SCHOOL OF HUMANITIES

PROGRAMME RULES AND INFORMATION

2018

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The School of Humanities currently offers the following programmes:

1. **Higher Certificate in Heritage Studies**
2. **Bachelor of Arts Degree (BA)** with majors in Afrikaans, Anthropology, Archaeology, Business Law, Creative Writing, Economics, English, Geography, Heritage Studies, History, Mathematics, Psychology, Setswana and Sociology.

STAFF DETAILS

Name	Position	Office
Mataga, Jesmael Prof	Head of School	Office 120, First Floor, Central Campus – C Block
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Bandama, Foreman Dr	Lecturer	To be announced
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Name	Position	Office
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Seleke, Palesa Mrs	Junior Lecturer	Office 126, First Floor, Central Campus – C Block
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1. SPU'S UNIQUE HERITAGE/HUMANITIES PROGRAMMES: WHAT SETS US APART

Welcome to the School of Humanities, to Sol Plaatje University (SPU) and to Kimberly and the Northern Cape. As a School, we feel that our location in this region gives our students and staff unique opportunities for learning, research and community development. Kimberley and the Northern Cape host a remarkably rich archive of human and natural heritage. This archive exists both in formal collections and in informal communal and natural environments. Kimberley hosts good quality museums and galleries, as well as special archival collections. Located in this rich narrative that has yet to be told, SPU is presented with a unique opportunity to make a global contribution to intellectual development and understanding in the Humanities/Heritage fields of study.

We currently offer two unique programmes. Both our programmes are built on a good foundation of basic mathematics, materials science, chemistry and earth science, with a view to having a strong postgraduate Studies presence in the future. Our one-year Higher Certificate in Heritage Studies, developed in consultation with a number of disciplinary specialists in South Africa and abroad, is intended as an articulation route into a three-year bachelor's degree programme. The programme, designed around Museum Studies as an elective, is planned to introduce other sub-disciplines such as field archaeology or paleo-sciences as the programme matures.

Our Bachelor of Arts (BA) is a three-year degree that focuses on the development of academically versatile and flexible students who will be able to analyse, solve and deal with current problems in South Africa and globally in a wide variety of professions. The degree combines depth of knowledge about the human experience with an informed and practical understanding of what that knowledge represents in contemporary society, and how it can best be managed for the future – in short: why the past matters and to whom. The BA intends to develop skilled graduates who are able to engage critically with the world and apply disciplinary content to the resolution of problems.

The intention is that students will be able to advance disciplinary knowledge in chosen fields of specialization through postgraduate study and advance their careers if they wish in various professional options.

There is a strong focus offered in this degree in core Humanities subjects, such as multiple languages (Afrikaans, English and Setswana), Anthropology, Geography, Heritage Studies, History, Mathematics and Sociology with various ancillary subjects offered. The inclusion of Heritage Studies as a compulsory 1st year module is aimed at providing students with an interdisciplinary academic field that takes a critical look at the way we preserve, present, participate and interrogate heritage, including official and unofficial objects and symbols of heritage.

Our BA provides the means for its undergraduates to acquire an education that broadens the students' knowledge and awareness in each of the major areas of human knowledge that significantly deepens understanding of at least two of these areas, and that prepares him or her for a lifetime of continual learning and application of knowledge to career and personal life. The undergraduate curriculum allows considerable flexibility, permitting each student to plan an individual programme of study that takes into account personal educational goals consistent with particular interests, prior experience, and future aims.

The School consists of three internal departments namely:
- Heritage Studies
- Human & Social Sciences
- Languages & Communication

2. GENERAL INFORMATION

This Rulebook contains rules relating to the *Higher Certificate in Heritage Studies* and *Bachelor of Arts* degree offered by the School of the Humanities at SPU.

It is the responsibility of all students to familiarise themselves with the *General Rules and Information Book 2018* of the University, the *General and School Regulations of the University*, as well as the *Programme Rules and Information 2018* (procedures, rules and instructions pertaining to studies in this School). Ignorance of the applicable regulations, rules and instructions, or the wrong interpretation thereof will not be accepted as an excuse for not complying with the stipulations of such regulations, rules and instructions.

3. GENERAL UNIVERSITY RULES AND PROGRAMME RULES

Students should note that various rules are applicable to the Humanities programmes. There are two types of rules in this document, namely General Rules (indicated by "G") and programme-specific rules (indicated by "H").

3.1 General rules

General rules apply to all programmes and hence to all the programmes of the School of Humanities and are set out in the Information Brochure and General Rules of the Sol Plaatje University.

These rules deal *inter alia* with the following issues:
- Admission (G.4);
- Registration G.5);
- Attendance (G.6);
- Curricula (G.7);
- Results (G.8);
- Academic progression (G.9);
- Conferment of qualification (G.10);
- Intellectual property (G.11);
- Plagiarism and/or academic writing misconduct (G.12); and
- Code of Conduct for Students.

3.2 Programme rules

These are Departmental rules that relate specifically to the programmes offered in the School of Humanities. These rules are set out in this document.

Take note:

It is the students' responsibility to acquaint themselves with both the *General Rules and Information Book 2018* of the University, as well as the *Programme Rules and Information 2018* of the School of Humanities and the programme relevant to their field of study.

4. ASSESSMENT

4.1 Continuous assessment

A system of continuous assessment with a final examination is applied. Usually continuous assessment will contribute 50% to the final mark for a module.

4.2 Examinations

The University schedules two examination opportunities per semester.

A minimum progress mark of **at least 40%** in a module is required for admission to the examination.

Generally, examinations will contribute 50% to the final mark for the module.

In certain modules (see individual module guides) no examination is written. The assessment in these modules is also continuous but it will include a final summative assessment.

Students should consult the Examination Rules in the General Rules and Information Book 2018 for more information on examination rules and requirements.

4.3 Class Attendance

Because the School places a high premium on the development of thinking skills and specific academic competencies, class attendance in all modules and for the full duration of the programme is compulsory for all students enrolled in programmes of the School of Humanities.

Kindly note for some modules, set minimum attendance standards apply to pass the module.

5. REGISTRATION

It is the responsibility of the student to ensure that he/she is fully registered for a particular year. Students register at the start of each academic year for all the modules they wish to take in that year, in accordance with the rules governing the programme and package the students wish to register for.

6. QUALIFICATIONS IN THE SCHOOL OF HUMANITIES

The following qualifications may be awarded in the School of Humanities:

	Minimum duration of study	Abbreviation	Study code
Higher Certificate: Heritage Studies	1 year	HCert Heritage Studies	HHER500
Bachelor of Arts	3 years	BA	HBA700

7. MODULE CODES

Module code structure

Example: The module code of Cultural Heritage and Society in Southern Africa, a 16 credit hour module in semester 1 of year 1 will be – HERH51116

H	E	R	H	5	1	1	1	6
H – Indicating Humanities	Subject description	Subject description	Subject description	HEQF-level	Year	1st Semester - uneven number; 2nd semester – even number; year - 0	Last two columns indicate the credit value of the module	Last two columns indicate the credit value of the module

Alpha	Alpha	Alpha	Alpha	Numeric	Numeric	Numeric	Numeric	Numeric
School	Subject description	Subject description	Subject description	HEQF-Level	Year	1st Semester – uneven number; 2nd Semester – even number; year – 0	Last two columns indicate the credits of the module	Last two columns indicate the credits of the module

8. PLAGIARISM AND/OR ACADEMIC WRITING MISCONDUCT

It is the intention of this Programme to instill good academic practices by means of teaching, learning and research methodologies that will ensure that all role players participating in these academic practices do not plagiarize or transgress academic writing. Concerns regarding possible plagiarism and/or academic writing misconduct will be addressed by means of formal and informal communication between academic staff and students.

It is important that students become knowledgeable on what plagiarism and academic writing misconduct entail. Answers to questions such as: What is plagiarism? What types of work must be cited? How can "common knowledge" be differentiated from "original work"? can be obtained by consulting the *University's General Rules and Information 2018* and consulting with the academic staff.

See G.12 in the *General Rules and Information 2018*, and also consult the Policy on Plagiarism, available on the SPU website, www.spu.ac.za.

There are many websites that deal with this matter and students are advised to visit these sites.

Students will be provided with the School of Humanities Reference and Academic writing guide, which they should use as a resource on proper academic writing.

9. HIGHER CERTIFICATE: HERITAGE STUDIES − NQF LEVEL 5

9.1 Career Opportunities

The Higher Certificate: Heritage Studies is a qualification intended for students seeking opportunities in the heritage sector, or as an opening into continuing with further higher education. The skills developed, would encourage work in diverse roles within national and provincial heritage management bodies or privately owned heritage organisations. These include museums, archives, universities, tourist organisations and many more.

The following qualification is awarded:

Name	Study code	Minimum Duration	Minimum Credits
Higher Certificate Heritage Studies	HHER500	1year	120

9.2 Admission Requirements

The institutional Rules and rules of the University in respect of admission are applicable for admission to this certificate.

The following are the specific requirements for the Higher Certificate:
- NSC Pass with Higher Certificate requirement
- English HL: NSC Level 4 **OR** English 1st additional language: NSC Level 5
- Mathematics: 30% (NSC Level 2) **OR** Mathematical Literacy: 40% (NSC Level 3)
- **APS**: Minimum 25 Points.

Admission to the Higher Certificate is furthermore subject to the capacity of the Heritage Studies programme.

9.3 Curriculum

The curriculum comprises the following modules for the 1 year of study. Students exit the qualification on NQF Level 5 and obtain at least 120 credits (minus SCOR) upon the successful completion of the certificate.

