



# GRADUATION CEREMONY

*Faculty of Humanities (Ceremony 2)*

SARAH BAARTMAN HALL

1 April 2025

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# FACULTY OF HUMANITIES (CEREMONY 2)

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## ORDER OF PROCEEDINGS

Academic Procession.

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

The Presiding Officer will constitute the congregation.

The National Anthem.

Welcome by the Master of Ceremonies.

Musical Item.

The graduands will be presented to the Presiding Officer by the Dean of the faculty.

The Presiding Officer will congratulate the new graduates.

The Master of Ceremonies will make closing announcements and invite the congregation to stand.

The Presiding Officer will dissolve the congregation.

The procession, including the new graduates, will leave the hall.

*(The congregation is requested to remain standing until the procession has left the hall.)*

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# NATIONAL ANTHEM

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

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

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

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

## NAMES OF GRADUANDS

### FACULTY OF HUMANITIES

*Dean: Professor S Kessi*

#### DEGREE OF BACHELOR OF ARTS HONOURS

Adams, Aman (in the first class)  
Africa, Manuela Pumile  
Aherm, Niamh Dominique (in the first class)  
Allie, Quanita  
Arries, Cindy-Joy  
Baker, Catherine Christina  
Bassadien, Sulaiman Mikael  
Beare, Jack Grant (in the first class)  
Bertsch Rivera, Alba  
Blackie, Alexander Craig  
Boswell, Naomi Lauryn (in the first class)  
Calitz, Ernst Johan (in the first class)  
Carver, Emily Frances (in the first class)  
Chirwa, Claudia Bayenji  
Chuma, Simbiso  
Cimato, Fabiana Maria  
Coetzee, Kayla  
Da Silva, Claudia Constantino (in the first class)  
Derris, Megon  
De Villiers, Chloe Ann (in the first class)  
Diescho, Nayenda Elizabeth  
Dollie, Hasnaa  
Du Plessis, Christie Iris  
Dyeshana, Alizwa-Amaleta Lamla  
Forbes-Wilkinson, Dylan (in the first class)  
Gildenhuys, Liam Thomas (in the first class)  
Gxilische, Shako  
Hackney, Madison Georgia (in the first class)  
Hassim, Hana (in the first class)  
Hendricks, Aaliyah  
Hendricks, Saarah (in the first class)  
Ho, Chieh-Ya  
Hopp, Cleveland Noble Clyde  
Jamu, James  
Janisch, Erin Mary (in the first class)  
Jansen-Thomas, Leanne  
Joubert, Miriam (in the first class)  
Kalam, Gadajah  
Katz-Wright, Ruby Ella (in the first class)  
Kroese, Nicola  
Leech, Adrian Liam

Lessick, Sarah Debra  
Lombat, Ziān (in the first class)  
Louw, Marthea  
Lukic, Alexandra Katarina (in the first class)  
Mahony, Kristine Sarah (in the first class)  
Makatu, Makatu Thato (in the first class)  
Manne, Itumeleng  
McNally, Sam (in the first class)  
Mdhluli, Nonhlanhla Zandile (in the first class)  
Mdovu, Sibulele  
Mukadam, Ayesha Showkat Alie  
Munyai, Munaka Tshilidzi  
Muremi, Arehone Nelvis  
Mutsekwa, Ruvarashe  
Mxutu, Zukhanye (in the first class)  
Naidoo, Julia Kay  
Ndlovu, Muziwethu Yibanathi (in the first class)  
Neugebauer, Emma (in the first class)  
Ngcobo, Noah Mandlakhe René  
Nkuna, Khanyisa (in the first class)  
Noruwana, Lumka Dumisile  
Odendaal, Anke Isabella (in the first class)  
Raseale, Neo  
Robertson, Klara Marie (in the first class)  
Saacks, Sarah Leah  
Salduker, Samira (in the first class)  
Samie, Abdulaziz  
Scheepers, Cassandra Jane (in the first class)  
Schutte, Hannah Deborah (in the first class)  
Sezoe, William Enrico  
Smit, Kyle (in the first class)  
Snowball, Julia Dalziel (in the first class)  
Snyman, Stefan  
Swainston Harrison, Alanna (in the first class)  
Swanepoel, Sibella Christine (in the first class)  
Swarts, Jess Catherine (in the first class)  
Timm, Chloé Raine (in the first class)  
Van Der Riet-Field, Ella (in the first class)  
Van Der Vyver, Wynand  
Van Harmelen, Bianca (in the first class)  
Van Zyl, Rubyrose  
Voterson, Imaan (in the first class)  
Watson, Gareth Richard  
Weissenberg, Zachary Glynn (in the first class)  
Whittal, Erica Rachel (in the first class)

#### DEGREE OF BACHELOR OF EDUCATION HONOURS

Adams, Thurlo Aldred (in the first class)  
Bedford, Naadhirah (in the first class)  
Benton, Dominique Sarah (in the first class)  
Christian, Roxanne Sarah  
De Louw, Bernard Brendon  
Fisher, Megan-Jayne  
Hockey, Carla Louise  
Jacobs, Wiaam  
Letlotlo, Thato  
Masizana, Sibongile  
Mbizo, Sivuyile Ashley  
Mirembe, Deniz  
Mofokeng, Happiness  
Motshabi, Kamohelo  
Mthimkulu, Nontlantla  
Mzinda, Bhongo  
Ndlovu, Nomagugu  
Pulse, Tamlyn  
Phetlha, Dabea Mmankitseng  
Prinsloo, Miche Ashlin  
Reddy, Kaitlyn (in the first class)  
Sahib, Mardiyah (in the first class)  
Sedick, Nuhaa (in the first class)  
Sidlai, Avumile Zimkhitha  
Solomon, Mogamad-Niyaz

#### DEGREE OF BACHELOR OF MUSIC HONOURS

Alexander, Seth  
Fan, Ellie (in the first class)  
Joubert, Gerhard (in the first class)

#### DEGREE OF BACHELOR OF SOCIAL SCIENCE HONOURS

Abrahams, Nurah  
Adams, Mikhael  
Aheer, Ashira  
Ashby, Alaya (in the first class)  
Baldeh, Isatou  
Bandezi, Zusiphe  
Beeharry, Leeveshwarnathsingh (in the first class)  
Benjamin, Althea Desiree  
Bensch, Nina (in the first class)  
Benton, Jade Phillips  
Beukes, Albie-Vitali (in the first class)  
Bloemetje, Jamie Caitlin  
Bolaane, Boemo Benjamin  
Boland, Julia (in the first class)  
Borman, Joe Thomas

