ST AUGUSTINE
COLLEGE
OF SOUTH AFRICA
2020

PROSPECTUS

ST AUGUSTINE COLLEGE OF SOUTH AFRICA NPC
Company Registration No 1997/020522/08 NPO – 043-665
PBO – RG/01114/07/05

53 Ley Road
Victory Park
2195 Johannesburg

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Linden 2104

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Website: www.staugustine.ac.za

See map and directions at the end of the Prospectus.

For the policies in operation at the College please consult the About Us / Governance page of the website.

ST AUGUSTINE COLLEGE OF SOUTH AFRICA
Registered with the Department of Higher Education and Training as a Private Higher Education Institution under the Higher Education Act, 1997. Registration Certificate No. 2000/HE08/002

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I. MISSION STATEMENT

St Augustine is a Catholic tertiary academic institution dedicated to providing quality teaching, learning and research. Mindful of its African context and the ambition that education should enhance the development of the whole of the human person, St Augustine holds inviolate the core principles of respect for the dignity of the human person and promotion of the common good. Embracing of diversity and the free exchange of ideas, St Augustine is committed to the spirit and values of the Catholic Intellectual Tradition, and aims to produce 'graduates who have learnt to think vigorously, so as to act rightly, and to serve humanity better.'

II.   CODE OF ETHICS

1.   Purposes

The purposes of the code of ethics are:
- to express who we are and what we seek to stand for
- to guide the behaviour of our trustees, directors, senators, staff and students in their relationships with each other and other stakeholders
- to achieve the distinctive character and uniqueness which fulfils our vision.

2.   Our mission

The College is a centre of research and higher education seeking to promote intellectual and ethical leadership by:
- contributing the resources of the Catholic intellectual tradition and Catholic social teaching to the critical development and transformation of human culture
- offering a critically grounded, values-based education for the development and renewal of the southern region of Africa and for the whole continent of Africa

Our mission statement embodies Catholic social teaching evidenced by the following explicit values:
- human dignity (the freedom and dignity of the individual)
- solidarity (mutual connection, inclusiveness and obligation to each other)
- stewardship (responsibility and accountability, for the common good)
- ethical leadership
- academic excellence
- critical realism
- creative, imaginative thinking

The Board of Directors is encouraged to:
- establish the values of the institution in support of its vision and mission
- formulate principles and standards of ethical business practice in support of such values (this will guide all policies, e.g. HR policies)
- confirm the ethics direction and strategy of the college following consultation with stakeholders
- ensure communication of the agreed principles and standards to affected stakeholders in codified form
- subscribe to and assume responsibility and accountability to stakeholders for compliance with such principles and standards

Our Board has accepted responsibility to undertake this challenge and has followed an inclusive process of consultation with stakeholders in finalising this code. All trustees, directors, staff and students of the College should be guided by the following ethical principles in all their relationships with each other and other stakeholders.

3.   Code of Ethics of St Augustine College of South Africa

(1)   Ethical Leadership/Sound Governance

The College is committed to ethical leadership and sound governance and embraces agreed principles of Corporate Governance in South Africa, *insofar as they are appropriate for the College.* Further to such principles, St Augustine has formulated and implemented a code of ethics that recognises the following core values:
- Fairness

- Transparency
- Honesty
- Non-discrimination
- Accountability and responsibility
- Respect for human dignity, human rights and social justice

(2) Respect for Human Dignity

The freedom, dignity and human rights of the individual should always be recognised and respected.

In our multi-cultural society the cultural context of any issue should be considered and there should be no discrimination on the basis of colour, creed or race.

We value the whole, human person: physical, intellectual, moral and religious. To ensure this would mean:
- Preserving the right to each person's good name
- Preserving the integrity of each level of the person e.g. avoiding physical harassment, preserving intellectual property, respecting the moral and religious choices of each and avoiding proselytising

We support freedom of choice and the holistic development and growth of each person and oppose those actions or attitudes which undermine or erode a person's dignity. To ensure this would mean:
- Avoiding all forms of coercion, manipulation and disrespect
- Avoiding all forms of literature or media that undermine human dignity
- Encouraging, as far as the budget allows, opportunities for staff development and growth

(3) Solidarity and Academic Excellence

We should show solidarity through mutual connection, inclusiveness and obligation to each other. We value relationships with others and are committed to building these. To ensure that would mean:
- Open and honest communication – when there is correction needed, this is done first privately with the individual without third parties (even a cc email is a third party). When there is no improvement it is then taken to the line manager;
- Attending and encouraging opportunities for interaction between staff.

We value sharing, generosity of spirit, loyalty and contributing to each other as well as to the common good. This would mean:
- Being concerned about the health and work load of others and offering to help when this is feasible and compatible with one's own health and work
- Going beyond the call of duty, without compromising one's own health or commitments, when this can be of benefit to the common good of the college
- Putting one's strengths at the service of the college community, especially when one's strength is another's weakness

The achievement of academic excellence, which is contextually relevant, balanced with personal growth and individuality should be accepted.

(4) Stewardship and Subsidiarity:

We value the right of the person to accomplish what he or she can and encourage the development of each person's potential wherever they are in the organisation. This means:
- Believing in the effectiveness of encouragement - rather than criticism
- Being available to give advice and advice when requested without being pedantic

On the other hand we value the support that the larger/higher bodies can give to the smaller or individual where this is empowering, rather than "encroaching" or destructive.

(5) The Common Good and Critical Realism

All our actions should be for the common good and undertaken with responsibility and accountability.

The common good is that set of conditions which enable the efficacious development of each person's whole humanity without that undermining another.

The common good is more than the greatest happiness for the greatest number, because it believes that the way minorities are upheld is a barometer for the quality of justice of the whole.

The common good believes that we can only be fully human in community with others and that the communities we belong to need to be compatible so that our personalities can be brought into a harmonious unity.

(6) Justice and Creative Thinking

We value a just and fair distribution of the benefits and burdens of working together as individuals in community.

In the work place we realise that the norms that govern justice are those contained in the statutes and terms of reference of the college.

We are committed to all types of justice as outlined in CST, but also realise that there are situations where justice must be tempered with mercy and reconciliation.

Justice to the institution will mean that outside the College its good name is upheld and that problems are dealt with, with respect to subsidiarity, within the College.

(7) The Option for the Poor

The preferential option for the disadvantaged should always be considered.

We value commitment to, and solidarity with, those who are marginalised in our society and realise that in the College there will be times when the needs of the marginalised have to take preference over those who are not.

Such a commitment implies that our actions will reflect this option, in the knowledge that there are many forms of poverty and ways in which these can be best addressed.

III.   HISTORICAL NOTE

Shortly after the formal establishment of the Catholic Hierarchy in South Africa in 1951, the ambition was first mooted to found a Catholic university in the country. The idea was taken a step further in 1993 when a discussion group – initiated by Professor Emmanuel NGARA, then the Deputy Vice-Chancellor at Fort Hare University, and including Catholic academics, clergy and business persons – began seriously to consider the matter.

Following a symposium convened in January 1994, a report was prepared by Professor NGARA and, then, Fr Buti TLHAGALE OMI, for the South African Catholic Bishops' Conference. The proposed university, held the report, was to have three areas of responsibility: 'to its students, to the Kingdom of God, and to the Church'. The report recommended the establishment of a Catholic university based on three primary reasons:

Studies on higher education in Africa have shown that secular universities do not include issues of morality and character formation in the education that they provide; this creates a gap in the training of future leaders and those who are destined to occupy positions of importance in society.

Educated Catholics are not sufficiently informed about matters that affect their conduct as Christians in modern society – matters such as business ethics and Christian practice in the workplace. (Participants at the symposium had questioned the vitality of Catholic intellectual life in the Church in Southern Africa.)

The planning group desired that Catholic intellectuals play their part in helping the Church to deepen its commitments to the mission of evangelisation and renewal. They wanted to precipitate a qualitative change in catholic intellectual life and Catholic intellectual education in general.

On 18 February 1997, the then Bishop of Johannesburg, the Rt Rev Reginald ORSMOND, created The Catholic University of Southern Africa Trust (later renamed the St Augustine College of South Africa Trust) to guide the process. In November 1997, a Section 21 Company (not for profit) was registered as a provider of higher education within the Catholic Intellectual Tradition.

The name chosen for the proposed institution was 'St Augustine' – a conscious link to the African context: St Augustine of Hippo being one of the earliest and greatest Christian scholars produced by the continent.

In January 1999 – less than two years after the South African state had promulgated its new Higher Education Act allowing for the establishment of private higher education institutions – a formal application was submitted to the national Department of Education to establish a private university; seven months later, on 5 July, conditional permission was granted to St Augustine to function as a private higher education institution and to offer the degrees of Master of Philosophy and Doctor of Philosophy.

On 13 July 1999, St Augustine was officially opened by the Deputy Minister of Education; in the same month it started teaching its first students at rented property on the site of the old Union Observatory in Johannesburg. St Augustine was established according to the norms of the Apostolic Constitution on Catholic Universities (1990), *Ex Corde Ecclesiae*.

At the end of 2001, the College was able to purchase the Holy Family Centre at 53 Ley Road in Victory Park, Johannesburg, and moved at the end of January 2002 to its current campus. The purchase was made possible by a generous donation of the Catholic Diocese of Rottenburg-Stuttgart in Germany and the support of the Southern African Catholic Bishops' Conference.

In August 2008, after serious examination of the matter, a Plenary Assembly of the South African Catholic Bishops' Conference sitting in Pretoria, decreed the canonical recognition of St Augustine as a Catholic 'university' – which decree granted to St Augustine its governing Statutes. In the same year, St Augustine was recognised by the Congregation for Catholic Education, in the Vatican, as a Catholic 'university'.

Since its foundation, St Augustine's degree offerings have increased significantly. Original accreditation for doctoral, masters, and political leadership programmes was received In July 2004. In 2006 the BEd (Hons) was added; in April 2008, the Bachelor of Commerce (PPE) and Bachelor of Theology degrees were accredited; in May 2009, the Bachelor of Arts degree was accredited. The first undergraduate Bachelor degrees were conferred at the 2012 graduation. Also in 2012, Honours degrees in Theology and Peace Studies were offered. Most recently, in 2015, an Honours degree in Philosophy was accredited. Although suspended in 2013, in January 2016, the undergraduate degrees of Bachelor of Arts and Bachelor of Theology were reintroduced, and, in January 2018, the Bachelor of Commerce (PPE) was reintroduced.

IV. PERSONNEL

OFFICE BEARERS OF THE COLLEGE

Grand Chancellor
Most Rev Archbishop Jabulani A **NXUMALO** OMI, BTh STL (PUG Rome), BA (UNISA), LScrip (PIB Rome)

President and CEO
Prof Garth ABRAHAM, BA BA (Hons) MA (Natal), LLB (UCT), LLM (Wits)

President Emeritus
Rev Sr Prof Edith **RAIDT**, BA (Hons) BEd MA PhD (UCT), DLitt *honoris causa* (Potchefstroom, Wits, UPE), DEd *honoris causa* (Natal)

Chairman of the Board of Directors
Mr Brian **SCALLAN**, BSc (Chemical Engineering) (UCT), BCom (UNISA), MBA (UCT)

Academic Dean (*Acting*)
Prof Rex **van VUUREN**, BA (Hons) MA DPhil (Pretoria)

Registrar
Mrs Petru **HARRISON**, BBibl (UFS)

ACADEMIC STAFF

Professors [P] & Associate Professors [AP]
Prof Garth **ABRAHAM**, BA BA (Hons) MA (Natal), LLB (UCT), LLM (Wits) [AP]
Prof Therese Marie **SACCO**, BSocSci (Natal), BASocWk (Hons), MEd (Wits), DPhil (St Augustine ZA) [AP]
Prof Jakub **URBANIAK**, MTh DTh (Adam Mickiewicz University), PhD (European University of Brittany) [AP]

Senior Lecturers
Rev Sr Dr Judith **COYLE,** IHM, BA (Marygrove College), MA (Notre Dame), DTh (UNISA)
Dr Jaco **KRUGER**, BA (Hons) BTh (Hons) MA (NWU), DLitt et Phil (UNISA)

Lecturers
Mr Evan **CUPIDO**, BA (Hons) MA (Stellenbosch)
Mr John **HAMATHI**, BA (Hons) (Zimbabwe), MA (Botswana) [Co-ordinator HCBS]

Part-Time Lecturers (Undergraduate Programme)
Rev Fr Martin **BADENHORST** OP, BTh (PUU Rome), STL (PUST Rome)
Mrs Doris **BANDA**, BA (University of Zambia), BEd MEd (Wits)
Prof Raphael **de KADT**, BA (Hons) (Wits)
Prof Graham **DUNCAN**, BA (Hons) (Aberdeen), MTh DTh (UNISA) PhD (Pretoria)
Rev Fr Dr Anthony **EGAN** SJ, BA (Hons) MA (UCT) BA (Hons) (London) PhD (Wits)
Prof Phillip **FRANKEL**, BA BA (Hons) MA (Wits) MA PhD (Princeton)
Prof Michael **GLENNCROSS**, BSc (Leeds), BSc (Hons) BEd (UNISA), MPhil DPhil (Zimbabwe), PGCE (London)
Dr Brima **GOVENDER van NIEKERK**, BTh (UDW), MA (Biblical Studies) (RAU), PhD (Sociology of Religion) (Wits)
Dr Nontando **HADEBE**, BTheol MTheol (Natal), DPhil (St Augustine ZA)
Dr Leila **HASSIM**, BA PGCE (UWC), BA (Hons) MA PhD (Wits)
Ms Tanya **HEALY**, BA, PGDipEd MA (UNISA)
Mr Michael **KHOROMMBI**, BA (St Augustine ZA), MA (University of Yaounde II)
Adv Elizabeth **KRIEGLER**, BA LLB (Wits)
Dr Serge **KUBANZA**, BA BA (Hons) MSc PhD (Wits)
Mr Jimmy **KYRIACOU**, BA (Hons) LLB (Wits), MPhil (Theology) MPhil (Philosophy) (St Augustine ZA)
Mr Curtis **LOVE**, BTh (Hons) (Baptist Theological College), MPhil (St Augustine ZA)
Dr Leonard **MARE**, BA BA (Hons) MA DLitt et Phil (RAU), DipTheo (AFM Theological College)
Ms Bridget **McINTOSH-HODGE**, BA (UNISA)
Rev Fr Brian **MHLANGA** OP, BA BTh (SJTI Cedara), MBA (MANCOSA)
Mr Milton **MILARAS**, BSc BSc (Hons) (RAU), MSc (UJ)
Rev Fr Dr Emmanuel **MOSOEU** OMI, BTh (PUG Rome), PhD (UFS)
Ms Sam **MTHEMBU**, BPsych MA (UJ)
Mrs Mutsa **MUGANGAVARI**, BA LLB LLM (Rhodes)

Mr Charl-Pierre **NAUDE**, BA BA (Hons) (US) MA (UFS)

Rev Fr Mduduzi Lawrence **NDLOVU**, BA (SJVS Pretoria), BDiv MTh (Heythrop)

Mrs Peggy **O'HAGAN**, BSc HED BEd (Hons) (UNISA), MPhil (St Augustine ZA)

Mr Patrick **O'HALLORAN**, BA (Fordham), MA (Rhodes)

Dr Lynette **OSIEMO**, LLB (Nairobi), DipLaw (Kenya), CPA (Kenya), LLM PhD (Wits)

Dr Laura **PHILLIPS**, BSc (UCT), BA (Wits), MSc (Oxford), PhD (NYU)

Dr Henry **TANTOH**, BA BA (Hons) MA (Dschang), PhD (Wits)

Adv Trish **van der NEST**, BA LLB (UCT), Di HOM (UK), FBIH, MSc (Bioethics & Health Law) (Wits)

Prof Rex **van VUUREN**, BA (Hons) MA DPhil (Pretoria)

Sessional Lecturers (Postgraduate Programmes)

Rev Fr Martin **BADENHORST** OP, BTh (PUU Rome), STL (PUST Rome)

Msgr Dr Marc **de MÛELENAERE**, BA (UNISA), BTh (PUU Rome), JCB JCL JCD (St Paul), BCL MCL PhD (Ottawa)

Prof Jan **JANS**, PhD STD (KUL)

Dr Bernard **MATOLINO**, BA BA (Hons) (Natal), MA PhD (UKZN)

Rev Fr Dr Rodney **MOSS**, Natal Sen Teacher's Dip BA (UNISA), BD (PUU Rome), BCL (St Paul), MTheol DTheol (UDW)

Prof Thomas **RYAN**, BSc M Ind Admin MBA (UCT)

Prof Marilise **SMURTHWAITE**, BA (Hons) (Wits), BA (Hons) HDE (UNISA), MPhil DPhil (St Augustine ZA)

Rev Fr Dr Wojciech **SZYPULA**, SVD, BA (DWC Nysa), MDiv MA (CTU Chicago), PhD (PUG Rome)

Rev Fr Dr Gerard **WALMSLEY**, BA (Hons) (Heythrop), PGCE (London, IOE), MTh (Heythrop), PhD (Boston College)

ADMINISTRATION

President's Office

President: Prof Garth **ABRAHAM**, BA BA (Hons) MA (Natal), LLB (UCT), LLM (Wits)

Finance Officer: Mr Mario **BARI**, BCom (Pretoria), BCompt (Hons) (UNISA), CA (SA)

Accounts Officer: Mrs Jean **KIRBY**, Bookkeeping Dip.

Human Resources Officer: Ms Lynn **PRETORIUS**, BA (Hons) (Ind Pscy) BA (Hons) (Labour Law) (UJ)

Marketing Officer: Ms Mologadi **MOTHOA**, Nat Dip (Sport Management), BTech (Bus Admin) (UJ)

Registrar's Office

Registrar: Mrs Petru **HARRISON**, BBibl (University of the Free State)

College Administrator: Mrs Helen **HARTWIG,** BA (SocSci) (UNISA)

College Administrator: Mr Thulani **DUBE**, Medical Practice Assistant Diploma (Oxbridge), Project Management Certificate (Monash University), BBA (Regenesys)

Proctor: Dr Jaco **KRUGER**, BA (Hons) BTh (Hons) MA (NWU), D Litt et Phil (UNISA)

Facilities

Facilities Manager: Mr Jean-Marie **UWIMANA,** BSc Bsc (Hons) (UNISA)

Housekeeper: Ms Hlakudi Maria **MOHLOBA**

Groundsman: Mr Sam **LWANJA**

Groundsman: Mr Onwell **PURAZENI**

Faculty Office

Academic Dean (*Acting*): Prof Rex **van VUUREN**, BA (Hons) MA DPhil (Pretoria)

Heads of Academic Departments

Humanities:

Dr Jaco **KRUGER**, BA (Hons) BTh (Hons) MA (NWU), D Litt et Phil (UNISA)

Social Sciences:

Prof Terry **SACCO**, BSocSci (Natal), BASocWk (Hons) MEd (Wits) DPhil (St Augustine ZA)

Theology (*Acting*):

Rev Sr Dr Judith **COYLE** IHM, BA (Marygrove College), MA (Notre Dame), DTh (UNISA)

Library
Librarian: Ms Dianne **MAN,** BA HDipEd (Wits), HDipLib (UNISA)
Library Assistant: Ms Cecilia **FORD,** BA (Rhodes), HDipLib (Wits)

GOVERNING BODIES

Board of Directors

Chairperson:	SCALLAN, BP
Vice-Chairperson:	KOURIE, DG
Member:	ANTONIE, MJ
Member;	MAEPA, E
Member:	MOHAFA, KH
Member:	PHALATSE, CWL
Member:	ROSE, TG
Member:	ABRAHAM, G (President, *ex officio*)
Registrar:	HARRISON, P (in attendance)
Senate Representative:	URBANIAK, J

The Board of Directors has established the following committees to assist in its work:
Executive (Audit and Finance, Fundraising, Strategic Planning, Remuneration) Committee
Marketing and Public Relations
College Marketing Committee

Senate

Ex officio Executive Members

Chairperson:	ABRAHAM, G (President, ex officio)
Registrar:	HARRISON, P
Academic Dean (Acting):	**Van VUUREN,** Prof Rex, BA (Hons) MA DPhil (Pretoria)

Academics with rank of Chair or Professor, and Heads of Departments

HoD Humanities:	KRUGER, J
HoD Social Sciences:	SACCO, TM
HoD Theology:	COYLE, J
URBANIAK, J [AP]	

Non-Executive Members
de MÛELENAERE, M
DUNCAN, G
IRVINE, DM
KOURIE, C
STRIVENS, E
Staff Representative
CUPIDO, E
Representative of Board of Directors
SCALLAN, B
Vacant (One elected member of Faculty Board)

Senate has established the following committees to assist in its work:
Library Committee
Publications, Research, and Editorial Committee
Academic Direction Committee
Ethics Committee

Board of Trustees

Chairperson	NXUMALO, JA (Archbishop)
Deputy Chairperson:	STOCKILL, JJ
Trustee:	FYNN, TM
Trustee:	ABRAHAM, G (President, *ex officio*)

V. ACADEMIC MATTERS

1. CERTIFICATES AND DEGREES OFFERED

The College has been accredited by the national Department of Higher Education and Training (DHET), through the Council for Higher Education (CHE), to offer the following qualifications:

Title of College	St Augustine College of South Africa
Abbreviation	St Augustine ZA

Title of Qualification	Minimum Length Mode of Instruction	NQF Level credits	Abbreviation
Higher Certificate in Biblical Studies	2 yrs p-t distance	NQF level 5 120 credits	Higher Cert Biblical Studies
Bachelor of Arts	3 yrs f-t 6 yrs p-t contact	NQF level 7 384 credits	BA
Bachelor of Commerce (Philosophy, Politics and Economics)	3 yrs f-t 6 yrs p-t contact	NQF level 7 400 credits	BCom (PPE)
Bachelor of Theology	3 yrs f-t 6 yrs p-t contact	NQF level 7 400 credits	BTh
Bachelor of Arts Honours in Peace Studies	2yrs p-t contact	NQF level 8 120 credits	BA(Hons) (PS)
Bachelor of Arts Honours in Philosophy	2yrs p-t contact	NQF level 8 120 credits	BA(Hons) (Phil)
Bachelor of Education Honours (Religious and Values Education) *	2yrs p-t contact	NQF level 8 120 credits	B.Ed.(Hons) (Relig and Values Ed)
Bachelor of Theology Honours	2 yrs p-t contact	NQF level 8 120 credits	BTh(Hons)
Master of Philosophy in Applied Ethics	2 yrs p-t contact	NQF level 9 200 credits	MPhil (Applied Ethics)
Master of Philosophy in Culture and Education	2 yrs p-t contact	NQF level 9 200 credits	MPhil (Culture and Education)
Master of Philosophy in Philosophy	2 yrs p-t contact	NQF level 9 200 credits	MPhil (Philosophy)
Master of Philosophy in Theology	2 yrs p-t contact	NQF level 9 200 credits	MPhil (Theology)
Doctor of Philosophy in Philosophy	4 yrs p-t contact	NQF level 10 360 credits	DPhil (Philosophy)
Doctor of Philosophy in Theology	4 yrs p-t contact	NQF level 10 360 credits	DPhil (Theology)
*** This programme is in abeyance for 2020**			

(Abbreviations for titles of the College and of the qualifications have been approved by Senate.)

2. MODE OF INSTRUCTION AT THE COLLEGE

Contact, with the exception of the Higher Certificate in Biblical Studies, which is offered as a distance learning programme.

The **degrees of Doctor** are undertaken by means of study and research under the guidance of a supervisor and the submission of a thesis.

The **degrees of Master** are all offered *either* by course work and a mini-dissertation *or* by Research Only and the submission of a dissertation.

The **degrees of Honours** are offered by course work and a Research Project. The latter is undertaken under the guidance of a supervisor.

The **Bachelor degrees** are offered on a full-time basis with a semesterised timetable. The BCom (PPE) and the BTh are also offered on a part-time basis.

3. ACADEMIC STANDARDS

The College believes firmly in academic freedom. It is committed to maintaining a reputation for high academic standards associated with its accreditation status from the National Department of Education. Its graduates are recognised and valued anywhere in the world.

Through the international network of Catholic universities and the rich tradition of Catholic tertiary education, St Augustine College has access to a wide pool of eminent academics, both locally and abroad. It shares those riches for the common good of South Africa. Every formal examination, every mini-dissertation and every dissertation and thesis is subject to assessment by both internal assessors and external moderators either in South Africa or abroad.

4. LANGUAGE POLICY

The language of instruction at the College is English and all assignments, examinations and assessments are in English. There are two exceptions to this, namely, in the degree of Master of Philosophy and the degree of Doctor of Philosophy where a candidate may be given special permission under certain conditions, to present his or her dissertation or thesis in a language other than English.

VI.   CALENDARS: 2020

1.   UNDERGRADUATE AND POSTGRADUATE CALENDAR

EVENT	Date	Day	TO	Date	Day
COLLEGE RE-OPENS	03 Jan	Fri			
POSTGRADUATE TEACHING WEEK MPhil and Honours Programmes	06 Jan	Mon	TO	10 Jan	Fri
RESEARCH DESIGN & METHODS WORKSHOP	13 Jan	Mon	TO	15 Jan	Wed
Undergraduate : APPLICATIONS CLOSE	17 Jan	Fri			
Undergraduate : REGISTRATION	24 Jan	Fri			
Undergraduate : ORIENTATION	31 Jan	Fri			
Undergraduate : TERM 1	03 Feb	Mon	TO	13 April	Mon
ACADEMIC WRITING WORKSHOP	26 Mar	Thurs	TO	27 Mar	Fri
POSTGRADUATE TEACHING WEEK MPhil and Honours Programmes	30 Mar	Mon	TO	03 April	Fri
Undergraduate : TERM 2	14 April	Tues	TO	12 June	Sat
GRADUATION	08 May	Fri			
Undergraduate : STUDY BREAK	25 May	Mon	TO	28 May	Thurs
Undergraduate : EXAMS	29 May	Fri	TO	11 June	Fri
Undergraduate : MID-YEAR BREAK	12 June	Sat	TO	13 July	Sun
POSTGRADUATE TEACHING WEEK MPhil and Honours Programmes	29 June	Mon	TO	03 July	Fri
Undergraduate : REGISTRATION (July Intake)	06 July	Mon			
Undergraduate : TERM 3	13 July	Mon	TO	28 Aug	Fri
Undergraduate : MID-TERM BREAK 1	28 Aug	Fri	TO	04 Sept	Fri
Undergraduate : TERM 4	07 Sept	Mon	TO	20 Nov	Fri
Undergraduate : MID-TERM BREAK 2	23 Sept	Wed	TO	04 Oct	Fri
POSTGRADUATE TEACHING WEEK MPhil and Honours Programmes	28 Sept	Mon	TO	02 Oct	Fri
Undergraduate : STUDY BREAK	02 Nov	Mon	TO	05 Nov	Thurs
Undergraduate : EXAMS	06 Nov	Fri	TO	20 Nov	Fri
COLLEGE CLOSES	12 Dec	Sat	TO	01 Jan	Fri
COLLEGE RE-OPENS for 2021	04 Jan	Mon			

2.   PUBLIC AND COLLEGE HOLIDAYS, 2020 (College closed, unless otherwise specified)

New Year's Day	01 Jan	Wed
Human Rights Day	21 Mar	Sat
Holy Thursday	09 Apr	Thurs
Good Friday	10 Apr	Fri
Family Day	13 Apr	Mon
Freedom Day	27 Apr	Mon
Workers' Day	01 May	Fri
Youth Day	16 June	Tues
St Augustine Foundation Day	13 July	Sun
Women's Day	09 Aug	Sun
Public Holiday	10 Aug	Mon
St Augustine Day (College Open)	28 Aug	Fri
Heritage Day	24 Sept	Thurs
College Holiday	25 Sept	Fri
Day of Reconciliation	16 Dec	Wed
Christmas	25 Dec	Fri
Day of Goodwill	26 Dec	Sat

VII.   FACILITIES

1.   LIBRARY

(1)   **The College Library**

The College library started in July 1999 with only a handful of books, and grew slowly at first. It now has approximately 35,000 items, subscribes to selected national and international scholarly journals and multi-disciplinary electronic databases.

This steep growth of the library has been largely due to the generosity of our donors, who enabled the library to purchase much needed books and equipment such as shelving, a book security system, furniture, student computers and electronic databases. In addition, the library received large donations of books from various American universities. In 2009 the College purchased the complete works of John Henry Cardinal Newman, and is the only library in Africa in possession of this collection.

The library stock is concentrated on the subject fields offered at St Augustine College. The library has the following services and facilities: lending services, information services, study, computer and photocopying/printing facilities.

Members of the community may apply for membership of the College Library subject to payment of a prescribed membership fee.

(2)   **The Grimley Library**

Bishop Grimley (PhD) was the second Bishop of Cape Town and succeeded Bishop Patrick Griffiths OP as Vicar Apostolic in 1862. Bishop Grimley had formerly been curate in Arran Quay, Dublin, and brought his extensive doctoral library with him. This was housed in the Chancery, Cape Town, until 2002 when it moved to the Cape Town Diocesan Seminary – St Francis Xavier. During the time in the Chancery additions to the Library include an interesting Africana Section and the Abbot Migne Patrology Collection (the only complete set in Africa) and some more recent Liturgical Books. In 2008, Archbishop Lawrence Henry, Catholic Archbishop of Cape Town, kindly bequeathed the Collection to St Augustine College of South Africa on perpetual loan. There are approximately 1665 volumes in the Grimley Library which range in the areas of Philosophy, Theology and Liturgy. Given the antiquity of the collection, it is not open for borrowing purposes. Scholars interested in working with volumes in the Grimley Library may do so on site and under the supervision of the College Librarian. Since the books of the Grimley Library range in publication dates from the 16th to the 19th centuries, it is the oldest theological library in South Africa.

2.   RESIDENCE AND OTHER FACILITIES

(1)   Residence

The College has a list of accommodation available for students at the homes of residents in the vicinity of the campus. In addition postgraduate students may also make a reservation at local B&Bs.

(2)   Chapel

The College has its own beautiful chapel, which is large enough to accommodate 180 people.

(3)   Auditorium

The auditorium is a modern multimedia facility which can seat 180 people and which boasts simultaneous translating facilities.

(4)   Lecture Theatres and Teaching Rooms

The College has two state-of-the-art lecture theatres which have digital and internet facilities that can accommodate 70 people each, two computer centres, and a number of newly refurbished teaching and meeting rooms.

VII. AWARDS

1. BONUM COMMUNE

St Augustine College has created an award to honour people who have made outstanding contributions to the common good, or who have made significant and exceptional contributions to the academic endeavour, particularly those who contribute in some way to the welfare and improvement of society. This is in line with the College's mission of ethical leadership and its commitment to the common good. In the same way as a state university would award an honorary degree, so St Augustine College created the Bonum Commune Award.

The award has been made to the following persons:

November 2005	Most Rev Pius NCUBE, Archbishop of Bulawayo
November 2006	HE Walter Cardinal KASPER, President of the Pontifical Council for Promoting Christian Unity
November 2007	Mr William LYNCH, Johannesburg
February 2008	HE Karl Cardinal LEHMAN, Bishop of Mainz, Germany
	Prof Dr Fr Gustavo Gutierrez OP, Peru
April 2010	Mr John KANE-BERMAN, SAIRR, Johannesburg
April 2011	Dr Conrad STRAUSS, Johannesburg
	Rt Rev Kevin DOWLING CSsR, Bishop of Rustenburg
June 2013	Mr Gavan RYAN, Cape Town
	Dr Brendan RYAN, Cape Town
May 2015	Rev Fr Albert NOLAN OP, Johannesburg
May 2016	Prof Dr Sr Edith RAIDT, President Emeritus of St Augustine
May 2017	Mr Gerald Patrick (Paddy) KEARNEY
	Br Jude PIETERSE
May 2018	Msgr Dr Marc de MÛELENAERE
May 2019	The Most Rev Buti TLAGALE OMI, Archbishop of Johannesburg

2. ST MONICA

Named in honour of St Monica, who devoted so much of her talent, time and effort to the 'care' of her son, St Augustine of Hippo. The St Monica Award honours someone who has, in some meaningful way, made an important contribution to the life of St Augustine College.

The award has been made to the following persons:

November 2016	Mrs Chrissie THORN
August 2017	Dr Heinz WURZ
August 2018	Mr Anthony MODENA
	Prof Marilise SMURTHWAITE
August 2019	Prof Rex van VUUREN

IX.   RULES

GENERAL RULES FOR DEGREES AND CERTIFICATES

RULES FOR THE HIGHER CERTIFICATE IN BIBLICAL STUDIES

RULES FOR THE DEGREE OF BACHELOR OF ARTS

RULES FOR THE DEGREE OF BACHELOR OF COMMERCE (PHILOSOPHY, POLITICS AND ECONOMICS)

RULES FOR THE DEGREE OF BACHELOR OF THEOLOGY

RULES FOR THE DEGREE OF BACHELOR OF ARTS (HONOURS) IN PEACE STUDIES

RULES FOR THE DEGREE OF BACHELOR OF ARTS (HONOURS) IN PHILOSOPHY

RULES FOR THE DEGREE OF BACHELOR OF THEOLOGY (HONOURS)

RULES FOR THE DEGREES OF MASTER OF PHILOSOPHY

RULES FOR THE DEGREES OF DOCTOR OF PHILOSOPHY

SYLLABUSES FOR THE CERTIFICATE AND ALL DEGREES

GENERAL RULES FOR DEGREES AND CERTIFICATES

G.1   Powers of the College

(1)   The College has the power to confer degrees and certificates.

(2)   No degree, diploma, or certificate shall be conferred by the College on any person who has not attended as a student of the College for such period and satisfied such other requirements as may be determined by Senate.

(3)   The College has the power to determine its admission policy, entrance requirements in respect of specific qualifications, the number of students that may be admitted for a particular qualification, curriculum, course or module, and the manner of their selection, subject to the Higher Education Act 101 of 1997.

G.2   Lodging of application

A person who wishes to be admitted as a student or a candidate for a degree or certificate shall lodge an application on the College's application form, with the Registrar, submitting evidence of his or her qualifications and any other information that Senate may require. Proof of payment of the Application Fee must accompany the application form.

G.3   Senate's discretion to admit a student

Admission of a person as a student or a candidate for any degree or certificate into any year of study or any constituent part of any degree or certificate, shall be at the discretion of Senate.

G.4   Eligibility to register as an undergraduate student at the College

A person who wishes to register as a candidate for an undergraduate degree at the College must have qualified for admission in one of the ways set out hereunder, unless Senate decides otherwise in an exceptional case. In addition, he or she must also have met any further admission requirements that may be prescribed in the rules for that qualification.

(1)   **Matriculation** (for applicants who matriculated prior to April 2008)

(a)   **Matriculation**
The minimum requirement for admission as a student for a degree of Bachelor is matriculation in the form of university entrance examination or a matriculation endorsement from *Umalusi* or the granting of complete or conditional matriculation exemption by Universities South Africa.

(b)   **Certificate of conditional exemption on recommendation of Senate**
An applicant must be issued with a certificate of conditional exemption by the Matriculation Board if the applicant, in the opinion of Senate, has demonstrated, in a selection process approved by Senate, that he or she is suitable for admission to the College. Where Senate certifies that the holder of a certificate of conditional exemption issued in terms of this paragraph has completed the normal requirements of the curriculum for the first year of study of any qualification, Universities South Africa must issue a certificate of complete exemption to him or her, dated from the first day in January of the year in which the first degree credit was obtained. An applicant may be registered for a course under this rule only if places are available on that course.

(c)   **Certificate of ordinary conditional exemption**
An applicant who has been issued a conditional exemption from the matriculation examination, and who has one outstanding requirement for complete exemption, may be admitted as a student for a degree of Bachelor provided that he or she fulfils that outstanding requirement in the first year of study as prescribed by Universities South Africa.

(d)   **Mature age conditional exemption**
An applicant who has been issued with a mature age conditional exemption from the matriculation examination by virtue of being over the age of 23 years or 45* years (see *Note below) as the case may be, may be admitted as a student for the degree of Bachelor on condition that he or she fulfils the requirements of the undergraduate degree within the period stipulated by Senate. Such fulfilment entitles the applicant to complete exemption from the matriculation examination.
[***Note**: for the purposes of mature age conditional exemption, the Matriculation Board distinguishes between applicants aged between 23 – 44 years and applicants aged 45 years or older. Further details regarding mature age conditional exemption are available from Universities South Africa.]

(e) **Holder of a three-year diploma**

An applicant who has passed school Grade 12, but who did not obtain a matriculation exemption, and who has completed a three-year diploma from a university, technikon, teachers' training college, nursing college or a franchised or associated technical or community college recognised by Senate for this purpose may be admitted as a candidate for a degree of Bachelor on condition that he or she fulfils the requirements of the undergraduate degree within the period stipulated by Senate. Such fulfilment entitles the applicant to complete exemption from the matriculation examination.

(f) **Immigrant conditional exemption**

Subject to **Rule G.8** (Proficiency in English) a person who has resided in South Africa for less than five years and who has been issued with a conditional matriculation exemption by reason of not having passed a second language at higher grade in the school-leaving examination at a South African school, may be admitted as a student for the degree of Bachelor, on condition that he or she completes a second language course at higher grade or university level within the period stipulated by Senate. The qualification cannot be awarded until this condition has been fulfilled.

(g) **Foreign conditional exemption**

An applicant from a foreign country who has been issued a conditional exemption from the matriculation examination by Universities South Africa may be admitted as a student for the degree of Bachelor on condition that he or she fulfils the requirements of the undergraduate degree within the period stipulated by Senate. Such fulfilment entitles the applicant to complete exemption from the matriculation examination.

(h) **Recognition of prior learning**

A person who does not qualify under (a-g) above but who qualifies for admission in terms of the College's Recognition of Prior Learning (RPL) policy *and* who Senate considers to be able to undertake the requirements of the degree, may be admitted as a student for a degree, provided that approval of the applicant's application has been attained from an RPL Committee, and has been confirmed by the Faculty Board.

(2) **National Senior Certificate**

An applicant should be a holder of a National Senior Certificate and should have achieved at least 25 points, excluding points for Life Orientation. **Additional** minimum requirements, as well as requirements concerning entrance examinations, are set out in the rules for each degree of Bachelor.

G.5 **Registration and annual renewal of registration before commencement of studies**

Every person registered as a student of the College:
(1) Shall be registered for one year of study or for such shorter period as Senate may in general or in a particular case determine and, after the expiry of such year of study or period, that person shall, if he or she wishes to remain a student of the College, renew his or her registration.

The initial registration of a person admitted as a candidate for a degree of Doctor, Master, Honours, Bachelor, or Certificates, shall normally be at the beginning of the year, unless specified otherwise in the rules, but may, in special circumstances such as for a Doctorate, by permission of Senate, be in the middle of a year.

(2) No person shall proceed as a candidate for any degree or certificate unless he or she has, before commencing his or her studies, registered as a student of the College and has thereafter renewed his or her registration for each year of study or for such shorter period as Senate may have determined.

(3) A student is required to register or re-register as a student each year either before or at the beginning of each year on a date specified by the Registrar.

(4) When a student or candidate registers at the beginning of the year (or at another time if so permitted), he or she is required to register for all the courses or modules to be included in his or her curriculum for that year whether the courses are offered in the first semester or the second semester.

G.6 **Payment of fees**

(1) **Prior to commencement of studies**

Every student must have paid the College prior to any initial or subsequent registration and prior to entry into classes, such fees and tuition fees (or any other monetary payment) that the Board of Directors may from time to time prescribe.

(2) **Non-payment of fees**

If a student or candidate has not paid all fees and other monies due and payable to the College, the results of that student in any examination, or in any other assessment, will not be published.

No degree, diploma, or certificate will be conferred on or granted to any student or candidate until he or she has paid all fees and other monies due and payable to the College and until he or she has returned to the Library any Library books that he or she may have borrowed.

G.7 **Language of instruction**

The language of instruction at the College is English.

G.8 **Proficiency in English**

Any person registered as a student (with the exception of those falling under Rule G.4(1)(f)) must have attained at least 50% in English at the Higher Grade (First or Second Language) *or* at least 60% in English at the Standard Grade (First Language) at the matriculation level or at an examination considered by Senate to be of at least equivalent standard *or* attained a pass in English Language at the General Certificate of Secondary Education (GCSE), International Certificate of Secondary Education (IGCSE), *or* a pass in English Home Language or First Additional Language with at least 50% (4 points) on the NSC scale of achievement, *or* the General Certificate of Education (GCE) Ordinary level, *or* attained a pass in an English Language proficiency test that Senate may recognise *or* has otherwise satisfied Senate as to his or her proficiency in English.

G.9 **Right to refuse admission**

The Board of Directors has the right to refuse admittance to any person who applies for admission should it consider it to be in the interests of the College to do so: provided that it may not unfairly discriminate directly or indirectly against anyone on one or more grounds including race, gender, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language or birth.

G.10 **Certificate of conduct**

An applicant for admission to the College must, if so required, provide a certificate of conduct from any previous university or academic institution that he or she may have attended, which is acceptable to Senate. Failure to do so, may result in the applicant being refused permission to register.

G.11 **Senate approval of curriculum**

A person shall not be registered for any degree or certificate in any year of study until his or her curriculum for that year of study has been approved by Senate. An approved curriculum may be amended only with the consent of Senate.

G.12 **No obligation to offer a degree, certificate, module or course**

The College reserves the right not to offer a particular degree, certificate or course or module if, in the opinion of Senate, an insufficient number of qualified candidates present themselves.

G.13 **Concurrent registration at other universities**

Save by permission of Senate, no student may be permitted to be registered as a student of the College if he or she is also registered at another university or academic institution.

G.14 **Concurrent registration for more than one degree or diploma**

Save by permission of Senate, no student may be permitted to be registered for more than one degree or certificate at the same time.

G.15 **Limitation on number of students**

The Board of Directors may limit the number of students who may be permitted to register for any module or course, any degree or any certificate, in which case Senate may select from among those students qualified to proceed to such course, the students who shall be permitted to register therefor.

G.16   Minimum and maximum periods of study

The minimum and maximum periods of study for each degree of Bachelor, Honours, Master, Doctor or Certificate are prescribed in the rules for each individual degree or certificate.

G.17   Completion of requirements for degree or certificate

(1)   A candidate qualifies for a degree or certificate by:
   (a)   obtaining credit in such qualifying courses, modules, or any other constituent part of a degree or certificate and by satisfying any further requirements set out in the rules, for the purposes of obtaining credit;
   (b)   obtaining the approval of Senate for the mini-dissertation, dissertation, thesis or any research, study or other work, academic programme or practical work that may be required by Senate and laid down in the rules and standing orders for the purposes of the relevant degree or certificate;
   (c)   complying with any requirements as to attendance, research work and/or participation in research and by passing such assessments as Senate may determine as a pre-requisite for obtaining the degree or certificate, in terms of the rules.

(2)   A degree or certificate shall not be conferred on a candidate until he or she has paid all fees and other monies due and payable to the College and until he or she has returned to the Library any Library books that he or she may have borrowed.

G.18   Assessments

(1)   In each qualifying course, or module or portion thereof, in any degree or certificate, there shall be an assessment consisting of written, practical, clinical or oral test or tests or project or assignment or any combination thereof, as may be specified by Senate with the approval of the Board of Directors: provided that (except where Senate expressly so determines in respect of any particular assessment or type of assessment) the assessment shall not consist of an oral test alone.

(2)   The Head of a Department may, with the approval of Senate, determine which of the formative assessment criteria listed above will, in the case of a degree of bachelor, constitute the class mark in a qualifying course or module, and the marks allocated for each module shall - unless special exemption is granted by the Head of Undergraduate Studies, Academic Dean or Senate – reflect a 50/50 split between 'Formative' and 'Summative' (Examination) marks. Such permission should be tabled and recorded at the FTLC committee.

G.19   Number of assessors

For each summative assessment in a qualifying course or module, Senate shall appoint no fewer than two assessors.

G.20   Internal and external assessors

Unless impracticable in any particular instance because of the death, dismissal, resignation, absence, illness, or other incapacity of the member of staff concerned, or for some other reason deemed by Senate to be sufficient, at least one of the assessors for exit level modules at the level of undergraduate studies, and all modules at the level of postgraduate studies, shall be a member of the academic staff who has taught the candidates in the course or module under assessment.

At least one assessor shall be both a moderator and an external examiner (i.e. a person who is not an academic employee of the College): provided that in a case considered by Senate to be exceptional, an academic employee of the College who has not taught the candidate or candidates in the course or module under assessment may be appointed.

G.21   Absence from a final summative assessment or failure to complete work in lieu of a final summative assessment for a qualifying course or module

A student who is absent from a final summative assessment for a qualifying course or module for which he or she is required, permitted, or entitled to present himself or herself in accordance with the student's curriculum, shall fail that course or module. The class mark for the course or module shall be disregarded, unless Senate is satisfied that such absence was due to some good and sufficient cause, **or** if the student cancelled his or her registration for that course or module at least, four weeks, or, in the case of a degree of bachelor, before the final summative assessment session for that semester, or in the case of any other degree or certificate, at least two weeks before the final summative assessment date.

Similarly, a candidate for **a degree of Master** or **Honours** who has been required to submit a written assignment in lieu of a final summative assessment, must submit the work by the date for which the final summative assessments for that course or module has been scheduled (normally

the same date for all modules for the degree of master). Failure to meet that due date means that the student will fail the course or module and the class mark for that course or module will be disregarded unless Senate is satisfied that such failure to submit the required work by the due date was due to some good and sufficient cause **or** if the student cancelled his or her registration for that course or module, at least two weeks before the scheduled final summative assessment (invigilated traditional examination) date**.**

G.22   Supplementary and Deferred Assessment Rules

(1)   **For postgraduate students: Deferred final summative assessment**

A candidate who fails to attend or finish the whole or any part of a final summative assessment (an invigilated traditional examination) in a qualifying course or who fails to submit a written assignment in lieu of the final summative assessment by the due date because of illness or some other good and sufficient cause, may apply to the Registrar for the permission of Senate to present himself or herself for a deferred assessment in the whole or in part of that course, and, in so applying, must furnish evidence in support of his or her application. Any such application must be made **within three days** of the date of the final summative assessment.

Senate, after considering such evidence and any other relevant factors, which may include the history of any previous applications and the candidate's academic record, may permit the candidate to present himself or herself for a deferred final summative assessment (invigilated traditional examination) or set a later date by which the written assignment must be submitted if it is satisfied with the reason for failing to attend or finish the summative assessment (invigilated traditional examination) or to have submitted work by the due date.

A candidate who does not present himself or herself for the deferred final summative assessment (deferred traditional examination), or who does not present the required assignments by the deferred due date, shall not be entitled or permitted to have that summative assessment or due date further deferred unless there are, in the opinion of Senate, exceptional grounds to do so.

The fee for a deferred summative assessment or for a deferred submission of a written assignment in lieu of the final summative assessment shall be determined by the Board of Directors.

(2)   **For undergraduate students: Supplementary assessment**

All Bachelor of Arts, Bachelor of Commerce and Bachelor of Theology students would need a minimum of 40% for their final mark to qualify for a supplementary assessment in all Undergraduate modules. Final marks of 39% will be condoned to 40% in order to qualify the student to write a supplementary assessment. The maximum mark that can be awarded for a module in which a supplementary assessment is written is 50%.

If a candidate qualifies for a deferred supplementary assessment and the candidate does not present himself or herself for the deferred final supplementary assessment, he / she will not be entitled or permitted to have that supplementary assessment further deferred unless there are, in the opinion of Senate, exceptional grounds to do so.

The total credit points of the courses for which a student writes supplementary assessments in a single supplementary assessment session must not exceed 32 credit points per semester subject to the discretion of the Head of Department. This requirement may mean that some students will have to choose in which modules to write a supplementary assessment.

G.23   Condonation of breach of rules

Senate may *ex post facto* condone any breach of the rules governing a curriculum of a student if it is satisfied that the candidate concerned was not at fault and would suffer undue hardship if the breach were not condoned.

G.24   Number of copies of research project, mini-dissertation, dissertation or thesis

A candidate for a degree of Honours, Master or Doctor shall submit to the Registrar (or other person if so instructed) two or three soft bound copies (or four if so prescribed by the rules or determined by Senate) for assessment. After assessment, once all required corrections have been made, a candidate must submit one unbound copy and a copy on a CD disc, of his or her research project, paper, dissertation, thesis or other work for lodging in the Library.

G.25   Return of copies of research papers, mini-dissertation, dissertations or theses

A candidate for a degree of Honours, Master or Doctor shall not be entitled to the return of the copies of a research project, mini-dissertation, dissertation, thesis or other work, which he or she

has submitted for the degree.

G.26 Formal declaration and abstract

Together with his or her research paper, mini-dissertation, dissertation, thesis or other work, a candidate for a degree of Honours, Master or Doctor shall submit:

(1) a formal declaration stating:
   (a) that it is his or her own unaided work, or if he or she has been assisted, what assistance he or she received;
   (b) whether the substance or any part of it has been submitted in the past or is being or is to be submitted for a degree in any other university;
   (c) whether any information used in the mini-dissertation, dissertation, thesis or other work has been obtained by him or her either while employed by, or working under the aegis of, any person or organisation other than the College.

(2) an abstract* summarising the main points of the research work, including the initial problem or other background, methodology and key findings and major conclusions. Such an abstract shall be between 200 and 250 words.
   [* Note: The abstract will be submitted by the College Librarian to the National Research Foundation (NRF) for inclusion in its database of current and completed research.]

G.27 Copyright

Copyright in his or her research paper, mini-dissertation, dissertation, thesis or other work is vested in the candidate for a degree of Honours, Master or Doctor, but the College shall have the right to make a reproduction of it or parts of it for a person or institution requiring it or part of it for study and research. Not more than one copy is supplied to that person or institution but the College may distribute abstracts or summaries of it for publication in indexing and bibliographic periodicals considered by the College to be appropriate.

G.28 Acknowledgement of award of degree if material published subsequently

A candidate for a degree of Honours, Master or Doctor, upon whom a higher degree has been conferred, or is about to be conferred by the College, and who subsequently publishes or republishes his or her mini- dissertation, dissertation, thesis, or other work, in whole or in part, shall indicate on the title page or in the preface or, if this is not appropriate, in a footnote, that such research project, paper, dissertation, thesis or other work has been approved for that degree by the College.

G.29 Certificates indicating specialisation

Specialisation areas are not indicated on certificates for any qualification. Information on modules studied is reflected on the academic transcript.

G.30 Change of rules during a student's registration

If the rules governing a degree are changed, a student who registered under the old rules and who has obtained sufficient credits to enable him or her to proceed to the next year of study in terms of those rules, shall proceed with the old curriculum unless he or she elects to proceed with the new curriculum: provided that where there are, in the opinion of Senate, legitimate and compelling reasons for doing so, or where a student does not register for the next year of study in the ensuing academic year or where, at his or her request, a student is permitted by Senate to register in the ensuing year on a special curriculum, a student may be required by Senate to proceed with new rules or with interim rules or with a special curriculum laid down for him or her by Senate.

G.31 Cancellation of registration

Senate may suspend or cancel the registration of any candidate for a degree whose progress it considers to be unsatisfactory in terms of rules for the degree.

G.32 Minimum requirements of study and renewal of registration

Senate may refuse permission to a student who fails to satisfy the minimum requirements of study set out hereunder to renew his or her registration in the College.
The minimum requirements of study for:

(1) Degrees of **Master of Philosophy** are:

   (a) For the **standard curriculum** for the MPhil degree in terms of Rule M.5(1)(a): Part-time students must pass:
   After one year of registration: One module
   After two years of registration: Four modules
   After three years of registration: Seven modules
   After four years of registration: Seven modules and mini-dissertation

(b) For the **special curriculum** for the MPhil degree in terms of Rule M.5(1)(b):
Part-time students registered for a curriculum consisting of **four** modules and a mini-dissertation:

After one year of registration: One module
After two years of registration: Four modules
After three years of registration: Four modules and mini-dissertation

(c) For the MPhil by Research Only
Part-time students registered to do the MPhil by dissertation
After three years of registration: Dissertation completed

(2) Degrees of **Honours**
After three years of registration: All modules and all requirements

(3) **Bachelor of Arts**

(a) **Standard Curriculum (full-time)**
Senate may refuse permission to a student who fails to satisfy the minimum requirements of study set out hereunder to renew his or her registration at the College.

