
FACULTY OF HUMANITIES – CEREMONY 3

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ORDER OF PROCEEDINGS

Academic Procession.

(The congregation is requested to stand as the procession enters the hall and is invited to participate in the singing of Gaudeamus)

The Vice-Chancellor will constitute the congregation.

The National Anthem.

The University Statement of Dedication will be read by a representative of the SRC.

Musical Item.

Welcome by the Deputy Vice-Chancellor, Professor D Visser.

Professor Visser will present the award of a Fellowship to Professor Nigel Worden in absentia.

The honorary graduand, Henry Louis Gates, Jr, will be presented to the Vice-Chancellor by the University Orator, Professor A Lewis.

Professor Visser will introduce the speaker.

Address by the speaker.

The graduands will be presented to the Vice-Chancellor by the Dean.

The Vice-Chancellor will congratulate the new graduates.

Professor Visser will make closing announcements and invite the congregation to stand.

The Vice-Chancellor will dissolve the congregation.

The procession, including the new graduates, will leave the hall.

(The congregation is requested to remain standing until the procession has left the hall.)

The music for the recessional march was composed by Emeritus Professor Klatzow.

GAUDEAMUS

Gaudeamus igitur, juvenes dum sumus,
Gaudeamus igitur, juvenes dum sumus,
 Post jucundam juventutem, post
 molestam senectutem,
Nos habebit humus, nos habebit humus.

Ubi sunt qui ante nos in mundo fuere?
Ubi sunt qui ante nos in mundo fuere?
Vadite ad superos, transite ad inferos,
Quos si vis videre, quos si vis videre.

Vita nostra brevis est, brevi finietur,
Vita nostra brevis est, brevi finietur,
Venit mors velociter, rapit nos atrociter,
 Nemini parcetur, nemini parcetur.

Vivat Academia, vivant Professores,
Vivat Academia, vivant Professores,
 Vivat membrum quodlibet, vivant
 membra quaelibet,
Semper sint in flore, semper sint in flore.

NATIONAL ANTHEM

Nkosi sikelel' iAfrika
Maluphakanyisw' uphondolwayo,
Yizwa imithandazo yethu,
Nkosi sikelela, thina lusapho lwayo.

Morena boloka etjhaba sa heso,
O fedise dintwa la matshwenyeho,
O se boloke,
O se boloke setjhaba sa heso,
Setjhaba sa South Afrika – South Afrika.

Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee,

Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.

DISTINCTIONS IN THE FACULTY OF HUMANITIES

Bachelors degrees may be awarded with distinction

in a subject, where the student has an average of at least 75% and no mark below 70%

in the degree, where the student has both distinction in at least one subject and first class passes in at least 10 courses.

Honours degrees are awarded by class (first, second class division one, second class division two, or third).

Master's degrees may be awarded with distinction

for the dissertation, (in a coursework and dissertation curriculum) for especially meritorious work, the dissertation being in the first class (75% or better)

in the degree, for especially meritorious work, where the average is 75% or better and no component is below 70%.

FELLOWSHIP

The election by Senate of a member of the faculty to be a fellow recognises sustained and original contributions through research or creative endeavour.

The fellows in the Faculty of Humanities and their years of election are:

- 1986: Emeritus Professor P J L Klatzow
- 1992: Emeritus Professor R G Lass
- 1995: Distinguished Professor Ph-J Salazar
- 1996: Professor D Chidester
- 1997: Professor P Skotnes
- 2002: Professor J-L Cornille
- 2003: Professor J Higgins
- 2005: Professor J Alexander
- 2007: Professor M Solms

The following member of the Faculty of Humanities has been elected to a fellowship:

Professor Nigel Worden
Professor, Department of Historical Studies

Professor Nigel Worden may be the most influential historian of slavery in South Africa. His work has been crucial in developing comparative studies of slavery globally. Not only a scholar of slavery, but flowing from his intimate knowledge of the founding influence of the Dutch East India Company at the Cape, Worden has also played a critical role in developing an understanding of the history of Cape Town, the Cape colony and the South African state.

There are several aspects of slavery that Professor Worden was able to address for the first time and in detail. Fully versed in the literature on American, African and Asian slavery, Professor Worden has been able to demonstrate the ways in which slavery at the Cape was unique, and determined by its special context and place-specific circumstances. There was in South Africa no equivalent plantation system to that of the colonial Americas, but neither was the Cape slave system similar to bonded and debt labour in the Indian Ocean world. In addition his analysis of colonial settlements has revealed the implications of their gendered and spatial dimensions and he has shown how the very development of urban Cape Town was dependent on the importation of slaves from a wide range of African and Indian Ocean regions. He has revealed the ways in which the abolition of slavery in the 1830s led to a form of rural wage labour that remained highly coercive.

As a scholar Professor Worden has well understood the social and political implications of his work and engaged with both his academic community and society more generally to negotiate the inevitable consequences. To this end he has led a project to transcribe estate and slave papers, and write material for museums and school curricula. He has developed resources and run workshops for teachers and community-based researchers. Professor Worden's works are braided together in ways that become inextricable, giving meaning to the idea that the making of history is an act of understanding what history means in the present.

HONORARY DEGREE

Henry Louis Gates
DLitt (honoris causa)

Henry Louis Gates obtained his BA at Yale and his MA and PhD degrees at the University of Cambridge.

Henry Gates, Alphonse Fletcher University Professor and Director of Harvard's Hutchins Center for African and African American Research (originally the WEB du Bois Institute for African and African American Research), is one of America's foremost public intellectuals. He is a literary critic, educator, scholar, documentary-maker, writer and editor of several volumes.

The major focus of Gates' work has been the figure of the African American in American and global literature and politics. His work is driven by an abiding concern with the perception of the historic diminution of blackness in the everyday world and he seeks to show the contribution to society and culture made by people of colour, and to show how important it is for scholars to develop a better understanding of how racism has blighted modern society.

The corpus of Gates' writing includes several works of literary criticism including *Figures in Black: Words, Signs and 'Racial' Self* (OUP, 1987), *The Signifying Monkey: A Theory of Afro-American Literary Criticism* (OUP, 1988), *Loose Cannons: Notes on the Culture Wars* (OUP, 1992), *Colored People: A Memoir* (Knopf, 1994), *The Future of the Race* (Knopf, 1996), which he co-authored with Cornel West, *Thirteen Ways of Looking at a Black Man* (Random House, 1997), and *In Search of Our Roots: How Nineteen Extraordinary African Americans Reclaimed Their Past* (Crown, 2009). He has edited anthologies, including the influential *Norton Anthology of African American Literature* (WW Norton, 1996) and the *Oxford Schomburg Library of Nineteenth Century Black Women Writers* (OUP, 1991). He is the co-editor of *Transition Magazine*, and Editor-in-Chief of *The Root.com* a daily online magazine focusing on issues of concern to the African American community. He is the co-editor of *Africana: The Encyclopedia of the African and African American Experience*, the co-editor of the eight-volume biographical encyclopedia, *African American Lives* (OUP, 2008) and has written prolifically for serious academic and popular journals.

NAMES OF GRADUANDS

An asterisk * denotes that the qualification will be awarded in the absence of the candidate.

