



GRADUATION CEREMONY

Faculty of Humanities

13 December 2021

FACULTY OF HUMANITIES

Graduation ceremony held virtually on 13 December 2021 due to the COVID-19 pandemic.

ORDER OF PROCEEDINGS

The National Anthem.

The Registrar will make introductory comments.

The Chancellor will constitute the congregation.

The University Dedication will be read by the President of the SRC.

A message by the Dean of the Faculty.

The Dean will present the Creative Works Award to Associate Professor N Davids and Professor J Pather, Ms N Mabaso and Associate Professor N Makhubu and Dr A Tiffin, the Distinguished Teacher Award to Drs B Kar and M Swai and the Fellowship Award to Professors J Hambidge, F Nyamnjoh and F Ross.

The Orator will present Mr Johaar Mosaval for the honorary degree of Doctor of Music (honoris causa).

The Chancellor will confer the qualifications.

Graduation poem by the imbongi.

Presentation of graduands' names.

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

The Chancellor will congratulate the new graduates and diplomates and dissolve the congregation.

Closing performance.

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%.

THE UNIVERSITY CREATIVE WORKS AWARD

The University Creative Works Award recognises the production of outstanding and/or influential creative works (art works, performances, productions, compositions, architectural design) that make a scholarly contribution.

The creative works award for 2020 is jointly awarded to:

Associate Professor Nadia Davids and Professor Jay Pather

'What Remains'

What Remains, a years-long, multiple-output creative collaboration between Professor Jay Pather and Associate Professor Nadia Davids, is a fusion of text, dance and movement that tells a story about the unexpected uncovering of a slave burial ground in Cape Town, the archaeological dig that follows and a city haunted by the memory of enslavement. When the bones emerge from the ground, everyone in the city – descendants of the enslaved, archaeologists, citizens, property developers – is forced to reckon with a history sometimes remembered, sometimes forgotten. Loosely based on the uncovering of a graveyard at Prestwich Place in Cape Town where, in 2003, a corporate real estate development famously, unexpectedly, struck an eighteenth-century burial ground- *What Remains* is a path between memory and magic, the uncanny and the known, waking and dreaming. Four figures – The Archaeologist, The Healer, The Dancer and The Student – move between bones and books, archives and madness, paintings and protest, as they struggle to reconcile the past with the now.

The work, concerned with the historical, with an active engagement with archive, social justice and the geographies of loss that characterise our city and our country, with disrupting received representations of oppressed peoples, and with responding to South Africa's political life, is also undergirded by the understanding that art is not only informed by theory, but creates it, and that live performance is a particularly powerful space in which to stage these questions and invite responses.

Written by Nadia Davids, directed by Jay Pather and performed by Denise Newman, Faniswa Yisa, Shaun Oelf and Buhle Ngaba, *What Remains* was nominated for seven - and won five - Fleur du Cap Theatre Awards in 2018, including *Best New South African Play* (Nadia Davids) and *Best Director* (Jay Pather). The Wits University Press publication of Davids's *What Remains* creates innovative ways of describing performance. The published play, along with Davids' accompanying essay and Pather's notes on choreography, invites the reader not only to consider the text and its genesis, but to imagine the play's staging, the ways in which bodies work to forge meaning in and through performance, and how Davids's text suggests the choreographic.

Ms Nkule Mabaso and Associate Professor Nomusa Makhubu

'The stronger we become'

Curated by Nkule Mabaso and Nomusa Makhubu, the exhibition is designed as a triologue and is based on the notion of resilience. The exhibition and publication *The stronger we become*, was selected to represent South Africa in the South African pavilion at the 58th International Venice Biennial in Italy in 2019. The Venice Biennale is a major historical event in the arts, bringing curators, artists and the arts cognoscenti from across the world, South Africa's participation is made possible by the Department of Sports, Arts and Culture.

The stronger we become featured the artists Dineo Seshee Bopape's *Marapo a yona Dinaledi (Its bones the stars)*, *Sketch no 22* (2019), Mawande Ka Zenzile's paintings and Tracey Rose's film, *Hard Black on Cotton* (2019). The exhibition brought together internationally renowned, award-winning artists such as Dineo Seshee Bopape, Mawande Ka Zenzile and Tracey

THE UNIVERSITY CREATIVE WORKS AWARD (CONTINUED)

Rose. The work included major curators such as Simon Njami, who narrated the text in Medieval Latin in *Hard Black on Cotton*, and Gabi Ngcobo (Curator director Javett Art Centre, University of Pretoria) who contributed a text to the publication alongside Nontobeko Ntombela (Head of Department Wits School of Art), Same Mdluli (Head curator Standard Bank Art Gallery, Johannesburg), Portia Malatjie (Senior Lecturer in Art History UCT), Aicha Diallo (Independent Curator).

Based on politics of space and time – historical and geographical expansion and compression – *The stronger we become* tackles the perplexing questions about land, displacement, mobility and, intimately tied to this, rights. It takes on this task through engaging with affective politics, of anger, outrage, exhilaration, optimism and disappointment. And by doing this it points directly to the quest of our struggles: dignity.

The creative works award for 2021 is awarded to:

Dr Amanda Tiffin

'Facing South'

Facing South is an international collaborative recording that reflects the creativity and culture of four individuals in contrast, but also in finding commonality. It comprises original compositional works for voice, accordion and piano, acoustic guitar and double bass. Leader and vocalist, Amanda Tiffin, joins Brazilian accordionist and pianist Guilherme Ribeiro, British-South African guitarist David Leadbetter and Dutch bassist Hein Van De Geyn. All four of the ensemble members contributed compositions to the collaboration. The recording was produced by Amanda Tiffin, and is the culmination of an extended creative collaboration between the four artists over a four year period.

Facing South brings together influences from Brazil, Cape Town and American jazz, in a novel, modern setting. The title of the work was chosen as an indication of not only the geographical location of the project's collaborators, but also as an expression of affinity with the musics of South Africa and South America, and the common expression the creators found within these. The work should be heard as an intersection of American jazz, Brazilian bossa nova and African influences, with some Western Classical and folk elements woven into the fabric of some of the pieces. The harmonic language is predominantly rooted in jazz concepts, however the melodic language utilises strongly Brazilian and African elements. The *Facing South* recordings offer a unique sonic landscape by combining these elements in a non-traditional format.

The culture of jazz music over the course of its development in the last 100 years has been one of incorporating the influence and adaptation of other musics to form new sounds. The overarching ethos of jazz in the twenty-first century has become one of global collaboration. *Facing South* is the epitome of that collaborative spirit.

The Creative Works Awards Committee was unanimous in awarding the 2021 award to this work.

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 (History)
1996	R Mendelsohn (History)
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 & Literatures)
2009	C Clarkson (English Language & Literature)
2011	M Campbell (SA College of Music)
	S Levine (Social Anthropology)
2012	J Higgins (English Language & Literature)
2013	H MacDonald (Social Anthropology)
	I Rijdsijk (Film & Media Studies)
	H Twidle (English Language & Literature)
2015	J Hardman (School of Education)
	A Reisenberger (Hebrew Language & Literature)
2019	T Dowling (African Languages)
	A Pande (Sociology)

The following members of the Faculty of Humanities have been chosen for this award in 2020:

Dr Bodhisattva Kar

Historical Studies

Dr Kar is the head of the Department of Historical Studies. His teaching methodology is underpinned by a passion for training a new generation of South African historians who demonstrate conceptual depth, are technically competent, critically conscious; and strongly prepared for leadership, teaching, research, and social responsiveness. He states: "It is probably twice as hard to work every day in close proximity with scores of bright, young, impressionable minds trying to teach them to think and, at the same time and more importantly, not to think like their teacher."

He goes on to say: "The pedagogical challenge, as I understand it, is not to ask of society that it behaves like a classroom and solves all its conflicts on the basis of procedures and protocols of argumentation, but to transform the classroom itself to reimagine the very status of what must count as knowledge in society." Therein lies Dr Kar's teaching philosophy as testified

DISTINGUISHED TEACHER AWARD (CONTINUED)

to by his legion of students: his ability to develop his students' conceptual, analytical, and critical competencies – pushing them to new insights and understandings – abound in his student evaluation data. One student comments: “Bodhi’s brain is on fire with knowledge, and it found kindling in mine and I’m sure many others.”

Dr Kar is credited for driving the systematic reconceptualisation and revision of the department’s undergraduate and postgraduate curricula to create a clear progression path from the first year of study, to honours; and providing students with a comprehensive training in the history and methodologies of the discipline in the Global South. He took the curriculum of a department that already boasted several distinguished teachers to a renewed level through the development of an integrated, continuous and incremental undergraduate major, which included a focus on black South African, African and the Global South histories.

He has also extended his positive influence to growing the postgraduate cohort of the department, often at the expense of his own professional trajectory. At the core of his philosophy on supervision is his treatment of each supervision prospect as an opportunity to expand his own intellectual horizon, upskill his abilities and become “worthy of his students’ intelligence”. He is described by both his colleagues and students as a gifted teacher and learned scholar.

Dr Kar is strongly endorsed for his disruption of the curriculum, for facilitating critical thinking and for the labour intensive and careful process of curriculum renewal, including his consideration of the transitions students make across the programme. His impact on colleagues, selfless enabling of projects other than his own, and unifying effect on the department were also commended.

Dr Marlon Swai

Social Anthropology

Dr Swai, a lecturer in Social Anthropology, is described as a well-rounded academic who has closely aligned his teaching with his research. His students attest to his excellent teaching. “He expertly held a large group of students, always encouraging rigorous engagement around new and exciting material. I never left a lecture of his without hearing my classmates talking excitedly about the class. The content really expanded my ideas of what constitutes Anthropology and justice-oriented work.”

Dr Swai states that he owes his efficacy as a teacher to having had the benefit of teachers who helped him “become a life-long learner by channeling my interests, but also my frustrations, in such a way as to sensitise me to the urgency and joy of collective learning”. In his formative years, his passion for hip hop music led him to a local community radio station, where he became familiar with foundational principles for decolonial curriculum development. He recognised, during the nurturing and impactful experiences that he had during this period, that his ability to facilitate learning and knowledge production “was to be more than a vocation, but a civic responsibility”. Dr Swai notes that inclusivity is “a constant and critically central challenge that is a cornerstone of sound teaching and learning”.

He feels that his primary responsibility as a teacher is not to win students’ favour but to get them to learn. This includes curriculum design and pedagogical practice that allow students to see themselves reflected in the learning materials and experience the moments of discomfort, belonging and affirmation that come with learning. His earlier experiences continue to inform his student-centered teaching methodologies. These include his adaptation of the rap cypher to the classroom. The effect is to create a participatory, inclusive and dialogical space that inspires the class to engage. The intimacy and sense of community that he is able to create in such spaces lead to the deep, transformative learning that he endeavours to stimulate in students.

FELLOWSHIP

Dr Swai's innovative and critical pedagogies also make use of multi-languaging, which in addition to captivating students according to testimony to his teaching, facilitates their understanding of the role of language in the knowledge project, and how the identities of both teachers and students play themselves out in classrooms. His curriculum and teaching methods are well-researched.

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

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

1995:	P-J Salazar
1996:	D Chidester
1998:	P Skotnes
2002:	JL Cornille
2005:	J Alexander
2007:	ML Solms
2015:	N Worden
2021:	M Fleishman

The following members of the Faculty of Humanities have been elected to a fellowship:

Professor Joan Hambidge

Department of Afrikaans Languages & Literature

Since joining UCT as Senior Lecturer in 1992, Professor Joan Hambidge has become one of South Africa's most celebrated contemporary poets, and one of the few who is also a household name among Anglophone connoisseurs of poetry in this country.

