implementation, organizations and project management.

**Practicals:** Fieldwork application of classroom learning - public policy implementation and project management fieldwork simulation.

**Assessment:** 2 seminar papers (20%), Written self-reflective fieldwork notebook (35%), Policy Implementation research paper (35%), Oral simulation exam (15%).

**DP Requirement:** Attendance at all seminars and submission of all written work.

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**Monitoring, Evaluation and Analysis**  
PPOL808 H1  
(PREREQUISITE REQUIREMENT: Appropriate Honours degree.)

**Aim:** To develop a sound theoretical, practical and experiential understanding and application of public policy monitoring, evaluation and analysis in South African contexts.

**Content:** Definitions and concepts of policy monitoring and evaluation, evaluation processes, types, rationale and purposes; approaches and techniques of policy analysis, policy structuring, theoretical and judgement forecasting; theory mapping, modelling, scenario planning, impact assessment, integration of theory and practice in public policy monitoring, evaluation and analysis.

**Practicals:** Fieldwork application of classroom learning - project policy analysis, public policy monitoring, evaluation of project processes and outcomes.
Assessment: 2 seminar papers (15%), Written self-reflective fieldwork notebook (35%), Policy evaluation research paper (35%). Oral examination (15%).

DP Requirement: Attendance at all seminars and submission of all written work. 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Practical Theology

Offered in the School of Religion, Philosophy and Classics

Introduction to Practical Theology
PRTH110 P2 (52L-8T-0P-88H-9R-0F-0G-3A-13W-16C)
Aim: To introduce the discipline and sub-disciplines of Practical Theology.
Content: Foundational aspects of the discipline with regard to the elements of communication, education, liturgy and homiletics.
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Introduction to Christian Education
PRTH220 PC (52L-8T-0P-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 16C in Practical Theology at Level 100
Aim: To inform learners of, and develop further skills in, various advanced aspects of Christian education.
Content: Models for educational praxis; analysis of curricula; assumptions and goals of curriculum construction; advanced aspects of designing education events, including practical implementation.
Assessment: Class Mark: 40%; Examinations, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Industrial Mission
PRTH250 PC (52L-8T-0P-74H-9R-14F-0G-3A-13W-16C)
Aim: To introduce learners to issues in work, labour and economic justice, and the challenges these pose to the church.
Content: A study of industrial mission in Southern Africa, considering such topics as Labour Law, Trade Unions, globalisation and questions of economic justice.
Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Worship, Homiletics and Liturgy
PRTH260 PC (26L-8T-26P-0S-88H-9R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 32C in Practical Theology, with at least 16C in PT at Level 200
Aim: To introduce theories of preaching and to develop preaching skills, and to understand the meaning of worship and liturgy.
Content: Section A: homiletical theory and practice. Section B: (a) To appreciate the historical development of Christian liturgies and explore the development of liturgies for the contemporary context. (b) To enable students to understand and conduct liturgies of their respective traditions of particular denominations.
Practicals: A minimum of two hours of practicals per week in which students learn to lead worship and to preach according to their respective denominational traditions. Practicals may be connected with Sunday church services in the vicinity. In the case of the students who cannot opt for the practical, the class mark will make up the 40%.
Assessment: Practical or Class Mark: 40%; 1x3-hour Examination: 60% (Section A 30%, Section B 30%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Community-Based Learning 1
PRTH290 PC (0L-8T-0P-9S-40H-0R-100F-0G-3A-13W-16C)
Prerequisite Requirement: 16C in Practical Theology at Level 100
Aim: To develop skills and to gain experience in community-based learning.
Content: Students will be required to work with a community-based project e.g. Ujaama for the equivalent of 160 hours during the semester, under the supervision of a designated staff person. Acceptance into this module is at the discretion
of the Head of the School and may be granted on the basis of prior experience in an approved project.  
**Assessment:** Weekly worksheet and a semester report Class mark: 40%; Examination: 60%  
**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.  
For this module, students will work in collaboration with Ujaama.

**Community Development**  
PRTH310 PC  
**Prerequisite Requirement:** 32C in Practical Theology, with at least 16C in Practical Theology at level 200.  
**Aim:** To introduce the student to key issues in the contribution of the church to community development.  
**Content:** An examination of the theological resources and analytical tools that can aid the involvement of the church in community development.  
**Assessment:** Class mark: 40%; Examination (1x3-hour paper): 60%  
**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Congregational Skills**  
PRTH330 PC  
**Prerequisite Requirement:** 32C in Practical Theology with at least 16C in PT at Level 200  
**Aim:** To develop theoretical understanding and practical skills in congregational dynamics and management, including leading worship and preaching.  
**Content:** Training in conduct of various services, celebrations and meetings associated with church and community. Focus on the devotional lifestyle and practice of the pastor/preacher.  
**Assessment:** Class Mark: 40%; Examination, 1x3-hour paper: 60%  
**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Christian Counselling**  
PRTH341 PC  
**Prerequisite Requirement:** 32C in Practical Theology with at least 16C in PT at Level 200  
**Aim:** To introduce the theory and practice of pastoral counselling.  
**Content:** Principles of pastoral counselling. Models of pastoral counselling. Pastoral counselling and cross-cultural dynamics.  
**Assessment:** Class Mark: 40%; Examination, 1x3-hour paper: 60%  
**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Missiology: Church Growth**  
PRTH350 PC  
**Prerequisite Requirement:** 32C in Practical Theology with at least 16C in PT at Level 200  
**Aim:** To study the development of the church in the urban context, and principles of church growth.  
**Content:** Study of reasons for church growth, the process of urbanisation and an examination of the church in the city. Case studies and visits to various institutions and projects will be required components of this module.  
**Assessment:** Class Mark: 40%; Examination, 1x3-hour paper: 60%  
**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Practical Theology-Special focus**  
PRTH370 PC  
**Prerequisite Requirement:** 32C in Practical Theology with at least 16C in PT at Level 200  
**Content:** Special Focus module in Practical Theology. In-depth study under the supervision of a lecturer. To be done in connection with one of the other Practical Theology 300 level modules.  
**Assessment:** Research essay, 100%.  
**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Practical Theology - Special Focus 2**  
PRTH371 PC  
**Prerequisite Requirement:** 32C in Practical Theology with at least 16C in PT at Level 200  
**Content:** Special focus module in Practical Theology in a different field from Practical Theology 370. In-depth study with
emphasis on placement and experience in the community, under the supervision of a lecturer. To be done in connection
with one of the other Practical Theology 300 level modules.
Assessment: Research essay, 100%.
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Practical Theology-Cluster elective 1
PRTH381 PC
Prerequisite Requirement: 32C in Practical Theology with at least 16C in PT at Level 200
Content: With permission, an elective module accredited by the School may be taken within the Pietermaritzburg
Cluster of Theological Institutions.
Assessment: Class Mark: 40%; Examination, 1 x 3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Practical Theology-Cluster Elective 2
PRTH382 PC
Prerequisite Requirement: 32C in Practical Theology with at least 16C in PT at Level 200
Content: With permission, an elective module accredited by the School may be taken within the Pietermaritzburg
Cluster of Theological Institutions.
Assessment: Class Mark: 40%; Examination, 1 x 3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Church Life and Faith
PRTH383 PC
Prerequisite Requirement: 16C in Practical Theology at Level 100 and 16C in PT at Level 200
Aim: To familiarise students for the ordained ministry with the denomination in which they will serve.
Content: The history, doctrine, polity and contemporary church practice of the student's
denomination. Assessment: Class Mark: 40%; Examination, 1 x 3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
This module is only available for denominations which have a formal agreement of recognition with the school

Psychology
Offered in the School of Applied Human Sciences

Introduction to Psychology A
PSYC101 H1 P1 W1
Aim: A general introduction to the discipline: Part One
Content: A selection of topics from: Schools of Thought in Psychology; Biological Bases of Behaviour; Cognition inter
alia: perception; learning and memory; thinking and language; intelligence; Psychological Research; Organisational
Psychology.
Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.

Introduction to Psychology B
PSYC102 H2 P2 W2
Aim: A general introduction to the discipline: Part Two
Content: A selection of topics from: Human development; Personality theories; Social Psychology; Community Mental
Health; Health, Risk and Coping; Psychopathology; African Psychology
Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.

HIV/AIDS Counselling
PSYC103
(20L-10T-20P-0S-80H-20R-0F-0G-10A-13W-16C)
Aim: To equip learners with basic counselling skills and insight into the issues confronting clients who are at risk for HIV/AIDS as well as the issues that affect those close to them.

Content: Basic HIV/AIDS information; prevention of the disease; counselling for both testing and ongoing support; the continuum of care; legal, ethical and management issues.

Assessment: Cumulative assessment (40%); Examination (60%)

DP Requirement: Class mark minimum of 40%.

Note: This module may not be taken in place of Introduction to Psychology A or B for a major in Psychology. Admission only through application and selection at the end of the first semester.

Introduction to Research
PSYC201 H1 P1

Aim: To introduce students to basic principles of qualitative and quantitative research design and analysis for the social sciences.

Content: The module introduces students to perspectives in social science research including issues of research design, research ethics and quantitative and qualitative methods of analysis. The statistics component of the syllabus explores a variety of elementary graphical and mathematical statistical procedures, including, inter alia, frequency displays, measures of central tendency and variability, sampling distributions, two-group inferential tests and measures of association.

Assessment: Cumulative assessment (40%); Examination (60%)

DP Requirement: Class mark minimum of 40%.

Social Psychology
PSYC202

Aim: An introduction to social psychology, focusing on social and psychological aspects of inter-group relations.

Content: The course explores a variety of ways of understanding the relationship between psychology and social life. The various explanatory models are assessed in terms of their relative usefulness in helping us develop a truly social psychology – one that is able to link the understanding of individuals and groups to the social and cultural context in which they exist. These theoretical frameworks are discussed in relation to contemporary social issues.

Assessment: Cumulative assessment (40%); Examination (60%)

DP Requirement: Class mark minimum of 40%.

Developmental Psychology
PSYC203 H2

Aim: To introduce learners to child and adult psychosocial development with the objective of acquiring a critical and informed knowledge base from which to apply child development themes, theories and methodologies within the South African context.

Content: An understanding of the processes of psychosocial changes over the life span especially during childhood and adolescence will be the major focus, enabling the learner to contextualise other studies of human behaviour within a developmental time frame. It draws on several theories of development to introduce learners to some of the conceptual and research issues within developmental psychology.

Assessment: Cumulative assessment (40%); Examination (60%)

DP Requirement: Class mark minimum of 40%.

Educational Applications of Psychology
PSYC204 P2

Aim: To enable students to consider education in various settings from a psychological perspective.

Content: A number of theoretical paradigms are presented to develop a psychological framework for understanding of issues in education, teaching and learning. Content areas include: systemic understanding of whole-school development, accommodating diversity, theories of development, teaching and learning, career education and guidance and adult learning.

Practicals: 5 hours practicals

Assessment: Cumulative assessment (40%); Examination (60%).

DP Requirement: Class mark minimum of 40%.
Industrial Psychology 2A
PSYC207 H1 (36L-20T-0P-0S-100H-0R-0F-0G-4A-13W-16C)
**Prerequisite Requirement:** Introduction to Psychology A and B.
**Aim:**
1. To examine theories and research in the field of organisational theory in order for students to understand the structure, function and behaviour of individuals within organisations, and organisations in relation to their environment;
2. To examine theories of organisational behaviour in terms of the functioning and success of the individual, the group, and the organisation within the work environment.
**Content:** 1. Organisational theory; 2. Individual, group and organisational processes.
**Assessment:** Cumulative assessment (40%); Examination (60%)
**DP Requirement:** Class mark minimum of 40%.

Industrial Psychology 2B
PSYC208 H2 (36L-20T-0P-0S-94H-0R-6F-0G-4A-13W-16C)
**Prerequisite Requirement:** Introduction to Psychology A and B.
**Aim:**
1. To introduce students to issues concerning interests, abilities, and personality in relation to career choice and adjustment. To also consider the influence of social forces, as well as individual work experience and psychological development throughout the life-span;
2. To explore the various internal and external environmental forces that have an effect on the management of people in an organisation. The course will describe the major roles and functions of a human resource department.
**Content:** 1. Work and careers; 2. Psychology at work.
**Assessment:** Cumulative assessment (40%); Examination (60%)
**DP Requirement:** Class mark minimum of 40%.

African & International Perspectives
PSYC209 P2 (30L-0T-0P-0S-90H-34R-0F-0G-6A-13W-16C)
**Aim:** To introduce students to alternative conceptual frameworks; to encourage critical reflection on assumptions underpinning social science theories and practices.
**Content:** This course examines the philosophical assumptions of western psychologies. The applicability of these psychologies to African and other developing communities is evaluated. Students are introduced to the concept of indigenous psychologies, with examples drawn from African, European, and Asian perspectives. The relevance of psychological theories to matters of national concern (e.g. poverty alleviation) is explored. Alternative research methodologies and ways to maintain dialogue in a world characterised by multiplicity and change are briefly explored.
**Assessment:** Cumulative assessment (40%); Examination (60%)
**DP Requirement:** Class mark minimum of 40%.

Child and Adolescent Psychology
PSYC222 P2 (30L-6T-6P-0S-68H-40R-0F-0G-10A-13W-16C)
**Aim:** To introduce learners to child and adolescent psychology with the objective of acquiring a critical and informed knowledge base from which to apply child development themes, theories and methodologies in the South African context. Learners will be introduced to theoretical aspects of emotional, social, cognitive, language and moral development.
**Content:** An understanding of the processes of psychosocial changes over the life span especially during childhood and adolescence will enable the learner to contextualise other studies of human behaviour within a developmental frame. The module draws on several theories of cognitive, moral, language, emotional and social development to introduce learners to some of the conceptual and research issues within developmental psychology
**Assessment:** Cumulative assessment (40%) Examination (60%)
**DP Requirement:** Class mark minimum of 40%.

Social Psychology of Intergroup Relations
PSYC223 P1 (30L-0T-0P-0S-80H-40R-0F-0G-10A-13W-16C)
**Aim:** To explore ways of understanding the relationship between psychology and the social context with reference to current problems in South Africa
**Content:** The approaches covered range from traditional experimental social psychology to more contemporary explorations of how social meanings and representations shape individuals' experiences and identities. These models are assessed in terms of their success/failure in helping to develop a truly social psychology that can link understanding of individuals and groups to the socio-cultural context. These theoretical frameworks are developed in relation to
contemporary social issues such as intergroup conflict and social change

**Assessment:** Cumulative assessment (40%); Examination (60%)

**DP Requirement:** Class mark minimum of 40%.

### Measurement, Experiment & Observation

**PSYC301 H2 P2**

**Prerequisite Requirement:** Psychology 201

**Aim:** To continue the study of basic principles of qualitative and quantitative research design and analysis for behavioural sciences.

**Content:** The principles of psychometrics; common South African tests; aspects of quantitative and qualitative research design & methodologies; statistical data analysis methods including, inter alia, contingency tables, non-parametric statistics, parametric statistics and an introduction to the use of a statistical software package.

**Assessment:** Cumulative assessment (40%); Examination (60%)

**DP Requirement:** Class mark minimum of 40%.

### Health and Illness

**PSYC304 P2**

**Aim:** To introduce students to the basic issues and methods in the application of psychology to health and illness, including various forms of psychopathology, developmental psychopathology and epidemiological issues related to health psychology and the South African context.

**Content:** The module examines various forms of mental illness and distress. A section on health psychology examines the relationship between stress, health and illness from various perspectives, including issues related to HIV/AIDS. The developmental trajectory is examined in relation to some of the more prevalent childhood difficulties.

**Practicals:** One full day on basic interviewing and counselling skills.

**Assessment:** Course work: 1 assignment and/or 2 tests (40%); 3-hour examination (60%)

**DP Requirement:** Class mark minimum of 40%.

### Psychology and the Law

**PSYC306 P2**

**Aim:** To introduce students to conceptual and applied issues at the interface of psychology and law.

**Content:** The module examines psychological theory and research as applied and communicated through law and forensic practice, and includes material on the nature of eyewitness testimony, criminal behaviour, assessment for the courts, child custody, human rights, and professional ethics.

**Assessment:** Cumulative assessment (40%); Examination (60%)

**DP Requirement:** Class mark minimum of 40%.

### Psychological Studies Report

**PSYC307 P2**

**Prerequisite Requirement:** 128C in Psychology including a minimum of 60% in PSYC201.

**Corequisite:** PSYC301 (Measurement Experiment & Observation)

**Aim:** To enable students to integrate their knowledge of psychological studies.

**Content:** The module is a capstone course in which students elect to do a research project, a service learning placement or other approved integrative activity, under supervision. Students may not register for this module without the permission of the Head of the School and will normally be required to be in the 3rd year of study and meet prerequisite and corequisite requirements.

**Assessment:** Cumulative assessment (40%); Examination (60%)

**DP Requirement:** Class mark minimum of 40%.

**Not offered in 2019**

### Psychology in Education

**PSYC318 P1**

**Aim:** This module seeks to provide an understanding of self as learner, learning theories, and a psychological understanding of educational issues in the South African context.

**Content:** The module introduces a systemic model and sociocultural frame. The module will explore learners in context (systemic and sociocultural theories) and self as learner; the South African context including education policy; theories
of learning; role of education, barriers to learning; careers; lifeskills and assessment in education.

**Practicals:** 4 hours of practicals

**Assessment:** Cumulative assessment (40%); Examination (60%)

**DP Requirement:** Class mark minimum of 40%.

**Organisational Development**

**PSYC319 H1** (36L-6T-0P-0S-60H-54R-0F-0G-4A-6W-16C)

**Aim:** To introduce students to the field of Organisational Development (OD) as an applied behavioural science discipline that is dedicated to improving the effectiveness of individuals and groups within organisations through the use of theory and practice of planned change. To provide students with a conceptual framework for the underlying principles, theories, values, beliefs and assumptions of OD in order to understand why and how individuals, groups and organisations as a whole have to adapt their constantly changing local and global environments to survive, cope and prosper.

**Content:** Definitions of OD; its historical development; the principles, values, beliefs and assumptions that guide OD theory and practice; how to plan and implement OD interventions; the client-consultant relationship - its challenges and opportunities; organisational power and its implications for OD practitioners as well as the future of OD.

**Assessment:** Cumulative assessment (40%), Examination (60%).

**DP Requirement:** Class mark minimum of 40%.

**Learning for the Workplace**

**PSYC320 H2** (40L-10T-0P-0S-90H-16R-0F-0G-4A-6W-16C)

**Aim:** To introduce students to the field of Skills Development (incorporating Human Resources Development) in South Africa and to develop their knowledge and understanding of the changing legislative and institutional landscape of Skills Development in South Africa. To provide students with a critical assessment of the macro-factors impacting on Skills Development in South Africa and to assess the extent to which the Skills development strategy is meeting its stated objectives addressing the shortage of scarce and critical skills. To provide students with a critical understanding of the theoretical, individual and organizational factors that impact on Skills Development and in particular the training and development of people in the workplace. To provide students with the necessary practical and theoretical capacity to understand the training function of a large organization.

**Content:** Macro-perspective of Skills Development; Legislation, institutions and agencies of Skills Development in South Africa; Case study on learnerships; Learning theories – in particular cognitive, behavioural, humanist and integrated theories of learning and their implications for training; Adult learning; The training and development subsystem; Learning Organisations.

**Assessment:** Cumulative (Formative) assessment (40%); Examination (Summative) Assessment (60%)

**DP Requirement:** Class mark minimum of 40%.

**Work: Health and Ergonomics**

**PSYC321 H2** (36L-6T-0P-0S-60H-54R-0F-0G-4A-6W-16C)

**Aim:** This module explores the concept of occupational health and illness within industrial societies. It aims to introduce a contextual approach to work in organizations, and the consequent impacts on the well-being of workers, and their families and communities.

**Content:** Within a landscape of health disparities in South Africa, and the global economy of health, theories of occupational health will be explored at social, organizational, political and economic levels. Processes, structures and regulatory frameworks within the workplace will be examined through several South African case-studies, e.g. asbestosis, silicosis and asthma. The interface between workplace health and communities will be explored in relation to appropriate interventions.

**Assessment:** Cumulative assessment (40%); Examination (60%).

**DP Requirement:** Class mark minimum of 40%.

**Neuropsychology**

**PSYC322 H2** (30L-0T-15P-0S-69H-40R-0F-0G-6A-13W-16C)

**Aim:** To introduce students to fundamental aspects of neuropsychology by providing a foundation in physiological psychology, functional neuroanatomy, and issues of research and assessment.

**Content:** The module introduces students to the study of the relationship between the brain, cognition and behaviour. The course reviews historical approaches to studying the mind/brain relationship and introduces the philosophical and scientific basis of neuropsychology. Methods of research and measurement are presented, such as neuroimaging, electrophysiological, clinical and psychometric methods. The physiology of neural communication, and a functional
neuroanatomy framework are presented. There is a focus on clinical assessment methods and strategies, and consideration of psychometric, cultural and language variables in assessment.

**Assessment:** Cumulative assessment (40%); Examination (60%)

**DP Requirement:** Class mark minimum of 40%.

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**Labour Relations: Context, Law and Practice**

**PSYC326 H1**

**Aim:** This module examines the labour relationship – the relationship between the work situation and workers – in specific historical, sociopolitical, legislative and economic contexts of South Africa.

**Content:** A contextual understanding of labour relations in South Africa explores various theories of conflict and power, which challenge conventional conceptualizations. These theories are applied to contemporary case-studies of conflict escalation, namely strike action and diversity in the workplace. Strategies of conflict management and intervention – mediation, facilitation and negotiation – are historically placed, and applied to current organizational practices.

**Assessment:** Cumulative assessment (40%); Examination (60%)

**DP Requirement:** Class mark minimum of 40%.

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**Psychopathology**

**PSYC341 H2**

**Aim:** This module forms a basic component of psychological teaching as it acquaints students with the major psychological disorders that are encountered in practice. It locates psychopathology within the broader social, cultural, political and economic context of South Africa and accordingly highlights alternate ways of viewing mental illness in addition to traditional theories of mental illness.

**Content:** Introduction and overview of the various psychological disorders, theories regarding causation and controversies around diagnosis in non-western contexts.

**Assessment:** Cumulative assessment (40%); Examination 60%

**DP Requirement:** Class mark minimum of 40%.

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**Counselling and Psychotherapy**

**PSYC342 H1**

**Aim:** This module forms a vital component of Psychology as it acquaints students with basic theoretical knowledge and skills of counselling and psychotherapy. In addition, it locates psychological theory and practice within the broader social, cultural, political and economic context of South Africa and thus aims to teach students to think critically about counselling practice issues.

**Content:** Introduction to the process and skills of counselling as well as the theories of the major psychotherapies. The module engages with the controversies around and difficulties of using western theories in the South African context as well as some ethical issues related to the counselling situation.

**Assessment:** Cumulative assessment (40%); Examination 60%

**DP Requirement:** Class mark minimum of 40%.

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**Community Psychology**

**PSYC343 H1**

**Aim:** To gain insight into the various theories, models and practice of community psychology and to explore some of the challenges of community psychology, especially within the South African context.

**Content:** The module will cover the historical development and various theories and approaches within community psychology. In addition, community-based interventions are critically explored.

**Assessment:** Cumulative assessment (40%); Examination (60%)

**DP Requirement:** Class mark minimum of 40%.

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**African Psychology**

**PSYC345 H1 P1**

**Aim:** To introduce students to the study of the human spirit and human behavioural phenomena from an African perspective.

**Content:** The module highlights the inadequacies of Western Psychology as it relates to African people and how it lacks relevance to Third world issues because of its individualistic orientation. Western Psychology assumptions and theories are questioned and the spiritual, mental, and physical interconnectedness of African reality is emphasised. The
development of the ‘African self’ and the role of community on development are also explored.

**Assessment:** Cumulative assessment (40%); Examination (60%)
**DP Requirement:** Class mark minimum of 40%.

**Fundamentals of Psychological Assessment**
PSYC621 PC  
Aim: To expose students to the theory underlying assessment, highlighting some of the key debates in the field.
Content: The module comprises of a theoretical and practical component which will provide students with a broad understanding of approaches to assessing individual behaviour in adults and children through the use of standardised tests. Students will develop expertise in the administration, analysis, interpretation, and reporting of selected psychological assessment measures.
Assessment: Coursework (including assignments and various practical exercises) and an examination.
**DP Requirement:** Class mark minimum of 50%.

