

# GRADUATE STUDIES HANDBOOK

## ALL YOU NEED TO KNOW

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# Dean's Message

The Faculty of Humanities at the University of the Witwatersrand is one of the leading centres of postgraduate studies and research, in South Africa and Africa. Postgraduate students in the Faculty are taught and supervised by leading academics, who enjoy an international reputation, as some of the world's foremost research active and productive scholars. The Faculty seeks to creatively and critically engage with its location in Johannesburg, arguably South Africa's most globally networked city, which has dynamic political, social, economic and cultural links to Africa and the world. Academics in the Faculty have a wide range of links which include collaborative research with other leading scholars in universities in Africa, Asia, Europe, North America and the Middle East.

The Faculty offers a wide range of programmes, some of which are vocationally oriented and lead to careers in specific Professions while others are theory and research oriented and impart critical analytical skills that open up to a range of careers in academia and research institutes, the public and private sectors and non-governmental organisations alike.

Most of our programmes seek to be at the cutting edge of postgraduate studies by taking innovative multi disciplinary, cross disciplinary and trans disciplinary approaches linking the arts, social sciences, natural science, law and management. Our postgraduate students go through rigorous theoretical and methodological training which imparts strong research and analytical skills and enables them to adapt to the constantly changing world of work in the 21<sup>st</sup> Century. Increasingly students in the Faculty are provided with opportunities not only to attend conferences and seminars and present papers but to publish articles in peer reviewed journals and, in some disciplines, to contribute book chapters to edited volumes.

The Faculty attracts postgraduate students from within the South and increasingly from different parts of Africa and therefore comprises a diverse community which contributes to providing a very stimulating environment in which to study.

Our postgraduate programmes are designed to be flexible enough to cater for the different circumstances of each student. They can be taken on both a part time and full time basis and at different stages of a student's career.

Finally, the Faculty strives to provide a strong supportive framework by providing advice on curriculum choices, career development and mentoring.

*May I take this opportunity to welcome you to this Faculty and to wish you every success with your studies and research.*

**Professor Tawana Kupe**

# What does Wits offer?

## **An international university**

The University of the Witwatersrand is a research and teaching institution with an international reputation. The Faculty of Humanities is a leading centre for Humanities and Social Science research in South Africa. Here the serious research student will join a large community of graduates with a strong tradition of research, publication and conference attendance.

## **Work with distinguished scholars**

The staff includes many internationally recognised scholars who have won international and local awards. In the field of African Studies, four members of staff have won or been short listed for the Herskovits prize, the premier international publication award in the field. Members of the Faculty of Humanities also have a distinguished record in relation to local prizes for writing and research, notably the CNA, Alan Paton, Bill Venter, National Research Foundation, President's and Vita Awards. The Faculty has a proud tradition of international publication and offers numerous international seminars and conferences.

## **Innovative approach to graduate studies**

In 1998, the Faculty of Humanities established the Humanities Graduate Centre (previously Graduate School for the Humanities and Social Sciences), the first of its kind in the country (see page 5).

## **Living in Johannesburg - Jozi, “the continent’s big apple”**

“...a city with history, rich networks of people, bizarre and attractive architecture, a lively economic pulse” (Adam Roberts & Heidi Holland *From Jo'burg to Jozi*,)

The city of Johannesburg is the thriving cultural and economic centre of Africa, an urban space where a diversity of people conduct their lives. Throughout its history, Johannesburg has attracted immigrants from across the globe, who have contributed to the city's spatial and economic expansion. A new political era has moved Johannesburg beyond the administrative, racial and social patterns left behind by apartheid, to absorb the many settlements on the city's periphery. Johannesburg as a living, changing, metropolitan area is the African focal point of global relations. The city is an extraordinary mixture of sophistication, urban afro-chic, and gritty local culture.

The University of the Witwatersrand is located in the hub of this multifaceted society and has grown with the city in a process of social and urban integration. Wits University is in Braamfontein, near the Greater Johannesburg Metropolitan Council, where government officials ensure the maintenance of Johannesburg as a dynamic and ever-growing metropolis.

Johannesburg is the media and the financial and service sector capital of the country. Wits University has been closely linked to the city's development and is concerned to secure the prosperity of Johannesburg through scholarship and political and civic activism. “It is in the spirit of realising our constitutional mandate as a facilitator in the developmental process that the City of Johannesburg has entered into a partnership with the University of the Witwatersrand. Both Council and the University are critical to the city's development. We have a common approach to development, we are both in the process of transformation and through the formalised partnership approach we are poised to make a difference to the lives of people in Johannesburg.” (Comment by Johannesburg's City Manager, Khetso Gordhan, September 1999.)

During the apartheid era, black communities were relocated to Johannesburg's peripheries in areas that over the years have turned into burgeoning towns. The most famous of these is Soweto, centre of the 1976 schools' uprising and today home to many shebeens and nightclubs where township jazz and blues, especially the Kwela music of the forties and early fifties, is enjoyed. South Africa's political and economic ties with other African countries have attracted many Professionals from the Congo Republic, who have become an intrinsic part of Gauteng society. Adding other dimensions to Johannesburg's eclectic nightlife, Sankaya nightclub in Rosebank offers Congolese music, while Time Square Café and Kin Malebo in Yeoville cater to patrons of Moroccan and Tunisian heritage.

Johannesburg is also home to foreigners from beyond the African continent who have brought with them their culinary traditions. If Chicken Chow Mein is what you're after, Cyrildene's China town offers an assortment of small family-owned restaurants preparing and serving meals according to Chinese custom, while a little closer to home mouth-watering Chinese fare can be found on Commissioner Street in the City itself, with both restaurants and cafes to choose from. For a Japanese flavour, the sushi bars along Grant Avenue in Norwood are trendy and exclusive hangouts where students and young Professionals take centre stage. Italian ice-cream, tramezzini, pizza and pasta dishes can also be enjoyed in Norwood and Johannesburg's continental suburb, Bedfordview, while a Kosher palate can be satisfied in Jewish delicatessens scattered all over the city. Greenside and Parkhurst offer pavement dining on hot evenings and buzzy nightlife. The Radium Beer Hall (a Jo'burg institution) of Louis Botha Avenue is still the city's best pub. "Frothy cappuccino at the Belem in downtown Johannesburg with thick Portuguese sweet pastries! A detour to the old Mai Mai migrant worker's market to stock up on trendy Zulu tyre sandals, then sushi and chilled wine at a Parkhurst pavement café! Later, Indian roti and curry in Fordsburg for dinner! Saturday in Jo'burg - Bliss!" (Extract from *Love, Crime and Johannesburg*, a play by Malcom Purkey, Carol Steinberg and the Junction Avenue Theatre Company, with thanks to Charlene Smith.)

For students living in the Wits University residences, the pulsing pace of Melville, one of the oldest suburbs in Johannesburg, is close by. Early humans made the Melville Koppies their home some 250 000 years ago; it is one of the oldest inhabited sites in the world. Pubs and clubs line the main streets, hosting anything from avant-garde African jazz to contemporary rock. Cigar bars offer a relaxed yet distinguished atmosphere, and the coffee bars are always a good option. Melville also has an array of second hand bookstores selling academic texts and leisure reading material.

Gauteng's geographical location assures a temperate climate all year and sunshine is usually the order of the day. During the summer months, impressive displays of lightning often transpire from afternoon thundershowers, and Johannesburg is the site of the International Centre for Lightning Research.

Outdoor leisure activities are popular. Joining a canoeing club, jogging, cycling or signing up for Tai Ch'i is fun and affordable and fits easily into a busy schedule. Conveniently, these activities take place on and around the University grounds. If spectating is your sport, the Ellis Park Sports Precinct with its newly constructed athletics stadium holds major sporting events such as rugby, soccer and athletics, on an international level. The city has hosted the All Africa Games, which unite people from all parts of Africa, at various sports venues. Wits University's fine sporting facilities also hold important matches, where the University's teams offer strong competition to the best of the country's sports men and women.

Johannesburg has an expanding subculture of performance art, culminating in a range of local and international acts during the Arts Alive festival every September. Major theatres showing year-round performances include the Market Theatre, the Agfa Theatre on the Square and the Civic Theatre. Johannesburg's large scale music venues often stage international music stars, while opera lovers can enjoy the acoustics of the State Theatre in Pretoria. At the University itself, the Wits Theatre complex houses impressive performing arts facilities, attracting top contemporary dance companies from around the country. The lively spate of concerts hosted by the Music School uses the Great Hall's outstanding acoustic properties to the full.

Recent commercial and industrial expansion have seen Johannesburg and Pretoria almost linked, with Midland between the two. Pretoria, with its characteristic jacaranda trees, is within easy driving distance from Johannesburg, and being the seat of the South African administrative government, it is also the home to the international embassies. At the heart of the city is Pretoria Zoo, classed as one of the best zoos in the world for educational exploration. Although a small city, Pretoria is home to the State Theatre, as well as the Northern Flagship Museum and numerous sites of historical interest.

Johannesburg is a convenient base for travelling further afield. A short highway distance from Wits University is O R Tambo International Airport, South Africa's biggest airport, from where most domestic flights arrive and depart. Competitive student fares and student holiday packages allow easy access to beach holidays and international tours. Adventure tours have become popular and vary from bungee jumping from the top of the Victoria Falls in Zimbabwe and swimming with dolphins at Ponta D'Oura in Mozambique to abseiling from a cliff face in the Drakensberg. For guided tours of the southern African bushveld, national parks such as the Kruger, Pilanesburg and Borakalalo offer game drive views of the "Big Five".

Johannesburg is unlike any other city in South Africa. Diverse cultural influences and a township atmosphere give this metropolis its defining features. The heterogeneous nature of its population has resulted in a hybrid city

environment, making it common for hawkers to share the same pavement as high-rise office blocks. Johannesburg's shopping areas range from air-conditioned suburban shopping malls to outdoor flea markets, to people selling wire-art on the roadside and at traffic lights. Sandton City, Eastgate, Westgate and Fourways, a few of the city's shopping malls, include department stores and fashion shops selling local and international labels. Cinemas in these complexes screen the latest releases. For the more discerning cinema-goer, Cinema Nouveau in the Rosebank Mall shows art and cult films and regularly hosts international film festivals.

Johannesburg and the surrounding areas have one of the richest art heritages in the world, from Rock Art to contemporary southern African experimental art. The Gertrude Posel Gallery at Wits University hosts various exhibitions, from African wall-hangings to German expressionist paintings. Larger art galleries such as the MTN Art Institute, the Standard Bank Centre Gallery, the Everard Read Gallery and the Gallery on the Square in Sandton display fine paintings, sculpture, ceramics and contemporary pieces from across the globe. Ancestral artefacts are kept in Museum Africa in Newtown, originally an old fruit and vegetable market, and the Natural History Museum in Pretoria has displays of a palaeontological nature. The Parktown-Westcliff Heritage Trust offers guided tours of historically-interesting houses in the area. "Johannesburg sits in the midst of one of the richest palaeontological sites in the world - a honeycomb of dolomite caves full of the fossil remains of our human ancestors from several million years ago." (Extract from 'As old as history itself' in *From Jo'burg to Jozi* by Adam Roberts and Heidi Holland). Both the sites of Swartkrans and world-famous Sterkfontein Caves have produced both infamous and renowned fossil hominids and fauna unlike any other site in Southern Africa, and both sites are located just a short drive to the South of the city, offering a visitor a unique glimpse into the ancient past attainable in very few parts of the world. The Apartheid museum, found to the south of the city is certainly worth a visit. Telling the story of South Africa's controversial recent past "its poetry constructs a neutral, abstract space in which the full brutality of apartheid is powerfully conveyed" (From 'A quick tour around contemporary Johannesburg' in *From Jozi to Jo'burg* by Adam Roberts & Heidi Holland).

"Jo'burg is a city unlike any other in Africa. It has the wealthiest, most sophisticated and liberal thinking population on the continent." (Extract from *Love, Crime and Johannesburg*).

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# Humanities Graduate Centre

Centrally located in a gracious building that was part of the original University campus established in 1922, the Humanities Graduate Centre (previously the Graduate School of Humanities and Social Sciences) provides access to high-quality seminars and research supervision, a congenial setting and outstanding facilities for graduate study. It is also an important point of connection for local and international students and researchers.

The Humanities Graduate Centre draws on the skills of the country's leading academics in the Humanities and Social Sciences. This intellectual expertise is harnessed to produce both academic researchers and graduates who are not simply trained in particular disciplines and practices, but are innovators, initiators and thought leaders.

The Graduate Centre is close to the main libraries, the postgraduate club, post office, the Dulce cafeteria, the residence shuttle pickup point and secure late-night parking. On-line computers, photocopiers, telephones and workspaces are available until late into the night. In addition, the Graduate Centre runs two computer laboratories located on the ground floor of South West Engineering building which are open to postgraduate students in the Faculty of Humanities. The recently refurbished Masters or East laboratory, which houses 36 computers, is open from 8am to 10pm on weekdays, from 9am to 5pm on Saturdays and from 9am to 4pm on Sundays. The West or PhD student laboratory houses 38 carrels which are allocated on a first-come-first-serve basis to full time doctoral students in the Faculty and is open at the same times as the Masters lab.

The Graduate Centre also offers a forum for dynamic interaction and debate. For example, visiting academics, researchers, student-run seminars and conferences combine to create a vibrant atmosphere of intellectual interchange. The attractive and well-equipped seventy-person seminar room and symposium facility is used for small conferences and large seminars and frequently features lectures by internationally renowned scholars. The Graduate Centre also administers the Atrium, a small unusual venue often used for concerts and other events. These venues may be used free-of-charge by any member of the University community and for a small fee by members of the public. Bookings for these venues should be made with the Graduate Centre front desk on 011 717 4032/5 or [gradcentre.humanities@wits.ac.za](mailto:gradcentre.humanities@wits.ac.za).

In developing partnerships with other educational institutions, business, the state and employers, the Graduate Centre aims to assist in producing a new generation of critical graduates, and researchers who are also squarely oriented towards the world of work, and equipped to envision, plan for and realise South Africa's future in all its complexity.

## SPECIAL FEATURES

### **Research capacity development**

One of the Graduate Centre's most important functions is to provide an ongoing programme of research training and research capacity development for postgraduate students in the Faculty of Humanities but also, where appropriate, for other postgraduates in the University. This programme includes an extensive research methodology workshop series (see below) as well as academic writing and publication workshops.

The Centre also runs a postgraduate mentorship programme designed to support students who have had very little prior research experience with the research component of their postgraduate degrees. This programme is directed, in particular, to postgraduate Professional students and those who have been admitted on the basis of recognition of their prior learning or experience (RPL). The Centre also houses a number of its own research-related projects supported by the University's Strategic Fund as well as the National Research Foundation (NRF).

### **Conference and publication opportunities**

The Faculty of Humanities has a strong research culture into which graduates are inducted. Students have the opportunity to work and sometimes publish with leading scholars. Students are regularly invited to participate in events such as conferences and workshops being hosted by the Graduate Centre. The Graduate Centre also makes a certain amount of funding available in order to support postgraduate students to attend academic

writing retreats designed to assist them with the publication of their research. Many of the Faculty's graduate students have published articles in local and international journals.

### **Post-doctoral fellowships**

The Graduate Centre, in conjunction with the Dean and other Schools in the Faculty, often hosts short-term post-doctoral fellowships which are designed to assist the Faculty's post-doctoral students publish their research and/or undertake further research.

### **Workshops and lectures**

An important aspect of the Graduate Centre's activities is the arranging and hosting of a number of workshops and lectures. In 2010, three different workshop or lecture series will be hosted by the Graduate Centre (*See Value-added Workshops*). These are:

- General research-related workshops
- Research methodology workshops
- 'Key Words/Key Thinkers' lecture series

## **Value-added Workshops**

**The Humanities Graduate Centre in conjunction with the Postgraduate Project Office runs a series of workshops to help graduates enhance their academic skills as well as their capacity to undertake research. A key component of the Graduate Centre's work relates to its research and research methodology workshops. These workshops usually run from late February to early November. The 2010 workshop programme, including details of the dates, times and the workshop presenters, will be available from the Graduate Centre front desk.**

## **RESEARCH AND RESEARCH METHODOLOGY WORKSHOP SERIES**

Many research projects require students to develop a familiarity with methodologies outside of their home discipline. These sessions are run by experienced researchers using the various methods designed to introduce students to the latest developments and best practice methodologies. While they do not offer a comprehensive training in any one methodology, these workshops introduce the novice to key concepts and techniques in these various methodologies.

The 2010 general research workshops are likely to include the following:

### **Starting to think about your research workshop**

The workshop intends to help students either at Masters or Honours level, who have had not previous experience doing empirical research but who are already working towards formulating a research topic. Much of this short session will be devoted to an introduction of the key terms used in the writing of a research proposal. It is hoped that as a result of the discussion of these terms a basic understanding of the nature of the research product and the research process will be provided.

### **Proposal writing workshop for Social Science students**

Writing a proposal for a MA research report thesis, (or an Honours research essay) is the most important part of the postgraduate research process as it determines the student's research focus for the rest of the year. This workshop focuses on the four key areas of a proposal: the Aim, the Rationale, the Methodology and the Literature Review. Students are taken step-by-step through the processes that are needed to produce a proposal that will be accepted by the Graduate Studies Committee. This workshop focuses on those aspects of the proposal that are particularly relevant to Social Science students.

### **Proposal writing workshop for Humanities students**

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### **How to write an abstract**

A good abstract is an important part of any research report, dissertation or doctoral thesis and is a component upon which external examiners often place a great deal of emphasis. In addition, being able to write a good abstract is essential if you wish to present your research at a conference, because the organizers often choose papers on the basis of the quality of the abstracts submitted.

### **Writing literature reviews**

Students often feel a great deal of anxiety about writing literature reviews. This workshop begins by dealing with some of these fears and challenges. It provides some practical strategies for students to take ownership of their writing by making choices about writers and research they think is valuable. Thinking about the importance of organisation, structure and argument will be explored. The workshop also looks at linguistic techniques like sentence skeletons that provide scaffolding in the writing. Finally samples of student literature reviews will be analysed and discussed.

### **Project management**

This workshop provides practical advice and guidance on how projects of any size or type can be effectively managed at postgraduate level. Aspects to be covered include how to plan a project, forecast for time, cost (funding) and resources, assess and manage risk such as unplanned changes in methodology, and most importantly preventing project creep and meeting project deadlines.

### **Understanding copyright and its relation to plagiarism**

This workshop will give students an overview of copyright and how it affects their studies and research, when using other people's works. It will include: a definition of copyright, what laws govern copyright in SA; fair dealing and exceptions; what can and can't be copied; using electronic resources; when and when not to apply for copyright permission; where free material can be found, etc. and an overview of plagiarism and why students need to reference properly. It will also include some useful website references and reference styles.

### **Research report planning and writing for students in the Social Sciences**

Planning the order and focus of chapters; maintaining the "thread of argument"; combining narrative with analysis; these are all difficult problems that beset postgraduate students when they start writing up their research. This workshop looks closely at a range of real research reports and dissertations completed by students in the past so as to provide students with working examples of layout and writing to guide their own work. The workshop also analyses examiners' reports commenting on actual students' work (together with samples of this work) so students can see what external examiners expect from them.

### **Research report planning and writing workshop for students in the Humanities**

Planning the order and focus of chapters; maintaining the 'thread of argument'; combining narrative with analysis - these are all difficult problems that beset postgraduate students when they start writing up their research. This workshop will look closely at a range of real research reports and dissertations completed by students in the past so as to provide students with working examples of layout and writing to guide their own work.

### **On choosing a qualitative research method**

This workshop will take the form of a description of a number of common methods of doing qualitative empirical research including: Action research, Case study research, Discourse analysis, Ethnography and Thematic content analysis. It will pay particular attention to the differences between these approaches, pointing out why each is suited to answering research questions of a particular kind and analysing particular types of data.

### **Starting to process qualitative data**

The task of writing up various kinds of qualitative data such as interview transcripts, open-ended questions on questionnaires, student diaries, policy and media documents etc is often a challenging one. Using actual examples, various ways of starting to process qualitative data of this kind will be discussed.

### **Selecting and using an appropriate research instrument**

A coherent relationship between instrument, data and analytic method is imperative for any good research project. This workshop will explore the main research instruments likely to be used by researchers in the Faculty. These include the questionnaire, the interview, the survey, the focus group and the vignette. The

presenter will discuss the characteristic features of each of these instruments, focusing on their powers and limitations in relation to the types of data they are able to gather and the types of data analysis methods they are therefore able to service.

### **Quantitative methods in Social Science**

This workshop will initially introduce students to the principles and fundamentals of quantitative data collection within the realism/empiricism paradigm. The workshop will then describe and introduce a number of common methods of doing quantitative empirical research, including: Experimental and quasi-experimental designs, Survey/ Questionnaire research, quantitative interviews, Case study research, and Field research. The workshop will pay particular attention to the differences between these approaches, pointing out why each is suited to answering research questions of a particular kind and analysing particular types of data.

### **Researching the media: Doing policy and institutional research**

Research on how policies in any given sector are generated, implemented as well as their ramifications for both that sector and society has become very important in modern society. Similarly, research on institutions – the principles underpinning them, and how they perform in relation to those principles in a society largely governed by institutions has become critical in many university disciplines. Yet policy and policy-oriented research does not easily fit within the usual research methods such as surveys or content analysis. This lecture will focus on various approaches to conducting policy and institutional research using examples drawn from media policies and institutions in southern Africa, including archival/historical studies and interviewing policy actors.

### **How to do Thematic Content analysis**

This session will take the form of a demonstration by way of examples, of how Thematic Content analysis could be done. In this workshop it is likely that actual examples provided by current students will also be used.

### **Researching the media using Content analysis**

The session will cover a range of methods generically labelled Content Analysis that are used to analyse documents including media content for their messages or meanings that can be related to the broader Social Context.

### **How to do Critical Discourse analysis**

This session will cover a range of approaches to Critical Discourse analysis using the work of Norman Fairclough, John Thompson and Michael Halliday. It will take the form of a demonstration by way of examples of how Critical Discourse analysis is actually done and will offer students rubrics to assist them in the initial analysis of texts.

### **Discourse analysis in the Social Science tradition**

A number of research projects in the Social Sciences, in social psychology in particular, now use Discourse analytic methods of the kind exemplified in the work of Jonathan Potter and Margaret Wetherell and Ian Parker. During this workshop the similarities and differences between discourse analysis in the Social Science tradition and those used in other discourse analytic traditions will be discussed and some demonstrations of this method at work will be presented.

### **Action research: principles and practices**

Two key words associated with action research are *involvement* and *improvement*. Action research is sometimes referred to as *practitioner-based research* because the researchers usually aim to (i) understand an aspect of their workplace practice, (ii) plan and implement critically-informed action which is designed to bring about improvement to this aspect of practice and (iii) monitor and evaluate the effects of the action. The workshop will begin with a review of some of the key texts in the action research literature, which outline the main principles, practices and debates. Participants will then have an opportunity to apply knowledge of these principles, practices and debates to the planning of an action research project.

### **Doing ethnography**

In the words of the title of a recent re-examination of ethnographic practice, ethnography is described as 'Writing Culture'. In other words, ethnography attempts to capture the 'unsaid' and to construct 'implicit meanings' that are present in both the everyday activities of people and in the extraordinary activities involved in ritual, ceremony and public performances of all kinds. The ethnographer does this through what is called 'participant observation', a method that requires the participation of the ethnographer in the life he/she attempts to describe, and a close reading of the activities, meanings and interpretations of those he/she observes. This

seminar will examine in particular specific ethnographic techniques such as the non-directed open-ended interview, the use of visual records, note taking and coding.

### **Interpreting and theorising your results – How to write the discussion section of a research report based on qualitative data**

Writing the discussion section of the research report often presents students with particular difficulties because this process involves an understanding of how to use theory and literature to critically analyse their research findings. This workshop will suggest some of the ways in which students can approach the analysis and writing up of qualitative data such as that derived from interviews, focus groups or open-ended questions.

*Please note that all workshops are free and open to all Wits academic staff and postgraduate students. However, students in the Faculty of Humanities are given preference. Bookings are essential for all workshops and should be made through the Graduate Centre Front Desk located on the ground floor of the South-West Engineering building. The Front Desk can also be contacted on:*

*Tel. No.: 011 717 4032/5*

*Fax No.: 011 717 4039*

*Email: [gradcentre.humanities@wits.ac.za](mailto:gradcentre.humanities@wits.ac.za)*

## **ACADEMIC ENRICHMENT**

### **‘Key Words/Key Thinkers’ Lecture Series 2010**

In March 2010, the Humanities Graduate Centre will continue its ‘Key Words’ series designed to introduce students to a number of key concepts underpinning the specialist terminology used in the Humanities and Social Sciences. In each case, by way of an exposition of the work of a key thinker on the topic, the lectures will emphasize the history, conceptual basis and usage of each term. An important aspect of the series will be the attempt to enable students to understand the similarities and differences in the ways in which these terms are used in different disciplines. Each lecturer will also provide an informed reading list to be made available to all participants. The particular topics suggested below have been chosen with a view to their applicability to a number of research projects in the Faculty of Humanities, as well as the University more widely.

This series of approximately 30, one-and-a-half hour lectures open to all postgraduate students and academic staff in the University on a range of key words/key thinkers is likely to include the following topics:

#### **Possible lectures include:**

- Immanuel Kant: Cosmopolitanism
- Karl Marx: Class, History
- Friedrich Nietzsche: Genealogy
- Sigmund Freud: Sexuality, The Unconscious
- Ferdinand de Saussure: The Sign
- Erwin Panofsky: Iconography
- Jean Piaget: Cognition
- Lev Vygotsky: Cognitive Development
- Hannah Arendt: Violence
- Simone de Beauvoir: Sex
- Louis Althusser: Ideology
- Jean-François Lyotard: Postmodernity
- Franz Fanon: Race
- Claude Levi-Strauss: Myth
- Zygmunt Bauman: Identity
- Michel Foucault: Discourse, Power, Race, Sexuality
- Basil Bernstein: Code
- Edward Said: Orientalism

- Naom Chomsky: Grammar
- Pierre Bourdieu: Habitus, Cultural Capital
- Stuart Hall: Representation
- Gayatri Spivak: The subaltern
- Judith Butler: Performativity

*For more information, please contact the Graduate Centre Front Desk on 011 717 4032 or [gradcentre.humanities@wits.ac.za](mailto:gradcentre.humanities@wits.ac.za).*

## **WISER**

**The Wits Institute for Social and Economic Research (WISER)** is an interdisciplinary research institute. Its research programmes engage questions that cut across conventional disciplinary divides.

WISER research staff have backgrounds and expertise in a range of different disciplines, including social anthropology, sociology, history, law, psychology, philosophy, political studies and literature.

A central thrust of WISER's intellectual project is to advance an understanding of the opportunities and challenges created by interdisciplinary work. The research programme is organised around six central themes. They are: *Law, Criminality and the Moral Logics of Everyday Life, Meanings of Money and Cultures of Consumption, Cultures of Cosmopolitanism, Sovereignty and the Limits of the State, Life, Death and the Politics of the Self and Urban Forms and City Lives.*

WISER supports graduate students in two ways.

First, the Institute offers a comprehensive programme of events, which all graduate students are welcome to attend. Information about these events is available on the WISER website at [www.wits.ac.za/wiser](http://www.wits.ac.za/wiser). Graduate students are also invited to subscribe to the WISER electronic mailing list at <http://wiserweb.wits.ac.za/mail.htm>.

Second, WISER runs its own doctoral programme.

*For more information, contact 011 717 4220 or [info.wiser@wits.ac.za](mailto:info.wiser@wits.ac.za)*

*WISER is located on the 6th floor, Richard Ward Building, East Campus.*

# Research and coursework programmes

## Honours programmes

**Duration: One year full-time or two years part-time.**

The programme usually commences in February and finishes in early January of the following year.

Honours programmes are offered in specific fields of study. Students usually take four semester-long units and complete an Honours research essay. The units are usually all taken in the field of study for which an Honours programme is sought, but students may be able to take one unit outside the “home” field of study with the permission of the Dean. Units are examined at the end of the semester.

Joint Honours may be taken, in which case the student consults with staff from two preferred fields of study to work out a suitable arrangement of units, which usually consists of two or three units from one field and one unit and a research essay from the other.

## Master of Arts by coursework and research report

**Duration: One year full-time or two years part-time.**

The programme usually commences at the beginning of February and finishes at the end January in the following year. It is possible for a student to enrol for the 2nd semester, if the required units are available.

### Components

This programme typically consists of:

- a) *Three semester-long units* (each unit counting 16.6% of the final mark). A student wishing to take extra units may do so with permission of the Dean. For these units the student will enrol as an “occasional student” and the extra units will appear on the programme transcript but will not count towards the programme

In some cases (e.g. in Management, Medical Sciences and Science) “half-units” are offered. In these cases the half-unit counts for 8.3% of the final mark, and two half-units must, therefore, be taken to earn the equivalent of a semester-long full unit. Such units do not necessarily follow the semester-long format of the Faculty of Humanities units and students are advised to check on the duration and timetabling of such units. It is the responsibility of the student to meet the timetable requirements of units taken outside of the Faculty of Humanities.

The choice of units taken by a student for an MA in a particular field of study must conform to the Rules for that field of study and must be approved by the co-ordinator of that field of study and the Dean if units are taken outside the field.

Each unit is completed and examined at the end of the semester in which it is taken. Examinations take a variety of forms, anything from a formal exam to a week-long project. All examinations are reviewed by an external examiner.

Full-time students usually complete two units in the 1st semester and a third unit in the 2nd semester.

Part-time students’ usually complete two units in the first year of study, ideally one in each semester, and a third unit in the 1st semester of the second year of study.

- b) *A research report* (counting 50% of the final mark, and marked by one internal and one external examiner.) (For details of the research report examination process see page 135).

During the 1st semester, with the help of a unit co-ordinator or potential supervisor, the students begin working on a proposed research topic and start the process of formulating a project proposal. As the process involved in research development varies somewhat from School to School, students' should consult with the relevant unit co-ordinator in order to find out what the requirements for that field of study are in each case.

Full-time students are required to submit a research report proposal to the Graduate Studies Committee by 15 August in their first year of study. (See section on research report proposals, page 128). The bulk of the work on the research report is usually completed during the July research break, the 2nd semester and the December research break.

Part-time students are required to submit a research report proposal to the Graduate Studies Committee by 15 February in their second year of study. The research report is then worked on most intensively in the second half of the second year.

The research report must be between 10 000 and 30 000 words in length. Various fields of study specify particular lengths within this range. A student enrolled for a Master of Arts may in some cases not wish to proceed to the research component and may therefore apply to be awarded a Postgraduate Diploma in Arts. In other cases a student who has completed the course work requirements of the Masters programme but is having difficulty with the production of a research proposal or a research report may be asked to exit Masters level study and be awarded the Postgraduate Diploma (see below).

## Postgraduate Diploma in Arts

*At present this option is available to students who are interested in postgraduate studies in a particular field, but who do not wish to complete a thesis (research report). (Students should be aware, however, that a Masters level Postgraduate Diploma in Arts may not be available in the future)*

### **Duration: One year full-time or two years part-time.**

The diploma usually commences at the beginning of February, and ends in November after completion of the final examinations in exceptional circumstances. It is possible for a student to enrol in mid July, if the units are available. Mid-year registrations culminate in mid-year completion one or two years later for full-time and part-time respectively.

### **Components**

The diploma typically consists of three semester-long units (each unit counting one third of the final mark). A student wishing to take extra units may do so with permission of the Dean. For these units the student will enrol as an "occasional student" and the extra units will appear on the diploma transcript but will not count towards the diploma.

In some cases (e.g. in Management, Medical Sciences and Science) "half-units" are offered. In such cases the half-unit counts one sixth of the final mark and two such half-units must be taken to earn the equivalent of a semester-long full unit. Such units do not necessarily follow the semester-long format of Humanities Faculty units. Students should check on the duration and timetabling of such units as it will be their responsibility to meet these requirements.

The choice of units taken by a student for a Diploma in a particular field of study must conform to the Rules for that field of study and must be approved by the co-ordinator of that field of study.

Each unit is completed and examined at the end of the semester in which it is taken. Examinations take a variety of forms, anything from a formal exam to a week-long project. All exams are reviewed by an external examiner.

It is possible for a student enrolled for the Postgraduate Diploma in Arts to upgrade his/her registration to that of a Masters programme. A mark of 65% or above in the Diploma coursework is usually taken as a demonstration of the necessary competence.

## **Certified Units**

Certain units making up the coursework requirements for the Masters Programme and the Postgraduate Diploma in Arts are offered as stand-alone certified units. Students may enrol for one or more of these units. All work requirements and examinations for the unit must be completed for certification to occur.

A maximum of two such units may be recognised as part of later registrations for the Masters Programme or the Postgraduate Diploma in Arts. Special conditions may apply, and students following this route are advised to consult closely with the coordinator of the programme for which they are seeking credit.

## **Masters and PhD programmes by research**

**Duration: Masters: 1 years full-time or 2 years part-time.**

**PhD: maximum 5 years full-time for 6 years part-time.**

**Length of Dissertation: Masters: maximum fifty thousand words.**

**Length of Thesis: PhD: maximum one hundred thousand words.**

For admission to these programmes, the student usually identifies and consults with a potential supervisor or committee of supervisors) with expertise in the proposed area of research. Once the student and potential supervisor/s are satisfied that the proposed project is likely to be viable, the student submits an application form to the Faculty of Humanities Graduate Office. When the school in which the student will be based has accepted the student, the student may enrol.

Milestones will be set in the programme for the submission of the proposal and thesis. For full-time students the proposal must be submitted to the Graduate Studies Committee six months after enrolment, while part-time students have twelve months to submit their proposals. See the section on research proposals, page 128. For details of the thesis examination process see page 135.

Professional programmes such as Masters in Clinical Psychology, Fine Arts, Social Work, Translation and Music all have very specific requirements. Students are advised to consult the discipline concerned for precise information.

The Faculty of Humanities *Rules and Syllabuses* booklet provides detailed information on entrance requirements, special provisions and all rules pertinent to graduate programmes. Students must acquaint themselves with the sections relevant to their proposed programmes of study. This booklet is available from the Graduate School.

# Fees

*The information about fees that follows is a general guideline, drawn from the Faculty of Humanities fees schedule for the year 2010.*

The Faculty to which you apply will send you the relevant extract of the current *Schedule of Fees*, where you can find accurate details.

Additional charges (for computer facilities, unit notes, excursions etc.) vary from unit to unit and may be checked with the schools concerned. Miscellaneous admission costs may also apply, for example graduates from other universities pay an “admission to status” fee. All international students (*from SADC member countries and Rwanda*) are required to pay a foreign administrative fee of R3300.00 in addition to their tuition fees. Non SADC international students are required to pay a foreign administrative fee of R16 940.00. A copyright fee of R95.00 is also payable by all students.

## Honours programmes

For one year full-time, the fees range from R 16 920.00 – R19 960.00; and for two years part-time, from R13 250.00 – R 16 675.00

## Masters programmes by Research

MA by research, full-time	R 13 060.00 per year
MA by research, full-time, second term	R 6 620.00 per year
MA by research, part-time	R 8 710.00 per year
MA by research, part-time, second term	R 4420.00 per year

## PhD

PhD full-time	R 14 100.00 per year
PhD full-time, second term	R 7 150.00 per year
PhD part-time	R 9 400.00 per year
PhD part-time, second term	R 4770.00 per year

## Postgraduate Diploma in Arts

PDip Trans and Interpreting	R 15 850.00
Postgraduate Diploma in Arts	R 14 370.00 – R22 030.00

The *Schedule of Fees* booklet contains up-to-date fee structures and information about how to pay fees, including procedures for scholarship/bursary holders. You can obtain a copy from the Graduate Studies Office.

# Bursaries, scholarships and financial aid

Bursary funding for graduate study is available through the University and through statutory research-funding agencies. A comprehensive booklet is available from the University's Financial Aid & Scholarships Office. Some information regarding Financial Aid, bursaries and scholarships available to graduate students are:

## FINANCIAL AID

### Bank Loans

Most major banking institutions offer student loans at attractive interest rates. Visit your local bank to find out what products they offer to students.

Here are some contact details:

[www.absa.co.za](http://www.absa.co.za) or tel: 0860 008 600

[www.nedbank.co.za](http://www.nedbank.co.za) or tel: 0860 115 060

[www.standardbank.co.za](http://www.standardbank.co.za) or tel: 0860 123 456

[www.eduloan.co.za](http://www.eduloan.co.za) or tel: 0860 5555 44

[www.fnbLifeStart.co.za](http://www.fnbLifeStart.co.za) or tel: 0860 102 458

### Scholarships and Merit Awards

Many tertiary institutions offer scholarships and merit awards to academically exceptional students. There is normally no requirement to repay a scholarship or merit award at the end of your studies. However, if you do not complete your unit or fail it, you may be liable for monies paid on your behalf.

At Wits we offer the following awards to students entering Wits for the first time and in first year:

- Vice-Chancellor's Scholarships
- University Council Entrance Scholarships
- Sports Scholarships
- National Olympiad Winner Scholarships

### Sports bursaries/scholarships

Applications for sports bursaries and scholarships are available from: The Financial Aid and Scholarships Office, University of the Witwatersrand, Johannesburg, Private Bag 3, WITS 2050.

Or visit [www.wits.ac.za/Prospective/FinancialAid/Undergraduate/ScholarshipsAwards.htm](http://www.wits.ac.za/Prospective/FinancialAid/Undergraduate/ScholarshipsAwards.htm) to download the forms.

### Bursaries and contract bursaries

A number of companies offer bursaries to academically promising students. Bursaries differ considerably in their selection criteria and in what they cover. Some bursaries are very comprehensive and cover tuition fees, accommodation costs, books and travel costs, while others may offer a relatively small financial contribution to your studies.

### NSFAS/Wits Financial Assistances

Wits-administered financial assistance is in the form of a loan. The major source of funds for Wits loans is the National Student Financial Aid Scheme (NSFAS), which is government funded. Like a bank loan, the Wits/NSFAS loan is repayable once you start working.

## EXTERNAL BURSARIES

A number of companies offer bursaries to academically promising students.

Ask your school guidance teacher or principal to obtain a copy of The Bursary Enrol 2009. (*The Bursary Enrol telephone number is (011) 672-6559, email: [slevin@mweb.co.za](mailto:slevin@mweb.co.za). The cost is R120*). Another excellent source of

information is Jump Start your Future (011) 666 4799, email: [info@onboardmedia.co.za](mailto:info@onboardmedia.co.za) ). The A5 size, 384-page publication provides life skills, financial literacy, tertiary education and career guidance to school-leavers, as well as specific advice on how to apply for financial assistance (scholarships, bursaries and loans). Each year, Jump-Start is distributed free-of-charge to Grade 12s in secondary schools throughout South Africa. Wits **DOES NOT** have the application forms for the awards listed in this section. You can also download the bursary pamphlet from Wits website.

## **SPORTS SCHOLARSHIPS**

The following sports bursaries are made available by Wits Sports Council and other donors to whom the University is extremely grateful.

- MILTON Alumni ENGINEERING SPORT BURSARY
- WITS SPORTS COUNCIL BURSARIES
- WITS AQUATIC CLUB BURSARIES
- NEIL SYMONS ATHLETICS BURSARIES
- HARRY LAMPERT ATHLETICS BURSARIES
- WITS ATHLETICS CLUB BURSARIES
- SKYE FOUNDATION BURSARIES
- WITS BASKETBALL CLUB BURSARIES
- GAVIN COOKE CANOE CLUB BURSARY
- VINUCHI BURSARIES
- BRUCE MURRAY CRICKET BURSARIES
- WITS CRICKET CLUB BURSARY
- CROXLEY WITS CRICKET BURSARIES
- THOOP HOCKEY BURSARY
- CHANDOO VALLABH HOCKEY BURSARY
- WITS RUGBY CLUB BURSARIES
- BIDVEST SOCCER BURSARIES
- WITS SQUASH CLUB BURSARIES
- WITS TENNIS CLUB BURSARIES

*Applications for sports bursaries are available from:  
The Financial Aid and Scholarships Office  
University of the Witwatersrand  
Johannesburg  
Private Bag 3, WITS, 2050  
Tel: 011 717 1086*

## **POSTGRADUATE FINANCIAL ASSISTANCE AND SCHOLARSHIPS**

- Local & Overseas Merit Scholarships
- External Postgraduate Funding
- University Postgraduate Merit Awards
- Travel Grants

Application forms for all awards are available on request from:

1. Postgraduate Merit Scholarships – Mr P Shinol or Mrs S. Letsapa, Financial Aid & Scholarships, Ground Floor, Senate House, University of the Witwatersrand  
Tel: 011 717 1077; 011 717 1078. E-mail: [premesh.shinol@wits.ac.za](mailto:premesh.shinol@wits.ac.za); [Sheryl.letsapa@wits.ac.za](mailto:Sheryl.letsapa@wits.ac.za)
2. External Postgraduate Funding/NRF Honours/ Postgraduate Financial Aid, Financial Aid & Scholarships, Ground Floor, Senate House, University of the Witwatersrand  
Tel: (011) 717-1076, e-mail: [kgotso.kunene@wits.ac.za](mailto:kgotso.kunene@wits.ac.za)
3. University Postgraduate Merit Award/Travel Grants – Mrs P. Magudulela, Financial Aid & Scholarships, Ground Floor, Senate House, University of the Witwatersrand  
Tel 011 717-1085 e-mail: [petunia.magudulela@wits.ac.za](mailto:petunia.magudulela@wits.ac.za)

4. External Postgraduate Funding/NRF Honours – Mr K. Kunene. Tel: (011) 717-1076, e-mail: [kgotso.kunene@wits.ac.za](mailto:kgotso.kunene@wits.ac.za)
5. External Postgraduate Funding/NRF Masters and PhD – Mr Ian Burns, NRF Research Office, 10th Floor Senate House, Research Office, Senate House, University of the Witwatersrand  
Tel: 011 717-1231, e-mail: [burnsi@research.wits.ac.za](mailto:burnsi@research.wits.ac.za)

## **POSTGRADUATE MERIT SCHOLARSHIPS – LOCAL**

Postgraduate Local Merit Scholarships are awarded for academic excellence.

### Selection Criteria:

Students who have obtained upper seconds and firsts throughout their undergraduate programme or, have a first class pass in their fourth year or Honours or, those who hold a completed Masters will be considered for a Merit Scholarship.

*Closing Date:* 28 February for all the above scholarships with the Financial Aid & Scholarships Office.

### **HB Webb Merit Funding**

The HB Webb Merit Scholarship is awarded to financially needy students also taking into account academic achievement.

*Closing Date:* 15 November with the Financial Aid & Scholarships Office.

### **Harold and Doris Tothill Scholarships**

The H & D Tothill Scholarships are awarded to students in the field of English and English related study.

*Closing Date:* 28 February with the Financial Aid & Scholarships Office

Applications for all the above Merit Scholarships are available from:

Mr Premesh Shinol, Financial Aid & Scholarships, Ground Floor, Senate House, University of the Witwatersrand Tel: 011 717 1077 email: [premesh.shinol@wits.ac.za](mailto:premesh.shinol@wits.ac.za)

## **POSTGRADUATE MERIT SHOLARSHIPS—OVERSEAS STUDY**

Postgraduate Overseas Merit Scholarships are awarded for academic excellence.

- a) External Administered Overseas Scholarships
- b) University Administered Overseas Scholarships

*Closing Date:* 31 March with the Financial Aid & Scholarships Office.

Applications for the above Merit Scholarships are available from: Mrs S Letsapa, Financial Aid & Scholarships, Ground Floor, Senate House, University of the Witwatersrand Tel: 011 717 1078

email: [sheryl.letsapa@wits.ac.za](mailto:sheryl.letsapa@wits.ac.za)

## **UNIVERSITY POSTGRADUATE MERIT AWARDS**

The aim of the University Postgraduate Merit Award is to assist graduates to complete Honours, Masters or PhD programmes by research or by a combination of course work and research on a full-time basis. The fees charged for both the research and coursework would be paid by the Postgraduate Merit Award. In return for a Postgraduate Merit Award a student is required to work in a University School/ department for a maximum of six hours per week. Additional work may be paid out of the demonstrators' vote or departmental grant funding, at the discretion of the Head of School/supervisor.

*Closing Dates:* 30 September to the Financial Aid and Scholarships Office.

NB: Mid-year registration applications are also considered. However late applications are considered if there are funds available after the January allocation.

## **POSTGRADUATE FINANCIAL ASSISTANCE**

Financial Assistance is available from the University of the Witwatersrand for financially needy students based on the NSFAS national means test.

- South African citizens
- Those who are financially needy and who have the potential to succeed
- Full-time students

*Closing Date:* 30 September to the Financial Aid and Scholarships Office.

## **TRAVEL GRANTS FOR POSTGRADUATE RESEARCH STUDENTS**

Travel grants are available to assist a postgraduate research student to attend a conference in the Republic of South Africa, elsewhere in Africa, and in exceptional circumstances an overseas conference.

Travel grants are considered in the first week of March and, thereafter in June, September and November provided that there are still funds available. Retrospective and late applications will not be considered.

An application must be submitted before the closing dates as follows:

<b>Closing Date</b>	<b>Date of Meeting</b>
31 January	First week of March
30 April	First week of June
31 July	First week of September
31 October	First week of November

*Financial Aid & Scholarships Office*

*Ground Floor, Senate House*

*Tel: (011) 717 1072*

*E-mail: [petunia.magudulela@wits.ac.za](mailto:petunia.magudulela@wits.ac.za)*

# List of units (courses) on offer in 2010

## Units are listed by School.

The Honours programmes typically consist of four modular taught units while the MA and PGDA consist of three modular taught units. All the units are listed by field of study, and all the fields of study are listed by School.

Students are usually required to take two or three units listed under the field of study for which they are enrolled. In some cases they may exercise an option to take the one unit from the list of units offered by other programmes.

Precise requirements for each field of study appear in the Faculty of Humanities *Rules and Syllabuses* booklet under (9) Rule G9.9.2: Conditions for the award of the field of study of Master of Arts (by course work and research report).

Certain limitations may apply. It is the student's responsibility to find out from the field of study concerned when a particular unit will be taught in any given year and which combination of units is permitted. Not all units are offered every year. Units taken at Honours level may not be repeated at Masters Level.

**NB! It is essential to read this publication together with the Faculty *Rules and Syllabuses* book. Failure to adhere to the rules may lead to serious complications in your chosen field of study.**

## Wits School of Arts

*Please note: the term "unit" is now used instead of "course".*

### DRAMATIC ART

#### HONOURS UNITS

For the Honours in Drama and Film, students must complete 4 semester-long units AND a Long Essay.

For the "Drama for Life" Honours programme, students are required to complete the following courses: Applied Drama and Theatre IVA, Applied Drama and Theatre IVB, Special Study Project, and Introduction to Drama Therapy or Performing Arts Management IV B AND Long Essay by an Approved Topic. DFL Honours students are also required to attend the weekly Open Forum and Drama for Life Workshops.

*NB:* A number of practical/professional units require permission of the instructor for entry into the course; applicants may be required to present themselves for an interview and audition, in some instances, may be requested to present a portfolio of work.

Please obtain the course/unit codes from the Postgraduate Administrator in the Wits School of Arts, (011) 717-4617.

#### DRAA4112: LONG ESSAY

All Honours students are required to complete a theoretically-informed research paper on an approved topic under the guidance of an assigned supervisor. Students enrolling for the Long Essay must submit a one-page expression of interest to the Long Essay Coordinator by the end of the first week of term. The Long Essay must be based on research in an area related to one or more of the units offered in the department and is to be considered independent research, although conducted under close supervision. Additional details are available in the 2009/2010 BADA Course Guide available from the Front Office, Wits School of Arts. Please consult the Postgraduate Coordinator, Dr. Haseenah Ebrahim (011 717-4645, [Haseenah.Ebrahim@wits.ac.za](mailto:Haseenah.Ebrahim@wits.ac.za)) prior to enrolment, or before classes begin, for additional information on the Long Essay, or any other course/degree information).

### **DRAA4088: Performance Studies IVA: Performance Styles**

Performers will be required to engage with both representational and presentational forms of performance texts and styles that are culturally challenging. Through presentational theatre forms, performers will work with non-naturalist and anti-realist texts and through representational theatre forms, performers will work with texts that arise from the naturalist and realist tradition of theatre. Performers will be expected to integrate their grasp of comic and tragic forms of theatre, as well as integrate intellectual, vocal, physical and emotional methods of text interpretation, characterisation and ensemble work, giving form, meaning and cultural authenticity to their performances. This course incorporates sub-modules in movement and voice training. Please consult the BADA Course Guide (available at the Front Desk of the Wits School of Arts) for more information. Entry by permission of the course coordinator.

### **DRAA4089: Performance Studies IVB**

This course serves to integrate acting, voice and movement toward the goal of a professional presentation of a portfolio of work that reflects range, diversity and skill. Students will be required to present their portfolio in a showcase for the industry and examiners at the end of the semester. Entry by permission of the course coordinator.

### **DRAA4098: Design IVA: Designing the Object**

In this course students will further their conceptual and creative skills, focusing specifically on the object and its relationship with the performer and the audience. The object will be investigated as a semi-fixed stage element, with a particular relationship to the body and identity of the performer, and as a fragment and metonymic indicator of style, period, context etc. Special emphasis will be placed on practical technical skills aimed at the design and manufacture of objects using both additive and reductive methods of construction. The focus will be on the manufacture of performance objects through a series of projects with basic mechanical elements e.g. masks and animated objects/puppets. Entry by interview and audition. Email: [Jenni-Lee.Crewe@wits.ac.za](mailto:Jenni-Lee.Crewe@wits.ac.za)

### **DRAA4099: Design IVB: Designing the Stage**

This course will parallel the process of professional practice in which a designer engages, from initial briefing, text analysis, visual referencing, concept development to the initial and final presentation of the designs through a variety of modes i.e. the model and appropriate renderings. Through this the process of creative conceptual approaches will be integrated with an understanding of logistical considerations. Referencing and presentation modes will be extended in a project which exceeds the parameters of student productions in the Wits Theatre. Entry by interview and audition.

### **DRAA4118: Applied Drama and Theatre IVA: Community-Based Theatre**

This is a workshop-based course focussing on Applied Drama and Theatre within educational and community settings. The course introduces students to ways in which drama and theatre processes can be used in groups with specific goals in mind. This course will specifically focus on communities and social trauma in South Africa, and will include both experiential and theoretical input about communities, social trauma and narrative, collaborative, community-based theatre-making processes. The role of improvisation in theatre-making processes and devised theatre for development will be explored with communities in formal and non-formal sectors. In addition, students will learn to understand and analyse the role of the drama and theatre facilitator, the role of the group, and the role dynamics within the group.

### **DRAA4119: Applied Drama and Theatre IVB: The Role of the Drama and Theatre Teacher, Facilitator and Caregiver**

This course is designed to follow on from Applied Drama and Theatre Studies IIIA, IIIB, and IVA. It is a workshop-based course that develops the practical implementation of applied drama and theatre processes learned in the previous courses. Students will be required to identify a setting in which they would like to work, and motivate their choice. After identifying the need/s of their specific population choice, they will be required to plan an intervention. Students will be required to make contact with the setting during the planning stage, before beginning a series of drama and or theatre sessions with the selected group. The primary focus of this course will be on the supervision of the students who are learning to negotiate the roles of drama/theatre teacher,

facilitator and or caregiver. Students will learn to facilitate their own groups, and they will learn that care for the caregiver maintains best practice principles.

### **DRAA4061: Special Study Project: Capacity Development in HIV/Aids Education through Applied Drama and Theatre**

This course is specifically for Drama for Life Scholars. The course attempts a comprehensive approach to HIV/Aids with the goal of building effective responses and capacity through Applied Drama and Theatre. Topics addressed will include: HIV/Aids Education, HIV/Aids Counselling, HIV/Aids Culture and Tradition, HIV/Aids and Human Rights, HIV/Aids and Policy, HIV/Aids and the Arts.

### **DRAA4055: Performing Arts Management IVA: Marketing the Arts**

This unit will cover the following topics: Understanding the arts as business, definitions of marketing, development of marketing research skills, knowledge of arts products and the pricing of these products, promotion and publicity, devising a basic marketing plan, implementing and reviewing a marketing plan, reviewing successful arts marketing case studies, developing personal skills and abilities specific to sectors of the marketing business.

### **DRAA4056: Performing Arts Management IVB: The Arts, Funding Strategies, Business and the Non-Profit Sector**

This unit will cover the following topics: Arts and society, government policy and the arts; funding sources; reviewing ACT; BASA, LOTTO and the NAC; proposal writing, governance and organizational management; setting up a enrolled company; strategic planning; evaluation and report writing.

### **Performance Studies IVA and IVB**

Performance Studies IV is an intensive and highly demanding unit that involves acting, voice and movement training. The 1st Semester focuses on Representational and Presentational styles and methods of rehearsal. The 2nd Semester focuses on Experimental Theatre processes, and the deconstruction of classical texts.

### **DRAA4090: Movement IVA: Physical Theatre Laboratory**

This unit aims to provide students with the technical and conceptual skills required for the creation and performance of Physical Theatre works. There is a strong emphasis on Physical Performance Modes in this unit where students will explore and translate existing texts through physical techniques and explorations. Although this is largely a repertory-based unit, students will also have the opportunity to create original Physical Theatre works. The technique-based training component will expose students to a range of physical disciplines and training techniques, thereby revealing the trained body as a powerful medium for the expression of ideas. Workshop sessions will serve as a Laboratory for the exploration and discovery of the knowing, thinking body as a source for material. Students will be exposed to post-modern and contemporary mime, contact improvisation and creative movement strategies.

### **DRAA4091: Movement IVB: Physical Theatre Crafting Laboratory**

This unit focuses on the choreographic processes involved in the creation of original Physical Theatre works. Through workshop sessions and seminars, this unit aims to provide students with the choreographic skills, tools and crafting strategies needed from the initial stages of conceptualization to the staging and performance of choreographic work. Through an application of the skills acquired in this unit, students will create and showcase original choreographic works.

### **DRAA4100: Directing IVA: The Director as Auteur**

This course focuses on the Director as Auteur. Students will explore contemporary ways of interpreting published texts with reference to the post modern performer and audience, space and place, image and design, and the text as body, gesture, sound and word. Directors will work with 2<sup>nd</sup> Year Performance Studies students. Directors will also be required to begin the process of selecting, conceptualising and auditioning a play for the 2<sup>nd</sup> Semester, 4<sup>th</sup> Year Directors' Play Festival.

### **DRAA4101: Directing IVB: The Director in Production**

This course provides an opportunity for student directors to conceptualise, develop and produce their own productions with designers and performers in one of the Wits Theatres. The production may be a published play, a self-scripted or student-scripted play, or a workshop production. Students will be required to begin preparations for this production in Directing IVA, and students will be required to present their projects to a panel of staff, hold auditions, cast actors and begin rehearsals by no later than the second week of the 2<sup>nd</sup> Semester. This production of the play will form part of a 4<sup>th</sup> Year Directors' Play Festival which has been budgeted for by the Wits Theatre Administration.

### **DRAA4113: Introduction to Drama Therapy**

The course explores the roots of healing practices in drama and theatre within African and Western contexts, and investigates the use of dramatic art forms to achieve the therapeutic goals of symptom relief, emotional, cognitive and physical integration, and personal and community development.

### **WSOA4013: Youth and Hollywood Cinema (Film Studies)**

This course explores several different aspects of popular (mainstream) films produced for children, young people, or, as "family entertainment": (a) Hollywood's reproduction of dominant American ideologies of race, gender, the family, and individualism, (b) their role in the construction of children as consumers through the development of "consumption webs" and (c) the political economy of youth-oriented films, including animé and Hollywood, the Disney/Dreamworks rivalry, the Pixar/Disney relationship, etc. Films to be studied include: *Snow White and the Seven Dwarfs*, *Beauty and the Beast*, *The Lion King*, *Antz*, *Pocahontas*, *The Little Mermaid*, *Toy Story*, *Aladdin*, *Harry Potter*, *Shrek*, and *High School Musical*.

### **WSOA4004: Construction of Nationhood and the Cinema**

This course conducts an in-depth examination of the debates surrounding nationhood and the cinema, including theories of nation, nationalism, national cinema, diasporic and exilic representations of identity, and transnational cinematic production and audiences. The course will focus on one or more national/regional cinema(s) each year, in terms of genre, narrative structure, cultural and sociopolitical context, and the geopolitical and economic positioning of the selected national cinema(s) within the global film industry.

### **DRAA4096: Media Studies IVA: Reading the News**

The course engages a discursive exploration of selected questions around the politics of representation across news media forms. We will investigate the news media's imbrications in technologies of seeing in addition to the techniques of visibility, and forms of subjectivity, it tends to produce. In doing so, we will identify and examine a series of interconnected media systems and spectacles within their respective discursive histories and conditions of emergence. These will include the influence of emerging forms of globalisation and neo-liberalism on the patterns of commodification that shape news media technologies and texts, the media's centrality in the conduct of modern 'warfare', its coverage of: the Persian Gulf War (1991), the events of 9/11 and the ensuing 'War/s on Terror', how technologies of vision are implicated in strategies of disembodiment in news reportage on the Guantanamo Bay detentions and the torture U.S. soldiers carried out at Abu Ghraib prison, and news and 'the politics of fear'.

### **DRAA4110: Dramatic Literature and Production Studies IVA: Production & Project Development**

This course takes the form of a production and project development for presentation. Simulated "production" may contain: music, video, speech, staging in venue, cast of actors, dancers, singers and presenters. The lecturer will fulfil the role of "client" during the course, and the final examination is monitored by panel of arts lecturers and tutors. Entry into this course is by permission of the instructor, Anne Williams (Email: [anne@wideshot.co.za](mailto:anne@wideshot.co.za)).

### **DRAA4078: Writing IVA: Writing for Performance**

This is a practical writing course which introduces students to selected tools and techniques in writing for performance, including plot, character, dialogue, sub-text, theme, etc. Students will write at least two drafts of a one-act play. Discussions of each other's work, as well as group and one-on-one feedback sessions will facilitate the process of learning about different ways of approaching the writing of a play. Entry into the course is by permission of the instructor (Instructor: Craig Higginson; Email: [craig@markettheatre.co.za](mailto:craig@markettheatre.co.za)).

### **DRAA4108: Writing IVB: Creative Writing for Non-Fiction**

This unit examines a range of literary matter based directly on fact, including life stories (biography) and analytical and critical writing. Workshop participants are invited to think and write creatively and critically about social, political and historical issues, as well as literature, theatre and film. Admission into the course is based on a proposal and initial draft for a project, to be submitted to the instructor in June. (Instructor: Darryl Accone; Email: [daccone@iafrica.com](mailto:daccone@iafrica.com)).

*The following courses, offered by Divisions other than Dramatic Art, may be included as part of a programme of study towards the Honours in Drama and Film. For more information on these courses, please contact the Division of Digital Arts and/or Film and Television.*

### **Concepts in Digital Networked Multimedia: Web Design (offered by the Digital Arts division)**

This is an introductory unit for students wishing to explore the application of digital media to the development of a web portfolio.

### **Introduction to Stop-Frame Animation (offered by the Digital Arts division)**

In this introductory unit we will explore the principles of animation whilst gaining a very practical understanding of the use of movement and timing in the creation of a stop frame animation.

### **Digital Arts Theory (offered by the Digital Arts division)**

This course provides students with a broad introduction to some of the themes within the Digital Arts, including but not limited to interactive installation and performance, art on the World Wide Web, comic books and videogames.

### **Television Studies: Exploring the Documentary Form (offered by Film & Television division)**

This course deals with theoretical questions of "representing the other" when making a documentary.

### **Television Studies: Fiction (offered by Film & Television division)**

This unit is designed to provide students with a more advanced understanding of the principles and techniques of fiction filmmaking.

### **Television Studies: Experimental Cinema (offered by Film & Television division)**

This unit integrates a theoretical interrogation of *avante garde* filmmaking and experimental documentary with the practical outcome of making an experimental film.

### **Film & Television Production: The Cinematographer (offered by Film & Television division)**

### **Film & Television Production: Finishing the Film (offered by Film & Television division)**

### **Scriptwriting: Writing the Short Narrative Film (offered by Film & Television division)**

### **Scriptwriting: Developing the Feature Film Script (offered by Film & Television division)**

## MASTERS UNITS OFFERED BY THE DIVISION OF DRAMATIC ART

Students may choose one of the following areas of concentration in the MADA degree:

1. Applied Drama and Theatre Studies (including the *Drama For Life* Programme)
2. Theatre Making Studies
3. Performance Studies
4. Cinema and Media Studies
5. Interdisciplinary Studies

Courses consist of seminars, lectures, live and or recorded demonstrations, practical sessions, drama and theatre projects, and may include teaching and/or facilitation internships within formal and informal education and community settings.

### 1. APPLIED DRAMA AND THEATRE STUDIES (including *Drama for Life* Scholars)

DRAA 7015: Theatre Studies and Performance Theory (Core Course)  
DRAA 7001: Drama in Education and/or DRAA 7024: Performance Laboratory  
DRAA 7023: Theatre as Activism, Education and Therapy  
DRAA 7003/4/5: Research Report

*Drama for Life* Scholars are also required to attend the Special Study Project: HIV/Aids Capacity Development through Applied Drama and Theatre together with the Honours *Drama for Life* Scholars. For more information, contact Warren.Nebe@wits.ac.za

### 2. THEATRE MAKING STUDIES

DRAA7015: Theatre Studies and Performance Theory (Core Course)  
DRAA7014: Theatre Directing (including installations, environments, etc.)  
DRAA7023: Theatre as Activism, Education and Therapy AND /OR  
DRAA 7008: Gender Studies and Performance  
DRAA 7003/4/5: Research Report  
For more information: [Warren.Nebe@wits.ac.za](mailto:Warren.Nebe@wits.ac.za)

### 3. PERFORMANCE STUDIES

DRAA 7015: Theatre Studies and Performance Theory (Core Course)  
DRAA7023: Theatre as Activism, Education and Therapy AND /OR  
DRAA 7008: Gender Studies and Performance  
DRAA 7024: Performance Laboratory  
DRAA 7003/4/5: Research Report  
For more information: Warren Nebe@wits.ac.za

### 4. CINEMA & MEDIA STUDIES

Students must complete at least 2 modules offered by the Division of Dramatic Art; students may complete a 3<sup>rd</sup> MA-level course within any other Division in the Faculty of Humanities.

DRAA 7009: Media Studies: Reading the News  
WSOA7023: Youth and Hollywood Cinema  
DRAA7011: Screenwriting (offered by the Film & Television Division)  
DRAA 7008: Gender Studies and Performance  
WSOA7006: Construction of Nationhood and the Cinema  
WSOA 7035: Animation Studies (offered by Digital Arts)  
WSOA 7007: Critical Debates in Digital Culture (offered by Digital Arts)  
DRAA 7024: Film Fiction: Asian Cinema  
DRAA 7003/4/5: Research Report

For more information, contact Haseenah.Ebrahim@wits.ac.za

## 5. MADA in INTERDISCIPLINARY STUDIES

Students who are invested in interdisciplinary studies as part of their degree structure may take 3 courses from performance, directing, applied drama and film studies, and/or different Divisions within WSOA (e.g. Digital Arts, Dramatic Art, Culture & Heritage Management, Music, Fine Art, and Television), and/or one MA-level course outside WSOA. Please consult the divisional course guides for courses offered. The selection and registration for this degree must take place in collaboration with the DODA Postgraduate Coordinator. For more information, contact Haseenah.Ebrahim@wits.ac.za

### **DRAA 7003/4/5: Research Report**

The Research Report may take one of two forms:

(a) a theoretically grounded research project, approx. 20 000 words in length, OR

(b) a Thesis (15 000 words) and a Practical Project (each counting 50% towards the final mark for the Research Report) in writing for performance, screenwriting, film, audio or video production, animation or computer graphics, directing, set design, etc.

### **DRAA 7015: Theatre Studies and Performance Theory (core course)**

This core course is mandatory for all *Applied Drama and Theatre Studies*, *Performance Studies* and *Theatre Making Studies* students. The course provides a rigorous academic and experiential dramatic learning space for collaboration, dialogue, and creative invention with particular emphasis on contemporary theatre-making processes and performances.

### **DRAA7014: Theatre Directing (including installations, environments, etc.)**

The course provides an opportunity for directors to explore a range of directorial approaches, experiment with contemporary theatre and interdisciplinary site-specific performances, and produce cutting edge work for a vibrant Johannesburg audience as well as audiences elsewhere. This course pays particular attention, through a series of workshop-based seminars, to the different roles of director (e.g. director as auteur, director as designer, director as writer), the director – actor relationship (e.g. Grotowski, Simon, Foot Newton), and the director – space relationship (e.g. Brook, Schechner, Wilson).

