



GRADUATION CEREMONY

Faculty of Humanities (Ceremony 2)

SARAH BAARTMAN HALL

10 September 2025

FACULTY OF HUMANITIES (CEREMONY 2)

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 Orator will present Luli Callinicos and Dr Sindiwe Magona to the Presiding Officer for the award of an honorary degree.

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

The Presiding Officer will congratulate the new graduates and diplomates.

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 and diplomates, will leave the hall.

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

NATIONAL ANTHEM

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

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

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

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

HONORARY DEGREE

Luli Callinicos
for the DSocSc (*honoris causa*)

Luli Callinicos is a renowned South African social historian, academic, veteran activist and esteemed author, known for her commitment to documenting the lives and struggles of ordinary people in South Africa, particularly those from marginalised communities. She earned a BA degree from the University of the Witwatersrand (Wits) in 1964. This academic foundation was pivotal in shaping her future work as a social historian and educator. She did not pursue formal postgraduate studies, instead focusing on her work as a social historian, educator and activist, which became the basis of her significant contributions to South African history and society. Her career path is somewhat unconventional in the academic world, as she did not follow the typical trajectory, instead becoming deeply involved in the anti-apartheid movement and dedicating her life to writing and documenting the histories of marginalised groups. Despite her lack of formal postgraduate qualifications, her contributions to education and the field of history are nevertheless widely recognised and respected.

Callinicos was one of the founding members of the History Workshop at Wits in the 1970's, which played a crucial role in promoting the study of social history in South Africa, focusing on the experiences of everyday people rather than the elite. Her work was instrumental in developing her approach to "history from below", which became a hallmark of her scholarship. While much of her academic and professional work was centred at Wits, Callinicos's influence extended beyond the university. She engaged in numerous educational and heritage initiatives across South Africa, and her work in popular and workers' education, as well as her involvement in various cultural and historical institutions, allowed her to impact a broad audience. This included the writing of an alternative history curriculum for *The World newspaper*'s education supplement after the 1976 Soweto uprising and the founding of the Worker's Library and Museum in 1987. The latter became a vital resource for workers, offering access to educational materials, historical archives and spaces for learning and organising. Throughout her career Callinicos remained steadfast in her commitment to popular education, always ensuring that her work was accessible to the communities she sought to serve.

Callinicos was also a notable author of historical works, including *Oliver Tambo: Beyond the Engeli Mountains* (2004), a comprehensive biography detailing the life of one of the most important leaders in the fight against apartheid. This book, like her other publications, reflects her deep commitment to capturing the full breadth of South Africa's liberation history, ensuring that the stories of its leaders and the broader struggle are preserved for future generations.

Luli Callinicos's lifetime of achievements embodies the values that UCT strives to uphold. Her pioneering scholarship has not only advanced the study of South African history but has also played a crucial role in empowering marginalised communities through education. Her leadership in preserving and promoting South Africa's cultural heritage, combined with her dedication to workers' education and social justice, has left an indelible mark on the nation.

HONORARY DEGREE (CONTINUED)

Sindiwe Magona
for the DLitt (*honoris causa*)

Dr Magona was born in 1943 in the village of Gungululu in the Eastern Cape. Her writings tell of an impoverished childhood in South Africa and of her personal and political struggles as a black woman living under apartheid. Despite the difficulties she faced, she pursued education, earning a bachelor's degree from the University of South Africa and a master's in Social Work from Columbia University in New York. More recently, in 2022 she was awarded a PhD in English from the University of the Western Cape.

Over the course of her career she has made a profound impact on South African literature through her powerful storytelling and exploration of complex social issues. Her works, including over 100 novels, memoirs, short stories and plays, have earned critical acclaim for their depth, authenticity and emotional resonance. Dr Magona's writing captures the lived experiences of South Africans during and after apartheid. Her ability to weave personal narratives with broader social and political themes makes her a significant literary figure whose work continues to educate and inspire.

Dr Magona's life and work are characterised by her unwavering commitment to social justice and human rights. As an activist and writer, she has used her voice to advocate for the marginalised, particularly women and children. Her novel, *Beauty's Gift* (2008), was the first of its kind in South Africa to deal directly with the vulnerability of the black middle class and married women to HIV/AIDS, who have often been overlooked as the virus was seen as affecting mainly the young and the poor. Dr Magona's work was ground breaking as it sparked dialogue and opened up conversation and meaningful engagement on the subject. In her latest novel, *When the Village Sleeps* (2021), she courageously critiques the Child Support Grant and directs the reader to life-giving African traditions that would render the grant obsolete and help create sustainable wealth.

Beyond her literary contributions, Dr Magona has been an active advocate for women's rights and social justice. She has worked with various organisations, including the United Nations, where she served in the Department of Public Information for over 20 years. Her service with the UN and her extensive writing on issues such as racial discrimination, gender inequality and the impact of HIV/AIDS reflect her dedication to fighting for a more just and equitable society,

In addition to the above, Dr Magona has played a crucial role in preserving and promoting South African cultural heritage. Her stories often delve into the traditions, customs and values of her community, offering readers insights into the rich cultural tapestry of the country. Moreover, her work serves as an educational tool, helping to bridge the gap between generations and ensuring that the histories and experiences of marginalised groups are preserved.

In summary, Dr Magona's life story is one of resilience, determination and triumph over adversity. From her humble beginnings in a rural village to becoming a celebrated author and international advocate, she has shown that it is possible to overcome significant obstacles and make a lasting impact. She has received numerous awards and honours for her work, including literary prizes and honorary doctorates. Her achievements are an inspiration not only to aspiring authors but also individuals across various fields who seek to make a difference in their communities.

