
FACULTY OF HUMANITIES (CEREMONY 1)

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FACULTY OF HUMANITIES (CEREMONY 1)

ORDER OF PROCEEDINGS

Academic Procession.

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

The Vice-Chancellor will constitute the congregation.

The National Anthem.

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

Musical Item.

Welcome by the Deputy Vice-Chancellor, Professor S Klopper.

Professor S Klopper will present Joanne Hartman for the Distinguished Teacher Award.

Professor S Klopper will introduce the guest speaker, former Constitutional Court Judge, Justice Zak Yacoob.

Address by the guest speaker, Justice Zak Yacoob.

The graduands and diplomates will be presented to the Vice-Chancellor
by the Dean of the Faculty of Humanities.

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

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

The Vice-Chancellor will dissolve the congregation.

The procession, including the new graduates and diplomates, will leave the hall.
(The congregation is requested to remain standing until the procession has left the hall.)

MANNENBERG

The musical piece for the processional march is *Mannenberg*, composed by Abdullah Ibrahim.

Recorded with Basil ‘Manenberg’ Coetzee, Paul Michaels, Robbie Jansen, Morris Goldberg and Monty Weber, *Mannenberg* was released in June 1974.

The piece was composed against the backdrop of the District Six forced removals. It is named after the Cape Town township of Manenberg, which was established when the residents of District Six settled there. *Mannenberg* stands out as a uniquely South African piece: it blends together South African musical forms (*marabi*, *mbaqanga* and *langarm*) and American jazz. The song became a rallying cry against the injustices of apartheid and the particular destruction it wrought on communities. With its upbeat melodies and buoyant hook, the piece also serves a celebration of the resilience and endurance of humanity in the face of the brutalities of the apartheid regime.

Mannenberg is arguably South African jazz’s most famous export, and still stands as an anthem of hope and of fortitude for oppressed communities. It also serves as a reminder of the inhumanity of what this country and this city endured, and of the legacies of that inhumanity.

NATIONAL ANTHEM

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

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

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

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

DISTINCTIONS IN THE FACULTY OF HUMANITIES

Bachelors degrees may be awarded with distinction

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

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

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

Master's degrees may be awarded with distinction

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

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

DISTINGUISHED TEACHER AWARD

The Distinguished Teacher Award, given once only to an individual, recognises teaching at any or all levels by a member of the faculty that has made a significant and lasting impression on students.

Previous recipients in the Faculty of Humanities have been:

1993	G Solomons (Classics)
1995	M Adhikari (Historical Studies)
1996	R Mendelsohn (Historical Studies)
2000	V Bickford-Smith (Historical Studies)
2002	A K Mager (Historical Studies)
2005	P R Anderson (English Language & Literature)
2007	J Bennett (African Gender Institute)
2008	V Everson (School of Languages & Literature)
2009	C Clarkson (English Language & Literature)
2011	M Campbell (SA College of Music)
	S Levine (Social Anthropology)
2012	J Higgins (English Language & Literature)
	J Wanderer (Philosophy)
2013	H MacDonald (Social Anthropology)
	I-M Rijdsdijk (Film & Media Studies)
	I Twidle (English Language & Literature)

The following member of the Faculty of Humanities has been chosen for this award in 2015:

DISTINGUISHED TEACHER AWARD (CONTINUED)

Dr Joanne Hardman
School of Education

It is the rare teacher who is able to demystify the asymmetrical power relations that can exist between student and teacher in traditional classrooms. Joanne Hardman is indeed an individual who treats students as ‘equal partners in knowledge sharing and building’.

Joanne is described as a teacher in the truest sense of the word, inspiring and developing as she attempts to ‘grow our own wood in the School of Education’. A teaching and learning theorist, she has systematically sought to implement the theory with which she is working into her own teaching practice. Described as one of the world’s most promising Vygotskian scholars, her teaching and research, which is framed by Cultural Historical Activity Theory, explicates and illustrates how the distinct socio-cultural conditions of South Africa could help us think through the complexity of learning and therefore, how we can better manage teaching. Her transformative pedagogy is premised on the idea that no student is unable to achieve optimally in the academy. This pedagogy relies heavily on mediation, or structured guidance, to assist students’ to achieve their potential.