**Community Interventions**
PSYC622 PC  
Aim: To introduce students to the central concepts of Critical Community Psychology and to equip them with the knowledge and skills to apply these concepts to a broad range of psycho-social issues relevant to the South African context.
Content: The module comprises of theoretical and practical components. The theoretical component introduces the students to the concepts of Critical Community Psychology and will cover key skills required to implement a community intervention. The students will be given a broad introduction to the various themes. The practical component will give students (in groups) the opportunity to visit a relevant community organisation or school where they will do a needs assessment around one of the key themes using the skills they have been taught.
Assessment: Coursework (including assignments and various practical exercises) and an examination.
**DP Requirement:** Class mark minimum of 50%.

**Counselling Psychology: Theory and Practicum**
PSYC623 PC  
Prerequisite Requirement: A completed undergraduate degree with a good psychology major.
Aim: To introduce students to the multidimensional definitions, goals and principles of counselling psychology. It also aims to provide context-based theoretical models of psychological counselling taking into consideration the various roles of registered counsellors and their interventions in community centres and schools.
Content: The module comprises of a theoretical and practical component. The theoretical component introduces major theories in psychological counselling and basic principles and philosophy of psychological counselling. The module provides an opportunity for application of theoretical understanding of psychopathology and management of barriers to human development.
Assessment: Coursework (including assignments and various practical exercises) and an examination.
**DP Requirement:** Class mark minimum of 50%.

**Developmental Psychology and Applied Psychopathology**
PSYC624 PC  
Aim: To provide the learner with the opportunity to develop core competencies in their focus area, within an appropriate work environment.
Content: The module comprises both a theoretical and practical component. The practical component involves development and practice of counselling and therapeutic skills, restorative counselling on a monthly basis with students and university staff, instruction and development of group counselling, counselling technology and micro counselling skills.
Assessment: Test and Examination (30%), Submission of Practicum Report that would embrace Case Presentation and Case Study (70%).
**DP Requirement:** Class mark minimum of 50%.

**Research Fundamentals**
PSYC701 H0 P1  
Aim: To provide the learner with the opportunity to develop core competencies in their focus area, within an appropriate work environment.
Content: The module comprises both a theoretical and practical component. The practical component involves development and practice of counselling and therapeutic skills, restorative counselling on a monthly basis with students and university staff, instruction and development of group counselling, counselling technology and micro counselling skills.
Assessment: Test and Examination (30%), Submission of Practicum Report that would embrace Case Presentation and Case Study (70%).
**DP Requirement:** Class mark minimum of 50%.
Prerequisite Requirement: A completed undergraduate degree with a good psychology major. The student may be required to demonstrate competence in basic statistics.

Aim: To equip students with research and data analysis skills appropriate for completion of an applied research project.

Content: The module comprises two sections: Research Design and Data Analysis. Research Design introduces students to a range of methodologies used by psychologists and social scientists and provides an understanding of when to use different methods appropriately. Data Analysis is an advanced theoretical and practical course on analytical methods for experimental, quasi-experimental and field research.

Assessment: Coursework (including assignments and various practical exercises) and an examination.

DP Requirement: Class mark minimum of 40%.

Counselling and Therapeutics
PSYC703 H2 (0L-0T-0P-40S-90H-24R-0F-0G-6A-13W-16C)

Prerequisite Requirement: A completed undergraduate degree with a good psychology major.

Aim: To develop a critical understanding of the theoretical roots of counselling and psychotherapy. This includes counselling approaches and the application of counselling skills in specific arenas of application.

Content: The module involves a critical analysis of the various therapeutic approaches, along with the acquisition of core counselling skills.

Assessment: Presentation/s, assignments and an examination.

DP Requirement: Class mark minimum of 40%.

Psychological Assessment
PSYC704 H1 (0L-0T-0P-40S-90H-24R-0F-0G-6A-13W-16C)

Prerequisite Requirement: A completed undergraduate degree with a good psychology major.

Aim: To examine the application of a psychodiagnostic model that relies on observational skills, a sound theoretical knowledge of appropriate psychometric techniques and the linking of assessment to intervention.

Content: Issues related to psychometric theory, the fallibility of psychological assessments and psychological testing in general. The module also examines issues of norms, race and culture in the South African context.

Assessment: Coursework (assignment/s, including an assessment report) and an examination.

DP Requirement: Class mark minimum of 40%.

Neuropsychology
PSYC705 H1 (0L-0T-0P-40S-90H-24R-0F-0G-6A-13W-16C)

Prerequisite Requirement: A completed undergraduate degree with a good psychology major.

Aim: To examine the major theoretical principles that have been developed in order to understanding human behaviour and cognition from the neuropsychological perspective.

Content: A focus on neuropsychological functioning and impairment. The specific techniques used to explicate human behaviour will be critically examined.

Assessment: Presentation/s, assignment and an examination.

DP Requirement: Class mark minimum of 40%.

Psychopathology
PSYC706 H2 (0L-0T-0P-40S-90H-24R-0F-0G-6A-13W-16C)

Prerequisite Requirement: A completed undergraduate degree with a good psychology major.

Aim: To introduce and explore some of the main theoretical approaches used to understand psychopathology.

Content: Both the main categories of psychological disorder, disorder and treatment interventions will be critically examined, with a particular focus on epistemological and aetiological issues.

Assessment: Presentations, assignments and an examination.

DP Requirement: Class mark minimum of 40%.

Conceptual Foundations
PSYC707 P1 (60L-0T-0P-60S-100H-50R-0F-0G-50A-13W-32C)

Prerequisite Requirement: A completed undergraduate degree with a good psychology major.

Aim: To introduce the conceptual foundations of the discipline of Psychology.

Content: This module comprises three topics: Conceptual Foundations of Applications (16C) is a compulsory topic for all students. In addition, students must select two (8C each) topics from the following list: Cognitive Development;
Intelligence; Neuropsychology; Personality; Social Psychology; and/or any other topic approved by the school. 
**Assessment:** Coursework (assignment/s and/or presentation/s) and an examination. 
**DP Requirement:** Class mark minimum of 40%.

**Psychology of Diversity**

PSYC708 H1  
**Aim:** Psychology of Diversity presents an exploratory approach to the study of human diversity issues, within the broader field of multicultural psychology. It provides models and frameworks for understanding the complex issues of power and privilege in society, and how systems of oppression and domination operate within and between groups.  
**Content:** The complexity of identity and the meaning of "difference": Optimal theory and psychology of human diversity; Perspectives of human diversity in context, Construction of aspects of diversity (eg. Race, gender, social class, sexual orientation); Cultural diversity and the tolerance-acceptance debate; Affirmative diversity theories and psychology of human diversity; creating social settings for diversity.  
**Assessment:** Course Mark 50%, Final Examination 50%.  
**DP Requirement:** Class mark minimum of 40%.

**Identities and Work**

PSYC711 H1  
**Prerequisite Requirement:** A completed undergraduate degree with a good psychology major.  
**Aim:** To explore the social construction of identities and work. This module challenges traditional career theories and the assumption that people's career choices can be adequately understood in individualistic terms without reference to the social, political and culture context in which they exist.  
**Content:** Traditional career theory; indigenous psychological theory; postmodern career theory.  
**Assessment:** Coursework (assignments) and an examination.  
**DP Requirement:** Class mark minimum of 40%.

**Special Topics in Psychology**

PSYC716 PC  
**Prerequisite Requirement:** A completed undergraduate degree, not necessarily with a Psychology major.  
**Aim:** Primarily to allow students registered for other Honours degrees to include some psychology credits in their curriculum. This special 16 credit module offers students the opportunity to study two theoretical and empirical areas of psychological research and practice which are of interest to them, subject to the approval of their home school or department.  
**Content:** The module comprises two topics of 8 credits each. (A topic may not be offered if fewer than 5 learners select it). The modules may accommodate interdisciplinary topics. A list of topics can be obtained from the School Office in Pietermaritzburg.  
**Assessment:** Coursework and a written examination.  
**DP Requirement:** Class mark minimum of 40%.

**Organisational Studies**

PSYC717 H2  
**Prerequisite Requirement:** A completed undergraduate degree with a good psychology major.  
**Aim:** To examine various strategies, underlying principles, and the dynamics on organisations and on individuals within organisations. Learners will be equipped to make diagnoses of basic change issues and to propose interventions that will address issues at both an individual and organisational level.  
**Content:** Foundations of Organisational Development theory; dynamics of ‘change’ in organisations; the role of leadership in transformation; the development of team-based and learning organisations.  
**Assessment:** Coursework (assignment/s) and an examination.  
**DP Requirement:** Class mark minimum of 40%.

**Social Psychology**

PSYC720  
**Prerequisite Requirement:** A completed undergraduate degree with a good Psychology major.  
**Aim:** To provide students with a critical overview of theoretical and methodological debates within social psychology. To demonstrate how these theories and methodologies are used to make sense of social issues such as prejudice.
Content: The nature of social psychology including a brief overview of the history of the field and an overview of
dominant theoretical and methodological debates, contemporary approaches to an understanding of social psychology,
social psychological understanding of prejudice, identity and violence in South Africa.
Assessment: Coursework (assignment/s) and an examination.
DP Requirement: Class mark minimum 40%.

Psychology and Health Promotion
PSYC721  (0L-0T-0P-40S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: A completed undergraduate degree with a good psychology major.
Aim: To gain a critical historical perspective on the health promotion movement and its relevance to the South African
context. To understand health promotion theory and intervention within the context of theories of society and social
change.
Content: Application of psychological theory to both individual and population level behaviour change; understanding the
role of health promotion in informing public health legislation; evaluation of health promotion intervention.
Assessment: Coursework (assignments) and an examination.
DP Requirement: Class mark minimum of 40%.

Gender and Sexuality
PSYC722 H1 (0L-0T-0P-40S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: A completed undergraduate degree with a good psychology major.
Aim: To provide a broad overview of the impact of gender roles on sexuality and major theories of human sexuality; to
provide a forum for the academic examination of matters sexual; to enhance self knowledge, address stereotypes and
prejudices; to provide an introduction to the field of sexology.
Content: The relationship between gender and sexuality from a social constructionist/developmental p erspective;
gender related disorders; heterosexism and homophobia; gay and lesbian identity development; sexuality research
methods and issues; theories of human sexuality; sexual dysfunction and heterosexual relationships; commercialisation
of sex.
Assessment: Coursework (assignments) and an examination.
DP Requirement: Class mark minimum of 40%.

Theory of Applied Psychology
PSYC723 (0L-0T-0P-40S-90H-24R-0F-0G-6A-13W-16C)
Prerequisite Requirement: A completed undergraduate degree with a good psychology major.
Aim: To provide students with the opportunity to study the theoretical and empirical bases of psychological research and
practice in areas which are of particular interest to them. This module may accommodate interdisciplinary topics. Content:
The module consists of four 8-credit point topics, selected from a list that can be obtained from the School Office in
Pietermaritzburg. Subject to approval by the school, a Special Seminar is available for topics not covered by the listing.
Assessment: Coursework (presentations and/or assignments and/or tests) and an examination.
DP Requirement: Class mark minimum of 40%.

Industrial Psychology in Context
PSYC728 HC (0L-0T-40P-30S-87H-0R-0F-0G-3A-13W-16C)
Aim: Critical perspectives on research and practice in Organisational Psychology in South Africa. The focus is on
providing a critical understanding of the History of Organisational Psychology and unpacking the changing contexts in
which it is making a contribution in organizational life. In particular, ideological and epistemological issues are unpacked.
Content: The module covers 4 main content areas, viz. (i) History of OP; (ii) Ideological and political influences; (iii)
Capitalism and the changing context/s in which OP operates (Globalisation, Post-Industrialism, Post-Fordism, Neo-
Liberalism); and (iv) Critical perspectives in OP.
Assessment: Cumulative assessment (40%); Examination (60%)
DP Requirement: Class mark minimum of 40%.

Advanced Topics in African Psychology
PSYC733 HA PA (0L-0T-39S-39H-76R-0F-0G-6A-13W-16C)
Aim: To introduce students to the higher concepts and principles of African Psychology. The principal objective is to
promote students’ understanding and mastery of the rationale, meaning and scope, philosophy and history, epistemology
and worldview, and prevailing challenges and future directions of African Psychology. In particular, the module is designed
to effectively educate students on the full dimensions and complexity of being human in the modern African world and to promote appropriate decolonization of their minds.

**Content:** The module’s content coverage includes such themes as the following: History and development of African psychology as an academic subject field; definitions, goals and epistemologies of African psychology; African theoretical perspectives on personality; the psychology of mass exodus of youth to modern African cities; the psychology of dreaming in Africa; the theory of complementary dualism in African worldview; and the identity problems of the postcolonial (black/white) African citizens.

**Assessment:** Essay 50%, Examination 50%

**DP Requirement:** Class mark minimum of 40%.

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**African Feminism, Womanism and Negofeminism**

**PSYC734 HA PA**

**Aim:** To introduce students to the psycho-cultural assumptions and concerns of African feminism, womanism and negofeminism. The challenges and complexities of woman-being in post-colonial Africa will be considered, with particular attention given to expanding students’ critical appreciation of the kinds of girlhood and the variety of choices for being a woman in present-day urban and rural Africa.

**Content:** This module will cover a selection from an historical and definitional introduction; distinctive features, cultural roots and basic assumptions and standpoints in African feminism, womanism, and negofeminism; significant female figures in African history; African women in western feminist discourse and basic controversies between African feminisms and mainstream Western feminism.

**Assessment:** Essay 50%, Examination 50%

**DP Requirement:** Class mark minimum of 40%.

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**Research Project: Psychology**

**PSYC7RP H0 P0**

**Prerequisite Requirement:** A completed undergraduate degree with a good psychology major.

**Aim:** To engage students in the process of conducting research by focusing on a chosen area of specialist study, under the supervision of a staff member.

**Content:** Students are required to review the available knowledge in the field, devise appropriate methods to describe and investigate an issue of social and psychological interest, evaluate their research by the ethical and scientific criteria used in the field, and produce a research report in the form of a report or publishable article. Students are strongly encouraged to select a research topic in a staff member’s field of research interest.

**Assessment:** Research proposals, and/or presentations and a research report/article.

**DP Requirement:** As per School of Psychology rules

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**Psychological Interventions: African & Global**

**PSYC806 HB PB**

**Prerequisite Requirement:** Honours degree in Psychology.

**Corequisite:** Psyc 807 Theory & Practice of Counselling Psychology Psyc 808 Psychology of Personality & Abnormal Behaviour Psyc 809 Assessment in Psychological Practice Psyc 810 Community Interventions

**Aim:** The module aims to familiarize students in Clinical, Counselling and Educational Psychology with the body of theory and practice of psychotherapy in accordance with the requirements of the Health Professions Council of SA (HPCSA). The HPCSA specifies a scope of practice for each of these professional categories and this includes competence in therapeutic interventions. The module will provide students with a comprehensive and critical awareness of the conceptual and epistemological bases of various approaches to psychotherapy (African and global), as well as interventions which are derived from these approaches, and the implications for the use in a wide variety of settings.

**Content:** This module critically explores various theoretical approaches to psychotherapy, and to the supervised practice using these approaches.

**Practicals:** Students will undertake a series of professional supervised psychotherapy cases obtained from various settings. These will include a range of adults and children from professional as well as non-professional and community contexts.

**Assessment:** Oral examination on intervention methods 15% Written therapeutics assignments 35% Written examination 50%

**DP Requirement:** Students must have attained 50% in the assignment and June oral exam. Students must have completed at least three supervised psychotherapy cases, which must include at least one adult and one child.
Theory & Practice of Clinical Psychology  
PSYC807 HY PY  
(40L-0T-0P-45S-80H-15R-120F-0G-0A-26W-30C)  
Prerequisite Requirement: Honours in Psychology.  
Aim: This module introduces learners to the theory and practice of clinical psychology.  
Content: The modules comprises a theoretical and practice component. The theoretical component introduces advanced concepts in dealing with all psychiatric diagnoses including psychopharmacological treatment. The practical component involves the clinical supervision of adult and child clinical cases, case presentations and work-place experience in a hospital setting. Learning outcomes of this module include the ability to assess, diagnose, manage and treat child and adult clients. Specific skills necessary for engaging in clinical practice include conducting a clinical interview, conducting and interpreting psychometric assessments, implementing appropriate, context-sensitive interventions and report writing.  
Assessment: Case presentation assignments 50%; Examination (Written Case Study) 50%  
DP Requirement: Submission of all required coursework assessments.

Psyc of Personality & Abnormal Behaviour  
PSYC808 HY PY  
(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)  
Prerequisite Requirement: Honours in Psychology.  
Corequisite: Psyc 806 Psychological Interventions: African and Global Psyc 809 Assessment in Psychological Practice Psyc 810 Community Interventions in Professional Psychology  
Aim: 1. This module equips the learner with advanced theoretical knowledge in adult psychopathology, child psychopathology, personality and neuropsychology. 2. To gain a comprehensive and complex knowledge of the field and a critical awareness of conceptual issues and current research in the field.  
Content: The module focuses on the aetiology and diagnosis of specific disorders, particular theories and evidence related to these disorders, and issues pertaining to treatment. Personality and abnormal behaviour is approached using a biopsychosocial model with particular emphasis on the South African context. The module is lecture and seminar-based. Students are expected to compile a literature review on one area in the field based on a critical evaluation of current research evidence. The module will also have an applied dimension that involves: (1) learning how to apply diagnostic skills and identify particular disorders, (2) learning how to communicate relevant information about psychopathology in the public sphere.  
Assessment: Assignment (30%), seminar presentation (10%), poster presentation (10%), written exam (50%).  
DP Requirement: An average mark of 50% for assignments, 80% attendance of seminars.

Assessment in Psychological Practice  
PSYC809 HY PY  
(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)  
Aim: This module draws on the capacity of trainees to engage in higher level theoretical and intellectual learning which facilitates a degree of independence in the form of active experiential engagement with psychological tests used in clinical, educational and counselling psychology. This module also, within the scope of applied skills, facilitates the administration, scoring and interpretation of the major psychological tests used within these disciplines to assist in the transition of applying knowledge to a wide range of contexts for professional practice. Students will also gain a comprehensive, complex and critical awareness of the conceptual and epistemological bases of the tools of their discipline, their assumptions, the manner in which such tools are developed and the implications for the use in a wide variety of settings.  
Content: Students will be trained at an advanced level in the administration, scoring, interpretation and communication of psychological assessment findings to professional and non-professional audiences in a controlled and supervised clinical environment. They will also apply themselves to the complex issues surrounding the development and application of the tools of their professional trade (psychological tests) as well as the legal and ethical ramifications thereof, in a continuously changing multi-cultural context. This will include intellectual assessments, projective assessments, personality assessments and adaptive behaviour assessments. Particular emphasis is placed on considering the cultural appropriateness of the tests used. With each of the related tests, theory, administration, scoring and interpretation will be explored. Each learner will be expected to administer all the relevant tests, score and interpret results. Following this, students will also be taught how to write assessment reports and give feedback to clients.  
Assessment: Assignment: 50%; Final Oral Exam: 50%  
DP Requirement: 50% - based on an assignment submission (25%) and case review (25%).
Community Interventions in Professional Psychology

**PSYC810 HY PY**  
**Aim:** The module introduces students to the theory and practice of community interventions.  
**Content:** The module comprises a theoretical and a practical component. The theoretical component covers the basic tenets of community psychology and working in culturally diverse communities. The practical component requires that students engage in a project within the community. The specific learning outcomes of this module include the ability to conduct a situational analysis, and to develop, implement and evaluate intervention programmes in consultation with community members. Specific skills necessary for working in community settings, such as consultation and training skills, are also important learning outcomes.  
**Assessment:** Assignment: 20%; Project report: 80%  
**DP Requirement:** 100% continuous assessment mark; so no DP requirements.

Planning & Evaluation of Health Promotion Interventions

**PSYC813 H2**  
**Aim:** To enable learners to apply planning frameworks, tools and strategies in the development of health promotion interventions and to develop knowledge and skills for the systematic monitoring and evaluation of interventions.  
**Content:** This module is concerned with the development of systematic approaches to planned behaviour change at individual, organisational and community levels. The systematic monitoring and evaluation of interventions with a consideration of process, impact and outcome evaluation methodologies will be studied. Particular attention is devoted to articulating behaviour change interventions with policy, regulatory, legislative and economic imperatives for health promotion.  
**Assessment:** Cumulative Assessment 50%; 2-hour written examination (50%)  
**DP Requirement:** Class mark minimum of 40%.

Research Methods in Psychology

**PSYC814 H1P1**  
**Aim:** To equip learners with knowledge and skills in the epistemological foundations of research, and analysis and interpretation of data within both quantitative and qualitative frameworks.  
**Content:** Areas covered include data collection techniques e.g. focus groups, interviews and questionnaires, quantitative and qualitative data analysis and use of computer based data analyses/management systems.  
**Assessment:** Cumulative Assessment 50%; Examination Component (50%)  
**DP Requirement:** Class mark minimum of 40%.

Health Promotion Practice

**PSYC815 HY**  
**Aim:** To ensure learners' ability to implement, disseminate, adopt and institutionalise innovations, including demonstrated ability in programme monitoring and evaluation. The module incorporates the development of reflective practitioners.  
**Content:** Demonstration of effective practice pertaining to the implementation and evaluation of health promotion interventions as well as the diffusion of innovations. This will require an integration of appropriate theories, methodologies and processes offered in the theoretical modules. The module is tailored to both the group and individual learning needs of the learners and includes the development of a portfolio.  
**Assessment:** Cumulative assessment 50%, Examination component 50%  
**DP Requirement:** Class mark minimum of 40%.

Theory & Practice of Counselling Psychology

**PSYC818 HY PY**  
**Aim:** This module engages learners with advanced introduction to the theory and practice of counselling psychology.  
**Content:** The module comprises both a theoretical and practical component. The theoretical component introduces students to the historical and philosophical underpinnings of the counselling field, including the basic concepts and assumptions and principles and techniques of professional counselling practice. The practical component involves the supervision of adult and child cases, case presentations and work-place experience in a relevant counselling setting. Learning outcomes of this module include ability to establish a constructive collaborative partnership with clients; and assessing and deliberating over and attending to clients concerns. Specific skills necessary for engaging in counselling practice include the ability to begin, maintain, and end a counselling interview or the shared inquiry that relies on the expertise of all persons participating in the conversation, and the counsellor acting as a ‘not-knower’ who is in a being-
informed position; and conducting and interpreting, where necessary, psychometric assessments, implementing context-sensitive interventions and report writing.

**Practicals:** Psyc 806 Psychological Interventions: African & Global (16c) Psyc 808 Psychology of Personality & Abnormal Behaviour (16c) Psyc 809 Assessment in Psychological Practice (16c) Psyc 810 Community Interventions in Professional Psychology (16c)

**Assessment:** Test and Examination (50%). Submission of Practicum Report that would embrace Case Presentation and Case Study (50%).

**DP Requirement:** 50%

**Theory & Practice of Educational Psychology**

PSYC819 HY PY

Aim: This module equips students with relevant knowledge pertaining to psychological practice and develops basic psychological skills for practice.

Content: Professional ethics, report writing, case methodology in clinical practice. Students will be required to conduct psychological interventions with clients in various settings as part of this module. Students will receive professional supervision of practical work.

Assessment: Test and assignment: 50%; Case study: 50%

**DP Requirement:** Class mark minimum of 40%.

**Quantitative Methods**

PSYC822 PC

Prerequisite Requirement: Appropriate Honours degree

Corequisite: Psychology 701 Research Fundamentals may be required

Aim: To train students in advanced quantitative research

Content: This module focuses on two principal areas of quantitative research design and analysis. First, the design, selection, adaption and application of psychometric instruments will be emphasised, together with corresponding statistical techniques. A second area of emphasis consists of an introduction to a range of modern multivariate and other statistical techniques. Simulation techniques may be taught.

Assessment: 6 assignments; 1 examination

**DP Requirement:** Class mark minimum of 40%.

**Qualitative Methods**

PSYC823 PC

Prerequisite Requirement: Appropriate Honours degree

Aim: To train students in advanced qualitative research.

Content: The module is divided into four main sections: the qualitative orientation, which considers the history and ethos of qualitative research; research design and data collection, using interview and observational methods; data analysis, with techniques of coding, analytic displays, and grounded theorizing; and report writing. Students are also required to design and execute a qualitative research study.

Assessment: 1 assignment; 1 examination

**DP Requirement:** Class mark minimum of 40%.

**Applied Research**

PSYC824 PC

Prerequisite Requirement: Appropriate Honours degree

Aim: To train students in applied social science and psychological research methods.

Content: The module covers the following topics: policy contexts for applied research; implementation cycles; qualitative and quantitative evaluation; action and participatory research; rapid approaches; related methodologies in sociology, epidemiology and demography; and getting research into policy and practice. Practical work consists of policy analyses, proposal writing, proposal negotiation, execution of rapid and participatory research exercises, secondary analyses of existing data, and an investigation of barriers to implementation of research findings.