Year 1

Name of module	Semester 1	Semester 2
Mathematics	At least 12 credits NMTH51112	At least 12 credits NMTH51212
Introduction to Earth Sciences	At least 12 credits NMES51112	-
Basics of Material Sciences	-	At least 12 credits NMES51212
Ethics and Regulation in Heritage Work	At least 12 credits HERH51112	-
Curation Techniques and Objects Conservation	-	At least 12 credits HCOC51212
Natural History	At least 12 credits HHIS51312	-
Prehistory and History of Southern Africa	-	At least 12 credits HHIS51212
Museum and Project Management	-	At least 12 credits HMPM51212
Museology and Curatorship	At least 16 credits HMUC51016	
Practical/WIL	At least 8 credits HWIL51008	
Core Curriculum Module	At least 16 Credits SCOR61016	
Total Credits: Semester 1 and 2	Minimum 60	Minimum 72
TOTAL CREDITS: YEAR 1	**136**	

10. RULES: BACHELOR OF ARTS (BA)

10.1 Purpose

The Bachelor of Arts intends to develop skilled graduates who are able to engage critically with the world and apply disciplinary content to the resolution of problems. The intention is that students will be able to advance disciplinary knowledge in chosen fields of specialization through postgraduate study and advance their careers if they wish in various professional options. There is a strong focus offered in this degree in core Humanities subjects, such as multiple languages (English, Afrikaans, Setswana), History, Heritage Studies, Geography, Mathematics, Sociology with various ancillary subjects offered.

The inclusion of Heritage Studies as a compulsory 1st year module, is aimed at providing students with an interdisciplinary academic field that takes a critical look at the way we preserve, present, participate and interrogate heritage, including official and unofficial objects and symbols of heritage.

10.2 Aims

The aims of this qualification include:

a) To familiarize students with the content and basic theories of a number of disciplines in the humanities and social sciences with additional offerings in Mathematics, Economics and Geography from other faculties. These subjects are offered at the basic, intermediate level and advanced level dependent on the combination of subjects that the students register for. The intention is to provide a deeper grasp of one or more of these disciplines taken at exit level (level 7), as well as to enable them to place new knowledge in context and to use appropriate methods for seeking resolution of problems;

b) to provide learners with a variety of basic scholarly and intellectual competencies, including the ability to question critically the assumptions of a limited range of theories and authorities, and to develop an understanding of elementary research methods used within one or more disciplines;

c) to equip learners with the ability to give an accurate account of scholarly positions and the competence to express their own opinions clearly and coherently, both in written and oral communication;

d) to prepare learners for postgraduate study, either in a professional field or the deepening of discipline knowledge;

e) to provide learners with a well-rounded and broad education across a number of disciplines, thus preparing them for a wide range of professions crucial to the welfare of society;

f) to produce learners who are able to think laterally, critically and creatively;

g) to produce learners who are prepared for life-long learning; and

h) to produce learners who understand the principles of, and are capable of critical citizenship.

10.3 Career Opportunities

For the BA, it is envisaged that articulation into postgraduate qualifications will enable further development of the majors or in selected professional fields. The package is aimed at equipping the learner with communication skills as well as in-depth knowledge of the subjects of their choice, opening them up to a variety of professions. Besides taking up appropriate postgraduate specializations, students from the BA acquire perspectives on different aspects of people and their interaction with the world.

They are also equipped to become researchers or practitioners in a variety of professional domains such as museums, heritage organizations, language based positions (translation, editing, language planning and development); teaching, communication, journalism, research, creative writing, media work, community development, tourism and the diplomatic service.

10.4 Admission Requirements

The Institutional Rules and Admission Requirements, as outlined in the *General Rules and Information Book 2018*, are applicable.

10.5 Specific admission requirements

As the language of instruction is English, applicants are expected to have proficiency in English of at least the equivalent to level 4.

- NSC Pass with Bachelor's degree requirement

- English HL: NSC level 4 **OR** English 1st additional language: NSC Level 5

- Mathematics (30%) **OR** Mathematics Literacy (40%) is required.

- A minimum admission points score **(APS)** of 30.

- Students wishing to enroll for a major or modules in Economics, Geography or Mathematics, have to fulfil the specified minimum requirements for those majors. In addition to the minimum APS requirement of 30 for admission to Sol Plaatje University, additional subject requirements have been set for students who wish to pursue Mathematics in the BA degree. Mathematics: Minimum achievement of level 4 for Mathematics (50% and above).

- A National Certificate Vocational with relevant subjects, or SPU's Higher Certificate in Heritage Studies, will be considered for entry into this programme. Students with the Higher Cert in Heritage Studies should have at least 65% average to qualify for the BA.

- Recognition of Prior Learning (RPL) access: Up to 10% of the intake in any year may be approved through the RPL, whether as the result of formal or non-formal learning (incorporating experiential learning) at Level 4, or a demonstrated functional equivalent. Mature age applicants and applicants with level 4 qualifications may be approved for entry by the University Registrar.

10.6 Curriculum

The programme exits at HEQSF Level 7 and comprises 416 (4 160 notional learning hours).

The minimum duration is 3 years.

a) Compulsory Modules

The following modules are compulsory in the first year for all students in the BA programme:
- Heritage Studies1 (Both Semesters)
- SCOR

b) Elective Majors/Subjects

- Students must select their subjects from Afrikaans, Anthropology, Archaeology, Business Law, English, Geography, Economics, History, Mathematics, Psychology, Setswana and Sociology.

- Subjects in Economics, Geography and Mathematics are subject to minimum entry requirements.

- At least two (2) of the selected subjects must be from the School of Humanities.

- Once students have made the choice of their subjects; the listed modules for those subjects are all considered as Core modules for the chosen subjects and are therefore compulsory for attaining the qualification.

- Choice / Cluster of Subjects: Students' choices of subject electives will be guided/ regulated by the Head of School's discretion as influenced by factors such as timetable constraints and availability of lecturers and resources. The clustering of subject choices will be articulated during the registration process.

- Kindly take note that Business Law will not be offered in 2018.

- In 2018 students may not enroll for the following combinations: Mathematics / Afrikaans and Setswana / Economics.

c) List of Modules / Subjects

Year 1	Level	Credits	Year 2	Level	Credits	Year 3	Level	Credits
Semester 1			Semester 1			Semester 1		
English I	5	16	English II	6	16	English III	7	24
Afrikaans I	5	16	Afrikaans II	6	16	Afrikaans III	7	24
Setswana I	5	16	Setswana II	6	16	Setswana III	7	24
Archaeology I	5	16	Archaeology II	6	16	Archaeology III	7	24
History I	5	16	History II	6	16	History III	7	24
Geography I	5	16	Geography II	6	16	Geography III	7	24
Economics I	5	16	Economics II	6	16	Economics III	7	24
Heritage Studies I (Compulsory)	5	16	Heritage Studies II	6	16	Heritage Studies III	7	24
Mathematics I	5	16	Mathematics II	6	16	Mathematics III	7	24
Psychology I	5	16	Psychology II	6	16	Psychology III	7	24
Sociology I	5	16	Sociology II	6	16	Sociology III	7	24
Anthropology I	5	16	Anthropology II	6	16	Anthropology III	7	24
SCOR (Compulsory)	6	8						
Business Law I	5	16						

List of majors / subjects (Continued)

Semester 2	Level	Credits	Semester 2	Level	Credits	Semester 2	Level	Credits
English I	6	16	English II	6	16	English III	7	24
Afrikaans I	6	16	Afrikaans II	6	16	Afrikaans III	7	24
Setswana I	6	16	Setswana II	6	16	Setswana III	7	24
Archaeology I	6	16	Archaeology II	6	7	Archaeology III	7	24
History I	6	16	History II	6	16	History III	7	24
Geography I	6	16	Geography II	6	16	Geography III	7	24
Heritage Studies I (Compulsory)	6	16	Heritage Studies II	6	16	Heritage Studies III	7	24
Economics I	6	16	Economics II	6	16	Economics III	7	24
Mathematics I	6	16	Mathematics II	6	16	Mathematics III	7	24
Psychology I	5	16	Psychology II	6	16	Psychology III	7	24
Sociology I	6	16	Sociology II	6	16	Sociology III	7	24
Anthropology I	6	16	Anthropology II	6	16	Anthropology III	7	24
Business Law I	6	16	Creative Writing	6	16			
SCOR (Compulsory)	6	8						
Total Credits per year		144			128			144

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10.7 Academic Progression

The General Rules of the University in respect of Academic Progression (G.9), are *mutatis mutandis* applicable to the BA Degree.

10.7.1   Unsuccessful completion of first year modules:

A student must register for the outstanding first year module(s) and with permission of the Head of School of Humanities may register for a number of second year modules on condition that the total number of credits registered do not exceed the prescribed credit value of the specific semester / year.

10.7.2   Exclusion from the programme:

Students who have failed more than 50% (credit value) of their yearly modules, will be excluded from the programme. However, they can appeal through the University Registrar to be re-admitted. The final decision lies with the SPU Senate Appeals Committee.

10.7.3   Repeating modules of study:

Students can register at most twice for a module in a programme.

10.7.4   YEAR 1:

Students take a total of (144 credits).

Students must choose **three** subjects (3 x 16 credit modules in 2 Semesters = 96 elective credits) from the list of subjects.

PLUS compulsory subjects: Heritage Studies (2 Semesters x 16 credits = 32 credits); SCOR (1 year module x 16 credits = 16 credits).

10.7.5   YEAR 2:

In their second year, students take 128 credits.

Students continue with the second year modules of the **four** subjects taken in year 1. (4 x 16 credit modules x 2 Semesters = 128 credits)

10.7.6   YEAR 3:

In their third and final year, students take 144 credits.

They continue with any of the three subjects chosen at second year . (3 x 24 credit modules x 2 semesters = 144 credits)

Students must complete all modules of the first and second academic years in the programme before they can progress to the third academic year.

Students must obtain a pass mark in all of the modules in order to obtain the qualification.

