HUMANITIES GRADUATE STUDIES HANDBOOK

2015

ALL YOU NEED TO KNOW
Faculty of Humanities

University of the Witwatersrand
Private Bag 3, WITS 2050, SOUTH AFRICA

Faculty Office: Postgraduate Studies - Main Campus
Tel: +27 (0) 11 717 4002/7/8
Fax: 27 (0) 11 717 4037
E-mail: Nombulelo.Maphanga@wits.ac.za

http://www.wits.ac.za/academic/humanities/7234/faculty_of_humanities.html

The Main Campus Faculty Office is situated in South West Engineering Block
(Ground Floor), East Campus - Room 4

Faculty Office: Graduate Studies - Education Campus
Tel: +27 (0) 11 717-3332/3018
E-mail: Hale.Modau@wits.ac.za

The Faculty Office - Education Campus is situated in Administration Block
(2nd Floor), St Andrews Road, Parktown
The Humanities Graduate Centre

Tel: +27 (0) 11 717 4032
Fax: 27 (0) 11 717 4039
E-mail: gradcentre.humanities@wits.ac.za
http://www.wits.ac.za/gshass

The Graduate Centre is situated in the South West Engineering Block
(Ground Floor Room 10), East Campus

ACKNOWLEDGEMENTS

Thanks to the academic staff, school administrators and the many others who contributed
time and effort to the production of this handbook.
Table of Contents

Dean’s message 5
Message from the Director, Humanities Graduate Centre 5
What does Wits have to offer? 7
Humanities Graduate Centre 8
  Special features 9
  Research methodology and academic skills workshop series 10
  Academic enrichment 13
  Research equipment for post-graduate students 13
Research Centres 14
  ACMS African Centre for Migration and Society 15
  CISA Centre for Indian Studies in Africa 15
  MARANG Centre for Science and Mathematics Education 15
  SWOP Society Work and Development Institute 16
  WiCE Wits Centre for Ethics 16
  WISER Wits Institute for Social and Economic Research 16
Frequently Asked Questions (FAQ) 18
  Computing Services 20
Faculty of Humanities 23
Fees 23
Bursaries, scholarships and financial aid 23
Research and coursework programmes 26
  Honours programmes 26
  Postgraduate Diploma in Arts 26
  Certified units 27
  Masters and PhD programmes by research 27
List of units (courses) on offer in 2015 28
  Wits School of Arts 28
  Wits School of Education 48
  School of Geography, Archaeology and Environmental Sciences 65
  School of Human and Community Development 71
  School of Social Sciences 85
  School of Literature, Language and Media 128
Academic facilities 154
  Historical papers 154
  Rock art research institute 154
  Museums 155
  Global Labour University (GLU) 159
  Development Studies 159
  Wits Rural Facility 160
  Wits writing centre 160
Library services 162
  General use of Wits libraries 162
  Code of conduct for library use 162
  Humanities Libraries 163
  Identifying and accessing library resources 164
  Interlibrary loans (ILLS) 164
Using library electronic resources 164
Research access to other libraries and information sources 165

Student support services 166
  Campus health and wellness centre 166
  Counselling and careers development unit 166
  Wits law clinic 167
  Student grievance procedures 167
  Disability Unit (DU) 167
  Wits International Office 168
    Application procedure for international graduate students 168
    Closing dates for postgraduate submission 169
    Immigration Information 170
    Medical Aid 173
    Financial information 174

Fee Structure for International Students 177

Accommodation 178
  University residences 178
  Off-campus accommodation 178
  Costs 178

Campus life 179
  Clubs and societies 179
  Sport at Wits 180
  Sports bursaries and scholarships for top athletes 181
  Postgraduate Association 182

The Student Union Building/ Matrix 184
Non-academic facilities on campus 184
A-Z services 187
Maps 192

Places of Interest 193
Entertainment 193

Appendix 1: Preparing a proposal: General Information 194
Appendix 1a: Writing a Masters (by dissertation) or PhD proposal 195
Appendix 1b: Guidelines for Masters (by coursework and research report) proposals 198
Appendix 2: Informed Consent [Human Research Ethics Committee (Non-Medical)] 200
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 scholars of high standing in universities in Africa, Asia, Europe, North America and the Middle East.

The Faculty offers a wide range of programmes, some of which are professionally oriented and lead to careers in specific fields and professions. Others are theory and research oriented and 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 21st 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, particularly from within the Global 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.

Ruksana Osman  
Acting Dean, Faculty of the Humanities  
Professor and Head: Wits School of Education  
University of the Witwatersrand  
Johannesburg, South Africa

MESSAGE FROM THE DIRECTOR, HUMANITIES GRADUATE CENTRE

I would like to warmly welcome you to your postgraduate studies at Wits. You should be proud to have been admitted to a programme of study and research in the premier Faculty of Humanities on the African continent. It is now up to you to fully realize your potential as an emerging scholar. With a focus on the pursuit of specialised research of your own design, you will now have a much greater degree of freedom to extend your own creativity and intellectual imagination. You will also have the responsibility to exercise your independent and critical judgement, and to express your ideas with a distinctive scholarly voice. These challenges can be exciting and daunting in equal measure—more so for those of you who are new to Wits or to the cosmopolitan city of Johannesburg.
The purpose of this Handbook is to help smooth the path ahead. We have tried to alert you to the full range of postgraduate programmes and course offerings in the Faculty. We have also tried to indicate where you can turn to when you are seeking funding to support your studies, when you need assistance finding accommodation or medical care, or simply when you are looking for places in the city to explore and have a good time.

This Handbook is just one tool that you can use to take control of your postgraduate experience. We strongly urge you to do more. By signing up to our email list at the Humanities Graduate Centre Front Desk on the ground floor of the Southwest Engineering Building, or by sending a message to gradcentre.humanities@wits.ac.za with your preferred email address, you will immediately avail yourself of crucial information regarding scholarly events and funding opportunities on an on-going basis throughout the year. Our newly renovated Humanities Graduate Centre provides a stunning Seminar Room that hosts everything from lectures by some of the world’s leading scholars to informal conversations among staff and students. We also provide computer stations for Master students as well as a congenial common space in the Graduate Centre Lounge for students to meet and socialise. Beginning this year, new carrels in our PhD room will be allocated upon application to a competitively selected group of PhD students—the HGC Doctoral Fellows—who will share their proposals and research work in a year-long series of PhD seminars.

The Humanities Graduate Centre offers support for students who wish to organize independent reading groups, workshops, seminars and conferences around emerging themes of interest. If you would like to organize an activity of this kind, please contact the Front Desk staff or write to the Director: eric.worby@wits.ac.za. Check the white notice board in the lounge entranceway for activity announcements. We also periodically hold writing retreats for postgraduate students (primarily PhDs) and postdoctoral fellows intending to publish their research. Opportunities to attend will be circulated on the Grad Centre list. In collaboration with the University’s Graduate Support Division, we provide regular workshops and seminars in theory, methods and the academic vocation that are open to all registered students. Don’t miss these opportunities to expand and strengthen your intellectual range and academic skills. For more information on methods workshops, or to reserve a place in a workshop, contact Hildegard Chapman in the Graduate Support Division: Hildegard.Chapman@wits.ac.za.

The Humanities Graduate Centre’s core mission is to nurture the most talented and original scholars of the next generation, especially those whose intellectual work crosses or transcends the boundaries of conventional disciplines in the humanities and social sciences. While continuing to provide a hub of intellectual excitement, exchange and support for all postgraduate students registered in the Faculty of Humanities (and related programmes in other Faculties at Wits), the Humanities Graduate Centre is sharpening its mission to focus on PhD students who aspire to be among the pioneering academics shaping the agenda of the Humanities in Africa for the 21st century. In addition, we will continue to host the successful Post-Doctoral Fellows Forum, drawing upon a wealth of research experience and intellectual energy from new PhDs who hail from leading institutions from around the globe. We encourage our doctoral students in particular to take advantage of their skills and experience in navigating the tricky shoals of postgraduate life.

Remember that simply by virtue of being here, you are building the next generation of scholars in the Humanities. The research that you and your fellow postgraduate students do now will help shape the kinds of questions that scholars will ask in the future. Seize hold of this opportunity and make the most of it!

Eric Worby
Director, Humanities Graduate Centre
Professor of Anthropology in the School of Social Science
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. In addition to its distinguished teaching scholars in the academic disciplines, the Faculty also hosts many Institutes, Centres and Research Units devoted to innovative research of global import and high social impact. These include the Wits Institute for Social and Economic Research (WISER), the Society, Development and Work Institute (SWOP), the Centre for Indian Studies in Africa (CISA), the African Centre for Migration Studies (ACMS), the Wits Centre for Ethics (WICE), the Johannesburg Workshop in Theory and Criticism (JWTC), the History Workshop (including the NRF Chair in Local Histories, Present Realities), the Emthonjeni Centre, and the Marang Centre for Mathematics and Science Education.

Innovative approach to graduate studies
In 1998, the Faculty of Humanities established the Humanities Graduate Centre (previously the Graduate School for the Humanities and Social Sciences), the first of its kind in the country (see page 9). The Graduate Centre provides a year-round menu of workshops in theory, research methods and academic writing intended to complement training provided in students’ home disciplines. It also supports interdisciplinary initiatives led by postgraduate students themselves, including reading and writing groups, as well as workshops and conferences.

Living in Joburg, `the continent’s big apple’
Johannesburg, also known as Joburg or Jozi, is the vibrant cultural, commercial and financial hub of sub-Saharan Africa. Johannesburg is the largest city in South Africa and is the provincial capital of Gauteng and one of the forty largest metropolitan areas in the world. While Johannesburg is not one of South Africa’s three capital cities, it houses the Constitutional Court, guardian of what is widely regarded as one of the world’s most progressive constitutions. As its other popular name egoli (or city of gold) suggests, Johannesburg owes its existence to the mineral-rich Witwatersrand range of hills which also give their name to the university and the city remains a source of a large-scale gold and diamond trade. While many businesses moved from the Central Business District to the quieter more suburban areas in the 80s and 90s, the inner city is experiencing a strong revival and has become a thriving urban environment once more.

Wits University which is situated in Braamfontein, an area just north of Johannesburg’s CBD, is easily accessed by means of the now famous Mandela Bridge. “Back in the 1950s, Braamfontein, was celebrated for three key cultural institutions - the Civic Theatre, the Alexander Theatre and the University of the Witwatersrand — which helped keep the quarter artsy, intellectual and almost integrated even during the apartheid area. Today, that troika still forms the backbone of Braamfontein’s cultural allure, though its street scene is far more vibrant now thanks to a new generation of design shops, restaurants, galleries and residential developments.” (Extract from SoHo Style in Johannesburg, by David Kaufman, New York Times, March 14, 2010).

For more on Johannesburg, refer to Places of Interest in Page 190.
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 primary mission of the Humanities Graduate Centre is to provide an intellectually enriching, professionally enabling and socially supportive environment for postgraduate students in the Wits Faculty of Humanities.

In concert with the Schools, Centres, Chairs and Institutes of the Faculty, the HGC broadly aims:

• to help constitute and nourish a new generation of diverse South Africa-based scholars by attracting the most motivated, creative and talented humanities students to the academic vocation
• to offer cutting edge training of the highest quality in the theoretical framing, methodological conceptualization, execution and publication of research in the humanities
• to support the development, broad dissemination and adoption of optimal techniques and strategies for postgraduate supervision
• to promote the highest level of academic achievement and future professional success among postgraduate students in the humanities
• to provide an experience for postgraduate students in the Faculty that is both intellectually challenging and socially supportive

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 Mondays to Thursdays, from 8am to 6pm on Fridays, from 9am to 5pm on Saturdays, and from 9am to 4pm on Sundays. The West or PhD laboratory which was upgraded in 2010 houses 38 carrels that are allocated on a first-come-first-serve basis to full time doctoral students in the Faculty is open at the same times as the Masters laboratory.

The Graduate Centre also offers a forum for dynamic interaction and debate. For example, visiting academics, researchers, student-run reading groups, 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 members 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.
SPECIAL FEATURES

Research capacity development and MA student mentorship programme
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, a so called 'keywords'/‘keythinkers’ series as well as academic writing and publication workshops. (See below)

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). MA students who believe they could benefit from working with an experienced mentor as they plan, carry out and write up their research, are encouraged to send an inquiry to jacob.mati@gmail.com, copied to the HGC Director eric.worby@wits.ac.za

Student-initiated Learning Collectives
With funding in 2014 from the University’s Strategic Planning and Allocation of Resources (SPARC) Special Fund, the Humanities Graduate Centre will be able to support collectives of post-graduate students who have taken the initiative to shape aspects of their learning experience and professional academic development. Student initiated activities may include the organizing reading/writing groups; convening “horizontal” non-credit courses that bring together students and staff as co-equals in an exploratory learning endeavour; organizing regular seminars for the presentation and discussion of post-graduate student work across disciplinary boundaries; or mounting thematically-focussed, student-run workshops or conferences. A list of postgraduate student-initiated learning activities and upcoming events is maintained at the Graduate Centre Front Desk and posted in the Graduate Centre lounge (ground floor, Southwest Engineering building). Post-graduate students launching new initiatives may make use of these facilities, as well as the post-graduate student list maintained by the Centre, in order to publicize events and attract participants. Further inquiries about support for such initiatives should be made to the HGC Director eric.worby@wits.ac.za

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. Opportunities to apply for participation in a writing retreat are announced periodically through the Graduate Centre student email mailing list. All postgraduate students are urged to visit the Graduate Centre Front Desk as soon as possible to ensure that their name is placed on the list.

Post-doctoral fellowships
The Graduate Centre, in conjunction with the Dean and other Schools in the Faculty, regularly hosts short-term post-doctoral fellowships which are designed to assist the Faculty’s recent PhD graduates to publish their research and/or undertake further research. The tenure of these fellowships is for six months, normally beginning in May, with the call for applications being issued in late February.

Workshops and lectures
An important aspect of the Graduate Centre’s activities is the arranging and hosting of a number of workshops and lectures (see below). In 2014 the following workshop or lecture series will be hosted by the Graduate Centre. These are:

- Research methodology and academic skills workshops
- ‘Key Words/Key Thinkers’ lecture series
- Intensive Theory Workshops
- Seminars on Research in Creative Work
- Conversations on Supervision
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 postgraduates to key concepts, terminology and techniques in the various methodologies. Because the series evolves and workshops on more recently developed methodologies are included in each year’s programme, academic staff often attend these workshops with their postgraduate students. Additional workshops are dedicated to the development of academic skills, such as proposal writing, research project management, the preparation of a conference abstract, and strategies for submitting manuscripts to peer-reviewed academic journals.

The 2014 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 no 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/dissertation or a PhD thesis is the most important part of the postgraduate research process as it determines the student’s research focus for the rest of the year and often longer. 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**
Writing a proposal for a MA research report/dissertation or a PhD thesis 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 Humanities students.

**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.

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.

Narrative Approaches to Research
This workshop will focus on a particular qualitative methodology, introducing students to narrative theory as a way of thinking about ‘social subjectivity’. The approach is characterized by an emphasis on temporality and change and is therefore a particularly fruitful framework for researchers interested in social and psychological processes and the ways in which these realities are articulated in historical contexts. Through active tasks, the workshop will introduce participants to a range of possible narrative data collection techniques and methods of analysis.

Preliminary processing of 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 best able to service.

Quantitative methods in Social Science research
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.
Case Study research
A number of students, particularly in the social sciences, envisage their research taking the form of a case study. This workshop will begin with a discussion of the various ways in which the term ‘case study’ has been used in the research literature, and as part of this discussion, will refer to the common practice of using mixed methods in case study research. The workshop will end with a discussion of some examples of case study research in an attempt to uncover some of the key characteristics of ‘best practice’ in this research tradition.

Using mixed methods in Social Science research
Research in the social sciences often involves investigating complex phenomena. The aims and research questions implied by this complexity cannot in many cases be usefully addressed by way of either the qualitative or quantitative traditions alone. In these cases a mixed method approach may be necessary and may prove to be most successful. This workshop will introduce students to the assumptions underlying mixed methods approaches and to some of the most innovative research strategies this approach can offer when used in the social sciences. The workshop will focus on the types of research questions best addressed by these methods and provide some useful guidelines for navigating the various conceptual, design and instrumentation challenges implied in their use.

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.

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 landmark re-examination of ethnographic practice published in 1986, ethnography may be 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

ACADEMIC ENRICHMENT

‘Key Words/Key Thinkers’ lunchtime lecture series
In February 2014, the Humanities Graduate Centre will continue with the fourth round of its ‘Key Words’/’Key Thinkers’ series designed to introduce students to intellectual figures, of historical and contemporary significance as well as a number of key concepts underpinning the specialist terminology used in the Humanities and Social Sciences. An important aspect of the series will be the attempt to enable students to understand the similarities and differences in the ways in which concepts are used in different disciplines. Each lecturer will also provide an informed reading list to be made available to all participants. In 2014, special attention will be paid in the series to Key Thinkers of the Global South and the African Diaspora.

Intensive Theory Workshops for Doctoral Students
In 2014, the Graduate Centre will organize one or two intensive week-long workshop aimed at PhD students in their second or third year of study. These workshops will not only look at theories themselves, but will aim first to cast light on their historical origins and emergence, and then to see how they circulated and took root in particular contexts. In other words, the workshop will look at theory formation with a view to seeing how the political and global circulation of knowledge has come to seize the intellectual imagination of scholars in distinctive ways within particular historical and geographical contexts. To this end, each day of the workshop will begin by locating a particular stream of theory within an intellectual history. Such streams of theory will likely include: theories of the power; theories of the subject, subjectivity and subjectification; theories of agency; and theories of interpretation. A call for applications for participation in the theory workshops will be made through the Graduate Centre postgraduate student list.

PhD Student-Staff Seminars on Research in Creative Work
An ongoing seminar series is currently being planned for 2012 that will bring together PhD students and Staff members in the Wits School of Arts and the School of Literature and Language Studies. The purpose of the series will be to provide a regular forum in which the relationship between creative work—including film, television, drama, fine arts, digital arts and creative writing—and academic research can be continuously and rigorously addressed by doctoral students and members of staff (who may often be doctoral students themselves).

Conversations on Supervision
A series of panel conversations are planned during 2014 around the goals, techniques and ‘best practices’ of postgraduate research supervision in the Humanities and Social Sciences. The panels will include both supervisors and supervisees from the various Schools in the Faculty, and will be hosted by the Wits School of Education.

RESEARCH EQUIPMENT FOR POST-GRADUATE STUDENTS
The Graduate Centre now has the following research equipment available for short-term loan to registered post-graduate students who do not otherwise have access to such equipment:

- 5 Canon Powershot 3300 IS Digital Still Cameras (16 Megapixels, with video capacity)
- 5 Philips Digital Recorders with 2 Gigabytes (566 hours) recording capacity

For borrowing procedures, terms and conditions, please enquire with the Graduate Centre Front Desk.

For more information, please contact the Graduate Centre Front Desk on 011 717 4032/35 or gradcentre.humanities@wits.ac.za.
Research Centres

ACMS (African Centre for Migration and Society)

The ACMS is an independent, interdisciplinary and internationally engaged Africa-based centre of excellence for research and outreach that shapes global discourse on human mobility, development and social transformation. The ACMS is one of the continent’s leading institutions for teaching that offers interdisciplinary MA and PhD programmes in forced migration studies.

African Centre for Migration & Society
Room 6, South West Engineering Building, East Campus
School of Social Sciences
Tel: +27 (11) 717 4033 Fax: +27 (11) 717 4040 Email: info@migration.org.za
http://www.migration.org.za/

CISA (The Centre for Indian Studies in Africa)

The Centre for Indian Studies in Africa (CISA) was established at the University of the Witwatersrand (Wits), Johannesburg towards the end of 2007. With funding from the Mellon Foundation in 2010, the Mellon Chair in Indian Studies was set up with a Masters and a PhD programme. The Centre is the first in Africa to focus on India and more generally does research and teaching on the histories of the Indian Ocean and the global South.

With a grant from the Ministry of Overseas Indian Affairs, Government of India, in 2012, there has been an on-going project on the migration of labour and capital from India to Africa and emerging notions of global responsibility. There is now a full complement of Associate Professor, Lecturer and Masters and PhD students on this project. CISA promotes teaching, research and public activities concerning the Indian sub-continent, its links to Africa and the Indian Ocean, and builds on the multi-faceted networks developed with Indian universities, research institutions and public agencies.

The Centre’s public activities are part of its mandate to contribute to the consolidation of economic, political and cultural relations between India and South Africa, and between India and other African countries.

Chair in Indian Studies: Prof. Dilip Menon, dilip.menon@wits.ac.za
+27 (011) 717-4127
http://www.cisa-wits.org.za/

Administrator: Ms Reshmi Singh, reshmi.singh@wits.ac.za
+27(011)717-4020
http://www.cisa-wits.org.za/

Marang Centre for Mathematics and Science Education

Welcome to Marang Centre for Mathematics and Science Education. The Achievements of mathematicians and scientists contributes significantly to society's well-being and prosperity, and they affect the lives of millions of people. That is why, at the most essential level, our future depends upon mathematics and science teachers who inspire students to pursue a range of advanced careers in education, medicine, research, and industry.

Our goal is to provide quality, value-added and transformative education for pre-service and in-service mathematics and science teachers throughout South Africa and beyond. In addition, Marang provides excellence and innovations in research, teacher development and professional outreach to meet South Africa’s
The Society, Work and Development Institute (SWOP) has over a period of 30 years established a national and international reputation in the study of work, labour, informalisation, households, the state and development. It is one of the University of the Witwatersrand’s most enduring research organisations and in 2008 the University of the Witwatersrand decided to recognise SWOP as a flagship research programme and awarded the organisation institute status. The central problem investigated through the current SWOP research programmes is the precarious nature of social order. SWOP’s research has revealed contradictory processes of fragmentation and solidarity across different sites in society such as the community, workplace, household and state institutions.

In the second decade after the democratic elections of 1994, it is clear that slow-burning contestations over the dissolution of the old order and the shape of the emerging order are wide-ranging, with implications for development, democracy, law, gender relations and society as a whole.

Such processes – the making and unmaking of social orders – characterise precarious society and distinguish many societies of the Global South. We believe they present distinctive problems for social theory elaborated in the different social and historical conditions of the Global North, while simultaneously posing distinctive problems for socio-economic development.

SWOP researchers are exploring these problems through research into work and worklessness, society and nature, households, social reproduction, gender orders and welfare regimes, civil society, class formation, citizenship, movements and violence.

A major emerging research area is on mining, society and environment.

Through contract and grant funding, SWOP has a strong cohort of postgraduate Fellows working on PhD's and MAs. In addition, SWOP collaborates with a network of Associates located at Wits and other institutions, both nationally and internationally.
SWOP has three broad aims:

1. Making a distinctive contribution to the development of social theory in the global South, thus positioning the Institute and social sciences at Wits University at the cutting edge of social theory and analysis globally;
2. Providing the basis for dynamic research partnerships with other centres in the Global South;
3. Providing the kind of engaged and innovative social knowledge required for policy innovation in the field of development; developing a new generation of social researchers.

The SWOP Institute’s website can be found at www.wits.ac.za/swop. This website contains information on seminars, workshops, conferences, research programmes, and a range of the Institute’s research outputs can be downloaded or ordered online.

WiCE (Wits Centre for Ethics)

WiCE is a Research Centre housing a team of moral specialists, based in the Philosophy Department, but bringing together researchers from different disciplines across the University. It produces research into ethical issues of concern to the Southern African region. The Centre brings together scholars at Wits with diverse but overlapping interests in ethics such as scholars in Education, Law, Sociology, Politics and the Bio-ethics centre.

How can we both imagine and achieve a more just society?

Ethics is the cornerstone of society, and philosophy can and should play a vital role in helping us to think clearly and rigorously about difficult ethical questions, and clarifying the theoretical frameworks we use for thinking about such questions. South Africa faces urgent practical questions that require systematic analysis from an ethical perspective, such as HIV/AIDS treatment, testing and counselling, patents, economic development, affirmative action, uses of state resources (e.g. what counts as “corruption”), animal rights, BEE, political symbols and the brain drain. We also face theoretical controversies about the right way to address these issues, such as whether one should use an individualistic, rights-based ethic, or one based on Ubuntu. Controversial, intricate ethical questions often do not admit of simple responses and cannot be resolved just by consulting the law or a professional code of ethics. Instead, there are invariably competing values at stake. It is important to clarify, attempt to reconcile and, when necessary, trade these values off in a rationally defensible way.

http://www.wits.ac.za/academic/humanities/socialsciences/philosophy/wice/8652/home.html

WiSER

WiSER is an interdisciplinary, humanities research institute. When it was established in 2001, WiSER's mandate was to investigate the complexities of change in post-apartheid South Africa. Now in its second decade of work, WiSER has substantially revised its research agenda. An over-arching project, called 'Beyond the Postcolony', addresses the current crisis of political imagination in Africa and globally. Five focused projects are housed within this larger orientation. They are: 'African Futures'; 'The Afropolitan City'; 'The Future of the Archive'; 'Categories of Persons'; and 'Medical Humanities'.

WiSER’s doctoral cohorts have always been at the heart of the Institute's focus. Working with a team of supervisors, each doctoral fellow is centrally involved in WiSER's research agenda as well as in its schedule of seminars and public events. As funding becomes available through ongoing efforts to renew our doctoral cohorts, the Institute advertises prestigious fellowship positions for which candidates who wish to work in the areas outlined above are encouraged to apply.

Please refer to our website for further information www.wits.ac.za/wiser WiSER is located on the 6th floor, Richard Ward Building, East Campus.
FAQ

Accommodation- Short Term
Africa Zoo Lodge Backpackers: 011 880-5108, zoolodge@backpackafrica.com
233A Jan Smuts Avenue, Parktown North, JHB

Backpackers Ritz: 011 325-7125, ritz@iafrica.com
1A North Rd, Dunkeld West, Craighall, JHB

Transport (Local)
Wits Shuttle Bus (refer for 183 for more info): 011 717-9008

Taxis (cab)
A recommended enrolled car taxi/cab 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.
Buses

**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 011403-4300. Bus tickets can be bought at Ghandi Square, Park Station, Rosebank Mall, Roodepoort Depo and Ridgeway.
Shopping
Groceries and Home Appliances
Pick n Pay (Supermarket): Jorissen Street, Braamfontein
For more options, you can visit Campus Square Shopping Centre, Rosebank Mall, Oriental Plaza (see MALLS, p187 for more info)

Computer Labs (Refer to CNS website or booklet for more info)
CNS Service Desk
1st Floor, West Wing, Senate House Building, East Campus
Tel: 011 717 1717
E-mail: ITStudentHelp@wits.ac.za

1. OPEN ACCESS COMPUTER LABORATORIES (LABS)

All CNS Open Access Undergraduate (UG) Computer Labs are available to Postgraduate (PG) students as well as staff

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

<table>
<thead>
<tr>
<th>CNS Open Access Labs</th>
<th>Physical Location</th>
<th>Number of PCs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EAST CAMPUS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNS PG LAB - SH1029</td>
<td>1st floor, West Wing, Senate House SH1029</td>
<td>23</td>
</tr>
<tr>
<td>CNS UG LAB - SH1101</td>
<td>1st floor West Wing, Senate House Senate House SH1101</td>
<td>40</td>
</tr>
<tr>
<td>CNS UG LAB - SH1099</td>
<td>1st floor West Wing, Senate House Senate House SH1099</td>
<td>13</td>
</tr>
<tr>
<td>CNS UG LAB - HP ZONE</td>
<td>1st floor West Wing, Senate House Senate House Mezzanine</td>
<td>45</td>
</tr>
<tr>
<td><strong>WEST CAMPUS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNS UG LAB - FNB2A (AUD)</td>
<td>First National Bank Building (FNB) Ground Floor West Campus, Auditorium</td>
<td>68</td>
</tr>
<tr>
<td>CNS UG LAB - FNB2A1 (MEZ)</td>
<td>First National Bank Building (FNB) 1st floor West Campus, Mezzanine</td>
<td>30</td>
</tr>
<tr>
<td>CNS UG LAB - FNB 2B</td>
<td>First National Bank Building (FNB) Ground floor West Campus</td>
<td>69</td>
</tr>
<tr>
<td>CNS UG LAB - FNB 105</td>
<td>First National Bank Building (FNB) 1st floor West Campus, South</td>
<td>96</td>
</tr>
<tr>
<td>CNS UG LAB - CLM1</td>
<td>Commerce, Law &amp; Management (CLM) Library, 1st Floor</td>
<td>138</td>
</tr>
<tr>
<td><strong>WITS EDUCATION CAMPUS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNS UG LAB - WEC-01</td>
<td>Boyce Block, Ground Floor, BL36 Wits Education Campus</td>
<td>28</td>
</tr>
<tr>
<td>CNS UG LAB - GLASS LAB01</td>
<td>Marang Block, Ground Floor, Wits Education Campus</td>
<td>92</td>
</tr>
<tr>
<td>CNS PG LAB – WEC PG-01</td>
<td>Bohlaleng Block, First Floor, B105, Wits Education Campus</td>
<td>26</td>
</tr>
</tbody>
</table>

**Medical School Campus**
- CNS UG LAB - MS-01A | Medical School, 3rd Floor, MedSchool | 50 |
- CNS UG LAB - MS-01B | Medical School, 3rd Floor, MedSchool | 50 |
The Internal PC speaker has been disabled in all CNS Open Access LAB machines. You are encouraged to use headphones when accessing the online audio content of a virtual training course.

You may not unplug any computer from the network or use the computer charge point for your laptop device. There are provisioned areas specifically for the purpose. The seat in the lab is dedicated for the student who does not have access to his/her own computer device.

PLEASE OBSERVE THE RULES OF THE LAB:
In order for all students to equally enjoy these facilities, please observe these rules of conduct

2. OFFICE OF RESIDENCE LIFE COMPUTER LABORATORIES

The following laboratories are for the exclusive use of students living at the respective University Residences

<table>
<thead>
<tr>
<th>Residence Laboratory Name</th>
<th>Location</th>
<th>Number of PCs</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAST CAMPUS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jubilee Hall</td>
<td>East Campus</td>
<td>8</td>
</tr>
<tr>
<td>Men’s Residence</td>
<td>East Campus</td>
<td>10</td>
</tr>
<tr>
<td>WEST CAMPUS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barnato</td>
<td>West Campus, Bernato Residence</td>
<td>8</td>
</tr>
<tr>
<td>David Webster</td>
<td>West Campus, David Webster Residence</td>
<td>6</td>
</tr>
<tr>
<td>West Campus Village</td>
<td>West Campus, West Campus Village Residence</td>
<td>4</td>
</tr>
<tr>
<td>OTHER RESIDENCE LOCATIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Braamfontein Centre</td>
<td>23 Jorissen Str, Braamfontein</td>
<td>6</td>
</tr>
<tr>
<td>Esselen Street Residence</td>
<td>7 Esselen Str, Hillbrow</td>
<td>12</td>
</tr>
<tr>
<td>Parktown1</td>
<td>3 Blackwood Rd, Parktown</td>
<td>3</td>
</tr>
<tr>
<td>Parktown2</td>
<td>20 Rockridge Rd, Parktown</td>
<td>4</td>
</tr>
<tr>
<td>EOH (Ernest Oppenheimer)</td>
<td>8 Trematon Plc, Parktown</td>
<td>8</td>
</tr>
<tr>
<td>Knockando</td>
<td>21 Rockridge Rd, Parktown</td>
<td>10</td>
</tr>
<tr>
<td>Campus Lodge</td>
<td>48 De Korte Street Braamfontein (Non Networked)</td>
<td>Network points available</td>
</tr>
<tr>
<td>Graduate Lodge</td>
<td>34 Jorissen Street, Braamfontein (Non Networked)</td>
<td>2</td>
</tr>
</tbody>
</table>
Bookshops (see Page 185 and Page 188)

Emergencies

**AIDS Hotline, Toll Free: 0800 012 322**
**Campus Control:** 011 717-4444 (East Campus)
011 717-6666 (Education Campus)
**Campus Health:** 011 717-9111/3

**Clinics**
Brenchurst: 011 647-9000
Park Lane: 011 480-4000
Travel Clinic: 011 026-4157

**Hospitals**
Dental Hospital: 011 488-4770
Helen Joseph: 011489-1011
Johannesburg: 011 488-4911
Milpark: 011 480-5600
Netcare Linksfield Hospital: 011 647-34000

**Pharmacies**
Jorissen Street Pharmacy: 011 339-3095
Clicks: Jorissen Street or Campus Square
Dis-Chem: 011 478-0101
May’s Chemist: 011 729-8014

**Police- Flying Squad:** 10 111

All life threatening emergencies: **011 375-5911**

**Locksmith:** 011 717-1838/717-1818

**Banks**
ATMs and branches of most major banks are located in the Matrix

**Entertainment:** See Page 190

***Notes on Safety and Security***

Never leave your belongings unattended
Avoid walking alone at night
Avoid answering your phone on the streets at night
Never carry too much cash on you
When not sure where to go, ask a security guard or find a gas station and ask for directions; never ask a stranger
Be vigilant at all times, especially off campus
Faculty of Humanities

The Faculty of Humanities Postgraduate office is situated in the South West Engineering Building in Room 4. The Faculty may assist with all enquiries relating to:

- registrations
- amendments
- proposal submissions
- research report submissions
- extensions
- special concessions
- fees reversals
- as well as all other postgraduate related queries.