FACULTY OF HUMANITIES

Dean: Professor S Buhlungu

POSTGRADUATE DIPLOMA IN FINE ART

- *(With distinction) Lungiswa Gqunta
- *(With distinction) Jenifer Ruth Parsons
- *(With distinction) Catharina Helena Scheepers
- Alice Angela Toich

POSTGRADUATE DIPLOMA IN LIBRARY AND INFORMATION SCIENCE

- Amina Ajam
- *Jacqueline Bosman
- *Juan-Paul Michael Burke
- *Kathrine Louisa Garrun
- Rosemary Ireka
- *Jessica Mary Jenkin
- Fabian Simasiku Kapepiso
- Razaan Khan
- *(With distinction) Andre Louis Landman
- Lorraine Thelma Lank
- Theodorus Righardt Le Roux
- Nthabiseng Elizabeth Marole
- Caitlin Miller
- *(With distinction) Elizabeth Margaret Moll
- *Mogamat Fawaaz Moose
- *Sibongiseni Mrwashu
- Nombulelo Ndobeni
- *Anthea Carol Nefdt
- Mpho Netshiongolwe
- *Emade Stella Ngeh
- *Mantoetse Alice Nkuebe
- Itumeleng Hopesitll Rammile
- *Jessica Clara van der Hoek

POSTGRADUATE DIPLOMA IN MUSIC IN PERFORMANCE

- *Nicole Tracy D'Oliveira
(With distinction) Khanyiso Banard Gwenxane
- *Vasti Knoesen
Amogelang Oteng Lebethe
- *(With distinction) Mongezi Thato Machona
- *(With distinction) Pelisa Myendeke
- Esewu Silwane Nobela
- *(With distinction) Linda Wendy Nteleza
- *Janel Jody-Ann Speelman
- Michael Henwood Tonkin

DEGREE OF BACHELOR OF ARTS (HONOURS)

In Afrikaans:

(First class) Anke Salomie Theron

In Archaeology:

- Katherine Elmes
- Chester Ford Kaplan
- *Anita Frances Karungi
- Benjamin Francis Marais
- *James Richard Nevin
- Catherine Schenck

In Art Historical Studies:

Robin Daniel Bernstein
(First class) Tammy Fabian

In Curatorship:

- Jessica Drene Basiak
- Matthew Edward Bradley
(First class) Annchen Bronkowski
- Gera Marie de Villiers
- *(First class) Anna Maria Dorothea Ferreira
- *Zukisa Augustine Madyibi
- Mari Frances McFarlane
- Mosa Motaung
(First class) Bianca Jade Packham
- Thobeka Phenduliwe Sibisi

In Development Studies:

- Michelle Aderinsola Adebulehin
- *Tafadzwa Godwill Tivaringe

In Drama:

(First class) Megan Tara Culligan
Kim Ashlee Feldman
Owen Manamela-Mogane
Hannah Jane Molyneux
Semone Viljoen

In Economic History:

- *Brandon de Jager
- *Tammy Vanessa Wilks

In English Studies:

- (First class) Laura Robyn Barnard
- *(First class) Tamaryn Anne Burton-Moore
- *(First class) Gabriella Sarah Geffen
- *Mayuyuka Kaunda
- *Amahle Anele Madlala
(First class) Rowan Morar
- *Nigel Reddy
Khumo Sebambo
- *(First class) Sarah Johanna Smit
Jessica Kate Taylor
Carla Turner
(First class) Daniel James Volkwyn
(First class) Luke James Watson

In Film and Television Studies:

- (First class) Thaakirah Behardien
- Megan Louise Bense
(First class) Annique Miriam Bolliger
(First class) Camille Rox-Anne Darne
- Gemma Esau
- Candice Jennifer Land
- *Andrew Malusi Petersen
(First class) Daniël Jan Weys

In Heritage and Public Culture:

- *(First class) Leila Ruth Bloch

In Historical Studies:

- Marjorie Sabuje Belemu
- Christina Cheree Roma Botha
(First class) Michael James Boyd
- Sarah Leigh Bryer
- David Benjamin Court
(First class) Julia Johanna Gessner
(First class) Jacquelyn Gail Maris

Takudzwanashe Basera Mutumbwa (First class) Rehana Thembeke Odendaal (First class) Yoni Undine Pakleppa *(First class) Emma Proctor (First class) Chloe Maria Rushovich *Thomas Stielau (First class) Benjamin Vigne	<i>In Organisational Psychology:</i> *Natasha An Sabrina Baret (First class) Cari Miller Innocentia Desiree Mogotsi Danielle Jamie Valentine	DEGREE OF BACHELOR OF SOCIAL SCIENCE (HONOURS)
<i>In Industrial Sociology:</i> (First class) Lara Tracey Karassellos	<i>In Philosophy:</i> Sabina Georgia Funk (First class) Adam Maserow	<i>In African Studies:</i> Geraldin Wanelisa Albert Fadzai Emmah Chitiyo Sarah Sandra Kwenda
<i>In International Relations:</i> *Anna Dorothee Feifel (First class) Julian Karssen (First class) Timothy Andrew Lai Sibabalwe Songeziwe Mona	<i>In Philosophy, Politics and Economics:</i> Isaac Bheki Khambule *Stephanie Marie van der Mey	<i>In Archaeology:</i> *Jessica Lee-Anne Lillie
<i>In Justice and Transformation:</i> Lucy Maree Wileman	<i>In Political Communication:</i> Grace Kendi Osano Nwabisa Siyamthanda Zantsi	<i>In Clinical Social Work:</i> Lenie Debbie Bell Lorna Loretta Duma Ntombizikhona Patricia Joyce Dumani Tamara Octavia Dyantyi Charmaine Patricia Fledermaus (First class) Helen Felicity Gildenhuys Phumlani Gwebani (First class) Michaela Heidemann Mita Elizabeth Lena Lotriet Caren Louise Marais Assendra Nokulunga Mlokoti Mpolao Mohome Nonzukiso Ntwembi (First class) Tessa May Otten Gladys Noluthando Phooko *Segomotsi Primrose Pule Mzwandile Johannes Skosana Gweqe Gladwin Thabisitse Xoliswa Doreen Totose Madriana van der Voort *Kirsty van Niekerk Somikazi Hilda Xaso Phumza Patricia Zondani Olwethu Bridget Zotwana
<i>In Linguistics:</i> (First class) Erika Andrea Herrmann	<i>In Politics:</i> *Saffron Beatson *Simeon Kagiso Ties Gready *Laura Emma Knight	
<i>In Media Theory and Practice:</i> Tayla Megan Africa (First class) Dominique Bronwyn Bowen (First class) Aimee Claire Carelse (First class) Bronwyn Kate Currin *(First class) Andrew George Cuthbert Carla de Klerk *Zakiyah Ebrahim (First class) Rubert Fitchet Lynn Forget-Erasmus (First class) Lynne Marie Fraser (First class) Watipaso Theresa Kaliwo (First class) Megan Kinnaird (First class) Lesley Jade Marchant (First class) Noluyolo Ngomani *(First class) Inez Patel (First class) Laurie Ann Scarborough (First class) Kathryn Jane Scott *(First class) Kimberleigh Fenton Tessendorf	<i>In Social Anthropology:</i> *Carissa Robyn Cupido *(First class) Zara Julius *Ingebjørg Breivik Lingaas Mutsawashe Helen Mutendi	DEGREE OF BACHELOR OF MUSIC (HONOURS)
	<i>In Musicology:</i> Brittany Rosemary Dilkes Samantha Smith	
	<i>In Performance:</i> *(First class) Matthew Christopher Ferrandi (First class) Morne Frank Kahts *(First class) Shaun Deon Karssen Shaun Alexander Moir *(First class) Keenan Tyler Oliphant *(First class) Anna Jane van der Merwe	<i>In Development Studies:</i> *Dina Dabo *(First class) Michael Edward Blake Field Seo Hyung Lee (First class) Fadzai Muramba Arie-Jan Florus Plaisier Vivienne Pauline Waibel
		<i>In Economics:</i> Olivia Erin Barlow Joshua Brink Budlender (First class) Samantha Filby *Liam Benedict Gidlow *Simon John Kennedy Zukiswa Grace Ngema (First class) Cosimo Victor Lupo Gaspere Paulucci de Calboli Ginnasi