Joan Hambidge is Professor in the School of Languages and holds the Hofmeyr chair in Afrikaans and Creative Writing. She has from the beginning been part of the world-famous Centre for Creative Writing working with UCT scholars and authors such as Nobel laureate J M Coetzee, Andre Brink, Peter Horn and Stephen Watson, and more recently supervising both English and Afrikaans novelists and poets with current director Imraan Coovadia. Her area of research and publication is in Afrikaans poetry and prose, but she is also a theorist and public intellectual, and she has published key works on gender and postcolonialism in both English and Afrikaans journals. She has completed two PhDs, her first at Rhodes University and her second at UCT.

Afrikaans publication has, perhaps, limited points of access for non-Afrikaans speakers, but Professor Hambidge has been a bold advocate for the value of Afrikaans creative work in both the academic and the public realm. At UCT as an historically English-medium institution, the teaching and creation of literature in Afrikaans has always been subject to much scrutiny and public interest, and Professor Hambidge has more than anyone else in recent years, been the public face of this celebrated intellectual endeavour. Apart from her own publications in poetry and other creative writing journals, she has spoken in

FELLOWSHIP (CONTINUED)

multiple radio interviews, at book conventions and literary festivals and written for the Afrikaans press. She is, arguably, the most notable and most powerful voice in Afrikaans poetry in the country, in addition to being a celebrated Afrikaans public intellectual who regularly reviews poetry published in English, German and French in publications like *Die Burger*.

Professor Hambidge's poetry and creative work has been extensively reviewed. Henning Snyman commented on her publication *Meditasies* saying that she is 'a connoisseur on the ars poetica' (self-reflexive poem or poem on the art of writing poetry) and that her poetry 'strives towards pure poetry', and Bernard Odendaal indicates that there are few poets as compelling. 'The eulogy, ekphrastic poem and travel and love poems with the ars poeticas should be seen as matrix for new variations and improvisations.', writes Thys Human on her publication *Matriks*.

Joan Hambidge's extraordinary contribution to Afrikaans poetry and literature has been recognised in the top awards given to poets in South Africa. In 1987 she won the Eugene Marais prize, a South African literary prize awarded by the Suid-Afrikaanse Akademie vir Wetenskap en Kuns for a first or early publication in Afrikaans. Previous award winners have included André Brink, Shiela Cussons, Antjie Krog and Ettiene van Heerden. In 1999 she won and Litera Prize 1999 (for poetry) and the Poetry Institute of Africa-prize for poetry. More recently in 2018 she was awarded the ATKV Prize, the premier award for prose written in Afrikaans.

Professor Hambidge is not just an author of outstanding poetry and prose but furthermore an inspiration to many creative writers who have gone through her school of Creative Writing of which the School of Languages and Literatures is rightly proud. It is her unique gift – and a sign of her boundless intellectual generosity – to be able to share her creative talent with others many of whom will have first come across and been inspired by her writing in their study of literature at university. To many, the writing of literature at UCT is embodied by her poetry, and she has empowered young writers, such as Loftus Marais and Fourie Botha, to write what she calls 'out of the closet' poetry.

It is a fitting honour that in celebration of Professor Hambidge's retirement at the end of this year, a Festschrift is being prepared in her honour with contributions from Johann de Lange, our dean, Sonja Loots, Marius Crous, Burgert Senekal, Catherine du Toit, amongst others, and published by Stilet – the journal for Afrikaans literature.

Professor Francis Nyamnjoh

Department of Social Anthropology

Francis Nyamnjoh holds a BA and an MA from the University of Yaounde, Cameroon, and a PhD (1990), from the University of Leicester, UK. He joined UCT in August 2009 as Professor of Social Anthropology from the Council for the Development of Social Science Research in Africa (CODESRIA), where he served as Head of Publications from July 2003 to July 2009. He had previously held positions in universities in Cameroon and Botswana.

That he is held in high regard internationally and at home is clear from Prof Nyamnjoh's CV and evidenced in his many Fellowships, awards and accolades. He holds a B1 rating from the South African National Research Foundation (NRF) and is already a Fellow of the Cameroon Academy of Science (2011), the African Academy of Science (2014), and, since 2016, the Academy of Science of South Africa. In 2012, he was recognised with an Exceptional Merit award by the Faculty of Humanities at UCT, an honour he has continued to hold. In 2013, he was elected as the Ohio University African Students Union 'African Hero'. This was followed in 2014 by the Eko Prize for Literature for Lifetime Achievement in the Arts in Cameroon and globally. In 2018, he was awarded the African Studies Association of the UK Fage & Oliver Prize for the best

FELLOWSHIP (CONTINUED)

monograph for *#RhodesMustFall: Nibbling at Resilient Colonialism in South Africa*. His work has been translated into Korean and Japanese, and at least two students have successfully their PhDs on his fiction, one of them on a translation of his novel, *A Nose for Money*, into French, at Wits.

Prof Nyamnjoh's nimble thought centres on questions of belonging and the conditions of the world that endanger it, including social and physical boundaries, failures of recognition, and hierarchies that create exclusion. He is especially concerned with forms of theorising that ossify thought and limit potential. He has an extraordinary ability to generate invigorating ideas about how and why our world is shaped as it is – and how it might be different if we were to look outside of EuroAmerican norms and canons for ideas.

Most recently, his work on popular epistemologies, the thought of p'Bitek, Tutuola and others, and the intransigence of colonial thought in education systems has been influential in decolonisation debates. Key here are his ideas about our need to recognise the impacts of history; the ways that theory shapes representation; the unfinished, incomplete nature of human being and sociality; the human capacity for flexible and creative relations, and our need for conviviality as a condition of being human. His notions of conviviality and incompleteness are original and important concepts, particularly in the current moment which is defined by what he calls 'ever diminishing circles of inclusion'. To use his own words, his intellectual project "speaks to the frontier African at the crossroads and junctions of encounters, facilitating creative conversations and challenging regressive logics of exclusionary identities".

Professor Nyamnjoh's research output is prodigious. To date he has published 10 monographs, 10 edited volumes, 8 novels, a book of poetry and a play. He has also published 68 book chapters and 74 journal articles. Alongside these are prefaces, commentaries, editorials and an extensive list of keynote addresses and invited talks.

Prof Nyamnjoh has an outsized influence in publication on and about the Continent and thence in global scholarship concerned with Continental matters. In addition to serving as Publications Director for CODESRIA (2003-2009), he has founded and Chaired the Board of Langaa Research and Publishing Centre in Bamenda, Cameroon (2005-present); the Editorial Board of the South African Human Sciences Research Council (HSRC) Press (2011 to 2019); is presently on the Editorial Board of nine journals and on the Academic Advisory Board of three Research Institutes. In these capacities, he has championed careful, imaginative scholarship and the foregrounding of African voices. His impact on young African scholars is extraordinary; students describe his work as both life and world-changing. His cv and scholarly history indicate that their assessment is correct.

Professor Fiona Ross

Department of Social Anthropology

In the course of two and a half decades, Professor Fiona Ross's anthropological work has been animated by a concern with apartheid and colonialism's enduring effects on the constitution of the social in southern Africa. Part of that concern lies in the question of what we inherit and what we do with inheritances – be they social, generational or epistemological. Her research broadly encompasses four areas: violence and recovery; everyday life; medical anthropology; ethics. Awarded a P rating by the NRF after completion of her PhD, she was subsequently rated B2 (2012 to present). She has published four monographs, two of which have received UCT's Meritorious Book Award; five edited collections; thirty-six journal articles and twenty

FELLOWSHIP (CONTINUED)

book chapters. A full Professor since 2012, she currently holds a Mellon-funded Research Chair (2013-22) and a UCT Vice Chancellor's Future Leaders Award (2019-23). According to Google Scholar, Professor Ross's research has accrued 2330 citations. She has an h-index of 21 and an i10 index of 35.

Fiona Ross's work has wide circulation and impact internationally. Two decades after their original publication, her works on voice, violence and recovery are still frequently cited, including increasingly in Latin America, where they inform scholarship concerned about state power, gender-based violence and trauma. Some of her ideas have been translated into Spanish and there has been discussion of a Portuguese translation of *Bearing Witness*. The article 'On Having Voice and Being Heard', published in *Anthropological Theory* in 2003, remained one of the top twenty cited articles from that journal for more than a decade after its publication, and since 2016 has been downloaded more than a thousand times.

The regular citation of her works attests to scholarship that transcends both the local and the immediate. A growing citational universe from scholars in Latin/South America indicates that Ross's work on how structural conditions shape redress and possibility in South Africa is significant for a global audience struggling with legacies of oppression and the contemporary conditions of neoliberalism.

Her current research uses the lens of a newly emergent knowledge field, 'the first thousand days of life,' to develop an anthropological approach to reproduction and early childhood that is attentive to while properly critical of prevailing sciences of life. Her Mellon Research Chair, supported by the VC Future Leaders Grant, houses the project. It focuses on identifying and qualifying young black graduates. Almost all of the graduates who have come through this programme have gone on to further graduate studies and three are now lecturers in other South African universities

Professor Ross's fields of research have been important in attracting young black graduates and producing research active scholars. Since taking up the Research Chair in 2014, her students have produced 25 journal or chapter publications in peer reviewed processes, with more in the pipeline. Many of these are sole authored. Since 2016, five students have published monographs with international presses and a 6th is forthcoming. She has graduated 14 PhD students, with a 15th currently under examination and two more set to complete in 2021. Fifteen of 22 master's students have received distinctions in the dissertation. She has hosted four postdoctoral students since 2018 and is presently supervising 10 PhD students. Some of these are also mentor supervisions, supporting young staff through their first PhD supervision. These sites of active scholarly input are critical in producing the next generation of young black research active scholars on a national and international stage.

Drawing from this expansive research experience and from contemporary questions about knowledge, Professor Ross's attention has recently turned to what our epistemologies bestow; how they shape what we know, how we come to know it and with what effects. While continuing with her work in the four areas described above, she is also working on three collaborative projects; one on botany (a book, forthcoming 2021), one on traditional craft and one that explores developmental origins of health and disease. In bringing an anthropological eye to terrains usually held by scientists and policymakers, Ross thinks through the entanglements of power and history in contemporary knowledge practices.

Fiona Ross is a scholar of luminous intelligence and extraordinary integrity. Her research is simultaneously broad and deep. Her ideas have been pioneering in their fields and she is without question one of South Africa's leading anthropologists, if not the leading figure today. She has a significant international profile and reputation. She combines her scholarly achievements with a form of research practice that is highly responsible and responsive to those whose lives her studies engage with. Her reputation as a teacher and a supervisor is stellar and her investment in students has been enormous.

HONORARY DEGREE

Johaar Mosaval

Doctor of Music (*honoris causa*)

Johaar Mosaval was born in District Six, Cape Town in 1928. His ambition from a very early age to become a famous ballet dancer. After first participating in gymnastics and pantomimes, he began private ballet classes with Jasmine Honoré. He was later introduced to Dulcie Howes, pioneer and doyenne of ballet in South Africa, who offered him the opportunity to train for three years at the University of Cape Town Ballet School. Access to the study of ballet was extremely limited for persons defined as “coloured” under apartheid, and the challenges to succeed in this intensive art-making process were many. With the assistance of friends and the Muslim Progressive Society, Mosaval left South Africa to take up a place in the Sadler’s Wells Theatre Ballet Company in England. He followed this ground-breaking achievement with a quick rise to the rank of soloist in 1956, principal dancer in 1960, and finally senior principal dancer of the Royal Ballet by 1965. After 25 years as senior principal dancer, Mosaval became one of the first dancers to enrol for the Professional Dance Teaching Diploma from the Royal Academy of Dance, which enabled him to open a ballet studio when he finally returned to South Africa. Mosaval was a strong advocate for the study of ballet in local schools. It should be noted that very few people, regardless of colour, had his expertise, and he had become a pioneer and a leader as well as a teacher. UCT too was inspired by Mosaval to develop a more inclusive approach to Dance. Over the course of his career, Mosaval has been the recipient of many awards, including the Winston Churchill Award (1975), Queen Elizabeth II Gold Jubilee Medal (1977), Western Cape Arts, Culture and Heritage Award (1999), Western Cape Province Premier’s Commendation Certificate (2003), Cape Tercentenary Foundation Molteno Gold Medal (2005) and The Arts and Culture Trust Lifetime Achievement Award for Dance (2016). Most recently, he was presented with The Order of Ikhamanga in Gold by President Cyril Rhamaposa in March 2019. There is no doubt about the immense contribution made by Johaar Mosaval to ballet, and to community empowerment through it. He performed at the highest levels of the profession, both at home and abroad, contributed fresh perspectives to the art, and broke colossal social barriers along the way. He is highly respected within the dance performance community locally and internationally.

