SOL PLAATJE UNIVERSITY

SCHOOL OF HUMANITIES

PROGRAMME RULES AND INFORMATION

2021

SCHOOL OF HUMANITIES

PROGRAMME RULES AND INFORMATION

2021

TABLE OF CONTENTS

SCHOOL OF HUMANITIES: CONTACT DETAILS 4

STAFF's DETAILS 5

1. SPU's UNIQUE HERITAGE/HUMANITIES PROGRAMMES: WHAT SETS US APART 8

2. GENERAL INFORMATION 10

3. GENERAL UNIVERSITY RULES AND PROGRAMME RULES 10
   - 3.1 General Rules 10
   - 3.2 Programme Rules 11

4. REGISTRATION 12

5. ASSESSMENT 12
   - 5.1 Continuous Assessment 13
   - 5.2 Examinations 13
   - 5.3 Class Attendance 13

6. QUALIFICATIONS IN THE SCHOOL OF HUMANITIES 14

7. MODULE CODES 15

8. PLAGIARISM AND/OR ACADEMIC WRITING MISCONDUCT 16

9. HIGHER CERTIFICATE STUDIES – NQF LEVEL 5 17
   - 9.1 Purpose 17
   - 9.2 Admission Requirements 17
   - 9.3 Curriculum 18

10. HIGHER CERTIFICATE STUDIES – NQF LEVEL 5 19
    - 10.1 Purpose 19
    - 10.2 Admission Requirements 20
    - 10.3 Curriculum 21

11. RULES: BACHELOR OF ARTS (BA) (Phasing out) 22
11.1 Purpose 22
11.2 Aims 23
11.3 Career Opportunities 23
11.4 Admission Requirements 24
11.5 Specific Admission Requirements 24
11.6 Curriculum 25
11.7 Academic Progression 27
11.8 Subjects and Modules 27

12 RULES: BACHELOR OF ARTS (BA) (Revised) 32
12.1 Purpose 32
12.2 Aims 32
12.3 Career Opportunities 33
12.4 Admission Requirements 34
12.5 Specific Admission Requirements 35
12.6 Curriculum 37
12.7 Academic Progression 40
12.8 Subjects and Modules 42

13 ASSESSMENT AND CALCULATION OF MARKS 47
13.1 Module Assessment 47
13.2 Minimum Module mark 47
13.3 Incomplete modules 47
13.4 Calculation of Final Marks 47
13.5 Examinations 48
13.6 Duration of Examination Papers 48
13.7 Supplementary Examinations 48
13.8 Repeating Modules 48
13.9 Exclusion from a Programme 49

13.10 Appeals and Disputes …….49
13.11 Awarding of Qualification ……..…….……49
13.12 Qualification with Distinction ……..49
13.13 Examination Irregularities ……..…49

14 MODULE SUMMARIES 50
14.1 Higher Certificate in Heritage Studies..... 50
14.2 Higher Certificate in Court Interpreting……..55
14.3 Bachelor of Arts Degree ……58

SCHOOL OF HUMANITIES: CONTACT DETAILS

OFFICIAL ADDRESS FOR ENQUIRIES:

Correspondence with regard to academic matters should be addressed to:

Head of School: Humanities
Prof Jesmael Mataga
First Floor, Office 127
C Block, Central Campus
C/O Scanlan Street and Bishops Avenue Kimberley,
8301

School Registrar:
Ms Simoné Williams
First Floor, Room 120
C Block, Central Campus
Kimberley, 8301
E-mail: simone.williams@spu.ac.za
Telephone: 053 491 0418

Officer
Mr. Sabelo Gumede
First Floor, Room 128
Central Campus Kimberley, 8301
Email: Sabelo.gumede@spu.ac.za
Telephone: 053 491 0048

Senior School Administrator
Ms. Sukayna Obaray
First Floor, Room 122
Central Campus Kimberley, 8301
Email:Sukayna.Obaray@spu.ac.za
Tel: 053 491 0218

The School of Humanities currently offers the following programmes:

1. **Higher Certificate in Heritage Studies**
2. **Higher Certificate in Court Interpreting**
3. **Bachelor of Arts Degree (BA)** with majors in Afrikaans, Anthropology, Archaeology, Creative Writing, English, Geography, Heritage Studies, History, IsiXhoza, Linguistics, KhoeKhoe, , Psychology, Setswana and Sociology.

STAFF DETAILS

Name	Position	Office
ADMINISTRATION		
Mataga, Jesmael Prof.	Head of School	Office 242, Second Floor, Central Campus – C Block
Williams, Simoné Ms	School Registrar	Office 206, Second Floor, Central Campus – C Block
Gumede, Sabelo Mr	Officer: Administration	Office 205, Second Floor, Central Campus – C Block
Obaray, Sukayna Ms	Snr School Administrator	Office 122, First Floor, Central Campus – C Block
DEPARTMENT OF LANGUAGES		
Teise, Victor Prof.	Head of Department	Office 333, Third Floor, Central Campus – C Block
Haire, Karen Prof.	Associate Professor	Office 336, Third Floor, Central Campus – C Block
Stander, Marga, Dr.	Senior Lecturer	Office 335, Third Floor, Central Campus – C Block
Malatji, Mmatlou Ms.	Lecturer	Office 110J , First Floor, Central Campus – C Block
Mashibini, Cecilia Ms.	Lecturer	Office 331 , Third Floor, Central Campus – C Block
Mokae, Sabata Mr.	Lecturer	Office 105, First Floor, Central Campus – C Block

Mokhele, Sizakele Mrs.	Lecturer	Office 106, First Floor, Central Campus – C Block
Pule, Violet Ms.	Lecturer	Office 233, Second Floor, Central Campus – C Block
Van Rhyn, Elna Mrs.	Junior Lecturer	Office 334, Third Floor, Central Campus – C Block
DEPARTMENT OF HERITAGE STUDIES		
Benneyworth, Garth Dr.	Head of Department	Office 110G, First Floor, Central Campus – C Block
Chikumbirike, Joseph Dr.	Senior Lecturer	Office 330, Third Floor, Central Campus – C Block
Bandama, Foreman Dr.	Lecturer	Office 218, Second Floor, Central Campus – C Block
Pinto, Lourenco Dr.	Lecturer	Office 110C, First Floor, Central Campus – C Block
Masiteng, Itumeleng Ms.	Junior Lecturer	Office 110K, First Floor, Central Campus – C Block
Masuku, Sibongile Dr.	Lecturer	Office 110F, First Floor, Central Campus – C Block
Mohale, Nyebe Ms.	Junior Lecturer	Office 110H, First Floor, Central Campus – C Block
Morris, David Prof.	Extra-ordinary Professor	McGregor Museum, Kimberley
DEPARTMENT OF SOCIAL SCIENCES		
Rademeyer, Cobus Dr.	Head of Department	Office 222, Second Floor, Central Campus – C Block
Addinall, Eleanor Dr.	Lecturer	Office 215, Second Floor, Central Campus – C Block
Chikutukutu, Edmore Dr	Senior Lecturer	Office 212, First Floor, Central Campus – C Block
Chinguno, Chrispen Dr.	Senior Lecturer	Office 125, First Floor, Central Campus – C Block

Gopalan, Karthigasan Dr	Senior Lecturer	Office 220, Second Floor, Central Campus – C Block
Kgatitswe, Lesego, Ms.	Lecturer	Office 334, Third Floor, Central Campus – C Block
Lobi, Thembelihle Mr.	Lecturer	Office 126, First Floor, Central Campus – C Block
Maringira, Godfrey Prof	Associate Professor	Office 324, Third Floor, Central Campus – C Block
Mati, Jacob Dr.	Senior Lecturer	Office 211, Second Floor, Central Campus – C Block
Mazibuko-Ngidi, Nokubonga, Mrs.	Lecturer	Office 331, Third Floor, Central Campus – C Block
Muller, Cornelis, Dr.	Lecturer	Office 221, Second Floor, Central Campus – C Block
Simelane, Ayanda Ms.	Lecturer	Office 124, First Floor, Central Campus – C Block
Truyts, Carina Ms.	Lecturer	Office 110D, 1st Floor, Central Campus – C Block

1. SPU'S UNIQUE HUMANITIES PROGRAMMES: WHAT SETS

Welcome to the School of Humanities, to Sol Plaatje University (SPU), to Kimberley 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 three unique programmes, Bachelor of Arts, Higher Certificate in Heritage Studies and Higher Certificate in Court Interpreting. 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 one-year Higher Certificate in Court Interpreting provides an opportunity for court interpreters, who are already in the profession as well as newcomers to the field of court interpreting, to obtain a recognised formal and professional qualification. The main aim of the qualification is to professionally equip graduates with the necessary skills to render a specialised service in court interpreting to the South African legal system. Students may also use their interpreting skills in other spheres of society such as the medical field, local municipalities, educational institutions, national and local government services, the legislature, business, etcetera. The programme enable graduates to be critical and reflective practitioners and specialists in the field of interpreting.

Critical thinking and reflective skills will enable these graduates to address numerous complexities relating to interpreting in legal and other contexts. Career opportunities include court or legal interpreting, interpreting in community-based environments, meetings, conferences, health and medical settings, government agencies, etcetera. The qualification vertically articulates to further studies in language, and communication related programmes at SPU and other Universities.

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 (English, Afrikaans, Setswana, IsiZulu, IsiXhoza as well as KhoeKhoe), Anthropology, Archaeology, Creative Writing, Geography, Heritage Studies, History, Psychology, and Sociology with various ancillary subjects offered.