- Akhona Stafane
Kate Colleen Wills
- In Economic History:*
*Munashe Tazorodzwa Chideya
- In Environmental and Geographical Studies:*
Imraan Banderker
Paballo Abel Chauke
Rayne Diane Alycia Eaton
(First class) Brandon Marc Finn
Carrie Leaver
Londeka Joyful Mahlanza
Lesley Katherine Manning
*James Christopher Moir
Emily Hope Morrison
Chido Batsirai Kezia Muzondo
Samantha Sinikiwe Sithole
(First class) Christy Zinn
- In Gender and Transformation:*
Tatenda Ann Chimbwanda
*Briony Lee Fickling
*Mica La Vita
(First class) Jan-Louise Victoria Lewin
Lelani Mphatso Magagula
Tafadzwa Forsina Mautsa
Tahila Loforte Pimentel
Kirsty van Schalkwyk
Amy Nicolette Webber
- In Industrial Sociology:*
*Tshepo Khoetsa
Yoliswa Lelu
Sindiswa Hazel Mandy Msomi
Luntu Mninawe Sokutu
- In International Relations:*
*(First class) Ansellia Ariel Adams
(First class) Xanika Noel Covington
*(First class) Simon Geoffrey Everingham
*Kelsey Gauld
*Rebecca Helen Gough
*Dela Buhle Gwala
*Tawney Sharee Lott
Diketseo Charmaine Mgubungu
Dominic Angelo Mitchell
Anye-Nkwenti Nyamnjoh
*Wadeisor Tendiso Rukato
Mwinji Nakamba Siame
Jared Ross Silber
Kerri Juliet von Geusau
- In Justice and Transformation:*
Ruth De Freitas
Dominique Alyssa Dryding
Olivia Fiorotto
Maya Golda Schkolne
(First class) Caitlin Tonkin
- In Organisational Psychology:*
*Lara Jessica Alexander
Melissa Maria Alwar
Apindiwe Bekiswa
Danielle Chuvali
Cameron Frederick Cyster
Stephanie Jenna Dungan
Danielle Emma Flavell
Victoria Alexandra Frere
Raesah Hassa
Laura Heldsinger
Ka Wai Ho
Raesah Ismail
Mellisa Jakachira
Robert Michael Jennings
*Daniela Juhnke
*Claudia Latrobe Geiger Kelly
Kendal Terri Krober
*Raffaella Tania L'Abbate
Nyasha Samantha Mandioma
Nicole Melamed
Soloman Milner
Jonathan Layton Nel
*Gaboine Ratsiepe
(First class) Megan Elizabeth Upsher
*Tamara Zyambo
- In Philosophy:*
(First class) David Glyn Harris
David Loy Lutrin
*(First class) Joshua James Platzky Miller
- In Philosophy, Politics and Economics:*
Jean-Emile Jammine
Amy Leigh Kennedy
*Andrew Christopher Loizou
- In Politics:*
Talya Michelle Galasko
Jaimee Lynn Langerman
*Janeth Bazo Shiyo
- In Probation and Correctional Practice:*
Keith Anthony Baptiste
Andre Henry Brown
Bridgette Sophia Buys
Msawenkosi Welcome Danga
- Janine Charmaine Ding
Ellen Magdalena Jefftha
Dismasi Tinashe Kawani
Jane Archikare Odey
Elizabeth Louisa Short
Henry Muzi Sibiya
(First class) Sophia Stadler
Andrew Frederick Warnick
Lilian Mhanga Zweni
- In Psychology:*
Christopher Anderson
(First class) Bonny Jane Astor
Elretha Bartlett
Razia Bey Stoffberg
(First class) Marcelle Boshoff
*(First class) Hollie Jayde Bradley
Ssu-Wei Chen
(First class) Nicole de Villiers
*(First class) Nicholas James Dowdall
(First class) Gary Ganz
Aadilah Gasant
*(First class) Alia Jane Gibson
*(First class) Amy Rebecca Gorven
Sheridan Thomas Grobler
(First class) Jessica Horler
*Priscila Kheraj
(First class) Michelle Louw
*Gaëlle Odile Marie Louise Lullien
*(First class) Joshua Michael Martin
(First class) Catherine Jane Masson
*Ernest Allen Messina
(First class) Kirsten Anne Meyer
Melissa Isabella Meyer
(First class) Victoria Anne Parry
Simone Maxine Peters
(First class) Elana Rolfe
Kai Torsten Schramm
(First class) Matthew James Timothy Lindsay Snelling
Jarred Lior Srot
*Zainab Thawer
Leonie Lea van Niekerk
(First class) Paola Gabriela Viglietti
- In Public Policy and Administration:*
Fiona Simakuhle Dyosi
*Zahraa Isaac
Daniel Cormac McCarthy
Baatile Thato Mpakanyane

Janet Norah Ndatoya Mpho Happiness Rapakoana *Jane Bazo Shiyo Busisipho Ayakha Siyobi *Mutlhuweni Marilyn Suto	DEGREE OF MASTER OF ARTS IN NEUROPSYCHOLOGY	<i>In Documentary Arts:</i> *Alison Karen Smith
<i>In Religious Studies:</i> (First class) Faren September	Aimee Kim Dollman (with distinction in the dissertation)	<i>In English Language and Literature:</i> Siphokazi Jonas
<i>In Social Anthropology:</i> *(First class) Mohini Baijnath *Dylan Matthew Campbell Muneeba Dawson Christoph Anton De Chavonnes Vrugt *Claire Luella Denham Dyson (First class) Joe Eppel (First class) Nicole Nina Ferreira Leah Davina Junck Martha Hazvinei Kavhai (First class) Kylie Eve Marais *Jarrad Skye Pitts Amara Sait *Tarryn Ann Schooling Yuka Shimamura Namhla Yamkela Isipho Sicwebu	Yvonne Gartner (with distinction in the dissertation) (With distinction) Kate Hamilton (With distinction) Anica Jansen van Vuuren Helen Ju-Reyn Yolande Ockhuizen (with distinction in the dissertation)	<i>In Film Studies:</i> *Aurora Patricia Drummer *Alta du Plooy <i>In Historical Studies:</i> *Chapane Mutiua (With distinction) Sarah-Jane Walton
<i>In Social Development:</i> (First class) Jessica Elizabeth Blom (First class) Bridget Amy Clampett *Thandiwe Davids Jessica Jane Dewhurst *Nokwakhe Fuyana Kauthar Jacobs *Victoria Leopoldine Jusme *Lilian Tafadzwa Kachere *(First class) Meekness Lunga *Dique Paulo Wilson Manuel Michell Sibongiseni Mpike Nontsikelelo Nzula Alicia Achieng Okeyo *Chloe Charlotte - Graziella Reiss Vimbainashe Ethel Sibanda Masibulele Desiree Sishuba-Zulu Benson Tatenda Siyawareva Yen Mee Cheng Yone Shin	DEGREE OF MASTER OF ARTS	<i>In Language, Literature and Modernity:</i> Jennifer Inman Earl (With distinction) Christiaan Emile Straeuli
<i>In Social Policy and Management:</i> Jessica Rita Antonels Sarah Jessica Atmore *Mbali Innocentia Buthelezi *Neema Miriam Kihwelo *Shanon Lusinga Natasha Nadia Pillay Justin Thomas Rowles *Jackline Wanjiru	<i>In African Cinema:</i> (With distinction) Clarien Luttig <i>In Applied Drama and Theatre Studies:</i> Buntu Pupa <i>In Clinical Psychology:</i> (With distinction) Krystel Gilberte Assounga Nicholas Jay Groll Mzwandile Sylvester Madalane (with distinction in the dissertation) (With distinction) Batetshi Matenge Tanya Nadine Oosthuyzen (With distinction) Donita Rodrigues *(With distinction) Daniel Sher <i>In Creative Writing:</i> Tania du Toit *(With distinction) Michael Anthony King Wendy Wanjiru Koinange *(With distinction) Liam Kruger *Debbie Loots *Maria Elizabeth Smith (with distinction in the dissertation) (With distinction) Stephen Peter Symons Brian Murray Tait (with distinction in the dissertation) *Jennifer Thorpe	<i>In Media Theory and Practice:</i> Johann Richard Abrahams Sarah-Annique Struben *Christopher James Wheeler <i>In Political Communication:</i> *(With distinction) Dimitrij Umansky <i>In Psychological Research:</i> *(With distinction) Yvonne Catharina Blake Yihua Chen <i>In Religious Studies:</i> *Emmanuel Francisco Taulo <i>In Screenwriting:</i> (With distinction) Kristina Graour <i>In Social Anthropology:</i> *(With distinction) Murray Stanford <i>In Theatre and Performance:</i> *(With distinction) Genna Gardini Mduyiswa Cyprian Kweyama (With distinction) Rosa Rogers Postlethwaite