FACULTY OF HUMANITIES

Dean: Associate Professor S Kessi

DOCTOR OF PHILOSOPHY

Afrika, Lefa Goodwell

Thesis Title: *The media's role in the consolidation of democracy in South Africa: the case of the SABC's soap operas as a cultural public sphere*

Lefa Afrika holds a BA and an MA from the University of the Witwatersrand and an MA in Communications and Media Studies from Leeds University, UK. He became an off-campus PhD student in 2014. A former television-channel manager, he is now director of his own television-content distribution company.

Lefa Afrika's thesis investigates the media's role in the consolidation of democracy. Focusing on popular entertainment – a genre usually not associated with mainstream politics – he uses a multimodal critical discourse analysis to explore television content's various modes of communication within its institutional and socio-political contexts. In particular, he evaluates the SABC's content against its own democracy-building claims, and does so through a critical analysis of two popular shows on the SABC's public service channel, *SABC2: Muvhango* and *7de Laan*. His analysis reveals the extent to which political interference, corruption, and leadership instability in and of the SABC has weakened it as a democratic institution and has resulted in its popular entertainment content, as exemplified in those two shows, having failed to embrace the democratic values of peace, active citizenship, accountability, and civil liberties. He concludes by advocating for SABC's popular entertainment content to be politically potent as an essential contribution to the consolidation of democracy.

Supervisor: A/Professor M Ndlovu
(Centre for Film and Media Studies)

Co-supervisor: Professor H Wasserman
(Centre for Film and Media Studies)

Bagwandeem, Mandira

Thesis Title: *Is China's belt and road initiative (BRI) a driver for East Africa's railway development and regional integration?*

Mandira Bagwandeem holds a BSocSc from the University of Kwazulu-Natal, and a BSocScHons and MSocSc from UCT. She has worked as a political and country-risk analyst covering the Asia Pacific region. She is affiliated with several international organisations including the *Fondation pour la Recherche Stratégique* in France.

Mandira Bagwandeem's thesis focuses on China's Belt and Road Initiative (BRI) and its potential contribution to closing Africa's infrastructure gap. She investigates Chinese-funded and built transboundary rail lines potential contribution to the continent's economic development and regional integration. Using the Mombasa-Nairobi-Naivasha line in Kenya and the Addis Ababa-Djibouti line between Ethiopia and Djibouti as case studies, she reveals the dominance of Chinese companies in Africa's new rail industry and also their capacity to develop modern railway systems in Africa. In addition, her case studies expose the necessity for both China and African states to become more prudent in African infrastructure development. Arguing that a significant socio-economic impact can be achieved only if the focus, at national, regional, and continental levels, is on investing in priority projects that have been thoroughly assessed and are demonstrably cost-effective, she concludes that such an approach is necessary for China's BRI to play a meaningful role in Africa's economic development and regional integration.

Supervisor: Associate Professor
J Akokpari (Political Studies)

Berghoff, Natalia Marilena

Thesis Title: *Service delivery and its implications for quality of life in Autism Spectrum Disorder*

Natalia Berghoff completed a BA at Stellenbosch University, a BSocScHons at UCT and began full-

time study toward her PhD in 2011.

Natalia Berghoff's thesis is the first ever comprehensive investigation of service delivery experiences and quality of life in autism-affected families living in a low- and middle-income country. Her findings suggest that adults with Autism Spectrum Disorder (ASD) and parents of ASD-diagnosed children experience high levels of psychological distress, poor quality of life, and shortfalls in almost all aspects of service delivery; and that there are interrelated associations between a child's ASD severity, family socioeconomic status, service delivery experiences, parental psychological distress, and parental quality of life. Natalia Berghoff's findings will provide policymakers and service delivery providers with valuable information that might allow for the implementation of targeted support to optimise the daily functioning of ASD-diagnosed individuals and their families.

Supervisor: Professor KGF Thomas
(Psychology)

Co-supervisor: Associate Professor S
Malcolm-Smith (Psychology)

Bimha, Primrose Zvikomborero Joylyn
Thesis title: *The inefficacy of diplomatic responses to democratic crises: a study of the Southern African development community (SADC) and South Africa's approaches to the resolution of post-election conflicts in Lesotho (1998) and Zimbabwe (2008)*

Primrose Bimha holds an MSocSc in International Relations from UCT. Prior to her doctoral studies, she worked as Policy, Research and Communications officer in the Zimbabwean Ministry of Foreign Affairs and International Trade.

Primrose Bimha's thesis focuses on the peace-making approaches adopted by South Africa and the Southern African Development Community (SADC) in response to disputes over poll outcomes in Lesotho (1998) and Zimbabwe (2008). She emphasises two key noteworthy characteristics of Lesotho's and Zimbabwe's politics regarding democracy building and peace making. The first is that consolidation of democracy is undermined by intrastate

challenges arising from militarised politics and intra- and inter-party conflicts. The second is that South Africa's and SADC's peace-making strategies and efforts aim mainly to achieve stability rather than to promote democratic governance, and that that limits their success. She shows further that these states' economic weaknesses and poor levels of cooperation undermine prospects for developing SADC into an integrated security community with the diplomatic might to initiate reforms that might punish defiant political elites. She concludes that undemocratic practices amongst SADC's political elite continue to undermine prospects for people-centred governance and healthy democracy.

Supervisor: Associate Professor
J Akokpari (Political Studies)

Campbell, Eduard

Thesis Title: *"All these wonderful things." The place of digital resources in newly qualified English language and literacy teachers' practices, from higher education to high schools*

Eduard Campbell completed his BA, BA(Hons) and BPhil degrees at Stellenbosch University. He finished his MEd (at UCT in 2016, and commenced full-time PhD studies in 2017. He has taught part-time at UCT's School of Education since 2014.

Eduard Campbell's thesis investigates how two newly qualified English teachers, teaching at two different Western Cape high schools, use digital resources in their literacy and language teaching. He analyses lessons they facilitated along with their lesson plans, written reflections and teaching materials. He also analyses interview data and *ad hoc* data collected during their teacher training and in the schools where they taught the following year. His findings revealed that the digital is not central to these teachers' practices. Rather, he shows, digital resources are entangled with various 'non-digital objects' in their classrooms and that they tend to use digital resources as 'finished products' that connect only loosely with learning activities. He also

shows that their digital resource use is connected to the conceptions of language and of teaching that drive their teaching practices. His findings suggest that the digital could be a vehicle, within teacher education, for reflective practice and teacher support.

Supervisor: A/Professor C Kell
(Education)

Co-Supervisor: A/Professor A Archer
(Centre for Higher Education
Development)

Campbell, Emma Janet

Thesis Title: *Developmental and life-course pathways for antisocial behaviour among young adults in the Western Cape, South Africa*

Emma Campbell completed her BSW and BSocScHons specialising in Probation and Correctional Practice at UCT, and began her MSocSc in 2019. In 2020 her master's research project was upgraded to a PhD.

Emma Campbell's thesis is based on research amongst South African youth who have experienced adversity during childhood. It illustrates that such experience increases youths' risk of becoming involved in deviant behaviours, with experiences of physical neglect, witnessing domestic violence and household incarceration being particularly strong risk factors. By employing various developmental theories to analyse the experiences of South African youth, Emma Campbell shows that youth who adopt positive coping mechanisms increase the likelihood of their holding and expressing positive attitudes and behaviours. Having applied various generally used assessment scales for evaluating the extent of deviance and antisocial and prosocial functioning, and thus having tested them in her own research within a South African context, Emma Campbell concludes that the development of contextually relevant assessment scales is necessary and that they should replace the general ones. In addition, based on the outcomes of her analysis of her quantitative data, she makes recommendations aimed at improving child protection and reducing crime.

Supervisor: Associate Professor
L Holtzhausen (Social Development)

Chirongoma, Fungai

Thesis Title: *Faith based interventions in addressing violence against women in Cape Town*

Fungai Chirongoma holds BA(Hons) and MA degrees in Religious Studies from the University of Zimbabwe. She joined UCT's Department of Religious Studies in 2017 for her PhD studies.

Fungai Chirongoma's thesis focuses on the interventions of faith-based organisations (FBOs) in responding to the problem of violence against women in South Africa. She documents how some faith-based organisations provide shelter to abused women while others offer education and training on violence against women to religious leaders. Her findings reveal that FBO shelter programmes have assisted abused women to heal and recover from trauma caused by abuse. They also show that FBO-provided training programmes on violence against women and undertaken by religious leaders have equipped those religious leaders with skills and influenced them to be involved in, and act in addressing, incidents of violence against women. She concludes that the work of these FBOs reflects the continued presence of religion in the public sphere and its role in addressing social problems.

Supervisor: Professor A Tayob
(Religious Studies)

Co-supervisor: Professor H Dilger
(Freie Universität, Berlin)

Crowther, Judith Lynne

Thesis Title: *'Undergoing' as posthuman literacy research in an informal settlement primary school in South Africa*

Judith Crowther has a BA from Rhodes University, a Higher Diploma from the Johannesburg College of Education and an MEd from the University of Keele, UK. She began her doctoral studies in 2016 whilst teaching literacy in an informal settlement primary school.

Judith Crowther's thesis follows her enquiry into practices of small-group literacy support with ten- to twelve-year old children in a Cape Town

informal settlement primary school. She explains that conventional interventions for children identified as experiencing ‘barriers to learning’ are based on developmental models that construct the human as becoming a literate subject through a series of ‘doings’ specified in national curricula, models that position so-called illiteracy as sub-standard, inadequate, and unintelligent. Seeking an alternative, she practices literacy-support using picture books and the Community of Enquiry pedagogy that focus on children’s material-discursive realities. In her case study, these include experiences of migration, tradition, citizenship, employment and land use. Judith Crowther uses her findings to theorise that posthuman literacies emerge out of thinking through listening, playing, copying, drawing, writing and speaking together, along the lines of what we, on a planetary scale, are ‘undergoing’ and what we are in process of becoming.

Supervisor: Emerita Professor K Murriss (School of Education) and Professor (University of Oulu, Finland)

Co-supervisor: Emerita Professor V Bozalek (University of the Western Cape) and Honorary Professor (Rhodes University)

Daniels, Nicole Miriam

Thesis title: *Obstetric-risk objects: a multi-site, feminist ethnography of private-sector obstetric, maternal and unborn, caring concerns in Cape Town*

Nicole Daniels holds a BSocSc in Gender Studies from UCT. Ten years after graduating, she returned to postgraduate studies in Sociology, and completed her honours and master’s in 2012 and 2015. In 2016 she embarked on her PhD.