Bowles, Olivia	Mahlakazana, Yonela	Rochert, Chanté Jo-Ann
Brown, Dugan Mornantau	Makok, Mishka Chané	Rodo, Ronan
Buckland, Jessica Francis	Makuta, Rupi	Roode, Ashleigh
Burke, Lawrence Stephen	Mandengenda, Alexandra Anesuishe	Rushworth, Luke Philip (in the first class)
Cele, Zuko	Maphosa, Thabolwethu Tema (in the first class)	Rylands, Iman
Christians, Tamryn	Marais, Marius Tiago	Seedat, Zah'ra
Coltart, Bethany Miriam (in the first class)	Mavuso, Thamsanqa Warren	Seef, Sage Eileen (in the first class)
Corbett, Kelly Neve	Mbimbi, Amanda Amahle	Sekgethela, Pearl Reabetswe
Courtenay, Julia Katherine (in the first class)	Mccabe, Sukainah	Sekhwela, Maite
Davids, Safiyah	Mdluli, Luyanda	Sere, Rethabile Fiona
Dawood, Amarah	Mduna, Nhlanhla (in the first class)	Shaikh, Safina
De Coito, Melissa Anne (in the first class)	Meiring, Mia	Shellys, Geena
Del Mistro, Alessia (in the first class)	Menne, Anne Lorelle	Skenjana, Qama Songo
Dodo, Erin Lesley	Mentor, Chloe	Smith, Erin Ashleigh
Doutie, Mariam	Mia, Iman	Sodinga, Nombulelo Elspeth
Dube, Sandile	Mkhwanazi, Nqobile Amahle	Sow, Aisha
Duiker, Olivia Cheryl-Ann	Mlambo, Bhasani Christina	Stamper, Owam (in the first class)
Evans, Amicah Toria-Ree (in the first class)	Mntalo, Ayabukwa (in the first class)	Stemmet, Mishka (in the first class)
Foo Kwue, Liang Gerald	Mnyakama, Sihle	Stevens, Joel
Forbes-Wilkinson, Siobhán	Modise, Gontle Justine	Stulting, Lara (in the first class)
Geland, Tracey Jean (in the first class)	Molose, Baxolele (in the first class)	Swart, Byron (in the first class)
Gurney, Michael Stillard	Moos, Basheera	Swart, Laeeq
Hakizimana, Mugisha Sadiki (in the first class)	Morelo, Thabiso Candice	Swart, Neallyn Madelaine
Halvorsen, Raine (in the first class)	Moyi, Lihle Hlumelo	Tayob, Mohamed Yaseen (in the first class)
Hamilton, Serine	Mphuthi, Tselane Mahlatse	Thesen, Alison
Hammond, Samantha Ann	Mthembu, Kamvelihle	Thimbela, Sikhonathi
Hangford, Nikita	Mtshali, Sifiso	Thunde, Alessandra
Hartman, Michael Douglas	Mughogho, Wezi Sara (in the first class)	Tibe, Sinalo
Hirkham, Julian Douglas	Mwale, Rodrick Talkmore	Tsikitsiki, Zethu
Hiwa, David Anthony	Mwanyangapo, Generosa Nandjala	Van Der Westhuizen, Zoe
Hlongwane, Vuyolwethu Nonhle	Tuna-Omukwathi (in the first class)	Van Niekerk, Clarice
Hotz, Kayla Shannon (in the first class)	Myeza, Sanele	Wagner, Lucy Beth (in the first class)
Ibrahimkhan, Sana	Mzimela, Anelisa Queen	Waso, Danielle
Ismail, Hanim (in the first class)	Nare, Matshediso Wameloratobonita	Willis, Jordan Lindsay
Jack, Christina	Nganga, Wanjiru	Wolfsohn, Sasha-Lee (in the first class)
Jackson, Kyle	Ngobeni, Shearer	Zweni, Asandiswa
Jacobs, Kimber	Ngobi, Ambrose	
Jacobs, Zimbini Thato	Noordien, Zarah	
Jaravaza, Tanaka Juliet	Noor-Mahomed, Raeesah	
Johnson, Jade Leigh	Noor-Mahomed, Raeesah	
Khanjra, Samina Haroon	Ntombela, Simo S'khumbuzo (in the first class)	
Khumalo, Ntokozo (in the first class)	Omuron, Joel	
Kilzer, Gabriela (in the first class)	Palmer, Kristen Emma	
Klaas, Simnikiwe	Papu, Oyama	
Kraai, Mveliso	Patel, Isra	
Lekhor, Moelo	Paton, Gemma Rose (in the first class)	
Le Roux, Jason Ryan	Pharo, Logan	
Lesala, Boitumelo	Phoshoko, Johannah Mamohlala (in the first class)	
Levett, Kate Frances (in the first class)	Pintos Cerda, Agustin	
Lewis, Julia Michelle	Plaatjes, Caleigh	
Lin, Tzu-Yin	Pokile, Okuhle (in the first class)	
Lokombekombe, Joy-Tosomba	Pretorius, Danielle	
Luvhengo, Prosperity Takalani	Ratshitanga, Tsengelatsiwana Naledi	
	Richards, Zoë	
	Ritzenthaler, Katarina Renate Lieselotte	
	Dilek (in the first class)	

#### DEGREE OF MASTER OF ARTS

Abrahams, Dmitri (with distinction)  
Bennett, Andrew John  
Botha, Carla (with distinction)  
Cerf, Tayla Chante (with distinction)  
Dlamini, Annette  
Fredericks, Farren  
Gaffoor, Zainab (with distinction in the dissertation)  
Goosen, Nicola  
Grey, Darrin Lee  
Griqua, Erin Lee  
Grobler, Etienne (with distinction)  
Isaakidis, Petros (with distinction)  
Johnson, Kirsten Jade (with distinction)  
Kalimashe, Nombulelo Ntombizanele  
Liss, Isabella Rose (with distinction)  
Malefane, Reitumetse (with distinction)

Marx, Brendan (with distinction in the dissertation)  
 Matose, Kineiloe Tinotenda (with distinction in the dissertation)  
 Mazibuko, Sipehele (with distinction)  
 Mlomo, Zintle Wanda (with distinction)  
 Ndabane, Tshogofatso  
 Ngomane, Tsholofelo Hope  
 Nissen, Leigh Rachel Ntombekhaya  
 Nkukwana, Oyisa Amahle  
 Nyamnjoh, Sue Bih (with distinction)  
 Ohajunwa, Kasarachi Dionne  
 Oldjohn, Theophilus  
 Phitidis, Kimon Joseph (with distinction)  
 Prinsloo, Estelle Helena (with distinction)  
 Shabangu, Bongani (with distinction in the dissertation)  
 Stromin, Juliet Ilena (with distinction)  
 Suiza, Chanan (with distinction)  
 Suter, Yan Guan Rosanna

DEGREE OF MASTER OF ARTS IN  
 NEUROPSYCHOLOGY

Fourie, Lauren  
 Mokoena, Limpho Naledi Imogen (with distinction)  
 Sebolai, Katlego Eulenda  
 Smith, Caitlin Jade (with distinction)  
 Turan, Altay Yüce