DEGREE OF MASTER OF FINE ART	<i>In Library and Information Science:</i> (With distinction) Thembani Malapela	<i>In Social Anthropology:</i> Tana Forrest *Liam Peter Keene Tsoarelo Sylvia Qhobela (with distinction in the dissertation)
Nadine Elizabeth Froneman (With distinction) Jeannette Rosemund Unite	<i>In Philosophy, Politics and Economics:</i> Ines Janina Hundenborn	<i>In Social Development</i> Hannatu Aishatu Abdu Elizabeth Ann Clack Freddy Lipeleke Sisanda Millicent Mgzulwa *Samkelo Ndlovu Aunt Manyongo Mosima Tantoh (with distinction in the dissertation) *Sean Allen Whiting
DEGREE OF MASTER OF LIBRARY AND INFORMATION SCIENCE	DEGREE OF MASTER OF SOCIAL SCIENCE	
Shelley Leigh Wilkin	<i>In Clinical Social Work:</i> (With distinction) Cheryl Marilyn Jankelson-Groll *Dina Maria Oosthuysen	
DEGREE OF MASTER OF MUSIC	<i>In Economics:</i> *(With distinction) Ece Yagman	<i>In Social Policy and Management:</i> Ropafadzo Malvin Nhaitayi
<i>In Dance by Practical Work and Dissertation:</i> (With distinction) Cecilia Johanna Katzke	<i>In Environmental and Geographical Studies:</i> *Evan Blake	
<i>In Music (Dissertation and Performance):</i> (With distinction) Azra Isaacs	<i>In Gender Studies:</i> Serita Garatidye (With distinction) Rutendo Hadebe *Stephanie Alexandra Lux	
DEGREE OF MASTER OF PHILOSOPHY	<i>In Global Studies:</i> (With distinction) Merlinda-Joy Renee Abrahams	
<i>In African Studies:</i> Clement Mweso *(With distinction) Kimberly Michelle Wolf	<i>In International Relations:</i> Christoff Gideon Kotze	
<i>In Development Studies:</i> *Joy Tinotenda Banda Lubabalo Ntsholo *(With distinction) Leo Jonathan Schoots Hangala Siachiwena	<i>In Organisational Psychology:</i> Lakin Jane Smith (with distinction in the dissertation)	
<i>In Diversity Studies:</i> Tauriq Hartley	<i>In Politics:</i> Dominique Victoria Webb (with distinction in the dissertation)	
<i>In Heritage and Public Culture:</i> *Xolelwa Kashe-Katiya (with distinction in the dissertation) *Ilze Amanda Wolff (with distinction in the dissertation)	<i>In Probation and Correctional Practice:</i> Julia Campher Jayna Rudo Kusada	
<i>In Justice and Transformation:</i> *Rachel Courtney Goodman	<i>In Psychology:</i> *Dane Henry Isaacs *Rosamond Catherine Veitch	

DEGREE OF DOCTOR
OF PHILOSOPHY

*In African Languages and
Literature:*

Phindile Alice Dlamini

Thesis Title: *The impact of
siSwati as a first language on the
acquisition of academic English by
tertiary students in Swaziland*

Phindile Alice Dlamini, who has an MPhil in Education specialising Applied Language Studies from the University of Cape Town, grew up and was educated in rural Swaziland where her first encounter with English was at boarding school. She is currently a lecturer in the English Department at the University of Swaziland. Her experience there with students' writings inspired her to investigate the effects of siSwati as a first language on the acquisition of academic English. During the course of her PhD study, Phindile Dlamini realised that the way students' English was assessed in Swaziland required transformation: direct translations from siSwati into English created certain grammatical, syntactical and semantic errors, and expression was often defective. Yet, she has showed, this is not because of poor English so much as a result of underdeveloped skills in cognition and reasoning. Interviews she conducted for her study revealed that students were not exposed to texts in their first language in early childhood. This finding has led her to conclude that, apart from being sympathetic to the effects of language transfer, educationalists in Swaziland need to foreground proper foundational instruction in their pupils' and students' first language which is siSwati.

Supervisor: Dr T Dowling (School of Languages and Literature)

In African Studies:

Jesmael Mataga

Thesis Title: *Practices of pastness,
postwars of the dead, and the
power of heritage: museums,
monuments and sites in colonial
and post-colonial Zimbabwe,
1890-2010*

Jesmael Mataga has a BA Honours in History and an MA in Heritage Management from the University of Zimbabwe. He is currently Senior Lecturer in Cultural and Heritage Management at the National Museum of Lesotho, and a PhD Fellow in UCT's Archive and Public Culture Research Project.

Jesmael Mataga's thesis critically examines museum and heritage practices and policies in colonial and postcolonial Zimbabwe. Where conventional accounts have tended to emphasize the disjuncture between the colonial and postcolonial periods, his work shows significant continuities of practice. In Jesmael Mataga's account, heritage becomes a vital arena of claim-making, on the part of a complexly changing set of agents. Early chapters focus on settler heritage and the construction of a Rhodesian memorial landscape. Later chapters focus on liberation heritage, land claims, "counter-heritage" practices, and "postwars of the dead".

Supervisor: Professor C Hamilton (School of African and Gender Studies, Anthropology and Linguistics)

Co-supervisor: Associate Professor N Shepherd (School of African and Gender Studies, Anthropology and Linguistics)

In Drama:

*Alude Sinayo Mahali

Thesis Title: *A Museum of Bottled
Sentiments: the 'beautiful pain
syndrome' in twenty-first century
Black South African theatre making*

Alude Mahali has a BA (Hons) from Rhodes University, and MA in Theatre & Performance from UCT. Alude has acted professionally in Cape Town, Johannesburg and Grahamstown, and taught at UCT and Magnet Theatre Education Trust. Her doctoral study emerges from her experience of South Africa, growing up as a first-generation 'free' black female.

Alude Mahali's thesis investigates black contemporary theatre making in the 'now moment' after the fall of apartheid, when young, black South Africa -based contemporary theatre makers have chosen to journey inward in their art, in a struggle towards self-determination. This 'now moment' prompts the 'beautiful pain syndrome': a cultural disease revealed by the individual theatre makers through the aesthetic interpretation, or beautiful consideration, of inherently painful material. It is characterised by performances of uncomfortable attachments such as unsettlement and anxiety in four rites-of-passage works in which transition occurs from one phase of life to another. Those works, Awelani Moyo's Huroyi Hwangu -- In De/Re Composition (2007), Asanda Phewa's A Face Like Mine (2008), Mamela Nyamza's Hatched (2009) and Mandla Mbothwe's Ingcwaba lendoda lise cankwe ndlela (2009) all reflect transitions in the country's shifting identity and in the identities of individuals who inhabit it.

Supervisor: Emeritus A/Professor G Morris (Drama)

Co-supervisor: Professor A Sitas (Sociology)

In English Language and Literature:

Megan Jane Cawood

Thesis Title: *Passing On:*

“The Weight of Memory” and the second-generation fiction of Anne Michaels, WG Sebald and Bernhard Schlink

Megan Cawood has BA and BA Honours Degrees from Trinity Western University in Vancouver, Canada, and an MA in English Language and Literature from the University of Cape Town. The value of “second-generation” fiction for Holocaust studies can be found in its self-conscious examination of what might constitute an ethical response to the testimony of another. Megan Cawood’s thesis brings together the fictional texts of authors of the generation after the Holocaust: Anne Michaels’s *Fugitive Pieces*, W. G. Sebald’s *The Emigrants* and *The Reader* and Bernhard Schlink’s *The Reader*. In her thesis she investigates the narrative strategies each text employs to bear witness on behalf of another and to pass on what Sebald has called “the weight of memory”. Using Sebald’s phrase to consider the second generation’s response to the burden of memory, she examines the aesthetic strategies employed in these texts, and the modes of literary address that render the text a site of response. Her thesis considers how fragmentation and failure inform the aesthetics of the authors in producing unsettling and yet engaging narratives which, in turn, provoke alternative and continued responses.