After one year of registration: At least 72 credits
After two years of registration: At least 144 credits
After three years of registration: At least 216 credits
After four years of registration: At least 288 credits
After five years of registration: All modules and all requirements 384 credits

(b) **Bachelor of Arts (Extended Programme)**
After one year of registration: At least 72 credits
After two years of registration: At least 144 credits
After three years of registration: At least 216 credits
After four years of registration: At least 288 credits
After five years of registration: All modules and all requirements 384 credits

(c) **Bachelor of Arts (part-time)**
After one year of registration: At least 64 credits
After two years of registration: At least 128 credits
After three years of registration: At least 192 credits
After four years of registration: At least 272 credits
After five years of registration: At least 336 credits
After six years of registration: All modules and all requirements 384 credits

(4) **Bachelor of Commerce (Philosophy, Politics and Economics)**

(a) **Standard Curriculum (full-time)**
After one year of registration: At least 96 credits
After two years of registration: At least 192 credits
After three years of registration: At least 288 credits
After four years of registration: At least 384 credits
After five years of registration: All modules and all requirements 400 credits

(b) **Bachelor of Commerce (Philosophy, Politics and Economics) (part-time)**
After one year of registration: At least 64 credits
After two years of registration: At least 128 credits
After three years of registration: At least 192 credits
After four years of registration: At least 272 credits
After five years of registration: At least 336 credits
After six years of registration: All modules and all requirements 400 credits

(5) **Bachelor of Theology**

(a) **Bachelor of Theology (full-time)**
After one year of registration: At least 80 credits
After two years of registration: At least 160 credits
After three years of registration: At least 240 credits
After four years of registration: At least 312 credits
After five years of registration: All modules and all requirements 400 credits

(b) **Bachelor of Theology (part-time)**
After one year of registration: At least 48 credits
After two years of registration: At least 80 credits

After three years of registration:	At least 112 credits
After four years of registration:	At least 144 credits
After five years of registration:	At least 176 credits
After six years of registration:	At least 224 credits
After seven years of registration:	At least 280 credits
After eight years of registration:	At least 336 credits
After nine years of registration:	All modules and all requirements 400 credits

(6) **Higher Certificate in Biblical Studies**

After one year of registration:	2 modules
After two years of registration:	4 modules
After three years of registration:	6 modules
After four years of registration:	8 modules

G.33   Registration in abeyance

A candidate for a degree or diploma may seek the permission of Senate to have his or her candidature put into abeyance for a period of time if he or she feels that he or she cannot continue with the work of the degree for that period, for some good and sufficient reason. If Senate considers that the circumstances warrant the granting of the request it may do so. The maximum period of time that a candidate can be granted a period of abeyance, is one year of part-time study.

Such period of suspended registration will not prejudice a student in terms of the minimum requirements of study, set out in Rule G.32 above.

A candidate will not be required to pay tuition fees for such period of abeyance but may be required to pay a nominal registration fee.

G.34   Withdrawal of credit after lapse in registration

Senate may withdraw credits obtained by examination or exemption in a qualifying module if a student allows his or her registration to lapse for a period of four years or longer.

G.35   Power of Board of Directors

The Board of Directors has the power to make rules relating to the general governance of the College but shall not make, amend, add to, or repeal rules relating to the composition of Senate or rules dealing with the studies, instruction, examinations or discipline of the College except with the approval of Senate.

G.36   Limitation on the activity of a student for reasons of ill health

(1)   Where he or she considers it necessary in the interests of any student or in the interests of the College, the Proctor shall be entitled to investigate the physical or mental health of any student and to that end may, in his or her discretion, require the student to obtain a medical report from, or submit to examination by, a suitably qualified medical practitioner or psychologist or psychiatrist acceptable to the Proctor. The College shall be responsible for any costs incurred by such an investigation.

(2)   Whenever the Proctor has reasonable grounds to believe that a student is or may become a danger to himself or herself, or may cause damage to any premises occupied by or under control of the College, or may disrupt any of the activities or functions of the College, he or she may place limitations on the presence or activities of that student on College premises and the student shall be obliged to observe those limitations.

Without prejudice to his or her general powers under this rule, the Proctor may prohibit:

(a)   the student from entering the precincts of or any specified part of the College including a College residence if any;

(b)   the student from attending any lecture or any specified lectures, laboratory, other classes or other activity whether academic or otherwise.

Any action taken under this rule shall be reported to the next meeting of Senate or the Executive Committee of the Board of Directors.

(3)   Unless in the opinion of the President/ Proctor, the urgency of the case or the condition of the student concerned makes it inappropriate or impractical to do so, the President or the Proctor, shall interview the student concerned before any action is taken under (2) above and afford him or her a reasonable opportunity to be heard.

(4)   Any limitation imposed on a student under (2) above shall remain in force until the Proctor is satisfied that it is no longer reasonably necessary. However, the student concerned shall be entitled at any time to make representations to the President and in any event to apply to the Board of Directors to review any limitations imposed under (2) above.

Senate, having investigated the matter and having considered any representations that may have been made by the President or the student concerned, may confirm, alter or set aside

any limitation imposed under (2) above.

G.37 Attendance at College

A candidate registered for a degree of Doctor or a degree of Master by dissertation only, is normally required to present a paper at a seminar at least once a year. A candidate may, by permission of Senate, present such paper in a seminar by using video conference procedures. The expense of the candidate's presentation and any other associated costs must be borne by the candidate.

(1) **Extended periods of attendance**
Extended minimum periods of attendance may be prescribed for students who are unable to give their full-time attention to the curriculum.

(2) **Attendance**
(a) Every candidate for a degree, diploma, or certificate shall attend such modules, pass such examinations and perform such work as may be prescribed.
(b) Every candidate for a degree or certificate shall attend approved modules of study as a registered student of the College for the number of semesters or weeks as prescribed in the rules of the relevant qualification. No candidate shall be deemed to have attended the College in any semester unless the candidate has attended as a registered student for at least three-quarters of that semester. This means that a student is required to attend at least 75% of his or her classes in any given semester. A student may be condoned to be absent for up to 25%, or a quarter of the classes, of any semester, provided such absences are motivated by the appropriate letter and supporting documentation (medical certificate in the case of illness, death certificate in the case of needing to be away for a funeral, a letter from a registered counsellor in the event of personal circumstances).

G.38 Last day for registration, re-registration and entry to classes

(1) **Higher Certificates**
Registration for a year must be completed prior to the start of classes on a date to be advised by the Registrar. The last date for admission to classes is a day after the start of the first module in each academic year for a specific teaching week. In the case of a module starting in the second semester, registration should have taken place at the beginning of the year or that term and the last day of entry into the class is a day after the start of the class.

(2) **Degrees of Bachelor**
Registration for a year must be completed prior to the start of classes on a date to be advised by the Registrar. The last date for admission to classes is two weeks after the start of the first semester in each academic year. In the case of a module starting in the second semester, registration should have taken place at the beginning of the year and the last day of entry into the class is two weeks after the start of the class.

(3) **Bachelor of Honours degrees**
Registration for a year must be completed prior to the start of classes on a date to be advised by the Registrar. The last date for admission to classes is a day after the start of the first module in each academic year for a specific teaching week. In the case of a module starting in the second semester, registration should have taken place at the beginning of the year or that term and the last day of entry into the class is a day after the start of the class.

(4) **Master of Philosophy**
Registration for a year must be completed prior to the start of classes on a date to be advised by the Registrar. The last date for admission to classes is a day after the start of the first module in each academic year for a specific teaching week. In the case of a module starting in the second semester, registration should have taken place at the beginning of the year or that term and the last day of entry into the class is a day after the start of the class.

(5) **Doctor of Philosophy**
Application for Doctor of Philosophy degree is any time of the year. The candidate who meets the requirements for admission is given six months to complete the proposal. If successful, the candidate will be granted approval by the Faculty Higher Degrees Committee to register for that academic year of which he or she has commenced his or her studies.

G.39   Credits

  (1) **Credits for modules or courses completed**

Subject to the rules pertaining to a particular qualification and any special restrictions of credits in the rules, a student or candidate obtains credit in any course or module that he or she successfully completes. However, even if a student or candidate obtains such credit, he or she may be refused permission to renew his or her registration if he or she fails to comply with the minimum requirements of study prescribed for that qualification.

  (2) **Credits granted for previous study within the College**

Senate may grant a student or candidate credit for a course or module if he or she has completed:

    (a)   An equivalent course or module offered under a different curriculum for the same qualification in the College;

    (b)   The same or equivalent course or module offered for another qualification in the College; or,

    (c)   An equivalent course or module offered in another university or institution recognised for this purpose by Senate; provided that the provisions of Rule G.39(3) below are observed, such credits are recognised as partial fulfilment of the requirements for a qualification.

  (3) **Credits granted for previous study outside of the College**

Senate may admit an applicant as a student or candidate for any qualification at the College and may accept, as far as practicable, certificates of proficiency issued by another university or institution and periods of study as a matriculated student at another university or institution provided that, unless specified otherwise in the rules for a particular qualification:

    (a)   the periods of attendance at this and any other institution are together not less than the minimum period of attendance prescribed by the College for the qualification to be undertaken, and, in the case of a three-year qualification, he or she has attended at the College at least the equivalent of two academic years of full-time study and has attended and completed at the College at least half of the total number of courses or modules prescribed for the qualification, including all the courses or modules prescribed for the third year of study, or,

    (b)   for any other qualification at least half of the minimum period of study and at least half of the total number of courses or modules prescribed.

  (4) **Fees for credits granted**

A fee may be charged for each credit so awarded.

G.40   Exemptions

On admission as a student or a candidate for a qualification and subject to General Rule G.34 (withdrawal of credit after a lapse in registration) Senate may grant a student exemption from a course or module or part of a course or module offered by the College where it has considered a student or candidate to have a sufficient understanding of the subject matter to warrant the student or candidate not having to complete the course or module or part thereof. Credits will be awarded for the course of module or part thereof.

G.41   Repeating modules

A student may repeat any module that he or she fails the next time it is offered provided he or she has complied with the rule pertaining to the minimum requirements of study as set out in G.32. A student is permitted to repeat a module only once unless special exemption to this rule has been granted by Senate.

RULES FOR HIGHER CERTIFICATE IN BIBLICAL STUDIES

NQF level 5 with 120 Credits (SAQA ID Number: 86966)

HCBS.1   Length of certificate

The curriculum shall extend over a minimum of two years part-time study by distance education. The maximum period of registration is **four years**. (See also General Rule G.32)

HCBS.2   Application

A person who wishes to be admitted to the Higher Certificate in Biblical Studies shall lodge his or her application by email to highercertificate@staugustine.ac.za submitting evidence of his or her academic and general qualifications.

HCBS.3   Eligibility for admission

Before a person can be registered as a student he or she must comply with one of the following minimum requirements for admission:

(1)   he or she must have satisfied the requirements of the matriculation examination or an examination recognised by the Matriculation Board or have obtained a matriculation endorsement from *Umalusi*, or have satisfied any other requirement that entitles a person in law to be admitted as a student of a university in the Republic of South Africa: provided that no person shall be admitted unless he or she has obtained a standard of education acceptable to Senate; *or,*

(2)   he or she must have satisfied the requirements of a Senior Certificate examination and have provided evidence that he or she has other qualifications or prior experience that satisfies Senate that he or she would be able to undertake the work and complete the requirements of the certificate; *or,*

(3)   he or she must have qualified for admission in terms of the College's Recognition of Prior Learning (RPL) policy.

HCBS.4   Curriculum

A student must complete EIGHT of the following modules of which seven are compulsory and one is an elective, as outlined below.

Compulsory Modules:

HCBS101	The Bible and Biblical Ministry	15 credits
HCBS102	Old Testament and Beginnings	15 credits
HCBS103	Patriarchs and Latter Prophets	15 credits
HCBS104	New Testament and Gospel of Mark	15 credits
HCBS105	Passion and Resurrection stories and Gospel of John	15 credits
HCBS106	Acts of the Apostles and Paul's Letters	15 credits
HCBS107	Biblical foundations of faith and life	15 credits

Elective Modules:

HCBS108	Psalms and Parables in the Synoptics	15 credits
OR		
HCBS109	Old Testament Writings and Sermon on the Mount	15 credits

HCBS.5   Completion of modules and credit

(1)   **Completion of work**
A student for the Certificate shall perform the work as set out in the study guides and submit the required assessments for each module.

(2)   **The Pass Mark for each module**

The pass mark in any module is 50%.
The mark for each module derives from the formative and summative assessments
Formative assessments   50% towards the final mark of each module Summative
assessments   50% towards the final mark of each module

(3)   **Submission Dates**
All assignments must be completed and emailed by the due dates set by the Coordinator of the programme.

(4)   Credit
A student shall obtain credit for a module if he or she has obtained a mark of 50% or more.

HCBS.6   Rules of Progression

(1)   **Compulsory Modules**
Modules HCBS101, HCBS102, HCBS103, HCBS 104, HCBS105, HCBS106 and HCBS107 are compulsory and should be taken in succession and must all be passed.

(2)   **Elective Modules**
Either HCBS108 or HCBS109 must be completed and passed.

HCBS.7   Completion of requirements for certificate

In order to qualify for the Certificate a student must obtain credit for each of the eight modules.

HCBS.8   Failing modules and cancellation of registration

(1)   A student who fails to obtain credit in a module may be permitted by Senate to repeat the module. Repeating a module means re-registering for the module, repeating all the work for the module, undergoing all the assessments again and paying the required tuition fee.

(2)   A student who fails four modules may be deregistered.

(3)   If a student fails to complete the requirements set out in Rules HCBS.4, HCBS.5 and HCBS 6, Senate may refuse to renew his or her registration if he or she has not completed the requirements for the Certificate within 36 months of the date of first registration unless he or she has obtained written permission from Senate to put his or her registration into abeyance for a specified period which period will not then count as part of the registration period.

HCBS.9   Publication of results

The final mark obtained by a student in a qualifying module shall be published as a percentage.

HCBS.10   Award of Certificate with distinction

The Certificate will be awarded with distinction to a student who has obtained an average of 75% or more for the final marks for all eight modules.

RULES FOR THE DEGREE OF BACHELOR OF ARTS

NQF level 7 with 384 Credits (SAQA ID Number: 97177)

BA.1 Application of these rules

These rules shall apply to all students who register for the first time in 2020.

BA.2 Length of degree

(1) **Minimum time**

The degree extends over a minimum of three academic years of full-time study or six academic years of part-time study **or**, in the event of Senate requiring a student to proceed on a special curriculum, because, in the opinion of Senate, the student suffered a disadvantage because of illness or physical disability or because of some other good and sufficient cause not arising out of illness or physical disability, for at least four academic years of full-time study or seven academic years of part-time study.

(2) **Maximum time**

The maximum period of study is five years of full-time study or nine years of part-time study. (See Rule G.32(3) and (4).)

BA.3 Application for admission

A person who wishes to be admitted as a student for the degree shall lodge his or her application on the College's application form with the Registrar, submitting evidence of his or her academic, general, or other qualifications.

BA.4 Eligibility for admission

In **addition** to the minimum requirements set out in General Rule G.4, which relates to both the matriculation requirements in force up to the end of 2007 and the new National Senior Certificate from the end of 2008, an applicant must have **either (1) or (2)** as set out below.

(1) **Matriculation or Matriculation Exemption** (the matriculation requirements in force up to the end of 2007)

A minimum of a matriculation or matriculation exemption (as set out in General Rule G.4), plus:

(a) A pass mark of at least 50% in English (Home Language) at the Higher Grade or at least 60% in English (Second Additional) at the Higher Grade, **and**

(b) Students intending to Major in, or to take modules in, Economics and/or Mathematics must have achieved a pass in Mathematics at the Higher Grade with at least 50% or a pass in Mathematics at the Standard Grade with at least 70%.

(c) A pass (at least 33%) at the Higher Grade in at least two of the following subjects: A language other than English; Accounting; Art; Biblical Studies; Biology; Drama; Economics; Geography; History; Mathematics; Music; Physical Science; Physiology; Speech and Drama; provided that if one of the subjects passed by the candidate is Art, Drama, Music or Speech and Drama, the applicant must in addition pass one of the other subjects in the above list.

Any one of these conditions may be waived if all the others are satisfied and Senate is satisfied that an applicant would cope with the degree programme.

(2) **National Senior Certificate** (the requirements of the new National Senior Certificate from the end of 2008)

A National Senior Certificate with:

(a) 25 points on the NSC scale of achievement (**excluding** points for Life Orientation); **and**

(b) a pass in English Home Language or First Additional Language with at least 50% (4 points) on the NSC scale of achievement, **and**

(c) no subject at the 'not achieved' level (less than 30%), unless especially exempted by Senate or in the event that a student has attempted more than the minimum required number of subjects.

(d) An applicant, who has obtained between 22-24 points on the NSC scale of achievement **and** a pass in English Home Language or First Additional Language with at least 55%, may be granted special permission to write an admissions test. Successful performance on the test may grant admission to the programme. Applicants with 22-24 points with a pass in English Home Language or First Additional Language with at least 50% may be required to write an admissions test for admission in the BA Extended programme.

(e) Students intending to major in, or to take modules in, Economics and/or Mathematics must have achieved at least 60% (5 points) in Mathematics OR at least 80% (7 points) in Mathematics Literacy on the NSC scale of achievement.

Any one of these conditions may be waived if all the others are satisfied and Senate is satisfied that an applicant would cope with the degree programme.

(3) **Foreign/Non-South African conditional/full exemption**
Students wishing to register at St Augustine who have obtained a school leaving qualification outside of South Africa must:

(a) obtain a Universities SA Matriculation Board Exemption certificate for degree study at a university in South Africa. The certificate might be obtained on-line or in persons from the offices of Universities South Africa
(on-line: http://mbit-apply.usaf.ac.za/applicant/add;
tel: +27 010 591 4401/2;
email: Applications@USAf.ac.za); and

(b) a 50% pass in English as a subject as part of the applicant's schooling programme; or

(c) pass in an English proficiency test offered by an accredited body in South Africa.

(d) Students intending to major in, or to take modules in, Economics and/or Mathematics must have achieved a pass in Mathematics as a subject as part of the applicant's schooling programme that is equivalent to or better than a 60 % pass in Mathematics on the NSC scale of achievement.

(4) Applicants may be required to write an admissions and/or academic diagnostic assessments.

BA.5 Special admission

In a special case, the admission of an applicant may be permitted in terms of the College's Recognition of Prior Learning (RPL) policy and procedures.

BA.6 Curriculum

In order to satisfy the requirements of the Bachelor of Arts degree, a student must obtain at least 384 credits, of which 112 must be at the third year (300) level, 128 at the second year (200) level, and 144 at the first year (100) level; and must satisfy the requirements of two major subjects. The first digit of a module code refers to its level. Note that those choosing to major in Economics will have to satisfy the Mathematics and Statistics requirements. Prerequisite modules are required for those students wishing to take Political Economics at the third year level. (See third year curriculum for details.)

(1) The Bachelor of Arts programme offers modules, courses, majors, and minors in the following subjects, subject to availability:

(a) Modules for Major (Core) Courses of Study (as well as the sub-major):
- Economics
- Geography
- History
- Law
- Literature in English
- Mathematics
- Philosophy
- Political Science
- Religious Studies
- Psychology
- Sociology

(b) Modules for Minor Courses of Study and Electives, subject to availability (Students may also select a major course of study as a minor):
- Communications/Cultural studies
- Statistics
- Zulu

(c) Note that:
- the curriculum contains certain modules which are compulsory for ALL students.
- **Mathematics modules must be taken in the required order. The "A" modules must always precede the "B" modules in ALL years of study, unless exempted by Senate (eg MATH111A must be taken before MATH111B).**

(2) **First Year Modules: Required credits: 144**

    (a)   Students must take **AND** pass the following **compulsory modules** to satisfy the requirements to complete the degree:

Academic Development and Research Skills Requirement	ADRS101	Academic development and research skills I (8)
	ADRS102	Academic development and research skills II (8)
Philosophy Requirement	PHIL104	Philosophy of the human person (16)

    (b)   Students must select **THREE** (3) of the major course module groups from those listed below (96 credits), and **ONE** other 16 credit module (or two 8 credit modules in the same subject group), subject to availability.
Students majoring in Philosophy are obliged to take PHIL103 as their 16 credit additional module.
Students majoring in Economics are obliged to take MATH111A and MATH112A as their 16 credit additional module if they are not majoring in Mathematics.

Economics	ECON101	Microeconomics I (16)
	ECON102	Macroeconomics I (16)
Geography	GEOG103	Introduction to the human and physical geography of Africa (16)
	GEOG102	Urbanisation in Africa (16)
History	HIST111	Africa, globalisation and modernity: An historical investigation (16)
	HIST102	Topics in Southern African history (16)
Law	LAWS101	Introduction to Law (16)
	LAWS102	Private Law I: Persons and Family (16)
Literature in English	LITR101	Self-awareness in English and American Literature (16)
	LITR102	Self-awareness in African Literature (16)
Mathematics	MATH111A	Linear algebra IA (8)
	MATH111B	Linear algebra IB (8)
	MATH112A	Calculus A (8)
	MATH112B	Calculus B (8)
Philosophy	PHIL103	Introduction to logic and philosophy (16)
Political Science	POLS101	Introduction to political science (16)
	POLS102	Introduction to global politics (16)
Psychology	PSYC101	Introduction to psychology (16)
	PSYC102	Social psychology (16) *May not be taken if PSYC101 has not been passed first.*
Religious Studies	RELS101	Introduction to the study of religion (16)
	RELS102	Religions of the world (16)
Sociology	SOCL101	Doing sociology: An introduction (8)
	SOCL102	Introduction to classical sociological theory (8)
	SOCL103	Sociology of work, organisations and movements (8)
	SOCL104	Sociology of gender (8)

    (c)   Additional Modules for minor courses and electives, subject to availability.

Communication/ Cultural Studies	CMCS101	Intercultural communication in post-apartheid South Africa (16)
	CMCS102	Mass media, globalisation and identity formation in post-apartheid South Africa (16)
Statistics	STAT102	Statistics (16)

| *Zulu* | ZULU101 | IsiZulu A (16) |
| | ZULU102 | IsiZulu B (16) |

(3) **Second Year Modules: Required credits: 128**
- (a) Students who fail ADRS101, ADRS102 or PHIL104 will be required to repeat these modules in their second year of study in addition to other modules taken.
- (b) Students must take **AND** pass the following **compulsory** modules to satisfy the requirements to complete the degree:

| *Philosophy Requirement* | PHIL106 | Introduction to Ethics (8) |
| | PHIL107 | Introduction to Catholic Social Thought (8) |

(c) Students must select **THREE** (3) of the major course module groups listed below, continuing from their first year choices (96 credits).

Economics	ECON201	Microeconomics II (8)
	ECON211	Macroeconomics II (8)
	ECON202	International Economics (8)
	ECON212	Mathematics for Economists (8)
Geography	GEOG201	Global human geographies (16)
	GEOG202	Environmental geographies (16)
History	HIST211	Oral History: Methods and approaches (16) **OR**
	HIST212	A History of Genocide in Africa (16)
	HIST202	History of the Atlantic World: 1500-1835 (16)
Law	LAWS201	Historical sources of South African Law (16)
	LAWS202	Private Law II: Things and succession (16)
Literature in English	LITR201	Awareness of others in English and American literature (16)
	LITR202	Awareness of others in African literature (16)
Mathematics	MATH201A	Linear algebra IIA (8)
	MATH201B	Linear algebra IIB (8)
	MATH202A	Real analysis IA (8)
	MATH202B	Real analysis IB (8)
Philosophy	PHIL201	History of philosophy I (8)
	PHIL202	History of philosophy II (8)
	PHIL221	Philosophy of knowledge (8)
	PHIL222	Ethics I (8)
Political Science	*Four of the following modules:*	
	POLS201	Political Philosophy I (8)
	POLS211	International relations I (8)
	POLS202	South African government and politics: An introduction (8)
	POLS221	Modern political theory (8)
	POLS212	Politics of the USA and Latin America (8)
	POLS222	Comparative Government and Politics (8)
Psychology	PSYC201	Lifespan development (16)
	PSYC202	Research methods in psychology (16)
Religious Studies	RELS201	Studying scriptures (16)
	RELS202	Religions of Asia (16) **OR**
	RELS203	Africa's religious heritage (16)
Sociology	SOCL201	Sociological theory (8)
	SOCL202	Gender and work (8)
	SOCL203	Globalisation and development (8)
	SOCL204	Sociology of Religion (8)

(d) **Elective Modules**. Students must choose ONE elective minor course module group, totalling **16 Credit Points**, for the second year of study. These may be chosen EITHER from the MINOR GROUP listed below, or from the first-year modules of any major course not selected as a major. Students may also choose second-year modules in any major course, provided they have passed the first year modules in that course. Students majoring in Economics MUST choose Statistics 102 as their elective minor course worth 16 credits.

Communication/ Cultural Studies	CMCS101	Intercultural communication in post-apartheid South Africa (16)
	CMCS102	Mass media, globalisation and identity formation in post-apartheid South Africa (16)
Statistics	STAT102	Statistics (16)
Zulu	ZULU101	IsiZulu A (16)
	ZULU102	IsiZulu B (16)

(4) **Third Year modules: Required credits: 112**

(a) Students must take **AND** pass the following **compulsory** Capstone modules:

Capstone	CAPS301	Capstone seminar A (8)
	CAPS302	Capstone seminar B (8)

(b) Students must select **TWO** (2) of the major course module groups listed below, continuing from their second year choices (64 credits), subject to availability.
Unless exemption has been granted by Senate, students who intend doing the module Political Economics (POLS302) at third year level will require ECON101 and ECON102 as pre-requisites.

Economics	ECON301	Microeconomics III (8)
	ECON311	Macroeconomics III (8)
	ECON321	Econometrics (8)
	ECON302	Development economics (8) **OR**
	ECON312	Economics of the public sector (8)
Geography	GEOG301	Urban geography (16)
	GEOG302	Environmental management and sustainability (16)
History	HIST311	The study of history: An introduction (16)
	HIST302	History and film (16) **OR**
	HIST303	The Political Economy of Segregation and Apartheid (16)
Law	LAWS301	Constitutional Law (16)
	LAWS302	Jurisprudence (8)
	LAWS303	Public International Law (8)
Literature in English		The following module is compulsory
	LITR301	Literary theory (8)
		Three of the following modules:
	LITR311	Tragedy in Ancient Greece and the English Renaissance (8)
	LITR321	Literature of faith and scepticism (8)
	LITR302	Women's voices in literature (8)
	LITR312	Religion in African literature (8)
	LITR313	Dystopian literatures in English (8)
	LITR314	Death and dying in English literature (8)
Mathematics	MATH301A	Real analysis IIA (8)
	MATH301B	Real analysis IIB (8)
	MATH302A	Complex analysis A (8)
	MATH302B	Complex analysis B (8)

	Four of the following modules:	
Philosophy	PHIL331	Philosophy of mind and person (8)
	PHIL311	Philosophy of science (8)
	PHIL321	Philosophy of religion (8)
	PHIL302	Contemporary philosophy: Pluralism and Metaphilosophy (8)
	PHIL332	Philosophy of reality (8)
Political Science	Four of the following module:	
	POLS301	International relations II (8)
	POLS311	Political Philosophy II (8)
	POLS312	Regional politics (8)
	POLS321	Modern theories of justice (8)
	POLS322	Democracy, autocracy, and modernisation (8)
	POLS302	Political economics (8) *
	Unless exemption has been granted by Senate, students taking Political Economics (POLS302) require ECON101 and ECON102 as pre-requisites.	
Psychology	PSYC301	Abnormal psychology (16)
	PSYC302	Applied psychology (16)
Religious Studies	Two of the following modules:	
	RELS301	Religion and politics in the modern world (16)
	RELS302	Philosophical issues in religion (16)
	RELS303	Religion, gender and sexuality (16)
	RELS304	Secularism, modernity and fundamentalism (16)
Sociology	SOCL301	Researching social life (8)
	SOCL302	Culture, identity and post-colonialism (8)
	SOCL303	Political sociology (8)
	SOCL304	Sociology of Africa (8)

(c) **Elective Modules**. Students must choose ONE elective minor course module group, (totalling 32 Credit Points) for the third year of study. They may choose as an elective from the first-year modules of any major course not selected as a major. They may also choose second-year modules in any major course, provided they have passed the first year modules in that course or with the approval of Senate if they have not completed the first level modules. See module options from the second year listing above.

(5) The credits are assigned to the component modules in the following way:

(a) **Core modules**

    (i)   First Year:
        Major A (2 – 4 modules depending on major) (32)
        Major B (2 – 4 modules depending on major) (32) Major C (2 – 4 modules depending on major) (32)
        First-Year Philosophy Requirement (16)
        Academic Development and Research Skills Requirement (16)
        Total First Year Credits from Core Modules (128 Credit Points)

    (ii)   Second Year:
        Major A (2-4 modules, depending on major) (32)
        Major B (2-4 modules, depending on major) (32)
        Major C (2-4 modules, depending on major) (32)
        Compulsory modules: (16)
        Total Second Year Credits from Core Modules (112 Credit Points)

    (iii) Third Year:
        Major A (1 – 4 modules, depending on major) (32)
        Major B (1 - 4 modules, depending on major) (32)
        Capstone Course (2 modules) (16)
        Total Third Year Credits from Core Modules (80 Credit Points)

(b) **Elective modules**
  (i) First Year:
      Elective A (1-2 modules depending on elective) (16 credits)

  (ii) Second Year:
      Elective B (1-2 modules depending on elective) (16 credits)

  (iii) Third Year:
      Elective C (2-4 modules depending on elective) (32 credits)

(c) *TOTAL CREDITS FOR THE QUALIFICATION: 384 CREDITS*

(d) The College reserves the right in 2020 to combine modules from the available majors at the third level, subject to the provision that such a combination is exclusively of third level modules and that such a combination meets the total third level credit-points requirement for the BA degree.
The College reserves the right, within levels and subject to staffing considerations, to alter the allocation of modules to specific semesters.

(6) The College cannot guarantee that all modules listed will be offered every year.

BA.7   Years of Study

(1) **In the first year of study (144 Credit Points)**
  (a) A student must complete and pass the Academic Development and Research Skills requirement, consisting of 2 modules of 8 credit points each, as well as the one compulsory module in first-year Philosophy, carrying 16 credit points, unless Senate has, upon receipt of an application from the student to be exempted, granted permission for the student to be exempted from any of them. If Senate has granted any such exemption the student will be required to select and complete another module or modules, as the case may be, in place thereof in order to fulfil the required number of credit points for the degree; **and**
  (b) A student is required to select **three** of the eligible major subjects and complete the 2 – 4 component modules which constitute each of the major subjects. The modules of the major subjects at the first-year level carry different credit points. A student must complete modules to the value of 32 credit points in each of the chosen subjects at first-year level. (96 credits in total)
  (c) A Student is required to select one elective subject and complete 1-2 modules which constitute the subject. The modules of the minor subject at first year level carry different credit points. A student must complete modules to the value of 16 credit points in the one chosen subject at first year level.

(2) **In the second year of study (128 Credit Points)**
  (a) Students who failed ADRS101, ADRS102 or PHIL104 would be required to repeat these modules in their second year of study in addition to other modules taken.
  (b) A student is required to select and complete at the second-year level the modules for three of the major subjects that are a continuation of the subjects completed by the student at the first-year level. A student must have completed all the modules in a subject at the first-year level before registering for any module in that subject at the second-year level. The modules of the major subjects at the second-year level carry different credit points. A student must complete modules to the value of 32 credit points in each of the chosen subjects at second-year level (total credits 96); **and,**
  (c) A student must complete and pass the two compulsory 8 credit modules to fulfil the requirements for the completion of the degree (16 credit points).
  (d) A student is required to complete one elective subject to the total of 16 Credit Points.

(3) **In the third year of study (112 Credit Points)**
  (a) A student is required to complete, at third-year level the modules for two subjects which are a continuation of the major subjects completed by the student at the second-year level. A student must, unless special exemption has been granted by Senate, have completed both the modules in a subject at the second-year level before registering for any module in that subject at the third-year level.
The modules of the major subjects at the third-year level carry different credit points. A student must complete modules to the value of 32 credit points in each of the chosen subjects at the third-year level (64 credit points); **and**,
  (b) A student is required to register for and complete the modules CAPS301 and CAPS302 – Bachelor of Arts Capstone Seminar (which carry 8 credit points each).

(c) A student is required to complete the two modules for any single subject not chosen in Rule BA.6(2)(b).
Each module carries 8 or 16 credit points. A student must complete modules of the chosen subject to the value of 32 credit points.

(d) A student who selects Literature as one of the major subjects at the third-year level must register for and complete the module LITR301 – Literary Theory (which carries 8 credit points).

BA.8 Proceeding to next module in a subject: Pre-requisites and Co-requisites

Senate may specify modules as pre-requisites and/or co-requisites for students to proceed to study any specified module or group of modules. Any exemption to this rule will require the approval of Senate or of a body to which Senate has delegated the relevant remit.

BA.9 Repeating modules

See General Rule G.41.

BA.10 Credit and withdrawal of credit

A student will be granted credit for any module that he or she successfully completes, subject to the rules pertaining to a particular qualification and any special restrictions on credits in the rules for the degree. However, even if a student obtains such credit, he or she may be refused permission to renew his or her registration if he or she fails to comply with the minimum requirements of study for the degree. (See General Rule G.32.)

Senate may withdraw a credit obtained by examination or exemption in a qualifying module if a student allows his or her registration to lapse for a period of four years or longer.

BA.11 Deemed Year of study

(1) A student shall be deemed to be in the first year of study until he or she has obtained 72 credits, including the modules of the Academic Development and Research Skills requirement, as well as the first year Philosophy requirement.

(2) A student will be deemed to be in the second year of study in the period between the first and third years of study as defined in (1) and (3) hereof. A student in the second year of study may not register for the Capstone modules unless permission has been obtained from Senate.

(3) A student shall be deemed to be in the third year of study in the year in which he or she is registered for modules that will enable him or her to complete the requirements for the degree in that year, including the two required Capstone modules. A student is not eligible to register for the Capstone modules, unless special permission has been granted by Senate, until he or she is considered to be in the third year of study. The Capstone modules require that a student must be in his or her final year of study in the two major subjects.

BA.12 Proceeding to next year of study

Unless specific exemption has been granted by Senate:

(1) A student may not proceed from the first year of study to the second year of study unless he or she has obtained 72 credits

(2) In order to complete the degree, a student must have passed the following modules: ADRS101, ADRS102, PHIL104, PHIL106 and PHIL107.

BA.13 Fulfilling the requirements for the awarding of the degree

A student qualifies for the degree by completing all of the modules prescribed for the degree within the maximum time allowed for completing the degree (see rule BA.2) and by complying with the requirements of General Rule G.17.

BA.14 Cancellation of registration

(1) Cancellation of registration for the degree
Unless Senate determines otherwise in exceptional circumstances, a student who cancels his or her registration for the degree later than one month prior to the commencement of the examination session in which the examinations for the modules are held (whether for the first or the second semester), will be deemed to have failed all the modules for which he or she was registered in that year, except those modules which he or she has already completed.

(2) Cancellation of a module
A student who cancels his or her registration for a module less than one month prior to the commencement of the examination session scheduled for that module, will be deemed to have failed that module unless Senate determines otherwise.

BA.15 Publication of results

The final mark obtained by a student or candidate in a course or module will be published as a percentage.

BA.16 Award of degree with distinction

(1) The degree will be awarded with distinction to a student who:
    (a) completes the requirements for the degree specified by St Augustine College within the specified period of study; and,
    (b) completes all prescribed modules specified by the College at first attempt; and,
    (c) has completed all the modules specified by the College to be taken at St Augustine College; and,
    (d) obtains a distinction (75% or over) in each module of the subjects taken at the third-year level (as a major subject); and,
    (e) obtains an overall average of at least 68% for all the remaining modules for the degree.

(2) The degree will be awarded with distinction in a particular subject, to a student who:
    (a) completes the requirements for the degree within the specified period of study; and,
    (b) has completed all the modules specified by the College that must be taken at the College for the degree at St Augustine College; and
    (c) obtains a distinction (75% or over) in every module for a particular (major) subject in the first, second and third years of study.

BA.17 Supplementary rule for Capstone modules

In parallel to the General Rules for supplementary assessments for undergraduate students (see G.22(c)) students would need a minimum of 40% for their final mark to qualify for a supplementary assessment in all undergraduate modules. The mark in the supplementary assessment will be limited to a maximum of 50% and will replace all previous marks as the course outcome. The supplementary assessment has to be submitted within three days (72 hours) of the student having received the overall semester mark.

BA.18 BA Extended Curriculum

(1) A student who qualifies for entry into a Bachelor of Arts degree as per Rule BA.4, but who has:
    (a) a matriculation mark in English Home Language of between 50% and 55%, **or**
    (b) a matriculation mark of between 57% and 59% for English First Additional Language; **and/or**
    (c) has between 22 and 25 points on the National Senior Certificate or the equivalent
    may be admitted to the Bachelor of Arts degree with an extended curriculum.

(2) The extended curriculum is offered over a period of four years. Students must comply with the curriculum requirements of the regular curriculum, including:
- The academic development and research skills requirement;
- The Philosophy requirements as they exist in the first and second year of study;
- The Capstone requirement;
- Two course modules taken to third year level, and one taken to second year level and
- 64 credits of electives.

In addition, the extended curriculum also requires that a student register for the module in *Academic Writing,* which module is offered over two full years of study and is not credit-bearing.

(3) **First Year Modules: Required credits: 80**
    (a) Students must take **AND** pass the following **compulsory modules** to satisfy the requirements to complete the degree:

Academic Development and Research Skills Requirement	ADRS101	Academic development and research skills I (8)
	ADRS102	Academic development and research skills II (8)
Philosophy Requirement	PHIL104	Philosophy of the human person (16)
Academic Writing	ACAW001	Academic Writing I

(b) Students must select **ONE** (1) of the major course module groups from those listed below (32 credits), and **ONE** other 16 credit module as an elective (or two 8 credit modules in the same subject group), subject to availability.
Students majoring in Philosophy are obliged to take PHIL103 as their 16 credit additional module.

Geography	GEOG103	Introduction to the human and physical geography of Africa (16)
	GEOG102	Urbanisation in Africa (16)
History	HIST111	Africa, globalisation and modernity: An historical investigation(16)
	HIST102	Topics in Southern African history (16)
Law	LAWS101	Introduction to Law (16)
	LAWS102	Private Law I: Persons and Family (16)
Literature in English	LITR101	Self-awareness in English and American Literature (16)
	LITR102	Self-awareness in African Literature (16)
Philosophy	PHIL103	Introduction to logic and philosophy (16)
Political Science	POLS101	Introduction to political science (16)
	POLS102	Introduction to global politics (16)
Psychology	PSYC101	Introduction to psychology (16)
	PSYC102	Social psychology (16) *May not be taken if PSYC 101 has not been passed first.*
Religious Studies	RELS101	Introduction to the study of religion (16)
	RELS102	Religions of the world (16)
Sociology	SOCL101	Doing sociology: An introduction (8)
	SOCL102	Introduction to classical sociological theory (8)
	SOCL103	Sociology of work, organisations and movements (8)
	SOCL104	Sociology of gender (8)

(c) Additional Modules for minor courses and electives, subject to availability.

Communication/ Cultural Studies	CMCS101	Intercultural communication in post-apartheid South Africa (16)
	CMCS102	Mass media, globalisation and identity formation in post-apartheid South Africa (16)
Zulu	ZULU101	IsiZulu A (16)
	ZULU102	IsiZulu B (16)

(4) **Second Year Modules: Required credits: 96**
(a) Students who fail ADRS101, ADRS102 or PHIL104 will be required to repeat these modules in their second year of study in addition to other modules taken.
(b) Students must take **AND** pass the following **compulsory** modules to satisfy the requirements to complete the degree:

Philosophy Requirement	PHIL106	Introduction to Ethics (8)
	PHIL107	Introduction to Catholic Social Thought (8)
Academic Writing	ACAW002	Academic Writing II

(c) Students must select **TWO** (2) of the major course module groups from those listed below (64 credits), and **ONE** other 16 credit module (or two 8 credit modules in the same subject group), subject to availability.

Geography	GEOG103	Introduction to the human and physical geography of Africa (16)
	GEOG102	Urbanisation in Africa (16)
History	HIST111	Africa, globalisation and modernity: An historical investigation(16)
	HIST102	Topics in Southern African history (16)
Law	LAWS101	Introduction to Law (16)
	LAWS102	Private Law I: Persons and Family (16)
Literature in English	LITR101	Self-awareness in English and American Literature (16)
	LITR102	Self-awareness in African Literature (16)
Philosophy	PHIL103	Introduction to logic and philosophy (16)
Political Science	POLS101	Introduction to political science (16)
	POLS102	Introduction to global politics (16)
Psychology	PSYC101	Introduction to psychology (16)
	PSYC102	Social psychology (16) *May not be taken if PSYC 101 has not been passed first.*
Religious Studies	RELS101	Introduction to the study of religion (16)
	RELS102	Religions of the world (16)
Sociology	SOCL101	Doing sociology: An introduction (8)
	SOCL102	Introduction to classical sociological theory (8)
	SOCL103	Sociology of work, organisations and movements (8)
	SOCL104	Sociology of gender (8)

(d) Additional Modules for minor courses and electives subject to availability

Communication/ Cultural Studies	CMCS101	Intercultural communication in post-apartheid South Africa (16)
	CMCS102	Mass media, globalisation and identity formation in post-apartheid South Africa (16)
Zulu	ZULU101	IsiZulu A (16)
	ZULU102	IsiZulu B (16)

(5) **Third Year modules: Required credits: 96**

Students must select **THREE** (3) of the major course module groups listed below, continuing from their first and second year choices (96 credits).

Geography	GEOG201	Global human geographies (16)
	GEOG202	Environmental geographies (16)
History	HIST211	Oral History: Methods and approaches (16) **OR**
	HIST212	A History of Genocide in Africa (16)
	HIST202	History of the Atlantic World: 1500-1835 (16)
Law	LAWS201	Historical sources of South African Law (16)
	LAWS202	Private Law II: Things and succession (16)
Literature in English	LITR201	Awareness of others in English and American literature (16)
	LITR202	Awareness of others in African literature (16)
Philosophy	PHIL201	History of philosophy I (8)
	PHIL202	History of philosophy II (8)
	PHIL221	Philosophy of knowledge (8)
	PHIL222	Ethics I (8)

Political Science		*Four of the following modules:*
	POLS201	Political Philosophy I (8)
	POLS211	International relations I (8)
	POLS202	South African government and politics: An introduction (8)
	POLS221	Modern political theory (8)
	POLS212	Politics of the USA and Latin America (8)
	POLS222	Comparative Government and Politics (8)
Psychology	PSYC201	Lifespan development (16)
	PSYC202	Research methods in psychology (16)
Religious Studies	RELS201	Studying scriptures (16)
	RELS202	Religions of Asia (16) **OR**
	RELS203	Africa's religious heritage (16)
Sociology	SOCL201	Sociological theory (8)
	SOCL202	Gender and work (8)
	SOCL203	Globalisation and development (8)
	SOCL204	Sociology of Religion (8)

(6) **Fourth Year modules: Required credits: 112**

(a) Students must take **AND** pass the following **compulsory** Capstone modules:

Capstone	CAPS301	Capstone seminar A (8)
	CAPS302	Capstone seminar B (8)

(b) Students must select **TWO** (2) of the major course module groups listed below, continuing from their third year choices (64 credits), subject to availability.

Geography	GEOG301	Urban geography (16)
	GEOG302	Environmental management and sustainability (16)
History	HIST311	The study of history: An introduction (16)
	HIST302	History and film (16) **OR**
	HIST303	The Political Economy of Segregation and Apartheid (16)
Law	LAWS301	Constitutional Law (16)
	LAWS302	Jurisprudence (8)
	LAWS303	Public International Law (8)
Literature in English		The following module is compulsory
	LITR301	Literary theory (8)
		Three of the following modules:
	LITR311	Tragedy in Ancient Greece and the English Renaissance (8)
	LITR321	Literature of faith and scepticism (8)
	LITR302	Women's voices in literature (8)
	LITR312	Religion in African literature (8)
	LITR313	Dystopian literatures in English (8)
	LITR314	Death and dying in English literature (8)
Philosophy		*Four of the following modules:*
	PHIL331	Philosophy of mind and person (8)
	PHIL311	Philosophy of science (8)
	PHIL321	Philosophy of religion (8)
	PHIL302	Contemporary philosophy: Pluralism and Metaphilosophy (8)
	PHIL332	Philosophy of reality (8)

	Four of the following module:	
	POLS301	International relations II (8)
	POLS311	Political Philosophy II (8)
	POLS312	Regional politics (8)
Political Science	POLS321	Modern theories of justice (8)
	POLS322	Democracy, autocracy, and modernisation (8)
	POLS302	Political economics (8) *
	*Unless exemption has been granted by Senate, students taking Political Economics (POLS302) require ECON101 and ECON102 as pre-requisites.	
Psychology	PSYC301	Abnormal psychology (16)
	PSYC302	Applied psychology (16)
	Two of the following modules:	
	RELS301	Religion and politics in the modern world (16)
Religious Studies	RELS302	Philosophical issues in religion (16)
	RELS303	Religion, gender and sexuality (16)
	RELS304	Secularism, modernity and fundamentalism (16)
	SOCL301	Researching social life (8)
Sociology	SOCL302	Culture, identity and post-colonialism (8)
	SOCL303	Political sociology (8)
	SOCL304	Sociology of Africa (8)

(c) **Elective Modules**. Students must choose ONE elective minor course module group, (totalling 32 Credit Points) for the fourth year of study. They may choose as an elective from the first-year modules of any major course not selected as a major. They may also choose second-year modules in any major course, provided they have passed the first year modules in that course or with the approval of Senate if they have not completed the first level modules.

(7) The credits are assigned to the component modules in the following way:
(a) **First Year**
    (i) Compulsory modules:
        ADRS101 (8 credit points)
        ADRS102 (8 credit points)
        PHIL104 (16 credit points)
        ACAW (Non-credit bearing module)
    (ii) Majors:
        Major A (2-4 modules, depending on major on **first** year level) (32 credit points)
    (iii) Electives:
        Elective A (1-2 modules depending on elective) (16 credits)
    Total First Year Credits (80 Credit Points)

(b) **Second Year**
    (i) Compulsory modules:
        PHIL106 (8 credit points)
        PHIL107 (8 credit points)
        ACAW (Non-credit bearing module)
    (ii) Majors:
        Major B (2-4 modules, depending on major on **first** year level) (32 credit points)
        Major C (2-4 modules, depending on major on **first** year level) (32 credit points)
    (iii) Electives:
        Elective B (1-2 modules depending on elective) (16 credits)
    Total Second Year Credits (96 Credit Points)

(c) **Third Year**
    Major A (2 - 4 modules, depending on major, **second** year level) (32 credits)
    Major B (2 - 4 modules, depending on major, **second** year level) (32 credits)
    Major C (2 - 4 modules, depending on major, **second** year level) (32 credits)
    Total Third Year Credits (96 Credit Points)

(d) **Fourth Year**
- (i) Compulsory modules:
  CAPS301 (8 credit points)
  CAPS302 (8 credit points)
- (ii) Majors:
  Major A (2-4 modules, depending on major, **third** year level) (32 credits)
  Major B (2-4 modules, depending on major, **third** year level) (32 credits)
- (iii) Electives:
  Elective C (2 - 4 modules, depending on elective) (32 credits)
  Total Fourth Year Credits (112 Credit Points)

(e) **TOTAL CREDITS FOR THE QUALIFICATION: 384 CREDITS**

RULES FOR THE DEGREE OF BACHELOR OF COMMERCE
(PHILOSOPHY, POLITICS AND ECONOMICS)

NQF level 7 with 400 Credits (SAQA ID Number: 64449)

BC.1   Application of these rules

These rules shall apply to all students who register for the first time in 2020.

BC.2   Length of degree

(1)   **Minimum time**

The degree extends over a minimum of three academic years of full-time study or six academic years of part-time study **or**, in the event of Senate requiring a student to proceed on a special curriculum, because, in the opinion of Senate, the student suffered a disadvantage because of illness or physical disability or because of some other good and sufficient cause not arising out of illness or physical disability, for at least four academic years of full-time study or seven academic years of part-time study.

(2)   **Maximum time**

The maximum period of study is five years of full-time study or nine years of part-time study. (See Rule G.32(3) and (4).)

BC.3   Application for admission

A person who wishes to be admitted as a student for the degree shall lodge his or her application on the College's application form with the Registrar, submitting evidence of his or her academic, general, or other qualifications.

BC.4   Eligibility for admission

In **addition** to the minimum requirements set out in General Rule G.4, which relates to both the matriculation requirements in force up to the end of 2007 and the new National Senior Certificate from the end of 2008, an applicant must have **either (1) or (2)** as set out below.

(1)   **Matriculation or Matriculation Exemption** (the matriculation requirements in force up to the end of 2007)

A minimum of a matriculation or matriculation exemption (as set out in General Rule G.4), plus:

(a)   A pass in English (Home Language) at the Higher Grade or a standard of at least 60% in English (Second Additional) at the Higher Grade.

(b)   A pass in Mathematics at the Higher Grade with at least 50% or a pass in Mathematics at the Standard Grade with at least 70%.

(c)   A pass (at least 33 %) at the Higher Grade in at least two of the following subjects: A language other than English; Accounting; Art; Biblical Studies; Biology; Drama; Economics; Geography; History; Music; Physical Science; Physiology; Speech and Drama, provided that if one of the subjects passed by the candidate is Art, Drama, Music or Speech and Drama, the applicant must in addition pass one of the other subjects in the above list.

Any one of these conditions may be waived if all the others are satisfied and Senate is satisfied that an applicant would cope with the degree programme.

(2)   **National Senior Certificate** (the requirements of the new National Senior Certificate from the end of 2008)

A National Senior Certificate with:

(a)   26 points on the NSC scale of achievement (excluding points for Life Orientation); and

(b)   a pass in English Home Language or First Additional Language with at least 50% (4 points) on the NSC scale of achievement, **and**

(c)   a pass of at least 60% (5 points) in Mathematics **OR** at least 80% (7 points) in Mathematics Literacy on the NSC scale of achievement; **and**

(d)   no subject at the 'not achieved' level (less than %), unless especially exempted by Senate or in the event that a student has attempted more than the minimum required number of subjects; **and**

(e)   no more than one subject at the elementary achievement level (39% or less); **and**

(f)   no more than two subjects at the moderate achievement level (49% or less); **and**

(g)   at least 4 points (50 – 59%) for each of four of the designated subjects in the NSC list of designated subjects; **and**

(h)   Applicants may be required to perform satisfactorily in one or both of the College's pre- admission tests for English and Mathematics.

Any one of these conditions may be waived if all the others are satisfied and Senate is satisfied that an applicant would cope with the degree programme.

(3) **Foreign/Non-South African conditional/full exemption**
Students wishing to register at St Augustine who have obtained a school leaving qualification outside of South Africa must:

(a)   obtain a Universities SA Matriculation Board Exemption certificate for degree study at a university in South Africa. The certificate might be obtained on-line or in persons from the offices of Universities South Africa
(on-line: http://mbit-apply.usaf.ac.za/applicant/add; tel: +27 010 591 4401/2;
email: Applications@USAf.ac.za); and

(b)   a 50 % pass in English as a subject as part of the applicant's schooling programme; or

(c)   pass in an English proficiency test offered by an accredited body in South Africa; and

(d)   a pass in Mathematics as a subject as part of the applicant's schooling programme that is equivalent to or better than a 60 % pass in Mathematics on the NSC scale of achievement.

(4)   Applicants may be required to write an admissions and/or academic diagnostic assessments.

BC.5   Special admission

In a special case, the admission of an applicant may be permitted in terms of the College's Recognition of Prior Learning (RPL) policy and procedures.