A copy of the *Guidelines for Honours, Masters and PhD research* and *From Application to Graduation: Guidelines for Faculty of Humanities Processes* which sets out all the information from application and registration to submission of research proposals and graduation can be downloaded from the faculty website: [http://www.wits.ac.za/academic/humanities/postgraduate/registration/7245/faculty_guidelines.html](http://www.wits.ac.za/academic/humanities/postgraduate/registration/7245/faculty_guidelines.html)

The Postgraduate office is open from *Monday to Friday 8:00am to 16:30pm*.

The Postgraduate Office offers friendly and efficient service with all postgraduate queries. You can be rest assured that the Postgraduate staff will stop at nothing to sort your query out.

**Fees**

The Faculty to which you apply will send you the relevant extract of the current *Schedule of Fees*, where you can find accurate details. 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 of the *Schedule of Fees* booklet from the Graduate Studies Office or consult the Fees Office website: [http://www.wits.ac.za/prospective/postgraduate/11574/studentfinance.html](http://www.wits.ac.za/prospective/postgraduate/11574/studentfinance.html)

**Bursaries, scholarships and Financial Aid**

**FINANCIAL AID INFORMATION**

Financial Aid is available to Postgraduate students. The eligibility of the award is based on academic excellence and other criteria. For further information go to the Financial Aid and Scholarships website: [www.wits.ac.za/prospective/financialaid/postgraduate/](http://www.wits.ac.za/prospective/financialaid/postgraduate/)

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**

Application forms for all awards in this publication are available on our website: [http://web.wits.ac.za/Prospective/FinancialAid/Postgraduate/ApplicationForms.htm](http://web.wits.ac.za/Prospective/FinancialAid/Postgraduate/ApplicationForms.htm)
<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Type of Award</th>
<th>Level of Registration</th>
<th>Criteria</th>
<th>Available to Local/Foreign students</th>
<th>Study at</th>
<th>Closing Date</th>
<th>Contact &amp; Financial Aid Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Merit Scholarship</td>
<td>Scholarship</td>
<td>Honours, Masters, PhD</td>
<td>Academic Excellence</td>
<td>Local</td>
<td>Wits</td>
<td>31 Jan 15</td>
<td>Mr Premesh Shinol Financial Aid &amp; Scholarships Tel: 011 717-1077</td>
</tr>
<tr>
<td>Overseas Merit Scholarship</td>
<td>Scholarship</td>
<td>Masters, PhD</td>
<td>Academic Excellence</td>
<td>Local</td>
<td>Wits</td>
<td>28 Feb 15</td>
<td>Ms Sheryl Letsapa Financial Aid &amp; Scholarships Tel: 011 717-1078</td>
</tr>
<tr>
<td>External Postgrad Funding Deutscher Akademischer Austauschdienst (DD &amp; NRF)</td>
<td>Scholarship</td>
<td>Masters, PhD</td>
<td>Academic</td>
<td>Local</td>
<td>Wits</td>
<td>01 Sep 15 (Subject to change)</td>
<td>Mr Kgotso Kunene Financial Aid &amp; Scholarships Tel: 011 717-1076</td>
</tr>
<tr>
<td>External Postgrad Funding Medical Research Council (MRC)</td>
<td>Scholarship</td>
<td>Masters, PhD</td>
<td>Academic</td>
<td>Local</td>
<td>Wits</td>
<td>15 Sept 15</td>
<td>Ms Boitumelo Molefe Financial Aid &amp; Scholarships Tel: 011 717-1086</td>
</tr>
<tr>
<td>National Research Foundation (NRF)</td>
<td>Scholarship</td>
<td>Honours</td>
<td>Academic</td>
<td>Local</td>
<td>Wits</td>
<td>30 Nov 14</td>
<td>Mr Kgotso Kunene Financial Aid &amp; Scholarships Tel: 011 717-1076</td>
</tr>
<tr>
<td>.scarce skills / students with disabilities .Equity .Prestigious .Students with disability</td>
<td>Scholarship</td>
<td>Masters, PhD</td>
<td>Academic</td>
<td>Local</td>
<td>Wits</td>
<td>Online application</td>
<td>Ms Waheeda Bala Research Office Senate House, 10th Floor Tel: 011 717 1236</td>
</tr>
<tr>
<td>.Freestanding .Scarc skills .Innovation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Program Type</td>
<td>Field</td>
<td>Institution</td>
<td>Start Date</td>
<td>End Date</td>
<td>Contact Name</td>
<td>Contact Information</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>------------------------------</td>
<td>-------------</td>
<td>------------</td>
<td>------------</td>
<td>--------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>GE Pearce</td>
<td>Scholarship</td>
<td>Masters, PhD Built Environment</td>
<td>Local &amp; Foreign</td>
<td>Wits</td>
<td>09 Mar 15</td>
<td>Ms Petunia Magudulela Financial Aid &amp; Scholarships Tel: 011 717-1085</td>
<td></td>
</tr>
<tr>
<td>Hymie Moross</td>
<td>Scholarship</td>
<td>Honours, Masters, PhD Psychology</td>
<td>Local &amp; Foreign</td>
<td>Wits</td>
<td>28 Feb 15</td>
<td>Ms Petunia Magudulela Financial Aid &amp; Scholarships Tel: 011 717-1085</td>
<td></td>
</tr>
<tr>
<td>DF Corlett</td>
<td>PhD</td>
<td>Built Environment</td>
<td>Local</td>
<td>Wits</td>
<td>31 Mar 15</td>
<td>Ms Petunia Magudulela Financial Aid &amp; Scholarships Tel: 011 717-1085</td>
<td></td>
</tr>
<tr>
<td>Travel Grants</td>
<td>Award</td>
<td>Honours, Masters, PhD Student to be presenting paper, poster at a conference</td>
<td>Local &amp; Foreign</td>
<td>Wits</td>
<td>31 Jan 30 April 31 July 31 Oct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bradlow</td>
<td>Masters, PhD Honours, Masters Engineering &amp; Science</td>
<td>Local &amp; foreign</td>
<td>Wits</td>
<td>30 Nov 15</td>
<td>Ms Boitumelo Molefe Financial Aid &amp; Scholarships Tel: 011 717-1086</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Postgrad Merit Award</td>
<td>Award: Covers Tuition fees and a Stipend for which the student will do School duties in return.</td>
<td>Honours, Masters, PhD Academic</td>
<td>Local &amp; Foreign</td>
<td>Wits</td>
<td>31 Aug 15</td>
<td>Ms Sheryl Letsapa &amp; Premesh Shinol Financial Aid &amp; Scholarships Tel: 011 717-1077/8</td>
<td></td>
</tr>
<tr>
<td>NSFAS</td>
<td>Loan</td>
<td>Honours, Masters, PhD Financial needy and showing academic potential</td>
<td>Local</td>
<td>Wits</td>
<td>30 Sep 15</td>
<td>Ms Jill Mainwaring Financial Aid &amp; Scholarships Tel: 011 717-1074</td>
<td></td>
</tr>
</tbody>
</table>

**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 123 000
- [www.eduloan.co.za](http://www.eduloan.co.za) tel: 0860 5555 44
- [www.fnb.co.za](http://www.fnb.co.za) or tel: 0861 40 40 40
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.

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 is not available from 2015 and not all disciplines offer Postgraduate Diplomas).

**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 the permission of the Dean. For these units the student will enroll 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. This option is not available from 2015 due to the updated curriculum from the Ministry of Education.

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 registration 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. This option is not available from 2015 due to the updated curriculum from the Ministry of Education.

Masters and PhD programmes by research

Duration:
Masters: 1 year full-time or 2 years part-time.
PhD: minimum 2 years; maximum 5 years full-time for 6 years part-time.

Length of Dissertation:
Masters proposal: 6 – 7 thousand words
Masters: 40 – 45 thousand words.

Length of Thesis:
PhD proposal: 8 – 10 thousand words
PhD: 75 – 85 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.

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 Faculty of Humanities Graduate Centre and Faculty Office.
List of units (courses) on offer

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”

FINE ARTS

MASTERS IN FINE ARTS

We offer the MA by Research in Fine Arts (Degree code: AMR009).

Course codes:
FINA 8003: MA Dissertation
FINA 8001: MA Diss: 2nd term (if registering in July)
FINA 8002: MA Diss: Awaiting Examiners
Duration: 1 year full-time (minimum) and 2 years part-time (minimum).

The programme requires 2 equally weighted components to be completed: a body of practical creative work and a written dissertation not exceeding 25 000 words (excluding notes, bibliography, illustrations).

The practical creative work should be catalogued and documented in the written dissertation. There should be a clear but flexible relationship between the theory and practical components, with at least a section of the dissertation addressing significant aspects of the practical work. This can be discussed with your supervisor. A full research proposal must be submitted to and approved by the Arts Faculty Higher Degrees Committee before full registration can be confirmed. A supervisor is appointed for each student at the outset and you should begin your proposal immediately. The same applies to your practical work. The entry requirement for any MA degree in WSOA is a minimum 65% in the major subjects for the undergraduate degree.
MUSIC

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 (2010, p. 317) 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.

The Master of Arts (MA) in Music degree is a postgraduate degree in research that can be undertaken full-time or part-time. It consists of a written research dissertation. The research can be in musicology or ethnomusicology, but can also include another subdiscipline of academic music studies as long as the research undertaken is of a scholarly nature.
Before research and writing commences for the dissertation, the student will be required to submit a proposal within six months after their first registration (part-time students have twelve months in which to submit this document). The length of the proposal should be between 6 000 and 7 000 words. Once the proposal is accepted by Faculty, work should begin on the dissertation. See the Graduate Studies Handbook document for further information available from:
http://web.wits.ac.za/Academic/Humanities/GSH/Graduate+Studies+Handbook/

Evidence of research previously conducted (such as a long essay or article) (with a mark of at least 65%) should be submitted as part of the application.

DOCTORAL DEGREES IN MUSIC

The PhD degree is a postgraduate degree that can be undertaken full-time or part-time. This degree can be by research only or by creative work with a research component. Traditionally, the creative work has taken the form of music performance or composition. But the PhD also allows for work in other areas such as, but not limited to, arrangement or a combination of transcription, analysis and performance.

Before research and writing commences for the degree, the student will be required to submit a proposal within six months after their first registration (part-time students have twelve months in which to submit this document). The length of the proposal should be between 8 000 and 10 000 words. Once the proposal is accepted by Faculty, work should begin on the dissertation. See the Graduate Studies Handbook document for further information available from:
http://web.wits.ac.za/Academic/Humanities/GSH/Graduate+Studies+Handbook/

Applicants for the PhD must typically have graduated with a Master’s degree in music, having specialised in the area in which they tend to do the creative work, if applicable. Typically, the PhD in creative work has been pursued by early- or mid-career professionals rather than by recent graduates.

Applications from candidates for the PhD in creative work must be considered by a School committee of three people appointed by the Head of School before the application is forwarded to the Faculty for approval. The committee will assess the candidate’s ability to produce work on a PhD level. More particularly, the committee will assess whether the proposed creative work is likely to be accepted as accomplished work in its own right.

In addition:

a. Applicants who intend to pursue performance in the PhD will be required to perform an audition consisting of at least three different works of a combined duration of 20 minutes for a panel. 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 20 minutes; the applicant should have had public performances of some of his/her compositions.

b. Applicants who have not recently completed their Master’s degrees (within the last five years) 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 PhD itself, but in addition to it.

In the field of DIGITAL ARTS
WSOA7030 Applied Concepts in Digital Arts

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

We begin the program by 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:

_NB: Access is only by interview. 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

_NB: Access is only by interview. Due to the equipment intensive nature of this unit, the number of place is limited._

_2nd Semester_

This unit will enable students who have completed the 1st 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

_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 1st 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

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

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 THE FIELD OF 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:

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
A compulsory research project.

WSOA4015 Introduction to 3D Animation
And, or

WSOA4016 Applied Concepts in Networked Digital Media

Either one or two practical units in applied digital media:

Depending on your choice above, 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.
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 Film and Television division.

DRAA7020 Technical Core Unit

Students wishing to enroll for the degree but have insufficient technical experience in the field of television or film production (specifically camera operation, directing and editing) are required to enroll 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 wavered at the discretion of the programme coordinator or Head of Division based on the student’s technical competence.

DRAA7018 Documentary Theory & Production

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.

WSOA7024 Film Fiction: Desire and Identity in Asian Cinema

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.

DRAA7011 Screenwriting

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.

**DRAA7025 Television Production**

This course will address contemporary television practices through genres, formats and production practices. The medium specific content requirements of the platform of television are examined in relation to those of cinematic nature. This complex terrain is addressed with a view to investigate the current landscapes of broadcast television, national and transnational. The course provides students with the theoretical framework of understanding mandates of public and commercial broadcasters and how these impact content development and production in praxis. In addition to the (often) more cinematic single camera production practices and their television applications, the students are introduced to studio and multi-camera and thus gain insight to the conventions of television oriented production practices. The students will engage in practical workshops and group work with production assignments that are designed to enhance their production skills towards a holistic understanding of video production. The outcome of practical skills training within the course is applicable to all other postgraduate courses available within the Film and Television MA program.

**In the field of 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.

WSOA4006 Curating Exhibitions: The Politics and Aesthetics of Display

WSOA4001 Writing Art’s Histories

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.

HART400 2 Rewriting the Self

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.

HART 4010: Museum Education

HART 4003: African Art History
HART 4004: Postcolonial World

MASTERS 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.

HART 7050 Selected topic in the History of Art

HART7003 African Art History

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.

HART7002 Rewriting the Self

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.

HART7001 Writing Art’s Histories

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.

HART 7004: Postcolonial Art History

In the field of DRAMATIC ART

Students are advised to also consult the Drama Course Guide, obtainable from the Front Office of WSOA, for the most recently updated list of courses.

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 as independent research, although conducted under close supervision. Additional details are available in the 2012 Dramatic Arts 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) prior to enrolment, or before classes begin, for additional information on the Long Essay (or any other course/degree information).

DRAA4088 Performance Studies IVA: Presentational 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 Drama 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 Performer

This course focuses on the body in the design process. This course addresses costuming, the transformation of appearances, the establishment of identity and character through dress, etc., on both a practical and a theoretical level. Students will be guided through the conceptual thinking around character and costume into the practical preparation, design and final presentation of costume designs.

DRAA4099 Design IVB: Designing the Details: Imaging Africa in the Performance and Exhibition Contexts
This course will explore the iconography and styles of the African continent, focusing on considerations of cultural identity and how this is expressed in artworks, craft objects, spatial treatments and constructions. A series of research projects and corresponding visual presentations will constitute the process by which a number of conceptual and creative design challenges are addressed. Projects will be defined in such a way that a diverse range of presentation and installation contexts and considerations are addressed.

**WSOA 4067 Applied Drama and Theatre Studies IVA**

This is a workshop-based course that develops the practical implementation of applied drama and theatre processes learned in the previous courses, and introduces students to Augusto Boal’s Theatre of the Oppressed theory and practices, as well as other related Contemporary Interventions. Theatre of the Oppressed is inclusive of Image Theatre, Forum Theatre, Invisible Theatre, Legislature Theatre and Rainbow of Desire. 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 a workshop intervention based on aspects of Theatre of the Oppressed. Students will be required to make contact with the setting during the planning stage, before beginning a series of Theatre of the Oppressed workshops with the selected group. The focus of this course will be on the supervision of the students who are learning to use sophisticated theatre methods, as well as negotiate the roles of drama/theatre teacher, facilitator and or caregiver. Students will learn to facilitate their own groups, and they will learn to apply ethical practice.

**Applied Drama in 4th Year requires facilitation of Community-based theatre with a community group in the 1st semester, and a developmental group of the student’s choice in the 2nd semester. This is a DP requirement.**

**WSOA 4068 Applied Drama and Theatre Studies IVB**

This is a workshop-based course focusing on Applied Drama and Theatre within community settings. The course aims to introduce students to ways in which drama and theatre processes can be used in groups with specific goals in mind. The course will include both experiential and theoretical input about Narrative, Collaborative and Community-Based Theatre-Making processes. The role of improvisation in theatre-making processes and devised theatre 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.

**Applied Drama in 4th Year requires facilitation of Community-based theatre with a community group in the 1st semester, and a developmental group of the student’s choice in the 2nd semester. This is a DP requirement.**

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

This course is designed 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 and Conflict, HIV/AIDS Counselling, HIV/AIDS and Culture, HIV/AIDS and Human Rights, HIV/AIDS and the Media, HIV/AIDS and the Arts. The course is designed to parallel HIV/AIDS Peer Education and Counselling Practice with Applied Drama and Theatre Facilitation Practice. Students will participate in lecturers, seminars and workshops. The experiential workshops will be based on Playback Theatre Training Methods and Peer Education and Counselling Processes.

**DRAA4055 Performing Arts Management IVA: Organisational Management: Individual efficiency for Resourceful Business Practice**
This course aims to challenge current perceptions of Arts Management, through practical and theoretical investigations. The course investigates different organizational structures such as NPO’s and CC’s, addresses issues and means of realistic sustainability for Creative Industries, and provides effective tools for planning and implementation of artistic programs within the world of work. The course also introduces students to basic financial and legal procedures, to confident, innovative and professional presentation within Arts Business, and opportunities to network with existing Arts organizations, and to shadow professional practitioners in their workplaces.

**DRAA4056 Performing Arts Management IVB: Introduction to Arts Organisational, Cultural City and Individual Marketing**

The Course aims to understand and develop a marketing orientation within the context of individualized and organisational marketing objectives. It emphasises Marketing with clear and focused objectives, while establishing both a customer and competitor orientation.

Students will learn to exercise the ability to plan a marketing strategy that is conducive to organisational needs, and to work within the constraints of a marketing budget, draft a marketing plan and understand the operations of a marketing budget. The course aims to develop an understanding of the cultural branding of cities, and evaluate the motives underpinning these. Students will learn to plan, implement, monitor and evaluate market research for specific performances or events.

**DRAA4090 Movement IVA: Physical Theatre: 'Body as Archive'

This module allows students to develop their understanding of the ‘body as archive’ by taking students through an experiential and exploratory journey, focusing the concept of integrated Physical Intelligence and developing their ability to integrate their full resources as performers. An exploration of embodied memory and ‘body listening’ aid in the interrogation of the notion of the performer's body as their archive, encouraging student’s development as sensitive, intelligent and resourceful performer-creators. The module culminates with the performance of solo material devised, crafted and performed by the creator.

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

This laboratory environment challenges the student to actively participate with the Guest Choreographer and lecturer in collaboratively devising, crafting and theatrical realisation of an original Physical Theatre work. Focusing on the development of the total performer through the use of senses, intuition and intellect, this module seeks to explore authentic modes of devising works generating provocative yet nuanced vocabulary and modes of constructing meaning. Workshops involve developing unique performance signatures through autobiographical investigations and an integrated approach to theatre making. This requires students to situate themselves within the world of contemporary practice in order to recognize and develop their unique signatures within a larger theatrical context. Seminars aid in the study of the multitude of ways in which Physical Theatre works can be conceived and realized. Students are expected to attend additional evening classes.

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

This course focuses on the Director as Auteur. Students will explore contemporary ways of interpreting “texts”. They will be challenged to envisage a treatment of varying types of contemporary texts. The approach will be to interrogate notions of the post-modern performer and audience, space and place, image and design, and the text as body, gesture, sound and word. The class will experiment with applying a “conceptual vision” to selected texts. Students will be expected to confront mechanisms and strategies that help in supporting their vision for a text. The primary task of the semester will be to construct a ten minute piece of theatre using 2nd Year Performance Studies students as the cast. The secondary task will be to define, conceptualise and pitch the project they aim to stage in the 2nd semester as part of the 4th Year Directors’ 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 2nd Semester. This production of a forty-five to sixty minute theatre piece will form part of a 4th Year Directors’ Festival which the students will publicise and market. Classes will take the form of guest talks, seminars on professional practice, and the interrogation of differing directorial approaches. Each student will be assigned a supervisor who will be available to attend a limited number of rehearsals with the intention of giving directorial advice and support.

WSOA 4066 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 (Film Studies)

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 visuality, 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 neoliberalism 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 IV A: 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 fulfill the role of “client” during the course, and the final examination is monitored by panel of arts lecturers and tutors.

DRAA4078 Writing IVA: Writing for Performance

This course is experientially based, giving students selected tools and techniques to enhance their story-telling abilities by writing multiple drafts of an original play. By having to practically solve specific issues around plot, character, dialogue, sub-text, theme, etc, students will learn a range of dramaturgical techniques and structures that aid in improving story-telling in performance. Classes include group sessions as well as one-on-one feedback sessions with the lecturer. The primary task of this course is to write at least two drafts of a one-act play of at least an hour long. By the end of the first three weeks of the course, students are expected to have finalised their proposals for their play. By the end of the first quarter, students will have completed the first draft of their play. Fundamental to this course is the development of the student’s ability to respond to notes through the process of rewrites.

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 coordinator in June.

WSOA 4069: Fact and Fiction

WSOA 4070: Experimental Film

WSOA 4071: Fundamentals of cinematography

WSOA 4072: Fundamentals of postproduction

WSOA 4073: Screenwriting IVA

WSOA 4074: Screenwriting IVB

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 avant-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)
WSOA 7096: Drama in Education and/or DRAA 7024: Performance Laboratory
WSOA 7097: 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.)
WSOA 7097: Theatre as Activism, Education and Therapy AND/OR
DRAA 7008: Gender Studies and Performance
DRAA 7003/4/5: Research Report

3. PERFORMANCE STUDIES
4. CINEMA & MEDIA STUDIES

Students must complete at least 2 modules offered by the Division of Dramatic Art; students may complete a 3rd 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

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.

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.

WSOA 7099 Drama Research (core course)

Semester 1

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.)  
*Semester 2*

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).

WSOA 7096 Drama in Education  
*Semester 1*

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.

WSOA 7097 Theatre as Activism, Education and Therapy  
*Semester 2*

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.

WSOA 7098 Performance Ethnography  
*Semester 1*

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  
*Semester 2*

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 visuality, 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**  
*Semester 1*

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**  
*Semester 2*

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.

**POSTGRADUATE DIPLOMA IN THE FIELD OF FILM & TELEVISION**

**DRAA 5041 Screenwriting**

**DRAA 5042 Documentary Theory and Production**

**DRAA 5043 Film Fiction**

**DRAA 5044 Production core course**
ADVANCED DIPLOMA IN ARTS

A selection of courses, topics and assignments as set out by the Wits School of Arts.

ARTS AND HERITAGE MANAGEMENT

Formerly only offering MA & PDGA (postgraduate diploma) qualifications, the Division of Arts and Heritage 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 and Heritage Management, and comprises four subjects taken by coursework, plus a compulsory long essay that extends over one and a half semesters.

WSOA 4010/WSOA 7017 Public Culture

2nd Semester

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

WSOA4006 Curating Exhibitions: The Politics & Aesthetics of Display

2nd Semester

This unit will explore the notion of curatorship as a rubric for the research, collection, custodianship, preservation and public representation of a wide range of interdisciplinary subjects. These may include the visual and performing arts, community-based cultural performance practice, history, nature, science, and political atrocity and struggle. Informed by contemporary theoretical debates concerning the cultural construction of ways of seeing and showing, it will investigate vernacular curatorial cultures as well as facilitating critical and practical reflection on Professional curatorial strategies. This would involve examining such representations as exhibitions, festival and folklore performances, museum displays, documentary photographs, films, music albums and new media, etc. in an historical and international context, foregrounding the curatorial challenges of responding to contemporary (South) African social transformations. Technical and logistical considerations (e.g., mounting and touring exhibitions and/or
performances) will be included. Students will research and develop a detailed proposal for curating a particular project.

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 the Post Graduate Diploma or Honours courses 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).

WSOA7027 Arts, Culture and Heritage Management 1: Policy, Leadership and Research

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, 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.

WSOA7028 Arts, Culture and Heritage Management 2: Operational Skills

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 and group work.

WSOA7029 Arts, Culture and Heritage Management 3: New Paradigms for Marketing, Sponsorship and Funding

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.

Topics to be focused on include: 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 and Heritage Management units.

WSOA4010 Public Culture
Core unit for the Heritage Studies programme
2nd 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: a 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.)

WSOA4006/WSOA7011 Curating Exhibitions: The Politics & Aesthetics of Display
2nd Semester

This unit will explore the notion of curatorship as a rubric for the research, collection, custodianship, preservation and public representation of a wide range of interdisciplinary subjects. These may include the visual and performing arts, community-based cultural performance practice, history, nature, science, and political atrocity and struggle. Informed by contemporary theoretical debates concerning the cultural construction of ways of seeing and showing, it will investigate vernacular curatorial cultures as well as facilitating critical and practical reflection on Professional curatorial strategies. This would involve examining such representations as exhibitions, festival and folklore performances, museum displays, documentary photographs, films, music albums and new media, etc. in an historical and international context, foregrounding the curatorial challenges of responding to contemporary (South) African social transformations. Technical and logistical considerations (e.g., mounting and touring exhibitions and/or performances) will be included. Students will research and develop a detailed proposal for curating a particular project.

MASTERS UNITS

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

WSOA7017 Public Culture
**Core unit for the Heritage Studies programme**  
*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 a 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).*

**SOSS7036 The Theory and Practice of Archives**  
*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 archives 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.

**WSOA7011 Curating Exhibitions: The Politics & Aesthetics of Display**  
*Elective unit for Heritage Studies*

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.

---

**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 or Nini Monyane 011 717 3023 cathrine.monyane@wits.ac.za*  

**CORE COMPULSORY COURSES**
EDUC7030 Research Design
Offered in Semester 1 and in Semester 2

The main purpose of the Research Design course is to provide students with focused and dedicated training and support in research methodology and writing to enable them to prepare their research proposals (not exceeding 4,000 words), conduct their fieldwork and prepare their research reports successfully. The course prepares students to undertake original research in the field of education, it introduces qualitative and quantitative methodology; reviews issues such as crafting research problem statements, undertaking literature reviews, identifying and conceptualizing a research area; guidelines for preparing a research proposal; writing techniques; argument; evidence; evaluation of social scientific literature; reliability and validity.

SCED7005 Research Methods and Design In Science/Maths Education

The course deals with both qualitative and, to a lesser extent, quantitative research approach to investigating science and mathematics education. Content includes the nature and purpose of research in science education; a review of research approaches and instruments; collecting and analysing different types of data; research rigour (in qualitative and quantitative research); an introduction to methods of analysis and preparing the research proposal.

The proposal is a logically argued case, supported by evidence, justifying the research and showing that the researcher is capable of doing it. A pre-requisite for passing the course is the production of a satisfactory research proposal.

EDUC7031 Research Report

The Research Report constitutes half the requirement for the degree of M Ed by coursework and research report. It involves a comparatively small-scale research project in the sphere of education. Its major goal is the production of a report of approximately 25,000 words (maximum) on a topic firmly located in the area of concentration of the course package.

Developing out of the research plans formulated in Research Design EDUC 7030, students undertake the research proposed and write it up as a Research Report. Choice of topic may be limited by the availability of suitable supervisors within the Faculty of Humanities.

M Ed OPTIONAL COURSES ACCORDING TO PACKAGES

CURRICULUM STUDIES

The courses offered in this package offer powerful conceptual resources for understanding different facets of curriculum and their implications for educational practice. They also support students in developing abilities for research in the field of curriculum and instruction. The courses which comprise this package focus on various aspects of curriculum such as foundations for thinking about curriculum, dilemmas of curriculum development and enactment, inclusive curriculum, perspectives on learning and teaching, and assessment.

Any combination of these courses will equip you for a variety of kinds of work in the field of curriculum within the different levels of education. Many students who have completed the package have found it very useful in improving their classroom practice either in schooling or in Higher education. We also often have educators who are located in government departments, NGOs, research institutions and who find the courses very useful in thinking about curriculum implementation in terms of teaching and assessment, program evaluation, textbook development etc.

First Semester options:
EDUC7013: Issues in Curriculum
EDUC7029: Psychology and Pedagogy
Second Semester Options:
EDUC7040: Studies in Pedagogy
EDUC7091: Assessment in Schooling and Higher Education
EDUC7056: Curriculum Development

TERTIARY EDUCATION TEACHING

This package is intended for educators who are currently lecturing, tutoring or designing curricula in tertiary institutions and wish to develop their own practices as tertiary educators, challenge their own assumptions and undertake research in the higher education field, and in so doing improve their qualifications.

This package is offered on a part time basis over two years. Students do three option courses and a research project. The package offers conceptual resources for reflexive analysis of practice and for researching curriculum, teaching, learning and assessment in Tertiary Education.

Students 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 can register for single modules and accumulate credit towards the degree. 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.

Students choose three of the following courses.

First Semester options:
EDUC7013: Issues in Curriculum
EDUC7029: Psychology and Pedagogy
AELS7031: Language, Learning and Academic Literacy

Second Semester Options:
EDUC7040: Studies in Pedagogy
EDUC7056: Curriculum Development
EDUC7091: Assessment in Schooling and Higher Education OR
AELS 7027: Language and Assessment (only one assessment course may be taken)
EDUC7013 Issues in Curriculum

The course 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 on 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 course 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 course and deeper engagement with their own areas of curriculum interest.

EDUC7029 Psychology and Pedagogy

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.

EDUC 7091 Assessment in Schooling and Higher Education

"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 course is:
Given that assessment is required to respond to the societal challenges of preparing learners for a knowledge society while addressing imbalances and inequalities inherited from apartheid, and given the tension between standardised assessments and formative assessment, how can teachers and higher education lecturers think about, use and create assessment processes and tasks in such a way as to enable student learning and better results?

The course introduces educators to key debates in and research on assessment. Some of the questions we will raise are:
- In what ways has assessment reproduced social inequalities? How can assessment be used for empowering students’ learning? What tensions arise from governments’ need to standardise assessment? What is the value of schooling that assessment needs to capture?
- What needs to be considered in the process of designing valid and reliable assessments – for standardised as well as formative assessment? What conceptual and pedagogical problems are involved in making criteria explicit?
- How can summative and formative systems of assessment be aligned so as to support student learning?
The course situates its discussion within the new developments in assessment in schooling and in higher education institutions.

**EDUC7040 Studies in Pedagogy**

All educators are faced with key choices in deciding what and how to teach, and what materials and resources to make available to promote learning. This course focuses on principles and processes which underlie pedagogic discourses and practices. The course explores how pedagogical processes transform knowledge and how these transformations enable or constrain learning, and shape learner consciousness and identities.

The aim of this course is to develop a conceptual framework for theorizing and researching pedagogy. The course offers a range of conceptual resources for describing, investigating and analyzing pedagogical relations. These should enable course participants to critique aspects of their own and others’ pedagogy and, through this process, to open new possibilities for practice. The overall emphasis of the course is therefore on implication rather than application.

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

**EDUC7056 Curriculum Development**

This course builds on Curriculum Issues 1. It aims at developing reflexive capability in teaching, managing and researching curriculum practice. It takes a holistic view of curriculum, starting off with technicist orientations and then moving into broader, critical approaches. We will analyse international and South African publications on practices in schools and classrooms that enable epistemological access to all students. The unit of analysis includes the official curriculum; school organisation and culture; teachers’ language in the classroom, epistemological and social representation in textbooks; the knowledge being taught and teacher’s pedagogy ranging from assimilatory to post-conflict to humanising pedagogy.

The course is aimed primarily at educators and managers in schooling but is also suitable for educators from other educational institutions, including officials in government departments/units responsible for mediating policy for practitioners.

**ADDITIONAL OPTIONS FOR TERTIARY TEACHING**

**First Semester**

**AELS7030 Language, Learning and Academic Literacy**

Lecturers in universities and teachers in schools are grappling with the demands of teaching diverse classes of multilingual learners. This module examines key theories, debates and research in the area of students’ acquisition of academic literacy, in South African contexts, that are important for both teachers of English and subject or disciplinary specialists.

**Second Semester**

**AELS7027 Language and Assessment**

This 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.

**EDUCATIONAL TECHNOLOGY**

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, whiteboards, etc. – in the classroom, lecture theatre or training centre. There are also myths and pitfalls in abundance, usually arising from false beliefs about technology 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 includes the following courses:

**EDUC7029 Psychology and Pedagogy**

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 will pursue a research and writing programme focused on learning in relation to education technology through the course.

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

The course 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, and the transformation of childhood culture in the digital age. The politics and practices of eLearning and digital publishing will come under scrutiny.

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

The course 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.

Students interested in educational policy issues related to Educational Technology may substitute either the course ISSUES IN EDUCATION POLICY: EDUC7015 or MANAGING EDUCATIONAL CHANGE: EDUC7099 for EDUC7098.

Students interested in eLearning issues in Higher Education may substitute the course STUDIES IN PEDAGOGY: EDUC7040 for EDUC7097.

EDUCATION, DEMOCRATIC CITIZENSHIP AND HUMAN RIGHTS

This package introduces philosophical (and in particular African) perspectives on human rights, democratic citizenship, justice and knowledge in education. 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; examine conceptions of human rights, citizenship and justice among learners and students; and engage in critical analysis of current curriculum materials.

Students interested in a research in this package area can choose one course from another package, if they do not want to enrol for three courses in this package.

EDUC7092 Aims and Conceptions of Education

Understanding the aims and conceptions of education is directly linked to understanding who we are as human beings and the nature of our societies. Just as a ship without a rudder would completely lose direction in the ocean, human activity that is purposeless is equally meaningless. “Actions and activities are identified in reference to what an agent is doing” (R.S. Peters, 1973), so too is the activity of education.