### **DRAA 7001: Drama in Education**

Drama in Education explores the pedagogy of drama with particular emphasis on an integrated theoretical and methodological approach to *Process Drama*, *Drama-in-Education*, *Role Play techniques*, *Play*, *Improvisation* and *Curriculum Drama* (*SA Arts & Culture*, *SA Matriculation Drama*, *University of Cambridge's IGCSE Drama* and *A-Level Drama and Theatre Studies*, and *International Baccalaureate Theatre Arts*). The course also includes an integrated introduction to *Drama Therapy*, *Psychodrama*, and *Sociodrama* within the educational sector, and examines *Drama Therapy's* relationship with Drama in Education.

### **DRAA 7023: Theatre as Activism, Education and Therapy**

Through an integrated theoretical and experiential approach, this course will examine theatre as a force for personal and social development and educational change in Southern Africa. The course includes an in-depth study of *Theatre for Development*, *Theatre-in-Education*, *Theatre of the Oppressed*, *Rainbow of Desire*, *Playback Theatre*, *Improvisational Theatre*, *Workshop Theatre* and *Theatre Therapy*. Students will learn how to create collaborative theatre and how to work meaningfully with professional performers, community artists and or learners.

### **DRAA 7024: Performance Laboratory**

This course is based on the tradition of the theatre laboratory as a constructed space that enhances performance modes through creative research. The course offers mature MADA students, selected through rigorous interviews, an opportunity to develop unique performance signatures through sophisticated performance practices. Students will engage with contemporary and traditional performance practices as methods of training, preparation and culturally informed modes of expression. Performance practices introduced will include, among others: Tadashi Suzuki's Art of Stillness, Ann Bogart's Viewpoints, Richard Schechner's Environmental

Theatre, Jerzy Grotowski's Physical Actions as well as traditional processes like Navarasas, the Indian vocal, breath and emotional training system, and specific African storytelling and ritual processes. Through the engagement of these different practices, the course will explore the intersection and interrelationship of Western, Eastern and African performance practices, seeking to create opportunities for integration and the emergence of a hybrid of performance practices and forms of expression. The Performance Laboratory processes will be structured around pivotal points of training with a view of integration: performer, text and interpretation; physical actions; emotional intelligence; vocal range, dexterity and authenticity.

### **DRAA7008: Gender Studies and Performance**

This course introduces students to some of the major ways in which gender may be conceptualised and studied with the intention that students will be able to formulate their own interdisciplinary frameworks of how gender may be analysed. Our study of gender in society and culture and the issues arising from theories and method will be located in literature, theatre, film, media and cultural theory.

### **DRAA7011: Screenwriting (offered by the Television Division)**

This workshop-based course aims to take students through a structured process of writing a feature film script. Within this structure, students will be introduced to a range of tools and approaches used to facilitate screenwriting – in contributing to this pluralistic approach different industry professionals will be invited to address the class on processes of writing.

### **DRAA 7009: Media Studies: Reading the News**

This course engages a discursive exploration of selected questions around the politics of representation across news media forms. The course investigates the news media's imbrications in technologies of seeing in addition to the techniques of visibility, and forms of subjectivity, it tends to produce. In doing so, a series of interconnected media systems and spectacles within their respective discursive histories and conditions of emergence are identified and examined. These include the influence of emerging forms of globalisation and neo-liberalism on the patterns of commodification that shape news media technologies and texts, the media's centrality in the conduct of modern 'warfare', its coverage of: the Persian Gulf War (1991), the events of 9/11 and the ensuing 'War/s on Terror', how technologies of vision are implicated in strategies of disembodiment in news reportage on the Guantanamo Bay detentions and the torture U.S. soldiers carried out at Abu Ghraib prison, and news and 'the politics of fear'.

### **WSOA7023: Youth and Hollywood Cinema**

This course explores several different aspects of popular (mainstream) films produced for children, young people, or, as "family entertainment": (a) Hollywood's reproduction of dominant American ideologies (b) their role in the construction of children as consumers, and (c) the political economy of youth-oriented films including animé and Hollywood, the Disney/Dreamworks rivalry, the Pixar/Disney relationship, etc.

### **WSOA7006: Construction of Nationhood and the Cinema**

This course will conduct an in-depth examination of the debates surrounding nationhood and the cinema, including theories of nation, nationalism, national cinema, diasporic and exilic representations of identity, and transnational cinematic production and audiences. The course will focus on one or more national/regional cinema(s) each year, in terms of genre, narrative structure, cultural and sociopolitical context, and the geopolitical and economic positioning of the selected national cinema(s) within the global film industry.

## DIGITAL ARTS

### **WSOA7030: Applied Concepts in Digital Arts**

*Unit Coordinator: Tegan Bristow*

*Contact Details: 717-4604 Email: [tegan.bristow@wits.ac.za](mailto:tegan.bristow@wits.ac.za)*

*NB: Access is only by interview. Due to the equipment intensive nature of this unit, the number of places is limited.*

*1st Semester*

We begin the program learning coding for interactive graphical interfaces with Processing and Max/MSP and Jitter. Through this we explore the development of interactive tools and computer vision. Here we look at video and sound as both a sensing tool and creative output mechanism. With this knowledge we then work closely with guest lecturers from the Electrical Engineering Dept at Wits. The engineers teach workshops on Arduino, basic electronics and sensing technologies; to develop integrated interactive environments. The course ends with the opportunity for students to make an open to the public interactive installation as an exam piece. Here students use skills learnt in the program and integrate lighting, sound and installation design practice to make unique interactive artworks and applications.

### **WSOA7012: Digital Animation:**

*Unit Coordinator: Mileta Postic*

*Contact Details: 717-4614 Email: [mileta.postic@wits.ac.za](mailto:mileta.postic@wits.ac.za)*

*NB: Access is only by interview and submission of creative portfolio. Due to the equipment intensive nature of this unit, the number of places is limited.*

*1st Semester*

Developed in close consultation with top South African animation studios, this postgraduate university unit will teach both professional animation skills and a creative understanding of animation as a dramatic art form. Students will undertake an intensive programme of lectures and seminars together with skills workshops in industry-standard animation tools and practices. Students will work in a dedicated computer laboratory fitted with the necessary hardware and software for high-quality 3D animation.

### **WSOA7016: Professional Practice in Digital Arts: Interactive Media**

*Unit Coordinator: Tegan Bristow*

*Contact Details: 717-4604 Email: [tegan.bristow@wits.ac.za](mailto:tegan.bristow@wits.ac.za)*

*NB Access is only by interview. Due to the equipment intensive nature of this unit, the number of places is limited.*

*2nd Semester*

This unit will enable students who have completed the 1<sup>st</sup> semester Interactive Media module to develop their skills in a professional and applied context. In the June/July break students are placed in internships that best suit their particular interests. These range from art galleries to production and advertising companies. During the term we workshop with practicing artists, strategists and developers. Every year the line up changes depending on current trends and new developments. The course work includes modules in techniques for and develop mobile and networked media for creative and interactive media practice. At the end of this course students will have the opportunity to put their year's learning into practice with a collaborative project as the exam piece. Here students may collaborate with professionals, commercial enterprises, artists and experts from outside of the University on a project of their choice.

### **WSOA7026: Professional Practice in Digital Arts: Digital Animation**

*Unit Coordinator: Mileta Postic*

*Contact Details: 717-4614 Email: [mileta.postic@wits.ac.za](mailto:mileta.postic@wits.ac.za)*

*NB Access is only by interview and submission of creative portfolio. Due to the equipment intensive nature of this unit, the number of places is limited.*

*2nd Semester*

This unit will enable students who have completed the 1<sup>st</sup> semester Animation module to apply their skills in order to develop a portfolio of creative work. The second semester sees the students produce their own creative project that must include a collaborative element.

## **WSOA7007: Critical Debates in Digital Arts and Culture**

*Unit Coordinator: Prof C Doherty*

*Contact Details: 717-4682 Email: [christo.doherty@wits.ac.za](mailto:christo.doherty@wits.ac.za)*

*1st Semester*

This is a purely theoretical seminar and reading unit which will allow engagement with the critical debates in the emerging area of digital arts and culture. The topics covered in this unit will include:

- Historical roots of digital media arts
- Philosophical critique of computer as augmentation of human intellect
- Critique of key notions in digital aesthetics such as the frame; operations; interactivity; interface; and database
- Gender and identity in cyber culture
- The analysis of the evolution of computer user interface design in a cultural perspective
- Alternative traditions in digital media design and development
- Gender and the divisions in appropriation of digital technologies in artistic production

## **WSOA7035: Animation studies**

*Unit Coordinator: Prof C Doherty*

*Contact Details: 717-4682 Email: [christo.doherty@wits.ac.za](mailto:christo.doherty@wits.ac.za)*

*1st Semester*

This is a purely theoretical seminar and viewing/reading unit which will allow engagement with the key debates in the emerging area of digital arts and animation, focusing specifically on the mainstream American tradition but with attention also given to alternative and experimental animation. Lectures will cover the history of animation and will give special attention to alternative traditions such as Japanese anime and European avant-garde animation. Viewing of a wide range of animation films is an important part of developing a critical understanding of the various possibilities in the form.

## **BA Honours in Digital Arts**

This one year full-time programme is ideally suited for students with a three year degree who wish to prepare for entry to a Masters programme in Digital Arts or for those who simply wish to add a year of Digital Media expertise to their existing degree.

The Digital Arts Honours programme will introduce you to the key issues in current theory together with one or two production units in applied digital media. You will also get the opportunity to take your interests further in a supervised research project, which can include creative work together with theoretical reflection.

The Honours programme consists of FIVE units – the 4 Digital Arts units below, as well as one other choice from the other divisions in the WSOA:

### **WSOA4029: Digital Art Theory**

*Unit Coordinator: Tegan Bristow*

*Contact Details: 717-4604 Email: [tegan.bristow@wits.ac.za](mailto:tegan.bristow@wits.ac.za)*

*1st semester*

A compulsory theoretical core course for Digital Art Honours students, this course is open to students outside the Digital Art division. The course aims to provide students with a broad introduction to some of the themes within the Digital Arts, including but not limited to interactive installation and performance, art on the World Wide Web, comic books and videogames.

## **WSOA4028: Research Report**

2. A compulsory research project.

## **WSOA4015: Introduction to 3D Animation**

**And, or**

## **WSOA4016: Applied Concepts in Networked Digital Media: Web Design**

3. Either one or two practical units in applied digital media:

4. Depending on your choice in 3), either one or two elective units chosen from the Honours units available in the Wits School of Arts. These units range from Drama, Fine Arts, Art History, to Music Theory.

For further information about unit content please contact Prof Christo Doherty, [christo.doherty@wits.ac.za](mailto:christo.doherty@wits.ac.za), +27 11 717-4682. For information about unit fees, application procedures etc, please contact Mrs Sao Mendes, [sao.mendes@wits.ac.za](mailto:sao.mendes@wits.ac.za), +27 11 717-4617

## **FILM AND TELEVISION**

The Masters in Film and Television offers a Professional degree in the disciplines of filmmaking, and aims to stimulate learning at a postgraduate level through the theory-praxis dialectic. In addition to taking three semester-long units (one of which may be taken outside the division with the permission of the Head of Division), students undertake research which consists of the production of a short film in documentary, fiction or experimental film genres AND a written research report (minimum 10 000 words.) Both of these requirements will be supervised by lecturers in the Television division.

### **Technical Core Unit (DRAA7020)**

*Unit coordinator: Taku Kaskela*

*Contact details: 011 717-9752 Email: [taku.kaskela@wits.ac.za](mailto:taku.kaskela@wits.ac.za)*

*1st Semester*

Students wishing to enrol for the degree with insufficient technical experience in the field of television or film production (specifically camera operation, directing and editing) are required to enrol for the Technical Production Unit. This serves as a prerequisite/core requisite for the Fiction and Documentary Theory and Production units. The Technical Core Unit can be waived at the discretion of the programme coordinator or Head of Division based on the student's technical competence.

### **Documentary Theory & Production (DRAA7018)**

*Unit Coordinators: Tanja Sakota-Kokot*

*Contact Details: 011 717-9757 Email: [tanja.sakota-kokot@wits.ac.za](mailto:tanja.sakota-kokot@wits.ac.za)*

*1st Semester*

This unit will focus on the role of director as auteur in shaping a narrative voice whilst interrogating and interacting with his/her documentary subjects. The unit encourages students to explore their creative filmmaking voice in trying to identify craft and contribute to a new wave of African filmmaking. The objectives are to examine the progression of documentary practice; identify and explore different modes of documentary filmmaking; analyse different types of international documentary and discuss how the voice emerges in each case study; engage in a theoretical discussion alongside analysis of films. Students are expected to research, develop and create a 7-9 minute documentary film that reflects a highly personal and creative point of view.

### **Film Fiction: Desire and Identity in Asian Cinema (WSOA7024)**

*Unit coordinator: Jordache Ellapen*

*Contact Details: 011 717-9746 Email: [jordache.ellapen@wits.ac.za](mailto:jordache.ellapen@wits.ac.za)*

*2nd Semester*

The unit offers students an opportunity to consider theoretical concerns of representations in Asian cinema with an applied short film outcome. The aim of the unit is to offer a series of considerations around the aesthetics and

ethics of cinematic representation and its implications in terms of narrative writing and filmmaking. In the unit students will be exposed to some of the more central debates, interventions and developments in the canon of Asian Cinema, with a view to how these offer an alternative mode of storytelling to dominant Western paradigms. Looking at a different 'auteur' each week, the sessions examine the shifting cultural and individual interpretations of core cinematic or dramatic principles. The objective is thus that the theoretical work will stimulate and shape the short film outcome expected of the participants.

### **Screenwriting (DRAA7011)**

*Unit coordinator & presenter: Damon Heatlie*

*Contact details: 011 717-9753 Email: [damon.heatlie@wits.ac.za](mailto:damon.heatlie@wits.ac.za)*

*1st Semester*

This unit is intended for students who have had some experience of Dramatic writing. Students need to have written (and should submit) an already written script, play or teleplay, and be committed to the process of developing and writing a full-length (90 minute) feature script. This workshop-based unit aims to take students through a structured process of writing a feature film script, from 2 page outline, detailed treatment, through a step outline into the first Draft. Within this structure, students will be introduced to a range of tools and approaches used to facilitate screenwriting. Focus topics include genre analysis, story structure, character development, scene structure and writing dialogue. In contributing to a pluralistic approach different industry Professionals will be invited to address the class on processes of writing. In the first quarter students will also write coverage on several written screenplays.

## **FINE ARTS**

### **The Construction of Contemporary South African Art (FINA7012)**

*Administrative Coordinator: Walter Oltmann*

*Contact Details: 011 717-4624 Email: [walter.oltmann@wits.ac.za](mailto:walter.oltmann@wits.ac.za)*

*Open to students in the Faculty with a good second class pass in Fine Arts or History of Art. Graduates from other fields will be considered under special circumstances. As the number of places is limited, applicants are subject to a selection.*

*1st Semester*

This unit considers how South African art and art criticism have been shaped by artistic and curatorial practice in key local and international art events. A survey of international biennales and important local exhibitions provides a broad historical framework for study. Through these events the unit explores questions of national culture and identity, analysing debates concerning, inter alia, the role of artists within different forms of collectivity (for example, state, community), the autonomy of art and its place in the development and representation of national culture(s) and related topics. The focus is contemporary South African art within a global and an African context with reference to the wider concerns of postcoloniality and post modernity.

### **Art Critical Writing (FINA7013)**

*Administrative Coordinator: Walter Oltmann*

*Contact Details: 011 717-4624 Email: [walter.oltmann@wits.ac.za](mailto:walter.oltmann@wits.ac.za)*

*Open to students in the Faculty with a good second class pass in Fine Arts or History of Art. Graduates from other fields will be considered under special circumstances. As the number of places is limited, applicants are subject to a selection.*

*1st Semester*

The core interest here is art critical writing relevant to contemporary South African art. The unit begins with a schematic understanding of the 'art world' as a system, and the place of art critical writing within that system. Included here is a survey of those relations between theory and practice, language and visual art considered essential to understanding the place and function of art criticism in the production of visual culture. Different modes of writing commonly associated with visual art and critical writing in itself are investigated. The unit explores broader issues of mediation of art critical writing, in, for example, the specialist contemporary art journal, the exhibition catalogue, the mass media (including the electronic media), as well as texts associated with displays in contemporary art museums and galleries. The relationship between art writing and contemporary art practice, specifically the ways in which art critical writing conditions and is conditioned by art practice, is also an important focus in the unit. This is done by (amongst other things) examining selected case studies of South African art criticism, especially those that address relationships between local and global art

discourse. While the theoretical base of the unit derives from a variety of sources, the focus is South African art critical discourse and artistic practice.

### **Exhibition Practice in Contemporary Art (FINA7002)**

*Unit Presenter: T. B. A*

*Open only to students enrolled for the MA by Coursework and Research Report in Fine Arts. Graduates from other fields cannot be considered for this unit.*

This unit focuses on the development and implementation of creative projects in any medium agreed to by the Coordinator of the unit. The unit provides an opportunity in the second semester for additional instruction for the preparation of the practical component of the degree. The unit equips students with the skills required to manage the entire productive process, from the initiation of the idea, to its Professional presentation, to the implementation of a production plan, and the successful execution of the work. Through a managed internship programme, students will benefit from Professional experience in the field of contemporary art. This will augment the unit and provide valuable art world experience. We will focus on many elements currently considered central to successful contemporary art practice, including space as a medium and a site.

## **HISTORY OF ART**

### **HONOURS UNITS**

History of Art units are open to students with majors in History of Art. Students with majors in Anthropology, African Literature, Drama and Film, Archaeology etc. may also be accepted into some units on African art, etc. by special permission.

### **Art and Architecture: Heritage in the Post-colonial World (WSOA4021)**

*Course co-ordinator: Dr Federico Freschi*

*Contact details 011 7174611 Email: [Federico.freschi@wits.ac.za](mailto:Federico.freschi@wits.ac.za)*

*2<sup>nd</sup> Semester*

This course will examine later twentieth-century and contemporary art and architecture of former colonial countries in Africa, Asia, and elsewhere. Methodological paradigms drawn from post-modern and post-colonial theory will be used in setting up debates about post-colonial national reconstruction efforts, and how these are played out in terms of art and architecture and the imag(in)ing of post-colonial identities.

### **Art and Heritage in Africa (WSOA4001)**

*Unit Coordinator: Prof Anitra Nettleton*

*Contact Details: 011 717-4610 Email: [anitra.nettleton@wits.ac.za](mailto:anitra.nettleton@wits.ac.za)*

*2<sup>nd</sup> Semester*

Art formed the focus of much construction of heritage in the twentieth century. This unit explores methodological and theoretical approaches to African art as conceptualised as “heritage” in the colonial and post-colonial imaginary. The arts covered range in date from the 6th Century BCE to the late 19th Century CE. Examples are drawn largely from Nigeria and southern Africa.

### **A Visual Anthropology of the Body (HART4003)**

*Unit Coordinator: Prof Anitra Nettleton*

*Contact Details: 011 717-4610 Email: [anitra.nettleton@wits.ac.za](mailto:anitra.nettleton@wits.ac.za)*

*1st Semester*

Visual theory as it is developing in art history and fine arts writing engages with the visual and visible expressions of body imaging through a large variety of media including body modification, clothing and masking. This unit starts from the premise that all cultures conceptualise the human body in particular ways, that the ‘natural’ body is as much a construct as the ‘social’ body.

### **Art: Museums, Display and the Writing of Art's Histories (HART4004)**

*Unit Coordinator: Dr. Federico Freschi*

*Contact Details: 011 717-4611 Email: [Federico.freschi@wits.ac.za](mailto:Federico.freschi@wits.ac.za)*

*1st Semester*

**Please note:** *Students enrolling for History of Art Honours **must** do HART4004 and **three** other units, one of which may be in another discipline. The Honours long essay must be supervised in History of Art.*

This unit examines the methodological foundations of Art History and its relation to the development of the Art museum/gallery in Europe. Working with a selection of museums, their displays and special exhibitions, the unit will examine the ways in which Art History has been constructed in written texts and visual displays from the eighteenth-century to the present.

## **MASTERS UNITS**

Histories of Art units are open to students with majors in History of Art. Students with majors in Anthropology, African Literature, Drama and Film, Archaeology etc. may also be accepted into some units on African art, etc. by special permission.

### **Art and Architecture: Heritage in the Post-colonial World (WSOA7034)**

*Unit Coordinator: Prof Anitra Nettleton*

*Contact Details: 011 717-4610 Email: [anitra.nettleton@wits.ac.za](mailto:anitra.nettleton@wits.ac.za)*

*2nd Semester*

This unit will examine later twentieth-century art production from various areas of the 'Third World' in light of notions of 'heritage' and 'tradition'. Methodological paradigms drawn from post-modern and post-colonial theory will be used in setting up debates about the place of contemporary artists from the ex-colonial world within the context of globalising cultural politics and issues of representation.

### **African Art History (HART7002)**

*Unit Coordinator: Prof Anitra Nettleton*

*Contact Details: 011 717-4610 Email: [anitra.nettleton@wits.ac.za](mailto:anitra.nettleton@wits.ac.za)*

*2nd Semester*

Art formed the focus of much construction of heritage in the twentieth century. This unit explores methodological and theoretical approaches to African art as conceptualised as "heritage" in the colonial and post-colonial imaginary. The arts covered range in date from the 6th Century BCE to the late 19th Century CE. Examples are drawn largely from Nigeria and southern Africa.

### **Visual Anthropology of the Body (HART7005)**

*Unit Coordinator: Prof Anitra Nettleton*

*Contact Details: 011 717-4610 Email: [anitra.nettleton@wits.ac.za](mailto:anitra.nettleton@wits.ac.za)*

*1st Semester*

Visual theory as it is developing in art history and fine arts writing, engages with the visual and visible expressions of body imaging through a large variety of media including body modification, clothing and masking. This unit starts from the premise that all cultures conceptualise the human body in particular ways, that the 'natural' body is as much a construct as the 'social' body.

### **Art: Museums, Display and the Writing of Art's Histories (HART7006)**

*Unit Presenter: Dr Federico Freschi*

*Contact Details: 717-4611 Email: [Federico.freschi@wits.ac.za](mailto:Federico.freschi@wits.ac.za)*

*1st Semester*

**Please note:** *Students enrolling for the MA coursework in Art History **must** do this unit, unless they have done this at Honours level. In addition they must do **two** other units, one of which may be in a different discipline. The research report must be supervised in History of Art.*

This unit examines the methodological foundations of Art History and its relation to the development of the Art museum/gallery in Europe. Working with a selection of museums, their displays and special exhibitions, the unit will examine the ways in which Art History has been constructed in written texts and visual displays from the eighteenth-century to the present.

## **ARTS, CULTURE & HERITAGE MANAGEMENT**

Formerly only offering MA & PDGA (postgraduate diploma) qualifications, the Division of Heritage and Cultural Management is introducing a full programme at Honours level. The Honours degree is the recommended study path for candidates planning to progress to an MA in Arts, Culture & Heritage Management, and comprises four subjects taken by coursework, plus a compulsory long essay that extends over one and a half semesters.

### **Public Culture (WSOA4010/WSOA7017)**

*Core Unit for the Heritage Studies programme*

*Unit Co-ordinator: Prof Cynthia Kros*

*Presenter: Cynthia Kros and others t.b.a*

*Contact Details: [Cynthia.Kros@wits.ac.za](mailto:Cynthia.Kros@wits.ac.za)*

This Unit uses museums, galleries, monuments, performance venues and other sites to situate and explore key issues in heritage, public history and public culture. Topics covered in the module/unit will include an historical overview of the rise of the museum and related heritage institutions; influences of different museum genres; the relationship between monuments and the public sphere; the place of performance and oral/intangible culture in heritage debates; and a look at thorny issues around displaying human remains. The role of such institutions in the creation and maintenance of identities and the relationships between presentations, their viewers and the communities from which they emanate or which they purport to represent will be interrogated. Issues such as the construction of knowledge and linked questions of authority, objectivity, authenticity and power are considered. Negotiating contested memories will be examined in relation to heritage, identity formation and reconstructions of the past.

In addition to the core Unit, Public Culture, three of the following:

AFRT4005 African Popular Media and the Novel

AFRT4012 Memory, Violence and Representation in Africa

GEOG4023 Tourism and Development

GEOG4024 Tourism and Policy

GRAD4045 Selected Topic in Heritage

GRAD4060 Travel Writing

WSOA4021 Art and Heritage in the Post-colonial World

HART4004 Art: Museums, Display and the Writing of Art's Histories

HIST4009 Representations and Re-representations in History

### **Re-Imagining the Arts in Society**

*Not offered in 2010.*

## **MASTERS UNITS**

**Please note** that units in this programme are offered on a block release schedule that is not necessarily coordinated with other Wits weekly class times. Please contact the programme administrator for details.

This MA programme assumes professional experience in the arts, culture & heritage sector and an appropriate training, at Honours or equivalent level, in academic reading, writing and research. Candidates who have been away from an academic environment for some time or who did not receive research training in their previous degrees are advised to consider enrolling for at least some units in the Honours curriculum as described above. Please consult with the Head of Division in this regard.

The three management units listed below taken together comprise a postgraduate diploma (PGDA), though the national Department of Education is revising its policies for this qualification and candidates are advised to consider enrolling for an Honours degree as an alternative. Please consult with the Head of Division in this regard.

### **Arts, Culture and Heritage Management 1: Policy, Leadership and Research (WSOA7027)**

*Core unit for the Arts, Culture & Heritage Management programme*

*Unit Coordinator: Monica Newton*

*Presenters: Monica Newton and others t.b.a*

*Contact Details: [mnewton@mweb.co.za](mailto:mnewton@mweb.co.za)*

*1st Semester*

This foundational unit, which should preferably be taken during students' first semester in the programme, addresses three distinct areas: 1) the policy frameworks within which arts, culture and heritage managers operate in South Africa and elsewhere, including their relationship with tourism policy (though the latter is not a primary focus of this programme), 2) management theory for the arts, culture and heritage sector with a focus on leadership and governance, and 3) reviewing and developing the Professional research skills required for effective leadership in the arts, culture and heritage management sector.

### **Arts, Culture and Heritage Management 2: Operational Skills (WSOA7028)**

*Unit Coordinator: TBC*

*Presenters: Joseph Gaylard, Monica Newton and other t.b.a*

*Contact Details: [coelacanth@iafrica.com](mailto:coelacanth@iafrica.com)*

*2nd Semester*

This unit will develop a set of skills crucial to effective arts, culture and heritage management. These include the design of business plans, the principles of management of organizations, human resource management in an environment of change and empowerment, copyright, legal frameworks and constitutional rights governing the sector. Classes will vary in format between lectures, discussions, seminar presentations, and group work.

### **Arts, Culture and Heritage Management 3: New Paradigms For Marketing, Sponsorship and Funding (WSOA7029)**

*Unit Coordinator & Presenter: Jill Waterman*

*Contact Details: [waterman.arts@pixie.wits.ac.za](mailto:waterman.arts@pixie.wits.ac.za)*

*2nd Semester*

This unit focuses on marketing, branding and audience development in *not for profit* and *for profit* arts, culture and heritage organisations. Key economic debates will be engaged around the commodification of the arts, and the positioning of arts marketing and branding within a broader historical overview of management structures. The unit content is motivated by the responses of arts, culture and heritage managers to proactively stimulate creatively diverse options for artistic and economic sustainability. The programme promotes the integration of organisational management operations with marketing, fundraising or sponsorship activities.

Focused topics to be included are fundraising landscapes in South Africa and internationally; paradigm shifts in arts sponsorship; project monitoring and evaluation; site design to foster the visitor experience; education as an access opportunity; writing and editorial skills for evaluation reports, funding proposals and marketing strategies; stakeholder analysis. The learning takes place through interactive seminars, presentations from prominent art and culture practitioners and site visits.

## **HERITAGE STUDIES**

### **HONOURS UNITS**

Units in this programme are offered on a regular weekly schedule, not on block release like Arts, Culture & Heritage Management units.

### **Public Culture (WSOA4010)**

**Core unit for the Heritage Studies programme**

*Unit Coordinator & Presenter: Prof Cynthia Kros*

*Presenter: Prof Cynthia Kros and others t.b.a*

*Contact Details: [cynthia.kros@wits.ac.za](mailto:cynthia.kros@wits.ac.za)*

*1st Semester*

This unit uses museums, monuments, archives, performance venues and other sites to situate and explore key issues in heritage, public history and public culture. Topics covered in the unit will include an historical overview of the rise of the museum and related heritage institutions; influences of different museum genres; the relationship between monuments and the public sphere; the place of performance and oral/intangible culture in heritage debates; and a look at thorny issues around displaying human remains. The role of such institutions in the creation and maintenance of identities and the relationships between presentations, their viewers and the communities from which they emanate or which they purport to represent will be interrogated. Issues such as the construction of knowledge and linked questions of authority, objectivity, authenticity and power are considered. Negotiating contested memories will be examined in relation to heritage, identity formation and reconstructions of the past.

*(After taking the compulsory core unit, Heritage Studies students are eligible to enroll for a wide range of units offered in our own and other divisions/ departments. Please contact the programme director for information and advice in this regard. Only units offered in this division are listed below.)*

### **Curating Exhibitions: The Politics & Aesthetics of Display**

*Not offered in 2010.*

## **MASTERS UNITS**

Units in this programme are offered on a regular weekly schedule, not on block release like Arts, Culture & Heritage Management units.

### **Public Culture (WSOA7017)**

*Core unit for the Heritage Studies programme*

*Unit Coordinator & Presenter: Prof Cynthia Kros*

*Contact Details: [cynthia.kros@wits.ac.za](mailto:cynthia.kros@wits.ac.za)*

*1st Semester*

This unit uses museums, monuments, archives, performance venues and other sites to situate and explore key issues in heritage, public history and public culture. Topics covered in the unit will include an historical overview of the rise of the museum and related heritage institutions; influences of different museum genres; the relationship between monuments and the public sphere; the place of performance and oral/intangible culture in heritage debates; and a look at thorny issues around displaying human remains. The role of such institutions in the creation and maintenance of identities and the relationships between presentations, their viewers and the communities from which they emanate or which they purport to represent will be interrogated. Issues such as the construction of knowledge and linked questions of authority, objectivity, authenticity and power are considered. Negotiating contested memories will be examined in relation to heritage, identity formation and reconstructions of the past.

*(After taking the compulsory core unit, Heritage Studies students are eligible to enrol for a wide range of units offered in our own and other divisions/ departments. Please contact the programme director for information and advice in this regard. Only units offered in this division are listed below.)*

### **The Theory and Practice of Archives (GRAD7002)**

*Unit Coordinator: Prof Cynthia Kros*

*Presenters: Prof Cynthia Kros*

*Contact Details: [Cynthia.kros@wits.ac.za](mailto:Cynthia.kros@wits.ac.za)*

*1st Semester*

This course is run at master's level only. It is taught and developed by various on-campus archivists and in consultation with staff at the Nelson Mandela Foundation. In the theoretical component we explore and debate the principal theories concerning archival discourses, methodologies and appraisal. We consider the implications of attempting to archive orality; the political, financial and long term archival consequences of digitisation, and the idea of substituting the 'archive' with the concept of 'memory in action'. We also review South African archive and related legislation and some of the recent history of archival collections in South Africa. There is also a practical component of the course in which students are placed in an archive and are required to assist with appraisal for an extended period. The course is suitable for students who may not have an interest in becoming archivists but who want to pursue studies in heritage and history or who are interested in the theoretical issues connected with memory.

## **Curating Exhibitions: The Politics & Aesthetics of Display (WSOA7011)**

*Elective unit for Heritage Studies*

*Unit Coordinator: Joseph Gaylard*

*Presenters: Joseph Gaylard*

*Contact Details: [coelacanth@iafrica.com](mailto:coelacanth@iafrica.com)*

*Enrolment requirements: Knowledge of the debates and case studies covered in Public Culture  
2nd Semester*

This course aims to enable students to understand and manage important dimensions of curatorial practice within a broader landscape of curatorial projects. Students will be required to present and develop their own projects on the basis of the theoretical approaches to be explored in the course. They will also be introduced to important principles of design and logistics as well as those related to fundraising and marketing, including writing media releases.

## **MUSIC**

*Music postgraduate coordinator: Dr Grant Olwage*

*Tel 011-717-4665 E-mail: [grant.olwage@wits.ac.za](mailto:grant.olwage@wits.ac.za)*

## **MASTERS DEGREES IN MUSIC**

The Music Division offers two research masters degrees, the MMus in creative work and the MA by research.

The Master of Music (MMus) degree is a postgraduate degree in creative work and research that can be undertaken full-time or part-time. Traditionally, the creative work has taken the form of music performance or composition. But the MMus also allows for work in other areas such as, but not limited to, arrangement or a combination of transcription, analysis and performance. The MMus consists of the creative work and a written research thesis that is related to the creative work. The University Rules (2009, p.254) stipulate the following requirements for the MMus:

A candidate shall:

Pursue such research as the Senate may determine under the guidance of one (or two, where appropriate) supervisor(s). The research shall comprise 50% original creative practical work and 50% dissertation. The dissertation must include an analysis of the practical work. Such practical work shall, unless the Senate otherwise determines, commence only on first registration for the programme. A permanent record of the practical work must be available for the scrutiny of the examiners at the time of the examination of the dissertation. This may be achieved by presenting records such as scores and audio and video recordings, together with each copy of the dissertation.

Applicants for the MMus must typically have graduated with a BMus, BMus Honours, or other undergraduate music degree, having specialised in the area in which they tend to do the creative work. Typically, the MMus has been pursued by early- or mid-career professionals rather than by recent graduates.

In addition:

- a) Applicants who tend to pursue performance in the MMus will be required to perform an audition consisting of at least two different works of a combined duration of 15 minutes for a panel; a guide to the standard of performance required is that of a Performer's Licentiate of the external examining bodies: ABRSM, Unisa, Trinity. Applicants who wish to pursue creative work under the rubric of composition will be required to present a portfolio consisting of three different samples of original work with a combined duration of 15 minutes; the applicant should have had public performances of some of his/her compositions.
- b) Applicants who have not recently completed an undergraduate or postgraduate course or degree that involves written research, such as a long essay or mini-dissertation, may be required to present a sample of writing and/or successfully complete, as a co-requisite, a research methodology course within the University; a co-requisite course is not part of the MMus itself, but in addition to it.

## **DOCTORAL DEGREES IN MUSIC**

A PhD may be undertaken either by research or by a combination of creative work and research.

# Wits School of Education

## Masters Units

Please note that not all units are offered each year. For further information contact Francine de Clercq 011 717 3090, [francine.declercq@wits.ac.za](mailto:francine.declercq@wits.ac.za), or Norma Corry 011 717 3221 [norma.corry@wits.ac.za](mailto:norma.corry@wits.ac.za)

## CURRICULUM

Unit Co-ordinators: Prof Yael Shalem L220 011 717 3191 (first semester) [yael.shalem@wits.ac.za](mailto:yael.shalem@wits.ac.za)  
Ms Carola Steinberg L.219 011-717 3192 (second semester) [carola.steinberg@wits.ac.za](mailto:carola.steinberg@wits.ac.za)

The courses offered in this package help students acquire greater competence in understanding and engaging with curriculum. They also support students in developing abilities for research in the field of curriculum and instruction. The different courses focus on various aspects of curriculum such as the foundations for thinking about curriculum, dilemmas of curriculum development and enactment, inclusive curriculum, perspectives on learning and teaching, and assessment.

### First Semester options:

EDUC7013: Issues in Curriculum  
EDUC7029: Psychology and Pedagogy  
EDUC7091: Assessment in Schooling and Higher Education

### Second Semester Options:

EDUC7040: Studies in Pedagogy  
EDUC7054: Curriculum Evaluation and Research

## Tertiary Teaching

Unit Co-ordinators: Prof Yael Shalem L220 011 717 3191 (first semester) [yael.shalem@wits.ac.za](mailto:yael.shalem@wits.ac.za)  
Ms Carola Steinberg L.219 011-717 3192 (second semester) [carola.steinberg@wits.ac.za](mailto:carola.steinberg@wits.ac.za)

The tertiary teaching package is intended for people teaching in universities, colleges or technikons who wish to develop their practices as tertiary educators, challenge their own assumptions, and undertake research in the higher education field and in so doing, improve their qualifications. It is offered on a part-time basis over two years. It includes units on teaching, assessment, and research design and a fourth course drawn from a range of options such as academic literacy, materials development, managing change, or a disciplinary specific course. Students will undertake a research project, developed and assessed through a research report. Topics for research pertain to some aspect of teaching in the higher education sector such as lecturing, tutoring, assessment, selections, quality, curriculum or materials development, writing, service learning, IT in higher education, reflective practice, staff development, or recognition of prior learning.

Students wishing to undertake a PhD may wish to register for part of this qualification to assist them in the preparation of their proposals in a structured and supported way. Two of the three core courses and research design must be based in Wits Education. Students who wish to undertake their research under the supervision of a member of Applied English Language Studies should attend the AELS research design unit, however, and their proposal must be externally examined in accordance with the rules of the M.Ed degree.

Students who register for this package must include EDUC7101: Scholarship of Teaching and Learning in Higher education as their core unit. The other two units will have to be selected either from the curriculum package or from some AELS courses.

### First Semester Options:

EDUC7013: Issues in Curriculum  
EDUC7091: Assessment in Schooling and Higher Education  
AELS7031: Language, Learning and Academic Literacy  
EDUC7101: Scholarship of Teaching and Learning in Higher Education

### Second Semester Options:

EDUC7040: Studies in Pedagogy  
AELS7018: Teaching Materials: Principles, Practices and Design  
AELS7027: Language and Assessment

## **AN OUTLINE OF ALL THE COURSES THAT ARE OPTIONS FOR CURRICULUM AND FOR TERTIARY TEACHING**

### **Issues in Curriculum: EDUC7013**

*Unit Presenter: Dr Devika Naidoo, 011 717 3274 Email: [Devika.Naidoo@wits.ac.za](mailto:Devika.Naidoo@wits.ac.za)*

The unit aims to introduce and ground students in multiple theories of the relationship between curriculum and society from modern and post-modern perspectives. In other words dominant and less dominant perspectives will be analysed bearing in mind South Africa's context in Africa and in the world. The focus is theory, general principles, concepts that may be used to understand any curriculum including South African curriculum statements. This would enable theoretically informed research of any aspect of curriculum such as curriculum change, curriculum policy, curriculum practice, etc. An inter-disciplinary approach will be taken enabling students to get a sense of curriculum research from a range of disciplinary standpoints.

The unit is suitable for educators working in schools, in tertiary education institutions, NGOs and other sites. Students will be required to read and do presentations, complete several small tasks and an extended project designed to enable mastery of key conceptual tools developed in the unit and deeper engagement with their own areas of curriculum interest.

### **Assessment in Schooling And in Higher Education: EDUC7091**

*Unit Presenter: Prof Yael Shalem, 011 717 3191 Email: [yael.shalem@wits.ac.za](mailto:yael.shalem@wits.ac.za)*

“Assessment” is a field of study that engages one intellectually and emotionally; in some way or another every one of us has had a happy and a sad experience of assessment. As a notion, “assessment” is complex, and the way it should be used in learning and teaching as well as its general value for education are contested.

The central question of the unit: What is at stake in thinking about assessment, given that assessment is required to respond to the following societal challenges?

1. Preparing learners for a knowledge society
2. Addressing imbalances and inequalities inherited from apartheid.

The unit aims to introduce educators to key debates in and research on assessment. Here are some of the questions we will raise:

- Given a constructivist paradigm of learning, what are the changes that need to take place in assessment so that it can support curriculum and pedagogy?
- What kinds of formative assessment provide evidence that can then be used to adapt teaching in order to meet learning needs?
- What conceptual and pedagogical problems are involved in making criteria explicit?
- How do matters of validity and reliability affect test designs?

The unit situates the new developments in assessment in schooling and in higher education institutions within the transforming policy framework of the NQF and the emphasis on performance accountability. In the course we also review conceptual and empirical research in areas like Quality Assurance (QA), Criterion Referenced Assessment (CRA), Accountability Testing and Performance Appraisals.

### **Psychology and Pedagogy: EDUC7029**

*Unit Presenters: Professor Ian Moll, 011 717 3194 Email: [ian.moll@wits.ac.za](mailto:ian.moll@wits.ac.za)*

*Ms Lynne Slonimsky, 011 717 3184 Email: [lynne.slonimsky@wits.ac.za](mailto:lynne.slonimsky@wits.ac.za)*

The contemporary terrain of the study of learning produces various, often highly contentious, accounts of the generative relationships between mind, brain, and cultural artifacts and practices. These theories and research traditions all have implications for the way we understand issues in curriculum and pedagogy. This course aims to develop students' understanding of learning, by means of a history of ideas and focused study of key contemporary debates and research perspectives in the field. It will provide a foundation for further study in relation to issues such as school and academic learning, pedagogy, assessment and the integration of ICTs in education.

Students in the curriculum or tertiary teaching packages will pursue a research and writing programme focused on learning in relation to a particular area of education through the course. These areas are: early reading instruction, pedagogy, assessment and curriculum policy.

## **Scholarship of Teaching and Learning in Higher Education: EDUC7101**

*Unit Presenters: Prof. Shirley Booth, Email: [Shirley.booth@wits.a.za](mailto:Shirley.booth@wits.a.za) 011 717 3045 with Prof. Ruksana Osman*

Transformation of higher education and of its institutions is generally dictated top-down by policy and finance, grounded in the interests of society. The emerging field of the Scholarship of Teaching and Learning (SoTL) explores the possibility of bottom-up transformation by bringing students' learning to the fore of teaching, and by developing academics' professional and scholarly knowledge and practices, thus contributing to change at institutional level and, at a distance, to society.

This unit is directed to academic staff who wish to develop a scholarly approach to their teaching, and to members of the education research community who see the SoTL as important for the pedagogical development of higher education institutions.

To these ends the course will focus on three features of scholarship

- The larger local and global context of the scholar;
- Methodology for the scholarly teacher;
- Scholarship in the practice of the community.

## **Studies in Pedagogy: EDUC7040**

*Unit Presenter: Prof Karin Brodie 011 717 3193 Email: [karin.brodie@wits.ac.za](mailto:karin.brodie@wits.ac.za)*

In this unit, the concept of 'pedagogy' is defined as a relationship in which there is a conscious intention to promote the learning of specified *knowledge* (which may include principles, propositions, skills, practices, criteria, forms of conduct, ways of being and identity) on the one hand, and learners' take-up or response on the other. As we shall explore in more depth during the course, pedagogical relationships are underpinned by implicit or taken-for-granted assumptions about learning; about what counts as knowledge and knowing; about society and about what is 'normal'. These assumptions are enacted in specific sociohistorical conditions, institutional settings and circumstances, all of which shape the form and content of the pedagogical relationship.

The aim of the unit is to develop a conceptual framework for theorising and investigating pedagogy, and for reflecting on the qualities and quality of your pedagogical practices. It offers you a range of conceptual resources for describing, investigating and analyzing pedagogical relations. These should enable you to critique aspects of your own and others' pedagogy and thereby become aware of new possibilities for practice. The emphasis of the approach is therefore on implication rather than application. I hope the unit texts and discussions will also extend your pedagogical imagination and promote reflexive analysis of yourself as a learner.

This course can form part of the Psychology, Curriculum, Mathematics Tertiary Teaching and Technology Education packages.

## **Curriculum Evaluation and Research: EDUC7054**

*Unit Presenter: Prof Ray Basson, 011 717 3091 Email: [ray.basson@wits.ac.za](mailto:ray.basson@wits.ac.za)*

Presently, curriculum evaluation is in a growth phase as a discipline where grounded approaches to evaluation are shifting the balance of power in adjudications from specialist evaluator to persons involved in the development process. Here control in evaluation is arguably located more closely with teachers and developers, and adjudications emphasise understanding curricula in some detail within a context, collaborative data gathering strategies, as well as positive adjudications specifically of needs experienced in situ.

**Part 1** of the unit consists of an overview of the field of curriculum evaluation to debate the respective claims of approaches to evaluation and specific strands within each approach. Pre-ordinate approaches including congruence, comparative, multi-variate strands in evaluation will be considered on the one hand, and descriptive approaches including goal free, anthropological, countenance, criticism, empowerment strands on the other hand.

**Part 2** focuses more specifically on descriptive approaches to evaluation. Here current debates around the conceptualization, tools, and growth of a new strand of evaluation (empowerment evaluation) presently being played out in evaluation journals internationally will be considered, to trace both its ascendancy as strand in descriptive evaluation and to examine more closely its claims and their implications for evaluation in South Africa. In addition, evaluation reports as case studies will be studied to illustrate both approaches to, and

strands in, evaluation, how evaluations are conducted, evaluation techniques, reporting procedures and adjudications. As preliminary reading for this unit, it is recommended that students read David Hamilton's slim classic entitled *Curriculum Evaluation* (Open Books, 1976), available in the Education Library. It is an easy read, and raises in crisp detail central issues entailed in evaluation. The unit will be assessed by an assignment and an exam/exam equivalent, both marks being weighted equally in calculating the final mark.

### **Language, Learning and Academic Literacy: AELS7030**

*Unit Presenter: Ms Stella Granville, 011 717 3186 Email: [stella.granville@languages.wits.ac.za](mailto:stella.granville@languages.wits.ac.za)*

Tertiary and secondary educators are grappling with the demands made by teaching diverse multilingual classes. This unit/module examines key theoretical and applied issues in students' acquisition of academic literacy in the South African context that are important for both English educators and subject specialists

### **Language and Assessment: AELS7027**

*Unit Presenter: Ms Yvonne Reed, 011 717 3189 Email: [yvonne.reed@wits.ac.za](mailto:yvonne.reed@wits.ac.za)*

This unit/module provides opportunities for students to develop individual responses to issues such as formative and summative assessment, self and peer assessment, different modes of learning, the use of detailed assessment criteria, the impact of linguistic and cultural variables on language assessment and the ways in which different kinds of feedback promote learning.

### **Teaching Materials: Principles, Practices and Design: AELS7018**

*Unit Presenter: To be announced*

This unit/module focuses on training students to develop and evaluate a range of teaching and learning materials, including both print and media-based materials. Students are exposed to some of the key debates in material and syllabus design and are given an opportunity to realise their implicit theories of education through the production of teaching materials suitable for their own contexts.

### **Educational Technology**

*Unit Co-ordinator: Prof Ian Moll, 011 717 3194 Email: [ian.moll@wits.ac.za](mailto:ian.moll@wits.ac.za)*

This is a programme of study about the educational integration of technology – in particular, modern digital technologies – in teaching and learning. It is closely associated with a developing research programme in the field of educational technology, one which is at the moment concerned with the pedagogic integration of ICTs in schools and with the nature of learning in hypertext environments. There is a great deal of promise associated with the use of various modern technologies – computers, cell phones, smart boards, etc. – in the classroom, lecture theatre or training centre. There are also myths and pitfalls in abundance, usually arising from the false promise of technologies in relation to human learning. An important maxim of this programme is, “do not allow the technological tail to wag the pedagogic dog”.

The programme is designed to develop the research abilities, knowledge and skills of people involved in education and training practices. It ranges across psychological, sociological and philosophical ground, and one of its important aims is to develop your skills as a designer of educational materials. The programme requires that you have established ‘computer literacy’ in regard to word processing, spreadsheet programmes, digital presentation programmes, the Internet and the like. However, *it is not a technology course*, nor one that focuses on the technical aspects of ICTs – it is a course of study in educational theory and research, and the implications of knowledge generated in these fields for teaching and learning practices.

The package will include:

### **Psychology and Pedagogy: EDUC7029**

*Unit Presenters: Prof Ian Moll, 011 717 3194 Email: [ian.moll@wits.ac.za](mailto:ian.moll@wits.ac.za)  
and Ms Lynne Slonimsky, 011 717 3184 Email: [lynne.slonimsky@wits.ac.za](mailto:lynne.slonimsky@wits.ac.za)*

The contemporary terrain of the study of learning produces various, often highly contentious, accounts of the generative relationships between mind, brain, and cultural artifacts and practices. These theories and research traditions all have implications for the way we understand issues in curriculum and pedagogy. This unit aims to develop students' understanding of learning, by means of a history of ideas and focused study of key

contemporary debates and research perspectives in the field. It will provide a foundation for further study in relation to issues such as school and academic learning, pedagogy, assessment and the integration of ICTs in education. Students will pursue a research and writing programme focused on learning in relation to education technology through the unit.

### **Studies in the Field of Educational Technology: EDUC7097**

*Unit Presenters: Dr Nazir Carrim, 011 717 3059 Email: [nazir.carrim@wits.ac.za](mailto:nazir.carrim@wits.ac.za)*

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The unit is designed to provide a broad, critical, high-level foundation for research and practice in relation to e-Learning and the pedagogic integration of ICTs. It comprises the philosophical, social, and technological study of prominent contemporary issues in the field of educational technology. Major concerns will be with the 'knowledge economy', globalization and the location of educational technology in this regard, the 'digital divide' in education, minds and machines, and the transformation of childhood culture in the digital age. The politics and practices of eLearning and digital publishing will come under scrutiny.

### **Design and Development of On-Line Learning: EDUC7098**

*Unit Presenters: Dr Donovan Lawrence, 011 717 3175 Email: [donovan.lawrence@wits.ac.za](mailto:donovan.lawrence@wits.ac.za)*

*and Dr Fran Greyling, Visiting Lecturer, 021 441 6842 Email: [fcgreyling@gmail.com](mailto:fcgreyling@gmail.com)*

The unit aims to develop critical, grounded knowledge and skills in the development of online pedagogies and learning materials. It spans a range of perspectives on learning management systems and the publication of digital education resources, and seeks to develop expertise in the area known variously as instructional design, learning design, or online materials development.

Students may do this course only if they have completed EDUC7029, Psychology and Pedagogy.

**OR**

### **Studies in Pedagogy: EDUC7040**

*Unit Presenter: Prof Karin Brodie, 011 717 3193 Email: [karin.brodie@wits.ac.za](mailto:karin.brodie@wits.ac.za)*

In this unit, the concept of 'pedagogy' is defined as a relationship in which there is a conscious intention to promote the learning of specified *knowledge* (which may include principles, propositions, skills, practices, criteria, forms of conduct, ways of being and identity) on the one hand, and learners' take-up or response on the other. As we shall explore in more depth during the course, pedagogical relationships are underpinned by implicit or taken-for-granted assumptions about learning; about what counts as knowledge and knowing; about society and about what is 'normal'. These assumptions are enacted in specific socio-historical conditions, institutional settings and circumstances, all of which shape the form and content of the pedagogical relationship.

The aim of the unit is to develop a conceptual framework for theorising and investigating pedagogy, and for reflecting on the qualities and quality of your pedagogical practices. It offers you a range of conceptual resources for describing, investigating and analyzing pedagogical relations. These should enable you to critique aspects of your own and others' pedagogy and thereby become aware of new possibilities for practice. The emphasis of the approach is therefore on implication rather than application. I hope the unit texts and discussions will also extend your pedagogical imagination and promote reflexive analysis of yourself as a learner.

### **Education, Democratic Citizenship and Human Rights**

*Unit Co-ordinator: Dr Kai Horsthemke, 011 717 3096 Email: [Kai.Horsthemke@wits.ac.za](mailto:Kai.Horsthemke@wits.ac.za)*

This interdisciplinary package combines philosophical and sociological perspectives on human rights, democratic citizenship, justice and knowledge in education. It is offered as part of a research project in the Wits School of Education. The project's objectives include developing the research capacity of trainee researchers registered for the M Ed and PhD degrees. Students who register for this package will have the opportunity to work as part of a community of researchers who will investigate various aspects of education for democratic citizenship and human rights, including conceptual studies of human rights, democracy, citizenship, justice and knowledge; investigating conceptions of human rights, citizenship and justice among learners and students; and critical analysis of current curriculum materials.

Students registered for other MEd packages may undertake their research as part of this project. They will be expected to take the generic MEd research design course. In addition, candidates are able to choose three of the following four components that are on offer. (Please note that EDUC 7034 is offered within two different packages.)

### **Aims and Conceptions of Education: EDUC7092**

*Unit Presenter: To be announced*

In the introductory unit to the M.Ed. package on democracy and education, we consider the conflicting conceptions in democracies like Britain, America and South Africa of what schools should be achieving. We will begin with an examination of the merits of Harry Brighouse's proposal in his book, *On Education* (2006), that contemporary educational systems should focus on four main principles, which concentrate on the interests of children rather than on the needs of society. These are that:

- Children 'have a right to learn about a range of ways of living and to the kind of education that will enable them to reflect on their own way of life in the light of these alternatives'
- Children 'have a right to an education that will enable them to be self-sufficient participants in the economy they will enter as young adults'
- Children 'should be educated so that they can have rich and flourishing lives independently of their participation in the economy, and that this requires schools to focus more than some policymakers would like on what Americans think of as a liberal education, and Britons sometimes think of as an elitist academic curriculum'
- Schools 'should educate children so that they can be effective, and reasonable, participants in public decision making and execution'

These principles are controversial within developed countries like Britain and the USA, but they set a particular educational agenda that has resonance within a developing and democratic country like South Africa. Does such an agenda enhance our understanding of what we should be trying to achieve in post apartheid South African education (given that much of our conceptualization of our educational system defers to the concepts and practices of other, more developed societies)? Conceptual clarification is, of course, only one aspect of educational reform. The other key concern is the practicability of our educational ideas. Even if the ideas are coherent and justifiable, will our economic, political and social circumstances permit their implementation? An examination of the prerequisites for the successful translation of educational ideas into action will be the second main focus of this unit.

### **Society, State and Schooling: EDUC7034**

*Unit Presenter: Dr Nazir Carrim, 011 717 3059 Email: [nazir.carrim@wits.ac.za](mailto:nazir.carrim@wits.ac.za)*

This unit focuses on theories of "the state" and a sociological understanding of the complex interrelations between "the state", schooling and society. Conceptions of "globalisation" and "post-coloniality" receive particular attention in an exploration of the establishment of democracy in South Africa in 1994. Throughout, the impact on processes of schooling, and how to understand the relationship between schools and society remain the fulcrum of the course. The implications for and understanding of human rights education are also of central importance. Questions related to human rights (in) education, and the possibilities and constraints for "the state" and schools in the development of a culture based on human rights are also covered in this course.

### **Education and Epistemology: EDUC7060**

*Unit Presenter: Dr Kai Horsthemke, 011 717 3096 Email: [Kai.Horsthemke@wits.ac.za](mailto:Kai.Horsthemke@wits.ac.za)*

Our central concern in this unit is with knowledge and, more particularly, with the educational implications of a philosophical understanding of knowledge. After establishing what such a conception might look like and inquiring into the possibility of *moral* knowledge (*moral* epistemology), our focus will settle on education in Africa. We will analyse the ideas of indigenous knowledge and the Africanisation of knowledge, as well as the notion of distinctly and uniquely African values. In particular, we will examine *ubuntu/ botho/ hunhu* as an epistemological and ethical principle. We will also consider the issue of (epistemological and cultural/ moral) relativism. The unit ends with an examination of a fairly recent idea, that of epistemic (in)justice, and its implications for education.

The following questions will frame inquiry in the unit:

- What is knowledge?

- Is the traditional philosophical understanding of knowledge, or a version thereof, (still) relevant to education?
- Is the idea of *moral* knowledge (facts, truth) plausible?
- What is ‘indigenous knowledge’?
- Does the idea of ‘Africanisation of knowledge’ make sense?
- Does the emphasis on indigenous knowledge (systems) do any work that a focus on basic human rights does not (or cannot) do?
- Are there distinctly and uniquely *African* values?
- What are the educational implications of our findings, particularly in South Africa?

### **Education and the Social Order: EDUC7062**

*Unit Presenter: Mr David Bensusan, 011 717 3087 Email: [david.bensusan@wits.ac.za](mailto:david.bensusan@wits.ac.za);*

With democracy and justice as our primary foci, we will investigate the conception of deliberative democracy and closely analyse its constituent parts. We will also examine the role of education in providing enabling conditions for establishing and sustaining deliberative democracy. Our main themes will be:

- education and the enabling conditions of democracy
- roles and conceptions of public reason in a democracy
- rights of democratic participation.

Here are some central questions to be addressed in the unit:

- What are the characteristic features of democratic education?
- What are the roles of public reason in democracy and to which conception of democracy are they tied?
- What are the rights of democratic participation and how might they be justified?
- How, if at all, can a democratic society remain unified if it is composed of groups with diverse and incompatible interests, values and beliefs?

We will also examine the nature and implications of a recent call for a Truth and Reconciliation Commission for education in particular. What might such a process look like? Why is the call for a TRC for education in South Africa significant?

### **Education Policy, Planning and Management Studies**

*Unit Co-ordinator: Professor Brahm Fleisch, 011 717 3094 Email: [brahm.fleisch@wits.ac.za](mailto:brahm.fleisch@wits.ac.za)*

The Division of Education Leadership and Policy Studies (ELPS) is a dynamic centre of teaching and research in the field. If you want to know about education policy and change, understand the role of leadership in education and pursue a career in educational leadership and research -then you can undertake studies in Education Leadership or Education Policy by choosing three of the following units. In addition, students are required to complete Research Design course.

<b>LEADERSHIP</b>	<b>POLICY</b>
<i>ISSUES IN EDUCATION LEADERSHIP AND MANAGEMENT</i>	<i>ISSUES IN EDUCATION POLICY</i>
<i>MANAGING EDUCATIONAL CHANGE</i>	<i>MANAGING EDUCATIONAL CHANGE</i>
<i>LEADERSHIP AND MANAGEMENT OF TEACHING AND LEARNING</i>	<i>EDUCATION IN DEVELOPING COUNTRIES</i>

### **Issues in Education Leadership and Management: EDUC7096**

*Unit Presenter: Ms Caroline Faulkner: 011 717 3089 Email: [caroline.faulkner@wits.ac.za](mailto:caroline.faulkner@wits.ac.za)*

This unit introduces students to issues in the field of school leadership and management locally, nationally and internationally. It concentrates on contemporary issues around the impact of leadership on organisations, schools as organisations, management of systems and structures the culture of organisations and the impact of culture on the management of change in schools, school effectiveness and school improvement theories, and women in leadership.

### **Issues in Education Policy: EDUC7015**

*Unit Presenter: Ms Francine de Clercq 011 717 3090 Email: [francine.declercq@wits.ac.za](mailto:francine.declercq@wits.ac.za)*

This unit provides students with the basic knowledge, concept, tools and constructs necessary to understand the education sector, educational policies and the policy development process. It will examine the various international and national forces policy agendas and strategies in order to analyse topical educational policies, their assumptions and conceptual underpinnings.

### **Managing Educational Change: EDUC7099**

*Unit Presenter: Prof. Brahm Fleisch: 011 717 3094*

*[brahm.fleisch@wits.ac.za](mailto:brahm.fleisch@wits.ac.za)*

This unit focuses on the external factors that impact on leading and managing schools. The focus will be on change issues such as globalisation and information technology, teacher recruitment and retention, fiscal and accountability policies, and youth culture. How these wider factor influence and shape institutional decisions will be analysed.

### **Leadership and Management of Teaching and Learning: EDUC7095**

*Unit Presenter: Mr Zakhele Mbokazi: 011 717 3092 Email: [zakhele.mbokazi@wits.ac.za](mailto:zakhele.mbokazi@wits.ac.za)*

This unit focuses on the role of leadership in leading and managing teaching and learning in learning organisations. It considers leadership in curriculum planning, development, implementation and evaluation at school and classroom levels and the implications of these for leadership and management structures and systems in the school. The role of the Principal as an 'instructional' leader within the context of distributed leadership will be introduced and analysed, as well as issues on managing the learning environment and quality assurance processes including internal and external assessment, monitoring and evaluation of programmes, systems and structures.

### **Studies in Education Policy: EDUC7064**

*Unit Presenter: Prof Michael Cross 0117173093 Email: [Michael.cross@wits.ac.za](mailto:Michael.cross@wits.ac.za)*

This unit focuses specifically on the policy challenges in developing countries. It provides theories and practices in educational policy research informed by a range of disciplines including politics, economics, anthropology, history and sociology; it locates education policies in developing countries within the local, national and global context.

**The following three units will only be given to students who have registered for the Professional Certificate in Educational Finance.**

### **Issues in Applied Education Economics and Planning (Part 1): EDUC7093**

*Unit Co-ordinator: Dr L Suze*

### **Issues in Applied Education Economics and Planning (Part 2): EDUC7079**

*Unit Co-ordinator: Dr L Suze*

### **Studies in Education Finance: EDUC7036**

*Unit Co-ordinator: Dr L Suze*

### **Mathematics Education and Science Education**

*Unit Co-ordinators: Prof Hamsa Venkat (Maths) Email: [Hamsa.venkat@wits.ac.za](mailto:Hamsa.venkat@wits.ac.za) and Prof Marissa Rollnick (Science) Email: [marissa.rollnick@wits.ac.za](mailto:marissa.rollnick@wits.ac.za)*

Under certain circumstances, students may be permitted to enrol for two or more courses in mathematics or science education in the Faculty of Science. The M Ed with a focus on Science or Mathematics Education aims to cultivate critical thinkers and to develop an awareness of the current problems and issues in mathematics and science education, and to promote discussion on ways of addressing these problems in the southern African context. A sample of courses is listed below. (For selection of units see the Faculty of Science course booklet.)

## **First semester courses:**

### **The Learning and Teaching of Science: SCED7019**

This unit deals with past and current developments in theories on the learning and teaching of science including personal social and situative theories; It also looks at the philosophy of science and science education with an emphasis on relationships between learning theories and the generation of knowledge. These ideas are linked to how they may inform research in science classrooms in the context of the need for equity and sound practice in science learning. Finally we examine the implications these theories have for the nature of classroom scientific knowledge and its pedagogy.

### **Mathematics in Education: EDUC7025**

The unit deals with understanding and researching mathematics classrooms. We cover major theories of learning, including cognitive, constructivist, socio-cultural and situative theories. We explore the implications of these theories for what counts as mathematical knowledge in the classroom and for pedagogy. We also look at ways of researching teaching and learning in South African mathematics classrooms, looking particularly at teacher-learner interaction, including teacher questioning and learner participation. All of this is underscored by the need to promote equity and excellence in mathematics learning in South Africa.

## **Second semester courses:**

### **Subject Matter for Teaching Science: SCED7029**

This unit will offer a critical examination in physics and chemistry for teaching. The course examines how teachers transform their content knowledge for teaching into representations, analogies, models and explanations. In the course, students will also critically examine students' ideas on a number of topics in physics and chemistry and how they arise. Attention will also be paid to the context of learners and how this is taken into account in the shaping of content knowledge. Finally, the nature of teachers' subject matter knowledge in physics and chemistry will be studied.

### **Language and Communication in Mathematics: SCED7018**

The unit is about the interaction between language, communication and mathematics in school in different 'linguistic' contexts and how these are researched. Language in this case refers to both the language of mathematics and the language of learning and teaching mathematics in school. The course will introduce students to a conceptualization of language use in mathematics classrooms as a socio-cultural practice and to critically examine the different language and communication issues in the teaching and learning of mathematics that emerge in different linguistic contexts. The course also looks at how specific linguistic contexts shape research agendas on language and communication in mathematics education. The three main themes of the course are:

- Language issues in the teaching and learning of mathematics in different contexts
- The role of theory in researching language and communication in mathematics education
- Methodological issues relating to doing research in multi-lingual mathematics classrooms.

### **Science Education in Developing Countries: SCED7012**

The unit explores science education issues of relevance to developing countries, with particular reference to the African continent. Participants will examine the influence of ideological perspectives on policy, curricula and resourcing; past and present efforts of framing policy and curricula especially with regard to the interface between industrialised and developing countries; the suitability of science curricula in a developing country context; and the impact of culture, religion and indigenous knowledge systems on science education. IN addition issues associated with gender, teaching and assessment in science education in developing countries will be explored.

### **Environmental Education: SCED7015**

*(This course is offered to students with biology, geography or earth science majors)*

This unit begins with an overview and detailed assessment of current thinking on the environment, whether there is an environmental crisis or not, and paradigm shifts around the debate on the environment. It then

examines whether Environmental Education is a useful or appropriate panacea to the environmental problems of the day. This course thus builds on the Honour's course (*Environmental Management*) and that offered to the Higher Education Diploma students in the Geography Department.