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
- Heritage Studies
- Human & Social Sciences
- Languages & Communication

2. GENERAL INFORMATION

This Rulebook contains rules relating to the *Higher Certificate in Heritage Studies, Higher Certificate in Court Interpreting* 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 of the University, the General and School Regulations of the University, as well as the Programme Rules and Information (procedures, rules and instructions pertaining to studies in this School). Ignorance of the applicable regulations, rules and instructions, or the wrong Interpreting 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:

3.1.1 Admissions (G.4)
3.1.2 Registration (G.5)
3.1.3 Attendance (G.6)
3.1.4 Curricula (G.7)

3.1.5 Results (G.8)
3.1.6 Academic progression (G.9)
3.1.7 Conferment of qualification (G.10)
3.1.8 Intellectual property (G.11)
3.1.9 Plagiarism and/or academic writing (G.11)
3.1.10 Misconduct (G.12); and
3.1.11 Code of Conduct for students (G12)

3.2 SCHOOL OF HUMANITIES RULES

The rules in this booklet relate specifically to the programmes offered by the School of Humanities.

Take note:

a) It is the students' responsibility to acquaint themselves with both the *General Rules* and the *Programme Rules* relevant to their degree/diploma certificate programme.

b) A candidate for a degree, diploma or a certificate in the School must comply with the conditions and meet the selection criteria as determined by the School and Department.

c) Upon registration, all first entering students will be granted access to Moodle to view General Rules and Information booklet as well as the School Programme Rules and Information booklet. It is the responsibility of the student to be familiar with these rules and all other rules and policies of the University, the School and Departments.

d) In terms of programme entry in the School and the official University lecturing timetable:

   (i) Official class timetable will be provided upon registration.

   (ii) The responsibility rests on the prospective student to ensure that proposed modules do not clash on the official timetable.

   (iii) If a student registers into modules that clash on the timetable and it is discovered at any time, the student will promptly be deregistered from one of the modules, as determined in consultation with the Head of School.

e) Students may only attend lectures and tutorials in those modules registered for.

f) Students shall ensure that they are fully and correctly registered for those modules that they are attending. Service delivery to students

attending lectures and subjecting themselves to Departmental assessment schedules in modules that they are not registered for will be terminated by the closing date for late registration, or immediately thereafter on discovering the offence.

g) In instances where a student wishes to register into a higher qualification where a lower qualification is a prerequisite, no student shall be provisionally registered or even serviced in modules towards the higher qualification before all requirements for the lower qualification have been obtained.

4. REGISTRATION

4.1 Registration requirements

a) First-time entering students must enroll for all the required modules at that level.

b) If a student fails courses spanning multiple levels, then the student must first enroll for the courses at the lower level. Consideration for enrolment of courses at the higher level will only be considered if the pre-requisite criteria for these courses are met AND if there are no timetable clashes.

c) The Head of School may limit the number of modules that a student may enroll for when poor academic progress is evident.

5. ASSESSMENT RULES

These assessment rules and procedure must be read in conjunction with the *Sol Plaatje University Policy on Assessment.*

Assessment is the process of determining and developing students' applied competencies, giving feedback on their progress, and final result grades are awarded.

5.1 Continuous assessment

Continuous assessment is a series of assessments that occurs throughout the learning process. Students are thus examined continuously over the duration of the module offering.

It is cumulative and the marks are calculated based on revised assessment weightings to produce a final result.

5.2 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.

Students should consult the Examination Rules in the General Rules and Information Book 2021 for more information on examination rules and requirements.

5.3 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

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
Higher Certificate: Court Interpreting	1 year	HCert Court Interpreting	HHCI500
Bachelor of Arts (phasing out)	3 years	BA	HBAG700
Bachelor of Arts	3 years	BA	HBAG701

7. MODULE CODE

Module code structure

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

Example: The module code of Cultural Heritage and Society in Southern Africa, a 16 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

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* and consulting with the academic staff.

See G.12 in the *General Rules and Information,* 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 Purpose

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	136

9.2 Admission Requirements

In order to gain access to the Higher *Certificate in Heritage Studies* programme a student has to have the following:

- A National Senior Certificate (NSC) (Grade 12) pass with Higher Certificate requirement or National Certificate Vocational (NCV);
- English Home Language: 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 points: 25
- 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 with relevant industry experience and applicants with level 4 qualifications may be approved for entry by the University

Registrar

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

9.3 Curriculum

The curriculum of the Higher Certificate in Court Interpreting, is a 136 credit bearing qualification. It consists of 10 compulsory modules presented over one-year full time.

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

10. HIGHER CERTIFICATE: COURT INTERPRETING – NQF LEVEL 5

10.1 Purpose

The purpose of the Higher Certificate in Court Interpreting is to provide an opportunity for court interpreters who are already in the profession as well as newcomers to the field of court interpreting to obtain a recognised formal and professional qualification. The main aim of the qualification is to professionally equip graduates with the necessary skills to render a specialised service in court interpreting to the South African legal system. Students may also use their interpreting skills in other spheres of society such as the medical field, local municipalities, educational institutions, national and local government services, the legislature, business, etcetera.

The programme enables graduates to be critical and reflective practitioners and specialists in the field of interpreting. Critical thinking and reflective skills will enable these graduates to address numerous complexities relating to interpreting in legal and other contexts. Career opportunities include court or legal interpreting, interpreting in community-based environments, meetings, conferences, health and medical settings, government agencies, etcetera. The qualification vertically articulates to further studies in language, and communication related programmes at SPU and other Universities. The following qualification is awarded

Name	Study code	Minimum Duration	Minimum Credits
Higher Certificate Court Interpreting	HHCI500	1year	136

10.2 Admission Requirements

In order to gain access to the Higher *Certificate in Court Interpreting* programme a student has to have the following:

- A National Senior Certificate (NSC) (Grade 12) pass with Higher Certificate requirement or National Certificate Vocational (NCV);
- English Home Language: NSC level 4 **OR** English 1st Additional Language: NSC level 5;
- Students should have least one other African language to enroll for the *Higher Certificate In Court Interpreting***,** taken as a home language (NCS level 4) OR 1st Additional Language (NCS level 5);
- Mathematics: 30% (NSC Level 2) OR Mathematical Literacy: 40% (NSC Level 3)
- **APS** Minimum points: 25
- 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 with relevant industry experience and applicants with level 4 qualifications may be approved for entry by the University Registrar.

Admission to the Higher Certificate is furthermore subject to the capacity of the language and translation programme.

10.3 Curriculum

The curriculum of the Higher Certificate in Court Interpreting, is a 136 credit bearing qualification. It consists of 10 compulsory modules presented over one-year full time.

The structures of the one-year full time curriculum are as follows:

Name of module	Semester 1	Semester 2
Core Curriculum Module	**SCOR51108** 8 credits	
Introduction to basic Interpreting Skills	**HBIS51116** 16 credits	
Liaison Interpreting Contexts	**HLIC51116** 16 credits	
English Communication Skills for Interpreters	**HECS51116** 16 credits	
Law Theory and Court Procedures for Interpreters	**HLTP5116** 16 credits	
Core Curriculum Module		**SCOR61208** 8 credits
Legal Interpreting Skills		**HLIS61216** 16 credits
Legal English		**HLEE61216** 16 credits
Language Refinement for Court Interpreters		**HLRC61216** 16 credits
Work Integrated Learning		**HWIL61208** 8 credits
Total Credits: Semester 1 and 2	Minimum 72	Minimum 64
TOTAL CREDITS: YEAR 1	**136**	

11. RULES: BACHELOR OF ARTS (BA) – Phasing out

11.1 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), Archaeology, Anthropology, Creative Writing, History, Heritage Studies, Geography, Psychology, Sociology with various ancillary subjects offered.

11.2 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 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

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.

11.3 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.

11.4 Admission Requirements

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

11.5 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.

11.6 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 2020.
- In 2021 students may not enroll for the following combinations: Mathematics / Afrikaans and Setswana/ Economics.
- Students majoring in Afrikaans/English/Setswana must complete all the required languages modules on 1st and 2nd year level before they will be allowed to enroll for 3rd year modules (i.e. Afrikaans III/English III /Setswana III).

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			Semester 2			Semester 2		
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**

11.7 Academic Progression

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

11.7.1 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.

11.7.2 Exclusion from the programme:

Students who have failed more than 50% (credit value of the module) the first or second year are excluded from the

programme, but they can appeal to the Registrar to be readmitted. The final decision lies with the readmissions committee.

11.7.3 **Repeating modules of study:**

Students can register at most twice for a module in a programme Humanities (BA).

11.7.4 **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)**.**

11.7.5 **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** (3 x 16 credit modules x 2 Semesters = 96 credits).

11.7.6 **YEAR 3:**

In their third and final year, students take (144 credits). They continue with any 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 programme.