Just as Aristotle asked: What is the end or the chief good of the things we do; we pose the questions: what is the chief end of education? Can our lives be guided without education? What should be the central aims of education in our contemporary societies? Should we have education at all and should this education have any central aims? Why should we have schools? This course introduces students to a critical examination of these questions while at the same time trying to understand what should the proper aims of education that will guide how we develop the ideals of education in a nation.

While acknowledging the technologically driven mindset to make education relevant to market and labour demands, the course interrogates whether this is all that remains to be said of the aims and conceptions of education. In response to these challenges, the course invites students to deeper and critical engagement of central issues in the aims and conceptions of an education. It argues that technological, moral, political and economic dimensions should equally shape what we think of education for education to continue to be relevant to the demands of the modern society. This approach reclaims the identity of the person as central to the framing of educational agendas.

The course is suitable for educational practitioners, managers, researchers and all who are perturbed by the direction in which education seems to be manifesting itself.

EDUC 7109: African Philosophy of Education and Epistemology

Is there a perspective, a body of thought, or a particular way of ‘doing’ philosophy that can be called ‘African’? Are there uniquely and distinctly African ways of philosophizing? Are the component concepts, principles and values of this philosophy sound? Whether or not satisfactory answers to these questions are
forthcoming, the possibility and plausibility of African philosophy might nonetheless be established in terms of its priorities. Given the different historical, geographical, cultural and social contexts and political and educational circumstances of Africans, it is reasonable to assume that philosophical priorities differ in accordance with these.

Our central concern in this course 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 course 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 course:

- What is ‘African philosophy’? What is philosophy of education in Africa?
- 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?

**EDUC7062 Education and the Social Order**

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
- conceptions of public reason in a democracy
- rights of democratic participation.
- the idea of irreducible social goods.
- recognition as a social virtue.
- significant versus contingent judgements

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

- 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?
• What legal and constitutional system best supports a deliberative view of democracy?
• Is restorative justice better suited to South Africa than retributive justice?

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

The Division of Education Leadership and Policy Studies (ELPS) is a dynamic centre of teaching and research in the field.

If students 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 they can undertake studies in Education Leadership or Education Policy by choosing three of the following courses. In addition, students are required to complete Research Design course.

First Semester

EDUC7015 Issues In Education Policy

This course 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.

EDUC7096 Issues in Education Leadership and Management

This course introduces students to paradigms, theories, approaches, concepts and contemporary issues in the field of educational leadership and management. The course explores educational leadership issues within the local, national and international context, with a specific focus on school leadership effects on student learning, the impact of leadership on organizations, management of systems, understanding organizational structure and its impact on the effectiveness of the organization. The course also explores the impact of culture on schools as organizations.

EDUC7099 Managing Educational Change

This course focuses on both the internal and 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 the influences of culture on educational change. How these wider factors influence and shape institutional decisions will be analysed.
Second Semester

EDUC7095 Leadership and Management of Teaching and Learning

This course 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.

EDUC7038 Studies in Education Policy

The objective of the course is to identify innovative solutions and policies, approaches and practices that can be applied to well-known and well-documented problems and constraints facing education in South Africa and the rest of the continent, particularly within the SADC region. The course reviews current education development issues and the processes and dynamics of policy implementation from a comparative perspective. It further focuses on the role of various methods and approaches to research used by policy analysts, evaluators and planners to advise governments and international agencies regarding options for educational change (e.g. sector assessments/reviews and policy surveys, reviews or evaluations). It is a comparative course for those interested in understanding and learning from the experiences of the education and schooling systems of the developing world under the pressures of globalization.

EDUC7011 Issues in Applied Education Economics and Planning (Part 1)

This course aimed at enhancing students’ understanding of the relationship between education (the so-called ‘supply’ side) and the economy (‘demand’ side). It will stress the need for policy makers to pay attention to both education and economic planning in order to maximize the developmental benefits to society. The course will concentrate first on ‘basic economic concepts’ and then on the relationship between education and the economy; some issues in the economics of education; and finally on the linkages between education and the labour market.

In addition, the ELPS division offers the following three courses to students who have registered for the Professional Certificate in Educational Finance. Interested students who have to work in education departments must apply directly to the coordinator, Dr Francine de Clercq.

EDUC7093 Issues in Applied Education Economics and Planning (Part 2)

EDUC7036 Studies in Education Finance

INCLUSIVE EDUCATION

This package is designed for teachers, school leaders and managers, district and department officials and others who are concerned to understand and address exclusionary pressures and promote support for learning, access, participation and belonging of diverse learners in schools.

EDUC7068 Inclusive Education, Conceptions, Issues and Strategies
In this course 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.

This course is offered on Thursdays in Semester 1

EDUC7029 Psychology and Pedagogy

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. In education that aims to be inclusive (and that in the past which sought exclusion), different theories of learning have had a massive influence on the way disabilities have been conceived of and provided for in the classroom over time. Students who enroll for this course from within the Inclusion package will be able to pursue a reading and writing programme focused on the relationship between learning, pedagogic and disability. The course consists of a history of ideas and focused study of key contemporary debates and research perspectives in the field. This course is offered on Mondays from 16h00 – 18h00 in Semester 1, 2014.

EDUC7108 Studies in Inclusive Education.

Inclusive education must be more than rhetoric, or wishful thinking if exclusion is to be reduced in schools and classrooms. This course focuses on the practice of inclusive education in system-wide, school-wide, classroom and individual domains, offering students the opportunity to acquire knowledge and skills of inclusive practice specific to their areas of interest and involvement.

MATHEMATICS EDUCATION

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 courses see the Faculty of Science course booklet.)

First semester

EDUC7094/SCED7022 Teaching and Learning Mathematics

The course 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

SCED7021 Curriculum Issues in Mathematics Education
This course engages with key debates in curriculum reform in mathematics education. We focus our discussions around recent reforms in South Africa across the GET and FET bands. Issues considered include the calls for integration, the arguments for reform, and the views of mathematics and its teaching and learning that are implicated within particular curriculum formulations. The need for teacher development in a context of curriculum reform is also considered, as are international examples of reform in mathematics education.

Curriculum theory is introduced as a way of understanding and analysing curriculum shifts, and different curriculum models/ categorisations are discussed and compared. The different foci of theories – e.g. on the organisation of knowledge, on pedagogic practice, or on the nature of mathematics and its learning – are emphasised. An explicit aim of the course is to develop course participants’ use of theory to analyse different curriculum formulations, to consider whether the theory provides useful ‘handles’ for analysis, and to think about the potential implications of these formulations for practice. Thus we make recurring reference, in the context of different curricula, to what Bernstein’s concepts for example, can tell us about the reform under consideration.

**SCED7018 Language and Communication in Mathematics Education**

This course 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 conceptualisation of language use in mathematics classrooms as a socio-cultural and socio-political 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 course has three main themes:

- 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 multilingual mathematics classrooms

**SCIENCE EDUCATION**

**First semester**

**EDUC7033/SCED7019 The Learning and Teaching of Science**

This course 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.

**Second semester**

**SCED7029 Subject Matter for Teaching Science**

This course will offer a critical examination of science 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 science and how these ideas 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 science will be studied. To enable a deeper consideration of content, the class will separate into physical science and life science groups for some sessions.
SCED7016 Current Issues in Science Education

This course explores issues in science education such as curricula and resourcing; past and present efforts at framing policy and curricula; 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. Participants will use this overview to make proposals on how to improve science education in developing countries, in particular those countries represented by the course participants.

THINKING CLASSROOMS AND COMMUNITIES

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 courses 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).

EDUC7102 Introduction to Philosophical Topics

This course 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 or who would like to deepen their acquaintance with 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 course allows for plenty of small group discussions and plenary dialogues.

EDUC7103 Teaching Critical Thinking and Ethical Decision-Making

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 course is:

- to introduce students to the theory and dialogical practice of communities of philosophical enquiry;
- to introduce students to the use of picturebooks and other art forms for philosophical enquiry through verbal and visual explorations;
- to deepen understanding of how philosophical enquiry can teach ethics 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 course is carefully balanced between theory and reflection on practice to allow for rigorous, informed, reflective practice. Teaching is on Saturdays – dates are negotiated with students.

A previous student commented on the course as follows:

“[the course] is critical because of the history in this country of non democratic participation and the chronic lapse in the previous curriculum in teaching children to think for themselves. I also think it is critical for teachers who are qualifying to understand what real education is about and that is not just regurgitating facts or getting it ‘right’ but developing skills for lifelong learning. I also have really enjoyed the participatory part of this course and to me that is one of its strengths because it shows teachers how to involve children in their learning and it teaches children tolerance, appreciating differences and exposure to other people’s point of view.”

**EDUC7104 School Ethics**

Laws and policies do not always provide us with a definitive guide to morally justifiable action. This course 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 course challenges mainstream curriculum ideas about children’s cognitive and moral development. It is not compulsory, but recommended to complete the course *Teaching Critical Thinking and Ethical Decision-Making* before attending this course. We will meet on Saturdays – dates are negotiated with students.

**EDUC7106 Thinking through Texts**

This course 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 gender, race, 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 courses 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 MEd. 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 course coordinator.

**B ED (HONS) MODULES**

1*st* Semester

EDUC4005 Educational Theory: Research and Enquiry (1)

2*nd* semester

EDUC4006 Educational Theory: Research and Enquiry (2)

Presenters: Lecturers in the Wits School of Education.
An M Ed student will be informed in advance if he/she is required to complete, concurrently to his/her M Ed courses, Hons modules in Educational Theory.

**HONOURS AND MASTERS in the field of ENGLISH EDUCATION – by coursework and research report**

These courses are offered simultaneously at Honours and Masters levels. The Honours and Masters in English Education have been designed to meet the needs of English education in South Africa and Africa in the 21*st* century.

**ENGL4002/7002 (1) Core Course in English Education**

This semester-long course is an introduction to the field of English Education in South Africa and Africa. It focuses on questions of transition and change, taking cognisance of the latest pedagogic theories and trends. It explores the question, ‘What is English?’, through examining English as discipline/subject; through looking at its content – literature, language, media and film, creative writing – and its relationship to social factors such as power, access and change, as well as to contemporary theories of literacy.

**ENGL4025/7021 (2) Rethinking Literature in Education**

This module aims to foreground literature studies within language curricula. It examines the place of literature in South Africa’s new language curriculum, and contextualises English teaching and learning within South Africa’s history. It attempts to provide a philosophical basis for the study of literature, as well as an overview of critical theories and pedagogical approaches appropriate for classroom use. Well known and accessible literary texts are used.
ENGL4033/7030 (2) Visual Literacy and Role of Media in English Education

The concept of ‘visual literacy’ is interrogated and placed within a multiliteracies and multimodal theoretical framework. Underlying this module is the phenomenon of a changed communicational framework in the contemporary world. The visual and other modes are explored as means for the teaching and learning of English, through a range of projects and assignments. The media and popular culture are explored also as alternative curricula and sites of learning in English classrooms.

ENGL4034/7031 (2) Writing: Theory and Praxis

This module aims at developing the writing skills of English teachers at all levels as well as their competence as writing teachers. Theories of writing as well as different approaches to the teaching of creative and other forms of writing are examined. Students workshop their writing in a range of genres, from poems and short stories to essays and journal entries.

ENGL4024/7006 (1/2) Honours Research Essay and Masters Research Report

These important components of the Honours and Masters in English Education programmes are introduced via a series of seminars and workshops, aimed at introducing students to the basics of research design and research methodology, as well as at assisting students to find a topic. Research students are assigned a supervisor with whom they work closely on all aspects of their research project.

HONOURS AND MASTERS in the field of APPLIED LANGUAGE AND LITERACY EDUCATION

Core courses:
AELS 4021: Paradigms and methods in applied language studies
AELS 4008: Critical literacy, new literacy studies and multiliteracies
AELS 4016: Research essay on an approved topic

Elective courses:
AELS 4009 Early Literacy
AELS 4011 Grammar and grammar pedagogy
AELS 4012 Language and assessment
AELS 4013 Language policy and planning
AELS 4014 Language, learning and academic literacy
AELS 4019 Teaching materials: principles, practices and design
AELS 4022 The theory and practice of foreign language teaching
AELS 4023 Selected topic in language or literacy of literature education
AELS 4113 In and out of school literacies
ENGL 4025 Rethinking literature in education

PGCE (POSTGRADUATE CERTIFICATE OF EDUCATION)

SLLM is responsible for the following courses on the PGCE:
ENGL5049 (1/2) English Methodology

This course consists of Language and Literature Methodology and aims at preparing pre-service teachers in a practical way for teaching English in South African high schools. Topics studied include materials and resources development, media and film studies, drama in the classroom and creative writing. There is an emphasis on diversity in the classroom and on South Africa’s ‘new curriculum’.

Languages Learning Area (Literacy, Language and Communication):

EDUC5091 (1/2) Texts, Resources and Pedagogies in the junior classroom (Gds 8 & 9)

This course derives from an important structural principle of the New Curriculum, i.e. the clustering of cognate subjects and disciplines into a “learning area”. This learning area covers all or any of South Africa’s official languages. The course prepares pre-service teachers to teach a language at Grades 8 and 9 levels by focusing on appropriate texts and resources and on preparing materials.

ENGL5041 (2) English School Experience

English School Experience comprises 10 weeks (in two batches/stints) in South African high schools. The aim is for pre-service English teachers to implement theories, strategies and approaches they have encountered in their PGCE courses in senior high school classrooms, as well as to experience English teaching in South African sites.

EDUC5103 (2) Languages Learning Area School Experience

School Experience in the Languages Learning Area takes place at Grades 8 and 9 levels only. Pre-service teachers have 10 weeks in South African schools, during which time they observe expert and experienced language teachers in action and teach classes themselves. The aim is for them to implement theories, strategies and approaches that are pertinent to the teaching and learning of language in Grades 8 and 9, as well as to engage in their own teaching at junior levels.
School of Geography, Archaeology and Environmental Sciences

HONOURS in the field of ARCHAEOLOGY

Students are required to complete four units and a Research Project in order to attain the degree.

Units on offer include Theory of Archaeology, Stone Age, Fieldwork, and Contemporary problems in archaeology. Students can choose a course on lithics centered archaeology or Rock Art in the Stone Age unit, and between Heritage Management or Historical Archaeology in the Contemporary problems in archaeology unit.

In the field of 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

ARCL5004: Palaeoarchaeology

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; hominin 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.

ARCL5005: Faunal Analysis from Archaeological Sites

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.
ARCL5006: Geomorphology and Palaeoenvironments

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.

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

ARCL7004: Rock Art Management

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.

ARCL7005: Rock Art of Africa

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 content. 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.
ARCL7006: Anthropological Theory and the Philosophy of Rock Art as Information

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?

BA (Honours) in the field of Geography through the Faculty of Humanities

BA (Hons) Geography and Environmental Studies Degree Structure

The BA (Hons) Geography and Environmental Studies degree consists of four courses and an independent research essay of between 8 000 and 12 000 words.

Courses offered

Eight courses are offered at honours level. You may select four courses from our offerings or you may select three courses from this list and one course from another discipline.

First Semester

Advanced GIS (GEOG 4010)
Synoptic Climatology and Air Pollution (GEOG 4006)
Rural Geography (GEOG 4031)

Second Semester

Climate Change (GEOG 4019)
Environmental Education (SCED 4005)
Environmental studies: Geohazards and Risk (GEOG 4022)
Geomorphology (GEOG 4007)
Understanding Cities in Africa (GEOG 4025)

The independent research essay

At honours level, there is a strong emphasis on developing research skills. One of the requirements for the completion of the honours degree is an independent research essay of between 8 000 and 12 000 words.

- The student is supported and mentored through the research process by a supervisor selected from the teaching staff in Geography.
- While research topics are not limited, the teaching staff in Geography has a range of research specialisations and we encourage students to select topics within these specialisations. These specialisations are advertised in the honours orientation programme at the beginning of the year, alternatively, links to the research profile of the supervisors can be found on the staff page.
- Each supervisor takes on between two and three students per year and it is advisable to contact your preferred supervisor as soon as possible.
- Students present a research proposal at a seminar at the beginning of April to the department.
- Students present a second seminar on their research findings in September.
• The final research essay is submitted at the end of October to the supervisor who will then mark the essay.
• The supervisor's mark is then moderated by an external examiner.

Entry requirements

The requirements for entry to the programme are as follows:

• An undergraduate BA degree in Geography from a recognised university.
• A minimum mark of 65% in Geography (applicant with marks lower than 65% will not be considered).
• If applying from a university other than the University of the Witwatersrand, we may request a written piece of work (preferably independent research). This work should be authored solely by the applicant and written in English.

Length of the degree

The BA (Hons) degree full time extends for one academic year. Part time studies extend over two academic years. Applying for BA(Hons) Geography and Environmental Studies

1. Applications can be submitted at any time of the year to the Faculty of Humanities, however, the student may commence studies only in February or July.
2. Apply to the Faculty of Humanities. The application form for postgraduate study can be found at http://www.wits.ac.za/Prospective/Postgraduate/ApplicationInfo/ApplicationForm.htm.
3. Note than general information pertaining to the admission system, applications from foreign universities, international students, financial aid and scholarships, fees, accommodation can be found on pages 11 and 12 of the application form (see also useful contacts below). Please do not request information pertaining to these matters from the Geography Department.
4. The Faculty of Humanities will forward your application to Geography. We will contact you if we need you to submit a sample of written work (please make sure that you write you e-mail clearly on the application form).
5. Remember to include a transcript of results with your application to the Faculty of Humanities if you hold an undergraduate degree from a university other than the University of the Witwatersrand.

Evaluation and Assessment

The BA(Hons) Geography and Environmental Studies is made up of 5 modules (4 courses and a research essay). In the Faculty of Humanities [BA(Hons)], each course and the research essay are treated as separate modules. You need to pass all courses and the research essay (5 modules) to be granted an Honours degree.

USEFUL CONTACTS

Faculty of Humanities, Postgraduate Office
Webpage: http://www.wits.ac.za/Academic/Humanities/GSH
Tel: 27 (0) 11 717 4002/3/7/8, Postal: Humanities, Private Bag 3, WITS, 2050,
email: Hale.Modau@wits.ac.za
Honours course co-coordinator Dr Gijsbert Hoogendoorn (Gijsbert.Hoogendoorn@wits.ac.za)
BSc (Hons) Geography and Environmental Studies

Structure

The BSc (Hons) Geography and Environmental Studies degree consists of four courses and an independent research essay of between 8 000 and 12 000 words.

Courses offered

Eight courses are offered at honours level. You may select four courses from our offerings or you may select three courses from this list and one course from another discipline.

First Semester

Advanced GIS (GEOG 4010)
Synoptic Climatology and Air Pollution (GEOG 4006)
Rural Geography (GEOG 4031)

Second Semester

Climate Change (GEOG 4019)
Environmental Education (SCED 4005)
Environmental studies: Geohazards and Risk (GEOG 4022)
Geomorphology (GEOG 4007)
Understanding Cities in Africa (GEOG 4025)

The independent research essay

At honours level, there is a strong emphasis on developing research skills. One of the requirements for the completion of the honours degree is an independent research essay of between 8 000 and 12 000 words.

- The student is supported and mentored through the research process by a supervisor selected from the teaching staff in Geography.
- While research topics are not limited, the teaching staff in Geography has a range of research specialisations and we encourage students to select topics within these specialisations. These specialisations are advertised in the honours orientation programme at the beginning of the year, alternatively, links to the research profile of the supervisors can be found on the staff page.
- Each supervisor takes on between two and three students per year and it is advisable to contact your preferred supervisor as soon as possible.
- Students present a research proposal at a seminar at the beginning of April to the department.
- Students present a second seminar on their research findings in September.
- The final research essay is submitted at the end of October to the supervisor who will then mark the essay.
- The supervisor’s mark is then moderated by an external examiner.

Entry requirements

The requirements for entry to the programme are as follows:

1. An undergraduate BSc degree in Geography from a recognised university.
2. A minimum mark of 65% in Geography (applicant with marks lower than 65% will not be considered).
3. If applying from a university other than the University of the Witwatersrand, we may request a written piece of work (preferably independent research). This work should be authored solely by the applicant and written in English.

Applying for BSc(Hons) Geography and Environmental Studies

1. Applications can be submitted at any time of the year to the Faculty of Science, however, the student may commence studies only in February or July. Please note that mid-year intake is highly restricted as the places for the Geography Honours course are usually taken at the beginning of the year.

2. Apply to the Faculty of Science. The application form for postgraduate study can be found at [http://www.wits.ac.za/Prospective/Postgraduate/ApplicationInfo/ApplicationForm.htm](http://www.wits.ac.za/Prospective/Postgraduate/ApplicationInfo/ApplicationForm.htm).

3. Note than general information pertaining to the admission system, applications from foreign universities, international students, financial aid and scholarships, fees, accommodation can be found on pages 11 and 12 of the application form (see also useful contacts below). Please do not request information pertaining to these matters from the Geography Department.

4. The Faculty of Science will forward your application to Geography. We will contact you if we need you to submit a sample of written work. (Please make sure that you write you e-mail clearly on the application form).

5. Remember to include a transcript of results with your application to the Faculty of Science if you hold an undergraduate degree from a university other than the University of the Witwatersrand.

Evaluation and Assessment

For the BSc(Hons) Geography and Environmental Studies, the courses and research report are weighted as follows: 18.75% x 4 individual courses 25% research essay.

Honours course co-coordinator Dr Gijsbert Hoogendoorn (Gijsbert.Hoogendoorn@wits.ac.za)
School of Human and Community Development

PSYCHOLOGY

HONOURS in the field of PSYCHOLOGY

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

PSYC4045 Research Methods in Psychology
Compulsory module/unit
1st 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.

PSYC4044 Research Essay
Compulsory module/unit
1st and 2nd 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)

PSYC4034 Psychological Assessment: Theory & Research
2nd 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.
PSYC4058 Developmental Psychology
2nd 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.

PSYC4007 Cognitive Neuroscience
2nd 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.

PSYC4032 Psychoanalytic Theory
1st 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.

PSYC4029 Personality and Psychopathology
1st or 2nd 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.

PSYC4057 Health Psychology
1st 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.
PSYC4009 Community Psychology  
1st 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.

PSYC4026 Mind, Brain and Behaviour  
2nd 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.

PSYC4035 Psychological Interventions  
2nd 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.

PSYC4046 Social Psychology  
1st 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.

PSYC4042 Qualitative and Programme Evaluation Techniques  
1st 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, emphasizing practical aspects of data collection and analysis, yet equally concerned with theoretical underpinnings of techniques and criteria of rigour for research.

HONOURS in the field of INDUSTRIAL PSYCHOLOGY

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:

PSYC4019 Individual Well-being and Effectiveness at Work  
Compulsory module/unit  
2nd 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.

**PSYC4016 Group Processes in Organisations**  
*Compulsory module/unit*  
*1st 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.

**PSYC4053 Theoretical Foundations of Organisational Psychology**  
*Compulsory module/unit*  
*2nd 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.

**PSYC4045 Research Methods in Psychology**  
*Compulsory module/unit*  
*1st 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.

**PSYC4044 Research Essay**  
*Compulsory module/unit*  
*1st and 2nd 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 the field of ORGANISATIONAL PSYCHOLOGY

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.

PSYC7038 Organisational Psychology

Multivariate Research Design and Analysis
1st 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
1st 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
2nd 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
2nd 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

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.

**PSYC7009 Clinical Psychology I**

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. 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: Psychoanalytic Developmental Theory, Ethics of Clinical Practice, Community Clinical Practice (covering both Traumatic Stress and Emthonjeni 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.

**PSYC7035: Clinical Psychology II**

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**

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: PSYC7015; PSYC7016**

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**

*1st & 2nd 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**

*1st & 2nd 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**

*1st and 2nd 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
1st and 2nd 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.

PSYC7015 Research Workshops, Seminars and Report
1st and 2nd 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: PSYC7010

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 the field of RESEARCH PSYCHOLOGY

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).

PSYC7025 Multivariate Research Design and Analysis
Compulsory
1st 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.

PSYC7027 Qualitative Methods
Elective
2nd 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.

**PSYC7026 Programme Evaluation**  
_Elective_  
_1st 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.

**PSYC7014 Intellectual History of Psychology and the Human Sciences**  
_Elective_  
_2nd 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.

**PSYC7031 Gender in Psychology**  
_Elective_  
_2nd 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.

**PSYC7032 Research in Context**  
_Elective_  
_2nd 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.

**PSYC 7037 Cognitive Neuropsychology**  
_2nd 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.
PSYC 7012 Freud and the Origins of Psychoanalysis

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

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: PSYC 7046
  - Clinical Procedures: PSYC7047
  - Counselling Theory and Practice: PSYC7048
  - Educational Psychology in the Community: PSYC7049
  - Research Report: PSYC7051

The second year is an internship as a Student Psychologist at an enrolled site: PSYC7050

MASTERS IN NEUROPSYCHOLOGY

The Master of Arts in Neuropsychology degree is offered by the Department of Psychology in the School of Human and Community Development. It extends over not less than two academic years of full-time study. It comprises two parts:

Part 1:
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 Department and School of Human and Community Development.
- PSYC7039 Neuropsychology: Part A - Coursework
  This part consists of Advanced Studies and Advanced Clinical Practice. A candidate must attain a standard considered by the Senate to be satisfactory in both of these areas.
- PSYC7040 Neuropsychology: Part B - Research Report
  In addition to and concurrently with Part A - Coursework, the candidate shall submit to the satisfaction of the Senate, a Research Report on a topic approved by the Senate. The report will be of not less than 20000 words and not more than 30000 words.
Part 2:
The second part (usually the second year or M2) of the degree involves an internship of twelve months duration, at an internship site approved by the Health Professions Council of South Africa (HPCSA).

- PSYC7041 Neuropsychology: Part C – Internship

Neuropsychology Coursework and Research Report must be completed to the satisfaction of the Senate before the candidate may proceed to Neuropsychology. Part C - Internship, which consists of the successful completion of a twelve-month internship.

First Year: M1
The neuropsychology first year of training will comprise 5 core modules. These are:

1. Seminars in Neuropsychology
2. Neuropsychological Assessment
3. Interventions
4. Clinical Experience
5. Research Report

Internship: M2
More information on internships will be made available later in the year.

B ED HONOURS (EDUCATIONAL PSYCH)

OVERVIEW OF THE DEGREE
The B Ed Honours (Ed Psych) programme has been developed to enable those interested in the education and care of children and youth to improve their professional and academic competencies. As an education degree, it bridges two disciplines of education and psychology. The B Ed Hons (Ed Psych) is designed to train students to become learning support specialists (previously known as remedial specialists) in the broadest sense of the term, being able to support children, teachers and parents. On completion, students are equipped to work as a remedial/learning support specialist in a school or in their own practice. The degree also provides a career path to further study at the level of Masters in Education (in the field of Educational Psychology), which leads to registration as an Educational Psychologist.

The B Ed Hons (Ed Psych) degree is offered to students who are interested in understanding learners with a wide variety of educational and emotional strengths and needs. The aims of this programme are to develop competent and insightful professionals to support the strengths and needs of such learners in inclusive classrooms, in clinics and in the community.

MODE OF DELIVERY
This B Ed Honours (Educational Psychology) is available on a part-time basis only (degree takes 2 years to complete). Part-time students attend lectures/seminars held at the University one or two afternoons a week. Students are expected to read in preparation for the lectures and seminars.

CURRICULUM
The B Ed (Hons) at Wits consists of FOUR compulsory Honours level degree modules and a report on empirical educational psychology research conducted by the student under supervision of a member of Wits staff. All modules are compulsory.
<table>
<thead>
<tr>
<th>Course</th>
<th>Time</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Psychology Research</td>
<td>Term 1 Year 1</td>
<td>This will provide the theoretical background that will allow students to progress with their research proposals</td>
</tr>
<tr>
<td>Project Part I</td>
<td>2hrs x14 weeks</td>
<td></td>
</tr>
<tr>
<td>Inclusive Education: Learning</td>
<td>Term 2 Year 1</td>
<td>Theories and issues in inclusive education in South African contexts; theory, techniques and methodology for accommodating diversity in educational contexts</td>
</tr>
<tr>
<td>Support Theory</td>
<td>2hrs x14 weeks</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psycho-educational Assessment</td>
<td>Term 1 Year 2</td>
<td>A study of the theory and techniques of both standardized and dynamic forms of psycho-educational assessment; their applications to the South African context. Theory and practice of counselling in inclusive schools.</td>
</tr>
<tr>
<td>and Counselling theory</td>
<td>2hrs x14 weeks</td>
<td></td>
</tr>
<tr>
<td>Inclusive Education: Learning</td>
<td>Term 2 Year 2</td>
<td>The application of theoretical issues and practical techniques to the educational support of learners in clinical and educational settings; interventions occur with individuals and groups.</td>
</tr>
<tr>
<td>Support Practice</td>
<td>2hrs x14 weeks</td>
<td></td>
</tr>
<tr>
<td>Educational Psychology Research</td>
<td>Year 2 – all year</td>
<td>This will include supervision of research and any proposal presentations etc, some of which may begin in Year 1 Term 2.</td>
</tr>
<tr>
<td>Project Part II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SOCIAL WORK**

**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.

**SOCW7022 Occupational Social Work Research Report**

*Compulsory*

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.

**SOCW 7018 Advanced Occupational Social Work Theory and Practice**

*Elective*

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).

**SOCW7020 Contextual Issues for Advanced Occupational Social Work Practice**

*Elective*

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, Transformation, Conflict Resolution, Employment Equity, HIV/AIDS, and Human Growth and Development.
SOCW7021 Selected Topic in Occupational Social Work  
Elective
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.

SOCW7019 Advanced Field Practice in Occupational Social Work  
Compulsory
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.

SOCW 7013 Social Development  
Compulsory
*The unit runs daily for a period of 2 weeks 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.

SOCW 7014 Social Policy  
Compulsory
*The unit runs daily for a period of 2 weeks 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.

SOCW 7015 Programme Design and Management  
Elective
*The unit runs daily for a period of 2 weeks in 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.

SOCW 7016 Select Topic in Social Development  
Elective
Candidates are required to undertake a written assignment and verbal presentation on a topic in social development approved by the Department.

SOCW 7017 Research Report  
Compulsory
The research report counts 50% of the marks towards the degree and is undertaken under the guidance of a supervisor appointed by the department.

SPEECH PATHOLOGY/AUDIOLOGY

MA SPEECH PATHOLOGY/AUDIOLOGY BY COURSEWORK AND RESEARCH REPORT

(NB: Units are not open to students outside of discipline)

SPPA 7022 Research Methods (with psychology)
Compulsory

Students acquire the ability to critically discuss research design and analysis methods.

In addition, students are required to select THREE of the following:

SPPA 7001 Advances in Adult Language Pathology
Theoretical considerations regarding theories and clinical applications for the assessment and management of adult language disorders

SPPA 7002 Advanced Hearing Aids Technology

Latest in theoretical and technological advances in the field of amplification in both pediatrics and adults.

SPPA 7003 Advanced Hearing Science

Contemporary developments and advances in hearing science and its impact on audiological assessment and management.

SPPA 7004 Advances in Audiology

Latest and most current theoretical and clinical knowledge in the field of audiology focusing specifically on auditory evoked potentials, otoacoustic emissions, and cochlear implants.

SPPA 7005 Advances in Speech Pathology

Application of latest research findings and technology to management of speech disorders

SPPA 7006 Advances in Child Language Disorders

Theoretical and clinical considerations for the assessment and management of childhood language development and disorders.

SPPA 7007 Clinical Ethics and Professional Issues

Knowledge, skills and values needed to engage critically in ongoing debates relating to ethical dilemmas and professional issues pertinent to health care Professionals.
**SPPA 7008 Communication Disorders in Multilingual Populations**

Research and Clinical application of psycholinguistic and sociolinguistic theory of bilingualism to all communication disorders.

**SPPA 7009 Deafness Studies**

This course is determined by what is current and relevant in the field of deafness such as current opinions about different modes of communication, beliefs about amplification, educational principles and the Deaf, etc.

**SPPA 7010 Dysphagia**

Theoretical and clinical considerations for paediatric and adult dysphagia.

**SPPA 7011 Early Intervention**

Service delivery for infants, toddlers and children 0-3 years in speech, language and hearing disorders.

**SPPA 7023 Selected Topic in Audiology**

This course is a flexible topic that affords the student an opportunity to research recent advances in any area of interest in audiology, an area that is not covered by the other courses. Areas such as HIV/AIDS and its impact on hearing, audiology in developing countries, head trauma and audiological testing, the impact of poverty on audiological service delivery, etc.

**SPPA 7024 Stuttering**

Current theory and therapy for fluency disorders

**SPPA 7021 A research report on an approved topic not exceeding 30,000 words.**
School of Social Sciences

In the field of 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 25 000 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 for 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.

The period in which some of the postgraduate courses are running are subjected to change due to arrangements between lectures and students on times suitable to everyone. The departmental seminar venue is used for these courses due to the small group sizes.