The efficacy of Joanne’s enabling of her students through her distinctive methodology is evident in the testimonials to her teaching. From her labour-intensive methodology of using structured guidance to develop struggling students to go from failing to first class passes, to investing in the developmental trajectory of her students by encouraging them into academia and beyond their successes in the lower levels of study, students and colleagues attest to her ‘rare and distinctive talent’ for guiding students towards finding the answers rather than providing these upfront. As a result, students are able to find their own voices, form opinions independently, and are inducted into the practices of the academy.

Her ability to keep students engaged and individually mentor them to excellence is cited time and time again. She is renowned for her all-inclusive methodology – she not only develops students’ understanding of difficult concepts and theories and develops fine educators, but she establishes meaningful relationships and displays genuine respect and humanism. She teaches across all levels in the School of Education, and performs well in both small and large classes. Her capacity for innovation is demonstrated in her integration of technology and pedagogical practice. Her design of online ‘questioning’ environments has enabled the development of students’ engagement with academic questions, and have been shown to be instrumental in developing students’ capacities in higher order thinking.

Her contribution to teaching and learning, both theoretically and empirically has demonstrated that she has the academic and personal growth of her students at heart, and, as she posits, ‘no student is a 50% student’ – all students can be empowered through careful mentorship, to greater heights.

MERITORIOUS PUBLICATION AWARD

The University Meritorious Publication Awards recognises noteworthy monographs and books published by UCT authors. These publications merit recognition for their contribution to learning and scholarship.

Researching Student Learning in Higher Education by Professor Jennifer Case

NAMES OF GRADUANDS

An asterisk * denotes that the degree will be awarded in the absence of the candidate.
A dagger † denotes that the degree or diploma will be awarded posthumously of the candidate.

FACULTY OF HUMANITIES

Dean: Professor S Buhlungu

ADVANCED CERTIFICATE IN EDUCATION

*In Education Management and
Leadership Development:*

June Kathleen Allie
Lorna Jane Arendse
*Shirley Jeanett Chapman
*Trevor Andre Da Rocha
Denise Diane de Vree
Lynne Anthea Elliott
Carol Floris
Ivan Hilmar Fortuine
Zamuxolo Maxwell Funo
Zureena Gabriels
Shaheed Gaidien
Josephine Joyce Gardner
Hemlata Manilal Govender
Siphiwo Elias Grabile
Mncedi Hlela
Nokulunga Priscilla James
Cindy-Lou Jeftha
Priscilla Jones
*Andrew Josephus
Garnette Brenda Krigga
*Samuel Langa
Joan Magdeleine Lodewyks
*Tabisa Mafenuka
*Lungiswa Clementine Makae
Abraham Marthinus
*Morgan Wayne McHelm
Nomhle Beauty Mdekazi
Jacqueline Getrude Nontobeko
Mdleleni
*Frederick Rudolf Mitchell
Noluthando Mzondi Fleki
*Nokuxola Veronica
Ndlwana-Poswa
*Cloretta Sharene Ontong
*Hilton Craig Palanyandi
Vincent Nicholas Paramore
*Dunyiswa Poti-Skosana

Vanessa Rosemary Prinsloo
Zolile Dominic Raphahlelo
Dean Charles Skippers
Lionel James Slinger
Pauline Marjorie Mabinere Tloti
Benedicta Tshinyama
*Charmaine Veronica van der
Westhuizen
Liesl Monique van Egeren
Solomon Happy Woji

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

*Natasha Estelle Speak
Tembelani Templeton Tyali

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

Mavis Sindiswa Apleni
Nomteto Elvis Bayana
Lungiswa Monica Bulungwa
Marilyn Mmakwenadi Mkonto
Nombeko Tyiwashe

In Science:

*Moegamat Riefaat Behardien
*Lathiswa Dyonase-Maci
*Brian Gonzo
*Sekander Abbas Kumandan
Grace Nolubabalo Macanda
*Malusi Magele
*(With distinction) Admire
Ibenzel Magwenzi
Powerman Mvukwe
*Maud Tinashe Nyajeka
*Marshall Ronald Reid
Eustace Roman
Nazli Samodien
John William Bertram Scheepers
Sherona Lizette Scheepers
*Lauton Llewellyn Wales
*(With distinction) Evangeline
Watkins

DANCE TEACHER'S DIPLOMA

Rae Classen
Angelique Carol Harrison
Carren Maxine Johannisen
Kyle Samuel Linde
Chantal Laurina Matthysen
Tandile Mbatsha