**NAMES OF
GRADUANDS/DIPLOMATES**

The symbol † indicates that the qualification is awarded posthumously

FACULTY OF HUMANITIES

Dean: Professor S Kessi

**POSTGRADUATE CERTIFICATE
IN FET TEACHING**

Davids, Hannah
Dumeko, Gcobisa Sinovuyo
Ketelo, Asamkela
Mokoena, Mandla Alfred

**POSTGRADUATE CERTIFICATE
IN SENIOR PHASE AND
FET TEACHING**

Cishe, Candice
Cornelius, Jamie-Lee Joy
Gorille, Sylvie Murray
Jarana, Lindokuhle
Luxande, Mihle Hlumela
Mabasa, Xiwumbiwa
Madolo, Simpiwe
Maile, Criselda
Makatesi, Nontyatyambo
Moosa, Aatikah
Mukwevho, Khathutshelo Marvin
November, Simamkele
Sherry, Tamlyn Anastatia
Simelane, Queen Nothando

**POSTGRADUATE DIPLOMA
IN LIBRARY AND
INFORMATION STUDIES**

Petela, Ntombizandile

**DEGREE OF BACHELOR
OF ARTS HONOURS**

Ahmed, Razia
Chinyoka, Ropafadzo (in the first class)
Collopy, Frances Adrienne
Daitz, Sacha (in the first class)
Engel, Mitchell Tom (in the first class)
Letshwene, Yolisa Tlotloyarona
Maake, Unathi
Manca, Ciaran Joseph

Mattiuzzo, Thomas Anthony Clifaine
Mqhakama, Avela Zukiswa
Munro, Heather Elizabeth
Neumann, Kathryn
Phago, Boipelo Rakgadi
Swart, Elke
Triegardt, Quaanita
Van Heerden, Marietha (in the first class)

**DEGREE OF BACHELOR
OF EDUCATION HONOURS**

Ebrahim, Mogamat
Frieslaar, Nicole Dannielle
Mesele, Unathi Nicholas
Nichols, Nabeelah
Patel, Jaleel Nadira Jeanne (in the first class)

**DEGREE OF BACHELOR
OF MUSIC HONOURS**

Jung, Seul (in the first class)
Mahlungulu, Anelisa
Mkhwanazi, Zama Funeka
Mkwambi, Vuyisani
Van Niekerk, Whiren Nikita Blanche (in the first class)

**DEGREE OF BACHELOR
OF SOCIAL SCIENCE HONOURS**

Arries, David Junior
Booley, Thanaa
Ditshego, Kutlwano Atricia
Iliffe, Samantha
Jacobs, Keisha Tamia
Majal, Abdur-Razaaq
May, Athule
Mofokeng, Refiloe Matshidiso
Mogale, Malesela
Ngqenza, Sisipho
Phendu, Lilitha Kwanale
Saayman, Jayde
Stevens, Hannah
Tsoanyana, Zintle Lulutho
Wilson, Amy Claire (in the first class)

DEGREE OF MASTER OF ARTS

Arkert, Ross Karl (with distinction)
Asemota, Osarumwense Michael
Boerstra, Tao Argue (with distinction)
Briscoe, Rebecca Fullerton (with distinction in the dissertation)

Burger, Nicolene (with distinction)
Dass, Sadie Gabby
Dladla, Asakhe Sinesipho Mmereki
Ferreira, Angela (with distinction)
Francis, Tasneem
Hloma, Nomagugu Bridgett
Innes, Stewart Richard Skerten (with distinction)
Jacobs, Zeenit
Jamisse, Adriana Laurel Rodrigues (with distinction)
Jwara, Fumani Mpumelelo (with distinction in the dissertation)
Luppes, Juliette Inge
Mac Donnell, Jade Lee (with distinction)
Mahlumba, Esethu
Makoba, Yonela Nasiphi (with distinction)
Mata, Siwongiwe Nwabisa (with distinction)
Matambanadzo, Isabella (with distinction)
Matthes, Frances Mari Gouws (with distinction)
Matthews, Liphelo
Maziba, Gugu
Mazibuko, Lebohang Mbalenlle
Mkwananzi, Thaboluhle
Nakamura, Matsuri (with distinction)
Ndhlovu, Sizakele Pertunia
Nyezi, Freddy Junior Sikhanyiso (with distinction)
Nzuza, Mpumelelo Lesego
Ojetimi, Ribhat Wuraola Oyebimpe (with distinction in the dissertation)
Ovadia, Alexa Lea (with distinction in the dissertation)
Ramodibe, Mamodibe (with distinction in the dissertation)
Sadan, Fatima (with distinction in the dissertation)
Schoeman, Keldt (with distinction)
Shayne, Ryan Christopher (with distinction)
Stoddart, James Daniel (with distinction)
Tanino, Rise (with distinction)
Tevera, Simbarashe Takudzwa (with distinction in the dissertation)
Troskie, Elodi (with distinction)
Tshiambe, Enica Mogomane
Van Huyssteen, Elsa Fransina (with distinction)
Visser, Jacobus Hendrik (with distinction)

Wege, Tim (with distinction)
Williamson, Elizabeth Mary (with distinction)

DEGREE OF MASTER OF
ARTS IN FINE ART

Kanyane, Thabang Johannes (with distinction)

DEGREE OF MASTER OF ARTS
IN NEUROPSYCHOLOGY

Haniff, Khadija (with distinction)
Lunga, Kaolin (with distinction in the dissertation)
Magolego, Refilwe Maseke