### **Teaching and Learning of Algebra: SCED7030**

This unit focuses on algebra, a key aspect of the school mathematics curriculum. It foregrounds the content of algebra, and addresses theoretically and conceptually issues relating to effective teaching and learning of mathematics and mathematical knowledge for teaching in our contexts. We consider the following issue from a number of perspectives: i) what constitutes algebra? What perspectives form our understanding of what algebra is? ii) How is algebra organised in the curriculum, and how does the curriculum promote a culture of algebra? iii) What does the research literature say about learner's conception of algebra? The research base for teaching algebra is explored in addition to advances in approaches to the effective teaching of algebra.

### **THINKING CLASSROOMS AND COMMUNITIES**

*Unit Coordinator: Prof Karin Murriss: 011 717 3025 Email: [karin.murriss@wits.ac.za](mailto:karin.murriss@wits.ac.za)*

The new curriculum in South Africa is a break with authoritarian and rote learning styles, and is a commitment to the teaching of critical thinking, collaborative reasoning and civic responsibility. To meet these demands educational changes are required, not only to curriculum content, but also to educators' perceptions of their role in teaching and learning. This package is designed to support educators with all age groups (from the age of three) in formal and informal educational settings to gain theoretical knowledge and practical experience of facilitating philosophical enquiries with their learners. The benefits of this approach to the teaching of critical thinking through Philosophy with Children are well documented. International research suggests, for example, that when teachers teach philosophy there are measurable gains in learners' IQ (6.5 %), significant increase in self-esteem, and positive effects on social skills and behaviour (EQ).

#### **Who should consider this package?**

The units have been developed to attract the following students:

1. BEd Hons graduates from Education and BA Hons graduates from Philosophy who wish to pursue a career in:
  - teaching philosophy to learners in a wide variety of settings (schools, youth clubs, museums, prisons, and so on).
  - Co-tutoring in the training of teachers to teach philosophy, critical thinking or ethical decision-making through an additional professional qualification (see below).
2. In-service teachers and teacher educators who would like to use philosophy as a means to meet the demands of the new curriculum and who would perhaps like to co-tutor in the training of new teachers of critical thinking or ethical decision-making through an additional professional qualification (see below).

### **Introduction to Philosophical Topics: EDUC7102**

*Unit Presenter: Dr Kai Horsthemke, 011 717 3096 Email: [Kai.horsthemke@wits.ac.za](mailto:Kai.horsthemke@wits.ac.za)*

This unit is for students who are following simultaneously or have already completed the *Teaching Critical Thinking and Ethical Decision-Making Course* and who have no background in philosophy. The course is an introduction to some core concepts, ideas, and distinctions selected from the history of Western and African philosophy to help identify and develop the philosophical depth and potential of people's everyday language, ideas and actions (including those of young children) in educational contexts. This unit allows for plenty of small group discussions and plenary dialogues.

### **Teaching Critical Thinking and Ethical Decision-Making: EDUC 7103**

*Unit Presenters: Mr Amasa Ndofirepi & Prof Karin Murriss 011-7173025 Email: [karin.murriss@wits.ac.za](mailto:karin.murriss@wits.ac.za)*

The art of questioning is central to good thinking. Questioning flourishes in the democratic practice of building 'communities of philosophical enquiry' - a pedagogical setting in which pupils and teachers are challenged to justify their own points of view, to build on ideas by listening responsively, and to think about their own

thinking and actions. The aim of this unit is:

- to introduce students to the theory and dialogical practice of communities of philosophical enquiry;
- to deepen understanding of how philosophical enquiry can teach ethical decision-making and reasonableness;
- to help all students to become more effective learners and better thinkers;
- to explore the importance of communities of enquiry in formal and informal settings;
- to identify the wider benefits of this internationally established pedagogy by exploring the connections with other parts of the curriculum and society.

The unit is carefully balanced between theory and reflection on practice to allow for rigorous, informed, reflective practice. Access to groups of children or adults during this unit is highly desirable in order to maximize informed participation in discussions. However, if no such access is available, please get in touch as it may be possible to negotiate special arrangements.

### **School Ethics: EDUC7104**

*Unit Presenter: Prof Karin Murriss, 011 717 3025 Email: [karin.murriss@wits.ac.za](mailto:karin.murriss@wits.ac.za)*

Laws and policies do not always provide us with a definitive guide to morally justifiable action. This unit will investigate how views of ‘knowledge’, ‘learning’ and ‘understanding’ influence the many moral decisions we make as educators; and explore concepts and notions such as ‘thinking for yourself with others’, the ‘ethical school’, the political implications of schools as ‘democratic laboratories’ and how codes of conduct and rules can be developed democratically and dialogically. Various ethical theories will assist our reflection on the ethical dimensions of educational practice. Democratically organised educational systems assume certain moral values (freedom, openness etc) resulting in complex controversial issues and professional dilemmas that open up creative opportunities to reflect on concepts such as ‘leadership’, ‘child’ and the idea of children as citizens. The unit challenges mainstream curriculum ideas about children’s cognitive and moral development. Completion of the unit *Teaching Critical Thinking and Ethical Decision-Making* is a prerequisite for attending this unit.

### **Thinking Through Texts (from 2011)**

*Unit Presenters: Prof Hilary Janks & Prof Karin Murriss 011 717 3025  
[karin.murriss@wits.ac.za](mailto:karin.murriss@wits.ac.za)*

This unit focuses on meanings we make from texts, as well as the meanings we bring to texts. Texts in this context include visual images, non-fiction, picturebooks, buildings, movies, museums etc. Students will start by exploring what texts are in a South African context, as well as what thinking means and includes topics such as emotions, sentimentality, censorship, political correctness, sanitisation of texts, moral tools, re-imagining texts, childhood innocence & sexuality, and more generally what is said, not said and the unsayable. The idea is to raise critical awareness of the role of texts in society and their possible uses in formal and informal educational settings. Teachers of critical thinking and philosophy will learn about the various texts they can use, the complex issues texts raise and the aesthetic, moral and political implications for their practice. Teachers of literacy and literature will also learn how texts can open up spaces to philosophise with students of all ages, including young children.

### **Professional Qualification**

#### ***Teacher Educator in Philosophy with Children***

Following international trends, there is a rapidly growing need to build interdisciplinary teams of experienced classroom teachers, adult educators and academic philosophers who can support teachers in the teaching of critical and ethical thinking. After completion of all three units students can follow an additional 4 day course that will enable them to prepare other educators for the provision of in-service training in Philosophy with Children, which is separate from the M Ed. For students with a background in academic philosophy the professional qualification will focus on classroom management and other pedagogical issues. For students from education the professional qualification will focus on a further extension and deepening of philosophical knowledge and skills. Both sets of students will need to complete their qualification through mentored teaching practice. For further details, please contact the unit coordinator.

## **Inclusive Education**

*This will only be offered in 2011*

Unit Co-ordinator: Dr Gill Lloyd, 011 717 3095 Email: [gillian.lloyd@wits.ac.za](mailto:gillian.lloyd@wits.ac.za)

The main aim of this Inclusive Education package is to prepare students to evaluate current developments within education, both in South Africa and internationally, in relation to their own present and future practice. In addition the package aims to provide students with the opportunity to engage critically with the history, current thinking and with global issues in the field of inclusive education. Ways in which the government, provinces and districts, schools and local communities can reduce barriers to participation and learning for all children will be analysed. All individuals involved in the enormous challenge of transforming the process of education need to understand the crucial role of inclusive education in addressing it.

## **Curriculum Development: EDUC7056**

Students will interrogate the fact that a preoccupation with disability has tended to encourage a focus on certain specific strategies of action at the expense of others. The curriculum is a powerful inclusionary and exclusionary device and needs to be analysed in terms of what it symbolises.

## **Studies in Child Development: EDUC 7xxx**

The aim of this unit is to train professionals to be skilled in understanding, evaluating and applying theories and knowledge that relate to human development, with particular emphasis on childhood and youth in the South African context. By shedding light on the nature of the learning problems encountered by learners, theories suggest a basis for supportive instructional methods. Students will discover how development can be both positively and adversely affected by all levels of the system.

## **Inclusive Education, Conceptions, Issues and Strategies: EDUC 7068**

In this unit students engage critically with the principles and practices that underpin the complex relationship between inclusive principles, social policy and the conditions and possibilities for inclusive practice. This would include an interrogation of the nature and structure of that which is described as inclusive education. Within this process, the questions raised by the epistemology of inclusive education concerning the value and entitlement of different identities will be examined as they challenge the power and social relations based on the conceptions of a defectiveness-based medical model.

## **Research Report: EDUC7031**

An inquiry-based research project will attempt to prepare students to be more effective in the real world situations where they work and to enable them to put into effect the skills and knowledge they need to develop policy and implement change. In addition to school-based methods of research and inquiry, topics covered in lectures will include: action research approaches; observation skills; working collaboratively; challenges in South African education; management of change; and evaluating the impact of innovation. It is hoped that the final report will make a useful contribution to the school concerned.

## **Prerequisites or Diversity Support Package**

Students with a B Ed Hons qualify to do this option. However, due to the specialised nature of the option, students may be required to take a course from the B Ed Hons Inclusive Education package for non-degree purposes. Because this M Ed package can only be done part-time (minimum two years study), the Hons course can be done concurrently with the first year of study, if needed.

## **APPLIED ENGLISH LANGUAGE STUDIES**

Post Graduate Co-ordinator: Dr Kerry Dixon 011 717 3183 Email: [kerry.dixon@wits.ac.za](mailto:kerry.dixon@wits.ac.za)

## **Paradigms and Methods in Applied English Language Studies**

This core module/unit takes the form of an in-depth discussion of the major issues raised by key theorists in the field and provides the theoretical base for the optional module/units that follow. The module/unit covers structuralist and post-structuralist theories of language and includes innatist, social and multi-literacies

perspectives on language acquisition and development. All of these are used for understanding historical shifts in the English curriculum.

### **Teaching Materials: Principles, Practices and Design**

This module/unit focuses on training students to develop and evaluate a range of teaching and learning materials, including both print and media-based materials. Students are exposed to some of the key debates in materials and syllabus design and will be given an opportunity to realise their implicit theories of education through the production of teaching materials suitable for their own contexts.

### **Critical Literacy, New Literacy Studies and Multiliteracies**

Critical Literacy is particularly interested in the relationship between language and power and in the way all discourse is positioned in the struggle to represent (re-present) different versions of the world as legitimate. New Literacy Studies explores literacy as a social and cultural practice embedded in social contexts. Multiliteracies explores the different literacies needed in the changing communication landscape of the contemporary world.

### **Language, Learning and Academic Literacy**

Tertiary and secondary educators are grappling with the demands made by teaching diverse multilingual classes. This module/unit examines key theoretical and applied issues in students' acquisition of academic literacy in the South African context that are important for both English educators and subject specialists.

### **Teaching English as a Foreign Language**

In this module/unit students consider ways in which TEFL is both similar to and different from teaching English as a home or additional language. They are introduced to a range of approaches to classroom activities, materials development and assessment. Attention is given to socio-culturally contextualised teaching, to multiliteracies and multimodality in the classroom and to the possible roles of IT in TEFL. While both Honours and MA students are expected to develop a reflectively critical perspective on the TEFL literature (including research in this field), more demands are made on MA students in regard to critique.

### **Grammar and Grammar Pedagogy**

Students are introduced to two grammars: a pedagogical grammar and a functional grammar. Each of these is discussed in relation to pedagogies of grammar teaching and applications in the practices of writing and reading.

### **Language and Assessment**

This module/unit provides opportunities for students to develop individual responses to issues such as formative and summative assessment, self and peer assessment, different modes of learning, the use of detailed assessment criteria, the impact of linguistic and cultural variables on language assessment and the ways in which different kinds of feedback are likely to enable or constrain learning.

### **Research methods and research report**

*Unit Co-ordinator: Prof. Hilary Janks 011 717 3190 Email: [hilary.janks@wits.ac.za](mailto:hilary.janks@wits.ac.za)*

Students are expected to attend a non-examinable unit in research methods in English language education which is designed to assist them with the development of their Honours or Masters research report.

### **To be offered in 2011**

#### **In and Out of School Literacies**

This level specialization focuses on the different pedagogical orientations to primary and secondary school literacies. School literacies are considered in relation to students' out of school literacy practices

## Early Literacy

This level specialization focuses on the different pedagogical approaches to early literacy. The course considers theoretical approaches and debates to teaching reading, writing, speaking and listening in the early years. It also considers the ways in which the latest research contributes to our understanding of how literacy is learnt in the early years.

**NOTE:** Students who are suitably qualified may elect to include in their programme one module/unit from elsewhere in the School of Literature and Language Studies or in the Faculty of Humanities.

# School of Geography, Archaeology and Environmental Sciences

## HONOURS IN ARCHAEOLOGY

Contact: Dr Ben Smith 011 717 6068, Email: [bws@rockart.wits.ac.za](mailto:bws@rockart.wits.ac.za)

Students are required to take four units and complete a research project in order to attain the degree. Units on offer include Theory of Archaeology, Stone Age, Fieldwork, Contemporary problems in archaeology, and a Research Project.

## PALAEOARCHAEOLOGY

This programme is offered when there are a certain minimum number of students requesting it. Units are open to all Science and Humanities students. Students should contact the course coordinator before registering: [Kathleen.Kuman@wits.ac.za](mailto:Kathleen.Kuman@wits.ac.za)

### Palaeoarchaeology: ARCL 5004

Unit Co-ordinator & Presenter: Dr K. Kuman 011 717 6047 Email: [Kathleen.kuman@wits.ac.za](mailto:Kathleen.kuman@wits.ac.za)

Topics include study of the chronology, technology, social behaviour and cognitive issues applicable to both the Earlier and Middle Stone Ages:

Early hominids: pre-adaptations for culture; The earliest cultural manifestations (Oldowan technology); The archaeology of Oldowan sites in East Africa; The archaeology of Oldowan sites in southern and central Africa; Developed Oldowan and Early Acheulean technology and associated hominids; middle and later Acheulean sites; Middle Stone Age technology, hominids, and the single versus multiple origins hypothesis for modern humans; the development of language and the debate on identification of cultural modernity; hominid expansion out of Africa. Practicals are geared to gaining familiarity with artefact typology and technology, methods of artefact analysis, and techniques of site formation analysis. In-depth tours are provided to hominid sites in the Sterkfontein valley.

### Faunal Analysis from Archaeological Sites: ARCL 5005

Unit Co-ordinator: Dr Kathy Kuman 011 717 6047 Email: [Kathleen.Kuman@wits.ac.za](mailto:Kathleen.Kuman@wits.ac.za)

Unit Presenter: To be announced

Topics include:

General Principles of organic evolution; Principles of Zoological Taxonomy, systematics, and phylogenetic reconstruction; Principles of taphonomy; Analysis of site formation from the palaeontological perspective; Agents of accumulation in hominid sites (natural forces, carnivores, porcupines, raptors or humans); Methods for quantification for faunal assemblages (including minimum numbers); Palaeontological perspectives on palaeoenvironmental reconstruction Practicals focus on taxonomic identification and working with faunal assemblages. A good reference collection of fauna is available for teaching in the collections of the Bernard Price Institute of Palaeontology, shared with the Archaeology Department.

## **Geomorphology and Palaeoenvironments: ARCL 5006**

*Unit Co-ordinator: Dr Kathy Kuman*

*Unit Presenter: Dr Stefan Grab 011 717 6047 Email: [Kumank@geoarc.wits.ac.za](mailto:Kumank@geoarc.wits.ac.za)*

Topics to be covered include: the South African landscape, erosion surfaces, drainage systems and pans, karst processes and sites, environmental reconstruction and geomorphology in Plio-Pleistocene contexts, Late Tertiary and Quaternary climate change and its causes.

## **ROCK ART STUDIES**

Open to those holding an Honours degree or equivalent and who have attained 65% in their final year of study. These units are particularly suitable for students with degrees in Archaeology and other Earth Sciences, Anthropology, Art History, but also those with degrees in Chemistry, Religious Studies, Sociology, Philosophy and related subjects are encouraged to apply. This programme only runs during odd years.

*URL: <http://web.wits.ac.za/Academic/Science/Geography/RockArt/Courses/>*

### **Rock Art Management: ARCL 7004**

*Unit Co-ordinator: Dr Benjamin Smith 011 717 6068, Email: [bws@rockart.wits.ac.za](mailto:bws@rockart.wits.ac.za)*

*1st Semester*

The unit explores intellectual and practical challenges faced by those who manage rock art. Seminars and field exercises are spread over six months, centering on the development and implementation of a management plan for a simple rock art site or a group of sites. Rock art management is not a simple administrative exercise but an emotive process fraught with value judgments and difficult compromises. For whom do we manage rock art? In conservation the sole or even primary aims of management? Who has the right to deny/allow access to rock art sites? Should concerns about conservation take precedence over traditional cultural practices? Where do we draw the line between maximizing protective physical interventions, such as conservation measures, and minimizing visual intrusions upon the site?

How should we display a site to visitors and what information should we present? A section of the unit focuses on technical aspects of rock art management such as methods of recording and documenting rock art, conservation measures that are available to arrest natural destructive processes and measures that have proven effective in the control of human agency.

### **Rock Art of Africa: ARCL 7005**

*Unit Co-ordinator: Dr Benjamin Smith 011 717 6068, Email: [bws@rockart.wits.ac.za](mailto:bws@rockart.wits.ac.za)*

*2nd Semester*

The unit considers rock art interpretation as it is applied in Africa. The seminars, spread over six months, provide an overview of the principal rock art traditions of the continent. We examine San art of southern Africa, the schematic rock art zone of central Africa, the East African art in Tanzania that became famous through the work of Mary Leakey, and the celebrated art of Tassili and the surrounding area of the Sahara desert.

Seminars use the rock art of Africa to raise issues of debate that revolve around the recognition of style, sequence, composition, symbols and symbolism, the judging of relationships between figures, the application and relevance of ethnography, the role of gender, the rock surface as a context, shamanism, vision experience, neuropsychology, polysemy, multivocality and art and agency.

### **Anthropological Theory and the Philosophy of Rock Art as Information: ARCL 7006**

*Unit Co-ordinator: Dr Benjamin Smith 011 717 6068, Email: [bws@rockart.wits.ac.za](mailto:bws@rockart.wits.ac.za)*

*1st Semester*

How do we escape from the gaze-and-guess syndrome that has plagued rock art studies in many parts of the world? This series of seminars, spread over six months, addresses the problem through an examination of theory and method in rock art studies. The unit has a global focus, drawing on examples of the history and development of interpretative frameworks for rock art from around the world. We examine both informal and formal approaches to rock art interpretation and consider anthropological as well as art historical theory. Issues relating to chronology challenge the application of all these approaches. An obsession with age can appear to hold back

potential advances in our understanding rock art, but how far can informed ethnographic approaches be extended in the absence of knowledge about dating?

# School of Human and Community Development

## HONOURS IN PSYCHOLOGY

*Unit Coordinator/s: Dr Mambwe Kasese-Hara and Dr Esther Price*

*Contact Details: 011 717-4552; Mambwe.kasese-hara@wits.ac.za and 011 717-4517; [Esther.Price@wits.ac.za](mailto:Esther.Price@wits.ac.za)*

Students wishing to complete their Honours in Psychology are required to complete the two compulsory module/units and three elective module/units.

### **Research Methods in Psychology (compulsory module/unit): PSYC4045**

*1<sup>st</sup> Semester*

The module/unit focuses on the theory and practical use of research methods and statistical analytic techniques in Psychology. The Methodology component focuses on the interpretation and critical analysis of a range of methodologies, including quantitative, experimental and qualitative designs. Special emphasis is given to criteria of evaluation of research. The statistics component examines techniques that include both univariate and multivariate analyses. Practical experience in computer-based analysis is gained in techniques derived from the general linear model, as well as in factor analysis.

### **Research Essay (Compulsory module/unit): PSYC4044**

*1<sup>st</sup> and 2<sup>nd</sup> Semesters*

Students are required to complete a research report on an approved topic as part of the Honours Unit. The execution of dissertations follows a structured, goal-setting approach. As such, regular research seminars are held in order to monitor progress. The dimensions along which the dissertations are assessed are as follows:

- Originality of the study
- Theoretical justification for the investigation
- Appropriate application of research, design and analysis (quantitative/qualitative)
- Independence shown during the development and execution of the research
- Interpretation and discussion of the results in relation to past research
- Limitations of the study
- Implications for research

The target length of the dissertation should be 9 000 words (30 pages) and it should not exceed 10 000 words.

### ***Elective Units (Modules):***

#### **Psychological Assessment: Theory & Research: PSYC 4034**

*2<sup>nd</sup> Semester*

This module/unit will focus on the core theoretical issues of psychological assessment particularly in the South African Context. This will include issues of the nature and use of psychological assessments, measurement integrity issues (e.g. different forms of assessment reliability, content validity, construct validity, criterion validity, predictive validity, and item analysis), types of assessments and their relationship to psychological theory, assessment practices (e.g. applicable norm groups, cross-cultural issues, appropriateness of assessments, etc.) and ethics in assessment. This module/unit will also cover issues of psychological assessment research including the development of questionnaires and scales, item analysis, norms, computerised assessment, dynamic assessments, behavioural assessments and competency-based assessments.

### **Developmental Psychology: PSYC 4058**

*2<sup>nd</sup> Semester*

The module/unit will engage with developmental theories from a range of orientations, including Learning / Cognitive theories; Psychodynamic theories; theories of language development; and the socio-historical / socio-cultural perspective. The major phases of human development will be explored, from pre-natal development to lifespan development. Critical issues such as child development in the information age, Afrocentric & cross-cultural perspectives, and the significance and impact of HIV/AIDS will be addressed.

### **Cognitive Neuroscience: PSYC 4007**

*2<sup>nd</sup> Semester*

Contemporary psychologists acknowledge the advantages of studying complex cognitive processes such as memory and perception from different perspectives including cognitive and neuropsychological. Cognitive neuroscience overlaps with and synthesizes these traditional approaches to studying cognition. This module/unit focuses on theories of perception, memory and language, the interdisciplinary evidence supporting these theories, and their application in understanding individual behaviour in various contexts such as the area of learning disabilities.

### **Psychoanalytic Theory: PSYC 4032**

*1<sup>st</sup> Semester*

Freud's model of mind and the historical context of its emergence will be explored, and the scientific status of psychoanalysis will be debated. The theoretical content will include psychoanalytic development theory, psychoanalytic treatment and its critics, psychoanalytic theories of gender difference and a comparison of contemporary psychoanalytic models. The later part of the unit will examine the development of Psychodynamic theories.

### **Personality and Psychopathology: PSYC 4029**

*1<sup>st</sup> or 2<sup>nd</sup> Semester*

The module/unit will focus on the description, classification, etiological theories and intervention strategies of a range of emotional and social pathologies. The module/unit will examine definitions of pathology and abnormality, specifically in relation to theories of normal and abnormal personality development, and critically explore dominant taxonomies of mental and psychiatric illnesses - most notably the DSM system of classification. The knowledge acquired in this field is used by clinical practitioners to detect, assess, and treat abnormal patterns of functioning. This module/unit will run in both semesters but students may choose this module/unit only ONCE.

### **Health Psychology: PSYC 4057**

*1<sup>st</sup> Semester*

This unit introduces the principles and application of health psychology by examining the psychosocial impact of health, illness and disability on the individual, family and society. Topics include: the biopsychosocial approach of health psychology; health beliefs, attitudes and behaviours; the patient-practitioner relationship; chronic illness; HIV/AIDS; death and dying; health promotion with a multicultural context; and policy and health provision in South Africa.

### **Community Psychology: PSYC 4009**

*1<sup>st</sup> Semester*

As an approach aimed at enhancing mental health, Community Psychology, privileges systemic and community-wide preventative psychological interventions over individual-centred interventions. This module/unit will consist of the following core elements: a critical study and examination of the key theoretical frameworks, foundational concepts and debates in community psychology; a critical overview of various research frameworks in community psychology; a critical appraisal of recent South African research in Community Psychology; and training in planning and evaluating appropriate interventions to deal with local community mental health problems.

## **Mind, Brain & Behaviour: PSYC 4026**

*2<sup>nd</sup> Semester*

This module/unit explores a range of contemporary theories in neuroscience in the context of a philosophical concern with the nature of the mind-brain relationship and the future of a more neuroscientific psychology. Philosophical positions within the mind-body problem are introduced, along with contemporary evolutionary and neuroscientific perspectives on consciousness, emotion, language and volition. The continued contribution of psychology to our understanding of the mind-brain is critically interrogated.

## **Psychological Interventions: PSYC 4035**

*2<sup>nd</sup> Semester*

This module/unit will provide students with a historical and contemporary view of the major schools of psychotherapy and their philosophical assumptions. Theories of psychotherapeutic cure and the evidence for them will be explored and evaluated, as will critiques of psychotherapy. Students will gain a working knowledge of principles and techniques of psychotherapy/counselling practice.

## **Social Psychology: PSYC 4046**

*1<sup>st</sup> Semester*

This module/unit in Social Psychology will focus on intergroup relations. 'Intergroup relations' is the part of social psychology that examines the processes particular to social groups. The unit will cover the following aspects of intergroup relations:

- Ways of understanding prejudice, asymmetries between social groups and intergroup conflict.
- Consequences and manifestations of prejudice and the reduction conflict and prejudice.

## **Qualitative and Programme Evaluation Techniques: PSYC 4042**

*1<sup>st</sup> Semester*

The module/unit introduces students to the central paradigms in qualitative and programme evaluation research. Basic and advanced principles of qualitative and multi-method design and data collection are explored, exposing students to techniques that derive from ethnographic, participatory action research, empowerment-based and social constructionist approaches. The module/unit is strongly skills based, emphasising practical aspects of data collection and analysis, yet equally concerned with theoretical underpinnings of techniques and criteria of rigour for research.

## **HONOURS IN INDUSTRIAL PSYCHOLOGY**

*Unit-Co-ordinator: Fiona Donald 011 717-4507 Email: [Fiona.Donald@wits.ac.za](mailto:Fiona.Donald@wits.ac.za)*

Students wishing to obtain an Honours degree in Industrial Psychology should complete the following four compulsory module/units and a compulsory research essay module/unit on an approved topic:

### **Individual Well-being and Effectiveness at Work (compulsory module/unit): PSYC 4019**

*2<sup>nd</sup> Semester*

This module/unit consists of two components, namely, Individual Well-being at Work and Individual Effectiveness at Work. The Individual Well-being component will look at issues related to the psychological health and well-being of individuals in the South African workplace. This component will therefore cover issues such as stress, emotion and emotional work, life stages at work, well-being assessment and diagnosis, and person-environment fit. The Individual Effectiveness component will deal with issues concerned with an individual's psychological effectiveness in the South African workplace. These issues include work, job and organisational design, job satisfaction, work motivation, and training and development.

## **Group Processes in Organisations (compulsory module/unit): PSYC 4016**

*1<sup>st</sup> Semester*

This module/unit comprises four components. The Nature and Functions of Groups examines different group types and their roles in organisations, differences between teams and groups, different stages of group functioning, and important organisational groups in South Africa (including unions). Group Dynamics will cover conflict, power and justice in groups, and group decision-making. Management of Group Functioning will examine diversity in groups, leaders and groups, and the impact of the environment on group functioning. Finally, Assessment and Intervention in Group Functioning will explore different methods of and tools for assessing group functioning and group effectiveness, as well as group interventions such as team building and diversity management strategies.

## **Theoretical Foundations of Organisational Psychology (compulsory module/unit): PSYC 4053**

*2<sup>nd</sup> Semester*

The module/unit will comprise two interlinked components. The first component introduces students to a range of theories from areas such as clinical psychology, social psychology, cognitive psychology, organisational behaviour, organisational theory and management science that are relevant to the study and practice of Organisational Psychology. In the second component, students will be required to apply their knowledge of the various theories covered in the first component to understanding different approaches to organisations. In this component the way in which the different theoretical perspectives have shaped organisational assessment, research, practices and interventions will be addressed.

## **Research Methods in Psychology (compulsory module/unit): PSYC 4045**

*1<sup>st</sup> Semester*

The module/unit focuses on the theory and practical use of research methods and statistical analytic techniques in Psychology. The methodology component focuses on the interpretation and critical analysis of a range of methodologies, including quantitative, experimental and qualitative designs. Special emphasis is given to the criteria for evaluating research. The statistics component examines techniques that include both univariate and multivariate analyses. Practical experience in computer-based analysis is gained in techniques derived from the general linear model, as well as in factor analysis.

## **Research Essay (compulsory module/unit): PSYC 4044**

*1<sup>st</sup> and 2<sup>nd</sup> Semesters*

Students are required to complete a research report on an approved topic as part of the Honours Unit. The execution of dissertations follows a structured, goal-setting approach. As such, regular research seminars are held in order to monitor progress. The dimensions along which the dissertations are assessed are as follows:

- Originality of the study
- Theoretical justification for the investigation
- Appropriate application of research, design and analysis (*quantitative/qualitative*)
- Independence shown during the development and execution of the research
- Interpretation and discussion of the results in relation to past research
- Limitations of the study
- Implications for research

The target length of the dissertation should be 9 000 words (*30 pages*) and it should not exceed 10 000 words.

## **MASTERS IN ORGANISATIONAL PSYCHOLOGY**

*Unit Co-ordinator: Ms Colleen Bernstein 011 717-4538 Email: [colleen.bernstein@wits.ac.za](mailto:colleen.bernstein@wits.ac.za)*

The Masters in Organisational Psychology (PSYC 7038) consists of the following four coursework components and a research report. Students are expected to complete the four coursework components AND the research report during the unit of 1 calendar year. Both the coursework AND the research report are required for this degree. The research report (PSYC 7002) should be generally within the field of industrial and organisational psychology.

## **Organisational Psychology: PSYC 7038**

### **Multivariate Research Design and Analysis**

*1<sup>st</sup> Semester*

The module/unit is designed to provide an in-depth knowledge of multivariate research in numerous contexts. Course work takes the form of practical assignments in the planning and analysis of complex data sets.

### **Advanced Organisational Theory**

*1<sup>st</sup> Semester*

The module/unit is designed to provide an in-depth understanding of key organisational processes and issues that shape the psychological environment within South African organisations. Topics include strategic thinking, planning and management, leadership theories, women in leadership, ethics in leadership, power, politics and workplace victimization, human resource development practice, talent management, training and development and assessment of competencies, , and organisational change and development.

### **Engineering Psychology and Human Resources Psychology**

*2<sup>nd</sup> Semester*

The module/unit is designed to introduce students to the concepts of engineering psychology, applied cognitive science, and the psychology of human-computer interaction. Topics include theories of information processing, memory, decision making, stress, mental workload and problem solving.

### **Workplace Counselling & Assessment**

*2<sup>nd</sup> Semester*

The one part of this module/unit has been designed to provide students with an in-depth understanding of issues related to workplace counselling, including models and approaches to counselling as well as the practice of counselling. The other part of this module/unit is designed to provide students with an in-depth understanding of issues related to workplace assessment including the theory and practice of psychometric evaluations.

## **MASTERS IN CLINICAL PSYCHOLOGY**

*Unit Co-ordinator: Prof Carol Long 011 717-4510 Email: [carol.long@wits.ac.za](mailto:carol.long@wits.ac.za)*

This is a Professional degree with a set curriculum. Students who are accepted to the MA in Clinical Psychology (PSYC 7009) go through a rigorous selection process following application. Candidates must have attained a good pass in their honours degree or equivalent (it is important they meet the faculty guideline of 65%; if not a motivation from the school is required). Students are required to complete the coursework AND the research report (PSYC 7036) to be awarded this degree. Following completion of these requirements, students will undertake a twelve month internship. Students are expected to complete their research report before entry into the internship.

### **Clinical Psychology I: PSYC 7009**

The first year covers a range of sub-units pertinent to the theory and practice of clinical psychology. Some aspects of the unit are taught as part of an integrated program including MA (Community Counselling) and MED (Educational Psychology) students, for example, Theory of Psychological Assessment, whereas other aspects are program specific, such as Psychopathology and Psychiatric Diagnosis. Students are expected to complete theoretical assignments and supervised practicums. They are also expected to produce a viable research proposal and a research report. The following are some of the units offered: Developmental Psychology, Ethics of Clinical Practice, Community Clinical Practice (covering both Traumatic Stress and Alexandra Clinic exposure), Individual Psychotherapy, Psychopathology and Psychological Assessment. A team of lecturers is involved in delivering and supervising various components of the program. Various members of the School of Human and Community Development lecture on the integrated aspects of the program and some outside experts also contribute to the unit.

## **Clinical Psychology II: PSYC 7035**

Students are required to complete an internship of twelve months duration, at a training hospital or other centre approved by the Health Professions Council of South Africa (HPCSA). The internship involves immersion in clinical field work under the supervision of hospital and clinic staff.

## **MASTERS IN COMMUNITY-BASED COUNSELLING PSYCHOLOGY**

*Unit Coordinator: Prof Garth Stevens 011 717-4535 Email: [garth.stevens@wits.ac.za](mailto:garth.stevens@wits.ac.za)*

This is a Professional degree with a set curriculum. The Masters of Arts in Community-Based Counselling Psychology (MACC) degree extends over a minimum of two academic years of full-time study. It comprises two parts: the first is a coursework component and a research report (PSYC 7015; PSYC 7016), followed by a 12-month counselling internship in the second year (PSYC 7010).

### **Part 1: PSYC 7015; PSYC 7016**

During the first year (M1) students complete the *coursework component* and the *research report*. The coursework component consists of a theoretical and practical programme that is run by the Discipline of Psychology in the School of Human and Community Development.

### **Theory and Practice of Counselling and Psychotherapy**

*1<sup>st</sup> & 2<sup>nd</sup> Semester*

The aim of this module/unit is to train professionals that are skilled in the theory and practice of counselling and psychotherapy within the South African context. A further aim is to develop effective counselling skills and knowledge, as well as personal and professional awareness within the community context.

### **Community Psychology**

*1<sup>st</sup> & 2<sup>nd</sup> Semester*

The module/unit will cover both theoretical and practical aspects of community psychology. The aim of the module/unit is to train professionals that are skilled in community psychology praxis within the South African context. The outcomes of this module/unit will equip students with the relevant theoretical knowledge and practical skills required to develop and implement interventions that will enhance the psychosocial well-being of particularly marginalised communities.

### **Psychological Assessment**

*1<sup>st</sup> and 2<sup>nd</sup> Semester*

The aim of this module/unit is to train professionals that are skilled in assessment within the South African context. The core competencies of this unit are aligned with the competencies required by the Professional Board. This module/unit aims at enhancing the ability of learners to carry out professional psychological assessments and develop skills in assessment practice, management and referral expertise.

### **The Theory of Practice of Psychopathology in Context**

*1<sup>st</sup> and 2<sup>nd</sup> Semester*

Identification, application, understanding and critical evaluation are the cornerstones of this unit.

The unit consists of two components: a theoretical introduction followed by an applied component, both of which are driven by these guiding principles. This module/unit aims to enhance the ability of students to:

- Acquire a working knowledge of the primary conditions as presented in the DSM-IV TR and ICD-10.
- To demonstrate a theoretical knowledge of psychological models of pathology.
- To select and convey information about a client to provide sufficient basis for making a diagnosis.
- Assess the rigour of psychological formulations, weigh up alternative possibilities, and convey these in discussions and written work.

## **Research Workshops, Seminars and Report (PSYC 7015)**

*1<sup>st</sup> and 2<sup>nd</sup> Semester*

This module/unit aims to enhance the ability of learners to do research and complete the research report that forms part of their degree. By the end of this module/unit, learners should:

- Understand the requirements for completing their Masters level research report.
- Critically evaluate different research methods and designs within the South African context.
- Select an appropriate research design for their own research.
- Write and present a research proposal for their research.
- Communicate effectively with their supervisor and colleagues regarding their research.
- Conceptualise and execute the research project and write it up as a research report.

## **Part 2: PSYC 7010**

The second part (usually the second year or M2) of the degree involves a counselling *internship* of twelve months duration, at an internship site approved by the Health Professions Council of South Africa (HPCSA).

## **MASTERS IN RESEARCH PSYCHOLOGY**

*Unit Coordinator: Dr Brendon Barnes 717-8333 Email: brendon.barnes@wits.ac.za*

These module/units are open to other MA students in the faculty. Some of the module/units require that students have completed prior units in research design, quantitative methods and statistics. Students are required to complete the 1 compulsory module/unit, 2 elective module/units AND a research report to be awarded this degree. (*Note that not all of these module/units will be offered every year.*)

## **Multivariate Research Design and Analysis (compulsory): PSYC 7025**

*1<sup>st</sup> Semester*

This module/unit focuses on research design and analysis, based on analysis of articles drawn from current empirical studies in Psychology. In addition, students are provided with experience of analysing multivariate data, in the computer laboratory.

## **Qualitative Methods (elective): PSYC 7027**

*2<sup>nd</sup> Semester*

This module/unit introduces research methods appropriate to conducting research using qualitative methods in four areas: (a) descriptive research, using observation, interviews, questionnaires and documentary data; (b) ethnographic research, using repeated engagement and interpretive research strategies; (c) participatory and action research, using participatory and empowerment research methodologies; and (d) discourse analysis.

## **Programme Evaluation (elective): PSYC 7026**

*1<sup>st</sup> Semester*

This module/unit introduces students to the major theorists who have contributed to the field, and the major evaluation approaches which have stemmed from their work. The unit involves seminars on evaluation theories and models, and on contemporary issues and approaches to evaluation research. In addition, students are involved in seminars on the principles of evaluation design, based on case studies of completed evaluations. As part of the unit, each student is asked to select an area of interest (e.g., primary health care, AIDS intervention, political violence, post-traumatic stress), and to conduct an assessment of needs for evaluation in the area. This is then used as the basis for developing an evaluation design appropriate to the area, and to programmes working in the area.

## **Intellectual History of Psychology and the Human Sciences (elective): PSYC 7014**

*2<sup>nd</sup> Semester*

This module/unit develops a thorough, critical understanding of the philosophical underpinnings of psychology as a discipline at the beginning of the 21st century. This is done through tracing, reconstructing and interrogating the roots of contemporary psychology in western thought.

### **Gender in Psychology (elective): PSYC 7031**

*2<sup>nd</sup> Semester*

This module/unit covers a variety of readings on issues of gender, sexuality, representation and identity and debates these topics with reference to the practice and study of psychology in South Africa.

### **Research in Context (elective): PSYC 7032**

*2<sup>nd</sup> Semester*

This module/unit is designed to expose students to the methodologies and techniques currently used in a number of research and practical contexts. Within each context, the different approaches and debates about methodology will be explored. The contexts examined will be those in which MA graduates are likely to find employment. The research contexts presented will involve fields such as: HIV/AIDS research, neuropsychology and cognitive research, organizational behaviour, social opinion surveys, education and development. Students will focus on at least three of the fields presented.

### **Cognitive Neuropsychology: PSYC 7037**

*2<sup>nd</sup> Semester*

This module/unit introduces students to current research trends in contemporary clinical and cognitive neuropsychology through the medium of high impact current research articles, reviews, and research relevant to the South African context. The topics of interest will be chosen from a selection of conditions with cognitive-neuropsychological and/or psychiatric populations. Students will be required to identify and circulate journal articles relevant to their area of interest and guide a group discussion. It is expected that students will gain an understanding of a broad sample of neuropsychological conditions, including the clinical presentation, demographic variables, cognitive systems and current research trends of these conditions. A basic understanding of brain behaviour relationships will be a strong advantage to students.

### **Freud and the Origins of Psychoanalysis: PSYC 7012**

*2<sup>nd</sup> Semester*

This course will begin with a general introduction to the work of Freud, followed by a detailed discussion of his late work, especially that represented in the second topography. This course will take the form of input by the lecturer based on a close reading of Freud's own texts followed by discussion. Students will not present papers as part of the course but will submit the assignments outlined below on the due date.

The major themes to be discussed will include:

- Psychoanalytic psychopathology and the Freudian clinic
- Freud's "developmental" theory – sexuality, Oedipus and the zone theory
- The late work of Freud: the second topography/structural theory

## **MASTERS IN EDUCATIONAL PSYCHOLOGY**

*Unit Coordinator: Dr Zaytoon Amod 717-8326 Email: [zaytoon.amod@wits.ac.za](mailto:zaytoon.amod@wits.ac.za)*

### **Intensive Professional Training Programme.**

- Educational Psychology is an exciting field of work in which the focus is on the optimal emotional, cognitive and educational development of the child in his or her environment.
- The practice of Educational Psychology is critically examined in the light of recent educational policy developments in South Africa.
- An Educational Psychologist works to identify needs, foster understanding and create support for children, adolescents and caregivers, in a diversity of settings, including schools and communities.
- Your work may include play therapy, counselling, parent education, training and programme development
- Educational Psychologists are enrolled with the Professional Board for Psychology, and may practice independently, in schools and other institutions

This two year training programme leads to registration as an **Educational Psychologist**

- The first year is a theory-driven practical development of skills:
- Adjustment and Maladjustment: SPED 7001
- Clinical Procedures: SPED 7002
- Counselling Theory and Practice: SPED 7003

- Educational Psychology in the Community: SPED 7004
- Research Report: SPED 7008

The second year is an internship as a *Student Psychologist* at an enrolled site: **SPED 7005**

## **MA (SOCIAL WORK) BY COURSEWORK AND RESEARCH REPORT IN THE FIELD OF OCCUPATIONAL SOCIAL WORK**

Minimum requirements for admission to the degree are a 4-year undergraduate Bachelor degree in social work with a 65% average in the fourth year of study, including 65% for the research report. The masters programme is offered on a full or part-time basis. The units are not modularised.

### **Research Report**

*Unit coordinator: Francine Masson 011 717-4472/80 Email: [francine.davies@wits.ac.za](mailto:francine.davies@wits.ac.za)*

Students are required to submit a research report of approximately 30 000 words on an approved topic, in the field of occupational social work. Part-time students complete the research report in the second year

### **Advanced Occupational Social Work Theory and Practice (all candidates): SOCW 7001**

*Unit Presenter: F. Masson 011 717 - 4472/80 Email: [francine.davies@wits.ac.za](mailto:francine.davies@wits.ac.za)*

This unit is presented by means of lectures, seminars and self-directed learning. Unit content includes conceptual tools to analyse occupational social work practice, micro and meso practice, theory of organisation behaviour, macro practice/organisational change, research, ethical issues, employees at risk, and comparative analysis of strategies of service delivery (including Employee Assistance Programmes).

### **Contextual Issues for Advanced Occupational Social Work Practice (all candidates): SOCW 7003**

*Unit Presenter: F. Masson 011 717 - 4472/80 Email: [francine.davies@wits.ac.za](mailto:francine.davies@wits.ac.za)*

This is the second of the two academic units for the postgraduate occupational social work programme. The main focus is on current issues and debates from related fields that impact on occupational social work practice. Unit content includes the Sociology of Work, Industrial Relations, Economic Concepts, Power, Management of Trauma, Conflict Resolution, Employment Equity, HIV/AIDS, and Human Growth and Development.

### **A Unit of Directed Readings**

*Contact Details: 011 717 4472/80*

This unit is designed to broaden and deepen candidates' thinking in relation to a topic of direct relevance to occupational social work practice. Each candidate is required to undertake two in-depth academic assignments from a list of topics approved by the Department of social work.

### **Advanced Field Practice in Occupational Social Work**

*Unit Presenter: Francine Masson 011 717 - 4472/80 Email: [francine.davies@wits.ac.za](mailto:francine.davies@wits.ac.za)*

Candidates are required to undertake very brief interventions with individuals and small groups in the workplace. These are written up in the form of micro and meso practice portfolios which require in-depth analysis of candidates' use of practice skills.

A larger project focusing on organisational change must be undertaken to demonstrate candidates' ability to practice at a macro level. This project is written up in the form of a detailed macro practice portfolio.

## **MA BY COURSEWORK AND RESEARCH REPORT IN THE FIELD OF SOCIAL DEVELOPMENT**

Minimum requirements for admission to the degree are a 4-year (honours equivalent) undergraduate degree in any social sciences subjects with a 65% average at the fourth year of study, including 65% for the research report. The degree is offered on a full or part-time basis. Students are required to complete the following modules plus a research report.

## **Social Development**

*Unit Presenter: Prof. E. Kaseke 011 717-4472 Email: [Edwell.Kaseke@wits.ac.za](mailto:Edwell.Kaseke@wits.ac.za)  
The unit runs daily for a period of 2 weeks in February from 08:30-16:00*

Along with staff of social work, guest speakers and experienced practitioners will present content in their areas of expertise. Candidates are assessed on class presentations, individual assignments and written examination. Candidates are expected to attend all sessions of the module/unit.

## **Social Policy Formulation, Analysis and implementation:**

*Unit Presenter: Prof.E. Kaseke  
Contact Details: 011 717-4472; [Edwell.Kaseke@wits.ac.za](mailto:Edwell.Kaseke@wits.ac.za)*

The unit runs daily for a period of 2 weeks in March/ April from 08:30-16:00  
Along with staff of social work, guest speakers and experienced practitioners will present content in their areas of expertise. Candidates are assessed on class presentations, individual assignments and written examination. Candidates are expected to attend all sessions of the module/unit.

## **Social Programme Design, Management, Monitoring and Evaluation**

*Unit Presenter: Mrs. Nontembeko Bila  
The unit runs daily for a period of 2 weeks in July 2006 from 08:30-16:00*

Along with staff of social work, guest speakers and experienced practitioners will present content in their areas of expertise. Candidates are assessed on class presentations, individual assignments and written examination. Candidates are expected to attend all sessions of the module/unit.

## **Select Topic in Social Development**

Candidates are required to undertake a written assignment and verbal presentation on a topic in social development approved by the Department.

## **Research Report**

The research report counts 50% of the marks towards the degree and is undertaken under the guidance of a supervisor appointed by the department.

## **MA SPEECH PATHOLOGY/AUDIOLOGY BY COURSEWORK**

*Unit coordinator: Dr. Nola Watt, 717-4576 Email: [nola.watt@wits.ac.za](mailto:nola.watt@wits.ac.za)  
(Units are not open to students outside of discipline)*

## **Research Methods**

*Unit Presenters: P Fridjon & Prof Claire Penn Email: [claire.penn@wits.ac.za](mailto:claire.penn@wits.ac.za)*

Students require the ability to critically discuss research design and analysis methods.

## **Clinical Ethics and Professional Issues**

*Unit Presenter: Prof Claire Penn*

Knowledge, skills and values needed to engage critically in ongoing debates relating to ethical dilemmas and Professional issues pertinent to health care Professionals.

## **Dysphagia**

*Unit Presenters: Karen Levin & D Jones*

Theoretical and clinical considerations for paediatric and adult dysphagia.

## **Early Intervention**

*Unit Presenter: Karen Levin*

Service delivery for infants, toddlers and children 0-3 years in speech, language and hearing disorders.

### **Advances in Adult Language Pathology**

*Unit Presenters: Prof Claire Penn*

Theoretical considerations regarding theories and clinical applications for the assessment and management of adult language disorders

### **Advances in Child Language Disorders**

*Unit Presenters: H Jordaan*

Theoretical and clinical considerations for the assessment and management of childhood language development and disorders.

# **School of Social Sciences**

## **HISTORY**

### **BA HONOURS DEGREE**

#### **I. Admission**

Admission to History Honours will normally be restricted to students who have secured at least a good second class pass in History III.

#### **II. Duration**

History Honours is available to both full-time and part-time candidates. Full-time students are required to complete the programme in a single academic year, part-time students within two years.

#### **III. Requirements**

All candidates must successfully complete three units, extending either over a quarter or a term and involving a three hour seminar once a week. For each unit students will be required to submit three essays. Candidates are also required to submit a short dissertation based on original research.

#### **IV. Examinations**

Candidates will be required to write a three-hour examination in each of their units.

#### **V. Assessment**

Essay work, each written examination, and the research project each count for 20% of the final mark. Candidates must pass all components and attain an average of 50% or more for the award of the degree; candidates who attain 75% or more for both the course work and the dissertation will be awarded the degree with distinction.

**Please Note:** Not all units are on offer every year. Please check with the Department.

## **MASTERS DEGREE BY COURSE WORK & RESEARCH REPORT**

#### **I. Prerequisites**

Admission to the course work MA will normally be restricted to students who have secured at least a good second class pass in History Honours.

#### **II. Duration**

The course work MA is open to both full-time and part-time students. Full-time students are expected to complete the programme in a calendar year and part-time students within two calendar years.

### **III. Requirements**

- a. Three units from a range of options in African, Southern African, British, European, and American history, a unit in the theory of history, and a unit in curriculum research, planning and development.
- b. A research report of between 20 000 to 30 000 words on an approved topic.

Students qualifying for the MA by course work will be required to have completed the unit in the Theory and Practice of History as part of either their Honours or their MA programme.

For each unit MA students will be required to submit at least three essays, all making use of printed primary materials. Each unit will be of a term's duration, involving a three-hour seminar every fortnight.

With the approval of the Head of Department, students will be permitted to take one unit in another Department.

### **IV. Examinations**

Students will be required to write a three-hour examination in each of their units. Examinations will normally be held at mid-year and at the end of the year.

### **V. Assessment**

The research project will count 50% of the mark and the three modules will combine to count 50%. Within each module, exams will count 60% and course work (consisting of three written exercises) will count a total of 40%. Candidates who attain 75% or more for both the course work and the dissertation will be awarded the degree with distinction. Wherever possible there will be a single external examiner for the course work component of the MA; where necessary a second external examiner will be appointed to assess the research project.

### **VI. Research Project**

The project should be of a limited nature, and the standard attained worthy of resulting in the publication of an article in a recognised learned journal.

Before completing their course work students are expected to have settled on a supervisor and to have drafted a research proposal. Six months is allowed from the completion of the course work to the final submission of the research project. Only in very exceptional circumstances will an extension be granted.

**Please Note:** Not all units are on offer every year. Please check with the Department.

## **HONOURS/MASTERS**

### **SEMESTER 1**

#### **HIST 4008/HIST 7015: Medieval and Renaissance Italy, from City Communes to Renaissance States**

*Unit presenter: Dr M Bratchel*

Italy has often been described as 'the case that does not fit'. The distinctiveness of Italian history during the medieval and post-medieval centuries owes a great deal to the continuing importance of cities as centres of political power. But it also relates to the precociousness of Italian economic, cultural and intellectual development. Because of this distinctiveness, the department offers a separate case-study of the Italian experience in the making of the modern world. The unit will pay particular attention to problems and theories of state building. This will involve consideration of the nature of the early modern state and an exploration of the changing relationship between town and countryside. Thereafter, students will have the opportunity to pursue their own interests within a wide range of themes. Possibilities include the structure of corporate politics in the early communes; the vitality of household and lineage; the legitimizing role of ritual; and developments in Italian political thought. Research projects are available for candidates who are prepared to acquire appropriate language skills.

## **HIST 4016: War & European Society in the 20<sup>th</sup> Century**

*Unit presenter: Dr C Hamilton*

The unit examines the relationship over the last two centuries between war and societies at war, concerning itself with the kind of wars fought, the ways nations geared themselves up to fight, morally and physically and with the numerous different effects of war on the nations which participated. There is a textbook, Arthur Marwick's *War and Social Change in the Twentieth Century* (1974), albeit only in so far as it offers a model of war and society in the first chapter, one that can be accepted with reservations or rejected with contempt as seems suitable.

The unit normally begins by concentrating upon the operational side, most likely during the two total wars of the twentieth century, and then moves on to deal with first how soldiers and second the people on the home front dealt with the effects of 'the sharp end'. Subsequently, various topics arise, such as total war and the economy, intelligence and operations, art and literature and war and the effects of total war upon greater democratic participation. There are, indeed, many possible topics that can be studied as part of the unit. The eventual choice is shaped to a large extent by the interests of the students taking the unit.

## **HIST 4018/HIST 7030: Oral & Documentary History: Theory and Practice**

*Unit presenter: Prof C Glaser*

This unit, offered at both Honours and Masters level, looks at contemporary trends in the theory and practice of history. The first half deals with the possibility of objective truth, the boundaries between fiction and historical writing, social history, gender theory, and the implications of post-colonial and post-modern theories for historical research and writing. The second half of the unit concentrates on the theoretical debates and practical skills of oral history. It will allow students to specialise, should they wish to do so, by writing two of the required three term papers on oral history. One of the papers will involve a practical exercise (for example: interpreting oral transcripts or documents, or conducting an oral history interview). The unit will provide ideal training for any postgraduate students in the humanities who will be conducting a primary research-based project or who intends going into any field related to heritage.

## **HIST 4019/HIST 7031: Regency Britain c.1800 - 1837**

*Unit presenter: Dr C Hamilton*

Two necessary foci in the unit are the effects of war and of industrialization. Changing patterns of political radicalism also need attention. However, given the nature of the sources, archival and primary printed, close attention has to be given to political and literary journalism, government administration and policy-making (or lack of it), colonial expansion and notions of Britishness. There are numerous other possible areas of interest, though, including patronage and clientage, declining royal influence and the general connections between literature, politics and social history. There is, indeed, an embarrassment of choice.

## **WSOA 4010/WSOA 7017: Public Culture**

*Unit presenter: Prof C Kros*

The Public Culture unit (offered at Honours and Masters level as well as for a Post Graduate Diploma) is an introduction to the central debates and theoretical issues that are pertinent to the burgeoning Heritage sector. Students are encouraged to explore and consider the ramifications of the new South African Heritage legislation passed in 1999. The unit covers the birth of the museum as an institution, the politics of exhibitions, different ways in which site narratives are composed, the functions of landscape in commemoration, politics around the representations of indigenous people (principally the Khoisan), and debates concerning the representation of atrocity, racism and suffering (apartheid, the holocaust, AIDS etc). Over the last two years there has been a growing focus on heritage in greater Johannesburg/Jozi, which includes Soweto and Alexandra. Expectation, in the near future, is to engage in research related to the revival of the Newtown precinct.

## **HIST 7009: Re-directed Readings**

Information available from the department in 2010.

## **HIST 7011: European Urban History 1789 - 1945**

*Unit presenter: Dr C Hamilton*

It has been in the cities, above all the capitals, that much of modern European history has been centred. The concentration of the unit will be on the following capitals; London, Paris, Vienna, Berlin and St Petersburg, because of their importance, their variety and the availability of sources, primary as well as secondary. The unit will investigate its subject in the round involving the inevitable trilogy of social, economic and political history, but also bringing in the vital cultural and architectural aspects.

## **SEMESTER 2**

### **HIST 4001/HIST 7007: Rural Transformation: Town & Countryside in Transition**

*Unit presenter: Prof P Delius*

This unit explores profound transformations in the fabric of South African society brought about by the interplay of rural and urban society in the nineteenth and twentieth centuries. The themes considered include the causes and consequences of migrant labour, changing dynamics of generation and gender, the politics and practice of resistance, evolving forms of sexuality, issues of racial and ethnic identity, the contestation of chieftainship and the intersection of malevolence, misfortune and witchcraft.

### **HIST 4014/HIST 7026: Themes in African-American History in the United States**

*Unit presenter: Dr SP Lekgoathi*

The unit offers an intensive examination of pivotal historical scholarship on African-American history. It focuses on recent analyses of several major themes and processes in the history of African-Americans, notably the African slave experiences in the Middle Passage, the economics of slavery in the American South, slave culture, Civil War and Reconstruction, the Great Migration, the Harlem Renaissance and the Civil Rights movement.

### **HIST 4013/HIST 7025: The Making of Urban South Africa**

*Unit presenter: Prof PL Bonner*

The unit explores the social, political and economic history of urbanization in South Africa from the late 19th to the late 20th centuries. Its central focus is the Witwatersrand, but it also examines parallel and especially divergent processes in Cape Town, Durban, East London, Bloemfontein, Port Elizabeth and Pretoria. A central spine to the unit is provided by a set of related questions: what impelled people to the towns? How and why did they become fully urban? What new cultures and identities emerged in the multi-racial and multi-ethnic urban melting pot? What new communities and political urbanization emerged? How do we understand ungovernability in the 1940s and 1980s? What new laws and policies were formulated (e.g. segregation, apartheid and post apartheid reform) to regulate and repress these processes and forces? How and why did all of the latter happen? How central were the cities to understanding the more general processes of historical change in South Africa and the sub-continent?

### **HIST 4011/HIST 7022: Rural Development**

*Not on offer in 2010*

In this unit theories of rural development and comparative perspectives will be used to illuminate processes of rural transformation in South Africa. We will also root the discussion of the possibilities and prospects of rural development in a rich appreciation of deep-seated patterns of change at work in the countryside. The unit will highlight a number of themes, including migrant labour, rural resistance, state intervention, forms of accumulation, labour regimes, land reform, gender, generation, stratification, chieftainship, local government and the role of markets.

### **HIST 4009/HIST 7016: Representations and re-representations in History**

*Not on offer in 2010*

This unit is intended to develop students' awareness of how distributions of power in society can affect historical portrayals in History textbooks, curricula and a variety of popular representations of history. The unit includes the scrutiny of written and visual texts and a comparative analysis of History curricula. Students are encouraged to develop their own presentations of history or to make contributions to curriculum design.

## **Research Project**

In the final quarter or term students will complete writing up their dissertations based on original research. The dissertations are between 15 000 to 20 000 words. Three bound copies of the dissertation must be submitted to the Department: the original plus two photocopies.

## **MASTERS DEGREE BY COURSE WORK: DRAA 7013: HISTORY AND DOCUMENTARY FILM**

The Course work Masters degree in History and Documentary Film is offered jointly by the History Department and the Wits School of Arts.

### **I. Prerequisites**

65% in History Honours (or any cognate Social Science unit) or in Drama and Film Honours; Appropriate experience will also be taken into consideration

### **II. Duration**

The course work MA is open to both full-time and part-time students. Full-time students are expected to complete the programme in one calendar year and part-time students within two calendar years.

### **III. Requirements**

In the first six weeks film practitioners in the School of Arts provide a crash course in television techniques, alongside a television production unit. Wits TV contributes a rich range of technical services here and later in the unit. The next 6 weeks are devoted to familiarising students with historical documentary styles, structures and relationships between content and form. This broader theoretical literature is progressively focused on individual documentaries and specific documentary genres.

In the second half of the year students select two units from a menu of History Postgraduate offerings which range across:

- Twentieth Century Urban South Africa
- Transformation in the South African Countryside
- Representations and re-representations in South African History
- Pre-colonial History
- Modern European History
- Urban European History
- Modern American History

The central purpose of these units is to embed a structure of historical understanding of these epochs and issues which will inform the research report and subsequent professional work. Each unit requires three pieces of written work which involve a limited research component through the accessing and interpretation of primary sources (e.g. Commission reports such as the Truth and Reconciliation Commission's Report). Relevant historical documentaries and films will be analysed and related to the historical themes being explored.

In the second half of the year students will also undertake a paper edit of a documentary which will familiarise them with basic techniques and equip them to develop a concept for their own documentary film research report. This will involve researching the subject, selecting suitable imagery and sounds, writing a script and producing a report which synthesises this research. Over and above this written component students will produce a documentary film.

### **IV. Examinations**

Students will be required to write a three-hour examination in each of their two History units. The examined television component will consist of a 10 minute documentary piece and a production workbook.

### **V. Assessment**

The three modular units (2 History, 1 Television) count 50% (made up of course work and examinations) and the Dissertation counts 50% towards the final mark.

# **INTERNATIONAL RELATIONS**

## **BA HONOURS DEGREE**

### **I. Prerequisites**

Prerequisites for an Honours degree in International Relations include a BA degree in International Relations or Political Studies, or when these disciplines have been unavailable at other institutions, Public Administration and Public International Law. Students who have achieved a mark of at least 70% at Wits, or the equivalent at other universities will be eligible for consideration. The departmental screening committee will evaluate all eligible applications on a competitive basis for the available places in the programme. Applicants should include with their application a curriculum vitae, transcript of marks, letter of motivation and, if possible, an example of recent academic or professional writing.

### **II. Duration**

An Honours Degree takes 12 months full-time and 18-24 months part-time. Every effort will be made in scheduling classes to accommodate the needs of part-time students.

### **III. Requirements**

Students in the honours programme will choose three semester long units plus the compulsory unit on International Relations Theory. They are also required to produce a long honours essay of between 10 000 and 15 000 words. For each unit students are required to attend weekly seminars, prepare and submit research essays and write examinations.

### **IV. Examinations**

Students will be required to write an examination in each of their units.

### **V. Assessment**

Unit grades will be based on class participation, research reports, and the examination, in accordance with a formula set by the instructors at the start of each term. The long essay will count for 20% of the overall mark. Students must pass all components and attain an average of 50% or more for the award of the degree; students who attain a combined average of 75% or more for course work and the long essay will be awarded the degree with distinction.

**Please Note:** Not all units are on offer every year. Please check with the Department.

## **MASTERS DEGREE BY COURSE WORK & RESEARCH REPORT**

This degree is aimed at students seeking professional careers in areas such as diplomacy, public service and international organizations. It also serves as preparation for an advanced doctoral research degree in international relations. The programme provides the student with an opportunity to undertake original research and to concentrate on one of the major subfields of international relations and regional studies.

### **I. Prerequisites**

Prerequisites for the MA by course work in International Relations include an Honours degree in International Relations or Political Studies, or when these disciplines have been unavailable at other institutions, public administration and public international law. Students who have achieved a mark of at least 70% at Wits, or the equivalent at other universities will be eligible for consideration. The departmental screening committee will evaluate all eligible applications on a competitive basis for the available places in the programme. Applicants should include with their application a curriculum vitae, transcript of marks, letter of motivation and, if possible, an example of recent academic or professional writing.

### **II. Duration**

The MA by course work takes 12 months full-time and 18-24 months part-time. Every effort will be made in scheduling classes to accommodate the needs of part-time students.

### **III. Requirements**

Students must take a minimum of three semester units. Those students who have not previously taken the International Relations Theory compulsory unit are required to do so. Great emphasis is given to the writing of short research reports (4 000-5 000 words). It is hoped that at least one of these by each student will be of

publishable quality as a scholarly article, either in the Department's own series of International Relations Discussion Papers, the South African Journal of International Affairs, or elsewhere. In addition, students must submit a major research report of between 10 000 and 30 000 words prepared in the final quarter of the course. For those students planning to pursue a PhD this project typically becomes the foundation for subsequent in-depth research.

#### **IV. Assessment**

Unit assessment will be based on class participation, research reports, and the examination, in accordance with a formula set by the instructors at the start of each term. The research report will account for 50% of the overall mark. Students must pass all components and attain an average of 50% or more for the award of the degree; students who attain a combined average of 75% or more for course work and the research report will be awarded the degree with distinction.

**Please Note:** Not all units are on offer every year. Please check with the Department.

### **BA HONOURS**

Students will have several units to choose from in each semester. These change somewhat from year to year, depending on student interest, trends in international relations, and the availability of staff with special skills within South Africa and from abroad.

#### **SEMESTER 1**

##### **INTR 4010/INTR 7012: Gender and Critical Theory in International Relations**

What is the state of play of the gender debate within International Relations? What are the practical implications of women's subordination globally and how can including women in various areas, such as development, change the face of the international arena? This unit seeks to provide a framework for understanding these issues.

##### **INTR 4018/INTR 7018: International Relations Theory (*compulsory*)**

This unit is designed to equip post-graduates with the research skills for the study of complex inter-disciplinary International Relations and Foreign Policy issues. This unit will offer an evaluative survey of IR theories and methodologies to provide an intellectual map of the field as it is portrayed in the literature, and to indicate developing areas which require investigation. The assignments and exercises within the unit will provide the basis for the Honours long essay.

##### **INTR 4028/INTR 7020: Peace and Conflict in the Middle East**

The Middle East is the most volatile region in world politics. This unit seeks an understanding of the dynamics of domestic, regional and international politics in the Middle East and the placing of the Middle Eastern system of states in the world system. The writings of leading scholars specialising in this vitally important region of the world will be examined. Issues emphasised may include the Arab-Israeli conflict and the conflict over Palestine, the current peace process, the impact of fundamentalist religious movements, the nationalist struggle of the Kurds, water and oil as sources of conflict; prospects for democratization in the Arab World: the foreign policy of Arab States (Egypt Jordan Iraq), South Africa's relations with the Middle East, Regional Organizations in the Middle East, Weapons of Mass Destruction etc.