HONOURS/MASTERS COURSES

SEMESTER 1

HIST 4001/HIST7007 Rural Transformation: Town and Countryside in Transition

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 4008/HIST 7015 Medieval and Renaissance Italy, from City Communes to Renaissance States

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 4011/HIST7022 Rural Development

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 4014/HIST7026 Themes in African-American History in the United States

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 4018/HIST 7030 Oral & Documentary History: Theory and Practice

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 4020/HIST7039 The Environmental History of Africa

This course examines the history and origins of ideas, assumptions and perceptions, as well as prescriptions about what historical African cultures, colonial, and post-colonial governments in southern, central, east, west and North Africa thought about how land should look. To understand the foregoing, the course addresses the following themes in the environmental history of Africa: theory and methodology; historiographical contours and debates; pre-colonial environmental history; the impact of European colonialism and penetration into African environments and resource uses; game hunting and wildlife conservation; forests and forestry history; nature reserves and national parks; degradation narratives (i.e. soil erosion and conservation and colonial interventions and African responses); drought and desertification; the politics of water; sustainability and community conservation post-colonial Africa; and climate change in historical perspective.

WSOA 4010/WSOA 7017 Public Culture

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.
SEMESTER 2

HIST 4009/HIST 7016 Representations and re-representations in History

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.

HIST 4013/HIST 7025 The Making of Urban South Africa

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 4016 War & European Society in the 20th Century

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 4019/HIST 7031 Regency Britain c.1800 - 1837

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.

HIST 4010(HONS): Research Project / HIST 7003 Research Report

In the final quarter or term students will complete writing up their reports based on original research. The dissertations are between 15 000 to 20 000 words. Three bound copies of the research project must be submitted
to the Department: the original plus two photocopies. For masters research report submissions, refer to the Faculty of Humanities faculty office.

MASTERS DEGREE BY COURSE WORK in the field of HISTORY AND FILM DOCUMENTARY

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 take 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.
In the field of 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 AND MASTERS COURSES

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 4018 International Relations Theory and Research
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 emphasized 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 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 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 4051/INTR 7066 Principles of Statistical Social Research**

This unit introduces the principles of statistical social research, emphasizing applicants 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 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 have mathematical training beyond high-school algebra, nor to have prior experience in using computers for data analysis.

**INTR 4044/INTR 7042 International Political Economy of Development**

This unit focuses on the international political economy of development. It examines how the notion of development has been reflected in the international system, as well as how the international system has grappled with development challenges. Starting with the treatment of development issues by multilateral institutions such as the IMF, World Bank and UNDP, the unit then traverse contemporary development concerns such as aid and debt relief, poverty reduction, corruption, and governance. In addition to a final exam, students are required to read intensively, participate actively in class discussions, and produce two critical review essays.

**INTR 7068 Advanced International Relations Academic Literacy and Research Methodology for MA Research**

The purpose of the course is to provide students with the advanced methodological skills required to produce a MA research proposal and ultimately a MA research report. Students will also be required to identify and critique research methodology used in seminal works in the discipline.

**INTR 7067 Advanced International Relations Theory**

This course will deepen and expand upon students’ understanding of the role of theory in International Relations (IR). Students will critically engage with mainstream and critical theories in IR in order to determine their explanatory or predictive value for both scholars and policy makers, particularly for studying the developing world. We will also assess the extent to which IR ontology and epistemology have been determined by Western perspectives as reflected in the dominant theories of the discipline. We will finally consider how IR theory could be enriched by diverse perspectives from the South.

**INTR 7036 Selected Topics: Empire and the Crisis of Civilization**

This course will explore the historical and contemporary understandings of ‘Empire’ in the social sciences. Drawing on critical theory it will assess how Empire relates to territoriality, power, culture and economic accumulation. These dimensions of Empire will be located within a historicised perspective to provide a critical understanding of the relationship between Empire and contemporary capitalism. At the same time, the making of Empire will be related to the engendering of ‘civilisation’. The genealogy of the category civilisation will be critically explored. The course will also investigate how contemporary capitalism defines the meaning of civilisation and constitutes civilisation.

**SEMESTER 2**

**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 plurilateral institutions such as AU/NEPAD, European Union Regional Partnerships Agreement (EU REPAs) with developing countries, Africa Growth and Opportunities Act (AGOA), as well as India-Brazil-South Africa (IBSA) cooperation.

**INTR 7003 Advanced International Security Studies**

The present international defence debate is the focus of this unit. The termination of the Cold War, the 9/11 Terrorist attacks and the wars in Afghanistan and Iraq have resulted in the development of a number of new trends with regard to defence issues. Modernizing and incorporating advanced technologies into armed forces, significant disarmament, new actors and power realignments are all posing significant challenges to traditional conceptions of war and the state’s monopoly of violence. Students will investigate the causes of conflict, international military developments, advanced doctrine and military theory.

**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 4031/INTR 7023 Conflict Resolution 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 4045/INTR 7043 International Political Economy of African Development**

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 4050/7065 International Relations of Africa’s Natural Resources**

This course focuses on the implications of Africa's natural resources for international peace and development. It explores causal linkages between natural resource abundance, violent conflict, and governance quality in the region, as well as the growing importance of Africa's natural resources in the global political and economic system. Students will be expected to read theoretical and comparative literature, as well as more directly policy-relevant cross-national and African country studies. They will be encouraged to think critically about international challenges related to Africa's natural resource abundance.

**INTR 4037 Long Essay (Honours)**

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 (Masters)

Compulsory research report of between 25 000 and 30 000 words. The research report will count for 50% of the overall mark.

In the field of 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 COURSES

PHIL 4024/PHIL 7042 African Philosophy

SEMESTER 1

PHIL 4013/PHIL 7011 Philosophy of Art

This unit will cover select topics, e.g. representation; the cogntivity of art; expression; style; the nature of criticism; the aesthetic attitude and aesthetic experience.

PHIL 4016/PHIL 7014 Philosophy of Science

A critical examination of select topics in contemporary philosophy of science, e.g., laws, theories, explanation, confirmation, methodology, objectivity and relativism, etc.

PHIL 4021/PHIL 7023 Select Topics in the History of Philosophy: Kant

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.

SEMESTER 2

PHIL 4014/PHIL 7012 Philosophy of Language

A critical examination of select topics in contemporary philosophy of language. e.g., meaning and reference, naming and description, semantics and pragmatics, etc.

PHIL 4019/PHIL 7021 Select Authors: Plato

“No one doubts that the Republic is one of the very greatest works of Western philosophy. Like nothing before it and very little since, it combines philosophical and literary resourcefulness of the highest order in an attempt to answer the most important question of all—how should we live if we want to live well and be happy? Justly or unjustly? Morally or immorally? Moreover the answer it develops is based on an unusually rich account of our nature and the nature of reality. Ethics, politics, aesthetics, philosophy of religion, philosophy of mind, philosophy of science, epistemology, and metaphysics are all woven together in it, and their later developments have been decisively shaped by its contribution to them. Contemporary philosophers read the Republic, as their predecessors did, not out of piety, but because it continues to challenge, disquiet, and inspire. Western philosophy is not, to be sure, simply a series of footnotes to this amazing text, but many of its best stories begin here.” (C.D.C Reeve, 2004) This class will be devoted to reading all of it.
PHIL 4020/PHIL 7022 Select Schools of Philosophy: Existentialism

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)

PHIL 4022/PHIL 7024 Social and Political Philosophy

This course will involve a close reading and analysis of classic texts in the area of social and political philosophy, by authors such as Plato, Aristotle, Hobbes, Locke, Rousseau, Marx and Mill. On the basis on these texts, we will explore such issues as political authority, citizenship, slavery, human nature, the necessity of the state, sovereignty, natural law, property, inequality, alienation and freedom.

MASTERS DEGREE: In the field of 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 2014.

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 2-2 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 25 000 – 30 000 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

SEMESTER 1 (February - May)

PHIL 7034 Methods of Applied Ethics
Required core unit

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:**

Selection of elective courses

**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.
In the field of POLITICAL STUDIES

BA HONOURS DEGREE

I. Prerequisites
Applicants for Honours will normally have a BA major in Political Studies or international equivalent. Applicants will ideally have achieved a 70% average (or international equivalent) in this major and in their third year studies, but applications are welcome from all students with an average of 65% or above. Admission is competitive and every application is considered on its own merits. There is no automatic threshold for admission.

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 formats. Progress will depend largely on the student’s own reading and willingness to participate in class discussion. Students are expected to be computer literate or to acquire such literacy very quickly. All courses involve the use of web-based learning.

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 unit work 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 unit work modules will accumulate from both assignments and examinations.

MASTERS DEGREE BY COURSEWORK & RESEARCH REPORT

I. Prerequisites
Applicants for Masters by coursework and research report will normally have an Honours average mark of 70% or international equivalent. Applications will be considered from all students with an average of 65% or above. Admission is competitive and every application is considered on its own merits. There is no automatic threshold for admission.

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.
Students may select any unit from the range offered in this booklet, including, subject to the approval of the Coordinator 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
Unit work submitted during the year will count 50% towards the final mark and examinations 50%.

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 literature-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 COURSES

SEMESTER 1

POLS 4009: From Structuralism to Post-Marxism

This unit firstly considers aspects of the “structuralist revolution” in the human sciences by means of an examination of the work of certain of its pioneers, de Saussure and Hjelmslev in linguistics and Levi-Strauss in anthropology. Thereafter, the influence of structuralist thought on the Marxism elaborated by Althusser and his collaborators is examined. The unit charts the vicissitudes of Althusserian Marxism, focusing both on the self-criticism undertaken by Althusser (and his principal collaborator, Balibar), and the “post-Marxist” critique of Althusserian Marxism developed from the end of the 1970s by Laclau in particular. As Laclavian anti-essentialism is itself informed by several currents of contemporary theory, especially the “post-structuralism” of Derrida, the relevant aspects of this latter will be considered before critically exploring the epistemological and political arguments which comprise Laclau’s theory of radical democracy.” Core texts considered include Althusser, For Marx, Althusser and Balibar, Reading Capital, and Laclau and Mouffe, Hegemony and Socialist Strategy.

POLS 4012/POLS 7006 Development Theories, Issues, Problems and Strategies
Compulsory Core Unit for Development Studies Honours

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 4036/POLS7044 Democratic Theory**

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.

**POLS 4038/POLS 7042 Violence, Identity and Transformation**

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.

**POLS4043/.POLS7047 Politics of Race, Representation & Memory**

The course aims to help Honours students to understand the internationally emerging scholarship of Critical Whiteness -, Critical Race -, Black Europe-, and Postcolonial Studies. In this course, honours students will explore the critical reading of the relevant international and national literature. Honours students completing the course will demonstrate an understanding of academic analysis of contemporary society and its challenges around the intersection of race, class, and gender with a focus on how public memory is shaped by different interests as well as how it is shaping society as a whole; key scholars and concepts; South African historical legacies in comparison to other histories of violence and domination and their respective transformative processes.

This course introduces a diverse body of text based and visual material from academia to pop-culture, aiming to understand why and how hegemonic forms of representation are oscillating between the (re)production and subversion of power. Lectures will provide an introduction to concepts, methodologies, theories, and comparative materials, while student-led seminars primarily address contemporary South African race-relations within the context of specific historical legacies and the respective politics of memory. This course will integrate popular culture visual and sound materials (films, TV, advertisments, photography, songs, etc..) as well as the visit of museums and memorials. Honours students will be assessed on the basis of short papers, the development and presentation of a draft concept for a campaign/exhibition/research design and an examination.

**SEMESTER 2**

**POLS4030/7033 The Exceptional State**

This course is an exercise in comparative political theory, involving political theory, comparative political systems, and governance. Its primary focus is those “forms” of society in which governance depends not simply on the denial of “the political” underpinnings of the state itself. In such cases, instead of mediating between
conflicting interests (c.f. the liberal democratic state), the state seeks actively to deny all pluralism, and to posit, instead, a dominant Truth, as the single source of power, law and knowledge.

POLS 4042/POLS 5050/POLS 7046 The Politics of 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 4016/POLS 7024 Political Sociology of South Africa

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.

POLS4041 Themes in South African Politics

This advanced course in South African politics introduces students to some of the major approaches to understanding the country’s political history, institutions, culture and trajectory.

POLS 4033/POLS 7036 The State in Africa: Democratisation and Crisis

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 democratization. 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.

POLS4027 Selected Topics in Political Studies (Politics of Slavery and Human Trafficking)

Every country in the world has now abolished slavery, yet tens of millions of people continue to find themselves subject to various forms of human bondage. Over the last decade, the problem of ‘modern slavery’ has moved from being a marginal concern to a mainstream issue in the study of politics and human society. The primary focal point of this renewed interest human bondage has been trafficking in persons for the purposes of forced prostitution. Other key problem areas include bonded labour, the worst forms of child labour, ‘classical’ slavery and descent based discrimination, forced labour for the state, wartime enslavement, and the severe exploitation of migrants and domestic workers. This course offers i) a comprehensive introduction to the main themes and cases which have shaped recent debates over modern slavery and human trafficking, ii) an evaluation of
competing strategies for combating slavery, and iii) an analysis of modern slavery in the context of other structural problems, such as poverty, inequality, discrimination, and institutional failure. This involves a combination of thematic analysis and targeted case studies, a review of the core texts in the field, and a critical analysis of political and legal strategies designed to combat slavery in all its forms.

**MA BY DISSERTATION**

Applicants for masters by dissertation must have an Honours mark average of at least 70% (or international equivalent). Admission is competitive and every application is considered on its own merits. There is no automatic threshold for admission.

**PHD PROGRAMME**

We have a lively community of doctoral students under the supervision of members of staff in the department. Our PhD students participate fully in the postgraduate life of the department.

All formal applications for admission must be made to the Faculty of Humanities http://web.wits.ac.za/Prospective/Postgraduate/Applications/

We will normally not accept applications from candidates who do not have a Masters degree with a 70% mark.

Every formal application should include:

1. A proposal of about 3 pages consisting of the following
   - Title – Hypothesis and Thesis Question
   - Aims and Objectives
   - Rationale (why it is important)
   - How it fits into the broader literature in the field

2. Official – Academic record of all degrees

3. Three Academic references (ideally with email addresses and phone numbers)

4. Chapter of a thesis or article that you have written

**In the field of ANTHROPOLOGY**

**BA HONOURS DEGREE**

**I. Prerequisites**

Students must have an average 3rd 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 four of the available units and complete a research report of approximately 10,000 words based on original ethnographic fieldwork. Students must take the two core units 'The Craft of Anthropology' and 'South African Theory and Ethnography'. Two to three essays, depending on the unit, will be handed in for marking for each unit. Additional class participation in the form of presentations and other weekly exercises will be required. Attendance at the weekly Wits Anthropology 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 20% of the overall mark while each unit counts 20% of the overall mark.

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 of approximately 25,000 words based on original ethnographic fieldwork. Students must take the core units 'The Craft of Anthropology' and 'South African Theory and Ethnography' if they have not already done so as Honours students. Two to three essays, depending on the unit, will be handed in for marking. Additional class participation in the form of presentations and other weekly exercises will be required. Attendance at the weekly Wits Anthropology Seminar is compulsory.

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.

HONOURS/MASTERS COURSES

SEMESTER 1

ANTH4024/ANTH7026 The Craft of Anthropology

This course is designed to teach Anthropology Honours and Masters students the craft of ethnography. Ethnography, the method that distinguishes Anthropology as a research practice, is a form of qualitative research attentive to everyday forms of human life and practice. Ethnography is the form of research method that lies
beyond the structured interview and the survey, paying attention to the complexity of the social. It is a form of enquiry that seeks out the intimate, the banal, the taken-for-granted and the relational as the vehicles for understanding lifeworlds. This kind of research practice requires a sophisticated set of social and analytical resources and can only be generated by prolonged, deep engagement with a ‘field’. It also requires the production of what we call ‘field notes’, the recording practice central to ethnographic method. The course will provide students with the opportunity to engage ethnography by means of 1) the reading of one contemporary ethnography for its methodological content and 2) practical exercises in ethnographic research. The course will also serve as a workshop for students to prepare research proposals for their degrees, focusing on the craft of generating a good research question, creating a literature review and developing a methodology appropriate to the ethnographic project.

**ANTH4026/ANTH7028 Anthropological Theory**

This course introduces postgraduate anthropology students to the work of major social and cultural theorists who have shaped the field of anthropological inquiry. The course covers both classical and contemporary theorists, including Marx, Durkheim, Weber, Fanon and Foucault, as well as anthropologists who have had a significant impact on the discipline. The focus is on close readings of theoretical texts with a view to helping students gain a critical understanding of various types of theoretical argument.

**ANTH 4001/ANTH 7001 Social and Cultural Meanings of the Built Environment**

During the last quarter of the 20th century, Johannesburg expanded in a relatively decentralized, if not random, way. Today the city is better understood as a largely de-territorialized mega-region with multiple urban enclaves and myriad links with the Continent and the world at large. One of its defining features is not only its disjunctive geography, but also the way in which humans and non-humans are linked together in heterogeneous and often unrecognized assemblages that contribute to the making of a uniquely Afropolitan urban form. Through a weekly seminar and a fieldwork practice involving the city this course aims at exploring this constantly evolving metropolis.

**SEMESTER 2**

**ANTH 4025/ANTH 7027 Ethnographic Writing**

This course will teach students about ethnographic writing and how anthropologists use it to convey knowledge about diverse worlds. We will discuss the key concerns and techniques of writing ethnography by engaging with a variety of texts. Students will also be expected submit a chapter of their thesis for discussion in class.

**ANTH 4018/ANTH 7020 South African Theory and Ethnography**

*Compulsory for Honours and compulsory for Masters if not taken at Honours level*

The course teaches some of the most important articles and books in South African social anthropology. Each of these represents a significant author, issue or debate, intellectual moment, or classic work in the discipline in this country. The idea is to expose students, as prospective professional anthropologists, to major works by some of our most distinguished authors in the South African field. The course will take the form of a reading group, functioning as an intellectual parallel to students’ research reports.

**ANTH 4009/ANTH 7018 Selected Topic: Social Anthropology**

To be announced.
In the field of SOCIOLOGY AND INDUSTRIAL AND ECONOMIC SOCIOLOGY

The Sociology department has three main streams of specialization in Honours and Masters; Industrial Sociology, General Sociology, Health Sociology and Development Sociology; each has compulsory units.

BASIC COURSE INFORMATION

Honours
Five Courses or (by special permission) Four courses and a supervised Long Essay (10 000 words max).
Only select your courses from 4000 level courses.
Please note compulsory courses for General Sociology, Industrial & Economic Sociology, and Development Sociology.

Admission to the Long Essay is by application to, and approval by, the Postgraduate Coordinator, and normally requires an average of 70% in the third year studies

MA by Coursework
Three courses and a supervised Research Report (30,000 words maximum)
Only select from 7000 level courses.

Please note compulsory courses for General Sociology, Industrial/Economic Sociology, Development Sociology and Health Sociology.

MA by Dissertation
Submission of a 50,000 word dissertation based on research with the supervision of a staff member.

The minimum time for completion is one year but it takes most students at least two years to complete. Please contact the postgraduate coordinator directly for more information.

PhD
Submission of a thesis based on research of between 80,000 and 100,000 words.

If you wish to study for a PhD, you must have already completed Honours and Masters, ideally in Sociology. It is possible, in exceptional cases, to upgrade a Masters by dissertation into a PhD.

The minimum time for completion is 2 years full-time but it normally takes most candidates at least 3 years to complete.

FIRST SEMESTER

SOCL4002/SOSS4008 Advanced Social Research
(Compulsory for ALL Honours students)

SOCL4006/7008 Collective Action and Social Movements

SOCL4016 /SOCL7012 Global Institutions and Economic Restructuring

SOCL4029/7036 Feminist Theory
SOCL4038/7041 The Making of the South African Social Order
(Compulsory for All Honours students)

SOCL4039/7042 The Sociology of Health and Illness
(Compulsory for MA in Health Sociology)

SOCL7002 Advanced Research Methods
(Compulsory for All GLU students)

SOCL7050 Advanced Research Methods
(Compulsory for All MA students)

SOSS7021 Labour and Development
(Compulsory for All GLU students)

SECOND SEMESTER

SOCL4009/SOCL7009 Development as Ideology & Practice
(Compulsory for Dev Sociology)

SOCL4014/SOCL7010 Economic Sociology: Institutions, Capitalism and Markets
(Compulsory for Industrial/Economic students)

SOCL4045/7048 Labour in the Global Economy

SOCL4030/SOCL7039 Social Transitions*
(Compulsory for all Honours students)

SOSS4011/SOSS7017 HIV/AIDS in Context

*Honours students - Please note that you have to choose only one of these courses* as your compulsory option.

SOCL4025/SOCL7015 Labour Movements in Developing Societies

SOCL4015/SOCL7011 Environmental Sociology: The Political Economy of Nature and Development

SOCL4040/SOCL7043 Sociology of Land and Agrarian Reform

RESEARCH COMPONENTS

SOCL4028 Honours Research Essay (Optional by permission only)
SOCL7018 MA Research Report – Industrial/Economic Sociology
DEGREE REQUIREMENTS

Admission is competitive, and the department has limited places in its programme.

Admission criteria
Admission into Honours for a Wits student requires an average in Sociology major (or cognate discipline) of not less than 68%. We may, on a case by case basis, consider students with a mark between 65% and 67%, and hold interviews when necessary. For admission into a Masters by coursework & research from students who studied Honours at Wits, we require marks of 70% upwards, although we may consider students with marks of 68% plus. For MA by Dissertation and PhD study for a Wits graduate, no candidates with marks below 70% will be considered.

For students from other universities, we pay attention to the a) institution of study b) the fields of study and c) work experience, as applicable. We apply the same high standards of admission criteria, especially in terms of marks. As a rule we will not admit candidates without an adequate background in Sociology or a cognate discipline, nor will we admit students whose marks are not equivalent to those required of Wits graduates.

Please note: We reserve the right to insist upon postgraduate students from outside Wits Sociology attending additional or specified courses as a condition of admission, including for PhD students.

Lecturers reserve the right to deny admission to any course to any student where the student can reasonably be shown not to be prepared to cope with the course.

THE HONOURS DEGREE
Students doing an Honours degree full-time must complete their degree within twelve months. They can take either five courses or four courses plus a supervised Research Essay during that period. Note that admission to Honours Long Essay requires permission from the Postgraduate Coordinator, and normally requires an average of 70% in third year studies.

Students doing the Honours degree part-time are expected to complete the degree over two years. They should take one or two courses in each semester.

Students must choose one of three fields of study:
- General Sociology,
- Industrial/Economic Sociology
- Development Sociology

COMPULSORY COURSES

SOCL4002 Advanced Social Research
(Compulsory for All Honours students)

SOCL4030 Social Transitions, or SOCL4041 The making of the South African Social Order
(Compulsory for all Honours students)

Other compulsory courses are specific to each path:

Industrial/ Economic Sociology
SOCL4014: Economic Sociology: Institutions, Capitalism and Markets
**Development Sociology**

**SOCL4009 Development as Ideology and Practice**

In addition to the courses that are compulsory for your path, you may take any other course offered at the Honours level (regardless of whether or not it is compulsory for another path). You may also take one course from outside the department, but this requires formal permission from the postgraduate coordinator.

Students may opt to take **four courses plus a research essay** instead of five courses. This means that in addition to the four courses, you will be writing a long essay under the supervision of a staff member. You must consult the postgraduate coordinator for permission if you wish to pursue this route.

The department reserves the right to stipulate specific courses – and, where necessary, extra courses – for any Honours student deemed to have inadequate background.

Students with Honours level degrees, who are asked to enter our programme at the Honours level, **may** be given credit for some of the courses they took before entering the programme. Most courses are designated as **4000/7000** referring respectively to Honours and MA levels. These courses are open to both Honours and MA students, though different expectations and assessment criteria are applied to each level.

Generally, for each course 50% of the mark is allocated to year work (usually consisting of tests, written assignments and long essays), and 50% to the exams. The overall Honours mark is composed of the average of all course marks.

**SOCL 4006/ 7008 Collective Action and Social Movements**

Post-apartheid South Africa is seen as an extraordinarily violent society, with violent clashes between protesters, strikers and the state, outbreaks of xenophobic violence, and high levels of violent crime. This course will explore the histories of state and popular violence in South Africa, and place this in the broader context of changing patterns of violence historically and globally. The focus will be on collective action, violence and contentious politics -- including policing -- rather than individual, criminal or gender-based violence. We will consider violence in relation to power and disempowerment, colonialism and post colonialism, democracy, domination, social hierarchy, and social order and fragmentation, and the ways in which forms of violence shed light on the nature of society. The course will consider case studies of social movements that have adopted violent practices, as well as social movements that mobilise against violence.

Seminars will explore concepts of structural violence, symbolic violence and collective violence, and grapple with different theoretical and interpretive approaches to understanding of the causes, meaning and impact of violence, including, centrally, the work of Frantz Fanon.

**SOCL4029/7036 Feminist Theory**

This course traces the trajectory of feminist theory since the so-called ‘second wave’ and focuses on some of the central questions in feminist thought. These include questions such as what is oppression? How are patriarchy and capitalism related? Is there a sex/gender distinction? How do constructs of femininity and masculinity impact on our subjectivity? How is gender an embodied experience? The course will guide the student through a range of feminist theories that asks these questions and many more related to sexuality, the body, violence, subjectivity and emancipation. Participants will be expected to critically evaluate the theories in relation to contemporary life, and use them effectively to create their own theoretical standpoints.

**SOCL4039/7042 The Sociology Of Health And Illness**

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 possible themes covered include:

- The 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 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
- Sociological perspectives on Genetics, Genomics & “Post-Genomics.”

**SOCL4038/7041 The Making of the South African Social Order**

The course provides an overview of 20th century South African history, as shaped by the varying legacies of indigenous modes of organisation and colonial rule. It outlines the challenges and opportunities that faced social and political actors in the course of the century, and that have left their mark on contemporary developments. From a theoretical perspective, it pays particular attention to the areas of state formation and resistance, economic development and class relations, and collective identity. Against this background, and drawing on comparative and historical literature, the course will examine developments in South African society since the 1970s, with a particular focus on the politics of transition of the last decade and a half. The readings for the course will combine historical overviews and discussions of key issues and current debates in South African studies.

**SOCL4014/7010 Economic Sociology: Institutions, Capitalism And Markets**

This course will introduce students to the main paradigms that shape modern economic policy debates and positions. Although it is not an economics course, 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 course, which is designed to give students an in-depth understanding of the capitalist system, and its limitations. This course 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; and, when 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 an 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.

**SOCL4016/7012 Global Institutions and Economic Restructuring**

This course 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 course 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 course 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 course will examine the role of these institutions globally, in different developing countries as well as in South Africa. We will be assisted in this process by guest lecturers with direct experience of the policy process.

Our 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 serve as a useful bridge between a student’s formal training in development theory and preparation for more practically oriented, hands-on, policy making.

**SOCL7050 Advanced Research Methods**

This course is divided into two parts: research design and proposal writing.

The first part of the course 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. This will lead to the second part of the course where students will be required to prepare draft proposals for their Masters research reports (or PhD dissertations), within the framework of the course but working together with individual supervisors. This course also covers different data collection methods through a series of assignments.

**SOSS 4022/7021 Labour and Development**

*(MA only for GLU students except under exceptional circumstances)*

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. Our approach will be to analyse the role of labour in the development process both historically and in the current epoch of globalisation. Our 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 organise mainly permanent or ‘core’ workers) to other civil society organisations, 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 faces in developing societies.
SOCL4002/SOSS4008 Advanced Social Research

The course 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 course successful students would have built their capacity to design and execute research in academic and applied settings.

SOCL4045/7048 Labour in The Global Economy

This course focuses on how the nature of work is changing in the new economy, and the implications for economic opportunity and inequality in both South Africa and the United States. It is a reading-intensive course dealing with the theoretical literature on rapid economic restructuring and how this is shaping work and employment.

The course consists of three main parts. Part one focuses on general theoretical issues in the world of work and the major changes that have taken place on a global scale. Part Two consists of series of comparative case studies that explore these themes in different industrial sectors in both the U.S. and South Africa. Part Three examines the response of labour, at a local (both U.S. and South Africa), regional (Southern African and North American) and global scale.

This course aims to develop a framework for understanding the nature of contemporary processes of economic restructuring and its impact on the world of work. Drawing on research in both a South African and U.S. context, key case studies in the changing nature of work will be examined. This will provide a deeper understanding of how broad macro-level changes in the nature of contemporary capitalism are mediated by a variety of technological, political, and socio-economic factors in particular industries and geographic contexts. Finally, an in-depth look at workers’ responses to these changes at different scales (local, regional, global) will help deepen our understanding of the contested nature of workplace restructuring while exploring promising strategies for improving working conditions.

At the end of this course you should:

- Have a broad understanding of how processes of globalization and economic restructuring are affecting workers.
- Be able to think critically and theoretically about workplace restructuring and its implications on working conditions; and
- Be able to contribute to developing appropriate strategies for improving working conditions in both the developed and developing world context.

During the second-half of the semester, all course sessions will include video-conference discussions with students at Pennsylvania State University in the United States. Discussions in these video-conferences will centre around the similarities and differences in South Africa and the U.S. in relation to the themes of the particular session.

SOCL4030/7039 Social Transitions

The seminar is a critical interrogation of the foundational problematic of Sociology – modernity. This is explored through an intense reading of classic seminal texts that defend or critique the redemptive capacities of modernity by re-figuring its relationship to freedom and power. The seminar is based on intensive readings of full classic and contemporary classic theoretical texts, including Friedrich Nietzsche, Michel Foucault, Giorgio Agamben, Wendy Brown, Paul Gilroy and Achille Mbembe.
SOSS4011/7017 HIV/AIDS in Context

This course adopts a multi-disciplinary approach in exploring the social and historical context relevant to HIV/AIDS as a global pandemic. The aim of the course is to equip you 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. Using up-to-date material, it provides a general overview of the facts, theoretical debates and latest policies surrounding the HIV/AIDS epidemic.

Topics to be covered:

- Medical and Biological factors in the management and treatment of HIV/AIDS
- Epidemiology of HIV/AIDS – a global perspective
- “An Epidemic Waiting to Happen” – the historical roots of the epidemic
- HIV/AIDS in South Africa – facts and figures in a social context
- Gender & HIV/AIDS
- Sex, Sexuality & HIV/AIDS – sexual practices, MCP, Transactional Sex
- Stigma & Disease – the concept and its explanatory complexity
- Stigma and HIV/AIDS in South Africa – examining the evidence
- HIV/AIDS and Health Promotion - prevention Strategies
- HIV/AIDS in the workplace
- Male circumcision as a Public Health intervention – class Debate
- HIV/AIDS as a chronic condition – ART rollout and the complexities associated with it.
- Civil Society & HIV/AIDS – Treatment Action Campaign (TAC); SANAC
- The state & HIV/AIDS Policy.

SOCL4009/7009 Development as Ideology and Practice

What is “development”? The course 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 on the Second World, or “developmentalism” in the “third world” – seemed viable.

For some, “development” itself was 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 course 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 course 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.

SOCL4025/7015 Labour Movements in Developing Societies

What role do labour movements play in transitions? Can they ensure the representation of working class interests in political and economic change? Do they contribute to the establishment of a strong civil society and the development of democracy? Can they contribute to economic development? What form do union-party relations take during transitions? Do labour movements get shunted off the historical stage once a new regime is established?

This course will examine the role and impact labour movements have had on democratic transitions in developing societies. During the last two decades labour (in common cause with other formations in civil society) has made a dramatic reappearance, challenging economic restructuring and structural adjustment policies and spearheading oppositional political projects against authoritarian regimes. But labour’s impact is varied: in many countries these broad struggles for democracy have contributed to a transition, in others their activities have resulted in a stalemate with the old regime, and in still others, the oppositional movements have been decisively routed. Even in those cases where labour has contributed to regime change, profound political and economic problems have resulted in a stalemate with the new regimes, thus threatening the consolidation of democracy.

The course will explore the divergent trajectories of labour movements in developing societies and identify trends which have implications for theorising labour’s role and impact in democratic transitions. The labour movements in Brazil, Nigeria, South Africa, South Korea, Zambia and Zimbabwe will be examined, with specific reference to their impact on democratic struggles, state-union relations, class formation, the politics of economic liberalisation and structural adjustment, the reassertion of civil society and the transition to democracy.

SOCL4015/7011 Environmental Sociology: The Political Economy of Nature and Development

Sociology has made important recent progress in addressing environmental questions. Environmental sociology has posed fresh theoretical and policy departures for the discipline, questioning inherited assumptions and contributed to a radical rethink of numerous issues relating to sustainable development. The course will illuminate a number of global, regional, national and local environmental issues, through a disciplinary lens, drawing on a wide range of theorists.

Environmentalism has spawned numerous approaches, ranging from neo-Malthusianism, through to ecofeminism, deep ecology and radical ecology. Linkages between the environment and development will be drawn, as will those between the natural and social sciences. The rise of a global environmental social movement will be traced, including the environmental justice movements in South Africa and elsewhere.

In addition South Africa’s environmental policy process will be analysed. Students will be encouraged to address a particular environmental problem as part of their written contribution to the course. This course is also relevant to students of Geography, International Relations, Politics, Town and Regional Planning, and the Natural Sciences.
SOCL4017/7013 Globalization, Social Policy and Social Development

The course begins by exploring the complex phenomenon of globalisation. It addresses the debates about the conceptualisation of ‘globalisation’: Is it a myth, a new form of Western imperialism, or does it represent a decisive break with the past? Does it pose a threat to developing countries, or does it open up opportunities for material and social advancement? Whatever view one takes of ‘globalisation’, there is little dispute that it has had a profound effect on social and public policy throughout the world during the past twenty years or so. Social Policy is defined as institutionalised interventions to regulate the relations between human needs and resources towards the goal of social development. This definition implies a close relation between social and economic policy.