Nicole Daniels’ thesis focuses on risk in childbirth from the perspectives of the obstetrician, the pregnant woman and the unborn. The data on which she draws derive from a multi-site, feminist ethnography she undertook in Cape Town and that traced women’s experiences of private sector obstetric care across the pregnancy and childbirth phase. She found that high-risk birth was a foregone conclusion, that it was systematically prepared through

the structure of the healthcare system, that it was produced through high rates of medico-legal litigation and, finally, that it was performed in intimate, clinical encounters. The systematic preparation, production, and performance of high-risk birth that she observed explains the exorbitant costs and highly interventionist birthing practices that are an obstinate feature of private sector maternity care in South Africa. Nicole Daniels’ research shows how arrangements of power re/produced risk sensibilities that were internalised in the everyday negotiation and management of childbirth.

Supervisor: Associate Professor E Moore (Sociology)

Co-Supervisor: Associate Professor A Pande (Sociology)

Dippenaar, Gert Diederick Victor

Thesis Title: *Conquering the Cape: the role of domestic keyboard instruments in colonial society and the colonisation process*

Erik Dippenaar holds a BMus from Stellenbosch University and an MMus from the Royal College of Music, London. A specialist in the historically informed performance of early music, he is currently Artistic Director of the Cape Town Baroque Orchestra and the Cape Town Baroque Festival.

Erik Dippenaar’s thesis traces the history and usage of domestic keyboard instruments in the Cape Colony from 1652 to 1852 and reveals the role these instruments played in colonial society and in the colonisation process. He contextualises the historical evidence on domestic keyboard instruments in the Southern African colonial milieu within a broader framework of global historical and cultural meanings associated with keyboard instruments. He shows that domestic keyboard instruments played a significant role in defining a cultural identity in colonial society and contributed considerably to colonisation processes in diverse ways. His thesis highlights how domestic keyboard instruments were entangled in those processes by focusing on five broad themes: domestic keyboard instruments and female respectability; keyboard

instruments as diplomatic tools and as displays of technology; the conspicuously ‘loud’ absence of any evidence that slaves played keyboard instruments; the totemic function of domestic keyboard instruments; and the sonic and physical impacts of keyboard instruments.

Supervisor: Professor R Sandmeier (Music)

Grobler, Nicola Helene

Thesis Title: *The visitor centre: artistic reconfigurations of multispecies relationships in an urban environment*

Nicola Grobler holds a BAFA from the University of Pretoria and an MFA from UCT. She is currently a Lecturer in Fine Art studio practice and contemporary art discourse at the School of the Arts: Visual Arts, University of Pretoria.

Nicola Grobler’s thesis focuses on non-reciprocal multispecies relationships between humans and wild and semi-wild species. In it she identifies speciesist attitudes and a lack of human care for nonhuman animals and she shows that those are closely related to contemporary biodiversity loss. She points to the hierarchical and static representations of nonhuman species in natural history museums and argues that that kind of representation requires redress. ‘The Visitor Centre’ which is the creative component of her research offers such redress. It comprises a mobile museum hub through which to engage the public at workshops and performances during which participants closely consider constructed art objects. Using the creative tools of relational aesthetics, assemblage and conversation, Nicola Grobler demonstrates that empathy and care is surfaced through ‘The Visitor Centre’s’ phenomenological and dialogical workings. She concludes that using these methods unsettles the limitations of human designed species-specific categories and that, through empathy and emotion, nonhuman species become subjects.

Supervisor: Associate Professor F Langerman (Fine Art)

Co-supervisor: Associate Professor P Anderson (Environmental and Geographical Science)

Guzula, Xolisa Wendy

Thesis Title: *Constructing a pedagogical third space with multilingual children: a case study of the bilingual Stars of Today Literacy Club# (STLC#)*

Xolisa Guzula holds a BPrimEd and MPhil from UCT. She is a lecturer in Multilingual and Multiliteracies Education in the School of Education. Prior to registering for a PhD in 2015 she worked with schools, in-service teacher education and communities to establish literacy clubs and bi/multilingual education for African language speaking children.

Xolisa Guzula's thesis focuses on the co-construction of a bi-multilingual, multimodal third space in an after-school literacy club with emergent African-language and English-speaking bilingual children. She analyses the construction and affordances of the affective, social, linguistic, physical and pedagogical dimensions of the literacy club. Her findings show how enabling children to draw on their full multilingual and multimodal repertoires creates a third space that transcends language and non-verbal communication; and how it creates educational opportunities that build on children's sociocultural resources and assist children in achieving cognitively demanding tasks, such as translation, composing extended narratives, and producing oral arguments. Xolisa Guzula's work challenges the monolingual and print bias in language and literacy education. It also has significant implications for bilingual literacy development, for the majority of children in South Africa, in contexts of indigenous multilingualism further afield and for language in education policy.

Supervisor: A/Professor C McKinney (School of Education)

Jaskolski, Kaitlin Orlena-Kearns

Thesis Title: *How to be a superhero: stories of creating a culture of inclusion through theatre*

Kaitlin Jaskolski holds a BA (Theatre) from Pepperdine University and an MA (Applied Theatre) from New York University. Before joining UCT's Centre for Theatre, Dance and Performance Studies in 2016, she worked in disability arts education in the United States and Nigeria.

Kaitlin Jaskolski's thesis explores the social constructs of disability and inclusion through considering applied theatre projects in Nigeria, Lesotho and South Africa. Using Joseph Campbell's metaphorical framework of the hero's journey, she contextualises depictions of project participants with cognitive or developmental disabilities as heroes. Her thesis follows the development of Nigeria's premier inclusive theatre company from drama-as-therapy beginnings to their professional performance of *How to Be a Superhero: A Guide to Saving the World*. Additional case studies, with Hijinx Theatre in Lesotho and the Oasis Association in South Africa, provide stories of overcoming barriers to inclusion in the arts and in society at large. The culminating performances of each reported-upon project provide evidence that storytelling, building relationships and transforming and engaging participants and audiences through theatre all forge empathy, increase representation and encourage visibility. Kaitlin Jaskolski's thesis argues that inclusion, like heroism, can be learned, taught and modelled through theatre to create a culture of inclusion.

Supervisor: Associate Professor V Baxter (Drama)

Junck, Leah Davina

Thesis title: *Down the rabbit hole: an ethnography on loving, desiring and tindering in Cape Town*

Leah Junck holds BSocSc, BSocScHons and MSocSc (Social Anthropology) degrees from UCT. She has worked at the Health Economics and HIV/AIDS

Research Division at the University of KwaZulu-Natal. In 2018, she returned to UCT to pursue her PhD.

Leah Junck's thesis looks at how digital tools, such as the dating application Tinder, impact on how people relate to one another. Based on ethnographic fieldwork conducted in Cape Town, she presents evidence that the technologies are often seen as detrimental to intimacy building. Nevertheless, as she shows, the technologies are persistently used, with diverse strategies being developed to create meaningful relationships. Her work chronicles how dating technologies are used as tools for self-expression and empowerment even while users concur with and often reproduce persistently predominant social norms. She also identifies and describes the challenges and opportunities of navigating desire via the digital in the complex post-Apartheid context. With practices of digitally-inspired relating constituting an increasingly salient area of sociological investigation, Leah Junck's ethnography offers crucial insights into how people engage in relational encounters both online and offline.

Supervisor: Professor FB Nyamnjoh (African and Gender Studies, Anthropology and Linguistics)

Lee, Jessica Mallorie

Thesis Title: *On non-epistemic values in climate science for decision support*

Jessica Lee completed her BSocScHons and MPhil degree at UCT and began work towards her PhD in 2018.

Jessica Lee's thesis examines the role of non-epistemic values in the production of climate science for decision making. Her work begins by showing where it is along the scientific process that values can appropriately inform climate scientist's methodological choices. She identifies three value related conflicts that can arise when values are operating in these appropriate roles: conflicts between scientists' epistemic and social values; conflicts related to the multiple roles that scientists might occupy in society; and conflicts between scientists' personal and community values. To resolve some of these conflicts

she proposes that climate science ought explicitly to embrace some non-epistemic values such as human security, as constitutive of their field. Having identified and rebutted three potential objections to this proposal, Jessica Lee considers some implications her proposal would have for practice and how it could contribute to the development of a code of ethics for climate scientists.

Supervisor: Professor B Hewitson (Environmental and Geographical Science)

Co-supervisors: Dr J Ritchie (Philosophy), Professor W Parker (Virginia Polytechnic Institute and State University)

Lubbe, Ilse

Thesis Title: *Knowledge and knower structures and recontextualising logics in an accounting curricular framework*

Ilse Lubbe holds a BCom(Hons) in Accounting from the University of Johannesburg and an MPhil from UCT. She is a chartered accountant and is presently an Associate Professor in UCT's College of Accounting where she has lectured since 2002. She registered for her PhD in 2019.

Ilse Lubbe's thesis focuses on the curriculum for the education of professional accountants. She identifies a need for change in the accounting curriculum to meet the requirements of future professional accounting knowledge and competencies. In response to widespread calls for curriculum change, she develops a framework for the design of a contextually relevant accounting curriculum. Drawing on the sociology of knowledge, she identifies the production sites for the creation of accounting knowledge and analyses their knowledge and knower structures. She then shows how these will have, through a process known as recontextualising logics, to be rearranged and transformed to become a pedagogic discourse. The framework she has developed demonstrates the design principles required to achieve an incremental and integrated approach for the selection, ordering and pacing of specialised accounting-knowledge

teaching and should serve as a basis for reform of the accountancy curriculum.

Supervisor: Emeritus A/Professor M Paxton (Centre for Higher Education Development)

Co-supervisor: A/Professor P de Jager (Finance and Tax)

Mamudu, Clement Oshogwe

Thesis Title: *The Nigerian novel and the postcolonial city*

Clement Mamudu obtained a BA(Hons) from Bendel State University and an MA from the University of Ibadan, both in Nigeria. During the period of his PhD registration at UCT he has been a Research Fellow at the University of the West Indies, Jamaica and an exchange student at Emory University in the United States.

Clement Mamudu's thesis examines the nature of the postcolonial African city as represented in contemporary Nigerian fiction. He brings perspectives from urban studies into conversation with literary representations of the postcolonial African city to create a nuanced synthesis of postcolonial literary studies and urban scholarship. The provocative argument of his thesis is that the postcolonial African city is both functional and legible, despite its arguably squalid state and the undesirable living conditions of its subjects. From that he shows that approaches that deprecate so-called Third-World cities as particularly dystopic and illegible do not present the whole picture and are therefore one-sided and misleading. The Nigerian novel, Clement argues, reflects a need for a rethinking of the dominant templates of urban studies so that they take into consideration the particularities and complexities of postcolonial cities.

Supervisors: Late Professor HO Garuba (English Language and Literature) and A/Professor C Ouma (English Language & Literature)

Marshak, Maya Sara

Thesis Title: *On farms and in laboratories: maize seed technologies and the unravelling of relational agroecological knowledge in South Africa*

Maya Marshak completed her BA and MA in Environmental and Geographical Science at UCT and began her PhD in 2015.

Maya Marshak's thesis examines the impacts of the technification of maize seed on agroecological knowledge in South Africa. Using a multispecies lens, she investigates these impacts on smallholder farms and within maize research and development. Her findings reveal that the modernization of maize seed and associated co-technologies, such as herbicides and pesticides, contribute to a process of ecological deskilling in both farming and research contexts. A result is that both farmers and scientists are losing agricultural skills and knowledge related to agroecosystems. Maya Marshak's thesis demonstrates that the technification of seed has created a divide between local, farmer-based knowledge and scientific knowledge and that it has also furthered the dominance of Western scientific ways of relating to the environment in agriculture. Her thesis also includes an exploration of ways to re-prioritise other ways of knowing in agriculture, particularly those that have been marginalized by science's domination.