10.8 Subjects and Modules

First Year: Semester 1 (Compulsory Modules)		
MODULE CODE	MODULE NAME	CREDITS
SCOR61016	Core Curriculum Module	16 (Year module)
HHER51116	Cultural Heritage and Society in Southern Africa	16

First Year: Semester 2 (Compulsory Modules)		
MODULE CODE	MODULE NAME	CREDITS
SCOR61016	Core Curriculum Module	16 (Year module)
HHER61216	Survey of Southern African Nature, Prehistory and History	16

First year: Semester 1: Electives: (Select 3 subjects from the following)			
SUBJECT	**MODULE CODE**	**MODULE NAME**	**CREDITS**
Afrikaans I	HAFN51116	Inleiding tot die Afrikaanse Taalkunde	16
Anthropology I	HANT51116	Foundations of Anthropology	16
Archaeology I	HARC51116	Introduction to Archaeology in South Africa	16
Business Law I	MBLA51116	Business Law	16
Economics I	MECO51116	Economics 1	16
English I	HENG51116	Reading Literature: An Introduction	16
Geography I	NGEO51316 (NEW)	Introduction to Physical Geography	16
History I	HHIS51116	Introduction to History	16
Mathematics I	NMAT51516	Calculus (NEW)	16
Psychology I	HPSY51116	Introduction to Psychology	16
Setswana I	HSTS51116	Introduction to Setswana Linguistics, Spelling and Orthography	16
Sociology I	HSOC51116	Introduction to Sociology	16

First year: Semester 2 Electives: (Select 3 subjects from the following)		
MODULE CODE	**MODULE NAME**	**CREDITS**
HAFN61216	Inleiding tot die Afrikaanse Letterkunde	16
HANT61216	Introduction to Social Theory	16
HARC61216	World Archaeology from African Origins	16
MBLA61216	Business Law	16
MECO51216	Economics 1	16
HENG61216	Reading Literature, Film and Culture	16
NGEO51416 (NEW)	Introduction to Human Geography	16
HHIS61216	Twentieth Century South Africa and Africa up to the Second World War	16
NMAT51416	Algebra (NEW)	16
HPSY61216	Developmental Psychology	16
HSTS61216	Introduction to Setswana Literature and Oral Traditions	16
HSOC61216	Introduction to Sociological Theory	16

Second year: Semester 1: Electives: (Select 4 subjects from the following)			
SUBJECT	**MODULE CODE**	**MODULE NAME**	**CREDITS**
Afrikaans II	HAFN62116	Afrikaanse Morfologie en Sosiolinguistiek	16
Anthropology II	HANT62116	Contemporary South African Culture and Society	16
Archaeology II	HARC62116	Theory and practice in African Archaeology	16
Economics	MECO62116	Economics II	16
English II	HENG62116	English Pragmatics; Drama and Poetry in English	16
Geography II	NGEO62516 (NEW)	Urban Geography	16
Heritage Studies II	HHER62116	Integrated Heritage Management	16
History II	HHIS62116	The World in Crisis	16
Mathematics II	NMAT62116	Mathematics IIA	16
Psychology II	HPSY62116	Personology	16
Setswana II	HSTS62116	Sociolinguistics in Setswana	16
Sociology II	HSOC62116	Contemporary Social Issues in Southern Africa	16

Second year: Semester 2: Electives: (Select 4 subjects from the following)		
MODULE CODE	**MODULE NAME**	**CREDITS**
HAFN 62216	Inleiding tot Nederlands en Nederlandse Letterkunde	16
HANT62216	Research Methods and Fieldwork	16
HARC62216	The last 2000 years - frontiers	16
MECO62216	Economics II	16
HENG62216	Introduction to Linguistics, and Theories of Literature and Criticism	16
NGEO62216 (NEW)	Introduction to GIS	16
HHER62216	Museology: Conservation and Curatorial Techniques	16
HHIS62216	South Africa and Africa after the Second World War	16
NMAT62216	Mathematics IIB	16
HPSY62216	Social Psychology	16
HSTS62216	Role of Literature in Society	16
HSOC62216	Research Methods and Fieldwork	16
OPTIONAL		
HCRE62216	Introduction to Creative Writing	16

Third year: Semester 1: Electives (Select 3 subjects from the following)			
SUBJECT	**MODULE CODE**	**MODULE NAME**	**CREDITS**
Afrikaans III	HAFN73124	Afrikaanse Sintaksis en Semantiek	24
Anthropology III	HANT73124	Selected Themes in Social Anthropology	24
Archaeology III	HARC73124	Evolution and human cultural beginnings	24
Economics III	MECO73124	Economics III	24
English III	ENG73124	Post-Colonial Literature and Creative Writing	24
Geography III	NGEO73324 OR NGEO73524	Environmental and Client Studies OR Environmental Resource Management	24
Heritage Studies III	HHER73124	Archaeological/ Heritage Impact Assessment	24
History III	HHIS73124	Introduction to Public History	24
Mathematics III	NMAT73124	Mathematics IIIA	24
Psychology III	HPSY73124	Psychopathology	24
Setswana III	HSTS73124	African Languages and Culture: Setswana	24
Sociology III	HSOC73124	Industrial Sociology	24

Third year: Semester 2: Electives (Select 3 subjects from the following)		
MODULE CODE	**MODULE NAME**	**CREDITS**
HAFN73224	Kontemporêre Afrikaanse Letterkunde en die Historiese agtergrond	24
HANT73224	Anthropology and Contemporary Society	24
HARC73224	Southern African Rock Art	24
MECO73224	Economics III	24
HENG73224	Modern/ Postmodern Literature and Discourse analysis	24
NGEO73224	Rural Geography	24
HHER73224	Project Management	24
HHIS73224	Survey of Contemporary South African and African Challenges	24
NMAT73224	Mathematics IIIB	24
HPSY73224	Psychotherapy and Ethics	24
HSTS73224	Creative Writing and Translation	24
HSOC73224	Practical Sociology and Social Policy	24

11. ASSESSMENT AND CALCULATION OF MARKS

The institutional rules of the University in respect of assessment and examination are *mutatis mutandis* applicable to the Higher Certificate and BA Degree study.

Module assessment implies the assessment of knowledge, skills and attitudes by means of continuous assessment (module mark), as well as a final assessment (e.g. examination mark).

11.1 Module assessment

There will be summative assessment opportunities in the modules.

Students who are absent from such assessment opportunities will forfeit the marks unless compelling and provable circumstances apply.

A lecturer has the right not to accept late assignments, subsequent to liaising with the Head of School.

11.2 Minimum module mark

Students must note that in terms of SPU's *General Rules*, a minimum module mark of 40% must be obtained in order to be eligible to write the final examinations.

11.3 Incomplete modules

A module will be regarded as incomplete if a student did not participate in all the scheduled assessment activities.

"Incomplete" implies that a student will not be allowed to participate in the scheduled examination opportunities.

11.4 Calculation of final mark

Students have to participate in the scheduled University examination in order to obtain a **combined mark of at least 50%** (a minimum examination mark of 40% is required). The average of the module mark and the examination mark will constitute the **final mark** (rounded off to a percentage integer).

Note that each module has its specific assessment and exam requirements.

11.5 Examinations

The examinations scheduled in June and November are compulsory. See also Item 3 in this document.

Students are encouraged to familiarise themselves with the SPU Examination Rules *(General Rules and Information Book 2018)*, which offer a more detailed description of the conduct and process of examinations.

11.6 Duration of examination papers

Assessment during the scheduled University examinations will usually take the form of a written examination of at least three hours for each 12 or 16 credit module.

11.7 Supplementary Examinations

Students qualify for a supplementary examination when:

- A final mark of 40% to 49% is obtained with an examination mark of 40% or more,

  OR

- A final mark of 50% or more is obtained and an examination mark of less than 40%. In this instance a supplementary examination may be granted on an ad hoc basis by the HoS in consultation with the University Registrar.

Students are allowed to write a maximum of two supplementary examinations per semester on condition that they **do not exceed 32 credits.**

11.8 Repeating Modules

Students who fail modules will be allowed to repeat them in the subsequent year subject to provisions of the SPU general rules.

11.9 Exclusion from a Programme

Students who fail more than 50% (credit value) of the modules are excluded from the programme. The final decision lies with the Committee on Re-admissions.

11.10 Appeals and Disputes

Should a dispute arise with regard to assessment, the grieved party or parties may submit their concerns in writing to the University Registrar. The University Registrar may then at her or his discretion initiate such proceedings as he/she may deem necessary to resolve the dispute. The University Registrar's verdict of the appeal/dispute will be final.

11.11 Awarding of qualification

The qualification will be awarded when **all** modules have been completed successfully. Any module outstanding has to be repeated under the conditions stipulated in the SPU examination rules.

11.12 Qualification with distinction

The *General Rules* of the University in respect of qualification with distinction is *mutatis mutandis* applicable to the Higher Certificate and BA Degree.

11.13 Examination irregularities

The *General Rules* of the University in respect of examination irregularities is *mutatis mutandis* applicable to the Higher Certificate and BA Degree.

12. MODULE SUMMARIES

12.1 Higher Certificate in Heritage Studies

Module code: HERH51112

Name of module: Ethics and Regulation in Heritage Work

Assessment: Continuous Assessment – 50%
Examination (100 marks) – 50%

Content and module outcomes:

The module Ethics and Regulation in Heritage Work introduces students to the fundamental principles of ethics and regulation practice in the heritage sector, providing them with knowledge to engage with day to day practical and academic questions related to museum work. Students will learn to recognise the established ethical and regulatory parameters which govern the museum and heritage sector in South Africa, with reference to international policies. Students will also apply the skills and knowledge accumulated during this module to address and problem solve examples of issues which may arise. Students will interact authoritatively with further potentially unfamiliar theoretical and practical ethical problems. Students will be taught to understand the impact of change in the social, political and economic fabric of both the popular and intellectual heritage fields, and show an informed understanding of heritage policy as applied to their chosen area of study.

This module interacts strongly with the Ethics and Regulation, Work Integrated Learning (WIL) and Museum and Project Management (BA programme) and engages directly with issues such as the ethics of collecting and exhibition, conservation, collective memory, intangible memory, and intellectual property, some of which are dealt with in the module on Museology and Curatorship and Object Conservation (BA programme)..

Module code: NMES51112

Name of module: Introduction to Earth Sciences

Assessment: Continuous Assessment – 50%
Examination (100 marks) – 50%

Content and module outcomes:

The module Basics of Material and Earth Sciences is designed to integrate an understanding of the physical properties of materials, rock forming minerals, weathering and geomorphology into the general development of fundamental knowledge in Heritage Studies. This is a core module in the programme and is considered as cross cutting knowledge for the sub disciplines in Heritage Studies proposed at SPU – human heritage, museology, field archaeology, and the general palaeosciences.