DEGREE OF MASTER
OF EDUCATION

Budree, Adheesh

DEGREE OF MASTER
OF EDUCATION

Adonis-Maarman, Bronwyn Faye (with distinction in the dissertation)
Anderson, Meghan Sheena
Ariefdien, Salaamah (with distinction)
Brink, Hestia (with distinction)
Chunderduth, Trisha Nicolle
Dudley, Mark Sean (with distinction)
Eastes, Malindri (with distinction in the dissertation)
Leeuw, Ignacious Marshall
Macmillan, Joseph John (with distinction)
Mhlongo, Mandlankosi Franscis
Rayned, Donna Kim
Reali, Chiara Mrs (with distinction)
Retief, Cornelis Janse
Roberts, Katy Clair (with distinction)
Tivane, Claudino Dias
Van Der Merwe, Joricke (with distinction in the dissertation)

DEGREE OF MASTER OF FINE ART

Carosin, Gemma Rebecca (with distinction)
Chambers, Kerry Lee Maria (with distinction)
Singh, Zenaéca (with distinction)
Van Der Vloed, Miro (with distinction)
Wrench, Melissa

DEGREE OF MASTER OF LIBRARY
AND INFORMATION STUDIES

Kodisang, Mmamie Evelyn
Ngeh, Larisa Odense Epolo

DEGREE OF MASTER OF MUSIC

Dunjana, Thembelihle
Forbes, Aidan Jarod
Mkhwanazi, Fanelesibonge Khonzinkosi
Vavatzanidis, Alexandros (with distinction)

DEGREE OF MASTER OF MUSIC

Chikomo, Elijah

DEGREE OF MASTER
OF PHILOSOPHY

Anguah, Philip Larry (with distinction)
Breedeveld, Robin (with distinction)
Cebisa, Andisiwe
Coetzee, Justine Zelda
Conradie, Une (with distinction in the dissertation)
Du Toit, Sarah Francesca (with distinction)
Fuma, Melany Asanda
Mabe, Thandiwe Sibulele
Mitha, Kareema (with distinction)
Modise, Keabetswe Charmyne
Mupani, Helen Tevedzerai
Myburgh, Elzette (with distinction)
Ndlovu, Mandisa (with distinction)
Ntuli, Keabetsoe Luvano
Nyaku, Faithful Rutendo
†Phunguza, Sibongiseni Sidwell
Porter, Donovan

DEGREE OF MASTER
OF SOCIAL SCIENCE

Adams, Faseegah
Batts, Jaymion
Cassells, Kirstin Emma (with distinction in the dissertation)
Dywati, Zandile Joy (with distinction in the dissertation)
Israel, Jahaan
Leokaoke, Malesitsi Jeanet
Mabandla, Athini
Mahao, Ntsepase (with distinction in the dissertation)

Manqindi, Perseviarence Zodwa
Mlangeni, Nonhlanhla Stephanie

Mphoshomali, Phindulo (with distinction)
Mutemachani, Cashios
Naidoo, Sashen
Parfitt, Kerewin Stacey (with distinction)
Perin, Ridah
Phalezweni, Benathi Clementine
Plamana, Pilisa
Samuels, Leandre
Singh, Laura Kathleen (with distinction)
Vala, Nthabiseng
Wilson, Katherine Anne

DEGREE OF DOCTOR
OF PHILOSOPHY

Babamia, Sumaya
Thesis Title: *Philosophical enquiry and autism: story/ing/ied bags of unexpected human and more-than-human encounters in speech-language therapy and class-room spaces*

Sumaya Babamia is a speech-language therapist with undergraduate and master's degrees from the University of the Witwatersrand. She has worked extensively with children from birth to school age in diverse settings including public and private sector institutions, as well as in higher education and non-profit organisations.

Sumaya Babamia's interdisciplinary thesis lies at the intersection of early childhood education, early childhood intervention, and disabled childhood studies. Her approach troubles contemporary pedagogies and interventions that position autistic child as ontologically and epistemically lacking in capacity as knowers and knowledge-makers. She also disrupts the nature/culture binary which dominates education and conventional interventions for autistic children. She applies posthumanist storytelling and postqualitative research methods to address the question: How can subjectivity for autistic children be reconfigured outside of humanist narratives of mastery, skill and performance? She focuses empirically on autistic children with diverse social-communication and learning profiles at

two Johannesburg learning centres, and sets her findings into a dialogue within the Philosophy for /with Children teaching and learning approach. Her thesis shows how that approach, when theorised as a posthumanist transdisciplinary theory-practice of deep, attentive listening to children's questions and ideas, contributes to and innovate autism studies, early childhood education and early intervention.

Supervisor: Emeritus Professor K Murris (School of Education)

Chauke, Lesego Thabang

Thesis title: *Mnemonic Sketches: Utopias of mourning in contemporary South African performances of tragedy*

Lesego Chauke holds a BA in Theatre and Performance and an MA in Dramaturgy, both from UCT.

Lesego Chauke's multidisciplinary thesis study locates the notion of chorus at its centre and at the centre of tragedy more broadly. Her orientation around chorus is based, on one hand, in performance – as in the live moment of present encounter – and, on the other hand, in the local context of contemporary South Africa. In her thesis, she surveys a range of case studies that mobilise chorality in notably aesthetic and political ways. Taking mourning to be fundamental to her definition of tragedy, she positions mourning as an orientation both toward and away from history, as a way to name the complex relationship between making history and being in history. Her understanding of tragedy finds articulation in the convergence of three key concepts, utopia, mimesis, and the archive, which she deploys together in order to propose a theory of contemporary tragedy anchored in a non-Western framework.

