
FACULTY OF HUMANITIES (CEREMONY 2)

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FACULTY OF HUMANITIES (CEREMONY 2)

ORDER OF PROCEEDINGS

Academic Procession.

(The congregation is requested to stand as the procession enters the hall)

The Acting Vice-Chancellor, Professor H Corder, will constitute the congregation.

The National Anthem.

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

Musical Item.

Welcome by the Master of Ceremonies, Professor B Weiss.

Professor Weiss will invite Dr Zubeida Jaffer to address the congregation.

Address by Dr Zubeida Jaffer.

The graduands and diplomates will be presented to the Acting Vice-Chancellor by the Acting Dean of the Faculty of Humanities, Associate Professor H Garuba.

The Acting Vice-Chancellor will congratulate the new graduates and diplomates.

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

The Acting Vice-Chancellor will dissolve the congregation.

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

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

NATIONAL ANTHEM

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

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

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

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

DISTINCTIONS IN THE FACULTY OF HUMANITIES

Bachelors degrees may be awarded with distinction

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

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

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

Master's degrees may be awarded with distinction

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

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

NAMES OF GRADUANDS

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

FACULTY OF HUMANITIES

Acting Dean: Associate Professor H Garuba

ADVANCED CERTIFICATE IN EDUCATION

In Adult Education:

Zainab Adams
Marlene Virginia Davids
*Lana Gail Fortuin
Bulelani Gerald Futshane
*Bradley Mark Hermans
Mooneera Isaacs
*Magrieta Johanna Franzina Lesch
Adrian Ruben Maxwell (with distinction)
*Monique Minnaar
*Patience Mlangeni
Chantel Reed (with distinction)
Jamie-Lee Swarts
*Kelly Julia Van Der Watt (with distinction)

*In Language, Mathematics & Curriculum
Leadership Intermediate Phase:*

*Georgina Crossney
*Christopher Donald Du Plessis
Marchelle Odette Fester
Fikiswa Faith Ntombifikile Gcanga
Gaftly Zukelwa Komani-Mkhwanazi
Ntombekhaya Patricia Langa
*Nocawe Sybil Mkhosi
Ntombekhaya Khayakazi Nqayi
Osric Stephen Petersen
Joan Carlin Rossouw
Gloria Josephine Sullivan

*In Literacy, Numeracy and Curriculum
Leadership - Foundation Phase:*

Inge Sara-Lee Africa
Christeleen Marion Bergstedt
*Ruth Anne Endley
Deborah Sandra Gertse
Soraya Khan
Nontsikelelo Koba

Elize Mills
*Lucy Xoliswa Mjodo Ntshingana
Lizeka Esther Mpushe
Samantha Johanna Ng
Nosiphiwo Ngubushe
Elaine Maria Sampson
Lucretia Rhoda Steyn
Inge Elizabeth Vraagom (with distinction)

ADVANCED CERTIFICATE IN SENIOR PHASE TEACHING

*Mohamed Shiraaz Adams
*Heather Hazel Elizabeth Alexander (with distinction)
*Erin Arendse
David Chirova
*Moenier Cupido
Deidre Clare Damonse
Faiek Daniels
Gladys Febana
Fortuin Foster
Mzwandile Shalock Gaji
Colin Hartzenberg
*Zaahier Jacobs
*Letitia June January
John Samuel Johnson
Jocelyn Bernice Joseph
Donald Daniel David Lakey
Bongiwe Maila
Nandipha Mandongana
Crispen Munoda Masvinu
*Nomzamo Mengcane
*Shihaam Miller
Simon Mudavose
*Fatima Mukadam (with distinction)
Todd Emmanuel Mupfure
Lawrence Rangarirai Mupfururi (with distinction)
Moneba Nero (with distinction)
*Janine Renae Scott
Nokulunga Gloria Simayile-Mdutyana
*Zola Walter Sizani
Dumisani Soboyisi
Lee Margeret Tanner (with distinction)
Merridy Erin Truter
Lilian Bernadette Williams
*Nonyameko Zilindile

HIGHER CERTIFICATE IN EDUCATION IN ADULT EDUCATION

Sadieka Abrahams
*Keith Christopher Adams
*Hylton Bergh (with distinction)

Luthando Bunu
Lauren Anne Cedras
Liezl Joy Christoffels (with distinction)
Daphne Erosi
Pumla Fiki
Vanessa Kruger
*Glenville Lydon Leedenberg
Noluvuyo Mamkeli
*Paul Mazwayi
Bellina Limakatso Mokoqama
Lee-Candy Moses
Paulwethu Babalwa Cwerakazi Namba
Nozibele Cornelia Ntsimango
Julia Peters
Una Winifred Phillips
Farzanah Samuels
Gloria Ann Williams