BC.6   Curriculum

In order to satisfy the requirements of the Bachelor of Commerce degree, a student must obtain at least 400 credits, of which 128 must be at the third year (300) level, 128 at the second year (200) level, and 144 at the first year (100) level; and must satisfy the requirements of two major subjects. The first digit of a module code refers to its level. Students may, with the permission of the Coordinator of Undergraduate Studies, elect to include an additional Major subject.
The following modules, each extending over one semester, are offered:

(1)   **First Year Modules: Required credits: 144**

(a)   Students must take **AND** pass the following **compulsory** modules in the first year to progress to the second year of study:

Economics	ECON 101	Microeconomics 1 (16)
	ECON 102	Macroeconomics 1 (16)
Mathematics	MATH 101	Mathematics (16)
Statistics	STAT 102	Statistics (16)

(b)   Students must take **AND** pass the following **compulsory modules** to satisfy the requirements to complete the degree:

Academic Development and Research Skills Requirement	ADRS 101	Academic development and research skills (8)
	ADRS 102	Academic development and research skills (8)
Philosophy	PHIL 104	Philosophy of the Human Person (16)
	PHIL106	Introduction to Ethics (8)
	PHIL107	Introduction to CST (8)
Law	COMM 101	Commercial Law I (16)
	COMM 102	Commercial Law II (16)
Political Science	POLS 101	Introduction to Political Science (16)

(c)   **Elective Modules** (Depending on choice of major)

Political Science	POLS102	Introduction to global politics (16)
OR		
Philosophy	PHIL103	Introduction to logic and philosophy (16)

(d) **Elective Modules** (If not doing a third major)

Law	LAWS101	Introduction to Law (16)
OR		
Business Management	BUSM101	Introduction to business management (16)

(e) **Additional Modules** (If doing a third major)

	LAWS101	Introduction to Law (16)
Law	LAWS102	Private Law I: Persons and Family (16)
OR		
Business Management	BUSM101	Introduction to business management (16)
	BUSM102	Marketing (16)
OR		
Mathematics	MATH111B	Linear Algebra IB (8)
	MATH112B	Calculus B (8)
OR BOTH OF		
Political Science	POLS102	Introduction to global politics (16)
Philosophy	PHIL103	Introduction to logic and philosophy (16)

(2) **Second Year Modules: Required credits: 128**

(a) Students must take **AND** pass the following **compulsory** modules in the second year to progress to the third year:

	ECON 201	Microeconomics II (8)
Economics	ECON 211	Macroeconomics II (8)
	ECON 202	International Economics (8)
	ECON 212	Mathematics for economists (8)
AND		
Law	COMM101	Commercial Law I (16)
	COMM102	Commercial Law II (16)
Philosophy Requirement	PHIL106	Introduction to Ethics (8)
	PHIL107	Introduction to Catholic Social Thought (8)
AS WELL AS EITHER		
Philosophy	PHIL201	History of Philosophy I (8)
	PHIL221	Philosophy of Knowledge (8)
	PHIL202	History of Philosophy II (8)
	PHIL222	Ethics I (8)
OR		
	Four of the following:	
	POLS201	Political Philosophy I (8)
	POLS211	International relations I (8)
Political Science	POLS202	South African government and politics: An introduction (8)
	POLS221	Modern political theory (8)
	POLS212	Politics of the USA and Latin America (8)
	POLS222	Comparative Government and Politics (8)

(b) **Elective Modules** (Depending on what was chosen in first year)

Business Management	BUSM102	Marketing (16)
OR		
Law	LAWS102	Private Law I: Persons and family (16)

(c) **Additional Modules** (If doing a third major)

Business Management	BUSM201	Human Resource Management (16)
	BUSM202	Business Ethics (16)

OR		
Law	LAWS201	Historical sources of South African Law (16)
	LAWS202	Private Law II: Things and Succession (16)
OR		
Mathematics	MATH201A	Linear algebra IIA (8)
	MATH201B	Linear algebra IIB (8)
	MATH202A	Real analysis IA (8)
	MATH202B	Real analysis IB (8)

(d)   **If majoring in all Three: Economics/Philosophy/Political Science**

BOTH		
Philosophy	PHIL201	History of philosophy I (8)
	PHIL221	Philosophy of knowledge (8)
	PHIL202	History of philosophy II (8)
	PHIL222	Ethics I (8)
AND		
Political Science	*Four of the following:*	
	POLS201	Political Philosophy I (8)
	POLS211	International relations I (8)
	POLS202	South African government and politics: An introduction (8)
	POLS221	Modern political theory (8)
	POLS212	Politics of the USA and Latin America (8)
	POLS222	Comparative Government and Politics (8)

(3)   **Third Year Modules: Required credits: 128**

(a)   Students must take **AND** pass the following **compulsory** Capstone and Accounting modules:

Capstone	CAPS301	Capstone seminar A (8)
	CAPS302	Capstone seminar B (8)
Accounting	ACCN 101	Accounting 1A (16))
	ACCN 102	Accounting 1B (16))

(b)   A student is required to complete the following modules in Third Year:

Economics	ECON301	Microeconomics III (8)
	ECON311	Macroeconomics III (8)
	ECON321	Econometrics (8)
	ECON302	Development economics (8) **OR**
	ECON312	Economics of the public sector (8)
EITHER		
Philosophy	*Four of the following modules*	
	PHIL331	Philosophy of mind and person (8)
	PHIL321	Philosophy of religion (8)
	PHIL302	Contemporary philosophy: Pluralism and metaphilosophy (8)
	PHIL311	Philosophy of science (8)
	PHIL332	Philosophy of reality (8)
OR		
Political Science	*Four of the following modules*	
	POLS321	Modern theories of justice (8)
	POLS322	Democracy, autocracy and modernisation (8)
	POLS301	International relations II (8)
	POLS 311	Political philosophy II (8)

| | POLS312 | Regional politics(8) |
| | POLS302 | Political economics (8) |

(c)   **Elective Modules** (Depending on what was chosen in second year)

Business Management	BUSM201	Human resource management (16)
OR		
Law	LAWS201	Historical sources of South African Law (16)

(d)   **Additional Modules** (If doing a third major)

Business Management	BUSM301	Strategic Management (16)
	BUSM302	Information Management (16)
OR		
Law	LAWS301	Constitutional Law (16)
	LAWS302	Jurisprudence (8)
	LAWS 303	Public International Law (8)
OR		
Mathematics	MATH301A	Real analysis IIA (8)
	MATH302A	Complex analysis A (8)
	MATH301B	Real analysis IIB (8)
	MATH302B	Complex analysis B (8)
OR, BOTH		
Philosophy	*Four of the following modules*	
	PHIL331	Philosophy of mind and person (8)
	PHIL321	Philosophy of religion (8)
	PHIL302	Contemporary philosophy (8)
	PHIL311	Philosophy of science (8)
	PHIL332	Philosophy of reality (8)
AND		
Political Science	*Four of the following modules*	
	POLS301	International relations II (8)
	POLS302	Political economics (8)
	POLS311	Political philosophy II (8)
	POLS312	Regional politics (8)
	POLS321	Modern theories of justice (8)
	POLS322	Democracy, autocracy, and modernisation (8)

(4)   The College cannot guarantee that all modules listed will be offered every year.

BC.7   Proceeding to next module in a subject

A student must pass Mathematics (MATH 101) and Statistics (STAT 102) before proceeding to any module in Economics (any module with an Economics code) at the second year level.
Senate may specify modules as pre-requisites and/or co-requisites for students to proceed to study any specified module or group of modules. Any exemption to this rule will require the approval of Senate or of a body to which Senate has delegated the relevant remit.

BC.8   Repeating modules

See General Rule G.41.

BC.9   Credit and withdrawal of credit

A student will be granted credit for any module that he or she successfully completes, subject to the rules pertaining to a particular qualification and any special restrictions on credits in the rules for the degree. However, even if a student obtains such credit, he or she may be refused permission to renew his or her registration if he or she fails to comply with the minimum requirements of study for the degree. (See General Rule G.32.)
Senate may withdraw a credit obtained by examination or exemption in a qualifying module if a student allows his or her registration to lapse for a period of four years or longer.

BC.10 **Deemed Years of study**

(1)   A student shall be deemed to be in the **first year** of study until he or she has accumulated at least 96 credits.

(2)   A student will be deemed to be in the **second year** of study in the period between the first and third years of study as defined in (1) and (3) hereof.

(3)   A student will be deemed to be in the **third year** of study in the year when he or she is registered for modules that will enable him or her to complete the requirements for the degree in that year.

BC.11 **Proceeding to next year of study**

Unless specific exemption has been granted by Senate:

(1)   A student may not proceed from the first year of study to the second year of study unless he or she has accumulated at least 96 credits in terms of these rules.

(2)   A student may not proceed from the second year of study to the third year of study unless he or she has completed all the modules prescribed for the second year of study and has no more than 32 credits outstanding from the modules prescribed for the first year of study.

BC.12 **Fulfilling the requirements for the award of the degree**

A student qualifies for the degree by completing all the modules prescribed for the degree within the maximum time allowed for completing the degree (see rule BC.2) and by complying with the requirements of General Rule G.17.

BC.13 **Cancellation of registration**

(1)   Unless Senate determines otherwise in exceptional circumstances, a student who cancels his or her registration for the degree later than four weeks prior to the commencement of the final summative assessment (invigilated traditional examination) session in which the assessments for the degree are held, will be deemed to have failed all the modules for which he or she was registered in that year, except those modules which he or she has already completed.

(2)   A student, who cancels his or her registration for a module less than four weeks prior to the scheduled final summative assessment (invigilated traditional examination) session for that module, will be deemed to have failed that module unless Senate determines otherwise.

BC.14 **Publication of results**

The final mark obtained by a student or candidate in a course or module will be published as a percentage.

BC.15 **Award of degree with distinction**

(1)   The degree will be awarded with distinction to a student who:
   (a)   completes the requirements for the degree specified by St Augustine College within the specified period of study; and,
   (b)   completes all prescribed modules specified by the College at first attempt; and,
   (c)   has completed all the modules specified by the College to be taken at St Augustine College; and,
   (d)   obtains a distinction (75% or over) in each module of the subjects taken at the third-year level (as a major subject); and,
   (e)   obtains an overall average of at least 68% for all the remaining modules for the degree.

(2)   The degree will be awarded with distinction in a particular subject, to a student who:
   (a)   completes the requirements for the degree within the specified period of study; and,
   (b)   has completed all the modules specified by the College that must be taken at the College for the degree at St Augustine College; and
   (c)   obtains a distinction (75% or over) in every module for a particular (major) subject in the first, second and third years of study.

BC.16 **Supplementary rule for Capstone modules**

In parallel to the General Rules for supplementary assessments for undergraduate students (see G.22(c)) students would need a minimum of 40% for their final mark to qualify for a supplementary assessment in all undergraduate modules. The mark in the supplementary assessment will be limited to a maximum of 50% and will replace all previous marks as the course outcome. The supplementary assessment has to be submitted within three days (72 hours) of the student having received the overall semester mark.

RULES FOR THE DEGREE OF BACHELOR OF THEOLOGY

NQF level 7 with 400 Credits (SAQA ID Number: 62851)

BT.1 Application of these rules

These rules shall apply to all students.

BT.2 Length of degree

(1) Minimum time
The degree extends over a minimum of three academic years of full-time study or six academic years of part-time study or, in the event of Senate's requiring a student to proceed on a special curriculum, because, in the opinion of Senate, the student suffered a disadvantage because of illness or physical disability or because of some other good and sufficient cause not arising out of illness or physical disability for, at least four academic years of full-time study or seven academic years of part-time study.

(2) Maximum
The maximum period of study is five years of full-time study or nine years of part-time study. (See Rule G.32(7).)

BT.3 Application for admission

A person who wishes to be admitted as a student for the degree shall lodge his or her application on the College's application form with the Registrar, submitting evidence of his or her academic, general or other qualifications.

BT.4 Eligibility for admission

In **addition** to the minimum requirements set out in General Rule G.4 and successful completion of the admissions assessment, which relate to both the matriculation requirements in force up to the end of 2007 and the new National Senior Certificate from the end of 2008, an applicant **must have**:

(1) **Matriculation or matriculation exemption** (the matriculation requirements in force up to the end of 2007)
A minimum of a matriculation or matriculation exemption (as set out in General Rule G.4), plus:
(a) A pass mark of at least 50% in English (Home Language) at the Higher Grade or a standard of at least 60% in English (Second Additional) at the Higher Grade **and**,
(b) A pass (at least 33%) at the Higher Grade in at least two of the following subjects: A language other than English; Accounting; Art; Biblical Studies; Biology; Drama; Economics; Geography; History; Mathematics; Music; Physical Science; Physiology; Speech and Drama, provided that if one of the subjects passed by the candidate is Art, Drama, Music or Speech and Drama, the applicant must in addition pass one of the other subjects in the above list.

Any one of these conditions may be waived if all the others are satisfied and Senate is satisfied that an applicant would cope with the degree programme.

(2) **National Senior Certificate** (the requirements of the new National Senior Certificate from the end of 2008)
A National Senior Certificate with:
(a) 25 points on the NSC scale of achievement; **excluding** points for Life Orientation, **and,**
(b) a pass in English Home Language or First Additional Language with at least 50% (4 points) on the NSC scale of achievement, **and**
(c) having obtained at least 4 points (50 – 59%) for each of four of the designated subjects in the NSC list of designated subjects.

(3) **Foreign/Non-South African conditional/full exemption**
Students wishing to register at St Augustine who have obtained a school leaving qualification outside of South Africa must:
(a) obtain a Universities SA Matriculation Board Exemption certificate for degree study at a university in South Africa. The certificate might be obtained on-line or in persons from the offices of Universities South Africa
(on-line: http://mbit-apply.usaf.ac.za/applicant/add; tel: +27 010 591 4401/2; email: Applications@USAf.ac.za); and
(b) a 50 % pass in English as a subject as part of the applicant's schooling programme; or
(c) a pass in an English proficiency test offered by an accredited body in South Africa.

(4) Applicants may be required to write an admissions and/or academic diagnostic assessments.

BT.5 **Curriculum**

In order to satisfy the requirements of the Bachelor of Theology degree a student must obtain at least 400 credits of which 128 must be at the third-year level, 128 at the second year level and 144 at the first year level. The first digit of a module code refers to its level. Modules at the first- and second-year level carry 16 credits with the exception of ADRS101/102 which carry 8 credits each. Some modules at third-year level carry 16 credits, while others carry 24 credits.

(1) **First Year Modules: Required credits: 144**

First Semester		
ADRS101	Academic development and research skills I	8 credits
BIBS111	Introduction to the Old Testament and the Pentateuch	16 credits
CHIS111	Introduction to the Early and Medieval Church	16 credits
PHIL105	Introductory philosophy for theology	16 credits
SYTH103	Introduction to systematic theology	16 credits
Second Semester		
ADRS102	Academic development and research skills II	8 credits
BIBS112	Introduction to the New Testament literature and the Synoptic Gospels	16 credits
CHIS112	From the Reformation to the Modern Church	16 credits
PHIL104	Philosophy of the human person	16 credits
SYTH104	Theological anthropology – Creation to Eschaton	16 credits

(2) **Second Year Modules: Required credits: 128**

First Semester		
BIBS203	History of Israel in context: Historical books of the Old Testament	16 credits
CETH211	Foundations and issues in Christian Ethics	16 credits
PAST103	Pastoral psychology	16 credits
SYTH203	Fundamental theology	16 credits
Second Semester		
BIBS204	Johannine literature and the Book of Revelation	16 credits
CETH212	Special questions in Christian Ethics	16 credits
PAST101	Dynamics of the spiritual journey	16 credits
SYTH202	God: Father, Son and the Holy Spirit: Trinity and Christology	16 credits

(3) **Third Year Modules: Required credits: 128**

First Semester		
BIBS303	The Prophets and Wisdom literature of the Old Testament	24 credits
PAST301	History of Christian spirituality	16 credits
SYTH301	Church, Ecclesiology, Missiology and Sacramentology	24 credits
Second Semester		
BIBS304	Epistolary literature of the New Testament	16 credits
PAST303	Ministering in the Christian tradition	24 credits
SYTH306	Ecumenism and theology of religions	24 credits

BT.6 **Years of Study**

(1) **Full-time study**
All modules for this curriculum are compulsory and should be taken in the order listed in BT.5.

(2) **Part-time study**
The curriculum is as stated below; each full-time year of study is extended over two years. A student must complete:

(a) First year of study
The two fundamental modules (ADRS101/2) and four first-year modules from the list of available modules for first year full time.
(b) Second year of study
Four first-year modules from the list of available modules for first year full time.
(c) Third year of study
Two first-year modules and two second-year modules from the list of available modules for first year full time.
(d) Fourth year of study
Four second-year modules from the list of available modules for second year full time.
(e) Fifth year of study
Three third-year modules from the list of available modules for third year full time.
(f) Sixth year of study
Three third-year modules from the list of available modules for third year full time.

BT.7 Proceeding to next module in a subject

(1) If a student fails module A in a subject, he or she may proceed to module B in that subject.
(2) Under academic advice a student who fails module A or B from a first year module may continue and do modules A and or B in the second year of that subject whilst at the same time repeating the module they failed.
(3) If a student has not done the first year modules A and B of a subject they may, under academic advice, in their second year of study do modules A and or B of the second year subject whilst completing the first year modules A and B which they have not yet done.
(4) A student may not do a second year module in a subject where they have failed both the A and B module of that same subject at the first year level.
(5) Students may only do third year modules in subjects which they have completed and passed both modules at the first and second year level. If a student fails module A in a subject, he or she may proceed to module B in that subject but may **not** proceed to a module at the second- or third-year level in that subject unless he or she has passed both A and B modules in that subject at the preceding level (i.e. at first or second year level, as the case may be).

BT.8 Repeating modules

See General Rule G.41.

BT.9 Credit and withdrawal of credit

A student will be granted credit for any module that he or she successfully completes subject to the rules pertaining to a particular qualification and any special restrictions on credits in the rules for the degree. However, even if a student obtains such credit, he or she may be refused permission to renew his or her registration if he or she fails to comply with the minimum requirements of study for the degree. (See General Rule G.32(4)).

Senate may withdraw a credit obtained by examination or exemption in a qualifying module if a student allows his or her registration to lapse for a period of four years or longer.

BT.10 Deemed Year of study

(1) A student shall be deemed to be in the **first year** of study until he or she has obtained credit in at least five modules.
(2) A student will be deemed to be in the **second year** of study in the period between the first and third years of study as defined in (a) and (c) hereof.
(3) A student shall be deemed to be in the **third year** of study in the year in which he or she is registered for modules that will enable him or her to complete the requirements for the degree in that year.

BT.11 Proceeding to next year of study

(1) A student may not proceed from the first year of study to the second year of study unless he or she has obtained credit in at least 144 credits in terms of these rules.
(2) A student may not proceed from the second year of study to the third year of study unless he or she has completed all the modules specified for the first year of study (144 credits) and at least 128 credits prescribed for the second year of study and is in a position to register and complete all the requirements for the degree in that year.

BT.12 **Fulfilling the requirements for the award of the degree**

Unless specific exemption has been granted by Senate:
A student qualifies for the degree by completing all of the modules prescribed for the degree within the maximum time allowed for completing the degree and by complying with the requirements of General Rule G17.

BT.13 **Cancellation of registration**

(1) **Cancellation of registration for the degree**
Unless Senate determines otherwise in exceptional circumstances, a student who cancels his or her registration for the degree later than one month prior to the commencement of the examination session in which the examinations for the modules are held (whether for the first or the second semester), will be deemed to have failed all the modules for which he or she was registered in that year, except those modules which he or she has already completed.

(2) **Cancellation of a module**
A student, who cancels his or her registration for a module less than one month prior to the commencement of the examination session scheduled for that module, will be deemed to have failed that module unless Senate determines otherwise.

BT.14 **Publication of results**

The final mark obtained by a student or candidate in a course or module will be published as a percentage.

BT.15 **Award of degree with distinction**

(1) The degree will be awarded with distinction to a student who:
(a) completes the requirements for the degree specified by St Augustine College within the specified period of study; and,
(b) completes all prescribed modules specified by the College at first attempt; and,
(c) obtains an overall average of 75% or above.
(d) In the case of students who transfer from another institute, BT.15(1)(a)-(c) apply to the modules completed at the College.

(2) The degree will be awarded with distinction in a particular subject, to a student who:
(a) completes the requirements for the degree within the specified period of study; and,
(b) has completed all the modules specified by the College that must be taken at the College for the degree at St Augustine College; and,
(c) obtains a distinction (75% or over) in every module for a particular subject in the first, second and third years of study.

RULES FOR BACHELOR OF ARTS (HONOURS) IN PEACE STUDIES
(BAHONSPS)

These rules should be read in conjunction with the General Rules.

NQF level 8 with 120 credits (SAQA ID Number: 88868)

HA.1 Length of degree

The curriculum for the degree shall extend over not less than two years of part-time study. During that period a student is required to attend lectures full-time during four one-week modules and undertake a research project in the last module.

HA.2 Application

A person who wishes to be admitted as a student for the degree shall lodge his or her application in writing with the Registrar, submitting evidence of his or her academic and general qualifications.

HA.3 Eligibility for admission as a student for the degree

Either of the following may be admitted as a student by Senate under such conditions as it may determine if it is satisfied that he or she is qualified and able to undertake the degree:
(1)   the holder of an appropriate Bachelor's degree of at least 3 years (minimum 360 credits), exit level 7 with minimum of 120 credits at Level 7 and a maximum of 96 credits at Level 5) with an average mark of 65% in the final year of study;
(2)   the holder of a 4-year Bachelor's degree with 480 credits;
(3)   a person who has qualified for admission in terms of the College's Recognition of Prior Learning (RPL) policy.

HA.4 Curriculum

A student must complete five modules, including one covering the compulsory Research Project. Each module counts 20 credits (66.7% towards the final mark of the degree) while the Research Project counts 40 credits (33.3% toward the final mark of the degree).

Compulsory		
	HONA401	Foundations of peace studies: Dignity and the common good
	HONA402	Fundamentals of peace-building: Concepts, philosophy and organisation
	HONA410	Research project
Electives (2 required, with at least one from Group A)		
Group A	HONA403	Identity-based conflict: Ethno-cultural, gender and religious dimensions
	HONA404	Recovering from violence: Transitional justice, reconstruction and reconciliation
	HONA406	Philosophy and practice of non-violence
	HONA411	Elements of peace-keeping
Group B	HONA405	The state in modern politics
	HONA407	War, peace and international relations
	HONA408	The economic causes and consequences of conflict
	HONA409	Normative political theory in a global context

HA.5 Completion of modules and credits

(1)   A student for the degree shall attend, perform the work of the class and, as Senate determines, present himself or herself for assessment in the modules prescribed in the rules.
(2)   In each module, including the module, Research Project (HONA410), a student is required to attend the weeks of full-time lectures as well as any other sessions set out for research design and methods.
(3)   In the case of the module, Research Project (HONA410), the student must complete a 10 000- word research project on a topic approved by the Head of Department. Should a student require additional time in which to complete the research project, he or she must apply in writing through the Registrar's Office for permission from the Head of Department.

(4) The mark for each module, except the Research Project (HONA410), comprises the following components made up in the following proportions:
Formative assessment   50% towards the final mark
Summative assessment   50% towards the final mark
   (a)   The **formative component** consists of formative assessment task/s and comprises 50% of the overall marks for a module.
   (b)   The **summative assessment** comprises the other 50%. The summative assessment may take the form of a formal written examination or another assessment form depending on the requirements of the module. It must be in a written form which will be externally assessed and is weighted as a minimum of 50% of the final mark.
All details about the methods of assessment, length of assignments or other methods of assessment and due dates, as well as the component or components to be externally assessed, must be included in the course packs handed out to candidates at the start of each module.

(5) All assignments **must** be completed and handed in by the due dates set by the Head of Department. A candidate may be refused permission to present himself or herself for the normal traditional examination, if there be one, or from submitting the summative assessment assignment if he or she has not completed and submitted all the work prescribed during the quarter in which the module is offered, by the due date. Where no traditional examination for the summative assessment is held a candidate **must** hand in all work by the due date and **must** complete and hand in the final assignment for summative assessment by the due date. **No** extensions beyond that date are permitted. A candidate who fails to submit the work by the due date will fail the module.

(6) The pass mark in any module is 50%. A student has to obtain an average of at least 50% for the two components and, in addition, must obtain a sub-minimum of 40% in the formative and summative assessments.

(7) All four modules, count equally towards the final mark for the degree (20 credits per module). The Research Project counts 40 credits towards the degree.

HA.6   Exemption from modules

Senate may, on written application from a student, exempt such a student from one or two modules on the ground of his or her having obtained credit in an equivalent course or module for a degree or equivalent qualification in another university or equivalent academic institution, on condition that he or she completes the remaining requirements for the degree at the College.

HA.7   Completion of requirements for degree

In order to qualify for the degree, a student must:
(1)   comply with the requirements of Rules HA.4 and HA.5(1) and (2),
(2)   obtain credit for all the modules prescribed for him or her,
(3)   complete all the requirements within 30 months of first registration for the degree.

HA.8   Failing and repeating modules

(1) A student who fails to obtain credit in a module may be permitted by Senate to repeat the module the next time it is offered. Repeating a module means re-registering for the module, repeating all the work for the module, undergoing the required assessments and paying the prescribed tuition fee.
Students who fail more than two modules will be de-registered and will not be offered a degree by the College.

(2) There is no guarantee that every module will be offered every year, or even every second year.

HA.9   Renewal of registration

Senate may refuse permission for a student to renew his or her registration for the degree if he or she fails to complete the requirements set out in Rules HA.4 and HA.5 or has not completed and passed all five modules (including the module "Research Project" (HONA410)) within 30 months of continuous part-time registration. If a candidate has been granted formal permission by Senate to break his or her registration for a specific period, that period will be excluded from the two-year period. (See also General Rule G.33.)

HA.10   Submission of Research Project

Every candidate for an Honours degree is required to attend any units or courses the College offers in research design and methods. The Faculty Higher Degrees Committee may exempt a candidate from attending some or all of the research design and methods components if it is satisfied that the candidate has sufficient experience in academic research prior to starting the degree. Application for exemption must be made via the Registrar's office. The decision could, however, be reversed if, in the opinion of the Faculty Higher Degrees Committee, the candidate's performance in the other modules demonstrates that he or she would benefit by attending the research methods component.

Once the supervisor has approved the final copy of the Research Project, a candidate shall submit to the Registrar one electronic copy of his or her Research Project, unless the Registrar requires otherwise in a particular case.

Should the candidate wish to submit the project for assessment without the supervisor's consent, he or she may do so. However the supervisor must inform the Registrar in writing that the project has been submitted without his or her consent.

In the case of a successful candidate, he or she shall submit one further unbound copy and one copy on CD disk of the Research Project for lodging in the library. If an assessor requires amendments or corrections to be made to the project, these must be carried out before graduation and before lodging the Research Project in the Library.

HA.11   Publication of Results and award of the degree with distinction

(1)   The final mark obtained by a student in a qualifying module shall be published as a percentage.

(2)   The degree may be awarded with distinction to a student who obtains an average of at least 75% for all five modules.

RULES FOR BACHELOR OF ARTS (HONOURS) IN PHILOSOPHY
(BAHONSPHIL)

These rules should be read in conjunction with the General Rules.

NQF level 8 with 120 credits

(SAQA ID 94858)

HP.1   Length of degree

The curriculum for the degree shall extend over not less than two years of part-time study. During that period a student is required to attend lectures full-time during four one-week modules and undertake a research report in the last module.

HP.2   Application

A person who wishes to be admitted as a student for the degree shall lodge his or her application in writing with the Registrar, submitting evidence of his or her academic and general qualifications.

HP.3   Eligibility for admission as a student for the degree

Either of the following may be admitted as a student by Senate under such conditions as it may determine if it is satisfied that he or she is qualified and able to undertake the degree:
(1)   the holder of a three-year degree majoring in philosophy who has obtained at least 65% in Philosophy in the first, second and third year of his/her undergraduate degree AND who has obtained a final-year overall average of 65%;
(2)   a person who has qualified for admission in terms of the College's Recognition of Prior Learning policy (RPL);
(3)   See also General Rule G.4.

HP.4   Curriculum

A student must complete five modules. Each module, except for the Research Project, which will count 40 credits, is worth 20 credits. The four modules count 66.7% towards the final mark while the Research Project counts 33.3% towards the final mark of the degree:

HONP401	Philosophical thinker
HONP402	Historical philosophical period
HONP403	Key philosophical theme
HONP404	Primary text
HONP405	Research Project

HP.5   Completion of modules and credits

(1)   A student for the degree shall attend, perform the work of the class and, as Senate determines, present himself or herself for assessment in the modules prescribed in the rules.
(2)   In each of the four coursework modules, a student is required to attend the weeks of full-time lectures as well as any other sessions that may be set out for research design and methods as a formative component of the final module, namely Research Project (HONP405).
(3)   In the case of the module, Research Project (HONP405), the student must complete a 10 000- word research project on a topic approved by the Head of Department. Should a student require additional time in which to complete the research project, he or she must apply in writing through the Registrar's Office for permission.
(4)   The mark for each module, except the Research Project (HONP405), comprises the following components made up in the following proportions:
Formative assessment   50% towards the final mark
Summative assessment   50% towards the final mark
(a)   The **formative component** consists of formative assessment task/s and comprises 50% of the overall marks for a module.
(b)   The **summative assessment** comprises the other 50%. The summative assessment may take the form of an examination or another assessment form depending on the requirements of the module. It must be in a written form which will be externally assessed and is weighted as a minimum of 50% of the final mark.
All details about the methods of assessment, length of assignments or other methods of assessment and due dates, as well as the component or components to be externally

assessed, must be included in the course packs handed out to candidates at the start of each module.

(2) All assignments **must** be completed and handed in by the due dates set by the Head of Department. A candidate may be refused permission to present himself or herself for the normal traditional examination, if there be one, or from submitting the summative assessment assignment if he or she has not completed and submitted all the work prescribed during the quarter in which the module is offered, by the due date. Where no traditional examination for the summative assessment is held a candidate **must** hand in all work by the due date and **must** complete and hand in the final assignment for summative assessment by the due date. **No** extensions beyond that date are permitted. A candidate who fails to submit the work by the due date will fail the module.

(3) The pass mark in any module is 50%. A student has to obtain an average of at least 50% for the two components and, in addition, must obtain a sub-minimum of 40% in the formative and summative assessments.

(4) All four modules, count equally towards the final mark for the degree (20 credits per module). The Research Project counts 40 credits towards the degree.

HP.6 Exemption from modules

Senate may, on written application from a student, exempt such a student from one or two modules on the ground of his or her having obtained credit in an equivalent course or module for a degree or equivalent qualification in another university or equivalent academic institution, on condition that he or she completes the remaining requirements for the diploma at the College.

HP.7 Completion of requirements for degree

In order to qualify for the degree, a student must:
(1) comply with the requirements of Rules HP.4 and HP.5(1) and (2),
(2) obtain credit for all the modules prescribed for him or her,
(3) complete all the requirements within 30 months of first registration for the degree.

HP.8 Failing and repeating modules

(1) A student who fails to obtain credit in a module may be permitted by Senate to repeat the module the next time it is offered. Repeating a module means re-registering for the module, repeating all the work for the module, undergoing the required assessments and paying the prescribed tuition fee.
Students who fail more than two modules will be de-registered and will not be offered a degree by the College.

(2) There is no guarantee every module will be offered every year or even every second year.

HP.9 Renewal of registration

Senate may refuse permission for a student to renew his or her registration for the degree if he or she fails to complete the requirements set out in Rules HP.4 and HP.5 or has not completed and passed all five modules (including the module "Research Project" (HONP405)) within 30 months of continuous part-time registration. If a candidate has been granted formal permission by Senate to break his or her registration for a specific period, that period will be excluded from the two-year period. (See also General Rule G.33.)

HP.10 Submission of Research Project

Every candidate for an Honours degree is required to attend any units or courses that the College may offer in research design and methods. The Faculty Higher Degrees Committee may exempt a candidate from attending some or all of the research design and methods components if it is satisfied that the candidate has sufficient experience in academic research prior to starting the degree. Application for exemption must be made via the Registrar's office. The decision could, however, be reversed if, in the opinion of the Faculty Higher Degrees Committee, the candidate's performance in the other modules demonstrates that he or she would benefit by attending the research methods component.

Once the supervisor has approved the final copy of the Research Project, a candidate shall submit to the Registrar one electronic copy of his or her Research Project, unless the Registrar requires otherwise in a particular case.

Should the candidate wish to submit the project for assessment without the supervisor's consent, he or she may do so. However the supervisor must inform the College in writing that the project has been submitted without his or her consent.

In the case of a successful candidate, he or she shall submit one further unbound copy and one copy on CD disk of the Research Project for lodging in the library. If an assessor requires

amendments or corrections to be made to the project, these must be carried out before graduation and before lodging the Research Project in the Library.

HP.11   Publication of results and award of diploma with distinction

(1)   The final mark obtained by a student in a qualifying module shall be published as a percentage.

(2)   The degree may be awarded with distinction to a student who obtains an average of at least 75% for all five modules.

RULES FOR BACHELOR OF THEOLOGY (HONOURS)
(BTh HONS)

These rules should be read in conjunction with the General Rules.

NQF level 8 with 120 credits (SAQA ID Number: 90625)

HT.1 Length of degree

The curriculum for the degree shall extend over not less than two years of part-time study. During that period a student is required to attend lectures full-time during four one-week modules and undertake a research report in the last module.

HT.2 Application

A person who wishes to be admitted as a student for the degree shall lodge his or her application in writing with the Registrar, submitting evidence of his or her academic and general qualifications.

HT.3 Eligibility for admission as a student for the degree

Either of the following may be admitted as a student by Senate under such conditions as it may determine if it is satisfied that he or she is qualified and able to undertake the degree:
(1)   the holder of a three-year degree in theology with a final-year overall average of 65%
(2)   a person who has qualified for admission in terms of the College's Recognition of Prior Learning (RPL) policy.

HT.4 Curriculum

A candidate must choose between the following two tracks. The modules within each track are as follows:

(1)   **Systematic Track**

HONT401	Theological method
HONT402	Research Project
HONT403	History of theological thought
HONT404	Political theology
HONT405	Themes in Christian doctrine

(2)   **Pastoral Track**

HONT401	Theological method
HONT402	Research Project
HONT406	Word and worship
HONT407	Pastoral counselling
HONT408	Faith formation

Each module, except for the Research Project which will count 40 credits, is worth 20 credits. The four modules count 66.7% towards the final mark while the Research Project counts 33.3% towards the final mark of the degree:

HT.5 Completion of modules and credits

(1)   A student for the degree shall attend, perform the work of the class and, as Senate determines, present himself or herself for assessment in the modules prescribed in the rules.
(2)   In each of the four coursework modules, a student is required to attend the weeks of full-time lectures as well as any other sessions that may be set out for research design and methods as a formative component of the final module, namely Research Project (HONT402).
(3)   In the case of the module, Research Project (HONT402), the student must complete a 10 000- word research project on a topic approved by the Head of Department. Should a student require additional time in which to complete the research project, he or she must apply in writing through the Registrar's Office for permission.
(4)   The mark for each module, except the Research Project (HONT402), comprises the following components made up in the following proportions:
Formative assessment   50% towards the final mark
Summative assessment   50% towards the final mark

(a) The **formative component** consists of formative assessment task/s and comprises 50% of the overall marks for a module.

(b) The **summative assessment** comprises the other 50%. The summative assessment may take the form of an examination or another assessment form depending on the requirements of the module. It must be in a written form which will be externally assessed and is weighted as a minimum of 50% of the final mark.

All details about the methods of assessment, length of assignments or other methods of assessment and due dates, as well as the component or components to be externally assessed, must be included in the course packs handed out to candidates at the start of each module.

(5) All assignments **must** be completed and handed in by the due dates set by the Head of Department. A candidate may be refused permission to present himself or herself for the normal traditional examination, if there be one, or from submitting the summative assessment assignment if he or she has not completed and submitted all the work prescribed during the quarter in which the module is offered, by the due date. Where no traditional examination for the summative assessment is held a candidate **must** hand in all work by the due date and **must** complete and hand in the final assignment for summative assessment by the due date. **No** extensions beyond that date are permitted. A candidate who fails to submit the work by the due date will fail the module.

(6) The pass mark in any module is 50%. A student has to obtain an average of at least 50% for the two components and, in addition, must obtain a sub-minimum of 40% in the formative and summative assessments.

(7) All four modules, count equally towards the final mark for the degree (20 credits per module). The Research Project counts 40 credits towards the degree.

HT.6 Exemption from modules

Senate may, on written application from a student, exempt such a student from one or two modules on the ground of his or her having obtained credit in an equivalent course or module for a degree or equivalent qualification in another university or equivalent academic institution, on condition that he or she completes the remaining requirements for the diploma at the College.

HT.7 Completion of requirements for degree

In order to qualify for the degree, a student must:
(a) comply with the requirements of Rules HT.4 and HT.5(1) and (2),
(b) obtain credit for all the modules prescribed for him or her,
(c) complete all the requirements within 30 months of first registration for the degree.

HT.8 Failing and repeating modules

(1) A student who fails to obtain credit in a module may be permitted by Senate to repeat the module the next time it is offered. Repeating a module means re-registering for the module, repeating all the work for the module, undergoing the required assessments and paying the prescribed tuition fee.

Students who fail more than two modules will be de-registered and will not be offered a degree by the College.

(2) There is no guarantee every module will be offered every year or even every second year.

HT.9 Renewal of registration

Senate may refuse permission for a student to renew his or her registration for the degree if he or she fails to complete the requirements set out in Rules HT.4 and HT.5 or has not completed and passed all five modules (including the module "Research Project" (HONT402)) within 30 months of continuous part-time registration. If a candidate has been granted formal permission by Senate to break his or her registration for a specific period, that period will be excluded from the two-year period. (See also General Rule G.33.)

HT.10 Submission of Research Project

Every candidate for an Honours degree is required to attend any units or courses that the College may offer in research design and methods. The Faculty Higher Degrees Committee may exempt a candidate from attending some or all of the research design and methods components if it is satisfied that the candidate has sufficient experience in academic research prior to starting the degree. Application for exemption must be made via the Registrar's office. The decision could, however, be reversed if, in the opinion of the Faculty Higher Degrees Committee, the candidate's performance in the other modules demonstrates that he or she would benefit by attending the research methods component.

Once the supervisor has approved the final copy of the Research Project, a candidate shall submit to the Registrar one electronic copy of his or her Research Project, unless the Registrar requires otherwise in a particular case.

Should the candidate wish to submit the project for assessment without the supervisor's consent, he or she may do so. However the supervisor must inform the College in writing that the project has been submitted without his or her consent.

In the case of a successful candidate, he or she shall submit one further unbound copy and one copy on CD disk of the Research Project for lodging in the library. If an assessor requires amendments or corrections to be made to the project, these must be carried out before graduation and before lodging the Research Project in the Library.

HT.11   Publication of results and award of degree with distinction

(1)   The final mark obtained by a student in a qualifying module shall be published as a percentage.

(2)   The degree may be awarded with distinction to a student who obtains an average of at least 75% for all five modules.

RULES FOR DEGREES OF MASTER OF PHILOSOPHY

These rules should be read in conjunction with the General Rules.

Rules M.1 to M.19 inclusive are common to all five degrees of Master of Philosophy by course work and research, with the exception of Rule M.8, in which the individual curricula for each degree are set out. Note that specialisations studies do not appear on the Degree Certificate but are indicated on the transcript when a student graduates).

M.1   Degrees offered, NQF level and credit points

NQF Level 9. The total number of credit points for each MPhil degree is 200.
The following degrees of Master are offered:
Master of Philosophy in Applied Ethics
  Specialisation in Business Ethics
  Specialisation in Social and Political Ethics
Master of Philosophy in Culture and Education
  Specialisation in Educational Leadership
Master of Philosophy in Philosophy
Master of Philosophy in Theology
  Specialisation in Fundamental and Systematic Theology
  Specialisation in Christian Spirituality
  Specialisation in Pastoral Theology (*not offered in 2020)
  Specialisation in Canon Law

M.2   Application of these rules

These rules shall apply to all candidates who register for the first time in 2020 and, in addition, to all candidates who were registered before 2020 unless Senate otherwise determines or has determined in a particular case, in which event such a candidate shall proceed in terms of a special curriculum laid down for him or her by Senate, as it determines.

M.3   Application

A person who wishes to be admitted for one of the following four degrees:
  Master of Philosophy in Applied Ethics
  Master of Philosophy in Culture and Education
  Master of Philosophy in Philosophy
  Master of Philosophy in Theology
shall lodge his or her application in writing with the Registrar, submitting evidence of his or her academic and general qualifications.

M.4   Eligibility for admission as a candidate for the degree

(1) Any of the following may be admitted as a candidate by Senate under such conditions as it may determine if it is satisfied that he or she is qualified and able to undertake the degree:

  (a) the holder of an Honours degree with a research component and an average mark of minimum 60% *or*

  (b) the holder of a degree taken over a minimum of four years **and** who has satisfied Senate that he or she has attained at least an average of 60% in the fourth year of study of that degree and has research experience; *or*

  (c) the holder of a three-year degree of Bachelor who produces evidence to the satisfaction of Senate of having pursued, for a period of at least two years subsequent to his or her admission to the degree of bachelor, a course of study or research in the field in which he or she proposes to follow in the degree of Master of Philosophy **and** who has satisfied Senate that he or she has attained an Honours standard in that field; *or*

  d) the holder of a qualification considered by Senate to be appropriate for admission as a candidate for the degree of Master of Philosophy; *or*

  (e) a person who does not qualify under (a), (b), (c) or (d) above but who qualifies for admission in terms of the College's Recognition of Prior Learning (RPL) policy **and** who Senate considers to be able to undertake the requirements of the degree;

  (f) An applicant who does not qualify for admission as per rule M.4 (1) (a-e) may be admitted as a candidate by special permission of Senate on his / her own recognisance if, in the opinion of Senate, the candidate:

    (i) presents a transcript of his/her Bachelor's Degree, which reflects excellent results, and

    (ii) has at least five years of experience in an area considered cognate to the field of study of the intended degree, and

(iii) has successfully completed and passed a diagnostic assessment in the area of study and appropriate to the NQF level of the degree applied for, and

(iv) is able to meet the requirements of the degree.

The Senate decision will be final and no appeal against such decision may be made.

(2) Additional requirement for admission as a candidate for the Specialisation in Canon Law in the degree of Master of Philosophy in Theology.

For admission as a candidate for the Specialisation in Canon Law in the degree of Master of Philosophy in Theology, a person must hold one of the qualifications listed in (1) above. At least one of those qualifications shall either be a degree in the broad field of theology or be one that Senate deems to be equivalent to an appropriate degree in theology.

Should a prospective student lack an appropriate theological degree or background acceptable to Senate, Senate will require him or her to complete General Survey of Theology (MPHT538) for non- degree purposes before it admits him or her as a candidate for the Specialisation in Canon Law or Senate may, in special circumstances, admit the applicant as a candidate for the degree and permit him or her to complete General Survey of Theology (MPHT538) for non-degree purposes before he or she is allowed to start the mini-dissertation.

M.5 Structure of the degrees of Master of Philosophy

The degrees of Master of Philosophy are offered **either** by a combination of course work and research **or** by research only.

(1) **Curriculum by a combination of course work and research**

There are two models in terms of which the degrees can be followed by a combination of course work and research, namely, the standard curriculum as in (a) below or a special curriculum as in (b) below.

(a) **Standard curriculum**

A candidate is required to complete seven modules and a mini-dissertation.

In this model, the seven modules (20 credits each) count 70% towards the degree and the mini- dissertation of approximately 18 000 words (60 credits) counts 30% towards the degree.

(b) **Special curriculum for exceptional cases**

A candidate may, in circumstances that Senate considers to be exceptional, be permitted by Senate to proceed on a curriculum consisting of four modules and a mini-dissertation of 30 000 words.

In this model, the average weight of the 4 modules (20 credits each) counts 40% towards the degree and the weight of the mini-dissertation (120 credits) counts 60% towards the degree.

(2) **Curriculum for a degree of Master of Philosophy by research only**

A candidate for a degree of Master of Philosophy in Applied Ethics, Culture and Education, Philosophy, or, in Theology, shall prosecute for not less than one academic year of full-time study or two academic years of part-time study, advanced study and research under the guidance of a supervisor appointed by Senate. The advanced study and research shall normally be in the subject in which the candidate passed an Honours degree or equivalent examination.

In exceptional cases, Senate may permit a candidate to pursue such advanced study and research in a subject cognate to the one which he or she did at Honours level. In such a case it may require the candidate to attend and to pass examinations in such modules as it may determine. In such a case, the minimum period of registration shall be extended for a period to be determined by Senate.

A candidate for a degree of Master of Philosophy by research only shall, after consultation with his or her supervisor, present for the approval of Senate a dissertation of not more than 60 000 words on a subject approved by Senate. Such dissertation must constitute both an application of the methods of research and some contribution to the advancement of knowledge in the subject chosen.

M.6 Length of curriculum

(1) The curricula for the degrees of Master carried out **by a combination of course-work and research** shall extend over the equivalent of a period of not less than thirteen months of full-time study or twenty-six months of part-time study. The maximum period of study is thirty-eight months of part-time study except when the permission of Senate has been sought and granted for an extension of time. (See also Rule M.13(2) below.)

(2) The curriculum for a degree of Master carried out by research only shall be a minimum of thirteen months of full-time study or twenty-six months of part-time study.

(3) The maximum period of study shall be twenty-eight months of full-time study or forty months of part-time study, except if the permission of Senate has been sought and obtained for an extension of time.

M.7 Approval of curriculum

An applicant shall not be registered as a candidate for a degree until his or her curriculum has been approved by Senate.

M.8 Curricula for four degrees of Master of Philosophy by a combination of course work and research

The curricula of each of the degrees and the specialisations (the College cannot guarantee that all specialisations will be offered every year) in them are set out below. A mini-dissertation is also compulsory, as set out in Rule M.13. (The requirements for a degree of Master carried out by research only are set out in Rule M.16(2) below.) All candidates must also complete the Research Methods Workshop before starting his or her mini-dissertation unless exemption has been granted. (See also Rule M.13(3) below.)

(1) **Master of Philosophy in Applied Ethics (MPAE)**

(SAQA ID Number: 24373)
Two specialisations are offered:

(a) **Specialisation in Business Ethics (MPAESBE)**

(i) **Core Modules**

A candidate must complete the following six modules:

MPHP501	Dignity of the human person
MPHP505	Foundations of ethics
MPHA517	Business ethics A: The market economy and Christian ethics
MPHA518	Business ethics B: The moral purpose of business in the new millennium
MPHA519	Business ethics C: Ethical business leadership
MPHA520	Business ethics D: Ethical dilemmas in business

(ii) **Elective modules**

A candidate must select and complete one of the following modules:

MPHA513	Social and political ethics A: The ethics of democracy
MPHA514	Social and political ethics B: Power and corruption
MPHA515	Social and political ethics C: Reconciliation and nation-building
MPHA516	Bio-ethics
MPHA524	Catholic Social Thought

(b) **Specialisation in Social and Political Ethics (MPAESSPE)**

(i) **Core Modules**

A candidate must complete the following modules:

MPHP501	Dignity of the human person
MPHP505	Foundations of ethics
MPHA513	Social and political ethics A: The ethics of democracy
MPHA514	Social and political ethics B: Power and corruption
MPHA515	Social and political ethics C: Reconciliation and nation-building

(ii) **Elective Modules**

A candidate must select and complete two of the following modules:

MPHA516	Bio-ethics **or** MPHT539 Moral theology

MPHA517	Business ethics A: The market economy and Christian ethics
MPHA518	Business ethics B: The moral purpose of business in the new millennium
MPHA524	Catholic Social Thought

(c) The College cannot guarantee that all elective modules listed in Rule M.8 will be offered every year.

(2) **Master of Philosophy in Culture and Education (MPCE)**

(SAQA ID Number: 24371)

Specialisation in Educational Leadership (MPCESEL)

(a) **Core modules**

A candidate must complete the following four modules:

MPHP501	Dignity of the human person
MPHC508	Historical perspectives on education
MPHC510	Pastoral care and community building in schools
MPHC511	Vision and values in education

(b) **Elective modules**

A candidate must select and complete three of the following modules:

MPHC509	Curriculum and values in education
MPHC512	Human sexuality: a challenge for the teaching and caring professions
MPHC505	Leadership and management of a faith-based school
MPHC506	Spirituality for leadership

(c) The College cannot guarantee that all elective modules listed in Rule M.8 will be offered every year.

(3) **Master of Philosophy in Philosophy (MPP)**

(SAQA ID Number: 24421)

(a) **Core modules**

A candidate must complete the following four modules:

MPHP501	Dignity of the human person
MPHP502	Foundational philosophy I: Philosophy of knowledge
MPHP503	Foundational philosophy II: Philosophy of being
MPHP505	Foundations of ethics

(b) **Elective modules**

A candidate must select and complete three of the following modules:

MPHP504	African philosophy
MPHP506	Philosophy of culture
MPHP507	Philosophy of mind, subject and persons
MPHP508	Philosophy of religion
MPHP509	Philosophy of science
MPHP512	Reading and Research in Philosophy

And one of the following:

MPHA513	Social and political ethics A: The ethics of democracy
MPHA514	Social and political ethics B: Power and corruption
MPHA515	Social and political ethics C: Reconciliation and nation-building

(c)   The College cannot guarantee that all elective modules listed in Rule M.8 will be offered every year; indeed, other modules may be offered from time to time.

(4)   **Master of Philosophy in Theology (MPT)**

(SAQA ID Number: 24422)

The College cannot guarantee that all specialisations will be offered every year.

A candidate must select one of the four options offered under (a), (b), (c) or (d) below:

(a)   **Specialisation in Fundamental and Systematic Theology (MPTSFST)**

(i)   **Core modules**

A candidate must complete the following six modules:

MPHP501	Dignity of the human person
MPHT549	Biblical studies
MPHP508	Philosophy of religion
MPHT538	General survey of theology*
MPHT543	Trinity
MPHT541	Christology
* A candidate may be exempt at the discretion of the Head of Department if he/she has relevant previous studies in theology.	

(ii)   **Elective modules**

A candidate must complete one or two of the following modules:

MPHT544	African theology**
MPHT540	Ecumenism and Inter-faith dialogue
MPHT539	Moral theology
** A candidate will be required to attend African theology if exempted from General survey of theology.	

(iii)   The College cannot guarantee that all elective modules listed in Rule M.8 will be offered every year.

(b)   **Specialisation in Christian Spirituality (MPTSCS)**

(i)   **Core modules**

A candidate must complete the following six modules:

MPHP501	Dignity of the human person
MPHT549	Biblical studies
MPHP508	Philosophy of religion
MPHT538	General survey of theology*
MPHT531	Christian spiritual tradition
MPHT532	Dynamics of spirituality
* A candidate may be exempt at the discretion of the Head of Department if he/she has relevant previous studies in theology.	

(ii)   **Elective modules**

A candidate must complete one or two of the following modules:

MPHT533	Mysticism**
MPHT524	Spirituality and psychology
MPHT530	Biblical spirituality
** A candidate will be required to attend Mysticism if exempted from General survey of theology.	

(iii)   The College cannot guarantee that all elective modules listed in Rule M.8 will be offered every year.

(c) **Specialisation in Pastoral Theology (MPTSPT)**
This specialisation will not be offered in 2020.

(i) **Core modules**

A candidate must complete the following six modules:

MPHP501	Dignity of the human person
MPHT549	Biblical studies
MPHP508	Philosophy of religion
MPHT538	General survey of theology*
MPHT550	Foundations of pastoral theology and ministry
MPHT544	African theology

* A candidate may be exempt at the discretion of the Head of Department if he/she has relevant previous studies in theology.

(ii) **Elective modules**

A candidate must complete one or two of the following:

MPHT539	Moral theology**
MPHT524	Spirituality and psychology
MPHT540	Ecumenism and Inter-faith dialogue

** A candidate will be required to attend Moral theology if exempted from General survey of theology.

(iii) The College cannot guarantee that all elective modules listed in Rule M.8 will be offered every year.

(d) **Specialisation in Canon Law (MPTSCL)**

This specialisation is offered on demand depending on the number of students.
A candidate for the Specialisation in Canon Law and who has been admitted in terms of Rule
M.4 (1)(a) above, is required to complete the seven modules set out below in the following sequence:

MPHT515	History, theology and principles of Canon Law
MPHT516	The Universal Church and Particular Churches
MPHT517	The Christian faithful
MPHT536	The ministry of teaching and sanctifying
MPHT513	The sacrament of marriage
MPHT519	Temporal goods and sanctions in the Church
MPHT520	Processes and tribunals

M.9 Option to alter curriculum

A candidate on a standard curriculum may, by permission of Senate, substitute one or two of the modules listed for a particular degree with a module or two modules listed for another degree of Master of Philosophy at the College.

M.10 Completion of modules and credit

(1) A candidate for the degree shall attend, perform the work of the class and, as Senate determines, present himself or herself for assessment in the modules prescribed in the rules.

(2) (a) Assessment is comprised of **formative** and **summative** components.
   (i) The **formative component** consists of formative assessment task/s and comprises 50% of the overall marks for a module.
   (ii) The **summative assessment** comprises the other 50%. The summative assessment may take the form of an examination or other assessment form depending on the requirements of the module. It must normally be in a written form which will be externally assessed and is weighted as a minimum of 50% of the final mark.