##### **INTR 4031/INTR 7023: Preventing Deadly Conflict in Africa**

Africa is perceived of as the world's most conflict-ridden region. Paradoxically, deadly conflicts among Africa's diverse 53 sovereign states have been relatively rare. Rather, deadly conflict proliferates more within than between or among states. The unit will offer important insights into new forms of multilateral conflict prevention, which includes human rights protection and political compromise within states. A case study approach will be adopted to deal in greater depth with conflicts in Somalia, Rwanda, the Congo and West Africa. Further, the role of the regional, sub-regional and non-state actors, recent changes in the UN and AU's conflict prevention and resolution mechanisms, and the current capabilities and potential for sub-regional security mechanisms in the SADC and ECOWAS will be assessed and compared.

## **INTR 4036/INTR 7029: International Relations - Europe**

This unit will provide an introduction into the European Union, a fascinating example of regional integration that currently embraces 27 states, unifying Western and Eastern Europe. The EU's pursuit of economic and political integration raises interesting questions such as: Why and how did European integration occur? How is the EU governed? Why does the EU continue to pursue a policy of enlargement? What security threats does the EU face and how they are they addressed? What differentiates the EU from other regional organisations? What place does the EU hold in the international system? What will the future of the EU be? Students will gain valuable insights into these and other issues, with the two theoretical schools of neofunctionalism and intergovernmentalism providing the framework for a critical analysis.

## **INTR 4042: Terrorism**

Terrorism is not a new phenomenon in international relations and it has been a transnational issue of great concern to international relations for centuries. This unit, as a result, will therefore examine terrorism in both historical perspective and the present international environment to assess its effectiveness as a political tool and its consequences. This will include analysing numerous case studies, its theoretical basis and its effects on states and the international system as a whole. This will, as a result, also involve assessing efforts at the international level to address and combat it.

## **INTR 4044/INTR 7042: International Political Economy of Development**

This unit focuses on the international political economy of development. It examines challenges posed to developing countries by the international system, as well as how the international system in turn affects developing countries' responses. Topics include multilateral institutions (IMF, World Bank and WTO), development aid and debt relief, regional economic initiatives, and the interplay between world markets and domestic political institutions. In addition to a final exam, students are required to read intensively, participate actively in class discussions and produce two critical review essays.

## **INTR4048/INTR 7046: Transnational Issues in International Relations**

Understanding the rationale of international co-operation to manage common interests or solve global problems is at the core of this unit. Various Liberalist theories will be examined in detail explaining co-operation within the international system. The relatively new IR field of global public policy will be discussed. We will then proceed to ascertain how well theory fits practice by critically analysing global and individual state responses to various transnational issues. The transnational issues that will be studied are transnational organized crime, terrorist movements with global reach, disease including SARS, Avian Flu, VCI Disease (Mad Cow Disease), human trafficking and climate change.

## **SEMESTER 2**

### **INTR 4001/INTR 7049: Diplomacy and Negotiations**

This highly relevant and popular unit introduces the student to various aspects of diplomacy both historical and contemporary. The unit then proceeds to analyse theoretical and practical aspects of international negotiations including case studies of successful and failed negotiations. Students then begin preparing for a simulated international conference on a current and relevant international issue/conflict. Diplomats from foreign countries based in South Africa are sometimes invited as guest speakers and so are SA Diplomats.

### **INTR 4002/INTR 7002: Advanced International Political Economy**

There has been a growing interest in IPE since the decline of US hegemony and the establishment of a central authority in international trade. This has been compounded by the proliferation of preferential trade arrangements. The unit focuses on how the World Trade Organisation (WTO) rules and regulations governing multilateralism, plurilateralism and regionalism influence the generation and distribution of income and wealth among the regions of the world. Applications here include analysis of the WTO Article 1; Article XXIV; Special Differential Treatment (S&D) and the Enabling Clause. It also surveys the topic of current economic development challenges within the South, specifically Africa and the appropriate policy response to such

challenges. Applications include regional and purilateral institutions such as AU/NEPAD, European Union Regional Partnerships Agreement (EU REPAs) with developing countries, Africa Growth and Opportunities Act (AGOA).

### **INTR 4003/INTR 7003: Advanced International Security Studies**

The present international defence debate is the focus of this unit. The termination of the Cold War has resulted in the development of a number of new trends with regard to defence issues - modernising and incorporating advanced technologies into armed forces, or significant disarmament. Students will investigate regional conflict and related international military developments, advanced doctrine and military theory.

### **INTR 4005/INTR 7005: African Human Security in an International Context**

The nature of security around the world has changed to include not just armed conflict but also disease, environmental disasters, and political and economic upheaval. This is particularly true of the African continent where civil conflicts, the AIDS pandemic, poverty, environmental degradation and numerous other factors have taken their toll. The response of the international community to these complex humanitarian emergencies is informed by a spectrum of approaches, from preventive initiatives and people-centred conflict resolution and peace-building activities to intervention to protect populations at great risk. Hence the unit will explore the structures, institutions and substantive issues related to Human Security, particularly in Africa.

### **INTR 4013/INTR 7063: International Organisations**

This graduate unit aims to provide students with a broad survey of international organisations including their forms and impacts. The unit will begin with an examination of the various theoretical explanations of the roles of international organisations. It will explore whether these theories crafted to explain international organisations in the developed world relate to the international organisations created in Africa. The second part will then consider and discuss in depth the role of international organisations in global politics and specific-peace and security issue areas including collective security, peacekeeping, humanitarian intervention and post-conflict peace-building and reconstruction with particular reference to Africa. Part three will focus on contemporary debate around the prospects for establishing an African Union government. By the end of the unit the graduate student should possess (i) a broad overview of international organisations (ii) a sharp critical understanding of the competing theories of international organisations (iii) an in-depth comprehension of the role and impacts of international organisations in select issue-areas (iv) the ability to articulate thoughts and questions around the role and impacts of international organisations in global politics.

### **INTR 4017/INTR 7017: International Relations of the Asia-Pacific Region**

An overview of the history of international relations in this region since 1945, including the issues surrounding: state formation and nation building, the impact of extra-regional actors such as the United States and the former Soviet Union, the rise of the developmental state and the question of democratization; the post-Cold War era; the international political economy and security of East Asia; the foreign and regional policies of Japan; the rise of China and shifting foreign policy concerns in the era of Mao, Deng, and Jiang.

### **INTR 4030/INTR 7022: Political Economy of the World Trade Organisation**

With over half the South African economy being trade dependent and the country taking a leading role in WTO negotiations, this elective unit offers vital insights into the related processes and institutions. It provides an overview of the history of international trade negotiations, concentrating on the working of the GATT/WTO, its current effectiveness and the prospects for a further round of negotiations. Further, its relationship with international financial institutions, the debate surrounding the inclusion of 'new issues' like labour, the environment, investments, services, etc and the stance of the developing countries affecting the functioning of the multilateral trade regime are also explored.

## **INTR 4039/INTR 7036: Select Topics: Principles of Statistical Social Research: International Politics & Development**

This unit introduces the principles of statistical social research, emphasizing applications to issues of international politics and development. It covers the basic principles and methods of social statistics, while also providing practical experience analyzing data – and relating these analyses to major themes and theories in the area of international politics and development.

Students are expected to have a solid grounding in international relations, political science, development studies, or a closely related field – but not necessarily to have mathematical training beyond high-school algebra, nor to have prior experience in using computers for data analysis.

The unit in part represents a response to an initiative to improve the training opportunities available in the area of statistical social research – in particular, opportunities available within the School of Social Sciences.

Registration in the unit will be limited to twelve students, and requires written permission from the lecturer. Those who have completed INTR 4018 will have priority, but the unit is also open to other postgraduate students in the School of Social Sciences with the appropriate background.

## **INTR 4045/INTR 7043: The Politics of Economic Co-operation in Africa**

This unit focuses on challenges of foreign economic policy facing sub-Saharan Africa, with an emphasis on the politics of international economic co-operation. Themes include relations with international financial institutions, foreign economic policymaking, the record of regional economic co-operation and integration, prospects for extraregional “partnership” (e.g. NEPAD). The unit also includes a session on theories of the strategic and institutional foundations of international co-operation. In addition to a final exam, students are required to read intensively, participate actively in class discussions and produce a research paper on an approved topic.

### **INTR 4037: Long Essay**

Compulsory research essay of between 10 000 and 15 000 words. The long essay will count for 20% of the overall mark.

### **INTR7032: Research Report**

Compulsory research report of between 10 000 and 30 000 words. The research report will count for 50% of the overall mark.

## **PHILOSOPHY**

### **BA HONOURS DEGREE**

#### **I. Prerequisites**

Applicants to Honours in Philosophy receive an automatic admission (ultimately subject to the approval of the Philosophy Department) if the student has achieved 65% in Philosophy III units from Wits. Students achieving less than 65% or those from other Universities may apply and will be admitted on a discretionary basis.

#### **II. Duration**

Full-time students are required to complete the programme in an academic year. A student wishing to pursue a part-time Honours degree over two years will be considered under special circumstances.

#### **III. Requirements**

Philosophy Honours students take four approved 4000-level units (20% each) and write a long essay on a topic of their interest of up to 15 000 words (20%).

Students are required to prepare for, attend, and participate satisfactorily in all seminars and tutorials in units they select. They are also required to attend the Department's Hoernlé Research Seminars, and to attend and participate in the Department's Graduate Seminars, at which graduate students at all levels present their current research. A student who fails to meet these requirements may be refused permission to write a final examination.

#### **IV. Assessment**

The mark for each unit is based on essays and other written work (50%) and a three-hour examination (50%).

**Please Note:** Not all units are offered every year. Please check with the Department.

### **MASTERS DEGREE BY COURSE WORK & RESEARCH REPORT**

#### **I. Prerequisites**

The usual prerequisite for admission to the MA Course work Programme is a good second class pass in Philosophy Honours (or its equivalent). However, those who have earned marks weaker than this may apply and will be admitted on a discretionary basis.

#### **II. Duration**

The normal duration of the MA degree is one calendar year.

#### **III. Requirements**

Philosophy MA (Course work) students are required to complete three 7000-level units (50%) and write a research report on a topic of their interest of up to 30 000 words (50%). A student's choice of units and of topic for research report is subject to the approval of the Postgraduate Co-ordinator and the Faculty of Humanities Higher Degrees Committee (Masters).

MA students are required to prepare for, attend, and participate satisfactorily in all seminars and tutorials in units they select. They are also required to attend the Department's Hoernlé Research Seminars, and to attend and participate in the Department's General Graduate Seminars, at which graduate students at all levels give presentations on their current research. A student who fails to meet these requirements may be refused permission to write the final examinations.

#### **IV. Assessment**

The mark for each unit is based on essays (50%) and a three-hour examination (50%).

The pass mark for the degree is 50%, and there is also a subminimum of 50% on the research report, on every examination, and on the course work mark for each unit. In other words, it is necessary to pass every component of the degree in order to earn the degree. The degree may be awarded with distinction only if (i) the student's average mark is at least 75%, (ii) the mark for both the research report and at least one unit (course work and examination) is at least 75%, and (iii) the mark for each further component of the degree is at least 70%.

**Please Note:** Not all units are offered every year. Please check with the Department.

### **HONOURS/MASTERS**

#### **SEMESTER 1**

##### **PHIL 4013/PHIL 7011: Philosophy of Art**

*Unit presenter: Dr P Levitt*

This unit will cover select topics, e.g. representation; the cognitivity of art; expression; style; the nature of criticism; the aesthetic attitude and aesthetic experience.

##### **PHIL 4021/PHIL 7023: Select Topics in the History of Philosophy: Kant**

*Unit presenter: Dr Lucy Allais*

This course involves a detailed examination of Kant's Critique of Pure Reason looking at his response to rationalism and empiricism, and his account of the possibility and limits of metaphysics. In terms of Kant's metaphysics of experience, the role of space and time, Kant's transcendental idealism, the role of the categories, the principles of causation and substance, are looked at. In terms of his critique of transcendent metaphysics, his criticism of the Cartesian account of the self, God, and freedom of the will are looked at.

## **PHIL 4022/PHIL 7024: Social and Political Philosophy**

*Unit presenter: Dr David James*

Details will only be available early in 2010.

## **SEMESTER 2**

### **PHIL 4002/PHIL 7006: Ethics**

*Unit presenter: Mr Dylan Futter*

Description not yet available.

### **PHIL 4006/PHIL 7010: Philosophical Logic**

*Unit presenter: Dr David Martens*

This course is an introduction to formal logic. For the most part we will focus on concepts and methods of classical first-order deductive logic. Topics to be covered include the formal languages of propositional logic and predicate logic, translation between English and formal languages, the use of formal derivations and interpretations in testing arguments for validity, and the application of formal methods to philosophical arguments generally. Time and interest permitting, we may also investigate some concepts and methods of non-deductive logic

### **PHIL 4020/PHIL 7022: Select Schools of Philosophy: Existentialism**

*Unit presenter: Dr P Levitt*

The focus will be on Jean-Paul Sartre (1905-80), founder of French existentialism. Amongst the themes that might be examined are the following: Sartre's development of Husserlian phenomenological methods and its application to the study of imagination; Sartre's examination of consciousness and its intentionality; Sartre's view on bad faith and its relation to self-deception; Sartre's understanding of the emotions; Sartre's views on human freedom and personal responsibility in the context of his rejection of universal determinism. (Topic subject to change)

## **MASTERS DEGREE: APPLIED ETHICS FOR PROFESSIONALS**

This challenging part-time programme is directed at experienced and well-qualified professionals, executives and leaders in all fields. The programme, which will develop the participants' capacity to reason critically and constructively about significant ethical issues, leads to a Master of Arts Degree. **Note: This programme is offered every second year, with the next intake being 2010.**

### **I. Prerequisites**

An Honours degree or a professional qualification at least equivalent to an Honours degree (e.g. MBA, BSc(Eng), CA, LLB(second degree), MB BCh); at least one year's experience working in a professional, managerial or leadership position; excellent English comprehension and writing skills; easy and convenient access to e-mail and the internet.

### **II. Duration**

A Master of Arts degree in Applied Ethics for Professionals (by course work and supervised research report) takes 2-2½ years.

### **III. Requirements**

Course work during the First Year and Term 1 of the Second Year will involve three hours of obligatory seminars at Wits on eight Saturdays each term, -with extensive preparation prescribed for these seminars (approximately 10 hours per week).

### **IV. Examinations**

Written examinations will take place at the end of the term and will require considerable extra work.

## **V. Assessment**

Students' marks in course work will be based on written assignments and examinations. Normally the term work and exam are weighted equally, 50% each.

## **VI. Research Report**

The Research Report for the degree (approximately 10 000 – 15 000 words) will normally be written on an approved topic relevant to the candidate's professional field. A research methodology seminar will occasionally be offered in parallel to individual supervision. The research report contributes 50% towards the degree as a whole.

### **YEAR 1: 2010**

#### **SEMESTER 1** (February - May)

##### **PHIL 7034: Methods of Applied Ethics (*Required core unit*)**

*Unit presenter: Dr Dylan Futter*

The core unit for the AEP Programme, to be taken by all students registered for the Programme. It serves as an introduction to some basic philosophical concepts and some fundamentals of ethical theory. It also explores basic matters such as moral reasoning and argument, and will typically introduce students to philosophical approaches to Applied Ethics through study of some prominent examples of work in the area.

#### **SEMESTER 2** (July - October)

*Three of the following electives to be offered, from which students will choose two:*

##### **PHIL 7026: Social Justice**

An inquiry into theories of, and issues concerning, social, and particularly, economic justice. Topics could include prominent theories of distributive justice such as those of Rawls and Nozick, as well as narrower issues such as the role and ethics of affirmative action, compensation for past injustices, progressive taxation, and alleged rights to a basic income

##### **PHIL 7027: Morality and the Marketplace**

A potentially diverse exploration of ethical issues in business and market-oriented social policy. Could include discussions of micro-issues such as morality vs. profit, the rights (and responsibilities) of share-holders, secrecy and honesty in business contexts, the ethics of whistle-blowing and the rights of, and relationships between, workers and their employers. Could also include such macro-issues as the morality of market-capitalism, and social tinkering with it such as BEE programmes.

##### **PHIL 7028: Morality and the Law**

An inquiry into the relationship between law and morality and/or moral issues surrounding the use of law as a social instrument. Topics may include the moral underpinnings, if any, of law, the use of law to promote morality, paternalistic legislation, the general ethics of legal coercion, and the moral significance of the Constitution.

##### **PHIL 7029: Issues in Biomedical Ethics**

An examination of moral issues arising in the contexts of health care and biomedical research. Could cover both micro health-care issues such as informed consent, and the rights of patients (and health care workers), or macro issues such as resource allocation. Other topics could include research issues such as the ethical treatment of human subjects and the social consequences of certain research programmes, such as stem-cell research and genetic engineering.

### **PHIL 7030: Information and Privacy**

A potentially diverse exploration of moral issues concerning the use of and accessibility of information, and their effects on privacy. Topics may include the nature and value of privacy, issues in media ethics, computer/information ethics, the ethics of professional-client relationships, and the ethics of information accessible to businesses and government agencies.

### **PHIL 7031: Ethics and the Environment**

An examination of a range of ethical issues surrounding the environment and its relationship to human activity. Topics may include such theoretical questions as: Whether wholes such as ecosystems or relationships, and not merely individuals, can have moral status, as well as more specific issues about land and resource use, the ethics of pollution and environmental degradation, the rights of future generations to environmental integrity.

### **PHIL 7032: Ethical Theory**

An inquiry into some central theoretical questions in ethics with an eye to their bearing on practical issues. Builds upon some of the introductory theory in the “Methods of Applied Ethics” selective, as well as introducing other theoretical approaches to ethical inquiry. Issues may include consequentialism, deontology, virtue, moral motivation, the codifiability of ethics, and the possibility of moral knowledge.

### **PHIL 7033: Cultural Pluralism and Ethics**

An examination of ethical issues arising from the fact of cultural pluralism. Possible topics may include moral relativism, duties to minorities and rights of majorities in multicultural states, cross-cultural tolerance, the alleged value of cultural pluralism, and liberal and non-liberal approaches to the fact of cultural pluralism.

### **PHIL 7035: The Value of Life**

An exploration of life’s alleged value and/or particular issues that bear upon it. Topics may include theories of the wrongness of killing normal, adult human beings, and issues such as abortion, euthanasia, stem-cell research and animal rights.

### **PHIL 7036: Directed Study on a Further Approved Topic**

A possible unit on a topic area of particular interest to one or more students, which is not covered by other modules, which fits into the overall aims of the AEP Programme, and which is approved by a relevant lecturer with interest and expertise on the topic

### **PHIL 7039: Ethics and International Affairs**

An examination of topics such as the following: terrorism and the response to it; war more generally and its justice, as well as the justice of conduct within war; the use of torture as a means of preventing attacks; poverty and the duties of rich countries and their citizens to alleviate it; the ethics of international aid more generally; globalization, colonialism and imperialism; and more abstract issues about the place of ethical considerations in international affairs at all.

## **YEAR 2: 2011**

### **SEMESTER 1** (February - May)

Three of the above electives to be offered, from which students will choose two.

### **SEMESTER 2** (July – October)

### **PHIL 7037: Research Report**

Research methodology seminars and individual supervised work on research reports, which may be continued into the following year if necessary.

# **POLITICAL STUDIES**

## **BA HONOURS DEGREE**

### **I. Prerequisites**

Applicants to Honours must have a BA major in Political Studies and have achieved at least 65% in this major.

### **II. Duration**

The Honours programme in the Department of Political Studies lasts ten months.

### **III. Requirements**

There will be four taught modular units, at least three of which must be completed within the Department. Units are taught in both semesters so that in each semester students register for two units which will be taught simultaneously. Modules will not be taught to very small groups: normally a minimum registration of five students is expected before the unit will be taught. Ordinarily students will be expected to complete at least two essays of between 10 and 20 pages per unit. Classes may alternate between lecture and seminar format but progress will depend largely on the student's own reading and willingness to participate in class discussion. All assignments must be typed: students are expected to be computer literate or to acquire such literacy very quickly.

In the first semester, Honours students will also be expected to complete a research-based independently conceived research essay on an approved topic, usually between 10 000 and 20 000 words in length (the length varies from year to year). The student will work on his/her research project with the support of an individually assigned supervisor. A compulsory Research Methods component will form part of this module.

All students must attend compulsory proposal writing workshops which will be held in the first block.

### **IV. Examinations**

Students will write an exam for each unitwork module. The research essay will also be assessed for examination purposes. The research essay will be worth 20% of the final mark. Marks for the unitwork modules will accumulate from both assignments and examinations.

## **MASTERS DEGREE BY COURSEWORK & RESEARCH REPORT**

### **I. Prerequisites**

Applicants to Masters should normally have an Honours mark of 70%; however, students with an Honours mark above 67% may be considered.

### **II. Duration**

The MA programme in the Department of Political Studies lasts at least 12 months.

### **III. Requirements**

The programme consists of three semester-length taught units, which should normally be completed within the Department, and a research report, which students are expected to work on throughout the year. Two of the units, in the first semester, will be taken simultaneously. Students may apply for a maximum of six months extension on the research report. In each unit, students will ordinarily be expected to submit weekly written work. *No handwritten work will be accepted.*

Students may select any unit from the range offered in this booklet, including, subject to the approval of the Co-ordinator of the Masters programme, a unit taught in another discipline. Ordinarily a minimum enrolment of five students is expected in a unit before teaching it.

### **IV. Examinations**

Students will write an exam on each of the three units taken.

## **V. Assessment**

Course work submitted during the year will count 25% towards the final mark and examinations 25%. The research report counts 50% towards the final mark.

## **VI. Research Report**

All MA students have to submit for examination a research report on a topic of their choice. Students are expected to work on their research report throughout the year, and especially in the July and December vacations.

There is no stipulated format or prescribed methodological framework for the research report. Students may choose to combine “empirical” and “theoretical” material; perhaps linking a survey which they have conducted to a review of available literature on the topic of their choice. Other students may choose to write purely library-based dissertations. *All* dissertations must be typed, and should be between 25 000 and 30 000 words in length.

In order to facilitate a constructive working relationship between students and supervisors, the Department insists that students choose a topic early in the year. This will allow the department to assign each student a supervisor as soon as it is possible to do so.

MA students will be expected to present a fully developed proposal, which includes aims and objectives and a research question, background and rationale, chapter outline and bibliography, to members of the Department before the mid-term vacation.

## **HONOURS/MASTERS**

### **SEMESTER 1**

#### **POLS 4012/POLS 7006: Development Theories, Issues, Problems and Strategies (Compulsory Core Unit for Development Studies Honours)**

*Unit presenter: Dr Stephen Louw*

Development constitutes possibly the primary imperative that confronts state and society. An understanding of its nature and challenges as well as of strategies that are appropriate is crucial to the amelioration of poverty and inequality, the efficacy of society and future well-being.

Aspects to be addressed in this module will be drawn from the following:

- The varying salience of models drawn from industrialized countries.
- The international and domestic development environment; centre-periphery relationships, the economic order and unequal exchange.
- The political bases of macro-economic policy.
- Policy formation, its concerns, and the conditioning environment.
- Regional variations in development planning.
- Constraints and uncertainties in the public sector and their impact upon policy.
- State intervention strategies.
- Problems of developmental infrastructures, domestic capital formation, political corruption, unemployment, and sectoral balance.
- The value aspects of, and policy choices in, attempts to balance economic growth with social and economic equity.
- Development strategies: private versus public control of the economy; land reform; collectivization; community development; authoritarianism.
- Agencies and institutions in development.

#### **POLS 4027/POLS 7030: Selected Topic in Political Studies – Public Policy**

*Unit Presenter: Prof Anthony Butler*

This course explores the politics of public policy in South Africa. It examines international research into policy development and implementation, the scholarly literature on the policy process, and the practical experiences of post-apartheid governments in SA.

Students undertaking the course will develop sophisticated understanding of the academic analysis of public policy, the key actors, processes and stages in policy formulation, and the ways in which state-society relations impact on policy development. The course reviews the formulation and implementation of policy in contemporary SA, the operations of key government departments, and the power of organised interests. Special attention will be paid to contemporary state reform initiatives, the problem of 'departmentalism', and the pursuit of policy co-ordination. The lecturer will introduce concepts, models, theories, and comparative materials, while student-led seminars will primarily address contemporary South African public policy experiences.

### **POLS 4033/POLS 7036: The State in Africa: Democratisation and Crisis**

*Unit Presenter: Prof Shireen Hassim*

This unit will take as its starting point debates about the genesis and the development of the African state. It has been variously viewed as the main vehicle of modernization, as the instrument of a new ruling class, as underdeveloped, overdeveloped, kleptocratic, patriarchal, predatory, collapsed and ineffectual. Most views about the state are unflattering - yet it is this poorly regarded phenomenon which in recent years has been the focus of attempts at democratisation. This unit will explore the tensions which exist between those views of the state in Africa that perceive it to be inherently authoritarian and moreover disengaged from society and those arguments which support the adoption by African countries of liberal democratic constitutions derived from advanced industrial societies. Our theoretical explorations will be routed in the investigation of particular national case studies which are to be decided upon.

### **POLS 4036/POLS 7044: Democratic Theory**

*Unit presenter: Prof Daryl Glaser*

This unit examines the relationship between actually existing liberal democracy and various visions for deepening and extending democracy in democratic, and especially radical-democratic, theory. In addition the unit will consider a range of proposals for supplementing and, in the more utopian versions, replacing it with other democratic institutions and techniques. Among those are council and economic democracy, direct democracy via initiative, referendum and recall, electronic democracy and deliberative democracy. Proposals for group representation especially those arising from the claims of women, indigenous peoples, ethnic minorities, immigrants and the historically disadvantaged will also be considered. Attention will be given to critiques arising from various philosophical and ideological positions, including liberalism, civic republicanism, Marxism, utopian socialism and feminism.

## **SEMESTER 2**

### **POLS 4016/POLS 7024: Political Sociology of South Africa**

*Unit presenter: Prof Rupert Taylor*

This unit relates the central theories and concepts of political sociology to the study of contemporary South Africa. Central themes addressed include: social movements; political violence; political socialization; voting behaviour; political parties; public opinion; and political participation. This unit will review critically the existing South African empirical research on these topics and through reference to the broader international literature will discuss how to highlight the important insights that political sociology has to offer. The unit will focus on a number of key controversies in understanding South African politics: the saliency of "race" and "ethnicity", the causes of political violence; and the analysis of modern South African public opinion polling. The unit is designed to provide an essential theoretical and conceptual background for all those graduate students wishing to undertake primary research into political behaviour in South Africa.

### **POLS 4038/POLS 7042: Violence, Identity and Transformation**

*Unit presenter: Prof Antje Schuhmann*

This unit addresses critical issues of identity - gender, ethnicity and religious - in complex situations of political and social violence such as in war, civil war, post-war, humanitarian emergencies and conditions of endemic crime. Its purpose is to question the endemic nature of violence in stable, unstable and in transitional societies from a comparative perspective. It draws on a range of post-modern discourses and theoretical perspectives in politics, feminism, cultural studies, psychology, and philosophy to examine the nature of violence in different contexts of conflict and transformation.

## **POLS 4037/7043: Debates in Feminism, Politics and Society**

*Unit presenter: Prof Shireen Hassim*

The debates covered in this course seek to introduce students to the challenges posed by feminist theory and feminist politics to the discipline of political studies – both theoretically and empirically. It considers critical contemporary and historical debates in feminism, covering liberal, socialist, cultural theory, post-structuralism and post-modern perspectives. Our objective is both to understand the importance of gender perspectives in analysing the political world of the past and the present and to integrate gender concepts into our own theoretical approach to politics and to life in general.

## **SOCIAL ANTHROPOLOGY**

### **BA HONOURS DEGREE**

#### **I. Prerequisites**

Students must have an average 3<sup>rd</sup> year mark of at least 65% in Anthropology III.

#### **II. Duration**

Full-time students are required to complete the programme in a single academic year and part-time students in two years.

#### **III. Requirements**

Students must choose three of the available units. Students must take the two core units '*Theory Data and Methods in Anthropology*' and '*South African Theory and Ethnography*'. Two to three essays, depending on the unit, will be handed in for marking for each unit. A research report of approximately 10,000 words based on original research will be required. Additional class participation in the form of presentations and other weekly exercises will be required. Attendance at the weekly Research Seminar is compulsory.

#### **IV. Examinations**

Students will write an examination in each unit. Depending on the unit, this may be a three-hour standard examination or a "take-home" examination.

#### **V. Assessment**

For each unit class work counts 50% of the unit mark and the examination counts 50% of the unit mark. The research report constitutes 40% of the overall mark while each unit counts 20% of the overall mark.

**Please Note:** It is not certain that all units listed will be offered during 2010. Please check with the Department.

## **MASTERS DEGREE BY COURSE WORK & RESEARCH REPORT**

#### **Prerequisites**

Students will be considered for admission to Masters in Anthropology if they have marks of at least 65% or higher for Honours in Anthropology. Students with lower marks may be considered with appropriate motivation.

#### **Duration**

Full-time students are required to complete the programme in a single academic year and part-time students in two years.

#### **Requirements**

Students are required to choose three of the available units and complete a research report. Students must take the two core units '*Theory Data and Methods in Anthropology*' and '*South African Theory and Ethnography*' if they have not already done so. Two to three essays, depending on the unit, will be handed in for marking. A research report based on a short research exercise will be required in some cases. Additional class participation in the form of presentations and other weekly exercises will be required. The research report will be 20 000 – 30 000 words long.

## **Examinations**

Students will write an examination in each unit. Depending on the unit, this may be a three-hour standard examination or a “take-home” examination.

## **Assessment**

Within each unit the class work counts 50% of the unit mark and the examination counts 50% of the unit mark. Each unit comprises 16.7% of the overall mark. The research report comprises 50% of the overall mark.

**Please Note:** It is not certain that all units listed will be offered during 2010. Please check with the Department.

## **HONOURS/MASTERS**

### **SEMESTER 1**

#### **ANTH 4003/ANTH 7005: Business, Culture and Work**

*(Organisational Anthropology and Management)*

Based on a seminar format, this cross-disciplinary unit provides students with an understanding of some of the fundamental perspectives on work in economic anthropology while introducing them to social and cultural issues with respect to organizational and management scenarios. Emphasis will be placed on developing a variety of practical skills and critical thinking appropriate to the workplace environment in addition to the examination of historical and contemporary theories of management and labour activity. Themes such as ethnicity, gender, centralized management, BEE and corporate culture will feature in discussions which should be of vital interest to students in Anthropology, Sociology, International Relations, Economics, Commerce and Management Studies.

#### **ANTH 4005/ANTH 7015: Nationalism and Transformation**

This unit will examine dominant concepts in nationalism and transformation today: affirmative action, culture, education, race, ethnicity, post-colonialism, post-communism, or religion. Concepts used in nationalism will be explored theoretically and through relevant case studies that illustrate the ways in which such concepts can be used to construct a different social and political reality.

#### **ANTH 4007/ANTH 7017: Political and Legal Anthropology**

Traditionally, the state is regarded as an autonomous political unit encompassing diverse sub-national communities. Its government has the right to collect taxes, declare war or decree and enforce laws. Today, in Anthropology and elsewhere, this model is under increasing scrutiny, as reality departs into unknown territory.

*Political and Legal Anthropology* will provide students with an empirical and theoretical foundation to think about politics and the law in both Western and non-Western paradigms. Key concepts include: legitimation of power, forms of authority, indigenous responses to colonial rule, legal pluralism, religious legal systems and human rights issues just to name a few. Moreover, the strategies through which ethnic communities, chieftainships, kin-based groups, religious communities, and even armed insurgents succeed in commanding respect and adherence of their laws and systems will be insightfully examined. This unit enables students to think critically about the extraordinary and surprising range of legal and political processes we find in present day societies.

#### **ANTH 4009/ANTH 7018: Select Topics in Anthropology: Anthropology of Meaning**

A fundamental concern of the discipline of Anthropology is the nature of meaning in culture and human interactions. Cultures differ primarily in the way they symbolically construct and frame their problems of existence, and how they seek to explain and to motivate behaviour.

Contemporary anthropology describes and seeks to understand the meaningful bases of behaviour, and has developed a sophisticated set of interpretative methods and formal techniques for the description, analysis of meaning in social practice. Symbolic anthropology pays particular attention to issues such as the meaning and significance of race, nation, class, ethnicity and gender since these are held to be ‘constructed’ meanings arising from political contestation and formation of the self and group identities. The major twentieth century

theoretical approaches in the study of meaning will be covered, including, for example, Emile Durkheim, Max Weber, Fernand de Saussure, Levi-Strauss, Evans-Pritchard, Mary Douglas, Edmund Leach, Victor Turner, Clifford Geertz, Marshall Sahlins, Pierre Bourdieu and others. The unit will present both formal analytic methods of ethnography that exemplify interpretative and symbolic methods of description and analysis.

**ANTH 4020/ANTH 7022: Theory, Data and Methods in Anthropology (Compulsory)**  
*Compulsory for Masters if not taken at Honours level*

The main aim of this unit is to introduce the student to the combination of theory, data and methods used by anthropologists and other social scientists in the course of research, particularly field ethnography focused on qualitative perspectives.

The first half of the unit focuses on the practicalities of conducting anthropological research - specifically on qualitative field methods and field experience. It will consider methodologies as diverse as kinship charts, network diagrams, life histories and participant-observation. What sort of information does social research generate, and what research methods are compatible with specific research aims. This half of the unit will review the ethics of fieldwork and, thereby, lead up to some of the further issues to be developed in the following weeks. The second half of the unit examines both the fieldwork process in terms of planning and the intricacies of representation and academic writing. Once back from the field, how does one present one's findings? The second half of the unit turns specific attention to the development, assessment and structuring of data in preparation to 'writing-up' as well as focussing on the general complexities of writing and the more specific challenges involved in writing an ethnography. What are the politics of representation? What philosophical debates surround the act of writing? What distinguishes academic writing from other literary or analytical genres?

**SEMESTER 2**

**ANTH 4001/ANTH 7001: Anthropological Approaches to Culture**  
*Unit presenter: Prof R Thornton*

This unit focuses on the developments in the theory of culture within the discipline of Anthropology over the last decade or two. It does not cover the earlier development of the theory of culture in the nineteenth and twentieth centuries, and the student is expected to have already covered this material. The unit examines writing about the nature and scope of the theory of culture since the late twentieth century, and assesses the validity and future of the concept of 'culture' in anthropology. The readings are drawn primarily from leading and current journals, recent anthologies and readers, as well as several leading ethnographic monographs. Each selected reading exemplifies or develops a particular theoretical argument, usually in the context of ethnographic description and analysis. The critique of the theory of culture that emerged in the 1980s (in 'postmodernism', 'writing culture' and 'postcolonial' studies) is examined, as well as the turn towards 'cultural studies' and 'multiculturalism' in the academy more generally. We examine several efforts to discuss in general terms what a theory of culture is (or should be) and how the theory of culture affects writing about culture in anthropological practice. The focus is directed towards the utility of the concept of culture in understanding economy, sexuality, space (globalization, the local, boundaries, etc) and identity.

**ANTH 4010/ANTH 7019: Social and Cultural Meanings of the Built Environment**

This modular unit emphasizes qualitative perspectives on broad issues related to 'housing', and interrogates the range of social and cultural meanings that are linked to, created out of, and found in, the built environment. The foundations of the unit consist of differing analytical perspectives on space, place, landscape and property, as well as belonging and identity with direct relationship to the built environment. What are the culturally grounded connections between everyday experience and the built environment? How is monumental architecture linked to the interests of state and other forms of social power? In what ways does housing reflect social and cultural traditions of design, constructions and decoration? What is the connection between gender and spatial control in and outside of the house? Why is the space of the urban environment such a focus of social conflict? These and other questions will be considered through examining specific historical and contemporary case studies drawn from inside and outside of southern Africa. The unit also investigates idealist conceptions of urban planning through architectural examples drawn from state socialist society and industrial town planning before focusing more closely on power and ritual dimensions of the urban context. Such issues lead on to an examination of household and social relations focusing on the organization of domestic life. The unit should be of special interest to students in History of Art, Heritage Studies, Archaeology, Housing Studies,

Development Studies and Architecture in addition to those in Anthropology and the Social Sciences in general. The unit is also geared to articulate with the inter-Faculty Housing Masters Programme.

### **ANTH 4018/ANTH 7020: South African Theory and Ethnography (Compulsory)**

*Compulsory for Masters if not taken at Honours level*

*Unit presenter: Prof D Coplan*

The unit focuses on a set of major contributions in South African social anthropology, each of which addresses from a different perspective the central theme of social dynamics framed by culture. The idea is to expose students to seminal works by some of our most distinguished authors in the discipline. The unit takes the form of a reading group, functioning as an intellectual parallel to postgraduate field research. At each seminar, one or more students will be asked to lead the rest in discussing a given piece of work, and the respective student(s) will also produce a critical essay on the work and its place and significance in anthropological thought. The unit will examine classic approaches and key issues, such as traditions of leadership, kinship, gender, migration, witchcraft and healing and performance that have been at the heart of anthropological writing about our region. Students will be encouraged to view their own work in the context of the best in ethnographic practice.

### **SOSS 4011/SOSS 7017: HIV/AIDS in Context**

*(Honours students may take this unit with special permission only)*

*Unit presenters: Profs P Bonner (History), L Gilbert (Sociology), R Thornton (Anthropology)*

This is an **inter-disciplinary unit** that examines the sociological, historical and anthropological questions relevant to HIV/AIDS as a global pandemic. The aim of the unit is to equip learners with the skills and the insights to better understand the complexity of the epidemic in order to be able to make a meaningful contribution to the efforts to combat its devastating effects. It provides a general overview of the facts, debates and controversies surrounding the current HIV/AIDS crisis, with a specific focus on developing countries, including South Africa.

The themes covered include:

Basic biological facts about the virus, prevention and treatment.

Social epidemiology - an examination of global and South African statistics

History and ideology of sexually transmitted diseases (STD's) in Africa

Stigma, societal attitudes and issues of death & dying

Social inequalities, health and HIV/AIDS

HIV/AIDS policy - the role of the South African state

The Treatment Action Campaign (ATC) as a health-social movement

The debates surrounding circumcision as a public health intervention

Medical anthropology of AIDS

## **SOCIOLOGY AND INDUSTRIAL AND ECONOMIC SOCIOLOGY**

The Sociology department has three main streams of specialization in Honours and Masters; Industrial Sociology, General Sociology and Development Sociology; each has compulsory units. In 2009 a fourth stream of specialization in Health Sociology will be introduced at Masters level.

### **BA HONOURS DEGREE**

#### **I. Prerequisites**

Admission to Honours requires an average in the Sociology major (or cognitive discipline) of not less than 68%. The department may, on a case by case basis, consider students with a mark between 65% and 67% and hold interviews. The same high standards of admission criteria are applicable to students from other institutions. The department reserves the right to insist upon postgraduate students from outside of the department attending additional or specified units as a condition of admission, including for PhD students.

Students may take the BA Honours in General Sociology, Industrial Sociology or Development Sociology

#### **II. Duration**

This is a one-year course work degree following directly from the BA. While we encourage full-time study towards this degree the course is structured so as to allow students who are working full-time to do the course part-time over two years.

### **III. Requirements**

Full-time students are required to take either five units, or four units plus a supervised long essay (10 000 words maximum). Part-time students should take one or two units in each semester. Admission to Honours Long Essay is by application to, and approval by, the Postgraduate Co-ordinator, and normally requires an average of 70% in third year studies. Students must pass both components of their unit, the year work and the exam. No Honours units may be repeated.

### **IV. Examinations**

Students will be required to write final module examinations in June and November.

### **V. Assessment**

Year mark and examinations count 50% each towards the final mark.

**Please Note:** Not all units are offered every year. Please check with the Department.

## **MASTERS DEGREE BY COURSE WORK & RESEARCH REPORT**

### **Prerequisites**

#### **By Course work:**

Students will usually require an Honours mark of 70%, or equivalent from another institution to proceed to the MA. Students achieving between 68-69% may be interviewed, space permitting.

#### **By Dissertation:**

Admission is on an individual basis, and students are generally selected from those with a 70% mark in their Honours degree (which is assumed to be a four year degree).

Students with Honours degrees from other universities are usually required to do two of the MA units from the course work programme as a condition of registration.

### **Duration**

This is a one year course but can be done part-time over two years.

### **Requirements**

The MA requires that students do three units, one of which must be Advanced Research Methods (SOCL 7050), and an MA Research Report - students doing Health Sociology must do their research report in a health area. Students entering the programme from outside the university may be required to provide evidence that their training is equivalent to that offered in the Wits programme. If necessary they may be asked to take additional units or repeat Honours level units in order to cover gaps in their previous training. Each case will be considered on its merits. This may extend the Master's degree component to 18 months. The degree may be taken in General Sociology, Industrial and Economic Sociology, Development Sociology or Health Sociology. MA students may take units normally offered in the Honours degree provided they obtain permission from the co-ordinator/lecturer concerned.

### **Examinations**

Students will be required to write a three-hour examination in each of their units. Examinations will normally be held at mid-year and at the end of the year.

### **Assessment**

Examinations count 30%, the year mark counts 20% and the Research Report counts 50% towards the final mark.

### **VI. Research Report**

The draft Research Report proposal must be ready for submission to the departmental Higher Degrees Committee by the end of the first semester. The deadline for proposal submission to the Faculty Higher Degrees Committee is 15 August and the Research Report is to be submitted to Faculty by 15<sup>th</sup> February.

**Please Note:** Not all units are offered every year. Please check with the Department.

## HONOURS/MASTERS

### SEMESTER 1

#### **SOCL 4002: Advanced Social Research/ SOSS 4008: Research Methods in the Social Sciences**

*(Compulsory for all Honours students)*

*Unit presenter: Prof R Greenstein*

The unit will examine the foundations of social research, and its underlying assumptions and methodologies. It will combine theoretical discussions with the practical application of various research tools. Students will be expected to gain an understanding of theoretical issues together with an ability to choose and use different methods and research designs in an applied context. By the end of the unit successful students will have built their capacity to design and execute research in academic and applied settings.

#### **SOCL 4014/SOCL 7010: Economic Sociology: Institutions, Capitalism and Markets**

*(Compulsory for Industrial/Economic students)*

*Unit presenter: Dr L Van der Walt*

This unit will introduce students to the main paradigms that shape modern economic policy debates and positions. Not an economics unit, it will, nonetheless, provide post-graduate students in the social sciences with a solid grounding in economic and social theory in a manner that will enable effective policy advocacy and critique. Sophisticated theoretical discussion, plus detailed reading, plus policy analysis, forms the core of the unit which is designed to give students an in-depth understanding of the capitalist system, and its limitations. This unit does not require any prior knowledge of economics or economic theory.

Without understanding the larger models that frame discussion and debate, it is impossible to develop an effective grasp of quite elementary questions relating to economic and social justice; trapped within our assumptions, we struggle to develop critical thinking and analysis. Regardless of whether one opposes (or supports) the capitalist system, one will be in a position to argue one's position, understand its political implications and its applicability to real-world policy issues, and appreciate the strengths and weaknesses of alternative assessments. The four main paradigms that will be dealt with are, respectively, economic liberalism, Keynesianism, Marxism and anarchism.

In addition, students will give close readings to key macro-economic policy documents drawn from the local context, and learn how to read and assess such papers. The aim of this reading is partly practical: first, to introduce students to macro-economic policy documents of decisive importance - decisive, at the very least, as statements of orientation by particular class forces; second, to apply knowledge from the four main texts to the analysis of these documents, developing understanding of the paradigms informing policies and learning to read and assess policy papers; and, third, to equip students for policy work. Equally importantly, this reading introduces students to the synergies of theory and practice: that is, to the practical applications and political implications of different economic paradigms.

#### **SOCL 4016/SOCL 7012: Global Institutions and Economic Restructuring**

*Unit presenter: Prof D Pillay*

This unit examines the involvement of global institutions in development as a process of establishing intellectual hegemony of influencing individuals and groups; shaping ideas, discourses and debates; and affecting institutional arrangements inside and outside the state. In respect, the study of their effect on development is simultaneously an investigation of the sociology of knowledge and the sociology of bureaucracy and institutions. The unit focuses on global institutions which are involved in promoting development in developing societies, including South Africa. These include, in particular, formal institutions such as the World Bank, the International Monetary Fund, and the World Trade Organisation. In addition, the unit examines the role of new social movements that have emerged in opposition to these institutions.

This focus on global institutions is particularly appropriate for the current period in South Africa's history. The democratic government is formulating and re-formulating its development policy in the context of increased exposure to these global institutions and movements. The unit will examine the role of these institutions globally, in different developing countries as well as in South Africa. Guest lecturers with direct experience of the policy process will assist in this process.

The approach will combine a meta-theoretical exercise involving reading policy documents within their appropriate theoretical/empirical/policy context with practical exposure to the intricacies of actual policy making. It should set as a useful bridge between student's formal training in development theory and preparation for more practically oriented, hands-on, policy making.

### **SOCL 4039/SOCL 7042: The Sociology of Health and Illness**

*Unit presenter: Prof L Gilbert*

*(Students will have the opportunity to take SOSS4011/SOSS7017 HIV/AIDS in Context, in the second semester to complete their focus on health)*

An increasing recognition that professionals other than medical practitioners need to play a more significant role in formal and informal health care structures has contributed to the growing demand for experts in the Sociology of health and illness. This course aims to fill in the gap in the training of such experts by providing a systematic and comprehensive introduction to the core concepts and current debates in the Sociology of Health & Illness. It focuses on the theoretical as well as the practical aspects in both the global and the South African contexts. Some of the themes covered include:

Theoretical Origins and Development of the Sociology of Health and Illness

Health, Medicine and Society - Key Theories

A Sociological Perspective of Health, Illness, Disease and Sickness

Culture and Health - Medical and Health Care Pluralism

Power, Medicine and Social Control

Contemporary Health Inequalities

Social Capital & Health

Health and Social Change

Life-style and Risk - The Sociology of Health Promotion

The Sociology of Chronic Illness and Disability

The Sociology of Epidemics and Infectious Diseases

Death & dying

### **SOCL 7050: Advanced Research Methods**

*(Compulsory for Masters Students)*

*Unit presenter: Dr M Williams*

This unit will be divided into two parts: Research design and proposal writing. The first part of the unit aims to allow students to formulate, clarify and focus their research questions; understand and develop explanatory models for their projects, and become familiar with various research designs. As an outcome of this part, students will be required to prepare draft proposals for their Masters research reports (or PhD dissertations), within the framework of the unit but working together with individual supervisors.

Survey research: the second part of the unit will introduce students to survey research; allow them to understand the logic and use of survey, and become familiar with basic statistical and sampling principles; address issues in questionnaire design and data analysis. As an outcome of this part, students will have enhanced their capacity to consume and produce qualitative research. The unit combines theoretical and practical training, and provide systematic guidance on the writing of an academic and degree-related research proposal.

## **SEMESTER 2**

### **SOCL 4009/SOCL 7009: Development as Ideology and Practice**

*(Compulsory for Development students)*

*Unit presenter: Prof R Southall*

What is "development"? The unit will explore the different meanings of the term, review the theoretical debates on "development," and examine elements of the policy and practice of "development."

The debate on "development" is renewing in its intensity after being somewhat moribund for a number of years. Part of the problem arose from a general crisis of "development theory" in the late 1980s. None of the main "development" models seemed to provide convincing analyses of the political economies of the "third world" at the time. Models of State-led "development" - whether Keynesianism in the First World, central planning in the Second World, or "developmentalism" in the "third world"- seemed viable.

For some, “development” itself became seen as the problem. For the post-development school, influenced by post-modern relativism, the very notion of “development” was rejected as destructive and oppressive. This assumed, of course, that “development” was a meaningful and distinct project in the first place.

Not unrelated to the crisis in theory, a hegemonic policy model emerged around this time, an approach that was presented as self-evidently correct and commonsense, and as a “technical” solution, rather than a “theoretical” position. This was neo-liberalism, a model that rapidly captured the debate on “development.”

The social inequities and mixed track record of neo-liberalism have, however, led to a resurgence of debate on “development” questions, and played an important part in the emergence of the field of “development studies” in the 1990s. This shift reflects the concerns of both the supporters and the opponents of neo-liberalism. For the former, there has been a growing interest in the economic and social prerequisites for market-led economic growth; for the latter, there has been a growing interest in analysing the limitations of - and developing alternatives to - the neo-liberal “development” model.

The unit will track the trajectories of the successive “development” models, looking at their origins, influence, and strengths and weaknesses, and the manner in which “development” is imagined. Theoretical models have real implications, and the unit will therefore also examine specific areas of “development” policy and practice. Case studies of particular “development” sectors will provide something of a picture of “development” in operation, and provide students with insights into “development” work. Where possible, case studies will be linked to issues of contemporary concern.

### **SOCL 4030/SOCL 7039: Social Transitions**

*(Compulsory for all Honours students)*

*Unit presenter: Dr S Ally*

The unit examines the concept of social transition through close study of a number of key texts in historically-based sociology. The central question is; can we give a coherent account of where the social formation of capitalist modernity came from and where it is going?

Modernity and post-modernity; colonialism and the postcolonial; nation-state and globalization; are some of the key issues explored. The course aims to provide a conceptual and historical framework for thinking about just what it is that we mean by 'transition' which will assist you in dealing with your later specialization. Authors discussed in the course include David Harvey, Marshall Berman, Edward Said, Michel Foucault, Paul Gilroy, Derek Sayer, Achille Mbembe and Frantz Fanon, amongst others.

### **SOSS 4011/SOSS 7017: HIV/AIDS in Context**

*(Honours students may take this unit with special permission only)*

*Unit presenters: Profs P Bonner (History), L Gilbert (Sociology), R Thornton (Anthropology)*

This is an **inter-disciplinary unit** that examines the sociological, historical and anthropological questions relevant to HIV/AIDS as a global pandemic. The aim of the unit is to equip learners with the skills and the insights to better understand the complexity of the epidemic in order to be able to make a meaningful contribution to the efforts to combat its devastating effects. It provides a general overview of the facts, debates and controversies surrounding the current HIV/AIDS crisis, with a specific focus on developing countries, including South Africa.

The themes covered include:

- Basic biological facts about the virus, prevention and treatment
- Social epidemiology - an examination of global and South African statistics
- History and ideology of sexually transmitted diseases (STD's) in Africa
- Stigma, societal attitudes and issues of death & dying
- Social inequalities, health and HIV/AIDS
- HIV/AIDS policy - the role of the South African state
- The Treatment Action Campaign (ATC) as a health-social movement
- The debates surrounding circumcision as a public health intervention
- Medical anthropology of AIDS

# DEMOGRAPHY AND POPULATION STUDIES

## INTERDISCIPLINARY HONOURS DEGREE

The interdisciplinary programme will draw on the rich resources of the Faculties of Humanities, Health Sciences and Science. It will lead directly into the Masters degree.

### I. Prerequisites

Students must have achieved at least 65% in any social science or science first degree. Economics or Statistics training is not essential but students with sufficient Economics in their undergraduate degree will be exempt from taking an additional Economics unit.

### II. Duration

Full-time students are required to complete the course in one year and part-time students in two years.

### III. Requirements

The Honours course consists of five equally weighted units, three of which are compulsory. Each unit has a range of written and practical requirements.

### IV. Examinations

Students will be expected to write examinations in all units, normally at mid-year and at the end of the year.

### V. Assessment

Examinations in most units count for 50% of the final mark, while a variety of types of year work will count for a further 50%.

## HONOURS/MASTERS

### SEMESTER 1

*Masters Students are required to complete three units: one compulsory unit and two electives. In addition, students must complete the research report.*

*Honours Students are required to complete five units for the degree. The three core units are as follows:*

#### **SOSS 4012: Introduction to Population Studies (Compulsory)**

*Unit presenter: Prof C Odimegwu, Christie Sennott*

This module reviews the major global trends in population growth. It identifies the key factors in explaining the timing and pace of these trends. The demographic transition theory is explored and a brief introduction is provided to the debate about population and development. A core theme in the study of fertility is the validity of economic versus cultural explanations for population change and the role of family planning and mortality decline in explaining fertility transition. The unit will also examine key issues in mortality and migration. Various contemporary population issues affecting the region will be highlighted.

#### **STAT 4013/7009 Statistical Research, Design & Analysis (compulsory)**

*(School of Statistics)*

*Unit presenter: Prof Jacky Galpin*

*Offered in semester 1 and semester 2)*

This unit will cover the fundamentals of statistical analysis including descriptive statistics, bivariate analysis and multivariate analysis. The aims of this unit are to enable students to design and analyse research studies, where such studies involve experimentation or data collection, and also to enable students to understand and criticize research articles. For this reason no theoretical derivations are included in the unit, and the mathematical content is kept to a minimum. There is also a great emphasis on the actual implementation of the unit material.

*Students must select one of the following units:*

**SOSS 4014/SOSS 7020: Mortality and Health Transitions**

*Compulsory for Masters students provided it has not been completed at Honours level.*

*Unit presenter: Prof Clifford Odimegwu*

This module will provide an overview of human mortality as an element of demographic process. It will focus on the description and explanation of health and mortality in human populations. The module will examine trends and variability in patterns of mortality and health in human population, generally in Africa and particularly in South Africa. The module will provide general theories of health, mortality and morbidity, investigations of mortality and related processes in developing countries, and discussions of future mortality trends and their implications for individual lives and the society at large. The module will also include methods of studying mortality.

**SOSS 7018: Migration & Spatial Demography**

*Unit presenter: Dr P Bocquier*

This unit offers a broad introduction to the field of migration and spatial demography as elements of population change. It builds on a basic grounding of theory and techniques drawn from various disciplines. Introductions to survey methods for migration and GIS are planned. A related theme involves advancing the multi-disciplinary state in the subject. Topics include conceptual and methodological issues, internal migration and urbanization, international migration. Discussion includes both developing and developed countries; Policy implications of population redistribution and its relationship to other demographic events, environmental issues and socio-economic development.

**SOCL 7050: Advanced Research Methods**

*(Compulsory for all Masters students. However it may be motivated for Demography students to do other similar modules in the School of Public Health)*

*Unit presenter: Dr M Williams*

This unit will be divided into two parts: Research design and proposal writing.

The first part of the unit aims to allow students to formulate, clarify and focus their research questions; understand and develop explanatory models for their projects, and become familiar with various research designs. As an outcome of this part, students will be required to prepare draft proposals for their Masters research reports (or PhD dissertations), within the framework of the unit but working together with individual supervisors.

Survey research: the second part of the unit will introduce students to survey research; allow them to understand the logic and use of survey, and become familiar with basic statistical and sampling principles; address issues in questionnaire design and data analysis. As an outcome of this part, students will have enhanced their capacity to consume and produce qualitative research. The unit combines theoretical and practical training, and provides systematic guidance on the writing of academic and degree-related research proposals.

**SEMESTER 2**

**SOSS 4013/SOSS 7019: Fertility, Gender and Reproductive Health**

The objective of this unit is to introduce post-graduate students to the core demographic issues related to human fertility, gender and reproductive health. The major focus of the unit is theoretical with an introduction to basic statistical measures of fertility. This unit will examine both the micro and macro determinants of fertility patterns and reproductive health and the consequences of these patterns for society. It will also explore the connections of fertility to fundamental social processes, including stratification and inequality, women's status, family and gender roles. The demographic connections of fertility to other primary demographic processes including mortality and migration will be discussed.

### **SOSS 4015: Basic Demographic Methods (compulsory)**

*Unit presenter: Dr P Bocquier*

The unit introduces the basic measures and concepts of demography. The aim is to:

- 1) provide students with an understanding of the structure and dynamics of human populations; and
- 2) introduce commonly used data sources, measures and techniques in demography.

The class will consist of lectures and occasional practical sessions. Upon completion of the unit, students would be able to understand most of the technical demographic literature and independently carry out demographic analysis.

### **SOSS 4018/SOSS 7024: Population, Health & Development**

*Seminar co-ordinator: Prof C Odimegwu*

This unit examines the relationships between population issues and health, economic, social and environmental aspects of development. It introduces theoretical frameworks for analyzing population change, and assesses the consequences of population growth on food supply, health and environment at both local and international levels. It goes on to examine factors affecting the components of population change including fertility and mortality decline, changing sex ratios. The growth of megacities and international migration, health, family planning and migration are discussed. The unit will also focus on human resources at the interface between population trends and other aspects of development.

***HONOURS STUDENTS will be required to complete two other units approved by the Head of School from those offered at the Honours level and which are related to Demography and Population Studies, such as:***

#### **Demography**

- SOSS 4013 Fertility, Gender & Reproductive Health (Not offered in 2009)
  - SOSS 4014 Mortality & Health Transitions (MHT) (Not offered in 2009)
  - SOSS 4018 Population, Health & Development
- (provided that none of these has already been selected above)*

#### **Sociology**

- SOCL 4039 Sociology of Health & Illness
- SOSS 4011 HIV/AIDS in Context

#### **Forced Migration Studies**

- GRAD 4021 Introduction to Forced Migration

***MASTERS STUDENTS must select one additional unit approved by the Head of School from those offered at MA level which is related to Demography & Population Studies, provided that the unit has not been completed at the Honours level, such as:***

#### **Demography**

- SOSS 7012 Introduction to Population Studies
- SOSS 7003 Basic Demographic Methods
- STAT 7009 Statistical Research Design & Analysis
- SOSS 7019 Fertility, Gender & Reproductive Health (Not offered in 2009)
- SOSS 7020 Mortality & Health Transitions (Not offered in 2009)
- SOSS 7018 Migration & Spatial Demography
- SOSS Advanced Demographic Methods

#### **Sociology**

- SOCL 7042 Sociology of Health & Illness
- SOSS 7017 HIV/AIDS in Context

## Public Health

COMH 7120 Epidemiology I and II

SOSS 7010 A research report of not less than 20 000 words and no more than 30 000 words on an approved topic.

*For further information contact:*

Academic Co-ordinator: Professor Clifford Odimegwu (+27 11) 71 74056

Administrator: Ms Julia Mamabolo +27 11) 71 74054

## DEVELOPMENT STUDIES

*Development Studies Staff:*

*Acting Course Co-ord:* Dr Stephen Louw (Political Studies) 71 74368

*Administrator:* Ms Julia Mamabolo 717 4054

*School of Social Sciences*

*Associated Staff:*

Prof Peter Delius (History) 71 74314

Prof Stephen Gelb (The EDGE Institute) 339 1757

Prof Ran Greenstein (Sociology) 71 74455

Dr Stefan Schirmer (Economics) 71 78114

Dr Lucien Van der Walt (Sociology) 71 74441

Prof Harry Zarenda (Economics) 71 78111

Prof Shireen Hassim 71 74364

Dr Teddy Brett 71 74374

## INTERDISCIPLINARY HONOURS DEGREE

Development Studies is a field of academic enquiry in which we explore debates, experiences and practical ways of achieving an improvement in the human condition and an enlargement of people's choices. The University of the Witwatersrand (Wits), situated in Johannesburg, South Africa, is richly endowed with teaching and research resources in this field. Located in the economic heartland of a developing country with huge income disparities, it offers students and researchers a unique combination of conceptual and practical insights into the development needs of societies. Right on Wits' doorsteps are communities ranging from the very poorest to the relatively well-endowed. Our neighbouring states range from effective democracies to societies undergoing fragile transitions. Some are torn apart by war; others are wrestling with reconstruction.

Students and researchers at the University are able to draw upon a vast range of local and international academic expertise and on NGO, government and business experiences to give intellectual depth and practical meaning to their work.

Students who are interested in working in the development field can enrol for our *course work* degrees – either an **Honours** or a **Master of Arts** in Development Studies – or *thesis only* degrees – a **Master of Arts** or **PhD in Development Studies**. All are offered through the School of Social Sciences. These interdisciplinary course work and thesis programmes are offered through the joint efforts of several schools and faculties in the University, enabling students to engage in current local, national and international debates in Development Studies while promoting professional skills in these fields.

Further information about this degree is obtainable from:

Administrator Development Studies: Julia Mamabolo

Tel: 011 717 4054, Fax: 011 717 4336

Email: [Julia.Mamabolo@wits.ac.za](mailto:Julia.Mamabolo@wits.ac.za)

OR

The Humanities Graduate Studies office

Faculty of Humanities, Ground Floor, Room 4, South West Engineering Bldg, East Campus

Tele: +27 (11) 71 74007/8, web: <http://www.wits.ac.za/humanities/socialsciences/development.htm>

# LABOUR POLICY AND GLOBALIZATION

## INTERDISCIPLINARY MASTERS DEGREE

WITS, through a joint initiative between SWOP, Sociology, Development Studies, History and Economics has been chosen as the African site of the new Global Labour University (GLU) launched by the ILO in 2002. The Masters programme is offered by Kassel University and the Berlin School of Economics. WITS is the second campus of the Global Labour University with a third campus having been set up in Campinas Brazil, and a fourth at the TATA Institute in India.

In order to analyse the challenges of globalization a multi-disciplinary approach is used combining sociology, history, law, economics and political studies.

The programme will provide students with insight into the role of labour and development and assist workers and their organisations to assert labours perspective in public debate, policy development and implementation and social dialogue on central human development objectives. These include: workers rights and social justice; employment creation; gender equality, all of which are key to combating poverty and social exclusion.

**Lecturers in Compulsory Units:** Edward Webster, Seeraj Mahomed  
**Lecturers in Electives:** Lucien Van der Walt, Devan Pillay, Bridget Kenny, Michelle Williams, Samuel Kariuki, Leah Gilbert, Shireen Ally.

*Students are required to complete two compulsory units and one elective. In addition, students must attend the **Research Methods seminar and complete the research report.***

## SEMESTER 1

### **SOSS 7021: Labour and Development (compulsory)**

*Unit presenter: Prof E Webster*

Much of the literature that explores the determinants of economic development has focused either on the market and its social carrier, employers, or on the developmental state and its technocratic elites. This developmental literature has tended to see peasants and workers as either victims or beneficiaries, but rarely as active agents of economic and political transformation. Sociology's approach will be to analyse the role of labour in the development process both historically and in the current epoch of globalization. The focus will be on labour and development in Southern Africa and the Global South. A key challenge facing labour is its relationship to the post-colonial state, especially the role of labour in economic policy formulation and implementation. Another important concern is the relationship of trade unions (which traditionally organize mainly permanent or 'core' workers) to other civil society organizations, the working poor, peasants and the informal economy. To answer these questions it is necessary to understand labour as an independent actor, its evolution and the dilemmas it faced in developing societies.

Research Methods Seminar (non-accredited, intensive short course) (*compulsory*)

### **Electives**

*Students must choose one unit from either Semester 1 or Semester 2.*

SOCL 7015	Labour Movements in Developing Societies
SOCL 7012	Global Institutions and Economic Restructuring
SOCL 7043	Sociology of Land and Agrarian Reform in SA
SOCL 7010	Economic Sociology
SOCL 7042	The Sociology of Health and Illness

*Students are advised to choose an elective in the field in which they intend to undertake their research.*

Students are also required to attend a Research Methods seminar (non-accredited, intensive short course; half-day)

## SEMESTER 2

### **SOSS 7022: Economic Policy, Globalisation and Labour (compulsory)**

*Unit presenter: Dr S Mahomed*

#### **Electives**

*Students must choose one unit from either Semester 1 or Semester 2.*

SOCL 7048	Labour in the Global Economy
SOCL 7009	Development as Ideology and Practice
SOCL 7011	Environmental Sociology
SOCL 7017	HIV/AIDS in Context
SOCL 7039	Social Transitions

## FORCED MIGRATION STUDIES

### HONOURS DEGREE IN FORCED MIGRATION

The Honours degree in Forced Migration Studies is intended for those wanting to advance their ability to analyse and understand research, practice and policy in the field of forced migration. It is open to applicants who have a three-year degree in any social science discipline with at least an upper second class pass (typically 65% or above average) in their third year. It is also suitable for people who are transferring from technical fields such as engineering or business.

Required unit for Honours students: **GRAD 4021**: Introduction to the Study of Forced Migration

The Forced Migration research seminar running parallel to the core unit (**GRAD 4021**) is compulsory for those Honours students wishing to proceed to the Masters degree by dissertation. Other Honours students are encouraged to attend.

Students who wish to continue at the MA level may also be expected to attend **GRAD 4047/GRAD 7056**: Logics and Methods of Inquiry for Forced Migration Research.

### POSTGRADUATE DIPLOMA (PGDA) IN FORCED MIGRATION

This degree is intended for candidates with social science degrees, strong degrees from other related disciplines, such as law, and those with extensive practical experience. This degree option is open to applicants who have achieved at least an upper second class pass (typically 65% or above average) in their first university degree.

Students who have completed units at Honours level may not repeat the units at Diploma level.