Supervisor: Professor R Wynberg (Environmental and Geographical Science)

Co-supervisor: Dr Fern Wickson (GenØk – Centre for Biosafety, Norway)

Mascenghe, Mark Alroy

Thesis Title: *Paul's use of the 'Christ Rhetoric' in 1 Corinthians: a case study from 1 Corinthians 15:1-34*

Mark Alroy Mascenghe holds a Professional Graduate Diploma from the British Computer Society, a Masters of Information Technology from Charles Sturt University, Australia, an MBA from the University of Sri Jayawardenepura, Sri Lanka and an

MA in Biblical Studies from Colombo Theological Seminary, Sri Lanka. He began part-time PhD study in 2018.

Mark Alroy Mascrenge's thesis considers both classical rhetoric and contemporary socio-rhetorical interpretation as means to understand the Apostle Paul's arguments, in 1 Corinthians 15, concerning the resurrection of the dead. His research led him to engage in an inductive investigation of the modes of argumentation used in 1 Corinthians. This in turn led to his discovering a hitherto unrecognised rhetorical method employed by Paul, one similar to classical rhetoric but designed to address a Christian audience in the social space of a church community. The rhetoric, which he calls Christ Rhetoric, works by referring to topics from the life of Christ and using argumentative methods and rhetorical structures. After defining his method, Mark Alroy Mascrenge applies it to an analysis of 1 Corinthians 15:1-34 to show that the reality of Christ's resurrection rhetorically proves the validity of a belief, disputed amongst Paul's converts, in the general resurrection of the dead.

Supervisor: Emeritus A/Professor CA Wanamaker (Religious Studies)
Co-supervisor: Dr LP Blond (Religious Studies)

Moos, Shafieka

Thesis Title: Muslim women's experiences of motherhood: a South African perspective

Shafieka Moos completed her BSocSc (Social Work) at UCT and her MPhil (Women's and Gender Studies) at the University of the Western Cape.

Shafieka Moos's thesis focuses on religious subjectivity construction amongst South African Muslim women in Cape Town. Aiming to render visible their layered and nuanced negotiations of faith and mothering, she employs an Islamic feminist framework to focus on the particularities of their mothering experiences in light of religious scripts idealising motherhood in terms of Islamic tradition. She describes her research participants' experiences of tension between that discursive idealisation of

motherhood and the challenges they face in their lived mothering experiences. The tensions arise because the former, based on dominant constructions of gender norms and femininity, imposes pragmatically unattainable and, at times, disempowering expectations on mothers. She also describes the dynamism and innovativeness of maternal subjectivities as mothers respond to the particularities of mothering Muslim children within contexts of complex modern social norms, and how that enables mothers to cultivate a practice of doing good or being ethical as means to enact their religious subjectivity. She concludes that these enactments of virtue through engaged mothering practices offer insight into contemporary practices of Islamic ethical subjectivity construction.

Supervisor: Associate Professor S Shaikh (Religious Studies)

Ncube, Meli Mthabisi

Thesis Title: Social media and democracy in Africa: a case study of the Zimbabwe 2018 harmonised elections

Meli Ncube holds a BA and BA(Hons) from UCT, and an MA from Rhodes University. He has been researching the influence of social media on democracy since 2014, initially looking at democratic political deliberations and currently exploring democratic listening on social media.

Meli Ncube's thesis focuses on how the use of social media influences democratisation processes. His investigation is premised on how a turn to listening – democratic listening – reinvigorates democracy. He uses online data to explore how deliberation using digital objects, such as the like, share, and retweet buttons, influence societal and cultural change. He examines how social media applications Twitter, Facebook, and WhatsApp Messenger are used in order to consider how Zimbabwean citizens – digital citizens – use these platforms for democratic political deliberations. His thesis adds to an emergent body of work on the application of digital citizenship and democratic listening theories for understanding Africa's democratic framework. He finds

that social media in Zimbabwe and Africa are a space used for mobilising resistance to authoritarianism and failed election promises and that social media platforms provide a sustainable and alternative public sphere that democratises political space in Zimbabwe and in most African countries.

Supervisor: A/Professor TE Bosch (Film and Media Studies)

Nsah, Edwin Sakah

Thesis Title: Non-governmental organisations and poverty reduction in the north west and east regions of Cameroon

Edwin Nsah holds a BA degree in Economics from the University of Dschang, Cameroon, and honours and master's degrees in Development Studies from the University of the Western Cape. He began his PhD studies in 2015.

Edwin Nsah's thesis focuses on the reasons that NGOs continue to embark on poverty reduction programmes when their personnel know that these programmes are not actually reducing poverty. His study is based on research conducted in Cameroon's North West and East regions. Starting out by investigating reasons for continued increase in poverty levels in Cameroon he then considers how the poor are deemed eligible for inclusion in poverty reduction programmes as well as challenges encountered by NGOs. He finds that NGO programmes continue to fail because they neglect beneficiaries' voices in the planning, implementation, monitoring and evaluation of those programmes. His data show that, whilst NGOs claim real achievements in poverty alleviation, in reality their programmes benefit only a few and save them from only the worst effects of poverty. This, he suggests, indicates that the NGOs on which his research focused are involved in little other than charity work.

Supervisor: Dr FG Muhammed (Sociology)

Patel, Nafisa

Thesis Title: *Muslim childhoods in South Africa: gendering the Madrasah space*

Nafisa Patel completed her BA(Hons) and MSocSc degrees and, in 2017, began her doctoral research, all in UCT's Department of Religious Studies.

Nafisa Patel's thesis analyses Muslim childhoods within the context of selected South African *madrasahs* (children's spaces of religious instruction). Her study focuses on the ways that the historical, political, religious and geographical impact on and shape, the spatialities and the gendered pedagogies of the madrasah spaces where she based her research. Using feminist and critical posthumanist methods, her analysis offers a nuanced perspective on the entanglements of gender, childhoods and space. Her thesis contributes towards an understanding of South African childhood encounters with religion, environment and gender, and it brings fresh insights to the broad fields of Religious and Childhood Studies. Engaging Muslim intellectual and political histories, literatures on Childhood Studies and Islamic feminism, Nafisa Patel's analyses provide a unique and interdisciplinary lens for application in the study of contemporary Islam.

Supervisor: Associate Professor S Shaikh (Religious Studies)

Reynolds, Rose-Anne

Thesis title: *A posthuman reconfiguring of philosophy with children in a government primary school in South Africa*

Rose-Anne Reynolds holds a BSocSc, HDE and an MEd from UCT, and an honours in Education from the University of South Africa. A lecturer in Early Childhood Education in UCT's School of Education, she previously worked in primary schools and established a whole-school Inclusive Support department at a local school. She began her PhD study in July 2016.

Rose-Anne Reynolds' thesis investigates Philosophy with Children as a posthumanist pedagogy and research methodology at a government primary

school in 'post'-apartheid Cape Town, South Africa. Her research decolonises education through the philosophy of agential realism – a feminist reading of quantum physics. By troubling human exceptionalism and decentering the human, her conceptual framework reconfigures agency, intentionality and causality by paying attention to the material-discursive conditions of teaching and learning. Her study not only included the children from Grade 1 to Grade 7 and their teachers but also the more-than human that tends to be excluded in educational research: land, animals, school, chairs, questions, the national curriculum, artefacts and even paper size. Rose-Anne Reynolds' thesis contributes to the fields of posthumanist educational research, childhood studies, early childhood education and Philosophy with Children.

Supervisor: Emerita Professor K Murriss (School of Education) and Professor (University of Oulu, Finland)

Set, Beatha Ndahafa

Thesis Title: *Using semiotic resources to teach and assess scientific concepts in a bilingual Namibian primary school: a socio-cultural discourse analysis*

Beatha Ndahafa Set (BA, University of Namibia) completed honours and master's degrees in Education at UCT, beginning PhD studies in 2016. Before postgraduate study, she taught secondary school in Namibia, and currently teaches English Language and Literacy in the Education Department at the University of Namibia.

Beatha Set's thesis examines the multilingual and multimodal (including images, drawings and gestures), nature of discourse employed by a Year-4 teacher and his learners in a bilingual Namibian classroom as they engaged in science learning. She explores how these discourses support or constrain learners' opportunities to learn. Her analysis reveals how monolingual English language ideologies severely constrain opportunities for learning, both in classroom talk and in written assessment, and that they cause children to denigrate their home language, Oshiwambo. It also shows the stark contrast between bi-

multilingual oral discourse in classroom talk and monolingual written discourse required for assessments. Arguing for the importance of a bilingual and multimodal approach, Beatha Set's research has profound consequences for Namibian language in education policy, curriculum, and assessment, and for moving beyond the impasse of mother tongue versus English instruction. She shows that both languages and multiple modalities are vital for opportunities to learn.

Supervisor: Associate Professor CW McKinney (Education)
Co-supervisor: Associate Professor J Hardman (Education)

Sutherland, Alexandra Elizabeth Margaret

Thesis title: *Theatrical bodies and madness: a case study of a theatre playground in a South African forensic psychiatric hospital.*

Alexandra Sutherland holds honours degrees in Psychology and Drama the University of Kwazulu-Natal, and a master's in Education from Rhodes University. She was a lecturer in Applied Theatre at Rhodes University from 2001-2017 where her practical and theoretical research centred on theatre in prisons.

Alexandra Sutherland's thesis analyses a theatre programme she ran with forensic psychiatric patients and staff at Fort England psychiatric hospital, Makhanda, and explores the possibilities of locating participants as political actors with agency. Her analysis of key moments of practice highlights how both patients and staff made the programme's theatrical playground into an anti-structural space, one contrasting with the regimes of power and control and care through confinement that characterise forensic psychiatric practice. Her study shifts from a theatre-for-change model, as adopted by many applied theatre approaches, towards one that facilitates 'a process of becoming'; and it argues for an applied theatre practice that rejects a cause-and-effect approach to how we understand the relationship between theatre and change. Alex Sutherland's work demonstrates how an improvisation

based applied theatre method – of making and remaking who we are and might be in the world – is a generative activity towards hope in an institutional context that regularly instils surrender and hopelessness.

Supervisor: Emeritus Associate Professor G Morris (Drama)

Tian, Chen

Thesis title: *The middlestage: state-sponsored overseas Chinese academics and China's managed cultural globalisation*

Chen Tian holds a BEd in Language Education from The Education University of Hong Kong and an MA in Intercultural Studies from The Chinese University of Hong Kong. After five years of professional experience in education, he began PhD studies in 2017.

Chen Tian's thesis comprises an ethnography of state-sponsored Overseas Chinese Academics (OCAs) and 'China's managed cultural globalisation' – that is, China's attempts to manage the effects of cultural globalisation. It is based on two years of multi-sited fieldwork in South Africa, Australia, and China. Extending Goffman's theorising of everyday interaction rituals as theatre's front- and back-staged performances, he adopts a novel middlestage as his primary conceptual lens. He sees 'China's managed cultural globalisation' as occupying a middlestage that comprises a fluid and embodied space where state-sponsored OCAs and Chinese state institutions negotiate power whilst producing performances. His thesis incorporates an ethnographic fiction, entitled *The Islanders*, which provides a thick description-type account of individual OCAs curating their performances and self-presentations, negotiating their social mobility and identities, and re-imagining their realities whilst seeking conviviality on the middlestage. Chen Tian's thesis pushes identity theorisation in new directions and demonstrates how ethnographic fiction can be used as a tool in anthropological research.