POSTGRADUATE CERTIFICATE IN EDUCATION

In Intermediate and Senior Phase:
Marlene Brenda Morgan

In Intermediate Phase Teaching:

*Nabeelah Abdullah
*Janine Catherine Abrahamse
*Chelyn Storm Barnack (with distinction)
*Matthew Randolph Barnwell
*Linda-Lee Bernard (with distinction)
Kaylyn Kristin Brink
*Sinazo Bunu
Angelique Antionette Campher
*Nande Dyantyi
Aqeelah Begum Ebrahim
*Nadia Ebrahim (with distinction)
*Kyle Norman Edmonds (with distinction)
Nicola Sarah Engel (with distinction)
Kelsy Kim Fisher
Lauren Fourie
*Loren Everlie Goodwin
*Amy Grassow (with distinction)
Leeza Felicity Grimett
*Kirstin Francis Heath
Ridaa Isaacs
Stephanie Allilee Jonathan
*Michaela Andrea Jones
Thuliswa Lothe
*Dunyiswa Lucia Lumko
Tarryn Hannah Malan
Mischka Manuel
*Caitlin Jayme Martin (with distinction)
Beatrice Jean-Marie Miller
Serushka Moodley

Bongekile Nomda
 Carla Tanya Pienaar
 *Arlene Cathrine Potgieter
 *Uzair Ramjam
 *Taryn Rosalind Rautenbach
 *Sasha Marie Rawstorne
 *Yumna Solomon
 Joanita Tusubira
 *Tanya Van Der Merwe
 *Rina Van Zyl
 *Robynne Jane Whitfield (with distinction)

In Foundation Phase Teaching:

*Kirsten Laurencia Arendse
 *Lauren Bronwyn Bloem
 Bianca Lee Burridge (with distinction)
 Slade Lloyd Damon
 Portia Rochelle Daniels
 Peta-Lee Farge
 *Kerry Harland (with distinction)
 Kate Elizabeth Houlston (with distinction)
 Rafiqua Israel
 Emma Catherine Lynton Jackson (with distinction)
 *Jun Jiang
 Leilah Latief
 Lauren Chelsea Lazo (with distinction)
 *Kim Michelle Lee
 Crystal Celia Leibbrandt (with distinction)
 *Victoria Holly Macilwaine
 Bongeka Mahautsane
 *Haneefa Manuel
 *Sadika Mohamed
 *Nombulelo Krystle Tadesse Rufaro
 Mundawarara
 Keziah Julia Pereira
 *Kathleen Robyn Potgieter (with distinction)
 Kun Shang
 Licinda Prudence Stevens (with distinction)
 *Josephine Alexandria Taylor
 *San-Mari van Heerden
 *Lizelle Carmen Wakefield

In Senior Phase and FET Teaching:

Noorun-Nisaa Abrahams
 *Clare Meghan Acheson
 Athenkosi Adam
 *Glynn Frank Alard (with distinction)
 *Vicky Lee Barratt (with distinction)
 Tricia Penelope Lemeez Benjamin
 *Sara-Jane Boock

*Micaela Jordan Browde (with distinction)
 Jeanricht Pierre Buys
 Saadiq Chotia
 *Oona Carver Christensen
 Katrin Lorne Dorje
 *Tenille Leanne Douglas (with distinction)
 *Benjamin Mxolisi Euvrard
 *Olga Fadina
 Nathan Liam Fredericks
 Amanda Goba
 *Ayanda Godo
 *Felicity Hlengiwe Gumede
 *Fern Harris
 *Hayley Dee Hazell (with distinction)
 *Claire Jane Holmes
 *Amy Jade Howell
 *Catherine Ann Hutton- Squire
 *Robert James Jeffery
 *Amina Kariem
 Mzwabantu Kauli
 *Pauline Kimman
 Jenna-Leigh Le Mottee (with distinction)
 Tshogofatso Cecilia Letlhake
 Zara Lynn Lewis
 *Ryan Paul Llewelyn-Williams
 *Hayley Lochhead (with distinction)
 *Logan Mackie
 *Joseph John Macmillan
 *Asanda Mahlakwane
 *Ruan Maree
 Samkelo Matutu
 Leila Meyer
 Nomsa Princess Princess Mpofo
 Caroline Amy Peel
 *Grant Pillay
 *Sarah Pope (with distinction)
 Kristen Nicole Pulford
 *Pranisha Sahaye
 *Luke Phillip Sales
 *Morgan Scholtz
 Phumlani Simon Shabalala
 *Silindokuhle Singqandu
 *Gia Sivitilli
 Michelle Marie Smith (with distinction)
 *Robert James Smith
 *Amy Louise Spring
 Lindsay Alison Stevens
 Claire Charlene Thomson
 *Leigh Kate Tuckniss
 *Sharon Van Schie (with distinction)
 *Alisa Carmen Volkmann (with distinction)
 Lynda Wakelin