(b) All details about the methods of assessment, length of assignments or other methods of assessment and due dates, as well as the component or components to be externally assessed, must be included in the course packs handed out to candidates at the start of each module.

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(c)   All assignments **must** be completed and handed in by the due dates set by the Academic Dean. A candidate may be refused permission to present himself or herself for the normal traditional examination, if there be one, if he or she has not completed and submitted all the work prescribed during the quarter in which the module is offered, by the due date. Where no traditional examination for the summative assessment is held a candidate **must** hand in all work by the due date and **must** complete and hand in the final assignment for the summative assessment by the date set for the traditional examination at the end of the quarter, as shown on the schedule of modules. **No** extensions beyond that date are permitted. A candidate who fails to submit the work by the due date will fail the module.

(3)   The pass mark in any module is 50%. A candidate has to obtain an average of at least 50% for the two components and, in addition, must obtain a sub-minimum of 40% in each component to pass.

(4)   See Rule G.21.

M.11   Oral examinations

An oral examination may be set in the Canon Law modules, in the proportion of 60% oral and 40% written. Such a decision must be made by Senate and must be clearly specified in the information given to candidates at the start of the module.

M.12   Exemption from modules

Senate may exempt a candidate from one or two modules or, in exceptional circumstances, three modules, on the ground of his or her having obtained credit in an equivalent course or module for another degree or equivalent qualification in another university or equivalent academic institution, on condition that he or she completes the remaining requirements for the degree, including the mini-dissertation, at the College.

M.13   Mini-dissertation, including standards to be achieved

(1)   (a)   A candidate proceeding on the **standard** curriculum in terms of Rule M.5(1)(a) shall, after completing seven modules, prosecute, under the guidance of a supervisor appointed by Senate, research on a topic approved by Senate and shall submit a mini-dissertation of approximately 18 000 words for the approval of Senate.
Standard required: The mini-dissertation must demonstrate that the candidate has mastered the method/s of research appropriate to the field of study, has an acquaintance with the relevant literature and has an ability to think independently.

      (b)   A candidate proceeding on a **special** curriculum in terms of Rule M.5(1)(b) shall, after completing 4 modules, proceed, under the guidance of a supervisor appointed by Senate, research on a topic approved by Senate and shall submit a mini-dissertation of approximately 30 000 words.
Standard required: The mini-dissertation must demonstrate that the candidate has mastered the method/s of research appropriate to the field of study, is familiar with the relevant literature, that he or she has substantially mastered an area of interest or has identified a problem as well as a research method appropriate to the area of study.

(2)   A candidate following the **standard** curriculum in terms of Rule M.5(1)(a) or the **special** curriculum in terms of Rule M.5(1)(b) or by **research only** in terms of Rule M.5(2), shall complete and present the mini-dissertation by the end of the second year of registration, namely, after 26 months of continuous registration after starting the degree but may, by permission of Senate, be allowed to submit it by a later date. A candidate may not hand in his or her mini-dissertation after more than 38 months of continuous part-time study (i.e. a total of 26 months of study plus 12 extra months). If a candidate has been granted formal permission by Senate to break his or her registration for a specific period in terms of Rule G.32, that period will be excluded from the maximum time. See also Rule M.6(1) and (2).

(3)   Every candidate for a Masters degree (except those doing the degree by research only) is required to attend any units or courses the College offers in research methodology.
Senate may exempt a candidate from attending the Research Methods Workshop if it is satisfied that the candidate has sufficient experience in academic research prior to starting the degree. Application for exemption must be made on the relevant form in the Registrar's office. The decision could, however, be reversed if, in the opinion of Senate, the candidate's performance in the other modules demonstrates that he or she would benefit by attending the research methodology component.
Once the supervisor/s has/have approved the final copy of the mini-dissertation, a candidate shall submit to the Registrar two bound copies of his or her mini-dissertation, unless the Registrar requires otherwise in a particular case.

If a supervisor is not prepared to give his or her support that the mini-dissertation should be submitted, the candidate shall still be entitled, if he or she wishes, to submit it for assessment on condition that this is put in writing.

In the case of a successful candidate, he or she shall submit one further unbound copy and one copy on CD disk of the mini-dissertation for lodging in the library. If an assessor requires amendments or corrections to be made to the mini-dissertation, these must be carried out before graduation and before lodging the mini-dissertation in the Library.

M.14 Weighting of marks

(1) The marks obtained for the summative assessment, which could be in the form of a formal written examination or an assignment/examination or another assessment method, will constitute 50% of the final mark in any module. The other 50% will consist of the formative assessment which will be made up of the results of the formative assessment task/s.

(2) In the **standard** curriculum set out in Rule M.5(1)(a), the average mark obtained for all 7 modules will constitute 66,7% of the total mark for the degree and the mark for the mini-dissertation will constitute the remaining 33,3%. In the **special** curriculum as set out in Rule M.5(1)(b) the average mark obtained for the 4 modules will constitute 40% of the total mark for the degree and the mark for the mini-dissertation will count 60%.

M.15 Special requirements

A candidate shall, if required by Senate, present himself or herself for such examination or test, oral or written, in regard to the subject of his or her mini-dissertation as Senate may determine.

M.16 Completion of requirements for degree

(1) Requirements for completing a degree of Master by a combination of course work and research: A candidate shall qualify for the award of the degree if he or she has:
 (a) complied with the requirements of Rule M.8 and M.13;
 (b) obtained credit in all the modules prescribed for him or her;
 (c) attained a standard satisfactory to Senate in his or her mini-dissertation.

(2) Requirements for the award of a degree of Master by research only:
A candidate shall attain a standard satisfactory to Senate in his or her dissertation which must constitute both an application of the methods of research and some contribution to the advancement of knowledge in the subject chosen.

M.17 Cancellation of registration for a degree undertaken by a combination of course work and research

A candidate who fails to obtain credit in a module may be permitted by Senate to repeat the module the next time that it is offered or to select another module in its place and pay the additional tuition fee. If a candidate fails to complete the requirements set out in Rule M.10 Senate shall cancel the registration of that candidate for any one or more of the following reasons:

(1) (a) If the candidate following the **standard** curriculum in terms of Rule M.5(1)(a) fails three modules.
 (b) If the candidate following a **special** curriculum in terms of Rule M.5(1)(b) fails three of the four modules for which he or she is registered.

(2) (a) If the candidate following the **standard** curriculum in terms of Rule M.5(1)(a) fails two modules and the mini-dissertation.
 (b) If the candidate following a **special** curriculum in terms of Rule M.5(1)(b) fails two modules and the mini-dissertation.

(3) (a) If the candidate following the **standard** curriculum in terms of Rule M.5(1)(a) has not completed and passed seven modules (excluding the mini-dissertation) **within three years of continuous part-time registration**.
 If a candidate has been granted formal permission by Senate to break his or her registration for a specific period, that period will be excluded from the three-year period. (See also General Rule G.33.)
 (b) If a candidate following a **special** curriculum in terms of Rule M.5(1)(b) has not completed the four modules for which he or she is registered (excluding the mini-dissertation) **within two years of continuous part-time registration.** If a candidate has been granted formal permission by Senate to break his or her registration for a specific period, that period will be excluded from the two-year period. (See also General Rule G.33.)

(4) If a candidate has not completed all the modules and the mini-dissertation by the maximum period of time specified in the rules, namely, Rules M.6(1) and (2), M.13(2) and M.17(3) above, unless special permission has been granted by Senate.

M.18   Publication of results and award of degree with distinction

(1)   Degree of Master undertaken by a combination of course work and research.
   (a)   The final mark obtained by a candidate in a qualifying module shall be published as a percentage.
   (b)   The degree of Master may be awarded with distinction to a candidate who obtains an average of at least 75% overall for the course work and mini-dissertation.

(2)   Degree of Master undertaken by research only.
   The final mark obtained by a candidate for the Master of Philosophy by research shall be published as a percentage.

RULES FOR DEGREES OF DOCTOR OF PHILOSOPHY

These rules should be read in conjunction with the General Rules.

P.1 Degrees offered

The following degrees of Doctor of Philosophy are offered:

Doctor of Philosophy in Philosophy (DPhil (Philosophy)) (SAQA ID Number: 24368);

Doctor of Philosophy in Theology (DPhil (Theology)) (SAQA ID Number: 24370);

NQF level 10 with 360 credit points.

P.2 Application of these rules

These rules shall apply to all candidates who register for the first time in 2020 and, in addition, to all candidates who were registered before 2008 unless Senate otherwise determines or has determined in a particular case, in which event such a candidate shall proceed in terms of a special curriculum laid down for him or her by Senate, as it determines.

P.3 Application

A person who wishes to be admitted as a candidate for a degree of Doctor of Philosophy shall lodge his or her application in writing with the Registrar, submitting evidence of his or her academic and general qualifications and indicating the line of research which he or she wishes to prosecute.

P.4 Eligibility for admission

The holder of a degree of master in with a minimum average mark of at least 65% and in an area considered by Senate to be suitable, may be admitted as a candidate provided that Senate is satisfied that he or she is qualified to undertake the proposed line of research.

P.5 Length of curriculum and commencement dates

The degrees shall extend over a minimum of two years of full-time research or four years of part-time research in the College under the guidance of a supervisor appointed by Senate. A person may be admitted as a candidate with effect from the beginning of January or the beginning of July.

P.6 Conditions for the award of degree

At the end of the period of research, the candidate shall present for the approval of Senate, a thesis which must constitute a substantial contribution to the advancement of knowledge in the subject chosen and which must be satisfactory as regards literary style and presentation.

The thesis must be accompanied by a summary of its contents.

If required to do so by Senate, the candidate may have to present himself or herself for an examination or test, oral or written, on the subject of his or her thesis.

P.7 General compliance with rules and requirements

A candidate qualifies for a degree of DPhil by:

(1)   obtaining the approval of Senate of his or her thesis and,

(2)   complying with such requirements as to attendance, research work, examinations as prescribed in these rules or in the standing orders relating to the rules.

The degree shall not be conferred on a candidate until he or she has paid all fees and other monies due and payable to the College.

P.8 Abstract and style of thesis

The thesis shall include an abstract of not more than 250 words and should conform as far as possible, to the College's style manual.

P.9 Copies of thesis

(1)   A candidate shall submit three bound copies (or more if so required in a particular case) upon receipt of the form signed by the supervisor giving his or her acquiescence for the submission. The candidate may submit the copies without the acquiescence of the supervisor on condition that this is done in writing.

(2)   After all required corrections have been done, the candidate shall submit one unbound copy and one copy on a CD disc of his or her thesis for lodging in the Library.

(3)   A candidate is not entitled to the return of the copies of the thesis which he or she has submitted for the degree.

P.10 Formal declaration

Together with his or her thesis a candidate shall submit a formal declaration stating:

(1) whether it is his or her own unaided work or, if he or she has been assisted, what assistance he or she has received;

(2) whether the substance of any part of it has been submitted in the past or is being or is to be submitted for a degree at any other university;

(3) whether any information used in the thesis has been obtained by him or her while employed by, or working under the aegis of, any person or organisation other than the College.

P.11   Acknowledgement of award of degree if material published subsequently

A candidate upon whom a higher degree has been conferred by the College and who subsequently publishes or republishes his or her thesis, in whole or in part, shall indicate on the title page or in the preface or, if this is not appropriate, in a footnote, that such thesis has been approved for that degree by the College.

P.12   Cancellation of registration

Senate may suspend or cancel the registration of any candidate whose progress it considers to be unsatisfactory.

IX. SYLLABUSES FOR CERTIFICATE AND DEGREES

1. SYLLABUSES FOR HIGHER CERTIFICATE IN BIBLICAL STUDIES

HCBS101: THE BIBLE AND BIBLICAL MINISTRY

This module begins with skills for literacy, focussing on comprehension of written material, ability to make summaries, critical reading and essay writing; it includes an introduction to the use of library resources, computing and the internet. The module then moves on to an introduction to the Bible as the Word of God. It explores the use of the Bible in the Church and introduces skills for interpreting biblical texts. It includes work integrated learning and simulated work experience components such as facilitating Bible study groups, Bible prayer groups and the use of the Bible in the Liturgy.

HCBS102: OLD TESTAMENT AND BEGINNINGS

This course surveys the development and structure of the Old Testament, its relation to the Hebrew Bible, its historical and cultural background, the major themes it deals with and the ways of interpreting it. The module then moves on to the creation stories and the following stories in the first eleven chapters of the book of Genesis, paying attention to their literary form and theological purpose, so providing context for study of the rest of the Old Testament. It includes work integrated learning and simulated work experience components.

HCBS103: PATRIARCHS AND LATTER PROPHETS

This module deals with selected passages from the book of Genesis that deal with the patriarchs, using traditional Jewish methods and resources for Bible study. This module further deals with the nature of prophecy and the functions of prophets in the theocracy of Israel. Attention is given to the characters and influence of each of the following: Amos, Hosea, Isaiah of Jerusalem, Micah, Jeremiah and Ezekiel. It includes work-integrated learning and simulated work experience components.

HCBS104: NEW TESTAMENT AND GOSPEL OF MARK

This module traces the development of the Gospels and other New Testament writings as faith documents of the early church and provides a framework within which to interpret them. The *Gospel of Mark* offers an overview of the plan and purpose of the Gospel according to Mark and provides the context for reading and interpreting the Gospel, with special emphasis on the passion narrative. It includes work integrated learning and simulated work experience components.

HCBS105: PASSION AND RESURRECTION STORIES AND GOSPEL OF JOHN

In this module the various synoptic Gospel accounts of the passion and resurrection of Jesus are compared and their cultural and theological differences are examined. This module then gives an overview of the plan and purpose of John's Gospel and examines some of its special features such as the use of narrative and discourse. This provides a starting point for reading and interpreting some of those stories found only in this gospel. It includes work-integrated learning and simulated work experience components.

HCBS106: ACTS OF THE APOSTLES AND PAUL'S LETTERS

This module looks at the relation between Luke's Gospel and the Acts of the Apostles. It investigates some aspects of the spread of Christianity in the first century and the implications of this for the Church today. It further offers a study of letter writing in the first century, examines the question of authorship and the plan and purpose of Paul's letters. It provides the backdrop for reading and interpreting selected passages from the letters of Paul. It includes work-integrated learning and simulated work experience components.

HCBS107: BIBLICAL FOUNDATIONS OF FAITH AND LIFE

This module focuses in the first part on the nature and task of theology, in relation to biblical themes: the personhood of God, the Human Person, Jesus the Saviour and the Holy Spirit. In part two the focus is on the Sacraments, Moral Theology and the Last Things. It includes work- integrated learning and simulated work experience components.

ELECTIVE MODULES (choose one)

HCBS108: PSALMS AND PARABLES IN THE SYNOPTICS

This module deals with the nature of Hebrew poetry, the formation and structure of the Book of Psalms, with the interpretation of fifteen individual and communal lament, praise, thanksgiving and royal psalms, and with the use of psalms in Christian prayer. This course further helps

students to interpret the parables correctly by being able to distinguish between parable and allegory. It includes work-integrated learning and simulated work experience components.

HCBS109: OLD TESTAMENT WRITINGS AND SERMON ON THE MOUNT

This module explains the significance of the Writings in terms of how they relate to the rest of the Old Testament; the unique literary features of each book and the significance of each book for its original audience and audiences of today. The following books will be studied: Lamentations, Ruth, Daniel and Song of Songs. The second part will be an examination of the 'Sermon on the Mount' as found both in Matthew and Luke with an emphasis on this as a charter for Christian living. It includes work- integrated learning and simulated work experience components.

2. SYLLABUSES FOR FUNDAMENTAL MODULES FOR ALL BACHELOR DEGREES

ADRS101: ACADEMIC DEVELOPMENT AND RESEARCH SKILLS I (8 Credits)

(Compulsory for all Bachelor Degrees)

The purpose of these two modules is to equip first year students with the high-level communication, study and computer skills that are necessary to achieve success in their Bachelor's programmes and in their career environment. They are compulsory requirements for the BA degree. Each module has two components. The first component focuses on reading and writing and the reciprocal relationship between them, while the second component comprises the practical acquirement of basic computer skills. The emphasis of the modules is on reading and writing skills.

- The modules act as a bridge between secondary and tertiary education.
- The work of the two modules is embedded into the subject disciplines for which the students are enrolled.
- Each student receives a number of opportunities throughout the year to receive individual assistance with planning and writing academic assignments.
- The module focuses on the reading and writing skills common to all academic disciplines, and also addresses some of the specific requirements of individual disciplines.
- Computer skills are integrated into subject assignments.
- A theme will be chosen to be used throughout the year to teach the skills, which are immediately practised in small groups in class so that they are applied practically.
- The skills are taught in collaboration with lecturers to facilitate integration and transfer of knowledge into the disciplines through assignments.

ADRS102: ACADEMIC DEVELOPMENT AND RESEARCH SKILLS II (8 Credits)

(Compulsory for all Bachelor Degrees)

The purpose of this module is to extend the skills introduced in module 1 and to equip first year students with the high-level communication, study and computer skills that are necessary to achieve success in their Bachelor's programme and career environment. This module has three main components. The first component focuses on reading and writing and the reciprocal relationship between them; the second component is the practical acquirement of basic computer skills for a slide presentation and the use of a spreadsheet. The third component focuses on practical negotiation skills.

- The modules act as a bridge between secondary and tertiary education.
- The work of the two modules is embedded into the subject disciplines for which the students are enrolled.
- Each student receives a number of opportunities throughout the year to receive individual assistance with planning and writing academic assignments.
- The module focuses on the reading and writing skills common to all academic disciplines, and also addresses some of the specific requirements of individual disciplines.
- Computer skills are taught with a focus on academic arguments.
- A theme will be chosen and used throughout the year to teach the skills, which are immediately practised in small groups in class so that they are applied practically.
- The skills are taught in collaboration with lecturers to facilitate integration and transfer of knowledge into the disciplines through assignments.

3.   **SYLLABUSES FOR THE DEGREE OF BACHELOR OF ARTS**

CAPSTONE INTERDISCIPLINARY WRITING SEMINAR

CAPS301 AND CAPS302: CAPSTONE SEMINAR A AND B (8 Credits each)

This weekly seminar will be devoted to exploring the contribution of integrative analysis to issues that bear on, or relate to, the fields of study within the relevant undergraduate programmes. The objective is for every student to produce a piece of scholarly work that reflects sustained and integrative engagement with issues raised within the disciplines.

ACAW001 AND ACAW002: ACADEMIC WRITING BRIDGING COURSES I & II (Non-Credit Bearing)

(For BA students on the Extended Programme)
This is a bridging module for students who have not met the language criteria of the College but show the potential to succeed at university. The year-long module provides intensive assistance with the language skills taught at secondary education level. The aim is for these students to reach the requisite standard to complete an undergraduate BA degree. This is a compulsory course for students registered. Extended students attend this module in parallel with the Academic Development and Research Skills (ADRS) modules which teach tertiary level academic reading and writing skills. Extended students receive the individual ADRS mentoring through the ACAW programme.
The module focuses on two aspects:
- The teaching and practise of secondary education level language skills through group work and individual mentoring
- The reinforcement of tertiary level language and academic writing skills taught in ADRS 101 and 102 modules.

A variety of texts, general as well as more scholarly texts, are presented to the students to immerse them in the written language. Exercises to practise techniques of how a text is approached are based on the readings. Writing skills are divided into basic components such as sentences and paragraphs to instil disciplined thinking and writing. Writing is practised regularly and monitored by the ACAW lecturer.

CMCS101: INTER-CULTURAL COMMUNICATION IN POST-APARTHEID SOUTH AFRICA (16 Credits)

The purpose of this module is to outline a conceptual framework that will contribute to an understanding of human communication in post-apartheid South Africa, whose inhabitants are heterogeneous, culturally diverse, and multilingual. Drawing largely on Anglo-American and European traditions of communication, and received understandings of culture and intercultural contact, the module aims to reposition these within the context of a transforming, intercultural South Africa. The module will begin by introducing key concepts and foundational knowledge in the fields of intercultural communication and culture. It will then consider how cultural diversity is managed/mismanaged in various modes of intercultural communication. Finally, the module will provide a framework for critical thinking about intercultural communication and culture in post- apartheid South Africa.
The content includes: socio-cultural structures (nuclear, extended, and single-parent families) and socio-cultural world-views (faith and religion) underlying intercultural communication; positioning the individual and understanding identity; constructing social membership across cultures; cultural patterns and values (Hofstede's value dimensions); language and culture; non-verbal communication (facial expressions, gestures, silence); intercultural communication and cultural patterns in various socio-cultural environments: the corporate sector (negotiating business initiatives, advertising) the educational sector (schools), the courtroom, among the youth, other cultural activities and leisure pastimes (music, sport, film, etc.).

CMCS102: MASS MEDIA, GLOBALISATION, AND IDENTITY FORMATION IN POST-APARTHEID SOUTH AFRICA (16 Credits)

The purpose of this module is: (1) to outline the history and current workings of the mass media in post-apartheid South Africa, and (2) to describe and critically reflect on some of the ways the mass media and popular culture in South Africa have come to bear on the dynamics of identity-formation in South African society. Following debates on globalisation and the political economy of mass media institutions in Anglo-American and South African contexts, the module enquires into the changing effects of the mass media and representations of popular culture on South African media audiences and their sense(s) of personal and social selfhood. We begin by introducing paradigms, characteristics and functions of mass communication and mass media, and consider their relevance within the South African media

system and mass media practices. We then examine leading approaches to globalisation, media ownership, and cultural imperialism, and the limitations thereof, and reflect on the implications of all these within the South African mass media context. Finally, we analyse the role of ideology and the manner in which meanings are created in mass media, especially within the South African context, the module charts and critiques received understandings of the relationship between ideology, meaning-production and South Africans' own experiences of the mass media and explore how these enable but also shape and constrain new forms of identity-building identity options in South African society.

The content includes: defining the mass media: characteristics (communicator, medium, message/text, audiences) and functions (business, education, information, entertainment, forming public opinion); mediation and media/popular culture; correlations between mass communication, the public sphere, and democracy; concepts of mass and popular culture; models of mass communication; exemplification in South African mass media products, practices and institutions; functionalist approaches to mass communication and the mass media; pluralism, press theories: prescriptive and descriptive; media effects theories: long and short term; globalisation and political economy of the mass media; cultural and media imperialism; information flows and global communication technology, revisiting cultural imperialism; critical theories of ideology, discursive practices and the production of meaning(s): verbal and visual discourses in print-commodities (newspapers and magazines), broadcast media (radio and television); electronic media (internet, social networks), advertising, film, telecommunications (cell-phones); representations of race, gender and ethnicity in South Africa; social constructions of femininity and masculinity; stereotyping and representation; existing and new identity options in the mass media; detailed contextualization of the module's outcomes within the South African mass media context.

ECON101: MICROECONOMICS I (16 Credits)

The purpose of this module is to introduce students to the fundamental tools of microeconomic analysis, using exercises to build up confidence in their use. The content includes: individual choice; markets; positive and normative economics; supply and demand; elasticity; consumer and producer surplus; present value; inputs and costs; perfect competition and the supply curve; demand: consumer preferences and consumer choice; factor markets; efficiency and equity; market structure; international trade; uncertainty, risk and information; externalities; public goods; taxes, social insurance and income distribution; technology. The content includes inter alia: Introduction to the operation of the market; Production possibility frontiers; Supply and demand; Consumer and producer surplus; Efficiency; Competition, monopoly, oligopoly and monopolistic competition; International trade; Externalities; Public goods.

ECON102: MACROECONOMICS I (16 Credits)

The purpose of this module is to introduce students to basic concepts in macroeconomics: aggregate supply and demand, national accounts, money and the labour market. The content includes: the business cycle; employment and unemployment; long-run growth; inflation and deflation; national accounts; savings, investment and the financial system; aggregate supply and aggregate demand; fiscal policy; money and banking; monetary policy; labour markets; the origins of modern macroeconomics and the open economy.

ECON201: MICROECONOMICS II (8 Credits)

The purpose of this module is to extend and deepen knowledge of microeconomic concepts and theories. The content covers the budget constraint; preferences, utility, choice and demand; revealed preference; the Slutsky equation; intertemporal choice; asset markets; uncertainty; risky assets; consumer surplus; market demand and equilibrium.

ECON202: INTERNATIONAL ECONOMICS (8 Credits)

This module includes a consideration of World trade in the 20th century. The Ricardian and Hecksher-Ohlin theories of trade. The standard model of trade. Trade policy. National accounts in an open economy. The asset approach to the exchange rate. Purchasing power parity. Long term and short term impacts of changes in money market conditions. The real exchange rate and its determinants. Floating exchange rates since the 1970s. Discussion will cover:
- World trade: an overview;
- Labour productivity and comparative advantage;
- Resources, comparative advantage and income distribution;
- The standard trade model;
- Economies of scale, imperfect competition and international trade;
- International factor movements;

- The instruments of trade policy;
- The political economy of trade policy;
- Trade policy in developing countries;
- Controversies in trade policy.

ECON211: MACROECONOMICS II (8 Credits)

The purpose of this module is to extend and deepen knowledge of macroeconomic concepts and theories. The content includes: the IS-LM model: goods and financial markets in the short run; the AD-AS model: the labour market and unemployment and inflation; growth: saving, capital accumulation and output, technological progress, wages and unemployment.

ECON212: MATHEMATICS FOR ECONOMISTS (8 Credits)

This module builds on the Mathematics and Statistics course. It will be based on applications of mathematical methods to economic problems.
The content includes:
- Optimisation without and with constraints and over one and more than one variable.
- Exponential and logarithmic functions.
- Integral calculus.
- Differential equation.
- Applications to economic problems.

ECON301: MICROECONOMICS III (8 Credits)

The purpose of this module is to complete the treatment of microeconomic analysis at the intermediate level. The content covers Auctions; Technology; Profit maximisation and cost minimisation; Cost curves; Firm and industry supply; Monopoly; Factor markets; Oligopoly and game theory; Exchange, production and welfare; Externalities; Information technology; Public goods; Asymmetric information; Cognitive limitations and consumer behaviour.

ECON302: DEVELOPMENT ECONOMICS (8 Credits)

The demographic transition. This module introduces students to the main themes in contemporary development, drawing out their links to microeconomic and macroeconomic analysis.
The content includes:
- Issues in economic development.
- Economic growth.
- New growth theories.
- History and expectations.
- Inequality and development.
- Poverty and under-nutrition.
- Population growth and economic development.
- Rural and urban.

ECON311: MACROECONOMICS III (8 Credits)

The purpose of this module is to complete the treatment of macroeconomic analysis at the intermediate level.
The content includes:
- Expectations.
- The open economy and exchange rate regimes.
- Macroeconomic pathologies.
- Monetary and fiscal policy.
- National income accounting and the balance of payments.
- Exchange rates: the asset approach.
- Money, interest rates and exchange rates.
- Price levels and the exchange rate in the long run.
- Output and the exchange rate in the short run.
- Fixed exchange rates.

ECON312: ECONOMICS OF THE PUBLIC SECTOR (8 Credits)

This module is devoted to an examination of the economic principles which are applicable to the functioning of a government in a democratic society. Thus the content deals with market failure; efficiency and equity; public goods; public choice; externalities and the environment; cost-benefit analysis; social insurance; education; tax incidence; taxation and economic efficiency; optimal taxation and fiscal federalism.

ECON321: ECONOMETRICS (8 Credits)

This module builds on the Mathematics and Statistics modules. It is designed to introduce students to econometric techniques and as such deals with Single equation regression models; Multicollinearity; Heteroscedasticity; Autocorrelation and Econometric modelling. Thus it includes Advanced multivariate linear regression model, hypothesis testing and testing of assumptions.

GEOG102: URBANISATION IN AFRICA (16 Credits)

The purpose of this module is to introduce students to key aspects of the processes of urbanisation and economic development on the continent in general and South Africa in particular. Students will be made more familiar with the situations in selected countries. The content includes: an overview of the history of urbanisation in Africa, the relationships between early urbanisation and long distance trade, pre-colonial urban centres, and the colonial origin and spread of urban places. The history of urbanisation in South Africa will be considered in relation to wider trends across the continent, and the distinctive processes shaping the South African city. The urban geography of Johannesburg will illustrate the emergence of the distinctive residential geography of South Africa's cities, as well as key economic, social and political trends.

GEOG103: INTRODUCTION TO THE HUMAN AND PHYSICAL GEOGRAPHY OF AFRICA (16 Credits)

The purpose of this module is to introduce students to the physical characteristics of the African continent and to demonstrate their relevance to historical and contemporary geographic patterns of migration, livelihoods, urbanisation and environmental change.

The content includes: an introduction to the physical geography of the continent based on its geology, geomorphologic features, climatic zones, natural vegetation, soils, and hydrology, with a focus on changes over the time and their impacts on human livelihoods, movement and settlement. Dynamic historical processes shaping the human geography of the continent will be considered, including pre-colonial settlement patterns and trading relationships, subsequent colonial transformations and the changing nature of wider processes of globalisation. Current development challenges will be reviewed bringing together issues of demography and associated features (particularly health and disease); the significant role of the continent's infrastructure; and the geography of human activity focusing on mining, agriculture, industry and urban livelihoods.

GEOG201: GLOBAL HUMAN GEOGRAPHIES (16 Credits)

This module will introduce key concepts in human geography through a discussion of globalisation. Topics covered will include global economic change, development, migration and geopolitics. The course will explore how changes in technology and communications have supported an intensification and speeding up of social interactions across the globe, as well as producing uneven and unequal geographies. New geographies of economic development, especially the global production networks of transnational firms and the role of developmental states in Asia, have seen the rise of new powers and a transformation of global geopolitics, even as some places, especially Africa, have seen a concentration of global poverty. In focussing attention on questions of space, place and mobility, this course will consider how the power relations of globalisation shape the potential for development across Africa and South Africa.

GEOG202: ENVIRONMENTAL GEOGRAPHIES (16 Credits)

This module focuses on environmental change and provides a systematic introduction to key areas of environmental geography, including atmospheric, hydrological and earth surface processes. Basic understanding of the long term formation of terrestrial environments and the role of water in shaping the earth's surface, as well as catchment-scale dynamics, are explored. Atmospheric circulation and climate variability is introduced and linked to likely impacts of climate change in Southern Africa.

GEOG301: URBAN GEOGRAPHY (16 Credits)

This module will look at global trends in urbanisation. It will explore how cities are shaped by economic processes, how cities are governed, and how people living in cities find shelter, livelihoods and social meaning. The course will consider the different kinds of solutions which are being posed to address the many challenges faced by cities, including market- and state-led approaches, as well as the solutions which urban dwellers find themselves through informal activities and self-organisation. It will consider the growing international commitment to sustainable urban development and pay particular attention to the challenges of African

cities in terms of economic development and basic services delivery. Detailed analysis of urban development in the post-apartheid era in South Africa will illustrate these issues.

GEOG302: ENVIRONMENTAL MANAGEMENT AND SUSTAINABILITY (16 Credits)

This module will develop understandings of concepts of environmental sustainability together with critical and practical insights on environmental management. It will introduce different ways in which interactions between environment and society are framed, including ideas about sustainability and resilience. It will explore the range of approaches to environmental governance (e.g. commodification; participatory governance) and review the technical tools available to incorporate sustainability concerns into planning and evaluation. Case studies of sustainable environmental practices with a strong South African focus will be introduced.

HIST102: TOPICS IN SOUTHERN AFRICAN HISTORY (16 Credits)

This module seeks to introduce students to selected regional themes in the historical development of the southern part of the African continent; to enable students to appreciate social, cultural and economic forces as critical to a historical narrative as political ones.
The content includes:
1. Pre-colonial considerations (introducing archaeological and anthropological extrapolatory historical methods):
    (a)   Great Zimbabwe
    (b)   The Nguni Diaspora
    (c)   Khoi-San Civilisation
    (d)   Transformations in the interior
2. Colonisation(s): from gardens to gold:
    (a)   Colonial conquest and expansion
    (b)   The consequences of conquest and expansion for existing polities
3. Industrialisation, Mining and Resistance:
    (a)   Industrialisation and the formation of working class(es) in Southern Africa
    (b)   Imperialism and the conquest of independent states
    (c)   Primary resistance to imperialism
4. Minority rule, segregation and apartheid
    (a)   The compromise of Union
    (b)   Land, racism and economy
5. The Struggle for Liberation
    (a)   From petition to armed struggle
    (b)   Transition to democracy

HIST111: AFRICA, GLOBALISATION AND MODERNITY: AN HISTORICAL INVESTIGATION
(16 Credits)

This module aims to introduce students to a macro-historical narrative by considering the twin themes of global cross-cultural and social interaction as well as the idea of modernity and its consequences. The module will pay particular attention to the role of the African continent in such developments. As such, the student will consider the following content: Modernity and its responses in Eurasia; Sub-Saharan civilization centres (Ghana/Mali, Islamic expansion, Swahili Kingdoms, Congo, Gr. Zimbabwe); Africa as part of the Atlantic world; Africa as part of the Indian Ocean world; The origins and nature of industrial society in the West; The Origins and legacy of Imperialism; Comparative colonial and imperial networks; African resistance to Imperialism; The Crisis of the Imperial order: Global conflict 1914-1947; Decolonisation and the exhaustion of empire; Postcolonial Africa (1960-1994); Africa in contemporary world context.

HIST202: HISTORY OF THE ATLANTIC WORLD: 1500-1835 (16 Credits)

This module seeks to provide an alternative framework for understanding European colonialism by emphasizing a regional frame of reference for historical processes; also to consider non-state emphases (social and cultural history) in the analysis of the past.
The student will study the following content: the Renaissance and the justification of colonialism; Prester John, the New World and the challenges to European Social thought; European non-elites and the making of New World societies; the Columbian Exchange, modern slavery and the making of the Atlantic capitalism; the Atlantic society in Latin America and indigenous American resistance; the Atlantic economy and the destabilization of West Africa; the imposition of a racial and class order in Atlantic colonial societies; the (African and European) social roots of political reform: slavery and freedom in the British North American colonies; the social roots of the French Revolution; Western political revolution, African style (the revolution in Haiti); Creole society and revolution in Latin America; the end of British

slavery and the beginnings of the Atlantic industrial economy.

HIST211: ORAL HISTORY: METHODS AND APPROACHES (16 Credits)

This module seeks to introduce students to the theory and methodological approaches of oral history; to show how this methodology has opened up prior historical debates, particularly those based on literary textual sources; and to show how this approach gives voice to peoples, societies and communities who have been marginalized in the historical record because of their limited documentary production.

The student will consider the following content: definitions of oral history and oral tradition; issues of memory and non-literary evidence; theory and method; ethics and legal matters in this methodology; advocacy, empowerment and public preservation. The student will be required to conduct one interview following the methodology learnt in the course and to analyse the interview for the final essay submission.

HIST212: A HISTORY OF GENOCIDE IN AFRICA (16 Credits)

This module examines the concept of 'genocide' as a historical phenomenon contextualised within African history. Genocide in the African context is both a recurrent and contemporary historical dilemma. The main studies covered will include the extermination of the indigenous people of the Canary Island in the 14th and 15th centuries by Spanish Invaders, the destruction of the Cape San People in the 18th and 19th centuries, the annihilation of Herero and Namaqua people in the early 20th century, Burundi Genocide in 1972, Rwanda Genocide in 1994, and the mass killings in Darfur (2003 – present). Major themes will include the roles of racism, colonialism/imperialism/territorial expansionism and nationalism in justifying and instigating the intent to destroy an ethnic/tribal group or nation in whole or in part. The relevance of other social phenomena such as modernity, social Darwinism, ethnicity, warfare and revolution would be considered in terms of fomenting mass violence. The students are required to examine genocides' historical roots, how they progressively developed, how the actions were executed, the perspectives of victims, perpetrators, the international community and the multifaceted and far-reaching consequences both geographically and in the longevity of these massacres.

HIST302: HISTORY AND FILM (16 Credits)

It is important for students to understand that history and popular memory is not the same thing. This is powerfully demonstrated in the medium of popular films. Thus this module will show how this medium helps to shape popular memory, and in turn is shaped by popular memory. It will also show the intersections between history properly constructed and popular memory.

The student will engage the following themes and illustrative films:

(1)   The biopic: How history is constructed from the point of view of the present, and who gets to tell another's story:
    (a)   The story of Stephen Biko: Cry Freedom and Donald Woods;
    (b)   Patrice Lumumba, the United Nations and the independence of the DRC: Lumumba and the debates in the New York Review of Books.
(2)   The Spirit of the Ages: epochs vs. epics:
    (a)   Henry V, 1944 (Lawrence Olivier, director): World War II Britain;
    (b)   Henry V, 1989 (Kenneth Branaugh): Britain under Margaret Thatcher.
(3)   Film Making History: The Feature Film as Propaganda:
    (a)   Casablanca: the contested understanding of 1930s and 1940s;
    (b)   Hero (Ying Xiong), 2002: Parallel themes of Imperial, Maoist and Contemporary China.
(4)   Representation of historical events: the feature film as journalism:
    (a)   The Battle of Algiers (1965);
    (b)   Z (Costa-Gavras, director).

HIST303: THE POLITICAL ECONOMY OF SEGREGATION AND APARTHEID (16 Credits)

This course introduces students to key themes in 20th century South African political economy. Concerned with both the methodologies of political economy and changes in the economy of segregation and apartheid, this course covers the nature of the migrant labour system, the rise of manufacturing and commercial agriculture in the first half of the 20th century, the Liberal and Marxists debates about the introduction of apartheid policies, the creation of a consumerist black middle class, the development of the Minerals Energy Complex (MEC), and the reasons for the collapse of apartheid. Several key themes and debates weave through the semester's topics. These include questions about the developmental nature of the 20th century South African state; the relationship between racial ideologies and economic imperatives; and shifts

in South African capitalism, as refracted through the global economy.

HIST311: THE STUDY OF HISTORY: AN INTRODUCTION (16 Credits)

The module will explore the nature and use of history, the meaning of historical mindedness, basic reading and communication skills, and institutional expectations for studying this discipline.
The content includes:

(1) *Thinking historically*
    Why history is important; causality and context; continuity and change.
(2) *Reading historically*
    The Library: mastering and harnessing sources of information. Reading to understand; discerning theses and biases, and following arguments; statistics and their interpretation; the internet as resource.
(3) *Writing historically*
    The book review as a means of understanding argument. Understanding the differences among primary, secondary and tertiary sources; oral History (history in preliterate and post- literate societies); interpretation, generalisation, classification of evidence and writing the history essay.
(4) *History as a craft*
    The popular uses of history. History and memory: the difference. History as a civic tool, and as a tool of critique. Historiography, and history's service to the humanities (the interdisciplinary role history can play).

LAWS101: INTRODUCTION TO LAW (16 Credits)

The module provides a basic introduction to South African Law. Topics that could be addressed include: Bill of Rights; legal skills (training in the use of legal sources, such as legislation, reported court cases, common-law writers, legal databases, law journals); what is the law?; introduction to the administration of justice and the legal profession in South Africa; theory of subjective rights; classification of the law; introduction to Criminal Law, Criminal and Civil Procedure, Law of Evidence; juristic facts.
The module will introduce Interpretation of Statutes; amongst the topics that could be considered are: the traditional canons of statutory interpretation; constitutional interpretation; the place, role, authority and status of legislation as a source of law in a constitutional dispensation; the impact of the Constitution of the Republic of South Africa 1996 on the construction of statutes; impact of the constitution on the traditional canons of statutory interpretation.

LAWS102: PRIVATE LAW I: PERSONS AND FAMILY (16 Credits)

The module introduces two components of Private Law: Persons and Family. Law of Persons: topics to be addressed include juristic and natural persons, the status of a natural person, the influence of domicile, age, gender and mental capacity. Family Law: topics to be addressed include engagement, entering into marriage and legal impediments; personal consequences of marriage; matrimonial property law; divorce; parental power. In addition, civil unions and customary marriages could receive attention.

LAWS201: HISTORICAL SOURCES OF SOUTH AFRICAN LAW (16 Credits)

The module provides an overview of the historical development South African Law (External History), while also addressing aspects of two sources of our law in greater detail: Roman Law and African Customary Law.
External History of the Development of South African Law: Roman period; post Roman / medieval; Reception; Second Reception in South Africa; development, and reception, of English Law; the Constitution.
Roman Law: Topics that could receive attention include the Law of Persons, Family and Succession, Law of Obligations, Law of Things, Law of Contract (in the pre-classical, classical and post-classical periods);
African Customary Law: Historical overview of development of customary law in South Africa; overview of traditional and modern South African Customary Law of Persons. Aspects of the following might also be considered: Family, Property, Succession, Contract, Criminal and Procedural Law, Conflict of Law Rules.

LAWS202: PRIVATE LAW II: THINGS AND SUCCESSION (16 Credits)

The module introduces two components of Private Law: Things and Succession.
Law of Things: topics to be addressed include introduction to the law of things; the concept of 'thing'; the distinction between personal and real rights; content, acquisition and protection of

ownership; co-ownership; servitudes; pledge; mortgage; notarial bond and judicial pledge. In addition, the following topics could be considered: the property clause; basic principles of land reform and constitutional deprivation and expropriation.

Law of Succession: topics to be addressed include basic principles of intestate and testate succession; intestate succession; formalities in the execution, amendment and revocation of wills; the capacity to inherit; content of wills; conditions; massing of estates and election; accrual; succession by contract; the interpretation and rectification of wills; the administration of estates.

LAWS301: CONSTITUTIONAL LAW (16 Credits)

The module introduces South African constitutional law through an overview of constitutional developments from the formation of the Union, through the Republic, the transition to the Interim Constitution, to the Constitution of the Republic of South Africa, 1996. In the process, basic principles of federalism and separation of powers, and the working of the legislative process as well as that of the executive and judicial branches of government will be considered. (The constitutionally mandated structures of traditional authority in South Africa and cooperative government could also be addressed.) When considering the Constitution particular attention will be paid to the application of the Bill of Rights against the State and private actors as well as to legislation, common law and customary law; in addition. The interpretation, content and limitation of the rights in the Bill of Rights will also be addressed. (Selected fundamental rights could also be analysed.)

LAWS302: JURISPRUDENCE (8 Credits)

The module will provide an introduction to a variety of theories of law; which theories could include natural law, positivism, realism, the historical, sociological and materialist approaches; theories of justice and critical approaches to law might also be addressed.

LAWS303: PUBLIC INTERNATIONAL LAW (8 Credits)

The module will provide an overview of the principal concerns of Public International Law. The following topics could receive attention: nature, history and sources of international law; the relationship between international and municipal law; international legal personality and state recognition; self-determination; title to territory; jurisdiction; diplomatic privileges and immunities; responsibility of states for unlawful acts; legal limits on the use of force; international humanitarian law; basic features of the international system for the protection of human rights; law and institutions of the United Nations; the International Court of Justice and the International Criminal Court.

LITR101: SELF-AWARENESS IN ENGLISH AND AMERICAN LITERATURE (16 Credits)

This module aims to introduce students to novels and poems from the nineteenth-century to the current day and to a Shakespeare tragedy. It also seeks to encourage students to see how literature identifies crises of identity in characters and demonstrates possible ways in which they are resolved or in which resolution becomes impossible.

The content includes: the role of literature in the humanities; moral complexity in English and North American texts; identity and self-awareness in English and North American texts. Selected texts from British and North American contexts will be read and analysed.

LITR102: SELF-AWARENESS IN AFRICAN LITERATURE (16 Credits)

This module seeks to introduce students to African novels, short stories, poems and plays; to understand the ways in which African literature has either confirmed or subverted dominant accounts of African identities at various stages in African history including the present; and to explore how literature illustrates the range of African diversity and the ways in which people from different parts of Africa have learned to understand themselves.

The content includes: African literature written in the English language; society and time in the context of African English-language texts; moral complexity in African literature; identity and self- awareness in African literature. Reading and analysis will consider African texts written in English.

LITR201: AWARENESS OF OTHERS IN ENGLISH AND AMERICAN LITERATURE (16 Credits)

This module seeks to introduce students to poetry drawn from the early modern period, and to expand students' reading of British and American literature of the nineteenth to twentieth centuries, and a Shakespeare play, to encourage students to recognise how, in the plays and novels, characters deal with different understandings of themselves through their encounter with unfamiliar situations or aspects of themselves of which they had been previously unaware, and how to trace the consequences of such encounters, and to encourage students to recognise how poets often attempt to give expression to unfamiliar experiences,

unexpected insights and newly acquired beliefs.

LITR202: AWARENESS OF OTHERS IN AFRICAN LITERATURE (16 Credits)

This module aims to further students' exposure to, and reading of, colonial and post-colonial African literature with poems, short stories and novels to help students see how selected texts show a variety of ways in which a sense of the other is constructed in African literature. More specifically, the module aims to enable students to discover how works of literature take for granted cosmologies that are unfamiliar to them; to enable them to recognise the different perspectives from which people of different backgrounds may regard a similar situation; to introduce students to works that show how the new societies created by decolonisation, independence or democracy demanded new responses from outsiders and insiders alike.

LITR301: LITERARY THEORY (8 Credits)

This module aims to introduce students to the key issues in literary theory and their importance for understanding better the texts we have considered. Our course will approach these issues through a focus on different readings of "the Body" in literary theory. We will thus use the concept "the Body" as tool to examine the different ways in which literature and its value have been debated over the centuries. We will also look at how literary theory involves discussions of identity, realism, and representation.

LITR302: WOMEN'S VOICES IN LITERATURE (8 Credits)

Although since the sixteenth century women have contributed substantially to British literature only in the nineteenth century did works authored by women become part of the British and American canon. In most canonical texts of European, American and African literature women are only occasionally allowed to speak with any authority. This module therefore has the following aims: to introduce texts to students in which women insist on their right to speak, confidently set their own agenda and sometimes register their subordination; to introduce and engage male-authored texts which show how women's voices have been represented and perhaps distorted; and to establish whether when women do write they provide a different perspective to that of their male contemporaries.

The content includes: women speaking with authority; representations of others by authors (especially gender); women's literature in Africa.

LITR311: TRAGEDY IN ANCIENT GREECE AND ENGLISH RENAISSANCE (8 Credits)

This module aims to enable students to understand the literary concept of tragedy. It also seeks to enable students to examine various tragedies from Ancient Greece and the English Renaissance as well as more recent plays and novels from both Western and African contexts, as well as have students consider what various tragic texts, widely separated by space and time, have in common and whether the tragic vision is a universal concept or whether it is contingent on religious beliefs and social circumstances.

The content includes: tragedy and the Greeks; modern and contemporary tragedy; tragedy and simple pessimism. Students will also read and discuss examples of the tragic form in African texts.

LITR312: RELIGION IN AFRICAN LITERATURE (8 Credits)

Because classical African Literature in English and French was written during the period of decolonisation and the early independence of the new African nations, the political dimensions of such literature are often emphasized, and their spiritual dimensions are ignored. In fact, most African novels and dramas refer extensively to Christianity, Islam or African Traditional religion. With this in mind, this module aims to see how central religion and religious references are to African Literature.

The content includes: the background and context to African literature, namely decolonization and early independence and how this compares with late 20th and early 21st century writings; religion and spirituality in African Literature; and the intersection of the political and religious spheres in African literature in English.

LITR313: DYSTOPIAN LITERATURES IN ENGLISH (8 Credits)

The purpose of this module is to familiarise students with the literary concept of dystopia through a range of texts as well as to introduce them to contemporary debates about and theories of dystopia. Dystopias are employed in speculative fiction and use imagined futures or alternate realities to comment on present-day social conditions The course also will highlight the differences between dystopia, anti-utopia, and simple pessimism in literary texts. Students will examine various representations of dystopia from both Western and African contexts. The roles that religion, technology, and the "postmodern condition" of shared social disconnection, play in the formation of literary dystopias also will be analysed. Some of the

questions asked include: What do various dystopian texts, widely separated by space and time, have in common? To what extent does dystopian literature relies on the concept of utopia? How does identity politics (race, gender, class, sexuality) matter in conceptualisations of dystopia?

LITR314: DEATH AND DYING IN ENGLISH LITERATURE (8 Credits)

The purpose of this module is to familiarise students with various English literary texts from different periods which have as their central focus the consideration and representation of death and dying.

Death comes to us all. It is one of the aspects of human existence experienced by all regardless of culture, race or gender. As a theme in literature, death and dying is most conspicuous in tragedy; however, it plays a central role in other narrative forms including comedy, poetry and didactic spiritual narrative.

This module explores how death and dying have been represented and explored in English literature (poetry, novel and drama) through the centuries. How these representations vary (in terms of intention, imagery and tone employed, for example) across time and space have much to teach us not only about how societal values differ but also about how societies can change their views of both death and life. The ways in which representations of death and dying may be used as social and political commentary are also explored.

LITR321: LITERATURE IN FAITH AND SCEPTICISM (8 Credits)

This module seeks to introduce students to the tradition of English religious poetry that can be traced from medieval English lyrics to the so-called Metaphysical poets of the sixteenth century and to consider how these poems address Christology and Marian devotions and key concepts such as the Incarnation and the Atonement. It also aims to introduce students to the development of scepticism in nineteenth-century literature; to introduce students to the tensions of more recent and contemporary literature where works of religious doubt and the works affirming of faith occur contemporaneously; and to introduce students to the literary representation of religion from non- Christian cultures.

The content includes: traditions of English religious poetry from the Medieval English lyrics to the so-called Metaphysical poets of the sixteenth century; religious poetry and Christian theological concepts; the rise of scepticism in literature in the nineteenth century; literature and the affirmation of faith in the nineteenth and twentieth centuries; and religion in the literature of non-Christian cultures.

MATH111A: LINEAR ALGEBRA I A (8 Credits)

(This module is a prerequisite for MATH1111B: LINEAR ALGEBRA I B)

Aim: The student is able to manipulate vectors in 2- and 3-dimensions, to manipulate matrices and determinants and to understand their relation to systems of linear equations.

Content: Vectors in 2- and 3-dimensions; unit vectors, use of unit vectors **i**, **j**, **k**. Magnitude of a vector. Algebraic operations of vector addition, and multiplication by scalars, and their geometrical interpretations; condition for vectors to be parallel. The scalar product. Its use for calculating the angle between two lines. Condition for two vectors to be perpendicular. Matrices, equality, multiplication by a scalar, addition and multiplication. The order of matrices will be at most 3×3. Identity matrices, the determinant of a square matrix, singular matrices. Transpose of a matrix, adjoint matrix, inverse of a non-singular matrix. Determinantal condition for the solution of simultaneous equations that have a unique solution. Solution of simultaneous equations by Gaussian and Gauss-Jordan elimination and by the use of the inverse matrix. To include equations that (i) have a unique solution, (ii) have non-unique solutions, (iii) are not consistent.

MATH111B: LINEAR ALGEBRA I B (8 Credits)

Aim: The student is able to understand and apply concepts in linear algebra to solve geometrical problems and systems of linear equations in R^n and C^n.

Content: Complex numbers, including complex conjugate, inverse, modulus, argument and Argand diagram. Informal treatment of complex logarithm, *n*-th roots and complex powers. de Moivre's theorem. Review of vectors in R^3, including scalar product. Vectors in R^n and C^n, including scalar product and the Cauchy-Schwartz inequality. Concepts of linear span, liner independence, subspaces, basis and dimensions. Suffix notation, including summation convention, δ_{ij} and ε_{ijk}. Vector product and triple product, definition and geometrical interpretations. Algebra of 3×3 matrices and determinants. Extension to $n \times n$ complex matrices. Trace, determinant, non-singular matrices and inverses. Matrices as linear

transformations; examples of geometrical actions including rotations, reflections, dilations, shears: kernel and image. Simultaneous linear equations: matrix formulation; existence and uniqueness of solutions, geometric interpretation; Gaussian elimination. Symmetric, anti-symmetric, orthogonal, hermitian and unitary matrices.

MATH112A: CALCULUS A (8 Credits)

(This module is a Prerequisite for MATH1112B: CALCULUS B (8 Credits)
Aim: The learner is able to understand and use those basic skills in differential and integral calculus that are essential for the social and economic sciences.
Content: The concepts of function and limit and the derivative as a limit; the rules of differentiation, including the chain rule, product rule, quotient rule and implicit differentiation, with polynomial functions; derivatives of logarithmic exponential, hyperbolic and inverse hyperbolic functions; proof of Rolle's theorem and the mean value theorem. Integration of polynomial, logarithmic and exponential functions using the power rule and substitution; integration of hyperbolic and inverse hyperbolic functions; he concept of areas as limits, the definite integral; proof of the fundamental theorem of calculus; techniques of integration, including integration by parts, integration of powers of trigonometric functions, rational functions and partial fractions. First-order partial derivatives of functions of two or more variables; second-order partial derivatives of functions of two or more variables; optimisation of functions of one and two variables without constraints; optimisation of functions of two variables subject to a constraint using Lagrange multipliers.