Supervisor: A/Professor HM Macdonald (African and Gender Studies, Anthropology and Linguistics)

MASTER OF ARTS

Aguera Reneses, Pablo (with distinction)
 Balogun, Bunmi
 Bentley, Emma Claudia
 Berti, Daniel Jonathan (with distinction)
 Brusser, Paul James
 Budree, Adheesh
 Cromhout, Luke Jacob (with distinction)
 Devan, Saranya
 Dix, Daniel Simon (with distinction in the dissertation)
 Harris, Bradley David
 Hoareau, Charlotte Eugénie
 Hodes, Leora Nici (with distinction)
 Hoffman, Alexandra Laurel (with distinction)
 Irvine, Laura Anne (with distinction in the dissertation)
 Johnson, Chelsea Jade
 Kemp, Andrea (with distinction in the dissertation)
 Khan, Ayesha Bibi (with distinction in the dissertation)
 Kruger, Abraham Johannes (with distinction)
 Langene, Denis
 Leslie, Alexis Rose
 Maharaj, Upasna
 Mahatey, Ayesha
 Mbinda, Zola (with distinction)
 Mhlongo, Nobuhle (with distinction in the dissertation)
 Mössmer, Martin (with distinction)
 Mushwana, Wisani (with distinction)
 Ngcobo, Balindile (with distinction)
 Nicholson, Sabrina Sky
 Smith, Tina-Louise (with distinction)
 Stewart, Liesl Arnette
 Zulu, Nelly Teressa

MASTER OF ARTS IN FINE ART

Chiwa, Akudzwe Elsie

MASTER OF ARTS IN NEUROPSYCHOLOGY

Allen, Caroline Leigh (with distinction)
 Harwood, Angela Louise (with distinction)
 Padayachy, Preanka (with distinction)
 Steenkamp, Nina Simone (with distinction in the dissertation)
 Wagner, Marcelle

MASTER OF EDUCATION

Harris, Chandra Francesca
 Jenkin, Jessica Mary (with distinction)
 Kapito, Patrick Mavuto Paul (with distinction)
 Manganyi, Amani Khensani (with distinction in the dissertation)
 Meyer, Wilhelm Henry
 Morris, Leigh Anne Shevlin
 Mgingywa, Nondumiso
 Nwaoha-Peterside, Fortune (with distinction in the dissertation)

MASTER OF FINE ART

Makgekgenene, Legakwana Leo Bonani (with distinction)
 Makin, Kim Karabo (with distinction)
 Smith, Elizabeth Monica (with distinction)

MASTER OF MUSIC

Agyefi, Papa Kow Mensah
 Gove, Joaquim Borges Armando
 Mulwa, Kennedy Kioko
 Mwaniki, Simon Kariuki
 Nyahuma, Brian
 Swan, Arthur Ian (with distinction)

MASTER OF PHILOSOPHY

Chen, Vanessa
 Cupido, Simone
 De Young, Theresa Audrey (with distinction)
 Gara, Faith (with distinction)
 Goergmeier, Anne Juliane Ulrike
 Goll, Anna Lena (with distinction)
 Madibi, Zizipho
 Mars, Lee-Ann Frances
 Mogale, Boitumelo Hlengiwe
 Moodaley, Natasha
 Moyo, Samantha Zanele (with distinction in the dissertation)
 Mpani, Nyasha McBride
 Polic, Deanna (with distinction)
 Ramafalo, Katleho
 Truter, Victoria Zea (with distinction)
 Zwane, Litsoanelo (with distinction in the dissertation)

MASTER OF PHILOSOPHY
IN EDUCATION

Kibido, Princess Fundiswa

MASTER OF SOCIAL SCIENCE

Ayerigah, Theresa
Banda, Mabvuto
Botes, Inge-Ame (with distinction)
Dyantyi, Nolusindiso Patricia
Frekot, Elizabeth
Madatt, Musiegh
Mcintyre, Cailley Jane
Myburgh, Michelle
Odiase, Osareme Nathan
Oosthuizen, Simone
Patsika, Zvikomborero Dahlia
Smit, Natasha
Soutar, Nicholas Liam (with distinction)
Weaver, Hayden Simon (with
distinction)
Zvendiya, Ronald

BACHELOR OF ARTS HONOURS

Goduka, Zinobulali Anita
Harding, Motsepula Palesa
Human, Rae Aimee
Mchako, Simamkele
Mtebele, Mbali
Ramiah, Chanté Tamzin
Rosin, Matthew Adam
Sandi, Anelisa Sharon (in the first class)
Tyhilana, Siphesihle Ali

BACHELOR OF EDUCATION
HONOURS

Adams, Bronwyn Leacia
Fortuin, Tavia
Mahlikihla, Andile

BACHELOR OF SOCIAL
SCIENCE HONOURS

Bokea, Pauline Moige (in the first class)
Crossney, Chanté Michaela
Danca, Naledi Nicolene
Gusana, Siphokazi Oscarina
Lunga, Gugulethu
Mabhani, Hlonela
Mxotwa, Andile
Nell, Kirsten May
Ngceyana, Zandisile

Tati, Virginia
Vara, Yoliswa

POSTGRADUATE DIPLOMA
IN AFRICAN STUDIES

Makoe, Tswelopele Reabetsoe

POSTGRADUATE DIPLOMA
IN EDUCATION

Bakaki, Paul
Otto, Mushfiqah
Powis, Graeme John

POSTGRADUATE DIPLOMA IN
HIGHER EDUCATION STUDIES

Parker, Khadija
Sirkhote, Widad (with distinction)

POSTGRADUATE CERTIFICATE IN
SENIOR PHASE & FET TEACHING

Byemba Kilongo, Toussaint
Daniels, Jessica
Lewis, Jesse
Makapela, Nolubabalo
Mbatha, Sibusisiwe Nomalungelo
Muller, Gregory David
Qwase, Asemahle

POSTGRADUATE CERTIFICATE IN
FET TEACHING

Rossouw, Theodore (with distinction)
Zalgaonkir, Maahira

BACHELOR OF ARTS

Bessinger, Zeena
Boya, Jakinda Mshindi
Brookes, Kirstin
Busakwe, Siziwe
Cullinan, Benjamin Liam
Esau, Duwayne
Gobey, Kirsten Ashlynn
Hlongwane, Anele
Long, Bethany Rebecca
Malgas, Mziyanda
Mather, Hannah Louise Elisabeth
Mhlongo, Langelihle Innocent
Mlambo, Thato Deliwe Mathambose

Naidoo, Deveshni
Phillips, Natalie Hannah
Rathbone, Nola Rayne
Rosin, Matthew Adam
Thambo, Sinawo
Wallace, Warwick James

BACHELOR OF SOCIAL SCIENCE

Abrahams, Amrah
Adams, Mogamad Nithaam
Adonisi, Siphokazi (with distinction in
African Languages & Literature)
Banda, Seth Sithembiso Whittington
Bezuidenhout, Aslam
Bredekamp, Jessica Hope
Bulpitt, Ryan Edward
Chakauya, Shumirai Valerie
Chalmers, Holly Kim
Charter, Angus Robert
De La Porte, John-Paul
Didintle, Molale Chriszelda
Diedricks, Devanique Marlene
Ebrahim, Farouk (with distinction in
Informatics)
Edwards, River Liam
Fraser, Oona Jane (with distinction in
Psychology and the degree with
distinction)
Gatere, Chang Maina
Hadebe, Nosindiso
Harlies, Allesandro Junaid
Hassan, Nikhat
Hempe, Savannah Amber
Hlela, Athenkosi
Holliday, Darren Gary
Ireland, Grace Claire
Ismail Ebrahim, Taariq Hoosein
Jena, Natasha Tinashe
Kiewiets, Dehanre Jocelyn
Kombo, Ntombizodwa Chipso
Kruger, Lecharn Danielle San-Mari
Leboea, Moremoholo Motse
Mabaso, Ivyne Amukelani
Madanhi, Sylvia Thabiso
Madondile, Axola Siyamtanda
Makgoba, Paballo Karabo Mamosana
Mathe, Keamogetswe Goitseona
Mbokazi, Siboniso Protus
Miller, Ameera
Mkhusane, Hlumani Peggy
Molin, Joshua
Muchenje, Natalie
Mundangepfufu, Deborah Chiedza
Musvaire, Mutsawashe
Nazo, Lesego

Nchachi, Lebo (with distinction in
Social Development)
Ngcakani, Yolo Kwasa
Nkosi, Tandie Witness
Nkupane, Bulelani Enoch
Noordien, Ashura
Nordien, Nadia
Nyaba, Alicia Abongile
Nyoka, Siyolo Kubedi
Parker, Raa-Iq
Paterson, Cassandra Heather
Peck, Raghmah
Petersen, Anne-Shane Ashley
Pollack, Emily Rose
Rossouw, Tristan Mark
Sampson, Andrew Nicholas
Shardlow, Sarah Bryony
Shezi, Xolani Nkululeko
Sifile, Apholisiwe Anatasia
Springveldt, Erin Melissa
Tapileni, Yolanda
Toefy, Aadam
Tsatsi, Tshepiso Sithembiso Nozipho
Walton, Robert Henry
Yonga, Ethni
Zhuwaneti, Gashirai Brendon
Zulu, Mpumelelo Zamokuhle

BACHELOR OF SOCIAL WORK

Gombakomba, Melody Rutendo

PERFORMER'S DIPLOMA IN OPERA

Losaba, Omphile

HIGHER CERTIFICATE IN ADULT & COMMUNITY EDUCATION & TRAINING

Gallie, Aslam

HIGHER CERTIFICATE IN EDUCATION IN ADULT EDUCATION

Ngaye, Nolufefe

ADVANCED CERTIFICATE IN FOUNDATION PHASE TEACHING

Zibi, Nomfusi

VISION AND MISSION

UNIVERSITY OF CAPE TOWN

Vision

An inclusive and engaged research-intensive African university that inspires creativity through outstanding achievements in learning, discovery and citizenship; enhancing the lives of its students and staff, advancing a more equitable and sustainable social order and influencing the global higher education landscape.

Mission

UCT is committed to engaging with the key issues of our natural and social worlds through outstanding teaching, research and scholarship. We seek to advance the status and distinctiveness of scholarship in Africa through building strategic partnerships across the continent, the global south and the rest of the world.

UCT provides a vibrant and supportive intellectual environment that attracts and connects people from all over the world.

We aim to produce graduates and future leaders who are influential locally and globally. Our qualifications are locally applicable and internationally acclaimed, underpinned by values of engaged citizenship and social justice. Our scholarship and research have a positive impact on our society and our environment.

We will actively advance the pace of transformation within our University and beyond, nurturing an inclusive institutional culture which embraces diversity.