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

11.8 Subjects and Modules2

First Year Compulsory Subjects					
Semester 1			Semester 2		
MODULE CODE	MODULE NAME	CREDITS	MODULE CODE	MODULE NAME	CREDITS
SCOR61108	Core Curriculum Module	08	SCOR61208	Core Curriculum Module	08
HHER51116	Cultural Heritage and Society in Southern Africa	16	HHER61216	Survey of Southern African Nature and History	16

First year: Semester 1: Electives: (Select 3 subjects from the following)			
UBJECT	MODULE CODE	MODULE NAME	CREDITS
frikaans I	HAFN51116	Inleiding tot die Afrikaanse Taalkunde	16
nthropology I	HANT51116	Foundations of Anthropology	16
rchaeology I	HARC51116	Introduction to Archaeology in South Africa	16
usiness Law I	MBLA51116	Business Law	16
conomics I	MECO51116	Economics 1	16
nglish I	HENG51116	Reading Literature: An Introduction	16
eography I	NGEO51316 (NEW)	Introduction to Physical Geography	16
istory I	HHIS51116	Introduction to History	16
lathematics I	NMAT51516	Calculus (NEW)	16
sychology I	HPSY51116	Introduction to Psychology	16
etswana I	HSTS51116	Introduction to Setswana Linguistics, Spelling and Orthography	16
ociology 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			
SUBJECT	**MODULE CODE**	**MODULE NAME**	**CREDITS**
Afrikaans III	HAFN731	Afrikaanse Sintaksis en Semantiek	24
Anthropology III	HANT731	Selected Themes in Social	24
Archaeology III	HARC731	Evolution and human cultural beginnings	24
Economics III	MECO73124	Economics III	24
English III	ENG731	Post-Colonial Literature and Creative Writing	24
Geography III	NGEO733 OR NGEO735	Environmental and Client Studies OR Environmental Resource Management	24
Heritage Studies III	HHER731	Archaeological/ Heritage Impact Assessment	24
History III	HHIS731	Introduction to Public History	24
Mathematics	NMAT73124	Mathematics IIIA	24
Psychology III	HPSY731	Psychopathology	24
Setswana III	HSTS731	African Languages and Culture: Setswana	24
Sociology III	HSOC731	Industrial Sociology	24

Third year: Semester 2: Electives (Select 3 subjects from the following)		
MODULE CODE	**MODULE NAME**	**CREDITS**
HAFN732	Kontemporêre Afrikaanse Letterkunde en die Historiese agtergrond daarvan	24
HANT732	Anthropology and Contemporary Society	24
HARC732	Southern African Rock Art	24
MECO732	Economics III	24
HENG732	Modern/ Postmodern Literature and Discourse analysis	24
NGEO732	Rural Geography	24
HHER732 HHER734	Heritage Project Management OR Intangible Cultural Heritage	24
HHIS732	Survey of Contemporary South African and African Challenges	24
NMAT732	Mathematics IIIB	24
HPSY732	Psychotherapy and Ethics	24
HSTS732	Creative Writing and Translation	24
HSOC732	Practical Sociology and Social Policy	24

12. RULES: BACHELOR OF ARTS (BA) - Revised

12.1 Rationale

The revised BA is a three-year programme 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. It is envisaged that articulation into postgraduate qualifications will enable further development of the Subjects or in selected professional fields. The BA programme will develop creative, flexible, critically engaged and culturally rooted global citizens who have the emotional intelligence and academic excellence to engage with diverse forms of knowledge, ideas and ways of knowing and issues that broadens and deepens our understanding/knowledge of the human experience. The programme produces 21st Century professionals who are culturally aware of the diversity of African heritage and identity, and are able to critically engage with social issues, communicate effectively and embrace change and transformation.

12.2 Aims

The aims of this qualification include:

a) To familiarise 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 take. The intention is to provide a deeper grasp of two 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 post graduate 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;

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

12.3 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.

12.4 Programme Objectives

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 Geography from other faculties. The intention is to provide a deeper grasp of one or more of these disciplines taken at exit level (level 7),

b) Expose students to different ways of knowing through comprehensive and integrated study of the social sciences, languages and heritage studies

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) Enhance students' confidence and ability to navigate the academic space and to engage with diverse ideas;

f) Expose students to different archives, databases and resource, while nurturing them to critically engage with and work with different sets of ideas and multiple perspectives.

g) Use decolonial approaches to understanding knowledge (ontologies and epistemologies).

h) Produce graduates who are innovative, flexible and able to work with knowledge structures in ways that are not bound.

i) To equip graduates with the skills to analyse, synthesise and integrate a diverse body of knowledge

j) Equip students with skills to navigate the digital space in research and in professional contexts (High digital literary)

k) Empower students to be understand their place is society and to be advocates/agents of social change.

l) Equip students with effective communication skills for the 21st Century

12.5 Admission requirements

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

12.5.1 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, Geography, have to fulfil the specified minimum requirements for those majors.
- A National Certificate Vocational with relevant subjects, or SPU's Higher Certificate in Heritage Studies and Higher Certificate in Court Interpreting 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.

12.6 Programme structure and underlying principles

12.6.1 The Bachelor of Arts degree is a three year programme. It provides students with a broad academic basis for students to gain a fuller understanding of the social world in which they live. This is done though a first year that provides a suite of common modules, and an initial immersion in the subjects of choice. The revised BA offers a flexible degree structure with wider range of subjects that allow students more choice in the construction of their career path. Subject are taken either in the Faculty of Humanities and/or in other approved subjects in other faculties. Here the emphasis on the interdisciplinary nature of knowledge is foregrounded by according students the possibility to take cognate disciplines in the faculty and/or a choice of different disciplines in other schools. The degree requires students to choose two Subjects (specialised study taken to the third year). The 2 (as opposed to 3), Subjects creates space for depth in chosen subjects/disciplines, preparing students for a research or professional trajectory. Upon completion, students may proceed to Post-Graduate studies which offer increased depth and specialisation in the majority of subjects offered.

12.6.2 The compulsory and common First Year focuses on creating a strong intellectual base on general issues, methodologies, theoretical and communication and academic writing schools across the disciplines in the arts, humanities and social sciences. Students are then allowed to pick introductory modules from 3 potential subjects for their specialisation. This approach creates a firm interdisciplinary, intellectual base in the Humanities and Social Sciences, while affording students time (1 year) to get acquainted, and to make better informed decisions on specialisations to take. The common first year compulsory modules include SCOR 1/2 and a compulsory African Language Conversational skills module for all students.

~~12.6.1~~12.6.3 Students are allowed to design their own combination of subjects/Subjects. In choosing modules and Subjects, students should think of their intellectual interests and career goals and therefore should select modules that will provide them with a solid foundation in those areas.

~~12.6.2~~12.6.4 There are 4 clusters where students can choose Subjects i.e. 1. Heritage Studies 2. Social Sciences. 3. Languages. 4 Creative Arts (new) 5 Other Schools (NAS and EMS). The Subject range has been expanded to include new disciplines across the 4 clusters. Students can flexibly choose their Subjects in intellectually linked subjects and Subjects.

12.6.5 A number of modules (content) across the disciplines has also been streamlined and sequenced for coherence and disciplinary integrity, while more subjects have been added for diversity.

Year 1	Level	Credits	Year 2	Level	Credits	Year 3	Level	Credits
Semester 1			**Semester 1**			**Semester 1**		
Conversational African Language: Afrikaans	5	16	Afrikaans Morphology & Sociolinguistics	6	20	Afrikaanse Sintaksis en Semantiek	7	24
Conversational African Language: IsiXhoza	5	16	Urban Anthropology	6	20	Anthropological Thought	7	24
Conversational African Language: KhoeKhoe	5	16	Theory & practice African Archaeology	6	20	Evolution & Human Cultural beginnings	7	24
Conversational African Language: Setswana	5	16	Introduction to Literary Genres	6	20	20th Century and Contemporary Literature	7	24
Conversational African Language: Sign Language	5	16	Integrated Heritage Management	6	20	Archaeological / Heritage Impact Assessment	7	24
Introduction to Communication in the Humanities	5	16	Crisis & Consolidation: A History of the 20th Century World	6	20	Race, Resistance & Reconciliation: The Making of Modern South Africa	7	24
South Africa within Global Context	5	16	Developmental Psychology	6	20	Abnormal Psychology	7	24
Theory & Philosophy in the Humanities	5	16	Social Theory	6	20	Industrial Sociology	7	24
SCOR	5	8	Introduction to Setswana literature & oral traditions	6	20	Setswana Culture and Practices		
			Creative Writing - Short Prose Fiction & Drama	6	20	Creative Writing - Long Prose Fiction (novella)	7	24
			Introduction to isiXhosa oral & written literature	6	20	isiXhosa language & applied linguistics	7	24
			Linguistics - Phonetics and Phonology	6	20	Syntax and Semantics	7	24
			Urban Geography	6	20	Geography III	7	24
						Theme Projects	7	24

Year 1	NQF	Credits	Year 2	NQF	Credits	Year 3	NQF	Credits
Semester 2			**Semester 2**			**Semester 2**		
Introduction to Research in the Humanities	5	16	Introduction to Afrikaans literature	6	20	Afrikaans literary genres	7	24
Introduction to Social Anthropology	6	16	Medical Anthropology	6	20	Anthropology and development	7	24
Forging the Modern World: An Introduction to History	6	16	The last 2000 years - frontiers	6	20	Southern African rock art	7	24
Individual and Society	6	16	Introduction to 19th Century Literature	6	20	Origins of the English Language	7	24
Introduction to Psychology	6	16	Museology: Conservation & Curatorial Techniques	6	20	Heritage Project Management	7	24
Introduction to Human Geography	6	16	Contact & Conflict: An Introduction to the History of Africa	6	20	Change & Challenge: A History of Contemporary	7	24
Cultural Heritage and Society in Southern Africa	6	16	Social Psychology	6	20	Psychotherapy and Ethics	7	24
World Archaeology from African Origins	6	16	Contemporary Social Issues	6	20	Politics, Economy and Society	7	24
Introduction to Afrikaans	6	16	Setswana linguistics & applied linguistics	6	20	Traditional and Modern Setswana literature	7	24
Introduction to Literary Genres I	6	16	Creative Writing - Short & Long Prose Non-Fiction	6	20	Creative Writing - Poetry	7	24
Introduction to Linguistics	6	16	isiXhosa Culture and Practices	6	20	Traditional &modern isiXhosa literature	7	24
Introduction to Creative Writing	6	16	Linguistics – Morphology	6	20	Applied Linguistics	7	24
Introduction to isiXhosa	6	16	Introduction to GIS	6	20	Rural Geography	7	24
Khoekhoe Languages and Cultures	6	16						
Introduction to Setswana linguistics,	6	16						
SCOR	5	8						
Total Credits Year 1		144	**Total Credits Year 2**		120	**Total Credits Year 3**		144

12.7 Academic Progression

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

12.7.1 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.