MATH112B: CACULUS B (8 Credits)

Aim: The learner is able to understand the concepts of and apply the methods for the solution of homogeneous and non-homogeneous systems of differential equations and apply this knowledge to the modelling of problems arising in science, engineering and social sciences.
Content: Differential equations and the behaviour of real-life systems or phenomena as mathematical models; solution of first-order differential equations using: separable variables, an integrating factor, and substitution; linear models for the solution of first-order differential equations involving growth and decay, such as bacterial growth, half-life of a radioactive substance, carbon dating, Newton's law of cooling; non-linear models for the solution of first-order differential equations involving growth and decay, such as population growth (density-dependent hypothesis), logistic growth, chemical reactions. Initial-value problems and boundary value problems for linear differential equations, homogeneous and non-homogeneous nth-order differential equations, the differential operator, D, and the linear operator L, an n-th order differential operator, or polynomial operator, and their use for differential equations, the fundamental set of solutions on a given interval and the general solution of a homogeneous differential equation.

MATH201A: LINEAR ALGEBRA II A (8 Credits)

(This module is a Prerequisite for MATH201B: LINEAR ALGEBRA II B)
Aim: The student is able to understand the concepts of, and be able to prove results in the theory of, real and complex vector spaces.
Content: Definition of a vector space (over R or C), subspaces, the space spanned by a subset. Linear independence, bases, dimension. Direct sums and complementary subspaces. Linear maps, isomorphisms. Relation between rank and nullity. The space of linear maps from U to V, representation by matrices. Change of basis. Row rank and column rank. Determinant and trace of a square matrix. Determinant of a product of two matrices and the invers matrix. The adjugate matrix. Eigenvalues and eigenvectors. Diagonal and triangular forms. Characteristic and minimal polynomials. Cayley-Hamilton theorem over C.

MATH201B: LINEAR ALGEBRA II B (8 Credits)

Aim: The student is able to understand and prove results in the theory of dual vector spaces, and know and apply the Gram-Schmidt orthogonalisation process.
Content: Dual of a finite-dimensioned vector space, dual bases and maps. Matrix representation, rank and determinant of a dual map. Bilinear forms. Matrix representation, change of basis. Symmetric forms and their link with quadratic forms. Diagonalisation of quadratic forms. Law of inertia, classification by rank and signature. Complex Hermitian forms.

Inner product spaces, orthogonal sets, orthogonal projection, $V = W \oplus W^{\perp}$. Gram-Schmidt orthogonalisation. Adjoints. Orthogonality of eigenvectors and properties of eigenvalues.

MATH202A: REAL ANALYSIS I A (8 Credits)

(This module is a Prerequisite for MATH202B: REAL ANALYSIS I B)
Aim: The student is able to master and apply the basic techniques of rigorous real analysis.

Content: Sequences and series in R and C. Sums products and quotients. Absolute convergence. The Bolzano-Weierstrass theorem and applications. Comparison and ratio tests, alternating series tests. Continuity of real- and complex-valued functions defined as subsets of R and C. The intermediate value theorem. A continuous function on a closed bounded interval is bounded and attains its bounds. Differentiability of functions from R to R. Derivatives of sums and products. The chain rule. Derivative of the inverse function. Rolle's theorem. The mean value theorem. Taylor's theorem from R to R. Lagrange's form of the remainder.

MATH202B: REAL ANALYSIS I B (8 Credits)

Aim: The student is able to understand the foundation of the techniques of basic differentiation and integration, understand when these techniques may be used and is able to generalise them to more complicated situations.

Content: Complex power series and radius of convergence. Exponential, trigonometric and hyperbolic functions and relations between them. Definition and basic properties of the Riemann integral. A non-integrable function. Integrability of monotonic functions. Integrability of piecewise-continuous functions. The fundamental theorem of calculus. Differentiation of indefinite integrals. Integration by parts. The integral forms of the remainder of Taylor's theorem. Improper integrals.

MATH301A: REAL ANALYSIS II A (8 Credits)

(This module is a Prerequisite for MATH301B: REAL ANALYSIS II B)

Aim: The student is able to understand and prove the basic results about convergence and the properties of continuous functions in R^n; differentiability of functions from R^n to R^m and to calculate derivatives in simple cases.

Content: The general principle of uniform convergence. A uniform limit of continuous functions is continuous. Uniform convergence and term-wise integration and differentiation of series of real-valued functions. Local uniform convergence of power series. Continuous functions on closed bounded interval are uniformly continuous. Definition of derivative as a linear map; elementary properties, the chain rule. Partial derivatives; continuous partial derivatives imply differentiability. Higher-order derivatives; symmetry of mixed partial derivatives (assumed continuous). Taylor's theorem. The mean-value inequality.

MATH301B: REAL ANALYSIS II B (8 Credits)

Aim: The student is able to understand the notion of uniform convergence of functions and its significance in the theory of integration; the basic theory of metric spaces, the contraction mapping theorem and apply it to the solution of differential equations.

Content: Review of basic facts on Riemann integration (from Real Analysis I). Integration of complex-valued and R^n-valued functions of one variable. Proof that

$$\left\| \int_a^b f(x)dx \right\| \leq \int_a^b \|f(x)\| dx$$. Metric spaces; definitions and examples. Limits, continuity, balls,

neighbourhoods, open and closed sets. The contraction mapping theorem. Applications including the inverse function theorem (proof of continuity of inverse function, statement of differentiability). Picard's solution of differential equations.

MATH302A: COMPLEX ANALYSIS A (8 Credits)

(This module is a Prerequisite for MATH302B: COMPLEX ANALYSIS B)

Aim: The student is able to understand and use analytic functions, and expansions and singularities.

Content: Complex differentiation and the Cauchy-Riemann equations. Examples. Conformal mappings. Informal discussion of branch points, examples of log z and z^c. Uniform convergence of analytic functions; local uniform convergence. Differentiability of a power series. Taylor and Laurent expansions. Principle of isolated zeros. Residue art and isolated singularity. Classification of isolated singularities.

MATH302B: COMPLEX ANALYSIS B (8 Credits)

Aim: The student is able to use contour integration and Cauchy's theorem, including the residue theorem, to evaluate integrals.

Content: Contour integration (for piecewise continuously differentiable curves). Statement and proof of Cauchy's theorem for star domains. Cauchy's integral formula, maximum modulus theorem, Liouville's theorem, fundamental theorem of algebra. Morera's theorem. Winding numbers. Residue theorem. Jordan's lemma. Evaluation of definite integrals by contour integration. Ronché's theorem, principle of the argument. Open mapping theorem.

PHIL103: INTRODUCTION TO LOGIC AND PHILOSOPHY (16 Credits)

The purpose of this module is to enable students to think critically and philosophically. The first half of the module will focus on critical thinking and logic. It will enable students (a) to identify a range of methods of argumentation (including methods of persuasion) (b) to evaluate both formal and informal arguments and (c) to construct sound and effective arguments. The second half of the module will introduce students to the field of philosophy , to the different areas such as epistemology, metaphysics and ethics, and to the different periods treated in the history of philosophy. Special attention will be given to the distinctive requirements of philosophical reading and writing.

The Contents of the Module include: I. Basic notions in logic and critical thinking; recognition of arguments; analysis and diagramming of arguments; the nature of deduction and induction; introduction to symbolic logic; introduction to inductive logic. II. The Character of Philosophical Inquiry; the diversity of historical traditions; the main areas of philosophy; the main periods of philosophical inquiry; reading for arguments; writing of argumentative essays.

PHIL104: PHILOSOPHY OF THE HUMAN PERSON (16 Credits)

The purpose of this module is to introduce students to the philosophy of human persons. The aim is to provide an entry point into philosophy that will allow students to appreciate how philosophical questions arise in many areas of human life. Students will discover how philosophy has interdisciplinary significance. They will reflect on the different accounts of human nature and the human person found in the sciences and in religion as well as in philosophy directly. At the same time they will be introduced to systematic thinking in a way that prepares them for the more technical inquiry they will encounter in philosophy of knowledge and ethics. Both analytical and systematic ways of thinking will be developed. The module will also enable students to develop further skills in philosophical reading and writing as well as in philosophical thinking and argumentation.

PHIL106: INTRODUCTION TO ETHICS (8 Credits)

This module introduces students to ethics and its relevance to our contemporary context. It explores the relationships between ethics and philosophy, ethics and moral theology, and ethics and applied ethics, as well as introducing students to core concepts in the field. It maps the core approaches to studying ethics and explores a selection of ethical theories with a view to understanding the practical implications of such theories for ethical decision making. The key foci of the module are therefore to raise awareness of the importance of the ethical for all aspects of human life and to develop an understanding of what it means to be ethical in a pluralistic society.

PHIL107: INTRODUCTION TO CATHOLIC SOCIAL THOUGHT (8 Credits)

This module provides an introduction to Catholic Social Thought and explores its relevance and application to the ethical challenges of contemporary society. The module contextualises Catholic Social Thought and Catholic Social teaching with the Catholic Intellectual Tradition, and gives an overview and clarification of key terms and concepts (e.g. the difference between Catholic Social Thought and Catholic Social Teaching). Core themes and principles such as the dignity of the human person, the common good, justice, and the preferential option for the poor will be explored from perspectives which include that of liberation theology. Finally consideration will be given to the contribution and applicability of Catholic Social Thought to economic, social, cultural and political aspects of human activity and to current issues such as globalisation, social and economic justice, ecology and various others.

PHIL201: HISTORY OF PHILOSOPHY I (8 Credits)

The purpose of the module is to enable students to critically appropriate the distinctive philosophical perspectives and methods and issues originating in the ancient and medieval perspectives. The aim will also be to introduce students to contemporary interpretations and evaluations of these distinctive approaches to philosophy. The module will present the thought of a variety of important thinkers in the ancient and medieval periods, particularly Plato and Augustine as well as Aristotle and Aquinas.

The content includes:

- Pre-Socratics and the birth of Philosophy.
- Plato on the Soul and the Just Society. Aristotle on the Soul.
- Aristotle on Metaphysics.
- Lucretius and Materialism.
- Stoic Philosophy.
- Plotinus and Neo Platonism.

- Augustine on free will. Augustine and Existential Philosophy.
- Anselm and the thought of Perfection.
- Averroes on Faith and Reason.
- Maimonides and the Guide to the Perplexed.
- Aquinas on Being and Essence. Aquinas and Christian Philosophy.
- Scotus and Ockham and the Rise of Scepticism.
- Nicholas of Cusa and the end of metaphysics.
- Francis de Vitoria and Francisco Suarez and the beginning of Modernity.

PHIL202: HISTORY OF PHILOSOPHY II (8 Credits)

The purpose of the module is to enable students to critically appropriate the distinctive philosophical approaches and issues and method that originated in the modern period. The module aims to show students how the rise of modern science as well as the shift from a religious to a more secular outlook influenced philosophy in many ways. This includes showing how the Enlightenment ideal of progress in science dominated the period until the Romantic reaction. Finally, the module will indicate how modernity began to give way to post-modernity in the thought of Nietzsche.
The content includes:
- The Rise of Modern Science. Francis Bacon and the New Organon. Galileo and Primary and Secondary qualities.
- Descartes and First Philosophy. Liebniz and Modern Metaphysics. Spinoza and Modern Ethics.
- Vico and the New Science.
- Locke, Berkeley, and Hume on Human Knowledge.
- Kant on Pure Reason. Kant on the Metaphysics of Morals.
- Schiller and Aesthetic Education.
- Hegel and Historical Consciousness.
- Nietzsche and the end of Modernity.

PHIL221: PHILOSOPHY OF KNOWLEDGE (8 Credits)

The purpose of the module is to introduce learners to central questions in epistemology. The module will present a variety of approaches including the following: (a) Analytical approaches to the analysis of 'knowledge' as 'justified true beliefs' (b) Phenomenological and Hermeneutical approaches to the philosophy of knowledge (c) Critical Theory and ideological aspects of knowledge (d) The emergence of modern epistemology from Descartes to Kant (e) Contemporary developments in Thomistic Philosophy of Knowledge. Contemporary discussions on foundationalism and anti-foundationalism as well as internalism and externalism will be examined.

PHIL222: ETHICS I (8 Credits)

The purpose of the module is to introduce students to the basic notions and arguments in ethical philosophy. The relevance of a phenomenology of moral consciousness as a basis for ethical reflection will be pointed out. Students will also be provided with a framework for thinking about ethical issues at normative and meta-ethical levels. The contents of the module will include the following:
- What is morality? What is ethics?
- The moral experience: The human act/The relation of Intellect and will and the passions/ Freedom and responsibility
- Sources of ethical reflection
- Basic notions: Right and wrong/ Good and evil
- Ethical relativism and pluralism
- Ethical egoism and ethical subjectivism/ Ethical Utilitarianism/ Deontological ethics/ Virtue ethics/ Natural Law ethics
- Religion and ethics: Divine command ethics
- Contemporary Meta-Ethics: the fact-value distinction/ the is-ought distinction/Ethical Naturalism/ Non-Naturalism/ Ethical realism/Theories of Goodness
- Ethics and the human person

PHIL302: CONTEMPORARY PHILOSOPHY: PLURALISM AND METAPHILOSOPHY (8 Credits)

The purpose of the module is to introduce students to the problem of philosophical pluralism and to the need for comparative philosophy. The diversity in Western philosophical traditions will be investigated along with the differences between Western philosophy and philosophy in other cultural contexts, including Africa, South America, China, India, and Japan. The modules

will examine the relationship of culture and philosophy in various contexts. The aim is to bring students to a heightened awareness of the differences and to introduce them to ways of responding to philosophic pluralism.

The content includes:

- The Problem of Pluralism.
- The Analytical/ European Continental Split. Analytical Philosophy/ Phenomenology/ Hermeneutics/ Existentialism/ Deconstruction/ Pragmatism.
- World Philosophies/ Contemporary Thomism.
- Metaphilosophical Issues.

PHIL311: PHILOSOPHY OF SCIENCE (8 Credits)

The purpose of the module is to investigate the nature and status of scientific knowing which continue to arise as science develops. The module will consider the epistemological and metaphysical questions emerging out of a series of scientific revolutions. The aim is to provide students with an accurate understanding of the scientific enterprise and with the philosophies of science that attempt to interpret the scientific enterprise.

The content of the module deals with the following:

- What is Philosophy of Science? What is Science?
- Scientific Method. Observation and Induction. Observation and Testing: Fact and Theory. Confirmation: Justification and Verification. Confirmation and the Scientific Community: Paradigm Shifts, Research Programmes.
- The Role of Hypotheses and Theory. Scientific Explanation.
- Realism and Anti-Realism. Reductionism. Emergence.

PHIL321: PHILOSOPHY OF RELIGION (8 Credits)

The purpose of the module is to investigate the philosophical questions that arise in relation to the phenomenon of religion and to religious claims regarding knowledge of an ultimate reality. Students will be introduced to the central arguments regarding the status of religious claims. The phenomenon of religious and mystical experience will be explored in order to provide a deeper appreciation of the subject under investigation. The philosophical issues will be explored in relation to a spectrum of religious traditions.

The content includes:

- The Nature of Religion/s. The Religious Phenomena. Realism and Non-Realism.
- The Nature of God: Materialism and Immateriality. Divine Intelligence. The Transcendence of God.
- The Existence of God: Cosmological and Teleological Arguments. The Argument from Religious Experience. Cumulative Arguments.
- The problem of Evil.
- Death and Immortality.
- Morals and Religion.
- Religious Pluralism and Truth.

PHIL331: PHILOSOPHY OF MIND AND PERSON (8 Credits)

The purpose of the module is to introduce students to main positions in contemporary philosophy of mind. These include: Dualism/ Mind-Brain Identity Theory/ Analytical Behaviourism/ Functionalism/ Non-Reductive Dualism and Hylomorphic Theories. In addition the nature of consciousness will be examined along with a consideration of the nature of selfhood and personhood. Phenomenological and Thomistic approaches will be considered as well as analytical methods.

PHIL332 PHILOSOPHY OF REALITY (8 Credits)

The purpose of the module is to introduce students to central questions in metaphysics. A range of historical and systematic approaches will be considered. These include (a) Aristotle and the Question of Being as Being (b) Aquinas and the Essence-Existence Distinction (c) Kant and the Possibility of Metaphysics (d) Hegel and the Metaphysics of Absolute Spirit (e) Heidegger and the End of Metaphysics (f) Contemporary Thomism: NeoThomism and Transcendental Thomism. The nature of metaphysics and of method in metaphysics will be examined and its relation to philosophy of knowledge will be explained. The place of metaphysics in world views will be explored. In addition particular metaphysical problems such as the nature of space and time, the nature of causality and the metaphysics of human nature will be treated.

POLS101: INTRODUCTION TO POLITICAL SCIENCE (16 Credits)

The purpose of the module is to introduce students to the analysis of political institutions,

ideas and practices; to teach students how to make sense of, and think critically and with analytical rigour about political phenomena.

The content includes:

- What is politics? What is Political Science? Contested definitions. Brief survey of the fields of political science: the study of political institutions - especially comparative government and politics; international relations; political sociology; 'economic politics'. The study of political ideas: political philosophy and political theory; the study of political belief systems.
- Key concepts and phenomena: The distinction between 'normative' and 'empirical' political studies; key concepts – justice; freedom; autonomy; power; authority; legitimacy; the state; elites; political parties and movements; interest groups; constitutions and institutions: the 'branches of government'– legislatures, the judiciary, the executive branch; bureaucracy; reform and revolution.
- Forms of political organisation; liberal, fascist, and socialist forms of state. Ideologies: liberalism, socialism and fascism as movements and as 'ideologies'; democracy as both ideal and as practice in the ancient and modern worlds.

POLS102: INTRODUCTION TO GLOBAL POLITICS (16 Credits)

The purpose of the module is to introduce students to the global and international context of politics and to provide them with the relevant theoretical and analytical knowledge.

The content includes:

- Global politics and International Relations (IR): an introduction.
- The modern world system from Westphalia to the present; the shaping of global politics in the 20th Century; the causes and consequence of the 2nd World War; the cold war; the collapse of state socialism; the 'triumph of capitalism' and the spread of liberal democracy; the post 1989 'New World Order' (and 'disorder'); the revival of 'religious politics'; the 'regionalization' of global politics; the relative decline of the nation-state, the rise of INGOs and NGOs and the challenges to 'sovereignty'.
- The nature of international institutions and organisations; the post-2nd World War system of international organisations (the UN and its various agencies), the Bretton Woods institutions; the new juridical institutions; treaties and their enforcement; the scope and limits of the present systems of international governance.
- Ways of thinking about international relations and global politics: outline of liberal, realist and idealist perspectives; the 'end of history' versus 'clash of civilizations as ways of characterising the contemporary global system.

POLS201: POLITICAL PHILOSOPHY I

The purpose of the module is to introduce students to key thinkers, theories, and concepts in the western tradition of political thought; to introduce students to both analytical and historical perspectives on political thought.

The content includes:

- The Ancient Greek origins: Plato and Aristotle;
- St Augustine and Thomas Aquinas: Christianity and the path / transition to modernity;
- The foundations of modern political thought: the contract tradition, Hobbes, Locke, Rousseau and Kant.

POLS202: SOUTH AFRICAN GOVERNMENT AND POLITICS: AN INTRODUCTION (8 Credits)

The purpose of the module is to introduce students to the political history of South Africa from 1910 to the present, and to introduce them to aspects of comparative political analysis.

The content includes:

- Introduction to South Africa politics; and overview from 1910 to 2007; special emphasis will be placed on the formation and dissolution of the Apartheid system. The status of political rights and civil liberties will be focused on, as well as property rights and political instability. The 'forms' state and patterns of government will be addressed, as will the specific features of the system of government. The role of parliament, the executive, the judiciary and the provinces will be dealt with; the constitution, electoral system will be studied closely.
- The politics of democratic transition in comparative perspective; the nature of opposition and resistance; the social and economics bases of political conflict; violence and negotiation; the role of local and regional politics.

POLS211: INTERNATIONAL RELATIONS I (8 Credits)

The purpose of the module is to introduce students to key concepts and theoretical perspectives in the study of international relations.

The content includes:

- Key themes and theoretical perspectives in international relations; selected 'classical' perspectives which may include all or some of: Hans J. Morgenthau; Raymond Aron; A.F.K. Organski, Kenneth N. Waltz, J.W. Burton; J.N. Rosenau; John Mearsheimer, Henry Kissinger, liberalism, realism, and idealism.
- War and peace; diplomacy and treaties; international organisations; new global institutions.

POLS212: POLITICS OF THE UNITED STATES OF AMERICA AND LATIN AMERICA (8 Credits)

The purpose of the module is to introduce students to comparative political studies; to introduce students to the politics and government of both a 'developed' and a 'developing' society other than South Africa; to introduce students to different forms of state and to aspects of political sociology as reflected in the two case studies.

The content includes:
- The politics and government of the United States of America; the War of Independence; the Declaration of Independence; the crafting of the Constitution; the branches of government; the Executive, Judiciary and Legislature; State and Federal government; checks and balances; the mechanisms of government such as congressional committees; the party system; interest groups; the impact of urbanisation; 'red states' and 'blue states'; political attitudes and voting patterns; the median voter. United States Foreign policy and domestic politics,
- The politics and government of selected Latin American countries, including Brazil, Argentina, Chile and Venezuela. Historical origins; transitions from authoritarian rule; electoral system; challenges of democratic governance and democratic consolidation; challenges of development, poverty and inequality; the role of the state.

POLS221: MODERN POLITICAL THEORY (8 Credits)

The aim of this module is to introduce learners to key thinkers, theories and concepts in the western tradition of political thought; to introduce learners to both analytical and historical perspectives on political thought.

Content includes: the foundations of modern political thought: the contract tradition. Hobbes, Locke, Rousseau and Kant; 19th Century political theory: Hegel and Marx. Learners will know how to read original texts, to assess their internal structure and coherence and to relate them to their historical contexts. Learners will learn how to assess arguments critically. They will be able to write an essay in the field and articulate relevant arguments at a high level of abstraction.

POLS222: COMPARATIVE GOVERNMENT AND POLITICS (8 Credits)

The aim of this module is to introduce learners to comparative political studies; to introduce learners to the politics and government societies other than South Africa; to introduce learners to the methodological challenges associated with the comparative study of political systems.

Content covers the reasons for, and approaches to the comparative study of political systems; the politics and government of between two and four selected countries other than South Africa, with emphasis on some or all of the following: the institutional histories of the countries studied; constitutions; the structure and functions of government; the nature of their executive, judicial and legislative branches; checks and balances; their political party systems; their electoral systems and ballot structures; interest groups and social movements; their political demography and political sociology; their foreign

Learners will know the basic principles and practices of comparative political analysis; they will have acquired in-depth knowledge of the political systems, and social contexts of at least two countries other than South Africa; the will have learned about the effect of different historical trajectories in the development of contemporary national political systems; learners will be able to read, summarise and assess relevant arguments and empirical content in articles and books; learners will be able to write an essay in the field and articulate arguments with a detailed command of empirical material.

POLS301: INTERNATIONAL RELATIONS II: PERSPECTIVES ON GLOBAL POLITICS AND INTERNATIONAL AFFAIRS (8 Credits)

The purpose of the module is to introduce students to advanced level studies in international relations. Students will address challenging contemporary issues and will engage with key theoretical perspectives.

The content includes:
- The contexts and ways of 'seeing' international/global politics; the 'End of History' or 'Clash of Civilisations'?
- Challenges and issues in international affairs: terrorism; scope and limits of international law; problems of sovereignty and jurisdiction; transnational justice,

- Power blocs and regions; the 'end' of the nation-state system?
- International political economy: the elements,
- Trans-regional issues: normative and empirical aspects; climate change and global warming; international and inter-regional trade.

POLS302: POLITICAL ECONOMICS (8 Credits)

The purpose of the module is to introduce students to game-theoretic and rational-choice analytical approaches to political studies.
The content includes:
- Adam Przeworski, *States and Markets*
- Rational Choice approaches; the basics of game theory; rules and institutions;
- Forms of polity and their determinants: Barrington Moore and *The Social Origins of Dictatorship and Democracy;* Robinson and Acemoglu's analytical alternative: *The Economic Origins of Dictatorship and Democracy*;
- Tosrten Persson and Guido Tabellini: *The Economic Effects of Constitutions,*
- Torben Iversen: *Capitalism, Democracy and Welfare*.

POLS311: POLITICAL PHILOSOPHY (8 Credits)

The purpose of the module is to train students to engage in rigorous, advanced level study in political theory with special emphasis on skills of argumentation, analysis and abstract reasoning. It aims to teach students about the importance of careful textual analysis, interpretive strategies, and to teach them about the significance of historical contexts.
The content includes:
- The distinction between 'analytical' and 'historicising' traditions; Rousseau as arguably the most significant source of the distinction; the 'analytical' tradition from Locke and Rousseau through Kant to Rawls and Nozick; the 'historicising' tradition from Rousseau through Hegel and Marx to 20th Century Marxism.
- Textual analysis of Hegel's *Philosophy of Right* and themes from the *Phenomenology of Mind*.
- Textual analysis of extracts from Marx, including the contribution to the *Critique of Hegel's Philosophy of Right*, the *Paris Manuscripts*, the *Communist Manifesto*, the *German Ideology*, the Preface to the 1859 *Critique of Political Economy*, and, the *Critique of the Gotha Programme*.
- A textual analysis of Rawl's *A Theory of Justice*; focus on the OP; the distinction between the Right and the Good; the two principles; the difference principle; lexical ordering; deontology, utilitarianism and teleology.
- Critiques of and alternatives to Rawls: Nozick; Walzer; Heller; Young: Hamilton and Habermas; 'new' themes: pluralism, identity, gender and culture.

POLS312: REGIONAL POLITICS (8 Credits)

The purpose of the module is to introduce students to the regional character of contemporary global politics, with a special focus on the role, influence, and developmental challenges of, Africa, Asia and Europe.
The content includes:
- Introduction: A world of Regions; the consolidation of Europe as an emerging regional political system and trading bloc; Europe's 'normative' weight. Africa: institutions and development; the nature of African states and problem of 'weak states' and 'state failure'; the challenge of ethnic and linguistic heterogeneity; Africa and the political economy of development – international trade and protectionist barriers; urbanisation , industrialisation and agriculture; Nigeria and Senegal as case studies.
- The emerging Asian superpowers: India and China; the question of the 'developmental' state and role of government; political forms and economic outcomes; urbanisation and changing demographic patterns; the role and challenges of the Indian village; India's democratic dispensation: durable or fragile?; China's economic growth performance and the challenge to the political process and system of governance; the past and future of the party system; urban and rural policies in China; the role of local initiatives in shaping policy outcomes.

POLS321: MODERN THEORIES OF JUSTICE (8 Credits)

The aim of this module is to train learners to engage in rigorous, advanced level study in political theory with special emphasis on skills of argumentation, analysis and abstract reasoning. It also aims to teach learners about the importance of careful textual analysis, interpretive strategies and the significance of historical context and contemporary debates.

Content includes: diverse traditions of, and perspectives on, Justice; a Textual analysis of Rawls' A Theory of Justice; focus on the OP, the distinction between the Right and the Good; the two principles; the difference principle; lexical ordering; deontology, utilitarianism and teleology; critiques of, and alternatives to, Rawls. These may include selections from the work of Karl Marx, Michael Sandel, Robert Nozick, Michael Walzer, Alasdair MacIntyre, Agnes Heller, Iris Marion Young, Lawrence Hamilton, Juergen Habermas, Amartya Sen, Brian Barry and GA Cohen.

POLS322: DEMOCRACY, AUTOCRACY AND MODERNIZATION (8 Credits)

The aim of this module is to train learners to engage in rigorous, advanced level study in empirical political theory with emphasis on analysis of, and rigorous careful use of, data. It aims to ensure mastery of literature that is central to contemporary scholarship and research in political science which defines much of the methodological and substantive 'frontier' of the discipline.

Content covers theories of democracy; Processes and forms of democratisation; democratic institutions: failure and success; federalism and 'centripetal' tendencies; electoral systems and voters; 'hybrid regimes'; modernisation: materialism, post-materialism and democracy.

Learners will be familiar with some of the dominant genres of contemporary political science and the substantive issues they address. They will have learned how major scholars address, in accessible ways, matters of modelling and statistical inference. They will have studied approaches to political science that are models for future research in the field.

PSYC101: INTRODUCTION TO PSYCHOLOGY (16 Credits)

This module aims to introduce students to the discipline by presenting a comprehensive overview of the field: its areas of study, specialisations and applications. The course is divided into the following parts: Introduction to Psychology, Developmental Psychology, Personality, Brain and Behaviour, Cognitive Psychology, Social Psychology, Psychology and Health, Mental Health, and Organisational Psychology. A range of selected topics is covered in each part.

The introduction is based on sound theoretical foundations, research findings and relevant case studies to give students the tools to develop their own ideas and to critique the theories of others. Engaging also with sexism, racism, ethnicity, poverty, violence and peace-making, the introduction to psychology focuses on the role knowledgeable people can play in building peaceful communities in the developing nations of Africa.

PSYC102: SOCIAL PSYCHOLOGY (16 Credits)

This module has three interrelated purposes: 1) to present students with an overview of Social Psychology; 2) to lay the foundation for empirical investigation of social problems and phenomena and 3) to explore how Social Psychology can serve as a tool for interdisciplinary engagement with social problems in the pursuit of social change.

The module covers a selection of themes, including the study of social and personal perception and cognition, self and identity as social constructs, socialisation and conformity as social influence, interpersonal attraction and close relationships, values, attitudes, prejudice and discrimination, persuasion and attitude change, aggression and violence, group and intergroup relations and leadership.

Students will engage with the theory and application of important methods of socio-psychological research and they will be required to master the building blocks of research methodology such as surveys and interviews, fieldwork, archival research, simulation and role play and the ethics of research.

PSYC201: LIFESPAN DEVELOPMENT (16 Credits)

Based on the notion that human development unfolds around milestones, this module uses two components that allow students to understand how humans experience life as it unfolds from infancy to late adulthood. Milestone consists of two essential components that work together to capture key changes throughout the lifespan: 1) Milestones of Child Development and 2)

Milestones: Transitions. In Milestones of Child Development, students track the early stages of physical, social and emotional development. By watching one child over time or comparing various children, Milestones provides a unique, experiential learning environment that can only be achieved by watching real human development as it happens all in pre- transitional and post milestone segments. In Milestones: Transitions, students meet a series of people, from teenagers to people in late adulthood, to hear their perspective on changes that occur throughout the rest of the lifespan.

With this approach students are better able to make the connection between the theories and

the real-world applications, and how the topic affects them.

PSYC202: RESEARCH METHODS IN PSYCHOLOGY (16 Credits)

The purpose of this module is
- To provide students with an introduction to research methods in Psychology.
- To improve the ability to design and carry out psychological studies.
- To increase skills in evaluating and interpreting psychological research.
- To further develop critical thinking skills.
- To improve the ability to understand and use appropriate statistical procedures.
- To understand the debate about quantitative and qualitative research methods.
- To ensure that you can communicate research findings in written form (APA style).
- To provide practice in oral communication of research findings.

PSYC301: ABNORMAL PSYCHOLOGY: CLINICAL PERSPECTIVES ON PSYCHOLOGICAL DISORDERS (16 Credits)

This module introduces students in great detail to real-life portrayals of psychological disorders. The material is woven by multiple dimensions into an integrative statement about the interactions among biology, psychology, and the social context as they affect individuals who have psychological disorders. This approach uses a scientist-practitioner framework. While emphasising empirically supported research, mini cases studies of the stories of real people who are suffering from compelling personal problems and serious psychological disorders form the basis for conceptual understanding and use, accompanied by a listing of DSM-IV-TR and the newly revised DSM V diagnostic criteria associated with that disorder. This allows students to approach the study of abnormal psychology with the dispassionate eye of a scientist and the compassionate heart of a practitioner.

The content includes the history of abnormal psychology, assessment methods, different theoretical approaches to and treatment modalities of disorders such as anxiety disorders, obsessive-compulsive disorder, sexual disorders, mood disorders, schizophrenia and related disorders, personality disorders, developmental disorders, cognitive disorders, substance-related disorders and eating disorders and impulse-control disorders.

The primary aim is to reveal and cultivate an understanding of the human side of abnormal psychology.

PSYC302: APPLIED PSYCHOLOGY (16 Credits)

With this module three questions are asked: What do psychologists do? What skills do psychologists have? And, what contribution can psychologists make to solving people's problems?

Students will study and apply skills that can be used in different ways in different circumstances. In the application of psychology seven roles can be identified: the psychologist as counsellor, colleague (to members of other professions such as social workers and medical doctors), expert (i.e. the psychology of work, leisure, health and education), designer of psychological instruments, investigator/researcher, theoretician and change agent.

Application of psychological skills are demonstrated through work-based counselling, cancer treatment, police psychology, market research, stress in the context of emergency services, educational phenomena such as autism and bullying and work with refugees.

The module is based on the assumption that sets of generic skills are applied in and through different roles in different circumstances and contexts. The module's secondary aim is to provide useful and highly practical guidelines in pursuing career opportunities in new directions in applied psychology.

RELS101: INTRODUCTION TO THE STUDY OF RELIGION (16 Credits)

This module draws on the disciplines of Philosophy, Psychology and Theology to explore the nature of religion. It investigates different notions of the Divine, as well as different conceptions of the relationship between what is regarded as immanent and what is regarded as transcendent. It looks at humans as spiritual beings and examines the role of external structures, ritual and myth in the creation of meaning. It also considers the relationship between psychology and religious experience through the work of William James, Freud and Jung among others.

RELS102: RELIGIONS OF THE WORLD (16 Credits)

This module will focus on the history, ideas and institutions of at least four of the following: African religion, Judaism, Christianity, Islam, Hinduism. It will examine the diversity within the major religions as well as some of the internal conflicts they have experienced or are experiencing at the present time. Consideration will also be given to interactions that have led

to closer understanding between them.

RELS201: STUDYING SCRIPTURES (16 Credits)

(compulsory semester module)
This module is intended to introduce students to the classical texts of some of the world's major religions. They would include the Torah, the New Testament, the Qur'an and some of the Vedic writings. The purpose of the module is to deepen understanding of major religious traditions through a close reading of portions of some of their great books. It will also consider the origins of these scriptures and the relationship between myths, legends, oral tradition and faith.

RELS202: RELIGIONS OF ASIA (16 Credits)

This module introduces students to the philosophical, religious and cultural traditions of Asia. It will include the traditions of Buddhism as well as the historical development, key concepts and important practices of the Confucian, Daoist and Shinto traditions. Consideration will be given to how these various traditions are being interpreted and practiced in contemporary society.

RELS203: AFRICA'S RELIGIOIUS HERITAGE (16 Credits)

This module firstly looks at indigenous religious practices and beliefs in Africa with a view to understanding the relevance and legacy of the earliest known African religions. This will lead to a consideration of the development of key aspects of later religious traditions in sub-Saharan Africa followed by an examination of the impact of Islam and Christianity with particular reference to the effects of religious imperialism. Finally the course will look at the contemporary dynamics of African religion, African Christianity, African Islam and the coexistence of these religions in post- colonial Africa.

RELS301: RELIGION AND POLITICS IN THE MODERN WORLD (16 Credits)

This module will consider the relationship between religion and politics with particular reference to religion and politics in Africa. It will examine the political values such as justice, human dignity and human rights that are inherent in most major religions. It will discuss religion-state relationships, religious freedom and religious conflict as well as debates in the relations between religion and economic systems and policies.

RELS302: PHILOSOPHICAL ISSUES IN RELIGION (16 Credits)

This module will explore key areas of philosophical debate that concern the world's major religions such as the nature of a good life, the nature of evil, the existence of suffering and death and the existence of conflicting religious truth-claims. The exploration will then be broadened to consider how these problems are seen in the modern context and how they can be reconciled.

RELS303: RELIGION, GENDER AND SEXUALITY (16 Credits)

This module will consider the attitudes towards gender and sexuality in some of the world's major religions such as Judaism, Christianity, Islam, African Traditional religion and Hinduism. It will examine the beliefs and practices in the various religious traditions and how these may impact on the lives of women and other marginalized gender and sexual groups. It will also discuss the major controversies around gender, sex, sexual identity, worship and religious leadership.

RELS304: SECULARISM, MODERNITY AND FUNDAMENTALISM (16 Credits)

This module examines the challenges that the secular age has posed to the place of religion in the modern world. It looks at the rise of agnosticism, atheism, fundamentalism and religious extremism. It will also consider the continued search for spiritual meaning outside of traditional institutions through cults, New Age, pagan and other new religious movements.

SOCL101: DOING SOCIOLOGY: AN INTRODUCTION (8 Credits)

Aim: The introductory module has three main purposes. The first is to induct students into sociological 'ways of seeing' in a lively multi-media way, so that they realise that the subject-matter of the discipline is around them every day, and that there are common processes underlying the varied societal manifestations. The second purpose is to adumbrate major theoretical concepts and methodologies used in sociology, as these occur in well-known areas of the discipline (e.g. deviance, education, family, religion, work). The third purpose is for students to realise that sociology is an "essentially contested" field, and that sociological theories and methodologies are characterised by lively ongoing debates.
Content: What is sociology? Sociological theories - positivist, interpretive, critical and post-modern – about the relation between individuals and social structures. The variety of methods

for studying society (quantitative, qualitative, historical). Introduction to key fields of sociology – five topics from the sociology of: crime and deviance; education; the family; poverty media; religion; work.

SOCL102: INTRODUCTION TO CLASSICAL SOCIOLOGICAL THEORY (8 Credits)

Aim: This module introduces students to the early theories of society that have influenced modern sociological thought. The theories of the three major founders of sociology – Karl Marx, Emile Durkheim and Max Weber – are analysed, and critiques considered of how they sought to explain the change in social conditions that occurred as industrial capitalism in Europe developed. Through their insights into issues such as exploitation, conflict and consensus, and social action and social structure, these three thinkers shaped the history of sociology. The course demonstrates how critical readings of classical social theory provide us with a lens through which one can interpret and engage the social world, and encourages students to consider the continuing influence and relevance of these theories for understanding the relationship between the individual and society in contemporary local and global contexts.

Content: Introduction to social theory. Introducing Marx and historical materialism. Marx on the capitalist mode of production. Introducing Durkheim, the sociological method and functionalism; Durkheim on society and the individual; Introducing Weber, the spirit of capitalism and symbolic interactionism; Weber on bureaucracy and religion

SOCL103: SOCIOLOGY OF WORK, ORGANISATIONS AND MOVEMENTS (8 Credits)

Aim: This module introduces students to fundamental concepts and major writers in the field of work, organisations and social movements. Building on the three major sociological theories introduced earlier in the year, Work, Organisation and Movements shows how Marxist, Weberian and functionalist perspectives can enrich our understanding of some vitally important and highly contentious issues facing the world of work today. It focuses on the way the nature of work has changed in the struggle between employers and employees, how organisations such as companies and trade unions reflect this changing context, and shows how South African trade unions have changed dramatically over the past fifteen years.

Work not only incorporates individuals into society by giving them the means of maintaining their own lives and their families, but excludes when people do not have the means to access employment and, through it, the material means to ensure physical well-being. This module introduces the students to the nature of work, employment, production and leisure, and also to issues of inequality and social divisions. It exposes the role of social stratification into class and status in maintaining differences of income, and shows how challenges to the status quo can manifest in social movements and protest.

Content: Work: a key sociological category? Karl Marx and the transformation of work under capitalism; Max Weber and the age of bureaucracy; From Fordist to post-Fordist and network organisations; Unions, social movements and social protest; Unions, organisations and oligarchy; Globalisation and the changing world.

SOCL104: SOCIOLOGY OF GENDER (8 Credits)

Aim: The overall aim of this module is to familiarise students with theories, current research and contemporary debates within the sociology of gender. It will start by introducing students to theories and key concepts on gender identity, and its relation to class, ethnicity and culture. It will explore gender roles and naturalized 'differences' in the production and reproduction spheres. Using case studies, students will be encouraged to analyse and review the effects of patriarchy, heterosexuality and 'popular culture' in shaping social understandings and attitudes. The module will contrast representations of men and women in mass media and how these representations drown some social voices while elevating others. It will also investigate the centrality of gender in our understandings of violence and crime. Some of the questions asked include: How we understand gendered identities and how these are experienced in our lives and expectations? Why do people associate violent and criminal behaviours with one gender more than the other? How are workplaces/homes/media gendered and how does this influence and shape expectations?

Content: Definition of gender as a concept linked to identity, and its relation to class, ethnicity and culture; Operationalization of gender: power relations, patriarchy, emotional relations; Gender and crime and gender-based violence and deviance; Gender and the workplace: earnings, glass ceilings, responsibilities at work, inequalities; Gender in relation to social voice and stigmatization; Gender and migration ; Gender and mass media

SOCL201: SOCIOLOGICAL THEORY (8 Credits)

Through the active discussion of key texts, this module introduces students to classical and contemporary theoretical approaches, at a more advanced level, on key sociological issues

such as social change, social inequality and diversity. These theoretical approaches are introduced alongside empirical material on social issues in contemporary South Africa in the context of post-colonialism and globalisation. Through this module students further develop their theoretical and conceptual skills, and their ability to engage with, and analyse, empirical material. A selection of major theoretical perspectives, which might include the contributions of Max Weber, Juergen Habermas, Zygmunt Bauman, Randall Collins, James Coleman, Robert Merton, Pierre Bourdieu and Anthony Giddens – among others – will in addition be engaged with.

SOCL202: GENDER AND WORK (8 Credits)

This module offers a sociological exploration of gender formation in relation to multiple global and historical processes. Students will engage with different conceptualisations of gender, gendered identities and how gender intersects with race, class and ethnicity in contemporary South Africa and elsewhere. The construction of gendered relations in the family and household (traditionally 'reproduction') is connected to gendered relations in the economy and at the site of production; the workplace (traditionally 'production). Changes in the global economy, wage labour, labour migration and the nature of the state are linked to broader processes of restructuring in the arena of 'social reproduction'. Through this module, students will strengthen their ability to engage with key theoretical and empirical texts, and to understand the complexities of gender as a social relation.

SOCL203: GLOBALISATION AND DEVELOPMENT (8 Credits)

This module looks at the process of 'globalisation' and what it means for labour markets, employment and socio-economic relations in contemporary Sub-Saharan Africa and South Africa. The concepts of 'globalisation' and 'development' are critically unpacked and these processes will be historically contextualised in relation to concrete changes in Sub-Saharan Africa. Questions around social change, global economic and political relations, migration, culture, and the uneven effects of globalisation will be explored. Students will develop their ability to engage with theory and deepen their ability to think about and understand the changing social world.

SOCL204: SOCIOLOGY OF RELIGION (8 Credits)

This module begins with an exploration of how classical sociologists, Marx, Durkheim and Weber, understood religion in relation to their historical context, state and society. The module then explores religion in the modern world in relation to religious pluralism, secularisation, religion and violence, and religion and popular culture. This is contextualised in socio-economic and political processes that relate to the current religious context in many parts of Africa, including the proliferation of Pentecostal and neo-Pentecostal churches in South Africa. The theoretical frameworks offered enable students to discuss the role of religion in relation to broader historically contextualised processes of social change.

SOCL301: RESEARCHING SOCIAL LIFE (8 Credits)

This module looks at the theory and logic behind research, how to develop a research question and aims, how to write a literature review, methodological issues around sampling; quantitative and qualitative methods; research ethics; the processes of fieldwork, data analysis and report writing. Through the course students build their own short research projects, with each exercise corresponding to a component of the research process. The module aims to prepare students for their encounters with research in the workplace after completion of their undergraduate degree, and provide a basic introduction to research for students who will go on to study at a postgraduate level.

SOCL302: CULTURE, IDENTITY AND POSTCOLONIALISM (8 Credits)

The purpose of this module is to engage with the issues, literature and debates around the phenomena of cultures and identity formation. The module covers the impact of modernisation on culture, the role and nature of 'traditional' concepts of social roles and identities and the impact of both migration and intercultural relations in an ever more complexly inter-linked world. The content includes the emergence of the modern concepts of 'the self' and 'individual', the relationship between 'individual' and society and the phenomena of both 'community formation' and 'community dissolution'. The significance of the colonial experience for constructions of identity in 'developing' societies will be addressed, as will the significance of identity politics in both challenging colonial heritages and in articulating alternatives to, or modifications of, them in the postcolonial context.

SOCL303: POLITICAL SOCIOLOGY (8 Credits)

The aim of this module is to introduce students at a more advanced undergraduate level to the

key concepts, issues, literature and debates in sociological study of political phenomena. The content covers: elites, elite formation and elite circulation; social class and status groups; political demographics and voter behaviour; political mobilization; the sociology of political parties; contestation and 'acquiescence'; political movements and the bases of populism; 'identity politics'; the variety media and their role in political identify formation; the social sources of political power; expectations and political action; 'revolutions' of rising expectations; the sociology of 'crowd' and 'mob' behaviour; theories and phenomena of collective action.

SOCL304: SOCIOLOGY OF AFRICA (8 Credits)

The aim of this module is to introduce students to the diverse and varied social phenomena in a selection of African countries. The content will include: demographic factors such as life-expectancy, language, religion, ethnicity, age and gender cohorts and urbanization; cultural diversity and convergence; social and political values; the colonial influence; ethnic and gender identities and relations; the emergence of anti-colonial and post-colonial discourses; migration; the social sources of political conflict an cooperation; the impact of globalization and trade on the selected African societies; selected contributions by African sociology.

STAT102: STATISTICS (16 Credits)

The prerequisite for the module will be a mark of at least 50% in the mathematics curriculum in the National Senior Certificate. The objective of the module is to develop knowledge of statistical theory required for economics. The content includes: Descriptive statistics; Probability; Inference for means and proportions; Regression

ZULU101: ISIZULU A (16 Credits)

Using contemporary and relevant themes, this module introduces learners to basic grammar, the history and culture of the AmaZulu. The key focus of this module is the achievement of elementary fluency. Lectures combine an academic study of isiZulu with the use of the communicative and CALL methods of language learning. The module includes the following aspects of grammar: the positive and negative forms of the 3 tenses; possessive construction; polite requests; locatives; questions.

ZULU102: ISIZULU B (16 Credits)

(Pre-requisite: ZULU101: ISIZULU A)
In this module the study of isiZulu grammar is continued. Comprehension, creative writing and translation are introduced. The key focus of this module is the achievement of advanced fluency in written, oral and aural aspects of the language. Lectures combine an academic study of isiZulu with the use of the communicative and CALL methods of language learning. The grammar covered includes: positive and negative forms of the compound tenses; advanced possessive construction; moods; adjectives; passive construction; pronouns; demonstrative.

4. **SYLLABUSES FOR DEGREE OF BACHELOR OF COMMERCE (PHILOSOPHY, POLITICS AND ECONOMICS)**

ACCN101 AND 102: ACCOUNTING 1A AND 1B

The primary purpose of the Accounting course is to make accounting knowledge accessible and non-threatening for students, enabling them to understand the general principles of financial statements. These two modules provide an introduction to accounting for non-specialists. The emphasis will be on (i) learning to understand the language of accounting, (ii) understanding the basic content of financial statements. Furthermore, efforts will focus on developing the intellectual competencies and practical skills in the analysis, interpretation and application of financial and management accounting. The emphasis will be on measurement of economic value with particular emphasis on Return on Net Assets and Return on Equity.

The content includes: accounting, requirement of financial reporting, internal and external users, financial statements, and financial analysis. Further details are provided in the course outline.

CAPS301 AND 302: CAPSTONE SEMINAR A AND B (8 Credits each)

This weekly seminar will be devoted to exploring the contribution of integrative analysis to issues that bear on, or relate to, the fields of study within the relevant undergraduate programmes. The objective is for every student to produce a piece of scholarly work that reflects sustained and integrative engagement with issues raised within the disciplines.

COMM101: COMMERCIAL LAW I (16 Credits)

Commercial law provides an introduction to South African law. The emphasis will be on (i) the fundamentals of law and (ii) an understanding of the most important concepts of the different branches of South African law, to enable the students to function in the business and political spheres.

The content includes an introduction to history of South African law, the constitution and legislation, case law, common law, customary law, secondary sources, the court structure, administrative law, criminal law, law of persons, family law, law of succession, law of property, law of intellectual property, law of obligations, law of evidence, civil and criminal procedure, international law and constitutional law.

COMM102: COMMERCIAL LAW II (16 Credits)

The primary purpose of this module is to give the learners an understanding of the general principles of commercial law and to develop the ability to apply such principles to a given set of facts. This module is an introduction to South African commercial law. The emphasis will be on (i) law of contract and (ii) an understanding of the most important concept of labour law, banking law and insurance law, to enable the students to function in the business and political sphere.

The content includes: law of contract, law of agency, labour law, law of insurance, credit agreements, law of lease, law of real and personal security, law of sale and banking law.

BUSM101: INTRODUCTION TO BUSINESS MANAGEMENT (16 Credits)

Aim: This module aims to introduce students to the main components of business management. It will serve as a conceptual core to which more specialist modules, such as organizing people and strategic management, can be related. It will include the special problems of managing small businesses.

Content: How management has developed. How environmental factors impact on management. Planning, organizing and controlling. New ventures. Small businesses.

BUSM102: MARKETING (16 Credits)

Aim: To provide students with the capacity to understand the principles of marketing from a Southern African perspective.

Content: The marketing process, buying behaviour and the marketplace, creating value for customers, the integrated marketing mix, the extended marketing mix

BUSM201: HUMAN RESOURCE MANAGEMENT (16 Credits)

Aim: To provide students with the capacity to understand contemporary issues in Human Resource Management from a southern African perspective.

Content: Themes to be studied include HR basics, HR and competitive advantage, the strategic role of HR, ethical issues in HR, HRM within the electronic era, and (5) the future of HRM and international HRM.

BUSM202: BUSINESS ETHICS (16 Credits)

Aim: This module aims to enable learners to understand key terminology and approaches in the field of business ethics; to understand and critically evaluate various approaches to the social responsibility of business in both global and national contexts, and to understand and articulate the relationship between ethics and corporate governance. The module also aims to familiarise learners with the processes of managing and institutionalising ethics, ethical decision making and ethics reporting. Case studies and examples of both national and global business practice provide learners with the opportunity to critically reflect on and analyse business behaviour in the context of growing pressure for ethical behaviour in the business context

Content: Firstly, content will include a brief discussion of key terms, concepts and theoretical approaches in the field of business ethics as well as a discussion of the importance and relevance of business ethics at various levels of economic activity. Secondly, the module will examine the key features of various arguments concerning the social responsibility of business, for example stakeholder and social contract views and the perspective of Catholic social thought, as well as efforts to standardise corporate social responsibility such as the Global Compact. Thirdly, the module will explore the relationship between governance and ethics and modes of managing and institutionalising ethics in a business context. Ethical decision making processes and models will be considered, as will selected case studies and examples of business conduct.

BUSM301: STRATEGIC MANAGEMENT (16 Credits)

Aim: To build on BUSM101 (Business Management) by identifying and dealing with the strategic aspects of management.

Content: The role of strategy in management. Strategic assessment of the external environment, including competitors. Strategic management of the internal organization of a business. The strategy making process: formulation, buy-in and communication. Restructuring and acquisition as strategic options. Strategic alliances. International strategy. Strategy implementation, including implications for corporate governance and internal control.

BUSM302: INFORMATION MANAGEMENT (16 Credits)

Aim: To introduce students to the production and use of information within a business.

Content: What a business information system is. Information systems and information technology. Hardware and software. Data bases. Uses of information systems, including decision support and strategic applications. Business intelligence and knowledge management. Web-based business. Security. Ethical dimensions.

ECON101: MICROECONOMICS I (16 Credits)

The purpose of this module is to introduce students to the fundamental tools of microeconomic analysis, using exercises to build up confidence in their use. The content includes: individual choice; markets; positive and normative economics; supply and demand; elasticity; consumer and producer surplus; present value; inputs and costs; perfect competition and the supply curve; de mand: consumer preferences and consumer choice; factor markets; efficiency and equity; market structure; international trade; uncertainty, risk and information; externalities; public goods; taxes, social insurance and income distribution; technology. The content includes inter alia: Introduction to the operation of the market; Production possibility frontiers; Supply and demand; Consumer and producer surplus; Efficiency; Competition, monopoly, oligopoly and monopolistic competition; International trade; Externalities; Public goods.