THE UNIVERSITY OF CAPE TOWN DONOR ROLL

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

FOUNDATIONS, TRUSTS, AND CORPORATES

Platinum Circle

Foundations, Trusts, and Corporates that have made donations to UCT totaling R50 million and above (alphabetically)

The Andrew W Mellon Foundation
The Atlantic Philanthropies (Bermuda) Ltd
The Bertha Foundation
Carnegie Corporation of New York
Claude Leon Foundation
The ELMA Philanthropies Services Inc
The Ford Foundation
The Harry Crossley Foundation
Hasso Plattner Stiftung
The MasterCard Foundation
The Michael and Susan Dell Foundation
Minerals Education Trust Fund
The Rockefeller Foundation
The William and Flora Hewlett Foundation

Gold Circle

Foundations, Trusts, and Corporates that have made donations to UCT totaling between R25 million and R50 million (alphabetically)

The Albert Wessels Trust
Anglo American Chairman's Fund
Bank Sector Training and Education Authority
Cancer Research Trust
Discovery Foundation
First Rand Group
Johnson & Johnson Family of Companies
John and Margaret Overbeek Trust
Moshal Scholarship Program
Novartis Research Foundation
The DG Murray Trust
Kaplan Kushlick Educational Foundation
The Kresge Foundation
The Mauerberger Foundation Fund
The Raith Foundation
Thuthuka Education Upliftment Fund
The Wolfson Foundation

Silver Circle

Foundations, Trusts, and Corporates that have made donations to UCT totaling between R10 million and R25 million (alphabetically)

ABSA Bank Limited
Actuarial Society of South Africa
Alliance for Open Society International
Andreas and Susan Struengmann Foundation gGmbH
AXA Research Fund
Boehringer Ingelheim (Pty) Ltd
The Children's Hospital Trust
Discovery Foundation
Donald Gordon Foundation
Doris Duke Charitable Foundation
Embassy of the People's Republic of China
Eskom Holdings Ltd
The Frank Robb Charitable Trust
The Gallagher Foundation
Garfield Weston Foundation
GetSmarter
Government of Flanders
Health and Welfare Sector Education and Training Authority
International Development Research Centre
Liberty Holdings Ltd
National Lottery Distribution Trust Fund
The Nellie Atkinson Trust
Open Society Foundation for South Africa
The Oppenheimer Memorial Trust
The Raymond Ackerman Foundation
Rustenburg Platinum Mines Ltd
Sigrid Rausing Trust
The South African National Roads Agency Ltd
The Spencer Foundation
Standard Bank Group Ltd
Tshemba Charitable Foundation NPC
Tullow Oil South Africa (Pty) Ltd
Unilever South Africa (Pty) Ltd
University of Oxford
WK Kellogg Foundation, USA

Bronze Circle

Foundations, Trusts and Corporates that have made donations to UCT totaling between R1 million and R10 million (alphabetically)

The A & M Pevsner Charitable Trust
The Aaron Beare Foundation
Abax Foundation
Abe Bailey Trust
Acino Pharma (Pty)Ltd
The Ackerman Family Foundation
Actuarial Society Development Trust
AECI Ltd
The African Development Bank Group
Afrisam (Pty) Ltd
Allan Gray Orbis Foundation
American Council of Learned Societies
Anglo American Group
AngloGold Ashanti Group
Arab Bank for Economic Development in Africa
Aspen Pharmacare Ltd
AstraZeneca Pharmaceuticals (Pty) Ltd
Attorneys Fidelity Fund
Aurecon South Africa (Pty) Ltd
Aurum Charitable Trust
Australian High Commission
Autism South Africa
The Beit Trust
BHP Billiton Development Trust
BirdLife South Africa
The Boston Consulting Group (Pty) Ltd
The Breadsticks Foundation
The Bright Future Foundation
British American Tobacco South Africa
British High Commission
The Broad Institute
The Calleva Foundation
Cape Gate (Pty) Ltd
Capebridge Trust Company (Pty) Ltd
Capel Court
The Carl and Emily Fuchs Foundation
Chalmers Tekniska Hogskola AB

FOUNDATIONS, TRUSTS, AND CORPORATES CONTINUED

Chan Zuckerberg Foundation Initiative	Harvard Business School Alumni Africa Initiative	The Little Tew Charitable Trust
Charles Stewart Mott Foundation	Hasso-Plattner Institute for Digital Engineering gGmbH	Lonmin Management Services
CHK Charities Ltd	Haw & Inglis (Pty) Ltd	Lorenzo and Stella Chiappini Charitable and Cultural Trust
The Chris Barnard Trust Fund	HBD Business Holdings	The MAC AIDS Fund
Cliffe Dekker Hofmeyr Inc	HCI Foundation	Macsteel Service Centres SA (Pty) Ltd
COC Netherlands	Heinrich Böll Stiftung	The Maitri Trust
Daimler Fonds - Deutsches Stiftungs-Zentrum	Heneck Family Foundation	The Maize Trust
The Davis Foundation	The Hermann Ohlthaver Trust	Manufacturing, Engineering and Related Services Sector Education and Training Authority
De Beers Group	Hillensberg Trust Bursary	The Mapula Trust
Department for International Development (DFID), Southern Africa	Hope for Depression Research Foundation	MariaMarina Foundation
Department of Economic Development and Tourism	HR Hill Residuary Trust	Mary Oppenheimer & Daughters Foundation
Department of Health (Western Cape)	HSBC Africa	The Maurice Hatter Foundation
Department of Sports, Arts and Culture (DSAC)	Humanist Institute for Development Cooperation	Mediclinic Southern Africa
Desmond Tutu HIV/AIDS Foundation	IBA Human Rights Institute Trust	Medicor Foundation
Die Rupert-Musiekstigting	The Imfundo Yesizwe Education Trust	Medtronic Africa (Pty) Ltd
Dow Southern Africa (Pty) Ltd	The Indigo Trust	Medtronic Foundation
Dr Stanley Batchelor Bursary Trust	The Institute of International Education Inc	The Merck Company Foundation
Dr Vasani Govind Legacy Foundation Trust	Insurance Sector Education and Training Authority	Misys Charitable Foundation
Dr. Leopold and Carmen Ellinger Stiftung	International Bank for Reconstruction and Development	Mota Engil Construction South Africa (Pty) Ltd
Edgars Consolidated Stores Ltd	The International Foundation for Arts and Culture	Motsepe Foundation
Eighty Eight Foundation	Investec Limited	MTU South Africa
Education Training and Development Practices Sectoral Education Training Authority	The Jaks Trust	The Myra Chapman Educational Trust
Edwards Lifesciences (Pty) Ltd	Janssen Pharmaceutica (Pty) Ltd	Nansen Environmental and Remote Sensing Centre
EJ Lombardi Family Charitable Trust	Joan St Leger Lindbergh Charitable Trust	National Arts Council of South Africa
Else Kröner-Fresenius-Stiftung	The John D & Catherine T MacArthur Foundation	National Bioproducts Institute
Elsevier Foundation	The John Davidson Educational Trust	National Empowerment Fund
Environment for Development Secretariat	The John Ellerman Foundation	National Institute for the Humanities and Social Sciences
Eranda Foundation	Johnson Matthey plc	Nedgroup Ltd
Eric and Sheila Samson Foundation	JPMorgan Chase South African Trust Foundation	Nestlé (South Africa) (Pty) Ltd
Eric and Wendy Schmidt Fund	JRS Biodiversity Foundation	Network of African Science Academies
Ernest E and Brendalyn Stempel Foundation	Julian Baring Scholarship Fund	Neurological Association of South Africa
Fetzer Institute	The Justin and Elsa Schaffer Family UCT Scholarship Trust	New Settlers Foundation
Food & Beverages Sector Training and Education Authority	Kangra Group (Pty) Ltd	Nigel & Judith Weiss Educational Trust
The Foschini Group	Karl Storz GmbH & Co KG	NM Rothschild & Sons Ltd
Garden Cities Inc	Keerweder (Franschoek) (Pty) Ltd	North West University: Centre for Business Mathematics and Informatics
The Gatsby Charitable Foundation	Komatsu Foundation Trust	Norwegian Agency for Development Cooperation
General Council of the Bar of South Africa	KPMG, Johannesburg	Norwegian Ministry of Foreign Affairs
General Electric South Africa (Pty) Ltd	KSB Pumps and Valves (Pty) Ltd	Novo Nordisk (Pty) Ltd
GlaxoSmithKline Group	Legal Practice Council	The Nuffield Foundation
Global Change Institute – Wits University	LEGO Foundation	OAK Foundation
Global Integrity	The Leverhulme Trust	Oasis Crescent Fund Trust
Goldman Sachs Charitable Group	The Lewis Foundation	Old Mutual Group
Google Ireland Ltd	Life Healthcare Foundation	Open Philanthropy Project Fund
Government Technical Advisory Centre	Lily & Ernst Hausmann Research Trust	Open Society Foundations
Green Leaves Ausbildungs-Stiftung	Lily Ashton Educational Trust	Oracle America Inc
Griffith University	Linbury Trust	The Ove Arup Foundation
Guy Elliott Medical Fellowship Fund	Link-SA Fund	
Haematological Research Trust		
Hanns Seidel Foundation South Africa		

FOUNDATIONS, TRUSTS, AND CORPORATES CONTINUED

PA Don Scholarship Trust	The Schroder Foundation	United Therapeutics Corporation
Pearson Plc	SCHWAB Foundation for Social Entrepreneurship	University of Bergen
Percy Fox Foundation	Services Sector Education and Training Authority	Upstream Training Trust
Peter Gilgan Foundation	SIEMENS Stiftung	Victor Glasstone Will Trust
PF Charitable Trust	Silicon Valley Community Foundation	Vodacom (Pty) Ltd
Pfizer (Pty)Ltd	Simons Foundation	The Vodafone Group Foundation
Pharmacometrics Africa	The Silibona Educational Trust	Wallace Global Fund
The Philip Schock Charitable & Educational Foundation	The Skye Foundation Trust	WD Waddell Will Trust
Picasso Headline (Pty) Ltd	Sleepnet	The Waterloo Foundation
Primedia	Social Science Research Council	Wellspring Advisors, LLC
Professional Provident Society Insurance Co Ltd	South African Institute of Chartered Accountants	Welton Foundation
PM Anderson Educational Trust	South African Norway Tertiary Education Development Programme	Wenner-Gren Foundation for Anthropological Research Inc
Rapcan	South African Penguins	Western Platinum Ltd
Rand Merchant Bank	South African Responsible Gambling Foundation	The Wholesale & Retail Sector Education and Training Authority
Rand Merchant Investment Holdings Limited	Southern African Music Rights Organisation	The Wilfred Cooper Trust
Rangoonwala Foundation	The Starr Foundation	The Wilhelm Frank Trust
Retina South Africa	Stella and Paul Loewenstein Educational and Charitable Trust	Wine Industry Network of Expertise and Technology
Rheinmetall Denell Munition (Pty) Ltd	Stevenson Family Charitable Trust	Wyeth SA (Pty) Ltd
Rhubarb and Company (Pty) Ltd	Students for a Better Future	Xstrata South Africa (Pty) Ltd
Rio Tinto Plc	Susan Thompson Buffet Foundation	The Yvonne Parfitt Trust
Robert Bosch Stiftung	Swiss-South African Co-Operation Initiative	The Zamani African Cultural Heritage Sites and Landscapes Foundation
Roche Products Group	TB/HIV Care Foundation	The Zenex Foundation
Rockefeller Brothers Fund	Thabo Mbeki Education Trust	
The Rolf-Stephan Nussbaum Foundation	Tides Foundation	Friends of UCT
Royal Norwegian Embassy	Trencor Services (Pty) Ltd	<i>Organisations that have made gifts to UCT, totaling under R1 million</i>
Ruth and Anita Wise Charitable and Educational Trust	True North Partners South Africa (Pty)Ltd	
Sanlam Group	UCT Fund Inc (New York)	2 987 organisations who have generously shown their support by making a gift to the University of Cape Town.
SAP South Africa (Pty) Ltd	UCT Trust (UK)	
The Sasol Social and Community Trust		
The Saville Foundation		

INDIVIDUAL DONORS

Chancellor's Circle

*Individuals whose gifts to UCT over a
five-year period have amounted to over
R500,000*

Bruce Ackerman and Serena Roux	Tony Bloom	Judith Dlamini
Oludolapo Akinkugbe CON	Johan and Monika Brink	Linda Dobbs
Antony and Colette Ball	Malcolm Brown	Robert and Liesel Dower
Justin Baring	Anette Campbell-White	Marlene Dumas
David and Ursel Barnes	Charles Edward Carter	Colin Dutkiewicz
Klaus-Jürgen Bathe	The Cockwell Family	Robbie & Georgina Enthoven
Lee and Brenda Baumann	Stewart Cohen	Ian and Gillian Falconer
Sean and Fiona Baumann	Peter and Christine Cooper	Michael Thomas Fargher
Helen Beach	Nick and Martine Criticos	Jill Farrant
Sir Frank Berman	Theophilus Danjuma GCON	Meyer Feldberg
	Sir Mick and Lady Barbara Davis	John and Anne Field
	William Denney	Bill Frankel OBE
	Keertan Dheda	William Gild
	Kevin Dillon	Richard and Kara Gnodde
	Ricky Dippenaar	John Grieve