Assessment: 4 assignments; 1 report; 1 oral examination

**DP Requirement:** Class mark minimum of 40%.
Specialised Module
PSYC825 PC (24L-0T-26F-0G-50A-13W-16C)
**Prerequisite Requirement:** Appropriate Honours degree
**Aim:** To train students in specialised topics in research.
**Content:** The module introduces students to a number of specialized topics in the theory and practice of applied research, and to different research technologies. The is to help students appreciate the role of research and knowledge production in contemporary society, and to familiarize them with diverse research technologies.
**Assessment:** 3 assignments; 1 report; 1 examination
**DP Requirement:** Class mark minimum of 40%.

Workplace well-being
PSYC857 H2 (0L-0T-0P-0S-160H-0R-0F-0G-0A-15W-16C)
**Prerequisite Requirement:** None.
**Corequisite:** None.
**Aim:** To do an integrative analysis of conceptual and empirical approaches to positive organisational behaviour and outcomes. Theory and research covering such areas as self-determining behaviour patterns, cognitive behaviour change, emotional intelligence, psychological capital, innovation, and workplace change are described, analysed, and applied to individuals, groups, and the overall organisational system. These themes underlie the virtuous organisation, characterised by an organisation culture infused with a strong ethical-moral foundation and leaders who bring out the best of their employees. Furthermore, the purpose of this course is to equip students with an in-depth understanding to the practice of planning, designing, implementing and evaluation of interventions, that encourages students to draw knowledge from all the programme modules which will assist them in creating an intervention that can be implemented at an organisational level.
**Content:** To answer the call for theory aimed at increasing the understanding of the process of organisational virtue through positive psychology, this course will combine a theoretical approach with the application of practical implementation and interventions of positive psychology principles to relevant case studies taken from a variety of sources. The module covers theoretical foundations and conceptual themes of positive psychology in the workplace, as well as the development, implementation, and evaluation of intervention strategies. The following content is addressed in this module: • Scope of positive psychology • Basic themes of positive psychology • Positive workplace • Positive institutions and cultural well-being • Positive sustainable growth • Positive relations at work
**Assessment:** Seminar presentation, a case study presentation, participation and involvement in other group’s seminar presentations – 50%; Students are required to design, implement and evaluate a workplace project which is then the final examination – 50%
**DP Requirement:** Submission of all work and a CAM of 40%.

The Personal is the Professional
PSYC858 H1 (0L-0T-0P-0S-160H-0R-0F-0G-0A-15W-16C)
**Prerequisite Requirement:** None.
**Corequisite:** None.
**Aim:** To develop reflexive professionals who can provide an appropriate service to individuals, communities and to society. Collectively students construct and deconstruct social and educational worlds to contribute to a better, more nuanced understanding of learning, educational and societal processes. An evidence based personal, professional and academic portfolio is developed to be used throughout their professional career. The multidisciplinary nature of the course lends itself to embodiment of working within a team consisting of different sectors as part of the learning process.
**Content:** The module develops the ability of the student to be reflexive and critical by deconstructing their own life stories. The past, present as well as future are relevant. Reflexivity forms an important part of our theoretical base and is used to promote critical thinking and transformative learning. The complexity of history and transformation of the South African context we live in requires that students are prepared sufficiently to deal with complex layers in understanding behaviour and behaviour change as well as position themselves ethically. Individual stories as well as the grand narrative of our country is juxtaposed and deconstructed. The active and continuous consideration of how things potentially differ from the way they may appear to us is what leads to critical reflection. This process is often only possible through dialogue which promotes respect for difference, collaboration and connectedness.
**Assessment:** Cumulative Assessment (100%)
**DP Requirement:** This is 100% CAM module and requires 80% class attendance.
**Conflict Resolution**
PSYC861 HC  
**Prerequisite Requirement:** Psychology Honours (minimum 70% aggregate) plus selection into psychology professional training programme.

**Aim:** To examine the sources and dynamics of conflict in social relationships. At the end of the module, learners will have acquired an understanding of the nature of conflict, its sources and dynamics, and knowledge of conflict resolution methods and their applicability to various situations.

**Content:** 1. Nature of conflict. 2. Its sources and dynamics. 3. Conflict resolution models. 4. The practice of conflict resolution.

**Assessment:** 2 essays; 1 examination

**DP Requirement:** Class mark minimum of 40%.

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**Individual Counselling Intervention**
PSYC863 HC  
**Prerequisite Requirement:** Psychology Honours (minimum 70% aggregate) plus selection into psychology professional training programme.

**Aim:** To provide masters students with both practical counselling skills and the theoretical knowledge necessary to plan and implement effective counselling interventions. The module thus incorporates both conceptual and practical objectives, where the task of adequately conceptualising psychological difficulties and agents of cure serves the objective of sound counselling practice.

**Content:** 1. Introduction to counselling. 2. Counselling theory. 3. Counselling practice. 4. Applied counselling

**Assessment:** 2 essays; 1 examination

**DP Requirement:** Class mark minimum of 40%.

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**Psychological Studies**
PSYC865 HC  
**Prerequisite Requirement:** Psychology Honours (minimum 70% aggregate).

**Aim:** To provide students who have a specific focus area in applied psychology with an opportunity to pursue a course of study tailored to accommodate their specific focus interests.

**Content:** Varies (depending on the nature of the elective).

**Assessment:** 2 essays; 1 examination

**DP Requirement:** Class mark minimum of 40%.

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**Human Resource Development**
PSYC867 HC  
**Prerequisite Requirement:** Psychology Honours (minimum 70% aggregate) plus selection into psychology professional training programme.

**Aim:** The module focuses on the development of competence in the changing work environment. Consideration will be given to linking human resource development to career management, to performance management, and to organisational change and remuneration. Basic principles and techniques of adult education and learning including mentoring and coaching are covered.


**Assessment:** 2 essays; 1 examination

**DP Requirement:** Class mark minimum of 40%.

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**Psychological Assessment (Industrial)**
PSYC870 HC  
**Prerequisite Requirement:** Psychology Honours (minimum 70% aggregate) plus selection into psychology professional training programme.

**Aim:** To equip students with the knowledge and skills to undertake psychological assessment. Emphasis is placed on the application of a psycho-diagnostic model that relies on observational skills, sound theoretical knowledge of psychometric techniques, and the linking of assessment with intervention.
**Short Dissertation: Clinical Psychology**

**PSYC8CL H1 H2 P1 P2**

**Aim:** The aim of this module is to equip students to conduct independent and relevant research and to ensure that students are capable of critically evaluating research in the field of Clinical Psychology.

**Content:** Students will be required to write an independent dissertation of approximately 20,000 – 30,000 words on a topic related to Clinical Psychology which is approved by the discipline. During this process students will be required to: (a) write and present an appropriate research proposal, (b) research and write a literature review relevant to their selected research topic, (c) collect data relevant to their research question, (d) analyse the data, and (e) write up and discuss their research findings in a coherent and logical manner.

**Assessment:** The final dissertation will be marked by two examiners appointed by the College Board, at least one of whom is required to be external to the University. The average mark provided by these two examiners will comprise 100% of the mark for the module. Be able to discuss research findings in a coherent and logical manner. Be equipped with the skills and (hopefully) the enthusiasm to continue their studies at a doctoral level.

**DP Requirement:** Students are required to attend regular supervision sentences as specified in their supervision contract and to submit all assignments and write ups on time.

**Short Dissertation: Counselling Psychology**

**PSYC8CO H1 P1 H2 P2**

**Aim:** The aim of this module is to equip students to conduct independent and relevant research and to ensure that students are capable of critically evaluating research in the field of Counselling Psychology.

**Content:** Students will be required to write an independent dissertation of approximately 20,000 – 30,000 words on a topic related to Counselling Psychology which is approved by the discipline. During this process students will be required to: (a) write and present an appropriate research proposal, (b) research and write a literature review relevant to their selected research topic, (c) collect data relevant to their research question, (d) analyse the data, and (e) write up and discuss their research findings in a coherent and logical manner.

**Assessment:** The final dissertation will be marked by two examiners appointed by the College Board, at least one of whom is required to be external to the University. The average mark provided by these two examiners will comprise 100% of the mark for the module.

**DP Requirement:** Students are required to attend regular supervision sentences as specified in their supervision contract and to submit all assignments and write ups on time.

**Short Dissertation: Educational Psychology**

**PSYC8ED P1 P2**

**Aim:** The aim of this module is to equip students to conduct independent and relevant research and to ensure that students are capable of critically evaluating research in the field of Educational Psychology.

**Content:** Students will be required to write an independent dissertation of approximately 20,000 – 30,000 words on a topic related to Educational Psychology which is approved by the discipline. During this process students will be required to: (a) write and present an appropriate research proposal, (b) research and write a literature review relevant to their selected research topic, (c) collect data relevant to their research question, (d) analyse the data, and (e) write up and discuss their research findings in a coherent and logical manner.

**Assessment:** The final dissertation will be marked by two examiners appointed by the College Board, at least one of whom is required to be external to the University. The average mark provided by these two examiners will comprise 100% of the mark for the module.

**DP Requirement:** Students are required to attend regular supervision sentences as specified in their supervision contract and to submit all assignments and write ups on time.

**Short Dissertation: Psychology Subsequent Yr**

**PSYC8RD P1 P2**

**Short Dissertation: Psychology**

**PSYC8RS P1 P2**
Introduction to Religion
RELG101 H1 P1
Aim: To introduce students to the academic study of religion, by exploring the history of religious traditions and examining beliefs and traditions within these religions.
Content: A systematic and generalized study of beliefs and practices of African Traditional Religions, Hinduism, Judaism, Christianity, Islam and New Religious Movements. The advent of these religions in South Africa and how each religion has contextualized itself within the broader African domain.
Assessment: 2-Hour Examination (50%); Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Religion and Conflict
RELG106 H2 P2
Aim: To understand how religion as resource can be used in addressing conflict both socially and politically, nationally and internationally.
Content: The module engages in discussion of the role of religion in conflict situations; it also deals with different kinds of cultural, ethnic and religious conflicts; relationship between religion, culture, politics, economics; fascism, national socialism, and religious advancement; the positive and negative elements of religion in conflict.
Assessment: 2-Hour Examination (50%); Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

History of Hindu Thought
RELG201 H1
Aim: The module aims to provide a general overview of the historical development of Hindu metaphysics and ethics, while also evaluating the exploratory insights of key Hindu philosophical traditions.
Content: The module analyses the worldviews and practices of significant Hindu philosophical schools of thought, specifically through the critical examination of ancient Hindu texts (e.g. the *Upanishads*, and the *Bhagavad-Gita*).
Assessment: 2-Hour Examination (50%); Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Islamic Texts and Tradition
RELG202 H1
Aim: To instil a critical and reflective understanding of Islam as a religion and civilization and its impact globally on cultures and societies.
Content: The module will cover salient features and areas of interest within Islam relating to the Qur’an and Hadith, Islamic Law and Sufism both in a global and South African context.
Assessment: 2-Hour Examination (50%); Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Christian Literature and Tradition
RELG204 H1
Aim: A critical study of the Biblical literature in the light of tradition streams relevant to current social issues.
Content: Issues of orality, the Bible, canon formation, Qumran/Dead Sea Scrolls but also significant writings and traditions in the history of Christianity. These include the Apologists and Church Fathers, but also writings and collaborative scholarship coming from the Christian Missions.
Assessment: 2-Hour Examination (50%); Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

African Systems of Thought
RELG205 H1

Aim: Students will gain an understanding of the African worldview, beliefs and cosmologies.
Content: It studies different African worldviews and examines differences and similarities (e.g. the worldview of the Zulu people, the Xhosa, Shona, Yeruba and so on). It will also look at some of the contemporary African thinkers and their contribution to African worldviews and religions.
Assessment: 2-Hour Examination (50%); Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Oral and Written Sacred Texts
RELG206 H1 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: The module aims to critically analyse the presence, purpose, and characteristics of orality and written textual traditions within the focal South African religions, as well as examine their uses, and methods of interpretation.
Content: The module scrutinises notable South African religions through a socio-historical study of their oral, and written sacred textual traditions.
Assessment: 2-Hour Examination (50%); Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Religion, Migration and Urbanization
RELG207 H2 P2 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: The aim of the module is to explore the impact of migration and urbanization on practice and dissemination of religious ideas.
Content: The module covers a range of social groups who are identified in the phenomenon of migration and urbanization; religiously focused case studies of individual and group experiences of migration and urbanization. It also deals with how religious ideas are transmitted in modern societies in the context of migration.
Assessment: 2-Hour Examination (50%), Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Sacred Sites and Tourism
RELG208 H1 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: The aim of the module is to enable students to relate sacred sites and their significance to the emerging phenomenon of tourism in South Africa.
Content: Sacred sites in South Africa; the historical figures and events associated with sacred sites in South Africa; ritual practices related to sacred sites; a study of the historical forces which lead to recognition and identification of sacred sites; sacred sites and pilgrimage in Southern African religions.
Assessment: 2-Hour Examination (50%); Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Morality, Ethics and Modernity in Africa
RELG209 H1 P1 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: A primary focus on modernity and modernization and its challenges in the content of religion, morality and ethics.
Content: A comparative study of the morality and ethics in the various religions and cultures of Africa; examining a variety of perspectives influencing the articulation of the moral and ethical value systems from an historical perspective; eg: early human tradition and morality, forces of modernization, colonisation and post-colonial modern challenges in Africa.
Assessment: 2-Hour Examination (50%); Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Hinduism in South Africa
RELG210 H2 (39L-0T-0P-0S-107H-6R-0F-0G-8A-13W-16C)
Aim: The module aims to provide a comprehensive understanding of the historical roots of Hinduism in South Africa, as well as critical insight into the adaptation and development of its traditions and identity into the current era.
Content: The module analyses the history of Hinduism in South Africa, and examines the “lived” religious experience (worship, ritualism and worldviews) of contemporary traditional/ Sanathanist local communities, and neo-Hindu branches, institutions, and movements.
Assessment: 2-Hour Examination (50%); Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
Islamic Institutions in South Africa
RELG211 H2 (39L-0T-0P-107H-6R-0F-0G-8A-13W-16C)
Aim: This module introduces students to the basic religious, cultural and social institutions of Islam.
Content: This module explores the presence of Islamic institutions as part of civil society within South Africa. It begins by briefly defining civil society; theorizing the idea of religious institutions and then moves into discussing religious (Islamic) institutions in Africa. It looks specifically at the post-Apartheid Muslim identities and participation in civil society, as perceived through Islamic institutions (Muslim Publics). Furthermore, it also covers the debate as to whether such institutions are religious/identity affirming or create a sense of isolation and seclusion within society.
Assessment: 2-Hour Examination (50%); Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Women in Religion & Culture
RELG214 H2 P2 (39L-13T-0P-107H-6R-0F-0G-8A-13W-16C)
Aim: The aim of the module is to enable students to gain an understanding of various cultural and religiously based roles prescribed for women, and their challenges in a contemporary society.
Content: This module provides an introduction to the study of women in selected religions with a focus on three areas: images of and prescribed roles of women in textual and oral traditions; women’s religious practices and rituals, and selected issues currently debated within the context of women within religion. The module will introduce students in particular to gender and feminist approaches to the study of women in religious traditions.
Assessment: 2-Hour Examination (50%); Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Religion & the Media
RELG217 H1 (39L-13T-0P-107H-6R-0F-0G-8A-13W-16C)
Aim: To understand the role of religion in media and how media use religion to influence the perceptions of people.
Content: The history of religion in the media; case studies of religion in the media; religious and cultural journalism; and a specific focus on religion in cyberspace.
Assessment: 2-Hour Examination (50%); Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Islam in the Modern World
RELG302 H2 (39L-0T-0P-123H-6R-0F-0G-8A-13W-16C)
Aim: To identify the challenges facing Islam in the context of the socio-economic, political and religious advancement of society.
Content: The challenges facing Islam in the context of the socio-economic, political and religious advancement of society. It also deals with the concept of the challenges of globalization and the issues related to the modern phenomenon that globalization brings.
Assessment: 3-Hour Examination (50%); Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Colonialism, Post-Colonialism & Religion
RELG306 H1 P2 (23L-0T-0P-123H-6R-0F-0G-8A-13W-16C)
Aim: To enable students to gain insight into the historical conditions for the development of colonialism; colonization, its strategies and its impact on indigenous religions and culture.
Content: The study of the missionary enterprise in contexts of colonization; liberation struggles in Africa; post-colonialism and religion in Africa.
Assessment: 3-Hour Examination (50%); Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Research Methodology in Religion & Culture
RELG308 H1 P2 (39L-0T-0P-123H-6R-0F-0G-8A-13W-16C)
Aim: This module aims to bring together a broad understanding of qualitative and quantitative methods of research taken from the social sciences and applied to the study of religion and culture.
Content: An introduction to the various approaches to the study of religion, giving the student insight into contemporary debates surrounding the issues of methodology in the context of religious and cultural studies.
**Method & Theory in Religion & Culture Studies**

RELG309 H1 P2  
**Aim:** The module introduces students to some critical methodological and theoretical issues in the study of religion.  
**Content:** The course includes critical and analytical reading and interpretation of research, as well as theoretical approaches to the study of religion.  
**Assessment:** 3-Hour Examination (50%); Cumulative Assessment (50%)  
**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Religion & Human Rights**

RELG311 H2 P2  
**Aim:** To understand how religion is used as a tool to foster human rights advocacy and also as a contributing factor in denying human rights in areas of conflict.  
**Content:** The module deals with the general history and development of human rights charters, and case-specific studies of human rights abuses and advancement via major religious groups and cross-cultural movements, both internationally and within the South African context.  
**Assessment:** 3-Hour Examination (50%); Cumulative Assessment (50%)  
**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Religion & the Environment**

RELG313 H2 P2  
**Aim:** The student will gain an understanding of how religion can be used to foster an understanding of the environment and also for empowering in the care of the environment.  
**Content:** The history of religion and environmental studies; appreciation and advancement of conservation in the Southern African religious traditions; ancient and modern threats to environment; pro-active action towards care for the environment.  
**Assessment:** 3-Hour Examination (50%); Cumulative Assessment (50%)  
**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Religions in Africa**

RELG315 H2 P1  
**Aim:** This module aims to explore critically the multi-faceted religious traditions within Africa.  
**Content:** It focuses on the study of religions in Africa, including issues such as the formation of identities and religious pluralism.  
**Assessment:** 3-Hour Examination (50%); Cumulative Assessment (50%)  
**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Religion and Ethics**

RELG316 H1 P1  
**Aim:** To explore critically some important convergences and divergences between ethics and religion.  
**Content:** Relationships between religion and morality, ethical teachings of selected living religions, important ethical issues in the context of religious debates.  
**Assessment:** 3-Hour Examination (60%); Cumulative Assessment (40%)  
**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Research Methodology in Religion & Theology**

RELG701 H1 P1  
**Corequisite:** Method and Theory in Religion & Theology.  
**Aim:** To introduce students to a broad understanding of qualitative and quantitative methods drawn from the Social Sciences and applied to the study of Religion and Theology.  
**Content:** The course includes critical and analytical reading and interpretation of research, as well as different empirical research approaches.  
**Assessment:** 3-Hour Examination (50%), Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
Core module for BA Honours in Religion and Social Transformation and in Religion Education, and for BTh Honours.

Method and Theory in Religion & Theology
RELG702 H1 P1 (26L-0T-0P-0S-109H-4R-0F-0G-21A-13W-16C)
Corequisite: Research Methodology in Religion & Theology.
Aim: To introduce students to a broad understanding of the method of scientific research and the role of theory in the scientific research of religion.
Content: The course includes critical and analytical reading and interpretation of research, as well as different theoretical approaches to the study of religion.
Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
Core module for BA Honours in Religion and Social Transformation and in Religion Education, and for BTh Honours.

Method and Theory in Religion & Theology
RELG802 H1 Research Methodology in Religion & Theology
RELG801 H1 (26L-0T-0P-0S-109H-4R-0F-0G-21A-13W-16C)
Corequisite: RELG802 H1
Aim: To introduce students to a broad understanding of qualitative and quantitative methods drawn from the Social Sciences and applied to the study of Religion.
Content: The course includes critical and analytical reading and interpretation of research, as well as different empirical research approaches.
Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
(26L-0T-0P-0S-109H-4R-0F-0G-21A-13W-16C)
Corequisite: RELG801 H1
Aim: To introduce students to a broad understanding of Method of scientific research and the role of theory in the scientific study of Religion.
Content: The course includes critical and analytical reading and interpretation of research, as well as different theoretical approaches, e.g. theological, hermeneutical, historical, sociological, feminist approaches, focused in particular on Religion Education.
Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Religion and Social Transformation
Offered in the School of Religion, Philosophy and Classics

Core Modules in Areas of Specialisation

Introduction to African Religion & History
RSTR704 H1 (26L-0T-0P-0S-281H-6R-0F-0G-7A-13W-32C)
Corequisite: RELG701 and RELG702
Aim: To introduce students to a broad understanding of Africa’s religions and cultures.
Content: The course includes introduction to the history and development of Africa’s religions and cultures in different regions and phases of African history.
Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
Core module for specialisation in African Traditional Religion.
African Culture and Christian Literature

RSTR705 H1 (26L-0T-0P-0S-281H-6R-0F-0G-7A-13W-32C)

Corequisite: RELG701 and RELG702

Aim: To introduce students to a broad understanding of Africa’s cultures, and how these are interpreted and represented in Christian Literature.

Content: The course includes introduction to a selection of themes like creation, myth, ceremony, ritual, sacred space, sagacity, prophetic, law, tradition, institutional foundations, critical thinking, gender and conflict studies in and between cultures of Africa in Religious Literature perspective; archaeology; knowledge systems.

Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Core module for specialisation in Christianity.

Text and Interpretation

RSTR706 H1 (26L-0T-0P-0S-281H-6R-0F-0G-7A-13W-32C)

Corequisite: RELG701 and RELG702

Aim: To introduce students to a broad understanding of a variety of Eastern religions through texts and their commentaries.

Content: This module deals with the issues related to text and interpretation within the context of Asian religions. Students can select one of the following Asian religions for intensive focus on textual study: Hinduism, Buddhism, Jainism and Sikhism. A selected text will be used for the course.

Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Core module for specialisation in Eastern Religions/Hinduism.

Primary and Secondary Sources in Islam

RSTR707 H1 (26L-0T-0P-0S-281H-6R-0F-0G-7A-13W-32C)

Corequisite: RELG701 and RELG702

Aim: To introduce students to a broad understanding of Islam and its sources.

Content: Revelation of the Qu’ran; compilation; textual divisions; subject matter; origin and development of Hadith; 6 major collections.

Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Core module for specialisation in Islam.

Electives

Directed Study: RSTR 1

RSTR708 H1 P1 (26L-0T-0P-0S-281H-6R-0F-0G-7A-13W-32C)

Corequisite: RELG701 and RELG702

Aim: To have students develop their conceptual knowledge under supervision, in their area of interest.

Content: Directed reading from the area of specialisation in consultation with the Academic Co-ordinator.

Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Additional Core module for BA Honours in Religion and Social Transformation.

Selected Issues: African Religion & Culture

RSTR710 H2 (26L-0T-0P-0S-123H-4R-0F-0G-7A-13W-16C)

Aim: To have students develop their critical knowledge in this area.

Content: A study of selected features and phenomena in African culture such as kinship, inheritance, polygamy, the role of the ancestors, widowhood, the role of women, and music.

Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
Current Issues in Christian Thought
RSTR717 H2 (26L-0T-0P-0S-123H-4R-0F-0G-7A-13W-16C)
Aim: To have students develop their critical knowledge in this area.
Content: Systematic reflection and hermeneutics; the historical context and development of Christian creeds in the history of Christianity; the spread of independence in Africa and South Africa in the context of colonial and apartheid exploitation and racism, and the Christian witness in these conditions.
Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

A Study of Asian History through Religion
RSTR721 H2 (26L-0T-0P-0S-123H-4R-0F-0G-7A-13W-16C)
Aim: To have students develop their religio-cultural knowledge in this area.
Content: Most of Asian history of the ancient period has been written and interpreted through religion. This module examines how and why religion became a major social and cultural phenomenon in Asia. Specific examples of history will be selected from both South Asian and Eastern Asian societies.
Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Ritual, Ideology and Power in Asian Studies
RSTR722 H2 (26L-0T-0P-0S-123H-4R-0F-0G-7A-13W-16C)
Aim: To explore the relation between notions of power and rituals and their ideologies.
Content: This module examines the relationship between ritual, ideology and power which informs the construction of Asian societies. Ritual behaviour and its social underpinnings will be studied in depth. Examples from different Asian religions such as Hinduism, Buddhism (both Chinese and Japanese) will be studied from a comparative perspective to shed light on the theme.
Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Islam in South Africa
RSTR724 H2 (26L-0T-0P-0S-123H-4R-0F-0G-7A-13W-16C)
Aim: To explore the origins of Islam and its growth in South Africa.
Content: Historical background; Muslim expansion in South Africa; Islam’s response to apartheid; Revivalist movements; Islam and development.
Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Contemporary Muslim World
RSTR725 H2 (26L-0T-0P-0S-123H-4R-0F-0G-7A-13W-16C)
Aim: To explore the current debates and issues in relation to the Muslim world and its interface with globalization.
Content: This course deals with an attempt to describe coherently the sociological and political features of the Muslim world. Issues related to Western perceptions of the Muslim world and Islamic response to such perceptions will form important aspects of this course.
Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Islamic Theology: Philosophy and Mysticism
RSTR728 H2 (26L-0T-0P-0S-123H-4R-0F-0G-7A-13W-16C)
Aim: To have students develop their conceptual knowledge in this area.
Content: Development of Islamic theology; major theological schools; early Muslim philosophers; Sunni and Shi’ah thought. Origin, characteristics and development of Islamic mysticism; major Sufi orders.
Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Research Project: RSTR
RSTR7RP H2 P2 (0L-0T-0P-26S-294H-0R-0F-0G-0A-13W-32C)
Aim: To have students engage in the research process, and writing up a research project of approximately 7 000 words or twenty-five pages.