Supervisor: Professor C Clarkson (English Language & Literature)

Co-Supervisor: Dr S Young (English Language & Literature)

Clement Mapfumo Chihota
Thesis Title: *Towards Marxist stylistics: incorporating elements of critical discourse analysis into Althusserian Marxist criticism in the interpretation of selected Zimbabwean fiction*

Mapfumo Clement Chihota has a BA (Honours) and MA from the University of Zimbabwe and a MSW (Applied) from Massey University. His thesis emerged from teaching an undergraduate course which explored the interfaces between Language, Literature and Communication.

Clement currently teaches at the Bethlehem Tertiary Institute in Tauranga, New Zealand.

Clement Chihota’s thesis investigates the possibility of developing a hybridised method of text interpretation – labelled as ‘Marxist-stylistics’ – which is primarily based on Althusserian Marxist criticism, but which also incorporates salient conceptual and analytical resources drawn from the field of Critical Discourse Analysis. In construction of the method, Clement establishes the need for Althusserian Marxist criticism to be mediated, and more specifically, the areas in which this mediation is required. He then garners germane theoretical and methodological resources from Critical Discourse Analysis to address the identified gaps. Clement delineates the distinctive properties of the emergent Marxist-stylistic method before practically applying it to the interpretation of four Zimbabwean fictional texts. The key outcome of the thesis is the emergence of a versatile and distinctive method of text interpretation, which meaningfully separates itself from Althusserian Marxist criticism, on the one hand, and from Critical Discourse Analysis, on the other.

Supervisor: Professor K Sole (English Language and Literature)

Co-supervisors: Dr J Dornbrack (Schools Development Unit); Emeritus Professor K McCormick (English Language and Literature)

Alexandra Jane Dodd

Thesis Title: *Secular Séance:*

Post-Victorian embodiment in contemporary South African art

Alexandra Dodd has a Bachelor of Journalism (cum laude) from Rhodes University and a Master of Arts in Literature from Concordia University in Montreal, Canada. She has worked as an independent critic energised by the interface between visual and literary culture.

Alexandra Dodd’s thesis explores the haunting Victorian aspects of selected works by five contemporary South African artists thus offering a public invitation productively to reimagine the country’s traumatic colonial inheritance. She investigates the aesthetic strategies employed by Mary Sibande, Nicholas Hlobo, Mwenya Kabwe, Kathryn Smith and Santu Mofokeng, and argues that their artworks perform a similar function to the 19th century *séance* or to African ancestral rites, putting viewers in touch with the most unresolved, painful aspects of South Africans’ shared and separate histories. Showcased within the secular context of the museum or gallery, these works of art stage embodied visual conversations with the unfinished identity struggles of our ancestors, symbolically releasing the damage of the past. In this sense, Dodd argues, these contemporary South African artworks contribute to a refiguring of our deeply inscribed history of violent categorisation in fantastical, open-ended terms.

Supervisor: Professor C Clarkson (English Language and Literature)

Co-supervisor: Professor C Hamilton (Anthropology Section, School of African and Gender Studies, Anthropology and Linguistics)

In Environmental and Geographical Studies:

Mutale Chileshe

Thesis Title: *Economic shocks, poverty and household food insecurity in urban Zambia: an ethnographic account of Chingola*

Mutale Chileshe has a University of Zambia BA and a UCT MSocSc (Social Anthropology). A Canadian International Development Agency (CIDA) scholarship has enabled her to study urban food security through UCT's Department of Environmental and Geographical Science since 2009.

Mutale Chileshe thesis research on poverty and food insecurity in sub-Saharan Africa focuses on rural households and on urban areas with concentrations of low income households. Her study has combined ethnography and quantitative research approaches to examine the vulnerability of middle class urban households to food insecurity in contemporary Chingola, Zambia – a context of rapid urbanization, repeated economic crises and high food and fuel prices. Her thesis indicates that a majority of such households are food insecure and are becoming increasingly impoverished. Her work suggests that ever greater numbers of economic shocks in Zambia are creating increasing poverty and food insecurity -- phenomena which are now no longer confined to shanty compounds but are increasingly widespread and can be found in what have previously been regarded as affluent sections of the city. Since it highlights the key dynamics driving food insecurity in urban households, Mutale Chileshe's thesis has implications for the alleviation of poverty and food insecurity in developing countries.

Supervisor: Dr J Battersby-Lennard (Environmental and Geographical Science)

Co-supervisor: Dr B Frayne (Environmental and Geographical Science)

Jacqueline Sunde

Thesis Title: *Customary governance and expressions of living customary law at Dwesa-Cwebe: contributions to small-scale fisheries governance in South Africa*

Jacqueline Sunde has a BA and a BSocSc (Hons) in Social Work from the University of Cape Town and an MA from the University of York, UK. Her PhD thesis emerged in response to her development work as a policy researcher working with small-scale fishing communities in South Africa. Drawing on a case study of the Dwesa-Cwebe community in the Eastern Cape, Jacqueline Sunde's thesis aims to understand the customary governance system of this community and its relationship to living customary law. It examines how the customary system of marine resource governance has interfaced with statutory and other systems of law in the past and how such a system continues to develop. In the context of the Constitutional recognition of customary law, Sunde's thesis explores the contribution that such a system of governance can make towards promoting socially just small scale fisheries in South Africa. It argues that harmonization of statutory and customary systems of governance demand an approach to governance theory and practice that is able to imagine an alternative ecology of governance.

Supervisor: A/Professor M Sowman (Environmental and Geographical Science)

Co-supervisor: A/Professor M Bavinck (Centre for Maritime Research (MARE) University of Amsterdam, Netherlands)

In Film Studies:

Adam de Beer

Thesis Title: *"We'll have a gay ol' time": transgressive sexuality and sexual taboo in adult television animation*

Adam de Beer has an N.Dip in Film and Video Technology from the Tshwane University of Technology and a BEd, BA Hons in Film Studies, and MEd from the University of Cape Town.

Adam de Beer's thesis brings together his interests and expertise in television, gender and animation studies to develop an understanding of animation as transgression. His research focuses on adult animation, specifically that for American primetime television series, and which he sees as manifesting a social need to violate and thereby interrogate aspects of contemporary heteronormative conformity. His thesis focuses specifically on sexuality and sexual taboos and how these are articulated within the animated diegesis. His findings reveal the mutuality between the plasticity of animation, which lends itself to shaping physical representations of reality, and the complex social processes of non-violent cathartic ideological expressions that redefine sociopolitical boundaries. His argument contextualizes the changing face of sexuality and the limits of sexual taboo in terms of current contestations and acceptability, and the relationship that has to animation. Contemporary animation both represents the social performance of transgression and is itself a transgressive product, disrupting accepted conventions. Adam de Beer's thesis validates the notion that animation is not necessarily safe for children.

Supervisor: A/Professor MP Botha (Centre for Film and Media Studies)

*In Hebrew Language
and Literature:*

Ephraim Levitz

Thesis Title: *The concept of
fatherhood in traditional Jewish
sources and its impact on current
views of fatherhood*

Ephraim Levitz, a lecturer in Hebrew and Jewish Studies, has a BEd from the Kiryat Chinuch Teacher's College in Israel and an MEd from Loyola Marymount University in Los Angeles. Currently he holds a Rabbinic Ordination while at the same time specializes and lectures in Education and Pedagogy.