Giselle Frelene Mitchell
Vuyo Ngcanga
Jeena Muriel Rodkin
Melanie Joy Seeger
*Kehra Jeani Van Den Bergh
Ilze Williams
Cebolenkosi Siphesihle Zuma

DIPLOMA IN MUSIC PERFORMANCE

*Awiwe Msindisi Buwa
Garth Shaun Delpont
*Samantha Kathleen Anna Durrant
Gbolahan Cornelius Kolawole
*Riyadh Lodewyk
Ivana Narelle Merckel
Nomapostile Nyiki
Tracey Karen September

PERFORMER'S DIPLOMA IN OPERA

Xolane Kenneth Marman
Samkelo Nelson Matutu
Zoleka Amanda Meke (with
distinction in Vocal Studies)
Zwakele Lungelo Tshabalala
Ellenore Van As

POSTGRADUATE DIPLOMA IN MUSIC IN PERFORMANCE

Zanelle Britz
*(With distinction) Emily
Midamba Dangwa
*Andrew John Duncan
(With distinction) Lunga Eric
Hallam
*Simon James Louw
(With distinction) Noluvuyiso
Mpofo
Nomsa Princess Mpofo
Kristen Thelma Peterssen
*Danielle Speckman
*Cecil Steven Stevens
*Raimondo Viviano van Staden
*(With distinction) Candido
Salomao Matchume Zango

POSTGRADUATE
CERTIFICATE IN EDUCATION

*In Senior Phase and
Further Education:*

Aime Nseno Bumbangi
*Bryce Kendall van de Laar

In Intermediate Phase Teaching:

*Mishka Miyouki Abrahams
*Megan Merle Atkinson
*Shamiela Burns
*Catherine Carr
*Shareefa Chogle
Allan Keith Christmas
Tara-Leigh Classen
Zandalee Shimone Davidson
Tara Kirstie Kida Ghislaine Dicks
Rochelle Ruth Duminy
Megan du Toit
*Gregory John Edwards
Yael Mikaela Fish
*Zaida Galvaan
Caitlin Rose Gamanie
*Julia Ruth Orpen Green
*Ashleigh Kahlo Heese
Mubeen Salim Ismail
(With distinction) Shakeelah
Tasnim Jaipal
Kirsten Robyn Joscelyne
*Shareefa Kaprey
*Nicole Tahnee Keet
*Munerah Khan
*Sophie Chanchal Lalla
Stacy-Leigh Lewis
Pallo Manuel
Jennifer Anthea Marshall
*Megan Jean Mee
Che Mikhail Meyer
*Casey Nicole Mitchell
Andile Carol Ndlovu
*Kerry Jess Newby
Anelisa Ngece
Sarah Anne Mary O'Leary
*Ilham Rashied Omar
*Jihad Omar
*Shazia Patel
*Moleboheng Pitso
*Deena Raghavjee
*Jaimee Anne Reid
Kathryn Amy Rogers
Lauren Dantu Rosslind
Christin Melissa Sterley
*Sarah-May Theodosiou
*Polly Orwell Tripp
*Caitlin Sarah Wheeler
*Irene Wilson

In Foundation Phase Teaching:

*Rushda Adams
*Tamara Anne Aschmann
*(With distinction) Jessica Jane
Bailey
*Nicole Bentley
*Lutfia Borhat
*Sanele Blose
*(With distinction) Cara Borchers
*Kate Alice Bourhill
*Riana Breytenbach
*(With distinction) Rachel Gillian
Doyle
*Marisse Anne Du Plessis
*Faatimah Gasant
Shenade Victorine Hamman
*Jonathan Gregory Stuart Hughes
(With distinction) Megan
Khethiwe Isabelle Moll
(With distinction) Kathryn
Refilwe Pamela Muller
*Reneva Carla Newman
*(With distinction) Yumna Orrie
Caroline Robberts
*(With distinction) Roxan
Shapurjee
*(With distinction) Nicola
Ashleigh Sprawson
*Sarah Jo Walker
*Tarryn Candice Welsh
*Courtney Williams