INDIVIDUAL DONORS CONTINUED

Pauline Groves
Selwyn Haas
Raymond Haas
Michael Hayden
Charlotte Heber-Percy
Michael Jurgen Alexander Ihlenfeldt
Neville Isdell
Elizabeth and Roderick Jack
William and Yvonne Jacobson
Christopher and Jeanne Jennings
Kenneth Downton Jones
Ian Kantor
Alasdair & Eve Kemsley-Pein
Paul and Sue Kumleben
Brett and Jo Lankester
Michiel Le Roux
Gary Lubner
Roger MacFarlane
Alistair Mackay
Vincent Mai
Cyrus Mancherje and Zena Potash
Malcolm McCallum
Charles McGregor
Noel McIntosh and family
Jim and Marilyn McNamara
William Michell
Precious Motsepe
Ralph Mupita
Trevor Norwitz
Jonathan Oppenheimer
Nicholas Oppenheimer
Kate Owen
Simon Palley
Shafik and Gabby Parker
Mamokgethi Phakeng
Sipho Pityana
David and Elaine Potter CBE
Max Price and Deborah Posel
Patrick & Jane Quirk
Inks Raphael
Trevor & Sandy Reid
Mary May Robertson
Simon Robertson
Nick Roditi
Bruce Royan
Patrik Sandin
Duncan Saville
Justin Schaffer
Guy Shutt
Mark Shuttleworth
Georgina Stevens
Zoe Stevens
Sir Hugh & Lady Stevenson
Alan Stewart
Grant and Sarah Jane Stubbs

Peter Thorryngtn -Smith
Ben Surdud
Sibylla and Bruce Tindale
Blaine John Tomlinson
Paula Walter
Tiger Wessels
Stephen and Chantry Westwell
Christo and Caro Wiese
Paul Wilcox
Russel Zimmerman

Vice-Chancellor's Circle

Individuals whose gifts to UCT over a five year period have amounted to between R250,000 and R500,000

Jeffrey Anziska
Robin Barnett-Harris
Charlyn Belluzo
Leslie Bergman
Robert Berman
Robert Bishop
Henry and Marcia Blumberg
Martin Botha
Donald Buchanan
Gregory Calligaro
Emmanuel Chigutsa
John Clark
Stewart Cohen
Kenneth and Gretchen Davidian
Rodney Dawson
Nigel Desebrock
Louis De Waal
Harry and Marion Dixon
Alan Drabkin
Angela Frater
Michael Freund
David Gibson
Isabel Goodman
The late John Gurney
Amos Helmut
Craig Howie
Sir Chips Keswick
Leonard Kurz
Bruce Lemer
Michael Levy
Clive McIntyre
James Mc Millan
Irene Menell
Jan Minners
Malcom Andrew Miller
Dikgang Moseneke
Craig Mullett and family
Nicolene Nel

Matthew Nurick
Keith Oates
Mark Raphaely
Liam and Penny Ratcliffe
Delise Reich
Alistair Ruiters
Kier Schuringa
Mugsy Spiegel
Gregory Symons
Colin Tebbutt
Les Underhill
David Watson
Michael Westwood

Dean's Circle

Individuals whose gifts to UCT over a five year period have amounted to between R100,000 and R250,000

Wendy Ackerman
Bruce Keith Adams
Beverley Adriaans
Mark Alexander
Hugh Amooore
Alapan Arnab
Richard Atkins
Ivor Bailey
Peter Beighton
Bob Bishop
R David Bloomberg
Hendrina Boshoff
Marcus Bowman
Paul Boynton
Neil Braude
Stanley Braude
Walter Braude
Geoff Budlender
Geoff Burton
John Carlson
John Clifford
Francois Cilliers
John Clifford
The late Beric Croome
Michael Cuthbert
Michael Darlison
Jim Davidson
Amanda Davis
Elmarie de Bruin
Jeanelle Louise De Gruchy
Nhlamulo Dlomuo
Prashila Dullabh
Peter Dryburgh
Vincent Falck
Ian Farlam

INDIVIDUAL DONORS CONTINUED

Jennifer Fiend	Rochelle Le Roux	Jacques Scherman
Winston Flouquet	Hugh Livingstone	Christoph and Renate Schmocker
Arthur Forman	Paul Malherbe	Shirley and Hymie Shwiel
Robert Forman	Carl Manlan	Jonathan Seigel
Jeremy Franklin	Dudley Maseko	Robert Silbermann
Anthony Stephen Fricke	Timothy Mathews	Barry Slon
Lauren Friedman	Mary Mattolie	Crain Soudien
Christoph Fröhlich	David JP Meachin	Sara Spiegel
Zellah Fuphe	Ron Merkel	Margaret Stanford
Gregory Fury	Michael Erwin Richard Mittermaier	Curtis Stewart
Robert Garlick	Mutle Mogase	Grove Steyn
Siamon Gordon	Reno Morar	Roman Szymonowics
Christian Gradel	Elizabeth Muller	Jennifer Thompon
Fabbienne Gregoire	Elsie Muller	Judy Thönell
Christopher Grubb	Thabo Ntseare	Jonathan Trollip
Robert Gould	Gerald Norman Nurick	Leslie Tupchong
Suzanne Hall	Helena Okreglicki	Jean-Paul Van Belle
Mary Ethel Harrisson	Santilal Parbhoo	Karen Van Heerden
Vivien Hodgson	Richard Parkes	Anthony Westwood
Anton Honikman	Robert Petersen	Giles and Debra White
Ruth Horner-Mibashan	Evangelos Petrelis	Magdalena White
Andrew James Jaffray	Daniel Petrie	Jacob Daniel Wiese
Megan Ruth Jobson	Meryl Pick	Siegfried Wimber
Linda Kaplan	Sachin Ranchod and Kelly Watkins	Peter George Abner Wrighton
Geoffrey Kaye	Hannah-Reeve Sanders	Derek Yach
William J Kentridge	John Stuart Saunders	Ian Yudelman

FRIENDS OF THE UNIVERSITY OF CAPE TOWN

*Individuals whose gifts to UCT over the last five years have amounted to less than R100,000
4 695 individuals who have generously shown their support by making a gift to the University of Cape Town.*

Bequests

*Individuals who have bequeathed a legacy
gift to UCT in their wills.*

Niel Ackerman	Derek Stuart Franklin	Elizabeth Ethel Barbara Parker
PA Ackerman Will Trust	Sybil Elizabeth Laura Gauntlett	HFB Paulsen
Harry Allschwang	Pamela Marcia Glass	RC Pead
Enid Atkinson	Victor Glasstone Will Trust	AH Peires
Linda Doreen Beckett	BA Goldman	Edward Petrie
JFW Bell	BJN Greig	Harry Phillips
TS Berwitz Will Trust	JM Griffiths	Esme Wedderburn Quilley
Anne Alida Bomford	JS Griffiths Will Trust	Jacob Wolf Rabkin Trust
Simon Bor	RB Grosse	BM Raff Will Trust
CLF Borckenhagen	GN Hayward	Martha Reed
AM Botha	Alfred Harold Honikman	Andrew Roberts Memorial Trust
Arthur Bridgman	ML Hutt	Patricia Roche
Jack Broadley	Carolina Rebeca Iljon	Kathe Rocher
Sandra Burman	Vera Jaffe	Kevin Rochford
Edward Carter	Colin Kaplan	Anita Saunders
P Chaffey	The Leanore Zara Kaplan Will Trust	CCG Steytler
CH Charlewood	John E. Karlin	Hajee Sulaiman ShahMahomed
DI Chilton	Miriam Kluk	BG Shapiro
Phillip Alexander Clancey	LB Knoll	James Sivewright Scratchley Will Trust
RJHH Colback	ESE Kramer Will Trust	JL Slootweg
Ann Elizabeth Crozier	Ann Kreitzer Will Trust	Aline Smit
David Graham Cunningham	Natale Antonio Diodato Mussolini Labia	Ian Trevor Berry Smith
Joyce Irene Ivy Cupido	Eduard Louis Ladan Will Trust	Rolf Richard Spiegel
Ilse Margaret Dall	NH Lerner	PWL Stanton
EIGT Danziger	Elias Bertrand Levenstein	RM Stegen
GSD Davis	Leah Levy	AM Stephen
Manilal Daya	Myer Levy	CCG Steytler
Pauline de la Motte Hall	Phillip John Donne Lloyd	George Strates
MBM Denny	Henri Marais	Clifford Herbert Stroude Trust
Lilian Dubb	IN Marks	Abraham Swersky
Seymour Dubb	Dorothea McDonald	Denis Taylor
HS Dyer Will Trust	Molly McNeil	Peter Theron
CW Eglin	J Melrose	Sarah Turoff
GJA Eibenberger	EOWH Middelmann	Bernardine van Binnendyk
M Eilenberg Trust	Walter Middelmann	Rosalie van der Gucht Will Trust
Elsabe Carmen Einhorn	Valerie Moodie	MT van Laun
Sir Clive Elliot	IM Monk	Oscar van Oordt
Barbara Finberg	Audrey Moriarty	LM van der Spy
Azriel Fine	John Frank Morris	Cederic James Vos
Helene Anne Fisher	P Moss Will Trust	Laurence Gregory Wells
	RM Moss	Denise White
	Margaret Alice Nash	JF Viljoen
	Hawa Patel	PM Vintcent

Note:

As of January 2015, the levels of individual donors' giving circles have changed as follows:

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

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

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

A full list of UCT donors is also available at www.uct.ac.za/main/donating-to-uct/donor-recognition.

OFFICERS OF THE UNIVERSITY

Chancellor

Precious Moloi-Motsepe, MBBCh Dch *Witwatersrand* Dip in Women's and Reproductive Health *Stellenbosch*

Vice-Chancellor

Mamokgethi Phakeng, BSc *North West* MSc PhD *Witwatersrand* DSc(hc) *Bristol*

Chair of Council

Babalwa Ngonyama, BCompt (Hons) *Walter Sisulu* CA(SA) MBA *Bond* HDip Banking Law *RAU*

President of Convocation

Vacant (The Vice-Chancellor is the designated Officer in the vacancy of the President of Convocation)

Deputy Vice-Chancellors

Martin John Hall (Acting), MA PhD *Cantab*

Susan Thérèse Largier Harrison, BSc(Hons) *Cape Town* PhD *Cantab* MSAICHE SASM FSAIMM FSAAE ASSAf FWISA

Maria Lis Lange, BA(Hons) *Buenos Aires* MA *Colegio de Mexico* PhD *Witwatersrand*

Registrar

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

Chief Operating Officer

Reno Lance Morar, MBChB *Natal* DHMEF MMed *Cape Town* FCPHM *SA*

Deans of Faculties

Commerce:

Edwin Muchapondwa (Acting), BSc MSc *Zimbabwe* PhD *Göteborg*

Engineering &

the Built Environment:

Alison Emslie Lewis, PrEng BSc(Eng)Chem MSc(Eng) PhD *Cape Town* FSAICHE
FSAIMM MASSAf FSAAE FICHEM

Health Sciences:

Lionel Patrick Green-Thompson, DA FCA *CMSA* MBBCh MMed PhD *Witwatersrand*

Humanities:

Shose Kessi, PDBA *Witwatersrand* BA(Hons) *London* MSc PhD *LSE*

Law:

Danwood Mzikenge Chirwa, LLB(Hons) *Malawi* LLM *Pret* PhD *UWC*
Practitioner of the High Court of Malawi

Science:

Maano Freddy Ramutsindela, MA *UNIN* PhD *London* FSSAG

Dean of Higher Education Development

Alan Frank Cliff (Interim), HDE BA MEd *Cape Town* PhD *Auckland*

Director of the Graduate School of Business

Catherine Duggan, BA *Brown* PhD *Stanford*

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

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

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

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

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