*Amber Carol Walker
 Courtney Alexandra Wallace (with distinction)
 *Jean Margaret Watermeyer (with distinction)
 *Kirsty Ashlyn Weaver (with distinction)
 *Lauren Vanessa White (with distinction)
 Sherise Wyeth
 *Andrea Yankee Liang (with distinction)
 *Suegwhe Yi

In FET Teaching:

Sean Lawrence Baron
 Babalwa Anastatia Buba
 *Michael Yorke Childs
 Olwethu Hugo

POSTGRADUATE DIPLOMA
 IN FINE ART

Catherine Jane Gradner Abraham
 Mishkaah Amien (with distinction)
 *Benjamin David Stanwix (with distinction)

POSTGRADUATE DIPLOMA IN
 LIBRARY AND INFORMATION
 STUDIES

*Shannon Clare Campbell
 *Camilla Rose Christie (with distinction)
 *Quentin Walcott Coetzee
 Penelope Ruth Dare
 Andrew Edward Ennis
 *Awot Kiflu Gebregziabher
 Khalida Karan
 Elizabeth Laing
 Chezlen Reagan Levendal
 Walter Magoda
 *Belinda Muzimbwa Mbanga
 Mncedikazi Margie Mfundisi
 Mubeen Mohamed
 Chelsea Eden Brooks O Regan
 *Inge Papp (with distinction)
 Galiema Parker
 Katleho Phakoe
 *Sello Ezra Richard
 *Benjamin David Rom
 Samuel Simango (with distinction)
 *Katharine Anne Unsworth (with distinction)
 *Rudi Lindley Wicomb (with distinction)

POSTGRADUATE DIPLOMA IN
MUSIC IN PERFORMANCE

*Jacobi Benkenstein (with distinction)
*Elizabeth Catharina Du Toit
Abongile Precious Fumba
Siyabulela Jiyana
Bongani Penuel Makhanya

POSTGRADUATE DIPLOMA IN
EDUCATIONAL TECHNOLOGY

*Sophia August
*Emily Bagarukayo
Tanya Robyn Daniels
Aisha Dollie
*Rowan Sebastian Govender
*John Ndung'u Kinyuru
*Daniel Rosmat Kubayi
*Samantha Rae Lee Pan (with
distinction)
*Nomsa Margaret Mndzebele
*Mojalefa Joseph Motsoari
Matjotjela Mpobole
Abigail Ziyanda Mwanda
*Harriet Mutambo Nabushawo
*Christine Nalubowa
*Harrison Phiri
*Sackeus Tuhafeni Pohamba
*Ian Winston Schroeder
*Proscovia Namubiru Ssentamu (with
distinction)
*Rachael Nyarai Tadokera
*Sakafuku Tonsko Tshink

POSTGRADUATE DIPLOMA
IN EDUCATION

Promise Nelson Oyiboka
Veeral Patel

DEGREE OF BACHELOR OF
EDUCATION (HONOURS)

*Ilva Ingeborg Anderssen
*Joshua William Bassett
Megan Cable
*Chelsea Ann Dean (first class)
Vivian Edirin Eboigbe
*Peter Bernard Forsberg
Anna-Marie Hanekom
*Emma Lorrin Kunz (first class)
*Steven Reuben Meyers
Babalwa Molate
*Johanna Lugambo Shigwedha

Amy Alison Smith (first class)
Orrie Staschen (first class)
Mawande Akon Tshozi

*Natasha Van Jaarsveld
*Allan John Wells
*George Renier Wienekus
Irene Wilson

DEGREE OF BACHELOR OF SOCIAL
SCIENCE (HONOURS)

In African Studies:

*Nqubeko Nontsikelelo Hlekwayo

In Anthropology:

Khanyisile Maureen Chiganze
James Gordon Clacherty (first class)
*Zarreen Kamalie
Minga Mbweck Kongo
Chloe-Sarah Shain (first class)
Robyn Danielle Swannack
Qiniso Linde Van Damme

In Archaeology:

*Nina Pienaar

In Clinical Social Work:

Nontembiso Api
Zoliswa Bam
Okino Conchita Da Silva (first class)
Anton De Jongh
Phakama Felicity Dlongodlongo
Nondumiso Cyntia Dlodla
Lindani Gweba
Marchane Janeke
Mayvoren Ilana Johnson
*Sandy Juhel
Nomakholwa Makhangela
Babalwa Patricia Mangcotywa
Khayakazi Mazibukwana
*Boniwe Memani
Nontembiso Yvonne Mfenqe
Nolutyelelo Gloria Mngcayi
Masangwana
Vuyiswa Vivienne Mvumvu
Yolanda Desire November
Sarah Birungi Okedi
Fatiema Petersen (first class)
Patience Patricia Pietersen
*Tracy Rene Plant (first class)
Jonine Melany Steyn
*Letichia Lilian Swartz
Noluvo Volofu
Naiemah Williams (first class)

Patiswa Zepe-Bunga

In Development Studies:

*Adam Ian Buch
Hilde Heyns
Pakhani Mhazo (first class)
*Kesley Amy Kyla Quinn (first class)

In Economics:

Chola Sarah Machuta
*Rosalyn Claire Morphet

*In Environmental and Geographical
Studies:*

Amy Lauren Cuff
Yasmina Dada
Lila Frances Kelly (first class)
Carol Rebecca Masingi
Stephen Patrick Michael Peel
Daniel Charles Smith
*Kelly Celeste Webster

In Gender and Transformation:

Goretti Akombe
*Robyn Stacey Ausmeier (first class)
Shenghua Jiang
Phelokazi Phelo Jungqe
*Rachel Wakanyi Mahinda
Rhondashein Ntebaleng Morake
Maya-Rose Gaylard Torrao
Ifeoma Anita Umunna (first class)
Daniëlle Ineke Van Der Spuy
(first class)

In Industrial Sociology:

Fadlah Gassiep
Thembelihle Ncayiyana
Wendy Petersen (first class)

In International Relations:

*Ida Titlestad Dahlback
Silindokuhle Charity Dlamini
*Nicola Peta Doyle
*Kimberly Maria Noel Eynon
Timothy Dylan Geschwindt (first class)
Dominique Rinia Ellen Gonggryp
Siseko Kwalunga Maposa
Pamela Mjoli
*Saul Moross
Hector Mwenya Nkandu
Siseko Nkani
Teurai Norman Nyazema

Abigail Baker Skotnes (first class)
Dylan Matthew Walker

In Justice and Transformation:

*Robynne Botha (first class)
Ruth Katherine Brain
Rose Mary Davidson
Savanna Deetlefs
Anela Feleza
*Ilaria Fontana
Sibabalwe Sipheshile Geilitshana
Sarah Alexandra Jenkins (first class)
Shanél Lee-Anne Johannes
Mandipa Bongiwe Ndlovu

In Organisational Psychology:

Amiena Badroodien
*Bridget Margaret Bourdillon
*Claudia Andreia Camara
Catherine Mary Campbell
Kelly Cerfontyne
Yen-Jung Chen
*Clara Duvill
Julia Thorne Eichhorn
Tamara Ruth Fox
Jessica Jean Frost
*Alexandra Mary-Anne Mcewan Marsh
Mawande Mkonqo
Julia Ashley Nevin
*Chelsea Oliver
*Marcellino Vincenzo Roberts
*Kerry-Lynn Steyn
*Tamsyn Nicole Weeder (first class)

In Philosophy, Politics and Economics:

*Esethu Cenga
Leslie Dwolatzky
*Nicholas Vintcent Golding
*Emma Kate Rodseth
Lauren Roode
Lucia Maria Schlemmer (first class)
*Benamile Anne-Deoda Zwane

In Political Communication:

*Cyprien Jane Pearson (first class)

In Politics:

*Lezanne Africa Janse Van Vuuren
Noxolo Ntaka

In Probation and Correctional Practice:

Jacoline Raquel Maurisha Alexander

Kyle Justin April
Lorna Loretta Duma
Ntombizanele Gweba
Siziwe Marcia Mahala
Loyiso Jonathan Ndaliso
*Busisiwe Petronella Nyathikazi
Sibonisiwe Pertina Pamburayi
Mandisa Selana-Maqhubu
Vusumuzi Sibiya
Apolus Solimon Swart
Sanna Weels