*In Senior Phase and FET
Teaching:*

Mishkah Abbas
*Ayesha Abrahams
*Shaakira Adams
*Megan Eve Ahrens
*Monique Juliette Broumels
Lindsay Burton
*Christopher John Cameron
*Aasif Camroodien
*Kristina Frances Cassar
*Amutjilani Charamba
Jodi Clarke
Jemaine Cloete
Danielle Mariska Cloete
Frances Emily Cobbett
(With distinction) Catherine
Dolphina Cogill
*(With distinction) Daniel Victor
Cudlipp
*Christina Sofia Diamondis
Sphamandla Lungulethu Dlakwe
*Duduzile Princess Dlamini
Tessa Darja Engelhardt
*Natalie Celeste Fish

*Lindsay Reed Fortuin
Julie Geldart
*Myfannwyn Gibson
Anele Gobodwana
(With distinction) Christoffel
Johannes Goosen
*(With distinction) Joni-Lee Grace
Zeena Hermans
*Pieter Heyneke
*(With distinction) Nina Marie
Hoffman
(With distinction) Cayleigh
Shannon Huggett
Ruschka Jaffer
*Chloe Marie Joustra
*Emmanuel S'Phiwe Khumalo
*Sophie Anne Catherine Kohler
(With distinction) Emma Lorrin
Kunz
Heidi Tracey La Bercensie
*Bernardus Pieters Loots
(With distinction) Duduzile
Lunga
*Zanele Pricilla Lwana
Nokuthula Thabile Mabaso
Lonwabo Pleasure Mahlikihla
Aishah Martin
Khayaletu Mehlo
*Mawande Mema
Ryno Meyer
Danielle Joan Mitas
*Beauty Nonkie Mkhize
*Nthlabyane Lucas Given
Mkhondo
*(With distinction) Jessica Joy
Moskoff
Doris Motjuwadi
*Thandiwe Thelma Msebenzi
*Abulele Mtakatya
*Kirstin Lee Muller
Anethemba Sharon Mvandaba
*Narina Naidoo
*Siphiwe Idah Ndhlovu
*Peacemaker Dumisani Ndlovu
*Nancy Nel
*(With distinction) Annabelle
Pamela Nichol
Xolisa Nyhonyha
Danielle Natalie Oliver
*Shakeela Omar
*Safya Omarjee
*Dimakatso Mercy Phoswa
*Sharon Pienaar
*Ruth Pietersen
Kelly Amanda Pluke
*Jami Ann Priesnitz
Success Mpumelelo Qoyo
*Ghavind Kavi Ramdoss

*Himal Ramji
Tamsin Elizabeth Raymond
Sharde Danielle Roux
(With distinction) Leora Gali
Sacks
Jacques Henri Samson
*Oscar Leon Sanders
*(With distinction) Chiara Theresa
Schiava
*Jason Michael Shaw
*Michael John Shires
*Jacqueline Kerry Lisa Skeat
Dylan Ronald Smith
*(With distinction) Alexandra
Jacqueline Smyth
*(With distinction) Elizabeth Joy
Speller
*(With distinction) Orrie Staschen
Jordan Alex Tame
(With distinction) Kyla Xabisa
Thompson
*(With distinction) Anya Tiepelt
Lauren Chelsea van der Valk
(With distinction) Jaimee van der
Westhuizen
*Jade Michelle van ver Merwe
Ashleigh Christine Walker
*Hayley Wallace
(With distinction) Mariëtte
Wheeler
*Lauren Wood
*Joshua Martin Wyngaard

In FET Teaching:

Melissa Angela Engelbrecht
Mahle Khuzani
Huroennisah Mahomed
Anthony Jaffee Moss
*Jessica Kate Taylor
Stephen Nicholas Ulyate

POSTGRADUATE DIPLOMA IN
EDUCATIONAL TECHNOLOGY

Simon-Peter Kafui Aheto
*Abubaker Bbuye
Carolynn Jean Bruton
*(With distinction) Helena
Claudina Wilhelmina Cilliers
Benjamin Mxolisi Euvrard
Catherine Ruth Fortune
*Peter Waweru Kamaku
*Mathias Bwanika Mulumba
*Stuart Mwalo
*Resty Kanya Mwogeza
*Josephine Lutaaya Najjemba

*Fiina Nandago Petrus
*Jacques Pieterse
Douglas Sias

POSTGRADUATE DIPLOMA
IN EDUCATION

*Kate Angier
*Kayleen Aspeling
*† (With distinction) Lauren
Bishop
*Richard Colin Harriman
*Jacques Hoffman
Moses Wilfred Mwaura Kuria