The course addresses the role of the state as a key actor in the formulation and implementation of development and social policy, and the challenges posed by globalisation and the mergence of neo-liberalism. It examines the Welfare state’s attempt to address poverty by globalisation and the mergence of neo-liberalism. It examines the Welfare state’s attempt to address poverty by globalisation and the mergence of neo-liberalism. It examines the Welfare state’s attempt to address poverty by globalisation and the mergence of neo-liberalism. It examines the Welfare state’s attempt to address poverty by globalisation and the mergence of neo-liberalism.

These issues are then contextualised in an analysis of the Southern African transition to democracy. The question is posed about the possibilities of building a Welfare state or developmental state in Southern Africa. Questions include: to what extent was/is the 1994 Reconstruction and Development Programme (RDP) a step in the direction of an embryonic Welfare or developmental state? How has it changed with the 1996 Growth, Employment and Redistribution (Gear) macro-economic framework? These policy perspectives serve as a backdrop of intensive investigation into particular policy processes in South Africa.

SOCL4040/7043 Sociology of Land And Agrarian Reform in Southern Africa

Why bother with land reform? Why do landless people remain landless? What constitutes a successful land reform programme? What role does land reform play in democratization processes? Is land reform a central constituent of development? What are the normative trajectories of land reform policies and implementation processes in Southern and Eastern African region? What are some of the consensual policy debates and experiences that define land reform programmes in southern Africa? Can negotiated reforms deliver? And have radical land reform programmes (e.g. Zimbabwe) been successful?

The course will introduce students to some of the key debates that have come to characterise land and agrarian reform in post-apartheid (1994) democratic South Africa and by extension the Southern and Eastern African region. The cardinal aim of the course is to equip students with the knowledge base and skills required to critically engage with policy debates on land and agrarian issues. The central thrust of the course is to understand the protracted nature of land reform policy making process in countries undergoing democratization, the normative limits of land reform policies and the implementation problems that beleaguer their success. Detailed policy analysis of the three sub-programmes namely restitution, tenure and redistribution will form the basis of developing a critical understanding of some of the policy dilemmas, tensions, and challenges that define South Africa’s land reform policy. Use of South Africa’s case studies to illuminate the themes discussed herein, will be used as evidence to substantiate these claims.

Students will also be introduced to comparative debates between Zimbabwe’s “collapsed” land reform programme and South Africa’s contemporary land reform process and Namibia, Kenya, Brazil and Columbia will be discussed. These comparative insights will be used as a basis to corroborate some of the pertinent conceptual and theoretical paradigms used by social scientists in debunking the normative features of these reforms. The key output of this course is to hone student’s skills in executing critical policy analysis skills required to understand, debate and write cogent policy evaluations within South Africa’s Land Reform development sector.

115
The themes covered will include:

- The historical basis of land reform programmes
- Land reform policy, development and democratization
- Land reform policy making process (South Africa, Zimbabwe and Kenya)
- Pillars of South African Land Reform Process: Tenure, Restitution and Redistribution programme
- Challenges facing Post-apartheid Land Reform Programme in South Africa - Gender, Environment, Traditional Authorities, Resource and Institutional based incapacities, policy incoherence, AIDS and land reform- its impact on tenure regimes etc, lack of political will etc.
- Post-1999 South Africa Policy changes - Land Reform and Agriculture Development (LRAD), and the draft Communal Land Rights bill (CLRB)
- A genealogy of the land crisis in Zimbabwe since independence (1980) and its impact on South Africa’s Land Question
- Country Case Studies: Kenya, Namibia, Brazil and Columbia Land Reform experiences

THE MASTERS DEGREE

Students who do well in the Honours degree may apply to be admitted to the MA degree. Admission is competitive, and the department has limited places in its programme. Admission to Masters requires a minimum mark of 70% in Honours for Wits students, or the equivalent from another institution. Students achieving between 68%-69% may be interviewed, space permitting.

Students can do the degree full-time (1 year) or part-time (2 years).

Students may also choose to do the MA by coursework and research or by Dissertation (research MA).

The discussion below concentrates on the MA by coursework & research report. For more information on the MA by dissertation, please contact the postgraduate coordinator directly.

Students may choose from four fields of study:

- General Sociology
- Economic/ Industrial Sociology
- Development Sociology
- Health Sociology

For the MA by coursework, students normally do three courses plus a research report, one of which must be Advanced Research Methods SOCL7050

Economic/ Industrial Sociology students must take SOCL7010 Economic Sociology: Institutions, Capitalism and Markets, if they have not done so at the Honours level.

Development Sociology students must take SOCL7009 Development as Ideology and Practice, if they have not done so at the Honours level.

Health Sociology students must take SOSS7017 HIV/AIDS in Context, SOCL 7042 The Sociology of Health and Illness, and do their research report in a health area.

Courses should ideally be taken in the first half of the year so that the second half can be devoted to work on the research report. This is not always possible, and you can of course also obtain MA credits from courses offered in the second half of the year.
The department reserves the right to stipulate specific courses – and, where necessary, extra courses – for any Masters student deemed to have inadequate background.

MA students who want to do a course specifically designated as an Honours course may do so provided they obtain permission from the co-ordinator and the lecturer concerned. The expectations from them will be higher than from the Honours students.

MA students may not take a course at the Masters level if they have taken that course at the Honours level.

Students who did not do the Sociology Honours programme may be required to provide evidence that their training is equivalent to that offered in our Honours degree programme. If deemed necessary, they may be asked to take additional courses or repeat Honours-level courses in order to cover gaps in their earlier training. Decisions on this matter will be determined on an individual basis, considering each case on its own merits. MA students have to prepare a research proposal, for acceptance by both the Departmental Postgraduate Committee and by the Faculty of the Humanities’ Graduate Studies Committee. This is normally done in the ‘Advanced Research Methods’ course together with the supervisor and should be ready as advised – usually at the end of May. The MA will be assessed as follows:

- Course work: 50%
- Research Report: 50%

If you do the MA part-time you are expected to complete it over two years. You should aim to finish the coursework in the first year and then do the research report in the second year. Please consult the Postgraduate coordinator.

**THE PHD DEGREE**

For more information on the PhD, please contact the postgraduate coordinator directly.

For PhD study for a Wits graduate, no candidates with marks below 70% at master’s level will be considered.

---

**In the field of LABOUR POLICY AND GLOBALIZATION**

**INTERDISCIPLINARY MASTERS DEGREE**

WITS, through a joint initiative between SWOP, Sociology, History and Economics is the African site of the 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, a fourth at the TATA Institute in India and a fifth at PennState University in the States.

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 labour's 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.

*Students are required to complete three compulsory courses. In addition, students must attend bi weekly seminars and complete the research report.*
SEMESTER 1

SOSS 7021 Labour and Development (*compulsory*)

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.

SOCL7022 Research Methods Seminar (*compulsory*)

*Students are advised to choose an elective in the field in which they intend to undertake their research.*

SEMESTER 2

SOSS 7022 Economic Policy, Globalisation and Labour (*compulsory*)
Demography and Population Studies Programme 2015

First Semester
SOSS 4012: Introduction to Population Studies
Compulsory
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.

SOSS 4015: Basic Demographic Methods
Compulsory
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 4047: Statistics for Demographic Survey and Analysis  [Full Year Course]
Compulsory
This is a new course to introduce demography [social science] students to methodological and statistical reasoning in the social sciences [demography]. Broadly the course aims to enhance and broaden the quantitative skills of demography and or social science students. There are three aspects of the Module. The first level involves introducing students to survey methodology with a view to assisting them to develop their research proposals. The second aspect involves introducing students to principles and practice of data management. The third is on the principles and application of basic and or advanced social statistical application in their research work. Social Statistical topics and techniques will be taught using STATA Software installed in the DPS Laboratory. At the end of the module, students will be able to learn basics of research proposal and social statistical application to demographic and social science data.

Second Semester
SOSS 4048: Health Demography
The objective of the course is to introduce the students to concepts and methods of health demography and to develop an understanding of contemporary global health issues.
This will study major issues in mortality and health from a demographic perspective. The module will also examine key concepts and methodologies in the measurement of health and health service delivery. There will be explanation of changing patterns of health according to socioeconomic and demographic characteristics. Topics will include types and levels of mortality, reproductive health, population and gender, impact of roles on family dynamics, health and HIV/AIDS. Emerging contemporary health issues and approaches will be discussed.
In the Field of DEVELOPMENT STUDIES

Development Studies (DS) is a field of academic enquiry in which we explore debates, experiences and practical ways of achieving an improvement in the human condition. 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.

The DS Programme is a leading inter-disciplinary post-graduate programme at Wits. It offers a range of specialisations in social science including health, labour, gender and rural development. The graduate coursework Programme in Development Studies at Wits caters for the varied skills and intellectual approaches that characterize the development field. 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.

The DS Programme is made up of Honours, Masters by Coursework & Research and thesis PhD. Students draw upon local and international expertise in a range of disciplines within the School of Social Sciences and the School of Economics and Business Sciences as they engage in current local, national and international debates in Development Studies while promoting professional skills in these fields.
Interdisciplinary Honours Degree

The Development Studies Honours Programme is offered over one year full time, or two years part time. The programme provides a foundation for, and leads directly into, the Masters programme in Development Studies. Students are required to complete three compulsory courses and two optional courses

a. Compulsory Course ONE: Theory: Students may choose which Theory course they wish to do. They can choose from either:
   - POLS 4012: Development Theories, Issues, Problems and Strategies (Politics Department)
   Or
   - SOCL 4009: Development as Ideology and Practice (Sociology Department)

b. Compulsory Course TWO:
   - ECON4038 History of Economic Thought (Economics Department)

c. Compulsory Course THREE: Methods
   - SOSS 4008: Advanced Social Research (Sociology Department)

Interdisciplinary Master’s Degree

The Master’s by coursework and research report is offered over ONE year for full time students and two years for part time students. Students are required to complete two compulsory courses, one optional course and a research report

a. Compulsory Course ONE: Theory
   - SOSS 7044: Economics and Sociology of Development (Economics Department)

b. Compulsory Course TWO: Methods
   - SOSS 7040: Development Research Methods (Sociology Department)

c. Research Report on approved topic of choice SOSS7044

Optional Courses/ Electives for both Honours (4000 code) and Masters (7000 code)

ANTH 4018 /7020 South African Theory and Ethnography
ARPL 4024/ 7034 Politics, Governance and the City
ARPL 7044 (Masters only) Community Participation in Urban Governance
GEOG 4031 Rural Geography
GEOG 4025 (Honours Students Only) Understanding Cities in Africa
HIST 4001/ 7007 Rural Transformation: Town and Countryside
HIST 4020/ 7039 The Environmental History of Africa
HIST 4013/ 7025 The Making of Urban South Africa
INTR 4050/ 7065 International Relations of Africa’s Natural
INTR 4044/7005 International Dimensions of Human Security
INTR4053/7036 Empire and Crisis of Civilization
INTR 4044/7042 Development Issues in International Relations
SOCL4030 / 7039 Social Transitions
In the field of MIGRATION AND DISPLACEMENT

OFFERED BY THE AFRICAN CENTRE FOR MIGRATION & SOCIETY (ACMS)
Master of Arts (MA) the field of MIGRATION AND DISPLACEMENT by Coursework and Research Report (AC000)

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.

Requirements:
Students are expected to complete two mandatory courses, an additional course and a research report.

The Mandatory courses
- Introduction to Forced Migration (First Term)
- The Logics and Methods of Forced Migration Research (First Term)

Additional Course (choice of 1 course)
- Migration and Human Rights (Second Term)
- The Psychosocial and Health Consequences of Forced Migration (Second Term)

Required Submission:
- Research Report Submission 12 months after enrolment (Mid February the following year)
Master of Arts (MA) in the field of MIGRATION AND DISPLACEMENT by Research - Dissertation only (AR000)

The MA by research is intended to advance candidates critical engagement with the theory and practices of forced migration. The Masters by Research is intended for advanced students with prior social-science research experience and a background in migration studies. It is intended for those seeking advanced research training in the field of forced migration. Evaluation is based solely on the successful completion of a research report of around 50,000 words.

Requirements:
Submission of the research report based on substantial, primary-source research is normally expected 12 months after enrolment for full-time students. Part-time students have up to two years to complete the projects.

PhD in the field of MIGRATION AND DISPLACEMENT (AD002)

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. Full-time students have 2 years- and part-time students 4 years- to complete the degree.

MASTERS COURSES

Details on units taught by the African Centre for Migration & Society (ACMS) are as follows. However, ACMS students are encouraged to explore the many other units offered every year throughout the School of Social Sciences and elsewhere in the University. Any unit may be considered for approval by the centre 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

SOSS7082 Introduction to migration and displacement

Human migration and displacement affect societies around the world. Nowhere are the impacts more visible than in Africa, where movements of people due to war, political persecution, and deprivation have long shaped the continent’s political, economic and social configurations. This overview course reviews the dynamics of international migration — forced and otherwise — and formal and informal responses to it. Instead of developing technical skills and policy recommendations, it provides a set of interdisciplinary conceptual tools to make sense of the complex conceptual, methodological, ethical and logistical concerns surrounding human mobility. In doing so, it situates migration in Africa within global trends and broader social and political theory.

SOSS 7026 Logics and Methods of Inquiry for Forced Migration Research

This course is intended to strengthen students’ understanding of and capacity to conduct social research on issues related to migration. The focus is on developing an understanding of research objectives and logics, enhancing students’ skills for evaluating the merits of published materials, and developing strategies for conducting methodologically sound and theoretically relevant research in the environments in which migrants are typically found.

SEMESTER 2

SOSS 7027 The Psychosocial and Health Consequences of Forced Migration
This course provides a critical introduction to the health and psychosocial consequences of migration. The primary purpose of the course is to examine the intersections of humanitarianism, vulnerability and displacement from a health perspective. In order to do this, the course introduces fundamental concepts and analytical tools to understand the interaction between health, disease and illness in social contexts. It investigates the differential impacts of integrated public health responses on migrants with respect to ethnicity, gender, age and legal status. Case studies are provided of a number of common interventions with migrant populations including HIV/AIDS interventions (particularly access to services and treatment), psychological and psychosocial interventions and the provision of basic services such as water, sanitation and immunisation. Throughout the course, the focus is on the complexity and politics of humanitarianism and the assumptions that underpin such interventions.

SOSS7077 Migration and Human Rights

This course explores the complex relationships among nationality, citizenship, migration, and human rights. In a world where domestic and international mobility—particularly unauthorized and ‘illegal’ migration—has become a pressing policy and advocacy issue, the notion of universal rights is appealing but rarely resonates with the socio-political realities of contemporary Africa or other regions. Indeed, a focus on universalism often ignores the mechanisms and mindsets that engender and endanger rights. It also assumes a form of legal subjectivity that often poorly reflects the objectives and trajectories of those we —activists, scholars, citizens, and officials—ostensibly seek to protect.

The questions animating our inquiries are the degree to which rights are inherent in human identity and the primary factors that define, promote, protect, or violate the rights of people who move. In seeking answers, this course addresses how international human rights doctrines, concepts, conventions, and mechanisms work to create and protect ‘aliens’: people who have left their countries or places of origin to work, seek a safe haven, or join family or friends in another country or place. Towards the end of the course, it will also consider the position of domestic migrants vis a vis access to human rights. The teaching begins with an historical review of the emergence of ideas of universal rights and the universalisation of the nation-state. It then discusses the international and regional mechanisms outlining the rights of international migrants. The course concludes with an exploration of human rights practice in African cities and towns. This exploration approaches human rights practice from two perspectives. The first re-examines the nature of citizenship and how a history of racialised and class based exclusion resurfaces among local authorities and governing practices. The final section looks at migrant strategies for claiming rights in hostile environments and conceptions of rights around which such groups mobilise.

SOSS 7062 (Select Topic): Labour Migration and Livelihoods

Human mobility transforms livelihoods and is increasingly central to household economies and the operations of global capitalism. While the majority of international migration is motivated by economic reasons, and mostly for work related purposes, recent scholarship and public interest for migration in developing countries have often inadequately accounted for this dimension of mobility. Yet, labour migration remains a key component of contemporary mobilities, particularly as it intersects with a range of development issues: political economy, regional integration, governance, statecraft, dependency, etc. This course will help students understand the origins, scope and current dynamics associated with labour migration globally and more specifically in the Southern African region. The course is designed to equip students with a robust theoretical, historical, and contemporary understanding of labour migration. While the content of the course will be essentially academic, it is intended to allow students to understand the key orientations of and appraise critically global and regional policy positions.

SOSS 7078 Research report on an approved topic in migration and displacement
In the field of HUMAN RIGHTS by Master of Arts by coursework and research report and Doctor of Philosophy

Africa’s leading School of Social Sciences provides cutting edge training in critical thinking and practical research skills for the real world. The emphasis is on intensive study, with dynamic classes led by world-class staff. To succeed a candidate has to show ability to conduct independent research, evaluate and think critically, construct a sophisticated argument, while showing specifically in this degree, an ability to transfer knowledge across disciplines. Graduates may seek employment in areas such as research, diplomacy, policy analysis, civil society organisations and with international organisations such as the UN and UNDP.

COURSES: MASTERS COURSES/MODULES

SOSS 7028 Human rights and power: A contextual approach
SOSS 7076 Economic, social and cultural rights
One elective from School of Law
One elective from the School of Social Sciences
SOSS 7029 Research report on an approved topic in Human Rights

In the field of ICT POLICY AND REGULATION

LINK focuses on capacity building in the broad ICT sector, including focus on the telecoms and broadcasting sectors, the broader ICT sector, e-government in the public sector and on the e-development arena. It offers quality training, applied research and advisory services necessary to maximise the benefits of the Information Society and the Knowledge Economy.

The LINK Centre's programmes are a response to the growing demand for training and research in the ICT sector, as South Africa and other African countries attempt to position themselves effectively in the global economy, while addressing the challenges of social and economic development. The information revolution offers opportunities for the developing world to leapfrog stages of development and to embark on new directions towards meeting social needs and enhancing country competitiveness.

COURSES:

SLLS 7058 Global trends affecting ICT regulation
SLLS 7045 ICT Technologies
SLLS 7059 ICT market structures and regulatory reform
SLLS 7061 ICT Policy, Law and institutions
SLLS 7048 Costing and pricing
SLLS 7046 Universality and quality of service regulation
SLLS 7060 ICT resource allocation and control
SLLS 7047 Approaches to regulation
SLLS 7050 Research design and methodology
In the field of DIVERSITY STUDIES

Increasingly all of us are challenged to act in more thoughtful ways that recognise our shared humanity. In the interdependent world of the 21st Century, heterogeneity is becoming the norm in organisational and social spaces. South Africa, in particular, still grapples with the transformational processes arising from the demise of apartheid, many of which remain poorly addressed. This programme aims to enhance the abilities to analyse, interpret, challenge, and contribute to the crucial issues of diversity and how these relate to social justice.

Deepen your theoretical understanding of how diversity issues play out in society; how intersecting formations of difference are constructed, promoted, resisted, subverted and reframed. Develop the thinking skills of Critical Diversity Literacy: the ability to interpret nuanced dynamics of power acting upon various axes of difference. Acquire practical skills for applying theory to transformational practice.

COURSES:

i) **SOCL7073** Critical Diversity Literacies  
**SOCL7074** Theories of Diversity, Otherness and Difference

ii) One of the following:

**AFRT7012** Memory, Violence and Representation in Africa  
**AFRT7024** 20th Century Black Intellectual History  
**DRAA7007** Representations of Identity  
**DRAA7008** Gender Studies and Performance Education  
**EDUC7064** Education in Developing Countries  
**EDUC7068** Inclusive Education: Conceptions, Issues and Strategies  
**PSYC7052** A Psychology of Childhood  
**PSYC7031** Gender and Psychology  
**PSYC7047** Politics of Race, Representation and Memory  
**PSYC7053** The Critical Psychology of Race, Racialisation and Racism  
**POLS7042** Violence, Conflict, Identity and Transformation  
**POLS7043** Debates in Feminism, Politics and Society
iii) A Research Report

A candidate must complete a Research Report in one of the following:

**SOCL7032**  Research Report or

**PSYC 7022**  Research Report or

**EDUC7030**  Research Design and

**EDUC7031**  Research Report or

**WSOA7050**  Research Report or

**SLLS7011**  Research Report or

By permission of the Dean a candidate may register for any Research Report offered by the Faculty of Humanities if it is deemed suitable for the purpose of the degree.
CREATIVE WRITING IN SLLM IN COLLABORATION WITH WSoA

BA HONOURS in the field of CREATIVE WRITING

Introduction

The Honours in Creative Writing is an interdisciplinary degree located in the School of Literature and Language Studies (SLLM). It comprises courses offered in various departments in the faculty and benefits from the expertise of staff from Journalism, the Wits School of Arts, the various language departments in SLLM, the Wits Writing Centre and the Wits Institute for Social and Economic Research. Course convenors also regularly invite established writers, publishers and editors to contribute to their courses, giving students the benefit of their experience and knowledge. Students are thus able to follow their own interests and areas of specialisation and explore a range of writing genres. The programme allows for some flexibility and may be done part-time or full-time.

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 may apply for admission to the core course, Working Concepts in Creative Writing. To be admitted to the core course you will have to demonstrate creative writing competence through a portfolio or through published work (see below). If you then achieve 65% or more in the core course, you may be admitted to the Honours programme.

Application Process

There are two steps to the application process. First submit a portfolio of written work to the Director of the programme with a covering letter that details your previous degrees and/or writing and publishing history. Once you have been accepted into the Honours programme, submit an application form to the University along with any transcripts or documents required by the University, as explained by the University Enrolment Office:
http://www.wits.ac.za/prospective/postgraduate/applications/11579/admission_procedures.html

Portfolio

All applicants should submit a portfolio of creative work. This should comprise 20 pages (1.5 spacing) of any combination of the following:
- Part of an unpublished prose manuscript (fiction or non-fiction)
- A selection of short stories
- A selection of news feature stories
- A selection of essays (only ONE of which may be an essay written for your degree courses)

The portfolio should demonstrate a high degree of writing competency and a commitment to creative writing.
Deadlines for Submission

The deadline for submission of portfolios for international students is **1 August**.
The deadline for submission of portfolios for South African students is **30 September**.

Successful international students will be advised of their acceptance into the programme by **20 August**, and South African students by **20 October**.

Once you have been accepted into the programme you should submit an application to the university.

Please check the deadlines for submission with the University Enrolment Office.

Please Note

All South African and international postgraduate applicants to the University are required to pay an application fee.

International students are required by the university to submit SAQA and IELTS English Proficiency certificates with their application to the University.

The Programme

The Honours degree has five components.
Participants are required to do the core course, as well as two writing courses (see list of options below), one literature course from any of the departments in the SLLM, and a research essay.

With the approval of the Honours coordinator, students may choose to do one of their optional courses in another programme. Places are limited in each of the optional courses and must be booked in advance with the convenor.

SLLS4018 Core Course: Working Concepts in Creative Writing
(Compulsory for all students in Semester 1)

This course is integral to the BA Honours in Creative Writing. It facilitates theoretical reflection, and introduces the procedures and practices relating to the writing and analysis of creative work. Students will be expected to analyse short fiction and non-fiction, reflect on representational and narrative practices and their effects, engage in critical and literary debates, write short fiction and non-fiction works, and reflect on and critique their own creative projects. Assessment is on the basis of a writing portfolio comprising several pieces of writing completed during the course.

Seminars: Wednesday 2–5pm.

ENGL4024 Research Essay
(Compulsory for all students)

All students are required to submit a research essay by the end of the second semester. This should be an academic research essay related to your work, or one that explores an issue related to the devices, process or genres of creative writing. With the permission of the Honours coordinator, research essays 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 ENGL4024). The proposal for the essay must be submitted to the course convenor by the 30th March. Thereafter a supervisor will be assigned to each student.

Literature Courses

MDLL4059/ENGL4021/ENGL4029/ENGL4030
(Compulsory for all students in any Semester)

Please consult the handbooks published by the departments in the School of Literature and Language Studies in order to make your selection. You may do a literature course with any of these departments, but you must advise the Honours coordinator which course you have chosen to do.
Writing Courses

Participants choose two of the following. With the approval of the Honours coordinator, participants may also substitute one of these courses with a writing course from another programme in the faculty. All places in the courses must be booked in advance with the convenors as space is limited. Also, courses have certain entrance requirements and therefore permission to take the course must be sought from the course convenor.

SEMESTER 1

DRAA4087 Writing Iva Writing for Performance

This course is experientially based, giving students selected tools and techniques to enhance their story-telling abilities by writing multiple drafts of an original play. By having to practically solve specific issues around plot, character, dialogue, sub-text, theme, etc, students will learn a range of dramaturgical techniques and structures that aid in improving story-telling in performance.

Classes include group sessions as well as one-on-one feedback sessions with the convenor. The primary task of this course is to write at least two drafts of a play with a running time of approximately 60 minutes. Fundamental to this course is the development of the student’s ability to respond to notes through the process of rewrites.

Seminars: Tuesday 2.15 – 5pm (unless otherwise arranged)

SLLS4022 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 engage in writing, feedback and discussion on work in progress. Many of our writers have gone on to publish in respected publications. Some knowledge of basic journalism would be useful, and students in the Creative Writing Honours who do not have the basics will need to engage with some of the ethics and the professional requirements of journalistic practice. Entrance to the course is limited, so please book a place with the convener by sending an email.

Seminars: Thursday: 2–7pm or 4–7pm (unless otherwise arranged)

ENGL4036 The ABC of Travel Writing

This interdisciplinary course includes a broad historical and theoretical overview of selected travel writing from the classical period to the present day, as well as a practical component where students are required to familiarise themselves with the travel writing industry and produce their own travel writing. Students are expected to present their own travel writing in weekly workshops and provide critical feedback for fellow participants. The lecturers on the course include practitioners and professional travel writers. 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: Tuesday 2.30–5pm (unless otherwise arranged)

SEMESTER 2

ENGL4020 Experiments in Telling

The course aims to encourage students with a literary or humanities background to produce creative work of their own and will require participants to experiment with different literary genres and modes of creative expression. 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.
Seminars: Thursday 2.15–5pm (unless otherwise arranged)

SLLS4033 Journalism Practice B

This is a journalism feature-writing course, covering various forms and genres of writing from news to opinion to profile writing. Taught by an experienced journalist, 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. Applicants must seek permission from the convenor to enter the course.

Seminar: 2 – 4pm OR 3 – 5pm

ENGL4034 Writing: Theory and Praxis

This course concentrates on creativity and in-class exercises designed to facilitate the development of different voices and textures of writing. It also includes reflection on the best way to facilitate writing. It is based in the Wits Writing Centre and so will offer you contact with local writers, participation in writing centre co-sponsored events such as the Jozi Spoken Word festival and the Melville Poetry Festival and the end of year writing retreat at Wits Rural facility. Students will be required to study the reading pack, write regularly in class and between classes, and produce a portfolio of experimental work and an academic reflection paper on a writing issue. Published writers will contribute to the class and the final evaluation will include a blind evaluation from a published writer.

Seminars: Wednesday 4–6pm, Wits Writing Centre

DRAA4080 Writing IVB: Advanced Story-telling Techniques

In order to be a successful writer, students need to develop dexterity and patience – always putting as many irons in as many fires as possible. This course is designed to help students forge some of these irons. The course examines story-telling techniques through exercises, readings, viewings of plays and writing assignments. During the semester, students will write at least one short story and three flash fiction pieces. The aim of the course is to develop critical and dramaturgical techniques as well as to develop a portfolio of work that may help the transition into the ‘professional’ world of writing. Tasks include writing a short story, pieces of flash fiction, a script reader’s dramaturgical report, and a theatre review for a newspaper, magazine or website.

Seminars: Tuesday 2.15 – 5pm (unless otherwise arranged)

MA in the field of CREATIVE WRITING

Introduction

The MA in Creative Writing is a two-year MA by research. Candidates accepted into the programme will register to write a dissertation under supervision.

The dissertation will comprise a literary work (a novel, a collection of short stories, a collection of creative non-fiction, or a dramatic work) and a research essay that examines the process of the work’s composition in relation to contemporary theoretical and philosophical debates on the genre of the work and the themes and concerns it addresses.

Candidates will be assigned to a suitable supervisor by the course coordinator.

The MA will be evaluated as follows: 80% of the mark will be allocated to the creative component and 20% to the research essay. All the usual protocols of internal and external examination pertain.

All candidates are expected to complete their projects, on a part-time basis, over a two-year period. Occasionally, a candidate will be permitted to complete the MA in one year on a full-time basis. This option is available only to experienced and published writers, with the permission of the course coordinator in consultation with the dissertation supervisor.
Enrolment

An Honours degree in literary studies, journalism or drama is a prerequisite for entry into the MA in Creative Writing. Occasionally a candidate without such a degree may, at the discretion of the course coordinator, be admitted to the MA on the basis of their submitted portfolio or an extensive publishing history.

The first step in the application process is to submit, to the course Director, a full curriculum vitae and a portfolio of writing comprising at least fifty pages (1.5 spacing) of prose (fiction or non-fiction), or a play manuscript. Academic papers will not be accepted as part of the portfolio.

There are places for twelve students in the MA in Creative Writing. Candidates for these places will be accepted on the strength of the writing portfolio.

Deadlines for Submission

The deadline for submission of portfolios for international students is 1 August.
The deadline for submission of portfolios for South African students is 30 September.

Successful international students will be advised of their acceptance into the programme by 20 August, and South African students by 20 October.

Once you have been accepted into the programme you should submit an application to the university. Please check the deadlines for submission with the University Enrolment Office.

Please Note

All South African and international postgraduate applicants to the University are required to pay an application fee.

International students are required by the university to submit SAQA and IELTS English Proficiency certificates with their application to the University.

The Proposal

Once accepted into the programme, candidates will be required to submit a detailed proposal before embarking on the dissertation. The proposal, which will be developed with the guidance of the prospective supervisor, should outline the proposed project in detail and provide a schedule. The proposal will be circulated to the other MA candidates and to relevant staff members from SLLM who will be invited to attend a public seminar at which the candidate will outline and discuss the writing project. The candidate is expected to address the suggestions made during this seminar in the final proposal submitted to Faculty.

The proposal should:

- Give reasons for the candidate’s choice of a particular genre
- Describe the intended readership of the work
- Demonstrate evidence of familiarity with works by other writers in the proposed genre
- Describe the work’s overall structure and its primary concerns
- Outline the questions and concerns that the research essay will address
- Provide a detailed schedule for writing and revision

Workshop Attendance

All students registered for the MA in Creative Writing will be expected to attend a fortnightly workshop. Workshops will run from February to November, with recess periods during University study breaks and vacations.
Students will circulate work (by email) in advance of each workshop and all class members will be expected to engage the work and give cogent and critical feedback in terms of the protocols set out at the first meeting. Some of the workshops will be set aside for presentations by staff members, supervisors and established authors on aspects of composition, professional writing practice and publishing. All candidates will be expected to prepare their manuscripts for potential publication.

Further Information

For more information about the degree and the application process, contact Dr Bronwyn Law-Viljoen (Bronwyn.LawViljoen@wits.ac.za) or Ms Antonette Gouws (antonette.gouws@wits.ac.za) in the School of Literature and Language Studies.

For information regarding fees or other administrative concerns, contact Ms Hale Modau (Hale.Modau@wits.ac.za) in the Graduate Studies Office, Faculty of Humanities, located in the South-West Engineering Building on the East Campus.

In the field of AFRICAN LANGUAGES AND LINGUISTICS

HONOURS/MASTERS COURSES IN AFRICAN LANGUAGES AND LINGUISTICS

AFRL4001/5022/7001 Advanced Morphology

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.

AFRL4007/7004 Approved Topic in Linguistics

Open courses normally reserved for visiting scholars.

AFRL4012 Research Essay

The course will be introducing 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.

AFRL4013/7017 Selected Topic in African Languages

Open courses normally reserved for visiting scholars.

AFRL4015/7020 Traditional Literature

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.

AFRL4016/7021 Translation

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.
AFRL4019/7003 Syntax/Advanced Syntax

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.

AFRL4020 Sociolinguistics

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.

AFRL4021/7018 Semantics and Pragmatics

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.

AFRL4022/7007 Language and Culture

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.

AFRL4023 Modern Prose

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 aesthetical regard of what constitutes good artistic expressions.

The course commences with a scrutiny of previous aesthetic models (Russian Formalism, Structuralism, New Criticism) and then proceed to introduce an aesthetical 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.

AFRL4024/7008 Language Policy and Planning

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.

AFRL4026/7002 Phonology/Advanced Phonology

The aim of the course is 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

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.

AFRL 4029 Sociology of media production in African languages

In the field of AFRICAN LITERATURE

HONOURS/MASTERS IN AFRICAN LITERATURE

AFRT4005/7006 African Popular Media and the Novel

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. By paying close attention to forms of popular fiction, this course aims to raise preliminary questions about the formation of reading publics in Africa and how such publics interact with notions of official culture.

AFRT4006/7007 Canonical Writers and the Post-Colonial Experience in Africa

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 course seeks to make a shift in focus by attempting to explore some of the more recent works of these canonical writers.

AFRT4009/7009 Critical Approaches to African Literature

This module will introduce students to the range of debates that have characterised the modern development of African literary criticism. Equally central to the inquiry will be the need to register the confluence of African literary criticism and concurrent developments in the discourse of African history, politics, economics, sociology and culture.