DEGREE OF MASTER  
 OF EDUCATION

Issufo, Vali Jafar (with distinction)  
 Jonkers, Jacqueline Rokeya  
 Leburu, Mosuwa Nemeya Prince (with distinction)  
 Loizides, Jessica Joy (with distinction in the dissertation)  
 Omar, Leila Aquima (with distinction)  
 Pather, Melvin  
 Phetlhu, Ontiretse (with distinction in the dissertation)  
 Shabangu, Sandile (with distinction)  
 Snyders, Angelika (with distinction in the dissertation)  
 Van Der Merwe, Brendan Kenneth (with distinction in the dissertation)  
 Wessmann, Susarah Johanna (with distinction in the dissertation)

DEGREE OF MASTER OF FINE ART

Price, Ayesha (with distinction)

DEGREE OF MASTER OF LIBRARY  
 AND INFORMATION STUDIES

Hlemfu, Malixole  
 Mambo, Rumbidzai (with distinction in the dissertation)  
 Notshokovu, Cwayita

DEGREE OF MASTER OF MUSIC

Buitendag, Murray Vincent (with distinction)  
 Mathebula, Mthokozisi Neo  
 Mosola, Bonga Thandekile (with distinction)  
 Nuro, Sumalgy Jafar (with distinction in the dissertation)  
 Seabi, Phuti Puseletso

DEGREE OF MASTER  
 OF PHILOSOPHY

Berning, Carey Elizabeth Roe (with distinction)  
 Ennis, Andrew Edward  
 Grootboom, Lauren Marsha  
 Jellin, Dana Simone (with distinction)  
 Karaca, Resul  
 Martin, Jade Morgan  
 Maunye, Sibahle Dimpo (with distinction)  
 Mchunu, Mbali Claire (with distinction in the dissertation)  
 Muasya, Roy Michael Kasema  
 Rousell, Claire (with distinction)  
 Sigauke, Delight Tawanda  
 Thomson, Ingrid Lesley  
 Yieke, Tess Herra

DEGREE OF MASTER  
 OF SOCIAL SCIENCE

Alexander, Andrea Florence (with distinction)  
 Alvarez Almada, Adriana Belen  
 Banzana, Mihlali  
 Burton, Olivia Claire (with distinction)  
 Frydie, Asheeqah  
 Gebashe, Nomfundo Zime Nokulunga  
 Hlatshwayo, Busisiwe Sophie (with distinction)

Karani, Mazeera  
 Kom, Milisa  
 Liebenberg, Armand (with distinction)  
 Lugagu, Snenhlanhla Khulakahle  
 Matee, Laron Daroll  
 Mavuso, Sibonelo Rethabile  
 Megannon, Tegwyn  
 Miza, Kamvalethu  
 Moore, Jaimee  
 Paine, Ayanda Allie  
 Vievermans, Maud Stefanie Joanna (with distinction in the dissertation)

DEGREE OF DOCTOR  
 OF PHILOSOPHY

De La Harpe, Anthony Vernon  
 Thesis Title: *The discovery and development of the Namaqualand Diamond Field, 1925-1950*

Anthony de la Harpe holds an MA degree in History from the University of the Western Cape. He began full-time study towards a PhD in 2018. His origins in Namaqualand and his familiarity with mining land claims led to his choosing his thesis topic.

Anthony de la Harpe's thesis explores the history of the Namaqualand diamond field, from the earliest finds to present-day developments. He places worker experiences associated with the extraction of precious stones at the centre of his narrative. Following the establishment of copper mines in Namaqualand in 1852, the region has, since 1928, also produced significant gem quality diamonds. Yet, he shows, it does not reflect the riches extracted from its soil. Mining's deleterious effects include migrant labour, low wages, workplace discrimination, and degraded landscapes, while closed mining towns undermine the wellbeing and mental health of workers and their families albeit that some say, this is offset by the material benefits they have gained, their physical security and their close interpersonal relationships. Anthony de la Harpe concludes that it seems inevitable that Namaqualand's diamond mines will, like the copper mines before them, be scaled down and face eventual closure as their finite, wasting resource is depleted.

*Supervisor:* Emeritus Professor N Penn

Fischer, Mareli

Thesis title: *Functional impairment in school-aged South African children with ADHD: design, implementation, and evaluation of a targeted intervention*

Mareli Fischer is an HPCSA-registered clinical psychologist. She completed her MSocSci in Research Psychology (with distinction) at UCT in June 2010, and her MA in Clinical and Community Psychology at Stellenbosch University in December 2010. She began her PhD work in 2014 while in private practice.

Mareli Fischer's thesis had two broad aims, each addressed in a separate study. Study 1, a needs assessment investigation, delineated areas of functional impairment in school-aged South African children with ADHD. Results indicated that these children faced wide-reaching challenges across all assessed domains (home, school, interpersonal relations), but that parents were specifically concerned with school performance. Study 2 evaluated an 8-week parent intervention that Mareli Fischer designed to address the functional impairments identified in Study 1. Results indicated that the intervention was successful in addressing functioning impairment across all assessment areas. Moreover, these improvements were maintained at 6-month follow-up. Mareli Fischer's conclusion is that psychosocial interventions for ADHD should address functional impairment rather than simple symptom counts, because this allows direct focus on everyday struggles. The importance and novelty of Mareli Fischer's research is that cost-effective and successful interventions can be designed and implemented in low-resource settings.

*Supervisor:* Professor KGF Thomas (Psychology)

Fish, Roslyn

Thesis Title: *Ways of Seeing Women's History: An action research study of student responses to a document-based lesson sequence centring Black women in a historical narrative*

Roslyn Fish completed a BA in English and Political Philosophy and BA

Honours in Political Philosophy (cum laude) at Stellenbosch University as well as a PGCE (UNISA). She taught history for 24 years. In 2021 she began an MEd which was upgraded to a PhD.

Roslyn Fish's thesis reports on a document based enquiry aiming to integrate the teaching of women's history in the classroom. She designed and curated a series of pedagogically engaging lessons which centred Black women in events that secured the 1950s ending of bus segregation in Montgomery, Alabama. The lessons culminated in students constructing a revised textbook entry. Her analysis tracks the uneven process of learning, unlearning, and resistance to learning, as demonstrated by students across the lesson sequence. She finds that affect plays a significant role – acting as an enabler of cognitive and critical development, but also as an inhibitor, particularly when students experience new knowledge as discomfiting their sense of themselves and how they wish to be seen socially. From these findings, Roslyn Fish develops a schemata of three interlocking lenses – disciplinary, critical, and psychosocial – for teachers to better facilitate learning and enhance student progression in the study of history.

*Supervisor:* Dr K Angier (School of Education)

*Co-supervisor:* Professor C McKinney (School of Education)

Friar, Taylor Michelle

Thesis Title: *Relationality and theories of the gaze: an analysis of the black female body archetype in the work of contemporary African artists*

Taylor Friar has a BA in International Studies from Spelman College, USA and an MSc in International Development from University College London, UK.