ECON102: MACROECONOMICS I (16 Credits)

The purpose of this module is to introduce students to basic concepts in macroeconomics: aggregate supply and demand, national accounts, money and the labour market. The content includes: the business cycle; employment and unemployment; long-run growth; inflation and deflation; national accounts; savings, investment and the financial system; aggregate supply and aggregate demand; fiscal policy; money and banking; monetary policy; labour markets; the origins of modern macroeconomics and the open economy.

ECON201: MICROECONOMICS II (8 Credits)

The purpose of this module is to extend and deepen knowledge of microeconomic concepts and theories. The content covers the budget constraint; preferences, utility, choice and demand; revealed preference; the Slutsky equation; intertemporal choice; asset markets; uncertainty; risky assets; consumer surplus; market demand and equilibrium.

ECON202: INTERNATIONAL ECONOMICS (8 Credits)

This module includes a consideration of World trade in the 20th century. The Ricardian and

Hecksher-Ohlin theories of trade. The standard model of trade. Trade policy. National accounts in an open economy. The asset approach to the exchange rate. Purchasing power parity. Long term
and short term impacts of changes in money market conditions. The real exchange rate and its determinants. Floating exchange rates since the 1970s. Discussion will cover

- World trade: an overview;
- Labour productivity and comparative advantage;
- Resources, comparative advantage and income distribution;
- The standard trade model;
- Economies of scale, imperfect competition and international trade;
- International factor movements;
- The instruments of trade policy;
- The political economy of trade policy;
- Trade policy in developing countries;
- Controversies in trade policy.

ECON211: MACROECONOMICS II (8 Credits)

The purpose of this module is to extend and deepen knowledge of macroeconomic concepts and theories. The content includes: the IS-LM model: goods and financial markets in the short run; the AD-AS model: the labour market and unemployment and inflation; growth: saving, capital accumulation and output, technological progress, wages and unemployment.

ECON301: MICROECONOMICS III (8 Credits)

The purpose of this module is to complete the treatment of microeconomic analysis at the intermediate level. The content covers Auctions; Technology; Profit maximisation and cost minimisation; Cost curves; Firm and industry supply; Monopoly; Factor markets; Oligopoly and game theory; Exchange, production and welfare; Externalities; Information technology; Public goods; Asymmetric information; Cognitive limitations and consumer behaviour.

ECON302: DEVELOPMENT ECONOMICS (8 Credits)

The demographic transition. This module introduces students to the main themes in contemporary development, drawing out their links to microeconomic and macroeconomic analysis.
The content includes:
- Issues in economic development.
- Economic growth.
- New growth theories.
- History and expectations.
- Inequality and development.
- Poverty and under-nutrition.
- Population growth and economic development.
- Rural and urban.

ECON311: MACROECONOMICS III (8 Credits)

The purpose of this module is to complete the treatment of macroeconomic analysis at the intermediate level.
The content includes:
- Expectations.
- The open economy and exchange rate regimes.
- Macroeconomic pathologies.
- Monetary and fiscal policy.
- National income accounting and the balance of payments.
- Exchange rates: the asset approach.
- Money, interest rates and exchange rates.
- Price levels and the exchange rate in the long run.
- Output and the exchange rate in the short run.
- Fixed exchange rates.

ECON321: ECONOMETRICS (8 Credits)

This module builds on the Mathematics and Statistics modules. It is designed to introduce students to econometric techniques and as such deals with Single equation regression models; Multicollinearity; Heteroscedasticity; Autocorrelation and Econometric modelling. Thus it includes Advanced multivariate linear regression model, hypothesis testing and testing of

assumptions.

LAWS101: INTRODUCTION TO LAW (16 Credits)

The module provides a basic introduction to South African Law. Topics that could be addressed include: Bill of Rights; legal skills (training in the use of legal sources, such as legislation, reported court cases, common-law writers, legal databases, law journals); what is the law?; introduction to the administration of justice and the legal profession in South Africa; theory of subjective rights; classification of the law; introduction to Criminal Law, Criminal and Civil Procedure, Law of Evidence; juristic facts.

The module will introduce Interpretation of Statutes; amongst the topics that could be considered are: the traditional canons of statutory interpretation; constitutional interpretation; the place, role, authority and status of legislation as a source of law in a constitutional dispensation; the impact of the Constitution of the Republic of South Africa 1996 on the construction of statutes; impact of the constitution on the traditional canons of statutory interpretation.

LAWS102: PRIVATE LAW I: PERSONS AND FAMILY (16 Credits)

The module introduces two components of Private Law: Persons and Family. Law of Persons: topics to be addressed include juristic and natural persons, the status of a natural person, the influence of domicile, age, gender and mental capacity. Family Law: topics to be addressed include engagement, entering into marriage and legal impediments; personal consequences of marriage; matrimonial property law; divorce; parental power. In addition, civil unions and customary marriages could receive attention.

LAWS201: HISTORICAL SOURCES OF SOUTH AFRICAN LAW (16 Credits)

The module provides an overview of the historical development South African Law (External History), while also addressing aspects of two sources of our law in greater detail: Roman Law and African Customary Law.

External History of the Development of South African Law: Roman period; post Roman / medieval; Reception; Second Reception in South Africa; development, and reception, of English Law; the Constitution.

Roman Law: Topics that could receive attention include the Law of Persons, Family and Succession, Law of Obligations, Law of Things, Law of Contract (in the pre-classical, classical and post-classical periods).

African Customary Law: Historical overview of development of customary law in South Africa; overview of traditional and modern South African Customary Law of Persons. Aspects of the following might also be considered: Family, Property, Succession, Contract, Criminal and Procedural Law, Conflict of Law Rules.

LAWS202: PRIVATE LAW II: THINGS AND SUCCESSION (16 Credits)

The module introduces two components of Private Law: Things and Succession.

Law of Things: topics to be addressed include introduction to the law of things; the concept of 'thing'; the distinction between personal and real rights; content, acquisition and protection of ownership; co-ownership; servitudes; pledge; mortgage; notarial bond and judicial pledge. In addition, the following topics could be considered: the property clause; basic principles of land reform and constitutional deprivation and expropriation.

Law of Succession: topics to be addressed include basic principles of intestate and testate succession; intestate succession; formalities in the execution, amendment and revocation of wills; the capacity to inherit; content of wills; conditions; massing of estates and election; accrual; succession by contract; the interpretation and rectification of wills; the administration of estates.

LAWS301: CONSTITUTIONAL LAW (16 Credits)

The module introduces South African constitutional law through an overview of constitutional developments from the formation of the Union, through the Republic, the transition to the Interim Constitution, to the Constitution of the Republic of South Africa, 1996. In the process, basic principles of federalism and separation of powers, and the working of the legislative process as well as that of the executive and judicial branches of government will be considered. (The constitutionally mandated structures of traditional authority in South Africa and cooperative government could also be addressed.) When considering the Constitution particular attention will be paid to the application of the Bill of Rights against the State and private actors as well as to legislation, common law and customary law; in addition. The interpretation, content and limitation of the rights in the Bill of Rights will also be addressed. (Selected fundamental rights could also be analysed.)

LAWS302: JURISPRUDENCE (8 Credits)

The module will provide an introduction to a variety of theories of law; which theories could include natural law, positivism, realism, the historical, sociological and materialist approaches; theories of justice and critical approaches to law might also be addressed.

LAWS303: PUBLIC INTERNATIONAL LAW (8 Credits)

The module will provide an overview of the principal concerns of Public International Law. The following topics could receive attention: nature, history and sources of international law; the relationship between international and municipal law; international legal personality and state recognition; self-determination; title to territory; jurisdiction; diplomatic privileges and immunities; responsibility of states for unlawful acts; legal limits on the use of force; international humanitarian law; basic features of the international system for the protection of human rights; law and institutions of the United Nations; the International Court of Justice and the International Criminal Court.

MATH001: MATHEMATICS CONVERSION

(This is a full year non-credit bearing module.)
The purpose of this module is to provide students with the mathematical foundations required for entry into MATH101 and STAT102 for students who have achieved at least 60% for Mathematics Literacy in the National Senior Certificate, and who have been admitted to the Bachelor of Commerce degree with an extended curriculum.
The module addresses number and number relationships; rational, irrational and real numbers; arithmetic and geometric sequences and series; exponents, logarithms and surds. The module address further the following content: functions and algebra (products, factorisation, algebraic fractions); equations (linear, quadratic, hyperbolic, exponential, logarithmic, trigonometric); calculus (differentiation, equations of graphs, optimisation). The module also addresses: space, shape and measurement; coordinate geometry (point, distance, gradient, mid-point, straight line; definitions and use of sine, cosine, tangent; simple equations; special angles).
Students who pass will have acquired sufficient mathematical competence to enter the full Bachelor of Commerce.

MATH101: MATHEMATICS (16 Credits)

The prerequisite for the module will be a mark of at least 50% in the mathematics curriculum in the National Senior Certificate. The objective of the module is to develop knowledge of the mathematics required for economics.
The content includes:
- sets and functions,
- matrices and vectors,
- differential calculus,
- including partial differentiation; integration,
- applications to economic problems.

MATH111A: LINEAR ALGEBRA I A (8 Credits)

(This module is a prerequisite for MATH1111B: LINEAR ALGEBRA I B)
Aim: The student is able to manipulate vectors in 2- and 3-dimensions, to manipulate matrices and determinants and to understand their relation to systems of linear equations.
Content: Vectors in 2- and 3-dimensions; unit vectors, use of unit vectors **i**, **j**, **k**. Magnitude of a vector. Algebraic operations of vector addition, and multiplication by scalars, and their geometrical interpretations; condition for vectors to be parallel. The scalar product. Its use for calculating the angle between two lines. Condition for two vectors to be perpendicular. Matrices, equality, multiplication by a scalar, addition and multiplication. The order of matrices will be at most 3×3. Identity matrices, the determinant of a square matrix, singular matrices. Transpose of a matrix, adjoint matrix, inverse of a non-singular matrix. Determinantal condition for the solution of simultaneous equations that have a unique solution. Solution of simultaneous equations by Gaussian and Gauss-Jordan elimination and by the use of the inverse matrix. To include equations that (i) have a unique solution, (ii) have non-unique solutions, (iii) are not consistent.

MATH111B: LINEAR ALGEBRA I B (8 Credits)

Aim: The student is able to understand and apply concepts in linear algebra to solve geometrical problems and systems of linear equations in R^n and C^n.
Content: Complex numbers, including complex conjugate, inverse, modulus, argument and

Argand diagram. Informal treatment of complex logarithm, *n*-th roots and complex powers. de Moivre's theorem. Review of vectors in R^3, including scalar product. Vectors in R^n and C^n, including scalar product and the Cauchy-Schwartz inequality. Concepts of linear span, liner independence, subspaces, basis and dimensions. Suffix notation, including summation convention, δ_{ij} and ε_{ijk}. Vector product and triple product, definition and geometrical interpretations. Algebra of 3×3 matrices and determinants. Extension to $n \times n$ complex matrices. Trace, determinant, non-singular matrices and inverses. Matrices as linear transformations; examples of geometrical actions including rotations, reflections, dilations, shears: kernel and image. Simultaneous linear equations: matrix formulation; existence and uniqueness of solutions, geometric interpretation; Gaussian elimination. Symmetric, anti-symmetric, orthogonal, hermitian and unitary matrices.

MATH112A: CALCULUS A (8 Credits)

(This module is a Prerequisite for MATH1112B: CALCULUS B (8 Credits)
Aim: The learner is able to understand and use those basic skills in differential and integral calculus that are essential for the social and economic sciences.
Content: The concepts of function and limit and the derivative as a limit; the rules of differentiation, including the chain rule, product rule, quotient rule and implicit differentiation, with polynomial functions; derivatives of logarithmic exponential, hyperbolic and inverse hyperbolic functions; proof of Rolle's theorem and the mean value theorem. Integration of polynomial, logarithmic and exponential functions using the power rule and substitution; integration of hyperbolic and inverse hyperbolic functions; he concept of areas as limits, the definite integral; proof of the fundamental theorem of calculus; techniques of integration, including integration by parts, integration of powers of trigonometric functions, rational functions and partial fractions. First-order partial derivatives of functions of two or more variables; second-order partial derivatives of functions of two or more variables; optimisation of functions of one and two variables without constraints; optimisation of functions of two variables subject to a constraint using Lagrange multipliers.

MATH112B: CACULUS B (8 Credits)

Aim: The learner is able to understand the concepts of and apply the methods for the solution of homogeneous and non-homogeneous systems of differential equations and apply this knowledge to the modelling of problems arising in science, engineering and social sciences.
Content: Differential equations and the behaviour of real-life systems or phenomena as mathematical models; solution of first-order differential equations using: separable variables, an integrating factor, and substitution; linear models for the solution of first-order differential equations involving growth and decay, such as bacterial growth, half-life of a radioactive substance, carbon dating, Newton's law of cooling; non-linear models for the solution of first-order differential equations involving growth and decay, such as population growth (density-dependent hypothesis), logistic growth, chemical reactions. Initial-value problems and boundary value problems for linear differential equations, homogeneous and non-homogeneous *n*th-order differential equations, the differential operator, *D*, and the linear operator *L*, an *n*-th order differential operator, or polynomial operator, and their use for differential equations, the fundamental set of solutions on a given interval and the general solution of a homogeneous differential equation.

MATH201A: LINEAR ALGEBRA II A (8 Credits)

(This module is a Prerequisite for MATH201B: LINEAR ALGEBRA II B)
Aim: The student is able to understand the concepts of, and be able to prove results in the theory of, real and complex vector spaces.
Content: Definition of a vector space (over R or C), subspaces, the space spanned by a subset. Linear independence, bases, dimension. Direct sums and complementary subspaces. Linear maps, isomorphisms. Relation between rank and nullity. The space of linear maps from U to V, representation by matrices. Change of basis. Row rank and column rank. Determinant and trace of a square matrix. Determinant of a product of two matrices and the invers matrix. The adjugate matrix. Eigenvalues and eigenvectors. Diagonal and triangular forms. Characteristic and minimal polynomials. Cayley-Hamilton theorem over C.

MATH201B: LINEAR ALGEBRA II B (8 Credits)

Aim: The student is able to understand and prove results in the theory of dual vector spaces, and know and apply the Gram-Schmidt orthogonalisation process.
Content: Dual of a finite-dimensioned vector space, dual bases and maps. Matrix representation, rank and determinant of a dual map. Bilinear forms. Matrix representation,

change of basis. Symmetric forms and their link with quadratic forms. Diagonalisation of quadratic forms. Law of inertia, classification by rank and signature. Complex Hermitian forms. Inner product spaces, orthogonal sets, orthogonal projection, $V = W \oplus W^\perp$. Gram-Schmidt orthogonalisation. Adjoints. Orthogonality of eigenvectors and properties of eigenvalues.

MATH202A: REAL ANALYSIS I A (8 Credits)

(This module is a Prerequisite for MATH202B: REAL ANALYSIS I B)
Aim: The student is able to master and apply the basic techniques of rigorous real analysis.
Content: Sequences and series in R and C. Sums products and quotients. Absolute convergence. The Bolzano-Weierstrass theorem and applications. Comparison and ratio tests, alternating series tests. Continuity of real- and complex-valued functions defined as subsets of R and C. The intermediate value theorem. A continuous function on a closed bounded interval is bounded and attains its bounds. Differentiability of functions from R to R. Derivatives of sums and products. The chain rule. Derivative of the inverse function. Rolle's theorem. The mean value theorem. Taylor's theorem from R to R. Lagrange's form of the remainder.

MATH202B: REAL ANALYSIS I B (8 Credits)

Aim: The student is able to understand the foundation of the techniques of basic differentiation and integration, understand when these techniques may be used and is able to generalise them to more complicated situations.
Content: Complex power series and radius of convergence. Exponential, trigonometric and hyperbolic functions and relations between them. Definition and basic properties of the Riemann integral. A non-integrable function. Integrability of monotonic functions. Integrability of piecewise-continuous functions. The fundamental theorem of calculus. Differentiation of indefinite integrals. Integration by parts. The integral forms of the remainder of Taylor's theorem. Improper integrals.

MATH301A: REAL ANALYSIS II A (8 Credits)

(This module is a Prerequisite for MATH301B: REAL ANALYSIS II B)
Aim: The student is able to understand and prove the basic results about convergence and the properties of continuous functions in R^n; differentiability of functions from R^n to R^m and to calculate derivatives in simple cases.
Content: The general principle of uniform convergence. A uniform limit of continuous functions is continuous. Uniform convergence and term-wise integration and differentiation of series of real-valued functions. Local uniform convergence of power series. Continuous functions on closed bounded interval are uniformly continuous. Definition of derivative as a linear map; elementary properties, the chain rule. Partial derivatives; continuous partial derivatives imply differentiability. Higher-order derivatives; symmetry of mixed partial derivatives (assumed continuous). Taylor's theorem. The mean-value inequality.

MATH301B: REAL ANALYSIS II B (8 Credits)

Aim: The student is able to understand the notion of uniform convergence of functions and its significance in the theory of integration; the basic theory of metric spaces, the contraction mapping theorem and apply it to the solution of differential equations.
Content: Review of basic facts on Riemann integration (from Real Analysis I). Integration of complex-valued and R^n-valued functions of one variable. Proof that

$$\left\| \int_a^b f(x)dx \right\| \leq \int_a^b \|f(x)\|dx$$. Metric spaces; definitions and examples. Limits, continuity, balls,

neighbourhoods, open and closed sets. The contraction mapping theorem. Applications including the inverse function theorem (proof of continuity of inverse function, statement of differentiability). Picard's solution of differential equations.

MATH302A: COMPLEX ANALYSIS A (8 Credits)

(This module is a Prerequisite for MATH302B: COMPLEX ANALYSIS B)
Aim: The student is able to understand and use analytic functions, and expansions and singularities.
Content: Complex differentiation and the Cauchy-Riemann equations. Examples. Conformal mappings. Informal discussion of branch points, examples of log z and z^c. Uniform convergence of analytic functions; local uniform convergence. Differentiability of a power series. Taylor and Laurent expansions. Principle of isolated zeros. Residue art and isolated singularity. Classification of isolated singularities.

MATH302B: COMPLEX ANALYSIS B (8 Credits)

Aim: The student is able to use contour integration and Cauchy's theorem, including the

residue theorem, to evaluate integrals.

Content: Contour integration (for piecewise continuously differentiable curves). Statement and proof of Cauchy's theorem for star domains. Cauchy's integral formula, maximum modulus theorem, Liouville's theorem, fundamental theorem of algebra. Morera's theorem. Winding numbers. Residue theorem. Jordan's lemma. Evaluation of definite integrals by contour integration. Ronché's theorem, principle of the argument. Open mapping theorem.

PHIL103: INTRODUCTION TO LOGIC AND PHILOSOPHY (16 Credits)

The purpose of this module is to enable students to think critically and philosophically. The first half of the module will focus on critical thinking and logic. It will enable students (a) to identify a range of methods of argumentation (including methods of persuasion) (b) to evaluate both formal and informal arguments and (c) to construct sound and effective arguments. The second half of the module will introduce students to the field of philosophy , to the different areas such as epistemology, metaphysics and ethics, and to the different periods treated in the history of philosophy. Special attention will be given to the distinctive requirements of philosophical reading and writing.

The Contents of the Module include: I. Basic notions in logic and critical thinking; recognition of arguments; analysis and diagramming of arguments; the nature of deduction and induction; introduction to symbolic logic; introduction to inductive logic. II. The Character of Philosophical Inquiry; the diversity of historical traditions; the main areas of philosophy; the main periods of philosophical inquiry; reading for arguments; writing of argumentative essays.

PHIL104: PHILOSOPHY OF THE HUMAN PERSON (16 Credits)

The purpose of this module is to introduce students to the philosophy of human persons. The aim is to provide an entry point into philosophy that will allow students to appreciate how philosophical questions arise in many areas of human life. Students will discover how philosophy has interdisciplinary significance. They will reflect on the different accounts of human nature and the human person found in the sciences and in religion as well as in philosophy directly. At the same time they will be introduced to systematic thinking in a way that prepares them for the more technical inquiry they will encounter in philosophy of knowledge and ethics. Both analytical and systematic ways of thinking will be developed. The module will also enable students to develop further skills in philosophical reading and writing as well as in philosophical thinking and argumentation.

PHIL106: INTRODUCTION TO ETHICS (8 Credits)

This module introduces students to ethics and its relevance to our contemporary context. It explores the relationships between ethics and philosophy, ethics and moral theology, and ethics and applied ethics, as well as introducing students to core concepts in the field. It maps the core approaches to studying ethics and explores a selection of ethical theories with a view to understanding the practical implications of such theories for ethical decision making. The key foci of the module are therefore to raise awareness of the importance of the ethical for all aspects of human life and to develop an understanding of what it means to be ethical in a pluralistic society.

PHIL107: INTRODUCTION TO CATHOLIC SOCIAL THOUGHT (8 Credits)

This module provides an introduction to Catholic Social Thought and explores its relevance and application to the ethical challenges of contemporary society. The module contextualises Catholic Social Thought and Catholic Social teaching with the Catholic Intellectual Tradition, and gives an overview and clarification of key terms and concepts (e.g. the difference between Catholic Social Thought and Catholic Social Teaching). Core themes and principles such as the dignity of the human person, the common good, justice, and the preferential option for the poor will be explored from perspectives which include that of liberation theology. Finally consideration will be given to the contribution and applicability of Catholic Social Thought to economic, social, cultural and political aspects of human activity and to current issues such as globalisation, social and economic justice, ecology and various others.

PHIL201: HISTORY OF PHILOSOPHY I (8 Credits)

The purpose of the module is to enable students to critically appropriate the distinctive philosophical perspectives and methods and issues originating in the ancient and medieval perspectives. The aim will also be to introduce students to contemporary interpretations and evaluations of these distinctive approaches to philosophy. The module will present the thought of a variety of important thinkers in the ancient and medieval periods, particularly Plato and Augustine as well as Aristotle and Aquinas.

The content includes:

- Pre-Socratics and the birth of Philosophy.
- Plato on the Soul and the Just Society. Aristotle on the Soul.
- Aristotle on Metaphysics.
- Lucretius and Materialism.
- Stoic Philosophy.
- Plotinus and Neo Platonism.
- Augustine on free will. Augustine and Existential Philosophy.
- Anselm and the thought of Perfection.
- Averroes on Faith and Reason.
- Maimonides and the Guide to the Perplexed.
- Aquinas on Being and Essence. Aquinas and Christian Philosophy.
- Scotus and Ockham and the Rise of Scepticism.
- Nicholas of Cusa and the end of metaphysics.
- Francis de Vitoria and Francisco Suarez and the beginning of Modernity.

PHIL202: HISTORY OF PHILOSOPHY II (8 Credits)

The purpose of the module is to enable students to critically appropriate the distinctive philosophical approaches and issues and method that originated in the modern period. The module aims to show students how the rise of modern science as well as the shift from a religious to a more secular outlook influenced philosophy in many ways. This includes showing how the Enlightenment ideal of progress in science dominated the period until the Romantic reaction. Finally, the module will indicate how modernity began to give way to post-modernity in the thought of Nietzsche.
The content includes:
- The Rise of Modern Science. Francis Bacon and the New Organon. Galileo and Primary and Secondary qualities.
- Descartes and First Philosophy. Liebniz and Modern Metaphysics. Spinoza and Modern Ethics.
- Vico and the New Science.
- Locke, Berkeley, and Hume on Human Knowledge.
- Kant on Pure Reason. Kant on the Metaphysics of Morals.
- Schiller and Aesthetic Education.
- Hegel and Historical Consciousness.
- Nietzsche and the end of Modernity.

PHIL221: PHILOSOPHY OF KNOWLEDGE (8 Credits)

The purpose of the module is to introduce learners to central questions in epistemology. The module will present a variety of approaches including the following: (a) Analytical approaches to the analysis of 'knowledge' as 'justified true beliefs' (b) Phenomenological and Hermeneutical approaches to the philosophy of knowledge (c) Critical Theory and ideological aspects of knowledge (d) The emergence of modern epistemology from Descartes to Kant (e) Contemporary developments in Thomistic Philosophy of Knowledge. Contemporary discussions on foundationalism and anti-foundationalism as well as internalism and externalism will be examined.

PHIL222 ETHICS I (8 Credits)

The purpose of the module is to introduce students to the basic notions and arguments in ethical philosophy. The relevance of a phenomenology of moral consciousness as a basis for ethical reflection will be pointed out. Students will also be provided with a framework for thinking about ethical issues at normative and meta-ethical levels. The contents of the module will include the following:
- What is morality? What is ethics?
- The moral experience: The human act/The relation of Intellect and will and the passions/ Freedom and responsibility.
- Sources of ethical reflection.
- Basic notions: Right and wrong/ Good and evil.
- Ethical relativism and pluralism.
- Ethical egoism and ethical subjectivism/ Ethical Utilitarianism/ Deontological ethics/ Virtue ethics/ Natural Law ethics.
- Religion and ethics: Divine command ethics.
- Contemporary Meta-Ethics: the fact-value distinction/ the is-ought distinction/Ethical Naturalism/ Non-Naturalism/ Ethical realism/Theories of Goodness.

- Ethics and the human person.

PHIL302: CONTEMPORARY PHILOSOPHY: PLURALISM AND METAPHILOSOPHY (8 Credits)

The purpose of the module is to introduce students to the problem of philosophical pluralism and to the need for comparative philosophy. The diversity in Western philosophical traditions will be investigated along with the differences between Western philosophy and philosophy in other cultural contexts, including Africa, South America, China, India, and Japan. The modules will examine the relationship of culture and philosophy in various contexts. The aim is to bring students to a heightened awareness of the differences and to introduce them to ways of responding to philosophic pluralism.

The content includes:
- The Problem of Pluralism.
- The Analytical/ European Continental Split. Analytical Philosophy/ Phenomenology/ Hermeneutics/ Existentialism/ Deconstruction/ Pragmatism.
- World Philosophies/ Contemporary Thomism.
- Metaphilosophical Issues.

PHIL311: PHILOSOPHY OF SCIENCE (8 Credits)

The purpose of the module is to investigate the nature and status of scientific knowing which continue to arise as science develops. The module will consider the epistemological and metaphysical questions emerging out of a series of scientific revolutions. The aim is to provide students with an accurate understanding of the scientific enterprise and with the philosophies of science that attempt to interpret the scientific enterprise.

The content of the module deals with the following:
- What is Philosophy of Science? What is Science?
- Scientific Method. Observation and Induction. Observation and Testing: Fact and Theory. Confirmation: Justification and Verification. Confirmation and the Scientific Community: Paradigm Shifts, Research Programmes.
- The Role of Hypotheses and Theory. Scientific Explanation.
- Realism and Anti-Realism. Reductionism. Emergence.

PHIL321: PHILOSOPHY OF RELIGION (8 Credits)

The purpose of the module is to investigate the philosophical questions that arise in relation to the phenomenon of religion and to religious claims regarding knowledge of an ultimate reality. Students will be introduced to the central arguments regarding the status of religious claims. The phenomenon of religious and mystical experience will be explored in order to provide a deeper appreciation of the subject under investigation. The philosophical issues will be explored in relation to a spectrum of religious traditions.

The content includes:
- The Nature of Religion/s. The Religious Phenomena. Realism and Non-Realism.
- The Nature of God: Materialism and Immateriality. Divine Intelligence. The Transcendence of God.
- The Existence of God: Cosmological and Teleological Arguments. The Argument from Religious Experience. Cumulative Arguments.
- The problem of Evil.
- Death and Immortality.
- Morals and Religion.
- Religious Pluralism and Truth.

PHIL331: PHILOSOPHY OF MIND AND PERSON (8 Credits)

The purpose of the module is to introduce students to main positions in contemporary philosophy of mind. These include: Dualism/ Mind-Brain Identity Theory/ Analytical Behaviourism/ Functionalism/ Non-Reductive Dualism and Hylomorphic Theories. In addition the nature of consciousness will be examined along with a consideration of the nature of selfhood and personhood. Phenomenological and Thomistic approaches will be considered as well as analytical methods.

PHIL332 PHILOSOPHY OF REALITY (8 Credits)

The purpose of the module is to introduce students to central questions in metaphysics. A range of historical and systematic approaches will be considered. These include (a) Aristotle and the Question of Being as Being (b) Aquinas and the Essence-Existence Distinction (c) Kant and the Possibility of Metaphysics (d) Hegel and the Metaphysics of Absolute Spirit (e) Heidegger and the End of Metaphysics (f) Contemporary Thomism: NeoThomism and

Transcendental Thomism. The nature of metaphysics and of method in metaphysics will be examined and its relation to philosophy of knowledge will be explained. The place of metaphysics in world views will be explored. In addition particular metaphysical problems such as the nature of space and time, the nature of causality and the metaphysics of human nature will be treated.

POLS101: INTRODUCTION TO POLITICAL SCIENCE (16 Credits)

The purpose of the module is to introduce students to the analysis of political institutions, ideas and practices; to teach students how to make sense of, and think critically and with analytical rigour about political phenomena.
The content includes:
- What is politics? What is Political Science? Contested definitions. Brief survey of the fields of political science: the study of political institutions - especially comparative government and politics; international relations; political sociology; 'economic politics'. The study of political ideas: political philosophy and political theory; the study of political belief systems.
- Key concepts and phenomena: The distinction between 'normative' and 'empirical' political studies; key concepts – justice; freedom; autonomy; power; authority; legitimacy; the state; elites; political parties and movements; interest groups; constitutions and institutions: the 'branches of government'– legislatures, the judiciary, the executive branch; bureaucracy; reform and revolution.
- Forms of political organisation; liberal, fascist, and socialist forms of state. Ideologies: liberalism, socialism and fascism as movements and as 'ideologies'; democracy as both ideal and as practice in the ancient and modern worlds.

POLS102: INTRODUCTION TO GLOBAL POLITICS (16 Credits)

The purpose of the module is to introduce students to the global and international context of politics and to provide them with the relevant theoretical and analytical knowledge.
The content includes:
- Global politics and International Relations (IR): an introduction.
- The modern world system from Westphalia to the present; the shaping of global politics in the 20th Century; the causes and consequence of the 2nd World War; the cold war; the collapse of state socialism; the 'triumph of capitalism' and the spread of liberal democracy; the post 1989 'New World Order' (and 'disorder'); the revival of 'religious politics'; the 'regionalization' of global politics; the relative decline of the nation-state, the rise of INGOs and NGOs and the challenges to 'sovereignty'.
- The nature of international institutions and organisations; the post-2nd World War system of international organisations (the UN and its various agencies), the Bretton Woods institutions; the new juridical institutions; treaties and their enforcement; the scope and limits of the present systems of international governance.
- Ways of thinking about international relations and global politics: outline of liberal, realist and idealist perspectives; the 'end of history' versus 'clash of civilizations as ways of characterising the contemporary global system.

POLS201: POLITICAL PHILOSOPHY I

The purpose of the module is to introduce students to key thinkers, theories, and concepts in the western tradition of political thought; to introduce students to both analytical and historical perspectives on political thought.
The content includes:
- The Ancient Greek origins: Plato and Aristotle;
- St Augustine and Thomas Aquinas: Christianity and the path / transition to modernity;
- The foundations of modern political thought: the contract tradition, Hobbes, Locke, Rousseau and Kant.

POLS202: SOUTH AFRICAN GOVERNMENT AND POLITICS: AN INTRODUCTION (8 Credits)

The purpose of the module is to introduce students to the political history of South Africa from 1910 to the present, and to introduce them to aspects of comparative political analysis.
The content includes:
- Introduction to South Africa politics; and overview from 1910 to 2007; special emphasis will be placed on the formation and dissolution of the Apartheid system. The status of political rights and civil liberties will be focused on, as well as property rights and political instability. The 'forms' state and patterns of government will be addressed, as will the specific features of the system of government. The role of parliament, the executive, the judiciary and the provinces will be dealt with; the constitution, electoral system will be studied closely.

- The politics of democratic transition in comparative perspective; the nature of opposition and resistance; the social and economics bases of political conflict; violence and negotiation; the role of local and regional politics.

POLS211: INTERNATIONAL RELATIONS I (8 Credits)

The purpose of the module is to introduce students to key concepts and theoretical perspectives in the study of international relations.
The content includes:
- Key themes and theoretical perspectives in international relations; selected 'classical' perspectives which may include all or some of: Hans J Morgenthau; Raymond Aron; AFK Organski, Kenneth N Waltz, JW Burton; JN Rosenau; John Mearsheimer, Henry Kissinger, liberalism, realism, and idealism.
- War and peace; diplomacy and treaties; international organisations; new global institutions.

POLS212: POLITICS OF THE UNITED STATES OF AMERICA AND LATIN AMERICA (8 Credits)

The purpose of the module is to introduce students to comparative political studies; to introduce students to the politics and government of both a 'developed' and a 'developing' society other than South Africa; to introduce students to different forms of state and to aspects of political sociology as reflected in the two case studies.
The content includes:
- The politics and government of the United States of America; the War of Independence; the Declaration of Independence; the crafting of the Constitution; the branches of government; the Executive, Judiciary and Legislature; State and Federal government; checks and balances; the mechanisms of government such as congressional committees; the party system; interest groups; the impact of urbanisation; 'red states' and 'blue states'; political attitudes and voting patterns; the median voter. United States Foreign policy and domestic politics,
- The politics and government of selected Latin American countries, including Brazil, Argentina, Chile and Venezuela. Historical origins; transitions from authoritarian rule; electoral system; challenges of democratic governance and democratic consolidation; challenges of development, poverty and inequality; the role of the state.

POLS221: MODERN POLITICAL THEORY (8 Credits)

The aim of this module is to introduce learners to key thinkers, theories and concepts in the western tradition of political thought; to introduce learners to both analytical and historical perspectives on political thought.
Content includes: the foundations of modern political thought: the contract tradition. Hobbes, Locke, Rousseau and Kant; 19th Century political theory: Hegel and Marx. Learners will know how to read original texts, to assess their internal structure and coherence and to relate them to their historical contexts. Learners will learn how to assess arguments critically. They will be able to write an essay in the field and articulate relevant arguments at a high level of abstraction.

POLS222: COMPARATIVE GOVERNMENT AND POLITICS (8 Credits)

The aim of this module is to introduce learners to comparative political studies; to introduce learners to the politics and government societies other than South Africa; to introduce learners to the methodological challenges associated with the comparative study of political systems.
Content covers the reasons for, and approaches to the comparative study of political systems; the politics and government of between two and four selected countries other than South Africa, with emphasis on some or all of the following: the institutional histories of the countries studied; constitutions; the structure and functions of government; the nature of their executive, judicial and legislative branches; checks and balances; their political party systems; their electoral systems and ballot structures; interest groups and social movements; their political demography and political sociology; their foreign
Learners will know the basic principles and practices of comparative political analysis; they will have acquired in-depth knowledge of the political systems, and social contexts of at least two countries other than South Africa; the will have learned about the effect of different historical trajectories in the development of contemporary national political systems; learners will be able to read, summarise and assess relevant arguments and empirical content in articles and books; learners will be able to write an essay in the field and articulate arguments with a detailed command of empirical material.

POLS301: INTERNATIONAL RELATIONS II: PERSPECTIVES ON GLOBAL POLITICS AND INTERNATIONAL AFFAIRS (8 Credits)

The purpose of the module is to introduce students to advanced level studies in international relations. Students will address challenging contemporary issues and will engage with key theoretical perspectives.

The content includes:
- The contexts and ways of 'seeing' international/global politics; the 'End of History' or 'Clash of Civilisations'?
- Challenges and issues in international affairs: terrorism; scope and limits of international law; problems of sovereignty and jurisdiction; transnational justice,
- Power blocs and regions; the 'end' of the nation-state system?
- International political economy: the elements,
- Trans-regional issues: normative and empirical aspects; climate change and global warming; international and inter-regional trade.

POLS302: POLITICAL ECONOMICS (8 Credits)

The purpose of the module is to introduce students to game-theoretic and rational-choice analytical approaches to political studies.

The content includes:
- Adam Przeworski, *States and Markets*
- Rational Choice approaches; the basics of game theory; rules and institutions;
- Forms of polity and their determinants: Barrington Moore and *The Social Origins of Dictatorship and Democracy;* Robinson and Acemoglu's analytical alternative: *The Economic Origins of Dictatorship and Democracy*;
- Tosrten Persson and Guido Tabellini: *The Economic Effects of Constitutions,*
- Torben Iversen: *Capitalism, Democracy and Welfare.*

POLS311: POLITICAL PHILOSOPHY (8 Credits)

The purpose of the module is to train students to engage in rigorous, advanced level study in political theory with special emphasis on skills of argumentation, analysis and abstract reasoning. It aims to teach students about the importance of careful textual analysis, interpretive strategies, and to teach them about the significance of historical contexts.

The content includes:
- The distinction between 'analytical' and 'historicising' traditions; Rousseau as arguably the most significant source of the distinction; the 'analytical' tradition from Locke and Rousseau through Kant to Rawls and Nozick; the 'historicising' tradition from Rousseau through Hegel and Marx to 20th Century Marxism.
- Textual analysis of Hegel's *Philosophy of Right* and themes from the *Phenomenology of Mind.*
- Textual analysis of extracts from Marx, including the contribution to the *Critique of Hegel's Philosophy of Right*, the *Paris Manuscripts*, the *Communist Manifesto*, the *German Ideology*, the Preface to the 1859 *Critique of Political Economy*, and, the *Critique of the Gotha Programme.*
- A textual analysis of Rawl's *A Theory of Justice*; focus on the OP; the distinction between the Right and the Good; the two principles; the difference principle; lexical ordering; deontology, utilitarianism and teleology.
- Critiques of and alternatives to Rawls: Nozick; Walzer; Heller; Young: Hamilton and Habermas; 'new' themes: pluralism, identity, gender and culture.

POLS312: REGIONAL POLITICS (8 Credits)

The purpose of the module is to introduce students to the regional character of contemporary global politics, with a special focus on the role, influence, and developmental challenges of, Africa, Asia and Europe.

The content includes:
- Introduction: A world of Regions; the consolidation of Europe as an emerging regional political system and trading bloc; Europe's 'normative' weight. Africa: institutions and development; the nature of African states and problem of 'weak states' and 'state failure'; the challenge of ethnic and linguistic heterogeneity; Africa and the political economy of development – international trade and protectionist barriers; urbanisation , industrialisation and agriculture; Nigeria and Senegal as case studies.
- The emerging Asian superpowers: India and China; the question of the 'developmental' state and role of government; political forms and economic outcomes; urbanisation and

changing demographic patterns; the role and challenges of the Indian village; India's democratic dispensation: durable or fragile?; China's economic growth performance and the challenge to the political process and system of governance; the past and future of the party system; urban and rural policies in China; the role of local initiatives in shaping policy outcomes.

POLS321: MODERN THEORIES OF JUSTICE (8 Credits)

The aim of this module is to train learners to engage in rigorous, advanced level study in political theory with special emphasis on skills of argumentation, analysis and abstract reasoning. It also aims to teach learners about the importance of careful textual analysis, interpretive strategies and the significance of historical context and contemporary debates.

Content includes: diverse traditions of, and perspectives on, Justice; a Textual analysis of Rawls' A Theory of Justice; focus on the OP, the distinction between the Right and the Good; the two principles; the difference principle; lexical ordering; deontology, utilitarianism and teleology; critiques of, and alternatives to, Rawls. These may include selections from the work of Karl Marx, Michael Sandel, Robert Nozick, Michael Walzer, Alasdair MacIntyre, Agnes Heller, Iris Marion Young, Lawrence Hamilton, Juergen Habermas, Amartya Sen, Brian Barry and GA Cohen.

POLS322: DEMOCRACY, AUTOCRACY AND MODERNIZATION (8 Credits)

The aim of this module is to train learners to engage in rigorous, advanced level study in empirical political theory with emphasis on analysis of, and rigorous careful use of, data. It aims to ensure mastery of literature that is central to contemporary scholarship and research in political science which defines much of the methodological and substantive 'frontier' of the discipline.

Content covers theories of democracy; Processes and forms of democratisation; democratic institutions: failure and success; federalism and 'centripetal' tendencies; electoral systems and voters; 'hybrid regimes'; modernisation: materialism, post-materialism and democracy.

Learners will be familiar with some of the dominant genres of contemporary political science and the substantive issues they address. They will have learned how major scholars address, in accessible ways, matters of modelling and statistical inference. They will have studied approaches to political science that are models for future research in the field.

STAT102: STATISTICS (8 Credits)

The prerequisite for the module will be a mark of at least 50% in the mathematics curriculum in the National Senior Certificate. The objective of the module is to develop knowledge of statistical theory required for economics.

The content includes:
- Descriptive statistics,
- Probability,
- Inference for means and proportions,
- Regression.

5. SYLLABUSES FOR DEGREE OF BACHELOR OF THEOLOGY

BIBS111: INTRODUCTION TO THE OLD TESTAMENT AND THE PENTATEUCH

This module introduces students to the Old Testament in general and the Pentateuch in particular. It offers a broad introduction to the Hebrew Bible (TaNaK) and the Christian Old Testament followed by a study of their essential document: the Pentateuch (Torah).

The module covers the background and formation of the Old Testament: historical and geographical context, content and divisions of the books, formation of the OT canon and importance of the Septuagint (LXX), literary genres, interpretative approaches, and a survey of proposals explaining its relationship to the New Testament. Then the module focuses on the Pentateuch, applying source criticism to learn about the formation process and composition of Israel's foundational document. The plot of the Pentateuch will be studied by application of literary methods of analysis in conjunction with exploration of its main theological themes: creation, fall, election, covenants, the land, and the law.

BIBS112: INTRODUCTION TO THE NEW TESTAMENT AND THE SYNOPTIC GOSPELS

This module introduces students to the New Testament and to the Synoptic gospels as written witnesses to the life of the historical Jesus. It aims to give students broad understanding and appreciation of the New Testament and then to analyse in some detail its foundational documents: Synoptic Gospels and the Book of Acts. Historical-critical methods as well as literary and theological analysis will be employed throughout this module.

The course considers the fundamental issue for understanding of the Biblical texts: relationship between revelation and the Bible. It explores the content and literary genres of the New Testament, socio-historical and geographical framework for the life of Jesus, and the historical Jesus research. The Gospel of Mark is used as case study for the issues discussed, then the gospels of Matthew and Luke in conjunction with the book of Acts are analysed in their historical and social contexts followed by literary analysis of their plots. The study of the book of Acts focuses on selected issues particularly significant for understanding of emergence and development of the early Church.

BIBS203: HISTORY OF ISRAEL IN CONTEXT: HISTORICAL BOOKS OF THE OLD TESTAMENT

The purpose of this module is to familiarise participants with the content of the OT historical literature leading to a grasp of Israel's complex history from the time of Joshua to the Inter-testamental period. A particular objective is to demonstrate the influence of geographical, historical, cultural, and religious contexts on the Biblical text and interpret some of the most difficult texts of the OT pertaining to determinism, genocide, sexism, and nationalism.

The module begins with refining the concept of history found in the Bible: theological history with its distinctive methodology, character, and aims. A close analysis of the Deuteronomistic History spanning the books of Joshua through 2Kings follows. Part two considers Chronicler's History in conjunction with formation of the early Judaism. Maccabean History concludes the module with investigation of events leading onto the Inter-testamental period echoed in the book of Daniel.

BIBS204: JOHANNINE LITERATURE AND THE BOOK OF REVELATION

The purpose of this module is to study Johannine writings and the book of Revelation. Analysis of their socio-historical backgrounds and contents aims at leading students towards an understanding of Johannine Christology as well as apocalyptic worldview operative in the early Church.

It begins with analysis of the Gospel of John from historical-critical perspective tracing its origin and redaction process. Comparative analysis follows to demonstrate distinctiveness of John's chronology and Christology in relation to the Synoptics. Through subsequent detailed exegesis of selected passages participants explore John's unique Christology and its importance for later theological developments. The second part of the module explores the three letters of John and relates them to the Gospel in order to understand their relationship as well as consistency and development of theological thought within Johannine Churches. The Book of Revelation is studied with its distinctive literary genre, imagery, and content analysed against its historical and social background to facilitate understanding of its often cryptic message.

BIBS303: THE PROPHETS AND WISDOM LITERATURE OF THE OLD TESTAMENT

Building on the prior study of the Pentateuch and the Historical books this module completes the survey of the Old Testament by exploring Prophetic and Wisdom literature of Israel relating them to broader context of Israelite history, tradition, and theology. Through analysis of the unique contents, genres, and theologies of these two major sections of the OT the module

probes historical influences, critical responses, and theological developments evident therein. The first part situates prophetic books of the OT in their historical and social setting. Exegesis of a cross-section of texts representing the main periods of prophecy follows, leading students to understand diverse prophetic responses to life and helping them to apply this insight to the contemporary world. The second part of the module explores wisdom and poetic literature of the Old Testament. The study of individual books aims at highlighting the unique place this body of literature holds in Israel's religious thought: that of critical and prayerful reflection on its history and on the pivotal existential questions: divine justice, retribution, undeserved suffering, meaning of life, and mortality.

BIBS304: EPISTOLARY LITERATURE OF THE NEW TESTAMENT

This module familiarizes the learners with New Testament epistolary literature: its mode of expression, argumentative structures, contents, theologies, and ethical instructions. The focus rests on defining, tracing, and relating various strains of early Christian traditions reflected in these letters.

The first part of the course is devoted to exploration of the seven undisputed letters of Paul: their provenance, circumstances, content, and theology. Righteousness, redemption, and salvation as theological foundations of Paul's gospel are examined together with his ethical teaching and its contemporary relevance. The second part of the course considers the six disputed letters of Paul as well as Petrine epistles, James, and Hebrews with particular attention to interpretation and contextualisation of the Gospel or Pauline traditions their authors conducted.

CETH211: FOUNDATIONS AND ISSUES IN CHRISTIAN ETHICS

The purpose of this module is to give learners a broad understanding of the philosophical-scriptural-cultural foundations of Christian theological ethics. It will analyse the traditional, modern and contemporary philosophical frameworks within which theological ethics operates, including its roots in Classical Greek philosophy and its appropriation in Judeo-Christian ethical discourse. The relationship between religious and secular ethical theories will be investigated, with particular attention given to an orienting framework from which to analyse and assess diverse ethical approaches. A Thomistic ethical framework, in relation to modernist, pragmatic, discourse and postmodern ethics will deepen insight into the sources and nature of ethical frameworks, thus underscoring the need for a critical-dynamic ethical paradigm from within which to engage with the complex issues that confront theological ethics.

CETH212: SPECIAL QUESTIONS IN CHRISTIAN ETHICS

Following on from the insights gained in the foundational module, this module confronts the diverse issues to which Christian faith and life responds. The complexity of these issues and their interrelation in theological ethics will demonstrate the necessity for a critical and subtle approach sensitive to both the faith tradition and the ambiguities of contemporary life. A study of socio- economic, socio-political, sexual-family-gender, bio-medical, and eco-environmental ethical issues will form the core of this module. These issues will also be related concretely to the religious- cultural context of an African worldview and examine the distinctive contribution this brings to the issues.

CHIS111: INTRODUCTION TO THE EARLY AND MEDIEVAL CHURCH

The purpose of this module is to introduce learners to the specific method of church history and to give a survey of the history of the Early, Eastern and Medieval Church and of some of the key thinkers within this period. This module aims to introduce learners to the study of church history in a historical context and additionally familiarise them with the main primary sources, specific events in the church and important thinkers who shaped the church during these periods and the images of God people held.

CHIS112: FROM THE REFORMATION TO THE MODERN CHURCH

The purpose of this module is to introduce learners to the key figures who shaped the reformation and counter-reformation in European Christianity. The module then looks at the long term effect of these changes on the Church through the Voyages of Discovery, Enlightenment, Missionary movements and Colonisation in the modern Church.

PAST101: DYNAMICS OF THE SPIRITUAL JOURNEY

This course will introduce students to the academic study of spirituality, its expression in the lives of believers, and its place in the ministry of the church. It will consider the underlying anthropological and Trinitarian theological concepts of such a study, the various models of the spiritual journey as well as recurring themes such as: grace and conversion, prayer and contemplation, asceticism and suffering, discernment, mysticism and justice, and creation and

feminist spirituality. It will address themes from the African tradition such as: God and community, ancestors, sacrifice and healing.

PAST103: PASTORAL PSYCHOLOGY

This course is an interface between pastoral theology and psychology. Beginning with an introduction to pastoral theology, the course will proceed to cover a range of topics from psychology that offer critical insights into human nature and society relevant for pastoral theology.

Topics covered will include human development, personality and group theories, poverty, ethnicity and community psychology, health and mental health. The dialogue between these two disciplines will enable students to critically appropriate the resources without losing the distinctiveness of each discipline.

PAST301: HISTORY OF CHRISTIAN SPIRITUALITY

This course will acquaint students with key historical figures and movements within the Christian spiritual tradition. It will examine its precedents in the Hebrew Tradition, its roots in the New Testament, and its articulation in the early Fathers and the monastics. It will look at the mendicant schools, the medieval women mystics, and precursors to the Reformation. It will consider the spiritualties of the Reformation period, both Catholic and Protestant. It will study contemporary figures such as Evelyn Underhill, Dietrich Bonhoeffer, Thomas Merton, Beyers Naudé and their contribution to the tradition.

PAST303: MINISTERING IN THE CHRISTIAN TRADITION

The course aims to acquaint students with the history and present dimensions of ministry in the Christian tradition. It will consider the origins of ministry as evidenced in the Gospels, Pauline writings, pastoral epistles and early Christian writings; the metamorphosis of ministry through the centuries; the relationship of lay and ordained ministry; ministry in the Protestant traditions; Vatican II and the renewal of ministry. The second part of the course will deal with contemporary dimensions of ministry especially in relationship to 1) Pastoral care and counselling, 2) leadership and faith formation, 3) prophetic ministry, especially as evidenced in the South African context.

PHIL104: PHILOSOPHY OF THE HUMAN PERSON

The purpose of this module is to introduce students to the philosophy of human persons. The aim is to provide an entry point into philosophy that will allow students to appreciate how philosophical questions arise in many areas of human life. Students will discover how philosophy has inter- disciplinary significance. They will reflect on the different accounts of human nature and the human person found in the sciences and in religion as well as in philosophy directly. At the same time they will be introduced to systematic thinking in a way that prepares them for the more technical inquiry they will encounter in philosophy of knowledge and ethics. Both analytical and systematic ways of thinking will be developed. The module will also enable students to develop further skills in philosophical reading and writing as well as in philosophical thinking and argumentation.

PHIL105: INTRODUCTORY PHILOSOPHY FOR THEOLOGY

This module will provide theology students with the necessary philosophical background for the critical-systematic study of theology. A survey of the history of philosophy will be followed by an introduction to key philosophical themes, categories and schools. The relationship between philosophy and theology will be outlined along with a thorough study of the philosophical terms, concepts and categories most commonly employed by different theological disciplines. Epistemology, metaphysics and language will be introduced. In the second term, skills in critical thinking, logic and the critical-reflective reading of philosophical texts will encourage students to begin to think philosophically.

SYTH103: INTRODUCTION TO SYSTEMATIC THEOLOGY

This module aims to introduce the student to the systematic-critical study of theology at undergraduate level. It will offer broad background and insight into the Christian tradition, with particular focus on the Catholic theological tradition. It will enable students to begin to think theologically through engaging in exploration of principal theological themes, modes of theological thought, and the structure of theology. Attention will be given to an investigative survey of the historical development of major doctrinal and theological themes and their interpretation within contemporary theological discourse.

SYTH104: THEOLOGICAL ANTHROPOLOGY – CREATION TO ESCHATON

This course will explore the facts of salvation history in relation to the structures which connect them with the human condition and experience. The frame of reference for this module is the human person in relationship with God, the human community, the world, and history. The traditional theological themes of creation, fall, salvation history, redemption and eschatology will be studied from this anthropocentric theological framework. This framework allows for the personalist- existential orientation given these themes in contemporary theology to be foregrounded, and underscores the inter-connectedness of the central mysteries of Christian faith.

SYTH202: GOD: FATHER, SON AND HOLY SPIRIT: TRINITY AND CHRISTOLOGY

This module will focus on a historical-systematic study of the interrelated doctrines of God as Tri- personal and Jesus Christ as God incarnate, the Trinity in the first term and Christology in the second. Each component will engage with the scriptural, apostolic, patristic and creedal sources in studying these two principal Christian doctrines. The development of the doctrinal elements central to the theological discourse in Trinity and Christology will be explored to deepen insight into understanding God as tri-personal and Jesus as both divine and human.