SLLS4009 History of the Book

As a domain of enquiry, the history of the book has produced a long and distinguished tradition of scholarship. Its major focus has been three-fold: to understand “the text, the material object which conveys it, and the act which grasps it” (Chartier). This course introduces students to the broad debates in the field of the history of the book, and explores them in relation to existing material in Africa.

AFRT4008/7008 Contemporary Trends in African Literature

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, Laing, Bandele-Thomas, Chipasula 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.
AFRT4025/7025 Narratives of the Indian Ocean

This module aims to investigate the extent to which the Indian Ocean can be considered as a social, economic, legal and cultural arena. The module raises these issues with a view to understanding their broader consequences for South Africa’s future in the Indian Ocean.

AFRT4012/7012 Memory, Violence and Representation

The complex colonial and post-independence experiences of African countries have thrown into sharp relief the saliency and vicissitudes of memory, particularly in societies that have been marked by violent ‘racialised’/‘ethnic’ conflicts. The Truth and Reconciliation Commission in South Africa, together with the call for or implementation of similar commissions in other African countries, has refocused attention on the question of memory, a topic which has been debated for some time in a range of academic disciplines. The course is a multifarious exploration of memory work, and its import for, in particular, the making of political subjectivities such as identity and nationhood. It scrutinizes the modes of memory work: the acts, practices and politics of remembrance and amnesia across a range of representational discourses and forms.

AFRT 4022/7022 Writing Slavery in the African World

This course focuses on both the ways in which fictions are addressed in slave narratives as well as the ways in which fiction has provided a space for re-imagining the humanity of those objectified by history. ‘Writing slavery in the African world’ will start with a reading of select slave narratives and then proceed to examine the ways in which twentieth and twenty-first century literature has chosen to revisit colonial slavery. It will read slave narratives, poetry, historic novels, films and critical material from the African continent, North America and the Caribbean, attentive to both the similarities and differences articulated in the field of slave memory studies.

BA Honours in the field of PUBLISHING STUDIES

The aim of this professionally oriented course is to prepare graduate students for a career in book publishing.

BA Honours in Publishing Studies is suitable for graduates of almost any discipline. The course consists of 5 modules which contribute to the year mark and one additional module which must be passed in order to graduate, but which does not contribute to the overall mark directly:

- AFRT4024: The Publishing Environment
- AFRT4014: Proofreading and Copy-editing
- AFRT4021: Sales and Marketing
- AFRT4007: Commissioning (Publishing)
- AFRT4011: Management (Publishing)
- AFRT4010: Design and Production (not for marks)

At the end of the course the student will:

- Have developed an informed perspective on contemporary publishing issues in South Africa and throughout the world, and apply this knowledge within specific publishing contexts.
- Have sufficient skills in practical areas such as copy-editing, design, production, sales and marketing to become a useful junior member of a publishing organisation very quickly.
- Achieve a thorough understanding of the publishing process and all the players and subsidiary processes involved.
• Evaluate and make publishing proposals, bearing in mind market potential, financial viability and production requirements.
• Be able to develop a marketing plan for a book.
• Identify and analyse issues affecting the business and management operations of a book publishing company.
• Build critical, analytic and evaluative skills in communication, teamwork, project management and technology.
• Relate legislative and copyright issues to the practices of publishing.

The changes happening throughout the publishing and media industries with increasing electronic and digital means of information dissemination are discussed thoroughly, with relation to copyright, marketing, production and management issues.

Master of Arts by coursework and research report in the field of publishing studies

In the field of English

Honours and Masters by coursework

The Honours programme offers more advanced study in all the areas covered by the under-graduate syllabus as well as literary theory and creative writing. The Coursework Masters programme concentrates on Modern and Contemporary literature. The same modules are offered to both groups: Honours students register for five modules (including the Research Essay, if that is chosen); Masters students register for three modules as well as the Research Report but may not repeat courses from the Honours year.

ENGL4030 Theory of Literature

This course explores some of the major developments in literary theory which have occurred during the twentieth and twenty-first centuries: a brief contextualizing introduction to semiotics and structuralism, which concentrates on the linguistics of Ferdinand de Saussure; 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; a consideration of Michel Foucault’s contribution to contemporary cultural debates and an investigation of selected aspects of postcolonial theories of literature.

ENGL4021 Medieval Literature

Faces of Medieval Heroism

The course interrogates the notion of heroism in medieval literature as it is inflected, amongst others, by literary form, gender and social context in an array of Old English, Middle English and Old Icelandic texts. Diverse approaches – for instance philological, mythological, 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 contemporary media.

ENGL4023 Renaissance Literature

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). In the reading of Spenser, Milton and Shakespeare, among other major authors, the course invites engagement with significant recent developments in
literary criticism that have been generated by the study of early modern literature: ‘history of the book’, new historicism, cultural materialism, psychoanalytic readings, postcolonial and gender studies.

**ENGL4035 Romanticism**

English Honours Romanticism builds upon the undergraduate Romanticism course at the end of second year English, though this is not a requirement for those wanting to do the course. The course will provide an historical contextualisation of the development of Romanticism in Europe in the late 18th and 19th Centuries, particularly engaging with the French revolution, and with revolution and the idea of revolution more generally. This contextualisation will be followed by an explication of key features of the movement, with detailed case studies. These case studies will involve exploration of canonical writers such as Blake, Coleridge, Wordsworth, Keats, Shelley and Byron but will also involve exploration of the movement in Europe in artists such as Goethe and Schiller and a keen sense of the ramification of Romanticism through history and into Global cultures, analysing figures such as Pringle in this country and the relevance of Romanticism in Southern Africa, in the pastoral and plaasroman in particular. This contrapuntal sense of both the canon, its porousness and its ramifications and developments through space and time is very much part of the Department's contrapuntal ethos and practice. Special topics that are very much in line with the international state of the art in the field will include:

- Modernity, Revolution and Political Change
- Enlightenment, Nation and Empire
- Affect, Sensibility, Sympathy and the Sublime
- Romantic Ecologies
- Romanticism and Gender

**ENGL7037 Romanticism**

The course will be run as a series of seminars. Students will be set reading in advance and will be expected to participate in discussions and, on occasion, to deliver short presentations. Further, students will be required to explore a text or set of texts of their own choice (literary, filmic or media) in terms of the methods and issues raised during the course.

English MA Coursework Romanticism builds upon the undergraduate Romanticism course at the end of second year English, though this is not a requirement for those wanting to do the course, and upon the mooted English Honours course in Romanticism. The course will provide an historical contextualisation of the development of Romanticism in Europe in the late 18th and 19th Centuries, particularly engaging with the French revolution, and with revolution and the idea of revolution more generally. This contextualisation will be followed by an explication of key features of the movement, with detailed case studies. These case studies will involve exploration of canonical writers such as Blake, Coleridge, Wordsworth, Keats, Shelley and Byron but will also involve exploration of the movement in Europe in artists such as Goethe and Schiller and a keen sense of the ramification of Romanticism through history and into Global cultures, analysing figures such as Pringle in this country and the relevance of Romanticism in Southern Africa, in the pastoral and plaasroman in particular. This contrapuntal sense of both the canon, its porousness and its ramifications and developments through space and time is very much part of the Department's contrapuntal ethos and practice. Special topics that are very much in line with the international state of the art in the field will include:

- Modernity, Revolution and Political Change
- Enlightenment, Nation and Empire
- Affect, Sensibility, Sympathy and the Sublime
- Romantic Ecologies
• Romanticism and Gender
• Romanticism and Theory

MDLL4059/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.

ENGL4029 The Modernist Novel and the Crisis of Modern Thought

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.

ENGL4022 Postmodernism

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.

ENGL4028 South African & Postcolonial Literature

This 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.

ENGL4001 American Literature

This course consists of three independent modules, each with its own focus on particular aspects of American cultural history and aesthetic production. The intellectual emphasis falls on close engagement with a chosen set of texts within their framing context, rather than on a comprehensive survey. The first module traces several key motifs that shape the creative and theoretical innovation of nineteenth-century American literature, in texts by Edgar Allen Poe, Hawthorne and Henry James. The second unit focuses on three Westerns, which are read as ideological and filmic texts by drawing on the fiction criticism of Frederic Jameson and related theoretical material. The third unit grapples with the complexities and complicities of various traumas in selected contemporary novels: Toni Morrison’s Beloved, Ceremony by the Native American writer, Leslie Marmion Silko, and Don DeLillo’s post-9/11 novel, Falling Man.

ENGL4024/ENGL7012 (1+2) Research Essay

Selection of this topic needs to be discussed with the Course Supervisor.
SLLS7013 Postcolonial Theory and Studies  
*Honours and Masters course code to be advised*

The course will comprise an introduction to postcolonial theory and the politics of its institutionalization, followed by a series of specific case studies that elucidate the ways in which postcolonial theory is interpreted and applied in various intellectual and political contexts. It includes aspects of literary, cultural, media and film studies.

**MASTERS AND PHD BY DISSERTATION – also offered**

**In the field of EUROPEAN LITERATURE**

**MDLL4002/MDLL7016 (2) (Re)Writing History: Biography & Autobiography:**

This course studies personal histories in the context of History; it thus studies a genre that has neglected, namely autobiography. The course analyses biographies and autobiographies, written in the 20th century and applies the theories of Hayden White, Paul Mann and Philippe Lejeune, Roland Barthes and others. It examines critical concepts related to how one constructs personal histories and narrates public history. The selection of texts is made round two broad themes: writing the female self in autobiography, and memory and testimony of war and persecution.

**MDLL4015/MDLL7014 (1) European Modernism  
Compulsory core module for Masters**

Modernism is a term associated with a broad-based international artistic movement emerging in the 1890's, reaching its height in the 1920s with followers until approximately 1960. While not a unified movement, its generally subversive attitude to life and art was a reaction against the formal dominance of realism and uncritical belief in rationality as a governing principle. This course surveys European modernism to identify the most important cross-currents in the literature of the period. Seminal texts by representative authors, such as Marinetti, Kafka, Gide, Brecht, Proust and Pirandello are discussed as well as the effect of urbanisation on culture and aesthetics.

**MDLL4016 Fantasy, Science Fiction and the Fiction of the Unreal**

Fantasy can be defined as that which cannot be described empirically, i.e. all those phenomena that cannot be perceived by the senses. This course will investigate various aspects of fantasy, science fiction and the unreal as represented in literature from the early 19th century until the present. Fantasy encompasses the uncanny (E.T.A. Hoffmann’s *The Sandman*) and the unreal in Franz Kafka’s *The Castle* as well as the Doppelgänger in Calvino. Science Fiction counts the cost of modernity and technology in Frank Herbert’s *Dune*, or raises the dystopian spectre of cloning based on the possibilities of genetics (Houellebecq). On the other hand, magical realism does not draw a clear line between the real and the supernatural as in Ben Okri’s *The Famished Road* which is also a postcolonial and postmodern form that does not follow the post-Enlightenment opposition of fantastic or realist writing. The course will discuss the fantastic in literature from a historical, theoretical and stylistic perspective. Though all the above aspects will be discussed, specific texts studied may change from time to time.

**MDLL4059/MDLL7043 (1) Social Change in The 19th Century Novel:  
Compulsory core module for Honours**

Taking into consideration Georg Lukács’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 examines European novels written in this period of social and cultural upheaval. Different approaches to social realism, political discourse, propaganda, satire and caricature are discussed, while illustrating the role of the novel as a factor and as a yardstick of social change.
MDLL4061/MDLL7044 (2) The Detective 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 then moves on to analyze the postmodern detective stories that subvert, transcend or re-invent the cannon as seen in some major mainstream authors e.g. Eco, Sciascia and Süskind.

MDLL4062/MDLL7045 (1) The Heroine's Text:

The course examines the cultural and aesthetic assumptions underlying the image of women in selected novels. The analysis of key texts highlights literary modes used by female authors to construct their subjects and portray the relationship between art and life. It deals with the problems faced by female authors in Europe, Lusophone and Francophone Africa and South America, in an attempt to define what women’s writings have in common. It raises feminist and gender issues from a European as well as an African theoretical perspective.

In the field of FRENCH

HONOURS

This course will comprise of 4 modules plus a research essay on a topic approved by the department. The French Honours Program is offered in collaboration with the University of Johannesburg (UJ). Students may elect to do all 4 modules at Wits. Dissertations will be submitted to French Studies at Wits unless other arrangements have been approved by the relevant departments at Wits or at UJ.

COURSES

MDLL4017 Francophone African Literature

The development of a distinct francophone African Literature, ranging from the period of colonisation and independence to the contemporary experience will be analysed in the light of a number of canonical texts.

MDLL4056 Selected Topic in French Language and Literature

In this module, we offer the specialized study of a selection of 20th century texts in literature, poetry and drama.

MDLL4026 Advanced Translation

Translation from English into French (Literature, Business and Tourism).

MDLL4069/7057 Creative Writing in French

The responsibility for this module will be shared with English and African Literature. Its aim is to strengthen the level of innovative thinking and creativity. Based on reading and the production of fiction, this combined module will develop writing skills in French.

MDLL 4076 French for specific purposes

MODULES AT UNIVERSITY OF JOHANNESBURG

1. Drama of the 20th century
2. Translation
3. Literature of the 19th century
4. Franco-African literature

In consultation with the Head of School, students may elect to do all four modules offered by French Studies at Wits or a combination of modules up to a maximum of two modules offered by the University of Johannesburg subject to the suitability of the topics.

MDLL4051 Research essay on an approved topic

MASTERS

MDLL7057 Creative Writing in French

For information concerning MA or PhD by dissertation please consult the Head of the French Studies.

In the field of GERMAN

HONOURS

In order to register for German Honours, students require a good second-class pass in German at level 3000. Four units have to be taken for the completion of the Honours degree: three offered by German Studies and one from the European Literature offering. In addition students will be required to write a long essay (module 5). Students do have the option, in consultation with the head of German Studies, to combine German units with units offered in the European Literature offering or units offered by other departments in SLLS.

MASTERS – BY COURSEWORK

In order to register for German Masters by Course Work, students require a good second-class pass for their Honours degree. Three taught units have to be taken for the completion of the Masters degree. The units are taught concurrently with the Honours modules. In addition students are required to submit a research report (module 4).

MDLL4046/MDLL7023 Literature and Society

MDLL4009/MDLL7009 Contemporary German Literature

MDLL4008/MDLL7008 Canonical Texts

German Honours Only

For your fourth module please consult European Literature handbook – Semester 1 or 2.

MDLL4052 Long Essay (German Honours only)

The topic for your Long Essay should be chosen during the first semester in consultation with your supervisor.

MDLL7032 Research Report (German Masters by Course Work only)

The topic for your Research Report should be chosen during the first semester in consultation with your supervisor.
In the field of ITALIAN HONOURS AND MASTERS

MDLL4005/ MDLL7004 (1&2) Applied Italian Language & Translation

The course is designed for students considering careers in teaching, translation & interpreting, business or the media. It trains students to develop communication strategies and provides training in writing and translating. It incorporates a theoretical grounding in translation studies and practice in translation from Italian into English and from English into the target language.

MDLL4010/ MDLL7010 (1&2) Dante and the Middle Ages

The course gives an overview of Dante’s times and his writings. It provides an introduction to the *Divina Commedia* and close readings of selected *canti* from the three *cantiche*. 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 lyric and epic poetry that flourished in Italy during the late Middle Ages and early Renaissance period.

MDLL4048/ MDLL7025 (1) Modern Italian Narrative (19th and early 20th Century)

This module presents a critical study of seminal texts by major canonical authors such as Manzoni, Verga, Pirandello, Svevo. 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 of Italian Literature.

MDLL4043/ MDLL7042 (2) Italian Post-modern and Experimental Literature

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, Sciasia.. 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.

MDLL4058/ MDLL7042 (2) Selected Topic in Italian Literature

The course analyses theatre as a public and social institution normally addressing a contemporary audience and reacting to social reality of its time. It focuses on the relationship between history, politics and theatre from the first manifestations of the genre in Italy (*sacre rappresentazioni*) and the Renaissance plays of Ariosto and Machiavelli, the *commedia dell’arte* and Goldoni’s reform to contemporary playwrights such as Pirandello, Brusati and Dario Fo.

MDLL4053 Research Essay

This component requires 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 it be done in the second.

MDLL7033 Masters Research Report

The topic for your Report should be chosen during the first semester in consultation with your supervisor. You will be required to present your proposal, which clearly states what you intend to do and how, in a seminar sometime in May. The proposal will need to be revised and prepared for submission to Graduate Office for approval. The Research Report, has to be submitted for examination no later than mid-November.
In the field of JOURNALISM

CAREER ENTRY HONOURS IN JOURNALISM

This programme is offered full-time only for those with an undergraduate degree wishing to enter journalism. Students are required to do four core courses (Journalism Practice A; Journalism Practice B; Journalism Studies A; Journalism Research) and choose a fifth from Print Journalism, Radio Journalism, Television Journalism and Online Journalism. This fifth course is done fulltime during July (before the beginning of the second semester).

MID-CAREER HONOURS in the field of JOURNALISM

This is for working journalists with an undergraduate degree or who have more than three year’s experience and who pass an RPL entrance test. Students must do two core courses (Journalism Studies A; Journalism Research), may be required to do Journalism Practice A and B, and choose from the options listed below.

MA in the field of JOURNALISM

The MA in Journalism is for those with our Honours degree or equivalent. Students must do one core course (Reading the Media), choose two others from the list below and complete a research report.

MA IN JOURNALISM (Financial Journalism)

This MA in Journalism is a stream for those who wish to specialize in Financial journalism. Students must do Reading the Media, Financial Journalism A and Financial Journalism B, and complete a research report in a relevant area.

MA IN JOURNALISM (Investigative Reporting)

This MA in Journalism is a stream for those who wish to focus on investigative reporting. Students must do Reading the Media, Investigative Reporting A and Investigative Reporting B, and complete a research report in a relevant area.

MA IN JOURNALISM (Radio Journalism)

This MA in Journalism is a stream for those who wish to focus on radio journalism. Students must do Reading the Media, Radio Journalism, a third relevant course from those on offer and complete a research report in a relevant area.

MA IN JOURNALISM (Political Reporting)

This MA in Journalism, run in partnership with the Politics Department, is a stream for those who wish to focus on political reporting. Students must do Reading the Media, two other courses including at least one from the Politics Department, and complete a research report in a relevant area.

DEVELOPMENT COMMUNICATION – Certificate A and Certificate B

This certificate programme questions the chasm between development communicators and the mass media. It investigates new ways for interacting with journalists as well as utilizing conventional communication channels to directly involve target publics in development initiatives. Pitched at NQF Level 8 (Honours) the programme is practical and based on measurable outcomes while encouraging critical analysis on an academic level. Students need to pass Certificate A before enrolling for B.

JOMSOO13 Dev Com Part A
JOMSOO14 Dev Com Part B

The following courses are offered:
SLLS4034 (1) Journalism Practice A

This is a practical introduction to the foundation skills needed by a journalist to report news stories. It covers all the basic skills, including research, interviewing and writing, an understanding of how news and newsrooms operate, and related subjects such as ethics. Students in this class also produce our weekly campus newspaper, Vuvuzela.

SLLS4033 (2) Journalism Practice B

This course provides a practical framework in which students explore different types of reporting for different audiences. It covers a variety of writing specialties such as feature and opinion writing.

SLLS4034 (1) Journalism Studies A

A critical examination of issues in contemporary journalism and the role of the media in South African and Africa to enable you to understand the context in which you will work and the issues which arise out of it.

SLLS4048 (2) Journalism Research

This course builds on the foundation of Journalism Studies A. Students are broken into research groups to undertake an individual research project.

SLLS4041/7039 (2) Television Journalism

This course will give students a grounding in television journalism, current analysis and critiques of television journalism and critiques of the practice in South Africa. The practical component will be based on news reporting, but also deal with other current affairs programme-making, such as news documentary-making. It is run as a block release course during July.

SLLS4039/7035 (2) Online Journalism

This course is designed for students with a basic foundation in journalism skills to learn to be effective journalists for online digital media. The course gives students a background to the structure, development and practice of online journalism, including a survey of current online journalism as well as an examination of the likely future of online journalism. Students will run their own weblog and work in social media. The course is run as a block release course in July.

SLLS4036/7032 (1) Media Law and Ethics

This course is designed to equip journalists with the knowledge and skills to deal with the legal and ethical issues essential to the practice of their profession. It is run in conjunction with the Law School.

SLLS4022/7025 (1) Creative Writing for Journalists

This is a writing course in which students will examine different traditions of creative non-fiction, including profiles, new journalism, reportage, and the personal essay, and look, in particular, at the way in which fictional devices and structures can be used for factual stories. The course will also look at the gathering of information, interviewing and ethical issues around this kind of journalistic representation.

SLLS4020 (1) Sub-editing

The theory and practice of sub-editing for print or online media.
SLLS4038/7034 Newspaper Design

This course gives a grounding in design work for newspapers and magazines. It involves typography, basic design principles, history of media design and practical design projects. It is a block release course run in July.

SLLS4045/7041 (1) Financial Journalism

This course is aimed at practicing journalists who wish to improve their skills in finance and business journalism. It is a good course for all journalists, and good grounding for those who want to go onto the more specialized, Advanced Financial Journalism

SLLS4046/7041 (2) Advanced Financial Journalism

This course is for those wishing to specialize in financial, economic or business journalism. Students are required to have completed our Financial Journalism course or equivalent.

In the field of LINGUISTICS

HONOURS

A choice of any 5 units, of which one may be a research report.

MASTERS

- 3 elective units + 1 research report (=LING7010).
- Supervision during preparation of research report.

LING4001/7023 Approved topic in Linguistics

The approved topic could be any of a range of topics in linguistics, depending on staff availability and interests, and the interests of students. Such topics may include: computational linguistics; close study of a linguistic theory, e.g. Word Grammar or Category Combinatory Grammar; advanced study of a topic in psycholinguistics (e.g. speech pathologies); discourse linguistics; text linguistics; language and gender; or any other topic that it may occasionally be possible to offer.

LING4003/7003 Historical Linguistics/Advanced Historical Linguistics

This module covers possible types of variation in human language, both sociolinguistic and apparently mechanical, both synchronic and diachronic. Among topics covered are: language origins; regularity hypothesis; language contact; language death; reconstruction of proto-languages; language derivation.

LING4027/7022 Language, Gender and Sexuality/Advanced Language, Gender and Sexuality

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, focusing 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.

LING4011/7004 Morphology/Advanced Morphology

This course provides students with a significant range of morphological theory, and introduces them to a wide set of languages that employ vastly different morphologies. Topics covered include: basic system types and variations; inflection and derivation; morphology-phonology interface; morphology-syntax interface.

LING4026/7024 Phonetics/Advanced Phonetics

The course will deal with recent research in phonetics theory and methodology in a cross-linguistic perspective. Based on the knowledge of acoustic phonetics acquired in the obligatory 2nd year course, this course will deepen the understanding for phonetic phenomena, both through literature study and own experimental work. Studies on vowel quality, voicing, nasalization, tone & intonation from both the indigenous South African languages as well as Westgermanic languages (with special focus on "South African English") will be presented and discussed.

LING4012/7005 Phonology/Advanced Phonology

Phonology covers all aspects of sound distribution in human language systems. In this module, we examine a substantial set of current theoretical modellings of sound structure, evaluating these on the basis of a wide slice of cross-linguistic data. By the end of this course, the student is expected to have a thorough understanding of the foundations and evolution of phonological theory and the data that drives it.

LING4024/7007 Sociolinguistics/Advanced Sociolinguistics

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.

LING4025/7008 Syntax/ Advanced Syntax

This course will survey a range of competing contemporary syntactic theories. Students will read primary sources and discuss interpretations, applications, and extensions of the theories. The descriptive and explanatory adequacy of the theories will be considered, particularly with respect to their success in accounting for linguistic phenomena in the languages of southern Africa.

In the field of MEDIA STUDIES

HONOURS

CORE COURSES

SLLS4002 Critical Media Analysis
The course applies 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.

**SLLS4011 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.

**SLLS4001 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.

**SLLS4006 Research Report**

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 7,000 and 10,000 words.

**ELECTIVES**

**AFRT4022 Selected Topic: 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.

**AFRT4005 African Popular Media and the Novel**

*An African Literature Course*

Students can choose between Media and Gender and African Popular Media and the Novel.

**SLLS4010 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 additional 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.

**AFRL4013 Selected Topic: Sociology of news production in African Languages**

*An African Languages Course*

This course will introduce students to theories of *news production* and contexts/factors affecting the production of such particular texts; and related *sociolinguistics theories*. After synthesizing 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.

MASTERS

SLLS8002 MA by Dissertation Only

Admission to this programme is strictly limited to students with a strong media studies research background and an average score of 70% in their BA Honours programme. In addition, their applications must be supported in writing by at least one member of the Media Studies academic staff. Students admitted into this programme are expected to complete and submit an MA research proposal within three months, and complete their MA dissertation within 12 months.

PHD

SLLS8001/SLLS9001 PHD in Media Studies

Admission to the doctoral programme is limited to students with a strong MA qualification in the broad field of communications. Admission is subject to submission of a research plan and allocation of supervisor. Prospective students are encouraged to contact the MA/PhD coordinator for guidance.

TRANSLATION AND INTERPRETING STUDIES

POSTGRADUATE DIPLOMA IN TRANSLATION AND INTERPRETING

(FULL TIME) (PART TIME YR 1) (PART TIME YR2)
TRAN5004 TRAN5008 TRAN5004
TRAN5005 TRAN5006 TRAN5005
TRAN5006 TRAN5007 TRAN5006
TRAN5007 TRAN5008 TRAN5007
TRAN5008

The Postgraduate Diploma is a one-year full-time or two-year part-time professional degree.

The entry requirement is a first degree plus proficiency in the student’s first language and at least one other language. It is aimed at students with a primarily practical interest in translation and therefore focuses on professional translator training. The programme consists of five modules: four course-work modules (TRAN5008: Principles and Practice in Translation and Interpreting, TRAN5004: Specialist Translation with Interpreting I, TRAN5005: Specialist Translation with Interpreting II, TRAN5006: Translation Studies) and one applied research paper (TRAN5007: Advanced Practical Translation and Analysis with a short research report). Qualifying students are expected to meet professional standards and, on completing the programme, to be capable of performing satisfactorily in the entry-level translation market.

TRAN5008 Principles and Practice in Translation and Interpreting

The aim of this module is to familiarise students with translation procedures and methodologies useful to them as professional translators both in terms of practical translation skills and in terms of the critical evaluation of translations. The methodology component includes an introduction to the different branches of translation studies, a historical overview of the discipline, the relationship between practice and theory in translation, and practical translation methods and procedures.

TRAN5004 Specialist Translation with Interpreting I

This module introduces students to specialist fields of translation and ensures that they have the background knowledge to translate legal, financial and technical texts. The unit provides an introduction to economics and law, and also includes liaison interpreting, terminology creation and glossary management. Students gain practical experience of translation by translating a variety of specialist texts.
TRAN5005 Specialist Translation with Interpreting II

This module builds on Tran5004. The unit provides an introduction to business finance and covers additional legal fields such as the law of contract and sale. Practical work focuses on legal and sworn translation, the translation of company documents and scientific and technical translation. Students are introduced to computer-assisted translation tools and also build on the liaison interpreting skills acquired in TRAN 5004.

TRAN5006 Translation Studies

This module expands on TRAN5008. Further issues relating to strategies for dealing with problems encountered during translation are explored, as well as approaches to discourse analysis, ideology and translation, literary translation, and aspects of linguistics central to the study of translation. The primary aim of the course is to familiarise students with the theoretical and analytical approaches vital for further development as professional translators. The module also includes a component related to research methods and proposal writing to prepare students for the possibility of further study and research in the field. Students also continue with the practical translation of a variety of general texts.

TRAN5007 Advanced Practical Translation and Analysis

In this module, students apply the knowledge and experience acquired through practical translation and textual/discourse analysis to a variety of texts which reflect a range of register and styles. The emphasis is on writing and rewriting skills and on practical translation skills. Students also conduct a small-scale research project which is written up in the form of a short research report.

HONOURS IN TRANSLATION AND INTERPRETING

<table>
<thead>
<tr>
<th>(FULL TIME)</th>
<th>(PART TIME YR1)</th>
<th>(PART TIME YR2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRAN4022</td>
<td>TRAN4022</td>
<td>TRAN4023</td>
</tr>
<tr>
<td>TRAN4023</td>
<td>TRAN4025</td>
<td>TRAN4024</td>
</tr>
<tr>
<td>TRAN4024</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRAN4025</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRAN4026</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Honours in Translation is a one-year full-time or two-year part-time degree. The entry requirement is a first degree plus proficiency in the student’s first language and at least one other language (in addition to Faculty requirements for admission to Honours). The programme consists of five modules: four course-work modules (TRAN4022: Principles and Practice of Translation and Interpreting, TRAN4023: Specialist Translation with Interpreting I, TRAN4024: Specialist Translation with Interpreting II, and TRAN4025: Translation Studies) and one research paper (TRAN4026: Translation Research Essay). Qualifying students are expected to meet professional standards and, on completing the programme, to be capable of performing satisfactorily in the entry-level translation market and of undertaking further study and research at master’s level.

The department offers specialised courses in interpreting at Honours and MA level in combination with short courses at the Wits Language School. The courses at the Wits Language School include practical interpreting courses offered by international interpreter trainers with extensive experience. Practising interpreters who wish to study part-time are especially encouraged to apply. For further information please approach the department directly by contacting Prof Judith Inngs at 011 717 4265 or Judith.inggs@wits.ac.za or Dr Kim Wallmach, who is in charge of the interpreting courses at 011 717 3771 or Kim.Wallmach@wits.ac.za.

TRAN4022 Principles and Practice of Translation and Interpreting

The aim of this module is to familiarise students with translation procedures and methodologies useful to them as professional translators both in terms of practical translation skills and in terms of the critical evaluation of translations. The methodology component includes an introduction to the different branches of translation studies, a historical overview of the discipline, the relationship between practice and theory in translation, and practical translation methods and procedures. Students are also introduced to research methods in translation studies.
TRAN4023 Specialist Translation with Interpreting I

This module introduces students to specialist fields of translation and ensures that they have the background knowledge to translate legal, financial and technical texts. The unit provides an introduction to economics and law, and also includes liaison interpreting, terminology creation and glossary management. Students gain practical experience of translation by translating a variety of specialist texts.

TRAN4024 Specialist Translation with Interpreting II

This module builds on Tran5004. The unit provides an introduction to business finance and covers additional legal fields such as the law of contract and sale. Practical work focuses on legal and sworn translation, the translation of company documents and scientific and technical translation. Students are introduced to computer-assisted translation tools and also build on the liaison interpreting skills acquired in TRAN 5004.

TRAN4025 Translation Studies

Further issues relating to strategies for dealing with problems encountered during translation are explored as well as approaches to discourse analysis and translation, ideology and translation, approaches to literary translation, and aspects of linguistics. Students are introduced to the latest theories in Translation Studies, focusing on familiarising students with the theoretical and analytical approaches vital for the further study and research in the field. To this end there is a component related to research methods and proposal writing. Students also continue with the practical translation of a variety of general texts.

TRAN4026 Translation Research Essay

The Research Essay provides an opportunity for students to become actively involved in translation research and prepares them for study at master’s level.

MASTERS BY COURSEWORK IN TRANSLATION

(FULL TIME) (PART TIME YR1) (PART TIME YR2)
TRAN7071 TRAN7071 TRAN7006
TRAN7072 TRAN7072
TRAN7073 TRAN7073
TRAN7006

The Masters in Translation is a one-year full-time translation programme or two-year part-time programme. The entry requirement is Honours in Translation or equivalent plus proficiency in the student’s first language and at least one other language. The programme consists of four modules: three course-work modules (TRAN7071: Research Topics in Translation Studies, TRAN7072: Critical Approaches to Literary Translation and TRAN7073: Advanced Practical Translation) and one research paper (TRAN: 7006 Translation Research Report). Qualifying students are expected to meet professional standards and, on completing the programme, to be capable of performing professionally and competitively on the translation market.

TRAN7071 Research Topics in Translation Studies

The module further develops students' critical understanding of different research strands in Translation Studies. It broadens and consolidates students' theoretical understanding of the discipline and applies different theoretical and conceptual approaches to selected translation research topics while exploring socio-cultural and ideological issues.

TRAN7072 Critical Approaches to Literary Translation

The aim of this module is to familiarise students with a wide variety of issues and trends in the field of literary translation. Students engage critically with contemporary and traditional theories of literary translation, and the translation of different types of literary texts such as prose, drama, poetry and film. Central topics in this field
include censorship, culture and ideology, humour and aspects of dubbing. Students apply their knowledge of approaches to literary translation to the practical translation of general and literary texts.

**TRAN7073 Advanced Practical Translation**

The aim of this module is to prepare students to work as professional translators in the marketplace. It focuses primarily on enhancing and extending students' practical translation and editing skills as applied to a wide range of specialised texts, including advanced text analysis for the purpose of translation.

**TRAN7006 Translation Research Report**

The Translation Research Report offers students the opportunity to explore an area of particular interest to them in Translation or Interpreting Studies.