12.7.2 Exclusion from the programme:

Students who have failed more than 50% (credit value of the module) the first or second year are excluded from the programme, but they can appeal to the Registrar to be readmitted. The final decision lies with the readmissions committee.

12.7.3 Repeating modules of study:

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

12.7.4 YEAR 1:

Students take a total of (144 credits).

Students must choose **three** subjects (3 x 16 credit modules in Semester 2 = 48 elective credits) from the list of subjects. Two of the three subjects must be from the same discipline.

PLUS Compulsory subjects: Introduction to Communication in the Humanities, Introduction to Research in the Humanities, Theory & Philosophy in the Humanities, South Africa within the Global Context, Conversational African Languages (16 credits x 5 = and SCOR (2 Semesters x 8 credits = 16 credits)

12.7.5 **YEAR 2:**

In their second year, students take (120 credits). Students **continue** with the second year modules **of the three elective subjects taken in year 1** (3 x 20 credit modules x 2 Semesters = 120 credits).

12.7.6 **YEAR 3:**

In their third and final year, students take (144 credits). They continue with any two of the subjects chosen at Second year (2 x 24 credit modules x 2 semesters = 96 credits).

Each elective has a 24 credit theme project year subject (2 x 24 credit module = 48 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 programme.

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

First Year Compulsory / Generic Subjects					
Semester 1			**Semester 2**		
MODULE CODE	**MODULE NAME**	**CREDITS**	**MODULE CODE**	**MODULE NAME**	**CREDITS**
SCOR61108	Core Curriculum Module	08	SCOR61208	Core Curriculum Module	08
HCOM51116	Introduction to Communication in the Humanities	16	HRES51216	Introduction to Research in the Humanities	16
HTPH5116	Theory & Philosophy in the Humanities	16			
HSAG51116	South Africa within Global Context	16			
Conversational African Languages: (Choose 1)					
HAFC51116	Conversational Afrikaans	16			
HSTC51116	Conversational Setswana	16			
HXHC51116	Conversational isiXhosa	16			
HKHC51116	Conversational Khoekhoe	16			
HSLC51116	Conversational Sign Language	16			

First Year Electives Select THREE (3) modules: Two (2) of the three modules should be from one discipline.						
SUBJECT	**MODULE CODE**	**MODULE NAME**	**CREDITS**	**MODULE CODE**	**MODULE NAME**	**CREDITS**
Semester 1				Semester 2		
SOCIAL SCIENCES						
Anthropology	-	-	-	HANT61216	Introduction to Social Anthropology	16
History	-	-	-	HHIS61216	Forging the Modern World: An Introduction to History	16
Sociology	-	-	-	HSOC61216	Individual and Society	16
Psychology	-	-	-	HPSY61216	Introduction to Psychology	16
Geography	-	-	-	NGEO51416	Introduction to Human Geography	16

First Year Electives Select THREE (3) modules: Two (2) of the three modules should be from one discipline.						
SUBJECT	MODULE CODE	MODULE NAME	CREDITS	MODULE CODE	MODULE NAME	CREDITS
Semester 1				Semester 2		
HERITAGE STUDIES						
Heritage	-	-	-	HHER61216	Cultural Heritage & Society in Southern Africa	16
Archaeology	-	-	-	HARC61216	World Archaeology from African Origins	16
LANGUAGES						
Afrikaans	-	-	-	HAFN61216	Introduction to Afrikaans	16
English	-	-	-	HENG61216	Introduction to Literary Genres I	16
Linguistics	-	-	-	HLIN51216	Introduction to Linguistics	16
Creative Writing	-	-	-	HCRE61216	Introduction to Creative Writing	16
IsiXhosa	-	-	-	HXIH61216	Introduction to isiXhosa	16
KhoeKhoe	-	-	-	HKHO51216	Khoekhoe Languages and Cultures	16
Setswana	-	-	-	HSTS61216	Introduction to Setswana linguistics, spelling & Orthography	16

Second Year Electives Student continues with THREE (3) modules selected in Year 1.						
SUBJECT	**MODULE CODE**	**MODULE NAME**	**CREDITS**	**MODULE CODE**	**MODULE NAME**	**CREDITS**
SEMESTER 1				**SEMESTER 2**		
SOCIAL SCIENCES						
Anthropology	HANT62320	Urban Anthropology	20	HANT62420	Medical Anthropology	20
History	HHIS62320	Crisis & Consolidation: A History of the 20th Century World	20	HHIS62420	Contact and Conflict: An Introduction to the History of Africa	20
Sociology	HSOC62320	Social Theory	20	HSOC62420	Contemporary Social Issues	20
Psychology	HPSY62320	Developmental Psychology	20	HPSY62420	Social Psychology	20
Geography	NGEO62516	Urban Geography	16	NGEO62420	Introduction to GIS	16
HERITAGE						
Heritage	HHER62320	Integrated Heritage Management		HHER62420	Museology: Conservation and Curatorial Techniques	20
Archaeology	HARC62320	Theory & practice in African Archaeology		HARC62420	The last 2000 years - frontiers	20
LANGUAGES						
Afrikaans	HAFN62320	Afrikaans Morphology and Sociolinguistics		HAFN62420	Introduction to Afrikaans literature	20
English	HENG62320	Introduction to Literary Genres II		HENG62420	Introduction to 19th Century Literature	20
Linguistics	HLIN62320	Linguistics - Phonetics & Phonology		HLIN62420	Linguistics - Morphology	20
IsiXhosa	HIXH62320	Introduction to isiXhosa oral & written literature		HIXH62420	isiXhosa Culture and Practices	20
Creative Writing	HCRE62320	Creative Writing: Short Prose Fiction & Drama		HCRE62420	Creative Writing - Short & Long Prose Non-Fiction	20
Setswana	HSTS62320	Introduction to Setswana literature & oral traditions		HSTS62420	Setswana linguistics and applied linguistics	20

Third Year Electives Student continues with THREE (3) modules selected in Year 1.						
SUBJECT	**MODULE CODE**	**MODULE NAME**	**CREDITS**	**MODULE CODE**	**MODULE NAME**	**CREDITS**
SEMESTER 1				**SEMESTER 2**		
SOCIAL SCIENCES						
Anthropology	HANT73324	Anthropological Thought	24	HANT73424	Anthropology and development	24
	HANT73024	Anthropology Selected Theme/Long	24	HANT73024	Anthropology Selected Theme/Long Paper	24
History	HHIS73324	Race, Resistance & Reconciliation: The Making of Modern South Africa	24	HHIS73424	Change and Challenge: A History of Contemporary Africa	24
	HHIS73024	History Selected Theme/Long Paper	24	HHIS73024	History Selected Theme/Long Paper	24
Sociology	HSOC73324	Industrial Sociology	24	HSOC73424	Politics, Economy and Society	24
	HSOC73024	Sociology Selected Theme/Long Paper		HSOC73024	Sociology Selected Theme/Long Paper	24
Psychology	HPSY73324	Abnormal Psychology	24	HPSY73424	Psychotherapy and Ethics	24
	HPSY73024	Psychology Selected Theme/Long Paper	24	HPSY73024	Psychology Selected Theme/Long Paper	24
Geography	NGEO73324 OR NGEO73524	Environmental & Client Studies **OR** Environmental Resource Management	24	NGEO73424	Rural Geography	24
	NGEO73024	Geography Selected Theme/Long Paper	24	NGEO73024	Geography Selected Theme/Long Paper	24
HERITAGE						
Heritage	HHER73324	Archaeological / Heritage Impact Assessment	24	HHER73624	Heritage Project Management	24
	HHER73024	Heritage Selected Theme/Long Paper	24	HHER73024	Heritage Selected Theme/Long Paper	24
Archaeology	HARC73324	Evolution and Human Cultural beginnings	24	HARC73424	Southern African rock art	24
	HARC73024	Archaeology Selected Theme/Long Paper	24	HARC73024	Archaeology Selected Theme/Long Paper	24

Third Year Electives Student continues with THREE (3) modules selected in Year 1.						
SUBJECT	MODULE CODE	MODULE NAME	CREDITS	MODULE CODE	MODULE NAME	CREDITS
SEMESTER 1				SEMESTER 2		
LANGUAGES						
Afrikaans	HAFN73324	Afrikaanse Sintaksis en Semantiek	24	HAFN73424	Afrikaans literary genres	24
	HAFN73024	Afrikaans Selected Theme/Long Paper	24	HAFN73024	Afrikaans Selected Theme/Long Paper	24
English	HENG73324	20th Century and Contemporary Literature I	24	HENG73424	Origins of the English Language and World Englishes	24
	HENG73024	English Selected Theme/Long Paper	24	HENG73024	English Selected Theme/Long Paper	24
Linguistics	HLIN73324	Syntax and Semantics	24	HLIN73424	Applied Linguistics	24
	HLIN73024	Linguistics Selected Theme/Long Paper	24	HLIN73024	Linguistics Selected Theme/Long Paper	24
IsiXhosa	HIXH73324	isiXhosa language and applied linguistics	24	HIXH73424	Traditional and modern isiXhosa literature	24
	HIXH73024	isiXhosa Selected Theme/Long Paper	24	HIXH73024	isiXhosa Selected Theme/Long Paper	24
Creative Writing	HCRE73324	Creative Writing - Long Prose Fiction (novella)	24	HCRE73424	Creative Writing - Poetry	24
	HRCE73024	Creative Writing Selected Theme/Long Paper	24	HRCE73024	Creative Writing Selected Theme/Long Paper	24
Setswana	HSTS73324	Setswana Culture and Practices	24	HSTS73424	Traditional and Modern Setswana literature	24
	HSTS73024	Setswana Selected Theme/Long Paper	24	HSTS73024	Setswana Selected Theme/Long Paper	24

13 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).