### MASTERS DEGREE BY COURSEWORK AND RESEARCH REPORT

Intended to advance candidates' critical engagement with the theory and practices of forced migration, this degree is suitable for those who would like to advance their scholarly training in forced migration studies. Successful applicants to the MA in Forced Migration Studies will possess a good Honours or four-year undergraduate degree (typically with an average of 65% or above) in any social-science or related discipline. Candidates with relevant professional experience will also be considered. The Masters programme is offered over one year for full-time students and two years for part-time enrolees.

Students are required to complete three taught units and a research report. One of the taught units must be the core course: GRAD 7029. Students may also be required to attend GRAD 4047/GRAD 7056: Logics and Methods of Inquiry for Forced Migration Research. (*Students who have completed units at Honours level may not repeat the units at Masters level.*) Full-time students must register in February. Part-time students may be considered for mid-year registration.

The research report (GRAD 7109), due in February 2010, is expected to be between 15,000 and 30,000 words. It comprises 50% of the total degree mark. Staff will review details, expectations, and procedures during orientation and in the core unit.

## **MASTERS DEGREE BY DISSERTATION**

The MA by research is intended to advance candidates critical engagement with the theory and practices of forced migration. It is intended for those seeking advanced research training in the field of forced migration. The Masters by Research is designed for advanced students with prior social-science research experience and a background in migration studies. Other students may be admitted on the condition that they complete the programme's core unit (GRAD 7029) and/or the research methods module. Evaluation is based solely on the successful completion of a research report of around 50,000 words. A proposal for this research is due 3 months after first enrolling. The research report, based on substantial, primary-source research, is normally expected 12 months after initial enrolment although full-time students have up to 2 years to complete the project. A committee consisting of a primary supervisor and at least one other advisor will guide students. Students may enrol in either February or July for this degree.

## **PHD IN FORCED MIGRATION**

The PhD in Forced Migration Studies is suitable for those who intend to have a career in research either inside or outside the academy. The degree generally requires no coursework. Successful doctoral applicants must have a strong undergraduate degree and Masters qualification; a substantive background in a migration-related field; and a demonstrated ability to conduct methodologically sound, independent research (academic or otherwise). Strong students who do not meet all of these qualifications may be admitted on the condition that they register for a research methods course and/or the core course, or complete a Masters degree through the programme.

All new doctoral students are encouraged to participate in the Masters level **research methods unit**. Upon approval from the instructor and programme director, it may also be possible to register for a single module as an 'occasional' student. Space allowing, modules may be open to students enrolled in other degrees across the University.

F MSP doctoral students are supervised by a thesis committee consisting of a primary supervisor and at least one other advisor capable of offering coverage of relevant areas.

## **HONOURS/MASTERS**

Details on units taught by the Forced Migration Studies Programme follow. However, F MSP students are encouraged to explore the many other units offered every year throughout the School of Social Sciences and elsewhere in the University. Consult the Graduate Centre Handbook for a full list of units on offer in 2010 or contact departments directly. Any unit may be considered for approval by the programme director.

Please note that the following are provisional descriptions intended to provide students with a general overview of the units on offer. Students are encouraged to contact unit co-ordinators directly for further information and to refer to updated syllabi for expectations and assignments.

### **SEMESTER 1**

#### **GRAD 4021/GRAD 5076/GRAD 7029: Introduction to the Study of Forced Migration**

*Unit presenter: Ms T Polzer*

Human displacement affects politics and societies around the world. Nowhere are its impacts more acute than in Africa, where movements of people as a result of war, political persecution, famine, and development are central to its economies, politics, and global image. This survey unit introduces students to issues related to contemporary experiences of forced migration and international humanitarianism and situates these movements within the broader context of international migration and urbanisation. Rather than providing technical training or policy directives, this unit outlines analytical frameworks needed to make sense of what often appear to be an intractable set of ethical, logistical, conceptual, and methodological concerns. This interdisciplinary unit uses contemporary social and political theory to make sense of case materials drawn primarily from the African context.

## **GRAD 4047/GRAD 5090/GRAD 7056: Selected Topics: Logics and Methods of Inquiry for Forced Migration Research**

*Unit presenter: Dr I Palmary*

This seminar is intended to strengthen students' comprehension of and capacity for conducting social scientific inquiry and developing their own research projects. The focus is on understanding social science's objectives and logics, enhancing students' skills for evaluating the merits of published materials, and developing strategies for conducting methodologically sound, theoretically relevant research in the environments where refugees and forced migrants are typically found. Upon permission from the instructor, the unit is also open to Honours or PGDA students who may wish to continue their studies at the Masters level.

## **SEMESTER 2**

### **GRAD 4042/GRAD 5087/GRAD 7052: The Psychosocial and Health Consequences of Forced Migration**

*Unit presenters: Dr L Nuñez, Ms J Vearey*

This unit provides a critical introduction to the health and psychosocial consequences of forced migration. The theoretical core of the health component draws primarily from a public health perspective on humanitarian interventions and rights based arguments relating to health care of forced migrants. It explores the relationships between the state of being a forced migrant and the conditions that create vulnerabilities to ill health, specifically with regard to HIV/AIDS; mental and reproductive health.

The unit explores integrated public health responses in light of disciplines such as public health, anthropology and psychology and examines these responses in terms of their differential impacts on the forced migrant population with respect to ethnicity, gender, and legal status. This includes case studies of common interventions with migrant populations including HIV/AIDS, the provision of basic services such as water, sanitation and immunisation – among others – and pays particular attention to the differential impact of displacement on forced migrants who occupy different social positions. In doing so, it interrogates assumptions behind the existing interventions for different groups.

The unit's psychosocial component investigates the (fairly recent) emphasis on incorporating psychosocial principles into humanitarian interventions, with particular emphasis on African cases. This introduction serves as a starting point for delving into debates surrounding prevailing understandings of trauma and their appropriateness for the African, post-conflict context.

### **GRAD 4047/GRAD 5090/GRAD 7025: Migration: Mobility, Space and Power**

*Unit presenter: Prof L Landau*

This unit draws on Political Science, Sociology, Anthropology and Human Geography to better understand how human migration - a form of globalization from below - is reconfiguring social and political power in Africa. The unit's first section reviews theoretical literature on the interrelationship between space, population, and power. In doing so, it explores the determinants of political community-ethnicity, citizenship, ideology, and state-society relations. The second section engages with debates around globalization and regional integration and their meaning for transforming spatialised power. The unit concludes by examining the challenges of governance, the meaning of sovereignty, and the nature of the society and politics in an era of migration. These investigations will not provide answers or specific policy recommendations. Instead, by causally and conceptually integrating movement within broader social scientific debates, unit participants are expected to develop a nuanced understanding of the interconstitutive relationship among migration, space, and power.

## **LOCAL HISTORIES PRESENT REALITIES: NRF PROGRAMME**

This research programme is funded through the National Research Foundation's South African Research Chairs' Initiative, which awarded a Research Chair to Professor Philip Bonner in 2007.

The time horizon of the programme is mainly 20<sup>th</sup> and 21<sup>st</sup> century. Its geographical horizon is the area encompassed by the North West, Limpopo, Gauteng, Mpumalanga and Free State Provinces. A core aim of the programme is to relate local pasts to local presents. The research aims to confront and understand present challenges by analysing their historical contexts. The project is interdisciplinary and its main focus is

small/intermediate towns and their hinterlands. The research team consists of the Chair, researchers, postdoctoral fellows and postgraduate students (PhD, MA and Honours).

The project welcomes applications from students with distinguished academic records in the fields of History, Political Studies, Sociology, Anthropology and relevant but less adjacent fields. The next deadline for applications for postgraduate positions is September 2009.

PhD applicants should already have obtained a Masters degree and MA applicants should already have obtained an Honours degree.

Students applying for admission to this programme must include the following with their application:

A detailed and up to date CV showing undergraduate and postgraduate degrees and component courses of study together with certified copies of degrees and diplomas.

An example of any recent written/published work

Names and contact details of 3 academic referees for doctoral applicants and names and contact details of 2 academic referees for Masters applicants.

PhD and Masters applicants should provide a detailed letter explaining their proposed area of research and how it might fit into the research programme.

Successful doctoral fellows will receive a stipend plus research expenses annually for three years; successful Masters applicants will receive a bursary plus research expenses annually for two years; and successful Honours applicants will receive a bursary plus research expenses for one year.

For more information on this programme contact:

Ms Pulane Dithlake, Tele: (27) (11) 71 74281, Fax: (27) (11) 71 74289 E-mail: [pulane.dithlake@wits.ac.za](mailto:pulane.dithlake@wits.ac.za)

# School of Literature and Language Studies

## AFRICAN LANGUAGES AND LITERATURE

### HONOURS/MASTERS IN AFRICAN LANGUAGES

#### **AFRL 4001/502217001: Advanced Morphology**

**2nd Semester**

*Unit Co-ordinator: Mrs Quinn Setshedi*

*[Quinn.Setshedi@wits.ac.za](mailto:Quinn.Setshedi@wits.ac.za)*

The focus of this course will be various practical and theoretical problems in the morphology of the Bantu Languages. In order to appreciate the nature of those problems fully, students will be required to write a (partial) generativist morphological account of their own language. Students will also be expected to acquire some familiarity with the morphological structure of a few other Bantu Languages.

#### **AFRL 4007/7004: Approved Topic in Linguistics**

**1<sup>st</sup> Semester**

*Unit Co-ordinator: Dr Innocentia J. Mhlambi*

*717-4257, [Innocentia.Mhlambi@wits.ac.za](mailto:Innocentia.Mhlambi@wits.ac.za)*

Black films in African languages have not been subjected to a systematic study, yet the production of these films span almost thirty years. Some Black television dramas in African languages in South Africa are direct offshoots from African languages literary traditions, while others are drawn from the African Cinema and theatre traditions. This course will introduce students to the historical overview of black television film production in African languages. A host of theoretical underpinnings that defined Third Cinema, Black Film Theories and Cultural Studies theories will be used in exploring pertinent issues that not only relate to films in African languages but that also relate to black films in general both within the continent and across the African Diaspora.

**AFRL 4012: Research Essay****1<sup>st</sup> Semester**

Unit Co-ordinator: Dr Innocentia J. Mhlambi  
717-4257, [Innocentia.Mhlambi@wits.ac.za](mailto:Innocentia.Mhlambi@wits.ac.za)

The course will introduce students to research skills, tools and methods in the field of African languages literature and linguistics and students will undertake research projects on approved topics and produce a research essay to be submitted towards the end of the academic year.

**AFRL 4013/7017: Selected Topic in African Languages****2<sup>nd</sup> Semester**

Unit Co-ordinator: Mr Lwazi Mjiyako  
717-4255 [Lwazi.Mjiyako@wits.ac.za](mailto:Lwazi.Mjiyako@wits.ac.za)

***Sociology of News Production in African Languages***

*This course will introduce students to theories of news production and contexts/factors affecting the production of such texts; and related sociolinguistics theories. After synthesising the two theoretical frameworks students will be required to identify and respond critically to issues which are pertinent to African language media productions in a South African context. Students will choose a medium (e.g. television, magazine, newspaper, radio, etc) that they will focus on and from which they will present a seminar paper and submit a written essay based on the seminar presented.*

**AFRL 4015/7020: Traditional Literature****1<sup>st</sup> Semester**

Unit Co-ordinator: Dr Innocentia J. Mhlambi  
717-4257, [Innocentia.Mhlambi@wits.ac.za](mailto:Innocentia.Mhlambi@wits.ac.za)

The focus of the course will be on the cultural and historical background, theoretical and methodological readings and exercises, analysis and interpretations of particular genres through the examination of meanings (implicit, abstract and conceptual), organization and use of oral literature in social life as expression of cultural identity and the relationship between orality and literacy.

**AFRL 4016/7021: Translation****2<sup>nd</sup> Semester**

Unit Co-ordinator: Mrs Quinn Setshedi  
[Quinn.Setshedi@wits.ac.za](mailto:Quinn.Setshedi@wits.ac.za)

The aim of the course is to contextualize translation within the field of African languages by conducting in-depth study of the translated literary genres and children's literature from English to African languages and vice versa. Exercises on general translations will be done. The main thrust is to isolate general and specific problems that arise from linguistic, cultural, geographical and historical influences and the impact made by factors on translated works on African languages. Analysis of translated works will be undertaken.

**AFRL 4019/7003: Syntax/Advanced Syntax**

Unit Co-ordinator: Mrs Quinn Setshedi  
[Quinn.Setshedi@wits.ac.za](mailto:Quinn.Setshedi@wits.ac.za)

The focus of this course will be on practical and theoretical problems in the syntax of Bantu languages. In order to appreciate the nature of these problems fully, students will be required to write out a (partial) syntax of their own language. Students will also be expected to acquire some familiarity with the syntactic structure of a few other Bantu languages.

**AFRL 4020: Sociolinguistics**

Unit Co-ordinator: Mrs Quinn Setshedi  
[Quinn.Setshedi@wits.ac.za](mailto:Quinn.Setshedi@wits.ac.za)

This course considers a variety of roles played by language in social interaction and in the creation of social structures in African societies. Central themes include the relationship between language (and the individual and group) identity, ethnographic analysis of conversation, language in the educational setting, sociolinguistics accommodation and change in multilingual multiethnic environment.

### **AFRL 4021/7018: Semantics and Pragmatic**

*Unit Co-ordinator: Mrs Quinn Setshedi*

[Quinn.Setshedi@wits.ac.za](mailto:Quinn.Setshedi@wits.ac.za)

The course gives an overview of current semantic theories with special emphasis on "Cognitive semantics". In addition various theories such as lexical semantics; issues of definition/word meaning, metaphor and metonymy, semantics of grammatical morphemes and topicality and discourse coherence, and speech acts will be applied to African Languages data.

### **AFRL 4022/7007: Language and Culture**

*Unit Co-ordinator: Mrs Quinn Setshedi*

[Quinn.Setshedi@wits.ac.za](mailto:Quinn.Setshedi@wits.ac.za)

The focus of the course is on studying language and social boundaries, the relationship between social structure and social organization and the linguistics and ethnographic descriptions of the speech communities. Students will be introduced to field methods, ethnographic, semantics and expressions of culture in language and speech.

### **AFRL 4023: Modern Prose**

*Unit Co-ordinator: Dr Innocentia J. Mhlambi*

717-4257, [Innocentia.Mhlambi@wits.ac.za](mailto:Innocentia.Mhlambi@wits.ac.za)

The course introduces students to critical approaches to the study of African languages literature through a study of selected canonical writers. The approaches currently used in the study of African languages have always been aligned to the dominant English or European literary traditions without any particular bearing on the indigenous aesthetic regard of what constitutes good artistic expressions.

The course commences with a scrutiny of previous aesthetic models (Russian Formalism, Structuralism, New Criticism) and then proceeds to introduce an aesthetic model that approaches indigenous texts from the indigenous point of view. This indigenous approach is constituted by two tiers; the traditional and the modern popular knowledge systems informing African artistic expressions. Work of art including music, dance, songs and poetry will be used to situate the arguments for substantiating for the latter model.

African languages artistic expressions are studied in terms of how they fit and contribute to greater debates and discussions in the black artistic world.

### **AFRL 4024/7008: Language Policy and Planning**

*Unit Co-ordinator: Mrs Quinn Setshedi*

[Quinn.Setshedi@wits.ac.za](mailto:Quinn.Setshedi@wits.ac.za)

This course examines the relationship between language policy and national language development goals in a range of African and overseas contexts. There is a detailed consideration of planning activities and the evolution of policy in Southern and Central Africa.

### **AFRL 4026/7002: Phonology/Advanced Phonology**

*Unit Co-ordinator: Mrs Quinn Setshedi*

[Quinn.Setshedi@wits.ac.za](mailto:Quinn.Setshedi@wits.ac.za)

This course aims to provide a broad framework of the scope of phonology, phonological explanations, phonological theory, phonological representations and processes. Issues developing from lectures will be applied to Bantu languages. Opportunities will arise for students to narrow their interest to specific areas of research.

### **AFRL 4027: Modern Poetry and Drama**

*Unit Co-ordinator: Dr Innocentia J. Mhlambi*

717-4257, [Innocentia.Mhlambi@wits.ac.za](mailto:Innocentia.Mhlambi@wits.ac.za)

The course focuses on historical evolution of modern poetry and Drama from pre-colonial performance forms to modern closet or written forms. In addition literary approaches informing modern poetry and Drama, the thematic and the ideological content of sampled texts will be studied. In addition the course will explore form and content of these genres focusing on texts produced over three significant phases: the colonial, the apartheid and the post-apartheid phases to ascertain significant shifts in stylistics and analytical approaches.

## AFRICAN LITERATURE

### **The History of the Book in Africa**

2<sup>nd</sup> Semester

Unit Co-ordinator: Prof Isabel Hofmeyr  
717-4142, [Isabel.hofmeyr@wits.ac.za](mailto:Isabel.hofmeyr@wits.ac.za)

The field of the history of the book has been gaining ground as a major domain of enquiry for the last two decades. As a field of enquiry, the history of the book has produced a long and distinguished tradition of scholarship. In the words of Chartier, its major focus has been three-fold: to understand “the text, the material object which conveys it, and the act which grasps it.” This triptych of issues has prompted a rich archive or investigation into all aspects of the materiality of the book and its import for the social and aesthetic meanings of texts.

### **African Popular Media and the Novel**

2<sup>nd</sup> Semester

Unit Co-ordinator: Prof I Hofmeyr  
717-4142, [Isabel.hofmeyr@wits.ac.za](mailto:Isabel.hofmeyr@wits.ac.za)

As many previous studies have demonstrated, the African novel has often emerged from a background of popular media such as newspapers, periodicals, magazines, pamphlets, popular novelettes, films, television, popular Drama, letters, popular religious media and so on. As a recent study puts it “Ephemeral printed publications ... have helped to stimulate literary creativity by offering regular outlets for short fiction.” These media often provide the opportunity for stylistic innovation and generic experimentation which subsequently informs the more “canonical” novels that emerge. More recently as well, this field of popular cultural production which straddles the oral and the written has been the subject of growing academic investigation, partly because it is in this zone that the bulk of African cultural activity occurs. These experiments with genre in popular fiction are also a way of imagining and speaking to new audiences and publics. The generic innovation of popular fiction in Africa is often also a way of providing narrative expression to new forms of experience. By paying close attention to the forms of popular fiction, this unit aims to raise preliminary questions about the formation of reading publics in Africa. These publics are in turn often tied up with powerful ethnic, racial, gendered, religious and regional identities and the unit will ask how these identities interact with the ideas and notions of official culture.

### **Canonical Writers and the Post-Colonial Experience in Africa**

2<sup>nd</sup> Semester

Unit Co-ordinator: Prof James Ogude  
717-4145, [James.ogude@wits.ac.za](mailto:James.ogude@wits.ac.za)

The general study of African Literature in the universities has tended to focus on canonical texts like *Things Fall Apart*, *God's Bits of Wood*, *The Beautiful Ones are not Yet Born* and so on by leading African writers like Achebe, Ngugi, Soyinka, Sembene and Armah. However, most units tend to focus on the early works of these writers. Little attention has been paid to their more recent works. This unit seeks to make a shift in focus by attempting to explore some of the more recent works of these canonical writers. The aim of the unit is to examine both the formal strategies and any new insights that these writers offer in their recent works. The focus will be on how the writers deal with the post-colonial experience in Africa and how indeed, they revisit some of the issues raised in their earlier texts. Since most of the writers have also theorised literary and socio-cultural issues in Africa, some of their critical essays will be read alongside their creative works.

### **Contemporary Trends in African Literature**

2<sup>nd</sup> Semester

Unit Co-ordinator: Dr. Dan Ojwang  
717-4146, [dan.ojwang@wits.ac.za](mailto:dan.ojwang@wits.ac.za)

Over the last two decades there has been the emergence of a distinct ‘third generation’ of African writers including figures like Dangarembga, Okri, Couto, Vassanji, Gurnah, Hove, Abani, Adichie, Isegawa, Tuma, Wainaina, Mpe, Duiker, Oyeyemi, Laing, Bandele-Thomas and so on. In theme, style and content, this cohort is distinct from the ‘classical’ writers of the canon and tends to take up issues that have emerged in other ‘postcolonial’ literatures. This shift in literary emphasis has been accompanied by a shift in critical focus and much African literary theory is now dominated by various forms of ‘postcolonial’ theory. This unit will read the works of the ‘third generation’ of writers through the lenses of recent critical theory.

## **Radio Drama in Africa**

*Unit Co-ordinator: Dr. Dan Ojwang*  
717-4146, [dan.ojwang@wits.ac.za](mailto:dan.ojwang@wits.ac.za)

Radio Drama is one of the most widely consumed popular cultural forms in the African continent. This module/unit introduces students to emerging debates and scholarship on this important field; equips students with an understanding of how to analyse radio plays; links analyses of radio plays to broader questions of publics and audiences, and encourages students to embark on their own research projects in this exciting field. In addition, it attempts to answer several questions including the relevance of radio Drama studies, how radio plays can be used to interpret contexts upon which they are set and the role of radio Drama in the transition of societies.

## **Critical Approaches to African Literature**

**1<sup>st</sup> Semester**

*Unit Co-ordinator: Prof. Bheki Peterson*  
717-4143, [bhekizwe.peterson@wits.ac.za](mailto:bhekizwe.peterson@wits.ac.za)

The appreciation of African Literature has been a site of intense debate since the 1950s. This seminar-based unit introduces students to a wide range of debates that have characterised the modern development of African literary criticism. Working from the assumption that criticism is a socially conditioned act, the unit sensitises the student to how criticism has registered the changing concern and themes of African writers. It also exposes them to the practice of meta-criticism. The key areas of study include the initial debates on “universality” and “local particularity”; the possibilities and implication of an African or Black aesthetics; feminism; working class culture and consciousness; popular performance; nationalism and literature; and the cultural politics of race and class.

## **Narrative of the Indian Ocean**

**2<sup>nd</sup> Semester**

*Unit Coordinator: Prof. Isabel Hofmeyr*  
717-4142; [Isabel.Hofmeyr@wits.ac.za](mailto:Isabel.Hofmeyr@wits.ac.za)

This module/unit aims to investigate the extent to which the Indian Ocean can be considered as a social, economic, legal and cultural arena. The module/unit raises the issues with a view to understanding their broader consequences for South Africa’s future in the Indian Ocean.

## **PUBLISHING STUDIES (BA HONOURS)**

*Not open to students outside the programme*

*Unit Coordinator: Dr. Dan Ojwang*  
717-4146, [dan.ojwang@wits.ac.za](mailto:dan.ojwang@wits.ac.za)

*Entry requirements: At least 65% in the undergraduate degree. Entry is by Entrance test.*

This unit provides students with a theoretical and practical training in publishing. It aims to prepare postgraduate students for a career in book publishing. The unit consists of 5 module/units which contribute to the year mark and one additional module/unit which must be passed in order to graduate, but which does not contribute to the overall mark directly:

- The Publishing Environment
- Proofreading and Copy-editing
- Sales and Marketing
- Commissioning of new lists and costing new books
- Publishing Management and Publishing Finance
- Editorial Management
- Production and Design (not for marks)

When possible, part of the training will involve a month’s placement with a Johannesburg publisher.

# ENGLISH

## HONOURS AND MA CURRICULUM

### HONOURS

(i) **Requirements:**

(a) Students must choose five modules, one of which may be the Research Essay. **Please note that the Research Essay is NOT compulsory.**

(b) The choice must encompass at least two periods; i.e. there must be at least one paper from a period from before the twentieth century: Medieval, Renaissance or Victorian.

(ii) With the approval of the Head of English, students may take one or, in exceptional cases, two of their papers in another discipline; but only if they usefully complement their English Honours programme.

(iii) Students may not change their choice of papers **after the end of the second week of the first quarter**. Students may not change from full-time to part-time status **after the end of the first quarter**. They must notify the Humanities Faculty Office of all changes to their registration, **including a change of module**.

(iv) **Part-time students** must do at least two courses in each year.

(v) In choosing their papers, students are encouraged to be aware of the possibility of embarking on a combined two year Honours/Masters coursework programme leading to the degree of MA in Modern and Contemporary literature (described on pages 17 to 20 of the English Studies Pamphlet)

(v) The following papers provide an outline of what may be on offer in 2010:

**Seminar Courses – First semester**

Theory of Literature (Monday afternoons)

Social Change in the 19<sup>th</sup> Century Novel (Tuesday afternoons)

Modernism (Wednesday afternoons)

American Literature (Thursday afternoons)

Medieval Literature (times to be announced)

**Seminar Courses – Second semester**

Postmodernism in Literature (Monday afternoons)

Renaissance Studies (Tuesday afternoons)

South African and Postcolonial Literature (Wednesday afternoons)

Creative Writing: “Experiments in Telling” (Thursday afternoons)

Travel Writing (times to be announced)

**Research Essay – Whole Year**

### FIRST SEMESTER

#### Medieval Literature

*Convenor: Dr A Oseman*

#### Faces of Medieval Heroism

The course interrogates the notion of heroism in medieval literature as it is inflected by literary form, linguistic formation, gender and social context. Diverse approaches – philological, feminist and historicist – are deployed to offer insight into the heroic ethos as it was represented during the middle ages and as it has been appropriated by modernity. The course also considers related issues of ecology and spirituality.

## **Introduction to Old English**

*Beowulf* (trans. Seamus Heaney) and with extracts in Old English (Prof Viljoen)  
Sweet's *Anglo-Saxon Reader* (selections) (Prof Viljoen)  
*Sir Gawain and the Green Knight* (to be announced)  
Chaucer *The Canterbury Tales* Fragments I and III (to be announced)  
J.R.R. Tolkien *The Lord of the Rings* (Prof Gaylard)

## **The Modernist Novel and the Crisis of Modern Thought**

*Convenor: Prof M A Williams*

Focusing on the evolution of Western thought in the later nineteenth century and the first half of the twentieth century, this course unfolds the profound interrogation of notions such as subjectivity, religious faith and political engagement. Emerging conceptions of language, together with the related theories of representation, are also brought under close scrutiny. This questioning is consistently linked to a discussion of the construct of literary Modernism, particularly with respect to the themes of identity, gender, class and national affiliation. Related topics, which are explored through the study of specific novels, include an examination of the modern metropolis, alienation and adaptation within an increasingly cosmopolitan context, the development of psychoanalytic paradigms and aesthetic debates about form and temporality in fiction. Students are encouraged to compare and contrast the novels set for the course, as they work towards their own understanding of Modernist concerns and literary techniques.

Joseph Conrad 'The Secret Sharer', *Typhoon* and *The Nigger of the Narcissus* (Prof Titlestad)  
Virginia Woolf *The Waves* (Ms Mania)  
James Joyce *The Dubliners* (Ms Kostelac)  
D H Lawrence *Lady Chatterley's Lover* (Dr Thurman)  
William Faulkner *Light in August* (Dr Masterson)

## **Theory of Literature**

*Convenor: Dr J Masterson*

This course explores some of the major developments in literary theory which have occurred during the twentieth and twenty-first centuries. The series opens with a brief contextualizing introduction to semiotics and structuralism, which concentrates on the linguistics of Ferdinand de Saussure. This prepares the way for an exploration of the poststructuralist writings of Roland Barthes, the account of deconstruction developed by Jacques Derrida, and the unfolding of French feminism in relation to psychoanalysis. These topics are followed by a consideration of Michel Foucault's contribution to contemporary cultural debates and an investigation of selected aspects of postcolonial theories of literature. The course focuses on the close examination of primary material, although students are encouraged to read as widely as possible. Opportunities are also provided for applying the theories considered to a range of texts. This module enables students to extend and refine their theoretical knowledge of critical and methodological approaches to reading, writing and research in the Humanities.

Materialist Readings (Dr Masterson)  
Roland Barthes on Writing and Textuality (Prof Annette Horn)  
Derrida and Deconstructive Praxis (Prof Peter Horn)  
French Feminist Theory, especially Kristeva (Ms Kostelac)  
Foucault, especially the *History of Sexuality* (Ms Kostelac)  
Aspects of Postcolonial Theory (Prof Gaylard)

## **Social Change in the 19th Century Novel**

*Convenor: Dr Poeti*

Taking into consideration Georg Lukàcs's theory that the novels reflect the structure of historical and social reality and the Marxist view of history as a dialectical class struggle, the course is structured around seminal European novels written in periods of important social and cultural upheaval. One of its objectives is to define the novel as a mirror, both of the society for which it is written, and of the author's vision of what needs to be changed within that society. It examines different approaches to social realism, political discourse, polemics, propaganda, satire and caricature to illustrate their role as factor and as yardsticks of social change. It deals with the effects of censorship on narrative production in Europe and how this sometimes affected the narrative devices used in the texts. The course requires the student to do some background reading on European social and political history.

Elizabeth Gaskell *North and South* (Prof Leaver)  
Theodore Fontane *Effi Briest* (Dr Thorpe)  
Charles Dickens *Little Dorrit* (Ms Fanucchi)  
Ivan Turgenev *Fathers and Sons* (Prof Krzychylkiewicz)  
Giovanni Verga *House by the Medlar Tree* (Dr Poeti)  
Emile Zola *Germinal* (Prof Tadjjo)

### **American Literature**

*Convenor: Dr D Newfield*

This exciting module examines America and dreams of America from an unusual perspective. Starting with a psychoanalytic reading of the gothic and detective horrors of Edgar Allan Poe that exhumes the dark underbelly of the American dream, the course goes on to examine in some depth the darker sides, as well as lighter aspects, of American relationships to nature, to other cultures, to itself and to its own future. In this process, a strange and alluring beauty becomes apparent that also provides an avenue of approach to major watersheds in the history and development of American writing.

Poe "Selected short stories" (Prof Gaylard)  
Melville *Moby Dick* (Dr Masterson)  
American Poetry (Dr Masterson)  
Richard Wright *Black Boy* (Dr Newfield)  
Don DeLillo *White Noise* (Ms Kostelac)  
Cormac McCarthy *The Road* (Prof Titlestad)

## **SECOND SEMESTER**

### **The ABC of Travel Writing**

*Convenor: Dr M Adler*

This is an interdisciplinary postgraduate course, based in the English Department. It includes a broad historical and theoretical overview of selected travel writings from the classical period to the present day, but there is also a practical component where students are encouraged to familiarize themselves with the travel writing industry and produce their own travel writings. In addition to the lecturers on the course, practitioners and professional travel writers will be invited to share their experiences and skills with us. Students from fields such as tourism, heritage studies, journalism, creative writing, history, English and so on, as well as 'armchair travellers' who simply wish to become more familiar with travel writing as genre and practice, should find the course useful and interesting. The list of prescribed readings varies from year to year. Please contact the course convenor for further information.

### **Renaissance Literature**

*Convenor: Prof Houliston*

#### **Renaissance Bounty: Something Rich and Strange**

The course highlights the adventurousness of English Renaissance authors in engaging with contentious Italian cultural practice and in exploring other worlds (both erotic and foreign), and goes on to consider how related modern debates resonate with the Shakespearean text.

Shakespeare *Henry IV part 1* and *The Duchess of Malfi* (Dr Oseman)  
Shakespeare *The Merchant of Venice* and *Antony and Cleopatra* (Dr Thurman)  
Love poetry of Spenser, Marlowe, Shakespeare, Mary Wroth (Prof Houliston)  
Castiglione and Machiavelli (Dr Oseman)  
Milton, *Samson Agonistes* (Prof Houliston)  
Tom Stoppard, *Rosencrantz and Guildenstern are Dead* (Prof Houliston)

### **Postmodernism**

*Convenor: Prof Gaylard*

This course plays with and deconstructs postmodernism's palimpsests, showing the interconnections between, and incommensurabilities of, such key layers as trauma, healing, identity, subjectivity, memory, the urban, the human, the posthuman, writing and speaking. Such playful deconstruction reveals the most creative and constraining contours of the past, contemporary life and possible futures.

Borges *Labyrinths* (Dr Thurman)  
Ian McEwan *Enduring Love* (Dr Adler)  
Jonathan Safran Foer *Everything is Illuminated* (Dr Adler)  
Philip K. Dick *Do Androids Dream of Electric Sheep?* (Dr Gaylard)  
Ridley Scott *Bladerunner* (Dr Gaylard)  
Matthew Kneale *English Passengers* (Mr Trengove-Jones)

## **South African & Post-Colonial Literature**

*Convenor: Dr Adler*

This second semester, Honours-level course is structured around a ‘dialogue’ between a range of literary and film texts. The course begins with an exploration of developments in postcolonial theory and criticism that have opened up different possible ‘readings’ of South African literature. The texts selected are drawn from a range of genres (poetry, fiction, drama, film and television), and although there is a strong concern with the historical evolution of our literary heritage, the central focus is on contemporary culture or ‘the now’ in South Africa. Where possible, writers and practitioners will be invited to present and discuss their work. Prescribed texts change from year to year, but in 2009 we include work by writers such as Sol Plaatje, Chris van Wyk, J.M. Coetzee, Njabulo Ndebele, Nadine Gordimer, Athol Fugard, Niq Mohlongo and Ivan Vladislavić, as well as films such as *Tsotsi* and *Jerusalema*.

## **Creative Writing: “Experiments in Telling”**

*Convenor: Ms Kostelac*

The course aims to encourage students with a literary or humanities background to produce creative work of their own. The course will be essentially practical rather than theoretical: a great deal of emphasis will be placed upon “workshopping”, including the submission of regular work and extensive revision and rewriting. Participants will be expected to respond critically to the work of others, as well as present their own work. There will be no formal examination: instead, participants will be expected to produce a substantial portfolio of work. The course will be divided into four sections, each of which will be taken by a different lecturer. Subsequently, each part of the course will have separate requirements and impose different genre restrictions on participants’ writing, as the titles of the different sections suggest: Writing the everyday, Memoir writing, Writing and trauma, Feature writing.

## **RESEARCH ESSAY**

If students are interested in writing a Research Essay, they should discuss the possible topic with the Course Supervisor who, in consultation with the Head of English, will decide whether or not the student will be allowed to offer a proposal, and will refer the student to a supervisor to discuss the topic. If the student was awarded less than an Upper-Second in English III, it might be inappropriate to attempt a Long Essay. The Long Essay will not normally be written on an author chosen for study in one of the student’s papers.

Professor Gaylard will hold a research methodology workshop on Wednesday **10<sup>th</sup> February** from 10.00 to 12.00 in SH3005 which will help to prepare students for the long essay.

Long Essay outlines should be carefully discussed with the nominated tutor, who must be satisfied with the written outline by Friday, **19 March** at the very latest, failing which students will have to replace the Long Essay with a seminar paper. Thereafter, **students must present some written work to their tutor at least once a quarter. Approximately ten pages and an expanded outline of the whole project must be given to supervisors by the mid-year.** Remember that although supervisors will monitor progress, the Long Essay is primarily the student’s own responsibility.

The Research Essay should normally be between 6000 and 9000 words (25 to 40 pages). It should be typed and bound. Three copies must be handed in by **10 November**. **Extensions can be granted only in exceptional circumstances. You are thus strongly advised not to leave the preparation of your Research Essay until late in the year.**

## **COGNATE COURSES OF INTEREST**

### **SECOND SEMESTER**

#### **Indian Fiction in English**

*Convenor: Prof Hofmeyr*

This postgraduate module meeting on Tuesday afternoons aims to introduce students to aspects of Indian fiction in English. The course will focus on the twentieth century. The course will focus on a historical and literary overview followed by a selection of texts from India and the diaspora.

#### **The Detective Story**

*Convenor: Dr Poeti*

Starting with the debate around the origins of the modern detective story, as exemplified by the works of E.T.A. Hoffmann and E.A. Poe, the course focuses on the characteristics of the genre and the typical structure of a detective story. It then explores the semiotic nature of this type of fiction and traces the interdisciplinary and intercultural elements of revelation and solution, then moves on to analyze postmodern or metaphysical detective stories that subvert, transcend or re-invent the canon as seen in some major mainstream authors e.g. Eco, Sciascia and Süskind. Detective fiction responds to advancements in science, legal & social reforms, changing concepts of race, morality and urban problems and is typical of the preoccupations of the age in which it is written. Theorists used to critically examine this sub-genre include Theodor Adorno, and Michael Holquist among others.

#### **(Re)Writing History: Biography & Autobiography**

*Convenor: Dr Poeti*

This course studies a genre that had traditionally been neglected but is now given due consideration by literary theorists, namely auto/biography. It covers a range of recently published biographies and/or autobiographies, with a view to examining the relationship between biography and history; biography and fiction; the narrative-I and the narrating-I, and how the 'subject-I' is constructed in an attempt to give meaning to a life and make sense of the past and the present. It tries to identify how and why in this process certain events are given emphasis while others are omitted, especially when what Freud called "screen-memory" is applied. Writings by theorists, such as Hayden White Paul Mann, Philippe Lejeune and Roland Barthes among others, serve to examine critical concepts related to the recording of history, dealing with chronology and narrative continuity, narrating public history and private stories, etc. The selection of texts is normally made round two topics: writing the female self in auto/biography, and memory and testimony of war and persecution. A third element that is present in the course examines literary biographies, i.e. biographies of people who are writers themselves and whose works are used to interpret and reconstruct their lives.

## **MASTERS OF ARTS IN ENGLISH BY COURSEWORK AND RESEARCH REPORT IN THE FIELD OF MODERN AND CONTEMPORARY LITERATURE**

This course is built on the recognition that many students wishing to do research are best served by a specially-tailored opportunity to read intensively around their chosen author or topic. The research report appropriately counts 50% of the total marks for the course, and candidates are able to lay solid foundations for proceeding to PhD work at a later stage.

#### **Admission to the Course**

Applicants for admission to the degree should normally have at least 65% in English or African Literature Honours or in an equivalent course from another university.

#### **Duration of the Course**

The course will be offered full-time and part-time. The full-time course will run over 12 months, with the research report done concurrently. The part-time course will run over 24 months. Extensions of up to six months for full-time students, and twelve months for part-time students, may be granted for the research report under exceptional circumstances.

## **Enrolling for the Course**

All enquiries should be directed to the Head of Department. You should at a very early stage make contact to discuss preliminary plans for the design of your course-work. Before you confirm your registration in late January, you must see the Head of Department to discuss your plans and interests more fully, and to confirm the curriculum which you will be selecting. A wide range of Masters level courses is available, and he will help you to tailor the study package which best suits your objectives and longer term research or career prospects.

A full list of staff with their room and telephone numbers will be found on page 3 of the Honours section of this booklet. Honours and postgraduate students are encouraged to read in SH 3176 when the room is not needed for teaching, or to get together for the informal discussion of work in progress.

## **CURRICULUM**

Students must complete a research report, and **three** of the following modules:

### **First semester papers**

Modernism [under the old title 'Twentieth Century Poetry']

Postmodernism in Literature

Theory of Literature (*This course is normally compulsory for all students in English who have no Honours credit in Literary Theory*)

American Literature

### **Second semester papers**

South African and Postcolonial Literature

Creative Writing: "Experiments in Telling"

### **Year-Long Paper**

A specially designed reading paper, normally in the area of the research report. (Supervisors assigned on an individual basis.)

This paper allows students who have from the outset a clear idea of their research topic to do more extensive background reading, directly related to the area of their research report (including, where appropriate, engaging in detail with pertinent theoretical issues and research methodology). Reading papers of this kind will be designed by the supervisor of the research report in consultation with the supervisor of the MA programme. A specially designed reading paper may also be designed for a student who has already read a paper in a specific area at Honours level and who would otherwise be precluded from working further in that area except by way of the research report.

Students wishing to undertake a special reading paper should give the supervisor of the course an indication of their interests and needs well in advance of the start of the teaching programme; a decision will then be taken as to whether it is possible to construct such a paper. The special reading papers will be examined through the presentation of a detailed portfolio (containing a record of reading, bibliographical notes, and critical, theoretical and creative essays), as well as by oral examination.

Each of the papers except for the specially-designed reading paper is taught in the same class as the corresponding Honours course. When taken at Masters level, the paper in each case entails more reading of both primary and secondary texts; the expectation of greater theoretical sophistication; and more written work.

Because the courses function in parallel, students may within the Masters degree not repeat a paper which they have already done at the Honours level.

With permission of the head of department students may be allowed:

1. to take as one of their three papers an appropriate paper from a coursework MA offered by another discipline
2. to do an appropriate paper from the coursework MA in the field of English Education.

Students' choice of options will not be entirely free. If they have not done a course in Literary Theory at Honours level, for example, they will normally be required to do the Literary Theory paper; and the supervisor of the course will attempt to ensure that the work done by each student in the area across Honours and Masters is coherent.

Students may not change their choice of courses **after the end of the first week of the first quarter**. They may not change from full-time to part-time status **after the end of the first quarter**. They are themselves responsible for notifying the Humanities Faculty Office of a change in status.

**All of these sections apply to Masters students:**

## **EVALUATION AND ASSESSMENT**

The research report carries half the weight of the whole programme. Each paper will be equally weighted and there will be no sub-minima. The year's work will count 50% of the total for the paper. This entails doing three essays for each paper. Other than in the case of the specially designed reading paper, which will be examined only in November, each paper consists of two semesterised sections, which will be examined either in June or November, as the case may be.

## **YEAR'S WORK**

As a Masters student you must:

- a) **write two essays for each paper of your choice** – a total of six pieces of written work in addition to the Research Report. Essays should be between 2500 and 3500 words long.

You must discuss your topic with the appropriate marker before embarking on an essay, and you should bear in mind the anticipation that the essays should be directed not so much at individual texts, as is frequently the case at Honours level, but rather at engaging with broader "framing" concepts, with a broader range of material, and with more complex theoretical issues.

- b) **write a third, 'MA requirement' essay in each of your chosen papers** – this essay (of 3500 words) will be on a topic designed by the course co-ordinator in discussion with yourself. The essay must cover a broader scope of knowledge than that required in the other two essays. The paper will develop ideas introduced in the course in scholarly, theoretically sophisticated and original ways. This might be done by focussing on a particular author or text, or through an argument that considers the broader thematics of the course. You will not be able to answer examination questions on texts that you have written this 'MA requirement' essay on. The course co-ordinator will help you to assemble a suitable reading list for this paper at the beginning of each course. **Please note: the onus is on you to make an appointment with the relevant course co-ordinator to discuss this essay topic.**

## **THE RESEARCH REPORT (ENGL 7012 FT; 7013 PT)**

This must be 18 000 – 22 000 words, and will be supervised by a member of staff approved by Senate. The title of the research report, an outline, and the appointment of a supervisor have to be approved by the Humanities Faculty's Graduate Studies Committee. It is possible for the research topic to build on work done either in an essay or in a long essay at Honours level.

By **Tuesday 2 March** all full-time students and by **Friday 19 March** all part-time students will be expected to have discussed a possible area for their research report with the supervisor of the course, who will, in consultation with the Head of English, suggest a potential supervisor with whom the topic can be more fully explored.

All full-time students will be expected to hand in to the course supervisor, by **Friday 11 June** at the very latest, a thoroughly worked out research proposal, arrived at in consultation with their proposed supervisor. Each proposal will be put to a disciplinary seminar for full discussion by no later than the second week of the second semester. This will leave time for final revision and submission to the Faculty Graduate Studies Committee; (research reports have to be finally approved by the GSC, after any initial comments from them have been attended to, by **30 September** at the very latest).

All part-time students will be expected to have a comparable research proposal handed in to the course supervisor at the very latest by the end of the fourth week of the first term in their second year of study, after which the proposal will be put to a disciplinary seminar within a month (research reports for part-time students have to be finally approved by the GSC by 31 July in the second year of study at the very latest).

Full-time students must submit their research reports for examination by **15<sup>th</sup> February** of the year following their enrolment. Part-time students must submit their research reports for examination by **15<sup>th</sup> February** of the year following their second year of enrolment. Extensions beyond that date may be granted only by the Faculty Graduate Studies Committee in response to a full motivation supported by the individual supervisor of the research report disciplinary supervisor of the Masters programme.

In preparing a proposal you should consult the booklet "Guidelines for the Preparation of Masters (by coursework and research report) Proposals in the Faculty of Humanities", a copy of which can be obtained from the Humanities Faculty Office at the Graduate School. In addition, you are all urged to make use of the possibility of having your work in progress discussed by offering a paper in the area of your research topic to the staff-student seminar, prior to submitting it to the special disciplinary seminar which is set up for each proposal.

## **GERMAN LITERATURE**

### **HONOURS**

In order to register for German Honours, students require at least a good second-class (65%) pass in German at level 300. Four units have to be taken for the completion of the Honours degree. In addition students will be required to write a long essay (unit 5).

### **MASTERS BY COURSE WORK AND RESEARCH REPORT**

In order to register for German Masters by Course Work and Research Report, students require a good second-class pass for their Honours degree. Three units have to be taken for the completion of the Masters degree. The modules are taught concurrently with the Honours modules. In addition students are required to submit a research report (unit 4).

**Please consult the Head of German Studies should you wish to combine German units with those from another department in the School of Literature and Language Studies**

**Note:** All Honours units (modules) have a course code starting with "4" and all Masters units (modules) have a course code starting with "7".

### **SEMESTER 1**

#### **MDLL 4046/MDLL 7023: Literature and Society**

*Unit 1 Multiculturalism and Transnationalism*

*Unit presenter: Prof K Thorpe*

Two unusual novels will be discussed to explore notions of multiculturalism and transnationalism: the novel *Ali und Nino* by Kurban Said (pseudonym for Lew Nussimbaum), a tragic love story set in the Caucasus and the bestseller *Der Weltensammler* by Ilja Trojanow, a fictional reconstruction of the adventures of Richard Francis Burton.

#### **MDLL 4009/MDLL 7009: Contemporary German Literature**

*Unit 2 Doktor Faustus*

*Prof A Horn*

*To be offered in Semester 2*

*Doktor Faustus* remains one of the most challenging and compelling novels by Thomas Mann. We will explore the central avant-garde composer figure, Adriaan Leverkühn, who enters into a pact with the devil. This can be seen as an allegorical critique of the relationship between the amoral artist-genius with the Nazi-regime.

## **MDLL4008/7008: Canonical Texts**

*Unit 3 Semester 2: Faust 1 and II*

**Core module for students doing German Honours (i.e. no combination with other subjects)**

*Prof. A Horn*

*Faust* parts I and II occupied J.W. Goethe during his entire writing life (from his early twenties until his death in 1832). We will look at various versions of this drama, starting with the *Urfaust* until the last edition finished shortly before Goethe's death. This will dispel the notion of a unified classical text. A variety of interpretations of the drama will be considered, but the aim of this unit will be an understanding of this towering drama in all its complexity

### **Unit 4 (German Honours Only):**

For your fourth module, please consult European Literature handbook 2008 – (recommended: Social Change in the 19th century in Semester 1). Depending on demand, an additional unit may be offered as a “reading course” as an alternative to one of the modules other units.

## **MODULE 4 (German Masters by Course Work only)**

### **MDLL7032: Research Report**

The length of your Research Report should be between 15 000 -18 000 words (60-80 pages). The topic for your Research Report should be chosen during the first semester in consultation with your supervisor, at the latest by **30 May**. After having delivered a seminar on your proposed research topic, you need to submit the **proposal** for your Research Report together with the relevant form to your supervisor who will forward your proposal to the Graduate Office. Please obtain guidelines on how to conduct your MA by research from the Graduate Office. Your Research Report has to be submitted by 15th February. (3 bound copies).

## **MODULE 5 (German Honours only)**

### **MDLL4052G: Long Essay**

The length of your Long Essay should be between 8 000 – 10 000 words (30 – 40 pages). The topic for your Long Essay should be chosen during the first semester in consultation with your supervisor, at the latest by **30 May**. Your Long Essay has to be submitted by **30 November**. (3 bound copies)

## **ITALIAN STUDIES**

### **HONOURS AND MASTERS IN ITALIAN LANGUAGE AND LITERATURE**

Whether they are studying fulltime or part-time, **Honours** students need a pass mark of at least 65% in at least two Level 300 modules to be admitted. Choose **five modules**, one of which must be the Research Essay. Each component is 20% of the total workload.

Candidates are admitted to do **Masters** if they have a 4 year degree from another University or 65% or above at Honours level. Students must choose **three modules**, which together make up 50% of the work **plus** the Research Report, which counts for the other 50%.

## **MDLL4005/MDLL7004: Applied Italian Language & Translation**

**(1<sup>st</sup> & 2<sup>nd</sup> Semester)**

*Unit co-ordinator: Alida Poeti*

*717 4202; alida.poeti@wits.ac.za*

Applied Language Studies is an interdisciplinary area of study for those with a special interest in second (or foreign) language teaching, journalism or translation studies and is especially appropriate for those considering careers in teaching, translation & interpreting, business or the media. It trains students to develop communication strategies and to implement these strategies. It relies on insights from communication science, discourse analysis, and intercultural communication and provides more specialized training in writing and speaking skills. It incorporates some theoretical grounding in translation studies and in-depth practice in translation work from Italian into English and from English into the target language.

**MDLL4010/7010 Dante and the Middle Ages****(1<sup>st</sup> & 2<sup>nd</sup> Semester)**

Unit co-ordinator: Dr Franco Arato  
717 4218; franco.arato@wits.ac.za

The objective of this course is to give an overview of Dante's times and writings. It provides an Introduction to the *Divina Commedia* and close readings of selected *canti* from the three *cantiche*. In the course the philological, philosophical, moral, socio-political and historical context of Dante's major works is examined. The emphasis is on textual analysis and an appreciation of the *Commedia* as a universal poetic text that influenced European literature through the centuries and is still relevant in the 21st century. The module also compares the *Commedia* to other types of epic poetry that flourished in Italy during the Renaissance period.

**MDLL4043/MDLL7020: Italian Post-modern and Experimental Literature (2<sup>nd</sup> Semester)**

Unit co-ordinator: Alida Poeti  
717 4202; alida.poeti@wits.ac.za

This course is an analytical study of recent or contemporary Italian writers whose work is either experimental, post-modern or in some way innovative or unconventional such as Eco, Calvino, Sciasla. The course addresses the issue of what is meant by the term 'post-modern' when applied to Italian literature. It conducts a theoretical discourse on the ways in which the studied texts challenge, subvert or alter orthodox literary canons. It raises various critical questions with regard to the role of the reader in the text and how meaning is constructed.

**MDLL4048/MDLL7025: Modern Italian Narrative (19<sup>th</sup> & early 20<sup>th</sup> Century) (1<sup>st</sup> Semester)**

Unit co-ordinator: Alida Poeti  
717 4202; alida.poeti@wits.ac.za

This module presents a critical study of seminal texts by major canonical authors such as Manzoni, Verga, Pirandello, Svevo and some less conventional post-romantic authors such as Tarchetti. Attention is given to the diverse textual strategies and narrative techniques employed by the writers and to the political, social and ideological differences that exemplify the Romantic, Post-romantic, Realist and Decadent movements in Italian Literature.

**MDLL4058/MDLL7042: Selected Topic in Italian Literature****(2<sup>nd</sup> Semester)**

Unit co-ordinator: Dr Franco Arato  
717 4218; franco.arato@wits.ac.za

Theatre throughout the ages has been censored, even forbidden, but has always found a way to survive be it in the market places of medieval Europe or the streets of contemporary urban areas. Theatre is the object of politics as much as politics is the object of theatre. Theatre as a public and social institution normally addresses a contemporary audience and reacts to social reality of its time in terms of structure, concepts and theory. The course thus focuses on the relationship between history, politics and theatre from the first manifestations of this genre in Italy with the *sacre rappresentazioni* to Renaissance theatre with Ariosto and Machiavelli, the *commedia dell'arte*; Goldoni's reform of Italian theatre, and more contemporary playwrights such as Pirandello, Brusati and Dario Fo.

**MDLL4053: Research Essay (Italian)**

This component requires Honours students to do independent research on a topic chosen by the student and approved by the Head of Discipline or supervisor. Students may register for this module in any semester but we advise that your proposal, preliminary theoretical and other readings be done in the first semester. The Research Essay should be between 8 000 and 10 000 words (30 to 40 pages). It should be typed and bound and handed in no later than mid **November**. Extensions can be granted only in exceptional circumstances.

**MDLL7033: Masters Research Report (Italian)**

Independent research is an essential component of a Masters course. The length of your Research Report should be between 15 000-18 000 words (60-80 pages). The topic for your Report should be chosen during the first semester in consultation with your supervisor; your proposal, which clearly states what you intend to do and how, has to be submitted, at the latest, by 30 May. After having delivered a seminar on your proposed research topic, the proposal will need to be revised and prepared for submission to Graduate Office for approval. On

completion of your Research Report, three typed, bound copies are to be submitted for examination no later than mid **November**. Extensions can be granted only in exceptional circumstances.

## **JOURNALISM**

### **HONOURS IN JOURNALISM (CAREER ENTRY)**

This programme is for graduates in any field who wish to become journalists. We encourage students with a background in the humanities, arts, sciences, commerce, law and other faculties to apply. Students do a rich mix of theoretical and hands-on practical work, such as producing a newspaper, an online site or running a radio broadcast, and will emerge with the skills and knowledge to operate in a newsroom. Only 20 students are selected a year after a written test and interview. This degree is offered full-time only over one year.

### **HONOURS IN JOURNALISM (MID-CAREER)**

This programme is for journalists who have worked in the profession for at least three years. It can be done full-time (one year) or part-time (two years). Students without a previous degree may enter by passing a special entrance test. All classes are held in the evening to accommodate working professionals, while some units are available on a block release basis, generally two weeks long.

### **MASTER OF ARTS IN JOURNALISM**

This programme is for students who have our Journalism Honours or an equivalent, or a four-year degree and at least five years of professional experience. The Masters can be done full-time (one year) or part-time (two years) and includes a significant work of original research. Classes are held in the evening to accommodate working professionals, while some units are available on a block release basis, generally two weeks long. Journalists who wish to specialise may also be eligible for the **Masters Degree in Financial Journalism** or our **Masters Degree in Investigative Journalism**.

### **CERTIFICATE UNITS (MODULES)**

Several of our units are available as stand-alone options, leading to a certificate. In other words, you can do them without registering for a full degree. Subject to certain rules, certificates can sometimes later be turned into credits for a degree.

#### **UNITS (MODULES)**

#### **FIRST SEMESTER (Feb-June)**

##### **Advanced Sub-editing**

This course deals with high-level skills needed by senior print media sub-editors. It ties in well with the Newspaper Design course in mid-year. Weekly seminars.

##### **Media Law and Ethics**

Presented in conjunction with the Wits Law School, this is an intensive look at the law and ethics affecting our profession. It equips participants with the skills needed to deal with difficult situations that may arise in newsrooms, and is ideal for a journalist in need of a thorough update. Weekly seminars.

##### **Creative Writing for Journalists**

This course is a writing workshop that shows you how to combine the techniques of fiction with the rigour of journalistic reporting to produce feature stories for the media. Various genres of non-fiction, including reportage, the personal essay, travel writing, humour, the interview and the profile, are examined, and fictional and literary devices that can be used to create excellent stories are identified. Participants are engaged in continual writing, feedback and discussion on work in progress. Many of our writers have gone on to publish in quality publications. Entry to the course is limited to working journalists, writers and freelancers, and a portfolio of work and a short cv must be submitted with your application.

## **Photojournalism**

This introductory course is for journalists and beginners who want to learn the technique and language of photojournalism. The course will combine hands-on workshops and classroom-based reading and discussions around the role, practice and ethics of the profession. Students will be expected to produce a portfolio. There will be guest lecturers and photojournalists who will share their experiences with the class. This course is run as a combination of weekly seminars and full-day workshops. Co-ordinator is Antony Kaminju.

## **Journalism for Communicators**

This course is designed for communicators in government, private or NGO sectors, or anyone who would like to learn the basic skills of journalism. These include news judgment, news writing, interviewing, research, ethics and some basic skills to promote pro-active, strategic communication. Weekly seminars.

## **MID-YEAR (June-July, Block Release units)**

### **Online Journalism**

This course will introduce students to the concepts and practice of the field. The course will be taught half as a lecture/seminar and half as a technical lab course. In the lecture component, students will examine the origins of online journalism and its current trends, what online journalists do and the particular issues they face, how to conduct effective Internet searches and how to assess the information. The course will look at how people understand information on the Web and how stories should be structured for the best readability. It will examine the phenomenon of participatory journalism and the increasingly important question of who calls themselves a journalist. It will also look at some of the ethical issues facing online journalists. Students will also learn how the web works and gain experience in creating web pages. Students will explore both the practice and theory of online journalism by collectively maintaining an online publication, VuvuzelaOnline. The course runs full-time over two weeks.

### **Radio Journalism**

This course offers a practical introduction to the skills needed in radio journalism, covering everything from fast-paced bulletin work to the richness and depth of longer packages – the features of the airwaves. The course includes live broadcasting experience on campus. Full-time over two weeks, followed by requirements for further practical work in students' own time.

### **Newspaper Design**

Experienced designer Irwin Manoim will provide a practical introduction to design and layout for newspapers. Runs full-time over two weeks.

### **Television Journalism**

On this course you will learn to research, write and produce a piece of television journalism with the opportunity to have it broadcast on etv's 24 hour news channel. You will learn skills in writing for television and how to tell stories using pictures. You will gain an understanding of the entire production and editorial process involved in producing television news and current affairs. The course is practical and will require a time commitment of at least one month.

## **SECOND SEMESTER (August-October)**

### **Creating Media**

Write your own plan for a new media product - for print, the web or broadcasting. This involves understanding such aspects as audiences, research, content, financial and various management issues. Weekly seminars.

## **Financial Journalism**

This course is for those who want to specialize or any journalist who wants to conquer the language of business and finance. At the end of the course, journalists should understand basic principles/techniques of how to cover the economy – with a focus on fiscal and monetary policy, companies, the equities and commodities markets. They should have mastered writing on technical subjects clearly and without jargon. They should have a particular understanding of reporting the Reserve Bank and the National Treasury. They should also have basic skills to cover markets and general business. This course can be followed by our Advanced Financial Journalism course (to be introduced in first semester 2010). Weekly evening classes.

## **Reporting on Children**

This course, run in conjunction with the Media Monitoring Project (MMP), is for journalists concerned about the relationship between the media and children, both as subjects and consumers of the media. Students will identify and unpack the impact that poor coverage of children media can have on the children, develop practical strategies to achieve a human rights-centred approach to reporting on children, access children for diverse and informed perspectives and have access to relevant child experts, integrate the learning's and experiences of other journalists and experts into the way in which children's stories are reported. Co-ordinator is William Bird ([williamb@mediamonitoring.org.za](mailto:williamb@mediamonitoring.org.za))

## **Journalism for Communicators B**

This course is for journalists or communicators in the government, private or NGO sectors, who either have extensive writing experience or have completed our Journalism for Communicators course with at least 65%. It deals with more advanced writing skills, such as feature writing, narrative skills, writing columns and opinion. Weekly seminars. Co-ordinator is Joanne Richards ([Joanne.richards@wits.ac.za](mailto:Joanne.richards@wits.ac.za))

## **New Media**

The media in which journalists work is changing at lightning speed – newspaper journalists are required to write blogs, even shoot video, radio stations devote huge resources to an online presence. On this course you will learn about the latest trends in new media journalism (including mobile media) and make experimental content for it. Co-ordinator is Indra de Lanerolle ([indra.de.lanerolle@gmail.com](mailto:indra.de.lanerolle@gmail.com)). All inquiries and applications to the programme administrator at [jouninfo@wits.ac.za](mailto:jouninfo@wits.ac.za) or call 011 717 2048. Further details can be found at [www.journalism.co.za](http://www.journalism.co.za)

## **MEDIA STUDIES**

Media Studies aims to equip undergraduate students with the critical and analytical skills to be able to operate in a 21st century media environment and the Information Age. Students will be exposed to theories, debates and discussions about the role of the media in society and as well as being exposed to ways of analysing the operations of the media, media products and media consumption by audiences.

## **BA HONOURS IN MEDIA STUDIES**

Students must take four units during the year (two units per semester), and submit an Honours research Report at the end of the second semester.

## **CORE UNITS (MODULES)**

### **Critical Media Analysis**

The course applies research methodologies, theories and analytical approaches to media content as constructed narratives and representations to a range of media genres (including news and current affairs, opinion and analysis, soap opera, film and video, comedy and Drama, music videos) to explore embedded meanings and ideologies and their relationship to power relations in a society. The approaches and theories used will include notions of representation, textual and narrative analysis, critical discourse analysis and ideological analysis.

## **Long Essay**

As part of the Honours degree, students are expected to produce a long research essay. Students should choose issues that contribute to the discipline. The report should be between 10,000 and 15,000 words.

## **Media and Politics**

This semester long course would introduce the student to the theoretical frameworks that analyse the relationship between the media and political figures or parties, both at the national and international levels. In addition to national forces, in a world dominated by four major news wire services, and the potentially close relations between Western government and the major Western media corporations, it is becoming increasingly obvious that an international political agenda appears regularly in local media content. This course seeks to examine the extent to which the media and political institutions affect each other, and to what end.

## **African Media Systems**

This course is for students who have a background in undergraduate media studies or cognate disciplines who want to gain a critical understanding of the roles of the media in African contexts and to do research reports on topics on African media systems, the topics will include among others, institutional roles of the media in relation to democratisation and development, issues of media freedom, historical development of the media, media structures, media content and audiences as well as policy and regulatory environments.

## **Media Economics**

This course exposes students to media institutions as economic entities. It explores the structure and conduct of media markets through major theories such as political economy of the media and market-driven journalism. The course critically examines contemporary developments in South African and other media markets and their implications for democracy and social Progress.

## **Media and Gender**

Much research has gone into showing the ways in which mass media circulate images of men, women and transgender(ed) people that are limiting, oppressive and violent. Strands within Media Studies and/or Cultural Studies have also pointed to the manner in which media outlets co-create, recycle and reinforce larger public sphere understandings of how gender works. The Media and Gender module will expose students to some of these debates, focusing on South African examples, but adopting a comparative analytical framework.

## **Course Information**

Units will consist of weekly seminars, guest lectures, discussions, individual study and assignments. The primary entry requirement is 70% in a Media Studies major or cognate. Full attendance is required for seminars, guest lectures, and fulfilment of written assignments. Media Studies has stringent DP requirements because the units lectures and presentation proceed by progression. Missing particular elements could deprive students of critical knowledge and skills. Written examinations will be taken in May/June and October/November .

## **MASTER OF ARTS BY COURSEWORK IN MEDIA STUDIES**

This degree will not be offered in 2010

## **RESEARCH DEGREES: MASTER OF ARTS & PHD BY RESEARCH REPORT**

Both degrees are subject to admission procedures and the allocation of a research supervisor. MA and PhD studies have rolling admission, but the University deadline for Scholarships and Merit Award applications is 30 September 2010. Please contact the Department for more information.

### **Current research interests among staff:**

- African media issues
- Media and Politics
- New media and society
- Media and global culture
- Social construction studies
- Media policy & regulation
- Political economy of the media Texts/Audience/Reception studies
- Studies in media representations
- Media, democracy and development
- Literary and cultural studies

### **Academic Staff**

Prof. Pumla Gqola, Associate Prof.  
Dr. Dumisani Moyo, Senior Lecturer & HoD  
Dr. Last Moyo, Senior Lecturer  
Dr. Sarah Chiumbu, Lecturer  
Dr. Dina Ligaga, Lecturer  
Dr. Wendy Willems, Lecturer  
Mr Robert Nagy, Lab Manager

## **LINGUISTICS**

### **Instructors:**

*Dr. Andrew van der Spuy* ▪ 717-4185 ▪ *Andrew.VanDerSpuy@wits.ac.za* ▪ Office: SH 3087  
*Dr. Tommaso Milani* ▪ 717-4187 ▪ *e-mail to be announced* ▪ Office: SH 3072

### **Secretary:**

*Ms Marilyn Thorne* ▪ 717-4262 ▪ *Marilyn.Thorne@wits.ac.za* ▪ Office: SH 3065

### **Historical Linguistics**

#### **Advanced Historical Linguistics**

*Unit co-ordinator: Dr. Andrew van der Spuy*

This module/unit will look at language typology and language relationship and origins. For the typology section, a range of languages will be examined in terms of syntax, phonology, morphology and semantics. The language relationship section will deal with the comparative method, theories of sound change and grammatical change, linguistic reconstruction, theories of language origin, and ultra-long distance issues (the ProtoNostratic and Proto-World controversies). There will be a special focus on the Indo-European language family and language families of Africa.