SYTH203: FUNDAMENTAL THEOLOGY

This course offers insight into the rational foundations of the Christian faith. The first part of the module is devoted to both philosophical and theological approaches to God throughout the ages. The second part looks at the relationship between faith and reason that determines the Catholic understanding of both Revelation and Tradition. The nature and credibility of God's self-revelation are examined through the lens of the human response to that revelation in faith.

SYTH301: CHURCH, ECCLESIOLOGY, MISSIOLOGY AND SACRAMENTOLOGY

This module incorporates two inter-related theological themes: the Church and Mission in the first term and of the Sacraments in the second. The first will explore the theology of the Church and its structuring concepts of immanence (Communion) and transcendence (Body of Christ) that underscore the intrinsic relation between the Church's self-understanding (ad intra) and its mission in the world (ad extra). Missiological themes will be undertaken in relation to the ad extra dimension of ecclesial life. In the second term a historical-systematic investigation into the theology of sacrament and contemporary conceptions of sacrament will follow, including a systematic study of each of the seven sacraments.

SYTH306: ECUMENISM AND THEOLOGY OF RELIGIONS

This course investigates ecumenical theology and the inter-related discipline of the theology of religions. Principal themes in ecumenical studies and interfaith relations and dialogue will be explored with reference to the contemporary religious milieu. In the first term a historical survey of the major divisions within Christianity will explore the theological differences that constitute the reasons for disunity. The Second Vatican Council's decisive role in ecumenical endeavours will be considered. Then in the second term the theology of religions will proceed from a survey of religions and an introduction to comparative theology. The necessity for interreligious dialogue and the modes in which such dialogue occurs will be investigated with reference to the diversity and plurality of the contemporary theological-cultural context.

6. SYLLABUSES FOR BACHELOR OF ARTS (HONOURS) IN PEACE STUDIES

HONA401: FOUNDATIONS OF PEACE STUDIES: DIGNITY AND THE COMMON GOOD

This module aims to enable learners to understand, identify and appropriate the fundamental values of personal dignity and the common good in the context of fostering peace and transforming conflict. To this end it aims to equip learners with a critical and differentiated view of various approaches to the notions of the dignity of the person and to the common good and to enable them to understand how distorted or misinterpreted accounts of human dignity may underlie situations of conflict. In addition, the module aims to clarify what the common good really involves, why it is an indispensable notion in today's complex pluralistic world and why it is important for peace studies.

HONA402: FUNDAMENTALS OF PEACE-BUILDING: CONCEPTS, PHILOSOPHY AND ORGANISATION

The purpose of this module is to familiarise students with practical peace-building strategies and to develop skills in both analysis and intervention through the means of conciliation and mediation at the community, civil society and governmental levels. It will ground the student in the peace- building field by tracing the evolution of its origins in expressions of peace activism, religious pacifism, legal justice campaigns, community-based conflict resolution movements, and through the construction of multi-track strategies for durable peace at the micro and macro levels. An emphasis on third-party intervention capacities for conflict transformation will be explored. Students will delve into various forms of negotiation, mediation, conciliation and sustained dialogue processes at the inter-personal as well as the collective levels. Systems theory and nested paradigms will be introduced into the diagnosis of cause of conflict. Comprehensive peace-building strategies for protracted conflicts will be studied.

HONA403: IDENTITY-BASED CONFLICT: ETHNO-CULTURAL, GENDER AND RELIGIOUS DIMENSIONS

This module seeks to explore in depth the types, causes and dynamics of identity-based conflicts with a focus on comparative empirical studies and perspectives and an emphasis on practical intervention tools. It will deal with identity formation, partisan perceptions, and the development of prejudice. Students will consider factors shaping identity-based conflicts as well as dynamics that produce peaceful coexistence. The types and sources of identity-based conflict will be studied, with a consideration of the role of violent histories, conflict memory, and racial/cultural/gender oppression. The elements of violence such as xenophobia, terrorism, genocide and 'ethnic cleansing' will be studied, with selected case-studies focusing on minorities, separatism, irredentism and refugees (forced migration and internally displaced peoples). Methods of coping with and overcoming identity-based conflict will be studied.

HONA404: RECOVERING FROM VIOLENCE: TRANSITIONAL JUSTICE, RECONSTRUCTION AND RECONCILIATION

This module seeks to provide students with a detailed, analytically rigorous, understanding of the challenges and mechanisms for rebuilding peace in the wake of violent conflict at a community, national level or international level. It will evaluate the theoretical, empirical and ethical aspects and considerations for post-conflict recovery and reconstruction. Reconciliatory and restorative justice will be compared. Case studies of International Criminal Courts, Truth & Reconciliation Commissions and Memorialisation efforts will be contrasted and debated. The challenge of dealing with the consequences of violent conflict such as displacement, landmines, and destruction of agricultural and industrial production will be highlighted. Lustration, economic, social, political and legal reconstruction and reconciliation processes will be considered. The role of NGOs and INGOs in peacekeeping and post-conflict reconstruction will be interrogated. The course will also highlight community issues of violence such as police brutality, crime, gangsterism, domestic and gender- based violence, and identify possible means for promoting recovery and sustained peace structures at a local level.

HONA405: THE STATE IN MODERN POLITICS

This module seeks to provide students with advanced level knowledge of the key literature and topics in recent and contemporary studies of the modern state. To this end the module will cover both analytical and empirical/historical perspectives.
Content includes: The state: its powers, scope, authority, capacity and forms. The need for the state. Types of state. African post-colonial states. The economic and social bases of dictatorship and democracy. Civil and military power. Failed states. Riots, insurrection, civil war and coups. Analytical (including Game theoretical) and historical approaches to the analysis of political stability and instability, and to political decisions and outcomes.

Nationalism and the state. The 'decline' of the nation-state.

HONA406: PHILOSOPHY AND PRACTICE OF NON-VIOLENCE

This module seeks to introduce students to a theoretical and practical overview of non-violence as a philosophy and a framework for strategic action aimed at transforming conflict and providing an ethical means to durable peace. The moral power of non-violence to effect socio-political change in the contemporary global context will be studied, along with its practical limits. In-depth case studies of non-violence movements in the 20th Century will be carefully considered. The philosophy, spirituality, values, ethics and methods of non-violent strategic action will be studied. The course will grapple with power analysis (coercion vs. persuasion), critical mass movements ('tipping points' for change), citizen-to-citizen transnational / trans-border advocacy campaigns and building a culture of non-violence through the institutionalisation of peace education and social dispute systems in multiple spheres of society.

HONA407: WAR, PEACE AND INTERNATIONAL RELATIONS

This module seeks to provide students with an advanced level understanding of the causes, consequence and changing nature of war and violent conflict in the 20th and 21st centuries, with a specific focus on the challenges posed to peace-making, peace-keeping and institutional design and practice.

Content includes: Causes and character of war. Types of war. The transformation of war in the twentieth century. Perpetuation and cessation of war. Treaties. Inter-state and cross-state conflict. War and forms of state. Unilateralism, multilateralism. The regionalisation of both conflict and peacetime arrangements. Terrorism and its modalities. Peacekeeping and the United Nations. Regional and inter-governmental organisations in peace-making and peacekeeping roles. NGOs and INGOs in peacekeeping and post-conflict reconstruction roles. Regional case studies.

HONA408: THE ECONOMIC CAUSES AND CONSEQUENCES OF CONFLICT

This module seeks to provide students with the capacity to analyse the economics of conflict and conflict resolution. Content includes: Resources. Trade. Famines and natural disasters. Famine and disaster management: the social, political, economic and logistical challenges.

HONA409: NORMATIVE POLITICAL THEORY IN A GLOBAL CONTEXT

The purpose of this module is to study in depth the normative aspects of international relations in the contemporary era, and how these relate to institutions. Content includes: Human rights and conflict. Normative issues at the philosophical, legal and political levels. Just and unjust wars. Jus in bello and jus in bellum. The dignity of the person. Perpetual peace. Transnational and global justice: normative theory and institutional challenges. Sovereignty and national and group self- determination. The scope and limits of International organisations such as the United Nations. The contributions of selected political theorists including Immanuel Kant, John Rawls, Charles R. Beitz, Michael Walzer and Allen Buchanan.

HONA410: RESEARCH PROJECT

This project will help students identify a viable research project in the field of Peace Studies and will guide students in how to carry out such a project, with special focus on the acquisition of appropriate research methods and writing, recording and presentation skills. This is accomplished through a selected, theoretically informed topic, approved by the supervisor and Higher Degrees' Committee, which may involve either theoretically informed fieldwork or bibliographically-based research.

HONA411: ELEMENTS OF PEACEKEEPING

This module aims to equip students with critical knowledge and practical and technical-operational skills as key components of an extremely professional service in complex situations of peace- operations and peace-building. The module is a foundation course for civilians interested or already serving in peace keeping operations. It considers a variety of roles in peace operation missions, and will provide participants with the core knowledge and skills they would require to serve in complex peace missions. This training orientates participants to the key functional areas including, inter alia, the modern African Union and African regional groupings peace and security mechanisms; the roles and responsibilities of civilians in peace keeping operations, electoral assistance, the delivery of humanitarian assistance and the protection of vulnerable groups, civilian, police and military peacekeepers relations, security sector reforms, and cross-cutting issues such as human rights, gender, protection, conduct and discipline, and cultural awareness and communication, and stress management, identify training need and facilitate in-mission training.

7. SYLLABUSES FOR BACHELOR OF ARTS (HONOURS) IN PHILOSOPHY

HONP401: PHILOSOPHICAL THINKER

The course will consider the development, function and value of the chosen thinker's distinctive philosophical methods in light of the historical intellectual context in which he or she has written, as well as our own local context. It seeks to provide insight into contemporary philosophical discourse and methodologies as a whole by working through foundational problems in a philosophical domain deemed significant by a leading light in specialist research and the wider philosophical community. Content:

(1)   The historical background to the respective figure's life work and major project/s.
(2)   Analysis of selections from major publications of the selected philosopher.
(3)   Critical evaluation of influential responses to the philosopher's oeuvre.
(4)   Analysis of types and modes of approaches taken by the thinker.

HONP402: HISTORICAL PHILOSOPHICAL PERIOD

This intensive course in history of philosophy considers the development and contribution to a particular philosophical domain of an influential period in the history of philosophy. The course will develop in students the ability to systematically identify and evaluate the distinctive contributions to philosophical theory and method of some major figures and texts in a particular historical period, understood against the salient issues of the time. Students will be expected to communicate an awareness of the significance of this period for contemporary philosophy. The module will equip learners with logical and evaluative techniques they will need to develop an original, critical and self-reflective evaluation of these major historical debates.
Content:

(1)   The issues, practices, ideas and concepts that worried the major thinkers of a significant philosophical period.
(2)   The historical intellectual and contextual influences on the philosophical work representative of the period concerned.
(3)   A variety of ethical and epistemic normative considerations geared to comprehensive, self- critical understanding of a major theme, selected by the student, which prevails in the philosophy of the period and field.
(4)   Strategic development of a logical, coherent and systematically integrated position on a key issue by discussing, planning and generating an extended research project.

HONP403: KEY PHILOSOPHICAL THEME

This module's purpose is to provide training in socially reflective modes of rational deliberation by critically interrogating the context and trajectory of a key theme in a specified field of contemporary philosophy. The module will track recent developments in the literature through the work of chief protagonists and detractors taking into account the philosophical foundations which shape current debate on the topic. This will entail an in-depth study of specific methods of philosophical analysis and argumentative techniques employed in these debates, drawing on a range of primary and secondary readings to develop a comprehensive understanding of the salient issues, concepts and arguments that have come to define the scope and sense of the relevant theme.
Content:

(1)   The nature, history and scope of a key theme at the forefront or research in a specific area of philosophy.
(2)   Argumentative techniques and concepts employed by innovators in research on the theme.
(3)   Identification and critical analysis of epistemic and ethical normative foundations of the theme.
(4)   Development of a constructive strategic response to an unresolved issue in current research on the theme.

HONP404: PRIMARY TEXT

This module engages in in-depth analysis of a canonical, contemporary or historical philosophical treatise which has proved or is proving to have opened up contextually significant and theoretically constructive lines of research previously blocked in impasse by unresolved contradictions or widely prevalent misunderstandings in the literature and in debate amongst philosophers. The module will develop in students the capacity to engage in close, dense comprehensive analytical and dialectical reading, interpretation, discussion and assessment of complex abstract philosophical writing in a specialist field. Students will learn to concentrate on the finer details of complex argumentation, drawing on well-established

technical and hermeneutic interpretive procedures of textual analysis to develop creative, self-reflective assessments of significant arguments advanced by the author(s) of the selected text. Particular attention will be given to contemporary and contextual understandings of the major issues raised by the respective text, especially within the South African context.

Content:

(1)   The historical background to the author and subject of major, path-breaking philosophical text and consideration of its particular impact in the field and its wider material, cultural and intellectual influence and implications.

(2)   Close, schematic, critical analysis of the most significant oft-cited passages and insights from the text.

(3)   Critical evaluation of influential philosophical responses to the text.

(4)   Analysis of types and modes of approaches to the subject expounded upon in the text.

HONP405: RESEARCH PROJECT

Under supervision the student will write an academic paper of 10,000 words based on his or her independent research on a topic of his or her own choosing and subject to approval of the College. The experience of gathering, interpreting and documenting information, developing and organising ideas and conclusions and communicating them clearly is an essential skill required at the postgraduate level.

The student will formulate a question related to his or her field of study, undertake the research necessary to answer the research topic, develop an academic proposal in response to the research topic, and according to the norms of the College, write an academic paper of 10,000 words situating the question, presenting the research and drawing the conclusions arising thereof.

8.   **SYLLABUSES FOR BACHELOR OF THEOLOGY (HONOURS)**

HONT401: THEOLOGICAL METHOD

This course introduces students to method in theology through a historical, descriptive and systematic analysis of the tasks and methods of theology. It will consider the development, function, and value of various types of theological method in differing contexts, including those of the present era. It seeks to provide insight into theological method as a whole, as well as those analytical-critical skills essential in evaluation of past and present methodologies. It will also establish the fundamental criteria and foundational principles required for a creative response to present complex questions of theological method.
Content:
(1)   The necessity for theological method.
(2)   The history of theological method.
(3)   Types and modes of theological method.
(4)   Contemporary epistemological challenges to theological method.

HONT402: RESEARCH PROJECT

Under supervision the student will write an academic paper of 10,000 words based on his or her independent research on a topic of his or her own choosing and subject to approval of the College. The experience of gathering, interpreting and documenting information, developing and organising ideas and conclusions and communicating them clearly is an essential skill required at the postgraduate level.

The student will formulate a question related to his or her field of study, undertake the research necessary to answer the research topic, develop an academic proposal in response to the research topic, and according to the norms of the College, write an academic paper of 10,000 words situating the question, presenting the research and drawing the conclusions arising thereof.

HONT403: HISTORY OF THEOLOGICAL THOUGHT

This module considers the history and development of Christian theological thought through a historical, descriptive and systematic analysis of its principal paradigms, periods and figures. It will examine the writings, approaches and methodologies of key figures to determine principal modes of theological inquiry and faith reflection. Four representative paradigms will be considered: Augustinian Patristic, Thomistic Scholastic, Modern turn to the subject, and contemporary postmodern thought. The shifts illustrated in these paradigms will serve to illustrate both transitions and continuities within the tradition, as well as provide the basis for the continuation and development of Christian thought and praxis in the 21st century.
Content:
(1)   The dynamics and methods of the development of theological discourse.
(2)   The Patristic paradigm: Theology as *Sapientia*.
(3)   The Scholastic paradigm: Theology as *Scientia*.
(4)   The Modern paradigm: Rational, Existential and Postmodern orientations in theology.

HONT404: POLITICAL THEOLOGY

This modules purpose is an analysis of Political theology as a discourse, an extensive study of political theologies and themes and figures in the history of political theology. It will establish the origins of political-theological discourse in foundational theological sources and trace the rise of modern and recent approaches to political theology. The module will entail an in-depth study of different types of political theologies and their interrelations. It will also deal with principal themes that give rise to a theological reflection on the socio-political and themes which themselves arise from a specifically theological engagement with socio-political issues. It will also outline, define and contrast primary figures in political theology and their distinctive approaches. Finally it will examine the new political theologies and their response to the politicisation of religion and the sacralising of the political in different socio-cultural contexts.
Content:
(1)   The nature, history and scope of political theology as a discourse.
(2)   The renewal of political theology by the politically and socially marginalised and how this challenges western theological hegemony.
(3)   The political theologies of the North and the global/social peripheries and how they reflect the tensions of contemporary globalisation.
(4)   New political theologies and their influence on religious fundamentalism and the potential for violence.

HONT405: THEMES IN CHRISTIAN DOCTRINE

This module engages in an in-depth analysis of the five major systematic theological themes: God and Creation, Trinity, Christology, Soteriology and Ecclesiology (with Sacramentology and Mariology as subsections). This engagement will be historical, systematic and critical. The distinction between the themes in theological discourse, their interrelation and their ultimate unity as expressive of the deposit of faith will be brought to the fore. Particular attention will be given to contemporary and contextual understandings of these themes, especially within the South African context.

Content:
(1)   The biblical roots of the five doctrinal themes.
(2)   Historical and contextual influences on the development of the five doctrinal themes.
(3)   The interrelationship among the five doctrinal themes in contemporary Protestant and Catholic traditions.
(4)   The reception and comprehension of the five doctrinal themes in the contemporary South African Protestant and Catholic Churches.

HONT406: WORD AND WORSHIP

This course will consider the Christian liturgical tradition beginning with the place of myth and symbol in human worship, the origins of Christian liturgical practice as evidenced in scripture and documents of the early church, and its development through the ages. It will critique contemporary Christian ritual practice, examine the role of preaching in worship, and finally offer an appraisal of the place and necessity of worship in pastoral ministry.

Content: The course will consider myth and symbol as components of ritual worship. It will examine the emergence and history of specifically Christian rituals in both Catholic and Protestant traditions. It will also study preaching within the context of ritual worship, and the criteria for ritual effectiveness.

HONT407: PASTORAL COUNSELLING

This course seeks to familiarise the student with those skills which are necessary to engage in counselling from a faith perspective within a pastoral setting.

Content: This course studies the basics elements of counselling, counselling in crisis situations and in specific pastoral situations related to marriage and HIV/AIDS. It also considers counselling from the perspective of the Christian tradition especially in relationship to spirituality and ethics.

HONT408: FAITH FORMATION

This course will introduce students to a comprehensive model of faith formation as found in the Rite of Christian Initiation of Adults (RCIA), and discuss its application to adult faith formation, the formation of children, and sacramental preparation.

Content: This course studies the history of Christian initiation and its present restoration in the Rite of Christian Initiation of Adults. It examines this as a model for the faith formation of children and for sacramental preparation. It discusses various contemporary models for the ongoing faith formation of adults.

9.   **SYLLABUSES FOR DEGREES OF MASTER OF PHILOSOPHY**

The syllabuses for the modules for the degrees of Master of Philosophy are set out below in alphabetical order. Students are encouraged to consult the relevant Head of Department or Coordinator when choosing modules for a degree.

MPHA509: GENDER AND FAMILY ETHICS

This module provides a survey of critical theories of gender. What are the similarities and differences between men and women? It also surveys answers to questions such as "What is a family", "Is the family in a crisis?", "Are virtues gendered?" and "What are the ethical decisions that parents, children and families are faced with?"
Catholic social teaching, biblical teaching and perspectives from other disciplines on men and women, sexuality, marriage and celibacy, relationships between parents and children, and the nature of relationships between older and younger people in the family in a range of economic, political, cultural and religious contexts, form part of the content of the module. Changes in the modern world (globalisation, industrialisation, urbanisation, war, poverty, disease, the impact of the media such as television and the internet) affect the nature of family life, particularly the assumptions about men and women, their relationship in the family in the sphere of work and leisure; how children ought to be raised, and how the elderly and handicapped are to be cared for.

MPHA513: SOCIAL AND POLITICAL ETHICS A: THE ETHICS OF DEMOCRACY

This module involves a close, critical reading of democracy. We start by examining what we mean by democracy (representative, participatory, and communitarian) and pose the question: why do we assume that democracy is the best – or least worst – form of government? We shall examine alternatives to what we understand as democracy – including African traditional notions of government and the authoritarian populist systems of fascism and "communism". From this we shall examine the classical notion of liberal democracy and its variants, before proceeding to address the crucial question facing liberal democracy – that of liberty versus equality: are there limits to one's personal freedom in a democratic state, particularly one's economic freedom? To respond to this we shall consider the two positions of John Rawls (the notion of justice as fairness) and Robert Nozick (free market libertarianism), showing how this debate has evolved both theoretically and historically. Finally, we consider how globalisation has affected democracy as a system and theory and critically examine new notions of democracy that the new social movements and anti-globalisation activism have generated.

MPHA514: SOCIAL AND POLITICAL ETHICS B: POWER AND CORRUPTION

This is an interdisciplinary (philosophical, theological and political studies) ethics module that examines the dynamics of power and the major ethical problem of corruption. Theologically we consider the notion of power, drawing in particular on the works of biblical theologian Walter Wink, and trying to trace the notion of power in Christian theology. We then shift towards an analysis of power as expressed by a number of secular philosophers and theorists (including Weber, Poulantzas, Arendt, Giddens, Foucault and Bourdieu). This creates the theoretical framework for a critical examination of political corruption. We shall try to define corruption, suggesting how it might broadly be seen as the misuse of power for personal/collective gain, while recognising that we sometimes misuse the term as it is strictly defined – we may be forced to reconsider our traditional definitions in the light of legal practices in some societies that nonetheless disempower people and privilege political and economic elites. Perhaps we need to invent a 'new' moral category – 'systemic corruption'. Finally, we shall examine how various means to challenge and defeat corruption might be applied to better serve the common good of peoples and society.

MPHA515: SOCIAL AND POLITICAL ETHICS C: RECONCILIATION AND NATION BUILDING

Reconciliation is a process that is of crucial importance to both the world and the church; it is a concept much misused, often misunderstood, and a praxis central to political democratisation, social reconstruction and spiritual healing. We begin with an examination of violent conflict and the need for post-conflict reconciliation. Drawing on studies in truth and reconciliation processes (mostly South Africa, but also case studies from Eastern Europe, the Middle East, Rwanda and Latin America), we shall critically examine various ways in which 'nation-building' may occur to reconstruct failed or destroyed states, as well as the morality and practicality of intervention. We shall then proceed to the political, ethical and spiritual dimensions of reconciliation, including the real problem of situations where 'reconciliation' as a process is undermined by the politics of expediency and the apparent incapability of forgiveness. Drawing on a variety of sources across academic disciplines, we shall try to construct an 'ethic

for enemies' and consider the moral viability of reconciliation. Central to this is the question of the functions and viability of truth commissions, the effectiveness of 'confession' as a secular sacrament (particularly in societies not culturally catholic), the purpose of reparations and reconstruction exercises, all of which may – but not necessarily will – contribute to a sociology of truth-telling and theology of story.

MPHA516: BIO-ETHICS

This module examines the increasingly important field of bioethics. We examine moral questions revolving around human life – birth to death, health care and human flourishing. Drawing upon both philosophical and theological discourses, we ask the fundamental questions: how can one best preserve and protect the quality of human life?
The content includes:
(1) Beginning/s of Life:
- How far should science assist in human reproduction?
- What grounds, if any, are there for various forms of fertility control?
- Are there ever grounds for abortion?
(2) Health and Human Flourishing:
- Who should pay for health care?
- What criteria should govern medical research on human subjects?
- How does AIDS change the playing field of health care?
(3) End of Life:
- Do I have the right to die?
- What are the moral implications of living wills, advance directives and the limitations of public health resources?

MPHA517: BUSINESS ETHICS A: THE MARKET ECONOMY AND CHRISTIAN ETHICS

This module acquaints the students with the following: Firstly, the origins, definitions and dimensions of Business Ethics and the theoretical approaches to Business Ethics including the approach of Catholic Social Thought. Secondly, it examines the relationship between economics and ethics and between economics and Christian Ethics. In addition, considers different approaches to ordering the economy such as Classical Economic Liberalism, Marxism, the Social Market Economy and Christian Social Teaching, liberation theology's critique of economic injustice and the "preferential option for the poor". Thirdly, it critiques the issues of globalisation, the neoliberal globalised economy, the South African economy and current macro-economic ethical issues, both global and national.

MPHA518: BUSINESS ETHICS B: THE MORAL PURPOSE OF BUSINESS IN THE NEW MILLENNIUM

The focus of this module is an examination of the moral purpose of business in the new millennium with a particular focus on the nature, role, and moral purpose of the corporation in both a national and global context. This includes an examination of such key concepts as the nature, purpose, moral agency, role and responsibilities of the corporation; a consideration of various theoretical approaches to the corporation; the approach of Catholic Social Thought to the corporation; the corporation and the neoliberal globalised economy, including ethical issues and responsibilities in this context and the corporation in the context of the South African economy with particular attention paid to ethical issues. The module also examines unethical business practice, especially in South Africa, and ethical principles in business such as creating and maintaining ethical corporate culture, the role of corporate ethics statements, codes of conduct and corporate governance, ethical risk assessment, reporting on ethics and the institutionalisation of ethics in South African corporations.

MPHA519: BUSINESS ETHICS C: ETHICAL BUSINESS LEADERSHIP

This module focuses on ethical business leadership. To this end it examines the field and approaches to leadership, the relationship between ethics and leadership and various approaches to ethical leadership. It also considers the issues of work, especially the approach of Catholic Social Thought in this respect, the issues of moral decision making and conflict resolution, and of ethical leadership in the service of the common good. Finally, it focuses on leadership in the South African business context.

MPHA520: BUSINESS ETHICS D: ETHICAL DILEMMAS IN BUSINESS

This module considers specific ethical issues and dilemmas facing business in the global and South African contexts. The areas to be considered include, but are not limited to:
(1) Issues at the systemic level:
- Justice, especially distributive justice, given the current economic paradigm,

- Poverty,
- Fair trade,
- Human rights and employment rights,
- Ethical and cultural relativism,
- Environmental issues

(2) Issues at the organisational level: Ethical issues with respect to policies, structures and practices in corporations and organisations. Areas to consider include:
- Governance and governance failures, conflict of interests,
- Corporate social responsibility, corporate social investment, distributive justice, company profits and poverty relief,
- Accountability versus fraud, bribery and corruption,
- Worker empowerment: worker participation,
- Employment equity and affirmative action,
- Remuneration,
- Job creation, retrenchment, redundancy,
- Whistleblowing,
- HIV/AIDS in the workplace
- Gender issues in the workplace,
- Information technology,
- Environmental for example, pollution, unsustainable use of resources.

(3) Issues at the individual level:
- Individual ethical decision making,
- Personal moral standards versus corporate policies,
- Case studies (various issues may be presented for example, whistleblowing, gender and race issues, fraud, bribery and so on).

MPHA524: CATHOLIC SOCIAL THOUGHT

The module will offer an analysis of Catholic Social Thought (CST) with a concentration on the past 100 years. We shall examine both 'official' documents of the Church (encyclicals, letters of bishops conferences, etc.) and non-official responses to them by theologians, religious movements and theological currents, as they apply to such areas as human rights, political ideologies and concrete historical situations. Fundamental to this is the belief that CST is a developing, changing, historical response to the world (contextual moral theology). The course will start with an historical overview of the development of CST since the 19th Century, suggesting that it is in part a political response to the collapse of the Catholic Church as a European political force after 1870. Having sketched the 'big picture' we shall examine a number of key themes.
- The Church and the Triumph of Human Rights Discourse.
- The Rise and Crisis of Socialism.
- Decolonisation and National Liberation.
- 'Post-Socialism', Globalisation and the Rise of Resistance to 'Empire'.

MPHC505: LEADERSHIP AND MANAGEMENT OF A FAITH-BASED SCHOOL

The purpose of this module is to examine the theoretical principles of leadership and management in the field of education and critically explore how these can be applied within the context of South African schools, in particular, faith-based schools. The content includes:
- conflict management including mediation and negotiation;
- leadership styles and theories;
- an introduction to financial management, strategic planning and human resource management;
- school culture and climate with an emphasis on change;
- both theory and recent research on various educational problems in South Africa will be explored.

MPHC506: SPIRITUALITY FOR LEADERSHIP

The purpose of this module is to help equip educational leaders for the spiritual challenge of their task by offering them a deeper initiation into the riches of Christian spirituality.
The module explores concepts of leadership, spirituality and ministry, as well as their inter-relationships, in the context of the faith community of the school: students, parents and staff. Participants in this module study leadership from a general, as well as an educational perspective. The study is informed by scripture, church documents, and theology, and addresses various challenges of leading educational communities, which are faith-based. This

module will assist students to:

- Consider various approaches to leadership appropriate for faith-based schools;
- Reflect on the concepts of leadership and discipleship as presented in scripture, church documents and theology;
- Examine their personal values, gifts and style and their implications for leadership in faith-based schools;
- Explore their own spirituality as it relates to the ministry of leadership;
- Understand the nature and development of ministry and its relationship to educational leadership;
- Gain expertise in developing a faith-based culture of their school communities;
- Explore major challenges facing today's leaders in faith-based schools.

MPHC508: HISTORICAL PERSPECTIVES ON EDUCATION

The primary aim of this module is to provide those in leadership positions in faith-based schools with a fresh understanding of the historical dimension of the educational enterprise. It also emphasises the ministerial aspect of the education of youth. The module also engages the following themes:

- A survey of the history of education in the South African context, with attention paid to the tensions between formal and informal education (as well as the differences in educational provision for the privileged and the underprivileged) within this context.
- A general survey of the history of faith-based schools in the African context, with the focus on Christian tradition, their impact on education in both the academic and religious spheres, and the contribution of such schools in the religious, social and political spheres.

Educational polices of the Catholic or other Christian churches: an in-depth study of relevant documents relating to Catholic/Christian education issued by the Vatican, SACBC or other bodies, with special emphasis on the ways in which Gospel values can be taught and put into practice

MPHC509: CURRICULUM AND VALUES IN EDUCATION

The purpose of this module is to acquaint school leadership with the developing mind of various faith-based perspectives (particularly Catholic, but not exclusively so) in relation to faith-based schools and education in general. It also seeks to inspire participation in the ongoing dialogue between educational policies of faith communities and the State.
Some of the themes to be addressed:

- Philosophy of curriculum;
- Curriculum in a multi-faith context;
- Curriculum in a multicultural context;
- Values and outcomes-based education.

MPHC510: PASTORAL CARE AND COMMUNITY BUILDING IN SCHOOLS

As the impact of a variety of social challenges reverberates through communities, it has become essential for those in leadership positions in education to grasp the effects of these social challenges, and to find creative ways of ameliorating their impact. The purpose of this module is to expose the students to some theoretical foundations of pastoral care in order for them to develop useful strategies for the ethical practice of pastoral care within their communities. Specific learning outcomes are as follows:

- To examine some theoretical models of pastoral care;
- To compare the concept of pastoral care with *Ubuntu*;
- To identify special needs for pastoral care in the learning environment;
- To explore practical ways in which pastoral care can be implemented in day to day activities;
- To investigate strategies that will facilitate building of communities and support groups, making full use of resources available;
- To develop skills through experiential learning which facilitate supportive social interaction and an atmosphere of caring in the school community;
- To discuss the ethics of care;
- To understand the implications of the lateral transmission of traumatic stress, compassion fatigue and the importance of caring for the caregiver.

MPHC511: VISION AND VALUES IN EDUCATION

This module provides a brief introduction to key issues in philosophy of education, exploring the link between our notion of the human person and how this influences the vision we have for education. Specific attention will be given to the theories and texts that underpin the vision

and values of faith-based schools.

The content includes contemporary reflection on the purpose, goals and values of Catholic education in South Africa and explores some of the critical challenges educators face. Participants are encouraged to use educational theory as a tool for reflecting critically on their own vision and practice.

MPHC512: HUMAN SEXUALITY: A CHALLENGE FOR THE TEACHING AND CARING PROFESSIONS

The purpose of this module is to develop a deeper understanding of human sexuality, both as a biological and cultural reality. The module explores the links between human sexuality and human dignity and proceeds to explore how these are affected by the reality of gender relations as well as HIV and AIDS. Finally, there is an attempt to draw out critical issues in sexuality education that not only affirm human dignity, but also encourage self-care.

MPHP501: DIGNITY OF THE HUMAN PERSON

An inquiry into the dignity of the human person is potentially the most crucial and radically foundational investigation relevant to the contemporary world. What we think of dignity has implications for almost all areas of life: family life, social and political order, education, justice and equality and human rights, the human good and culture. The aim of the course will be an historical- systematic-existential/personal retrieval and appropriation of the notion of human dignity. A course on the Catholic tradition on the dignity of the person will aim first of all at the retrieval of the high points of the emergence and development of the distinctive notion of dignity in the Catholic intellectual tradition. However, the Catholic position will be presented in dialogue with other traditions such as the secular thought of pre-Christian Greek philosophy and of classical and contemporary liberalism, as well as the ongoing discourse of human rights. The cultural dimensions of dignity must also be explored. Here the debates over multiculturalism as well as the African view of the human being will be examined. A complete enquiry will also engage contemporary developments in feminist thought, questions of gender, and the post-modern reflections on the deconstruction and reconstruction of the subject. Retrieving the important contributions to an authentic account of human dignity will enable us to identify situations where dignity is overlooked or where reductionary or distorted accounts of dignity need to be critiqued.

The content includes:

* Questions of methodology; the phenomenology of dignity; the contemporary discourse on dignity;
* Secular and religious points of departure: Aristotle on human worth and the theme of Imago Dei; the medieval developments in Augustine and Aquinas;
* Renaissance secularism and individualism: Picco della Mirandola and Machiavelli;
* The modern problematic: autonomy and respect in Hobbes, Rousseau, Kant, Herder, Hegel and contemporary liberalism (including issues of authenticity, respect and recognition, multiculturalism);
* Two main contemporary contexts: human rights and Catholic Social Teaching;
* Contemporary Catholic thinkers: Marcel, Karol Wojtyla, Lonergan, Crosby, Charles Taylor;
* Contemporary issues: African notions of dignity; racism and dignity; feminism and dignity; consumerism and dignity;
* Approaches towards an integral account of dignity.

MPHP502: FOUNDATIONAL PHILOSOPHY I: PHILOSOPHY OF KNOWLEDGE

Philosophy of knowledge (epistemology) is the branch of philosophy that investigates the nature, extent and limits, sources, foundations and justification of human knowledge/knowing. It investigates the activity and phenomenon of human knowing and responds to historical doubts about the possibility of knowledge arising from scepticism and relativism. The course is designed to provide familiarity with the basic questions and positions concerning knowledge. (These include questions about the nature of knowledge, the justification of knowledge claims, foundationalism, naturalised epistemology and feminist epistemology).

Epistemology is presented (a) as a normative discipline which aims to develop standards or criteria by which we accept or reject or justify a knowledge claim and (b) as a method of personally appropriating the dynamic structures of human consciousness which provide the concrete foundations of cognitional activity (here attention will be drawn to the pre-conceptual aspects of human knowing). To round off the course the social and cultural contexts of knowledge will be examined. This will allow questions concerning knowledge in an African context to be examined from the point of view of sociology of knowledge, critical theory and, in particular, hermeneutics.

Figures treated may include Plato and Aristotle, Sextus Empiricus, Aquinas, Descartes and Leibnitz, Locke and Hume, Kant, Hegel, James and Peirce, Russell, Ayer, Wittgenstein, Quine, Gettier, Davidson and Dummett, Alston, Putman and Rorty, Gadamer and Heidegger. The thought of Derrida and other post-modern thinkers will be mentioned. The cognitional theory of Lonergan will also be examined. While all positions cannot be treated in equal depth the aim of the course will be to communicate the diversity of approaches.

MPHP503: FOUNDATIONAL PHILOSOPHY II: PHILOSOPHY OF BEING

The philosophy of being (metaphysics) is the branch of philosophy that deals with any questions about beings precisely as existent. Metaphysics is a fundamental and comprehensive inquiry into "what really exists", beyond immediately familiar experience. Metaphysics then is a foundational inquiry seeking to understand all reality and all beings, including the whole world of finite, partly material changing beings and any possibly existing ultimate unchanging and immaterial being, precisely in terms of being as such.

Metaphysics investigates questions about the intelligibility, meaning, ground, sources, ultimate causes, inner structure and dynamic principles, universal properties, basic relationships and modalities of existence of being and reality as a whole, as well as the being of particular entities (including the personal being of human beings). Metaphysics is here understood as not only descriptive (a careful clarification of the ways we talk about things and their properties and their causal connections) but is also explanatory and (possibly) revisionary in its systematic and integrative inquiry into the whole of reality. It is most fundamental in its inquiry into personal being as the most "intensive" mode of finite existence.

The course will briefly outline the historical development of metaphysical (and anti-metaphysical) thinking from Aristotle and Aquinas through modern thinkers such as Descartes and Leibnitz to contemporary thinkers such as Whitehead and Heidegger. This will provide a background for the investigation and evaluation of the metaphysical explorations found in Contemporary Thomists such as Norris Clark. The question of the viability of this kind of metaphysical thinking in a post- modern age will be examined. To conclude, the relationship of metaphysical thinking to culture and to African culture in particular, will be examined.

MPHP504: AFRICAN PHILOSOPHY

This module offers an overview of developments within African philosophy. It examines the debates over the character and identity of African philosophy and attempts to clarify the distinctive questions and methods which constitute philosophising in an African context. Issues treated include:

- What is philosophy/African philosophy? How do culture and philosophy relate to each other? Why is African philosophy said to be 'in search of identity' or to be a 'quest for autonomy'? Why is the 'rationality debate' so central? Are thought and philosophy culture-specific?
- What are the main trends?: ethnophilosophy; sage philosophy; professional philosophy; African nationalism; Afrocentricism; philosophy of liberation; deconstructive trends; hermeneutical-historical; post-colonial trends?
- Particular issues: person and community; African aesthetics; African political thought; the role of 'race' in African philosophy.
- Has African philosophy universal significance? Is African philosophy an authentic differentiation of philosophic reflection? What areas of philosophy does it illuminate in a distinctive way? Is inter-cultural philosophy possible? Are there cultural universals?

The writings of such figures as Tempels, Appiah, Fanon, Masolo, Senghor, Serequeberhan, Oruka, Gyekye, Wiridu, Houtondji, Horton will be examined. Also African-American thinkers such as Du Bois, Blydon, Outlaw and Asante will be considered. Some attention will be given to the wider context of comparative and world philosophy.

MPHP505: FOUNDATIONS OF ETHICS

This module provides the student with an overview of the nature of ethics and of important approaches to ethics, notably the analytical approach, the phenomenological approach, virtue ethics, natural law ethics and ethics based on human nature.
Some of the central questions examined in this module include:

- *What does it mean to be human?* A look at some of the main theories of the human person from the Greeks to the post-moderns.
- *What is the good life?* Ethics is about human action and involves the judgment of good and bad. What constitutes a good action and can it be considered apart from a good life?
- *Is there a human nature?* This will include a brief look at the theory of natural law as well as the ethics of Sartre.

- *What is the relationship between human acts and moral virtue?* A brief look at the Aristotelian/Thomistic tradition.
- *What is the approach of utilitarianism /emotivism to morality?*
- *What is Kant's moral teaching?*
- *What is the present state of moral philosophy?* MacIntyre's argument.

This module will also examine the nature of moral norms/rules and their application to particular circumstances (i.e. the so-called 'situation ethics'). This focus will include models of moral decision- making: deontological, teleological, relational-responsible; conflict(s) of value(s) and moral dilemmas; principle of intrinsic evil; principle of double effect and proportionalism; conscience: its nature (moral/ psychological), formation and function.

MPHP506: PHILOSOPHY OF CULTURE

This module is a study of the notion of culture as a matrix of experiences, presuppositions, beliefs, symbols, meanings, values, practices that shape the life of diverse human communities in different ways. It examines how traditions and cultures as historical and social legacies constitute pervasive normative frameworks which inform and guide human living as a whole. A number of topics are considered:

- What do we mean by 'culture'/'a culture'? What constitutes a culture? Why does culture matter?
- Why is there such diversity in culture? Is there any underlying unity to cultures? How are the diversity and unity related to human nature?
- What is the relationship of a member of society to the culture which shapes the society? Is the thinking and valuing of a participant culturally conditioned?
- How do 'reason' and knowledge and ethical standards relate to a culture? Are cognitional and ethical norms relative to the culture?
- Does our culture or society make us what we are? Is our identity totally shaped by culture? In particular, what is the impact of culture on gender roles?
- Do people in different cultures live in different worlds? Is it possible for a member of one culture to understand another culture? Is a 'world-cultural consciousness possible'? Can we transcend our own culture to some degree and cross over into another? Or is cultural relativism a necessary consequence of cultural pluralism?

The course will examine a range of positions. Problems of multiculturalism and issues relating to 'The Clash of Civilizations" will be included. The approach will be interdisciplinary and will draw on anthropology, sociology and cultural studies, as well as philosophy. The writing of Horkheimer and Adorno, Habermas, Arendt, Lyotard, Foucault as well as Kristeva, Irigaray, Cornel West, 'bell hooks', Bhabha, Spivak, Huntington and Stephan Carter will be consulted.

MPHP507: PHILOSOPHY OF MIND, SUBJECT AND PERSONS

This module examines and develops a theory of the human being/human person that draws on the Aristotelian/Thomistic tradition, but which also responds to recent accounts of the human subject or self-found in personalism, existentialism and phenomenology. In addition it investigates models of the mind which arise out of studies in artificial intelligence and computer science as well as sociobiological accounts of the human being. A further area of investigation deals with the self- understanding and identity of individuals and the different notions of personal identity. The module ranges from metaphysical questions concerning the mind body problem and the nature of human beings and human intellect and freedom to cognitional-phenomenological questions concerning the nature and operation of human consciousness and questions concerning the subject or self as agent (including psychological theories of the self). Issues arising in feminist thought will also be included. Notions of the person/self-arising in African and Eastern thought will be presented.

Philosophers treated include Plato and Aristotle, Augustine and Aquinas, Descartes and Hume, Kant and Hegel, Freud, Heidegger, Dennett and Searle, Charles Taylor and MacIntyre and Lonergan.

MPHP508: PHILOSOPHY OF RELIGION

This module surveys the central themes of contemporary philosophy of religion. It will investigate issues arising out of philosophical reflection on the religious phenomena associated with the main theistic religions of Christianity, Judaism and Islam. However, in a world of religious diversity it is necessary also to engage in a running conversation with religious perspectives such as non-theistic Buddhism. A dialogue will also be entered into with secular views of religion and the challenges of agnostic and atheistic positions will be considered (including the scientifically-inspired arguments against religion). Throughout an effort is made to show that philosophy of religion has a central place in both Western and

Eastern philosophical traditions. The religious phenomenon is shown not only to raise basic and distinctive epistemological and metaphysical questions but also to have consequences in the ethical and political realms that require philosophical examination.

The contents include:

- What is religion? What is the nature of religious beliefs and practices? What is the religious perspective on life?
- What does religious experience tell us about reality? What is the philosophical significance of mysticism?
- How best should we think about religion? Can one be neutral when investigating religion? What notion of rationality does justice to the religious phenomenon?
- Is belief intellectually respectable? What evidence is there for religious belief? What justifies belief in the existence of God? What different arguments may be constructed to show God exists?
- What is the nature of ultimate reality? What conception of God is most adequate? Does it make sense to talk of an all-present, all-good, omnipotent and omniscient being? Does it make sense to talk of a purely spiritual non-material being who transcends space and time? What are the implications of the notion of creation? How can a transcendent God be immanent in creation?
- Is the existence of an omnipotent God compatible with human freedom? Are providence and freedom
- reconcilable? Can grace allow room for freedom?
- Is the existence of God credible in a scientific age? Do Darwinian evolutionism or Freudian psychology or recent views on artificial intelligence rule out belief in God? How does recent thinking in quantum physics affect our view of God's action in the world?
- Do naturalism and materialism not appear as more credible? How are secular views related? Do we live in a "post-secular" world?
- Given the pervasiveness of evil is it still possible in a good God? Can anything good be said about evil?
- Is religious truth still possible given religious pluralism? Should diverse religious views be seen as contradictory or complementary?

Readings will be taken from a variety of thinkers such as James, Otto, Buber, Dupre, Descartes, Aquinas, Leibnitz, Kant, Ayer and Flew, Wittgenstein, Nietzsche, Hick, Swinburne, Plantinga, Forman, Alston, Taliaferro.

MPHP509: PHILOSOPHY OF SCIENCE

This module investigates the philosophical issues concerning the nature and status of scientific knowledge which continue to arise as science develops. Since the emergence of modern science a series of scientific revolutions have continued to transform our understanding of both nature and human nature. The course is designed to provide the student with a solid grasp of the scientific enterprise. It introduces the student to the methods of science and evaluates these methods. It examines the philosophies of science which situate science in relation to other areas of knowledge and human life. The core question is: Why should we believe what science tells us about ourselves and the world?

The contents include:

- What exactly are the claims made by science? What is the aim of science? Does science tell us all we need to know? Is there a limit to scientific knowledge?
- What is scientific method? How do the empirical methods of observation and experimentation contribute to scientific knowledge? How do the methods of measurement and mathematics contribute to science? How are empirical and mathematical methods combined? What is a hypothesis/a theory/a scientific law? How is a scientific law or theory proved or verified or established? How does scientific knowledge develop?
- Is there a single method or many methods of science? How do the physical, biological, psychological and social sciences relate to each other? Can some sciences be reduced to others? How does the cultural or social context affect the status of what is presented as scientific knowledge?

A historical overview of the development of science will be given. The work of Aristotle, Galileo, Bacon, Newton, Darwin, Freud, Einstein will be treated. Also the positions of such philosophers of science as Popper, Lakatos, Kuhn, and Feyerabend will be examined.

MPHP512: READING AND RESEARCH IN PHILOSOPHY

The course is a reading and research module designed to enable the student to handle primary texts of a major thinker or of a related group of thinkers from a chosen period or tradition. It will involve a close reading of selected texts that will lead to a deeper

understanding and a well-grounded interpretation of the chosen philosopher or philosophers. In addition to providing an opportunity to explore different philosophical traditions, the module will also enable students to become familiar with different methods of philosophizing. The module will also enable students to develop some appreciation of the historical development of philosophy.

The module will focus on a thinker or a philosophical tradition or school selected from the following:

- Major thinkers such as Plato, Aristotle, Augustine, Aquinas, Descartes, Leibnitz, Locke, Kant, Hegel, Nietzsche, Marechal, Heidegger, Gadamer, Habermas, Wittgenstein, Lonergan, Charles Taylor, Ricoeur, Levinas or Derrida.
- Different traditions and schools of philosophy as found in different periods in the History of Philosophy whether in Ancient Philosophy, Mediaeval Philosophy, Modern Philosophy and Contemporary Philosophy (for example, empiricism and rationalism in modern philosophy, or phenomenology and analytical philosophy in contemporary philosophy).

Each time the module is scheduled a particular thinker or tradition will be chosen for example, The Ethics of Aquinas or Heidegger on Being or Analytical Philosophy: Methods and Aims or Charles Taylor: Sources of the Self.

MPHT513: THE SACRAMENT OF MARRIAGE

This module aims to deal with *the sacrament of marriage* in its juridical aspects with special emphasis on its constitutive elements and the causes of invalidity (Book IV: cc 1055-1165).
The contents include:
- the pastoral care and the prerequisites for the celebration of marriage
- diriment impediments in general
- individual diriment impediments
- matrimonial consent
- the form of the celebration of marriage
- mixed marriages
- the secret celebration of marriage
- the effects of marriage
- the separation of spouses: the dissolution of the bond and separation while the bond remains
- the validation of marriage: simple validation and retroactive validation

MPHT515: HISTORY, THEOLOGY AND PRINCIPLES OF CANON LAW

This module aims to deal with the necessity of law in the Church, the historical development of canon law, the general norms of the Code in relation to the interpretation and application of the laws of the Church.
The contents include:
- The theology and the history of canon law,
- Methodology,
- General norms: (Book I: cc 1-203),
- Recourse against administrative decrees: (Book VII: cc 1732-1739).

MPHT516: THE UNIVERSAL CHURCH AND PARTICULAR CHURCHES

This module aims to detail the structure of the *Universal Church* and the *Particular Church* and their groupings (including the relationship of the diocese to the Universal Church in general and to the Bishops' Conference in particular); *diocesan structures* and the removal or transfer of parish priests.
The contents include:
- Supreme Authority of the Church: (Book II: cc 330-367);
- Particular Churches and the authority constituted within them: (Book II: cc 358-430);
- Groupings of Particular Churches: (Book II: cc 431-459);
- Internal ordering of Particular Churches: (Book II: cc 460-572);
- Procedure for the removal or transfer of parish priests. (Book II: cc 1740-1752).

MPHT517: THE CHRISTIAN FAITHFUL

This module aims to survey the Canon Law on the obligations and rights of the faithful, on associations of the faithful, institutes of consecrated life and societies of apostolic life.
The contents include:
- The obligations and rights of Christ's faithful: (Book II: cc 204-231),
- Clerical discipline: (Book II: cc 232-297),
- Associations of Christ's faithful: (Book II: cc 298-329),

- Institutes of consecrated life and societies of apostolic life: (Book II: cc 573-746).

MPHT519: TEMPORAL GOODS AND SANCTIONS IN THE CHURCH

This module aims to deal with the meaning of *stewardship* and the necessity for *transparency* and *accountability* in the administration of the temporal goods of the Church; to clarify the reason for *sanctions* in the Church and the manner of applying them against those who offend against the communion of the Church, both on the administrative and judicial level. (This includes the Penal Process.)
The contents include:
- The governance of temporal goods: (Book V: cc 1254-1310),
- The punishment of offences in general: (Book V: cc 1311-1363),
- Penalties for particular offences: (Book VI: cc 1364-1399),
- The penal process: (Book VII: cc 1717-1731).

MPHT520: PROCESSES AND TRIBUNALS

This module aims to deal with the *vindication of rights* in the Church, including very especially the nullity of marriage; the roles of judge, defender of the bond, promotor of justice; gathering information by means of interviews, etc., (according to the Code of Canon Law, Book vii: Processes, cc 1400-1716).
The contents include:
- Trials in general (Book vii: cc 1400-1500);
- Contentious trials (Book vii: cc 1500-1670);
- Marriage procedures and other special processes (Book vii: cc 1671-1716).

MPHT524: SPIRITUALITY AND PSYCHOLOGY

The purpose of the module is to familiarise students with:
- The interface between psychology and spirituality;
- The relationship between theology and spirituality.
- How important is the tripartite division of body, soul and spirit?
- The birth of psychology: splitting off from theology and philosophy and its development as an autonomous discipline.
- Psychology as a product of western culture.
- The relationship between culture and religion.
- Psychology and secularism. The search for transcendence versus narcissism.
- Present developments – a critique of psychology in the light of post-modernism and the emergence of a new dialogue between psychology and theology.
- Psychological themes relevant to spirituality.
- The psychological development of human beings in the light of various key theoretical concepts.
- What can we learn about the aims of psychology through the autobiographies and biographies of its founders – Freud, Jung and Rogers?
- The relationship between psychology as a science and the question of meaning.
- Moral and spiritual development. Dreams – different views on their manifestation and value from different theological and psychological frameworks of interpretation.
- Person and personality. The unfolding of an individual life as a project – some practical examples and exercises.
- Healing and mysticism,
- William James,
- Transpersonal psychology,
- Spirituality and psychotherapy,
- Psychotherapy, counselling, pastoral counselling, pastoral accompaniment, spiritual direction.
- A critique of spirituality and psychology.

MPHT530: BIBLICAL SPIRITUALITY

(1) Old Testament Spirituality
In this section a brief overview will be given of the very wide area of Old Testament spirituality, and then one or two areas will be focused upon.
The content includes:
(a) Religions and the Hebrew Bible
(i) Different religions' approaches to the Hebrew Bible: Jewish, Muslim, Other religious and non-religious approaches.