DEGREE OF BACHELOR
OF MUSIC

Kirstyn Star Botha
Tamryn Breakey
Mischa Kumi Buys
Martine Gelderbloem
Chad Hendricks
Kirstin Cathlin Boyes Moffatt

In Composition:

*Sarah Anne Blake (with
distinction in Double Bass)
Matthew Anthony O'Kelly

In Dance:

Keziah Lindiwe Anderson
Kimberleigh Hurndall
Eshcha Delvina Poggenpoel
Julia Catherine Ruzyczka De
Rosenwerth (with distinction
in African Music, African
Dance History and
Choreographic Studies and
the degree with distinction)

Marenke Ruth Snyman
Iefke Worst

In Education:

*Nomathamsanqa Portia James
Hannah Merlyn Kennedy
Keziah Grace Londt
Lauren Mathyse
Danielle Kirsten Mckinnon
Chelsea Lee Simmonds
Marlene Norma Watkins

In Performance:

Rashid Epstein Adams (with
distinction in African
Instrument, African Music
and Worlds of Music and the
degree with distinction)

Levi Eudo Alexander
Matthew Randolph Barnwell
(with distinction in Jazz
Ensemble and Jazz
Improvisation)

Frances Du Plessis (with
distinction in Lyric Diction
and Singing)

Theresa Lois Dwyer
Matthew Michael Ellis
Andrea Esau (with distinction in
Chamber Music)

Jaren James Hendricks (with
distinction in Jazz
Ensemble)

Claire Jane Holmes
Netéske Horton

Leoui Janse Van Rensburg (with
distinction in Lyric Diction
and the degree with
distinction)

Sangwoo Jun (with distinction in
Chamber Music and Violin)

Ndumiso Manana (with
distinction in Jazz Ensemble,
Jazz Improvisation and Jazz
Singing)

Ané Sophia Pretorius (with
distinction in Lyric Diction)

Carika Smit (with distinction in
Chamber Music and Flute)

Ansa Van Der Watt

*Amy Catherine Walton (with
distinction in Jazz Ensemble
and Jazz Singing)

DEGREE OF BACHELOR OF
SOCIAL SCIENCE

*In Philosophy, Politics and
Economics:*

Ruth Katherine Brain
*Quentin du Plessis (with
distinction in Studies in
Philosophy, Politics &
Economics)

Leslie Dwolatzky (with
distinction in Studies in
Philosophy, Politics &
Economics)

Paul Edward Freund (with distinction in Philosophy and Studies in Philosophy, Politics & Economics and the degree with distinction)

Claire Dinah Friedman

Sarah Alexandra Jenkins (with distinction in Studies in Philosophy, Politics & Economics)

*Hendrik Coenraad Abraham Kotze

Joseph Aminiel Mafie

*Julie-Hannah Massyn (with distinction in Studies in Philosophy, Politics & Economics)

*Jordan Andrew Nightingale

Jamie Anne Roseveare

Merilyn Anne Sandnes

Anastasia Emily Smith

*Dwight Randolph Frank Snyman

*Tove Louise Van Lennep (with distinction in Studies in Philosophy, Politics & Economics)

DEGREE OF BACHELOR OF SOCIAL WORK

Nyameka Kuphela Baduza

*Nombulelo Cleopatra Buthelezi

*Kayla-Tess Haupt

Naledi Hilary Kantani

Ashleigh Robyn Kew

Jessica-Bridgette Klette

Agnes Rethabile Leanya

Katherine Georgina Lister

Nonkululeko Felicia Lolwana

Palesa Madiehe

Cebile Maseko

Pride Arabihatoo Matapatira

Larona Daroll Matee

Beaullar Matukudure

Naome Kudzai Mazarire

*Mhlengi Blessing Mbuyazi

Zolani Metu

Sthokozile Pearl Mkhize

Maleshwane Matshediso

Mompati

Zintle Dolly Moya

Marron Murefu

Olona Mzimkulu

Loyiso Jonathan Ndaliso

Asithandile Ntsokota

Charlotte Elizabeth Pankhurst

Fatiema Petersen (with distinction in Studies in Social Work and the degree with distinction)

*Laura Elizabeth Piggott

Tracy Rene Plant (with distinction in Studies in Social Work and the degree with distinction)

Radiya Sallie

Mogamet Sharief Samsodien

*Philasande Sithole

Xoliswa Elizabeth Joan Skosana

(with distinction in

Studies in Social Work and the degree with distinction)