Ephraim Levitz's thesis proposes that Jewish children brought up in observant families have an advantage over children who grow up in secular Jewish households. The thesis shows that this advantage is not necessarily due to the religious scriptures, to which they are exposed or to the commandments to which the families adhere. Rather, the advantage follows from the fact that observant men who follow a traditional Jewish way of life are more available to their children than are their secular peers, and that their presence and commitment to familial responsibilities bring about a stability that helps their children to flourish. Rabbi Levitz's research provides the groundwork for comparative fatherhood studies in other cultures and religions.

Supervisor: Dr AT Reisenberger
(Hebrew Studies)

In Linguistics:

*Pierre Benjamin Jacques Aycard

Thesis Title: *The use of Iscamtho
by children in White City-Jabavu,
Soweto: slang and language
contact in an African urban context*

Pierre Aycard was born in 1982 and holds an MA in Political Science from the Institut d'Études Politiques de Lille (France), and an MPhil in African Studies from the University of Leiden (Netherlands). His interest in language in Soweto started during a 2003 internship at the French Institute of South Africa (IFAS-Research), and led him to seven years of research in White City which concluded with his PhD.

Pierre Aycard's thesis – based on extensive fieldwork in White City-Jabavu, Soweto – documents the use of Iscamtho, a variety characterised by its creative use of slang, in relation to the local urban variety of isiZulu. The main questions answered in the thesis concern whether children in White City use Iscamtho and what particular kind of mixed variety supports its use. The thesis concludes that, although some Iscamtho lexis has permeated the local urban isiZulu variety and is consequently used in the home, overall it is the local urban variety which is a stable home and community language, rather than its Iscamtho manifestation. The latter is best regarded as a robust slang register appropriate in circumscribed social settings involving mainly young people.

Supervisor: Professor R Mesthrie
(School of African and Gender
Studies, Anthropology and
Linguistics)

Co-supervisor: Dr E Hurst
(Education Development Unit)

In Media Studies:

Sean Peter Samson

Thesis Title: *Respectability and
shame: The depiction of coloured,
female murderers in the Daily
Voice and Son tabloids – 2008 to
2012*

Sean Peter Samson was raised in Hanover Park, Cape Flats. He holds a BA in Film and Media Studies, BA Honours in Media Theory and Practice and MA in Media Studies (UCT). After working as a journalist at the Daily Voice, he became interested in tabloid representations of marginalised communities.

Sean Samson's thesis analyses Western Cape tabloids' depictions of four coloured women on trial for murder in South Africa. He argues that the depictions preserve conservative race, class and gender norms through constructing a notion of illegitimate femininity rooted in apartheid and colonial discourses on coloured femininity, and that they diminish the threat female offenders pose to traditional performances of identity. By focusing on those depictions, he offers a snapshot of the prevalent discourses on race, gender, and class circulating in the public that are created by the tabloids. Using a Foucauldian frame that he extends by applying Judith Butler's insights, Samson reveals that hegemonic ideas about race, class and gender prevail well after apartheid and that tabloids' recognition of marginalised subjects fails to reflect a shift to democratic transformation. If media are to transform, he argues, they need to discard the apartheid era's subjugating and pathologising discourses.

Supervisor: A/Professor A Haupt
(Centre for Film & Media Studies)
Co-supervisor: Dr T Bosch (Centre
for Film & Media Studies)

In Political Studies:

Andrews Atta-Asamoah

Thesis Title: *Transnational security challenges and statehood in Africa: a case study of drug trafficking in Ghana*

Andrews Atta-Asamoah holds a BSc from the University for Development Studies and an MA from the University of Ghana, both in Ghana. His PhD thesis emerged as a result of his work as a senior researcher on African peace and security issues at the Institute for Security Studies.

Andrews Atta-Asamoah's thesis investigates the cause-effect relationships surrounding transnational security challenges and statehood in Africa. Taking advantage of the relatively recent provenance of drug trafficking in Ghana, he maps out the intricate dynamics of the internal and external dimensions of the phenomenon within an explanatory framework of the weak state theory. He finds that Ghana's existence in the confluence of an interaction between internal and external factors left the country vulnerable to the activities of criminal networks exploring new routes to markets in the global North. Upon emerging, traffickers have sustained the country's weaknesses, worsened them in some cases and, where possible, initiated new forms. By weakening state institutions, drug trafficking activities have eroded the functional and juridical attributes of the state in many ways. The thesis calls for a reconsideration of the key variables informing the war on organised crime in Africa.

Supervisor: A/Professor J Akokpari (Political Studies)

Carlos Shenga

Thesis Title: *The Mozambique legislature in comparative perspective: legislative development, performance and legitimacy*

Carlos Shenga holds a Bachelor's degree in Social Sciences and an Honours degree in Public Administration from Eduardo Mondlane University, Mozambique; and a Master's degree specializing in democratic governance from the University of Cape Town. He has worked as a researcher for the African Legislatures Project in UCT's Centre for Social Science Research, and his thesis emerges from that work.

Carlos Shenga's thesis aims to contribute to our limited understanding of the processes of legislative development and democracy in Africa. He provides a comparative study that assesses the development and performance of Mozambique's first three multiparty assemblies, between 1995 and 2009. Proposing a new model of legislative development and performance, Mr Shenga has used that model to probe the extent to which the Mozambican legislature has been able, over time, to recruit increasingly better qualified legislators, to reform rules of procedure, to reorganize internal structures, to improve working conditions, and to create capacity for the institutions and members to make laws, to conduct oversight and to represent voters. Shenga's study offers policy advice for those interested in strengthening legislative institutions through identifying important factors that can be used to encourage adoption of effective, transparent and accountable legislative performance.

Supervisor: Professor R Mattes (Political Studies)

In Psychology:

Alexander James Carter

Thesis Title: *Struggling to hold addiction treatment talk and relapse in mind*

Alex Carter has a BA and BA(Hons) from the University of Port Elizabeth, and an MSc in Clinical Psychology degree from Medunsa. His PhD thesis emerged as a result of questions raised in clinical practice whilst working in the field of drug addiction treatment in various residential facilities since 2005.

Alex Carter's thesis provides a critical analysis of residential drug addiction treatment. The thesis aims to understand high rates of relapse in the context of client-counsellor dialogue. Mentalization theory and critical discourse theory are used to understand counselling interventions and their shortcomings. In order to do this, twenty interviews were conducted with participants of 10 dyads who had completed residential addiction treatment for relapse. Counsellors and clients talked about their treatment experience and about counselling as a relapse-prevention intervention. Focus on the counselling relationship elicited talk about mental states related to treatment for addiction and relapse. A critical discursive analysis of these data was conducted according to Fairclough's (2001) principles. The analysis found that disease model jargon unsettled clients' and counsellors' dialogic thinking about relapse, impeding anything other than a largely self-fulfilling, non-psychological discussion. Recommendations are made for developing therapeutic alliances between clients and counsellors in addiction treatment.

Supervisor: A/Professor CL Ward (Psychology)

Co-supervisor: A/Professor S Swartz (Psychology)

Catherine Mary Hutchings
Thesis Title: *Narrative means towards literacy understandings. exploring transformations within literacies and migrating identities*

Catherine Hutchings holds a UNISA BA and an HDE, BEd (Language Teaching), BEd (Educational Psychology), and MPhil from UCT. She has been a member of academic staff in UCT's Centre for Higher Education Development since 1994.

Cathy Hutchings' thesis emerged from a course she taught in the UCT Education Department. In the thesis she analyses the narrative reflections, towards their development of critical reflective thinking, of mature students in a classroom of wider access. She examines how agency is adopted in the students' learning and writing and the extent of changes in the student learners'/writers' 'voice'. Her study has been undertaken within the framework of New Literacy Studies, where reading and writing are regarded as aspects of literacy (and learning) practices, along with other aspects of discourses, including attitudes, understandings, values, beliefs and general practices of learning, knowledge, meaning making and conceptions of understanding. She has also drawn on aspects of narrative theory in psychology and education to explain how learners (and others) determine their experiences and outcomes by what they express in the stories students tell of themselves, and how those stories affect their responsibility or agency, and thus the 'voice' they take on, in their learning and writing.