13.1 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 Department.

13.2 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.

13.3 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.

13.4 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).

13.5 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), which offer a more detailed description of the conduct and process of examinations.

13.6 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.

13.7 Supplementary Examinations

Students qualify for a supplementary examination when:
12.1.1 A final mark of 40% to 49% is obtained with an examination mark of 40% or more,

OR

12.1.2 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.

13.8 Repeating Modules

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

13.9 Exclusion from a Programme

Students who fail more than 50% (credit value of the modules) of the first or second year are excluded from the programme, but

they may appeal to the University Registrar to be re-admitted. The final decision lies with the Committee on Re-admissions.

13.10 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.

13.11 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.

13.12 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.

13.13 Examination irregularities

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

14.9 Higher Certificate in Heritage Studies

Module code: **NMES51112**

Name of module: Introduction to Earth Sciences

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

Content and module outcomes:

The module 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, human heritage, museology, field archaeology, and the general palaeosciences.

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

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 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: **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 and~~,~~ 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.

14.10 Higher Certificate in Court Interpreting

Module code:	HECS51116
Name of module:	English Communication Skills for Interpreters
Assessment:	Continuous Assessment – 50% Examination (100 marks) – 50%

Content and module outcomes

The emphasis in this module is on aspects such as communication principles, communication styles, verbal and nonverbal communication, theories of communication and organisational/corporate communication. Interpersonal communication within a multicultural corporate environment also comes under the spotlight.

Module code:	HBIS51116
Name of module:	Introduction to basic Interpreting Skills
Assessment:	Continuous Assessment – 50% Examination (100 marks) – 50%

Content and module outcomes

The application of basic interpreting terminologies, theories, concepts and principles which will enable students to be highly effective in the work place comes under the spotlight in this module. Students will also be equipped to apply different interpreting modes depending on a particular context.

Module code:	HLRC61216
Name of module:	Language Refinement for Court Interpreters
Assessment:	Continuous Assessment – 50% Examination (100 marks) – 50%

Content and module outcomes

The effective use of language as a communication tool in particular professional contexts is the theme of this module. The following key skills related to language will therefore be developed and refined: listening, speaking, reading and writing.

Module code: HLTP51116

Name of module: Law Theory and Procedures for Interpreters

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

Content and module outcomes
South African law theory and the court system with all its processes and procedures will be dealt with in this module. This entails aspects such as jurisdiction, presiding officials in the court system, criminal and civil procedures, etcetera.

Module code: HLEE61216

Name of module: Legal English

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

Content and module outcomes
The purpose of this module is to empower students to communicate effectively and efficiently using English as a medium of communication in their everyday interaction with clients, role-players and stakeholders within the legal fraternity. Students will also be equipped to read, comprehend as well as draft and translate legal documents such as letters, contracts, legal memo's, court judgments, etcetera.

Module code: HLIS61216

Name of module: Legal Interpreting Skills

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

Content and module outcomes
The use of interpreting skills within a legal context forms the theme of this module. Students will also be introduced to national and provincial South African language policies, provisions and frameworks.

Module code:	HLIC51116
Name of module:	Liaison Interpreting Contexts
Assessment:	Continuous Assessment – 50% Examination (100 marks) – 50%

Content and module outcomes

HLIC51116: Liaison Interpreting Contexts

This module endeavors to facilitate the interaction and liaison between parties (which could be two individuals, an individual and a small group, or two small groups) from different language backgrounds. The emphasis will therefore be on aspects such as turn-taking, nonverbal communication, ethical conduct and professional behaviour, conflict management and the management of cultural diversity.

14.11 Bachelor of Arts Degree

GENERIC FIRST YEAR MODULES

Module code:	**HCOM51116:**
Name of module:	Introduction to Communication in the Humanities
Assessment:	Continuous Assessment – 50% Examinations (100 marks) – 50%

Content and module outcomes:

The module teaches the basic skills required for effective communications at tertiary level, specifically academic reading and writing, using a range of texts from the humanities (heritage studies, social sciences and languages). This course is less content-oriented and more skill-based.

Module code:	**HTPH5116**
Name of module:	Theory and Philosophy in the Humanities
Assessment:	Continuous Assessment – 50% Examinations (100 marks) – 50%

Content and module outcomes:

This course aims to introduce students to the main debates and issues in social theory and the philosophy of social science. It will examine the philosophical foundations of the social sciences, explore the nature of scientific knowledge, and the differences between the social and the natural sciences. This will include the philosophical, theoretical and political debates that have shaped social theory. This will develop students' capacity for critical and creative thinking; deep and critical understanding of such social issues such as social inequality, difference and change. Attention is paid to social and intellectual contexts, conceptual frameworks and methods, and contributions to contemporary social analysis and the implications of these debates for researching, and interpreting social phenomena in South Africa and in other contexts. Significant thinkers and perspectives will be introduced.

Module code: **HSAG51116**

Name of module: South Africa within the global context

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

Content and module outcomes:

The aim of this course is to examine the making of the South Africa socio-economic and political history and how it was shaped by various legacies of indigenous modes of organisation and colonial rule. It will explore the challenges and opportunities that faced the social and political actors and their footprints in the contemporary development. The principle dynamic in the historical evolution of the South African society will be explored. Furthermore, it will explore the importance of globalisation in shaping social, economic, cultural and political changes in contemporary South Africa. This will help the student in understanding of the South African macro-economic policy and its effects on the lives of the ordinary South African.

Module code: **HRES51216**

Name of module: Introduction to Research in the Humanities

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

Content and module outcomes:

The course foregrounds students with an understanding of doing research in the humanities. It equips students with the knowledge of processes of research, utilising both qualitative and quantitative methodological approaches. The course engages with issues such as theory and conceptual frameworks, and how these underpin and inform the practice of research in humanities. Students will be taught the process of research in humanities, beginning with how to identify a research topic, develop a research problem and research question(s), and underpin these with a justification. Students will then be engaged on how to find, critically analyse, and engage literature which speaks to their areas of research interest and how to meaningfully utilise literature in presenting findings from their fieldwork. The course also entails introducing students to the basics of choosing and implementing appropriate methods, data collection, processing, interpretation and report writing. Importantly, students will be engaged on ethics of doing research.

Module code: **HAFC51116**

Name of module: Conversational African Language: Afrikaans

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

Content and module outcomes:

After completion of this module students will be able to know basic functions in Afrikaans such as greetings, inquiries, asking for direction, asking and responding to questions. Students will also be able to understand the relation between Afrikaans and the other languages in the Germanic language group (as a branch of the broader Indo-European language family). Basic Afrikaans grammar, spelling, vocabulary, idiomatic expressions, customs and cultures will also be part of the module offering

Module code: **HSTC51116**

Name of module: Conversational African Language: Setswana

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

Content and module outcomes:

After completion of this module students will be able to know basic functions in Setswana such as greetings, inquiries, asking for direction, asking and responding to questions. Students will also be able to understand the relation between Setswana and the other languages in the Sotho-Tswana language family. Basic Setswana grammar, spelling, vocabulary, idiomatic expressions, customs and cultures will also be part of the module offering.

Module code: **HXHC51116**

Name of module: Conversational African Language: isiXhosa

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

Content and module outcomes:

After completion of this module students will be able to know basic functions in isiXhosa such as greetings, inquiries, asking for direction, asking and responding to questions. Students will also be able to understand the relation between isiXhosa

and the other languages in the Nguni language family. Basic isiXhosa grammar, spelling, vocabulary, idiomatic expressions, customs and cultures will also be part of the module offering.

Module code:	**HKHC51116**
Name of module:	Conversational African Language: KhoeKhoe
Assessment:	Continuous Assessment – 50% Examinations (100 marks) – 50%

Content and module outcomes:

After completion of this module students will be able to know basic functions in Khoekhoe such as greetings, inquiries, asking for direction, asking and responding to questions. Students will also be able to understand the relation between Khoekhoe and the other languages in the Khoe language family. Basic Khoekhoe grammar, spelling, vocabulary, idiomatic expressions, customs and cultures will also be part of the module offering.