The earth sciences component of the module focuses on the geological formation of the earth's crust, the nature and formation of different rock types and the processes on or near the earth's surface that shape its surface. The module is therefore strongly focused on geomorphology, the development of landforms and the evolution of these landforms through time. What makes geomorphology different from the other earth science fields is that it is primarily rooted in the explanation of present landforms, though these surfaces may be ancient.

From a heritage sciences point of view, the emphasis is placed on tectonic processes, river morphology, cave formation, weathering processes and climate change, particularly in the context of South Africa. The module aims to equip students with a critical understanding of geographical concepts, climate change and the relationship between man and the environment in the South African context

Module Code: NMES51212

Name of module: Basics of Material Sciences

Assessment: Continuous Assessment – 50%
Examination (100 marks) – 50%

Content and module outcomes:

The second part of this module introduces students to the strength and deformation properties of natural materials such as timber, rock, soil and metals, as well as the synthetic materials such as ceramics, polymers and fibre composites. The focus of this part of the module is on the use value of these materials and students are introduced to concepts related to the functional use of a variety of materials.

Module Code: NMTH51112 / NMTH51212

Name of module: Mathematics

Assessment: Continuous Assessment – 50%
Examination (100 marks) – 50%

Content and module outcomes:

Mathematics shows a considerable propensity to both history and heritage. Considerable attention is given to the historical context in Mathematics. So too, to the heritage of context dealing with 'How did we get here?' History of Mathematics can refer to the details of the development of mathematical entities (simple knowledge, relationships, concepts, algorithms, etc.) whereas Heritage refers to the impact of these mathematical entities upon later work and embodied in different contexts. In the first semester, the purpose of the NMTH51112 module is to provide the appropriate knowledge for students to engage actively in problem solving and it served to consolidate the functional knowledge of Mathematics, especially when it comes to conceptual learning and the application of the appropriate mathematical skills in order to complete

the tasks or exercises given to students as part of an integrated assessment approach. In the second semester, the NMTH51212 module provides further consolidation of mathematical knowledge and skills as well as focusing more on procedures for solving problems in context. The Pre Calculus nature of this module prepares students for active engagement with concepts and algorithms in Algebra, Trigonometry and Basic Statistics and Elementary Probability Theory. By allowing students to engage in Mathematics and Statistics, the aim is to develop strategic and logical thinking, promote effective and critical judgement and allow students to become flexible and creative in their endeavours towards their performances in Mathematics.

Module Code: HMPM51212

Name of module: Museums and Project Management

Assessment: Continuous Assessment – 50%
                      Examination (100 marks) – 50%

Content and module outcomes:

This module is designed to develop an understanding of the key management concerns in a museum environment and to enable them to successfully execute such duties as necessary for everyday museological curatorship and museum practice and management. The module provides students with a fundamental knowledge based in the collection, technical and project management, as well as the management of museum buildings, funding and expenditure, and staffing. The knowledge acquired in this module will develop students' capacity to effectively solve familiar and unfamiliar problems associated with the learnt museum and heritage environment; anticipate, interpret and solve expected and unexpected change and deal ethically and accurately, through essential methods, procedures and techniques of the disciplines, with both practical and academic heritage concerns.

Module Code: SCOR61016

Name of module: Core Curriculum Module

Assessment: Continuous Assessment – 100%

Content and module outcomes:

This innovative, multi-disciplinary module aims to develop century thinkers. In this module, students will be shown how multiple perspectives can be used to engage with complex problems. The challenge is to teach students to tackle local and global problems using intellectual and practical skills. The module strives to develop graduates that are competent citizens and compassionate human beings, in other words providing students with a more enriching perspective on education.

Module Code: HCOC51212

Name of module: Curation Techniques and Object Conservation

Assessment: Continuous Assessment – 50%
                     Examination (100 marks) – 50%

Content and module outcomes:

This module is designed to provide students with a fundamental practical and theoretical knowledge base in the handling, curation and conservation of heritage objects and structures. The skills acquired in this module will encourage an intellectual understanding of the importance and ethics of curation and conservation, as well as equip students with a basic practical toolbox for evaluating and applying their knowledge to the successful maintenance of heritage objects and structures. Students will be able to demonstrate their understanding and application of the accepted methods and standards in curation and object conservation, and evaluate changes in these methods and ethics appropriately. This module interacts extensively with all other modules including Basics of Material and Earth Sciences.

Module code: HMUC51016

Name of module: Museology and Curatorship

Assessment: Continuous Assessment – 50%
Examination (100 marks) – 50%

Content and module outcomes:

This module is designed to introduce students to the fundamental principles and theories of working within both a practical and academic museum environment, providing them with an opportunity to develop those skills allowing for competent and effective day to day interaction with the subject. The knowledge acquired in this module will develop students' capacity to problem solve on the ground heritage concerns. In particular, the module will teach students how to negotiate the practical nature of curatorial work within the museums' intellectualized museological contexts. Students will learn to apply a systematic academic understanding of context, collective memory, social narrative, and intangible heritage to the physical museum environment, and integrate an informed understanding of these with presentation, audience engagement, and public education. This module interacts closely with the modules on Museum and Project Management, and Curation Techniques and Object Conservation.

Module code: HWIL51008

Name of module: Work Integrated Learning

Assessment: Continuous Assessment – 50%

Content and module outcomes:

The module allows students to gain specific practical skills by undertaking a supervised project based in galleries, museums or heritage or art organisations. The module seeks to expose students to key processes in Project Management as well as allow them to demonstrate research or project management or on the job skills through a practice WIL. It offers hands on experience in museums, heritage of cultural organisations and allows for a broadening of practical skills and expertise among students. Students get an opportunity to gain an understanding of the relationship between theoretical intellectual issues and knowledge acquired in the other modules to practical work in the context of relevant heritage institutional practice. At the end of the practical, students are expected to produce fairly detailed reports based on their experiences. Work sessions will be agreed between the module conveyer, the employer and the student

Module code: HHIS51312 and HHIS51212

Name of module: Natural History and Prehistory and History

Assessment: Continuous Assessment – 50%
Examination (100 marks) – 50%

Content and module outcomes:

This module is designed to provide students with a foundational knowledge base in these three interlinked disciplines, to allow them to relate theoretical knowledge which is particular to the Southern African environment to their other modules. Introductory module content on Southern Africa as a whole will be supplemented by a more focused look at the thread of these histories in the Northern Cape narrative since the module will expect students to work intelligently within the environments expressly connected to this province.

The module thus allows students to integrate regionally defined aspects of the humanities, sciences and social sciences into the heritage framework of the qualification, and thoughtfully to examine the more challenging particulars of the topic.

The Southern African focus of the curriculum picks up on targeted subject themes from Basics of Material and Earth Sciences, Curation Techniques and Object Conservation, and Ethics and Regulation in Heritage Work. The knowledge acquired in this module feeds directly into the students' ability to understand the nature and context of museum/heritage work in South Africa dealt with in other modules and apply themselves to the ethical and practical questions surrounding the subject.

12.2 Bachelor of Arts Degree

AFRIKAANS

Module code: HAFN51116:

Name of module: Inleiding tot die Afrikaanse Taalkunde

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

Die doel van die module is om die student met die agtergrondgeskiedenis van Afrikaans toe te rus. Die module ondersoek die oorsprong van Afrikaans van Europa tot in Afrika. Dit ondersoek verder ook die pad wat Afrikaans moes volg om as volwaardige kultuurtaal erken te word. Taalverandering en taalvariante word ook ondersoek. Die taal- en spelreëls word bestudeer om taalversorging te verseker. Die beginsels van woordbou, semantiek, morfologie en sintaksis verseker verder goeie taalgebruik.

Module code: HAFN61216

Name of module: Inleiding tot die Afrikaanse Letterkunde

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

Die tema van hierdie module is die emansipasie van die Afrikaanse letterkunde vanaf die begin van die Eerste Taalbeweging (1875) tot in die jare sestig van die twintigste eeu. Die module omvat prosa-, drama- en poësieteorieë en word geïllustreer aan die hand van verteenwoordigende tekste uit hierdie periode. Die student kry die geleentheid om tekste histories en teoreties te bestudeer met die oog op bepaalde uitkomste.

Module code: HAFN62116

Name of module: Afrikaanse Morfologie en Sosiolinguistiek

Assessment: Continuous Assessment – 50%
                     Examinations (100 marks) – 50%

Content and module outcomes:

Die module bestaan uit twee dele, naamlik morfologie en sosiolinguistiek. In morfologie, word `n historiese oorsig van morfologie gegee. Fleksie- en afleidingsmorfeme en morfologiese ontleding word ondersoek. In die tweede afdeling word Sosiolinguistiek behandel. Die afdeling ondersoek ook die proses van woordvorming in Afrikaans. Variasie-taalkunde behels die studie van die verskeidenheid in taal. Hierdie studie sluit ook aan by die proses van normale taalverandering wat in lewende tale voorkom. Die objek van die studieterrein is dus werklike taalgebruik.

Module code: HAFN62216

Name of module: Inleiding tot Nederlands en Nederlandse Letterkunde

Assessment: Continuous Assessment – 50%
                     Examinations (100 marks) – 50%

Content and module outcomes:

Die module bestaan uit twee dele. In die eerste deel word Nederlands en die Nederlande bestudeer. Met behulp van strokiesprente word die Nederlandse woordeskat verbreed. Daar word ook `n vergelyking tussen Standaard-Afrikaans en Standaard-Nederlands getref. In deel twee word vergelykings tussen Afrikaanse en Nederlandse tekste getref en dus verbreed studente se kennis in kultuur en letterkunde. Die module bevat heelwat tekste aan die hand waarvan bepaalde kulturele aspekte of grammatikale verskynsels verduidelik sal word. Die module bevat ook heelwat oefeninge en die grammatikale oefeninge het ten doel om die student se grammatika kennis in te oefen.