Content: Any relevant subject or topic in area of specialization in consultation with the Academic Co-ordinator.

Assessment: Examination of research project (100%).

DP Requirement: Attendance of all seminars and acceptance of research proposal.

Core module for BA Honours in Religion and Social Transformation.

Directed Study: RSTR
RSTR803 H1 P1 (0L-0T-0P-26S-287H-0R-0F-0G-7A-13W-32C)

Corequisite: Research Methodology in Religion & Theology

Aim: To have students develop their conceptual knowledge under supervision, in their area of interest.

Content: Directed reading from the area of specialisation in consultation with the Academic Co-ordinator. Assessment: 3-Hour Examination (50%), Cumulative Assessment (50%)

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

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Social Policy

*Offered in the School of Social Sciences*

Economic Concepts for Development Studies
SOCP803 H1 (0L-0T-0P-21S-100H-36R-0F-0G-3A-12W-16C)

Aim: To equip students with the necessary basic skills for economic analysis.

Content: Give students with little or no prior training in economics, a working knowledge of key economic concepts, and an understanding of the basic methods of economic analysis, in preparation for the treatment of economic aspect of the modules to follow from the second semester of the first year.

Assessment: 50% coursework and 50% examination

DP Requirement: As per college rules.

Not offered in 2019.

Coursework Dissertation: Social Policy
SOCP8CD H2 (0L-0T-0P-0S-1280H-0R-0F-0G-0A-0W-128C)

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Sociology

*Offered in the School of Social Sciences*

Introduction to Sociology
SOCY101 H1 P1 (39L-5T-0P-0S-91H-20R-0F-0G-5A-13W-16C)

Aim: An understanding of Sociology and the social sciences; differentiation between common sense and Sociological thinking.

Content: What are the social sciences and how do we ‘do’ Sociology? Look at Institutions in society.

Assessment: Coursework (50%), examination (50%).

DP Requirement: Minimum 40% in coursework; submission of all required tasks.

Introduction to South African Society
SOCY102 H2 P2 (39L-5T-0P-0S-91H-20R-0F-0G-5A-13W-16C)

Prerequisite Requirement: Introduction to Sociology (SOCY101) or The Making of Modern World (HIST104), or at the discretion of the Academic Leader.

Aim: An understanding of the relevance of Sociology to understanding South African society.

Content: Explore the social make up and key social issues in South Africa.

Assessment: Coursework (50%), examination (50%).

DP Requirement: Minimum 40% in coursework; submission of all required tasks.
Development Activism in Africa
SOCY110 HV (20L-30T-0S-92H-15R-0F-0G-3A-3W-16C)
Aim: To help students draw connections between individual and historical identity, broad social structures that impact upon their roles as activists, be it at the workplace, community, social or global level.
Content: Theoretical perspectives that explain change, activism in the broader context, forms of activism, and organisations as agents of change.
Assessment: Coursework (50%), examinations (50%).
DP Requirement: Minimum 40% in coursework; submission of all required tasks.
Offered only to students in the Industrial and Working Life Programme.

Classical Sociology Theory
SOCY201 H1 P1 (39L-5T-0S-91H-20R-0F-0G-5A-13W-16C)
Prerequisite Requirement: Introduction to SOCY101 and SOCY 102 or at the discretion of the Academic Co-ordinator.
Aim: Introducing students to foundational theorists in the discipline, and the implications for research approaches and the study of social issues
Content: Essential ideas of several classical social theorists and their impact on current thinking
Assessment: Coursework (50%), examination (50%).
DP Requirement: Minimum 40% in coursework; submission of all required tasks.

Social Change
SOCY202 H2 P2 (39L-5T-0S-91H-20R-0F-0G-5A-13W-16C)
Prerequisite Requirement: SOCY 101 and SOCY 102 or at the discretion of the Academic Leader.
Aim: Familiarity with theories of social change, and their implications for understanding societies.
Content: Theories of social change; development of cities and current environmental concerns.
Assessment: Coursework (50%), examinations (50%).
DP Requirement: Minimum 40% in coursework; submission of all required tasks.

Econ Activism in the Information Age
SOCY210 HV (0L-40T-10P-0S-92H-15R-0F-0G-3A-3W-16C)
Aim: To introduce students to the changing nature of producer markets and to examine flows of capital and investment away from traditional manufacturing.
Content: In-depth study of development and who defines development, economic systems, globalisation, information economy and technology and activism.
Assessment: Coursework (60%), examinations (40%).
DP Requirement: Minimum 40% in coursework; submission of all required tasks.
Offered only to students in the Industrial and Working Life Programme.

Contemporary Sociological Theory
SOCY301 H1 P1 (39L-5T-0S-91H-21R-0F-0G-4A-13W-16C)
Prerequisite Requirement: SOCY 201 and SOCY 202 or at the discretion of the Academic Leader.
Aim: Introducing students to contemporary theorists in the discipline.
Content: This course looks at how individuals and their relations with society have been theorised by contemporary theorists, with a particular emphasis on social constructionism and intersections of race and gender, allowing us to examine multiple identities.
Assessment: Coursework (50%), examinations (50%).
DP Requirement: Minimum 40% in coursework; submission of all required tasks.

Contemporary Theory - Field of Theory
SOCY303 P2 (39L-5T-0S-91H-21R-0F-0G-4A-13W-16C)
Aim: Introduction to a field of theory (for example, critical theory, gender, post-modernism, social theory from Africa).
Content: Characterisation of the field; examples of theorists and approaches.
Assessment: Coursework (50%), examinations (50%).
DP Requirement: Minimum 40% in coursework; submission of all required tasks.
Research Design - An Introduction
SOCY305 H2 P1

Prerequisite Requirement: SOCY 201 and SOCY 202 or at the discretion of the Academic Leader.

Aim: Familiarisation with research design process and practice; introduction to computer-aided analysis.

Content: The research design process; elements within that process (such as problem formulation; methodology and methods; research ethics); computer packages. A group research is part of this module.

Assessment: Coursework (50%), examinations (50%).

DP Requirement: Minimum 40% in coursework; attendance at tutorials and submission of all required tasks.

Social Issues - Practice and Theory
SOCY306 H2 PC

Prerequisite Requirement: SOCY 201 and SOCY 202 or at the discretion of the Academic Leader.

Aim: To familiarise students with identifying and theorising social issues.

Content: Providing theories on social issues; exploring to social issues e.g. poverty, gender, security or education.

Assessment: Coursework (50%), examinations (50%).

DP Requirement: Minimum 40% in coursework; submission of all required tasks.

Research Design, Methods and Analysis
SOCY700 H1 P1

Prerequisite Requirement: Bachelors Degree in Social Science.

Aim: To develop students’ understanding of social research design, methods and analysis. The knowledge and skills gained will enable students to conceptualise and develop a research proposal, design and conduct applied research, as well as enhance their ability to critically evaluate secondary sources of research (scholarly articles, dissertations etc.). The overall aim of the module is directed toward incrementally building and augmenting key research skills and competencies specific to Sociology but also generic to the Social Sciences and Humanities.

Content: The module will cover the philosophical foundations of research, and an understanding of research design, principles, ethical issues, literature review and searches, research methods and methodologies and an introduction to qualitative and quantitative data analysis and interpretation. The latter will be complemented with the use of computer based data analysis/management systems, but is subject to the availability of specialised expertise.

Assessment: Coursework (50%) and Examination (50%).

DP Requirement: Completion and timely submission of all coursework assignments and practical exercises and an average mark of not less than 40%.

Contemporary social theory
SOCY702 H1 P1

Prerequisite Requirement: Bachelors degree in Social Sciences or Humanities.

Aim: This course seeks to encourage sensitivity to context - both empirical and theoretical. Nuanced notions of theoretical paradigms. Reading theory more critically; Linking the abstract world of theory to specific issues and local policies. Ability to move from abstract world of theory to specific issues and local policies. Ability to move from abstract concepts to the concretization of ideas(e.g.policy) and to understand all of the above in relation to the overall project of expanding the theoretical canon of sociological theory.

Content: Advanced study of selected contemporary theorists and theoretical debates.

Assessment: Coursework (50%); examination (50%).

DP Requirement: Minimum 40% in coursework; attendance at seminars and submission of all required tasks.

Urban Sociology 1
SOCY706 HC PC

Prerequisite Requirement: Bachelors degree in Social Science or Humanities.

Aim: To consider urban developments in the modern world, especially the South, from the perspective of urban sociology.

Content: Focus on urbanisation, urbanism and urban life and culture. Skills development in methods of urban analysis.

Assessment: Coursework (50%); examination (50%).

DP Requirement: Minimum 40% in coursework; attendance at seminars and submission of all required tasks.
Rural Studies, Gender & Development
SOCY707 HC PC (0L-0T-0P-13S-258H-20R-0F-0G-3A-13W-29C)
**Prerequisite Requirement:** Bachelors degree in Social Sciences or Humanities.
**Aim:** To identify the theoretical foundations of approaches to gender and development and locate these approaches in the current global paradigm.
**Content:** Theorising development, theorising gender, perspectives of gender in development, gender and households in development, gender and HIV/AIDS in development, gender and policy in development.
**Assessment:** Coursework (50%); examination (50%).
**DP Requirement:** Minimum 40% in coursework; attendance at seminars and submission of all required tasks.

Environmental issues & society
SOCY710 HC PC (0L-0T-0P-39S-258H-20R-0F-0G-3A-13W-32C)
**Prerequisite Requirement:** Bachelor's degree in Social Sciences or Humanities.
**Aim:** To explore the rapidly developing sociological response to the ‘environmental crisis’.
**Content:** Concepts and theories in environmental sociology; International perspectives on environment and society; Local debates and issues around environmentalism.
**Assessment:** Coursework (50%); examination (50%).
**DP Requirement:** Minimum 40% in coursework; attendance at seminars and submission of all required tasks.

Feminism & Gender in South Africa
SOCY713 HC (0L-0T-0P-39S-248H-30R-0F-0G-3A-13W-32C)
**Prerequisite Requirement:** Bachelors degree in Social Sciences or Humanities.
**Aim:** To explore theory versus experience in South African feminism.
**Content:** Critiques of Western feminism; assessment of applicability for South Africa; assessment of feminism(s) in South Africa today.
**Assessment:** Coursework (50%); examination (50%).
**DP Requirement:** Minimum 40% in coursework; attendance at seminars and submission of all required tasks.

Research Project
SOCY7RP HC PC (0L-0T-0P-0S-256H-0R-64F-0G-0A-13W-32C)
**Prerequisite Requirement:** SOCY700 (Research Design, Methods and Analysis) or equivalent; Bachelors degree in Social Sciences.
**Aim:** To provide practical experience of doing sociological research under supervision preparatory to research work for a Masters dissertation.
**Content:** Doing research and writing a research report (approximately 7 000 words) under supervision.
**Assessment:** Evaluation of the research report 100%.
**DP Requirement:** Not applicable.

Social Research Design and Practice
SOCY800 H1 P1 (0L-0T-9P-30S-90H-25R-0F-0G-6A-13W-16C)
**Prerequisite Requirement:** Bachelors Honours degree in Social Sciences.
**Aim:** The module aims to develop students' competence, skills and understanding of research design and its practice. Students will select a research topic and discuss/evaluate the appropriateness of the different research designs, methods and methodologies, and methods of analysis for addressing their research problem. These exercise will support (not supplant student-supervisor mediations) and enable students to conceptualise and develop a cogent research proposal in preparation for their research project (dissertation/thesis) for their degree.
**Content:** The fundamental elements and principles of research, including research design, methods and methodologies and qualitative and quantitative data analysis and interpretation and their practical application. The latter will be complemented with the use of computer based data analysis/management system, but is subject to the availability of specialised expertise.
**Assessment:** Formative assessment: Oral presentation (50%) and a written submission in the form of an individual research proposal (50%)
**DP Requirement:** Attend at least 80 of all the seminars, the completion and timely submission of all coursework assignments and practical exercise and an average mark of not less than 40% for these.
Contemporary Social Theory
SOCY802 H1 P1 (0L-0T-0P-13S-258H-20R-0F-0G-3A-13W-29C)
Prerequisite Requirement: Bachelors Honours degree in Social Sciences or Humanities.
Aim: To confront students with contemporary issues and theoretical approaches in the social sciences. To carry out a piece of research relevant to the understanding of Contemporary Social Theory.
Content: Advanced study of selected contemporary theorists and theoretical debates. Application of this to an independent piece of research.
Assessment: Coursework (50%); examination (50%).
DP Requirement: Minimum 40% in coursework; attendance at seminars and submission of all required tasks.
Credit can only be given for either SOCY702 or SOCY802, not for both.

Comparative Development
SOCY815 PC (0L-0T-0P-13S-258H-20R-0F-0G-3A-13W-29C)
Prerequisite Requirement: Bachelors Honours degree in Social Sciences or Humanities.
Aim: To deepen the knowledge base, broaden understanding and make students proficient in the issues of the contemporary development problematic.
Content: Theories of development, the new information order, structural inequality, institutional inequality and agency inequalities.
Assessment: Coursework (50%); examination (50%).
DP Requirement: Minimum 40% in coursework; attendance at seminars and submission of all required tasks.

Coursework Dissertation: Sociology
SOCY8CD HB PB (0L-0T-0P-0S-1280H-0R-0F-0G-0A-0W-128C)

Social Work
Offered in the School of Applied Human Sciences

Human Behaviour & the Social Environment
SOWK102 H2 (39L-0T-0P-0S-97H-20R-0F-0G-4A-13W-16C)
Aim: This module aims to introduce students to a holistic understanding of human behaviour and social systems and the skills to intervene at the points where people interact with their environments in order to promote social wellbeing.
Content: The eco-systems perspective, development through the life span and the impact of biological, psychological, social structural and cultural dimensions on human behaviour and development.
Assessment: Students are expected to complete all tasks and assignments, including those that do not count for marks and/or class exercises. Gain an average class mark of 40% for the assignment & test. Students who do not meet these requirements will not be permitted to write the examination.
DP Requirement: 75% attendance at all lectures and tutorials, Class mark of 40%.

Social Work and Developmental Social Welfare
SOWK103 H1 (39L-0T-0P-0S-27H-20R-0F-0G-74A-13W-16C)
Aim: To introduce students to social work and developmental social welfare providing an overview of the historical development of social work as a profession and developmental welfare as the current practice framework in South Africa.
Content: What is social work? Historical development of social work and the development of theories in response to the needs of society. Developmental social welfare and its influence on the practice of social work in South Africa.
Assessment: Coursework: 50%; Examination: 50%
DP Requirement: Submission of all written work on time and a minimum DP of 40%.

Fields of Practice and Organ in Social Work
SOWK112 H2 (19.5L-19.5T-23P-0S-39H-0R-0F-0G-59A-13W-16C)
Aim: To orient students to professional social work practice, expose them to the various fields and organisational contexts in which social workers work, and facilitate their critical engagement with the fields of practice and organisational contexts.
Content: Fields of practice and organisational contexts of social work as they have developed historically, both
internationally and locally, as well as relevant debates around social justice, development, emancipation and anti-oppression.

Practicals: All students are expected to spend at least one day in an allocated social service agency
Assessment: Coursework: 50%, Examination: 50%

DP Requirement: 80% attendance at all lectures and tutorials; Completion of all assignments, including the agency visit; Class mark of 50%

Intro to Professional Social Work Practice
SOWK113 H1 (19.5L-19.5T-0P-0S-39H-0R-0F-0G-82A-13W-16C)
Aim: The main aim of this module is to introduce students to professional social work practice as a profession in South Africa, as well as the values and ethics that guide practice and the communication skills necessary for practice
Content: Emancipatory education and the importance of transforming common sense into good sense. Social work as a social service profession, the role of the South African Council for Social Services professions, social work values, ethics and communication skills.
Assessment: Course mark: 50%; Examination: 50%
DP Requirement: 80% attendance at all lectures and tutorials; Completion of all assignments is compulsory; Class mark of 50%

Child, Youth and Family-Centred Work
SOWK202 H2 (39L-0T-0P-0S-97H-20R-0F-0G-4A-13W-16C)
Prerequisite Requirement: All Social Work 1 modules or subject to the discretion of the Head of School or Academic Co-ordinator.
Aim: To provide students with sound background knowledge of concepts, philosophy and principles when working with children, youth and families.
Content: Major issues impacting on the children, youth and families in South Africa, preventative and developmental services, statutory services and children's rights.
Assessment: Coursework 50%; Examination 50%
DP Requirement: Submission of all written work on time and a minimum DP of 40%

Helping Theories in Social Work
SOWK203 H1 (39L-0T-0P-0S-39H-17R-0F-0G-65A-13W-16C)
Prerequisite Requirement: All social work one modules
Aim: To acquaint students with basic theoretical knowledge of social work intervention with individuals, families and groups and to engage them in a critical reflection of their relevance in the socio-political-economic context of South Africa.
Content: Introduction to selected theories and approaches to working with individuals, families and groups and their relevance in the South African context.
Assessment: Class mark: 50%, Examination: 50%
DP Requirement: Completion of all assignments.

Working with Individuals and Families
SOWK211 H2 (19.5L-19.5T-0P-0S-39H-0R-0F-0G-82A-13W-16C)
Prerequisite Requirement: All social work one modules
Aim: introduce students to the theory, skills and values of the helping process, specifically in relation to working with individuals and families.
Content: A problem management model which includes engagement, problem identification, assessment, goal setting, intervention and evaluation is presented.
Assessment: Class mark: 50%; Examination: 50%
DP Requirement: 80% attendance at all lectures and tutorials; Completion of all tasks and assignments is compulsory; Class mark of 50%

Working with Groups
SOWK212 H1 (19.5L-19.5T-0P-0S-39H-0R-0F-0G-82A-13W-16C)
Prerequisite Requirement: All social work one modules
Aim: introduces students to the theory, skills and values of the helping process, specifically in relation to working with groups.
Content: The development of group work as a method of social work, group dynamics, group leadership, and the process of group work, including planning, phases of group development and evaluation.
Assessment: Class mark: 50%; Examination: 50%
DP Requirement: 80% attendance at all lectures and tutorials; Completion of all tasks and assignments is compulsory; Class mark of 50%

Critical Theory & Anti-Oppressive Practice
SOWK303 H2 (36L-0T-36P-0S-64H-20R-0F-0G-4A-13W-16C)
Prerequisite Requirement: All Social work 1 and 2 modules or subject to the discretion of the Head of School or Academic Co-ordinator.
Corequisite: None.
Aim: To equip students with the basic knowledge, value and skills base required to identify, critically engage with, and respond to dominant modes of oppression in contemporary South African society.
Content: Pertinent values, skills, concepts and debates in anti-oppressive social work theory and practice including: social justice, identity & oppression, privilege & power, intersectionality of oppression, agency, structure and the organisational context of social work, and critical reflexivity.
Assessment: Coursework 50%; Examination 50%
DP Requirement: All written work must be submitted on time and a continuous assessment mark 40% must be attained.

Engaging Communities in Action
SOWK305 H1 (39L-0T-0P-0S-38H-18R-0F-0G-65A-13W-16C)
Prerequisite Requirement: All social work one and two modules.
Aim: To introduce students to the theory and practice of community work interventions. Students will be taught how to apply the principles, knowledge and skills to engage and mobilise people to develop organized community programmes around issues that are of central concern to the community.
Content: Theories of community work and their relationship to social development and their relevance in contemporary South Africa, the process of community work and the values underlying community work practice will be covered.
Assessment: Class mark: 50%; Examination: 50%
DP Requirement: 75% attendance at lectures; Class mark of 40%

Social Work Practice 3
SOWK320 H0 (24L-6T-0P-0S-80H-0R-160F-0G-50A-26W-32C)
Prerequisite Requirement: All Social Work 1 and 2 theory and practice modules and a minimum of 224 credits. Registration with SACSSP
Aim: To help students develop a critical understanding and practice skills in three areas: Working with individuals and families Working with groups in the school/organisation context Working with organisations and communities
Content: The structure and functioning of organisations, community structures and issues, the process of working with communities and individuals, including 160 hours field placement in an approved social work agency during the mid-year vacation period.
Assessment: 100% continuous assessment.
DP Requirement: Compulsory attendance at all scheduled activities and completion of all academic tasks.

Advanced Clinical Methods
SOWK401 H1 (39L-0T-20P-0S-70H-27R-0F-0G-4A-13W-16C)
Prerequisite Requirement: All Social Work 1, 2 and 3 modules or subject to discretion of the Head of School or Academic Co-ordinator.
Corequisite: All other 4th level modules, subject to the discretion of the Head of School or Academic Co-ordinator.
Aim: This is a two-part module that equips students with knowledge and skills on Community and Family Therapy as well as Trauma, Bereavement, Mental Illness and Addiction.
Content: Community and Family Therapy: this focuses on knowledge, skills and attitudes related to ecosystems theory, structural theory, family therapy and narrative approaches. Trauma, Bereavement, Mental Illness and Addiction: This equips students with skills to assess, identify as well as intervene or refer clients with trauma, bereavement, mental illness and addiction problems.
Assessment: Course work 50%; Examination 50%
DP Requirement: All written work to be submitted on time. DP mark to be 40%.

Gender, AIDS and Violence
SOWK402 H1
Prerequisite Requirement: All Social Work 1, 2 and 3 modules, or subject to the discretion of the Academic Co-ordinator.
Aim: This module is designed to develop critically based knowledge and competencies in dealing with HIV/AIDS and gender-based violence.
Content: The course engages students in dialogue and critical debate on issues relating to gender-based violence and HIV/AIDS.
Assessment: Course work 50%; Examination 50%
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School.

Social Policy
SOWK403 H1
Prerequisite Requirement: All Social Work 1, 2 and 3 modules or subject to the discretion of the Head of School.
Aim: The course prepares students to recognise and to analyse critically the formulation and implementation of social policy and how these processes affect social work practice.
Content: Students will be given the opportunity to deliberate on how globalisation affects the state’s capacity to make and implement social policy and its implications for social work practice.
Assessment: Course work: 50%; Examination: 50%
DP Requirement: To complete all academic tasks set out in the module outline.

Advanced Social Work Practice
SOWK4AP HB
Prerequisite Requirement: All Social Work 1, 2 and 3 modules or subject to the discretion of the Head of School or Academic Co-Ordinator. Registration with SACSSP.
Aim: To enable students to develop an advanced understanding of contexts in which social work is practised and to develop advanced interpersonal skills.
Content: Participation in a wide range of agency/ fieldwork settings in order to gain holistic experience of social work practice, including establishing working relationships, assessing problem issues, developing and implementing action plans.
Assessment: Continuous Assessment 100% (50% performance evaluation; 50% composite evaluation of reports and reflection).
DP Requirement: To attend 90% of the practice programme (to allow for sick/compassionate leave) and to present all written work timeously as set out in the field practice booklet.

Research Methods & Research Report
SOWK4RP H0
Prerequisite Requirement: All Social Work modules from 1st to 3rd level must be completed, or subject to the discretion of the Head of School or Academic Leader.
Aim: To enable students to demonstrate ability to use, plan and execute social science research. Content: Qualitative and quantitative research paradigms and designs, proposal writing; implementation of entire research process; research report writing.
Assessment: Formative 40%; formative and summative 60%
DP Requirement: Submission of all written work on time and compliance with attendance requirements of the module.

Systematic Theology
Offered in the School of Religion, Philosophy and Classics

History, Truth and Worldviews
SYTH110 P1
Aim: To understand historical “truth”, and evaluate historical sources, as well as to consider primal, modern and postmodern worldviews.