Supervisor: Professor M Fleishman (Theatre, Dance and Performance Studies)

de Graaff, Frederika Hilde
Thesis Title: *Recognition of Prior Learning (RPL) Knowledge Claims: How can different types of knowledge be identified, documented and assessed in RPL applications of RPL credits.*

Comparison of two case studies at a South African vocational/professional higher educational institution (V/PHEI)

Frederika de Graaff holds a BA, a BA(Hons), an MSc in Development Planning, and a Post Graduate Diploma in Adult Education from the University of the Witwatersrand, and an MEd from the Cape Peninsula University of Technology.

Frederika de Graaff's thesis analyses two cases of Recognition of Prior Learning (RPL) for credit at a professional higher education institution. She shows that the RPL process involves a 'chain of recontextualization' of knowledge in which knowledge outcomes from the formal curriculum are recontextualised for the RPL process and in which knowledge from the workplace is recontextualised into knowledge claims by the RPL applicant. She also shows that a number of factors influence the success of RPL processes, including the nature of knowledge in each specific discipline and profession, the manner in which learning outcomes are recontextualised for the RPL process, and the nature of workplace work. In addition she reveals that knowledge of the workplace, as held by academics acting as RPL practitioners, is vital in facilitating workplace-academy boundary crossing. Frederika de Graaff's conclusions point to the importance of RPL practitioners being sufficiently competent in this field of 'specialised pedagogy' and her thesis offers new tools for conceptualising RPL.

Supervisor: Emeritus Associate Professor LH Cooper (School of Education)

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

De Leeuw, Joannes Sebastiaan Hendrikus
Thesis Title: *Early socioemotional development: Investigating protective factors that support resilience in a South African birth cohort study*

Joannes Sebastiaan Hendrikus de Leeuw holds Bachelor's and Master's degrees in clinical developmental psychology from the University of Amsterdam, the Netherlands. Before moving to South Africa and joining UCT, he practised as a clinical developmental psychologist and was a first-year psychology lecturer at the University of Amsterdam.

Joannes Sebastiaan Hendrikus de Leeuw's thesis explores resilience in young children from two high-risk, low-income South African communities. As a participant in the UCT Health Science Faculty's Drakenstein Child Health Study, he first reviews existing research on childhood resilience in low- and middle-income countries, identifying a significant gap. He then introduces a new method to measure childhood adversity, examining children's emotional distress response to violence exposure. He then investigates protective factors that strengthen resilience in children aged 5-8 years, and highlights the respective roles of individual, caregiver, and contextual influences. He shows that high resilience is consistently associated with lower mental health difficulties, thereby emphasising the importance of resilience focused interventions. Johannes Sebastiaan Hendrikus de Leeuw's thesis research integrates directly into practice, informing interventions that support child mental health – to wit his founding of *Little Lions Child Coaching*, a non-profit organisation providing free mental health resources to under-resourced African communities.

Supervisor: Professor S Malcolm-Smith (Psychology)

Downing, Vicky Bernadette

Thesis Title: *Prevalence of attention problems and the efficacy of a short-term parent-teacher intervention for possible ADHD in a low SES community in Ekurhuleni, Gauteng*

Vicky Downing holds a BEd(Hons), a HDE and an MEd from UNISA, and a BA and BA(Hons) in Psychology from Rand Afrikaans University (now the University of Johannesburg). She started her PhD studies in 2019. She is a practising educational psychologist in private practice.

Vicky Downing's thesis focuses on Attention Deficit Hyperactivity Disorder (ADHD) which she researched through two studies: a determination (study one) of the prevalence of possible ADHD in a low socio-economic status (SES) area in Boksburg, Gauteng; and study two which comprised observing and recording the outcome of her overseeing the implementation of a teacher-led parent training programme that she developed and was based on best practice guidelines and available research. Her study one findings are that there was a high prevalence rate of possible ADHD in her low SES research site. And, whilst her study two research was negatively impacted by COVID-19 lockdown, with the result that her findings, in relation to the standardised assessments, were not statistically significant, she did find that many parent participants reported real world improvements in areas not evaluated by standardised measures. Those were areas such as enhanced parent-child relationships and children's improved ability to cope at school.

Supervisor: Associate Professor L Schrieff-Brown (Psychology)

Doyle, Gregory Earle

Thesis Title: *Exploring the uptake and integration of emerging technology into pedagogical practices in Health Sciences Education using an Activity Systems Approach*

Gregory Doyle completed his BSc, BSc(Hons) and Postgraduate Higher Diploma in Education at Rhodes University, and an MSc in Information

Technology at UCT. He began studying towards his PhD in 2019.

In his doctoral research, Gregory Doyle investigated how a group of university lecturers, referred to as 'BrightSparks,' effectively integrate educational technology into their teaching in a Health Sciences Faculty, but without having attended formal professional development initiatives. Using surveys, interviews, and the lenses of Cultural-Historical Activity Theory and Technological Pedagogical Content Knowledge, he explored the strategies, challenges, and factors shaping the BrightSparks' technology adoption. His study reveals strong correlations between professional development, academic qualifications, and teaching agency. It also highlights the limitations of institutional top-down support. Gregory Doyle's idea of a 'bottom-up' Knowledge Framework for Technology Transformation – an outcome of his research – offers a flexible, sustainable approach to professional development that fosters lecturer ownership whilst also addressing barriers to technology integration. His thesis demonstrates how embedding technology-rich practices can enhance pedagogy and student engagement, improving teaching and learning outcomes in higher education.