Module code: HAFN73124

Name of module: Afrikaanse Sintaksis en Semantiek

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

Die module bestaan uit drie dele, naamlik Semantiek, Pragmatiek en Sintaksis. Semantiek fokus op woord verhoudings en betekenis kategorieë. Aandag word ook verleen aan semantiese taalfoute. Pragmatiek fokus op konteks en taalhandelingteorie. Gesprek voorwaardes en aanspreekvorme word ook behandel. In sintaksis word aandag aan enkelvoudige en neweskikkende sinne gegee.

Module code: HAFN73224

Name of module: Kontemporêre Afrikaanse Letterkunde en die
Historiese Agtergrond daarvan

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

In hierdie module word aandag gegee aan die historiese Nederlandse letterkunde, met ander woorde die Middel-Nederlandse literatuur en 17-eeuse Nederlandse letterkunde. Wat die eerste deel betref, word gefokus op die poësie, hoewel aspekte van die epiek en dramas ook ter sprake kom. Die benadering wat gevolg word, is kontekstueel en tekste word gelees teen `n bepaalde agtergrond wat historiese, genologiese (genre kenmerke), ensovoorts insluit. Daar word ook klem gelê op `n sogenaamde kultuur-morfologiese rekonstruksie van die bepaalde tydperke of periodes wat die oorspronklike kommunikasiekonteks deurgaans in ag neem. Dit is veral belangrik om die begrip "letterkunde" te omskryf binne `n tydperk soos die Middeleeue waar kuns dikwels gekenmerk is deur pragmatiese oorwegings en anonimiteit aan die orde van die dag was.

ANTHROPOLOGY

Module code: HANT51116

Name of module: Foundations of Anthropology

Assessment: Continuous Assessment – 60%
                    Examinations (100 marks) – 40%

Content and module outcomes:

This module provides an introduction to fundamental areas of inquiry in social anthropology, its approaches, methodologies and perspectives on the human condition. Students will learn about the two major strands in Anthropology: Aspects of Physical Anthropology and Socio- cultural Anthropology as well as its sub-fields. Attention will be paid to the historical context of the emergence and spread of anthropology particularly to the "colonised world". It will trace the development of the origins in the classic works of anthropology, through the historical development of the discipline, into more recent times. The module also explores how anthropology provides powerful perspectives on such things as economics, language, thought, nature, sex and gender etc. The module creates a knowledge base for the characteristic of the discipline while at the same time invoke a sense of critical thinking and analysis among the students.

Module code: HANT61216

Name of module: Introduction to Social Theory

Assessment: Continuous Assessment – 60%
                      Examinations (100 marks) – 40%

Content and module outcomes:

This module is designed to present various theoretical, analytical developments and debates within anthropology developments in Anthropology and other social sciences. It aims to provide an intensive introduction to some of the most important theoretical perspectives and to show the ways in which they have been used in explaining social and cultural processes. Students are given the opportunity to broaden their insight into key concepts into the study of social structures, societal practices, and the methodology of social science.

Module code: HANT62116:

Name of module: Contemporary South African Culture and Society

Assessment: Continuous Assessment – 60%
                      Examinations (100 marks) – 40%

Content and module outcomes:

This module gives students a broad overview of the archaeology, history, geography, economy and socio-cultural dynamics of the African continent. The module provides students with background knowledge of the continent and the country and helps students to understand the importance of locating themselves and South Africa within an African and global context.

Module code: HANT62216

Name of module: Research Methods and Fieldwork

Assessment: Continuous Assessment – 60%
Examinations (100 marks) – 40%

Content and module outcomes:

This module is intended to acquaint students with the logical sequence of stages involved in the conduct of original research in social sciences/ humanities and to provide them with a broad range of skills and practice in doing qualitative research.

It is designed to help students understand methods of research, data collection, processing, analysis and interpretation. Students gain practical experience in defining research problems, literature review, research proposals, and carrying out and presenting field project.

Module code: HANT73124

Name of module: Selected Themes in Social Anthropology

Assessment: Continuous Assessment – 60%
Examinations (100 marks) – 40%

Content and module outcomes:

This module focuses on selected themes in the contemporary focus of Anthropology as a discipline, particularly how to continue to contribute to specific areas of life. It equips students with knowledge and skills in some practical implications of archeological thinking and research and how it impacts various issues affecting society.

This module is designed in such a way that the instructors could select a group of themes and engage with them deeply.

Module code: HANT73224

Name of module: Anthropology and Contemporary Society

Assessment: Continuous Assessment – 60%
                         Examinations (100 marks) – 40%

Content and module outcomes:

Based on the approach of Applied Anthropology, this module encourages students to synthesise their experience of theory learnt other modules in the Anthropology major by undertaking a practical project in an identified social issue/problem. Students utilise anthropological frameworks to understand and address public policy issues, contemporary environmental, health, and social problems. In doing this, they gain skills necessary for successful professional roles working with non-profit institutions, companies, and governments. Areas emphasised include contemporary issues such as urban poverty, international migration, health epidemics and human rights. The module builds on modules research methods and on selected themes in anthropology, taken earlier in the Major.

ARCHAEOLOGY

Module code: HARC51116

Name of module: Introduction to Archaeology in South Africa

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

This module covers the same ground as the introduction to Southern African Prehistory provided in the Heritage Higher Certificate Curriculum and the Southern African Prehistory module in the BA Heritage programme. The aim of this module is to introduce students to Archaeology as a university subject and aspects of the prehistory of Southern Africa. The first section of the module will develop the students' ability to better understand and implement various archaeological skills and concepts. Learning to think critically and be objective in evaluating evidence and ideas is an essential part of achieving this objective. This means that students have to understand and be able to apply certain basic principles in evaluating archaeological facts. At the end of this module, students should have an understanding of certain archaeological concepts as background to start evaluating the prehistory of the Northern Cape, the subcontinent and to some degree the continent and its place in world prehistory.

Module code: HARC61216

Name of module: World Archaeology from African Origins

Assessment: Continuous Assessment – 50%
                     Examinations (100 marks) – 50%

Content and module outcomes:

The aim of this module is to broaden the student's understanding of archaeology worldwide from the perspective of Africa. It will outline human origins in Africa and the earliest archaeological record, the spread of humanity out of Africa, and the adaptations of hunter gatherers in different parts of the world. It will examine domestication and the development in different parts of the world of farming and pastoralism, and the emergence of complex societies and state formation. It will conclude with an archaeological overview on intercontinental contacts (Indian and Atlantic particularly), colonialism and globalisation. Learning to think critically and objectively in evaluating evidence and ideas continues as an essential objective in this module relative to understanding and applying archaeological principles and hypothesis evaluation. At the end of this module, the student should have an enhanced understanding of archaeological concepts and knowledge of African and world prehistory.

Module code: HARC62116

Name of module: Theory and practice in African Archaeology

Assessment: Continuous Assessment – 50%
                            Examinations (100 marks) – 50%

Content and module outcomes:

The aim of this module is to introduce the student to discussions in archaeology about theory and the ways in which archaeology is practiced. A great diversity of theoretical positions and frameworks has been used to structure or organise and interpret archaeological finds and observations. Some of the major theoretical perspectives developed since the 1960s will be examined. Practices and ethics in archaeology, particularly in African contexts, will come under the spotlight. Calls have been made for the development of theoretical insights specifically to African archaeology. The module will look to responses   from different parts of the continent   to these calls to 'decolonise' and evaluate aspects of current practice relative to critiques in recent African archaeological literature

Module code: HARC62216

Name of module: The last 2000 years – frontiers

Assessment: Continuous Assessment – 50%
                            Examinations (100 marks) – 50%

Content and module outcomes:

This module will engage the student with the archaeology of the last 2000 years in Southern Africa, with a focus in part on the Northern Cape and the central interior which, for environmental reasons, became a frontier between pastoralist and agricultural economic modes, and to the west of which hunting and gathering persisted as a viable way of life. Through the archaeology of this period, we understand the appearance of both pastoralism and agriculture in the subcontinent, adding genetic, linguistic, socio economic and cultural diversity and interaction to the region. New settlement patterns

spread through, and are influenced by the landscape. Distinct forms of rock art become evident. Intercontinental contacts occur with the latter part of the period punctuated by colonialism. Present day South Africa is shaped significantly by this period with archaeology providing understanding of the histories in question including the construction of identities. The module will include consideration of contemporary growth of interest in, and political awareness about, their past by communities (re-) connecting to Khoisan and other Southern African cultural identities.

Module code: HARC73124

Name of module: Evolution and human cultural beginnings

Assessment: Continuous Assessment – 50%
                     Examinations (100 marks) – 50%

Content and module outcomes:

This module focuses on an understanding of human evolution and human cultural beginnings in Africa. Students will engage with the evidence both in terms of the fossil record and archaeological traces of primate and hominin evolution and human behaviour. Traces of fossil skeletons and proxy evidence for behaviour in the form of artefacts and the use of landscape are interpreted in terms of evolutionary processes. The biogeography of Africa explains why this occurred on this continent. It will consider the major australopithecine and early Homo fossils and the sites where they were recovered; and likewise the major archaeological sites bearing on early human behaviour – including sites in the Northern Cape such as Wonderwerk Cave, Kathu, and Canteen Kopje. Theoretical aspects include evaluation of analogies based on primate behaviour and hunter gatherer ethnography. The early expansions of hominin populations (Out of Africa), technological innovations and the emergence of behavioural modernity would also be covered, along with questions around public reception, the Piltdown hoax, and heritage at Taung.

Module code: HARC73224

Name of module: Southern African rock art

Assessment: Continuous Assessment – 50%
                     Examinations (100 marks) – 50%

Content and module outcomes:

This module introduces in detail the archaeology of rock art in Southern Africa. It discusses distributions and traditions in regions and through time and in terms of authorship, highlighting the difficulties around determining age and authorship with certainty. It includes a review of approaches to rock art research and interpretation of meaning, evaluating recent theories in depth. It concludes with discussions on rock art conservation and the considerations around public rock art sites and museums.