In Psychology:

Kerry-Lee Nicole Black
Kajal Carr (first class)
*Tara Ashleigh Cawthra (first class)
*Leanne Chang
Vimbayinashe Sithembile Chibambo
Rene Chikwira
*Eden Clingman (first class)
*Hallam Cooper (first class)
Naaila Davids
*Michaela Eryn Deglon
Laura Lee Fortune
Sofia Gilli (first class)
Olivia Rose Hadcroft (first class)
Tarryn Jade Harding (first class)
Mogamat Imtiyaz Hendricks
*Darron Jedeikin
Chengfei Jiao
*Taryn Chanel Kelly (first class)
Chamlesh Kissoondharry
*Raphael Joseph Mackintosh
(first class)
Stefano Antonio Maiorana (first class)
Latasha Maraj
Frances Mari Gouws Mattes (first class)
Linda Mkhize
Limphe Naledi Imogen Mokoena
(first class)
*Tyler Keagan Phillips (first class)
*Tristan James Rayner (first class)
*Ashleigh Robyn Reitz
*Brian Robson (first class)
Toni Carmen Faith Ross (first class)
*Laurie Ann Scarborough
Julia Clare Standish-White (first class)
Nina Simone Steenkamp
*Freda Zoë Swan (first class)
Khanyisile Sibusisiwe Thusi
Ayabonga Mbalentle Timakwe
Meelan Deepak Vanmali

In Public Policy and Administration:

Sikho Akhona Luthango
Ayanda Mlungisi Mahlaba

Miyelani Khanyisa Pinini
Arden Kristine Walker

In Religious Studies:

*Jamie Ashton
Ashleigh Ellen Hooper
Mujahid Osman (first class)
Caryn Van Rooyen
Rifqah Van Schalkwyk

In Social Development:

Ludwig Chanyau
Joshua Covenant Chigome
Sarah Jane Clark
Christina Johanna Elizabeth Coetzee
Roberta Kisubi (first class)
Katherine Georgina Storr Lister (first class)
Robyn Kyla Martin
Kiah Brown Murphy (first class)
Yalonda Aida Mwanza (first class)
Hilma Ndinelago Nabot
*Philani Collen Ndaba
Esther Clare Sampson
Lindsey Godfrey Thomas

In Social Policy and Management:

Farah Abdurahman
*Elizabeth Wixted Henry
*Virata Jugoo (first class)
Moroosi Malebo
*Cebile Maseko
Larona Daroll Matee
*Lara Minne Minne
Zintle Dolly Moya
Michaela Cecile Mycroft
Wandile Israel Thabethe

In Sociology:

*Natascha Jade Minnitt (first class)
Akhona Mxatule
*Danielstar Omondi Okeyo
Elizna Smith
Jody Van Der Heyde (first class)

DEGREE OF MASTER
OF SOCIAL SCIENCE

In Global Studies:

*Shaun Joe Kraak

In Philosophy:

*Andrew John McKiever Fisher (with distinction)

DEGREE OF MASTER OF FINE ART

Janis Ione Milligan

worked together? By investigating the role of the reader in understanding and interpreting such texts, Colyn reveals how those complexities manifest also in their reading. Using Slavoj Žižek's and Judith Butler's work, Tania Colyn's investigation of the intertextual processes between texts enables her to propose a new model for reading texts.

Supervisor: Professor J Hambidge (Languages and Literatures)

In Politics:

Nargis Motala

DEGREE OF MASTER OF EDUCATION

In Religious Studies:

*Gadisa Ahjum (with distinction)
Shamiemah Jassiem (with distinction)
Tammy Vanessa Wilks (with distinction in the dissertation)

In Education Policy, Leadership and Change:

*Anshu Saha

In Classical Studies:

*Hamish Gavin Douglas Williams
Thesis title: *The typical and connotative character of Xeinai situations across the apologue: Three studies in repetition*

In Social Anthropology:

*Nicole Nina Ferreira (with distinction)

In Higher Education Studies:

Sumaya West

DEGREE OF DOCTOR OF PHILOSOPHY

DEGREE OF MASTER OF ARTS

In Afrikaans:

Anke Salomie Theron

In Afrikaans:

Tania Colyn

Thesis Title: *Tussen Mentors en Minnaars: 'n voorstel vir 'n nuwe leesmodel vir die lees van werke deur skrywers soos Peter Blum en Ina Rousseau, waar 'n persoonlike verhouding tussen die skrywers bestaan het*

Hamish Williams has degrees in Classics from UCT. The subject of his MA dissertation was the figure of the educator in Horace's influential literary epistle *The Art of Poetry*.