Supervisor: Professor D Ng'ambi
(School of Education)

Karadag, Esma

Thesis Title: *Representations of Pan-Africanism in the contemporary post-Apartheid South African high school history classroom*

Esma Karadağ holds an MA in Historical Studies (with distinction) from UCT and began her PhD studies in 2019. She has been a research fellow at the Georg Eckert Institute, Germany and a guest researcher at Leiden University, the Netherlands.

Esma Karadağ's thesis examines representations of Pan-Africanism in history classrooms in South African high schools. She explores how teachers teach the concept, engage with textbooks, and report students' interests in Pan-Africanism. Her findings reveal three key insights: a pronounced

differentiation in representations of Pan-Africanism based on social class and teachers' agency; a trend towards political indifference amongst students in black township schools long associated with pro-African political activism; and the emergence of an ubuntu-centric, Rainbowism-inspired Pan-Africanism amongst white students. She highlights how black middle-class students navigate between South African and African identities and, influenced by social media and the fallist movements, increasingly view Pan-Africanism as a rising trend. Demonstrating the constructed nature of representations, in line with Stuart Hall's emphasis on how historical and cultural contexts shape meaning, she highlights how class, historical legacies, and individual agency intersect, and she provides insights for understanding the complexities of fostering inclusive national and continental identities in post-apartheid South African education.

Supervisor: Professor J Bam-Hutchison
(University of Johannesburg)

Co-supervisor: Professor NMA Badroodien (School of Education)

Koela, Nkosenathi Ernie

Thesis Title: *The Ngoma Consciousness: IsiNgqiqi neSandi as existing and accessible tools for healing and therapy in Africa*

Nkosenathi E. Koela holds a BSocSci, a BSocSci(Hons) in Economic History, and an MA in African Music, all from UCT. He began full-time PhD study in 2019.

Nkosenathi Koela's thesis explores sound-art modalities as African healing technologies, thereby re-establishing the connection between ritual, medicine, and the arts. His research delved into *isingqi* (energy, rhythm, and vibration) within Ngoma (divination arts and ecology) and its use in *ingoma* (traditional sounds and chants) for healing and therapy. Using auto-ethnographic, ethnomusicological, and decolonial frameworks, he introduces and unpacks Ngoma Consciousness as an African philosophical praxis and a distinct ecological knowledge system. As a framework, Ngoma Consciousness aims to foster collaboration between

ritual custodians and academics or practitioners across the arts and therapeutic disciplines. Nkosenathi Koela's findings emphasise a distinction between performance studies and indigenous ritual studies, and they offer interdisciplinary models that support the decolonial resurgence of African healing practices and indigenous knowledge systems. His work advocates for a well-informed and ethical use of ritual technologies like *ingoma* and *isingqi* in contemporary healing and therapeutic contexts.

Supervisor: Professor E Ramugondo (Health and Rehabilitation Science)
Co-supervisors: Professor J Pather (Theatre, Dance and Performance Studies); Professor J Bam-Hutchison (University of Johannesburg)

Loombe, Bomela Leon

Thesis Title: *The anglophone problem in Francis Nyamnjoh's ethnographic fiction: Negotiating nationalism, belonging and flexible Cameroonian citizenship*

Bomela Leon holds BA and MA degrees in English Language and Literature from the University of Kisangani, DRC. He joined UCT in 2019 for his PhD.

Bomela Leon's thesis examines the Anglophone Problem in Cameroon, as characterised by linguistic, cultural, and political tensions rooted in Cameroon's Anglophone population's historical marginalisation. Employing Francis Nyamnjoh's ethnographic fiction as a lens and, with a focus on eight novels, he delves into themes of nationalism, belonging and citizenship. He critically interprets Nyamnjoh's fictional Mimoland as an allegory for Cameroon's fragmented national identity, and he sheds light on the postcolonial struggles of Anglophone Cameroonians to assert their identity. By highlighting Nyamnjoh's portrayal of Anglophone Cameroonians' psychological, cultural, and socio-political marginalisation, he also makes a significant contribution to African literature whilst enhancing understanding of Cameroon's Anglophone Problem. In addition, Bomela Leon underscores the role of literature in advocating for justice,

equity, and inclusivity, whilst providing a framework for future studies on cosmopolitanism, dual citizenship, and the intersections of gender and cultural identity as reflected in Nyamnjoh's works.

Supervisor: Associate Professor C Ouma (Duke University)
Co-supervisor: Associate Professor P Moji (English Literary Studies)

Manqoyi-Ouamba, Amanda

Thesis Title: *Examining the role of trust in collaborative efforts in the management of learner substance abuse issues in schools: Perspectives of parents, teachers, and school principals in Cape Town*

Amanda Manqoyi-Ouamba holds a BSocSc in Social Work, a BSocSc(Hons) in Clinical Social Work (Substance Abuse), and an MSocSc in Social Development, all from UCT. A member of academic staff in UCT's Department of Social Work and Social Development, she began PhD studies in 2018.

Amanda Manqoyi-Ouamba's thesis focuses on collaborative efforts among school principals, teachers, and parents in managing the problem of learners' substance abuse. In it she examines the role of trust in facilitating the working relationships necessary for such collaborations. She brings together the outcome of a review of literature about the development of working relationships and the factors influencing their dynamics with the results of a qualitative study amongst collaborating school principals, teachers and parents. She does that to establish whether trust in these working relationships translates into efforts to address learners' substance abuse. She shows that, while trust is important for building such collaborations, other factors influence that process within school contexts. Those include the interdependence of various role-players' functions. Her findings show that parental involvement in schools remains low and that that undermines efforts to manage learners' substance abuse problems, as does lack of support from the government and the Department of Education.