Content: Introduction to: traditionalism; traditional worldviews; African traditional worldviews; history as interpretation; modern worldviews, postmodern worldviews. How traditional, modern, and post-modern worldviews impact on theology.

Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Introduction to Theological Method
SYTH120 P2

Aim: The aim of this module is to introduce students to theological methods within various expressions of Christian theological tradition.

Content: Section A: Introduction to theological method in classical confessional and liberal theologies. Section B: Introduction contextual theology (what is contextual theology); Introduction to theological method in: liberation theology; Feminist theology; Black theology (American and South African); African theology; African women theology and African Pentecostal charismatic theologies.

Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Selected Christian Doctrines
SYTH210 P1

Prerequisite Requirement: 16C in ST 100 Level

Aim: To introduce students to various aspects of classical Christian doctrines as expressed in the creeds.

Content: Section A: Introduction to (Christian) theology Section B (60%): Introduction to the doctrines of: God; the person of Jesus Christ (Christology); salvation (soteriology); Theology of the Cross; Holy Spirit (Pneumatology); Sin (Harmatiology) etc. (revised)

Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Introduction to Christian Ethics
SYTH222 P2

Prerequisite Requirement: 16C in ST at level 100

Aim: To introduce students to ethics as a theological discipline.

Content: Section A: Greek and Christian ethics compared and contrasted. Section B: Introduction to classical and contemporary ethicists/theorists whose ideas are operating within the broader Christian philosophical ethics such as Kant, Thomas Acquinas, and Benezet Bujo and selected ethical issues as case studies.

Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Systematic Theology
SYTH310 PC

Prerequisite Requirement: 32C in ST 200 Level

Aim: To examine selected aspects of Christian doctrine at an advanced level.

Content: In-depth analysis of various aspects of the doctrines of God, Creation, Christology, or Eschatology against the background of emerging contemporary and contextual questions such as race relations, climate change, globalization, culture, and ongoing economic and political shifts

Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Theology & Ethics
SYTH320 PC

Prerequisite Requirement: 32C in ST 200 Level

Aim: To reflect on the structures of society in the light of insights gained in the course of studying the various disciplines within the BTh degree.

Content: Theological perspectives on human groups and institutions and on major political and economic systems, particularly those most directly affecting South African society.

Assessment: Class Mark: 40%; Examination, 1x3-hour paper: 60%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**African Christian Theology**
SYTH330 PC  
(52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)

**Prerequisite Requirement:** 32C in ST 200 Level

**Aim:** To analyse and understand major theological developments on the African continent.


**Assessment:** Class Mark: 40%; Examination, 1x3-hour paper: 60%

**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Systematic Theology-Cluster elective**
SYTH340 PC  
(52L-8T-0P-0S-88H-9R-0F-0G-3A-13W-16C)

**Prerequisite Requirement:** 32C in ST 200 Level

**Content:** With permission, an elective module accredited by the School may be taken within the Pietermaritzburg Cluster of Theological Institutions.

**Assessment:** Class Mark: 40%; 1 x3-hour paper: 60%

**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Systematic Theology-Special focus**
SYTH350 PC  
(0L-13T-0P-0S-147H-0R-0F-0G-0A-13W-16C)

**Prerequisite Requirement:** 32C in ST 200 Level

**Corequisite:** ST310 or ST330

**Aim:** To expose students to basic research methods and writing skills that would enable them undertake independent mini projects

**Content:** The module begins by exposing students to writing skills and basic research methods. The students then embark on in-depth studies on a special field of interest in Systematic Theology chosen by the student under the supervision of a lecturer. Using the acquired writing skills and research methods students will then be required to write a research essay under the supervision of the lecturer.

**Assessment:** Research essay, 100%

**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Lutheran Theology**
SYTH370 PC  
(52L-8T-0P-0S-80H-16R-0F-0G-4A-13W-16C)

**Aim:** To highlight the differences between Luther's theology, the Lutheran Confessions and the Protestant Orthodoxy of the 17th century (the root of modern Evangelicalism).

**Content:** Basics of Luther's theology in relation to those of Calvin and Trent. Basic contentions of the Lutheran Confessions focusing on the Confessio Augustana. Characterisation and critique of the "Protestant Orthodoxy" of the 17th Century. Tutorials: one or two tutorials per week may be held in which foundational documents are read and discussed.

**Assessment:** Class mark: 40%; examination, 1x 3-hour paper: 60%

**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Political and Economic Ethics**
SYTH380 PC  
(52L-8T-0P-0S-80H-16R-0F-0G-4A-13W-16C)

**Aim:** To enable students to exercise a prophetic ministry over against the state, the economy, the social order and the contemporary value system.

**Content:** In-depth studies of the following: The relation between the church, the state and other societal structures. The meaning and practice of democracy and human rights in politics and other spheres of life, including the church. Economic justice and its implementation. Personal money management against the background of modern lures of irresponsibility.

**Assessment:** Class mark: 50%; 1 x 3 hour examination: 50%

**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.
Theology

Offered in the School of Religion, Philosophy and Classics

Intro to Church Admin and Book-Keeping
THEO001 P1 (52L-0T-0P-0S-80H-16R-0F-0G-4A-13W-0C)

Aim: To introduce students to skills pertaining to the administration and book-keeping of the church as an institution. Content: (a) Principles of budgeting and book-keeping at family and parish levels. (b) An overview of different institutional structures found in churches; decision-making and channels of communication in each case. (c) Basic procedures in conducting formal meetings and facilitating group events. (d) Basics of group dynamics and conflict management.

Practicals: Students are required to explore, describe and critique the financial and administrative procedures followed in their own churches, and share their findings with others in small groups.

Assessment: Class work (including practicals): 50%; Examination (1 x 3-hour paper): 50%

DP Requirement: 90% attendance and submission of all written work on time

Introduction to Bible Knowledge
THEO100 P1 (52L-0T-0P-0S-80H-16R-0F-0G-4A-13W-16C)

Aim: To provide students with the background knowledge essential for an academic approach to the Biblical Scriptures.

Content: The character of the Bible as a complex compilation of faith-related documents from various times and contexts; the geography of Palestine in the context of that of the Ancient Near East; the history of Israel, Judaism and the early church in the context of the history of the Ancient Near East between 1500 BCE and 200 CE; main traditions of the Old Testament, the inter-testamental period and the New Testament; a brief history of the formation of the OT and NT canons and an introduction to the Biblical languages, Hebrew and Greek.

Assessment: Class work (including essay): 50%; Examination (1 x 3-hour paper): 50%

DP Requirement: 90% attendance and submission of all written work on time.
One or two tutorials per week may be held, according to students' needs.

The Bible in African Christianity
THEO704 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Admission to Honours programme.

Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Theology in African Context
THEO705 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)

Prerequisite Requirement: Admission to Honours programme.

Assessment: Class mark 30% Essay 40% 1x3 hour Examination 30%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

African Women's Theologies
THEO706 PC (0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)

Prerequisite Requirement: Admission to Honours programme.

Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Studies in African Instituted Churches
THEO707 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Admission to Honours programme.

Assessment: Class work 50%; Essay/Examination 50%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

The Bible and the Social Sciences
THEO708 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Exegesis of Selected Biblical Texts
THEO709 PC
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Biblical Interpretation
THEO710 PC
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Studies in Catholic Theology
THEO711 PC
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Issues in Catholic Theology
THEO712 PC
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Theology of Medieval Women Mystics
THEO713 PC
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Christian Spirituality
THEO714 PC
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Psychology & Spirituality
THEO715 PC
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Contemporary Issues in Christianity
THEO716 PC
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

History & Theology of the Reformation
THEO717 PC
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.
**History of Missions & Churches**

THEO718 PC  
Prerequisite Requirement: Admission to Honours programme.  
Assessment: Class work 50%; Essay/Examination 50%  
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Retrieving Oral Memories**

THEO719 PC  
Prerequisite Requirement: Admission to Honours programme.  
Assessment: Class work 50%; Essay/Examination 50%  
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Aspects of Theological Method**

THEO720 PC  
Prerequisite Requirement: Admission to Honours programme.  
Assessment: Class work 50%; Essay/Examination 50%  
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Southern African Christianity**

THEO721 PC  
Prerequisite Requirement: Admission to Honours programme.  
Assessment: Class work 50%; Essay/Examination 50%  
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Christian Social Ethics**

THEO722 PC  
Prerequisite Requirement: Admission to Honours programme.  
Assessment: Class work 50%; Essay/Examination 50%  
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Studies in Industrial Mission**

THEO723 PC  
Prerequisite Requirement: Admission to Honours programme.  
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%  
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Renaissance of African Socialism**

THEO724 PC  
Prerequisite Requirement: Admission to Honours programme.  
Assessment: Class work 50%; Essay/Examination 50%  
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.  
Not offered in 2019

**The Bible and Development**

THEO725 PC  
Prerequisite Requirement: Admission to Honours programme.  
Assessment: Class work 50%; Essay/Examination 50%  
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**African Approaches to Pastoral Counselling**

THEO726 PC  
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Clinical Pastoral Education
THEO727 PC
Prerequisite Requirement: Admission to Honours programme.
Assessment: Continual Assessment.
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Supervised Pastoral Education
THEO728 PC
Prerequisite Requirement: Admission to Honours programme.
Assessment: Continual Assessment.
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Church and Development
THEO729 PC
Prerequisite Requirement: Admission to Honours programme.
Aim: To introduce students to the basic concerns of Church involvement in social development.
Content: The development challenges facing the Church in Africa; Introduction to the ideas of Paulo Freire; Introduction to Asset Based Community Development; Introduction to the Sustainable Livelihoods Framework; Theological appreciation of the interaction between the church and development, gender, environment and globalisation.
Assessment: Class mark 30%; Essay 40%; 1x3 hour Examination 30%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Church and AIDS
THEO730 PC
Prerequisite Requirement: Admission to Honours programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Critical Reflection on Development Praxis
THEO731 P2
Prerequisite Requirement: Admission to the Honours Programme and permission from the Programme Director.
Aim: To reflect on development praxis so as to gain better insights into practical issues in development.
Content: This is a key elective for students in the Theology and Development Programme. The module introduces students to fundamental issues to do with Church involvement in development. Its emphasis is on different tools, whether theoretical and/or pragmatic, which can assist the churches and theology in their social responsibility as they are involved in the development discourse and practice within congregations, communities and organisations.
Assessment: Class work 50%; Essay/Exam 50%
DP Requirement: 80% attendance at seminars/ field visits/ group presentations; submission of all assignments.

Selected Biblical Texts in Greek or Hebrew 1
THEO732 PC
Prerequisite Requirement: Admission to Honours programme. A major in Biblical Languages or an equivalent qualification in Greek or Hebrew.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Selected Biblical Texts in Greek or Hebrew 2
THEO733 PC
Prerequisite Requirement: A major in Biblical Languages or equivalent.
Assessment: Class work 50%; Essay/Examination 50%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Selected Biblical Texts in Greek or Hebrew 3
THEO734 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: A major in Biblical Languages or equivalent.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Biblical Hermeneutics: Women & gender
THEO735 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours Programme.
Aim: To introduce students to biblical hermeneutics with a focus on women and gender. An additional component of the Module for 2019 will be to explore hermeneutics of another sacred text – namely the Qur’an. The aim of the exploration of two religious traditions will be to identify the convergences and dissimilarities in content, approaches, methods and theories, in their feminist engagement with the sacred texts. In particular, the contribution of feminist hermeneutics, in its unity and diversity, to contemporary gender issues will be explored.
Content:
The module begins by introducing students to the ways in which patriarchy has shaped the production and interpretation of sacred texts (Bible and Qur’an), and describes the emergence of feminist hermeneutics with a special focus on postcolonial and anti-colonial readings. How feminist Bible and Qur’an scholars practice their trade, i.e. the methods that have been developed by a range of feminist scholars are explored. Finally, how feminist scriptural scholarship is “translated” for communities is explored in a section on community engagement for -transformation – praxis.
Assessment: Class work 50%; Term Essay 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Issues of Masculinity & Gender
THEO736 PC (27L-10T-0P-0S-100H-20R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours Programme.
Aim: To develop an understanding of the social, cultural and religious dimensions of masculinity in relation to gender. Special emphasis on Africa and Islam.
Content: The module introduces to the intersections of gender, feminist and masculinity studies. This is followed by an in-depth examination of masculinities in faith traditions such as Islam and Christianity. The module concludes with contemporary case studies such as militancy, homosexuality and reproduction.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Theologies of Transformation
THEO737 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours Programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Key Themes in Christian Faith
THEO738 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Honours Programme.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Transformation-Centred Christian Education
THEO740 PC (0L-0T-36S-251H-30R-0F-0G-3A-13W-32C)
Prerequisite Requirement: Practical Theology 220
Aim: To introduce students to the basic concerns of theories and practices of Christian education that leads to social transformation.

Content: Building a learning community in the church; introduction to theories and practices of Christian education; introduction to models of transforming Christian education: introduction to Paulo Freire’s education for liberation, obstacles to effective Transforming Christian Education; Theological Foundations for Transforming Christian Education.

Assessment: Class mark 30%; Essay 40%; Examination 30%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Mission & Church in the African City
THEO741 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: BTh (or equivalent).

Aim: To examine and analyse a missiological overview of mission and the church in the rapidly urbanising African continent.


Assessment: Class work 50%; Essay/Examination 50%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Church, Land & Development
THEO742 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: BTh (or equivalent).

Aim: To explore the theology behind the concepts of land ownership, use and development. The Church's responsibility in these areas will be examined in the light of current issues in South Africa.


Assessment: Class work 50%; Essay/Examination 50%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Christian Leadership
THEO745 PC (30L-30T-0P-0S-208H-26R-10F-0G-6A-13W-32C)
Prerequisite Requirement: BTh (or equivalent).

Aim: To equip Christian leaders to provide effective leadership in local churches, N.G.O.s and in local communities.


Assessment: Class mark 30%; Fieldwork 30%; Examination 40%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Perspectives on Evangelicalism
THEO746 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: BTh (or equivalent).

Aim: To reflect critically on the evangelical tradition in terms of its historic roots and mission; its distinctive theology; its contribution to the church in Africa and to engage with current theological issues.


Assessment: Class work 50%; Essay/Examination 50%

DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Honours Research Project: Theology
THEO7RP PC (0L-0T-0P-6S-314H-0R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Admission to Honours programme.
Corequisite: Relevant modules in a selected programme. Students are required to attend a research methodology
workshop prior to submitting their research proposals.

**Aim:** To research a suitable topic and to present the findings in a research essay.

**Content:** Engaging in research, and writing a research report under supervision.

**Assessment:** Evaluation of the research report 100%.

**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

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**The Bible in African Christianity**

THEO804 PC  
(0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)

**Prerequisite Requirement:** Admission to Masters programme.

**Corequisite:** Refer to Academic Co-ordinator.

**Assessment:** Class mark 30%; Essay 40%; 1x3 hour Examination 30%

**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

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**Advanced Theology in the African Context**

THEO805 PC  
(0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)

**Prerequisite Requirement:** Admission to Masters programme.

**Corequisite:** Refer to Academic Co-ordinator.

**Assessment:** Class mark 30%; Essay 40%; 1x3 hour Examination 30%

**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

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**Studies in African Instituted Churches**

THEO807 PC  
(0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)

**Prerequisite Requirement:** Admission to Masters programme.

**Corequisite:** Refer to Academic Co-ordinator.

**Assessment:** Class work 50%; Essay/Examination 50%

**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

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**The Bible and the Social Sciences**

THEO808 PC  
(0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)

**Prerequisite Requirement:** Admission to Masters programme.

**Corequisite:** Refer to Academic Co-ordinator.

**Assessment:** Class work 50%; Essay/Examination 50%

**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

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**Exegesis of Selected Biblical Texts**

THEO809 PC  
(0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)

**Prerequisite Requirement:** Admission to Masters programme.

**Corequisite:** Refer to Academic Co-ordinator.

**Assessment:** Class work 50%; Essay/Examination 50%

**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

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**Advanced Biblical Interpretation**

THEO810 PC  
(0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)

**Prerequisite Requirement:** Admission to Masters programme.

**Corequisite:** Refer to Academic Co-ordinator.

**Assessment:** Class mark 30%; Essay 40%; 1x3 hour Examination 30%

**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

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**Advanced Studies in Catholic Theology**

THEO811 PC  
(0L-0T-0P-36S-251H-30R-0F-0G-3A-13W-32C)

**Prerequisite Requirement:** Admission to Masters programme.

**Corequisite:** Refer to Academic Co-ordinator.

**Assessment:** Class mark 30%; Essay 40%; 1x3 hour Examination 30%

**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.
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Southern African Christianity
THEO821 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Clinical Pastoral Education
THEO827 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Continual Assessment.
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Critical Reflection on Development Praxis
THEO831 PY (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme. Involvement in a current development project; and permission from the Academic Co-ordinator.
Corequisite: Refer to Academic Co-ordinator.
Aim: To reflect on development praxis so as to gain better insights into practical issues in development.
Content: This is a community-based service learning module. Students are required to keep an intensive journal that reflects upon their development praxis, and to integrate this with material they are reading. The focus of the module will be shaped by the experiences brought to the class by the students.
Assessment: Class mark 30%; Journal 30%; Examinations 20%; Class Presentation 20%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Selected Biblical Texts in Greek or Hebrew 1
THEO832 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme. A major in Biblical Languages or an equivalent qualification in Greek or Hebrew.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Selected Biblical Texts in Greek or Hebrew 2
THEO833 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters programme. A major in Biblical Languages or an equivalent qualification in Greek or Hebrew.
Corequisite: Refer to Academic Co-ordinator.
Assessment: Class work 50%; Essay/Examination 50%
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

Biblical Hermeneutics: Women & Gender
THEO835 PC (0L-0T-0P-24S-118H-15R-0F-0G-3A-13W-16C)
Prerequisite Requirement: Admission to Masters Programme.
Aim: To introduce students to biblical hermeneutics with a focus on women and gender. An additional component of the Module for 2019 will be to explore hermeneutics of another sacred text – namely the Qur’an. The aim of the exploration of two religious traditions will be to identify the convergences and dissimilarities in content, approaches, methods and theories, in their feminist engagement with the sacred texts. In particular, the contribution of feminist hermeneutics, in its unity and diversity, to contemporary gender issues will be explored.
**Issues of Masculinity & Gender**  
THEO836 PC  
Prerequisite Requirement: Admission to Masters Programme.  
Aim: To develop an understanding of the social, cultural and religious dimensions of masculinity in relation to gender. Special emphasis on Africa and Islam.  
Content: The module introduces to the intersections of gender, feminist and masculinity studies. This is followed by an in-depth examination of masculinities in faith traditions such as Islam and Christianity. The module concludes with contemporary case studies such as militancy, homosexuality and reproduction.  
Assessment: Class work 50%; Essay/Examination 50%  
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Theologies of Transformation**  
THEO837 PC  
Prerequisite Requirement: Admission to Masters Programme.  
Corequisite: Refer to Academic Co-ordinator.  
Assessment: Class work 50%; Essay/Examination 50%  
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Key Themes in Christian Faith**  
THEO838 PC  
Prerequisite Requirement: Admission to Masters Programme.  
Corequisite: Refer to Academic Co-ordinator.  
Assessment: Class work 50%; Essay/Examination 50%  
DP Requirement: 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Gender, Tradition & Religion in Africa**  
THEO839 PC  
Prerequisite Requirement: As determined by the module coordinator  
Aim: To develop students’ knowledge on the interdisciplinary study of gender and religious traditions. The geographical focus is continental Africa, with a preference for sub-Saharan Africa and a perspective that encompasses a range of faith traditions.  
Content: The course covers critical debates at the intersections of gender and religious traditions using contemporary case studies such as gender-based violence and sexualities. Students will learn how to apply methodological and theoretical frameworks drawn from feminist studies of gender and religion, attentive to matters of tradition and culture.  
Assessment: 50% class work; 50% course essay  
DP Requirement: 80% attendance at seminars and field trips; submission of all assignments.

**Transforming Christian Pastoral Ministry**  
THEO840 PC  
Prerequisite Requirement: Admission to Masters Programme.  
Aim: This module will explore Pastoral Ministry and its components of Leadership, Ministry, Care and Counselling, HIV and AIDS ministry and teaching in the church.  
Content: Introduction to ‘Understanding Modern Ministry’ and Leadership styles required in multi-cultural churches. Skills for pastoral development; challenges to the church coping with the HIV pandemic; the interrelationship between church and community, culture and society. Understanding leadership styles.  
Assessment: Class mark 30%; Essay 40%; Examination 30%
**DP Requirement:** 80% attendance at lectures and seminars; submission of all assignments.

**People, Power, Faith**

THEO843 PC

**Prerequisite Requirement:** Admission to Masters Programme. THEO729 Church and Development

**Aim:** To explore the interaction between faith and power as it affects people’s livelihoods.

**Content:** Introduction to the thought of Amartya Sen; Theological reflection on the themes of food sovereignty, democracy and health; the role of religion in social change; theological resources for social transformation.

**Assessment:** Class mark 30%; Essay 40%; Examination 30%

**DP Requirement:** 80% attendance at lectures/tutorials/seminars; submission of all assignments.

**Research Article: Theology**

THEO8RA PC

**Prerequisite Requirement:** Admission to Masters Programme

**Corequisite:** Relevant modules in a selected programme. Students are required to attend a research methodology workshop prior to submitting their research proposals.

**Aim:** To research a suitable topic and to present the findings in a research essay.

**Content:** Engaging in research, and writing a research report under supervision.

**Assessment:** Evaluation of the research project 100%.

**DP Requirement:** As per college rules.

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**Town Planning**

*Offered in the School of Built Environment and Development Studies*

**Implementation in IDP**

TNPL801 HC

**Prerequisite Requirement:** 1 year of postgraduate studies in cognate fields, as well as TNPL815.

**Aim:** To examine the processes, procedures and techniques which are currently being used in practice to translate plans into implementable form.

**Content:** Implementation framework of integrated development plans; annual work programme, processes and criteria; project packaging for implementation; sources of finance for development projects; business plans to access funding sources; monitoring, evaluation and review processes. Assignment: preparation of a business plan.

**Assessment:** Presentation of case studies 30%; Assignment 70%

**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**Layout and Sub-Division**

TNPL802 H2

**Prerequisite Requirements:** TNPL819 and TNPL820

**Aim:** To expose learners to the concepts and principles of layout and subdivision, building up a vocabulary of the dominant ideas in use and being researched in Place-making and urban design. Raising the concerns and debates of delivery systems and infrastructure provision in our cities.

**Practicals:** One Actual or simulated layout project and a built form project or place-making project

**Assessment:** Actual or simulated project in Layout and subdivision, urban design or place-making CRIT and presentations

**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**Planning Theory and Public Policy**

TNPL803 H2

**Prerequisite Requirement:** Any prior degree or appropriate background in a cognate field

**Aim:** To understand theory and debate on the role of planning and planners.

**Content:** Procedural planning theory. Context, action and political engagement. Planning thought and economic theory.
**Assessment:** Examination (50%) and two essays (each 25%)  
**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**Local Economic Development**  
TNPL805 H2  
**Prerequisite Requirement:** Undergraduate degree and one year of postgraduate study in a cognate field.  
**Aim:** To develop theoretical and practical skills to undertake local economic development planning.  
**Content:** International and SA experience of LED. Theories and approaches to LED. Tools and strategies of LED. Role of local government. Small business promotion. City imaging and marketing. LED in small towns and rural areas. LED and the planning process. Institutions of LED.  
**Practicals:** A simulated project forms part of the assessment.  
**Assessment:** 3 essays (50% in total), and an applied project (50%)  
**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**Professional Practice (Planning)**  
TNPL806 H1  
**Prerequisite Requirement:** Completion of one year of postgraduate study in planning or cognate fields  
**Aim:** To give learners an understanding of the professional environment; dealing with current debates of practice and ethical issues; issues of current professional registration requirements  
**Content:** Working environment of planners in SA; the planning profession; roles of planners in public and private sectors; managing an office; formulating briefs; ethical issues.  
**Assessment:** Attendance at all lectures/seminars. Active participation in simulations/seminars. Submission and presentation of final assignment  
**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**Special Planning Studies A**  
TNPL807 H1  
**Content:** The Special Planning Studies are course names allocated in the College Handbook to enable the School to offer other courses as may be appropriate from year to year. Courses currently under consideration are ones on Planning and Property Development, The Use of Computers in Planning and Urban Design. In this element, a specialist of international standing will be sought to conduct special tuition.  
**Assessment:** 1 Examination 50% and Assignment (50%)  
**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**Special Planning Studies B**  
TNPL808 H2  
**Content:** The Special Planning Studies are course names allocated in the College Handbook to enable the School to offer other courses as may be appropriate from year to year. Courses currently under consideration are ones on Planning and Property Development, The Use of Computers in Planning and Urban Design. In this element, a specialist of international standing will be sought to conduct special tuition.  
**Assessment:** 1 Examination 50% and Assignment (50%)  
**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**Planning Law**  
TNPL812 H1  
**Prerequisite Requirement:** Any prior degree or appropriate background in a cognate field  
**Aim:** To understand planning legislation and procedures in South Africa.  
**Content:** The model provides a comprehensive overview of planning law and its impact on practice. It incorporates aspects of constitutional, environmental, land, property, housing and planning law within the lectures. The aim of the
course is provide students with an understanding of planning law, its implementation and relevance in practice. The
objective of the course is be to produce students who understand the relevance of planning law to their respective
professional practice and to enable them to implement this knowledge once they graduate. An emphasis will be placed
on understanding how the various statutes impact on the work of multi-disciplinary teams and when a specific legal
problem requires an attorney rather than a practitioner. In addition the ethical component of planning law and the ability
to locate relevant case law and how to source legal information.