Utilising recent theoretical work on 'space' within literary discourse, and invoking concepts from philosophical traditions such as Phenomenology, Hamish Williams' thesis establishes a new way of examining intra-textual dynamics in the embedded narrative of Odysseus' account of his adventures in the Homeric *Odyssey*. His study focuses on recurring focalised lexical components and images which connect across narrative space and time within the narrative and which serve to generate meaning over and above the superficial meaning of Odysseus' narrative. A number of insights are obtained from this kind of examination. They include a greater appreciation than previously of how Odysseus crafted his narrative to the requirements of his specific audience, the Phaeacians; and how Odysseus played to their values and anxieties. Hamish Williams' thesis also provides an original perspective on the gendered articulation of notions of 'shame' and 'cunning' in Odysseus' narrative in response to the female member of his audience, queen Arete.

Supervisor: Associate Professor CE Chandler (Languages and Literatures)

In Clinical Psychology:

Nakeeta Catherine Bailey (with distinction)

In Economic History:

Munashe Tazorodzwa Chideya

Tania Colyn has a BA degree from Rhodes University, an honours degree from Stellenbosch University and an MA from Stellenbosch University. She is the Head of Communications at the Western Cape Department of Cultural Affairs and Sport.

In Language, Literature and Modernity:

*Daniella Da Camara

Tania Colyn's thesis applies psychoanalytic and feminist theories to investigate the nature of personal relationships between writers, and how such connections can be traced in their work. She considers interactions between Ina Rousseau and Peter Blum; Sheila Cussons and N.P. Van Wyk Louw; Jean-Paul Sartre and Simone de Beauvoir; and Jacques Derrida and Hélène Cixous. She also reads the relationship between Hennie Aucamp and Koos Prinsloo, but from a post-modern perspective. She shows that these kinds of personal relationships often lead to intertextual processes which create complexities around the text – which raises the question: where does ownership of a text lie in cases where two writers have lived and

In Politics:

*Alan John Woodcock

DEGREE OF MASTER OF PHILOSOPHY

In African Studies:

Corey Lamont Springer (with distinction in the dissertation)

In Justice and Transformation:

*Heidi Mogstad (with distinction)

In Public Policy and Administration:

Monique Estelle Doyle

In Education:

Margaret Joan Probyn

Thesis title: *Language and the opportunity to learn science in bilingual classrooms in the Eastern Cape*

Margaret Probyn has BA and BEd degrees from the UCT, and an MSc from Oxford University. She taught English in a township school, was Alan Macintosh Research Fellow at the ISEA, Rhodes University, and recently retired from the Education Faculty at the University of the Western Cape.

Margaret Probyn's research aimed to probe the general poor performance of South African learners in large-scale national and international science assessments and, in particular, to examine the interplay between science content and classroom language in constructing the opportunity to learn science. Case studies were undertaken in eight Grade 8 science classes in rural and township schools in the Eastern Cape where the community language was isiXhosa but the official language of learning and teaching was English. Her fine-grained analysis shows that there was a hierarchy of necessary conditions contributing to the opportunity to learn science: the classroom discourse was critical in constructing coherent science content and in bridging the gap between everyday and scientific language and concepts. In addition translanguaging practices bridged the gap between learners' home language and the language of assessment, English. This showed that, and how, content and language are inextricably intertwined in the construction of opportunities to learn science.

Supervisor: Emeritus Professor J Muller (Education)

Co-supervisor: Associate Professor U Hoadley (Education)

In Historical Studies:

*Thorsten Kern

Thesis Title: *West Germany and Namibia's Path to Independence, 1969-1990: foreign policy and rivalry with East Germany*

Thorsten Kern has a BA honours from London Metropolitan University and a master's degree from UCT. His doctoral thesis was inspired by his long-held friendship with a number of SWAPO children who grew up in the former East Germany and now live in the unified Germany of today.