Supervisor: Dr KM Kubeka (Social Work and Social Development)

Mashonganyika, Emely Shungu
Thesis Title: *Dress and women's self-fashioning in Makonde, Zimbabwe*

Emely Mashonganyika holds an Advanced Diploma in Clothing and Textiles, a BTech Education from Chinhoyi University of Technology, and a MEd from Midlands State University, both in Zimbabwe. Before joining UCT in 2020, she worked as a teacher in Zimbabwe.

Emely Mashonganyika's thesis explores how dress is used by Korekore women, in Zimbabwe's Makonde rural area, to express both individual and collective identities. Using qualitative research methods for data collection, she critically examines various factors that determine how women choose their everyday clothing. Her main finding is that women use clothing for expression and to negotiate different forms of humanity. Her main argument is that *Hunhu*, also known as Ubuntu, a Bantu philosophy that values community, interdependency, respect, dignity and mutual care, plays a key role in shaping these dress choices. By focusing on the experiences of Korekore women, Emily Mashonganyika's thesis expands research on African womanhood, showing that rural women use dress to actively define their identities.

Supervisor: Associate Professor D Fuh (Social Anthropology)
Co-supervisor: Associate Professor F Matose (Sociology)

Masuku, Blessings

Thesis Title: *Rethinking urban nutritious food through the lens of infrastructure assemblages: The case study of street food vending in Alexandra township, Johannesburg*

Blessings Masuku holds a BCom(Hons) and a Master's degree in Development Studies from the University of Fort Hare. Before joining UCT's Environmental and Geographical Science Department in 2021 for his PhD studies, he worked in the education and training industry, managing learnerships for unemployed South African youths.

Blessings Masuku's thesis focuses on rethinking South Africa's

urban food and nutrition security through the lens of infrastructure assemblages. His thesis studies food and nutrition security in Alexandra township in Johannesburg, South Africa. He used a qualitative research approach to investigate the township's informal food markets, and the hurdles of infrastructure access, restrictive and harsh regulatory frameworks and poor spatial planning and governance faced by these markets and by those making a livelihood from it. They included vendors and households seeking to secure their income and address their food and nutrition security needs. Blessings Masuku argues that identifying interrelated factors (infrastructure assemblages, informal networks and practices, food actors and market sources) that connect to food is crucial for understanding urban households' food and nutrition insecurity. Moreover, he shows that it is equally crucial for understanding spatial injustices experienced and responded to by the marginalised and the urban poor in underserviced communities.

Supervisor: Dr G Haysom (African Centre for Cities)
Co-supervisor: Dr S Scheba (Environmental & Geographical Sciences)

Molate, Babalwayashe
Thesis Title: *Resisting dominant language and literacy ideologies through family multilingualism and the making of ikhaya*

Babalwayashe Molate completed BEd(Hons) and MEd degrees in Applied Language and Literacy Studies at UCT. She began studying towards her PhD degree in 2020. She is currently a researcher in the Centre for Multilingualism and Diversities Research at the University of the Western Cape.

Babalwayashe Molate's thesis examines the language and literacy practices and ideologies of a multilingual African language(s)-speaking family with a child who attends an elite English-medium school in South Africa. Forced by the COVID-19 pandemic to develop innovative fieldwork strategies for her linguistic ethnography, Babalwayashe's

analysis shows how this family uses multilingual language and literacy practices, online and offline, across a range of geographical spaces and modalities, to make family and home (or *ikhaya*). Informed by language socialisation research and research on epistemologies of the south, as well as by the knowledge and practices embodied and expressed by her research participants, she introduces the concept of *ikhaya* to theorise what constitutes family and home in the South African setting. Babalwayashe Molate demonstrates how her interlocutor family uses everyday fluid and fixed languaging as well as semiotic practices in their making of *ikhaya* to resist the hegemony of English and the marginalisation of African languages in education.

Supervisor: Professor C McKinney (School of Education)

Mona, Msakha Nkululeko
Thesis Title: *A decolonial approach to a socially just curriculum? A case study of a first-year common course in an emerging post-apartheid university eMzansi Afrika*

Msakha Mona holds BA and MPhil degrees from UCT. He previously held a post as Lecturer at the University of Mpumalanga, before joining UCT as an academic staff member in 2022.

Msakha Mona's thesis explores possible ways to enact social justice in post-apartheid higher education. He uses and extends existing theories of social justice and decoloniality to underpin a deep analysis of steps taken towards decolonial education in one of Mzansi Afrika's newest universities, the University of Mpumalanga (UMP). *Ntirho lowu* (this work) is deliberately situated in a new university in order to ask what is possible – and what is not possible – in new institutions which did not exist under colonialism. He critically examines the possibilities and limitations of decolonial education in a postcolonial setting, providing insight towards intentional design towards social justice. Le thesis *lebhala* (this thesis which is written) in multiple languages and purposefully intersperses African-language and English-language

words, also stands as an example of the new kinds of academic writing that are possible eMzansi (in South Africa). Ultimately, Msakha Mona's thesis provides guidance for administrators, lecturers, and curriculum designers towards enabling an institution based in ubuntu and an ethic of care.

Supervisor: Associate Professor S Morreira (Umthombo Centre for Student Success)

Co-Supervisor: Professor Emerita K Luckett (Centre for Higher Education Development)

Mushwana, Wisani

Thesis Title: *Writing against shame: Contemporary African writing on queer subjectivities*

Wisani Mushwana holds a BA, a BA(Hons) in English Literary Studies, and a MA in Creative Writing from UCT. He is the author of the novel, *A Soft Landing* (2023). He began his PhD in 2022.