**Assessment:** 1 examination

**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the
School.

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**Planning Law**

TNPL812 H1  
(15L-0T-0P-62H-0R-0F-3A-8W-8C)

**Prerequisite Requirement:** Any prior degree or appropriate background in a cognate field

**Aim:** To understand planning legislation and procedures in South Africa.

**Content:** The model provides a comprehensive overview of planning law and its impact on practice. It incorporates
aspects of constitutional, environmental, land, property, housing and planning law within the lectures. The aim of the
course is provide students with an understanding of planning law, its implementation and relevance in practice. The
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professional practice and to enable them to implement this knowledge once they graduate. An emphasis will be placed
on understanding how the various statutes impact on the work of multi-disciplinary teams and when a specific legal
problem requires an attorney rather than a practitioner. In addition the ethical component of planning law and the ability
to locate relevant case law and how to source legal information.

**Assessment:** 1 examination

**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the
School.

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**Development and Planning of Cities**

TNPL813 H1  
(1L-7T-0P-27S-125H-0R-0F-6W-16C)

**Prerequisite Requirement:** Any prior degree or appropriate background in a cognate field

**Aim:** To understand the planning issues related to managing growth and change in large cities, and to restructuring
cities within the South African context.

**Content:** International context of metropolitan development; major trends and forces affecting large urban
agglomerations; agendas for urban development planning; metropolitan planning; spatial planning and urban
restructuring; cities and economic development; the management of large cities.

**Assessment:** Main assignment, Poster, Group work, Presentations, Attendance and class discussion

**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the
School.

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**Dissertation Proposal: Town Planning**

TNPL814 H1  
(7L-0T-20P-133H-0R-0F-8W-16C)

**Prerequisite Requirement:** Completion of one year of postgraduate study in planning or cognate fields.

**Aim:** To define and develop a dissertation proposal, which will form the basis of the dissertation.

**Content:** Topic selection and definition; defining research questions; developing a conceptual and theoretical basis for
research; review of literature relevant to the topic; development of an appropriate research methodology for the topic.

**Assessment:** Dissertation proposal

**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the
School.

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**Integrated Development Planning**

TNPL815 HC  
(62L-18T-62P-178H-0R-0F-26W-32C)

**Prerequisite Requirement:** Any prior degree or appropriate background in a cognate field

**Aim:** To provide students with theoretical and practical skills to undertake IDP, and to apply these in a simulated project.
To enable learners to understand the urban and rural contexts in which IDP occurs.

**Content:** Case studies of integrated planning; theory and international precedent; legal and institutional context;
Financial context; Procedures and processes; Governance issues; Community participation and participation in IDPs;
Environmental analysis; Demographic and settlement analysis; Economic, social and spatial analysis; Issue identification; Cross-sectoral analysis; Strategic planning and methods; Sustainability and IDP; Poverty and rural development; Gender in IDP; Local economic development; Municipal infrastructure; Spatial development frameworks; Visions, goals, objectives; Development of strategies; Project identification, specification and development; Implementation frameworks; Prioritisation; Financial plan and budget; Monitoring.

**Assessment:** Assignments (70%), Examination (30%)

**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**Urban Spatial Policy**  
TNPL817 HC (16L-0T-0P-6S-51H-0R-7F-0G-0A-7W-8C)

**Prerequisite Requirement:** Any prior degree or appropriate background in a cognate field

**Aim:** To understand economic, social and political theories explaining the spatial organization of cities, the location of particular land uses, and their implications for urban planning.

**Content:** Urban Land Economics; Urban Land Use Theories. Land Use theory and the South African city

**Assessment:** 2 coursework assignments.

**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**Environmental Planning**  
TNPL818 HC (16L-0T-0P-0S-56H-0R-8F-0G-0A-7W-8C)

**Prerequisite Requirement:** Any prior degree/honours or appropriate background in a cognate field as stipulated by the School and/or the programme

**Aim:** To understand environmental concerns in urban, spatial, and physical planning, the implications of environmental sustainability for physical planning AND the legislations and policies that deal with them.

**Content:** Theories of sustainability. Principles for environmental planning. Natural systems and the related design and planning implications. Tools and methods of environmental management.

**Assessment:** 1 coursework assignment AND test(s)/evaluation

**DP Requirement:** Submission of all assignments on time, presence at all related field trips and compliance with the attendance requirements of the School.

**Local Area Analysis**  
TNPL819 HC (30L-18T-27P-0S-61H-20R-0F-0G-4A-7W-16C)

**Prerequisite Requirement:** Any prior degree or appropriate background in a cognate field

**Aim:** To provide the essential background to the concepts, methods and procedures in analyzing the physical and design dimensions of local areas

**Content:** Land use classification systems. Mapping and site analysis. Built form organisation principles and precedents. Site engineering and layout systems. Research methods. Basic statistical analyses.

**Assessment:** Main report, GIS maps (Site analysis), Stats, Presentations, Class attendance

**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**Local Spatial Planning**  
TNPL820 HC (18L-8T-38P-0S-94H-0R-0F-0G-2A-7W-16C)

**Corequisite:** Local Area Analysis

**Aim:** To enable learners to formulate local spatial plans, and to provide them with a vocabulary of design principles and an understanding of land use organization

**Content:** Local spatial plan project. Built form organization principles and precedents. Land use design principles. Land use management. Mapping and GIS

**Assessment:** Assignments and tutorials (20%); examination (30%), project and project oral (50%)

**DP Requirement:** Submission of all assignments on time and compliance with the attendance requirements of the School.

**Regional Development**  
TNPL821 HC (25L-11T-0P-16S-108H-0R-0F-0G-0A-13W-16C)
Prerequisite Requirement: Any prior degree or appropriate background in a cognate field
Aim: To understand key issues, concepts, theories, and applied approaches within the fields of development and regional development, with special reference to the South African context.
Content: Development: the context for development; theories and paradigms of development; issues in development; themes in development; case studies in development practice. Regional development: evolution of regional development theories, policy approaches and debates; spatial planning and regional development; the South African experience.
Assessment: 3 papers (90%) and a poster (10%)
DP Requirement: Submission of all assignments on time and compliance with the attendance requirements of the School.

Urban Reconstruction
TNPL822 HC (0L-0T-0P-40S-194H-86R-0F-0G-0A-13W-32C)
Prerequisite Requirement: Under-graduate degree and completion of at least a post-graduate semester in the fields of development studies, urban studies, urban and regional planning, development planning, or related fields, or appropriate work experience.
Aim: To contribute to the training of urban development practitioners by developing an understanding of the most important themes in urban reconstruction, with particular emphasis on the ways in which practitioners coped with problems and uncertainties.
Content: Distinguishing characteristics of urban reconstruction; Case studies; Urban development in contested landscapes; Symbols of hope after a change in government; Making progress in a shifting institutional and political environment; Institutional delivery structures; Partnerships in urban development; Sources of funding; Pre-conditions for delivery at scale; Leadership and teamwork; Innovation and replication; Heritage and conservation; Cross-cutting topics on urban reconstruction.
Assessment: Presentation and submission of seminar papers and an assignment.
DP Requirement: 80% attendance at lectures/seminars and submission of all assignments.

Translation Studies
Will not be offered in the School of Arts in 2019

Introduction to Translation 1
TRAN210 HC (20L-20T-0P-0S-100H-15R-0F-0G-5A-13W-16C)
Prerequisite Requirement: 32 credits at the first level of study (or equivalent) in French
Corequisite: 16 credits at the second level of study in French
Aim: To introduce students to translation theory and its application.
Content: All the components of this course are compulsory, but for the tutorials students focus on the languages to and from which they plan to do translation. The formal lectures concentrate on the basic skills needed by a translator: reading to understand, writing to create meaning. Two tutorials per week in practical translation are included.
Assessment: 50% class work, 50% examination
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School.
Not offered on both campuses in 2019

Translation Theory 1
TRAN310 HC (20L-0T-0P-0S-114H-20R-0F-0G-6A-13W-16C)
Prerequisite Requirement: TRIC202 or at the discretion of the course coordinator.
Corequisite: Practical Translation 1 (TRAN330); FREN301
Aim: To give students insight into and further knowledge of translation theory and its application.
Content: A critical examination of translation theories.
Assessment: 50% class work, 50% examination
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School.
Not offered on both campuses in 2019

Translation Theory 2
TRAN320 HC (20L-0T-0P-0S-114H-20R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Translation Theory 1 or equivalent
Corequisite: Practical Translation 2 (TRAN340); FREN302
Aim: To give students insight into and further knowledge of translation theory and its application.
Content: A critical examination of theories relating to specific text types and genre.
Assessment: 50% class work, 50% examination
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School
Not offered on both campuses in 2019

Practical Translation 1
TRAN330 HC (0L-30T-0P-0S-109H-15R-0F-0G-6A-13W-16C)
Prerequisite Requirement: TRIC202 or at the discretion of the course coordinator.
Corequisite: Translation Theory 1 (TRAN310); FREN301
Aim: To give students insight into and knowledge of translating and the use of translating tools, and to edit texts.
Content: Translating from source to target language.
Assessment: 50% class work, 50% examination
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School
Not offered on both campuses in 2019

Practical Translation 2
TRAN340 HC (0L-30T-0P-0S-109H-15R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Translation Theory 1 and Practical Translation 1 or equivalent.
Corequisite: Translation Theory 2 (TRAN320); FREN302
Aim: To give students practical training in translating a variety of text types.
Content: Translating from source to target language.
Assessment: 50% class work, 50% examination
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School
Not offered on both campuses in 2019

Translation Theory
TRAN720 HC (30L-0T-0P-0S-235H-50R-0F-0G-5A-13W-32C)
Prerequisite Requirement: Admission to the degree
Corequisite: 96 credits in Translation courses at 700 level.
Aim: To give students further insight into and knowledge of translation theory and its application.
Content: A critical examination of translation theories.
Assessment: 50% class work, 50% examination
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School
Also offered at Masters level: TRAN820; assessment requires a more substantial independent research component.
Not offered on both campuses in 2019

Translating: Target language
TRAN722 HC (0L-30T-0P-0S-255H-30R-0F-0G-5A-13W-32C)
Prerequisite Requirement: Admission to the degree
Aim: To teach students to apply knowledge of translation theory and of the languages involved to the practice of translating into the target language.
Content: Analysis of texts according to various theories, applying translation theories to translating, and evaluating translations.
Assessment: 50% class work, 50% examination
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School
Also offered at Masters level: TRAN822; assessment requires a more substantial independent research component.
Not offered on both campuses in 2019
Research project: Translation
TRAN7RP HC (0L-30T-0S-235H-50R-0F-0G-5A-13W-32C)
Prerequisite Requirement: Admission to the degree
Corequisite: 96 credits in Translation Courses at Level 700.
Aim: To teach students in this programme to conduct research using a range of methodological procedures from small data base projects to action research, from the design and implementation of questionnaires to the conducting of interviews.
Content: Guidance in the collection and collation of data as well as in the appropriate structuring conventions. As the programme is vocationally oriented the emphasis will be on the application of skills and insight and here research projects are of particular importance.
Assessment: 100% examination
DP Requirement: Submission of all written work on time and compliance with the attendance requirements of the School
Not offered on both campuses in 2019

CW Diss: Translation Studies
TRAN8CD HC (0L-3T-0P-0S-235H-50R-0F-0G-5A-13W-29C)
Prerequisite Requirement: Translation Theory and Translating: Target Language, or equivalent, at the discretion of the course.
Aim: To further student’s ability to conduct research in the field of Translation Studies using a range of methodological procedures.
Content: Guidance in the research, collection and collation of data and the structuring thereof into a sustained academic Demonstration. The development of hypotheses through the application of vocational skills and insight within the parameters of a research project is of particular importance.
Assessment: 100% examination of research document produced. DP Requirement: Full adherence to the work schedule contracted with the supervisor. Not offered on both campuses in 2019

M Thesis in Translation Studies
TRAN8MD HC (0L-0T-0P-0S-690H-346R-0F-0G-0A-26W-104C)
Prerequisite Requirement: Appropriate honours degree or equivalent, at the discretion of the course coordinator.
Aim: To carry out, under supervision, a piece of research relevant to Translation Studies.
Content: Individual research on an approved topic leading to the supervised production of a dissertation of around 40 000 words.
Assessment: 100% examination of the dissertation produced.
DP Requirement: Full adherence to the work schedule contracted with the supervisor. Not offered on both campuses in 2019

Translation and Intercultural Communication
Offered in the School of Arts

Translation & Intercultural Communication
TRIC202 H2 (30L-0T-0P-10S-87H-30R-0F-0G-3A-13W-16C)
Prerequisite Requirement: At least 96 credits.
Aim: To introduce students to communication across cultures/languages.
Content: Classes are conducted in English, while practical tasks assume Matriculation-level knowledge of a second language. The course combines an academic focus with a practical purpose. Vocational, it equips students with the skills of translating and interpreting a variety of text-types. It is available to all students, but may be of particular relevance to English, IsiZulu, Foreign Languages, Linguistics, Media Studies, Legal Studies, Performance Studies
Assessment: Class record assignments, which may include practical tasks and essay/s: (50%); controlled-type (50%)
DP Requirement: Students must submit all written work on time, and attend at least 80% of classes.
This module may be taken as part of an English major: see English Studies Students who wish to major in

Translation Studies take this module in second semester. Please note: The offerings of this module depends on staffing availability.
Intercultural Communication & Translation 1
TRIC702 H2

Prerequisite Requirement: Appropriate Bachelors degree.
Aim: This module aims at deepening students' awareness of intercultural and inter-language communication.
Content: It is particularly suited to those interested in translation as an act of cultural mediation and image-making. Vocationality, it equips students with the skills of translating and editing a variety of text-types. It is available to all students, but may be of particular relevance to English, IsiZulu, Foreign Languages, Linguistics, Media Studies, Gender Studies, Drama Studies.
Assessment: Practical tasks: (40%); Research report: (60%)
DP Requirement: 80% Attendance
This module may be taken as part of an Honours degree in English Studies. Please note: The offerings of this module depends on staffing availability.

IsiZulu

Offered in the School of Arts

Introduction to IsiZulu A
ZULM101 H1 P1

Prerequisite Requirement: Nguni first language to Grade 12 or comparable proficiency.
Aim: To introduce learners to the study of Zulu grammar, history and culture.
Content: Aspects of Zulu grammar, Modern prose and language awareness.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.
Core module for the major in IsiZulu (Mother-Tongue)

Introduction to IsiZulu B
ZULM102 H2 P2

Prerequisite Requirement: Nguni first language to Grade 12 or comparable proficiency.
Aim: To encourage critical thinking by exposing the students to the understanding of traditional and modern literature and to introduce learners to the scientific understanding of the language.
Content: Introduction to IsiZulu morphology; introduction modern prose to Zulu Oral Literature.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

Core module for the major in IsiZulu (Mother-Tongue)

Academic Writing (Elective 1)
ZULM105 H1 W1 W2

Prerequisite Requirement: IsiZulu as one of Grade 12 subjects or comparable proficiency.
Aim: To help students develop academic writing and speaking skills by actively engaging them in class presentation and essay writing skills.
Content: By the end of the semester, students should display the following: necessary essay writing skills; the ability to develop an argument; the ability to construct coherent texts; demonstrate their referencing and bibliographic skills; engage in group discussions; skills necessary for note-taking in lectures; simple research and reading skills through exposure to library information.
Assessment: Class work: 40% Examination: 60%
**DP Requirement:** Students must submit all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

**ZULM105** is offered in the first semester on HC, PMB & Westville Campus. In the second semester, ZULM105 is offered on the Westville Campus only.

**Semiotics of African Cosmology (Elective 2)**

**ZULM106 H2**

**Prerequisite Requirement:** IsiZulu as one of Grade 12 subjects or comparable proficiency.

**Aim:** To make students understand semiotics which is a study of signs and symbols in various fields in relation to African cosmology and metrology.

**Content:** By the end of the semester, students should display the following: Knowledge of the importance of five elements of nature: fire, earth, water, wood, metal and the relationship between these elements and the human being. Understanding the traditional methods of counting time. Knowledge about redaing the body as well as understanding the importance of energy centers. Students must also understand the importance of amniomacy and the meaning of dreams.

**Assessment:** Class work: 40%, Examination: 60%

**DP Requirement:** Students must submit all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

**ZULM106 is offered in the second semester on the Howard College Campus only.**

**Advanced IsiZulu A**

**ZULM201 H1 P1** (39L-0T-0P-0S-111H-6R-0F-0G-4A-13W-16C)

**Prerequisite Requirement:** 32 credits in IsiZulu Level 100.

**Aim:** To extend the work done in the first year, with more advanced morphological structures; comprehensive study of traditional and modern literature; skills of comparison and critical analysis in order to encourage critical thinking.

**Content:** Introduction to phonetics and phonology, inflectional morphology, and selected traditional and modern poetry.

**Assessment:** Class work: 40% Examination: 60%

**DP Requirement:** Students must submit all written work on time and must comply with the attendance requirements for the School of IsiZulu Studies.

**Core module for the major in IsiZulu (Mother-Tongue)**

**Advanced IsiZulu B**

**ZULM202 H2 P2** (39L-0T-0P-0S-111H-6R-0F-0G-4A-13W-16C)

**Prerequisite Requirement:** 32 credits in IsiZulu Level 100

**Aim:** To extend the work done in the first year, with more advanced morphological structures and to introduce phonological aspects; to develop aspects of traditional and modern literature introduced earlier; to teach comparison and critical analysis skills with the aim of encouraging critical thinking.

**Content:** Inflectional morphology and syntax, Comparative Nguni, Traditional Literature and Drama.

**Assessment:** Class work: 40% Examination: 60%

**DP Requirement:** Students must submit all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

**Core module for the major in IsiZulu (Mother-Tongue)**

**Heritage and Culture (Elective)**

**ZULM203 H2 PB** (39L-0T-5P-0S-81H-5R-26F-0G-4A-13W-16C)

**Prerequisite Requirement:** 128 credits

**Aim:** This module exposes the learner to a variety of aspects of IsiZulu heritage and culture.

**Content:** It deals with concepts of local religions in Southern Africa and selected aspects of Heritage and Culture.

**Assessment:** Class work: 40% Examination: 60%

**DP Requirement:** Students must submit all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

**This elective module may also be taken by students registered for IsiZulu (Non-Mother Tongue) Language Studies.**
Translation and Interpreting 1 (Elective)
ZULM204 H1 (39L-0T-0P-111H-6R-0F-0G-4A-13W-16C)
Prerequisite Requirement: Introduction to IsiZulu B
Aim: To introduce learners to the field of translation and interpreting and practical work.
Content: Learners are introduced to different theories of translation and interpreting, the history of translation and how they can go about solving problems when doing the practical work.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

Sociolinguistics and Language Planning
ZULM301 H1 P1 (39L-0T-0P-104H-5R-0F-0G-4A-13W-16C)
Prerequisite Requirement: 64 credits in IsiZulu
Aim: To introduce students to the varieties of IsiZulu language and to the history and theories of language planning. The module will focus on South African language policy and planning.
Content: Creoles, pidgins, slang, vernacular, isoglosses, dialects, hlonipha, Fanakalo, registers, national language, standard and non-standard languages; Modernisation of IsiZulu language, and language contact; borrowings and adoptives; Challenges facing South African vernacular languages today.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

Core module for the major in IsiZulu (Mother-Tongue)

Onomastics and Semantics
ZULM303 H2 P2 (39L-0T-0P-112H-6R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 64 credits in IsiZulu.
Aim: To introduce the learners to the discipline of onomastics where learners are expected to compare and contrast the naming systems of IsiZulu and European western cultures; an introduction to semantics as a discipline: referential, connotative, denotative and other types of meaning.
Content: Names and words will be studied from sociolinguistic, morphological and semantic points of view.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

Core module for the major in IsiZulu (Mother-Tongue)

IsiZulu Modern Prose & Drama
ZULM304 H1 P1 (39L-0T-0P-113H-6R-0F-0G-2A-13W-16C)
Prerequisite Requirement: 64 credits in IsiZulu
Aim: To enable students of IsiZulu prose and drama to appreciate IsiZulu literature and thus understand the life and philosophy of the Zulu people, and to expose them to various literary theories.
Content: A critical analysis of various prose and drama books from the 1930s to date.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

Traditional & Modern Poetry
ZULM305 H2 P2 (39L-0T-0P-112H-6R-0F-0G-3A-13W-16C)
Prerequisite Requirement: 64 credits in IsiZulu
Aim: To offer an advanced study of IsiZulu oral forms of expression in respect of content, structure and modes of delivery and to expose the learners to poetry of IsiZulu poets of different periods and background.
Content: Izibongo, Izinganekwane and poems of selected poets.
Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.
Teaching IsiZulu as a Second Language
ZULM307 H2 P2 (39L-0T-0P-110H-6R-0F-0G-5A-13W-16C)

Prerequisite Requirement: 64 credits in IsiZulu

Aim: To examine the experience of language learning from both a linguistic and psycholinguistic perspective and to consider difficulties learners face in relation to the inherent structural complexities of a language with a view to identifying strategies which could be employed to overcome these difficulties.

Content: Factors such as context, the mother tongue and variables on the language learning will be studied.

Assessment: Class work: 40% Examination: 60%

DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

This elective module may also be taken by students registered for IsiZulu (Non-Mother Tongue) Language Studies.

Basic IsiZulu Language Studies A
ZULN101 H1P1 H2P2 W1W2 (39L-10T-19P-0S-74H-5R-10F-0G-7A-13W-16C)

Prerequisite Requirement: Open to non-Nguni speakers with no prior knowledge of the language.

Aim: To achieve elementary fluency in both the oral and the written language.

Content: This module introduces basic grammar, history and culture of the amaZulu. Lectures combine an academic study of IsiZulu with the use of a communicative method of language learning.

Assessment: Class work: 40% Examination: 60%

DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

Core module for the major in IsiZulu Studies

Basic IsiZulu Language Studies B
ZULN102 H2 P2 (39L-10T-19P-0S-77H-5R-10F-0G-4A-13W-16C)

Prerequisite Requirement: Basic IsiZulu Language Studies (ZULN101)

Aim: To achieve more advanced fluency in both the oral and the written language.

Content: IsiZulu grammar continued, and comprehension, translation and composition introduced. Lectures combine an academic study of IsiZulu with the use of a communicative method of language learning.

Assessment: Class work: 40% Examination: 60%

DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

Core module for the major in IsiZulu Studies

Communicative IsiZulu (Part-Time)
ZULN103 PC HC EC WC (40L-10T-19P-0S-74H-4R-6F-0G-7A-13W-16C)

Prerequisite Requirement: Open to students who have not written an Nguni mother tongue Grade 12 examination.

Aim: This module introduces students to basic IsiZulu grammatical structures, emphasis being on communicative IsiZulu, i.e. speaking, reading and writing.

Content: The content introduces learners to IsiZulu reading, comprehension, writing and speaking.

Assessment: Class work: 40% Examination: 60%

DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

NB: This module will be held at night and is offered in both semesters.

Intermediate IsiZulu Language Studies A
ZULN201 H1 P1 (39L-0T-20P-0S-85H-5R-6F-0G-5A-13W-16C)

Prerequisite Requirement: Basic IsiZulu Language Studies B

Aim: To achieve more advanced fluency in the oral and written language. Ability to read selected short stories and oral literature.

Content: This module extends the written, spoken and listening skills in IsiZulu. The course introduces students to oral literature and short stories and aspects of IsiZulu culture.