Thorsten Kern's thesis research examined West Germany's relationship with Namibia between 1969 and 1990. He investigated West German foreign policy towards Namibia, at the height of the Namibian liberation struggle, against the backdrop of East and West German rivalry. His thesis is based on research conducted in the National Archives of Namibia, in German archives and on complementary interviews with numerous contemporary witnesses. It brings to light the extent to which the post-war division of Germany into two separate and ideologically opposed states significantly impacted both German states' policies towards Namibia. It shows that the two states' deeply diverging policies, characterised in this context by competition for influence over SWAPO, were strongly affected by the Cold War rivalry between the capitalist West and the communist East. Ultimately, however, the thesis shows that the dynamics of rapprochement helped to bring about both the reunification of Germany and Namibia's independence.

Supervisor: Associate Professor M Adhikari (Historical Studies)

Co-supervisor: Emeritus Professor C Saunders (Historical Studies)

In Media Studies:

Ronald Henwood Irwin

Thesis title: *Humour, Hope and Home: a study of five branding initiatives using transmedia narrative in South Africa*

Ronald Irwin holds a BA from Trinity College, Hartford in the USA, as well as an MA in Creative Writing and an

MA in Literary Theory, both from UCT. His doctoral thesis is the outgrowth of his interest in brand management, a subject he has taught for both the UCT School of Management Studies and, since 2009, at the UCT Centre for Film and Media Studies.

Ronald Irwin's thesis provides crucial insight into how modern brand management in South Africa uses the strategy of narrative branding over many communication platforms to create resonance, loyalty and meaning for brands sold to consumers coming from extremely varied cultural backgrounds and Living Standards Measures (LSMs). Central to his thesis is the idea that narrative branding not only is a crucial strategy worldwide, but also has a special and unique manifestation in South Africa. Ronald Irwin's thesis uses five local case studies to provide researchers and industry practitioners with a complete theoretical analysis of South African transmedia brand management and consumer interaction.

Supervisor: Emeritus Professor I Glenn (Film and Media Studies)

In Psychology:

Michelle Hoogenhout

Thesis Title: *Examining empathy in autism spectrum disorders: cognitive, subjective and physiological correlates of the perception of pain*

Michelle Hoogenhout has a BSc from the University of Stellenbosch, and an honours degree and MA from UCT. Her doctoral work emerged as a result of her research, in the Department of Psychology at UCT, on social cognition in children and adolescents with autism. Michelle Hoogenhout's thesis examines the nature of empathy deficits in autism spectrum disorder. Her thesis studies the effect of affective, cognitive and regulatory components of empathy on feelings of empathic concern for others; and it investigates the association between physiological arousal and these components of empathy. Furthermore, it examines whether there is evidence that abnormal autonomic regulation at rest is associated with autism traits and with empathic responses. Her findings show

that empathy is not globally impaired in autism spectrum disorder. Furthermore, she shows that there is no evidence of autonomic dysregulation at rest in the general autism population. These findings increase our knowledge of the physiological correlates of empathy and suggest that interventions focussing on own-emotion identification and self-regulation skills are important for fostering empathic concern.

Supervisor: Dr S Malcolm-Smith
(Psychology)

Co-supervisors: Dr SM Schulz
(Department of Psychology, University of Würzburg)

Dr P Weyers (Department of Psychology, University of Würzburg)

In Social Anthropology:

Andile Mayekiso

Thesis Title: *'Ukuba yindoda kwelixesha' ('To be a man in these times'):*

fatherhood, marginality and forms of life among young men in Gugulethu, Cape Town

Andile Mayekiso was born in eMrhoshweni, Lady Frere. He holds BA and BA(Hons) degrees from Rhodes University and an MA from Maastricht University. He has conducted research for CASE, the Children's Institute and the Red Cross Hospital and has published on indigenous knowledge and governance.

Andile Mayekiso's thesis examines young marginalised Cape Town men's ideals and practices of fatherhood. Situating these within a discussion about culture, masculinity, fatherhood and identity, the work contributes to growing national and international scholarship in this field. He builds on research on the first year of life of infants born to HIV+ women, tracing their fathers and exploring their relationships with their children. Finding that fatherhood is a valorised identity, he also found few of the men successfully sustained fathering roles. He links this to factors including: structural unemployment, emotional dependence, social-experiential factors (e.g. interrupted fathering by migrant men; women's control over access to

children), and cultural sanctions (e.g. failures to pay intlawulo – impregnation penalties). While he demonstrates that men who are unable to accomplish socially sanctioned masculine ideals draw on other tropes to construct valued identities, Andile Mayekiso shows ethnographically that fatherhood is critical not only to infant well-being but to familial and genealogical continuities.