Taylor Friar's thesis examines the portrayal of black women, particularly Sara Baartman, in the work of contemporary artists Wangechi Mutu, Tracey Rose and Lady Skollie. She considers how these artists use and subvert the colonial archive, an archive marred by a history of violence,

particularly in its reductionist and hypersexualized portrayals of Black bodies. Applying various theories of the gaze, and through exploring scopophilia and various form of gaze – imperial, colonial and ethnographic – Taylor Friar's thesis proposes a shift towards an empathetic gaze. Drawing inspiration from Tina Campt's *A Black Gaze*, she advocates for a relational approach and a care ethic. She interrogates the use of three relational schemas associated with the Black female body and that shape violent stereotypes: sexuality, the grotesque, and fetishism. By doing this, she reveals how the legacies of the Enlightenment period, surfacing in the exhibition practices of museums and galleries, complicate the portrayal of Black women's bodies. Taylor Friar's research sets the stage for further exploration of how African women artists intervene through their artistic contributions.

*Supervisor:* Associate Professor N Makhubu (Fine Art)

Kamaldien, Naeelah

Thesis Title: *Resistance within the text: apartheid protest poetry produced by South African high school learners between 1960 and 1990*

Naeelah Kamaldien holds a BA in English, Psychology, and Philosophy, an Honours degree in Psychology, an MA in English, and a Postgraduate Certificate in Education, all from the University of the Western Cape. She first registered for a PhD at UCT in 2020.

Naeelah Kamaldien's thesis critically examines protest poetry published by South African high school learners between 1960 and 1990. Analysing poetry published in Apartheid-era periodicals *English Alive*, *Upbeat*, *Symbol and Siyafunda*, Naeelah Kamaldien considers these poems to be a form of protest poetry previously under-researched in English Literary Studies. She shows how the poets resisted Apartheid indoctrination instilled via the "hidden curriculum" produced by Christian National Education and Bantu Education, and how they refused ideologies of White superiority by using their poetry to

protest the Apartheid system. Naeelah Kamaldien demonstrates how these high school learners' poetry highlights the hypocrisy of the Apartheid system in both the personal domain of citizen's private lives, as well as within the public-political realm. She further argues that analysing high school learners' poetry produced during Apartheid forms a mode of decolonial inquiry, allowing the field of English Literary Studies to expand definitions of decoloniality, as well as definitions of protest literature.

*Supervisor:* Associate Professor B Boswell (English Literary Studies)  
*Co-supervisor:* Associate Professor P Anderson (English Literary Studies)

Kariuki, Moses Mbutu  
Thesis Title: *The effects of language on the informativeness and accuracy of child witnesses in Kenya*

Mbutu Kariuki holds a Bachelor of Psychology from the University of Nairobi, Kenya and a Master of Philosophy in Psychology from the University of Cambridge, United Kingdom.

Mbutu Kariuki's thesis reports the effects of language on the informativeness and accuracy of child witnesses in multi-ethnic, multicultural settings where the official languages of the court are not necessarily the home languages of the majority. Drawing from data generated in a staged memory event, he reports that children who testify in their home language are significantly more informative and accurate in describing their experience than those who testify in a second language. He presents these findings together with a report of a review of case law, a report of a survey of magistrates and prosecutors about their experience, practice and opinion regarding language use in court, and an analysis of a case study involving a child reporting sexual abuse. He shows that all of these indicate significant language-use concerns likely to disadvantage child witnesses. Mbutu Kariuki concludes that home language should always take precedence when questioning children in forensic contexts.

*Supervisor:* Professor CG Tredoux (Psychology)

Koloko, Muya Nzo'ola John  
Thesis Title: *"This will never happen in real life": Cape Town tweens' responses to represented violence in digital games*

Muya Koloko holds a BSocSc, a BSocSc(Hons), and an MA in Psychological Research from UCT. He joined UCT's Centre for Film and Media Studies for his PhD studies. He is a founder of UCT's ParaSports Club and a proponent of sports for people with disabilities.

Muya Koloko's thesis explores how South African children (ages 10-12) respond to video game violence and how they understand retaliatory violence in particular. Based on interviews with children at play in Rondebosch and Khayelitsha, he explores their perspectives on video game violence and their contextual understandings of violence in diverse South African life worlds. He finds that those children draw clear distinctions between representations of violence in video games and the forms of violence which some had directly experienced, witnessed or heard about. He also surveyed a further sample of children (n=217) to investigate potential congruence between support for retaliatory violence in video games and violence in their life worlds. He concludes that ideas of acceptability of violence, as presented in video games, are not internalised by most children. He attributes this to the important role of the nuanced and contextual cues they receive from games themselves, as well as from peers and caregivers.

*Supervisor:* Associate Professor M Walton (Centre for Film and Media Studies)  
*Co-supervisor:* Professor C Ward (Psychology)

Locke, Kent Anson  
Thesis Title: *Estimating minimum thresholds of natural vegetation for the integrated management and protection of water quality in South African catchments*

Kent Locke completed his BA(Hons) and MA at UCT and enrolled for doctoral studies in 2022.

Kent Locke's thesis examines

how South Africa's water quality challenges are attributable to poor and deteriorating land use and land cover. His study modelled the relationships between water quality and natural vegetation across multiple sub-catchment scales within the Berg-Olifants, Breede-Gouritz, and Mzimvubu-Tsitsikamma Water Management Areas. His research identified the extent and scale of natural vegetation cover required to protect downstream water quality from contaminated runoff. He found that there is a statistically significant, nonlinear, and inverse relationship between the proportion of natural vegetation cover and pollution levels. Based on nonlinear threshold estimates, he also found that a significant increase in pollution levels can be expected when the proportions of natural vegetation fall to below 45% across a whole catchment and to below 60% within a 200 metre riparian buffer zone. Kent Locke's thesis demonstrates the critical importance of preserving areas of natural vegetation for water quality management at a catchment scale.

*Supervisor:* Associate Professor K Winter (Environmental and Geographical Science)

Maksudi, Kassa  
Thesis Title: *Intergenerational transmission of domestic violence in refugee families in Durban, South Africa*

Kassa Maksudi holds a BSocSc in Psychology and Criminology from the University of KwaZulu-Natal, a BSocSc(Hons) in Psychology from Rhodes University, and an MSocSc in Health Promotion from the University of KwaZulu-Natal. She began her PhD studies in 2021.

Kassa Maksudi's thesis explores the intergenerational transmission of domestic violence in refugee families from Burundi and the Democratic Republic of Congo, all living in Durban, South Africa. Her study focuses on refugee mothers and their adult daughters. She examines their experiences of domestic violence and the psychosocial mechanisms associated with its transmission. Her qualitative research employed an embedded single



case-study design, starting with focus group discussions and followed by individual semi-structured interviews. These data collection methods provided rich data, revealing the prevalence of domestic violence against women and children, and its transmission across generations. Additionally, Kassa Maksudi's findings identified potential protective factors that may disrupt the transmission of violence within refugee communities. The insights gained from her study contribute to current knowledge on intergenerational transmission of domestic violence, particularly within refugee populations, and offer important implications for interventions and policy recommendations aimed at mitigating domestic violence amongst such vulnerable groups.