### **Sociolinguistics**

#### **Advanced Sociolinguistics**

*Unit co-ordinator: Dr. Tommaso Milani*

The aim of this course is to introduce you to a range of theoretical, empirical and methodological issues in current sociolinguistic research. More specifically, the course will begin with an overview of key topics in 'variationist sociolinguistics', which is primarily concerned with the relationship between language usage and social identity – be it race, ethnicity, locality, gender and so forth. We will then move on to explore the so-called 'move to discourse' in sociolinguistics. Here, the focus will be less on how language works as a 'mirror' of a pre-existing social reality. Rather, we will see how social reality itself is actively 'constructed' and signified through the use of language(s). Theoretically and methodologically, this will entail engaging with a few approaches that incorporate social theory. We will concentrate in particular on Critical Discourse Analysis and the notion of Language Ideology. Furthermore, we will consider the potential of a multimodal approach to sociolinguistics, thus looking at the dynamic interplay between verbal text and visual images in 'public' spaces, e.g. streets, graffiti walls or even web pages.

## **Language, Gender and Sexuality (Honours and Masters' Level)**

This unit introduces key issues in one of the most rapidly expanding areas of sociolinguistic research which studies the relationship between language, gender and sexuality. In this unit, the students will obtain a broad overview over the development in the field of language, gender and sexuality during the last twenty years, focussing on theoretical and methodological issues. We will start with a review of now canonical studies about the differences between 'men's language' and 'women's language'. We will then move on to explore the so-called 'move to discourse' in the 1990s where gender and sexualities became increasingly seen as social categories that are actively 'constructed' or 'represented' through the use of language and other semiotic means (e.g. visual images). Against this backdrop, students will be given the opportunity to conduct individual projects on representations of gender and/or sexuality in (South) African contexts, where they will critically reflect over the theories and methodologies presented in the course. Finally, we will consider most recent work on language ideology that shows us how representations of gender and language intersect with other forms of social categorisation such as race, ethnicity, social class, etc.

### **Syntax**

#### **Advanced Syntax**

*Unit co-ordinator: Dr. A van der Spuy*

This unit will focus on issues in syntactic theory, with special reference to the syntax of English, though syntactic issues in other languages, for example Southern African Languages, will also be considered. The major problems and concerns of generative syntax will be examined, and various models and theories will be discussed. Students will read primary sources and discuss interpretations, applications, and extensions of the theoretical models. The descriptive and explanatory adequacy of the theories will be considered.

### **Phonology**

#### **Advanced Phonology**

*Unit co-ordinator: Dr. S Zerbian*

Phonology covers all aspects of sound distribution in human language systems across the globe. In this module/unit, we examine current theoretical models of sound structure, evaluating these on the basis of a wide slice of cross-linguistic data. By the end of this unit, the student is expected to have a thorough understanding of the foundations and evolution of phonological theory and the data that drives it. This theory-driven module/unit will allow the student to become familiar with the ontology of the dominant European and North American models in the discipline, and the general nature of phonological theory-building, and to be able to use some of these models to analyse data from southern African languages. Theories that may be studied include: American structuralism; Generative Phonology; Optimality Theory; and Government Phonology.

### **Semantics**

#### **Advanced Semantics**

*Unit co-ordinator: Dr. A van der Spuy*

This unit is an extension of the formal study of meaning begun at the third-year undergraduate level, dealing with a variety of topics that have arisen in the study of natural language semantics. Topics for this unit include the following: semantic primitives, the semantics of words, syntactic meaning, presupposition, implicature, and uninterpretability. We examine these topics from the perspective of a formal semantic theory, and various theoretical approaches may be compared, for example the classical and the prototype models.

## **Morphology**

### **Advanced Morphology**

*Unit co-ordinator: Dr. A van der Spuy*

This unit is a continuation of the formal study of word structure begun at the third-year undergraduate level, dealing with a variety of topics that arise in the study of morphologies of typologically different languages, for example, discontinuous morphology, bracketing paradoxes and cliticisation. Various theories will be considered, and their practical applicability evaluated.

### **Approved Topic in Linguistics**

With the approval of the head of discipline, students may elect to do a reading paper on a topic of their choice, for example phonetics or psycholinguistics. This will require the student to research the current status of the topic or an aspect of the topic, with guidance from members of the department, and to write papers reporting on and evaluating their findings. Students may be asked to present a paper at a departmental or school seminar.

### **Advanced Units in Linguistics**

The advanced units are intended for students who are doing Master's degrees by coursework. Advanced units are taught simultaneously with the Honours units. Students doing the advanced units will be expected to read more widely, to write research papers and essays that deal with more advanced aspects of the subject, and to present at least one class seminar on a topic within the subject. Normally, students are discouraged from doing an advanced unit in a subject that they have done at Honours level, but exceptions may be made where it can be shown that the work to be undertaken will not simply repeat any of the work done at Honours level.

## **TRANSLATION AND INTERPRETING**

*Unit coordinators and contact details:*

*Prof. Judith Inggs: 011 717 4265 [Judith.Inggs@wits.ac.za](mailto:Judith.Inggs@wits.ac.za)*

*Dr. Libby Meintjes: 011 717 4261 [Libby.Meintjes@wits.ac.za](mailto:Libby.Meintjes@wits.ac.za)*

Translation and Interpreting Studies offer several postgraduate programmes in Translation and Interpreting: a one-year Postgraduate Diploma in Translation and Interpreting, a one-year Honours in Translation, and a one-year MA in Translation. Both the Postgraduate Diploma and Honours programmes require proven proficiency in the first language plus one or more other languages and a first degree. The two programmes are similar in content but the Honours programme has a stronger research focus and different entry requirements (65% in the majors for the first degree). They each consist of five modules. The MA in Translation has three papers plus a research report. The entry requirement for the Masters in Translation is an honours degree in translation or equivalent. The Masters in Interpreting is offered when there is sufficient demand. The units can also be taken part-time, in which case they take two years for the Diploma and Honours and two years for the MA.

Translation and Interpreting are by their nature interdisciplinary areas of study and draw on a wide range of fields, including linguistic and literary studies, philosophy, theories of translation and interpreting, technology, science, finance and law. The primary thrust of all our programmes, however, is to provide professional training while broadening students' theoretical interests.

The translator training covers the practice and theory of translation, the background in economics and law required for translation, aspects of linguistics, discourse analysis, literary and specialised translation and, for Honours and Master's students, more advanced translation theory. For the research component of the units students are encouraged to pursue an area of particular interest to them. Recent topics have included, for example, the translation of children's literature, the translation of humour, and the role of translation in the tourist industry.

The interpreter training includes modules/units in the practice and methodology of consecutive interpreting, an introduction to simultaneous interpreting, background topics relevant to the profession, and aspects of discourse, linguistics and the theory of interpreting.

Qualifying students are expected to meet professional standards and, on completing the programme, to be capable of performing satisfactorily in the translation and/or interpreting market. Honours and MA students, in addition to working towards becoming practising professionals, are actively involved in relevant research.

## **FRENCH**

### **HONOURS**

The French Honours Program comprises of four modules plus a Long Essay on a research topic of the student's choice approved by and submitted to French Studies. The minimum prerequisite for admission is a pass from the French Level 300 units or an equivalent degree.

#### **Coordinators and contact details:**

Dr Véronique Tadjó, Head of the Department  
[Veronique.Tadjo@wits.ac.za](mailto:Veronique.Tadjo@wits.ac.za)  
Tel: 0117174209

Dr Alexia Vassilatos  
[Alexia.Vassilatos@wits.ac.za](mailto:Alexia.Vassilatos@wits.ac.za)  
Tel: 0117174305

### **MODULES**

#### **MDLL 4017: Francophone African Literature**

The development of a distinct Francophone African literature, ranging from the period of colonization and decolonization to the present day will be analysed in the light of a number of canonical texts. The main themes in poetry and fiction will be studied as well as the myth of Chaka in francophone literature. The concept of "francophonie" will be looked at closely in order to assess the main issues surrounding the cultural components of the language in Africa.

#### **MDLL 4056: Selected Topic in French Language and Literature**

In the first part of this module, key twentieth century theatrical texts based on the theatre of the absurd will be studied. Major authors such as Samuel Beckett and Eugene Ionesco will be dealt with in depth, and a discussion of other avant-garde playwrights of this era will be added. The second part will focus on the surrealist period in France, and the study of seminal surrealist texts as well as a comprehensive selection of poetry by leading figures of the movement.

#### **MDLL 4068: Advanced Translation**

This module will be most useful for students who are planning a career in language teaching, international relations, journalism, media studies, translation and interpreting, or business. The emphasis will be on general translation from English into French.

#### **MDLL 4069: Creative Writing in French**

The aim of the course is to refine writing and reading skills in French and to enable students to interpret a range of texts representing several aspects of contemporary French usage. Based on the production of short creative work, this module will develop intellectual thinking and creativity.

#### **MDLL 4051: Research essay**

The length of the Long Essay is between 30 to 40 pages. The topic should be chosen during the 1<sup>st</sup> semester in consultation with the student's supervisor. The deadline for submission is November.

## **MASTERS**

### **MDLL 7057: Creative Writing in French**

It will be based on the production of creative work. The aim is to achieve publishable work level. The pieces of writing will be workshopped as they go through critical appraisal. Regular work will be revised and rewritten. The minimum prerequisite is an Honours degree in literary or humanities studies.

#### **Masters by dissertation only**

Subject to admission procedures and the allocation of a research supervisor. The research topic will be chosen in consultation with the department. The length of the work is between 60 to 80 pages. The student will write a proposal in English and upon acceptance by the Graduate office, full registration will be granted.

### **PHD BY DISSERTATION ONLY**

Subject to admission procedures and the allocation of a research supervisor. The research topic will be chosen in consultation with the department. The student will write a proposal in English and upon acceptance by the Graduate office, full registration will be granted.

## **School of Literature and Language Studies (SLLS), in collaboration with Wits School of the Arts**

### **BA HONOURS DEGREE IN CREATIVE WRITING**

#### **Entry requirements**

To be admitted to the degree programme, you will need a BA degree in literature, languages or a cognate discipline, with a minimum of 65% average in the final year, or 65% average across literary, writing and cognate courses. If you do not meet these requirements, you can apply for admission to the core course, Working Concepts in Creative Writing, by demonstrating creative writing competence through a portfolio or through published work. If you then achieve 65% or more in the core course, you can be admitted to the Honours programme.

#### **Application process**

The deadline for application in any given year in any given year is 1 October.

All applicants should submit a portfolio of creative work to SLLS (c/o Antonette Gouws, PA to the Head of School, Room 3159, East Wing, Senate House, or email your portfolio to [antonette.gouws@wits.ac.za](mailto:antonette.gouws@wits.ac.za)). The portfolio does not have to be a manuscript of unpublished work, i.e. a set of short stories, a script etc, although if you have a manuscript, submit it. It can also be a range of examples – perhaps you have written some journalistic features for publication, or you have some poems that you have been working on, or even writing for work and study purposes that you feel could give the selection committee some sense of your potential. More than anything, the portfolio needs to show an ongoing commitment to the project of writing, an attempt to wrestle with aspects of the craft, as the Honours course seeks to attract individuals who are at a stage where they feel that a programme of workshops and thinking about literary issues and narrative forms would help them consolidate and develop what they may have already been working with on their own or in a work context. Thus, if you feel that you have a range of examples that do not have sufficient weight to form an entire portfolio, you may want to write us a proposal or reflection on your writing life, where you are with it, why you would like to do the Honours programme, and what you propose to do with it in the long term.

Please also indicate whether you would like to be considered for a writing fellowship (should any be available in the given year) on the basis of financial need, what type of writing you are interested in pursuing in the long term, and whether you plan to study full- or part-time.

For applicants without a prior degree, please state this fact and submit anything that may provide evidence of writing skills and a commitment to writing work (such as work on an unpublished project, or a related writing

trajectory such as editing, news reporting or communications writing). This could also include information on previous writing courses, recommendations and assessments from individuals who have known you and your work, etc.

If, after the above submission, you then receive the go-ahead from SLLS to register after adjudication of your writing portfolio, please fill in an application form (available from Room 3159, SLLS, or the Faculty of Humanities registry office, South West Engineering Building, a 'block' to the right of the Great Hall if you are facing the hall from the outside front steps), and include your educational transcripts, a brief work history and some examples of your writing work.

## **The programme**

Although located primarily in the School of Literature and Language Studies, the Honours in Creative Writing is interdisciplinary in nature, in that it involves a number of different departments from across the faculty. This allows participants to follow their own interests and areas of specialisation, or to explore a range of writing genres by sampling different courses. The programme has thus been structured to allow for some flexibility. The programme may be done part-time or full-time. Some of the writing courses are scheduled for afternoons or early evenings, although others may run during working hours.

Participants are required to do a core course, Working Concepts in Creative Writing, as well as two writing courses (see list of options below), one literature course from any of the departments in the School, and a research essay. The outcome of the Honours programme will thus be a portfolio of creative work, developed through the two writing courses and the core course, and a reflexive essay related to this creative work (or on a literary topic related to this creative work, or related to the devices, process or genres of creative writing in which you have been working). In particular circumstances, participants may be permitted to undertake an extended creative project as their long essay/research requirement.

### **Core course: Working Concepts in Creative Writing (Semester 1)**

This course is integral to the BA Honours in Creative Writing programme in that it coordinates its diverse aspects, facilitates a theoretical reflection on the subject, and introduces the procedures and practices relating to the writing and critiquing of Honours-level creative work. In this course, students will be expected to analyse short fiction, reflect on representational practices and their effects, engage in critical and literary debates, write short stories and reflect on and critique their own creative projects. Assessment is on the basis of a portfolio comprising creative fiction and reflexive work. Seminars are on Friday afternoons, 2pm to 4pm or 5pm.  
**Convener: Professor Michael Titlestad**

### **The writing course options**

Participants choose two of the following. By approval from the Honours coordinator, participants may also substitute one of these courses with a writing course from another programme. Please note that some of these courses are discipline-specific and may require some prior writing experience in certain genres. All places in the courses must be booked in advance with the conveners, as space is limited.

## **SEMESTER 1**

### **DRAA 4108: Writing IVB: Fiction and Non-Fiction**

*Unit convener: Darryl Accone*

This course examines advanced story-telling techniques through extensive readings and intensive writing assignments. Workshop participants are required to familiarise themselves with key readings that form the basis for theoretical and practical discussions, and assignments. Readings are from Homer, Cervantes, Melville, Dickens, Kafka, Plaatje, Coetzee and Vladislavic. There are also key excerpts from Chinese and Japanese literature translated into English. This course, in addition, examines a range of literary matter based directly on fact, including life stories (biography) and analytical and critical writing. Workshop participants are invited to think and write creatively and critically about social, political and historical issues, as well as literature, theatre and film. By permission of the convener and the Honours coordinator, this course can be taken as a Research Project. Seminars on Tuesdays 2.15pm to 5pm, unless otherwise arranged.

### **GRAD 4008: Creative Writing for Journalists**

*Unit convener: Lesley Cowling*

This course is a writing workshop that shows you how to combine the techniques of fiction with the rigour of journalistic reporting to produce feature stories for the media. Various genres of non-fiction, including reportage, the personal essay, travel writing, humour, the interview and the profile, are examined, and fictional and literary devices that can be used to create excellent stories are identified. Participants engage in writing, feedback and discussion on work in progress. Many of our writers have gone on to publish in quality publications. Entry to the course is limited, and some knowledge of basic journalism is required. Seminars are in the first semester, generally on Tuesdays from 4pm to 6pm or 7pm, over 14 weeks, unless otherwise arranged.

### **DRAA 4077: Narrative Scriptwriting 4A – Writing the Short Film Narrative (Semester 2)**

*Unit convener: Mncedisi Mashigoane*

The course offers students an opportunity to plan, develop and write a 26-minute screenplay. Meetings: Monday 10.15–12.00, Wednesday: 14.15–15.00, Friday: 8.15–9.15. Venue: WSOA Film and TV Basement 2. Outcomes: Assignment 1 (10%), Treatment (15%), Step Outline (15%), First Draft (10%), 26-minute Final Script/Exams (50%).

### **GRAD 4060: The ABC of Travel Writing**

*Unit convener: Michelle Adler*

“The ABC of Travel Writing” is an interdisciplinary postgraduate course offered by the English Department in the School of literature and Language Studies. The course includes a broad historical and theoretical overview of selected travel writing from the classical period to the present day, but there is also a practical component where students are encouraged to familiarise themselves with the travel writing industry and produce their own travel writing. The lecturers on the course include practitioners and professional travel writers. We also hope to accommodate your particular needs and interests, where possible. Students who intend to pursue careers in fields such as tourism, heritage or museum studies, journalism, creative writing, and cognate areas, as well as armchair travellers who wish to become familiar with travel writing as a genre and a practice, should find the course useful and interesting. Seminars, unless otherwise arranged are on Tuesdays, 2.30pm to 5.30pm (one-hour lecture followed by a writing workshop; 14 classes in total).

### **ENGL 4020: Experiments in Telling: a Course in creative Writing**

*Unit convener: Sofia Kostelac*

The course aims to encourage students with a literary or humanities background to produce creative work of their own. The course will be essentially practical rather than theoretical: a great deal of emphasis will be placed upon ‘workshopping’, including the submission of regular work and extensive revision and rewriting. Participants will be expected to respond critically to the work of others, as well as present their own work. The course will be divided into four sections (‘writing the everyday’, ‘writing and trauma’, ‘memoir writing’ and ‘feature writing’), each of which will place emphasis on a different genre and/or mode of creative expression. Students will be encouraged to produce both fiction and creative non-fiction, and the course is intended to allow students to explore the permeable boundaries between these categories. Seminars on Thursdays, from 2.15 to 5pm, unless otherwise arranged.

### **GRAD 4032: Journalism Practice B**

*Unit convener: Rehana Rossouw*

This course is a journalism feature-writing course, from news to profile-writing. Taught by an experienced journalist and editor, it examines a variety of news feature genres, critiques examples of published features and offers the opportunity to write features and have them critiqued. Entry to the course is limited, and some knowledge of basic journalism is required, so anyone interested in participating must get permission from the convener.

### **ENGL 4034: Writing Theory and Praxis**

*Unit convener: Pamela Nichols*

This course aims to combine the practice of writing with discussion about theoretical issues around the teaching of writing. It is primarily a writing course, because of the assumption that when teachers write themselves, their

teaching of writing will be changed and informed. It will also provide the opportunity to reflect on issues of teaching, the role of personal experience and cultural context, writing intensive teaching as a way of teaching writing within disciplines, and the connection between personal and academic writing. With this in mind, the course is designed so as to progress from writing practice to dialogue sessions, asking you to discuss theoretical issues drawn from your experience of the writing workshops. You are also asked to write a final paper derived from your journal reflections, readings and class discussion, which should itself be an attempt to bridge from personal writing to academic discourse. Your participation is essential to the course which is conceived as being collaborative and itself a process and dialogue between participants.

### **DRAA 4078: Writing IVA – Writing for Performance**

*Unit convenor: Craig Higginson*

During this course, you will write at least two drafts of a one-act play (of at least an hour long). The sessions will consist of group and one-on-one feedback sessions. By the end of the first three weeks of the course, you will have finalised your proposals for your play. By the end of the first term, you will have handed in the first draft of your play. You will hand in your final draft at the end of the semester.

The theory behind this course is that the best way to learn how to write a play is to actually write one! It is through having to solve specific issues around plot, character, dialogue, sub-text, theme, etc. that we learn about how these can be used more generally. Discussions of each other's work will also help you to think about different ways of approaching the writing of a play. Fundamental to this project is the development of your ability to respond to notes and rewrite your first draft. Seminars on Tuesdays 2.15pm to 4pm, unless otherwise arranged. (Venue: Room 122, WSoA.)

### **ENGL 4024: Research essay**

An academic research essay or a reflexive essay related to your work, or one that explores an issue related to the devices, process or genres of creative writing. In particular circumstances, participants may be permitted to undertake an extended creative project as their long essay/research requirement. By permission of the Honours coordinator, research essays or projects can be undertaken in other disciplines, such as Drama, African Literature, or any of the literary disciplines in SLLS. (Please be aware that you would need to be registered for these under their research codes, not ENG4024).

### **Literature course options:**

#### **FIRST SEMESTER**

#### **MDLL 4059/MDLL7043: Social Change in the 19th Century Novel**

Taking into consideration Georg Lukács's theory that good novels reflect the structure of historical and social reality, and the Marxist view of history as a dialectical class struggle, the course examines European novels written in this epoch of considerable social and cultural upheaval. Different approaches to realism, political discourse, propaganda, satire and caricature are discussed, while illustrating the role of the novel as a yardstick of social change and a factor used to bring about social and political change. A third element sometimes included examines literary biographies, i.e. biographies of people who are writers themselves and whose works are used to interpret and reconstruct their lives.

#### **ENGL 4021: Medieval Literature (Faces of Medieval Heroism)**

*Unit convenor: Dr Arlene Oseman*

The course interrogates the notion of heroism in medieval literature as it is inflected by literary form, linguistic formation, gender and social context. Diverse approaches – philological, feminist and historicist – are deployed to offer insight into the heroic ethos as it was represented during the middle ages and as it has been appropriated by modernity. The course also considers related issues of ecology and spirituality.

#### **ENGL 4029: The Modernist Novel and the Crisis of Modern Thought**

*Unit convenor: Prof Merle Williams or alternative person*

Focusing on the evolution of Western thought in the later nineteenth century and the first half of the twentieth century, this course unfolds the profound interrogation of notions such as subjectivity, religious faith and

political engagement. Emerging conceptions of language, together with the related theories of representation, are also brought under close scrutiny. This questioning is consistently linked to a discussion of the construct of literary Modernism, particularly with respect to the themes of identity, gender, class and national affiliation. Related topics, which are explored through the study of specific novels, include an examination of the modern metropolis, alienation and adaptation within an increasingly cosmopolitan context, the development of psychoanalytic paradigms and aesthetic debates about form and temporality in fiction. Students are encouraged to compare and contrast the novels set for the course, as they work towards their own understanding of Modernist concerns and literary techniques.

### **ENGL 4030: Theory of Literature**

This course explores some of the major developments in literary theory which have occurred during the twentieth and twenty-first centuries. The series opens with a brief contextualizing introduction to semiotics and structuralism, which concentrates on the linguistics of Ferdinand de Saussure. This prepares the way for an exploration of the poststructuralist writings of Roland Barthes, the account of deconstruction developed by Jacques Derrida, and the unfolding of French feminism in relation to psychoanalysis. These topics are followed by a consideration of Michel Foucault's contribution to contemporary cultural debates and an investigation of selected aspects of postcolonial theories of literature. The course focuses on the close examination of primary material, although students are encouraged to read as widely as possible. Opportunities are also provided for applying the theories considered to a range of texts. This module enables students to extend and refine their theoretical knowledge of critical and methodological approaches to reading, writing and research in the Humanities.

## **SECOND SEMESTER**

### **MDLL 4002/MDLL7016: (Re)Writing History: Biography & Autobiography**

This course studies a genre that has traditionally been somewhat neglected, namely auto/biography. The course analyses a range of biographies and autobiographies, written in the twentieth century. Writings by theorists, such as Hayden White, Paul Mann and Philippe Lejeune, serve to examine critical concepts related to how one constructs personal histories and narrates public history; how one deals with chronology and continuity, etc. It questions to what extent (auto)biography is fact and fiction. The selection of texts is made round two broad themes: writing the female self in auto/biography, and memory and testimony of war and persecution.

### **MDLL 4061/MDLL 7044: The Detective's Story**

Starting with the debate around the origins of the modern detective story, as exemplified by the works of E.T.A. Hoffmann and E.A. Poe, the course focuses on the characteristics of the genre and the typical structure of a detective story. It then explores the semiotic nature of this type of fiction and traces the interdisciplinary and intercultural elements of revelation and solution. It goes on to analyze some examples of postmodern detective fiction by major mainstream authors like Eco, Sciascia and Süskind that subverts, transcends or re-invents the genre.

### **ENGL 4023: Renaissance Literature (Renaissance Bounty: Something Rich and Strange)**

*Unit convenor: Prof Victor Houlston*

The course highlights the adventurousness of English Renaissance authors in engaging with contentious Italian cultural practice and in exploring other worlds (both erotic and foreign), and goes on to consider how related modern debates resonate with the Shakespearean text.

### **ENGL 4022: Postmodernism**

*Unit convenor: Prof Gerald Gaylard*

This course plays with and deconstructs postmodernism's palimpsests, showing the interconnections between, and incommensurabilities of, such key layers as trauma, healing, identity, subjectivity, memory, the urban, the human, the posthuman, writing and speaking. Such playful deconstruction reveals the most creative and constraining contours of the past, contemporary life and possible futures.

## **ENGL 4028: South African & Postcolonial Literature**

*Unit convenor: Dr Michelle Adler*

This second semester, Honours-level course is structured around a 'dialogue' between a range of literary and film texts. The course begins with an exploration of developments in postcolonial theory and criticism that have opened up different possible 'readings' of South African literature. The texts selected are drawn from a range of genres (poetry, fiction, drama, film and television), and although there is a strong concern with the historical evolution of our literary heritage, the central focus is on contemporary culture or 'the now' in South Africa. Where possible, writers and practitioners will be invited to present and discuss their work. Prescribed texts change from year to year, but in 2009 we include work by writers such as Sol Plaatje, Chris van Wyk, J.M. Coetzee, Njabulo Ndebele, Nadine Gordimer, Athol Fugard, Niq Mohlongo and Ivan Vladislavić, as well as films such as *Tsotsi* and *Jerusalema*.

## **Indian Fiction in English (ENGL Selected Topic)**

*Unit convenor: Prof Isabel Hofmeyr*

This postgraduate module meeting on Tuesday afternoons aims to introduce students to aspects of Indian fiction in English. The course will focus on the twentieth century. The first half of the course will be taught by staff at Wits and will focus on a historical and literary overview followed by a selection of texts from India and the diaspora. The second half will be taught by a visiting Indian academic.

## **MA in Creative Writing**

The School of Literature and Language Studies (SLLS) offers an **MA in Creative Writing by Research**. This means that candidates who are accepted into the programme will register to write a dissertation under supervision.

The dissertation will comprise a literary work (a volume of verse, a novel, a collection of short stories, a collection of creative non-fiction or a dramatic work) and a reflexive essay, which examines both the process of the work's composition and explores contemporary debates concerning both its genre and the issues in representation it engages. The dissertation will be evaluated with 80% of the mark allocated to the creative component and 20% allocated to the scholarly reflection. All the usual protocols of internal and external examination pertain.

### **The proposal**

Candidates will be required to submit a detailed proposal before they embark on the dissertation. This proposal, which will be developed with the guidance of your prospective supervisor, should outline the project in detail and propose a schedule. This proposal will be circulated to other MA students and to the relevant staff members from SLLS, who will then be invited to attend a public seminar at which the candidate will outline and discuss his or her intended work. The candidate is expected to address the suggestions made during this seminar in the final proposal that he/she submits to Faculty.

The proposal should, at least, outline the following:

- the reasons for the candidate's choice of a particular genre;
- the relation between his/her work and notable examples of the genre;
- the work's overall structure and its primary concerns;
- the issues or debates in representation which the reflexive essay will engage;
- the intended schedule for writing and revision; and
- the projected or anticipated readership.

### **Workshop attendance**

All students registered for the MA in Writing will be expected to attend a fortnightly workshop. These will run from February to November, with recess periods during University study breaks and vacations. Students will circulate work in advance (by email) and all class members will be expected to engage the circulated work in detail and give cogent and critical feedback in terms of the protocols set out at the first meeting. In addition,

staff members, facilitators and established authors will offer presentations at certain workshops concerning aspects of composition and representation. Satisfactory participation in the workshop process is a compulsory component of the degree.

It is expected of candidates that their finalised project be submitted for potential publication. We will endeavour to assist candidates in this regard.

### **Admission requirements**

All applicants are required to submit a full curriculum vitae and a portfolio of writing (comprising at least 50 pages of prose, a persuasive selection of verse or a play manuscript). This will be evaluated at the same time as your application is assessed.

As a general rule, *an Honours degree in literary studies, journalism or drama is a prerequisite for entry.* Occasional exceptions to this rule are made on the basis of evaluating the submitted portfolio, or if the prospective candidate is a widely published writer.

Please note that, due to the time consuming nature of creative writing supervision and the limited number of potential supervisors in the School, only ten students can be enrolled for the MA in Writing at any one time. It follows from this that there is genuine competition for a limited number of places.

- *The deadline for submission of portfolios in any given year is 1 October.*

### **Duration**

All candidates are expected to complete their projects, on a part-time basis, over a two-year period. In rare instances, we will allow a candidate to complete the process in one year on a full-time basis. This option, though, is available only to experienced and published writers.

### **Further information**

For more information about the degree and prospective enrolment, contact either Prof. Leon de Kock ([leon.dekock@wits.ac.za](mailto:leon.dekock@wits.ac.za)) or Ms Antonette Gouws ([antonette.gouws@wits.ac.za](mailto:antonette.gouws@wits.ac.za)).

For information regarding fees or other administrative concerns, contact Nombulelo Madikhetla ([nombulelo.madikhetla@wits.ac.za](mailto:nombulelo.madikhetla@wits.ac.za)), Graduate Studies Office, Faculty of Humanities, which is located in Room 4 of the South-West Engineering Building on the East Campus: 011 7171 4007/8

# How to apply

## **Checklist for application to graduate studies**

Obtain application forms and the Graduate Studies brochure from: individual disciplines or fields of study; the Humanities Graduate Centre on Main Campus; or the Humanities Faculty Office on Education Campus.

Make an appointment to discuss your proposed application with the relevant academics in your chosen field. If you are undertaking an interdisciplinary programme, contact the Graduate Studies Office, ground floor, South West Engineering Building, Room 4. Tel: 011 717-1830/1880, e-mail: [gradcentre.humanities@wits.ac.za](mailto:gradcentre.humanities@wits.ac.za).

Find out *when* the units are being taught. In a full-time coursework Masters it is customary to take two of the three units in the first half of the year, and complete the third unit and research report in the second half of the year.

Read the brochure “General information for postgraduate applicants,” available from the Graduate Centre.

Fill in the application form for Graduate Studies Admission and hand it in at the Faculty Office, Room 4 Ground Floor South West Engineering Building.

Applicants who have not been enrolled at Wits University must supply a programme certificate and a full academic record or a copy certified by a Commissioner of Oaths with their application form. Authentication by means of a Postmaster or police stamp is not accepted. International Applicants must have their qualifications verified by SAQA ([www.saqa.org.za](http://www.saqa.org.za)).

International students should contact the Wits International Office, Senate House Room 017, Tel: (27) 11-717-1050/4, Email: [studysa.international@wits.ac.za](mailto:studysa.international@wits.ac.za). An international students’ handbook is available from the international office website on: <http://web.wits.ac.za/Prospective/International/AboutUs/WIO.htm>.

Submit applications for financial assistance and the University Postgraduate Merit Award and bursaries to your chosen school before 15 September in the year prior to intended registration. The school then signs them off and returns them before 30 September to the Financial Aid & Scholarships Office, Ground floor, Senate House, Tel: 011 717 1070/5.

Applications for University accommodation must be submitted before 30 September in the year prior to intended registration. These must be returned to the Faculty office with your application form.

## **Enrolment**

All students should enrol formally with the Faculty at the commencement of their studies and then on an annual basis. This means completing and signing an enrolment form.

Once you have enrolled, you will:

1. Receive a student card.
2. Be able to use the library.
3. Be liable for fees.

Registration: 14 January 2009 and Orientation week: 2 – 5 February 2009.

## **Change of Address or Personal Details**

Students should inform the Faculty Office if their address or personal details change. It is essential that the Faculty Office has correct information and can contact details of a student. Please complete Appendix 4 and submit to the Faculty office.

## **Person Card**

On enrolment, students are issued with person cards (student IDs), which can be exchanged for ICAM (Integrated Campus Management) cards at the ICAM Card Centre in Senate House Concourse.

This card is automatically encoded for:

1. Entrance to campus on foot or by car.
2. Entrance to the libraries and borrowing of books.
3. Placing money on an account for photocopying in the libraries, buying food in some cafeterias, paying for treatment at the Campus Health and Wellness Centre, shopping at Walton's in Braamfontein.
4. Entrance to residences and dining halls for students living in University accommodation.
5. Entrance to the Graduate School, depending on level of study.

If your card stops working, take it to the ICAM Card Centre at Senate House Concourse to be repaired. If it is still not working, take it to the ICAM offices on the 3rd floor of Senate House.

If your ICAM card is lost, and you wish to have it blocked so that no one else can use it:

1. Report the loss in person to Central Block Room 1 or the ICAM Card Centre in Senate House, taking your person number and some form of identification.
2. Or telephone the ICAM offices.
3. Report the loss immediately to the Graduate School.

To get a new card, fill out a pink form at the ICAM Card Centre, have this form signed by the commissioner of oaths, pay R125.00 at the Cashiers Office, and take the receipt to the ICAM Card Centre, where they will issue you a new card. Working hours are from 08h30-13h00 and 14h00-16h00.

#### **Contact details:**

ICAM Card Centre  
Senate House Concourse  
Tel: 011-717-1830

ICAM Office  
3rd floor, Room 3109, Senate House  
Tel: 011-717-1882/3

## **Changes of Enrolment**

### **Change of Title of Research**

Complete the form (obtainable from faculty) and submit it to the Faculty Postgraduate Office for your changed research title to be approved by the Chairperson of the Graduate Studies Committee.

### **Changed Line of Proposed Research**

If major changes in your line of research warrant a new proposal, you will need to repeat the process of submitting a proposal to the Faculty Postgraduate Office. A letter of explanation and support from your supervisor must accompany the proposal. If the changed line of research is approved, your candidature will *normally* start afresh from the point when the new proposal is accepted.

### **Change of Supervisor**

Complete the form indicating who your supervisor was and who the replacement will be, and submit it to the Faculty Postgraduate Studies office. This form can also be obtained from the Post-Graduate Faculty office.

### **Change from Part-time to Full-time/Full-time to Part-time**

Complete the form indicating which change you wish. Support your application with a letter from your employer, if you are changing to part-time candidature.

### **Application for an Extension of Time to Submit your Proposal**

Complete the form providing a motivation for the extension, and indicate the date for the proposed extension. Attach a letter of support from your supervisor.

### **Application for an Extension of Time to Submit your Thesis**

Complete the form providing a motivation for the extension and indicate the date for the proposed extension. Attach a letter of support from your supervisor. An extension is only valid for a period of three months.

### **Application to put your Enrolment into Abeyance**

Fill in the form and provide a motivation for the abeyance and state the period for which you are applying. Note that Masters programmes by Coursework and an Honours Research Report cannot be put into abeyance.

**Application to Amend Units**

Complete the form and indicate which unit(s) you are dropping and which one(s) you wish to take. All changes must be endorsed by the relevant unit leaders, and by your programme co-ordinator. You will be liable for fees for any units not officially dropped by the end of the 2<sup>nd</sup> week of the semester.

**Cancellation of Enrolment**

Complete the form and ask the Head of School and the Library to sign the relevant sections. The form can also be obtained from the Faculty office.

**All of the above changes must be submitted to the Faculty Postgraduate Studies office (Room 4 South West Engineering).**

**Re-enrolment**

All students including staff members completing their qualification must re-enrol at the beginning of each New Year. The University requires that all candidates remain enrolled until they graduate.

No late enrolments will be allowed.

# Student research processes and procedures

## RESEARCH PROPOSAL SUBMISSION AND EVALUATION

Writing a research proposal constitutes a crucial stage in the formulation of any project, whether at Masters by coursework and research report, Masters by dissertation, or PhD level. Thesis students usually identify a topic and a supervisor before registering for the degree. Students doing research reports identify topics and supervisors in the 1st semester of the programme usually guided by the programme coordinator. Masters by dissertation and PhD candidates are expected to produce their proposals within the first six months of full-time study or one year of part-time study. For MA coursework candidates, the final deadlines for submission to the Graduate Studies Committee are 31st July for all full-time students and the 31st of March of the second year of study for part-time students. Many programmes have internal deadlines, which occur earlier in the year. Students are strongly advised to work closely with their supervisors or supervisory panel throughout the period of preparing the proposal. (In some cases, especially where students are enrolled for cross-disciplinary research there may be a supervisory panel, composed of specialists in appropriately interrelated areas or disciplines.) Drawing up the proposal cannot be indefinitely deferred, not only because there are Faculty time-limits but also because each student must deliver a presentation at a School seminar. At this seminar, members of staff and fellow students will comment on the draft proposal, help to identify serious empirical or theoretical weaknesses, and offer suggestions for improvements.

It is increasingly becoming the practice to invite the reader(s) appointed by the Graduate Studies Committee to the research seminar, so that he or she can help in shaping the proposal by bringing additional perspectives or expertise to bear. After the discussion has been completed, the student, and his or her supervisor and, where appropriate, the appointed reader meet to consolidate pertinent comments and criticisms, and to amend the proposal accordingly. The revised proposal is then submitted to the Graduate Studies Committee for evaluation by a single reader in the case of Masters degrees and two readers in the case of PhDs. These readers will then submit a formal report to the committee.

In some Schools or Disciplines where the so-called 'internal' proposal reading system is used, the reader who attended the proposal presentation has already been formally approved by the Graduate Studies Committee. In these cases, the student, supervisor and reader will work together to undertake any necessary revisions and the proposal will then be submitted to the Graduate Studies Committee with the readers' reports attached. In these cases, the reader's report indicates that the proposal has already been accepted by the approved reader.

In cases where the proposal has been submitted to the Graduate Studies Committee prior to the reading process, many proposals are accepted by the reader as they stand. Others may be referred for the clarification or revision of certain clearly identified aspects, while a small number may require substantial rewriting. Under all circumstances, close collaboration between the student, the supervisor and the Graduate Studies reader is recommended. The object of the exercise is to guide and support students in the early stages of their research, so that they undertake projects that are workable and intellectually and socially worthwhile. The Graduate Studies reader should be regarded as another advisor, who can be approached for information or for evaluative insights, where necessary.

Once the proposal has been approved, students may proceed to their fieldwork or to the writing of their research reports, dissertations or theses. This is not the moment to relax in the conviction that a major hurdle has been overcome. Students should try to keep up the momentum of their research, and to move directly from the proposal stage to the implementation of the chosen research design.

Detailed advice on drawing up and submitting a proposal is contained in Appendix 1: *Writing a Masters (by Dissertation) or PhD Proposal in the Faculty of Humanities* and in Appendix 1: *Guidelines for the Preparation of a Masters (by Coursework and Research Report) Proposal in the Faculty of Humanities*. Please note that Appendix 2 is cross-referenced with Appendix 1; all MA (coursework) students should read both carefully. It is also worth noting that the Faculty of Humanities accommodates a rich diversity of disciplines and allied fields of cross-disciplinary research; and the printed guidelines are only designed to provide a broad overview, which

is conceived as meeting the needs of most students. Students will need to consult their supervisors for more information about the design of specific research projects.

## **ADMINISTRATIVE PROCEDURES FOR RESEARCH PROPOSALS**

1. When submitting your proposal, please complete the submission form which may be obtained from the Graduate Studies office.
2. Two copies of your proposal are to be attached to the submission form and then handed in to the Faculty Graduate Studies office.

If changes or a response to queries raised in your proposal are asked for, please submit your revised proposal/response to the Faculty Graduate Studies Office.

## **SUPERVISION OF RESEARCH IN THE FACULTY OF HUMANITIES**

Experience reveals that effective supervision depends upon a clear understanding of the roles of both supervisor and student. The following guidelines will be helpful but the University's Post Graduate Project Office and in many cases particular departments in the faculty have produced more detailed documents related to supervision.

For further information please contact the Post Graduate Project Office, Hildegard Chapman 717 1156 or via email [Hildegard.chapman@wits.ac.za](mailto:Hildegard.chapman@wits.ac.za).

### **Guidelines relating to the supervisory process**

These guidelines are intended to assist students and their supervisors in defining their respective roles, but some disciplines or schools have their own supervisory or memoranda of agreement with students, and supervisors are expected to discuss and sign.

The pursuit of research for a higher programme takes place under the direction of a supervisor (or a committee of supervisors with a designated chairperson), appointed by the University. As different research projects may need different approaches, these guidelines suggest rather than prescribe practice. Students and supervisors should also consult the most recent edition of the Humanities Rules and Syllabuses booklet. Senate has further approved Standing Orders for the implementation out of the University's rules for higher programmes; these provide guidelines on such matters as admission of candidates for higher programmes, examination procedures and the appointment of supervisors. Students and supervisors are welcome to consult the Standing Orders in the Faculty Office.

### **The Student**

1. The home School and the Humanities Graduate Centre provide various types of support for students in the early stages of their research projects. The development of relevant research skills and the initial stages of a research project can begin as part of the coursework component of an MA programme by coursework and research report. While a student is usually consulted about the appointment of a supervisor(s), allocation to a supervisor is the prerogative of the home School.
2. The first stage in the research process is the development of a research proposal. The supervisor(s) will guide the students through the writing of the proposal and advise the student when the proposal is ready for submission. The supervisor(s) will also advise the student about whether there is a need for the help of an informal consultant for any aspect of the project. The research proposal must be presented at a seminar in the school before it is submitted to the Faculty. The school may have an internal deadline for the submission of the proposal, which is earlier than the Faculty deadline. The Graduate Studies Committee, on the recommendation of the supervisor(s), nominates a reader (or in the case of a doctoral proposal two readers) for the proposal. The reader or readers decide whether the proposal is acceptable or not, and usually offer detailed comments on the proposal. Readers' responses should reach the student no later than one month after submission of the proposal. If the proposal is deemed unacceptable, the student will be asked to revise it in the light of the reader's comments and to resubmit it. The reader will then re-assess the proposal. The student is encouraged to contact the reader to seek further advice.
3. As the research proceeds, a student should arrange to meet the supervisor to discuss progress at least once a month. Students should not expect supervisors to be available to them without an appointment, unless they

are specifically advised to the contrary. Students should prepare themselves for these meetings, either by leaving in advance pieces of written work for the supervisor's comments, or by bringing with them specific problems to discuss or a report of achievements since the last meeting. Students should be able to make positive suggestions to supervisors about the next stage of the work. The ultimate responsibility for keeping in regular contact with the supervisor and for ensuring the successful completion of the student's work, rests with the student, and not with the supervisor.

4. During the time that the student is enrolled for research, the student should try to participate fully in the activities of the home school, and the Graduate Centre by attending research seminars, lectures by visiting scholars and the like, and should strive to keep abreast of developments in the core discipline. Students are advised to make good use of opportunities to present or discuss their work, e.g. by giving oral presentations arranged by the supervisor, or in conversation with their fellow-students. The Graduate Centre offers workshops throughout the year designed to support the research process.
5. Writing up the research:
  - Students can expect their supervisors to give them general guidance on drafting their research, to discuss the main arguments and conclusions with them, and to criticise at least one full draft of the research report, dissertation or thesis.
  - Students should not ask a supervisor to read more than two full drafts or to check for spelling and typing errors, correctness of data or references, or the accuracy of quotations. Nor should students rely on supervisors to correct grammar or to assist with the production of the final copies (two bound and two unbound). A friend or professional editor can be asked to help with proofreading. It is also not reasonable to expect the examiners of the work to identify and recommend more than a limited number of required corrections. Once the research work is passed, the student needs to collect the two unbound copies, should corrections be required. Both copies will have to be returned to the Faculty Office once the necessary changes have been made.
  - Students should find out in advance from the supervisor when s/he will be available to read and discuss a draft(s). As far as possible, each student should notify the supervisor when he/she expects to submit a substantial piece of work, so that time for reading it can be allocated within the supervisor's schedule. It is not reasonable for a student to expect the supervisor to drop everything to read drafts because the student suddenly has urgent deadlines to meet, especially during study breaks and vacations, when the supervisor is busy with other research tasks. Careful planning throughout the period of research will avoid unnecessary and frustrating delays.
  - The student (not the supervisor) is responsible for the content and presentation of the research work. The supervisor will have to declare whether it is submitted with her or his approval. Although the student is entitled to submit it in the absence of the supervisor's approval, such as step should not be taken without careful consideration.
  - The student and the supervisor should normally be able to resolve differences that arise between them. If irreconcilable conflict should develop, however, the student should approach first the Head of Discipline, then the Head of School, and as a last resort the Assistant Dean (Graduate Studies) in the Faculty of Humanities. The Assistant Dean may elect to appoint a mediator to resolve the differences.
6. A student enrolled for an MA by dissertation or a PhD must give the supervisor a written progress report annually.

## **The Supervisor**

1. The acceptance of postgraduate students for supervision should not be undertaken lightly. Under most circumstances, a supervisor should take care to accept only those students who wish to work within her or his field of experience and competence. This may occasionally mean that the school will have to direct the student away from an area of initial interest. Supervision outside the school but elsewhere in the University is unusual and should be arranged only in consultation with the Head of School. It is the supervisor, not the student, who is more likely to recognise the need for an informal consultant for some aspect of the project or for a supervisory committee. In the first instance, the supervisor or programme co-ordinator should approach a prospective informal consultant, or other members of a committee. The supervisor is normally the person who works with the student while he/she develops a research proposal. Once a student has been allocated to a supervisor, the supervisor should inform the Faculty Office.
2. In the event of student's having more than one supervisor or an informal consultant, it is important that there be regular contact between all those involved. If disagreements develop between the supervisors, these should be recognised and resolved at an early stage, before they become substantial and impede the student's progress. It is the responsibility of the chairperson of a supervisory committee to ensure that such differences are resolved. It is also the responsibility of the chairperson to produce a memo specifying the

- responsibilities of each member of the supervisory committee, and to circulate it to all members as well as the student.
3. Students should be given written as well as oral comments in response to written work. Supervisors must respond timeously (under normal circumstances, within a maximum of four weeks) to students' submissions.
  4. The supervisor and the student are required to submit a progress report at a specified time each year. The supervisor is required to show her/his report to the student, who should sign it. When a student fails to keep in regular contact with her/his supervisor, the supervisor should send a letter to the student, with a copy to the Faculty Office.
  5. A supervisor who is granted leave of absence from the University usually continues to supervise students with whom he/she is working during this period. Under certain circumstances, alternative arrangements may be made in consultation with the Head of School.
  6. To avoid potential misunderstandings, the supervisor or chairperson of a supervisory committee should, at an early stage, make clear to the student:
    - his/her own view of the supervisory role and responsibilities, and how s/he proposes to exercise them;
    - the supervisor's view of the student's role and responsibilities; and
    - the skills the supervisor expects the student to acquire or to sharpen;
    - whether the student will need to obtain ethical clearance for her/his project from the Human Research Ethics Committee (Non-Medical).
  7. In advance of the submission of the research work for examination, the supervisor must ensure that a suitable external examiner has been appointed, usually someone who is qualified in the field and holds at least a Master's degree. An external examiner is normally a member of another university with experience of supervision at higher-programme level, although in certain circumstances an examiner from this institution may be proposed on grounds of both qualifications and appropriate professional experience. Supervisors are required to call on a range of different external examiners rather than relying on only one or two. If a potential examiner has not previously examined for a particular the school at this level, a CV should be requested and submitted for approval together with a recommendation to the Chair of the Graduate Studies Committee. While the supervisor may ask a potential external examiner informally whether he/she would allow his/her name to be put forward, a formal offer of appointment is made by the Faculty. The responsibility rests with the supervisor to ensure that an external examiner has been appointed before the candidate submits his/her work for examination. It is a rule of the Faculty that research may not be sent out for examination if the external examiner has not been approved. The supervisor usually serves as the internal examiner for MA research reports, although circumstances may occasionally lead a school to appoint another member of staff as internal examiner (From 2007 onwards, Masters dissertations and PhD theses will be assessed by an internal examiner who has not served as the supervisor, in order to comply with senate policy). The identity of the external examiner should not be revealed to the student before he/she has received the formal result.
  8. The relationship between a supervisor and student should be based on mutual respect and shared interest, and on recognition of the difficult nature of the student's task. The supervisor has the opportunity to exercise considerable influence on the intellectual growth of the student.
  9. Supervisors should explain to students how they conceive approaches to key research problems within the discipline, how such problems can be tackled, and what broader implications might present themselves. Supervisors should endeavour, partly by their own example, to educate students in the following practices: to develop good scholarly habits; to avoid procrastination; to meet deadlines; to organize their work effectively; to keep full and careful records; to work out results promptly; and to integrate these results into tables or graphs, if this is required by the project. Students should thus learn to be tidy, accurate, critical, imaginative and resourceful, to show initiative, and to think independently.
  10. To avoid potential misunderstandings, supervisors should at an early stage make clear to a student (i) the supervisor's role and responsibilities and how it is proposed that these will be enacted, (ii) the supervisor's sense of the student's role and responsibilities; and (iii) the skills the student will need to acquire, in addition to competence in research, in such matters as scholarly writing, as well as the handling and presentation of quantitative data.
  11. Supervisors should guide students in preparing the proposal for the required seminar, and should ensure that an effort is made to conform to the outline provided in the Faculty documents.
  12. Once the proposal has been accepted, supervisors should make sure that written work and results are seen and they should not be content with results that are merely reported. If regular written work is not presented, supervisors must report to the Graduate Studies Committee that inadequate progress is being made.

13. It is also a supervisor's responsibility to ensure that the work does not diverge significantly from the original proposal. If it does, or if a substantive change of title is required, supervisors must seek the approval of the Graduate Studies Committee, which may require a revised proposal.
14. Supervisors should make every effort to encourage students to offer papers at conferences and to publish papers based on their research.
15. With the talented students, or students who show great promise in their work, supervisors should bear in mind the Faculty's provisions for conversion to PhD and should act timeously, if they believe that the work which the student is doing justifies conversion.
16. Supervisors who go on sabbatical are normally expected to continue with their postgraduate supervision. If they are unable to do so for some reason, they should advise their students well in advance, and make sure that appropriate arrangements for the supervision of their students while they are away.

# Ethical Responsibilities

## RESEARCH POLICY: SENSITIVE & CONFIDENTIAL RESEARCH

The University subscribes to the freedom of its staff, students and persons appointed or working under its umbrella to pursue self-initiated research consistent with the University's philosophy and mission. In addition, the University recognises the importance of its contributions to society in the form of making its expertise and facilities available for contract research and development work. In many cases, this requires that certain information be dealt with confidentially. The University encourages the maximum possible contribution to, and contact with, industry even when confidential work is involved.

This freedom to undertake research, however, is always subject to the dictates of the researcher's conscience and to the University's right to know of all such activities. By apprising the senior officers of the University of all such activities, they are given the opportunity to react when they judge that any particular activity is alien to the philosophy of the University. For the purposes of this document "research" must be understood to include all activities related to research.

### Sensitive research

The declared philosophy of the University would be brought into potential conflict with research activities, whether undertaken as part of a person's academic duties or in terms of the rules governing private work, if it were, for example, to fall into one of the following categories:

- research likely to have a net adverse impact on the environment;
- research which is in potential conflict with human rights or human dignity or health.

These are merely examples and they are not intended to be exhaustive. Furthermore, they describe categories of merely potential conflict with the University's philosophy. The decision as to whether a research activity is actually in conflict with the University's philosophy will be taken at the highest level.

The onus is on those undertaking research at the University to draw every case of potential conflict to the attention of the relevant School Head. In turn, Heads of Schools and Deans of Faculties should ensure that every case of potential conflict is brought to the attention of the Deputy Vice-Chancellor (Research). Where, in the opinion of the Deputy Vice-Chancellor (Research), it may be inappropriate for the proposed research to be undertaken, a final ruling will be obtained from the Vice-Chancellor's Research Committee (comprising the Vice-Chancellor, the Deputy Vice-Chancellors, and the Registrar).

### Confidentiality

After careful consideration of a request for full or partial confidentiality, a moratorium, of up to two years from a date to be negotiated, on publication in the formal literature or on presentation, for example at conferences, may be granted by the Deputy Vice-Chancellor (Research). Under no circumstances, however, will any delay be permitted in the submission of theses and dissertations or in the process of their examination, but a moratorium of up to two years may be granted for the lodging of such theses and dissertations on the University library shelves, provided that the student accepts this condition when enrolling.

### General

In the case of all research on humans and other vertebrate animals, or their foetuses/embryos and invertebrates of the class Cephalopoda, including research that involves drug trials or clinical trials, the clearance of the Committee for Research on Human Subjects, or of the Animal Ethics Screening Committee, or of the Biosafety Committee, as appropriate, must be obtained. Instances of sensitive and confidential research considered by the Vice-Chancellor's Research Committee will be reported by topic to the Senate and Council of the University.

**Note:** This policy document should be read in conjunction with the accepted University practices relating to externally funded work. Please visit: <http://intranet.wits.ac.za/support/EFW/>

**Enquiries to:** *The Research Office* ▪ 011 717-1234 ▪ e-mail [anisa.keshav@wits.ac.za](mailto:anisa.keshav@wits.ac.za)

## CODE OF ETHICS FOR RESEARCH ON HUMAN SUBJECTS

The interaction between a researcher and the people investigated falls broadly into two categories. The respondent can be either a subject or an informant. In those areas of research where the individual, qua individual, (the 'subject'), is the object of study, the potential problem of invasive techniques, invasion of privacy, and so on, is clear. These are handled by university ethics committees.

On the face of it, the case of 'mere' informants seems to present little problem, especially as it tends to involve voluntary interaction and informants can choose to withhold co-operation. In fact, however, there are more subtle ways of exerting coercion, often unintentionally. It is essential that all researchers in the humanities and social sciences who have occasion to use informants should be aware of the ethical problems this can pose. In order to alert researchers to these dangers, the following list of precepts (based on the Code of Ethics of the American Anthropological Association) is presented:

- A researcher's paramount responsibility is to those studied. Where there is conflict of interest, they must come first. Researchers must do everything within their power to protect their informants' physical, social and psychological welfare and to honour their dignity and privacy.
- The aims of the investigation should be communicated as well as possible to informants.
- Informants should have the right to remain anonymous.
- Questions asked should not be insulting or embarrassing.
- The use of monitoring devices such as tape recorders and cameras should be open, and fully understood by the people concerned. They should be free to reject them if they wish. Results should be consonant with the informant's right to welfare, dignity and privacy.
- There should be no exploitation of informants for personal gain. Fair returns should be given them for all services. There is an obligation to reflect on the foreseeable repercussions of research and publication on those studied.
- The privacy and wishes of informants should at all times be respected.
- No reports should be provided to sponsors that are not also available to the general public and, where possible, to the group studied itself, subject to the policy laid down in the document, Policy on Matters Relating to Sensitive and Confidential Research.

The onus is on the researcher to comply with these guidelines. Where there is doubt in the mind of the researcher, the proposed research project should be referred to the Chairperson of the relevant HERC.

The University has two Human Ethic Research Committees, one for medical research and one for non-medical research; the latter mostly applies to in the social sciences humanities. To stay of the policies in the area, please visit: < <http://web.wits.ac.za/Academic/Research/Ethics.htm#code> >

The University also has an Animal Ethics Committee, subdivided into control and screening Committee.

The remit of the Animal Ethics Committee is to protect the welfare of animals used in teaching and research. To learn more please visit: <<http://web.wits.ac.za/Academic/Research/Ethics.htm#code>>

The Committee involved in the area of research is the Institutional Biosafety Committee. This Committee has oversight responsibility for laboratory safety, the handling of biohazardous materials, the approval of vaccine trials, environmental safety and the handling and storage of radioactive materials.

To learn more, please visit: <<http://web.wits.ac.za/Academic/Research/Biosafety.htm>>

# Submission of research work

## THE SUBMISSION OF RESEARCH REPORTS, DISSERTATIONS, & THESES

Research reports, dissertations and theses are usually submitted for examination with the approval of the supervisor or the supervisory committee. This entails the signing of a Faculty form, on which the supervisor also records any pertinent information relating to the student's research publications and the supervision history itself. A student may submit his or her work without permission; in this situation, a supervisor who may (in the case of a Masters research report only) act as the internal examiner stands down. However, to submit without permission is a serious step and should be avoided if at all possible. If there is disagreement between the student and the supervisor, it is preferable to consult either the Head of Discipline or Head of the School concerned. If this yields no result, the Assistant Dean for Graduate Studies should be asked to assist. In general terms, though, it is very much in a student's interest to rely on the judgement of the supervisor and not to aim to submit prematurely. If the project is not quite ready for assessment, the candidate may run the risk of forfeiting a distinction or even failing outright. Many referrals for revision can unfortunately be linked to over-hasty submission. An intention to submit form should be completed and signed by both the supervisor and the student three months prior to submission. This will eliminate delays in getting the supervisor to nominate examiners.

## THE MARKING PROCESS

### Masters research reports

Research reports are assessed by an internal and an external examiner, each of whom awards a mark. In the case of Masters Research Reports, the supervisor may act as an internal examiner. If the marks are relatively close (within the same class), correspond closely to the student's coursework record, and only minor corrections are required, the Assistant Dean for Graduate Studies will determine the final mark to be awarded. If there are significant differences between the examiners' marks, or if other discrepancies arise (e.g. a question of revision), the final mark is awarded on the advice of a nominated panel of members from the Graduate Studies Committee, after a process of careful consultation. 50% constitutes a pass, and marks of 75% or above constitute a distinction. MA (by coursework and research report) students may thus achieve a distinction for the coursework alone, for the research report alone, or for the entire programme. The marks for the course work and the research component are not integrated to give a single final figure.

### Masters dissertations

Masters dissertations are not given precise marks; a dissertation may fail, pass, or be awarded a distinction. These dissertations are marked by both an internal examiner, who may be, but is not always, a Wits academic staff member, and an external examiner who is from outside the University. If both examiners recommend the same result (e.g. a pass or a distinction), and only minor corrections are required, the Assistant Dean for Graduate Studies will sanction the award of the programme. In all other cases, a nominated sub-committee of the Graduate Studies Committee will read the examiners' reports before reaching a joint decision as to whether the programme should be awarded and the extent of any revision required.

### PhD theses

A PhD thesis may either fail or pass; no distinctions are given. PhD's are marked by one internal examiner, who may be, but is not always, a Wits academic staff member, and two external examiners from outside the University. If all the examiners recommend the same result, and only minor corrections are required, the Assistant Dean for Graduate Studies will sanction the award of the programme. If there is a difference of opinion among the three examiners, or if any complicating factors present themselves (e.g. a call for revision), the decision is referred to a nominated sub-committee of the Graduate Studies Committee. Its members will read the examiners' reports and make a final recommendation. In rare cases of substantive disagreement among the examiners, an external assessor is appointed to adjudicate among the contending evaluations and to give the final decision, which is binding on all concerned.

## **AD HOC COMMITTEES AND APPEALS**

Where seriously conflicting examiners' reports on research reports, Masters dissertations or PhD theses are received, or where major problems arise in the process of graduate study, the Assistant Dean for Graduate Studies convenes an ad hoc committee consisting of four or five members to address the substantive issues. Such meetings are fully minuted, and may result in the setting of schedules to assist students with the revision of their work or occasionally in the appointment of special research consultants or new supervisors. Students wishing to lodge appeals, whether about the award of a programme or some supervision matter, should initially contact the Assistant Dean for Graduate Studies. S/he will put the case to an ad hoc committee before responding to the student. More straightforward instances will be handled directly by the Assistant Dean. It is advisable to seek mediation at the earliest possible stage.

## **ADMINISTRATIVE REQUIREMENTS FOR SUBMISSION OF RESEARCH**

Wits uses the following terminology: the written submission for a PhD is a "thesis"; the written submission for a Masters programme by research is a "dissertation"; the written submission for the research component of a Masters programme by coursework and research is a "research report".

### **Deadlines for research submission**

- A full-time PhD candidate: thesis to be submitted two to five years after registration.
- A part-time PhD candidate: thesis to be submitted four to six years after registration.
- A full-time Masters by research candidate: dissertation to be submitted one to three years after registration.
- A part-time Masters by research candidate: dissertation to be submitted two to four years after registration.
- A full-time Masters by coursework and research candidate: research report to be submitted by the end of the first year of study.
- A part-time Masters by coursework and research candidate: research report to be submitted by the end of the second year of study.

NB: Consult your programme co-ordinator for dates, since these vary from programme to programme. (See also Re-registration, page 127.)

### **Submission requirements**

- Examiner must be nominated by the supervisor one month prior to student's submission
- PhD: three bound and two unbound copies of research submission (plus one bound per additional supervisor), and one copy on disk (The disk copy, which should be in PDF format, is only necessary once examination is complete and all corrections have been made).
- MA (both by research and by coursework and research): two bound and two unbound copies of research submission (one additional bound copy per additional supervisor), plus one copy on disk (The disk copy, which should be in PDF format, is only necessary once examination is complete and all corrections have been made).

Research is considered as "submitted" only when the bound copies have been handed in to the Faculty Office. (The bound copies are sent out to examiners. The unbound copies are corrected, if necessary; one copy is then bound by the University and sent to the library; one unbound copy goes to Archives.) The submission of the research work should be accompanied by a submission form. Complete Appendix 3.

### **Examiners' Reports**

Staff in the Faculty Office may not give examiners' reports directly to students. It is a matter of Faculty policy and professional courtesy that these reports are sent initially to your supervisor and/or to your Head of School. The staff member concerned will be happy to discuss the contents of the examiners' reports with you, and to help you to draw out those recommendations which will guide you in your scholarly development.

## **Corrections/Revision**

The two unbound copies of theses/dissertations/ research reports, which are handed in on submission, are kept in the Faculty Office. These can be retrieved by candidates who need to carry out any corrections or revisions required by their examiners. Candidates insert the corrected pages or chapters into the unbound copies, which are then returned to the Faculty Office with a note from the supervisor to confirm that the corrections have been satisfactorily completed.

## **ETD (Electronic Theses and Dissertations)**

Once your work has been examined, and you are ready for graduation, you will need to submit two corrected unbound copies of your work, R120 for administration costs, and another copy of your work in PDF format. Please note that you will not be permitted to graduate unless all this information has been submitted to the Faculty Postgraduate Office *at least 6 weeks prior to graduation*. More information about this procedure can be found on the University's Library website under ETD submissions. The examination of a thesis, dissertation or research report can take up to eight months. If the submission is problematic (e.g. extensive revision is required), the period of examination can take substantially longer. There is no 'final' date for submission of theses, dissertations or research reports for graduating at any particular ceremony. The examination of a doctoral thesis may include an oral examination. Although candidates are expected to register in January, they will not be charged fees if they submit their work before 15 February in any a year.

## **Graduation**

A list of all candidates who have submitted their work for examination is sent to the Graduation Office. The Graduation Office then advises each candidate of the next graduation date and encloses tickets for this ceremony. It should be noted, however, that a candidate may not graduate until all examiners' reports have been received by the Faculty Office, corrections have been completed, and the Graduate Studies Committee has agreed to the award of the programme. The candidate must also have paid all the fees due to the University.

# Academic facilities

## HISTORICAL PAPERS

Historical Papers is a unique and accessible hub for human rights research situated in the William Cullen Library of the University of the Witwatersrand serving civil society as well as scholars and researchers. It is the University's main repository for historical archives and houses over 3000 separate collections of historical, political and cultural importance. This makes it one of the largest and most comprehensive independent archives in Southern Africa. The collections include the papers of individuals and the records of organisations, with the emphasis on material relating to South and Southern Africa. Papers date back as far as the seventeenth century.

The earlier collections relate to journeys of exploration into Africa, colonialism and missionary activity. They also include the discovery of diamonds and gold, the various Frontier Wars, the Zulu War, the two Anglo-Boer wars and the First and Second World wars.

More recent acquisitions are rich sources of information for the study of twentieth-century South Africa. Historical Papers houses the personal papers of JH Hofmeyr, Margaret Ballinger, Dr AB Xuma, Dr SM Molema, Sol Plaatje, AWG Champion, Rev Calata, Ray and Jack Simons, Helen Joseph and Helen Suzman, among others. Historical Papers is also the official repository of several organisations and institutions, for example the South African Institute of Race Relations, Black Sash, Democratic Party, COSATU, Anglican Church, South African Council of Churches and the End Conscription Campaign. It has built up an impressive collection of political and labour trial material dating from the 1950s to the 1990s, including trials such as the 1956 Treason Trial, the Rivonia Trial and the Delmas Trial. The court records include exhibits which are a rich source of information on the anti-apartheid struggle.

The South African History Archive (SAHA) and the Gay and Lesbian Archives of South Africa (GALA) are based at Historical Papers, and the three institutions have a complementary working relationship.

Staff at Historical Papers are friendly, experienced and Professional and able to offer constructive advice and help to users. Photocopying facilities are available.

The collections in Historical Papers can be searched online at: [www.historicalpapers.wits.ac.za](http://www.historicalpapers.wits.ac.za)

Contact details:

*Curator: Michele Pickover*

*Historical Papers*

*Room 2, Ground floor, William Cullen Library, East Campus*

*Tel: 011 717-1940 Fax: 011 717 1927*

*E-mail: [michele.pickover@wits.ac.za](mailto:michele.pickover@wits.ac.za)*

## ROCK ART RESEARCH INSTITUTE

The Rock Art Research Institute began in 1978 and in twenty years has established itself as the world leader in rock art studies setting standards for recording, publication, training, public outreach and the development of globally applicable rock art research methodologies. Researchers in the USA, Europe and Australia cite the work of the institute as instrumental in their thought and approaches.