Module code:	**HSLC51116**
Name of module:	Conversational African Language: Sign Language
Assessment:	Continuous Assessment – 50% Examinations (100 marks) – 50%

Content and module outcomes:

After completion of this module students will be able to produce basic signs using the South African Sign Language (SASL) alphabet; understand the SASL grammar; understand the Deaf culture, history and education; and engage in monologues, dialogues and basic conversations using SASL

Module code:	**HAFN61216:**
Name of module:	Introduction to Afrikaans
Assessment:	Continuous Assessment – 50% Examinations (100 marks) – 50%

Content and module outcomes:

After completion of this module students will be competent in applying the different grammar and spelling rules in order to use Afrikaans properly. They will also be able to explain and describe the origin and development of Afrikaans as a language, looking at its European and African histories, especially round the 1900s. Students will also be able to deliberate on language change, language contact and understand the interlanguage theory. Furthermore, students will be competent in comparing different varieties of Afrikaans that are in use today. Lastly, students will show an understanding of the meaning of words, sentences and phrases and be able to explain these.

Module code:	**HAFN62320**
Name of module:	Afrikaans Morphology and Sociolinguistics
Assessment:	Continuous Assessment – 50% Examinations (100 marks) – 50%

Content and module outcomes:

After completion of this module students will be able to describe the concept “Sociolinguistics”; distinguish between Sociolinguistics and traditional Linguistics; recognise different variety levels in selected Afrikaans texts. Furthermore, students will be able to describe the concept “Morphology” and explain different morphological analysis processes.

Module code:	**HAFN62420**
Name of module:	Introduction to Afrikaans literature
Assessment:	Continuous Assessment – 50% Examinations (100 marks) – 50%

Content and module outcomes:

In this module students will be introduced to a brief history of Afrikaans literature. The emancipation of Afrikaans literature will be illustrated by means of selected Afrikaans texts representing different periods in the development of the Afrikaans canon. As such students will be able to identify the unique characteristics and cultural and societal codes of each specific literary period as reflected in those selected texts. The module also provides students with sound theory associated with the study of prose, drama and poetry.

Module code:	**HAFN73324**
Name of module:	Afrikaans Syntax and Semantics
Assessment:	Continuous Assessment – 50% Examinations (100 marks) – 50%

Content and module outcomes:

After completion of this module students will be able to describe the concepts Semantics, Syntax and Pragmatics; explain the conceptual nature of meaning; distinguish the features of meaning; explain basic semantic concepts with appropriate examples; distinguish between different speech acts with appropriate examples; describe the relationship between speaker, hearer and speech acts in different interactive situations and contexts; analyse selected speech situations pragmatically from a speech act perspective; distinguish between a structural and functional approach in the analysis of sentences; distinguish between different sentence types; identify and describe different parts of speech; and analyse different syntactical structures using tree diagrammes

Module code: **HAFN73424**

Name of module: Afrikaans literary genres

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

Content and module outcomes:

After completion of this module students will be able to interpret the nature, approaches and methods of literary theory; critically determine the influence of Dutch literature on the Afrikaans literary tradition; and analyse and evaluate selected contemporary Afrikaans prose, poetry and drama texts within particular socio-political contexts

Module code: **HAFN73024**

Name of module: Afrikaans Selected Theme/Long Paper

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

Content and module outcomes:

Students registering for this compulsory module will be expected to complete a long paper on any selected theme in Afrikaans as a discipline.

ANTHROPOLOGY

Module code: **HANT61216**

Name of module: Introduction to Social Anthropology

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

Content and module outcomes:

In this introductory course students develop an understanding of key terms, concepts, theories and methods of social anthropology through practice and attention to biography. The work of select key figures in global, African and South African anthropological thought is explored and compared to contemporary ethnography. Themes such as gender, race, culture, identity, the body, personhood, kinship, environment and political economy are examined with attention to the context and methods of knowledge production. At the end of this

course students would have developed critical thinking in an anthropological sense: understanding the familiar as unfamiliar and vice versa. Students gain a sense of how the discipline has changed over time, engage with relevant debates, and get a sense of method through practical observations of their own biographies and everyday lives.

Module code: **HANT62320**

Name of module: Urban Anthropology

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

Content and module outcomes:

This course focuses on anthropological perspectives that explore urbanism. Beginning with select global and then African and South African approaches to urban inquiry, these questions and methods are then turned toward Kimberley. Cities should not only be viewed as centres of economic activities, but importantly, of political power. By comparing and then practicing select methods of inquiry such as dwelling, walking the city, mapmaking, sensuous scholarship, biographies of things and more-than-human ethnography students gain an appreciation of ethical questions of representation, development discourse and materiality. The course seeks to understand socio-economic and political issues in cities and engages with various questions: What links the city and the people? How can we think about citizenship and personhood in terms of rural/ urban configurations? In what ways do cities configure patterns of life in the everyday?.

Module code: **HANT62420**

Name of module: Medical Anthropology

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

Content and module outcomes:

What does it mean to inhabit a body? To live and interact with others? How do we know and understand the body, and how does this impact how we treat illness and health? What does this translate between local and global contexts? We begin with a brief study of medical anthropology, asking how it concepts of sickness, healing and the body have been understood over time and from different perspectives (including our own). We study power, institutions and the

construction of knowledge through close readings of contemporary ethnographies. In terms of narrative and representation we consider questions of vulnerability, agency, and power between researchers and interlocutors.

Module code: **HANT73324**

Name of module: Anthropological Thought

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

Content and module outcomes:

The course engages students in anthropological critical thought and anthropological analysis. The course explores the practices and traditions of engaging alterity, 'the other' symbolism and 'culture'. Whilst historical texts, ideologies and schools of thought are studied, these are critically compared to contemporary local and global anthropological work and debates. The course engages non-western ideas and issues and debates on de-coloniality through attention to ethnographic shifts organised according to selected themes such as indigeneity, gender, the environment, representation, youth, kinship and violence.

Module code: **HANT73424**

Name of module: Anthropology and development

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

Content and module outcomes:

These course links students to potential career paths inside and beyond the academy, and to social responsibility in terms of contemporary issues such as environmental degradation and inequity. The course provides a facilitative space to explore ethics – for ourselves, the discipline, and the university. We will be reading critically about applied anthropology, engaged anthropology and anthropology and development, and then carrying out research for a proposal for advocacy or implementation. The course is based on ethical and thoughtful practical research, analysis framed using the anthropological toolkit, professional presentation and creative application. Students learn to ply contextual understanding, theory in anthropology and data resulting from research towards relevant social, environmental and political issues.

Module code: **HANT73024**

Name of module: Anthropology Selected Theme/Long Paper

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

Content and module outcomes:

The course foregrounds students in writing and examining ethnographic texts. Students engages on a particular theme. The theme has to be discussed with students and lecturer concerned, who will be acting as their supervisor. The students prepare a long research paper which examines existing literature and gaps on the theme the students would have chosen.

ARCHAEOLOGY

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 archaeology**.**

Module code: **HARC62320**

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: **HARC62420**

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. 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: **HARC73324**

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: **HARC73424**

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 Interpreting 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.

Module code: **HARC73024**

Name of module: Archaeology Selected Theme/Long Paper

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

Content and module outcomes:

Students registering for this compulsory module will be expected to complete a supervised long paper, a fieldtrip or participate in an archaeological excavation report.

CREATIVE WRITING

Module code*:* **HCRE61216**

Name of module: Introduction to Creative Writing

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

Content and module outcomes:

This module introduces students to different genres of creative writing. The texts selected for this module are drawn from pre- and post-colonial/apartheid eras, a variety of cultures and languages. Students learn how to read creative text for creative nourishment and research. Further, the students engage and respond to creative text through reading and writing groups which will develop the students' critical thinking. The module emphasizes close reading of the texts, and there will be frequent writing assignments.

Module code*:* **HCRE62320**

Name of module: Creative Writing - Short Prose Fiction (flash fiction and short stories) and Drama

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

Content and module outcomes:

This module introduces students to different genres of creative writing namely; flash fiction, short stories and drama. The texts selected for this module are drawn from pre and post-colonial/apartheid eras, a variety of cultures and

languages. Students learn how to read creative text for creative nourishment and research. Further, the students engage and respond to creative text through reading and writing groups which will develop the students' critical thinking. The module emphasizes close reading of the texts, and there will be frequent writing assignments.

Module code*:*	**HCRE62420**
Name of module:	Creative Writing - Short (features) and Long Prose Non-Fiction (biographies and memoirs)
Assessment:	Continuous Assessment – 50% Examinations (100 marks) – 50%

Content and module outcomes:

This module introduces the student to the essential elements of short and long prose non-fiction as biographies and memoirs. Classes include seminars, free writing exercises, reading and feedback groups designed to develop the students' creative abilities enabling them to analyse their own and other writers' work. This module explores different writing styles from a variety of cultures and languages that will inspire and assist students to shape and develop their writing style and voice. The module emphasizes close reading of the texts, and there will be frequent writing assignments.

Module code*:*	**HCRE73324**
Name of module:	Creative Writing - Long Prose Fiction (novella)
Assessment:	Continuous Assessment – 50% Examinations (100 marks) – 50%

Content and module outcomes:

This module introduces the students long prose fiction and strengthens their confidence in analysing and producing creative texts. Classes include seminars, free writing exercises, reading and feedback groups designed to develop the students' voice by exploring different writing styles from a variety of cultures, historical periods and languages. The aim of this module is to enable students to understand how the various techniques and genres open the writer to produce works of art which are relevant and thought provoking. The module emphasizes close reading of the texts, and there will be frequent writing assignments.