*Supervisor:* Dr S Hussain (Social Work and Social Development)

Malapela, Thembani

*Thesis Title: Exploring the value of academic libraries in the 21st century: a comparative study of two universities in Southern Africa*

Thembani Malapela has a BSc(Hons) in Library and Information Studies (first class) from Zimbabwe's National University of Science and Technology and an MPhil in Library and Information Studies (with distinction) from UCT.

Thembani Malapela's thesis is based on a comparative case study of the value of academic libraries to their users, with a particular focus on their contribution to teaching and learning outcomes. Since value is a difficult concept to measure, especially in academic libraries where services are not sold, he employed Saracevic and Kantor's (1997) "theory of use-oriented value of library and information services". He found that, despite their changing technological terrain, academic libraries are still valuable to their users and contribute to their institutional mandates. Thembani Malapela's study, the first of its kind in Africa, brings a new approach to exploring the value of academic libraries in that it developed and now offers a "taxonomy of value in academic libraries", which can be used as

a tool in future assessments of value in academic libraries.

*Supervisor:* Emeritus Associate Professor K de Jager (Knowledge and Information Stewardship)

Mambwe, Elastus

*Thesis Title: Playing catch up: a critical examination of filmmaking and the film sector in Zambia*

Elastus Mambwe holds a Bachelor's and a Master's degree in Mass Communication from the University of Zambia (UNZA). A former award-winning journalist and radio producer, he is currently a researcher and lecturer in media and journalism at UNZA. He enrolled at UCT in 2017 for his PhD studies.

Elastus Mambwe's thesis examines the critical factors underlying the development of filmmaking in Zambia from 1964 to 2021. He applies a political economy of film theoretical lens, and a cinema of small nations analytical paradigm to illuminate marginalized film cultures and histories. His qualitative study sheds light on how filmmaking has evolved during three key political dispensations in Zambia's history. He explains how socio-political and economic conditions have influenced the country's postcolonial film production context and how inadequate funding, limited training, and a lack of government policy are among the persistent challenges. He also investigates local television's place in screen production, the role of digitalization, and how Zambian filmmakers go beyond didacticism and embrace different narrative styles. Elastus Mambwe's study contributes to an emerging national discourse on creative industries and furnishes film sector insights from a country mostly absent from African film discourse.

*Supervisor:* Associate Professor L Modisane (Centre for Film and Media Studies)

Marrengane, Cebisile Ntombini Ali  
*Thesis Title: An African city and the modern plague: Transformations in governance at the moment of Mbabane's HIV & AIDS crisis*

Cebisile Marrengane completed her BA at Earlham College, Indiana, USA and MA at Clark Atlanta University, Georgia USA.

Cebisile Marrengane's thesis focuses on how the city of Mbabane, the capital of Eswatini, responded to the HIV and AIDS crisis during a period of rapid urbanisation between 1995 and 2005. She examines the city's bifurcated governance architecture anchored by the city council on the one hand and traditional authorities who represent the country's monarchy at local level on the other. She attributes the scale of the crisis as a critical factor in enabling the city council to abandon centralised decision-making practices to find new ways to respond to the needs of city dwellers besieged by the HIV epidemic. Her research reveals that the crisis created an opportunity for the city council to adopt novel partnerships with traditional authorities who have long held the power to allocate citizenship in this African city but were excluded from urban governance structures. Her research highlights the complex, adaptable nature of governance in African cities.

*Supervisor:* Professor S Oldfield (Environmental and Geographical Science)

Meyer, Gaelin

*Thesis Title: Developing a critically inclusive study of religion*

Gaelin Meyer holds a BA(Hons) degree in Psychology from the University of South Africa, and a Master's degree in the study of Religions from UCT.

Gaelin Meyer's thesis research centres around interrogating the role of exclusive humanism within the modern academic study of religion. She critiques the epistemological closures that accompanied secular developments within the field of religious studies and links these closures to colonial imperatives that still impact the academic domain. She suggests turning to the

epistemologies found within indigenous African spaces in order to address past erasures, and to inspire new research directions in the study of religion.

*Supervisor:* Professor S Shaikh (The Study of Religions)

*Co-supervisor:* Professor J Strijdom (UNISA)

Naicker, Camalita

Thesis Title: *A long history of Marikana: law, space, and violence in the making of a migrant labour system*

Camalita Naicker completed her BA(Hons) and MA degrees at Rhodes University and started her doctoral project in 2017, the same year that she took up a lecturer position at UCT.

Camalita Naicker's thesis provides a critical and historically informed genealogy of the Marikana massacre. She does that by re-examining the history and historiography of the migrant labour system in South Africa from the 1860s to the early 2000s. She argues that, in order to understand the complexities of the Marikana massacre, it is important to trace the long history of the interrelationship of law, space and violence. The first part of her thesis offers a critical reading of both the Marikana Commission of Inquiry report and the discourse of non-racialism in the organised labour movement. The second part examines the infrastructure of migrant hostels in mining compounds, the debates around witchcraft killings and cattle theft in the workers' homeland states, and the informal economy and precarious legal situation of urban shack settlements. Her thesis highlights the persistence of a stereotype of violent tribal migrant workers across the different discourses of mining capital, of organised labour and of the colonial, the Apartheid and also the post-Apartheid states.

*Supervisor:* Associate Professor B Kar (Historical Studies)

*Co-supervisor:* Emeritus Professor C Hamilton (Historical Studies)

Ndedi Essombe, Christiane

Thesis Title: *"We still have to unlearn [...] We are programmed, you know?" Analyzing black South Africans' violence against foreign black Africans*

Christiane Ndedi Essombe holds a Master's in Public Health from the University of Montreal School of Public Health, Canada. She has worked in the fields of anti-racism and anti-oppression for several years. She began her PhD studies at UCT in 2022.

Christiane Ndedi Essombe's thesis explores Black South Africans' violence against foreign Black Africans. Her goal is to identify what that violence might reveal about contemporary racial identities and racial relations among Black Africans on the continent. By applying a decolonial intersectional narrative framework to analyse life stories shared by 79 Black Africans, she suggests that Black Africans' contemporary racial identities might still be informed by the confinement of Black people within dehumanizing colonial archetypes, and also by their marking for racist, capitalistic, and gendered colonial violence. Christiane Ndedi Essombe's study contributes to work that draws attention to the violent and long-lasting psychological impacts of Western colonialism and it suggests paths for interrupting such coloniality, notably by reclaiming identities that challenge colonial ideals. Her research will be useful for future decolonial qualitative studies that seek to challenge coloniality and the ongoing silences that surround it.

*Supervisor:* Professor F Boonzaier (Psychology)

*Co-supervisor:* Professor S Kessi (Psychology)

Ndwanwe, Sthembile

Thesis Title: *Strategies of exclusion in non-timber forest product commercialisation in South Africa: an ethnographic study of honeybush (Cyclopia spp.) use and trade*

Sthembile Ndwanwe completed her Bachelor's and Master's degrees at UKZN and began full-time study towards her PhD in 2018.