Since 1978 the collections have grown to the point that together they now form the largest and most diverse rock art archive in the world. They are an unparalleled research resource and are used by scholars, publishers and interested people around the world. There is a working dynamic to the collections: they are continually added to, worked over and reassessed. This process leads to constant new discoveries and important research advances.

### **The Original Rock Art Collections**

The institute has a few hundred original rock paintings and engravings that were removed in the 1940s from sites across South Africa. Many pieces in the collection are exceptionally fine and of great value. In many cases the art in the original sites has all but vanished.

## **The Working Collections**

There are six working collections of tracing and colour slides from the broader Southern African region.

## **Archival Collections**

There are ten historically significant archival collections with original tracings and water colour reproductions.

Contact details:

*Rock Art Research Institute*

*Origins Centre*

*Tel: 011 717-6051*

*Fax: 011 717-6069*

## **UNIVERSITY ART GALLERIES**

The Wits Art Galleries (including the Gertrude Posel Gallery) are temporarily closed to the public. An extensive fundraising programme is underway to develop the new gallery complex in University Corner. Architects have been appointed and plans finalised for a 4000 square metre facility that includes four display galleries, appropriate collection storage, teaching, research and seminar areas. Exhibitions are held in other venues or in the as yet unfurnished space. The collections remain available for research by staff and students, or by appointment.

The University's art collections were initiated in the late 1950s and its first gallery established in 1972. Wits was the first gallery in South Africa to start consciously acquiring local indigenous material and to validate it as art, and the first to include African art in the teaching syllabus. Although concerned with African traditional and contemporary material, the focus is on South Africa.

The Gallery is closely associated with the Wits School of Arts and also collaborates with other departments on campus that reflect interdisciplinary discourse and use art and exhibitions to advance the visual aspects of the disciplines.

Contact details:

*Contact Person: Julia Charlton*

*Tel: 011 717-1365 Fax: 011 717-1369*

*Email: [Julia.Charlton@wits.ac.za](mailto:Julia.Charlton@wits.ac.za)*

*[www.wits.ac.za/placeofinterest/](http://www.wits.ac.za/placeofinterest/)*

## **MUSEUMS**

Wits has a number of museums on the main campus, as well as some at the Medical School campus in Parktown and off campus:

### **Adler Museum of Medicine**

This Museum is located on the Wits Medical School campus. The Museum is one of only two in South Africa which deals with the history of medicine. Its holdings consist of some 40 000 artefacts, thousands of documents (including prints and photographs) and 6 000 books all relating to the history of medicine and allied health sciences. For the most part they deal with scientific medicine, but there is a small collection of material relating to South African traditional medical practices, and displays relating to alternative medical systems which include Ayurveda, Chinese medicine, Unani (Tibb) and homeopathy. It holds a significant collection of material relating to South African inventions and innovations and to important members of the medical and allied health community in South Africa.

Apart from its permanent exhibitions, the Museum regularly presents temporary exhibitions which are interesting and informative. These include subjects such as tuberculosis, cardiology, malaria and HIV/AIDS. A major exhibition entitled *Health and health care under apartheid*, documenting and recording this painful part of the history of our country, is presently being developed.

The collection covers all areas of conventional medicine, from surgery to dentistry, ophthalmology,

pharmacology and radiography. Of particular importance is an iron lung made locally, the first electrocardiograph machine to be used in the Johannesburg General Hospital, the first kidney dialysis machine used in South Africa, a very early X-ray machine and the famous Brenthurst clamp, developed by Dr Jack Penn, a pioneer in plastic surgery in South Africa.

The Museum issues the *Adler Museum Bulletin* which appears twice a year, containing fascinating articles in the field of historical research in medicine and allied health sciences, important scientists, personal reminiscences and book reviews.

The Museum arranges public lectures, regular tours for people of all ages, tours for school learners and provides excellent facilities for research.

The Museum is available for private functions.

Contact Details:

*Mrs Rochelle Keene (Curator)*

*7 York Road*

*Parktown, 2193*

*Tel and fax: 011 717-2081*

*Email: [adler.museum@wits.ac.za](mailto:adler.museum@wits.ac.za)*

*Url: [www.health.wits.ac.za/adler](http://www.health.wits.ac.za/adler)*

### **Bernard Price Institute Palaeontology Museum ‘James Kitching Gallery’**

The functioning of the Palaeontology Museum has two main faces - one public, and one more private and ‘behind-the-scenes’. The public face consists of the displays in the exhibition hall, coupled with the conducted tours that are offered on request to parties of school children and other interested parties. In terms of “behind the scenes” functions, care, maintenance, growth and curation of the fossil collections involve important generic curatorial routines for the staff.

Contact details:

*Ground floor, Van Riet Lowe Building*

*Tel: 011 717-6682*

*E-mail: [mckayi@geosciences.wits.ac.za](mailto:mckayi@geosciences.wits.ac.za)*

*URL: [www.wits.ac.za/science/palaeontology/bpihome.html](http://www.wits.ac.za/science/palaeontology/bpihome.html)*

### **Bleloch Geological Museum**

Current displays include the structure of the earth, isostasy, continental drift and plate tectonics, and also crystallography, mineral identification, meteorites and dimension stone. New displays are being developed all the time. This museum, housed on the lower Ground floor of the Building for Geosciences, is open from 8h00 to 16h30 each weekday and visitors are welcome. Dr Ian MacKay is available to conduct guided tours of the museum from Grade 1 to Grade 12, and to work with teachers in the development of programmes based on museum displays and other resource materials. Booking is essential. Joint bookings with James Kitching Gallery (Palaentology) can also be arranged.

Contact details:

*Dr. Ian MacKay*

*Tel: 011717-6665 or 084 500 3902*

*Fax: 011717-6579*

*E-mail: [mackayi@geosciences.wits.ac.za](mailto:mackayi@geosciences.wits.ac.za)*

### **Brebner Museum**

Located at the Department of Surgery, in the Faculty of Health Sciences, 7 York Road, Parktown, this museum houses surgical specimens. They are open between 8:30 - 16:00 Monday to Friday.

Contact details:

*Mrs Parkes*

*Tel: 011 717 2080*

## **Biological Sciences Museum and Biodiversity Centre**

The Biological Sciences Museum and Biodiversity Centre is integral to the teaching and research in the School of Animal, Plant & Environmental Sciences. It comprises the CE Moss Herbarium and the Zoology Museum.

### **CE Moss Herbarium**

The collections of the CE Moss Herbarium, include a collection of about 100 000 pressed plant specimens and is an important reference facility used in research and teaching by herbarium staff as well as other staff and students. The curators are research oriented regarding their collection.

### **The Zoology Museum**

The collections of the Zoology Museum include a phylogenetic teaching collection, reference collections of butterflies, shells and frogs as well as the Van der Horst embryological slide collection. The public display area is open on weekdays between 09:00 and 16h00. Public courses on tree, flora and arthropod identification are offered annually. An annual public outreach exhibition, *Yebo Gogga Yebo Ama Blomo*, is a popular event on the calendar.

Contact details:

*LG18, Oppenheimer Life Science Building*

*General/Botanical enquiries: Tel: 011 717-6467*

*Zoological enquiries: Tel: 011 717-6464*

<http://web.wits.ac.za/Academic/Science/APES/Facilities.htm>,

<http://web.wits.ac.za/Academic/Science/YeboGogga/>

### **Anthropology Museum**

The Anthropology Museum and Resource Centre contains unique collections of material culture and photography. It is a vibrant multi-functional space used by staff and students from this department and others for a range of teaching, research, social and outreach functions.

Contact details:

*Social Anthropology, Ground floor, West Wing, Central Block*

*Tel: 011 717-4404*

*Contact Person: Mr Molefi Trinity*

*Email: [Social.Anthropology@wits.ac.za](mailto:Social.Anthropology@wits.ac.za)*

### **Hunterian Museum**

The Hunterian Museum in Anatomy, Medical School, York Road, houses dissected specimens and a comparative vertebrate collection. Of interest is also their collection of face masks from all over Africa.

To book a visit to the Hunterian Museum, fax a letter asking for permission from the Head of The School of Anatomical Sciences, fax number 011 717-2422. In the letter you should say what department you are from, how many students will be coming, and give a few alternative dates and times for the visit.

Contact details:

*Contact person: [maria.duplessis@wits.ac.za](mailto:maria.duplessis@wits.ac.za)*

*Tel: 011 717- 2420*

### **Planetarium**

The Planetarium offers programmes on astronomy to the public and at reduced rates to students. Posters advertising these are displayed around campus. Special events are also available by Arrangement with the curator.

Contact details:

*Planetarium, Yale Road*

Tel: 011 717-1390  
Email: [info.planet@wits.ac.za](mailto:info.planet@wits.ac.za)  
[www.planetarium.co.za](http://www.planetarium.co.za)

### **The Sterkfontein Caves Exhibition Centre**

The Exhibition Centre at the Sterkfontein caves provides visitors with an overview of the geology of Gauteng caves and their formation. It also provides them with information on the latest research in palaeoanthropology, particularly at Sterkfontein between 3,5 and 1,5 million years ago. Human evolution and the early archaeology of South Africa are presented within the context of hominid and cultural evolution from our early ancestors to modern humans. Displays include a reproduction of the world-famous Taung skull.

Contact details:  
Sterkfontein Caves, Krugersdorp  
Tel: 011 668 3200  
Email: [info@discover-yourself.co.za](mailto:info@discover-yourself.co.za)  
[www.discover-yourself.co.za](http://www.discover-yourself.co.za)

### **Origins Centre: Museum and conference centre**

*"We are who we are because of who we were."*

The Origins Centre offers visitors a unique experience of Africa's rich, complex and sometimes mysterious past. Combining cutting-edge technology with the creative visions of South Africa's foremost artists, the narrative structure of the museum takes visitors through an extraordinary journey of discovery.

The journey begins with the origins of human kind in Africa and then moves through the development of art, symbolism, technology – the very things that give us our humanity. The journey then continues through the great and diverse southern Africa rock art traditions –the world's oldest continuous art forms – at the hands of colonists, before ending, more positively with the discovery of these ancient masterworks in a contemporary world.

Contact details:  
1 Yale Road, Braamfontein, Johannesburg  
Tel: 011 717 4700  
Fax: 011 717-4701  
Email: [info@originscentre.co.za](mailto:info@originscentre.co.za)

## **HISTORY WORKSHOP**

Established in 1977, the Wits History Workshop has played a leading role in the researching and writing of alternative and counter history. The social history or 'history from below' approach that has developed from this work explores the uses of experiential and oral history, folklore and popular culture, but within the paradigm of historical materialism. Since its inception the History Workshop/History Research Group has had two central objectives. The first has been the promotion of research into those vast reaches of South African history which have for the most part not been deemed worthy of scholarly attention – the lives and activities of ordinary people within black and white South African communities. The second has been to make this historical research accessible to South Africans and others who do not ordinarily read academic monographs. These two exercises have gone hand in hand. Our popularising texts have been the product of and have amplified on the most rigorous scholarly research, while some of the questions they have raised, and the techniques they have used, have enriched the Group's more narrowly defined scholarly activities by suggesting different styles of writing, and different questions to be asked.

The research agenda of the History Research Group has always been deeply interdisciplinary in character. Much of the research it has promoted has proceeded from the premise that well researched historical perspectives are indispensable to the social sciences more generally in their endeavours to engage with the political, social and economic issues of the present. It is our contention that historical research is an essential component of policy formulation.

The History Workshop has been extensively involved in popular history projects, including its Topics Series, the People's History of South Africa trilogy, the New Nation History Series, collected in the volume *New Nation: New History* and the Write Your Own History Project. Audio-visual history has included *Fight Where we Stand* and the six-part television documentary series screened in Britain, Australia and South Africa entitled *Soweto: A History* (with a book of the same title that flowed from it). The local popular history series includes *Kathorus – A History* (2001) and *Alexandra – A History* (2008). Other recent local history projects include histories of Ekurhuleni, Roodepoort Old Location and Ikageng (Potchefstroom).

Most of the History Research Group's conferences and other research activities thus straddle past and present with a view to making them engage seriously with one another. The centrality of this aspect of the History Research Group's mission was underscored in the re-appraisal of its role which it initiated in 1997-1998. One outcome of this re-appraisal has been a move towards establishing partnerships with a variety of NGOs engaged in cutting edge policy and related research work on contemporary social, political and other issues. This re-orientation is evident in the History Research Group's activities since 1999. The research foci of our members falls into four main categories: land governance and rural poverty; identity (ethnic, racial, class, and generational); generational change (family, youth culture, sexual socialisation, education); and urban and township development.

The partnerships with NGOs have aimed at providing historical and social science perspectives for policy and related research on current social, political and other issues, one example being its collaboration with The Centre for the Study of Violence and Reconciliation in the conference "The TRC - Commissioning The Past". The History Workshop continues to contribute to scholarly activity through international conferences. In 2001, it hosted the International Aids Conference and the Burden of Race Conference.

Members of the History Workshop have also played a prominent role in southern African Labour History. Two international labour conferences were hosted in 2006 (Re-thinking Worlds of Labour) and 2008 (Labour Crossings), which were co-hosted with the Centre for Social Research at the University of Johannesburg and which were attended by leading international scholars.

Pursuing its objective to popularise history and to raise awareness of the importance of history for contemporary society, the History Teachers' Workshop has organized annual teachers' workshops in Gauteng since 2002. These have focused on critical issues in the history syllabus (oral history, apartheid, the Freedom Charter, 1976 student uprising and Africa) have aimed to assist educators to teach these issues creatively and based on the most up to date research. History Workshop has also played a central role in training educators to utilise oral history and have run several workshops in Mpumalanga, Gauteng and North West Province.

Over the past few years the History Workshop has also been involved in a number of major heritage and public history projects. These include the South African Democratic Education Trust's Road to Democracy project, the Robben Island Museum Memory Project, Constitution Hill and the Alexandra Heritage Project.

In 2007 Professor Bonner was awarded the prestigious NRF Chair in the programme 'Local Histories, Present Realities', which has allowed him and other members of the History Workshop to extend the geographical scope of their research to provinces outside Gauteng, including Mpumalanga, Limpopo, North-West and the Free State. Among the primary objectives of this programme are:

- To systematically explore indigenous experiences in localities which have been unevenly explored or barely explored at all, and to frame them against the historical trajectory and experiences of the Witwatersrand, with a view to providing a deeper and more balanced understanding of the social and cultural dynamics of the South African interior, and to some degree of South Africa as a whole.
- To plot and understand the historical roots of some of the major social, political and economic challenges and conflicts currently besetting South Africa.

Contact details:

*Prof. P Bonner*  
011 717-4318

[Philip.Bonner@wits.ac.za](mailto:Philip.Bonner@wits.ac.za)

*Dr. N. Nieftagodien*  
011 717 4284

[Noor.Nieftagodien@wits.ac.za](mailto:Noor.Nieftagodien@wits.ac.za)

*Ms. P. Dithlake (Senior Administrator)*  
011 717 4281

[Pulane.Dithlake@wits.ac.za](mailto:Pulane.Dithlake@wits.ac.za)

## **SOCIOLOGY OF WORK UNIT (SWOP)**

The Sociology of Work Unit (SWOP) strives to conduct high-quality research on the world of work and citizenship. We are primarily academic in orientation, with an emphasis on disseminating research through teaching, publications and conferences. An important aspect of our work is building the capacity and supporting the training of young researchers through our successful internship programme and the supervision of higher degrees. In 2006 we started a four-year PhD fellowship programme, *The Future of Work: Patterns of Inclusion and Exclusion* that involves the academic internship of four PhD candidates. In 2008 we completed a two year master's internship programme in Labour Market Studies with five interns sponsored by the Department of Labour'

The unit maintains communication and interaction with a broad range of actors within the world of work, in particular, with organised labour, business, government and other research organisations. Members of the unit teach in the Honours and Masters programme in Industrial and Economic Sociology in the Department of Sociology. Students, who are interested in this area of research or would like to apply for the internship programme, should contact Khayaat Fakier. In 2008 SWOP was up-graded and renamed the Society, Work and Development Institute. This change in status will take place once a full –time director is appointed.

*Contact Person: Khayaat Fakier*

*Tel: 011 717-4467*

*E-mail: [Khayaat.Fakier@wits.ac.za](mailto:Khayaat.Fakier@wits.ac.za)*

## **WITS RURAL FACILITY**

The Wits Rural Facility is located 500 kilometres away from Johannesburg in the central South African lowveld, close to a highly populated rural area, typical of old homeland South Africa. It is situated on 350 hectares of unspoilt bush with an abundant wildlife and birdlife. The Orpen Gate to the Kruger National Park is 15 minutes drive away.

The WRF offers residential accommodation and office space for resident research and development programmes. These programmes are currently involved in research concerning water, ecology, refugee and health care issues.

Visiting accommodation ranges from basic student units to semi-luxury thatched units for visiting researchers and lecturers. Groups of up to 60 can be accommodated and a variety of catering options are available.

Contact details:

*Wits Rural Facility, P/Bag x420, Acornhoek, 1360*

*Tel: 015 793-7500 Fax: 015 793-7509*

*E-mail: [wrfmanager@tiscali.co.za](mailto:wrfmanager@tiscali.co.za)*

*[www.wits.ac.za/wrf](http://www.wits.ac.za/wrf)*

## **WITS WRITING CENTRE**

The Wits Writing Centre (WWC) operates as a one-to-one consultation service for your work in progress. This can be academic or creative writing work. We also aim to be a real centre for writing and regularly hold book launches and literary events.

### **What is a Writing Centre?**

Wits has a central university-wide Writing Centre situated on the Ground floor of the Wartenweiler Library, East Campus and a Law Writing Centre located in the Law School. Writing Centres are an individualised response to the writing needs of a diverse student population. They are revolutionary in that they are based on what the student already knows. The method is simple and natural: clients read and talk through their drafts, and then through listening to what they have written and in conversation with their consultant, they come up with new ideas and ways of making their writing more effective.

## **Who is the Wits Writing Centre (WWC) for?**

The WWC is for students who feel they would benefit from the individualized context of a writing conference. Students who want to work on their writing, students who already write well and would like to write even better. Some of our most successful consultations are with students who are already good writers, who realise the value of an attentive reader, and who go on to produce excellent results.

## **Method**

We are available to any student who wants to work on a particular paper. You can come with notes to discuss initial thoughts and plans, or come in with a full draft. You can also come with plans and drafts of practise exam answers or bring in drafts of creative, non-academic writing.

The consultant will not edit or write for you but will listen and help you formulate or reformulate your ideas and argument. At later stages in the writing, the consultant may focus the session on the language of the paper but only to point out a pattern of mistakes or the need to rethink tone or tighten focus. In all cases you will be making decisions and directing the writing.

## **Appointments**

Appointments can be made in person at the WWC on the ground floor of the Wartenweiler Library. The sessions are 45 minutes long, though you can book for a double session if our schedule allows. Remember to bring a draft of your work or notes. Whenever possible, we will try to cater for walk-in clients. The WWC is open to any student who wants to work on their writing, particularly before an essay is due. We also work with staff on higher degrees or work for publication.

*Wartenweiler Library, Ground Floor  
East Campus  
Tel: 011 717 4125*

# Library services

For a graduate student, writing an acceptable proposal and pursuing effective research depends on awareness of, and access to, the published literature. The printed and computerised resources of the Wits Library system, and the expertise of the Library staff, play an important part in this information retrieval process.

## GENERAL USE OF WITS LIBRARIES

[www.wits.ac.za/library](http://www.wits.ac.za/library)

There is **no access to or borrowing from any Wits library without a student card or staff card**. Postgraduate students, including part time postgraduates, should have their cards with them at all times, including after 17:00 and on Saturdays mornings. Cards are required to access all libraries, to borrow books, and to make photocopies and computer printouts if credited in advance with money through the DVT machines located in various places on campus. (Please note that there are no DVTs in libraries and no copies for cash are done in libraries.) Students who are registered in the Faculty are automatically registered for access to all branches and sections of the University Library across all campuses.

Due to technological interfaces, there may be computer delays of 3-5 days in the activation of your card for borrowing purposes. Please be patient! The Library has no control over the Faculty or the ICAM system. If you have a problem entering a library (if your card is "denied"), there are intercom facilities at the access doors, but you may be asked to return to your Faculty or to ICAM and you may not be able to borrow material until the card gives you access.

*It is a disciplinary offence to swipe in another person with your card or to use the card of another person without their permission and their presence with you in the Library. The person on whose card a loan is recorded is responsible for that item at all times. If your card is missing or stolen please report it to the Library immediately so that it can be blocked, and then report it to the ICAM office in Senate House.*

## Opening Hours

All branches and sections of the University Library operate the same weekday core opening hours 08:00-17:00 Monday-Tuesday, Thursday-Friday except for Health Sciences which opens at 08:30 and 09:00-17:00 on Wednesday. Wits Health Sciences Library opens at 08:30 and keeps longer evening hours during the year except in December. Evening and Saturday hours vary from library to library and not all sections of the Library are open in the evening and on Saturday. Please check hours on relevant websites under Campus Libraries, on notice boards of each library, and in individual library information leaflets. "Latest News" on the Library website's front page alerts users to changes in hours during vacations and other information about services.

## 24-Hour Reading Rooms

In the Wartenweiler Library, and in the Commerce Library on the West campus, 24-hour reading rooms (no Library access) are accessible through separate entrances of these buildings. Student cards are required for access through turnstiles. The Commerce 24 Hour Reading Rooms keeps shorter hours in the end of year study break and all reading rooms close between Christmas and New Year.

## Photocopying and Pay-for-Print

There are photocopying facilities and computer pay-for-print stations in all sections of the University Library. These function through the ICAM card. DVT ICAM cash up-graders should be used to put money on cards for photocopying and pay-for-print computer printing in all branch libraries except Health Sciences.

## "Cashless" Libraries ("Kudubucks")

In mid 2009 Wartenweiler Library went "cashless" and all payments at the desk (fines, lost books) are done through money loaded on to ICAM student cards as for photocopying and printing. In 2010 all sections of the University Library across all campuses will go cashless for all payments.

## **THE CODE OF CONDUCT FOR LIBRARY USE**

The University Library has a Code of Conduct for users, in order to provide appropriate access to information, protect valuable information resources, and ensure the rights of all users to a quiet environment conducive to reading and study. The theft or mutilation of library materials, the use of cellphones, the playing of games and the abuse of computer facilities are all viewed in an extremely serious light. Individual students are responsible for knowing these rules and abiding by them. The “Code of Conduct” is posted in each Library.

Client Services inquiries that cannot be answered by the senior library staff in every library should be directed to: Paiki Muswazi, Manager: Client Services, preferably by email to Paiki.Muswazi@wits.ac.za or by telephone on 011 717-1917 /1902.

## **WITS LIBRARIES: WARTENWEILER AND WILLIAM CULLEN**

In 2003, after major renovations in the Wartenweiler Library, some of the collections and reading areas in Wartenweiler and William Cullen Library were substantially reorganised and relocated. Students who graduated from Wits more than five years ago may therefore need slight re-orientation and Library staff will be glad to help them.

The Africana Library is housed on the ground floor of William Cullen and the Government Publications collection is accessible through the Africana Library reading room. Special collections, including Hebrew and Portuguese, are located on the first floor of Cullen and are available on request at the Africana desk.

The Periodicals Reading Room is in the Wartenweiler Library ground floor and basement. All current bound and inbound journals in arts and social sciences are located here. Bound journals to which the Library no longer subscribes in print form remain in the William Cullen basement stacks. All Africana journals are available in Cullen at AFRICA PER STACK.

The archival Historical Papers collections are housed in William Cullen building, currently accessible on Monday – Friday but not on Saturdays. Education journals are located in the Education Library on the Parktown Education Campus.

Research Commons: During 2008 a new postgraduate facility, the Research Commons, was opened inside the William Cullen Library Ground Floor reading room. All Masters and PhD students are invited to visit the Research Commons, which is a dedicated postgraduate space staffed by professional librarians. The RC is equipped with wireless laptop access to the Internet and laptops may be borrowed for use within the Commons. Research support services for postgraduates are developed on an ongoing basis.

In Wartenweiler the Main circulation desk is on the ground floor (entry level), together with the in-library reading room for short loan use. Books and photocopies from the overnight collection can be used and issued on Saturday mornings if they have not been booked out for the weekend.

The general Reference collection and the Information Services desk are located on the first floor of Wartenweiler. The first floor also houses Inter Library Loans, the Education & Training section and Electronic Classroom (ECR), and the IBM Knowledge Commons computer facility. Four discussion rooms are available to groups of students on request at the Information Services desk.

Postgraduate students are invited to use the Telkom postgraduate Knowledge Commons on the second floor, where a range of software applications and full internet and library electronic resource access are available. On both the first and second floors professional library staff are available to assist postgraduates in their information searches.

The MultiMedia Library, with multimedia workstations, is on the second floor. Multimedia material may be booked for viewing and listening in the MML, Monday – Friday 08:00-17:00. The collection of music books and scores is located on the 2nd floor next to the Telkom Knowledge Commons. A professional librarian is available at the 2nd floor desk to assist with inquiries.

The Humanities and Social Sciences loan collections are located on the 2<sup>nd</sup> and 3<sup>rd</sup> floors where large reading and study areas, including two large bookable discussion rooms and individual study carrels, are available, together with computers and photocopiers.

The offices of senior Library Management, Library Administration, Information Resources management and Library Computer Services are located on the 4th floor. New graduate students should consult the Library's website at <http://www.wits.ac.za/library> for up-to-date information about location and access to library resources and services.

## IDENTIFYING AND ACCESSING LIBRARY RESOURCES

### Books and Periodicals (Journals and similar sources)

Journals in print and electronic format, as well as books, are essential information resources in pursuing postgraduate study and research, and collections in humanities and social sciences are located in Wartenweiler and William Cullen as described above. Branch Libraries keep current periodicals in the disciplines of the faculties and schools that they serve. The location of any book or journal can be found through **eWits**, the online Library catalogue accessible on all computers in every library or from any Internet connection, on the campus or remotely, at <http://www.wits.ac.za/library>. This website provides access to search for library materials, check library loan records, renew books and reserve books, but you will need to create a PIN the first time you access this service. Please scroll down the Library's homepage and to find and follow the simple steps to create your PIN, and keep it for regular use, as described.

Library staff are always available to explain the locations and shelf arrangement in each library, and will show students how to do their own subject searching for books or journals in a particular field on the eWits catalogue, using appropriate keywords and subject headings. The Library web site gives access to an extensive and ever-increasing range of **electronic resources** that include over 25 000 thousands of full text electronic journals (see below). Announcements of new resources are made on the Library homepage under the Latest News link.

**Electronic resources (full-text electronic journals and other databases)** have substantially replaced current print resources in many disciplines, and are searchable through the **Research Resources** link on the Library homepage. **Indexes and Abstracts** are traditional keys to the print journal literature, allowing the reader to trace individual articles by particular authors or on particular subjects. Older print indexes and print journals are still kept.

**Electronic resources** are licensed to the University Library for use by all current registered students and staff of the University. These resources can be easily accessed remotely, from any off-campus Internet service provider, by following the sequence of screens under the link Electronic resources and entering your PIN, student or staff last name and staff/student number when prompted. No additional passwords for e-resources are required except the University Internet password which each student receives on registration. Items retrieved from e-resources may often be downloaded as emails to a personal email address, or on to a memory/flashstick in the Knowledge Commons (some older computer workstations in the Library may not have memory stick slots – please check with staff).

The Library has developed **subject portals** for each school and programme, to provide for more effective navigation of complex e-collections and websites and to assist users in selecting appropriate sources of information from the sometimes overwhelming collections. To view and access these portals see the links under Research Resources and Research Portal on the Library homepage. This is a dynamic service and you may find pages here change as more portals are created.

Some libraries (e.g. Law, Health Sciences) also have stand-alone access to subject-specific electronic resources. If you experience difficulty or wish to carry out a very complex search, please ask to speak to the senior professional librarians in the Research commons or any branch library. They will either help you themselves or refer you to an information specialist.

**Inter-Library Loans (postgraduates and staff):** On finding a relevant print or electronic item reference, it may still be necessary to do a separate search for a journal title or book, and this may not be available in the Wits Library system. If journal or book titles do not appear to be accessible through the eWits catalogue or the

e-Journals portal a request should be made through the Inter-Library Loans department on the 1st floor, Wartenweiler Library, and an online request link to this service is available (see Inter-Library Loans below).

## USING LIBRARY ELECTRONIC RESOURCES

A number of aids are available to you as you develop effective and efficient information research skills and explore and familiarise yourself with the extensive electronic facilities for search and retrieval of research and coursework information.

Please click on the “Information Literacy” link on the Library homepage for a full guide to resources and services.

### Developing Basic Search Skills

- Look out for posters, School and Faculty notice boards, and the Library web site for information about walk-in sessions on the use of Library information and research resources, or ask about these at the desk of any library on any Wits campus.
- Learn to use the eWits catalogue in the library, where staff are always available to help you if you experience difficulties.
- Browse the Library's web site at <http://www.wits.ac.za/library> and explore the links under e-Wits Catalogue, Services and Electronic Resources. Through these links on the web site, you can get to the eWits catalogue and other electronic databases and resources mentioned above.

### Resources

Ask for help from senior Professional staff in any library.

The Library web site also gives detailed and regularly updated information about the University Library system and services (under “Latest News”).

### Advanced Skills Training

The Education and Training section of the Library has developed a library and information research skills programme for postgraduates that is tailored to the subject disciplines covered, the class composition, and the likely levels of computer literacy, in consultation with lecturers and unit coordinators. Sessions are hands-on as well as theoretical, address relevant research resources, and can be arranged by advance booking in the Wartenweiler electronic classrooms (ECR) on the first floor. Call 011 717-1954/53 or email [Janet.Zambri@wits.ac.za](mailto:Janet.Zambri@wits.ac.za)

Postgraduates who wish to arrange a special session for small groups in the same discipline are welcome to discuss their needs with the senior Professional Library staff who will refer them to the Education & Training section. Sessions are ideally 2-3 hours long, to allow for hands-on practice in searching the resources being demonstrated. They cover the principles of terminology and subject searching in the eWits Library catalogue and other databases, the selection and use of web-based electronic resources and databases relevant to a particular field of study of research, and the options for obtaining the texts required.

Students are encouraged to use these sessions to search on terms relevant to their own research topics.

**Postgraduate Workshops** are advertised throughout the year across all schools, and the Library participates in these. Please avail yourself of all these research support opportunities.

Contact details for further information and class bookings:

Please ask the senior library staff in Research Commons and in the library you are using to give you the name and number of the person you should contact for further information and training session bookings. *Call 011 717-1954/53 or email [Thuli.Dhlamini@wits.ac.za](mailto:Thuli.Dhlamini@wits.ac.za) or [Janet.Zambri@wits.ac.za](mailto:Janet.Zambri@wits.ac.za)*

## INTERLIBRARY LOANS (ILLS)

ILLs make it possible to borrow material or obtain photocopies from other libraries nationally and internationally. Inter Library loans may be requested by email from the Library web site (Click on **E-Wits Catalogue** and then on **Request an Inter Library Loan**) or in person from the ILLs department is on the 1st

floor of Wartenweiler (Monday-Friday, 08:00-17:00; closed Saturdays). Items should be requested well in advance of the time they are needed. A leaflet on ILLs is available from the department.

## **RESEARCH ACCESS TO OTHER LIBRARIES & INFORMATION SOURCES**

Libraries available for research in the Gauteng area include the National Library of South Africa and the National Government Archives in Pretoria; and libraries and archives at most other South Africa universities and research institutions. These include the University of Pretoria, the University of Johannesburg and Unisa. Until mid 2011 the Johannesburg Central Library, with its special collections, will be closed for major renovations.

For those engaged in Southern African studies, there are numerous rich sources outside Wits and postgraduates researching in this field can obtain further information on important external collections and resources from the Africana Library and the Historical Papers collection in Cullen and from the library of the SA Institute for International Affairs, SAIIA, in Jan Smuts House on the East Campus.

### **Letters of Introduction to use libraries of other universities:**

In terms of a national agreement between University libraries, postgraduate students may apply for a letter of introduction from Wits Library to access to other academic libraries. Postgraduate students wishing to use the libraries of any other South African universities should apply to the Main Desk on the ground floor of Wartenweiler. A two-part form should be completed by the postgraduate student and her/his supervisor.

Students and supervisors are *strongly encouraged to first discuss research information needs with the Information and Reference Services Librarian* on the first floor, the professional staff in the Research Commons, or with other senior Professional Library staff, as the Library is concerned to strengthen its collections of resources to meet identified research needs. In terms of the Memorandum of Agreement, home institution research resources, including extensive electronic resources, should be thoroughly investigated before those of external institutions are accessed through a letter of introduction.

Please note that a Letter of Introduction is not an automatic process but requires checking of records and the signature of the University Librarian, and may take up to 72 hours. Any applicant should be in good standing as a library user and will be required to personally settle any fines incurred at other universities promptly. If this is not the case, Wits will be notified of a defaulter and will block home library access and all external library access until fines are cleared or outstanding loan material returned.

## **Computing services**

PCs and printers fully networked and internet enabled, are available for student use in our Computer Laboratories situated across campuses. A helpdesk student consultant is also on hand at each of the Centres to assist users.

### **Computer Laboratories for the General Student Community**

All Undergraduate Laboratories are available to Postgraduates as well. The following labs are available:

#### Abbreviations Used:

CNS	- Computer & Network Services	WEC	- WITS Education Campus
UG	- Undergraduate	EC	- East Campus
PG	- Postgraduate	WC	- West Campus
SH	- Senate House	MS	- Medical School Campus

<b>CNS Open Access Labs</b>	<b>Physical Location</b>	<b># of PCs</b>
<b>East Campus</b>		
CNS PG LAB - SH1029	1 <sup>st</sup> floor, West Wing, Senate House SH1029	23
CNS UG LAB - SH1101	1 <sup>st</sup> floor West Wing, Senate House Senate House SH1101	40
CNS UG LAB - SH1099	1 <sup>st</sup> floor West Wing, Senate House Senate House SH1099	13
CNS UG LAB - HP ZONE	1 <sup>st</sup> floor West Wing, Senate House Senate House Mezzanine	45
<b>West Campus</b>		
CNS UG LAB - FNB2A (AUD)	FNB Building,, Ground Floor West Campus, Auditorium	68
CNS PG LAB - FNB2A1 (MEZ)	FNB Building,, 1 <sup>st</sup> floor West Campus, Mezzanine	30
CNS UG LAB - FNB 2B	First National Bank Building (FNB) Ground floor West Campus	69
CNS UG LAB - FNB 105	First National Bank Building (FNB) 1 <sup>st</sup> floor West Campus, South	96
CNS UG LAB - FNB 113	First National Bank Building (FNB) 1 <sup>st</sup> floor West Campus, North	50
CNS UG LAB - CLM1	Commerce, Law & Management (CLM) Library, 1 <sup>st</sup> Floor	138
<b>Wits Education Campus</b>		
CNS UG LAB - WEC-01	Boyce Block, Ground Floor, BL36 Wits Education Campus	28
CNS UG LAB - GLASS LAB01	Marang Block, Ground Floor, Wits Education Campus	92
<b>Medical School Campus</b>		
CNS UG LAB - MS-01A	Medical School, 3 <sup>rd</sup> Floor, MedSchool	50
CNS UG LAB - MS-01B	Medical School, 3 <sup>rd</sup> Floor, MedSchool	50
CNS UG LAB - MS-02	Medical School, 3 <sup>rd</sup> Floor, MedSchool	116
CNS UG LAB - BARA-01	Chris Hani Baragwanath Hospital, Soweto	30

## Office of Residence Life Computer Laboratories

The following laboratories are for the exclusive use of students living at the University Residences

<b>Laboratory Name</b>	<b>Location</b>	<b>Laboratory Name</b>	<b>Location</b>
Bernato	West Campus	Braamfontein Centre	Braamfontein
David Webster	West Campus	Graduate Lodge	Braamfontein
West Campus Village	West Campus	Campus Lodge	Braamfontein
Jubilee Hall	East Campus	Esselen Street	Hillbrow
Parktown1	Parktown	EOH	Parktown
Parktown2	Parktown	Men's Residence	East Campus
Knokando	Parktown		

## Help desk

The Help Desk is the central point of contact between the user and Computer and Network Services. Call the Help Desk if you have problems with logging on, with your e-mail box or with using Internet or standard software programmes. If the Help Desk cannot help you with advice over the telephone, the assistant will log a call for you and provide you with a reference no. of the complaint. Keep a note of this reference number, for tracking call out assistance after you have been helped.

Contact details:

*CNS Help Desk*

*1st floor, West Wing, Senate House*

*Tel: 717-1717*

*E-mail: [ITStudentHelp@wits.ac.za](mailto:ITStudentHelp@wits.ac.za)*

## Printing

Printing is available in the CNS laboratories at a reasonable cost for laser printing. Payments are made by cash to the tellers. Payments to the tellers will have to specify which campus account you will be utilising for printing, e.g.: East Campus, Education Campus or Medical School. Your printing receipt will allow CNS staff to load your printing amount onto the system. The loading of funds for printing can be done at the walk in centre at the campus or at the CNS Help Desk.

## E-mail facilities

On registration all students will be allocated an Active Directory account (Granting access to computer applications and the internet from the CNS Walk-in-Centres) with the following details.

Your email address will be: YourStudentNumber@students.wits.ac.za or firstname.surname@students.wits.ac.za

Access to your Wits email will only be available through the student portal. See below for more information on the Student Portal.

## Student portal/E-mail

The student portal will grant access to your E-Mail account. Further details with regards email access etc. will be available on the portal login page.

The creation of all student accounts (returning and new) is automated as part of your registration. To get the best use out of this please note the following pointers.

**URL:** <http://my.wits.ac.za>

**Username:** Your student number

**Password:** Your South African ID number or your passport number

## Resetting your password

Passwords can be reset via Password Self Service which you can do on the Student Portal home page. or <http://my.wits.ac.za/passwordselfservice>. Alternatively, you can contact the CNS Help Desk on (011) 717-1717 or email [ITStudentHelp@wits.ac.za](mailto:ITStudentHelp@wits.ac.za)

## Acceptable Use Policy

All users must abide by the Acceptable Use Policy for the use of Computer Facilities. Copies of the policy are displayed in all Walk-in-Centres and on website address: <http://www.wits.ac.za/access/spp%20policy.pdf>

## Computer skills

To use the electronic research facilities and prepare your written submission competently, you need to have basic knowledge of a word-processing package and familiarity with e-mail and Internet use.

A selection of courses is available to students. These include beginner to advanced training in Word Processing, Spreadsheet, Graphics, Databases and Desktop Publishing to name a few. Detailed information about the courses can be found in a *Schedule of Courses and Workshops*, available from CNS Student Service Desk. Bookings for courses may be made by contacting the Student Service Desk at (011) 717-1610 or email [ITStudentHelp@wits.ac.za](mailto:ITStudentHelp@wits.ac.za) or calling Netanya at (011) 717-1610.

## Dial-up facilities

To access the Internet and email from home, you will need a Computer with Windows 2000 operating system or later. It is preferable to have a CD-ROM drive and essential to have a modem.

For provision of Internet service, there are two main options:

- Your own ISP (Internet Service Provider):  
Approach a commercial Internet Service Provider (ISP). You can go to a computer superstore that offers this service with modem devices and products. They would have up-to-date information on special offers and packages in a rapidly changing market. You can also look up Internet Service Providers in the yellow pages of the telephone book or browse the web site <http://isp.helpguide.info/>. Commercial ISPs generally supply good all-round support, underpinned by modern, robust technology. The CD that comes with a typical Internet start-up package automatically configures your computer, so that you can have access to the Internet and your e-mail within a few hours of making the purchase.
- Configuring your computer to use the Wits service:

Ask for a latest handout on the new Dial-up System from the CNS helpdesk at SH1064, 1<sup>st</sup> Floor Senate House, East Campus or contact the helpdesk telephonically: (011) 717 1717. If you have difficulty in setting up your home computer ask one of the Student Assistants in the Walk In Laboratories, if you still experience difficulties and are unable to configure your computer, make an appointment via the Help Desk to bring in your computer, modem and associated cables, together with your Student Card, log-in ID and password, NDS (LAN) Userid, Dial-up or Proxy Userid or Pandora (Firewall) ID. Bear in mind that not all hardware devices can be supported. A list of supported hardware and software can be accessed on the intranet website.

Application for VPN (Virtual Private Network) username and password for wireless connectivity can be made online via [http://intranet.wits.ac.za/intranet\\_home.htm](http://intranet.wits.ac.za/intranet_home.htm). Go to Support Services, CNS and choose Blank request forms. Select the online form for VPN and fill in your details. You will be contacted with a username and password. To install the software, follow the same procedure as above, choose software downloads, download and install VPN Client. Help with any problems is available at the Helpdesk.

## **ENHANCED IT SERVICES FOR POSTGRADUATE STUDENTS**

The University recognises that postgraduate students who undertake research for a higher degree qualification require enhanced IT resources to help them successfully complete their studies.

Here are some of the services offered to postgraduate research students:

- Enhanced email options
- Flexible internet options
- Printing subsidy
- Additional network drive space
- Collaboration areas
- Extended computer account access

Some of these services are automatically granted to postgraduate students. Others have to be approved by the relevant faculty.

### **Enhanced email options**

Postgraduate research students are automatically granted an email quota of 100MB. The normal (non-postgraduate) student allocation is only 40MB. This increased quota will allow the research student to accumulate and manage substantial correspondence with their research colleagues. Postgraduate research students can also obtain a staff like email address which enhances the standing of the research student as a representative of the faculty that is supporting the research. This email address will be subject to approval from the relevant faculty.

### **Flexible internet options**

It is recognised that postgraduate research students may have different requirements to other students. Students can discuss their usage requirements with their supervisor who can advise CNS about these usages.

### **Printing subsidy**

To assist postgraduate research students with increased printing requirements, faculties may grant extra printing credit, deposited directly into the student's printing account. Students need to discuss these printing requirements directly with their supervisor. When a student's thesis has been examined, any unused subsidy may be withdrawn.

### **Additional network drive space**

Postgraduate research students are automatically 130MB on their U: drive to store their work on. The normal student receives about 50MB. For backup purposes, it is recommended that students store at least one copy of their work on their H: drive.

## **Collaboration areas**

Postgraduate research students may request that a collaborative work area be created on the network. A collaboration area is a shared area on the student network drive separate to your H: drive. This area can be configured for access by the research student, supervisor(s), or any other users working with them.

## **Extended computer account access**

Once the thesis has been completed, the postgraduate research student will still have access to:

- Arrange with faculty for redirection of email
- Contact research collaborators to notify completion and email address change
- Archive email
- Save and archive research data
- Use outstanding print credit that was purchased
- Access library services via the student portal

Contact details:

*CNS Help Desk*

*1st floor, West Wing, Senate House*

*Tel: 717-1717*

*E-mail: [help@cns.wits.ac.za](mailto:help@cns.wits.ac.za)*

# Political Studies Forum

The Political Studies Forum was established in 2004. An important objective of the Forum is to facilitate interactions between students and to stimulate debates on topics related to our studies, our research and local, regional and international politics. In addition, the Forum offers a platform to engage with lecturers and colleagues in an academic setting.

The Forum provides an opportunity for students to present their work-in-progress, either proposals, chapters of their thesis, conference papers or journal articles for discussion. A further objective of the Forum is to liaise with the university, the Faculty or the School of Social Sciences on matters affecting students in respect of academic and administrative issues. The Forum enables the exchange and circulation of information about interesting events, research and funding opportunities, internships and conferences.

The Forum holds regular seminars. In 2009 we hosted discussions on political parties before the national elections; we collaborated with the Department of Political Studies and the School of Social Sciences in the organisation of a two day conference on Mbeki's Legacy and we hosted seminars, Jerome Berthoud from the International Centre for Sports Studies in Neuchatel, Switzerland on "Life After Football: The After-Career Transition of Professional Football Players in South Africa".

The Forum has an office in the Central Block of the University, CB 31, within the Political Studies Department. You can contact us in our office, or by email:

[politicalstudiesforum@gmail.com](mailto:politicalstudiesforum@gmail.com)

[politicalstudiesforum@wits.ac.za](mailto:politicalstudiesforum@wits.ac.za)

# Student support services

## Campus health and wellness centre

Campus Health and Wellness Centre provides a primary health care service to all enrolled Wits University students. The service is provided by competent, caring and qualified nurses and doctors. Both walk-in and consultation-by-appointment facilities are available. The services include health education, immunisation, emergency services, sexual and reproductive health advice and management, HIV/AIDS testing with pre-test and post-test counselling, medication, and treatment of a wide spectrum of diseases and disorders.

The clinic is in the Matrix, overlooking the swimming pool. It is open from 8h00 until 16h30 daily, Monday to Friday.

### Contact details:

*Tel: 717-9111/9113*

## Counselling and careers development unit

This unit is dedicated to serving the student community through psychological services and career counselling.

Psychological services are available to any student experiencing anxiety, depression, post-traumatic or exam stress, relationship or family difficulties, bereavement or grief. Counselling is also available for sexism and sexual harassment problems. Qualified psychologists offer confidential individual and group psychotherapy and counselling at nominal rates. Trained and supervised peer support as well as HIV education and support is also available free of charge.

The unit also offers assistance in developing self-awareness and personal growth. Watch out for notices advertising group therapies in self-development and skills development.

The Career Development Programme offers:

- Career information interviews
- Career centre and curriculum information interviews
- A careers resource
- A Student Marketing Service including:
  - \* Careers Week and information on job-search skills
  - \* Graduate Recruitment Programme during which employers come to Wits campus to recruit students
- A psychometric assessment programme
- In-depth career development counselling

The Counselling and Careers Development Unit is on West Campus to the south of the Charles Skeen Stadium (previously Physical Education Building) in the CCDU building.

### Contact details:

*Tel: 011 717-9140/9132*

*Info.ccd@wits.ac.za*

## Wits Law clinic

The clinic is situated on the West campus near the Law Building. Clients are seen from Monday to Friday from 08h30 to 10h00 throughout the year. The staff and students of the Clinic handle cases for students, staff and indigent members of the public generally for free. Out of term time, only advice is offered. Generally clients must meet a means tests applied in accordance with the rules of the Legal Aid Board or the Law Society of the Northern Provinces before a case will be opened. There are some restrictions on the types of legal work that the

Clinic takes on. Consultations and assistance is undertaken under the supervision of attorneys. The Clinic handles different kinds of cases on each day of the week. Phone 011 717-8562 prior to attending the Clinic to make sure you attend on the correct day.

### **Student grievance procedures**

The University has laid down procedures that aim to protect students against, for example, poor teaching, unfair assessment, racism and sexual and religious harassment. A summary of the student grievance procedure follows:

- If possible, try to resolve your complaint informally. You can ask for help from a mediator who is a member of the academic or administrative staff, for example, the Dean of Students, a member of staff of the Campus Health and Wellness Centre, a member of staff of the Career Development Unit, a residence hall coordinator or a Faculty Assistant Registrar.
- If the complaint cannot be resolved in this way, then you should lodge a complaint with the Head of School.
- If the complaint is against the Head of School, then it should be lodged with the Dean of the Faculty. If the complaint is against the Dean, the complaint is lodged with the Deputy Vice-Chancellor (Academic Affairs).
- The complaint must be in writing. It may only be anonymous if it is lodged by a body of complainants. The staff member must respond in writing. If the exchange of statements does not resolve the problem to the satisfaction of the complainant/s and the staff member, then the Head of School, Dean or Deputy Vice-Chancellor (Academic Affairs), as the case may be, may form a committee and institute a hearing as stipulated in the procedures.
- A pamphlet that contains the full procedure may be obtained from units such as Faculty Offices, the SRC, Campus Health and Wellness Centre, and the Counselling and Careers Development Unit.

### **Disability Unit (DU)**

The Disability Unit, a full-time division of the Student Affairs Office, ensures that students with various disabilities have access to a fully integrated campus life. DU can give students essential information about their rights and opportunities while registered at Wits.

A few of the regular services DU offers are:

- Negotiations for extra examination time for students with disabilities
- Computer facilities for all disabled students using adaptive devices
- Campus orientation for blind students and students in wheelchairs, and wheelchair access maps
- Brailed exam papers and notes (where necessary)
- Taped texts for blind students (upon request)
- Computer assistance for students with learning disabilities
- Sign-language interpreters (within affordable limits)
- Academic support
- Counselling
- Sports facilities for disabled students
- Social events

#### **Contact details:**

*DU offices, Room SH 0100, Ground floor, East Wing, Senate House*

*Contact Person: Mrs Elizabeth Chakane*

*Email: maleshoane.chakane@wits.ac.za*

*Tel: 011-717-9152*

*Mr Cuthbert Ramatlo*

*Tel: 011-717 9161*

*Email: Cuthbert.ramatlo@wits.ac.za*

*website: <http://sunsite.wits.ac.za/dsp/>*

### **Wits International Office**

The Wits International Office (WIO) is strategically positioned to lead and facilitate all internationalisation facets of the university. To mention a few, these range from attracting and recruiting international students and providing relevant services to them, facilitating the internationalisation strategy of the University, building and

maintaining the University's international partnerships and collaborations and receiving international visitors/delegations.

External to the University, the WIO interfaces with funding agencies, foreign representatives in South Africa, The Department of Home Affairs, Department of Foreign Affairs, Department of Education, Medical Aid providers and the SA Medical Schemes Council, the Matriculation Board and Higher Education South Africa (HESA); SAQA, and other International Education forums

To this extent the WIO seeks to complement the services provided by faculties and academic departments to international students.

The WIO offers the following services:

- Information on Wits and on studying (and living) in South Africa,
- Information and guidance on obtaining a Matriculation Exemption,
- Advise on immigration issues,
  - Application procedure for study permits and renewals of existing study permits,
- Information on South African approved medical aid service providers,
- Issue clearance certificates to all international students, to ensure compliance with university and government requirements **prior** to registration,
- Orientation of new students to campus and city life

WIO co-ordinates the Semester Study Abroad Programme, create and manage exchange opportunities for Wits students with our partner universities abroad, advises and assists students with immigration matters. WIO also facilitates and manages collaborative projects with international governments and institutions. Some activities include, the International Human Rights Exchange (IHRE) undergraduate semester programme, the South Africa/Norway Tertiary Education Development Programme (SANTED "NEW" II), The East African Regional Consultative Exercise (EARCE) and assists in the promotion of other extensive collaborative projects on the African continent. WIO participates actively in the International Education Association of South Africa (IEASA) with the Director as its immediate past President. .

Should you require any assistance or information, the Wits International Office is here to help you. Contact us at; *Telephone: +27 11 717 1054. Fax: +27 11 717 1059.*

*E-mail: [studysa.international@wits.ac.za](mailto:studysa.international@wits.ac.za)*

## **POSTGRADUATE INFORMATION**

### **Application Procedure**

Enquiries should be directed to the relevant Faculty Office OR see [www.wits.ac.za/prospective/postgraduate](http://www.wits.ac.za/prospective/postgraduate) for more information, and an application package. Once you have received and completed the necessary forms, please return them to the Faculty Office with:

1. A completed application form and the non-refundable application fee (as a bank draft made payable to the University of the Witwatersrand, in the South African currency of "Rand").
2. Certified copies of all your programme (degree) certificates and request the universities or institutions that you attended to send a full academic transcript covering all periods of registration to each faculty to which you are applying. Include all details of courses undertaken and the marks obtained. Any documentation not in English must be translated and sworn to by an authorised translator.
3. Curriculum vitae.
4. A short outline of your intended research area (no more than one typed page) - for Masters (by research) or PhD applicants only, and if you are applying for a Master of Arts programme (degree), a sample of research work or a long essay written or translated into English.
5. Two reference letters from people of authority (not family).
6. Proof of English proficiency.
7. Enquiries in respect of evaluation of your qualifications may be addressed to:

The South African Qualifications Authority (SAQA)

**Helpdesk:** 086 010 3188

Switchboard: +27 12 431 5000 Fax: +27 12 431 5039

Website: [www.saqa.org.za](http://www.saqa.org.za)

## Closing Dates for Postgraduate Submissions

The closing date for submission differs from one Faculty to the other. Kindly contact your representative Faculty website

## English Proficiency

Wits, as an English-medium university requires that its students are proficient in English before they are accepted. An applicant, whether at undergraduate or postgraduate level, must have attained a certain level of proficiency in English, namely, one of the following:

- A pass in an examination equivalent to English at the Higher Grade (First or Second Language) at the South African matriculation level (or, for certain immigrants only, English at the Standard Grade [First Language] plus an A-level pass in the immigrant's home language);
- A pass in English Language at the GCSE/GCE/IGSCE Ordinary level (or equivalent examination);
- A pass in the TOEFL test (the Test of English as a Foreign Language) with a score of at least 580. Information, including application forms and dates when tests are held, may be obtained from **United States Information Service (USIS) at the United States Embassy or Consulate in your country, or at USIS in Johannesburg: 3<sup>rd</sup> Floor, Building 1066, 35 Pritchard Street, Johannesburg 2001, Tel: +27 11 838 2231, Fax: +27 11 838 3920**
- Undergraduate programme (degree) applicants writing a TOEFL test must ensure that the test score is received by the University no later than the end of October prior to the year of admission.
- A pass in the IELTS test (International English Language Testing System) with a score of at least 7.0. Information, including application forms and dates when tests are held, may be obtained from the British Council at the British Embassy or Consulate in your country, or at the **British Council in Johannesburg:  
Ground Floor, Forum 1, Braampark, 33 Hoofd Street, Braamfontein, Tel: +27 11 718 4300, Fax: +27 11 339 7806, E-mail: [information@britishcouncil.org.za](mailto:information@britishcouncil.org.za)**

The Wits Language School also offers English training to students who wish to improve their language skills. The WLS is now part of the Faculty of Humanities and is closely linked to the School of Literature and Languages Studies, which offers academic programmes. WLS offers non-academic courses for adult learners. It offers public classes, corporate training and private tuition. WLS takes pride in its excellent services, high quality training programmes that have a sound research and academic framework and the quality of its training personnel.

English as a Foreign Language (EFL) Courses are designed for foreign and second language speakers and consist of six levels from pre- beginners to advanced level. An assessment test determines at which level students' would start the course.

**Contact details for WLS: Wits Language School, Private Bag 3, Braamfontein, 2050, Tel: +27 11 717-4207/8, Fax: +27 11 717-4219**

**E-mail: [wls.languages@wits.ac.za](mailto:wls.languages@wits.ac.za)**

**Website: <http://languages.wits.ac.za/>**

## IMMIGRATION INFORMATION

### PASSPORTS

#### Lost/Stolen Passports

If a passport is stolen or lost on campus, the incidence must be reported to Campus Control as well as the police in order to get an affidavit. The Wits International Office will then issue the student with a copy of the passport (the page containing your personal details and passport number) and a copy of the study permit. The student should then proceed to their embassy to apply for a new passport. As soon as the passport is available, the student should go to Home Affairs to obtain a study permit endorsement.

## Passport Renewals

Passport renewals are done at the Embassy, High Commission or Consulate of your home country in South Africa.

## STUDY PERMIT

### How to Apply for a Study Permit

The University is not permitted to register you until you have produced your VALID study permit. It usually takes at least 6 weeks for your study permit application to be processed. It is also important for you to note that your Study Permit is issued to study at **one institution** and you would have to apply for a change of status, should you want to change institutions. This can be done in the city applicable to the new institution of study.

You are required to apply for a study permit at the South African High Commission, Embassy, Consulate or Trade Mission in your country of residence. If there is no South African representative in that country, you must apply at the nearest South African High Commission, Embassy, Consulate or Trade Mission.

The following are the current requirements to be submitted to the South African Embassy/Consulate in your country to obtain your Study Permit:

1. A passport valid for not less than 30 days after intended studies
2. Administrative fee of R425 (as at December 2006)
3. Confirmation and proof of payment of a South African Medical Aid Cover with a medical scheme registered with the SA Medical Schemes Council. Cover must remain valid for the duration of the calendar year.
4. Letter of Offer from the University stating the duration of degree, confirming that the is not taking the place of a local student and undertaking to inform the Department of Home Affairs when the student deregisters
5. Medical and Radiological reports (less than six months old)
6. Yellow Fever vaccination certificate, if relevant
7. Relevant certificates if married, widowed, divorced or separated
8. Details regarding arranged accommodation while in South Africa
9. Proof of sufficient funds to cover tuition fees and maintenance
10. A police clearance certificate for the past 12 months or longer since the age of 18
11. A cash deposit or a return ticket to country of origin. Nationals of African countries are not required to pay this deposit if their Government undertakes, in writing, to cover all costs relating to any repatriation action that may become necessary.

You are advised to submit the documentation as soon as possible to the South African High Commission, Embassy, Consulate or Trade Mission – DO NOT send the documentation to Wits University. We, however advise that you keep a copy of your submission and all receipts safely.

Some South African Embassies, High Commissions, Consulates and Trade Missions require a letter of undertaking from Wits University stating that a student will not be taking the place of a South African citizen and that the University will inform the Department of Home Affairs should the student discontinue his/her studies. While this is not necessary according to the regulations; if you require such a document, the WIO will be able to facilitate this request.

### Endorsement to Study Part Time

New interpretations of the regulations have been issued to the conditions of part time studies on a work permit. If you are a holder of a Work or Business permit you may apply for an endorsement to study part-time;

The endorsement will only be valid for the period of the holder's prospective Business or Work permits.

To apply for the endorsement you will need to

- Complete form BI1739
- There is no cost for the endorsement
- Letter of acceptance/firm offer letter from the University

- Original Passport and Work Permit
- Proof of Medical Aid
- Proof of finance
- Confirmation of employment letter

## **Extension of a Study Permit**

The following should be submitted to the Department of Home Affairs:

1. BI1739 form (R425.00 – application fee)
2. Spouse ID & Marriage Certificate
3. Proof of Registration with an Institution
  - a. And an accompanying letter from the Faculty/School/Department advising of extension period required.
4. Proof of Payment of Tuition Fees
5. Proof of Funds Available
6. Proof of a South African based Medical Aid Cover
7. Proof of Repatriation Deposit Paid
8. Proof of Guardianship for Minor if Applicable
9. Passport (Original)
10. Apply 30 days before Permit Expires

Your application for extension of a study permit needs to be signed by a representative in the Wits International Office before it is submitted to the Department of Home Affairs. Though the WIO will make copies of these documents for your student file, it is advised that you retain for your own records.

### **Please Note:**

The holder of a study permit for studies at a higher education institution may conduct part-time work for a period not exceeding 20 hours per week during term and full time when the University is closed.

Contact details for Department of Home Affairs in Johannesburg:  
**77 Harrison Street, Johannesburg, Tel: +27 11 639 4000**

## **Changing of Conditions of a Study Permit**

A change of conditions of a study permit refers to a situation where you hold a valid study permit with a condition to study at another institution in the Republic other than the one you are applying to, in this instance Wits University. This is usually the case of learners and students studying at South African high schools, colleges and other academic institutions and their permits would therefore be endorsed with a condition to study at institutions in any of the categories above. In order to register at Wits University the permit will need to be endorsed for the applicant to study “at the University of the Witwatersrand”.

Application for change of conditions of a study permit constitutes a new application of a study permit. Though the applicant will need to complete a separate form, the requirements are the same as for the initial application of a study permit. These forms are not available on the internet. They can only be collected at any of the South African Visa Issuing Authorities (Home Affairs Offices, Consulates or Embassies).

## **Refugees**

A Refugee is a foreign national who has refugee status accorded by the United Nations High Commissioner for Refugees (UNHCR), has a South African identity book which is stamped as refugee status, and is normally valid for two years until permanent status is awarded. If not, accorded status reverts to ‘Asylum Seeker’. The Refugee Act, Act No. 130 of 1998 (Section 27) provides refugee students the right to study without a study permit.

No medical aid cover is legally required, however it is recommended.

## Asylum Seekers

An Asylum Seeker is a person in possession of a valid permit issued under the Immigration Act, Act No. 13 of 2002 (Section 13) Department of Home Affairs.

No medical aid cover is legally required, however it is recommended,

**Please Note:** Registered students are legally required to update their records with the Wits International Office **each time they renew their permit**. If the expiry date lapses, this may result in an automatic deregistration.

## Diplomats

Children of diplomatic staff under the age of 23 years are exempt from a study permit and they pay local tuition and related international levies.

Spouses of diplomatic staff do not automatically qualify for exemptions from a study permit. Foreign Affairs will consider each application on its merits.

These concessions are only for the period the Diplomat is in office in the Republic of South Africa. **These benefits are not transferable**. Once the Diplomat's service ends in South Africa, the student automatically reverts to regular international student status as per their citizenship for which all relevant international fees will be applicable.

## Practical Training Permit

This is a permit issued with a study permit enabling a student to work towards the completion of his/her programme (degree). This work must be study related. No other work is allowed.

A student on a practical training permit may not be paid in any way at all.

The permit is obtainable when applying for the initial study permit. The Faculty needs to provide you with a letter indicating that you will be required to work towards the completion of your programme (degree) in order for you to be issued with this permit. Please note that there is a fee payable to obtain a training permit.

Doctors who are Registrars at the Faculty of Health Sciences, in the past an endorsement was issued, due to new interpretation by the Department of Home Affairs we advise that you contact the WIO for the latest interpretation.

## Block Release Students

These are students who attend university for a period of less than three consecutive months. These students may enter South Africa on a visitor's visa and are therefore not required to obtain a study permit. Block release students are also exempted from the requirement of medical aid cover.

**Please Note:** Registered students are legally required to update their records with the Wits International Office **each time they enter the Republic of South Africa to continue their Block Release programme**.

## Medical Aid

In terms of the *Immigration Amendment Act 19 of 2004* any prospective student to the Republic of South Africa, must provide proof of medical cover with a medical scheme registered in terms of the *Medical Schemes Act, 1998 Act 131 of 1998*.

Although some *insurance* products may be accepted to secure a study visa, be they South African or otherwise, the University of the Witwatersrand only accepts South African Medical *Aid* products approved in terms of the Medical Aid Schemes Act referred to above.

To comply with the regulations, the University requires proof of full Medical *Aid* cover with a *South African* based medical aid scheme for the full calendar year, until 31 December of that year. Such cover must cover the *minimum* of hospitalisation, emergencies and day-to-day cover including medicine and doctor's visits.

It is thus advisable to make the necessary financial arrangements for the medical aid cover *prior* to your entry into South Africa. Should you rely on sponsorship, please ensure that you advise your sponsor of this requirement as soon as you get sponsorship or acceptance. It is *not* sufficient for any student to produce a letter indicating medical cover sponsorship. The sponsor must organise payment for the required medical aid cover directly to the Medical Aid Company, separate to that of the tuition fees.

Students will *not* receive a Clearance Certificate unless they can show proof of a valid and comprehensive medical aid cover, without a Clearance Certificate they cannot register at the Institution.

#### Medical Aids with weekly consulting hours at Wits Campus

<i>Company</i>	<i>Web Address</i>	<i>Contact Number</i>
Ingwe Health	<a href="http://www.ingwehealth.co.za/">http://www.ingwehealth.co.za/</a>	0860 102 493 +27 12 671 8911
Protea Medical Aid Society	<a href="http://www.proteamas.co.za/">http://www.proteamas.co.za/</a>	0860776832 +27 11 208 1264

The above products have guaranteed that cancellation of coverage will not be refunded without written communication from the Wits International Office confirming the student's deregistration status.

**For more details about all Medical Aid providers in South Africa, contact:**

<i>Company</i>	<i>Web Address</i>	<i>Contact Number</i>
SA Medical Scheme	<a href="http://www.medicalschemes.com/">http://www.medicalschemes.com/</a>	0861 123 267

**Purchase of other SA Medical Aid products will have to be accompanied with the same guarantee, paid up until 31 December and membership to such product will not be cancelled without written confirmation from the Wits International Office.**

#### Financial Information

All international students (those who are not South African citizens or who do not have permanent residence status in South Africa) are required by the Department of Home Affairs to provide proof of available funds for the full tuition fee for the academic year prior to receiving their study visa.