Assessment: Class work: 40% Examination: 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

Core module for the major in IsiZulu Studies

Intermediate IsiZulu Language Studies B
ZULN202 H2 P2
Prerequisite Requirement: Intermediate IsiZulu Language Studies A
Aim: Increased fluency in both written and spoken language.
Content: Advanced grammar, introduction to IsiZulu praise poetry and short stories, an extension of cultural knowledge.
Assessment: Class work: 40% Examination: 60%

Advanced IsiZulu Language Studies A
ZULN301 H1 P1
Prerequisite Requirement: Intermediate IsiZulu Language Studies B
Aim: To develop further the spoken, written and comprehension skills of the students and to give them an understanding of the basics of phonology and morphology and syntax in IsiZulu.
Content: Extension of oral, written and comprehension skills in the language. An introduction to phonology, morphology and syntax and a study of short stories and other literary texts.
Assessment: Class work: 40% Examination: 60%

Advanced IsiZulu Language Studies B
ZULN302 H2 P2
Prerequisite Requirement: Advanced IsiZulu Language Studies A
Aim: To extend the spoken, written and comprehension skills of students; to introduce them to related Nguni languages, IsiZulu syntax, and to extend their knowledge of modern literature.
Content: Aspects of IsiZulu syntax, comparative Nguni, IsiZulu modern literature including poetry, composition, comprehension, an extension of spoken skills and written skills in the language.
Assessment: Class work: 40% Examination: 60%

Advanced IsiZulu Literature A
ZULN303 H1 P1
Prerequisite Requirement: Intermediate IsiZulu Language Studies B
Corequisite: Advanced IsiZulu Language Studies A
Aim: This module aims at extending the student's knowledge of modern IsiZulu literature.
Content: Short stories, modern poetry, drama and oral literature.
Assessment: Class work: 40% Examination: 60%

Advanced IsiZulu Literature B
ZULN304 H2 P2
Prerequisite Requirement: 64 credits in IsiZulu (P) Advanced IsiZulu Language Studies A and Advanced IsiZulu Literature A (H)
Aim: This module aims at a solid grounding in modern IsiZulu literature.
Content: The IsiZulu novel, modern poetry, drama and oral literature.
Assessment: Class work: 40% Examination: 60%

DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

Teaching IsiZulu as an Additional Language
ZULU704 HC

Prerequisite Requirement: IsiZulu 3
Aim: The module will train students in methods of teaching isiZulu as an additional language. The course will offer students grounding in the history of methods of teaching additional languages and teach skills in developing their own second language teaching materials and reading passages. Students will also be aware of the challenges the second language situation in KwaZulu-Natal presents and discuss ways of overcoming these challenges.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

May not be offered in 2019

IsiZulu Heritage and Culture
ZULU710 PC

Prerequisite Requirement: IsiZulu 3
Aim: To examine in some detail various aspects of IsiZulu material culture e.g. pottery, basketry and bead-work, performing arts: music, song, etc., belief systems, ceremonies, etiquette and social behaviour, rites of passage; and to examine these critically within the modern context.
Content: A variety of different aspects of IsiZulu cultural heritage, and debate on their value as part of cultural identity in the new millennium.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

Introduction to Lexicography in IsiZulu
ZULU711 HC PC

Prerequisite Requirement: IsiZulu 3
Aim: The purpose of this module is to introduce students to different theories and practical skills in the science of writing and editing IsiZulu dictionaries.
Content: Theoretical framework of lexicology; -Different kinds of lemmas as dictionary entries; Labelling; Dealing with meaning (Polysemy, homonymy); Dictionaries in the modern world; History of IsiZulu Dictionary; Dictionaries (colonial and pre-colonial era) with special reference to isiZulu dictionaries; Language usage and linguistic patterns in lexicography.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

Translation and Interpreting
ZULU714 HC PC

Prerequisite Requirement: IsiZulu 3
Aim: To introduce students to the principles and different theories of translation and interpreting.
Content: Principles of translating and Interpreting; Practical work related to the theories of translation and interpreting; History of translation and Interpreting; Different types and methods of translation; Codes of ethics good conduct in translation and interpreting.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.
IsiZulu Terminography and Editing
ZULU716 HC PC  (8L-0T-18S-277H-0R-13F-0G-4A-13W-32C)
Prerequisite Requirement: IsiZulu 3
Aim: To enable learners to acquire an understanding of major theories regarding term creation, term collection and term management and debates that have emerged in trying to create new terminology for African Languages.
Content: Principles of term creation: ways and methods that govern term creation. Practical methods of the terminology management; Creation and use of terminology tools (terminology databases); Terminology applications in; Technical writing, translation and information management; Natural language processing; Language planning and legal, ethical concerns.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

Contemporary IsiZulu Literature
ZULU717 HC PC  (0L-0T-0P-26S-291H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: IsiZulu 3
Aim: The purpose of this module is to review a variety of different literary theories and apply them to in-depth studies of the literary genres, such as novel, short story, essay, drama and poetry in contemporary isiZulu literature.
Content: Types of literary theories will be selected from the following list: Feminism, historical-biographical, moral philosophisal, impressionistic, comparative literature, Russian formalism, new criticism, structuralism, semiotics emerging, African approaches, linguistic approach, sociological approach, psycho-analytical approach, narrative approach, deconstruction, reader centred approach and Marxism theory. For the purposes of applying theory to the analysis of different genres; works will be selected from the following contemporary isiZulu writers.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

Theories of Orality & the Zulu Tradition
ZULU718 HC PC  (30L-0T-4S-283H-0R-0F-0G-3A-13W-32C)
Prerequisite Requirement: IsiZulu 3
Aim: This module looks at the form, function and effect of the traditional Form of orality and its various sub genres. This module introduces learners to the various general theories of orality which serves as a basis for an historical survey of older forms juxtaposed to the modern counterpart and its current mutations. It investigates the ongoing validity and relevance of this oral art form in modern society. The learner is expected to be able to compare and contrast the different approaches and theories of orality and to evaluate them critically.
Content: General Theories of Orality (e.g. Finnegar, Jousse, Scheub, Axel-Olrik, Levi Strauss); Traditional Oral forms of Zulu poetry e.g. praise poetry, songs lyrics, proverbs & idioms etc; Traditional Oral forms of Zulu Narrative e.g. folktales, myths & legends.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

Onomastics
ZULU719 HC PC  (0L-0T-0P-26S-288H-0R-0F-0G-6A-13W-32C)
Prerequisite Requirement: IsiZulu 3
Aim: To enable learners to acquire knowledge and understanding of various aspects of names and name-giving (onomastics) in Zulu society.
Content: Anthroponymy: personal names, birth names, given names, nicknames, surnames, family names, clan names, clan praises. Toponymy: sub-categories (eg, onronymy, hydronymy, odonymy); Literary Onomastics: introduction to the genres; evaluation of selected texts. Theoretical onomastics: theories of function and meaning; the study of scholars such as Sörensen, Nicolaisen and Van Langendonck. Brand Names: an introduction to the role of onomastics in marketing and marques.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

Research Paper: IsiZulu
ZULU7RP HC PC (0L-0T-8S-308H-0R-0G-4A-13W-32C)
Prerequisite Requirement: Admission to Honours programme.
Aim: To carry out, under supervision, research relevant to IsiZulu.
Content: An introduction to research methods and proposal writing, individual research on an approved topic.
Assessment: Examination of research essay.
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

Language Planning
ZULU812 HC PC (10L-0T-16S-289H-0R-0G-5A-13W-32C)
Prerequisite Requirement: An Honours degree
Aim: The purpose of the module is to critically examine various language planning theories and frameworks and how these could be used in planning South African languages particularly isiZulu as an African language. The focus will be three categories of language planning i.e. Status, Corpus and Acquisition Planning.
Content: Language planning and policy: Historical analysis, language planning in South Africa during the apartheid period, the language debate in South Africa until 1994. Language planning and policy process, language planning theories and frameworks. Status, Acquisition and corpus planning of African languages, language ideologies. Language planning goals, The use of African languages, particularly isiZulu as LoL/T.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

IsiZulu Phonology, Morphology & Syntax
ZULU820 HC PC (0L-0T-26S-291H-0R-0G-3A-13W-32C)
Prerequisite Requirement: An Honours degree
Aim: This module covers the three aspects of language: phonology (system of speech sounds in a language); morphology (word-building); and syntax (sentence building) [PMS]. It fills in any gaps in this basic level, and then takes learners to the level of integrating elements of these three aspects, and investigating the inter-relationships between them. The learner is expected to be able to compare and contrast different theories and approaches and evaluate them critically.
Content: Survey of theoretical phonology perspectives from the Prague Linguistic Circle to Quantal Theory. Application of theoretical phonology to selected processes in isiZulu, theories of word categories and syntactic theories: TG grammar, functional grammar.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.

Linking Linguistics with Lexicography
ZULU821 HC PC (0L-0T-6P-26S-285H-0R-0G-3A-13W-32C)
Prerequisite Requirement: An Honours degree
Aim: Bantu Argument Structure and relational grammar theories as well as lexical functional grammar theories depart from the theory of Government and Binding (GB). The argument is that grammatical functions are feature complexes, with grammatical changing in some languages (especially Bantu type) induced by morphological rules which alter argument structures and effect alternative realization of semantic roles. This suggests a sub-theory of lexical mapping hence our students have to deal with word-hood and word treatment in IsiZulu.
Content: Bantu Argument Structure, relational grammar theories and lexical functional grammar theories. Wordhood in IsiZulu, IsiZulu Lexicon and the related problems. This involves looking at the dictionaries to see whether the categories are represented according to recent lexicography theories.
Assessment: Class Mark 40%, Examination 60%
DP Requirement: Students must submit all written work on time and must comply with the attendance requirements for the IsiZulu Discipline.
Short Dissertation: IsiZulu
ZULU8SD HC PC (0L-0T-0P-0S-960H-0R-0F-0G-0A-13W-96C)
**Prerequisite Requirement:** 96 credits at Masters level
**Aim:** To carry out, under supervision, a piece of research relevant to IsiZulu.
**Content:** A short dissertation of around 20 000 words, on a research question to be formulated in the area of IsiZulu.
**Assessment:** Short dissertation examined by one internal and one external examiner.
**DP Requirement:** As per college rules

Short Dissertation: IsiZulu
ZULU8CD HC PC (0L-0T-0P-0S-960H-0R-0F-0G-0A-13W-128C)
**Prerequisite Requirement:** 64 credits at Masters level
**Aim:** To carry out, under supervision, a piece of research relevant to IsiZulu.
**Content:** A short dissertation of around 30 000 words, on a research question to be formulated in the area of IsiZulu.
**Assessment:** Short dissertation examined by one internal and one external examiner.
**DP Requirement:** As per college rules.

This is for students who finish two MA modules (64 CREDITS), and then will need 128 credits to finish their degrees.
MODULES FROM OTHER COLLEGES

In the College of Agriculture, Engineering & Science

Agrometeorology

Offered in the SCHOOL OF AGRI, EARTH & ENV SC

Agrometeorology & Environmental Biophysics
AMET210 P1
(36L-5T-40P-0S-50H-24R-0F-0G-5A-13W-16C)

Prerequisite Requirement: 32C at Level 1.

Aim: Provision of concepts and applications in applied environmental, agricultural and ecophysiological sciences.


Practicals: Temperature measurement; reflectivity, radiation profiles in crops; humidity; rainfall and evaporation; leaf resistance and water potential. Project.

Assessment: Tests (20%), practicals (20%), project (10%); 3 h exam (50%).

DP Requirement: 80% attendance at lectures and practicals.

Environmental Instruments: Life/Earth Sciences
AMET212 P2
(23L-0T-115P-0S-0H-17R-0F-0G-5A-13W-16C)

Prerequisite Requirement: 64C at Level 1.

Aim: To provide students taking agriculture and environmental science options with the skills to set up an automatic weather station.

Content: Datalogging measurement and control techniques using an automatic weather station (AWS) and other sensors for measurement and control purposes. Internet techniques, information retrieval and storage and data display.

Practicals: Identifying, checking electronic components. Use of an AWS. Grass reference estimation; fire index; wind chill and chilling index estimation. Internet techniques, information retrieval and storage and data display.

Assessment: Test (5%), 13 practicals (12 %), project (50%); 3 h practical exam (33%).

DP Requirement: 80% attendance at all academic contact activities, 100% at practicals; 45% subminimum on the project.

Students may not obtain credit for both AMET212 and AMET211.

Geography

Offered in the SCHOOL OF AGRI, EARTH & ENV SC

Environmental Systems
ENVS120 H2 P2 W2
(39L-8T-30P-0S-66H-10R-0F-0G-7A-13W-16C)

Aim: To introduce basic concepts in Physical Geography & the functioning of Environmental Systems.

Assessment: Tests (30%), practicals (20%); 3 h exam (50%).
DP Requirement: 80% attendance at practicals and tutorials; 40% Class mark.
Students may be required to contribute to costs of fieldwork. This module is only available to students registered for the BSS – GEM programme or Geography as a major.

Biophysical Environments of Southern Africa
ENVS210 H1 P1 W1 (39L-0T-40P-0S-54H-20R-0F-0G-7A-13W-16C)
Prerequisite Modules: ENVS120.
Aim: To introduce students to the physical processes that shape the biophysical environment in southern Africa.
Content: Weather producing systems and southern African climates and their variability; the biogeography of the region in terms of the distribution of biota through climatic and other environmental factors; a discussion of biomes, biodiversity and conservation; the properties of geomorphic materials as well as erosion, transport and deposition processes that shape and modify the landscape.
Assessment: Tests (30%), practicals (20%); 3 h exam (50%).
DP Requirement: 80% attendance at practicals and field work; 40% Class mark.
Students may be required to contribute to costs of fieldwork. Only for students majoring in GEOG/ENVS or an appropriate programme with the module as core. Subminimum to pass: 40% in (exam/assessment)

Geographic Information Systems
ENVS211 H2 P2 W2 (29L-0T-36P-0S-77H-10R-0F-0G-8A-13W-16C)
Prerequisite Requirement: GEOG110 and ENVS120 or 64C from SAEES, SLS or School of Engineering.
Aim: To introduce students to the concepts, techniques and interdisciplinary application of GIS and remote sensing as environmental decision-making tools.
Content: Development, interdisciplinary nature and potential value of GIS; referencing the geographic location of data; technological environment of GIS, data sources, data models, entry and analysis; data quality, management & legal aspects; GPS, spatial representation concepts, maps as records and reflections of dominant ideologies, introduction to aerial photography.
Assessment: Practical reports (15%), Practical test (15%), theory test (20%); 3 h exam (50%).
DP Requirement: Not applicable.
This module is only for students that are registered for a major or programme in which this module is specifically listed as core. Subminimum to pass: 40% in (exam/assessment)

Soil Erosion and Land Degradation
ENVS315 H1 P1 W1 (27L-0T-46P-0S-73H-10R-0F-0G-4A-13W-16C)
Prerequisite Modules: ENVS210, ENVS211 and GEOG220
Aim: To introduce the processes, social & physical consequences of soil erosion & land degradation issues in Africa.
Content: Land degradation & sustainability; causes & consequences of degradation; risk assessment in relation to the sustainability of soil; food security & degradation; political & socio-economic aspects of soil erosion; physical & chemical erosion processes; human-environment processes & influences; conservation practices; magnitude-frequency considerations; desertification; land use systems in a historical context; soil conservation strategies; principles, planning & policy issues.
Practicals: Case studies & applications. Possible four day excursion.
Assessment: Field report (15%), Practicals (15%), Test (20%); 3 h exam (50%).
DP Requirement: 80% attendance at practicals; 40% Class mark.
Students may be required to contribute to costs of fieldwork. This module is only for students that are registered for a major or programme in which this module is specifically listed as core. Subminimum to pass: 40% in (exam/assessment)

GIS & Remote Sensing
ENVS316 H1 P1 W1 (27L-1T-36P-0S-62H-27R-0F-0G-7A-13W-16C)
Prerequisite Modules: 64 Credits from AES at level 2 including ENVS211
Aim: To provide further insight into GIS as a management tool for spatial data.
Content: Spatial data and modelling; attribute data management; analysis of remotely sensed GIS data and its classification; data quality issues; GIS project management and design.
Assessment: Test (20%), practical reports (15%), practical test (15%); 3 h theory exam (50%).
DP Requirement: Not applicable
Students may be required to contribute to costs of fieldwork. This module is only for students that are registered for a major or programme in which this module is specifically listed as core Subminimum to pass: 40% in (exam/assessment)

Environmental Management
ENVS322 H2 P2 W2  
Prerequisite Requirement: Completion of all first and second year core modules for the programme
Prerequisite Modules: ENVS210, 211 and to be taken in final year of degree as is a keystone course.
Aim: To develop an understanding of environmental management theory and practice.
Content: Theoretical and critical examination of the issues of environmental management by examining the history of environmentalism and mainstream approaches and their alternatives. The relationship between environment and planning; examination of the different tools and methods used in environmental management.
Practicals: Use of methods and techniques related to environmental management tools.
Assessment: Essays/Assignments (15%), tests (20%), practicals/tutorials (15%); 3 h exam (50%).
DP Requirement: 80% attendance at all academic contact activities; 40% class mark.
Students may be required to contribute to costs of fieldwork. This module is only for students that are registered for a major or programme in which this module is specifically listed as core Subminimum to pass: 40% in (exam/assessment)

Human Environments
GEOG110 H1 P1 W1  
Aim: To introduce students to basic concepts in human geography.
Content: The central themes in this module are society-space and nature-society linkages. These are grounded in the African social, economic and political context and further explored in relation to processes of globalisation and uneven development. Fundamental concepts are: global/local interactions at different scales; spatial variation and spatial interaction; individual agency in the face of larger economic and social structures; human-environment interactions at different scales. Practicals form an integral part of the theory and utilise map skills.
Assessment: Class essay (15%), theory test (15%), practical test (20%); 3 h theory exam (50%).
DP Requirement: Not applicable
This module is only for students that are registered for a major or programme in which this module is specifically listed as core or as a core elective.

Geographies of Urban and Rural Change
GEOG220 H2 P2 W2  
Prerequisite Modules: GEOG110.
Aim: To introduce students to spatial transformations in urban and rural contexts in southern Africa.
Content: Spatial transformations in urban and rural contexts are explored in light of appropriate theory drawn from urban, economic, cultural and political geography. Regional change is interpreted in the context of post-apartheid planning and development practice, as well as in the global economy. Particular attention is paid to contested urban landscapes and new urban forms; the impact of land reform initiatives & the spatial impacts of development theory and planning.
Assessment: Practicals/Assignments (20%), Tests (30%); 3 h exam (50%).
DP Requirement: Not applicable
Only for students majoring in GEOG/ENVS or an appropriate programme with the module as core subject to the approval of the Academic Leader. Subminimum to pass: 40% in (exam/assessment)

Tourism Studies
GEOG301 H2 P2  
Prerequisite Modules: GEOG220
Aim: To introduce students to conceptual and theoretical aspects of leisure, recreation and tourism in the context of planning for sustainable tourism development.
Content: Conceptual and theoretical issues in leisure. Recreation and tourism. Historical development of tourism. The economics of tourism development. Principles of sustainable tourism development, forms of tourism development. The
sustainability of ecotourism. Environmental policies and impact control measures. Policy management and planning for tourism development in South Africa.

**Practicals:** Collection and analysis of data, report presentation and field excursion.

**Assessment:** Tests (25%), assignments (5%), practicals (20%); 3 h exam (50%).

**DP Requirement:** Not applicable

Students may be required to contribute to the costs of field trips. This module is only for students that are registered for a major or programme in which this module is specifically listed as core. Subminimum to pass: 40% in (exam/assessment)

**Land Issues and Rural Development in SA**

**GEOG314 H2**

**Prerequisite Modules:** GEOG220

**Aim:** To deepen understanding of land issues in the African context.

**Content:** Explanations of rural poverty (including globalization and HIV/AIDS). Historical background to the land question in Southern Africa. Land demand and use in Southern Africa. Natural resources and rural development, rural livelihoods and food security. Women/gender and rural development, and enhancing conditions for the promotion of rural development.

**Assessment:** Assignments (15%), tests (15%), project (20%); 3 h theory exam (50%).

**DP Requirement:** 80% attendance at all academic contact activities; 40% class mark.

This module is only for students that are registered for a major or programme in which this module is specifically listed as core. Subminimum to pass: 40% in (exam/assessment)

**Sustainable Cities and Development**

**GEOG330 H2 P2**

**Prerequisite Modules:** GEOG220

**Aim:** To develop an understanding of sustainable urban processes in Sub-Saharan Africa, and to appraise these in the context of development theory and practice.

**Content:** Contemporary transformation and urban change within cities; strategies for urban sustainability and growth. Urban policies, democratization, decentralization and social movements. People-land relationships and urban land use in Africa.

**Assessment:** Assignments (25%), practicals (25%); 3 h exam (50%).

**DP Requirement:** Not applicable

Prerequisite Modules: GEOG220. Aim: To develop an understanding of sustainable urban processes in Sub-Saharan Africa, and to appraise these in the context of development theory and practice. Content: Contemporary transformation and urban change within cities; strategies for urban sustainability and growth. Urban policies, democratization, decentralization and social movements. People-land relationships and urban land use in Africa. Assessment: Assignments (25%), practicals (25%); 3 h exam (50%). DP Requirement: 80% attendance at practicals and tutorials; 40% Class mark. This module is only for students that are registered for a major or programme in which this module is specific

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**Computer Science**

*Offered in the SCHOOL OF MATHS, STATS & COMP SC*

**Introduction to Computer Science**

**COMP100 P1 W1**

**Prerequisite Requirement:** Either Matric Maths HGD or SGA or NSC Maths at Level 5.

**Aim:** To introduce students to the basics of computer science.

**Content:** Overview of computer science. Basic computer literacy. Problem solving and algorithm design. Simple machine architecture. Simple programming in a high level programming language. Program debugging and testing.

**Assessment:** Class mark 50% (at least 2 theory tests (25%), at least 1 practical test (20%), practicals/assignments/quizzes/tests (5%)); 3 h exam (50%), with a sub-minimum of 40% on the exam.
Computer Programming
COMP102 P2 W2
(39L-0T-36P-0S-63H-16R-0F-0G-6A-13W-16C)
Prerequisite Modules: COMP100.
Aim: To introduce students to programming in a high level language.
Assessment: Class mark 50% (at least 2 theory tests (25%), at least 1 practical test (20%), practicals/assignments/quizzes/tests (5%)); 3 h exam (50%), with a sub-minimum of 40% on the exam.
DP Requirement: Class mark 40%, attendance at 80% of the practicals.

Object-Oriented Programming
COMP200 P1 W1
(29L-0T-36P-0S-73H-16R-0F-0G-6A-13W-16C)
Prerequisite Modules: COMP102; MATH130 or 195.
Aim: To introduce students to the fundamentals of object-oriented programming.
Assessment: Class mark 50% (at least 2 theory tests (25%), at least 1 practical test (20%), at least 1 assignment/quiz (5%)), 3 h exam (50%), with a sub-minimum of 40% on the exam.
DP Requirement: At least 40% for continuous assessment, attendance at 80% of the practicals.

Data Structures
COMP201 P2 W2
(29L-0T-36P-0S-73H-16R-0F-0G-6A-13W-16C)
Prerequisite Requirement: At least 40% in COMP200.
Prerequisite Modules: MATH140 or 196.
Aim: To introduce students to the fundamentals of data structures.
Assessment: Class mark 50% (at least 2 theory tests (25%), at least 1 practical test (20%), at least 1 assignment/quiz (5%)), 3 h exam (50%), with a sub-minimum of 40% on the exam.
DP Requirement: Class mark 40%, attendance at 80% of the practicals.

Mathematics

Offered in the SCHOOL OF MATHS, STATS & COMP SC

Introduction to Calculus
MATH130 PB WB
(49L-39T-0P-0S-51H-15R-0F-0G-6A-13W-16C)
Prerequisite Requirement: Higher Grade D or Standard Grade A for Matric Mathematics, or NSC Level 5 Maths, or 60% for MATH199.
Aim: To introduce and develop the Differential Calculus as well as the fundamentals of proof technique and rudimentary logic.
Content: Fundamental Concepts - elementary logic, proof techniques. Differential Calculus - Functions, graphs and inverse functions, limits and continuity, the derivative, techniques of differentiation, applications of derivatives, antiderivatives.
Assessment: Class tests and/or assignments (33%); 3 h exam (67%).
DP Requirement: 40% Class mark, 80% attendance at lectures and 80% completion of tutorial requirements.
Credit may not be obtained for MATH130 and any of MATH105, 131, 134, 150, 151 or 195.
Calculus and Linear Algebra
MATH140 PB WB (49L-39T-0P-0S-51H-15R-0F-0G-6A-13W-16C)

Prerequisite Requirement: 40% in MATH130 or 195.

Aim: To develop the Integral Calculus and to introduce elementary Linear Algebra.

Content: Integral Calculus - the definite integral, techniques of integration, applications of integrals, Taylor series, polar coordinates, complex numbers. Introduction to Linear Algebra - vectors, lines and planes in space, matrices, systems of linear equations, determinants.