Sthembile Ndwanwe's thesis investigates strategies of exclusion in the commercialisation of non-timber forest products in South Africa. Her goal was to broaden understanding of underlying factors that continue to place 'coloured', Black, and Indigenous peoples at the margins of the natural products sector, and how that occurs despite global biodiversity pacts that promise equity, justice and benefit sharing. Sthembile Ndwanwe's ethnographic study focuses on the commercialisation of honeybush (*Cyclopia* spp.), a plant endemic to South Africa and traditionally used as a tea and medicine. Her findings reflect generational perspectives of how honeybush tea came to be produced under land and epistemic enclosures and how local communities have had to navigate their way through such barriers. Sthembile Ndwanwe's thesis demonstrates that access to the honeybush plant has increasingly diminished, from colonial to democratic eras, making it difficult for those without land and resource rights to benefit and participate in its commercialisation. Her findings have important implications for ongoing biodiversity economy initiatives and related policies that the state has designed for inclusivity and redress.

*Supervisor:* Professor RP Wynberg (Environmental & Geographical Science)

*Co-supervisor:* Professor M Bollig (University of Cologne)

Nhaitayi, Ropafadzo Malvin

Thesis Title: *An exploration of Social Impact Bonds as a social development strategy. A South African case study*

Ropafadzo Nhaitayi holds a BSW, a BSocSc(Hons), and a MSocSc in Social Policy and Management, all from UCT. He joined the Social Development department in 2021 for his PhD studies. Before joining UCT, he worked in resource mobilization and programme management in South Africa and Zimbabwe.

Ropafadzo Nhaitayi's thesis focuses on Social Impact Bonds (SIBs), an innovative financing mechanism for social development that focuses on outcomes. He explores two case studies,

the Impact Bond Innovation Fund and the Bonds For Jobs SIBs, the first to be designed and implemented in South Africa. He investigates the considerations that need to be taken into account when designing and implementing the mechanism. He further looks at the challenges that the mechanism presents, including the high costs and the lack of a legislative framework to govern the mechanism. He goes further to determine how the SIBs performed, finding that the mechanism results in improved outcomes and increased innovation. The findings from Ropafadzo Nhaitayi's research can help provide a roadmap of the issues to be considered by future SIBs.

*Supervisor:* Dr E Campbell (Social Work and Social Development)

Nsama, Priscillah

*Thesis Title: Implications of customary land conversions on the authority of traditional leaders: a case of Mungule Chiefdom, Chibombo District in Central Province of Zambia*

Priscillah Nsama, holds a BA in Development Studies from the University of Zambia and an MA in Agrarian and Environmental Studies from the International Institute of Social Sciences (ISS) in The Hague, Netherlands.

Priscillah Nsama's thesis significantly advances our understanding of customary land conversions in Zambia, revealing the unintended relinquishment of traditional leaders' authority during the transition to leasehold tenure. It introduces a novel perspective on newcomers' role in challenging traditional authority structures and addresses gaps in the literature on socio-economic and cultural implications, offering crucial insights for policymakers. It also explores the transformative effects of cultural heterogeneity on societal values, thereby making profound contributions to land tenure studies and community development.

*Supervisor:* Professor H Chitonge (African Studies and Linguistics)

Nsobya, Abdulhakim Abdalla

*Thesis Title: Mediated Mimbar: Muslim media and identity in Uganda*

Hakim Nsobya holds BA and MA degrees in Media studies from Islamic University in Uganda and the University of Dar-es-Salaam, Tanzania, respectively. He completed his MA in Religious Studies at UCT in 2018, before embarking on full-time study towards a PhD.

Hakim Nsobya's thesis examines how new media use shapes religious identity in a Muslim minority context. Through content analysis, observation, and interviews his research identified motives and ways that Muslims use the new media and how they shape identities. His findings show that, prior to new media, mosque *mimbar* and Muslim communal gatherings were Muslims' only mass communication spaces. This changed with access to private radio and television and then to social media which have since become platforms used to address misrepresentation issues and to improve the Muslim public image of Islam. Crucially, as he indicates, they are also now spaces that mediate Muslim intra-theological debates and contestations, and they have provided free new platforms for religious peripheral movements which previously had no access to large masses to reach out to and engage with their desired audiences.

*Supervisor:* Associate Professor A Brigaglia (Study of Religions)

*Co-supervisor:* Emeritus Professor A Tayob (Study of Religions)

Nyamndaya, Tendayi

*Thesis Title: Exploration of supervision and self-care from the perspectives of palliative care social workers in South Africa*

Tendayi Nyamndaya holds BA and MA degrees in Social Work from the University of South Africa. She worked in a palliative care organisation in Cape Town, South Africa before joining UCT's Department of Social Work and Social Development in 2021 for her PhD studies.

Tendayi Nyamndaya's thesis focuses on South African social workers' perspectives on supervision and self-

care. It is based on a study in which she applied a qualitative research design in the gathering, analysing and presenting data from a sample of palliative care social workers. From that study she found that supervision and self-care are crucial to palliative care social workers and that it is important for employing organisations to take a leading role in the provision of such supervision and self-care while simultaneously creating work cultures and environments that enable the practise of these activities. Tendayi Nyamndaya draws upon the findings and recommendations of her study to propose practice guidelines for the provision of supervision and self-care strategies for palliative care social workers in South Africa. She does that in the hope that application of those guidelines will improve efficiency in and enhance palliative care social work practice.

*Supervisor:* Associate Professor T Gxubane (Social Work and Social Development)

Surie, Aditi

*Thesis Title: Platform work in Bengaluru: Worker articulations and platform design in India's informal economy*

Aditi Surie holds a BA and MA in Sociology from the University of Delhi, India. She has worked at the Indian Institute for Human Settlements, International Centre for Research on Women and Centre de Sciences Humaines, de Delhi. She joined UCT's Environmental and Geographical Science Department in 2020 for her PhD.

Aditi Surie's study decodes how Indian city workers experience platform work compared to work in the informal economy. Workers in Indian cities find work both in the informal economy and through online digital platforms. Through speaking with drivers, carpenters, electricians, and plumbers who live and work in Bengaluru, India she elicited data comparing experiences of platform work with that in the informal economy. Since platform companies find that they must contend with informality in their business design, she also spoke with management professionals, asking in particular about their strategy and

design choices that create the worker experience. Her findings include that companies in India govern workers but also mediate more than their work lives in that they play a significant role in workers' financial lives and in their identities relative to the state.

*Supervisor:* Professor S Oldfield (Environmental and Geographical Science)

Tennison, Colette Naomi

*Thesis Title: Capturing the complexity of workplace knowledge – a case study of recognition of prior learning in an automated production environment*

Colette Tennison holds a BSc and an MPhil specialising in Adult Education, both from UCT. Her PhD research developed out of her work in the field of vocational education and training in South Africa, where she works at the intersection of research and practice.