**BACHELOR OF ARTS WITH HONOURS IN SOUTH AFRICAN SIGN LANGUAGE (SASL)**

**MDLL4070 Deaf Cultural Studies**

This course aims at providing students with an understanding of the complex relationship between history, culture, politics and identity. The course will begin with a focus on the histories of Deaf peoples worldwide, and in particular the South African Deaf community. Students will gain insight into the different ways in which Deaf people have been constructed as 'other' over time, and will understand the importance of schools for Deaf learners and clubs and social spaces for Deaf adults as significant cultural sites. The following main aspects will be dealt with:
- An international history of the education of Deaf learners
- The impact of oppression on Deaf histories and cultures which has been framed as colonialism
- The survival of Deaf culture/Deafhood in relation to hegemony
- Multiple identities

**MDLL4075 The linguistic description of SASL**

This unit covers the major features of the linguistic structure of well documented and researched signed languages such as ASL, BSL and AUSLAN at the phonological, morphological and syntactic levels of analysis. We will also consider the linguistic structure of signed languages in relation to that of spoken languages. By the end of the unit students will be expected to be able to explain the basic principles of the structural description of sign languages, apply this knowledge by transcribing and analysing a SASL text and critically evaluate published research studies in the field.

**MDLL4072 SASL Research Course in SASL**

The course aims to assist students identify, design and conduct a research project in the field of SASL. The course provides an understanding of research, research methods and data analysis in the field of SASL. Students will be assisted with research writing. Moreover the course establishes a community of researchers who can share ideas and support each other. In the first block students will be introduced to research. Students will be assisted with exploring research topics in SASL as well as identifying and honing a topic. They will do the groundwork for developing their research question. They will also learn about research ethics and be allocated a supervisor by the end of the block. In the second teaching block we will review different research methods and students will learn to select the appropriate methodology for their research question. The course will also focus on selecting appropriate data collection tools using available video technology. By the end of the second block students will present their proposals orally to the group and submit a written proposal. During the third teaching block the focus will be on data transcription using glossing and linguistic digital sign language data bases such as Sign Stream. Students will also learn how to analyse their data. Students will have the opportunity to bring their own data to class or to the lab for analysis in order to practice. They will be required to present their data analyses to the class. In the fourth block, the focus will be on research writing. Students will learn how to present their research findings in terms of a well thought out argument. Students will be expected to present, contextualise and analyse selected data. The final honours research essays need to be submitted by 30 November.
**MDLL4071 SASL Long Essay**

This unit will be accompanied by a non-credit bearing "Research course in SASL" (see separate course proposal) The candidate is required to carry out a research project on an approved topic, written up in the form of a SASL Honours Research Essay and demonstrating the candidate's ability to conduct and complete independent research.

**MDLL4073 Sociolinguistics of South African Sign Language (SASL)**

The aim of this course is to extend students' knowledge of basic sociolinguistic aspects of SASL and signed languages in general in order to enable them to engage in research in the field. There are five main areas of study in this course: lexical variation, language planning and language policy, language attitudes, language contact and bilingualism. This unit will expose students to research methodology applicable to lexical variation in signed languages, the potential development of electronic databases for the SASL lexicon and appropriate lexicography practices in signed languages contexts. Furthermore, this unit will allow students to explore language policies pertaining to SASL by applying critical discourse analysis theories, and to understand language attitudes in the context of the hegemony of spoken language in a South African context. Finally, students will be able to investigate language contact situations and bilingualism in an educational context in order to gain an understanding of issues relating to signed languages in general, as well as SASL.

**MDLL4074 Specialised South African Sign Language (SASL)**

The aim of this course is to strengthen students' knowledge and use of SASL at the discourse level using different registers by means of creative production of texts, as well as the translation of texts, both from SASL to English, and English to SASL. Specialised vocabulary will be developed accordingly.

The following areas will be covered:
1. Different settings: medical, scientific, legal, educational, religious, theatre/performance, media; workplace
2. A) formal texts: scientific texts; presentations; lectures, sermons
   B) creative texts: narratives, plays, poetry, Deaf humour
   C) informal texts: conversation

**MASTER OF ARTS BY RESEARCH IN THE FIELD OF SOUTH AFRICAN LANGUAGE IS ALSO OFFERED.** For more information contact Ms Marilyn Jousten Marilyn.Jousten@wits.ac.za 011 717-4211.
Academic facilities

HISTORICAL PAPERS

Wits’ Historical Papers Research Archive is the largest independent archive in Southern Africa and the services available through the unit are founded on high quality collections and well trained staff. It is uniquely positioned within the South African heritage sector and is a hub for human rights research servicing civil society and scholars, as well as a dynamic place of encounter, interaction, exchange and dialogue. Established in the 1960s, it is a facility where South African memory, particularly that which is under threat and marginalized, is preserved and made available. Currently almost 4000 collections of historical, political and cultural importance are cared for and curated in Historical Papers.

Historical Papers actively works to benefit and document communities and the shaping of identities by building partnerships, relationships and collaboration so as to improve delivery to the communities we serve. In a very real way the archivists in Historical Papers are facilitators of social change and promoters of the democratization of information and knowledge, assisting a broad range of users with diverse interests and needs such as students, academics, and professional researchers, journalists, filmmakers, NGOs and ordinary members of the community. A main feature of the activities of Historical Papers is to provide access to information to ordinary members of the community on a daily basis.

The archives held in custody by Historical Papers on behalf of the wider community are an integral and critical element of Wits’ research and information infrastructure and provide a unique, and often fragile, documentary record of local, regional and South African history and society. These collections have contributed to important publications, film documentaries, school textbooks, academic works, reports and exhibitions. They not only hold value as research tools, teaching aids and as crucial evidence for the intellectual development of theories and models but they contain collective social memory.

For more about Historical Papers and its collections see: www.historicalpapers.wits.ac.za

Contact details:
Room 2, Ground floor, William Cullen Library, East Campus
Tel: 011 717-1940 Fax: 011 717 1927
Staff
Michele Pickover (Principal Curator: Archives and Digital Library): michele.pickover@wits.ac.za
Gabriele Mohale (Archivist): Gabriele.Mohale@wits.ac.za
Zofia Sulej (Archivist): Zofia.Sulej@wits.ac.za

ROCK ART RESEARCH INSTITUTE

The Rock Art Research Institute began in 1978 and has since 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 fifteen historically significant archival collections with original tracings and water colour reproductions.

Contact details:
Rock Art Research Institute
Origins Centre
Tel: 011 717-6056
Fax: 011 717-6069

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:

Wits Art Museum (WAM)
The new Wits Art Museum, which opened in 2012, is home to a collection of nearly 10 000 works of art. The collections have been built up at Wits University since the late 1920’s and span the African continent and centuries of our history. WAM is thus a unique resource for post-graduate study and one of Johannesburg’s premier cultural treasures and tourist destinations. The museum presents a dynamic, temporary exhibition program in five exhibition spaces as well as exciting educational programs and events.

Wits was the first university in South Africa to include African art in the teaching syllabus. The art museum also led the way in acquiring local indigenous material and validating it as art. Due to ongoing support from the Standard Bank, WAM’s collections of African art are now considered to be of international significance. They range from small delicate objects for personal use to large sculptures created for communal use; traditional oil paintings to contemporary works in new media.

The museum is located in Braamfontein where ‘the university shakes hands with the city’. It was selected because of the ease of public access and proximity to the Wits Cultural Precinct. The museum boasts state of the art storage facilities and climate control systems. There is also a café at the museum. The Centre for the Creative Arts of Africa, which was founded with the support of the Andrew W. Mellon Foundation, and whose purpose is to research and disseminate information on WAM’s collections and the associated arts of Africa, is also located within the museum.

The Museum 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. Teaching for a variety of courses takes place in the museum and projects are often conceived around objects in the collections and the museum’s activities. In 2013 for example, participants in a post-graduate course in curating had the opportunity to develop small exhibitions in the Street Gallery of the museum. Fine arts doctoral and undergraduate exhibitions were shown at the Museum and two small exhibitions were curated to support art history courses. WAM also offers some opportunities for students to undertake internships.

Contact details:
Corner Jorissen St & Bertha Street (extension of Jan Smuts Ave), Braamfontein
Public opening hours: Wed to Sun 10h00 to 16h00
Contact Person: Julia Charlton
Tel: 011 717-1365 Fax: 011 717-1369
Email: Julia.Charlton@wits.ac.za
Website: www.wits.ac.za/wam
Adler Museum of Medicine

Take a step back in time and explore the history of medicine, dentistry, ophthalmology and pharmacy through the ages at the Adler Museum of Medicine located at Wits Medical School, 7 York Road, Parktown. The Museum was established in 1962 by Dr Cyril and Mrs. Esther Adler who together collected a truly remarkable private collection of medical and pharmacological memorabilia. The Museum today forms part of the Faculty of Health Sciences at the University of the Witwatersrand, Johannesburg. Although there is a long-standing tradition of leading medical schools all over the world to develop their historical resources as a study collection, the Adler Museum is the only such museum in this country.

Items of historical interest on display include microscopes and other scientific instruments; early bleeding and cupping equipment with an exquisitely crafted incision knife; ceramic pharmacy jars dating back to the 17th century; an exquisite collection of bone china and ceramic feeding cups, some dating from the 18th and 19th centuries; an early 19th century wooden handled amputation set in a wooden case; diagnostic and surgical instruments; treatment apparatus such as one advertised as ‘Patent magnetic electrical machine for nervous diseases’ used by Queen Victoria to ease her rheumatism (19th century) and the first electrocardiograph machine (1917) used in the Johannesburg General Hospital; a chloroform bottle and mask in leather case used as an anesthetic in early operations; ear trumpets and brass ear syringes (early 20th century); a collection of rare iron lungs (20th century), hospital and nursing equipment and medical ephemera.

There are reconstructions of an early 20th century Johannesburg pharmacy, a dental surgery, a doctor’s consulting room, an optometry display and a hospital operating theatre of the same period. The optometry display contains an early 19th century refraction testing set and a collection of old spectacles. A history of scientific medicine is augmented with displays of several alternative modalities practiced in South Africa: Traditional Chinese Medicine, Unani/Tibb, Ayurveda, Western Herbal Medicine and Homoeopathy. An important stream of medicine in Africa, traditional healing, is showcased in the Museum with displays of an African herb shop and a patient consulting a sangoma (traditional healer). The Museum’s interesting collection of iron lungs is showcased in a display entitled: Poliomyelitis – the dread of yesteryear. A new and important exhibition entitled: Confronting HIV/AIDS, is essential viewing for all.

There are also sculptures, pictures, photographs, videos and philatelic collections relating to medical history. The Museum has a collection of rare books as well as a history of medicine reference library. Biographical information relating to thousands of medical and allied health professionals is available for research purposes. There are also photographs, notebooks, academic certificates, records, personal papers and memorabilia of prominent health professionals and academics. An extensive subject archive is available, the contents of which are to be found on the Museum’s web site.

Temporary exhibitions held annually include History of Malaria, History of Tuberculosis, Advances in Cardiology and Wonder fibre – serial killer, an exhibition on the history of asbestos mining in South Africa and asbestos-related lung diseases. The Adler Museum Bulletin publishes papers in the field of historical research in medical and allied health sciences. It is produced twice a year. The Museum arranges regular public lectures, tours, specialised tours for school learners which include worksheets and other activities, temporary exhibitions on various subjects, and provides excellent facilities for medical historical teaching and research. Career guidance is offered: if schools would like advice on subject choices and requirements for the Faculty of Health Sciences, please request this at the time of booking a tour.

The Museum is open Mondays to Fridays from 09:00 to 16:00. Closed on weekends and public holidays, 24 December to 4 January. After hours by appointment.

The Museum is available for private functions.

Contact Details:
Ms Rochelle Keene (Curator)
7 York Road, Parktown, 2193
Tel: 011 717-2081
Fax: 0865532483
Email: adler.museum@wits.ac.za
URL: www.wits.ac.za/adler
KITCHING GALLERY

Would you like to meet your ancestors? Not your grandparents or great grandparents but your ancestors from millions of years ago. If you do- then visit the Kitching Gallery, the museum of the Evolutionary Studies Institute situated in the Origins Centre on East Campus. This unique museum has an exhibition of the fossil ancestors of amphibians, tortoises, dinosaurs, and mammals including humans. The exhibit includes the world’s earliest dinosaur eggs and chicks, the largest two legged animal that ever lived (a type of dinosaur) and many other treasures. There are reconstructions of prehistoric creatures, the fossils of fearsome sabre-toothed gorgonopsians which are early mammal-ancestors , one of the earliest turtles, and one of the earliest mammals- a small insect eating creature. There is also an excellent educational display on human evolution. The Evolutionary Science Institute is situated in the Palaoesciences building and houses one of the largest fossil collections in the southern hemisphere, has the largest preparation laboratory in South Africa (the laboratory where fossils are extracted from the rock) and has a state of the art Micro-CT scanner which can X ray rocks and produce 3D images of the fossils that lie inside.

The museum is open on during the most week days and on weekends days between 09:00 and 16:00. Guided tours are available. Special education tours and workshops are provided for learners from Grade R to Grade 12. The geosciences education program specializes in supporting teachers and learners deal with all aspects of earth sciences and palaeontology in the school curriculum. Combined tours and programs with the Bleloch museum are available.

Contact Details
Palaoesciences Reception:
Tel: 011 717 6682
Fax: 011 717 6694

Ian McKay for tours and education programmes.
Tel: 011 717 6667
Cell: 084 500 3902
Email: ian.mckay@wits.ac.za

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 9h00 to 16h00 each weekday and visitors are welcome. Dr Ian McKay 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 McKay
Tel: 011717-6667 or 084 500 3902
Fax: 011717-6694
E-mail: ian.mckay@wits.ac.za

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 C.E. Moss Herbarium and the Zoology Museum. The curators are research oriented regarding their collections. The museum displays extend into the public areas of Oppenheimer Life Sciences Building. Displays include living fish, amphibians and reptiles and a well-stocked marine tank. There are gardens managed by the museum around the Life Sciences Building. A fern and cycad garden is planted on the west side of the building and there is a medicinal and culinary plant garden and a rainforest garden to the south. The museum is very active in promoting an appreciation for the living world.
**C.E. Moss Herbarium**

The CE Moss Herbarium has a collection of more than 100,000 pressed plant specimens (some dating back to the late 1800's). It is an important reference facility that is used in research and teaching by herbarium staff as well as other staff and students. The Lynette Davidson Library (BIOPHY HERB) is a small, but valuable, library with mainly plant systematic/taxonomic books and journals, especially those that are useful for plant identification. Since amalgamation into the Biodiversity Museum, however, we are now building up a collection of zoological books. The Lynette Davidson Library is actively utilised by undergraduate and postgraduate students as well as the staff of the university.

**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 16:00.

Public courses on tree and flora identification are offered. A public outreach exhibition, *Yebo Gogga Yebo Ama Blomo*, is a popular event that occurs annually in May.

**Contact details:**
LG18, Oppenheimer Life Sciences Building
General/Botanical enquiries: Tel: 011 717-6467
Zoological enquiries: Tel: 011 717-6464

**Planetarium**

The Planetarium offers programmes on astronomy to the public and at reduced rates to students and learners.

**Contact details:**
Planetarium, Yale Road
Tel: 011 717-1390
Email: planet@planetarium.co.za
[www.planetarium.co.za](http://www.planetarium.co.za)
Facebook: WitsPlanetarium

**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 reproductions of the world-famous Taung Skull, “Little Foot” and Paranthropus.

Tours into the Sterkfontein Caves run every half an hour. Tickets can be purchased at the ticket office.

**Contact details:**
Sterkfontein Caves, Krugersdorp
Tel: 014 577 9000
Email: info@maropeng.co.za
[www.maropeng.co.za](http://www.maropeng.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.

The Centre has an active temporary exhibitions programme and public lecture series. It also offers a range of certified short courses on computer skills and hosts functions and events. The Centre’s digital archive system offers students of archaeology, anthropology, history and art history an unparalleled educational resource.

Contact details:
1 Yale Road, Braamfontein, Johannesburg
Tel: 011 717 4700
Fax: 011 717-4701
Email: ask@origins.org.za
Web: www.origins.org.za

GLOBAL LABOUR UNIVERSITY (GLU)

Wits, through a joint initiative between SWOP and the Departments of Sociology, History and Economics, was chosen as the African site of the Global Labour University (GLU) launched by the ILO in 2002. The Masters programme is also offered by Kassel University and the Berlin School of Economics, the University of Campinas, Brazil, and the Tata Institute in Mumbai, India. South Africa is the only campus that offers the Programme at the Honours level. GLU is administered by Sociology.

In order to analyse the challenges of globalisation, GLU draws on a multi-disciplinary approach combining sociology, history, law, economics and political studies.

The programme is aimed at trade unionists, and provides students with insight into the role of labour and development, it assists workers and their organisations to assert labour’s perspective in public debate, policy development and implementation and social dialogue on central human development objectives.

Wits governing body:
Prof Michelle Williams (Chairperson); Prof Devan Pillay (Sociology Head); Dr Prishani Naidoo (Sociology); Dr Noor Nieftagodien (History); Dr Seeraj Mohammed (Economics), Dr Sarah Mosoetsa (Sociology)

DEVELOPMENT STUDIES

Development Studies is a leading inter-disciplinary Post Graduate Programme. The programme is social sciences orientated and specializes in health, labour, gender and rural development. The programme is appropriate for students keen to pursue a career in policy research and in the local and international development organizations. Students will be able to draw upon a vast range of local and international academic expertise in a range of disciplines within the School of Social Sciences and in Economics as they critically engage in current local, national and international debates in Development Studies while promoting professional skills in these fields.

Enquiries: For further information go to:
http://www.wits.ac.za/academic/humanities/socialsciences/8613/developmentstudies.html
Administrative Officer: Ms Lerato Podile (011 7174437), Office CB238.
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

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 centre for writing generally and regularly hold book launches, literary events, storytelling evenings, debates and discussions.

What is a Writing Centre?

Wits has a central university-wide Writing Centre situated on the Ground floor of the Wartenweiler Library, East Campus, a Law Writing Centre located in the Law School and an Education Writing Centre in the library on the Education Campus. Writing Centres are an individualised response to the writing needs of a diverse student population. 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. We also hold regular workshops on constructing and evaluating argument and encourage postgraduates to use our space for writing group meetings.

Who is the Wits Writing Centre (WWC) for?

The WWC is for students or staff members 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. Since the writing centre began in 1995, we have had at least 17 members of the writing centre go on to be published, in many case prize-winning, authors. We also aim to be a resource for tutors and lecturers who want enhance the teaching of critical thinking through writing in their courses.
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. We can recommend professional editors but do not edit for you ourselves. 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, the need to rethink tone or tighten focus, or revise your work so that your audience understands your argument better. 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, and are held during office hours on week days. You can also book a series of consultations with the same consultant, or book the seminar room for a series of meetings with your writing group. Remember to bring a draft of your work or notes and remember to call us if you cannot make your booked appointment. Whenever possible, we will try to cater for walk-in clients. The WWC is open to any student or member of staff who wants to work on their writing, particularly in good time before their submission date. We are a free service dedicated to making your writing more effective.

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)

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, pay fines and to make photocopies and computer printouts if credited in advance with money through the Kudu Bucks Terminals (KBTs) located in various places on campus. (Please note that there are no KBTs 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. There is no access to or borrowing from any Wits library without a student card or staff card.

The processing and capturing of registration documents on to the computer system in the Faculty may cause a few days delay 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 and 09:00-17:00 on Wednesday. The Witwatersrand 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 Branch Libraries, on notice boards of each library, and in individual library information leaflets. The Library home page alerts users to changes in hours during vacations and public holidays.

24-Hour Reading Rooms

In the Wartenweiler Library on the East Campus and 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 Room keeps shorter hours in the end of year study break and all reading rooms close between Christmas and New Year.

The Code of Conduct for Library Use

The Code of Conduct for Library Use facilitates appropriate access to information and protection of valuable information resources, as well as ensuring the rights of all users to an environment conducive to research, reading and study. The theft or mutilation of library materials, the use of cell phones, the playing of games and the abuse of computer facilities are all viewed in a serious light. Individual students are responsible for knowing these rules and abiding by them. The “Code of Conduct” is posted in each Library and is also accessible at: http://www.wits.ac.za/files/95eb4_680615001313574671.pdf.

Client Services inquiries that cannot be answered by the senior library staff in every library should be directed to: Deputy University Librarian, preferably by email to Paiki.Muswazi@wits.ac.za or by telephone on 011 717-1904 /1902.
Humanities Libraries: Wartenweiler, William Cullen and Education

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 ten 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 Library 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 William Cullen Library and are available on request at the Africana desk.

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.

In 2008, a new postgraduate facility, the Research Commons (RC), was opened inside the William Cullen Library Ground Floor reading room. All Masters and PhD students are invited to visit the RC, which is a dedicated postgraduate space supported 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 use short loan collection. 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 Information Services desk is also on the ground floor, around the entrance area.

The Wartenweiler Library Periodicals Reading Room is on the ground floor and basement. All current bound and unbound journals in arts and social sciences are located here. Bound journals to which the Library no longer subscribes in print form are in the William Cullen basement stacks. All Africana journals are available in Cullen at AFRICA PER STACK.

The general Reference collection is available on the first, second and third floors of Wartenweiler. The first floor also houses Inter Library Loans, the office of the Principal Librarian: Humanities, the Scholarly Communications & Copyright Services office, the Education & Training section and Electronic Classroom (ECR), and the IBM Knowledge Commons computer facility.

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 resources access are available. Professional library staff are available on the first and third floors to assist postgraduates in their information searches. The Data Services Librarian is located on the 3rd floor and assists postgraduate students and researchers with their research data inquiries on such matters as research data ethics, data management plans and available data sets.

The Multimedia Library (MML), 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. The Humanities and Social Sciences loan collections are located on the 2nd and 3rd floors where large reading and study areas, including 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 Journals

Journals and books in print and electronic format are essential information resources in pursuing postgraduate study and research. Collections in humanities and social sciences are located in Wartenweiler, Education and William Cullen as described above. The location of any book or journal can be found through e-Wits, the online Library catalogue accessible on computers and mobile devices in every library or from any Internet connection, on campus or remotely, at http://www.wits.ac.za/library and http://m.innopac.wits.ac.za (for mobile devices). Through these websites, you can 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 these sites. Please visit the Library’s homepage 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 e-Wits catalogue, using appropriate keywords and subject headings.

Electronic resources (full-text electronic journals and databases)

Electronic resources have substantially replaced current print resources in many disciplines, and are searchable through the Online Resources link on the Library homepage. The electronic resources include 124 068 of full text electronic journal titles and 235 on-line databases, 191 of which carry full text content. Announcements of new resources are made on the Library homepage. Electronic resources are licensed to the University Library for use by all current registered students and staff of the University. These resources can be accessed remotely, from any off-campus Internet service provider, by entering your PIN, last name and staff/student number when prompted. Items retrieved from databases may often be downloaded as emails to a personal email address, or on to a memory stick in the Knowledge or Research Commons or a mobile device such as an iPad or e-Book reader.

The Library has developed Subject Portals/LibGuides, 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, follow the link on the Library homepage. This is a dynamic service and you may find pages here change as more portals are created.

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)

If a journal or book title does not appear to be accessible through the e-Wits catalogue or the Online Resources, a request should be made through the Inter-Library Loans department on the 1st floor, Wartenweiler Library (Monday-Friday, 08:00-17:00; closed Saturdays). An online request can also be made from the e-Wits catalogue by following the link Inter Library Loan. Items should be requested well in advance of the time they are needed. Inter-Library Loans make it possible to borrow material or obtain photocopies from other libraries nationally and internationally.

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 research resources, or ask about these at the desk of any library on any Wits campus. Learn to use the e-Wits 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, Online Resources, Subject Portals/LibGuides and Services. Through these links on the web site, you can get to the e-Wits catalogue and other electronic databases and resources mentioned above.

Information Skills Training

The Education and Training section of the Library has developed a library workshops 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 the Graduate Support Division. Sessions are hands-on as well as theoretical and address relevant research resources. These can be arranged by advance booking in the Wartenweiler electronic classroom (ECR) on the first floor. Call 011 717-1954/53 or email Maggie.Lediga@wits.ac.za or Thuli.Dhlamini@wits.ac.za. The workshops offered in collaboration with the Graduate Support Division are advertised throughout the year across all schools. Please take advantage of all these research support opportunities.

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. Sessions should ideally be 2-3 hours long, to allow for hands-on practice. The sessions cover the principles of terminology and subject searching in the e-Wits Library catalogue and other databases, the selection and use of web-based electronic resources and databases relevant to a particular field of study or research, and the use of research tools such as Zotero and InCites. Students are encouraged to use these sessions to search on terms relevant to their own research topics.

**Research Access to Other Libraries & Information Sources**

Libraries available for research in the Gauteng area include the National Library of South Africa, the Johannesburg Central Library (special collections) 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 the University of South Africa (Unisa).

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 William Cullen Library 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 other academic libraries. Postgraduate students wishing to use the libraries of any other South African universities should apply to the Information 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 third floor of Wartenweiler Library, the 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, the research resources of the home institution, 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.
Student support services

Campus Health and Wellness Centre (CHWC)
“Your health is our concern”

Campus Health and Wellness Centre (CHWC) is a primary health care facility that provides curative, promotive and preventative services to registered (students and staff) of the University of the Witwatersrand. CHWC is staffed by trained and committed health care professionals.

Our vision is to strive for excellence in the delivery of health care services on campus thus contributing to the optimal health and wellbeing of the Wits community.

The health care services provided are cost-effective, convenient, accessible and comprehensive. Our goal is to assist the individual sick or well in the performance of those activities contributing to health or its recovery such that holistic development of the individual can be enhanced. The ethical principles of respect for persons, beneficence (do no harm) and justice (e.g. confidentiality) underpins our practice values. The care provided is patient/client centred to ensure optimum satisfaction with our service.

CHWC is located in the Student’s Union Building, East Campus as well as in the Highfield Office Wits Education Campus. The service is provided Monday –Friday 08:30-16:00

Contact details
Tel: 011 717-9111/3 East Campus, 011 717-3295 Wits Education Campus

Counselling and Careers Development Unit (CCDU)

The CCDU provides a welcoming and safe space to students, based on an ethos of student–centeredness and holistic learning. The Unit is staffed by a dedicated and professional team who offer professional, supportive services, including a variety of empowering programmes to the student community, outlined as follows:

- There is a career education and counselling service for prospective and registered students to assist them in making career decisions. Along with this, psychometric career assessments are also offered, where abilities, interests, personality and values are evaluated to facilitate comprehensive and effective career planning.
- The Final Year & Postgraduate Experience Programme offers students opportunity to develop skills for the job search and awareness of the workplace.
- The Graduate Recruitment Programme (GRP) facilitates contact between recruiters and Wits Students
- Individual and group counselling and psychotherapeutic services are available to registered students and cover a range of issues from anxieties, depression, and difficulties in adapting to university life, to bereavement, personal growth and stress management.
- Holistic life skills programmes, workshops and presentations are integral to the CCDU and are regularly offered to students on pertinent issues such as self-awareness, coping with stress, time management, study skills, diversity engagement and emotional intelligence.
- As part of the CCDU, a free peer counselling service is offered to Wits students, by trained student volunteers.
- Advocacy against Sexual harassment and the promotion of gender equity is provided by the Sexual Harassment Advisor is available to address any issues of sexual harassment experienced by Wits students or staff. The Sexual Harassment Advisor provides awareness, education, information, training and workshops on sexual harassment to the Wits community.
- The HIV/AIDS Education Support Programme is a service based within CCDU, from where regular campaigns are organised on campus as well as training and education in HIV/AIDS.
- An extensive annual recruitment programme, the Graduate Recruitment Programme (GRP) is offered to final year/graduating students, who are preparing for and seeking employment. Programmes and workshops dealing with preparation for the world of work, such as job-seeking skills, CV writing etc are regularly offered.
- The University Student Employment (U.S.E) service and the at CCDU, offers free assistance to students in finding part-time or casual jobs during vacation times and throughout the academic year.

Contact: CCDU reception tel. (011) 717-9140/32 E mail :info.ccdu@wits.ac.za or visit us at the Counselling and Careers Development (CCDU) Building, West Campus.

**Wits Law clinic**

The clinic is situated on West campus south of 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 South Africa 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 are 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 establish on what day of the week it is appropriate to come.

**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).

If 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 (DU) is a support unit within the Registrar’s Division committed to ensuring that students have equal access to educational opportunities at Wits so they can participate, freely and actively, in all facets of university life. DU pledges to assist students with disabilities to receive reasonable accommodations in academic and non-academic programmes and to create awareness of the issues and abilities of people with disabilities amongst the Wits community.

Services include: campus orientation, computer centres with assistive technology, computer training, conversion of course materials into an accessible format (e.g. electronic, braille, tactile, enlarged text), assistance with extra time applications for tests and exams, and various other academic interventions.

Additionally, DU enjoys the services of an IT Specialist, Maths Tutor, Learning Disabilities Coordinator and a South African Sign Language Interpreter, who all provide specialised support to students with disabilities. The Wits Disability Unit is one of the model centres at higher education institutions in South Africa catering for students with disabilities.

If you have a disability, please contact the Disability Unit as soon as possible to discuss any assistance/ or accommodations that you may need.

Contact details:
Wits International Office

The International Students Office seeks to complement the services provided by faculties and academic departments to international students.

External to the University, the office interfaces with foreign representatives in South Africa, the Department of Home Affairs, Medical Aid providers, the SA Medical Schemes Council, the Matriculation Board, Higher Education South Africa (HESA) and the South Africa Qualifications Authority (SAQA).

The office offers the following non-academic services:

- Provide information on Wits and on study (and living) in South Africa
- Provide information and guidance on obtaining a Matriculation Exemption
- Advice on immigration issues – application procedure for study visas and renewals of study visas
- Provide information on South African approved medical aid service providers
- Ensure that all international students are in compliance with university and government requirements prior to registration
- Coordinate orientation of new students to campus
- Facilitates airport transfers

In cooperation with the Internationalisation and Strategic Partnerships Office (ISPO), the International Student Services Office also facilitates the Semester Study Abroad Programme as well as other programmes creating opportunities for Wits students to study/conduct research at partner universities abroad.

APPLICATION PROCEDURE FOR INTERNATIONAL GRADUATE STUDENTS

i. Go to http://www.wits.ac.za/postgraduate and apply on-line and upload certified supporting documents. For further information contact the Student Enrolment Centre (SEnC). The following documentation is required for your application to be considered.

ii. 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”);

iii. 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 SEnC. 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;

iv. Curriculum vitae;
v. A short outline of your intended research area (no more than one typed page) - for Masters (by Research) or PhD applicants only. If you are applying for a Master of Arts programme (degree), a sample of research work or a long essay written is required. It must be translated into English;

vi. Two reference letters from people of authority (not family);

vii. If your degree is not from an English medium institution, you are required to submit proof of English proficiency;

viii. Proof of South African Qualifications Authority (SAQA) evaluation

Enquiries in respect of evaluation of your qualifications may be addressed to:
Directorate: Foreign Qualifications Evaluation and Advisory Services (DFQEAS).
The South African Qualifications Authority (SAQA)
Helpdesk: 086 010 3188
Call Centre: +27 (0)12 431 5070
Fax: +27 (0)12 431 5146
Website: www.saqa.org.za
Postal Address: Postnet Suite 248, Private Bag X06, Waterkloof, 0145
E-mail: ceeq@saqa.org.za or smanyak@saqa.org.za

Postgraduate applicants must have all previous post-school qualifications evaluated by the South African Qualifications Authority (SAQA) when applying for postgraduate studies. SAQA develops and implements policy and criteria for recognizing a professional body and registering a professional designation for the purposes of the act after consultation with statutory and on-statutory bodies of expert practitioners in occupational fields and with the quality councils SAQA also recognize a professional body and register its professional designation if the relevant criteria have been met

CLOSING DATES FOR POSTGRADUATE SUBMISSIONS
The closing date for submission differs from faculty to faculty. Kindly contact SEnC or the Faculty Course Coordinator.

LANGUAGE POLICY AND MEDIUM OF INSTRUCTION
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:

- 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 IELTS (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 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:
Wits Language School, Wits University, Private Bag X3, Wits, 2050, Johannesburg, South Africa, Tel: +27 (0)11 7174208, Fax: +27 (0)11 717 4219
E-mail: wls@wits.ac.za
Website: www.witslanguageschool.com

- IH Johannesburg – Language Lab also offers IELTS Preparation workshops on certain Saturdays.
Contact details:
Language Lab – IH Johannesburg
54 De Korte Street, Braamfontein, Johannesburg, South Africa
Tel: +27 (0)11 339 1051, Fax: +27 11 403 1759
E-mail: info@ihjohannesburg.co.za
Website: www.ihjoburg.co.za

- British Council at the British Embassy or Consulate in your country OR British Council in Johannesburg

Contact details:
British Council in Johannesburg
275 Jan Smuts Avenue, Dunkeld Corner, Dunkeld West,
Tel: +27 (0)11 560 9300, Fax: +27 (0)11 560 9301,
E-mail: ssa.enquiries@britishcouncil.org

The University prefers the applicant to take the IELTS; however, consideration will be given should an applicant have a pass in TOEFL (Test of English as a Foreign Language) which is equivalent to the IELTS 7.0

IMMIGRATION INFORMATION

PASSPORTS
Lost/Stolen Passports
If a passport is stolen or lost on campus, the incident must be reported to Campus Control as well as the police in order to get an affidavit. The International Students 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 visa. 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 visa.

Documents required:
1) Complete form BI1739
2) Form to be completed in black ink only
3) New passport
4) Affidavit
5) Copy of the stolen passport
6) Copy of the study visa
7) Confirmation of registration from faculty

Your application has to be signed and stamped by a representative in the International Students Office before it is submitted to the Department of Home Affairs. Though the office will make copies of these documents for your student file, it is advised that you retain a set of the documents for your own records.