Charlotte Tinnion

Zuheirah Toffar

Lindokuhle Tyelo

Robyn Leigh Van Der Hoek

Jade Callen Van Der Ross

*Shahn Van Huyssteen (with distinction in Studies in Social Work)

Elsa Karolien Wesselink

DEGREE OF BACHELOR OF EDUCATION (HONOURS)

*Sally-Anne Beard

*David George Bester

Berenice Desema Brooke

*Serinah Bukreedan

Preeshni Chetty

*Sakinah Davids

*Chemone Stacy De Kock

*(First Class) Johannes Jacobus De Villiers

Shannon Alicia Doolings

*Shaazia Gangat

*Kirshia Govender

Johannes Cornelius Jemaar

*Ross Peter Johnson

*Steven Riedemann Joubert

*Huijiao Li

*Lauren Deborah Louw

Stephanie Simone

Meissenheimer-Foster

*Lwazi Mkula

*Maryam Rashied Omar

Althea Gwendolyn Paulse

*Victoria Ruby Perks

*(First Class) Louis Pienaar

Carla Portwig

*Genine Melanie Ricketts

Rosemary Diana Lucy Rushton

Andre Christopher Sampie

Sabrina Jayne Sasman

*Wandile Shabangu

*Mikhaila Smith

(First Class) Tayla Leigh Smith

Ayesha Soni Ryklief

*Claire van der Westhuizen

*Jean Vermeulen

Litsoanelo Cecilia Zwane

DEGREE OF BACHELOR OF MUSIC (HONOURS)

In Musicology:

*(First Class) Emma Rose Mould

In Performance:

*Ruby Mae Ayliffe

*(First Class) Emma Kate

Luyendijk

*(First Class) Eben Robert Leontae Wagenstroom

In Composition:

(First Class) Matthew David Dennis

DEGREE OF MASTER OF EDUCATION

In Adult Education:

Jean Miriam Budd (with distinction in the dissertation)

In Curriculum Studies:

(With distinction) Justine Jowell

In Educational Administration, Planning and Social Policy:

Mamthembu Mamochele Phenduka

In Higher Education Studies:

(With distinction) Belinda Lee Enderstein

In Information Communication Technologies:

*Sabelo Ransome Chizwina Tarirayi Mukabeta

In Mathematics Education:
Anthea Edna Jane Roberts

DEGREE OF MASTER
OF MUSIC

*In Music (Dissertation and
Performance):*
(With distinction) Tatiana
Anastasia Thaele

*In Music (Dissertation,
Performance and Coursework):*
Jan Harm Du Plessis (with
distinction in the
dissertation)
Joseph Olanrewaju Kunnuji

DEGREE OF MASTER OF
PHILOSOPHY IN EDUCATION

In Adult Education:
*Janis Wylie

*In Applied Language and
Literacy Studies:*
*(With distinction) Sara Louise
Muller

In Higher Education Studies:
*Paul Michael Maughan

DEGREE OF DOCTOR
OF PHILOSOPHY

In Education:
Glenda Jayne Cox
Thesis Title: *Explaining the
relations between culture,
structure and agency in lecturers'
contribution and non-contribution
to Open Educational Resources in
Higher Education*

Glenda Cox holds a BA(Hons) and MA in Archaeology from UCT. Her thesis in Education emerged out of her role in the Centre for Higher Education Development where she has been working since 2000.

Glenda Cox's thesis aims to explain the choices University of Cape Town lecturers make regarding whether or not they decide to release selections of their teaching materials for use as open educational resources. Open educational resources can potentially extend the use of teaching materials beyond the classroom to a global audience. Yet in practice few lecturers make their lectures make available. Glenda Cox uses Activity Theory to identify constraints on and enablers leading to lecturers releasing their lectures for use as open educational resources; she uses a Social Realist perspective to explain why lecturers' concerns and motivations influence their choices. The result is a framework for explaining lecturers' understanding of sharing within the Higher Education sector. Cox's model offers means for achieving a unique understanding of the relations between culture, structure and agency within an institution, where the balance of power is held in a system and, in this case, how a culture of academic autonomy grants lecturers the power of choice as individual agents.