Colette Tennison's thesis focuses on a case study of a recognition of prior learning (RPL) programme run for high-speed packaging operators and that aimed to recognise knowledge and skills acquired informally in the workplace. She uses the case study to critically examine the assumption that automation of the workplace results in deskilling and a lowering of knowledge requirements for occupations. Framed by a social realist approach, her analysis demonstrates the complexity of knowledge required to function in such a workplace and provides a holistic picture of what occupational expertise looks like in an automated production environment. Drawing on existing theorisations of workplace knowledge and expertise, she further develops a language of description for conceptualising the forms of knowledge surfaced by the RPL assessment tools, tacit forms of knowledge in particular. Colette Tennison's conclusions carry implications for RPL practice, for vocational education curricula and for the development of vocational qualifications.

*Supervisor:* Emeritus Associate Professor L Cooper (School of Education)

*Co-supervisor:* Emeritus Professor A Cliff (Centre for Higher Education Development)

Tshabalala, Faith Lindiwe  
*Thesis title: Exploring language practices of immigrant mathematics teachers in multilingual grade six classrooms in South Africa*

Faith Tshabalala holds a BA from UNISA, and BEd(Hons) and MA degrees in mathematics education from the University of the Witwatersrand. She has extensive experience in teaching and leadership in South African schools. She began her PhD studies in mathematics education at UCT in 2016.

Faith Tshabalala's thesis describes and explains three immigrant teachers' use of language practices for the development of procedural and conceptual mathematical discourse in multilingual grade six classrooms in South Africa. The teachers do not share a home language with learners and English, the official medium of instruction, is an additional language for all participants. The thesis offers detailed insights into how teachers use diverse language practices – including gestures, images, informal and formal mathematical language, code switching, and everyday context – individually and together to build knowledge, and identities and relationships for learning. It shows that each teacher's practice is shaped by the specific mathematics topic, and their knowledge of both the learners and the wider context in which English remains the language of power. Faith Tshabalala's study offers conceptual tools for use in varied multilingual classroom contexts, while her results can inform support for teachers working within particular policy and curriculum frameworks.

*Supervisor:* Associate Professor K le Roux (Academic Development Programme)

*Co-supervisor:* Professor M Phakeng

Visagie, Ashley Craig

*Thesis title: Learning to resist: Exploring habitus (trans)formation of critical teacher-activists before 1994*

Ashley Visagie is an education researcher and activist involved in popular education initiatives through the youth organisation, Bottomup. He has an MA from Regent University,

USA and an MEd (with distinction) in Policy, Leadership & Change from UCT. He started his PhD studies in 2020.

Ashley Visagie's thesis explores conditions that enabled the emergence of teacher activism under apartheid. He accesses and applies theoretical insights from Pierre Bourdieu to analyse the life accounts and narratives of four Western Cape activist teachers. He argues that times of crisis produce both conditions under which taken-for-granted assumptions about education and society are contested as well as resistance discourses that enable and empower activists (teachers) at an individual and a societal level. His study shows how, at such times, imagination and hopefulness operate as forms of intellectual labour in engaging with social transformation, and help to convert crisis into catalysts for change. Methodologically, Ashley Visagie's study offers important insights into how teacher activism was constituted under apartheid and, significantly, also into how teacher memories can be utilised as precious knowledge to contemplate the ostensible absence of teacher social movements in contemporary South Africa.

*Supervisor:* Professor A Badroodien (School of Education)

Wamukoya, Wilkyster Christabel

*Thesis Title: The impact of Youth Enterprise Development Fund on the transition of youth to adulthood in Gatanga Sub-County, Kenya*

Wilkyster Wamukoya holds a BA degree in Community Development from Kenya's Daystar University and MA degree in Sociology from the University of Nairobi, Kenya. She began her PhD studies at UCT in 2018. Before that she worked in the Kenyan Youth Affairs Ministry.

Wilkyster Wamukoya's thesis focuses on the role of Kenya's Youth Enterprise Development Fund (YEDF) in the transitioning of youth to adulthood. She applies two measures of transitioning, Markers of Adulthood (MoA) and Inventory of the Dimensions of Emerging Adulthood (IDEA), to assess emerging transitioning-related issues and to reveal differences between

funded and non-funded youth in Gatanga sub-county. She used questionnaires to collect relevant data which she analysed by various statistical analysis tools. She finds varying differences between funded and non-funded youths in all MoA and IDEA items, with significant differences in specific items under Independence, Identity Exploration, Experimentation/Possibilities and Self-Focused sub-scales. She explains that differences between funded and non-funded youth are significantly impacted by marriage and personal income, but not by education. She concludes that Kenya's YEDF facilitates youth transition to adulthood and recommends a holistic approach in designing programmes that investigate issues related to different socio-economic status of the youth.

*Supervisor:* Dr K Kubeka (Social Work and Social Development)

Wong, Eve Y

*Thesis Title: Fabulous Khoisan: The politics of apoliticality in the indigenous "Khoisan Revivalism" movement in South Africa; An exploration of "sincerity," "stickiness" and "fabulation" in the emergence of a "missing people"*

Eve Y Wong holds two BAs (from San Francisco State University and from the City University of New York), and two MAs (in History, from UCT and in Anthropology, from Boston University). She has worked in IT as a UX designer and front-end developer.

Eve Wong's thesis focuses on South African Khoisan revivalism. She explores how young, urban, and working-class individuals reclaim identity beyond conventional political frameworks. Drawing on ten years of ethnographic research, she weaves historical, philosophical, and artistic insights to challenge essentialist notions of race and authenticity, and to show that Khoisan identity is dynamically constructed, connecting individual emotional experiences to broader social movements. Framing marginality as an active and creative process, she develops a nuanced and innovative theoretical approach that uses and cultivates concepts of "sincerity," "stickiness,"

and "fabulation" to reveal suppressed histories being reshaped into resources for collective empowerment and cultural resurgence. Building on her design and technology expertise, she combines technology and scholarship to integrate cultural narratives, performance art, and digital archives, Eve Wong bridges theory and lived experience to provide a multidimensional analysis of how marginalised communities reimagine their futures. Her work provides fresh contributions to decolonial anthropology and the study of identity and resilience.

*Supervisor:* Dr M Swai (Anthropology)  
*Co-supervisor:* Professor FC Ross (Anthropology)

Yende, Sakhiseni Joseph

*Thesis Title: Investigating the current challenges and discovering workable solutions for the future of opera companies in South Africa*

Sakhiseni Joseph Yende holds degrees in Vocal Arts and Musical Theatre from Tshwane University of Technology. He has published 45 articles in accredited journals, authored book chapters, and presented at local and international conferences.