ENGLISH

Module code: HENG51116

Name of module: Reading Literature: An introduction

Assessment: Continuous Assessment – 50%
                     Examinations (100 marks) – 50%

Content and module outcomes:

This module introduces students to the basic elements of fiction, namely plot, character, setting, the point of view and theme. It focuses primarily on South African literature, African literature and Shakespearean literature. The range of genres the module covers at an introductory level is the novel, short story, drama and poetry. The module introduces the student to the basic skills needed for an understanding and critical analysis of literary texts. Focus is on a critical analysis of literary texts using the elements of particular literary genres.

Module code: HENG61216

Name of module: Reading Literature, Film and Culture

Assessment: Continuous Assessment – 50%
                       Examinations (100 marks) – 50%

Content and module outcomes:

HENG61216 builds on the material covered in HENG51116 but expands the range of texts analysed and methods used. Whereas the former module focused specifically on literary texts in the field of English literary studies, HENG51216 draws additionally on models of analysis developed in the fields of cultural studies and film studies. The module comprises three parts namely:
a) Young adult literature and literacy
b) Introduction to Film Studies
c) Ecocriticism in Literature and Culture

Each of these three parts is introductory in nature and aim to introduce students to the basics of much larger fields of study in which they might choose to specialise at later levels. The texts covered are meant to induct students into the exciting field of critical cultural analysis by way of concrete examples from literature, film and everyday life.

The module aims at equipping the student with a variety of skills fundamental to the analysis of literature, film and culture.

These include how to read closely for detail and nuance; how to identify patterns that cut across a range of representational forms; how to distinguish and evaluate critical perspectives; how to situate texts within their historical and ideological contexts; and how to weigh the evidence and formulate arguments in grammatically accurate written and spoken language. Students will be offered frequent opportunity to practise their interpretative, analytical, reading, writing and oral communication skills both in the form of written assignments and participation in class

Module code: HENG62116

Name of module: English pragmatics; Drama and Poetry in English

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

HENG62116 seeks to fuse two essential components of English, namely the linguistic and the literary. It introduces the student to the study of English pragmatics and the analysis of meaning in social contexts. It exposes the student to the uses and effects of language particularly through implied meaning in concrete situations. It covers aspects of Conversational Analysis; Text Pragmatics and Conversational Discourse Analysis; Language, conflict and peace; Non-verbal communication; Types of utterances and acts; among others. Meaning is studied within the interactional context. The module continues with the study of the components of the genres of drama and poetry, with a thematic focus and reference to a broader range of texts. In the study and analysis of the dramatic and poetic texts, an attempt is made to apply the pragmatic aspects covered in the first component of the module.

Module code: HENG62216

Name of module: Introduction to Linguistics, and Theories of Literature and Criticism

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

Like the first semester module, HENG62216 fuses the linguistic and the literary components of English. In the first component of this module, the student is introduced to English linguistics (the scientific study of human language), particularly at the morphological, syntactic and semantic levels. The other component of the module covers theories of literature and criticism. These are interpretive tools or lenses, developed over time, that help students to think more deeply and insightfully about the literature that they read.

Each approaches the analysis of literary texts in its own unique ways, which means our understanding of a literary text from one literary perspective will differ radically to our understanding from a different perspective.

Module code: HENG73124

Name of module: Post-Colonial Literature and Creative Writing

Assessment: Continuous Assessment – 50%
                      Examinations (100 marks) – 50%

Content and module outcomes:

The first part of the module deals with South African and Post-Colonial Literature and explores the developments in post-colonial theory and criticism that have opened up different possible 'readings' of South African literature and other post-colonial literature. Selected texts draw from diverse genres (poetry, fiction, drama, film and television). Without discounting the historical evolution of that literary heritage, the central focus is on contemporary culture of the present South Africa. Critiques of and about post-colonial literature which addresses the problems and consequences of the decolonisation of a country and of a nation are made, especially the political and cultural independence of formerly subjugated colonial peoples, the undertones of which carry, communicate, and justify racialism and colonialism. The module is attentive to issues of cultural differences, marginalisation and exclusion. It discusses the themes, the methodology, the language choice, and the stratagem of African literary discourse. How African literary aspirations and Western standards intersect, is also explored.

The second part of the module focuses on developing students' creative writing skills. It skills to acquaint the student with genre-specific conventions that govern the creative writing process. The student should be able to engage in creative writing and critically analyse other pieces of creative writing. It seeks to develop the student's creative talents and abilities and serves as a precursor to the writing of original poetry, short fiction and drama. The module will give exposure to exemplary texts by selected authors through writing workshops where students get a chance to critique their and others' own creative writing.

Module code: HENG73224

Name of module: Modern/Post-Modern Literature and Discourse Analysis

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

The first half of the module seeks to expose the student to literary texts and theories that have emerged in the fields of Twentieth Century and Modernist Literatures. The module aims to ground the student in the conceptual and theoretical concerns that influenced literary and cultural production from the early Twentieth Century to the present. The module builds on critical skills already developed in the previous modules and engages students in greater depth and detail in literary and critical theory. It introduces the importance of literature as a tool for social commentary, as well as the role of criticism in deciphering cultural production and social change. The module also introduces key concepts and texts related to the presentation of Modernism and Post-Modernism in the world of literature.

It discusses texts' thematic and stylistic features within their national cultural context while engaging with the wider theoretical debate framing the notions of Modernism and Post-Modernism. The specific aims of this part of the module are to help students:

- to make connections between different cultural, literary trends and movements in world literature,
- to demonstrate a critical understanding of cultural, historical and
- socio-political issues affecting literary texts, and to
- show evidence of increased intercultural awareness through the ability to draw comparisons between the texts produced by different cultures.

The linguistic half of the module extends the knowledge gained in the conversational analysis to the area of discourse analysis, an analysis of language within use. The importance of discourse lies in the fact that it both shapes and is shaped by the prevailing social practices.

Several approaches to discourse are discussed and applied to samples of discourse.

HERITAGE STUDIES

Module code: HHER51116

Name of module: Cultural Heritage and Society in Southern Africa

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

The module introduces and develops understandings on the complexity of heritage and/or culture and is intended to nurture critical thinking and analytical skills among the students. Using specific cases, the module adopts a critical examination and reflective analysis of the emergence of heritage both as a field of practice, i.e. heritage management and conservation, and also as a distinct field of academic enquiry. Case studies from post 1994 South Africa will be used to unravel the contested nature of the making, production and uses of heritage by various sectors of society. Themes will include an interrogation of European/Western understandings of heritage, as well as emerging challenges to Eurocentric conceptions of heritage to include notions of 'intangible heritage', 'sacred landscapes' and local/community heritage.

Module code: HHER61216

Name of module: Survey of Southern African Nature, Prehistory and History

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

Conceived as a compulsory module for all First year students in Humanities, the module delves back into deep time, surveying the natural features, the archaeology and the basic historical aspects of Southern Africa and the peopling of the region, giving all students, particularly those from other schools, a basic understanding and appreciation of the country's natural, historical and archaeological aspects. The aim is to produce students in the various disciplines, who are not only technically or professionally competent in their fields of practice, but who are also well grounded and conscious of the complex and diverse nature of South African history, society and culture.

Module code: HHER62116

Name of module: Integrated Heritage Management

Assessment: Continuous Assessment – 50%
                     Examinations (100 marks – 50%

Content and module outcomes:

This module explores the development of heritage resource management in South Africa, paying attention to important aspects such as site management and Information Technology in heritage. It equips students with the basic concepts, principles and problems of cultural resource management. It seeks to develop an awareness and sensitivity for cultural heritage resources while developing students' understanding of public policy and heritage legislation in the South African context.

The module also considers the ethical issues that underpin heritage and museum conservation practices and feeds into the WIL module in which students will be expected to undergo practical management activities at a site or institution. Major themes in this module were developed and adapted to the main statutory heritage management institutions in South Africa such as SAHRA, NHC and the Department of Arts and Culture. It will be offered in collaboration with some of these key institutions as part of capacity building for the heritage sector in South Africa.

Module code: HHER62216

Name of module: Museology – Conservation and Curatorial Techniques

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

The module provides a wide ranging introduction to basic functions of museums, paying particular attention to the curatorial and conservation function. It gives students a grasp of the critical historical/intellectual/ ideological aspects of the development and function of museums in society while providing students with key practical skills in handling, curation and conservation of heritage objects, structures and places. The first part of the module introduces students to the critical issues and intellectual debates around the history and theory of museums, while the second part, which will be laboratory based, equips students with practical lab based knowledge and skills on curation techniques and conservation practice. The practical collection and lab based skills experience such as documentation, exhibition development and collections care in this module, will be developed further in the WIL module in the third year when students are expected to work in a museum, a heritage site or a project environment.

Module code: HHER73124

Name of module: Archaeological / Heritage Impact Assessment

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

The module introduces students to cultural heritage and its role within the context of sustainable development. Drawing from recent developments such as the post 2015 development approaches where culture is earmarked as an integral aspect of development, this module surveys the international and local approaches to sustainability that involve cultural heritage.

Students gain theoretical dimensions of the notion of development and how it impacts on nature, culture and heritage. This study will be contextualised within the context of South African legislation governing environmental impact assessment. Students should acquire practical skills to enable them to participate in or carry out impact assessments.

This study will be contextualized within the context of South African legislation governing environmental impact assessment. Students should acquire practical skills to enable them to participate in or carry out impact assessments.

Module code: HHER73124

Name of module: Intangible Cultural Heritage

Assessment: Continuous Assessment – 50%
                     Examinations (100 marks) – 50%

Content and module outcomes

Using case studies from Southern Africa, and particularly from the Northern Cape such as Khoisan traditions and heritage, this module equips students with an understanding and a working appreciation of the theoretical and practical approaches to the making and preservation of intangible/living cultural heritage. It equips students with the necessary skills to assist communities/organisations to promote their heritage and practices. Focus will be on the UNESCO Convention, as well as key practical activities such as recording and preserving intangible heritage aspects such as sacred places, practices, representations, arts, oral practices or cosmologies. The module also provides students with practical skills in working with local communities such as oral sources. Examples will be drawn particularly from the Khoisan communities in the Northern Cape.