Supervisor: Associate Professor
C Hodgkinson-Williams (Centre
for Innovation in Learning and
Teaching)

Co-supervisor: Associate
Professor, K Luckett (Humanities
Education Development Unit)

Theophilus Nkansah
Thesis Title: *An exploration of the
role of adult literacy in community
development: a comparative study
of perceptions and experiences in
Juaso and Saaman in Ghana.*

Theophilus Nkansah has a BA and MA from the University of Ghana, Legon. His thesis was influenced by his extensive work as a community development programme manager in Ghanaian rural communities and his interest in adult literacy's relationship to community development.

Theophilus Nkansah's thesis explores, describes and analyzes the relationship between adult literacy and community development in two Ghanaian towns. Using conceptual frameworks from literacy as a social practice and from people-centred development, he explores whether provision of classroom-based adult literacy as well as extra-classroom literacy practices lead to community development. He shows that, despite the existence of many literacy practices in the two case-study communities, adult literacy does not unilaterally lead to community development. Rather it needs to be complemented by people-centred development interventions. Revealing the complex and nuanced ways in which large scale regional and national government programmes are understood and implemented at a local level, Theophilus Nkansah's thesis contributes to a body of knowledge for improving the effectiveness of government policies, especially were his insights to be applied to the design and implementation of adult literacy and community development projects. By linking theories of literacy as a social practice and of people-centred development he contributes to both.

Supervisor: Associate Professor S
Ismail (Education)

Co-Supervisor: Professor A Von
Kotze (University of KwaZulu-
Natal)

In Music:

Becky Lynn Steltzner

Thesis Title: *The History of the Clarinet in South Africa*

Becky Steltzner has a BMus from the University of Wisconsin-Madison, and a MMus from the University of Southern California. A professional clarinetist with several decades of orchestral and solo experience, her thesis arose from her interest in the historical background of the clarinet in South Africa.

Becky Steltzner's thesis traces the history of the clarinet in South Africa by sourcing primary references from travellers' journals, newspapers and military histories. Since the clarinet was introduced to South Africa early in the 19th century, and since its South African history is most obscure in that period, her work focuses particularly on data from that century. All the references are noted, discussed, and, where possible, performers' biographical details are given and discussed. The approach continues into the early 20th century when the first professional symphony orchestra and first College of Music were formed in South Africa. With the clarinet having by then become quite readily available, Becky Steltzner's thesis focus changes to South African compositions for clarinet. It concludes with a case study of Ali-Ben-Sou-Alle, the first clarinet soloist to visit South Africa, and one of the most interesting and mysterious characters encountered in Steltzner's research.

Supervisor: Professor R Sandmeier (South African College of Music)

DEGREE OF DOCTOR
OF MUSIC

In Composition:

Miles Simon Warrington

Thesis Title: *The Composer As Technologist: An Investigation Into Compositional Process*

Miles Warrington holds BMus and MMus degrees from the University of KwaZulu-Natal. He teaches and develops courses in object-orientated programming at UCT's SACM where his interests extend to game audio pedagogy. Following his Master's investigation of interactive music, his doctoral thesis emerged from an interest in exploring the interface between humans and technology in musical composition.

Miles Warrington's thesis explores computer interaction through the lens of a technologist's paradigm. In that paradigm the composer assumes the role of a technologist who develops, uses and explores technologies as problem-solving heuristics and then applies that approach to several compositional problems. Miles Warrington's thesis comprises a reflective and auto-ethnographic investigation of his own compositional process for producing a substantial composition for solo violin and electronics that he has used as a test-bed for the heuristics he has applied. The composition itself is incorporated into the thesis. His stated intention is to create a platform that allows for future work in the exploration of compositional processes that incorporate computer vision as a compositional tool. Here, similar

methods of research to those he has developed can be applied to composition and to general music technology promoting novel interfaces for human-computer interaction in the musical domain.

Thesis supervisor: Mr T Herbst (South African College of Music)
Composition portfolio supervisor:
Dr M Watt (South African College of Music)

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The Chancellor wears a gown made from dark blue silk. The front of the gown has facings down each side made of dark blue velvet embroidered with a gold floral design. The gown and sleeves are lined with pale blue silk and the sleeves are looped up in front with a gold cord and button. The yoke of the gown is edged with gold cord. The gown is worn with a square blue velvet hat with a soft crown and gold tassel.

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

Foundation statement underpinning the mission statement

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

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

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

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

In advancing UCT as an Afropolitan university, we will:

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

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

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

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

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