- Christian:- Different views, and Problems and possibilities.
  - (ii) Different religions approached in the Hebrew Bible.
    - Appropriation (for example, in wisdom literature and the Psalms),
    - Accommodation (e.g. the Yahwist),
    - Separation (for example, aspects within the Deuteronomistic history),
    - Mission (for example, Jonah).
  - (b) *Spirituality and the Hebrew Bible.*
    - (i) Spirituality in the Hebrew Bible.
    - (ii) Different types of spirituality:
      - Historical orientations,
      - Wisdom orientations,
      - Prophetic orientations,
      - Apocalyptic orientations.
    - (iii) Different expressions of spirituality. Examples:
      - Living with God (Patriarchs, Ruth, Ecclesiastes),
      - Conflict and God (taking of the land, Job, violent images of God),
      - Laws, living and God (Decalogues, Holiness code, Proverbs),
      - Prayer to God (different examples).
    - (iv) Spirituality and the Psalms.
    - (v) Tradition history: Old Testament and New.
    - (vi) Spirituality from the (Hebrew) Bible:
      - Nurturing, Self-serving/narcissistic, Critical, Personal and/or socio-political?, Bible scholarship and faith.
- (2) New Testament Spirituality The content includes:
  - (a) What is Scripture?
  - (b) Scripture in diverse traditions,
  - (c) Mediaeval biblical interpretation,
  - (d) New Testament and postmodernism,
  - (e) Mystical interpretation of New Testament,
  - (f) New Testament spirituality.
    - (i) Pauline spirituality:
      Paul the man; Damascus; Pauline corpus; "In-Christ"; Pauline mysticism;
    - (ii) Johannine Spirituality:
      Background to John's gospel; Gnosticism; characteristics of Johannine mysticism;
  - (g) Use of New Testament in the writing of selected mystics: Meister Eckhart (c1230-c1327); Elizabeth of the Trinity (1880-1906).

MPHT531: CHRISTIAN SPIRITUAL TRADITION

This module will analyse the:
- Influence of Greek philosophy;
- Early Christianity;
- Christian monasticism;
- Urban spiritual movements: mendicancy and scholasticism;
- Urban spirituality: women, mystics, lay piety;
- Renaissance humanism and early reformers;
- Reformation and counter-reformation;
- Modern movements in spirituality: Jansenism, Pietism, Anglicanism;
- Puritans, Quakers, Methodists;
- Pentecostal, Ecumenical Spiritualities, Orthodox.

MPHT532: DYNAMICS OF SPIRITUALITY

The aim of this module is firstly to present an overview of spirituality as a lived experience, with particular reference to Christian spirituality; and secondly, to introduce the academic study of spirituality within a post-modern context.
The content includes:
- Definition of spirituality in general and Christian spirituality in particular;
- Spirituality and post-modernism;
- Spirituality and theology;
- Spirituality and religion;
- Secular spirituality;
- Types of spirituality;

- Spirituality and practice;
- Spirituality and the church;
- Academic methodology in the study of spirituality;
- Cross-cultural study of spirituality.

MPHT533: MYSTICISM

The aim of this module is, firstly, to analyse the phenomenon of mysticism in general and Christian mysticism in particular and, secondly, to discuss the philosophical and methodological issues in the study of mysticism.
The contents include:
- Definition of mysticism;
- Definition of Christian mysticism;
- Survey of inter-religious mysticism;
- Mysticism and rationality;
- Misconceptions concerning mysticism;
- Theoretical study of mysticism and personal experience;
- Context and mysticism;
- Philosophical, theological and cultural determinants of mysticism;
- Mystical triggers;
- Mysticism and language;
- Neurology and mysticism;
- Mysticism and ethics;
- Mysticism and ministry;
- Brief survey of certain mystics, with the emphasis on the Christian tradition.

MPHT536: THE MINISTRY OF TEACHING AND SANCTIFYING

This module aims to review the canon law governing the teaching and sanctifying office of the Church.
The contents include:
- Ministry of the Divine Word: (Book III: cc 747-833);
- The sacraments other than marriage: (Book IV: cc 834-1054);
- The other acts of Divine Worship: (Book IV: cc 1166-1204);
- Sacred Places and Sacred Times: (Book IV: cc 1205-1253).

MPHT538: GENERAL SURVEY OF THEOLOGY

The module aims to provide an overview of Catholic theology, identifying some of the key themes; its methods and sources, and some personalities who have shaped its development.
The module has four components:
(1) *Systematic theology*:
- Theology as faith seeking understanding,
- The distinctiveness of the Catholic world view,
- Sources and resources for "doing" theology,
- Revelation,
- Justification and sanctification,
- Catholic ecclesiology with special reference to *Lumen Gentium,*
- Second Vatican Council.
(2) *Moral theology*:
- The uniqueness of Christian morality based on the fundamental law of love,
- A short history of moral theology, especially leading up to and after Vatican II,
- The sources of moral theology: Scripture, faith, reason and magisterium,
- Objective moral reality and the natural law,
- Subjective morality: the conscience and its relationship to authority.
(3) *African theology*:
- A short history of African theology,
- Key themes- Christology, ecclesiology, ethics,
(4) *Church History*:
- A brief survey of the five main periods of church history: early, medieval, reformation, modern and contemporary.

MPHT539: MORAL THEOLOGY

The module covers the contribution that Christianity must make to build a just and concerned society in twenty-first century Southern Africa. Topics to be considered will include:

- The relationship of Christianity to morality: correcting the image of Christ and Christianity as a judgmental and condemning God, and a condemning and judgmental institution,
- Human life: the basis for all human rights; the dignity of human life in the image and likeness of God,
- The beginning of human life and the implications in a society where in-vitro fertilisation, surrogate motherhood, cloning and stem cell research are already happening,
- The end of human life: euthanasia, suicide, discontinuing treatment,
- Quality of life: the right of an individual to determine treatment, cosmetic bodily changes, sex changes,
- The responsibility of the Christian community in the face of the HIV/AIDS crisis in Southern Africa,
- Human sexuality: a positive teaching of sexuality as a God-given gift
- The crisis in family life in South Africa,
- The response of the Christian community to the human needs of single and homosexual persons,
- Humankind's responsibility to preserve and improve the gift of creation that has been committed to its care: ecology, sustainable development,
- The Church's social teaching,
- Private property: theological, sociological and traditional approaches to private property,
- Distributive justice, with particular reference to problems in Southern Africa
- Commutative justice: honesty in dealings with others and society.

MPHT540: ECUMENISM AND INTER-FAITH DIALOGUE

The aim of this course is to examine the basis for ecumenism, including the need for a united response to persistent heresies, secularism and the growth in non-Christian religions.

(1) Ecumenism
- A brief history of Christian division with a focus on the doctrinal reasons for the various schisms;
- The biblical, theological and liturgical basis of ecumenism, and the implications of ecumenism for theology and doctrine;
- Development, principles and instruments of the ecumenical movement;
- Models of unity: broad church groupings to fight social and racial injustice, for example in the anti-apartheid struggle; the Church of South India, the United Church of Canada, as well as joint communion between denominations;
- Ecumenism in South Africa.

(2) Inter-faith dialogue
- It is no longer possible for Christianity to assert its claim to be the "true" religion. The modern trend is to engage in dialogue with other faiths on the basis of equals, and to attempt to find common ground;
- An evaluation of the major philosophical and theological issues which inter-faith dialogue raises for Christianity;
- The main contours of the history of Christian relations with Judaism, Islam, Buddhism, Hinduism and African traditional religions;
- The problems and possibilities emerging from inter-faith dialogue.

MPHT541: CHRISTOLOGY

This module will analyse the problematic of faith and history with reference to the three so-called quests for the historical Jesus. A critical appreciation of Jesus of Nazareth requires an examination of the Christologies of the New Testament, and thereafter the Christological controversies, councils and the creeds of the second to eighth centuries. This biblical and foundational basis will provide the tools for evaluating contemporary trends in Christology such as the consciousness of Christ and African, feminist and liberation Christologies.

The content includes:
- Jesus of History and Christ of Faith: the three quests;
- Resurrection of Jesus / Cosmic Christ;
- Christology of the New Testament;
- Alexandrian and Antiochene Christologies;
- Councils: Nicaea, Ephesus, Chalcedon, Constantinople(s);
- Contemporary Christologies, for example, African, feminist, liberation and spirit;
- Christ and Inter-faith Dialogue;
- Jesus as symbol;
- Method "from above" and "from below" as applicable to current trends in Christology.

- Consciousness of Christ.

MPHT543: TRINITY

The aim of this module is to provide a comprehensive overview of the distinctiveness of the Christian understanding of God. Students should understand how the doctrine of the Trinity developed out of the Jewish concept of God and then was elaborated in order to protect the Christian understanding in the broader cultural milieu of the Mediterranean area and beyond. Students will also be introduced to how theologians have worked on the doctrine to deal with new issues, and the current resurgence in Trinitarian theology will be examined.

(1) *Doctrine of God: the divinity and allied concepts*:
- Greek philosophical attributes of God: perfect, immutable, impassable, omniscient, omnipresent, omnipotent and so on,
- Various religious systems: Polytheism, henotheism, theism,
- The Old Testament view of God,
- The revolutionary New Testament view of God.

(2) *Biblical foundation for the Trinity*,
- Father, Son and Spirit in Old Testament,
- What did Jesus bring that was new?,
- Troikas in the New Testament: Trinity at the Baptism of Jesus, at the Transfiguration, at Pentecost,
- Mission of the 12,
- Pauline doxologies and blessings.

(3) *The mission to the gentiles*:
- Evangelising in a culture that has philosophical theories; the pluralist environment of the Mediterranean; the need to develop a distinctive Christian doctrine of God.
- The role of "heresies" in refining Trinitarian theology: Arianism, Subordinationism, Modalism.
- The formation of the creed of Athanasius; evolution of the baptismal creeds over time,
- The politics of the doctrine of the Trinity.
- Theological development of the basic Nicaean doctrine, Pneumatomachians, Cappadocians, subsequent councils.
- The Filioque and the Great Schism.

(4) The Western Theologians:
- Augustine and the psychological model, *De Trinitate,*
- Aquinas: missions, processions, relations, persons,
- Bonaventure,
- Mystical Trinitarianism,
- The decline of the Trinity as a theological principle,

(5) *Modern Theologians: The resurgence of the Trinity*:
- Rahner: "The immanent Trinity is the economic Trinity",
- Von Balthasar,
- Boff: Trinity and Society/ Liberation Theology,
- Moltmann,
- Macquarrrie: Existential and philosophical theology of the Trinity,
- Schussler-Fiorenza: Feminism.

MPHT544: AFRICAN THEOLOGY

African Theology: its origin and its relevance for Christology, ecclesiology and ethics. This module is intended to initiate students into African Theology by giving a short history of its origin. This will enable participants to understand better the problem of an African Christology which is asking and answering the question: "Who do you say I am?" To answer this question African theologians are using different elements of their traditions (ancestorship, healing, initiation concept, etc.). On the other hand, the Christology is necessarily linked to ecclesiology. Since the African Synod of 1994 theologians are developing a genuine African ecclesiology which takes as a starting point the African understanding of family. Both Christology and ecclesiology have unavoidably important consequences for an ethic which takes into consideration African anthropology.

The content includes:
(1) The birth of African theology:
    (a) The consciousness: Negritude movement,
    (b) The impulse of Placide Tempels,

(c)   African theologians and the discussion on the specificity of an African theology.
(2)   African Christology:
    (a)   The problem: the question of status,
    (b)   Diversity of Christological titles,
    (c)   Ancestral Christology and its relevance.
(3)   African ecclesiology:
    (a)   The Church is a family, African model of family, the Church as African and Christian family,
    (b)   Some practical consequences: new model of clergy and lay people, new model of communication in the Church family.
(4)   African concept of ethics:
    (a)   The foundation of African ethics,
    (b)   The norms' elaboration and articulation,
    (c)   Practical consequences.

MPHT549: BIBLICAL STUDIES

This master module explores the Scripture of the Old and New Testament from the perspective of salvation history and the covenant. These two intrinsically connected facets of the biblical revelation form a consistent thread which runs through all the diverse books of the Bible. These two concepts together also form a universal background against which the Bible can be studied as a coherent unity. The module consists of five parts:

- Methodology and foundational issues for holistic and critical study of the Bible
- Biblical covenants and their application: the Pentateuch and history of Israel
- Israel's interpretation and appropriation of the covenants: the prophets and wisdom literature of the Old Testament
- Fulfilment of the Old Testament covenants and the new covenant: the Gospels
- Christian interpretation and appropriation of the new covenant: epistolary and apocalyptic literature of the New Testament

The methodology for this course rests on recognition of the human-divine dialectic in creation, handing on and interpretation of the biblical texts. Hence the study of the relevant texts will include moving through their three essential dimensions: historical, literary, and theological. The aim of this multifaceted approach is twofold. First, the course provides essential methodological tools for biblical analysis: historical knowledge relevant to the unfolding of salvation history, socio-cultural background for understanding the biblical worldview and knowledge of the biblical literary genres necessary for comprehension of the biblical mode of expression.

Second, through the study of the theological concepts which unify the various biblical books the course supplies a solid theological foundation for interpreting the biblical texts in their own context and on their own merit which is the absolute prerequisite for their correct interpretation and application to the contemporary life and world.

MPHT550: FOUNDATIONS OF PASTORAL THEOLOGY AND MINISTRY

This module is an introduction to the themes and methods in pastoral and practical theology. Pastoral theology is concerned with the relationship between the Church and the world. The Church's mission and ministry is always a response to human events which become part of the Church's experience. We will investigate ways of analysing and understanding human experience through various hermeneutic mediations. These will include approaches from the human sciences such as sociology, cultural anthropology and psychology. Only then will we move to a more adequate theological judgement which can lead to pastoral and ecclesial action. A number of topics will be investigated. Examples include evangelisation, inculturation, catechetics, liturgy, healing, sacramental ministry, small Christian communities, Christian schools and colleges and pastoral planning. The choice made will depend on relevance to the goals of the class.

X. INDEX OF CODE NUMBERS FOR MODULES

MODULES FOR HIGHER CERTIFICATE IN BIBLICAL STUDIES

HCBS101	The Bible and Biblical Ministry
HCBS102	Old Testament and Beginnings
HCBS103	Patriarchs and Latter Prophets
HCBS104	New Testament and Gospel of Mark
HCBS105	Passion and Resurrection stories and Gospel of John
HCBS106	Acts of the Apostles and Paul's Letters
HCBS107	Biblical foundations of faith and life
HCBS108	Psalms, Parables in the Synoptics
HCBS109	Old Testament Writings and Sermon on the Mount

MODULES FOR BACHELOR DEGREES

Bachelor of Arts

ACAW001	Academic writing bridging course I (BA extended students)
ACAW002	Academic writing bridging course II (BA extended students)
ADRS101	Academic development and research skills I
ADRS102	Academic development and research skills II
CMCS101	Intercultural communication in post-apartheid South Africa
CMCS102	Mass media, globalisation and identity formation in post-apartheid South Africa
ECON101	Microeconomics I
ECON102	Macroeconomics I
ECON201	Microeconomics II
ECON202	International economics
ECON211	Macroeconomics II
ECON212	Mathematics for economists
ECON301	Microeconomics III
ECON302	Development economics
ECON311	Macroeconomics III
ECON312	Economics of the public sector
ECON321	Econometrics
GEOG101	Human and physical fundamentals
GEOG102	Urbanisation in Africa and case studies
GEOG103	Introduction to the human and physical geography of Africa
GEOG201	Global human geographies
GEOG202	Environmental geographies
GEOG301	Urban geographies
GEOG302	Environmental Management and Sustainability
HIST102	Topics in Southern African history
HIST111	Africa, globalisation and modernity: An historical investigation
HIST202	History of the Atlantic world: 1500-1835
HIST211	Oral history: Methods and approaches
HIST212	A History of Genocide in Africa
HIST302	History and Film
HIST303	The Political Economy of Segregation and Apartheid
HIST311	The study of history: An introduction
LAWS101	Introduction to law
LAWS102	Private Law I: Persons and Family
LAWS201	Historical sources of South African Law
LAWS202	Private Law II: Things and Succession

LAWS301	Constitutional Law
LAWS302	Jurisprudence
LAWS303	Public International Law
LITR101	Self-awareness in English and American literature
LITR102	Self-awareness in African literature
LITR201	Awareness of others in English and American literature
LITR202	Awareness of others in African literature
LITR301	Literary theory
LITR302	Women's voices in literature
LITR311	Tragedy in ancient Greece and English Renaissance
LITR312	Religion in African literature
LITR313	Dystopian literatures in English
LITR314	Death and dying in English literature
LITR321	Literature of faith and scepticism
MATH001	Mathematics conversion
MATH111A	Linear algebra IA
MATH111B	Linear algebra IB
MATH112A	Calculus A
MATH112B	Calculus B
MATH201A	Linear algebra IIA
MATH201B	Linear algebra IIB
MATH202A	Real analysis IA
MATH202B	Real analysis IB
MATH301A	Real analysis IIA
MATH301B	Real analysis IIB
MATH302A	Complex analysis A
MATH302B	Complex analysis B
PHIL103	Introduction to logic and philosophy
PHIL104	Philosophy of the human person
PHIL106	Introduction to ethics
PHIL107	Introduction to Catholic Social Thought
PHIL201	History of philosophy I
PHIL202	History of philosophy II
PHIL221	Philosophy of knowledge
PHIL222	Ethics I
PHIL302	Contemporary philosophy: Pluralism and metaphilosophy
PHIL311	Philosophy of science
PHIL321	Philosophy of religion
PHIL331	Philosophy of mind and person
PHIL332	Philosophy of reality
POLS101	Introduction to political science
POLS102	Introduction to global politics
POLS201	Political philosophy I
POLS202	South African government and politics: An introduction
POLS211	International relations I
POLS212	Politics of the United States and Latin America
POLS221	Modern political theory
POLS222	Comparative government and politics
POLS301	International relations II
POLS302	Political economics
POLS311	Political philosophy II
POLS312	Regional politics

POLS321	Modern theories of justice
POLS322	Democracy, autocracy and modernisation
PSYC101	Introduction to psychology
PSYC102	Social psychology
PSYC201	Lifespan development
PSYC202	Research methods in psychology
PSYC301	Abnormal psychology
PSYC302	Applied psychology
RELS101	Introduction to the study of religion
RELS102	Religions of the world
RELS201	Studying scriptures
RELS202	Religions of Asia
RELS203	Africa's religious heritage
RELS301	Religion and politics in the modern world
RELS302	Philosophical issues in religion
RELS303	Religion, gender and sexuality
RELS304	Secularism, modernity and fundamentalism
SOCL101	Doing sociology: An introduction
SOCL102	Introduction to classical sociological theory
SOCL103	Sociology of work, organisations and movements
SOCL104	Sociology of gender
SOCL201	Sociological theory
SOCL202	Gender and work
SOCL203	Globalisation and development
SOCL204	Sociology of religion
SOCL301	Researching social life
SOCL302	Culture, identity and post-colonialism
SOCL303	Political sociology
SOCL304	Sociology of Africa
CAPS301	Capstone seminar A
CAPS302	Capstone seminar B

Bachelor of Commerce (Philosophy, Politics and Economics)

ADRS101	Academic development and research skills I
ADRS102	Academic development and research skills II
ACCN101	Accounting IA
ACCN102	Accounting IB
BUSM101	Introduction to business management
BUSM102	Marketing
BUSM201	Human Resource Management
BUSM202	Business Ethics
BUSM301	Strategic Management
BUSM302	Information Management
CAPS301	Capstone seminar A
CAPS302	Capstone seminar B
COMM101	Commercial law I
COMM102	Commercial law II
ECON101	Microeconomics I
ECON102	Macroeconomics I
ECON201	Microeconomics II
ECON202	International economics
ECON211	Macroeconomics II
ECON301	Development economics
ECON302	Macroeconomics III
ECON311	Economics of the public sector

ECON321	Econometrics
LAWS101	Introduction to Law
LAWS102	Private Law I: Persons and Family
LAWS201	Historical Sources of South African Law
LAWS202	Private Law II: Things and Succession
LAWS301	Constitutional Law
LAWS302	Jurisprudence
LAWS303	Public International Law
MATH001	Mathematics conversion
MATH101	Mathematics
MATH111A	Linear algebra IA
MATH111B	Linear algebra IB
MATH112A	Calculus A
MATH112B	Calculus B
MATH201A	Linear algebra IIA
MATH201B	Linear algebra IIB
MATH202A	Real analysis IA
MATH202B	Real analysis IB
MATH301A	Real analysis IIA
MATH302A	Complex analysis A
MATH301B	Real analysis IIB
MATH302B	Complex analysis B
PHIL103	Introduction to logic and philosophy
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POLS222	Comparative government and politics
POLS301	International relations II
POLS302	Political economics
POLS311	Political philosophy II
POLS312	Regional politics
POLS321	Modern theories of justice
POLS322	Democracy, autocracy and modernisation
STAT102	Statistics

Bachelor of Theology

ADRS101	Academic development and research skills I
ADRS102	Academic development and research skills II

BIBS111	Introduction to the Old Testament and the Pentateuch
BIBS112	Introduction to the New Testament and the Synoptic Gospels
BIBS203	History of Israel in context: Historical books of the Old Testament
BIBS204	Johannine literature and the Book of Revelation
BIBS303	The Prophets and Wisdom Literature of the Old Testament
BIBS304	Epistolary literature of the New Testament
CETH211	Foundations and issues in Christian Ethics
CETH212	Special questions in Christian ethics
CHIS111	Introduction to the Early and Medieval Church
CHIS112	From the Reformation to the Modern Church
PAST101	Dynamics of the spiritual journey
PAST103	Pastoral psychology
PAST301	History of Christian Spirituality
PAST303	Ministering in the Christian tradition
PHIL104	Philosophy of the human person
PHIL105	Introductory philosophy for theology
SYTH103	Introduction to Systematic Theology
SYTH104	Theological Anthropology – Creation to Eschaton
SYTH202	God: Father, Son and Holy Spirit: Trinity and Christology
SYTH203	Fundamental theology
SYTH301	Church, Ecclesiology, Missiology and Sacramentology
SYTH306	Ecumenism and theology of religions

MODULES FOR HONOURS DEGREES

Modules for Bachelor of Arts Honours in Peace Studies

HONA401	Foundations of peace studies: Dignity and the common good
HONA402	Fundamentals of peace-building: Concepts, philosophy and organisation
HONA403	Identity-based conflict: Ethno-cultural, gender and religious dimensions
HONA404	Recovering from violence: Transitional justice, reconstruction and reconciliation
HONA405	The state in modern politics
HONA406	Philosophy and practice of non-violence
HONA407	War, peace and international relations
HONA408	The economic causes and consequences of conflict
HONA409	Normative political theory in a global context
HONA410	Research Project
HONA411	Elements of peace-keeping

Modules for Bachelor of Arts Honours in Philosophy

HONP401	Philosophical thinker
HONP402	Historical philosophical period
HONP403	Key philosophical theme
HONP404	Primary text
HONP405	Research Project

Modules for Bachelor of Theology Honours

HONT401	Theological method
HONT402	Research Project
HONT403	History of theological thought
HONT404	Political theology
HONT405	Themes in Christian doctrine
HONT406	Word and worship
HONT407	Pastoral counselling
HONT408	Faith formation

MODULES FOR DEGREES OF MASTER OF PHILOSOPHY

Applied Ethics

MPHA501	Mini-Dissertation (Standard Curriculum)
MPHA509	Gender and family ethics
MPHA513	Social and political ethics A: The ethics of democracy
MPHA514	Social and political ethics B: Power and corruption
MPHA515	Social and political ethics C: Reconciliation and nation building
MPHA516	Bio-ethics
MPHA517	Business ethics A: The market economy and Christian ethics
MPHA518	Business ethics B: The moral purpose of business in the new millennium
MPHA519	Business ethics C: ethical business leadership
MPHA520	Business ethics D: ethical dilemmas in business
MPHA521	Mini-Dissertation (Special Curriculum)
MPHA522	Dissertation (Part-time)
MPHA523	Dissertation (Full-time)
MPHA524	Catholic Social Thought

Culture and Education

MPHC505	Leadership and management of a faith-based school
MPHC506	Spirituality for leadership
MPHC507	Mini-Dissertation (Standard Curriculum)
MPHC508	Historical perspectives on education
MPHC509	Curriculum and values in education
MPHC510	Pastoral care and community building in schools
MPHC511	Vision and values in education
MPHC512	Human sexuality: a challenge for the teaching and caring professions
MPHC513	Mini-Dissertation (Special Curriculum)
MPHC514	Dissertation (Part-time)
MPHC515	Dissertation (Full-time)

Philosophy

MPHP501	Dignity of the human person
MPHP502	Foundational Philosophy I: Philosophy of knowledge
MPHP503	Foundational Philosophy II: Philosophy of being
MPHP504	African Philosophy
MPHP505	Foundations of ethics
MPHP506	Philosophy of culture
MPHP507	Philosophy of mind, subject, and persons
MPHP508	Philosophy of religion
MPHP509	Philosophy of science
MPHP511	Mini-Dissertation (Standard Curriculum)
MPHP512	Reading and research in philosophy
MPHP513	Mini-Dissertation (Special Curriculum)
MPHP514	Dissertation (Part-time)
MPHP515	Dissertation (Full-time)

Theology

MPHT513	The sacrament of marriage
MPHT515	History, theology and principles of Canon Law
MPHT516	The Universal Church and Particular Churches
MPHT517	The Christian faithful
MPHT519	Temporal goods and sanctions in the Church
MPHT520	Processes and tribunals

MPHT524	Spirituality and psychology
MPHT526	Mini-Dissertation (Standard Curriculum)
MPHT530	Biblical spirituality
MPHT531	Christian spiritual tradition
MPHT532	Dynamics of spirituality
MPHT533	Mysticism
MPHT536	The ministry of teaching and sanctifying
MPHT538	General survey of theology
MPHT539	Moral theology
MPHT540	Ecumenism and inter-faith dialogue
MPHT541	Christology
MPHT543	Trinity
MPHT544	African theology
MPHT546	Mini-Dissertation (Special Curriculum)
MPHT547	Dissertation (Part-time)
MPHT548	Dissertation (Full-time)
MPHT549	Biblical studies
MPHT550	Foundations of pastoral theology and ministry

XI.   FEES AND FINANCIAL AID

1.   FEES POLICIES AND PROCEDURES

(1)   Dates and method of payment

Fees are payable before or on registration. **No student may start classes unless he/she has paid a minimum amount, as set out below**. Methods of payment and bank details are set out at **7** below.

(2)   Registration and Fees Policy for postgraduate programmes

(a)   There are two registration periods for all postgraduate programmes, which periods coincide with the beginning and middle of the academic year (i.e. the teaching weeks of January and July). Students wishing to register in April or October will require the specific consent of the Registrar (following consultation with the College Management Committee).

(b)   The dates for the registration process will comply with the following principle:

   (i)   For entry into the 1st annual intake, the closing date for applications is <u>31 October</u>. The formal period of registration for the 1st annual intake will take place in the first week of December.

   (ii)   For entry into the 2nd annual intake, the closing date for applications is <u>15 May</u>. The formal period of registration for the 2nd annual intake will take place in the first week of June.

(c)   Late registration is permitted up to the first day of class, subject to payment of a late registration fee of **R2 200**.

(d)   Registrations taking place for the 1st annual intake **must** stipulate modules that will be taken for *the whole year.*

(e)   The general principle is that fees for the course of study must be paid on registration.

   (i)   For registrations during the 1st intake: 50% of the tuition fee is payable on registration (1st week of December) and the remaining 50% by the end of the second registration period (1st week of June).

   (ii)   For new students registering during the 2nd intake: fees for the second half of the year are payable in full at registration by the 1st week of June.

(3)   Registration and Fees Policy for undergraduate programmes

(a)   There is one registration period for the undergraduate BCom (PPE) degree, which period coincides with the beginning of the academic year.
The closing date for applications is 31 October. The formal period of registration will take place in the last week of January.

(b)   Subject to demand, at the discretion of St Augustine, there are two registration periods for the undergraduate BA and BTh, which periods coincide with the beginning and middle of the academic year.

(c)   The dates for the registration process will comply with the following principle:

   (i)   For entry into the 1st annual intake, the closing date for applications is <u>31 October</u>. The formal period of registration for the 1st annual intake will take place at the end of January.

   (ii)   For entry into the 2nd annual intake, the closing date for applications is <u>15 May</u>. The formal period of registration for the 2nd annual intake will take place in the first week of July.

(d)   Late registration is permitted up to the first day of class, subject to payment of a late registration fee of **R2 200**.

(e)   Fees are payable as follows:

   (i)   For students registering for the 1st annual intake, if not paid in full, the fees are payable in three instalments: **upon registration**; by **30 April**, by **30 September**.

   (ii)   For students registering for the 2nd annual intake, the fees are payable in two instalments: **upon registration** and by **30 September**.

(4)   Financial Aid Policy and Procedure

(a)   For the purposes of this policy, the following definitions obtain: a *bursary* is a financial grant for study given on the basis of expressed need. A *scholarship* is a financial grant for study given on the basis of academic merit.

(b)   Bursaries and scholarships are not granted unless there are funds available for this purpose. If funds are available, bursaries and scholarships will be granted for all qualifications offered by St Augustine (postgraduate and undergraduate degrees and

certificate courses).

(c) Bursaries and scholarships awarded might be for 25%, 50% or 75% of the tuition fee. In deserving circumstances a subsistence supplementation might also be awarded.

(d) Bursaries are awarded either per annum or for a period of six months for those in the 2nd academic intake of the undergraduate programme. Any module failed after and including the second module of a course of study might result in the bursary being cancelled with immediate effect. Should a student Fail Absent (FABS), the bursary might be cancelled immediately. Depending on the circumstances the student might be liable for the costs of any and all failed module(s) including the first.

(e) Application for Financial Aid
   (i) Applications for undergraduate bursaries must be made at the same time as the application to the College for admission to study.
   (ii) For postgraduate bursaries, the candidate must first apply for admission.
   (iii) Bursary Application Forms are available on the St Augustine website.

(f) Only the President can grant exemptions to this policy.

2. TUITION FEES FOR SPECIFIC DEGREES AND QUALIFICATIONS

(1) Degree of Doctor of Philosophy

R17 000 per annum (part-time) or **R31 500** per annum (full-time).
A minimum of R10 000 (part-time) or R16 000 (full-time) must be paid before or on registration and the remainder within three months.
A discount of **10%** will be granted to a student who pays the full annual tuition fee (whether part-time or full-time) before or on registration.

(2) Degree of Master of Philosophy

(a) Standard MPhil curriculum

If a student wishes to pay per module the fee will be **R9 200** per module.
Minimum payable before starting classes is **R9 200** per module payable **four weeks** before the start of the module.
The tuition fee for the mini-dissertation is **R11 900** (which amount includes the cost of binding) and **R 5 400** for the **Research Methods Workshop**.
The continuation fee for the mini-dissertation is **R5 000 per semester** (every six months).

(b) Special MPhil curriculum

R9 200 per module payable **four weeks** before the start of the module.
The fee for the mini-dissertation is **R14 000** payable at or before the start of the mini-dissertation. A continuation fee for the mini-dissertation of **R5 000 a semester** (every six months) will be charged only after the minimum period of study has expired (i.e. after 29 months – calculated as 26 months plus three months' grace) from the date of first registration for the degree.

(c) MPhil by research only

R16 200 per annum (part-time) and **R29 500** per annum (full-time).
A minimum fee of R9 000 (part-time) or R16 000 (full-time) is payable on or before registration and the remainder within 3 months.

(d) Non-Degree Purposes (NDP)

Non-Degree Purposes (NDP) means attending the classes and doing the assignments and the examination, but not doing the module towards a degree.
R8 000 per module payable **four weeks** before the start of the module.
NB: If a person wants to do a module in this way, then he or she should register for it at least **four weeks before** commencement of the module.

(e) Attendance Only (AO)

If a person wishes only to attend an MPhil module (i.e. to sit in on the classes but not to complete any assignments or examinations), the fee is **R2 600** per module payable on registration (i.e. before starting the module).
Registration should be completed **four weeks** before the start of the module.

(f) If a student intends to register for three or more modules or courses in a single academic year, a discount of **10%** will be granted to the student if he/she pays the full tuition fee for the relevant modules or courses before or on registration.

(3) Honours degrees

(a) BA (Hons) in Peace Studies

R9 200 per module payable **four weeks** before the start of the module.
R11 900 for Research Project module (HONA410).
The continuation fee for the Research Project is **R5 000** per semester (every six months).

(b) BA (Hons) in Philosophy

R9 200 per module payable **four weeks** before the start of the module.
R11 900 for Research Project module (HONP405).
The continuation fee for the Research Project is **R5 000** per semester (every six months).

(c) BTh (Hons)

R9 200 per module payable **four weeks** before the start of the module.
R11 900 for research project module (HONT402).
The continuation fee for the Research Project is **R5 000** per semester (every six months).

(d) If a student intends to register for three or more modules or courses in a single academic year, a discount of **10%** will be granted to the student if he/she pays the full tuition fee for the relevant modules or courses before or on registration.

(4) Bachelor Degrees

(a) Bachelor of Arts

(i) Bachelor of Arts (Full-Time) January Intake

Annual fee **R58 000,** which amount is to be paid in three instalments:
Payable upon **registration: R18 000**
Payable by **30 April: R20 000**
Payable by **30 September: R20 000.**
Should a student wish to pay the full annual fee upon registration, the amount payable is R53 000.
(Applications for undergraduate bursaries must be made at the same time as the application to the College for admission to study.)

(ii) Bachelor of Arts (Full-Time) July Intake

Half-year fee **R28 000,** which amount is to be paid in two instalments:
Payable upon **registration: R12 000**
Payable by **30 September: R16 000**.

(iii) Bachelor of Arts (Part-Time)
A student completing the BA degree part-time is required to register for all chosen module/s of 16 credit points at the commencement of the academic year.
Fee per 8 credit module: **R3 750**
Fee per 16 credit module: **R7 500**
The total fee for all modules for which registered is payable upon registration.

(b) Bachelor of Commerce (PPE)

(i) Bachelor of Commerce (PPE) (Full-Time)

Fee per 8 credit module: **R3 750**
Fee per 16 credit module: **R7 500**
One third of total amount due is payable upon **registration;** one third is payable by **30 April** and the remaining third is payable by **30 September.**
(Applications for undergraduate bursaries must be made at the same time as the application to the College for admission to study.)

(ii) Bachelor of Commerce (PPE) (Part-Time)

A student completing the BCom (PPE) degree part-time is required to register for all chosen module/s of 16 credit points at the commencement of the academic year.
Fee per 8 credit module: **R3 750**
Fee per 16 credit module: **R7 500**

Half of total amount due is payable upon **registration;** and the remaining half is payable by **30 September.**

(c) **Bachelor of Theology**

    (i)   Bachelor of Theology (Full-Time)

Fee per 8 credit module: **R3 450**
Fee per 16 credit module: **R6 800**
Fee per 24 credit module: **R10 200**

One third of total amount due is payable upon **registration;** one third is payable by **30 April** and the remaining third is payable by **30 September.**
(Applications for undergraduate bursaries must be made at the same time as the application to the College for admission to study.)

    (ii)   Bachelor of Theology (Part-Time)

A Part-Time student is required to register for two courses per academic year.
Fee per 8 credit module: **R3 450**
Fee per 16 credit module: **R6 800**
Fee per 24 credit module: **R10 200**

Half of total amount due is payable upon **registration;** and the remaining half is payable by **30 September.**

(d) **Non-Degree Purposes (NDP)**

Non-Degree Purposes (NDP) means attending the classes and doing the assignments and the examination, but not doing the module towards a degree.
The price for the module is that specified for each degree programme.

(5) **Higher Certificate in Biblical Studies**

R1 500 per module.

3. **CANCELLATION OF REGISTRATION AND REFUNDS**

Cancellation of registration for a degree or a module by a student **must be in writing and submitted to the Registrar**. A student who ceases to attend a module or who ceases work for a degree without completing a cancellation form or informing the Registrar in writing of his/her intention to cancel by the dates set out below, will remain liable for the payment of fees due for the entire year. Cancellation forms are available in the office of the Registrar.

(1) **Cancellation of registration for a DPhil degree**

If a student has paid the total annual tuition fee on or before registration and cancels registration for the degree **before the end of May,** the student is entitled to a refund of **one-half** of the amount paid.
If a student has paid the total annual tuition fee and cancels registration for the degree **after the end of May** then he/she is **NOT** entitled to a refund.
(A similar pattern of cancellation of fees will apply in the case of a student whose registration commences mid-way through an academic year.)

(2) **Cancellation of registration for an MPhil degree**

If a student has paid the total annual tuition fee before or on registration and cancels registration for the degree **before the end of January**, the student is entitled to a refund of **two-thirds** of the amount paid.
If a student has paid the total annual tuition fee before or on registration and cancels registration for the degree **during February or March**, the student is entitled to a refund of **one-half** of the amount paid.
If a student has paid the total annual tuition fee before or on registration and cancels registration
after the end of March then he/she is **NOT** entitled to a refund.
(A similar pattern of cancellation of fees will apply in the case of a student whose registration commences mid-way through an academic year.)

(3) **Cancellation of registration for an MPhil module**

If a student wishes to be absent for a particular module **during** the course of his/her registration for the **degree**, he or she has to give notice of such intention. Such notice must be in writing and must be submitted to the Registrar at least **three weeks before the start of that module.**

If a person doing a single module either NDP or AO has paid for the module and wishes to cancel it, he/she has to **cancel in writing at least three weeks before the start of the module** in order for the fee to be refunded. If cancellation is less than three weeks before the start of the module there can be no refund.

If, however, the College has to cancel a module less than three weeks before the start of the module because student numbers are too low or for any other unavoidable reason, the College will refund the student.

(4)   Cancellation of registration for Mini-Dissertation for an MPhil special curriculum

If a student cancels while doing the module components of the degree than 3.3 above will apply.

If a student cancels while doing the mini-dissertation component of the degree and has paid the total tuition fee for the special curriculum mini-dissertation and cancels registration for the degree **before the end of three months,** then he/ she is entitled to **one-half** of the fee paid. However, if a student cancels **after three months,** then he/she is **NOT** entitled to a refund.

(A similar pattern of cancellation of fees will apply in the case of a student whose registration commences mid-way through an academic year.)

(5)   Cancellation of registration for MPhil by research only

If a student has paid the total annual tuition fee for the MPhil by research only on or before registration and cancels registration for the degree **before the end of May,** he/she is entitled to a refund of **one-half** of the amount paid.

If a student has paid the total annual tuition fee on or before registration and cancels registration **after the end of May,** then he/she is **NOT** entitled to a refund.

(A similar pattern of cancellation of fees will apply in the case of a student whose registration commences mid-way through an academic year.)

(6)   Cancellation of registration for Honours degree

If a student cancels his or her registration for an Honours degree, prior to the start of tuition, the student will pay **R1 300** cancellation fee. The remaining amount paid by the student will be refunded. If a student wishes to cancel his or her registration after the commencement of the programme, this must be done in writing at least one month before the start of the following module, otherwise he or she will be held responsible for the tuition fee for that module. If the student has paid for the full year the same will apply as set out in 3.2 above.

(7)   Cancellation of registration for Bachelor degrees

(a)   Payment in three instalments

(i)   If a student is paying the tuition fee in three instalments (upon registration, by 30 April, by 30 September), and the student cancels his or her registration prior to the start of tuition, the student will pay a **R1 300** cancellation fee; the remaining amount paid by the student will be refunded.

(ii)   If a student cancels his or her registration after the commencement of tuition, he/she is **NOT** entitled to a refund in respect of any payments made.

(iii)   If a student cancels his or her registration on or after 30 April and prior to the commencement of the second academic semester, the student will be obliged to pay both the first and second of the three fee instalments.

(b)   Payment of the full tuition fee due

(i)   If the student has paid the tuition fee for the full year, and the student cancels his or her registration prior to the start of tuition, the student will pay a **R1 300** cancellation fee; the remaining amount paid by the student will be refunded.

(ii)   If a student has paid the full tuition fee, and the student cancels his or her registration after the commencement of tuition, **and before the end March**, the student is entitled to a refund of **one-half** of the amount paid. If a student cancels his or her registration **after the end of March** then he or she is **NOT** entitled to a refund.

4.   ASSESSMENT FEES

(1)   Dates of Postgraduate traditional examinations

Traditional examinations are normally scheduled at the end of the module. The dates appear on the schedule of modules. There is no fee for a normal traditional examination but there is for special examinations.

(2)   Deferred or special summative assessment (in terms of Rule G.21)
R1 100 (summative assignment).

(3) **Re-examination Fees**

R4 300 for Doctor of Philosophy thesis.
R3 200 for Master of Philosophy dissertation.
R1 800 for Master of Philosophy mini-dissertation.
R1 400 for Honours Research Project.

5. MISCELLANEOUS FEES

(1) **Application fee**

A non-refundable application fee of **R100** must be paid for Bachelors degrees. An application form with the necessary documents must accompany this fee.
A non-refundable application fee of **R500** must be paid for Certificate, Honours, Masters and Doctoral degrees. An application form with the necessary documents must accompany this fee.

(2) **Late Renewal of Registration fee**

All students must re-register annually at the beginning of each calendar year.
A late renewal of registration fee of R2 200 will be charged for any Bachelor, Honours, MPhil or DPhil candidate who does not re-register by the end of February.

(3) **International Student Levy**

(a) **Any country outside Africa**
R6 000 per annum for international students from any country outside Africa.
(b) **African countries (excluding SADC countries)**
R1 500 per annum for international students from Africa.

(4) **Recognition of Prior Learning Portfolio Fee**

A non-refundable amount of **R1 000** for any first time RPL application being considered for access to a degree, module or any other programme at the College. The Application Form, Application Fee, and RPL Fee must accompany the submission of the RPL Portfolio.

(5) **Study Material: Course Packs and/or Prescribed Books**

The cost of the study material for a module or course of study (e.g. Course packs, prescribed books etc.) varies from module to module but is normally between **R300** to **R2 000** depending on the number of pages. This amount covers the photocopying, labour and copyright fees.

(6) **Academic Transcript**

First copy issued free: thereafter, updated or additional copies **R150** each.

(7) **Photocopying/Printing**

Students are normally expected to hand in or send their assignments and other material in for assessment. The cost of any material which is e-mailed or faxed to the College that requires photocopying or printing to enable the Head of Department/supervisor to work on it, will be charged to the student's account at the rate of **R2.00 per page.** This will be done by the Head of Department or the supervisor who will fill in a form when he/she receives the material, count the pages and authorise the Finance Office to charge it to the student's account.

6. LIABILITY FOR FEES

The College regards the payment of fees in a serious light. It is the student's responsibility to pay his or her own bills by the due dates, regardless of whether anyone else is financing him or her. Having signed on the application form that he or she will take responsibility for his or her own fees (except in the case where a legal guardian has done so), **a student must ensure that the fees are paid.**

If a student does not pay his or her fees by the due dates, the College reserves the right to stop a student from attending a module, to withhold examination results, or to cancel his or her registration for the degree or module forthwith.

7. METHODS OF PAYMENT AND BANKING DETAILS

Please make a direct deposit into the College's bank account and provide proof of payment with the registration form or invoice or fax proof to the College.

Bank: Standard Bank of SA Ltd
Branch: Northcliff
Branch code: 006-305

Account number: 02 251 792 8

In the section on the deposit slip marked "Depositor's name or reference" please insert your name. Please **do not** send postal orders.

FEE SUMMARY (2020)

DPhil

	DPhil (Philosophy)	R 29 000 (Full-Time) per annum (R 15 000 payable on or before registration)
		R 16 000 (Part-Time) per annum (R 9 000 payable on or before registration)
	DPhil (Theology)	R 29 000 (Full-Time) per annum (R 15 000 payable on or before registration)
		R 16 000 (Part-Time) per annum (R 9 000 payable on or before registration)

MPhil

	Standard Curriculum	R 8 500 per module
		R 11 000 for mini-dissertation
		R 5 000 for Research Methods Workshop
		R 5 000 for mini-dissertation Continuation Fee per semester
	Special Curriculum	R 8 500 per module
		R 13 000 for mini-dissertation
		R 5 000 for mini-dissertation Continuation Fee per semester
	Research Only	R 27 000 (Full-Time) per annum (R 14 000 payable on or before registration)
		R 15 000 (Part-Time) per annum (R 8 000 payable on or before registration)
	NDP	R 8 500 per module
	Attendance Only	R 2 400 per module

Honours

	BA (Hons) Peace Studies BA (Hons) Philosophy BTh (Hons)	R 8 500 per module
		R 11 000 for Research Project
		R 5 000 for Research Project Continuation Fee per semester

Bachelors

	BA January Intake	R 54 000 (Full-Time) per annum (R 14 000 payable upon registration; R 20 000 payable on 30 April and 30 September)
	BA July Intake	R 28 000 (Full-Time) for the half-year (R 14 000 payable upon registration; R 14 000 payable on 30 September)
	BA Per Module	R 8 500 per 16 credit module
	BCom (PPE)	R 54 000 (Full-Time) per annum (R 14 000 payable upon registration; R 20 000 payable on 30 April and 30 September)
	BCom (PPE) July Intake	R 28 000 (Full-Time) for the half-year (R 14 000 payable upon registration; R 14 000 payable on 30 September)
	BCom (PPE) Per Module / NDP	R 8 500 per 16 credit module

	BTh	R 50 000 (Full-Time) per annum (R 14 000 payable upon registration; R 18 000 payable on 30 April and 30 September)
		R 26 000 (Part-Time) per annum (R 8 000 payable upon registration; R 9 000 payable on 30 April and 30 September)
	BTh Per Module	R 8 500 per 16 credit module
	Undergraduate Module NDP	R 6 000 per 16 credit module

Certificates

	HCBS	R 1 400 per module

Mathematics Conversion Course

	MATH 001	R 8 500 (the full amount is payable upon registration)

Cancellation Fees

	DPhil and MPhil	As per rules
	Honours	R 1 200, and, as per rules
	Bachelor	R 1 200, and, as per rules

Assessment Fees

	No Fee for Regular and Supplementary Examination	
	Deferred or Special Summative	R 1 000
	DPhil	R 4 000 for thesis re-examination
	MPhil	R 3 000 for dissertation re-examination
	MPhil	R 1 600 for Research Paper re-examination
	Honours	R 1 300 for Research Project re-examination

Miscellaneous Fees

	Application Fee Bachelor degree	R 100
	Application Fee for Maths Conversion Course (MATH 001)	R 200
	Application Fee for Certificate, Honours, Masters and Doctoral degrees	R 500
	Late Registration Fee	R 2 200
	Late Renewal of Registration Fee	R 1 500
	International Student Levy	R 6 000 for student from outside Africa
		R 1 500 for student from Africa (excluding SADC)
	RPL Application	R 800
	Course Packs	Between R 300 and R 2 000
	Academic Transcript	First Copy Free R 150 for Additional Copies
	Photocopying / Printing	R 2.00 per page

XII. DIRECTIONS TO COLLEGE AND MAP

1. **Directions from Johannesburg International Airport to the College:**

   As you leave the airport, follow signs westward to Johannesburg on the **R24** highway.

   Continue for 10 - 12 kms, passing the signs to Edenvale, and as you approach a large intersection get into a left hand lane and look for signs to the **N3 South** towards Durban / Germiston / Krugersdorp.

   Turn left, follow **N3 South** motorway and look for signs to Johannesburg/ Krugersdorp. Beware of heavy traffic. You **must** select Johannesburg signs. You will be turning west onto the **M2**. (The M2 goes in a westerly direction around the south side of Johannesburg city.)

   After about 10 kms you will approach another large intersection but you must follow signs to **Pretoria.** Turn left to Pretoria on the **M1** which will eventually turn north. Continue to follow Pretoria signs. Pass the Smit Street/Wits exits. Keep left and turn off at the **Empire Road Exit**.

   You reach one traffic light immediately. You will glide off left onto Empire Road going west. Hug the left lane and this will take you over a flyover (the R.71 towards Emmarentia) which leads you onto Barry Hertzog Avenue. Drop to the 60 k p h speed limit. Follow Barry Hertzog Avenue for at least 5 kms, passing a Checkers on the left at Emmarentia and then a Shell garage on the left. Continue down to intersection with Tana Road (an Engen garage on the left) where Barry Hertzog Avenue changes name to Rustenburg Road. Follow Rustenburg Road down into a dip across a stream and as you start up the hill towards Linden and Randburg, you will see a third garage (BP) on the left and the Victory Park Shopping Centre with a Virgin Active/Pick 'n Pay/Woolworths in it (almost opposite Kingston Townhouses). Turn **left** at the traffic light into 2nd Avenue.

   Then take the next road on the left which is Ley Road. St Augustine College is No 53 on the right.

   If you are coming to a public lecture, or to attend a module or if the address you are given is 26 Road No 3, then instead of turning left into Ley Road, continue up the hill to the next road which is Road No 3 and turn left into it. The College is No 26, on your left. Road No 3 is parallel to Ley Road and No 26 is on the opposite side of the property of the gate at 53 Ley Road.

2. **Directions from Pretoria to St Augustine College**

   Take the **N1 South** from Pretoria. When approaching the big interchange north of Johannesburg (where the roads turn east to Durban, south to Johannesburg and west to Bloemfontein), you should follow the Bloemfontein/Roodepoort signs (**still N1 South**). Follow the concrete highway towards Bloemfontein/Roodepoort until you reach the turnoff for **Randburg / Malibongwe Drive.**

   Take the Malibongwe turnoff. At the top of the off-ramp, turn left to Randburg and continue for about 5kms. After the carriageway changes from double lane to single lane, you will pass Randburg High School on your left and then a BP garage on the left. Shortly after the BP garage, turn left into South Road. At the T-junction, turn right into First Street, and then take the first left into Second Avenue.

   Follow Second Avenue, crossing 2nd Street, 3rd Street, etc. until 10th Street. Just after that, Second Avenue curves left. Pass Crossroads School on your left, continue a short way until you reach Ley Road on your right. (You will see Kingston Townhouses on your left). Turn right into Ley Road and the College is No 53 on your right.

3. **On Map Studio's 14th Edition of the Street Guide for Gauteng Central the pages for Victory Park are 56/57.**
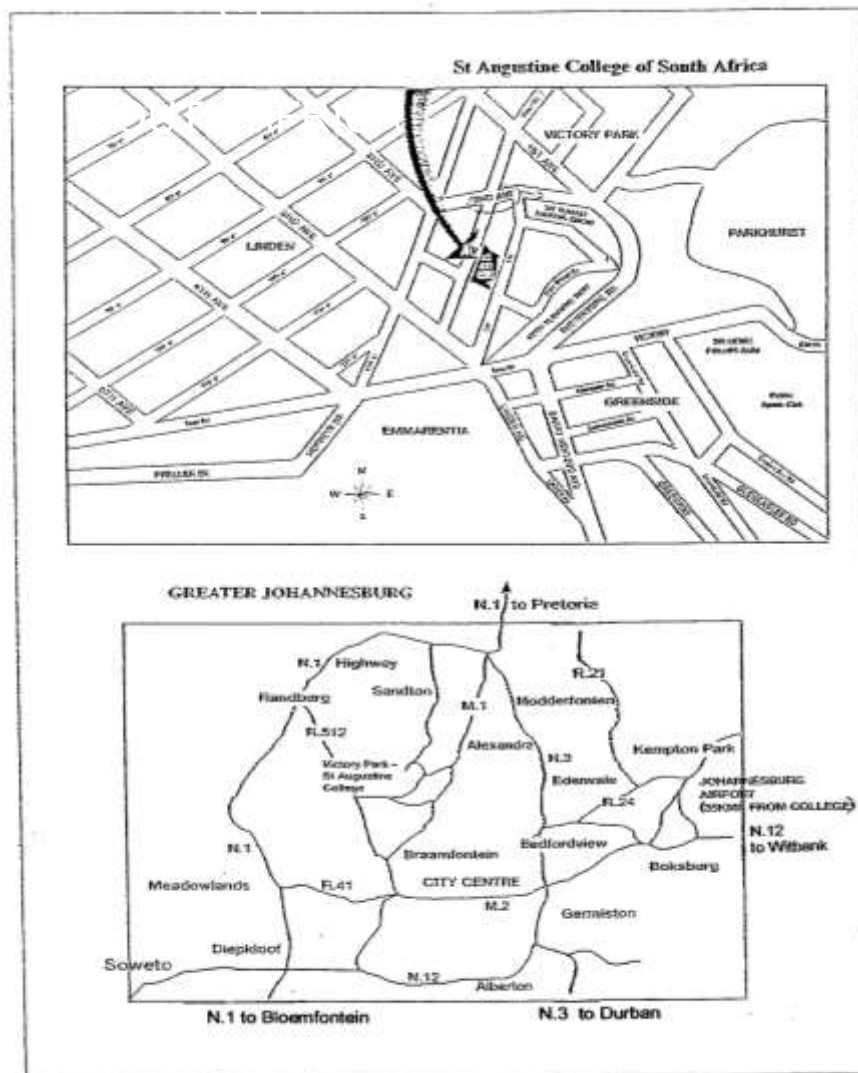
The GPS co-ordinates are:
53 Ley Road   S26°08.356'   E28°00.303'

ST AUGUSTINE COLLEGE
OF SOUTH AFRICA

A leader in ethical education