Module code: HHER73224

Name of module: Project Management

Assessment: Continuous Assessment – 50%
                     Examinations (100 marks) – 50%

Content and module outcomes:

The module allows students to gain specific practical skills by undertaking a supervised project based in galleries, museums or heritage or art organisations, while it seeks to expose students to key processes in Project Management, as well as allow them to demonstrate research or project management or on the job skills through WIL. It offers hands on experience in museums, heritage and cultural organisations and allows for a broadening of practical skills and expertise among students. Students get an opportunity to gain an understanding of the relationship between theoretical/intellectual issues and knowledge acquired in the other modules to practical work in the context of relevant heritage institutional practice. At the end of the practical, students are expected to produce fairly detailed reports based on their experiences. Work sessions will be agreed between the module convener, the employer and the studeny.

Module code: HHIS51116

Name of module: Introduction to History

Assessment: Continuous Assessment – 50%
                     Examinations (100 marks) – 50%

Content and module outcomes:

The aim of this module is to introduce students to History as university subject and aspects of late 19th Century South African History. The first section of the module will develop the students' ability to better understand and implement various historical skills and concepts. Learning to think critically and be objective in evaluating facts is an essential part of achieving this objective. This means that students have to understand and be able to apply certain basic principles in evaluating historical facts. At the end of this module, students should have an understanding of certain historical concepts as background to start evaluating the early history of Kimberley, the Northern Cape Province and 19th Century South Africa in general.

Module code: HHIS61216

Name of module: Twentieth Century South Africa and Africa up to the Second World War

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

The aim of this module is to construct awareness among students about nationalism as a focal point in the development of Africa and South Africa during the first half of the twentieth century.

Learning to evaluate the contrasting principles towards nationalism is integral to understanding the dilemma facing South Africa and the continent during this period in history. Students will be exposed to various forms of colonial rule, imperialist ideas and minority rulings which formed the norm in governance throughout Africa. At the end of this module students should be able to liberally evaluate and compare different forms of colonial rule and analyse the growing resistance towards it.

Module code: HHIS62116

Name of module: The World in Crisis

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes

The aim of this module is to introduce the students to the complex nature of international politics, history and the severity of war. The topics will assist the students to develop a conviction regarding critical thinking, objective reasoning and debating regarding global occurrences, issues and trends. In order to master this, students will have to understand the different ideologies and worldviews of the 20th century world.

At the end of this module, students should be able to discuss, analyse and evaluate different global problems the world faced during the twentieth century and to understand the cause and effect it had on the global society.

Module code: HHIS62216

Name of module: South Africa and Africa after the Second World War

Assessment: Continuous Assessment – 50%
                            Examinations (100 marks) – 50%

Content and module outcomes:

The aim of this module is to challenge the students to understand the rapidly changing historical environment of South Africa and Africa after the Second World War. Learning to understand the complex nature of problems facing both the South African and African society respectively, is an essential part of achieving this objective. Students must be able to apprehend the basic principles of apartheid, nationalism, Pan-Africanism and different ideologies to enable them to evaluate the changing situation caused by changing political scenarios in South Africa and the continent. At the end of this module, students should feel comfortable debating issues on apartheid and the resistance against it, as well challenging issues on decolonisation, nationalism and different ideologies in Africa.

Module code: HHIS73124

Name of module: Introduction to Public History

Assessment: Continuous Assessment – 50%
                            Examinations (100 marks) – 50%

Content and module outcomes:

The aim of this module is to provide an introductory overview to the public history field in its diverse venues and manifestations. This will contribute to developing the students' understanding of how professional historians think about and do public history. Learning to understand the skills of "making history" through examining major theoretical concepts in the field of History and Public History, is an essential part of this objective. This means that students have to understand and be able to apply the basic public history methodologies such as museum exhibits, site interpretations, historical societies, historic preservation, oral history and digital projects.

Students will also refine hands-on skills such as label writing, object handling and oral history transcriptions. They will engage in discussions with practicing public historians to better understand the career options available. At the end of this module, students should feel comfortable to supplement the theoretical component of the module with a variety of practical assignments that analyse the ways in which public historians carry out their work and their responsibilities.

Module code: HHIS73224

Name of module: Survey of Contemporary South African and African Challenges

Assessment: Continuous Assessment – 50%
                     Examinations (100 marks) – 50%

Content and module outcomes:

The aim of this module is to equip the students with knowledge and insight on the contemporary history of South Africa and African history. The complex nature of the history of South Africa, as well as that of the continent, requires in-depth analysis to ensure the logical understanding thereof. This means that students will have to interact with complex issues to ensure they grasp the final stage of the developmental history of South Africa and Africa. Group discussions, guest lectures, documentaries and full-length movies on the topics will be applied to supplement the formal lectures to ensure optimal exposure of students to the contemporary topics. At the end of this module, students should be able to master discussions, analysis and assessments on contemporary issues regarding South Africa and Africa with confidence.

PSYCHOLOGY

Module code: HPSY51116

Name of module: Introduction to Psychology

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

This module aims to introduce students to psychology as a science and a profession. Students will be introduced to key concepts, principles and overarching themes in psychology. The history of psychology and the different fields within psychology will be explored, as well as the major paradigm shifts that happened within psychology. Students will be introduced to the basic principles and major perspectives of psychology. The basic cognitive psychological processes, such as sensation, attention, perception, learning, memory, thinking, intelligence and emotional intelligence will be elaborated.

Module code: HPSY61216

Name of module: Developmental Psychology

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

The aim of this module is to introduce students to the scientific study of normal human development, from conception to old age. The various domains of physical, cognitive, personality and social development are covered, as well as important theories and controversies related to these.

Module code: HPSY62116

Name of module: Personology (Personality Psychology)

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

This module aims to introduce the student to the complexity of personality. To distinguish between different approaches to personality and to understand the different influences on personality. The student will be exposed to the different personality theories. The student will be introduced to basic psychometric theories and personality assessments

Module code: HPSY62216

Name of module: Social Psychology

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

Social psychology has traditionally been conceptualized as a sub-discipline of psychology that deals with the manner in which individuals and groups interact as social beings within various contexts. The aim of this module is to provide students with an understanding of the Importance of personal relationships for overall functioning and well-being. An additional aim is to provide an understanding of how certain psychosocial features play a role in the development and maintenance of healthy personal relationships. Students will be exposed to a basic understanding of social groups and some of the earlier theories of intergroup relations and social identity theories. Particular attention is paid to the application of basic social psychological concepts to interpersonal interactions and relationships within the South African context.

Module code: HPSY73124

Name of module: Psychopathology (Abnormal Psychology)

Assessment: Continuous Assessment – 50%
                     Examinations (100 marks) – 50%

Content and module outcomes:

The aim of this module is to introduce students to the basic theoretical knowledge of the nature, description and classification of conditions within the study of abnormal psychology. Broader political and socio-cultural factors that influence our perceptions of abnormality and normality will be explored. Students will be introduced to the classification of mental illness, particularly through the use of the Diagnostic and Statistical Manual of Mental Disorders. Different forms of psychopathology relevant to the South African context will also be outlined.

Module Code: HPSY73224

Name of Module: Psychotherapy and Ethics

Assessment: Continuous Assessment – 50%
                     Examinations (100 marks) – 50%

Content and module outcomes

The aim of this module is to expose students to the different psychotherapeutic approaches. Students will be introduced to the key aspects and techniques surrounding therapeutic intervention. Students will have the opportunity to apply relevant therapeutic processes by means of case studies. Students learn more about the importance of the psychological ethical code and the importance of applying ethical sensitivity.

SETSWANA

Module code: HSTS51116

Name of module: Introduction to Setswana Linguistics, Spelling and Orthography

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

The aim of this module is to introduce the students to the different types of language components, to the theories of the origins and properties of language; language as a system of signs; the sounds and the sound patterns of language; the word level and the sentence level of a language; semantics and the pragmatics. Students will demonstrate their knowledge independently and in groups on language activities of their own and provided in which they will apply their knowledge to aspects of Setswana.

This module consists of three interrelated theme/topics which are: The early studies of Setswana; Introduction to Setswana Linguistics and Setswana Spelling and Orthography.

Module code: HSTS62116

Name of module: Sociolinguistics in Setswana

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

The purpose of this module is to develop the skill to identify how culture and society affect the way language is used, to recognize how language is used in different contexts for a different meaning. The module seeks to provide insight into the why's and the how's of the way people speak and write. As an interdisciplinary field, it links with a diverse of disciplines like linguistics, sociology, anthropology, psychology and education. This module aims to enable students to analyse the intricate links between language and society by providing students with the knowledge of sociolinguistic theory, research methods, main concepts and terminology along with developing relevant application skills.

Students are guided in the exploration of language change and death, development and standardisation, regional and social variation, as well as the dependence of language use on a range of social variables such as gender, age, status, etc. Students analyse study materials, publications and participate in discussions.

Module code: HSTS62216

Name of module: Role of Literature in Society

Assessment: Continuous Assessment – 50%
                     Examinations (100 marks) – 50%

Content and module outcomes:

Literature holds an important place in our societies and has the ability to bring about change. The purpose of this module is to develop the student's critical awareness of how the society's values, struggles and successes are embedded in literature The aim is to provide the students with the skill to analyse the texts (oral, written and audio-visual) in relation to the themes. This module aims to equip students to identify, explain and to give an opinion on the theme that the writer portrays in the text and analyse and evaluate how it affects the society. The students must be able to identify and analyse the purpose of the author and realise that the author is the voice of the voiceless in exposing their plight, frustrations, etc. of the society.

This module provides the introduction to analysing different genres beyond the words in the text. From different literary texts, students will extrapolate the values, beliefs, cultures, etc. that are embedded in those texts and evaluate how they affect the society.