Supervisor: A/Professor S Swartz (Psychology)

Douglas John Mansfield
Thesis Title: *The role of the magnocellular system in implicit cognition*

Douglas Mansfield has BA, BA(Hons), and Masters degrees (Clinical Psychology) from the University of Natal. He practiced as a clinical psychologist before joining the University of Natal (now the University of KwaZulu-Natal) as a lecturer. His academic teaching and clinical areas include neuropsychology, cognitive neuroscience and implicit cognition.

Douglas Mansfield's thesis replicated and confirmed existing evidence that the Magnocellular (M) visual system facilitates visual perceptual processing and confers a speed and accuracy advantage for word and object recognition. He investigated the role of the M system in the Implicit Association Test, widely used in research on racial prejudice. This experiment showed that the M system is involved in processing race related facial features and that this early visual processing mediates, or contributes to response automaticity in implicit cognition. He shows that the extent to which the M system facilitates facial race-feature processing is related to the degree of implicit prejudice; and that the M system seems to facilitate processing of race-related facial features in groups that show more implicit prejudice, in comparison to a low prejudice group. Mansfield concludes that Magnocellular processing of race-related facial features may vary as a function of perceived racial salience.

Supervisor: Professor C Tredoux (Psychology)

Hendrik Johannes Pretorius
Thesis Title: *Is conscious perception a continuous or dichotomous phenomenon?*

Henk Pretorius has a BA, a BA Honours (Psychology) and an MA in Research Psychology from North West University.

Henk Pretorius' thesis aims to address the issue of whether conscious visual perception is a graded or dichotomous phenomenon. This question has recently been a point of fervent debate in cognitive psychology. In order to reconcile disparate accounts, Pretorius' work set out to test the proposal that the form of consciousness is dynamic instead of being consistently graded or dichotomous. To this end three experiments were conducted that investigated the effect of degradation technique, stimulus type and processing level on conclusions regarding the form of visual consciousness. His findings suggest that consciousness can be degraded. Further, they indicate that what we look at and the nature of the disruption imposed on our perception strongly influences our dichotomous or graded conscious experience. The conclusion that the form of consciousness is modulated by viewing conditions has implications for several areas of consciousness studies regarding its methods and theories.

Supervisor: Professor C Tredoux (Psychology)

Co-supervisor: Dr S Malcolm-Smith (Psychology)

In Religious Studies:

*Booker Thomas Alston

Thesis Title: *Transatlantic Latter-day Saints: Mormon circulations between America and South Africa*

Booker Thomas Alston holds a BA from the University of Lethbridge and the BA(Hons) and MA in Religious Studies from the University of Cape Town. While working on his thesis, he served as tutor in the Department Religious Studies and editorial assistant for the Journal for the Study of Religion.

Booker Thomas Alston's thesis examines the American character of Mormonism in South Africa. Can the Mormon experience in South Africa be identified as distinctively American? By tracking historical circulations, mapping changing territories, and utilizing the comparative strategies of the history of religions, the thesis documents and analyses the changing associations of South African Mormonism with America. In some instances, such as its nineteenth-century practice of polygamy and its twentieth century policies of racial prejudice, Mormonism appears to be more at home in South Africa than in America. In other areas, such as the efforts of Mormon missionaries during the 1930s to develop baseball in South Africa, the religion utilized its American heritage to advance what has been called the Americanization of South Africa. While investigating missions, slavery, racial discrimination and popular culture, this thesis makes an original contribution to our understanding of Mormonism as an American religion in South Africa.

Supervisor: Professor D Chidester (Religious Studies)

*Ursula Badenhorst

Thesis Title: *The language of gardens: Ibn al-'Arabi's barzakh, the courtyard gardens of the Alhambra, and the production of sacred space*

Ursula Badenhorst holds a BA in English and Psychology from North West University. After a teaching career of ten years, she enrolled as an occasional undergraduate student in the Humanities Faculty of the University of Cape Town, proceeding to earn the BSocSc Honours and MSocSc in Religious Studies.

Ursula Badenhorst's thesis advances an interdisciplinary and multimedia spatial analysis of religion by focusing on the courtyard gardens of the Alhambra. The gardens provide a site for developing a theoretical conversation on the Sufi notion of the barzakh (an intermediary and relational space) between the premodern Muslim mystic Ibn al-'Arabi and contemporary Western theorists concerned with space, movement, and aesthetics. As a barzakh, the gardens put space in motion. Drawing an analogy with medieval Islamic travel genres, Ms Badenhorst's thesis shows that we can encounter these gardens through a sensory engagement with their architectural elements. Understood in terms of the barzakh, the visual and haptic elements of the gardens are amplified in other media such as literature and film. Mapping an epistemological, imaginative and aesthetic journey through the courtyard gardens of the Alhambra, the thesis makes an original contribution to theory in the study of religion and aesthetics.

Supervisor: Professor D Chidester (Religious Studies)

Co-supervisor: Associate Professor S Shaikh (Religious Studies)

In Social Anthropology:

Munyaradzi Mawere

Thesis Title: *Forest insects, personhood and the environment: harurwa (edible stinkbugs) and conservation in south-eastern Zimbabwe*

Munyaradzi Mawere has BA(Hons) and MA degrees in Philosophy from the University of Zimbabwe. His PhD thesis emerged as a result of his research and teaching experiences at the Universidade Pedagogica-Gaza, Mozambique where he is Associate Professor, and where he was Assistant Research Director between 2009 and 2010.

Munyaradzi Mawere's thesis is set in a forest in Zimbabwe. He examines the ways in which the harvesting of edible insects, specifically harurwa or edible stinkbugs, sets in place a vital set of relationships with the forest through which its ecology is protected and tended. His work raises critical questions both for environmental anthropology and for practices of community-based natural resource management. The dissertation theorises the coexistence of humans and other beings, and it works generatively with regional intellectual heritage and post-humanities scholarship in ways that challenge both the idea of "indigenous knowledge" and post-humanities philosophy. Mr Mawere's findings advance the theorisation of an engagement-zones perspective that values the relationalities of different actors in the environment and in environmental conservation.

Supervisor: A/Professor L Green (School of African and Gender Studies, Anthropology and Linguistics)

Co-supervisor: Dr F Matose (Sociology)

*Artwell Nhemachena
Thesis Title: *Knowledge, Chivanhu and struggles for survival in conflict-torn Manicaland, Zimbabwe*

Artwell Nhemachena earned a BSc Honours (Sociology) and an MSc (Sociology and Social Anthropology) from the University of Zimbabwe. His doctoral studies were supported by a John E Sawyer Seminar Fellowship and an Andrew W Mellon Fellowship. His thesis emerges from his experiences of violence in Zimbabwe in recent years.

Artwell Nhemachena's thesis aims to understand survival strategies amid great hardship and sustained violence in Zimbabwe. Drawing insights from everyday life struggles by villagers in Buhera district, he situates their survival strategies within the context of chivanhu, an understanding of the reciprocal relationships that make the world and that has erroneously been construed as "tradition". Elucidating how chivanhu differs from its mistranslations, Nhemachena enables a revisioning of regional conceptualisations of human-environment relationships. People's accounts of how they survived recent political, economic and agro-ecological crises evince how strategies for survival have drawn on understandings of life processes, relations of reciprocity, and modes of sensing the world. Nhemachena's analysis of chivanhu and the ethics of chivanhu generates insights into Zimbabwean violence as a mode of unmaking personhood and relationalities to which people responded by refashioning modes of personhood and relations; and it offers space to rethink violence, and moral and political philosophy.