Module code*:* **HCRE73424**

Name of module: Creative Writing - Poetry

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

Content and module outcomes:

This module introduces the students to poetry and strengthens their confidence in analysing and producing creative texts. Classes include seminars, free writing exercises, reading and feedback groups designed to develop the students' voice by exploring different writing styles from a variety of cultures, historical periods and languages. The aim of this module is to enable students to understand how the various techniques and genres open the writer to produce works of art which are relevant and thought provoking. The module emphasizes close reading of the texts, and there will be frequent writing assignments.

Module code*:* **HCRE73024**

Name of module: Creative Writing Selected Theme/Long Paper

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

Content and module outcomes:

Students registering for this compulsory module will be expected to complete a long paper on any selected theme in Creative Writing or produce creative texts in any language of choice.

ENGLISH

Module code*:* **HENG61216**

Name of module: Introduction to Literary Genres I

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

Content and module outcomes:

This module which lasts two semesters, introduces students to the basic elements of fiction, namely plot, character, setting, point of view and theme. It focuses primarily on South African and African literature. The module covers the

range of genres: novel (including young adult literature), short story, drama and poetry, introducing two in the first semester and two in the second semester. The module further introduces students to the basic skills needed for reading, understanding and critically analysing literary texts, using the elements of particular literary genres.

Module code: **HENG62320**

Name of module: Introduction to Literary Genres II

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

Content and module outcomes:

This module which lasts two semesters, introduces students to the basic elements of fiction, namely plot, character, setting, point of view and theme. It focuses primarily on South African and African literature. The module covers the range of genres: novel (including young adult literature), short story, drama and poetry, introducing two in the first semester and two in the second semester. The module further introduces students to the basic skills needed for reading, understanding and critically analysing literary texts, using the elements of particular literary genres.

Module code: **HENG62420**

Name of module: Introduction to 19th Century Literature

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

Content and module outcomes:

Building upon the introduction to literary genres, this module broadens the geographical focus, introducing a representative selection of British and American Romantic and 19th century poetry, novels and plays in English. The course focuses on Romantic poetry, but includes 19th century poetry written in England and elsewhere. It also traces the rise of the novel in English, exploring some of the various literary theories that could inform the reading of the texts.

Module code: **HENG73324**

Name of module: 20th Century and Contemporary Literature I

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

Content and module outcomes:

This module exposes students to literary texts and movements of the 20th and 21st centuries. Building on critical skills already developed in the previous modules, it engages students in literary and critical theory. It introduces a range of texts that represent modernist and/or postmodernist and/or postcolonial ideas and ideals. Connections are made between and among these literary trends. The module discusses the cultural, historical and socio-political issues and contexts affecting literary production. Students learn the important role of literature as a tool for social commentary and change. Literary texts may be drawn from both North and South..

Module code: **HENG73424**

Name of module: Origins of the English Language and World Englishes

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

Content and module outcomes:

This module briefly surveys the historical rise of English to dominance/hegemony as a world language. Texts introduced in this module may range from Shakespeare, associated with the 'birth' of English as a literary language to texts written in Englishes from the Caribbean, India and Africa. Building on critical skills already developed in the previous modules, it engages students with the centrality of language in literature and the relationship between language and identity.

Module code: **HENG73024**

Name of module: English Selected Theme/Long Paper

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

Content and module outcomes:

Students registering for this compulsory module will be expected to complete a long paper on any selected theme in English as a discipline.

HERITAGE STUDIES

Module code: **HHER61216**

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: **HHER62320**

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:	**HHER62420**
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: **HHER73324**

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.

Module code: **HHER73624**

Name of module: Heritage Project Management

Assessment: Continuous Assessment – 100%

Content and module outcomes:

In this module students learn to work independently to learn more about conducting research and how to use Project Management within Heritage Resources Management. Therefore, a group project is given to the students so they can put into practice all they have learnt from 1st to 3rd years in Heritage studies. Currently the aim of this module is to use project management as a tool for heritage management projects like building of memorials, marketing campaigns for museums, creation of exhibitions, even commemorative events. The module is more focused on work integrated learning. This is one way of providing experiential learning. However, moving beyond mere site visits, students will critically engage with the McGregor Museums, Africana library, Kimberley Library and the provincial Dept. of Arts, Sport & Culture. Practically as part of the module's learning outcomes and assessments conducted, students will acquire specific skills relevant to the Heritage sector.~~In this module students~~

~~learn to work independently to learn more about conducting research and how to use Project Management within Heritage Resources Management. Therefore, a group project is given to the students so they can put into practice all they have learnt from 1st year to 3rd in Heritage studies. Currently the aim of this module is to use project management as tool for heritage management projects like building of memorials, marketing campaigns for museums, creation of exhibitions even commemorative events etc. The module is more focused in work integrated learning. This is one way of providing experiential learning. However, moving forward students will more engaged within the McGregor Museums, Africana library, Kimberley Library and the provincial Dept. of Arts, Sport& Culture not only doing site visits. Practically as part of learning outcomes and assessments conducted, students will acquire specific skills relevant for the Heritage sector job market with the above mentioned institutions~~

Module code:	**HHER73824**
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 and~~such as~~ oral sources. Examples will be drawnparticularly from the Khoisan communities in the Northern Cape.

Module code:	**HHER73024**
Name of module:	Heritage Selected Theme/Long Paper
Assessment:	Continuous Assessment – 50% Examinations (100 marks) – 50%

Content and module outcomes:

Students registering for this compulsory module will be expected to complete a long paper on any selected theme in Heritage as a discipline.

Module code:	**HHIS61216**
Name of module:	Forging the Modern World: An Introduction to History
Assessment:	Continuous Assessment – 50% Examinations (100 marks) – 50%

Content and module outcomes:

The aim of this module is to introduce undergraduate students to History as a university subject. By following an integrated approach, the module aims to develop students' ability to better understand and implement various historical skills and concepts trough focusing on a range of historical themes and topics. The module will explore some key questions about the study of history: for example, what is history? How and for what purpose do historians study the past? What kinds of debates and controversies result from historical study? How do historians determine facts? Can historical study be truly objective? How is history represented in society? Important themes that will be considered in this module include the contributions made by the Ancient World to the modern, the impact and influence of religions and a global perspective of the early rise and fall of states. A particular focus will be on the rise of modernity where the following topics will be explored: imperialism, production and consumption, revolutions and intellectual transformations, the impact of industrialisation and commerce, as well as the forging of national states and identities.

Module code:	**HHIS62320**
Name of module:	Crisis and Consolidation: A History of the Twentieth Century World
Assessment:	Continuous Assessment – 50% Examinations (100 marks) – 50%

Content and module outcomes:

This module introduces students to the complex nature of twentieth century international political, social and economic history. The topics will assist in the

development of critical thinking, objective reasoning and debating skills. Students will engage with a range of topics, themes and trends of global historical importance. At the end of this module, students will have a better understanding of the different historical factors, ideologies and views that shaped the twentieth century world. The module will explore the following topics: the age of the two world wars, Russia and the Soviet Union, rise and fall of fascism and Nazism, development of China, Civil Rights Movement in the United States of America, end of European Empires, the Cold War, conflict in the Middle East, as well as other global political, social and economic problems..

Module code: **HHIS62420**

Name of module: Contact and Conflict: An Introduction to the History of Africa

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

Content and module outcomes

The purpose of this module is to introduce first-year history students to the study of African history. The course will provide students with a foundation for more in-depth study of the African continent through modules offered in the students' second and third years. It will survey a range of political, social and economic themes from the development of early human societies in Africa to the colonial period. The course will also give particular attention to major social, political and cultural developments in southern Africa from the emergence of pastoralism to the eve of the mineral revolution. The module will explore some of the following topics: pre-colonial state formation and social organisation in Africa, long-distance trade networks, slavery and the slave trade, the exploration and mapping of Africa as well as the political, social and economic impact of and reaction to colonisation in Africa during the nineteenth and early twentieth centuries.

Module code: **HHIS73324**

Name of module: Race, Resistance and Reconciliation: The Making of Modern South Africa

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

Content and module outcomes:

This module endeavours to challenge students understanding of the rapidly changing historical landscape of South Africa from the discovery of minerals to dawn of the democratic era. It will examine a range of literature, sources and topics to explore key developments in South African politics, economy and society with a particular focus on the issues of land, labour and franchise. Important themes will include the discovery of diamonds and gold, the South African War, the making of Union, the development of segregationist policies and legislation, the emergence of early black resistance and class struggles, the rise of Afrikaner and African nationalism, the implementation of apartheid and mass resistance to it, the transition to democracy, reconciliation and related challenges.

Module code: **HHIS73424**

Name of module: Change and Challenge: A History of Contemporary Africa

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

Content and module outcomes:

This module aims to consider a range of themes and topics to make sense of contemporary Africa by analysing its current issues in historical perspective. The module will offer insight into Africa's political systems, its economy and international relations. Using a broad range of primary source materials and considering different theoretical and historiographical perspectives, the course seeks to balance a broad social and political history of the continent with a particular focus on the decolonisation to post-independence period. The module will consider a range of themes, including the legacy of colonial rule, resistance and decolonisation, the social, political and economic realities of the era of independence and beyond, the exercise of power in independent Africa, the rise and demise of the one-party and military states, the adoption of socialism for economic development, violence and state failure, the emergence of democratization, Pan-Africanism and regional integration, Africa and the Cold War, famine, illness and disease, as well as the process of democratization, social stability and economic growth.