Supervisor: Professor F Ross (African and Gender Studies, Anthropology and Linguistics)

In Sociology:

*Teresa Sandra Peres

Thesis Title: *Stigma management in waste management: an investigation into the interactions of 'waste pickers' on the streets of Cape Town and the consequences for agency*

Teresa Peres has a Social Sciences BA Honours and PGCE from Manchester Metropolitan University. She worked as a Sociology teacher in secondary education in the UK for nine years. In 2011 she took a career break and moved to South Africa to complete her postgraduate studies. She received her master's degree from the University of Cape Town in 2013.

Teresa Peres's thesis aims to debunk the stereotypes that surround "waste pickers" who pick from household bins on the streets of Cape Town. She conducted her research by working as a waste picker with a group in the southern suburbs for one year. She argues that despite residents' assumption that waste picking is a threat to security, putting rubbish in a bin does not cause crime. Consequently, she shows, the increase in public surveillance in the southern suburbs is not justified on the grounds that waste pickers are a threat to public safety. She also shows that people who waste pick often fit the stereotypical physical appearance of a homeless alcoholic or criminal whereas, in fact, waste picking signals a conscious choice to earn an honest living.

Supervisor: Dr J Graaff (Sociology)

Clemence Rusenga

Thesis Title: *The socio-economic consequences of the agribusiness model on the land reform beneficiaries in greater Tzaneen Municipality, South Africa: the case of Elangeni project*

Clemence Rusenga has a BBibI and MSocSc from the University of Fort Hare. His thesis emerged out of debates on the efficacy of an agribusiness model as a means to facilitate the livelihoods of farmers, land reform beneficiaries in particular.

Clemence Rusenga's thesis explores the socio-economic consequences of the agribusiness model imposed on land reform beneficiaries by the SA government. Despite these land reform beneficiaries having better resources (from off-farm jobs and pensions) than do many others, Rusenga shows that they struggle to make an agribusiness model work in the context of limited post-settlement support; and that the model undermined their capacity to use their off-farm incomes to sustain subtropical fruit production, thereby affecting their income and job creation capacity. Nonetheless, he shows, they were able to use off-farm income to produce effectively when applying a small-scale model for organic vegetable production on land not utilised for agribusiness-produced subtropical fruits. He argues that a small-scale model was efficacious in amplifying the effects of investment of limited off-farm income in agriculture, something impossible under an agribusiness model. While the agribusiness model negatively affected income and jobs, the land reform beneficiaries' decision to introduce other land use practices, outside the agribusiness model, facilitated benefits from the land.

Supervisor: Professor L Ntsebeza
(African and Gender Studies, Anthropology and Linguistics)

HISTORICAL SKETCH

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

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

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

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

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

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

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

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

MISSION STATEMENT OF THE UNIVERSITY OF CAPE TOWN

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

Foundation statement underpinning the mission statement

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

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

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

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

In advancing UCT as an Afropolitan university, we will:

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

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

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

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

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- Vice-Chancellor's Circle: formerly R100 000 – R250 000, now R250 000 – R500 000;
- Dean's circle: formerly R60 000 – R100 000, now R100 000 – R250 000;
- Friends of UCT: formerly <R60,000, now <R100,000.

Please note that these changes only affect donations received after 1 January 2015. All donors who were members of particular circles prior to January 2015, will continue to be recognised in their original circles, until the rolling five-year giving period has elapsed.

We apologize for any omissions or errors. If you would like to query your donations totals, circle membership, or any other matter related to your gifts to UCT, please email giving@uct.ac.za.

A full list of UCT donors is also available at www.uct.ac.za/dad/giving/donor_recognition.

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Registrar

Royston Nathan Pillay, BA HDE BEd Executive MBA *Cape Town*

Welcome, Wamkelekile, Welkom – today is not the end of your relationship with the university but the beginning of a new phase in your continuing relationship with UCT, one that you share with the UCT community of over 100 000 alumni.

Diverse as this community is, the shared experiences of a critical academic ethos and a spectacular campus make for a strong network that has a wide footprint, not only in South Africa, but across the continent and the globe.

We set a great store by our links with our alumni, and indeed the links alumni have with each other: We promise that we will be in touch, and ask you in turn to let us know not only your current contact details but also, from time to time, something of your lives and where you are in your careers.

*Updates can be done on the web – <http://www.uct.ac.za/dad/alumni/update/>
- or by writing to the Alumni Office, UCT, PB X3 Rondebosch 7701
or by contacting us on (27) (21) 650 3746.*

*Your alma mater looks forward to welcoming you back,
whether to a public lecture, a leadership forum, your class reunion,
or just an informal call!*