**All fees are due and must be paid in full (Excludes Refugees) before an International Clearance is issued by the Wits International Office. Without an International Clearance certificate you will not be able to register for your studies.**

#### Fee Structure for International Students - 2010

	Undergraduate		Postgraduate	
SADC & Rwanda (Full Time, Occasional and Part Time)	Local tuition fees + R3 300		Local tuition fees + R3 300	
Students outside of SADC & Rwanda	Faculty of Engineering & the Built Environment and the Faculty of Science	R79 618	<b>Registration in January</b>	<b>Registration in July</b>
	Faculty of Health Sciences	R138 545	Local tuition fees + R16 940	Local tuition fees + R8 470
	All other faculties	R73 810		

Refugees	Pay local tuition only (On South African terms)	Pay local tuition only (On South African terms)
Asylum Seekers	Local tuition fees + R3 300	Local tuition fees + R3 300
Diplomats & their dependents stationed in South Africa <sup>1</sup>	Local tuition fees + R3 300	Local tuition fees + R3 300
Part Time and Non Degree Programme Certificates & Diplomas, etc.	Local tuition fees + R3 300	Local tuition fees + R3 300
Study Abroad/Occasional International Students	R39 567 per semester	R39 567 per semester
International Wits employees and their dependents <sup>3</sup>	Local tuition fees + R3 300	Local tuition fees + R3 300

<sup>1</sup> Diplomats & their dependants stationed in the Republic of South Africa – Local fees and the R3 300 apply whilst diplomatic status is valid. Such benefits are not transferable and proof is required each year; when diplomatic status ends, the student will revert to their nationality status and all regular international fees will apply accordingly.

<sup>2</sup> Subject to Faculty verification of part-time academic work load and WIO verification of visa status.

<sup>3</sup> Fees are managed via a CLTD application process for permanent employees of the University.

## Fee Structure for International Affiliates

All visiting international students and academics who are not registering for degree courses but wish to be affiliated to Wits whilst pursuing their own research towards studies at their own university will pay fees, in advance, as follows: R1 573 per month or R18 150 per annum.

## How to Pay

Payments to the University can be made in the form of a bank draft issued in South African currency of “ZAR” and made payable to the University of the Witwatersrand, Johannesburg, or by electronic transfer into the following accounts:

- For the application fee: **Standard Bank; Braamfontein branch; branch code: 004805; account number: 200 346 385. Please fax proof of payment to the respective faculty into which you are applying. Use your person number as the reference if you already have one.**
- For fees and the annual International Postgraduate Registration fee: **Standard Bank; Braamfontein branch; branch code: 004805; account number: 002 891 697. Swift code is SBZAJJ. The person number must be used as the reference. Please fax proof of payment to +27 11 717 4918.**
- If you are in South Africa: **cash payment can be made either at the Fees Office at Wits University or at any Standard Bank branch; Braamfontein branch; branch code: 004805; account number: 002 891 697. If fees are transferred electronically please quote your person number as the reference.**
- By credit card: **telephone the Fees Office at +27 11 717 1544/43/42 and fax the details to +27 11 717 4918, or visit the University in person. Downloadable form for credit card payment is available on the website: [www.wits.ac.za](http://www.wits.ac.za)**

Students will not be registered for programmes (degrees) if they do not pay their fees in full, including accommodation fees, prior to registration or have evidence of sponsorship.

### Categories that Pay International Fees

- **International Students who are married to SA Citizens or Permanent Residents** – pay international fees *until* they themselves have obtained SA citizenship or permanent residency
- **International Students who are in same sex marriages to SA Citizen or permanent residents** – pay international fees *until* they themselves have obtained SA Citizenship or permanent residency
- **International Students who are in life partnerships with SA Citizen or permanent residents** – pay international fees *until* they themselves have obtained SA Citizenship or permanent residency
- **International Students who pay SA taxes – e.g. contract workers or temporary residents.** The criterion of paying tax in South Africa does not change your immigration status and as such it is not sufficient for a reduction in international fees
- **International Students who pay SADC Taxes** – paying tax *per se* in a SADC country does not change your immigration status and as such it is not a sufficient condition for exemption from international fees.
- **SA & SADC Temporary Residents** – If there is an expiry visa date and if they are required to renew residence status periodically, then such individuals are not **permanent** residents of the country and do not qualify to pay local fees.
- **SA Permanent Resident Applicants under Review (including those married to SA resident / citizen)** – there is no guarantee that permanent residence status will be granted. Until such status is granted, International Fees apply. Note that immigration status at registration determines the annual fees.

### Financial Aid

An international graduate student registered for full-time study may be eligible for a postgraduate merit award (which is given on the basis of academic excellence). Students who qualify are expected to complete six hours of departmental duties.

Application forms for a postgraduate merit award or a postgraduate bursary may be obtained from the Financial Aid & Scholarships Office.

Completed application forms must be returned to the Financial Aid and Scholarships Office by 30 September in the year prior to intended registration. Applications received after this date will only be dealt with on the basis of any remaining funds that may be available.

Note that a university postgraduate merit award or postgraduate scholarship alone is not sufficient to cover all the costs of a student's living expenses and students are advised to make arrangements for alternative sources of funding. See [www.wits.ac.za/prospective/postgraduate](http://www.wits.ac.za/prospective/postgraduate) for more information.

# Accommodation

### University Residences

There are university residences on and near campus, close to sports and recreation facilities. These vary in size and layout and offer different life-style options, some catering exclusively for graduate students. If you want to apply for residence accommodation for the following year, ask your Faculty office for a University Accommodation form, and hand your application in before November. Bear in mind that places are extremely limited.

Information regarding residence fees and payment thereof is contained in the Schedule of Fees.

### Off-Campus Accommodation

Current and prospective students can also contact the Office of Residence Life for information about flats and various types of off-campus lodgings. Notice boards outside the student accommodation office in Senate House carry informal advertising for student digs.

## Costs

Accommodation costs for university residences vary, depending on whether the accommodation is catering or self-catering, and the number of meals taken per day. Details are available in the latest Schedule of Fees, available from the Fees Office (see page 14).

The costs per month for off-campus accommodation range on average from R1 000 to R2 100 for a furnished room or cottage (rent, water and electricity) and from R1 300 to R2 000 for an unfurnished bachelor/one bedroom flat/apartment. These figures are based on costs in 2005 and are liable to increase by about 10% per year.

### Contact details:

*The Student Accommodation Office  
Room 045, West Wing, Senate House  
Tel: 011 717-9172/3/4  
Accommodation@residence.wits.ac.za*

# Campus life

## Clubs and societies

Wits offers a wide range of clubs and societies under the auspices of the SRC:

- ACTIVATE (Gay and Lesbian group)
- Adfactor (advertising)
- Adventist Christian Fellowship
- African Heritage
- African Literature Association
- AIESEC (commerce)
- All Residence Council
- Anglican Society
- Anthropology Society
- Association of Catholic Students
- Azanian Students' Convention (Azasco)
- Baha'i Society
- Ballroom Dancing Society
- Bapedi Student Society
- Bhakti Yoga Society
- Biosoc
- Botswana Students' Association
- Bridge Club
- Campus Crusade for Christ
- Campus Outreach
- CAS Town & Regional Planning
- Chess Club
- Chinese Christian Youth
- Chinese Students' Association
- Christian Action Fellowship
- Church of Christ
- Congolese Students' Association
- College of Education School Council
- Dance@Wits
- Disabled Students' Society
- DJ Society

- De Jà Vu Poetry Society
- *De Minimus*
- Disabled Students' Movement
- Dental Students' Council
- Edu-Action Society
- Engineering Council and Built Environment Students' Council
- Fellowship of Christian Students
- Fine Arts Students' Union
- Fundani Nathi Project (community service)
- Gauteng Schools' Debating League
- Gender Forum
- Golden Key International Honours Society
- Graffiti Club
- Health Sciences Students' Council
- Hellenic Students' Association
- Hindu Students' Society
- His People Christian Society
- History Society
- International Students (contact through International Office see page 157)
- Italian Students' Society
- Kenyan Students' Society
- Law Students' Council
- Lebanese Students' Association
- Lesotho Students' Association
- Mail and Guardian Society
- Maitazwitoma Students' Society
- Mechanical Shrubbery
- Medical Docs
- Meditation Society
- Methodist Students' Society
- Mining Engineers' Society
- Ministry of Jesters
- Mpumalanga Students' Society
- MScPhysiotherapy Students' Association
- MSc Pharmaceutical Students' Association
- Music Society (MUSOC)
- Muslim Students' Association (MSA)
- Navigators
- Nazareth Students' Society
- Nursing Students' Association
- Occupational Therapy Committee
- Parity
- Planet Khomanani
- Photographic Club
- Portuguese Students' Society
- RAG Committee
- Redeemed Christian Association
- Reggae Society
- Rise-Up Campus Impact
- Roc Soc (Geological)
- Science Students' Council
- Silly Buggers
- Snooker Club
- Social Anthropology Students' Association
- Social Work Students' Association

- Socialist Students' Action Committee
- Society for Media Studies
- Society for Mining Engineering Students
- Sons and Daughters of Bilal
- SA Liberal Students' Association (SALSA)
- SA Society for the Abolition of Vivisection
- SA Students' Congress (SASCO)
- SA Union of Jewish Students (SAUJS)
- Student Christian Association
- Student Gavel Association
- Students for Human Rights
- Students' Hellenic Association
- Students' HIV Action Committee
- Students' in Free Enterprise
- Students' Teaching & Education Programme (STEP)
- Students' Union Christian Action
- Swaziland Students' Association
- The Art of Living
- Town Planning Students' Association
- Voice of Wits
- Volume Dealers
- Wargaming & Roleplaying
- Wine Society
- Wits Choir
- Wits Debating Union
- Wits Emergency Medicine Society
- Wits Exploration & Expedition Society (WEES)
- Wits Gourmet Society
- Wits Interactive Computer group
- Wits International Students' Association
- Wits Melodies
- Wits Model United Nations
- Wits Pharmaceutical Students' Association
- Wits Political Student Society
- Wits Students' Business Society
- Wits Young Professionals Association
- Workers' Solidarity Federation
- Xhosa Cultural Union of Students
- Zimbabwe Students' Association
- Zion Christian Students' Fellowship
- Zulu Cultural Society

**Contact details:**

*SRC office, Matrix*

*Tel: 011 717-9206*

*Fax: 011 717-9207*

*Email: [jabu.sibeko@wits.ac.za](mailto:jabu.sibeko@wits.ac.za)*

*<http://www.wits.ac.za/depts/wcs/clubs.html>*

## **Sports at Wits**

Wits Sport is fortunate to have two great assets its students and its sports facilities. The Wits Sports Council oversees some forty sports clubs that offer quality coaching to sportsmen and women wishing to compete at the highest level. Students are encouraged to access our sports facilities for recreation, as well as to compete in the inter-faculty and internal leagues offered by the various clubs.

Sports facilities include the usual soccer, rugby, hockey and cricket fields, as well as a golf driving range situated at Sturrock Park near West Campus. Hard court areas for tennis, basketball and netball make up the outdoor facilities, with two 50 metre swimming pools (the East Campus pool is heated; the other pool is on the Education Campus), accommodating the Aquatics and Underwater Clubs.

Indoor facilities provide for a wide range of sports. These include martial arts fencing, aerobics, super-circuit and weight-training, basketball and volleyball to name a few.

### Choose from

#### ***Indoor Sport:***

Aerobics	Aikido	Badminton
Basketball	Body Building	Boxing
Chess	Fencing	Gymnastics
Indoor Hockey	Judo	Karate (JKA)
Kobujutsu / Tai Chi	Scrabble	Squash
Strength & Fitness	Taekwondo	Table Tennis
Tang Soo Do	War Games	

#### ***Outdoor Sport:***

Athletics	Aquatics	Bowls
Canoe	Cricket	Cycling
Flying	Golf	Hockey
Mountaineering	Netball	Orienteering
Rugby	Sky Diving	Snow Ski
Soccer	Softball	Sports Club for the Physically Disabled
Tennis	Underwater sport	Volleyball
Yachting		

The Wits Football Club is one of the bigger clubs in South Africa - with membership ranging in age from as young as six years old.

#### **Contact details:**

*Sports Administration*

*Tel: 011 717-9403/4*

*E-mail: [paynee@sport.wits.ac.za](mailto:paynee@sport.wits.ac.za)*

*The Wits Sport Club Information Booklet is available from Sports Administration*

### **Sports Bursaries and Scholarships for top athletes**

If you're a sports achiever and have shown excellence in your chosen arena, WITS is the place to be. The University offers a number of bursaries and scholarships to students with sporting prowess. Naturally these sporting skills have to be backed up by satisfactory academic results as well. WITS has a proud history of producing some of South Africa's most well known and respected sports people and you could be part of that.

The list of sporting alumni reads a bit like a who's who of South African sport from world renowned runners and Olympians to cricketers who have plied their trade at World Cups. It says much for a University when the likes of marathon champions Bruce Fordyce and Hendrik Ramaala have pounded the pavements of Yale Road and worn the WITS colours.

If running is not your thing then there's a proud history of soccer players who've made their way onto pitches at WITS. Former Manchester United and England goalkeeper Gary Bailey is one as is current Bafana Bafana keeper Rowan Fernandez.

On the cricketing front WITS players have also made a name for themselves. South African fast bowler Richard Snell, former Proteas bowler David Tebrugge and past provincial and SA 'A' player Gareth Flusk have all been seen steaming in on hapless batsmen over the years.

In recent times WITS has produced world class martial artists with Natasha Glassford ranked first in the country in her weight division and taking part at the 2007 Student games held in Bangkok Thailand.

It's not only on land that WITS athletes have excelled with 2007 Sportsman of the year Andrew Polaseck having been selected for the national rowing team and taking part in international competition during 2007.

The Olympic Games have seen WITS in action with old girls and boys Sharne Wehmeyer and Craig Jackson flying the colours for South Africa on the hockey field. Beijing 2008 will likely see some WITS students taking part with rhythmic gymnastics champion and WITS sportswoman of the year Odette Richards having qualified.

One of the more famous contemporary South African sporting successes' had much to do with the guile and resourcefulness of WITS Education graduate Jake White. Thanks to him the name William Webb Ellis has a very pleasant ring to it.

WITS gives you the opportunity to develop and nurture your sporting talent while paying credence to academic study. If you're looking for a holistic and supportive environment it's difficult to do much better.

#### **Contact details**

Tel: 011 717-1071/1072

*E-mail: nteyin@fnaid.wits.ac.za*

## **Postgraduate Association**

### **About the PGA**

The PGA is an autonomous student structure as defined in section 1 of the Statute of the University of the Witwatersrand, Johannesburg and is committed to representing and promoting the interests of postgraduate students of the University. It is guided and informed by the realisation of broad democratic participation, transparency, accountability, unity, service delivery and academic and research excellence. The slogan of the Association is "Join our academic voyage at Wits".

### **Objectives:**

The objectives of the Association are:

- (i) to provide for the academic and professional interests of its members.
- (ii) to afford its members a recognised means of representation, both within and outside the University, and to act as the representative body of postgraduate students in the University's academic and administrative structures.
- (iii) to encourage and promote academic leadership and excellence, research output and social interaction among its members.
- (iv) to obtain amenities for its members and inform its members of such services.
- (v) to engage in such other activities as the Association may consider to be in the interests of its members, provided that such activities are consistent with the objectives listed in sections 3.1 – 3.4 of this constitution and the policies, rules and regulations of the University.

### **Affiliation:**

The Association is not be affiliated to any political group or organization within or outside the University. Its focus is to promote the pedagogic interests of postgraduate students in all graduate schools at Wits.

### **Membership:**

The following are classes of members:

#### **(i) Ordinary members:**

- (a) an ordinary member is any person (including members of staff of the University) who is registered for postgraduate studies at the University, whether on a full-time or part-time basis.
- (b) an ordinary member continues his or her ordinary membership to the last date of his or her University registration.

**(ii) Associate members:**

- (a) an associate member is any person (including members of staff of the University) who is appointed to undertake post-doctoral research at the University.
- (b) an associate member continues his or her associate membership to the last date of his or her post-doctoral appointment.

**(iii) Honorary members:**

- (a) the Association may confer honorary membership on any person who has made a valuable contribution to the Association or postgraduate students in the University, who is considered to have outstanding academic achievements and who has not been found guilty of serious misconduct at this or any other university.
- (b) ordinary and associate members may nominate a person for consideration under section 5.3.1 of this constitution.
- (c) an honorary membership may not be conferred for a period of more than twelve months at a time and cannot be conferred on more than five people in any twelve-month period.
- (d) nominations for honorary membership must be supported by a two-thirds' majority of the Committee present at any meeting.

**Rights of membership :**

**(i) An ordinary member may:**

- (a) use the amenities provided by the Association.
- (b) stand for election and/or vote in the election of the school representatives only in his or her respective school and he or she may cast one vote: Provided that he or she has not been found guilty of serious misconduct at this or any other university. Any ordinary member who holds an office in any political organisation on or off campus at the time of the school election is not eligible to stand for election as a school representative unless he or she resigns from that office at least thirty days before the elections.
- (c) *attend and speak in any of the meetings of the Committee by invitation only provided that:*
  - Any ordinary member so invited may be required to produce his or her student card;
  - Any ordinary member so invited will not have the right to vote at that meeting; and
  - The Committee may, by a resolution of a simple majority of the members present, require an invited person to withdraw from the meeting.

**(ii) An associate member may use the amenities and services provided by the Association, but may not:**

- (a) stand for or vote in the election of the school representatives.
- (b) attend any meetings of the Committee except by invitation. Section 6.1.3 (a) – (c) will apply, with the necessary changes, in the case of associate members.

**(ii) An honorary member may use the amenities provided by the Association, and may attend and speak in any meeting, but may not stand for or vote in the election of school representatives. Section 6.1.3 (a) – (c) will apply, with the necessary changes, in the case of honorary members.**

**Why PGA?**

In Setswana they say *thuto ke thebe* – education is a shield. This indicates that acquiring knowledge is empowering and for this to take place, we have to engage in dialogue. For the PGA, a critical role is to facilitate dialogue amongst postgraduate students and the university community as a whole. The university stakeholders may have postgraduate student representatives to talk to, but they have to do more than just “talk” – they have to negotiate their position constructively so as to cleverly slot themselves in the overall vision of the university and translate ideas into action. A few years ago, the university made its intention very clear that it wanted to become a research-oriented institution thereby, increasing the number of postgraduate students and research activities across all graduate schools in all faculties. For this to successfully happen, we need to show intellectual leadership and be lucid, credible, forward looking, realistic and transparent. We must share this vision by initiating or partaking in different research activities in our chosen fields to increase our research output and throughput rates. This is possible since we have already shown that we can study and research successfully because of our unconditional love for research.

The year 2007 marked the beginning of a revived PGA. The current constitution was adopted by Council in 2005. This is the second PGA constitution since 1984. The new PGA constitution calls for the representation of postgraduates in all Schools, which means that all Schools are obliged to elect their postgraduate representatives to serve in the PGA Council. Therefore, the Council is comprised of representatives from each school elected by the ordinary members registered in that School at the annual election.

The election of school representatives is governed by the rules and procedures prescribed by the Electoral Rules of the Association. In tune with its motto, EVOLVE!, the PGA stands for the professional and personal development of the postgraduate students at Wits.

**Contact Details:**

For more information please contact: *Mokete Mokone* [moketewamokone@yahoo.com](mailto:moketewamokone@yahoo.com) or [secretary@pga.wits.ac.za](mailto:secretary@pga.wits.ac.za) or [chairman@pga.wits.ac.za](mailto:chairman@pga.wits.ac.za) or <http://student.wits.ac.za/PGA/PGA+About+Us.htm>

## **The Matrix**

The Matrix is the complex catering for all the needs of students and staff. It is located on the East Campus overlooking the Swimming Pool. It houses the Campus Health and Wellness Clinic, a Physiotherapy Practice, Residence Dining Room, the SRC - clubs and societies offices and a wide range of food outlets including Nino's, Kara Nichha's and Dehli Delicious. A sweet shop, cellphone shop, 7/11 convenience store, a typing, fax, print, post and telephone service outlet, a music outlet are amongst the many choices available.

## **Non-academic facilities on campus**

### **Banks**

ATMs and branches of most major banks are located in the Matrix.

### **Postal Services**

Wits has a Post Office in Senate House Concourse: Wits PO, postal code 2050. There is an internal mailing office in the Senate House Concourse. Internal mail to other parts of Wits Campus is a free service that operates daily.

### **Telephones**

There are coin-operated and phone-card telephone facilities in the entrance to the South West Engineering Building, which houses the Graduate School for Humanities and Social Sciences, in the Senate House Concourse and in other buildings throughout campus. Telephone cards are available at the Post Office, vending machines in Senate House Concourse, shops in the Matrix and from the SRC shop. If you need to locate Wits telephone numbers, ask to consult the Wits Internal Directory at your department office, the Graduate School or the Wits Intranet - *Intrawits* at <http://www.wits.ac.za.88>. The Internal Telephone Directory.

### **Photocopying**

To make photocopies you can go to the SRC Offices in the Matrix and pay for your copies by cash. All the libraries have photocopying facilities. You pay for your copying by putting money onto your ICAM card, at a DVT (Diebold Value Terminal) cash upgrader. You can find these in:

- The Wartenweiler library
- The East Campus Kiosk, between Wartenweiler and the Matrix
- The Senate House Concourse
- The West Campus Kiosk next to the Tower of Light
- The Educom Library
- The Engineering Library
- The Wits Business School Library
- The Graduate School for the Humanities and Social Sciences

### **SRC Shop**

The SRC shop sells inexpensive second hand books, stationery, snacks, toiletries, bus tickets, phone cards, SRC diaries and a selection of Wits branded clothing. The SRC shop can be found at the Matrix on the East Campus

## **Catering**

*The Matrix*, East Campus

*Café Dulce* in the Concourse of Senate House

*Café Dulce*, at the Wits Theatre, open from 7h00 until late, accessible from Senate House through the basement parking area. It serves simple, freshly-prepared meals, has a fully-stocked bar, and will deliver.

*Choices*, in the Oppenheimer Life Sciences Building sells tea, coffee, juices, pies and sandwiches.

The newly refurbished *Westside Cafe*, opposite Charles Skeen Stadium on West Campus, sells hot drinks and juices as well as hot meals and chips (Under new management).

The *Spaza Shop* at the Tower of Light sells a basic range of hot and cold drinks, pies, hot dogs and sweets.

*Café Dulce* at Wits Medical School is a comprehensive canteen offering a wide variety of food and drinks including Halaal.

The *Wits Club* on West Campus caters mainly for Wits staff and alumni, but is also open to students and the public. It offers main meals with dessert and coffee at a good price in a pleasant setting.

*Hofmeyr House*, on the Empire Road side of East Campus, is another catering venue that offers full lunches to staff and graduate students. Theme lunches and jazz evenings are among the other attractions of this interesting venue.

*Postgraduate Club*, behind the Bernard Price building, is a venue where postgraduate students can meet in a congenial and informal atmosphere. Darts, dominoes, dice, cards and watching sports on television are popular pastimes.

Vending machines for cold drinks, coffee, sweets and crisps, are available in various buildings throughout East and West Campus.

## **Shuttle Bus**

Wits' shuttle service transports students between 06h30 and 24h00 from the main campus to the Medical School and off-campus residences. Timetables are available from the Transport Office.

There is also an on-site vehicle workshop Hyper server. It is part of the Imperial group and is certified to work on all major brands of vehicles. These services are available to all members of the University community, at reasonable prices. Hyper serve is also affiliated with Hyper car, and can be contacted for selling or buying good second hand vehicles. They often have a car on display near the workshop that is for sale,. The owner / manager of Hyper serve can be contacted on 717 9068. All queries regarding vehicle hire, purchases, sales and University vehicle maintenance will be directed through Amasondo Tel: 717-9059 Email: [Amasondo@services.wits.ac.za](mailto:Amasondo@services.wits.ac.za)

### **Contact details:**

Transport Office

Contact Person: Julius Khoza - Luxliner

Tel: 717-9034 Fax: 717-9042

Email: Julius.khoza@wits.ac.za

## **Parking**

Apply for parking permits in person at the Traffic Office between 8h30 and 16h00 on weekdays. An annual parking permit is available which is added to your fees account. Postgraduate students on East Campus may apply for special permission to park on the University Hostel Drive. If you want to follow up on this offer, go to the Traffic Office with your student card and documentary proof of your postgraduate status.

### **Contact details:**

*Traffic Office,*

*Room 3109 Senate House*

*Tel: 011 717-1882*

### **Locksmith**

If you lock your keys in your car or encounter any other problem with keys or locks, you can contact Campus Security and call out the campus locksmith. He charges a much lower fee than a commercial locksmith.

#### **Contact details:**

*Tel: 011 717-4444 and ask for the locksmith's number.*

### **Security / Campus Control**

If you are working late at night on campus you can call Security for an escort to your car. They are often busy, so it is best to place your call half-an-hour before you plan to leave.

#### **Contact details:**

*Tel: 011 717-4444*

### **Part-time Employment**

CCDU on West Campus offers a service to students to aid them in securing part-time employment. Visit CCDU for more information

#### **Contact details:**

*Tel: 011 717-9140/9132*

### **Hire of Lockers**

Enrolled students qualify to hire a locker from the SRC. Lockers on East Campus are in Senate House Basement, Senate House 1st floor, Central Block, OLS Building, Physics, Chemistry and John Moffat. Lockers on West Campus are in the Law Building.

The SRC hires out lockers for a small fee, with a refundable deposit. Forms to apply for the locker and get the refund are available at the SRC in the Matrix. To transact the payments and refunds go to the University Cashier's Office in Senate House Concourse.

If you lose your locker key, contact the Finance Office in the Students Union, who will charge you a small fee to have a new key made.

#### **Contact details:**

*SRC Offices*

*The Matrix*

*Tel: 717-9200/9207*

### **Lost Property**

If you have lost or found something of value, go to Room 1 in Central Block.

#### **Contact details:**

*Security, Tel: 011 717-4444*

### **The Wits Edge**

The Wits Edge is a monthly newsletter distributed to staff members and friends of the University. It focuses on news within the University, highlights research achievements, profiles new staff members, communicates relevant policy issues and provides an overview of events at the University. Copies can be obtained from the Wits Marketing and Communications Department, 5th Floor, Senate House.

### **Vuvuzela**

Vuvuzela is a weekly publication of the Journalism and Media Studies Programme. Should you have any news, events, letters or comments, the Journalism department is the place to contact. Department Offices and Graduate School Reception have spare copies that students can ask to browse through, and copies are also available in specially marked stands around campus.

# A-Z Services

## **Abortion**

Marie Stopes Clinics  
Toll Free: 080 011 7785

## **Accommodation - short term**

For reasonably priced short-term accommodation, the following youth hostels and guesthouses are recommended:

**Zoo Lodge:** 233A Jan Smuts Ave, Parktown North, Johannesburg  
Tel: 788-0225  
E-mail: [webmaster@backafrica.com](mailto:webmaster@backafrica.com)

**Backpackers Ritz:** 1A North Rd, Dunkeld West, PO Box 472460, Craighall  
Tel: 325-7125/327-0229, Fax: 325-2521  
E-mail: [ritz@iafrica.com](mailto:ritz@iafrica.com)

**Melville House:** 59 4th Ave Melville  
Tel: 726-3503 Fax: 726-8765  
E-mail: [happy@iafrica.com](mailto:happy@iafrica.com)

**Old Wedgewood Mews:** 75 2nd Ave Melville  
Tel: 482-4124  
E-mail: [wwmews@iafrica.com](mailto:wwmews@iafrica.com)  
<http://www.wedgwoodmews.co.za>

Consult the International Office for current prices and information.

## **AIDS information**

Campus Health 717-7113/7111  
Aids Hotline, Toll Free: 0800 012 322  
[anonymous@telkomsa.net](mailto:anonymous@telkomsa.net)

## **Al-Anon (for relatives or partners of alcoholics)**

0861 25 26 66 or Email us at: [help@alanon.org.za](mailto:help@alanon.org.za)  
[www.alanon.org.za](http://www.alanon.org.za)

**Alcoholics anonymous** - National Helpline: 0861 HELPAA (435722)  
[www.aanonymous.org.za](http://www.aanonymous.org.za)

**Banks** (See page 172)

## **Bereavement**

### **Compassionate Friends**

Johannesburg (011) 440-6322  
Nechama (for Jewish Community) (011)640-1322

## **Blood transfusion service**

Toll Free: 080 011 9031

## **Bookshops**

**Van Schaik Bookstore** offers a discount for general books and some academic books, to students who produce their ICAM card at the bookstore. (The discount does not apply to sale books, books on special offer, books bought on account or books prescribed for use by other universities, e.g. Unisa, and is only available at the Van

Schaiks on campus). By arrangement, bursary holders expecting payment only later in the year may open an account at the Van Schaik Bookshop in Braamfontein, provided they have a letter from their sponsor.  
*Tel: 011 339-1711 Fax: 011 339-7267*

**Exclusive Books**, Hyde Park

*Tel: (011) 325-4298*

**Cancer support**

Cancer Association 0800 226622 or email: [info@cansa.org.za](mailto:info@cansa.org.za)

[www.cansa.org.za](http://www.cansa.org.za)

**Child Care**

Aletta Sutton, (011) 642-3047 or (011) 643-5769

**Crime**

**Look under Emergency Services**

**Drug abuse**

SANCA: 482-1070

Tough Love: 886-5775 (Fax)

**Dry cleaners**

Boston Drycleaners: 339-7341

**Eating disorders**

Overeaters anonymous: [www.oa.org](http://www.oa.org)

**Emergency services** (see also Hospitals and Clinics)

Ambulance, fire and police 999

Bedfordview 455-1111

Johannesburg 999

All life threatening emergencies 011 375 5911

**Crisis Counselling**

Wits Counselling, Monday to Friday, 8 am to 4.30 pm

Tel: 011 717-9140

Lifeline: 011 728-1347

**Fire Brigade** - 375-5911

**Police - Flying Squad** - 1 0111

**Rape Crisis: People Opposing Women Abuse (POWA)** -Tel: 083 765 1235

[www.powa.co.za](http://www.powa.co.za)

**Employment**

Dial-a-student (011)403-2996

Student Wise (011)349-7260

**Family, marriage, relationship counselling**

Family Life Centre (011)788-4784/5/37

**Fast foods**

Wimpy, Braamfontein, 39 Jorrisen St, Tel: 339-1032

The Matrix Building (East Campus) has a wide variety of fast foods

**Gambling addiction**

Life Line: 728-1347

**Gay support**

Pride Foundation

Tel: 447-1852

**Hairdressers**

Golden Hair International de Beer St., Braamfontein

Tel: 339-3734

**Heart foundation**

Tel: (011) 618-3979

**Hospitals and clinics** (See also Emergency Services)**Hospitals**

Dental Hospital (011)407-8500 (Fax)

Helen Joseph (011)489-1011, 726-5425 (Fax)

Johannesburg (011)488-4911

Milpark (011)480-5600 / 0800 116 616, 480-5983 (Fax)

Netcare Linksfield Hospital (011) 647-3400

**Clinics**

Brenthurst (011)647-9000

Park Lane (011)480-4000

Travel Clinic (SAIMR) (011)647-3654

**Legal aid**

Wits Law Clinic, (011)717-8562

Legal Aid Board (011)877-2000

**Locker hire** (see page 174)**Locksmith** (see page 174)**Lost property** (see page 174)**Malls**

Campus Square Shopping Centre, Cnr. Kingsway and University Rds, Melville

Tel: (011)726-7474

Killarney Shopping Centre, 60 Riviera Road, Killarney

Tel: (011)646-4657

Oriental Plaza, Cnr. Bree St. and High St., Fordsburg

Tel: (011)838-6752/3, Fax: (011)836-4674

Rosebank Mall

Tel: (011)788-5530

Michael Mount Organic Market, for 100% organic products. Open Thursday and Saturday from 9am-3pm.

Tel:(011) 706-3671

The Rosebank Rooftop Market, from African handwork to CD's and gifts

Tel: (011)442-4488

The Permanent Arts and Crafts Market, Cradock Rd., Rosebank, African Craft available all week

**Nightlife**

Roxy's, Melville (Live)  
Tel: (011)726-6019

Monsoon Lagoon, Emperor's Casino Complex, (hip and expensive)  
Tel: (011) 928-1280

The Bohemian Bar, Auckland Pk., Menton Rd., Ridgemoor (for insiders)

The Manhattan Club (Rivonia)  
Tel: (011) 803-7085

Carfax, 39 Pimm Str, Newtown (alternative)  
Tel: (011)834-9187

Peter's Place, Sandton (Yuppie)  
Tel: (011)463-5253

**Museums and Art Galleries**

The Apartheid Museum, (Open Tuesday to Sunday)  
Tel: 496-1822

Museum Africa  
Tel: 833-5624

SA Museum of Military History  
Tel: 646-5513

ABSA Gallery, contemporary art exhibitions  
Tel: 350-5139

Johannesburg Art Gallery Tel: 725-3130  
Standard Bank Gallery  
Tel: 636-4842

**NICRO** (National Institute for the Rehabilitation of Criminal Offenders)  
Tel: 403-4207

**Optometrist**

Robin Optometrists, Randpark Ridge  
Tel: 792-0377

Options, Braamfontein  
Tel: 339-3741

**Organ donation**

Organ Donor Foundation  
Toll Free: 080 022 6611

**Parking** (see page 173)

**Parks and Walks**

The Witwatersrand National Botanical Garden  
Tel: (011)958-1750  
The Johannesburg Botanical Gardens  
Tel: (011)782-7064

The Johannesburg Zoo  
Tel: (011)646-2000

Lory Park Zoo, for bird watchers  
Tel: (011)315-7307

### **Pharmacies**

Selgo Pharmacy, Braamfontein  
Tel: (011) 339-6912

### **Photographers**

Mr. ID Mobile Photo Studios:  
Tel: (011)907-3960

### **Planned parenthood**

Tel: (011)634-1500

### **Printing**

Central Printing, Senate House Basement

### **Restaurants**

Portas, Rosebank (Italian and Greek)  
Tel: (011)447-4683

Carnivore, Muldersdrift (African game)  
Tel: 957-2099

Ciros Too, Brixton (Pizza and Pasta)  
Tel: (011)839-4582

Gramadoelas, Newtown Cultural Precinct (African)  
Tel: (011)838-6729, [www.gremadoelas.co.za](http://www.gremadoelas.co.za)

Kapitan's, 11a Kort St (where Mandela used to do Indian lunch)  
Booking essential  
Tel: (011)834-8048

Moyo, Melrose Arch (snacks and drinks)  
Tel: (011)684-1477

Soi, Melville (Vietnamese & Thai)  
Tel: (011)726-5775

### **Secondhand bookshops**

Armstrong's: new and second hand UNISA and Technikon setworks Johannesburg  
Tel: (011) 836-0124

Orange Grove  
Tel: (011)485-1337

Book dealers, Melville  
Tel: (011)726-4054

The Collector's Treasury, Johannesburg: rare Africana books  
Tel: (011)334-6556

Huxley's Books, Jukskei Park  
Tel: (011)794-6523

Frank Thorold, Johannesburg: Africana, legal and antiquarian books  
Tel: (011) 838-5903

Out of Print Books, Melville  
Tel: (011)482-6516

### **Smoking**

National Council Against Smoking  
Tel: (011)725-1514

Smokenders  
Tel: (011)784-7838

### **Stationery**

Waltons in Braamfontein, cnr Smit and Eendracht streets . They sell computer consumables as well as stationery, and do printing, photocopying and binding.  
Tel: (011)339-5655

### **Thesis binding**

Brixton Book Binders Tel: 837-3979

Bookbinding Creations, 11 Northpark Centre, Parktown North  
Tel: (011)447-9891

Central Printing, Senate House Basement

### **Transport** (See below—information on Wits Shuttle Bus)

**Municipal Bus Service:** the city of Johannesburg has a municipal bus service running across its suburbs, with bus stops directly outside the Wits campus on Jorissen Street, Ameshoff Street and Jan Smuts Avenue, Braamfontein. Detailed bus timetables can be obtained from the Metropolitan Bus Service, 1 Raikes Street, Braamfontein, just southwest of the West Campus, or information is available from BUS INFO on 403-4300. Bus tickets can be bought at the SRC shops on East and West Campus.

**Taxis:** a recommended enrolled car taxi service is Rose Taxis, which offer a 24-hour service. They can be contacted by telephone at 403-9625 or 403-0000/1-9 or 083 255 0934 or 083 255 0933.

**Minibus/Kombi taxis:** minibus taxis are another source of transportation. They are very flexible and their stops are not limited to designated stopping areas. They will stop wherever the passenger wishes to get off. To catch such a taxi it is necessary to be familiar with the sign-language used.

**Intercity buses:** Greyhound and Translux Luxury Liners travel between Johannesburg and other main cities including Harare (Zimbabwe). The Intercape Mainliner takes you to Gaborone (Botswana) and other cities in South Africa. Detailed information, reservation and purchasing is available from the COMPUTICKET Office in the Foyer of the Nelson Mandela Theatre (Civic Theatre) at the Johannesburg Civic Centre, cnr Jorissen and Rissik Streets

### **Transport from the Airport**

**Taxi:** To ensure a fair taxi rate, it is possible to approach the INFO AFRICA counter in the International Arrivals Hall at the Johannesburg International Airport (Terminal 2). They will arrange a taxi and the fare is payable directly to them. They can be contacted on the Internet: [www.infoafrica.co.za](http://www.infoafrica.co.za)

The Airport Bus Service leaves every 30-45 minutes from the airport. Its terminus can be located by following the public transport signs. The bus follows a set route to the "Rotunda" Terminal, which is situated some two kilometres from the main Wits campus. A taxi could be taken from there to the main campus.

The “Magic Bus”: the counter for this minibus service is in the domestic arrivals hall of the Johannesburg Airport. The bus drops passengers off at their required destination and is a little cheaper than a taxi.

There are various airport door-to-door shuttle services (Kombi buses) available. They can be boarded at the public transport area at the airport, and will drop passengers at their desired destination. It is important to negotiate the fare before leaving - it should not be more expensive than a taxi fare.

### **Travel agents**

STA Travel - Tel: 403-9542

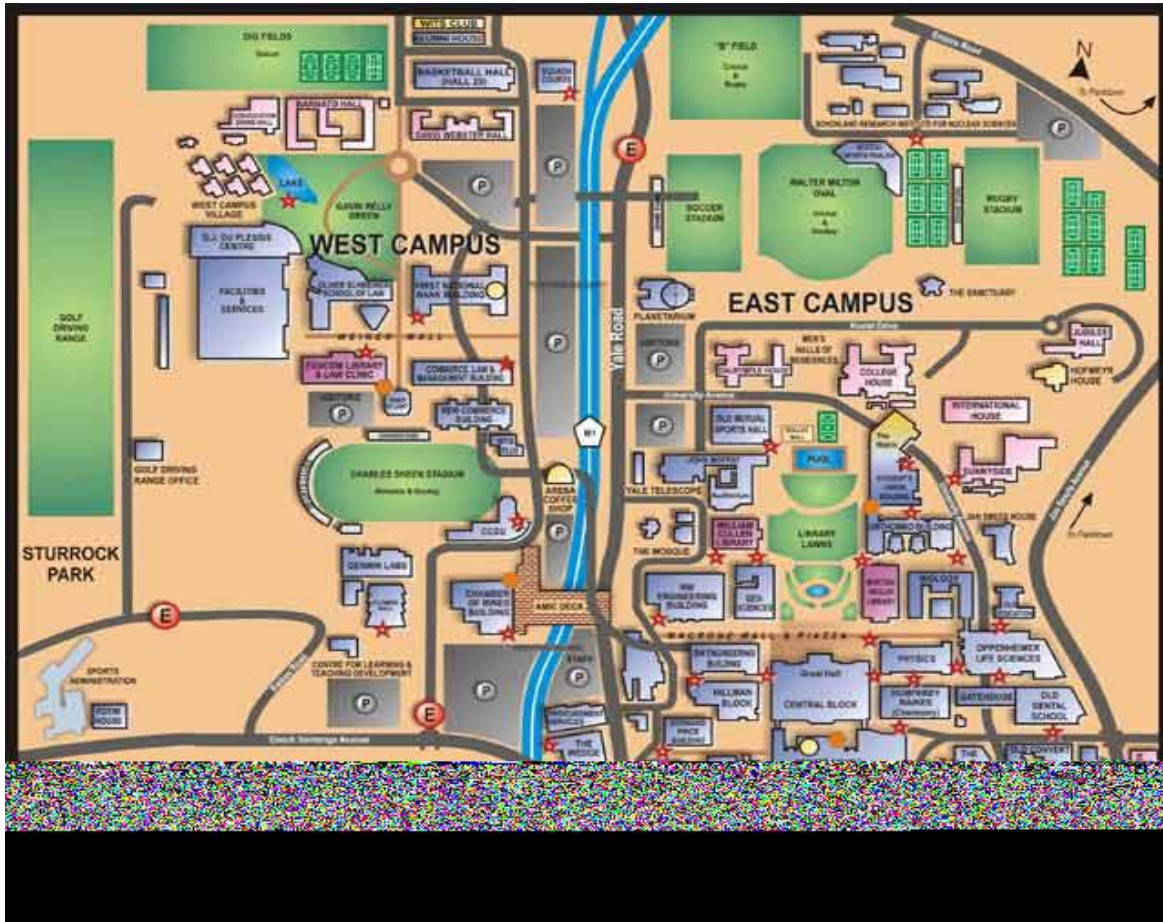
Student Flights - Tel: 0860 400 737

### **Tuberculosis**

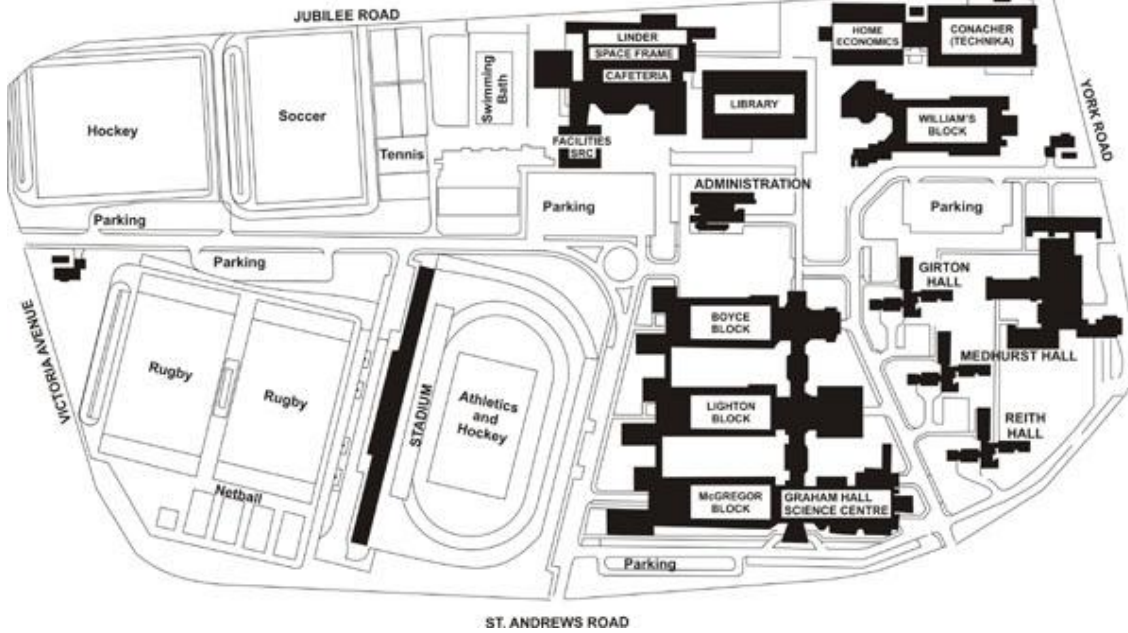
SANTA 454-0260/938-8070 (Hospital)

# Maps

Wits has a main campus in Braamfontein, split into East and West Campuses by Yale Road, and three outlying campuses, the Faculty of Health Sciences, the Faculty of Management and the School of Education. The following pages contain maps of the Main, Parktown and Education Campuses.



### Parktown Campus



ST. ANDREWS ROAD

**KEY TO PARKTOWN CAMPUS:**

- A. Wits Management Schools
- B. Parktown Village 1
- C. Ernest Oppenheimer Hall and Trematon Place
- D. Knockando Halls of Residence
- E. Parktown Village 2
- F. Aletta Sutton Educare Centre
- G. Centre for Language and Hearing-Impaired Children
- H. Highfield Residences
  - Girton Hall
  - Medhurst Hall
  - Reith Hall
- I. Wits/Donald Gordon Medical Centre
- J. Linder Auditorium

**How to get to the Parktown Campus:** From Yale Road on main campus

- turn right into Empire Road
- left at Jan Smuts
- Right into St Andrews
- Proceed as per map

# Room and building guide

## Buildings and large venues/lecture theatres

<b>Apollonia Lecture Theatre</b>	Room 241, 2 <sup>nd</sup> Floor, Dental Hospital, East Campus (WITS SCHOOL OF ARTS BUILDING)
<b>B</b>	Biology Building, East Campus
<b>BPB</b>	Bernard Price Building, East Campus
<b>C</b>	Chemistry (Humphrey Raikes Building), East Campus
<b>CB</b>	Central Block, East Campus
<b>CM</b>	Chamber of mines Building (Engineering), West Campus
<b>DuP</b>	DJ du Plessis Centre, West Campus
<b>EB</b>	Education Building, West Campus (CLM- COMMERCE, LAW & MANAGEMENT BUILDING)
<b>EB (old)</b>	Old Education Building, West Campus
<b>EC</b>	Education and Commerce (Educom) Library, West Campus
<b>Examinations Hall</b>	2 <sup>nd</sup> Floor, Central Block, East Campus
<b>Financial Aid &amp; Scholarships</b>	Ground Floor, Senate House, East Campus
<b>FNB</b>	First National Bank Building, West Campus
<b>G</b>	Geosciences Building, East Campus
<b>GH</b>	Gate House, East Campus
<b>GAL</b>	Genmin Laboratories, West Campus
<b>Great Hall</b>	Ground Floor, Central Block, East Campus
<b>H</b>	Hillman Building, East Campus
<b>Hall 29</b>	West Campus
<b>LB</b>	Law Building, West Campus
<b>Linder Auditorium</b>	Wits School of Education Campus, Parktown
<b>MPT (Multipurpose Theatre)</b>	Ground Floor, DJ du Plessis Centre, West Campus
<b>NCB</b>	New Commerce Building, West Campus
<b>OGS</b>	Old Grandstand, West Campus
<b>OLS</b>	Oppenheimer Life Sciences Building, East Campus
<b>P</b>	Physics Building, East Campus
<b>RW</b>	Richard Ward Building (RW 4 & 5 accessed from outside spiral staircase)
<b>SH</b>	Senate House, East Campus (off Jorissen Street)
<b>SU</b>	Students Union, East Campus (now the MATRIX)
<b>SWE</b>	South West Engineering Building, East Campus
<b>UMTHOMBO</b>	Social Science
<b>UC</b>	University Corner, East Campus
<b>Witwatersrand Medical Library</b>	Medical School, York Road, Parktown
<b>WCL</b>	William Cullen Library
<b>WL</b>	Wartenweiler Library, East Campus

## Rooms

<b>A1</b>	(Dorothy Susskind Auditorium) Ground Floor, Architecture Block, John Moffat Building, East Campus
<b>C9</b>	Ground Floor, Chemistry Building, (Humphrey Raikes Building, East Campus
<b>CB25</b>	Ground Floor, Central Block, East Campus
<b>CM6</b>	Chamber of Mines Engineering Building
<b>LB131</b>	Ground Floor, Oliver Shreiner Law Building, West Campus
<b>RW231</b>	Basement, Richard Ward Building, East Campus
<b>SH6</b>	Ground Floor, Campus Level, Senate House, East Campus
<b>SH2126</b>	(Humanities Computer Laboratory) 2 <sup>nd</sup> Floor, Senate House, East Campus
<b>SH2129</b>	2 <sup>nd</sup> Floor, Senate House, East Campus
<b>SHB1,2 3,4,SHB5</b>	

**& SHB Room A, B, D** Senate House Basement 1, East Campus  
**WB2** Basement, Wartenweiler Library, East Campus (accessed from  
outside the building)  
**WL10 & WL 06** Ground Floor, Wartenweiler Library, East Campus

# Appendix 1

## Preparing a proposal in the Faculty of Humanities: General Information

All proposals in the Faculty of Humanities related to Masters and PhD programmes are produced by students (with the support of supervisors and/or unit co-ordinators), presented at department or School level and then submitted to the Faculty's Graduate Studies Committee for screening.

### Why are proposals screened?

The Faculty of Humanities has a federal structure, comprising a number of different units, clusters or Schools with a central administration. While autonomy within Schools is encouraged, certain shared policies and standards need to be maintained. Much of this work is done through Faculty committees, one of which is the Graduate Studies committee. One task of the committee is to ensure that there is an equitable set of demands made on MA and PhD candidates across the Faculty. Another is to try to ensure that candidates have workable projects that can be completed in the specified time. We generally find that applicants, who do not have a fairly refined sense of their project, extend their work well beyond the normal period of registration. A comprehensive proposal ensures that students have a structure within which to work, a rough map of where they are going, and a timetable within which to accomplish their aims.

### Screening processes

At present there are two systems for screening proposals used by the Graduate Studies Committee. In many cases, a student's proposal is referred to the Chairperson of the Committee (or an appointed alternative), who, for the most part, chooses a reader from those recommended by the supervisor. In some Schools or disciplinary areas, however, potential readers are chosen in advance by unit co-ordinators and/or supervisors and approved by the Chairperson. These readers then attend the School or discipline-level proposal presentations and in the first instance provide oral responses for the students. Students then make the corrections recommended and return their proposals to the readers. Readers then write reports on these proposals, and the proposals are returned to the Graduate Studies Committee with the readers report attached.

### What do readers do?

Each reader's comments are passed on to the candidate via the Faculty Graduate Studies office with one of three basic decisions noted:

- The proposal is acceptable as it stands;
- It is acceptable in principle, but certain points need addressing;
- It is unacceptable and needs to be revised.

Most proposals fall into the first two categories. Candidates and their supervisors are encouraged to consult with the reader of the proposal, and to regard the interchange as a constructive process of teaching and learning.

The reader's comments are intended as a helpful academic response and give candidates the benefit of insight and expertise beyond their own immediate context. When proposals are returned for amendments, we advise candidates to seek advice from the reader if he/she is available. These meetings, together with the comments, often help candidates to refine their proposals in productive ways.

# Appendix 1(a)

## Writing a Masters (by Dissertation) or PhD Proposal in the Faculty of Humanities

### The structure and content of the proposal

The intention of the proposal is to ensure that you have done sufficient preliminary reading in the area of your choice that you have thought about the issues involved and that you are able to provide more than a broad, general description of the topic that is to be investigated. The proposal is, in no way a fixed blueprint. One cannot predict one's findings beforehand or mechanically follow through an argument, since the research will inevitably alter or even unseat one's initial expectations.

While there is no fixed formula for writing a proposal, we would suggest that you use the following headings as guidelines:

### Title

This should be brief and precise, avoiding redundant phrases such as "A Study of..." "An Investigation of...", and so on. It should also include the words that others in the field would need to locate your work, if they were searching through an index or database.

### Aim

The aim of your proposal should give a concise statement of what you intend researching and the central argument/s you intend pursuing. In formulating your aim, take care that you are not over-ambitious with regard to the scope of your work. Keep in mind the length of the programme you are taking and be conservative when establishing the precise parameters of your intended research.

### Rationale

Your proposal needs to show why the intended research is important and to justify the effort of doing such research. Such justification may be either of an empirical nature (you hope to add to, or extend, an existing body of knowledge) or of a theoretical nature (you hope to elucidate contentious areas in a body of knowledge or will provide new conceptual insights into such knowledge). All research is part of a larger scholarly enterprise, and students should be able to argue for the value and positioning of their work.

### Literature Review

A literature review is not merely a synopsis of material gathered in the library. It is an integral part of the conception of the research, since the central research questions, as well as the theoretical framework, should arise out of a clear and rigorous literature review.

An essential component of any research proposal is the provision of a history of the particular issues to be researched. By reviewing the pertinent literature in the area, you are able to show the origin and development of the issues and debates in that area and, very importantly, to demonstrate how and where your particular concerns would fit into these debates and how your work will move forward from, or relate to, the existing work done on the topic. In such a review, it is important to concentrate on the central issues/debates/literature in the area and to disregard any issues/literature that may be tangential to your specific concerns. Always ask yourself, "Why is this material important for my project?"

Writing a literature review can be greatly facilitated if you use the wide range of available library resources. Despite these resources, numerous prospective writers of dissertation/research reports tend to make the claim that there is no literature in the area of their concerns. If this claim can be sustained and the literature available has not yet addressed the issues of your interest, you can still use the available literature in a "negative" way. That is, you can highlight what you perceive to be the shortcomings of the extant literature; this could be used as further justification for your intended research.

### Theoretical Framework

The proposal should contain a clear and logical discussion of the theoretical framework or body of ideas that will be used to frame the research. The proposal needs to show that you are fully conversant with the ideas you are exploring, and that you grasp their methodological implications. A broad description of your theoretical affiliations is not sufficient.

## **Methodology**

If your research is empirical in nature, this part of the research proposal should be relatively easy. You would describe the intended methods of data gathering, the controls you will introduce, the statistical methods to be used, the type of analysis to be followed, and so on. In other words, the methodology section describes how you will put your ideas into practice and how you intend to pursue your research. If your research is more theoretical and conceptual, the research methodology may be less clear-cut and more difficult to specify. You could, for example, show how the insights of your theoretical framework could be used as the tools for analysing the particular problems you intend to investigate. If you were combining two streams of scholarship not previously considered in conjunction, you would set out how your synthesis would be accomplished.

## **Outline of Chapters**

Although it is not essential, a provisional outline of chapters can be useful. The chapters may be difficult to specify in advance, but some tentative outline allows you to develop an overall structure for your dissertation or thesis that will, in turn, provide you with a programme for pursuing your research. The chapter outline also acts as a check that you know how to apply your theoretical ideas in an appropriate way, and that you have clear limits on your project. As an alternative you may wish to present this section as themes and problems to be investigated.

## **Bibliography**

This may be of two types. You may simply list all the works cited in your proposal, provided that the cumulative list is relatively comprehensive. You may also wish to provide a bibliography that covers the major texts in your area. Do not, however, simply give a string of titles whose relevance is often unclear. Instead, present a bibliography with subsections that include a few introductory sentences on the nature of the scholarship in each section. It is important to remember that material taken from the Internet must be scrupulously acknowledged.

## **Sources**

In cases where other sources (such as archives or human subjects) are to be used, give details. For example, indicate that permission has been obtained for access to archives and papers, or that individuals have agreed to co-operate in a project, or the process by which subjects will be identified.

## **Ethical Considerations**

If you are using human participants, your research must conform to ethical standards. In broad terms, this means that you must abide by the codes of informed consent: the subject must be informed of the nature of the project; participation must be voluntary and can be terminated at any point; and anonymity must be ensured, if so requested. If you are in any doubt as to whether your proposal conforms to the required ethical standards, it must be referred to the Human Research Ethics Committee (Non-Medical). Details are available from the Faculty Office. If you are planning to work with a vulnerable population (e.g. children, refugees, AIDS sufferers), it is particularly important that you submit your proposal for assessment by the Ethics Committee.

*Please make sure that your proposal is carefully referenced and thoroughly proofread.*

## **Common problems**

From the experience of readers in the Faculty, the most frequent problems found in proposals are as follows:

*Aim:* The goals set in this section - and the project as a whole - are over ambitious. As a result, the project is either poorly defined or difficult to pursue in practice. This section often conflates the research aim with the rationale. In other words, the candidate confuses the "big" question - which usually provides the broader rationale for exploring the topic - with a more precise research question. For example, instead of saying that the project will examine the relationship between unions and management in a factory in order to assess this in terms of certain Marxist ideas, the candidate says that his/her aim is to assess the validity of Marxist theories of capital and labour. Another problem with this section and with proposals as a whole is that candidates describe a broad area of research rather than proposing a research question.

*Literature Review:* Very often this section overlooks crucial texts and so indicates that the candidate has not done sufficient reading in the field. Some proposals will simply summarise texts without indicating that the candidate has an overview of the field, and so can locate his/her work intelligently within it. The literature review should be an integral part of the proposal, since the central research question should arise logically out of a critical assessment of the existing literature.

*Sources:* Very often candidates have not done their homework and claim that they will consult "archives" without indicating which archives, where they are located, and whether permission has been obtained. Candidates also indicate that they will conduct interviews without explaining who will be interviewed, or how, or why. Obviously, it is unacceptable simply to say that "books in libraries" will be used. It is essential that you are familiar with all the available sources in your area of study.

*Theoretical Framework:* Frequently, candidates do not have a sufficiently complex grasp of the ideas they wish to pursue. Ideas are often summarised with little understanding of why the theory is appropriate or how it will be used. Proposals can also show little grasp of the implications of the theory set out. For example, in the theoretical section candidates may state the intention of pursuing a historical and contextual approach to literary texts; however, they do not see that the study itself will require extensive social and historical information to implement the initial idea.

*Methodology:* This part to the proposal is often the most problematic, since candidates may have very little idea of how to put ideas into practice. The difficulty is linked to the fact that the ideas in the theoretical section have not been properly digested. In addition, proposals may show little understanding of why one method rather than another has been chosen. Candidates also give muddled explanations regarding how the data yielded will be used to clarify the research question.

*Writing, Style and Referencing:* Bad or incoherent writing often casts doubt on whether the writer will be able to sustain an entire dissertation or thesis. Slipshod referencing raises similar doubts. An over-reliance on jargon may pose questions as to whether the candidate can develop constructively his/her own original argument.

#### Acknowledgements

Our thanks to - *Rashad Bagus, for permission to adapt the document "Hints on Writing a Proposal in the Faculty of Humanities", presented to a Postgraduate Association Workshop, 28 April 1993, University of the Witwatersrand.*

# Appendix 1(b)

## Guidelines for the Preparation of Masters (by Coursework and Research Report) Proposals in the Faculty of Humanities

If you have enrolled for a Masters programme by coursework, you should consult Appendix 1: *Writing a Proposal in the Faculty of Humanities*, and read it carefully. The information in this appendix is highly pertinent, and can fruitfully be applied to the preparation of proposals for research reports, as required within the structure of coursework programmes. However, there are also significant differences between drawing up a proposal for a 50 000 word Masters dissertation or an 80 000 word PhD thesis, which is to serve as the sole basis for the award of the programme, and plotting a scheme of research for a report of 10 000 - 30000 words, which is to constitute only a part - albeit a major part - of a complex and varied programme of Masters study.

### Choosing a topic - consulting your supervisor

Coursework candidates have a relatively circumscribed period of time within which to complete their research reports and to qualify for the Masters programme. Wherever possible, it is recommended that the topic you pursue for your research report should be closely linked to an existing research project in the discipline or School in which you are enrolled, or closely linked to an aspect of the work undertaken in the coursework component of your Masters programme. It is also helpful to work on a topic in which your potential supervisor has an established interest and/or experience. Choosing a topic on the basis of these considerations will provide you with the opportunity to start working on your topic promptly and in an informed manner. It is also strongly recommended that you consult regularly with your supervisor, both while you are formulating your proposal and once the research project is under way. In this way, your rate of progress can be monitored and any difficulties that might have arisen can be assessed at an early stage.

### Submission dates for the proposal

Research proposals can conveniently be prepared in tandem with the coursework components to which they are linked, especially those related to research methods. It is current practice for proposals to be presented and fully discussed at a School or programme seminar before they are formally submitted to the Faculty Office.

Individual programmes will set their own dates for the submission of proposals, sometimes as early as May or June of the year in which full-time students have enrolled. Different units will probably follow different approaches. However, no proposal should be submitted to the Faculty later than 30 September of the year in which full-time students enrol; the due date for part-time students is 31 July of their second year of registration. These deadlines are intended to allow adequate time for the submission of each proposal to a reader specially appointed or endorsed by the Graduate Studies Committee. A reader may ask a candidate to address certain problems presented by his or her proposal or, less frequently, to make substantial revisions to the proposal. This process should be completed well in advance of the preparation time for your end-of-year examinations. You should, moreover, bear in mind that extensions beyond the statutory period of Masters registration are quite strictly controlled: in other words, the submission of your research report cannot be indefinitely deferred, so you must identify clearly your short and longer term goals.

### The length of the proposal

Proposals for Research reports should be between 1 000 and 1 800 words in length. Proposal for a Masters by dissertation (i.e. research only) should be approximately 3 000 in length. PhD proposals should preferably not exceed 5 000 words.

### The research proposal itself

1. The Title of the research report should be "brief and precise" (see *Writing a Proposal*, p 187).
2. The Aim and Rationale of the proposed project should be sharply and concisely defined (see *Writing a Proposal*, p 187).
3. The Literature Review can legitimately be shorter and more selective than that required for a fully-fledged Masters dissertation. However, key, reference works must be discussed and evaluated, and you must demonstrate competently the significance of your choice of texts within the appropriate field of research. In this context, it is unacceptable simply to summarise the contents of several books that you have cited. You need to understand how and why scholarly material is relevant to, or important for, your own research, and how your proposed line of enquiry will relate to, build upon or seek to controvert

- existing scholarship (see also *Writing a Proposal*, p 187).
4. The Theoretical Framework and Methodology of the research report should again reflect that this is a smaller-scale project than a Masters dissertation (see *Writing a Proposal*, p 187). You will need to tailor your research design to a deliberately circumscribed area of enquiry; nonetheless, you must be rigorous in the application of your chosen methodology and scrupulously thorough in addressing those theoretical issues that are central to your project. Check with your supervisor, where appropriate, that valid results can be obtained from a strictly delimited empirical investigation. You should also ensure that you have not been over-ambitious in the claims you make for the theoretical implications of your research.
  5. An outline of chapters need not be provided for a research report, although some students may find this a helpful way of consolidating their thinking about the theoretical parameters and methodological constraints of a project (see *Writing a Proposal*, p 187).
  6. Once again, the Bibliography for a research report does not have to be as extensive or as fully annotated as that for a Masters dissertation; however, all items of direct relevance to the project must be included. Referencing should be accurate throughout the proposal (see *Writing a Proposal*, p 187).
  7. The style of a proposal should be lucid and grammatical: imprecision of expression can cloud the outlining of key research issues (see *Writing a Proposal*, p 187).
  8. Ethical Considerations: if your research project involves human subjects, certain ethical standards will have to be observed. You should consult your supervisor for advice on this matter.
  9. Take care to establish from your supervisor, or from the co-ordinator of your Masters programme, whether there are any discipline-specific or programme-specific requirements that you should consider in formulating your research proposal. This applies especially to the professional programmes (e.g. Clinical Psychology or Speech Pathology and/or Audiology) that frequently lead to registration with a governing professional body. However, any of the Masters programmes may require that students demonstrate a sound grasp of pertinent fieldwork skills or an understanding of important principles that have shaped the particular discipline.

# Appendix 2

## Informed Consent [Human Research Ethics Committee (Non-Medical)]

### Definition

Informed consent is the voluntary agreement obtained from a subject/respondent/participant to participate in a research study after all the elements below have been complied with.

### Elements of informed consent

1. A reasonable explanation, either written or oral, in simple, easily understandable language (if necessary, using an interpreter) of the essential aim, nature and procedures of the study.
2. If applicable, a clear description of any risk that may arise from participation in the study.
3. A description of the benefits to be expected from participation in the study, if any.
4. An offer to answer any inquiries regarding the study.
5. A clear statement that the subject/respondent is free to choose either to participate or not to participate, and that if she/he agrees to participate, this agreement may be withdrawn at any time.
6. That no pressure is placed on the subject/respondent to participate, so that there must be no coercion, intimidation, deceit or improper influence.

### Documentation

Two documents are normally associated with informed consent - an information sheet and a consent form.

An information sheet meets the requirements of (1) to (5) above. It may be a separate document, or it may be incorporated into a covering letter or introduction to the research instrument. It may be read by the potential subject/respondent, or it may be read to her/him.

A consent form should incorporate all the elements of informed consent above, and should be signed by the consenting person and the researcher. In the case of a non-literate person, the researcher signs to confirm that the person's oral consent has been given. Not all studies require a formal consent form - for example, the completion and return of an anonymous postal questionnaire signifies voluntary agreement to participate.

Detailed information on informed consent is contained in the University document (Guidelines for Completing Non-Medical CHRS Application Forms), obtainable from the office of the Deputy Registrar (Research). This information may also be found at the appropriate website: [www.wits.ac.za/researchethics.html](http://www.wits.ac.za/researchethics.html)