Supervisor: A/Professor L Green (School of African and Gender Studies, Anthropology and Linguistics)

Co-Supervisor: Professor FC Ross (School of African and Gender Studies, Anthropology and Linguistics)

Marieke Norton
Thesis Title: *At the interface: marine compliance inspectors at work in the Western Cape*

Marieke Norton has BA, BA(Hons) and MA degrees from UCT. Her PhD builds on the insights she developed when conducting her MA research into small-scale fishing on the Cape south coast.

Marieke Norton's thesis is based on eighteen months of ethnographic fieldwork alongside Department of Agriculture, Forestry and Fisheries (Fisheries Branch) inspectors. Highlighting the complexities underlying compliance, she challenges prevailing stereotypes about the dys-functioning of DAFF's Chief Directorate Monitoring, Control and Surveillance. Focussing on the design of compliance inspectors' jobs, and noting that they are residents in the very communities whose members' activities they are required to supervise, she illuminates their on-the-ground experience as marine inspectors required to manage contestations over environmental resources and governance. Her research findings demonstrate that, while compliance is a central feature of fisheries management, the logics that frame inspectors' job descriptions and performance management often fail to grasp the quality of human relationships that are required for successful coastal governance. Her work thus questions assumptions, about nature and humanity, embodied in current marine resource legislation. In a time of increasing resource scarcity, Norton's thesis makes a critically important contribution to the broader field of environmental governance philosophy and an ecosystems approach to fisheries management.

Supervisor: A/Professor L Green (School of African and Gender Studies, Anthropology and Linguistics)

Co-supervisor: A/Professor A Jarre (SA Research Chair in Marine Ecology and Fisheries)

In Social Development:
Samson Barrigye
Thesis Title: *Sustaining the peace in Northern Uganda: exploring the potential for community participation in conflict resolution processes*

Samson Barrigye holds an MA in Peace & Conflict Studies from Makerere University (Uganda) and an MA in Post-war Recovery Studies from the University of York (UK). His experiences over fifteen years with conflict-affected communities, particularly their exclusion and under-representation in conflict resolution processes, inspired him to undertake this research.

Samson Barrigye's thesis uses an empowerment/participatory perspective drawn from peace research and conflict resolution theory to retrospectively examine the potential for community participation in the Juba Peace process. He applies this perspective to analyse empirical data from the Acholi region of Northern Uganda. The thesis' core hypothesis is that the inclusion of community members and aspects of their traditional conflict resolution practices are key factors in democratizing the peace process. He argues for enabling mechanisms which could enhance participation of the Acholi people who have experienced the disempowering impact of internal displacement during the conflict. He offers empirical evidence supporting the value of adopting more nuanced conflict resolution approaches within the formal justice system. Barrigye's original contribution relates to the enhancement of conflict and peace theories that have been tested 'on the ground'.

Supervisor: Dr C O'Brien (Social Development)

HISTORICAL SKETCH

Founded as the South African College (a boys' school that aimed to provide higher education as well) in 1829, the University was established as the University of Cape Town in 1918.

The early history was one of great expectations and hard times and it was not until the early years of the twentieth century that the University was developed into a fully-fledged tertiary institution. A significant and pioneering development in the 19th century was the admission of women as degree students in 1886, many years ahead of most universities in the world.

At the start of the 20th century the University incorporated the Diocesan College, the teacher training classes of the Normal College, the South African College of Music and the Cape Town Schools of Fine Art and Architecture.

The Medical School was established and in the 1920s the University began a partnership with the local health authority (now the Provincial Government's health department) that saw the Medical School move from the Hiddingh Campus and the Green Point Somerset Hospital to Observatory (the rest of UCT's Upper Campus moved from Hiddingh to its present site, on part of Cecil Rhodes' estate, in 1928). This partnership allowed for the construction of the first Groote Schuur Hospital on a University site. The partnership continues to this day and now involves not only Groote Schuur as a teaching hospital but Red Cross Children's Hospital, Valkenberg and a growing number of primary health care sites.

The period between the end of World War II and 1994 was marked by two themes. Firstly, the University recognised that if it was to be fully South African, it would have to move beyond academic non-segregation to be fully inclusive. It would have to face the consequential and increasing clashes with a government determined to legislate for segregation and enforce the doctrine of apartheid. And secondly, the University intended to transform into a leading research institution.

Before World War II, the University was largely a teaching university and its students were mostly undergraduates. The research undertaken was sporadic, though in some cases notable. A research committee was appointed for the first time in 1945. The next 75 years saw a great expansion of research and scholarly work such that the UCT of 2014 has a greater proportion of highly rated researchers and gains significantly more research grants and awards than any other South African University.

The 1980s and 1990s were characterized by the deliberate and planned transformation of the student body. This was aided by the establishment of the Academic Development Programme aimed at helping students from disadvantaged educational and social backgrounds to succeed and the desegregation of student residences. As a result, a student body that was 90% white in 1979, when UCT marked its 150th anniversary, is in 2014 more than 50% black. The total student enrolment of just above 26 000, includes international students drawn from over 100 countries, a significant proportion of which are from SADC states. Particular emphasis is placed on postgraduate studies and more than 20% of these students will be enrolled in master's and doctoral programmes. A growing number of postdoctoral fellows contribute substantially to the research endeavours and reputation of the University (UCT has more than a third of the total number of post docs in South Africa).

UCT continues to work towards its goal to be Africa's leading research university. Its success can be measured by the scope of study it offers and the calibre of its graduates.

MISSION STATEMENT OF THE UNIVERSITY OF CAPE TOWN

UCT aspires to become a premier academic meeting point between South Africa, the rest of Africa and the world. Taking advantage of expanding global networks and our distinct vantage point in Africa, we are committed, through innovative research and scholarship, to grapple with the key issues of our natural and social worlds. We aim to produce graduates whose qualifications are internationally recognised and locally applicable, underpinned by values of engaged citizenship and social justice. UCT will promote diversity and transformation within our institution and beyond, including growing the next generation of academics.

Foundation statement underpinning the mission statement

Our research-led identity is shaped by a commitment to:

- academic freedom as the prerequisite to fostering intellectual debate and free inquiry;
- ensuring that research informs all our activities including teaching, learning and service to the community;
- advancing and disseminating knowledge that addresses the key challenges facing society – South African, continental and global;
- protecting “curiosity driven” research;
- nurturing and valuing creativity in the sciences and arts including the performing and creative arts;
- stimulating international linkages of researchers and research groupings.

We strive to provide a superior quality educational experience for undergraduate and postgraduate students through:

- providing an intellectually and socially stimulating environment;
- inspired and dedicated teaching and learning;
- exposure to the excitement of creating new knowledge;
- stimulating the love of life-long learning;
- the cultivation of competencies for global citizenship;
- supporting programmes that stimulate the social consciousness of students;
- offering access to courses outside the conventional curricula;
- attracting a culturally and internationally diverse community of scholars;
- guaranteeing internationally competitive qualifications;
- offering a rich array of social, cultural, sporting and leadership opportunities;
- providing an enabling physical and operational environment.

In advancing UCT as an Afropolitan university, we will:

- expand our expertise on Africa and offer it to the world;
- extend our networks on the continent, along with our global connections and partnerships;
- promote student and staff exchanges and collaborative research and postgraduate programmes;
- engage critically with Africa’s intellectuals and world views in teaching and research;
- contribute to strengthening higher education on our continent.

We strive to provide an environment for our diverse student and staff community that:

- promotes a more equitable and non-racial society;
- supports redress in regard to past injustices;
- is affirming and inclusive of all staff and students and promotes diversity in demographics, skills and backgrounds;
- offers individual development opportunities to all staff;
- is welcoming as a meeting space for scholars from Africa and around the world.

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The University of Cape Town gratefully acknowledges the sustained contributions of the following partners. Their generosity has assisted us toward our goals of improving student access to tertiary education and promoting curriculum, staff and student transformation; increasing our research capacity; and implementing programmes that promote social engagement and community upliftment.

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