Wisani Mushwana's thesis takes a pan-African view of literary production that counters what he has named an archive of delinquency in which queer African subjects are constructed as delinquents in need of violent reorientation. He demonstrates how contemporary African creative writers, writing about queer subjectivities, intercept the phenomenon in which post-colonial African leaders instrumentalise shame against queer African individuals to suture fragile androcentric African nationalisms. He argues that African nations derive legitimacy from constructions of another against which those nations define themselves, and that queer individuals have come to define that other, one whose existence must constantly be negated to shore up African national identities. Through demonstrating how the texts he examines in his thesis restore queer African people's humanity, provide historicity, and offer access to their interior and complex lives, Wisani Mushwana gestures at the urgent need to attend to the archive of delinquency, thereby to excise nationalist articulations of violence and to imagine unadulterated freedom.

Supervisor: Associate Professor B Boswell (English Studies)

Sarfo, Kwasi

Thesis Title: *The impacts of large-scale land acquisition for communal landholders: A case study of Atebubu-Amantin Municipality, Ghana*

Kwasi Sarfo obtained his BA and MPhil degrees in African Studies from the University of Cape Coast and the University of Ghana, respectively. Before joining UCT for full time PhD study in 2021, he worked as a Lecturer at the University of Energy and Natural Resources, Sunyani, Ghana.

Kwasi Sarfo's thesis focuses on large-scale land acquisition and examines the impacts of such acquisitions on the livelihoods of the affected communities in the Atebubu-Amantin Municipality of Ghana. The findings reveal that large-scale land acquisition has dispossessed and displaced communal landholders from their land without sustainable compensation or alternative livelihood opportunities. He further demonstrates that large-scale land acquisition has resulted in loss of income, food insecurity, tension, conflicts, and environmental degradation. He also highlights that although large-scale land acquisition has contributed to some employment opportunities, socio-economic infrastructure, and market access, these benefited only a few community members and that the overall impacts of LSLA for the affected communal landholders were negative. Sarfo's study updates the debate on large-scale land acquisition by demonstrating differences in impact dynamics at different stages of the implementation of investment projects.

Supervisor: Professor H Chitonge
(African Studies and Linguistics)

Seale, Wade Herbert

Thesis title: *The citizen: An Ubuntu personalism conception*

Wade Seale completed his BA, BA(Hons) and MA in Philosophy at the University of the Western Cape, and commenced reading towards his PhD at UCT in 2016. His research interest lies in the metaphysics of personhood and how it intersects with other topics in practical and theoretical philosophy.

Wade Seale's thesis introduces an Ubuntu personalism conception of the citizen as a novel theoretical grounding for a pluralist political arrangement based on human rights. His work critiques John Rawls's political liberalism in respect of its exclusion of severely cognitively disabled human beings and its reliance on a problematic conception of the citizen which undermines its theoretical cogency. Drawing on insights from the African philosophy of Ubuntu and philosophical personalism, he develops a view of personhood as relationally constituted, one which bridges metaphysics and ethics. This innovative framework provides an alternative justification for human rights, emphasising the importance of relationality and communal values as well as the inherent dignity of the individual person. Wade Seale's research contributes to African philosophy and global debates on justice by proposing a conception of the citizen that transcends the limitations of extant liberal theories.

Supervisor: Associate Professor G Hull
(Philosophy)

Washkansky, Dale

Thesis Title: *Re-presenting historical trauma: Art-making and the affective imagination*

Dale Washkansky completed his BAFA and MAFA qualifications at UCT majoring in photography. He began his PhD studies in 2016.

In response to a photograph taken in 1941 during the Holocaust, Dale Washkansky's thesis seeks to identify strategies of art-making that offer novel means to reposition traumatic historical events outside the determinisms associated with conventional practices of historiography, strategies that remain open-ended and lead to those events becoming a focus of subjective inquiry. In search of such strategies, he analyses apposite artworks by Penny Siopis and Anton Kusters that respectively utilise the mediums of film and photography. Dale Washkansky applies those strategies to his own art-making to engage historical photographs as an intellectual category that is not settled or even close to being delimited. He thereby demonstrates through his artwork that no image is ever fully formed or static in observation, interpretation, or even in production. Rather, he shows that any image is always affective and relational, and therefore orientated towards the future – when each viewer of an artwork has the potential to become a participant within an indefinite process of making meaning.

Supervisor: Associate Professor K Campbell (Michaelis School of Fine Art)
Co-supervisor: Honorary Professor P Siopis (Michaelis School of Fine Art)

ACADEMIC DRESS

OFFICERS OF THE UNIVERSITY

CHANCELLOR

The Chancellor wears a gown made from dark blue silk. The front of the gown has facings down each side made of dark blue velvet embroidered with a gold floral design. The gown and sleeves are lined with pale blue silk and the sleeves are looped up in front with a gold cord and button. The yoke of the gown is edged with gold cord. The gown is worn with a square blue velvet hat with a soft crown and gold tassel.

VICE-CHANCELLOR

The Vice-Chancellor wears a gown made from bright blue silk. The front of the gown has facings down each side and sleeve-linings of pale blue silk. The sleeves are looped up in front with a gold cord and button and the yoke of the gown is edged with gold cord. The gown is worn with a black velvet bonnet with a silver cord.