Module code: **HHIS73024**

Name of module: History Selected Theme/Long Paper

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. Students will also engage in discussions with practicing public historians to better understand the career options available. At the end of this course, students should feel comfortable to supplement the theoretical component of the course with a variety of practical assignments that analyse the ways in which public historians carry out their work and their responsibilities.

ISIXHOSA

Module code: **HXIH61216**

Name of module: Introduction to isiXhosa

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

Content and module outcomes:
On successful completion of this module, students should be able to:

- Understand the history and development of isiXhosa as a language;
- Explain basic aspects of isiXhosa linguistics related to phonology and phonetics.
- Use spelling rules and orthography of Setswana appropriately, pronounce words accurately and present and edit texts correctly.
The aim of this module is to provide an

Module code: **HIXH62320**

Name of module: Introduction to isiXhosa oral and written literature

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

Content and module outcomes:

In this module students will be introduced to a brief history of Setswana literature and oral traditions. The development of Setswana literature will be illustrated by means of selected Setswana texts representing different periods in the development of the isiXhosa canon. As such students will be able to identify the unique characteristics and cultural and societal codes of each specific literary period as reflected in those selected texts. The will also be able critically analyse the thoughts, themes, beliefs, etc. that are embedded in the narration
of traditional and modern isiXhosa texts. The module also provides students with sound theoretical principles associated with the study of prose, drama and poetry

Module code: **HIXH62420**

Name of module: isiXhosa Culture and Practices

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

Content and module outcomes:

This module introduces students to isiXhosa culture and cultural practices and the role of the isiXhosa language in understanding and interpreting the culture and cultural practices of the Xhosa people. The students will develop an understanding of the relationship between language and culture. The aim of this module is also to develop the students' skills to interpret their own language and culture in relation to other South African cultures.

Module code: **HIXH73324**

Name of module: isiXhosa language and applied linguistics

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

Content and module outcomes:

This module introduces students to sub-disciplines in general and applied linguistics. Aspects such as morphology, semantics, pragmatics, syntax, semiotics, sociolinguistics, lexicography and language acquisition will be

presented in the module.

Module code: **HIXH73424**

Name of module: Traditional and modern isiXhosa literature

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

Content and module outcomes:

After completion of this module students will be introduced to the nature, approaches and/or methods of literary theory. Students will also be competent in identifying the structural components of selected traditional and modern isiXhosa prose, drama and poetry texts and analyse these texts within particular socio-political contexts.

Module code: **HIXH73024**

Name of module: isiXhosa Selected Theme/Long Paper

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

Content and module outcomes:

Students registering for this compulsory module will be expected to complete a long paper on any selected theme in isiXhosa as a discipline.

LINGUISTICS

Module code: **HLIN51216**

Name of module: Introduction to Linguistics

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

Content and module outcomes:

In this module an introduction to language and linguistics will be given. Aspects such as

the nature of human language, its origins, development and acquisition will be investigated. Students will also be introduced to aspects language change, language and society, language and identity and language and politics

Module code:	**HLIN62320**
Name of module:	Linguistics - Phonetics and Phonology
Assessment:	Continuous Assessment – 50% Examinations (100 marks) – 50%

Content and module outcomes:

In this module the study of sounds and the way sound systems and patterns are formed will be introduced to students.

Name of module: isiXhosa Selected Theme/Long Paper

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

Content and module outcomes:

Students registering for this compulsory module will be expected to complete a long paper on any selected theme in isiXhosa as a discipline.

LINGUISTICS

Module code: **HLIN51216**

Name of module: Introduction to Linguistics

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

Content and module outcomes:

In this module an introduction to language and linguistics will be given. Aspects such as the nature of human language, its origins, development and acquisition will be investigated. Students will also be introduced to aspects language change, language and society, language and identity and language and politics

Module code: **HLIN62320**

Name of module: Linguistics - Phonetics and Phonology

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

Content and module outcomes:

In this module the study of sounds and the way sound systems and patterns are formed will be introduced to students.

Module code: **HLIN62420**

Name of module: Linguistics - Morphology

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

Content and module outcomes:

This module will introduce students to word-formation and word structure; morphological operations of languages and the purposes of morphology

Module code: **HLIN73324**

Name of module: Syntax and Semantics

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

Content and module outcomes:

After completion of this module students will be introduced to the concepts of Syntax, Semantics and Pragmatics; distinguish between a structural and functional approach in the analysis of sentences and analyse different syntactical structures using tree diagrammes; explain the conceptual nature of meaning; distinguish the features of meaning; explain basic semantic concepts with appropriate examples; distinguish between different speech acts with appropriate examples; describe the relationship between speaker, hearer and speech acts in different interactive situations and contexts; analyse selected speech situations pragmatically from a speech act perspective.

Module code: **HLIN73424**

Name of module: Applied Linguistics

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

Content and module outcomes:

In this module students will be introduced to Applied Linguistics as a discipline; different processes involved with first and second language acquisition and learning; lexicography; language planning; and aspects of computational linguistics.

Module code: **HLIN73024**

Name of module: Linguistics Selected Theme/Long Paper

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

Content and module outcomes:

Students registering for this compulsory module will be expected to complete a long paper on any selected theme in Linguistics as a discipline.

PSYCHOLOGY

Module code: **HPSY61216**

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: **HPSY62320**

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 human growth and development that occurs from birth to death. Students will be introduced to a range of prominent theoretical approaches on human

development. Students will also gain different perspectives on an array of dimensions related to human development. The module will also allow for students to evaluate concepts of human development and theories as they apply to the South African context.

Module code: **HPSY62420**

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: **HPSY73324**

Name of module: 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: HPSY73424

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.

Module Code: **HPSY73024**

Name of Module: Psychology Selected Theme/Long Paper

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

Content and module outcomes

This research theme aims to introduce students to different concepts, theories, methods and applications emerging from personality psychology. It will further develop students' understanding of some of the multiple factors that influence personality development. Students will also understand theoretical models through which personality differences and similarities between people are explained through understanding ways in which socio-cultural and political factors affect personality development. Students will be introduced to basic psychometric theories and personality assessments.

SETSWANA

Module code: **HSTS61216**

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

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

Content and module outcomes:

On successful completion of this module, students should be able to:

- Understand the history and development of Setswana as a language;
- Explain basic aspects of Setswana linguistics related to phonology and phonetics.
- use spelling rules and orthography of Setswana appropriately, pronounce words accurately and present and edit texts correctly..

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: **HSTS62320**

Module Name: Introduction to Setswana literature and oral traditions

Assessment: Continuous assessment – 50%; Examination – 50%

Content and module outcome:

In this module students will be introduced to a brief history of Setswana literature and oral traditions. The development of Setswana literature will be illustrated by means of selected Setswana texts representing different periods in the development of the Setswana canon. As such students will be able to identify the unique characteristics and cultural and societal codes of each specific literary period as reflected in those selected texts. The will also be able critically analyse the thoughts, themes, beliefs, etc. that are embedded in the narration of traditional and modern Setswana texts. The module also provides students with sound theoretical principles associated with the study of prose, drama and poetry.

Module code: **HSTS62420**

Name of module: Setswana linguistics and applied linguistics

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

Content and module outcomes:

This module introduces students to sub-disciplines in general and applied linguistics. Aspects such as morphology, semantics, pragmatics, syntax, semiotics, sociolinguistics, lexicography and language acquisition will be presented in the module..

Module code: **HSTS73324**

Name of module: Setswana Culture and Practices

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

Content and module outcomes:

This module introduces students to Setswana culture and cultural practices and the role of the Setswana language in understanding and interpreting the culture and cultural practices of the Tswana people. The students will develop an understanding of the relationship between language and culture. The aim of this module is also to develop the students' skills to interpret their own language and culture in relation to other South African cultures.

Module code: **HSTS73424**

Name of module: Traditional and Modern Setswana literature

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

Content and module outcomes:

After completion of this module students will be introduced to the nature, approaches and/or methods of literary theory. Students will also be competent in identifying the structural components of selected traditional and modern Setswana prose, drama and poetry texts and analyse these texts within particular socio-political contexts.

Module code: **HSTS73024**

Name of module: Setswana Selected Theme/Long Paper

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

Content and module outcomes:

Students registering for this compulsory module will be expected to complete a long paper on any selected theme in Setswana as a discipline.

SOCIOLOGY

Module Code: HSOC61216

Name of Module: Individual and Society

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: HSOC62320

Name of module: Social 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: HSOC62420

Name of module: Contemporary Social Issues

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: HSOC73324

Name of module: Industrial Sociology

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: HSOC73424

Name of module: Politics, Economy and Society

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.

Module Code: HSOC73024

Name of Module: Sociology Selected Theme/Long Paper

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.

15 ACADEMIC CALENDAR – 2021

- **Registration and orientation week**
- **Teaching blocks**

Semester 1	
Teaching Block 1	Teaching Block 2
Semester 2	
Teaching Block 3	Teaching Block 4

- **Examination dates**

Main Mid-Year	Main Year-End
Supplementary Mid-Year	Supplementary Year-End

****The information above needs to be aligned with the dates on the university calendar**

SCHOOL UMANITIES: PROGRAMME RULES AND INFORMATION 2021

Printed by ***SwiftPrint***, Tel: 053 839 2900