Module code: HSTS73124

Name of module: African Languages and Culture

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

This module provides the students with critical and analytical skills to understand themselves as individuals, as well as themselves within their families, communities and the society. The aim of this module is to develop the students' skills to interpret their own language and culture and compare it with the others around them in South Africa. The students will develop an understanding of the relationship between language and culture.

This module deals with language as a communication tool. People use language to communicate and not every person communicates in the same way, they also communicate for different intentions. We learn to communicate so that we can establish relationships with other people, whether in our families, communities or in our workplaces. Although we may speak the same language, people have different ways to interpret things

Module code: HSTS73224

Name of module: Creative Writing and Translation

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes:

The module introduces the student to the area of creative writing and translation. The module also aims to provide the students with the skills to entertain and share human experiences like love and loss. It attempts to get at the truth about humanity through poetics and storytelling to express a feeling or a thought and to equip the student to critically engage in different types of creative writing with the use of literary and linguistic techniques.

SOCIOLOGY

Module Code: HSOC51116

Name of Module: Introduction to Sociology

Assessment: Continuous Assessment – 60%
Examinations (100 marks) – 40%

Content and module outcomes

This module is meant to introduce students to the discipline of Sociology and how it seeks to understand, analyse and describe society. The module covers the origins, nature and meaning of sociology, giving insights into social processes, socialisation, social control; social stratification and social change.

Module code: HSOC61216

Name of module: Introduction to Sociological Theory

Assessment: Continuous Assessment – 60%
Examinations (100 marks) – 40%

Content and module outcomes:

The module provides an overview of the history and development of sociological theory, focusing especially on those theorists who have had a major impact on the discipline of sociology over time. Emphasis will be on careful reading, critical thinking and discussion of the theorists, the theoretical concepts, and the nature of their contribution to the field. The acquisition of academic skills, especially in relation to reading and writing, is a key priority of this module

Module code: HSOC62216

Name of module: Research Methods and Fieldwork

Assessment: Continuous Assessment – 60%
Examinations (100 marks) – 40%

Content and module outcomes:

This module is intended to acquaint students with the logical sequence of stages involved in the conduct of original research in social sciences/ humanities and to provide them with a broad range of skills and practice in doing research. It is designed to help students understand methods of research, data collection, processing, analysis and interpretation. Students gain practical experience in defining research problems, literature review, research proposals, and carrying out and presenting field projects.

Module code: HSOC62116

Name of module: Contemporary Social Issues in Southern Africa

Assessment: Continuous Assessment – 60%

Examinations (100 marks) – 40%
Content and module outcomes:

This module is a critical examination of contemporary social problems. It looks at case studies such as crime and deviance, ill-health (e.g. HIV/AIDS), poverty and inequality, migration, economic policy, under- development, racism and social relations, political reform and labour movements among other. Activities in the module are expected to develop students' ability to analyse, report and write on social issues.

Module code: HSOC73124

Name of module: Industrial Sociology

Assessment: Continuous Assessment – 60%
                     Examinations (100 marks) – 40%

Content and module outcomes

This module provides an introductory treatment of the standard topics of industrial sociology. It deals with labour force issues such as industrialisation, attitudes towards work, unionisation, industrial disputes and managerial policies. Aspects such as management practice, employment, unemployment and discrimination will be discussed within the context of the labour market in South Africa. The module creates a firm knowledge and skills base for students who would like to shape their post-BA careers around human resources or people management in the public and private sectors as well as postgraduate studies in Industrial Sociology or Human Resources.

Module Code: HSOC73224

Name of Module: Practical Sociology and Social Policy

Assessment: Continuous Assessment – 60%
                     Examinations (100 marks) – 40%

Content and module outcomes

This module utilises a sociological framework to understand and address public policy issues, contemporary environmental health and social problems. The module is designed to provide students with a conceptual and practical understanding of the utility of sociological approaches to identifying, understanding and addressing practical social problems.

It emphasises the methods and skills necessary for successful professional roles working with non-profit institutions, companies and governments to plan, implement and evaluate programmes, services, policies, and laws on social issues. Students learn how to deploy sociological perspectives and tools in identifying, investigating and seeking solutions in addressing issues such as HIV/AIDS, human rights, unemployment, poverty, violence, crime, illiteracy, housing, addiction etc.

Module code: HCRE62216

Name of module: Introduction to Creative Writing

Assessment: Continuous Assessment – 50%
Examinations (100 marks) – 50%

Content and module outcomes

This module is intended to introduce the students to the fundamental techniques of writing imaginatively in three main genres: fiction, creative nonfiction and poetry.

We will focus on the definitions of creative writing; on what it means to write "creatively" and what differentiates creative writing from non-creative writing.

We will also spend time on how to read "like a writer" and how to analyse creative work constructively.

The primary aim of this module is to introduce undergraduate students into creative writing and to help them get started in developing their portfolios with which they can later submit for consideration for admission into the MA (Creative Writing) programme.

The module will have many assignments in which students will produce pieces of writing in the three above-mentioned genres as well as analyse works of creative writing.

This is intended to be a semester module

Module Code: NMAT51516

Name of Module: Calculus

Assessment: Continuous Assessment – 50%
                      Examination – (100marks) 50%

Content and module outcomes:

This module is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of elementary and transcendental functions of one variable. Functions (Review): Domains and ranges of functions. Inverse functions. Trigonometric and logarithmic functions. Limits and Continuity. Derivatives and applications. Integration and techniques of evaluating indefinite integrals. Integration by substitutions, integration by parts and integration by partial fractions. Change of variable in indefinite integrals. Integrals involving roots and quadratics. Area and estimating with finite sums. Sigma notation and limit of finite sums. Definite integrals, Fundamental theorem of Calculus. Applications of the integral: Area between curves. Volumes by cross sections and cylindrical shells. Arc-length. Surface areas of revolution. Separable and linear first order differential equations.

Module Code: NMAT51416

Name of Module: Algebra

Assessment: Continuous Assessment – 50%
                      Examination – (100marks) 50%

Content and module outcomes:

This course is designed to introduce students to the concepts of linear systems and parametric equations. The course also gives an introduction to complex numbers and gives the relationship between vectors and complex numbers. The Binomial Theorem. Principle of Mathematical Induction. Parametric Equations and Polar Coordinates: Curves defined by parametric equations. Calculus with parametric equations. Polar coordinates. Conic sections. Systems of Linear Equations and Matrices. Gaussian Elimination. Matrices and Matrix Operations. Inverses. Determinants. Cramer's rule. Vectors in R^2 and R^3. Complex Numbers: The vector interpretation of a complex number. Complex numbers arithmetic.

Module Code: NGEO51316

Name of Module: Introduction to Physical Geography

Assessment: Continuous Assessment – 50%
Examination – (100marks) 50%

Content and module outcomes:

The module introduces students to a broad range of concepts and approaches in physical geography. The module draws on basic concepts in physical Geography and the functioning of environmental systems. The focus is on integrated, process-related, systems approach to studying the earth and its spatial variability. The module encompasses cartographic theory and the map skills as integral components of enquiry.

Module Code: NGEO51416

Name of Module: Introduction to Human Geography

Assessment: Continuous Assessment – 50%
Examination – (100marks) 50%

Content and module outcomes:

The module provides a broad overview of human Geography as a discipline and introduce core concepts used by human geographers, particularly the notion of "space" scale, and the relationships between society's and space and between people and the natural environment on which it depends for survival. In this regard, understanding population dynamics and related environmental impacts are crucial. The module introduces students to key population concepts and theories and systems models to understanding population changes and related impacts. Critically examining population data and trends, such as migration and mobility is also an important focus. Additionally, the module will examine the linkages between population growth and environmental issues, including climate change. Building sustainable human environments, for ourselves and future generations, is a key challenge in the world today. Sustainability themes interrogate key issues such as the definition and measurement of sustainability, the history of the current environmental cries and society's responses to it.

Module Code: NGEO62420

Name of Module: Introduction to GIS

Assessment: Continuous Assessment – 50%
Examination – (100marks) 50%

Content and module outcomes:

This course is designed to introduce students to the operations of Geographical Information Systems (GIS) and Remote Sensing. The lectures introduce and describe operations independently, as far as possible, of a specific software package.

For a detailed descriptions of the following modules, please refer to the rules booklet of the respective schools indicated below:

School of Natural and Applied Sciences:
Geography II (NGEO62516): Urban Geography
Geography III (NGEO73324): Environmental & Client Services
Geography III (NGEO73524): Environmental Resource Management
Geography III (NGEO73424): Rural Geography
Mathematics II (NMAT62116 and NMAT62216)
Mathematics III (NMAT73124 and NMAT73224)

School of Retail and Business Management:
Economics I (MECO51116 and MECO61216)
Economics II (MECO62116 and MECO62216)
Economics III (MECO73124 and MECO73224)

ACADEMIC CALENDAR 2018

Registration and orientation week
Monday 29 January 2018 – Friday 2 February 2018

Teaching blocks

Semester 1	
Teaching Block 1	**Teaching Block 2**
5 February – 24 March	3 April – 19 May
Semester 2	
Teaching Block 3	**Teaching Block 4**
10 July – 25 August	4 September – 20 October

Examination dates

Mid-year Examination	End-of-year Examination
22 May – 2 June	23 October – 3 November
Mid-year Supplementary Examination	**End-of-year Supplementary Examination**
14 June – 23 June	16 November – 24 November

Vacations/Study/Research
25 March – 2 April (9 days)
24 June – 9 July (16 days).

School terms – Northern Cape

First Term	Second Term	Third Term	Fourth Term
11 January – 31 March	18 April – 30 June	24 July – 29 September	9 October – 9 December

Public holidays

First Term	Second Term
1 January (Sun) – New Year	27 April (Thu) – Freedom Day
21 March (Tue) – Human Rights	1 May (Mon) – Worker's day
24 March (Fri) – Good Friday	16 June (Fri) – Youth Day
27 March (Mon) – Family Day	
Third Term	**Fourth Term**
9 August (Wed) – Woman's day	16 December (Sat) – Reconciliation Day
24 September (Sun) – Heritage Day	25 December (Mon) – Christmas Day
	26 December (Tue) – Day of Goodwill