Assessment: Class tests and/or assignments (33%); 3 h exam (67%).

DP Requirement: 40% Class mark, 80% attendance at lectures and 80% completion of tutorial requirements.

Credit may not be obtained for MATH140 and any of MATH141, 143, 145 or 196.

Advanced Calculus & Linear Algebra
MATH212 P1 W1 (49L-39T-0P-0S-47H-19R-0F-0G-6A-13W-16C)

Prerequisite Modules: MATH130 or 195; MATH140 or 196.

Aim: To give a coherent treatment of basic theories & problem solving techniques from Advanced Calculus and Linear Algebra and their applications.


Assessment: Class tests and/or assignments (33%); 3 h exam (67%).

DP Requirement: Class record 35%. 80% attendance at lectures and tutorials.

Credit may not be obtained for MATH212 and MATH238.

Further Calculus and Introductory Analysis
MATH251 P2 W2 (49L-39T-0P-0S-47H-19R-0F-0G-6A-13W-16C)

Prerequisite Modules: 40% in MATH212.

Aim: To provide a foundation for advanced study in mathematics and applied mathematics.


Assessment: Class tests (33%); 3 h exam (67%).

DP Requirement: 35% Class mark; 80% attendance at both lectures and tutorials.
In the College of Law and Management Studies

Economics

Offered in the SCHOOL OF ACC, ECONOMICS&FIN

Intro to Economic Concepts
ECON111 H1

Content: This one-semester course investigates important economic concepts like scarcity, unemployment, inflation, economic growth, the market, social injustice and inequality that are frequently encountered in the media. The course explains both microeconomic and macroeconomic concepts that are applied to case studies from South Africa and abroad.

Assessment: 2 tests (25%), 1 assignment (15%), 1 three-hour examination (60%)

DP Requirement: None

Also offered in the 2nd semester (ECON112 H2).

Principles of Microeconomics
ECON101 H1 P1 W1

Prerequisite Requirement: Nil

Content: Introductory economic concepts including the principles of supply and demand, the efficient production of goods, market structures under perfect competition and monopoly. The markets for labour, capital and land are analysed and the manner in which income and wealth is distributed.

Assessment: Class mark (50%), Examination (50%).

DP Requirement: none

Principles of Macroeconomics
ECON102 H2 P2 W2

Prerequisite Requirement: Nil

Content: An introduction to macroeconomics. The operation of the money market is examined, and the main components of expenditure (consumption, investment, government spending and net exports) are used to build simple macroeconomic models. Fiscal and monetary policy tools and their ability to influence key macroeconomics concerns of inflation, unemployment and growth are assessed.

Assessment: Class mark (50%), Examination (50%).

DP Requirement: none

Intermediate Macroeconomic & Applications
ECON201 P1 W1

Prerequisite Requirement: ECON102

Content: Intermediate macroeconomics and applications. This module covers theories of income determination and employment. These are examined in the context of the analysis of goods and money markets as well as in an aggregate demand/aggregate supply framework. Fiscal and monetary policies and their impact on output, employment and prices are analysed, as are trade-offs between inflation and unemployment. Key macroeconomic issues are assessed in the context of developed and developing economies.

Assessment: Class mark (50%), Examination (50%).

DP Requirement: none

Intermediate Microeconomics & Applications
ECON202 P2 W2

Prerequisite Requirement: ECON101

Prerequisite Modules: ECON101

(39L-13T-0S-103H-0R-0F-0G-5A-13W-16C)
Content: Intermediate microeconomics and applications. This module covers intermediate microeconomic theory, its application to solving real-world economic problems and the analysis of policy-related issues. Traditional theories of consumer (utility) behaviour and production (output and profit optimisation) behaviour are examined. In addition, students are exposed to modern theories – such as game theory and transaction cost theory. Applications include the analysis of risk in consumption, investment and insurance decisions and the efficient allocation of resources and output under welfare economics.

Assessment: Class mark (50%), Examination (50%).

DP Requirement: none

Industrial Organisation
ECON305 W1
Prerequisite Requirement: ECON202

Content: This module studies the meaning, measurement and promotion of effective competition as it has been studied in the field of industrial organisation. This requires the study of competition and monopoly. The module therefore involves the concepts and analytical methods that clarify markets and assesses the data on markets. Market structure and competition policy as it is applied in South Africa forms the nucleus of this course.

Assessment: Class mark (50%), Examination (50%).

DP Requirement: None.

*options offered at various campuses will depend on staff availability and student numbers. Details will be given each semester by the Economics 3 co-ordinators.

Macroeconomic Policy in SA
ECON309 W2
Prerequisite Requirement: ECON201

Content: The theoretical foundations of macroeconomics are used to understand the objectives of and conflicts in macroeconomic policy. The module will examine monetary policy and the S.A. financial system, as well as fiscal and budgetary policy. Open-economy macroeconomic issues will be analysed, as will the co-ordination between monetary, fiscal and balance of payments policies.

Assessment: Class mark (50%), Examination (50%).

DP Requirement: None.

*options offered at various campuses will depend on staff availability and student numbers. Details will be given each semester by the Economics 3 co-ordinators.

Quantitative Economics
ECON314 P2 W2
Prerequisite Requirement: ECON201 and ECON202

Content: This module will cover the essential elements of the application of economic theory to real-world data using the tools of mathematics and econometrics at a basic level. A brief introduction to the necessary mathematical tools lays the foundation for the estimation and interpretation of single-equation models with continuous dependent variables. The emphasis will be on practical application rather than theory.

Assessment: Class mark (50%), Examination (50%).

DP Requirement: None.

Core module

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Law

Offered in the SCHOOL OF LAW

Introductory Legal Studies
LAWS1LS H1 P1

Content: Introduction to Law will provide students with a basic background to law and the legal system in South Africa. Students will acquire an understanding of: -Some legal philosophies and be able to apply these philosophies to current
Criminal Law
LAWS3CR H1, P1  
**Content:** Basic concepts of criminal liability; legality; conduct in criminal law; causation; unlawfulness, including justification grounds of defence, private defence, necessity, consent, negotium gestio, impossibility, official capacity, disciplinary chastisement, superior orders; other defences: entrapment, de minimis non curat lex; criminal capacity, including mental illness, age, provocation, emotional stress, intoxication; specific forms of mens rea: intention, negligence; exceptions to the mens rea requirement: versari in re illica; strict liability; vicarious liability; inchoate offences: attempt, conspiracy, incitement; degrees of participation, including common purpose; perpetrators, co-perpetrators, accomplices and accessories after the fact.

**Assessment:** Class work; class tests (33.3%) and written examination (66.7%).

**DP Requirement:** The DP requirements are listed on the module outline.

Constitutional Law
LAWS3CS H2, P2  
**Content:** Fundamental concepts and theories of constitutional law; South African constitutional history; basic structures of the South African Constitution; the structure of states; electoral systems; the composition, powers, responsibility, and limits of the legislatures; the composition, powers, responsibility and limits of the executive; the composition, powers, responsibility and limits of the judiciary; the operational provisions of the Bill of Rights; discussion on selected Chapter 9 Institutions.

**Assessment:** Tests and Assignments 40%; 1x3hr exam 60%.

**DP Requirement:** The DP requirements are listed on the module outline.

Delict
LAWS3DL H2, P2  
**Content:** Definition of delict; theories of compensation; modern aquilian and actio injuriarum actions; defences; specific wrongs; assessment of damages; vicarious liability; joint wrongdoers; apportionment of damages; strict liability; liability for animals; product liability.

**Assessment:** 4 written tests or assignment- 25%; 1x3 hr exam- 75%

**DP Requirement:** The DP requirements are listed on the module outline.

Family Law
LAWS3FM H1, P1  
**Content:** Part A: The Law relating to marriages, including customary and religious marriages; civil-unions and cohabitative relationships: specifically engagements; legal requirements for the conclusion of a marriage/civil union; legal consequences of a marriage/civil-union; dissolution of marriages/civil-unions as well as the consequences thereof; and, the legal duties between cohabitees. Part B: Law of Parent and Child/ Care and Protection of Children: children’s rights; parental rights and responsibilities; discipline and the child’s right to choose; child abuse; temporary alternative care; adoption; trans-jurisdictional aspects; education.

**Assessment:** Tests and Assignments 30%; 1x3hr exam 70%

**DP Requirement:** The DP requirements are listed on the module outline.

Human Rights
LAWS2HR H1, H2, P2  
**Content:** Part one: Introduction: This section is an introduction to human rights, its covers the historical and philosophical roots of human rights and briefly shows how human rights have become part of national and international law. The regional systems of Human Rights protection is also dealt with. Part two: History of apartheid: This section deals with the history of human rights abuses and the transition to democracy in South Africa. It includes an understanding of the
work of the Truth and Reconciliation Commission. Part Three: Protection of human rights: This section covers the legal protection and enforcement of human rights in South Africa. It looks at the Bill of Rights, other human rights legislation and institutions created to protect human rights.

**Assessment:** Test or assignments 30%; Exam 70%

**DP Requirement:** Attendance and participation of 80% of the lectures and 100% of the tutorials. Students have a choice of writing either one of two tests.

**Module code with similar syllabus :** LAWP2HR

### Law of Persons

**LAWS2LP H1 H2 P1**

**Content:** Legal personality (the beginning and end of legal personality); Status and capacity: Factors affecting status: domicile; gender; age (minority); extra-marital birth (legitimacy)-includes parental power and adoption of extra-marital children; artificial insemination; proof of paternity; mental illness; prodigality; and inability to manage one’s own affairs.

**Assessment:** The students are required to write a test(s) and/or assignment(s) tests, which constitutes 30% of the final mark. In addition a final two hour exam is also written and makes up 70% of the final mark.

**DP Requirement:** Students are expected to write either a class test(s) and/or assignment(s), and obtain a combined total of at least 10 marks from the test(s) and/or assignment(s) and attend a minimum of 22 lectures i.e. 80% of all lectures.

**Module code with similar syllabus :** LAWP2LP

### Legal Research Writing & Reasoning

**LAWS2LR H1, H2, P1**

**Content:** Process of legal research; sources of law and categories of sources; topic analysis; different types of logical reasoning; critical reasoning; approach to answering legal problems; plagiarism; footnoting and referencing; evaluation of sources; legal writing; electronic and print resources.

**Assessment:** The following assessments must be completed by the student: One test weighing 50% of the total mark; Two assignment weighing 20% each; Writing portfolio weighing 10% of the total mark.

**DP Requirement:** The student must ensure that they attend all lectures and tutorials and complete and submit all worksheets, tasks and assignments.

**Module code with similar syllabus :** LAWP2LR

### Interpretation of Law

**LAWS2LW H1, H2, P2**

**Content:** Introduction; basic concepts and an historical overview; nature and process of interpretation; Theories of interpretation: the textual approach; the literal approach; the contextual approach; the current approach of courts; general aids to interpretation; internal and external aids; restrictive and extensive interpretation; maxims; presumptions; a critical analysis of the Interpretation Act 33 of 1957; constitutional interpretation; basic principles of constitutional interpretation.

**Assessment:** The methods of assessment for the module comprise the following: Test or Assignment which would constitute 30% of the semester mark and an examination of 70%.

**DP Requirement:** Attendance of all lectures and tutorials; Satisfactorily prepared written work and participation at tutorials; Students must obtain a year mark of at least 40%.

**Module code with similar syllabus :** LAWP2LW

### Jurisprudence

**LAWS3JP H2 P2**

**Content:** A selection of the following: Postmodernism and the law; Natural Law vs Positivism; Early Natural Law - The Greeks and Romans; Early Natural Law - Christian Natural Law; Social Contract Theory - Grotius, Locke and Rousseau; US Constitutionalism; Early Positivism - Bentham and Austin; Modern Natural Law - Lon Fuller; Modern Natural Law - John Finnis; Modern Natural Law - Patrick Devlin; Modern Natural Law - Ronald Dworkin; Modern Natural Law - South African Natural Lawyers; Modern Positivism - Hans Kelsen; Modern Positivism - Herbert Hart; Modern Positivism - South African Positivists; American Realism; Scandinavian Realism; Justice Theory - John Rawls; Justice Theory – Robert Nozick; African Jurisprudence; Critical Legal Theory – Feminist Jurisprudence; Critical Legal Theory – Karl Marx; Critical Legal Theory – Critical Legal Studies.
Assessment: A Class Mark comprising 40% of the mark, made up of the marks from two written tests, or from one written test plus a group interactive presentation. An Examination comprising 60% of the mark, consisting of written essays, or a combination of written essays plus multiple choice questions.

DP Requirement: Lecture attendance for the module is 80% of lectures. Students must obtain at least 40% for the class test.

Module code with similar syllabus: LAWP3JP

Entrepreneurship

Offered in the SCHOOL OF MAN, INFO TECH & GOV

Introduction to Entrepreneurship
ENTR2IE H2,P2,W2

Prerequisite Requirement: MGMT102 or EDUN103 or FINA103

Aim: The aim of the module is to provide an introduction to the theoretical base and practical applications of the principles and concepts underlying entrepreneurship. The course explains the nature and fundamentals of entrepreneurship, how business opportunities are identified and developed into a successful business venture.

Content: Nature and fundamentals of entrepreneurship; identification of entrepreneurial opportunities; implementation of management functions in an entrepreneurial business; launching and running a successful entrepreneurial venture; growing and developing an entrepreneurial venture.

Assessment:

DP Requirement: Students must obtain a class mark of at least 40%.

Human Resource Management

Offered in the SCHOOL OF MAN, INFO TECH & GOV

Introduction to HR
HRMG2HR W1,P1

Prerequisite Requirement: MGMT102

Corequisite: BAgricMgt students can offer AGEC220 and AGEC270 in place of MGMT102

Aim: To give an overview of the HR functions within the organisation; to establish the spheres of responsibility of HR Management; establish practices and policies that should be carried on the personnel aspects of managerial work; to take cognisance of managerial awareness in an organisation with focus on equal employment, ethics, affirmative action, employee health and safety, grievances and labour relations; to understand the need for an ethical and fair work environment; to emphasise human resources activities such as training or recruitment; to emphasise the activities, policies, beliefs, and the general function that relates to employees; to understand the development and application of the HR planning, recruitment, selection and placement in an organisation.

Content: Introduction to HRM; Employment Law impacting on Employment Relations; Employment Equity and Diversity Management; Job Analysis; Workforce Planning and Recruitment; Selection; Induction and Staffing Decisions; Compensation Management; Health and Safety Management; Training and Development; Performance Management.

Assessment:

Tests (33%), Examination of 3 Hour Duration (67%)

DP Requirement: Students must obtain a class mark of at least 40%.

Responsible and Sustainable Mgmt Principles

MGNT2SM W1,P1,H1

Prerequisite Requirement: MGMT102 or EDUN103 or FINA103

Aim: This module aims to provide an overview of the nature and fundamentals of responsible and sustainable management and leadership; the role, dynamics, and impact of corporations in the creation of sustainable social,
environmental and economic value, critical issues relating to global and national social responsibility, governance and sustainability.

**Content:** Interrogating WHAT sustainability is about, and WHY it is important to think about and to understand sustainability principles and practices. Exploring HOW business enterprises can honour sustainable management principles, through sustainable management practices.

**Assessment:** 2 Tests/Assignments (33%). 3hr Examination (67%).

**DP Requirement:** Students must obtain a class mark of at least 40%.

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**Marketing Management**

*Offered in the SCHOOL OF MAN, INFO TECH & GOV*

**Introduction to Marketing**

MARK2IM W1, P1, H1

(39L-0T-0P-0S-70H-30R-0F-15G-6A-15W-16C)

**Prerequisite Requirement:** MGNT102 or EDUN103 or FINA103

**Corequisite:** None

**Aim:** The main purpose of this module is to introduce learners to the theoretical foundation and practical applications that encompass marketing. It provides learners with a sound introduction to the principles and strategies related to marketing management.

**Content:** It includes an introduction to the marketing environment, the identification of target markets, the development of the marketing mix programmes, the introduction to marketing research and information systems, consumer behaviour and marketing management.

**Assessment:** Test (13%); Group assignment (20%); 3 hour Exam (67%)

**DP Requirement:** Students must obtain a class mark of at least 40%.

**Introduction to Marketing**

MARK2MK W1, P1,

(26L-0T-0P-0S-48H-0R-0G-6A-15W-8C)

**Prerequisite Requirement:** MGNT102

**Corequisite:** BAgircMgt students can offer AGEC220 and AGEC270 in place of MGNT102

**Aim:** The aim of this module is to introduce students to the conceptual and theoretical foundations underlying Marketing. It serves as a stand alone module but also as the basis for the more advanced level modules offered in the discipline.

**Content:** An overview of Marketing and its organisation within the business entity; Analysis of the marketing environment; Understanding consumer decision making; Marketing Information Systems and Market Research; Overview of Marketing Strategy; Segmentation, targeting and positioning; Product decisions; Marketing Channels and the role of intermediaries; Promotional Strategies and Marketing communications; Pricing Concepts; Overview of the marketing plan.

**Assessment:** Assignments, Tests, Projects, Presentations (33%), Exam (67%)

**DP Requirement:** Students must obtain a class mark of at least 40%.

**Consumer Behaviour**

MARK301 W1 H1 P1

(39L-0T-0P-0S-87H-30R-0F-0G-4A-15W-16C)

**Prerequisite Requirement:** MARK2IM and (ENTR2IE OR MGNT2BE).

**Content:** Students learn how to critically examine the most important elements of the marketing environment namely, consumer markets and consumer buying behaviour. The course examines the models of consumer behaviour; the various factors that affect consumer behaviour; types of buying-decision behaviour; the buying-decision process and buying decision relative to new products and services, including consumer behaviour across international borders; consumers and the diffusion of innovation, marketing ethics and social responsibility and consumers in their social and cultural setting.

**Assessment:** %) Test: 13%, Assignment: 20%, Exam: 67%

**DP Requirement:** None
Marketing Communications
MARK302 W2 H2 P2
(39L-0T-0P-0S-78H-39R-0F-0G-4A-15W-16C)
Prerequisite Requirement: MARK2IM and (ENTR2IE OR MGNT2SM)
Aim: This module aims to develop students’ understanding of the theoretical foundations, strategies and decision-making processes that underlie marketing communications, an important function of marketing.
Content: The course outlines the various promotional mix tools and the steps in developing marketing communications, as well as the promotional-budgeting process used to enhance integrated marketing communications in an organization. In examining the changing communications environment, students learn about the strategies used in marketing to promote socially responsible marketing as well as techniques used to coordinate the promotion elements in order to deliver a clear, consistent and compelling message about the organization and its products.
Assessment: Tests and/or Assignments, Essays and Seminars (33%), 3hr Exam (67%)
DP Requirement: None

Marketing Research
MARK303 W1 H1 P1
(39L-0T-0P-0S-80H-20R-0F-14G-7A-15W-16C)
Prerequisite Requirement: MARK2IM and (ENTR2IE OR MGNT2BE)
Content: Students examine the marketing research process and tools used by marketers to identify and manage marketing information effectively. Students learn to apply the principles of marketing research, which include the systematic design, collection, analysis and reporting of relevant information specific to various marketing situations faced by an organization. Special emphasis is made of how marketing research can help marketers to assess market potential and share; understand customer satisfaction and purchasing behaviour and measure the effectiveness of pricing, products, distribution and promotional activities.
Assessment: Tests and/or Assignments, Essays and Seminars (33%), 3 hour Exam (67%)
DP Requirement: None

Special Topics in Marketing
MARK305 P2 H2 W2
(39L-0T-0P-0S-65H-39R-0F-0G-17A-15W-16C)
Prerequisite Requirement: MARK2IM and (ENTR2IE OR MGNT2SM).
Aim: The aim of this module is to introduce learners to specialist areas and contemporary issues in Marketing.
Content: This module may include, but is not restricted to, advanced concepts, theories and principles of e-commerce and e-marketing; customer-relationship marketing; marketing ethics; knowledge management and other specialist areas in marketing such as services marketing and business-to-business marketing.
Assessment: Term mark 33% (group assignment and tests); Exam 67%
DP Requirement: None

Management

Offered in the SCHOOL OF MAN, INFO TECH & GOV

Management 120
MGNT102 P1 P2 W1 H2
(39L-15T-0P-0S-65H-10R-0F-0G-31A-15W-16C)
Aim: The aim of this module is to provide students with an introduction to the development of management theory, the management process, different levels of management and the business environment. Academic writing skills, business communication and critical thinking skills forms an important part of the module.
Content: The module covers the following topics: Introduction and what is management; The management process today; Values, Attitudes, Emotions and Culture; Managing in the Global Environment; Values, Attitudes, Emotions and Culture: The Manager as a Person; Managing Diverse Employees in a Multicultural Environment; Managing in the Global Environment; Decision making and Entrepreneurship; Planning and Competition; Designing Organisational Structure; Control and Change; Motivation; Leadership; Effective Team Management; Governance; Writing Skills.
Assessment: Tests/Assignments (33%); 3hr Examination (67%)
DP Requirement: Students must obtain a class mark of at least 40%.
Corporate Strategy
MGNT307 W1 P1 H1 (39L-0T-0P-0S-90H-15R-0F-0G-26A-15W-17C)
Prerequisite Requirement: ENTR2IE & MGNT2SM
Aim: The module aims to enable candidates to understand and apply the strategic management process. The module focuses on the nature of strategic management and strategic direction; analysing the business environment; the different levels of strategy; the organisational alignment and how a strategy can be implemented, managed and controlled. Strategy will also be explored from entrepreneurial and responsible perspectives.
Content: The strategic management process is specifically explored as it establish company direction: vision, objectives, strategies; industry and competitive analyses; evaluating resource and competitive capabilities; strategy and competitive advantage; tailoring strategy to fit specific situations; strategy in diversified companies; building resource strengths and core competencies; managing the internal organization; and related issues are explored.
Assessment: 2 Tests/Assignments (33%), 3hr Examination (67%)
DP Requirement: None

Business Ethics
MGNT310 W2 P2 H2 (39L-0T-0P-0S-80H-15R-0F-0G-26A-15W-16C)
Prerequisite Requirement: ENTR2IE & MGNT2SM
Aim: This applied ethics module aims to expose students to the important moral issues that arise in various business contexts. While theoretical ethics (philosophy) concerns itself with the nature and validity of the moral dimension of human life, applied ethics seeks to develop philosophical theories that have specific implications for specific moral issues. The context in which we seek to find a moral compass is business. We examine the behaviour of organisations, with the objective of determining appropriate behaviour for specific circumstances and contexts.
Content: An introduction to the nature of business ethics, seeking to define business ethics and interpret the concept of corporate citizenship. Classical and contemporary theories of ethics and the rationale of ethical business decision making. Corporate governance principles and practice and the environment of ethical performance reporting.
Assessment: Assignments, tests and/or projects (33%) Final examination (67%)
DP Requirement: None

Technology Management
MGNT314 W1 P1 (39L-0T-0P-0S-80H-15R-0F-0G-26A-15W-16C)
Prerequisite Requirement: ENTR2IE & MGNT2SM
Aim: To provide an understanding of the specific context of the strategic management of technology in a contemporary business environment, allowing students to gain an understanding of the dynamics of technology-intensive business and to develop a knowledge and understanding of the formulation and implementation of business strategy for competitive advantage in technology-competitive environments.
Content: An introduction to technology, technological innovation and technology strategy. The management of uncertainty, and different ways to go about selecting innovation projects, ensuring that value is captured from innovation. Intellectual property protection and the importance of technical standards and collaboration in high tech industries. Creation and maintenance of competitive advantage in high technology industries, product development and the management of new product development teams.
Assessment: 2 Tests/Assignments(33%), 3hrs examination (67%)
DP Requirement: None

International Business
MGNT315 W2 H2 P2 (39L- 0T-0P-0S-94H-11R-0F-0G-16A-15W-16C)
Prerequisite Requirement: ENTR2IE & MGNT2SM
Aim: The purpose of this module is to provide students with a greater understanding of the global environment by exposing them to the theory of international business, and to develop their cultural intelligence (CQ), by focusing on global and multicultural competencies. Students are exposed to the environmental forces affecting International trade and the issues firms take into account when contemplating their product development and international market entry. National differences are explored to gain a deeper understanding of how these differences impact on international trade. In addition, students will be exposed to managerial challenges in a globalised business environment to develop their creative and critical thinking skills in an effort to generate practical suggestions to overcome these challenges or to minimize the negative impact of these challenges on organisations.
Content: The module explores globalisation; the political-, economical- and legal systems; cultural differences; differences in economic development; Government Policy and international trade; political intervention to regulate trade and preclude national disadvantage; Foreign Direct Investment; strategy and structure in international business and international business functions
Assessment: 2 Test/Assignment (33%), 3hr examination (67%)
DP Requirement: None