Sakhiseni Yende's thesis examines the hurdles faced by South African opera companies, primarily the detrimental effects of dwindling government funding, resulting in closures and a cultural downturn. Through the lens of social constructivism theory, his study employs qualitative research methods, evaluating in-depth interviews with fourteen participants from operational and now closed opera companies in Gauteng and the Western Cape as well as from funding organisations. His research findings underscore the pivotal role of state funding, emphasising its consistent decline as a fundamental factor in the industry's challenges. The thesis not only identifies those challenges; it also formulates actionable recommendations, recognising successful initiatives by resilient companies like Cape Town Opera. Sakhiseni Yende advocates for a specialised funding model for the performing arts, addressing financial constraints while acknowledging the unique dynamics of opera companies

within the broader cultural landscape. His thesis champions a robust opera sector that actively enriches South Africa's cultural tapestry by strategically navigating financial obstacles and embracing adaptability.

*Supervisor:* Professor J Silver (South African College of Music)  
*Co-supervisor:* Professor R Sandmeier (South African College of Music)

Yildiz, Fatma

*Thesis Title: The role of China's 'One Belt One Road Initiative' project in interdependence relations between China and Africa: the case of Ethiopia and South Africa from 1994 to 2019*

Fatma Yildiz holds two Bachelor's degrees from Eskisehir Osmangazi University, Türkiye, and two Master's degrees (in History, from Pamukkale University, Türkiye, and in African Studies from Addis Ababa University, Ethiopia). She began PhD studies at UCT in 2019.

Fatma Yildiz's thesis focuses on China's One Belt One Road Initiative project. It delves into the role of the project in the relationships between China, South Africa and Ethiopia. Using interdependence theory, a new concept of dependence theory, and theories of soft power in international relations, along with quantitative, qualitative and descriptive data analysis, she investigates data regarding China's investment and infrastructure projects in Ethiopia and South Africa, as well as its aid, loans, and trade with these two countries. The data she draws on come from a wide variety of sources including the World Bank, the National Bureau of Statistics of China, the United States Census Bureau, the IMF and various African country and regional institutions, as well as think tanks. Based on her analyses of these data, Fatma Yildiz concludes that, while the relationships established by China's One Belt One Road Initiative strive for equality, they are asymmetrical and tend to lead to increasingly dependent relationships.

*Supervisor:* Emeritus Professor S Vawda (African Studies and Linguistics)

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## HISTORICAL SKETCH

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Founded as the South African College (a boys' school that aimed to provide higher education as well) in 1829, the University was established as the University of Cape Town in 1918.

The early history was one of great expectations and hard times and it was not until the early years of the twentieth century that the University was developed into a fully-fledged tertiary institution. A significant and pioneering development in the 19th century was the admission of women as degree students in 1886, many years ahead of most universities in the world.

At the start of the 20th century the University incorporated the Diocesan College, the teacher training classes of the Normal College, the South African College of Music and the Cape Town Schools of Fine Art and Architecture.

The Medical School was established and in the 1920s the University began a partnership with the local health authority (now the Provincial Government's health department) that saw the Medical School move from the Hiddingh Campus and the Green Point Somerset Hospital to Observatory (the rest of UCT's Upper Campus moved from Hiddingh to its present site, on part of Cecil Rhodes' estate, in 1928). This partnership allowed for the construction of the first Groote Schuur Hospital on a University site. The partnership continues to this day and now involves not only Groote Schuur as a teaching hospital but Red Cross Children's Hospital, Valkenberg and a growing number of primary health care sites.

The period between the end of World War II and 1994 was marked by two themes. Firstly, the University recognised that if it was to be fully South African, it would have to move beyond academic non-segregation to be fully inclusive. It would have to face the consequential and increasing clashes with a government determined to legislate for segregation and enforce the doctrine of apartheid. And secondly, the University intended to transform into a leading research institution.

Before World War II, the University was largely a teaching university and its students were mostly undergraduates. The research undertaken was sporadic, though in some cases notable. A research committee was appointed for the first time in 1945. The next 75 years saw a great expansion of research and scholarly work such that the UCT of 2014 has a greater proportion of highly rated researchers and gains significantly more research grants and awards than any other South African University.

The 1980s and 1990s were characterized by the deliberate and planned transformation of the student body. This was aided by the establishment of the Academic Development Programme aimed at helping students from disadvantaged educational and social backgrounds to succeed and the desegregation of student residences. As a result, a student body that was 90% white in 1979, when UCT marked its 150th anniversary, is in 2014 more than 50% black. The total student enrolment of just above 26 000, includes international students drawn from over 100 countries, a significant proportion of which are from SADC states. Particular emphasis is placed on postgraduate studies and more than 20% of these students will be enrolled in master's and doctoral programmes. A growing number of postdoctoral fellows contribute substantially to the research endeavours and reputation of the University (UCT has more than a third of the total number of post docs in South Africa).

UCT continues to work towards its goal to be Africa's leading research university. Its success can be measured by the scope of study it offers and the calibre of its graduates.

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## **VISION AND MISSION**

### **UNIVERSITY OF CAPE TOWN**

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#### **Vision**

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

#### **Mission**

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

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

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

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

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

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**SCAN ME**

To remain in contact with former UCT classmates and to keep abreast of important developments taking place at your alma mater, make sure that you update your contact details on our website: [www.alumni@uct.ac.za](mailto:www.alumni@uct.ac.za). Here are some of the other ways you can stay in touch with us:

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- Participate in the AGM of Convocation
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- Visit the Alumni Relations team in the Old Admin Building, located on UCT Lower Campus
- We love to profile our alumni. Email your news to: [alumni@uct.ac.za](mailto:alumni@uct.ac.za)

UCT benefits from a global network of alumni ambassadors, chapters and affinity groups, with an increasing number of volunteer networks across Africa. Our international UCT offices are focal points for leveraging institutional and research relationships, as well as donor opportunities. You can connect with one of our regional offices:

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## **SOUTH AFRICA**

Lu Nteya: [lu.nteya@uct.ac.za](mailto:lu.nteya@uct.ac.za)  
Cindy De Oliveira: [cindy.deoliveira@uct.ac.za](mailto:cindy.deoliveira@uct.ac.za)  
Nomcebo Msweli: [nomcebo.msweli@uct.ac.za](mailto:nomcebo.msweli@uct.ac.za)

## **NORTH AMERICA**

**USA - East Coast** - Porcha Dodson: [porcha.dodson@uct.ac.za](mailto:porcha.dodson@uct.ac.za)  
**West Coast** - Megan O'Neill: [megan.oneill@uct.ac.za](mailto:megan.oneill@uct.ac.za)  
**CANADA** - Samantha Mandigora: [info@uctcanada.ca](mailto:info@uctcanada.ca)

## **UNITED KINGDOM**

Angela Edwards: [uct-trust@tecrec.net](mailto:uct-trust@tecrec.net)

## **EUROPE**

Andrew Wigley: [andrew.wigley@uct.ac.za](mailto:andrew.wigley@uct.ac.za)

## **AUSTRALIA**

Ruth Thornton: [rjthornton1@bigpond.com](mailto:rjthornton1@bigpond.com)

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