Passport Renewals and Transfer of Visa
Passport renewals are done at the Embassy, High Commission or Consulate of your home country in South Africa. Once you have received your new passport, the existing study visa must be transferred to the new passport.

Documents required:
1) Complete form BI1739
2) Form to be completed in black ink only
3) Confirmation of registration from faculty
4) New passport
5) Old passport
6) Valid visa

Your application has to be signed and stamped by a representative in the International Students Office before it is submitted to the Department of Home Affairs. Though the office will make copies of these documents for your student file, it is advised that you retain a set of the documents for your own records.

Study Visa: How to Apply for a Study Visa
The University is not permitted to register you until you have produced your VALID study visa. It usually takes at least six weeks for your study visa application to be processed. It is also important for you to note that your
study visa 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 visa 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 visa:

1. A passport valid for not less than 30 days after intended studies
2. Payment of the prescribed administrative fee
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 the degree, confirming that the student 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 equivalent to the value of a return flight ticket.

a. In the case of African students, an undertaking from the relevant government to take full responsibility of the student and to pay all costs, should it become necessary to deport the student.

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 International Students Office will be able to facilitate this request.

**Endorsement to Study Part-time**

If you are a holder of a Work or Business Visa you may apply for an endorsement to study part-time. The endorsement will only be valid for the period of the holder’s prospective Work or Business Visa.

To apply for the endorsement you will need to:

1. Complete form BI1739
2. Form to be completed in **black** ink only
3. Letter of acceptance/firm offer letter from the University
4. Original passport and work/business visa
5. Proof of South African medical aid cover
6. Confirmation of employment letter
7. Confirmation of employment letter
8. There is no cost for the endorsement

Your application for an endorsement has to be signed and stamped by a representative in the International Students Office before it is submitted to the Department of Home Affairs. Though the office will make copies of these documents for your student file, it is advised that you retain a set of the documents for your own records.

**Extension of a Study Visa**

The following should be submitted to the Department of Home Affairs:

1. BI1739 form (R425.00 – application fee)
2. Form to be completed in **black** ink only
3) Spouse ID & Marriage Certificate
4) Proof of registration with an Institution
   a. letter from faculty to include current year of study and end date of when the visa is to be extended to
5) Proof of payment of tuition fees
6) Proof of funds available (balance to reflect tuition and living allowance for the year). If the funds are in a foreign currency, the Department of Home Affairs requires the funds to be converted into South African Rand (ZAR).
7) Proof of a South African based medical aid cover
8) Police Clearance or Proof thereof if longer than one year in the Republic of South Africa
9) Medical and Radiological Reports (less than six months old)
10) Proof of Repatriation Deposit Paid (Original Receipt)
11) Proof of Guardianship for minor if applicable
12) Passport (Original)
13) Apply within a minimum of 30 days before Visa Expires

Your application for extension of a study visa has to be signed and stamped by a representative in the International Students Office before it is submitted to the Department of Home Affairs. Though the office will make copies of these documents for your student file, it is advised that you retain a set of the documents for your own records.

Applications for extensions must be submitted before the 30 day expiry of the visa, failure to do so will result in the applicant having to return to their home country and applying for a new visa

Changing of Conditions of a Study Visa
A change of conditions of a study visa refers to a situation where you hold a valid study visa 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 visas 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 visa will need to be changed for the applicant to study “at the University of the Witwatersrand”. Application for change of conditions of a study visa constitutes a new application of a study visa. Though the applicant will need to complete a separate form, the requirements are the same as for the initial application of a study visa. These forms are not available on the internet. They can only be collected at any of the South African Department of Home Affairs Offices.

PLEASE NOTE:
- The holder of a study visa 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. Immigration Act No. 13 of 2002.
- Registered students are legally required to update their records with the International Students Office each time the visa is renewed. If the expiry date lapses, this will result in an automatic deregistration.

Contact details for Department of Home Affairs in Johannesburg:
77 Harrison Street, Johannesburg, Tel: +27 (0) 11 639 4000

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 visa. No medical aid cover is legally required, however it is recommended.

PLEASE NOTE:
Registered students are legally required to update their records with the International Students Office each time the visa is renewed. If the expiry date lapses, this will result in an automatic deregistration.

Asylum Seekers
An Asylum Seeker is a person in possession of a valid visa 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 International Students Office each time the visa is renewed. If the expiry date lapses, this will result in an automatic deregistration.

Diplomats
Children of diplomatic staff under the age of 23 years are exempt from a study visa and they pay local tuition and related international levies.

Spouses of diplomatic staff do not automatically qualify for exemptions from a study visa. DIRCO (Department of International Relations and Co-operation) 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 Visa
This is a permit issued with a study visa 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 visa. 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 Practical Training Visa. Immigration Act No. 13 of 2002.

Block Release
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 visa. Block release students are also exempted from the requirement of medical aid cover, however it is recommended.

PLEASE NOTE:
Registered students are legally required to update their records with the International Students Office each time they enter the Republic of South Africa to continue their Block Release programme.

MEDICAL AID

In terms of the Immigration Act No. 13 of 2002 as Amended and its Regulations 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 you might be able to secure a study visa with other types of medical products, be they South African or otherwise, the University of the Witwatersrand only accepts South African Medical Aid products.

To comply with the regulations, the University requires a membership certificate as 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.

To avoid unnecessary complications, please make the necessary financial arrangements with the medical aid provider 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. The required medical aid cover fee must be paid directly to the Medical Aid Company, separate to that of the tuition fees.

Students will not receive a Clearance Certificate unless they can show a membership certificate as proof of a valid and comprehensive medical aid cover for the duration of the academic year (until 31 December), without a Clearance Certificate they cannot register at the Institution.

Students who are members or dependents on a South African based parent/guardian/spousal/work medical aid are required to present a recent membership certificate for the annual registration. The membership certificate must reflect active membership for the current year.

Medical Aid providers with weekly consulting hours on Wits campus:

<table>
<thead>
<tr>
<th>COMPANY</th>
<th>WEB ADDRESS</th>
<th>CONTACT NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Momentum Health</td>
<td><a href="http://www.ingwehealth.co.za">http://www.ingwehealth.co.za</a></td>
<td>0860 102 493</td>
</tr>
<tr>
<td></td>
<td></td>
<td>+27 (0)12 671 8511</td>
</tr>
<tr>
<td>CompCare Wellness Medical Scheme</td>
<td><a href="http://www.studentplan.co.za">http://www.studentplan.co.za</a></td>
<td>086 112 4636</td>
</tr>
</tbody>
</table>

The above products have guaranteed that cancellation of coverage will not be refunded without written communication from the International Students Office confirming the student’s deregistration/completion status.

For other SA Medical Aid Products to be considered:

1. The certificate/letter confirming membership must be for the current year.

For more details about all Medical Aid providers in South Africa, contact:

<table>
<thead>
<tr>
<th>COMPANY</th>
<th>WEB ADDRESS</th>
<th>CONTACT NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA Medical Scheme Council</td>
<td><a href="http://www.medicalschemes.com">http://www.medicalschemes.com</a></td>
<td>0861 123 267</td>
</tr>
<tr>
<td></td>
<td></td>
<td>+27 (0)12 431 0500</td>
</tr>
</tbody>
</table>

FINANCIAL INFORMATION

Fees
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 (DHA) to provide proof of available funds for the tuition fee for the academic year prior to receiving their study visa.

All International students pay a non-refundable annual International Registration Fee (IRF). Refer to the table below for the applicable IRF.

Students from the Southern African Development Community (SADC) member countries pay local tuition fees and
a non-refundable annual International Registration Fee (see Table below). The SADC member countries are Angola, Botswana, Democratic Republic of Congo, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, Swaziland, Tanzania, Zambia and Zimbabwe.

75% of the tuition, IRF and on-campus accommodation (if applicable) fees is payable on registration. The balance is due by 31 March. Students will not be registered for programmes (degrees) if they do not provide proof of payment or have evidence of sponsorship. This excludes students with Refugee status.

See Table below for the 2014 Fee Structure for International Students

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. **SWIFT Code:** SBZAZAJJ Please fax proof of payment to the Student Enrolment Centre (SEnC) at +27 (0)11 717 1299 and state your Person number as a reference.

- **For fees and the annual International Postgraduate Registration fee:** Standard Bank; Braamfontein, branch code: 004805; account number: 002 891 697. **SWIFT Code:** SBZAZAJJ Please fax proof of payment to +27 (0)11 717 4918 and state your Person number as a reference.

- **If you are in South Africa:** cash payment can be made either at the Fees Office at Wits University or at any Standard Bank; Braamfontein; 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 (0)11 717 1544/43/42 and fax the details to +27 (0)11 717 4918, or visit the University in person. Downloadable form for credit card payment is available on the website: www.wits.ac.za

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.

If you are granted permanent residence status during the course of your year of study, your citizenship details must be updated at the International Students Office. However, your fees paid at the beginning of the year will not be refunded or amended. The new fees will only apply in the next academic year.
Financial Aid

Undergraduate
Financial aid (bursaries/loans) from the University is **not available** for international undergraduate students.

Postgraduate
A 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 31 October 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.
<table>
<thead>
<tr>
<th><strong>Table: 2014 Fee Structure for International Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSTGRADUATE (PG)</strong></td>
</tr>
<tr>
<td>SADC (Full time, Part time¹, PG/Block Release – for Degree and Diploma Qualifications and Study Abroad/Occasional)</td>
</tr>
<tr>
<td>Outside of SADC (PG) (Full time, Part time¹, PG/Block Release – for Degree and Diploma Qualifications)</td>
</tr>
<tr>
<td>Study Abroad/Occasional Outside of SADC</td>
</tr>
<tr>
<td>Refugees (Full time, Part time, PG/Block Release for Degree and Diploma Qualifications Study Abroad/Occasional)</td>
</tr>
<tr>
<td>Asylum Seekers (Full time, Part time, PG/Block Release – for Degree and Diploma Qualifications and Study Abroad/Occasional)</td>
</tr>
<tr>
<td>Diplomats and their dependents stationed in South Africa (Full time, Part time, PG/Block Release – for Degree and Diploma Qualifications and Study Abroad/Occasional)</td>
</tr>
<tr>
<td>International Wits employees and their dependents (Full time, Part time¹, PG/Block Release – for Degree and Diploma Qualifications and Study Abroad/Occasional)</td>
</tr>
<tr>
<td>Short Courses (Certificates of Attendance and Competence)</td>
</tr>
</tbody>
</table>

¹If working in South Africa on a valid Work/Business visa you are required to apply for an endorsement to study part-time.
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 lifestyle options, some catering exclusively for graduate students. If you want to apply for residence accommodation for the following year, application can be done at the Student Enrolment Centre or Online closing date for application is the 31 October. Please note that space is 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 Central Accommodation Office for information regarding alternative accommodation. Notice boards in the foyer at the Central Accommodation Office situated in Senate House have advertisements displayed, as well as pamphlets.

Wits Junction

With state-of-the-art facilities, the residence accommodation at Wits Junction is ideally suited to postdoctoral fellows, visiting academics and students pursuing postgraduate qualifications. Newly built and set in spacious, secure surroundings on the Parktown Ridge, the complex is close to all Wits campuses and is served by our regular (free) inter-campus bus service.

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.

The costs per month for off-campus accommodation range on average from R3000.00 to R 6500.00 for a furnished Bachelor, one bedroom apartment or cottage (rent, water and electricity). These figures are based on costs in 2013 and are liable to increase by about 10% per year.

Contact details:
Central Accommodation Office
Room 045, West Wing, Senate House
Tel: 011 717-9172/3/4 Fax 27 (0) 11 339 8213
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)
- Bahá’í 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 (Same as Disabled Students’ Movement)
- DJ Society
- De Jà Vu Poetry Society (now called Wits Poetry
- 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)
Sports at Wits

Sports at Wits is a great opportunity for students to participate in various sports clubs. The Wits Sports Council (WSC) oversees more than thirty sports clubs that offer opportunities to sportsmen and women to compete at the highest level. Students are also encouraged to use the sports facilities for recreation. Participating in one of Wits’ various inter-faculty and internal leagues for a range of codes is often a stepping-stone to competing at a higher level.

Outdoor facilities comprise hard court areas for tennis, basketball and netball, and 50-metre swimming pools on both the East Campus (heated) and the Education Campus, to cater for the university’s Aquatics and Underwater clubs and recreational swimmers. Two new Futsal (5-a-side outdoor football) courts will become available in 2014 at the Dig Field sports precinct. Indoor facilities provide for the cluster of martial arts forms, fencing, aerobics, super-circuit and weight training, basketball, volleyball and rock-climbing.

Choose from:

**Indoor:**
- Aerobics
- Basketball
- Chess
- Indoor Hockey
- Aikido
- Body Building
- Fencing
- Judo
- Badminton
- Boxing
- Gymnastics
- Karate (JKA)

**Contact details:**
SRC office, Matrix
Tel: 011 717-9206
Fax: 011 717-9207
Email: jabu.sibeko@wits.ac.za
http://www.wits.ac.za/depts/wcs/clubs.html
<table>
<thead>
<tr>
<th>Indoor:</th>
<th>Squash</th>
<th>Table Tennis</th>
<th>Boat (Rowing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kobujutsu / Tai Chi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taekwondo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tang Soo Do</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>War Games</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taekwondo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table Tennis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boat (Rowing)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Outdoor:**

<table>
<thead>
<tr>
<th>Athletics</th>
<th>Aquatics</th>
<th>Volleyball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canoe</td>
<td>Cricket</td>
<td>Yachting</td>
</tr>
<tr>
<td>Flying</td>
<td>Golf</td>
<td>Hockey</td>
</tr>
<tr>
<td>Mountaineering</td>
<td>Netball</td>
<td>Orienteering</td>
</tr>
<tr>
<td>Rugby</td>
<td>Sky Diving</td>
<td>Snow Ski</td>
</tr>
<tr>
<td>Football</td>
<td>Underwater</td>
<td>Ultimate Frisbee</td>
</tr>
<tr>
<td>Tennis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Contact details:**

WitsSports
Tel: 011 717-9403/4
E-mail: gill.dawson@wits.ac.za

**Sports bursaries and scholarships for top athletes**

If you are a sports achiever and have shown excellence in your chosen sport, Wits is the place to be. The university offers a number of bursaries and scholarships to students with demonstrated sporting prowess. Naturally, sporting skill has to be backed up by satisfactory academic results. Wits has a proud history of producing some of South Africa’s foremost and respected sportspeople. You could be part of that, and nothing would please us more than graduating higher-degree students who also in the sporting world.

The list of sporting alumni is a Who’s who of South African sport, from world-renowned runners and Olympians to cricketers who’ve plied their trade at international level. It says much for a university when the likes of Mark Plaatjies, Bruce Fordyce and Hendrik Ramaala have pounded the pavements of Yale Road and worn Wits colours.

If running is not your thing, consider Wits’ proud record of producing footballers who have made their way onto pitches at Wits: former Manchester United and England goalkeeper Gary Bailey, and Bafana Bafana keeper Rowan Fernandez.

Wits cricketers have also made a name for themselves, including fast bowler Richard Snell, former Proteas bowler David Tebrugge, past provincial and SA ‘A’ player Gareth Flusk, and the Highveld Lions’ Eddie Leie.

In recent times Wits has produced world class martial arts exponents (Calvin Fourie, judo), rowers (Claudia Hazelwood) and boxers (Njabulo Mahlalela) to represent South Africa at the the 2013 World Student Games in Kazan, Russia.

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 as you pursue academic studies. If you are looking for a holistic and supportive environment, it’s difficult to do much better.

**Contact details**

Tel: 011 717-1071/1072
E-mail: ntevin@finaid.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: secretary@pga.wits.ac.za or chairman@pga.wits.ac.za or http://student.wits.ac.za/PGA/PGA+About+Us.htm
The Student Union Building/Matrix

The Student Union Building complex is 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, Dentist, The Main Dining room which caters for residence students as well as Opidani students (day students), the SRC - clubs and societies offices.

The Matrix which includes Food outlets such as Nino’s, Kara Nichha’s and Delhi Delicious, The sweet shop, cellphone shop, a convenience store, a typing, fax, print, post and telephone service outlet, and 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. 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. 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 up-grader. 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

Retail Outlets

The Matrix, East Campus

Theo’s in the Concourse of Senate House

The retail outlet at the Tower of Light on West campus sells a wide range of resale items, hot meals, as well as grab and go items

The Retail outlet next to the FNB building on West Campus sells a wide variety of resale items, good coffee, hot meals, fast foods, healthy options as well as grab and go items for those on the run.
Olives and Plates at Wits Medical School is a comprehensive retail outlet offering a wide variety of food and drinks including a Certified Halaal outlet.

The Wits Club on West Campus caters for Wits staff, alumni students and the public. It offers an a la carte menu for breakfast and lunch with dessert and cake table and good coffee in a pleasant setting.

Hofmeyr House, on East Campus, is a venue that offers Buffet lunches, themed and pub lunches as advertised and is open to all University staff and students

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.

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, 011 717-9008.

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
Parking Office,
Senate House Basement
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.
Tel: 011 717-1838/ 717-1818
Speed Dial Mark: 6391
Speed Dial Paul: 6124

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

Lost Property
If you have lost or found something of value, go to Room 1 and 24 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:

**African Zoo Lodge Backpackers:** 233A Jan Smuts Ave, Parktown North, Johannesburg
Tel: 011 880-5108
Cell: 082 490-1229
E-mail: zoолодge@backpackfrica.com

**Backpackers Ritz:** 1A North Rd, Dunkeld West, PO Box 472460, Craighall
Tel: 325-7125/327-029, Fax: 325-2521
E-mail: ritz@iafrica.com

**The Old Wedgewood B&B:** 75 2nd Ave Melville
Tel: 011 482-4124
Cell: 082 781-8869
http://www.wedgwoodmews.co.za

**AIDS information**
Campus Health: 011 717-7113/7111
Aids Hotline, Toll Free: 0800 012 322
aononymous@telfomsa.net

**Al-Anon (for relatives or partners of alcoholics)**
Tel: 0861 25 26 66/011 483-3764
After 17h00: 011 435-5792
Email: help@alanon.org.za
www.alanom.org.za

**Alcoholics anonymous - National Helpline: 0861 HELPA (435722)**
Tel: 011 683-9101
www.aasouthafrica.org.za

**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
www.cansa.org.za

Crime
Look under Emergency Services

Drug abuse
SANCA: 011-836-2460, www.addictionrehab.co.za
Tough Love: 0861 868-445, info@toughlove.org.za

Eating disorders
Overeaters anonymous: www.oa.org

Emergency services (see also Hospitals and Clinics)
Ambulance, fire and police 999
Bedfordview: 011 455-1111
Johannesburg: 999

All life threatening emergencies: 011 375 5911

Crisis Counselling
Wits Counseling, Monday to Friday, 8 am to 4.30 pm
Tel: 011 717-9140
Lifeline: 011 728-1347/ 011 728-1331

Fire Brigade: 011 375-5911

Police - Flying Squad - 10111

Rape Crisis: People Opposing Women Abuse (POWA)
Tel: 011 642-4345/6
info@powa.co.za, www.powa.co.za

Employment
Dial-a-student: 011 403-2996

Family, marriage, relationship counselling
Family Life Centre: 011788-4784/5, www.familylife.co.za

Fast foods
The Matrix Building (East Campus) has a wide variety of fast foods
Mr. Delivery (linked to various fast food outlets)
  Fordsburg: 011 838-0202
  Melville: 011 482-4748
  Cresta/Randburg: 011 431-0380
  Rosebank: 011 442-4411
Wimpy, Braamfontein, Tel: 011339-1032
Debonairs Pizza
Braamfontein: 011 339-7830
Auckland Park: 011 726-3475
Northcliff: 011 478-0533
Rosebank: 011 447-2693/7613/7601
Gambling addiction
Life Line: 011 728-1347

Gay support
Activate (Social Network): Call Dumisani 079 285-3474
CCDU (Counseling): 011 717 9140
Wits Transformation Safe Zone: 011 717-1445
GALA: 011 717-4239

Hairdressers
There are various hair saloons on Jorrisen Street and downtown

The Heart and Stroke foundation SA
Tel: 0860 143-278 (0860 1 HEART), www.heartfoundation.co.za

Hospitals and clinics (See also Emergency Services)

Hospitals
Dental Hospital: 011 488-4770
Helen Joseph: 011 489-1011
Johannesburg: 011 488-4911
Milpark (011)480-5600 / 0800 116 616
Netcare Linksfield Hospital (011) 647-3400

Clinics
Brenthurst: 011 647-9000
Park Lane: 011 480-4000
Travel Clinic: 011 026-4157

Legal aid
Wits Law Clinic, (011)717-8562
Legal Aid Board (011)877-2000

Malls
Campus Square Shopping Centre, Cnr. Kingsway and Main Rds, Auckland Park
Tel: 011 482-7955

Killarney Mall, 60 Riviera Road, Killarney
Tel: 011 646-4657

Oriental Plaza, Cnr. Bree St. and High St., Fordsburg
Tel: 011 838-6752/3

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
Visit www.jhblive.co.za for a guide to Johannesburg’s clubs, restaurants, pubs, theatres, art galleries and more

Museums and Art Galleries
The Apartheid Museum, (Open Tuesday to Sunday)
Tel: 011 309-4700
Museum Africa: 011 833-5624

Ditsong Museums of South Africa: 011 646-5513

ABSA Gallery, contemporary art exhibitions: 011 350-5139

Johannesburg Art Gallery: 011 725-3184
Standard Bank Gallery: 011 636-4842

MICRO (National Institute for the Rehabilitation of Criminal Offenders)
Tel: 011 873-6976 (Germiston)/ 011 986-1020 (Soweto)

Optometrist
There is an optometrist at the Matrix

Organ donation
Organ Donor Foundation
Toll Free: 080 022 6611/083 634-4614

Parking: 011 717-1882

Parks and Walks
The Walter Sisulu National Botanical Garden: 0861 001-278
The Johannesburg Botanical Gardens: 011 712-6600 (switchboard)
The Johannesburg Zoo: 011 646-2000
Lory Park Zoo: 011 315-7307

Pharmacies
Selgo Pharmacy, Braamfontein : 011 339-6912
Jorissen Street Pharmacy: 011 339-3095
May’s Chemist: 011 726-8014
Clicks: Jorissen Street and Campus Square
Dis-chem: Cresta Mall

Photographers
Mr. ID Mobile Photo Studios: 011 907-3960

Planned Parenthood Association of South Africa
Tel: 011 523-1400

Printing
Central Printing, Senate House Basement
Jetline- The Matrix

Restaurants
Visit www.jhblive.co.za
Carnivore, Muldersdrift (African game)
Tel: 011 950-6000

Gramadoelas, Newtown Cultural Precinct (African)
Tel: (011)838-6960, www.gremadoelas.co.za

Secondhand bookshops
Armstrong’s: new and second hand UNISA and Technikon setworks Johannesburg
Tel: 011 836-0124 (CBD)
Tel: 011 485-1337 (Orange Grove)
**Bookdealers** is a book trading company that deals with 2nd hand, remainders and publisher-returns; it is situated at 12, 7th Street, Melville. Phone 011 726-4054.
Trading hours Mon: 9am - 9pm Tue-Sat: 9am - 10pm Sun: 10am - 9pm
http://www.bookdealers.co.za/

**The Collector's Treasury**, Johannesburg; rare Africana books: 011334-6556

**Huxley's Books**, Jukskei Park: 011 497-6523

**Frank Thorold**, Johannesburg: Africana, legal and antiquarian books: 011 838-5903

**Smoking**
National Council Against Smoking: 011725-1514
Smokenders: 011 487-0231

**Stationery**
There is a stationery shop at the Matrix Waltons: 011 656-9724

**Thesis binding**
Jetline- The Matrix
H Schwarzendahl Brixton Book Binders Tel: 011837-3979
Bookbinding Creations, Shop 3, Erling Court, 95 Komati Rd, Emmarentia
Tel: 011 646-9621/073 447-3325

Central Printing, Senate House Basement

**Transport**
Municipal Bus Service: See page 19
Taxis: See page 18
Minibus/Kombi taxis: See page 18

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 or to the Airport**
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.

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.

Magic Marketing: 011 884-3957/082 850-8844
Meet Africa Airport Shuttle: 011 316-5632/083 267-7288/083 977-3069
Tourist Transport Services: 011 680-0259/083 292-5442
Gautrain: www.gautrain.co.za

**Travel agents**
STA Travel: 0861 781-781
Student Flights: 0860 400 737

**Tuberculosis**
SANTA: 011454-0260 (Hospital)
Maps

A Map of The City of Johannesburg

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. Visit this link for Maps of the campuses: http://www.wits.ac.za/606/maps.html
**Places of Interest**

<table>
<thead>
<tr>
<th>Place</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wits Theatre</td>
<td><a href="http://www.wits.ac.za/witstheatre/2795/wits_theatre.html">http://www.wits.ac.za/witstheatre/2795/wits_theatre.html</a></td>
</tr>
<tr>
<td>Wits Art Museum (WAM)</td>
<td>See page</td>
</tr>
<tr>
<td>Origins Centre</td>
<td>See page</td>
</tr>
<tr>
<td>Market Theatre</td>
<td><a href="http://www.markettheatre.co.za">www.markettheatre.co.za</a></td>
</tr>
<tr>
<td>Apartheid Museum</td>
<td>One of the preeminent museums of the 20th century which powerfully traces not only the history of apartheid - of man’s inhumanity – but also celebrates a nation’s capacity to triumph over its darkest year. Visit <a href="http://www.apartheitmuseum.org">www.apartheitmuseum.org</a></td>
</tr>
<tr>
<td>Hector Peterson Museum</td>
<td>A Museum located in Orlando West, Soweto, two blocks away from where Hector Peterson was shot. Call 011 536 2253</td>
</tr>
<tr>
<td>Melville</td>
<td>Old yet funkiest suburbs in Johannesburg</td>
</tr>
<tr>
<td>Rosebank</td>
<td>See page</td>
</tr>
<tr>
<td>The Cradle of Human Kind</td>
<td>World Heritage Site, <a href="http://www.cradleofhumankind.co.za">www.cradleofhumankind.co.za</a> 014 577 9000</td>
</tr>
<tr>
<td>Sterkfontein Caves</td>
<td>See page</td>
</tr>
<tr>
<td>Arts on Main (Maboneng Precinct)</td>
<td>Hun of Johannesburg’s creative community</td>
</tr>
<tr>
<td>Yeoville</td>
<td>One of the liveliest and certainly among the most ‘Afropolitan’ neighborhoods in the city, where immigrant from Zimbabwe, Cameroon, the DRC, Cote d’voire, Ghana, Nigeria, Tanzania, Somalia and Ethiopia have made their homes and established eateries, markets, bars, clubs, and small businesses that mirror the urban street life of other parts of the continent.</td>
</tr>
<tr>
<td>Museum Africa</td>
<td><a href="http://www.museumafrica.org">www.museumafrica.org</a>, 011 8335624</td>
</tr>
<tr>
<td>Newtown</td>
<td>Linked to Braamfontein by Mandela Bridge. Its most famous landmark is probably the Market Theatre. It is also where Mary Fitzgerald square is located and also home to the Dance Factory and one of Johannesburg music performance venues, Baseline.</td>
</tr>
</tbody>
</table>

**Entertainment**

<table>
<thead>
<tr>
<th>Entertainment Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Movies</strong></td>
<td></td>
</tr>
<tr>
<td>Rosebank Cineman Nouveau</td>
<td></td>
</tr>
<tr>
<td>Cresta, Carlton Centre Eastgate, Southgate, Northgate (Ster Kinekor)</td>
<td><a href="#">Tuesday nights is half price night for club card holder</a></td>
</tr>
<tr>
<td>Bioscope</td>
<td></td>
</tr>
<tr>
<td><strong>Music, Dance, and Theatre</strong></td>
<td></td>
</tr>
<tr>
<td>Wits Arts and Literature Experience (WALE)</td>
<td><a href="#">Multi disciplinary festival, usually takes place in May</a></td>
</tr>
<tr>
<td>Standard Bank Joy of Jazz</td>
<td><a href="http://www.joyofjazz.co.za">www.joyofjazz.co.za</a></td>
</tr>
<tr>
<td>Arts Alive Festival</td>
<td><a href="http://www.art-alive.co.za">www.art-alive.co.za</a></td>
</tr>
<tr>
<td>FNB Dance Umbrella</td>
<td></td>
</tr>
<tr>
<td>Wits 969 Festival</td>
<td><a href="#">011 1717 1376</a></td>
</tr>
<tr>
<td>Wits Music Lunch Hour Concerts</td>
<td><a href="#">011 717 1376/ 717 4663</a></td>
</tr>
</tbody>
</table>
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 Postgraduate Office for screening which is noted at the Faculty’s Graduate Studies Committee.

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 valuable and viable projects that can be completed in the specified time. We generally find that applicants, who do not have an already refined sense of their project, extend their work well beyond the normal period of registration. A coherent and 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.

The screening processes
At present there are two systems for screening proposals used by the Graduate Studies Committee, Faculty Postgraduate Office and the school or discipline in which you are registered determines which of the processes will be used for their postgraduates. However, both systems require students, at the masters and doctoral, level to have their proposals approved by a reader or readers (two readers in the case of a doctoral candidate) appointed by the Supervisor. In the majority of cases, supervisors nominate readers whom they think will provide the student with informed and helpful feedback from amongst their colleagues at Wits but occasionally nominate an outside readers or readers. The member of the Graduate Studies Asst Dean who holds the proposals portfolio (again, in the majority of cases) approves the supervisor’s nomination(s) and the proposal is sent to the reader(s).

The approved readers are often invited to attend the School or discipline-level proposal presentations and then, in first instance, provide oral responses for the students. Students then make any corrections that are suggested and return their proposals either to the reader (s) or to the Graduate Studies. Readers then write reports on these proposals and send them to the Postgraduate Faculty office. Together with staff members from the Graduate Studies Offices the committee member holding the proposals portfolio monitor the process, until the proposal is officially approved.

What do readers do?
Each reader's comments are passed on to the candidate via the Faculty Postgraduate 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.

The reader's comments are intended as a helpful academic response designed to give candidates, and their supervisors, the benefit of insight and expertise beyond their immediate context. When proposals are returned for amendments, candidates should seek advice from their supervisors and from the reader or readers, if they are 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 because it is virtually impossible to predict research findings beforehand and it is inappropriate to follow through an argument mechanically. The research process will inevitably alter, perhaps even radically change, the researchers 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. The title should also include ‘key words’ that others in the field could use were they needing to locate your work in 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 research of this kind. This justification may be either of an empirical nature (what you hope to contribute or extend in an existing body of knowledge) or of a theoretical nature (how you hope to elucidate contentious areas in a body of knowledge or to provide new conceptual insights into this field). All research is part of a larger scholarly enterprise and students should be able to argue for the value and positioning of their work in this enterprise.

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 because 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 particular 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 dissertations/research reports tend to make the claim that there is no literature in the area in which they are researching. Researchers should be aware that it is very unlikely that there is no literature on their particular topic. It may be the case, however, that previous research has not addressed the topic in your particular context or using the research method you intend using. In rare cases you can still use the available literature in a ‘negative’ way. In this case you can highlight what you perceive to be the shortcomings of the existing literature and this could be used as further justification for your intended research.
Theoretical Framework or Theoretical Orientation
In many, but not all of the disciplines of the Faculty of Humanities the proposal needs to 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 vague description of your theoretical affiliations is not sufficient.

Method/Methodology
If you are intending to undertake empirical research this component of the research proposal can be described as generic in that you are expected to follow a fairly standard format. You will be expected to describe the intended methods of data gathering and the type of analysis to be followed. You will also, for example, be expected to indicate whether you are researching in, broadly, the qualitative or quantitative research traditions, to describe the research instruments you will use including, where appropriate, the statistical techniques you will be using. If your research is more theoretical or conceptual, the requirements for research methodology section 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 need to set out how your synthesis would be accomplished. In some cases it may not in fact be necessary to have a separate methodology section because in these disciplines or research traditions the method used is built into the discipline itself. This may be the case in, for example, literary criticism and history.

In cases where particular sources (such as archives or human subjects) are to be used, you should give details of these sources. You should also 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. (See ‘Ethical Considerations’ below)

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 ideas in an appropriate way, and that you have set 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.

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
In many cases, proposal readers from all over the Faculty comment on a number of very similar problems. Before submitting your proposal you should carefully check that you have avoided some of the most common of these problems which are discussed below.
**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 designing a research report of 10,000 - 30,000 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 31st July of the year in which full-time students enrol; the due date for part-time students is 31st March 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 registration for a Masters degree are quite strictly controlled: in other words, the submission of your research report cannot be indefinitely deferred, so you must identify your short and longer term goals clearly.

The length of the proposal
Proposals for Research Reports should not exceed 4000 words in length. Proposal for a Masters by dissertation (i.e. research only) should be approximately 7000 in length. PhD proposals should preferably not exceed 10,000 words.

The research proposal itself
1. The Title of the research report should be “brief and precise” (see Writing a Proposal, p 197).
2. The Aim and Rationale of the proposed project should be sharply and concisely defined (see Writing a Proposal, p 197).
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 197).

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 198). 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 198).

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 198).

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 199).

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 (I) 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

The Research Office is based in Senate House on the 10th floor, students must obtain the ethics application forms directly from them.