DEPUTY VICE-CHANCELLOR

A Deputy Vice-Chancellor wears a gown made from dark blue silk. The gown has closed sleeves with an inverted T-shaped opening at the level of the elbow to free the arms. The front of the gown has facings of light blue down each side. The sleeves are lined with light blue and the yoke of the gown is edged with silver cord. The gown is worn with a black velvet bonnet with a silver cord.

CHAIR OF COUNCIL

The Chair of Council wears a gown, of the same pattern as that worn by the Vice-Chancellor, made from light blue silk. The front of the gown has facings down each side and a yoke of dark blue. The sleeves are lined with dark blue and the facings and yoke are trimmed with gold cord. The sleeves are looped up in front with a gold cord and button. The gown is worn with a black velvet bonnet with a gold tassel.

MEMBERS OF COUNCIL

Members of Council wear graduate-pattern gowns made from black silk. The front of the gown has 10cm wide, light blue facings down each side trimmed with dark blue cord. The gown is worn with a black velvet bonnet with a blue cord.

REGISTRAR

The Registrar wears a gown made from black silk. The front of the gown has 10cm wide facings of blue silk down each side. The gown is worn with a black velvet bonnet with a white cord.

PRESIDENT OF CONVOCATION

The President of Convocation wears a gown made from black silk and has long closed sleeves with an inverted T-shaped opening at the level of the elbow to free the arms. The front of the gown has facings down each side and sleeves of blue silk. The gown is worn with a black velvet bonnet with a blue tassel.

UNIVERSITY ORATOR

The University Orator wears a gown of gold silk with bright blue silk facings and a yoke edged with gold cord. A black mortar board with a gold tassel is worn with the gown.

ACADEMIC DRESS (continued)

GOWNS

A plain black gown styled after the pattern of the Oxford scholar's gown is worn by diplomats, and Bachelor's, Honours and Master's graduands. Senior doctoral graduands wear a scarlet gown, with facings the colour distinctive of the faculty in which the degree is awarded. PhD graduands wear a scarlet gown without facings.

HOODS

The hood is particular to the qualification and the faculty. Diplomates and Bachelor's graduands wear a black hood lined with white and edged with the colour distinctive of the faculty. Master's graduands wear a black hood lined with the colour distinctive of the faculty and edged with white, except in the case of the hood for the MMed degree, which is edged with red. Senior doctoral graduands wear a hood of the colour distinctive of the faculty and a black velvet bonnet with a cord of the colour distinctive of the faculty in which the degree is awarded. PhD graduands wear a hood of scarlet lined with black and a black velvet bonnet with a cord of the colour distinctive of the faculty in which the degree is awarded.

DISTINCTIVE COLOURS

Faculty of Commerce	Yellow
Faculty of Engineering and the Built Environment	Green
Faculty of Health Sciences	Red
Faculty of Law	Old gold
Faculty of Humanities	Blue
Faculty of Science	Purple

VISION AND MISSION

UNIVERSITY OF CAPE TOWN

Vision

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

Mission

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

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

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

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

OFFICERS OF THE UNIVERSITY

Chancellor

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

Vice-Chancellor

Matlagolo Mosa Moshabela, MBChB *Natal* Dip in HIV Management (SA) CMSA MMed *Limpopo (MEDUNSA)*
MSc LSHTM PhD *Witwatersrand* MASSAf

Chair of Council

Norman Martin Arendse SC, BA LLB *Cape Town* LLM *UCL*

President of Convocation

Naadiya Moosajee, BSc(Eng)Civ MSc(Eng) *Cape Town*

Deputy Vice-Chancellors

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Jeffrey Murugan (Acting), MSc PhD *Cape Town*

Elelwani Ramugondo, BSc (Occupational Therapy) MSc (Occupational Therapy) PhD *Cape Town*

Registrar

Kathleen Idensohn (Interim), BA LLB *Cape Town* LLM *Cantab* PhD *Cape Town* Advocate of the High Court

Chief Operating Officer

Richard John van Huyssteen (Acting), Project Management Dip *FTI* BSc *Nelson Mandela*

HDE (PG) BCom(Hons) *Cape Town*

Deans of Faculties

Commerce: Suki Lesley Goodman, BSocSc(Hons) MBusSc PhD *Cape Town*

Engineering &

the Built Environment:

Aubrey Njema Mainza, BMinSC *UNZA* PhD *Cape Town*

Health Sciences:

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

Humanities:

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

Law:

Danwood Mzikenge Chirwa, LLB(Hons) *Malawi* LLM *Pretoria* PhD *Western Cape*

Practitioner of the High Court of Malawi

Science:

Hussein Suleman, MSc *Durban-Westville* PhD *Virginia Tech*

Dean of Higher Education Development

Kasturi Behari-Leak, BA(Hons) HDE BEd *Durban-Westville* MEd *Cape Town* PhD *Rhodes*

Director of the Graduate School of Business

Catherine Duggan, BA *Brown* PhD *Stanford*

YOU'VE GRADUATED. NOW STAY CONNECTED!

Today is not the end of your relationship with the university but the beginning of a new phase in your continuing relationship with UCT, one that you share with the global UCT community of over 200 000 alumni. We want to celebrate your milestones, share opportunities, and keep you connected with classmates, mentors, and the university. But to do that, we need one simple thing from you :

Update your details today!



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. Here are some of the other ways you can stay in touch with us:

- Attend UCT alumni events hosted in your region
- Participate in the AGM of Convocation
- Find and follow us on social media [@UCTalumni](#)
- Visit the Alumni Engagement 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

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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The Development and Alumni Department looks forward to meeting you. Join us at one of the many alumni events hosted around the world, on campus at a UCT public lecture, at UCT Summer School or at your class reunion. Let's stay connected.