
FACULTY OF HUMANITIES (CEREMONY 3)

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FACULTY OF HUMANITIES (CEREMONY 3)

ORDER OF PROCEEDINGS

Academic Procession.

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

The Vice-Chancellor will constitute the congregation.

The National Anthem.

The University Statement of Dedication will be read by a representative of the SRC.

Musical Item.

Welcome by the Deputy Vice-Chancellor, Professor DP Visser.

Professor Visser will present Dr Azila Talit Reisenberger for the Distinguished Teacher Award.

Professor J Hambidge will present Dr Janette Deacon to the Vice-Chancellor
for the award of an honorary degree.

The graduands will be presented to the Vice-Chancellor by the Dean of Humanities, Professor S Buhlungu.

The Vice-Chancellor will congratulate the new graduates.

Professor Visser will make closing announcements and invite the congregation to stand.

The Vice-Chancellor 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.)

MANNENBERG

The musical piece for the processional march is *Mannenberg*, composed by Abdullah Ibrahim.

Recorded with Basil ‘Manenberg’ Coetzee, Paul Michaels, Robbie Jansen, Morris Goldberg and Monty Weber, *Mannenberg* was released in June 1974.

The piece was composed against the backdrop of the District Six forced removals. It is named after the Cape Town township of Manenberg, which was established when the residents of District Six settled there. *Mannenberg* stands out as a uniquely South African piece: it blends together South African musical forms (*marabi*, *mbaqanga* and *langarm*) and American jazz. The song became a rallying cry against the injustices of apartheid and the particular destruction it wrought on communities. With its upbeat melodies and buoyant hook, the piece also serves a celebration of the resilience and endurance of humanity in the face of the brutalities of the apartheid regime.

Mannenberg is arguably South African jazz’s most famous export, and still stands as an anthem of hope and of fortitude for oppressed communities. It also serves as a reminder of the inhumanity of what this country and this city endured, and of the legacies of that inhumanity.

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.

DISTINCTIONS IN THE FACULTY OF HUMANITIES

Bachelors degrees may be awarded with distinction

in a subject, where the student has an average of at least 75% and no mark below 70%

in the degree, where the student has both distinction in at least one subject and first class passes in at least 10 courses.

Honours degrees are awarded by class (first, second class division one, second class division two, or third).

Master's degrees may be awarded with distinction

for the dissertation, (in a coursework and dissertation curriculum) for especially meritorious work, the dissertation being in the first class (75% or better)

in the degree, for especially meritorious work, where the average is 75% or better and no component is below 70%.

DISTINGUISHED TEACHER AWARD

The Distinguished Teacher Award, given one only to an individual, recognises teaching at any or all levels by a member of the faculty that has made a significant and lasting impression on students.

Previous recipients in the Faculty of Humanities have been:

1993	G Solomons (Classics)
1995	M Adhikari (History)
1996	R Mendelsohn (History)
2000	V Bickford-Smith (Historical Studies)
2001	V Abratt (Molecular & Cell Biology)
2002	A K Mager (Historical Studies)
2005	P R Anderson (English Language & Literature)
2007	J Bennett (African Gender Institute)
2008	V Everson (School of Languages & Literatures)
2009	C Clarkson (English Language & Literature)
2011	M Campbell (SA College of Music)
	S Levine (Social Anthropology)
2012	J Higgins (English Language & Literature)
2013	H MacDonald (Social Anthropology)
	I Rijsdijk (Film and Media Studies)
	H Twidle (English Language and Literature)

The following member of the Faculty of Humanities has been chosen for this award in 2015:

DISTINGUISHED TEACHER AWARD (CONTINUED)

Dr Azila Talit Reisenberger
School of Languages Literature and Linguistics

The passion that Dr Azila Talit Reisenberger displays for the Hebrew language as well as the craft of teaching is evident by all who cross her path. Azila, an accomplished academic and feminist theologian, has consistently over the years, as is evident by her six Distinguished Teachers Awards' nominations, inspired the love of this subject amongst her students.

Azila's teaching style is unique in its adeptness to cater to the needs and backgrounds of her students, thus allowing her to address the holistic development of her students beyond course work. She thrives in employing current teaching material and refining her teaching methodologies in order to keep up to date with today's technological advances. She has employed innovative means in developing language learning. For example, over 15 years ago she introduced computer programs in the Hebrew Intensive course and later bought keyboards with Hebrew/English fonts so that students could learn to do their assignments in Hebrew on the computer, and to listen to Hebrew radio and read Hebrew newspapers on the internet. She encourages students to access and practise the language in unique ways that further develops their understanding and use thereof, such that "Hebrew has been updated from an ancient language relegated to dusty shelves to a living, 'vibey' subject".

She has students from undergrad to PhD levels, and plays a significant role in curriculum design. Moreso, Azila successfully encourages a community ethos in the class which often comprises a diverse range of students of different religious and cultural backgrounds, and in this way allows for open engagement and student contribution. Dr Reisenberger's teaching philosophy is inclusive of methods of scholarship, mentorship and a guiding hand in the development of young scholars. In her teaching, Dr Reisenberger goes beyond the impartation of knowledge and is able to make the subject an experience in which she brings worldly elements into her lessons whilst at the same time making her lessons very much applicable and relevant outside the classroom.

With excellently consistent and rave reviews, Dr Reisenberger affectionately known as 'Tzili', has been noted as an outstanding mentor to her students and colleagues. In the words of a student taught by Dr Reisenberger, Tyler Fouché: "To this end, she is everything a Distinguished Teacher should be: compassionate yet firm, committed and dedicated, skilled and informative."

HONORARY DEGREE RECIPIENT

Janette Deacon
DLitt (honoris causa)

Janette Deacon, the well published and highly acclaimed archaeologist, graduated from UCT with a BA (1960), MA (1969) and PhD (1982). Throughout her career as an academic and later as archaeologist at the National Monuments Council, she displayed exceptional scholarship and advocacy and it is in the intersection of these two that she has made a significant contribution.

Deacon's work contributed significantly to the Bleek and Lloyd archive, achieving the recognition by the United Nations as a site of the Memory of the World. Her scholarship in the human origins in South Africa, rock art research, and a whole host of other activities has largely been carried out at the intersection of scholarship and public life and has helped to facilitate new understandings of the indigenous past, shape legislation for the protection of the archaeological and visual heritage of the San, and profile South African archaeology and rock art research in a global context. She has worked extensively with San descendants and in making the archive accessible to them. Her commitment to the preservation of the rock art of San – a vulnerable pre-colonial archive – includes a project which trains local people and amateur enthusiasts to record, document and clean rock art sites.

Dr Deacon has been recognised for her contribution to archaeology and rock art research with a number of awards, including the UNESCO and World Heritage Convention medal for her work with rock art internationally (2010). From 1979 to 1993 she edited the premier South African archaeological journal, *South African Archaeological Bulletin* and played a major role in shaping its character. Amongst her extensive publications are seven books, including *Human beginnings in South Africa*, indispensable text for Africanists and for any course on African archaeology.”

NAMES OF GRADUANDS

An asterisk * denotes that the degree will be awarded in the absence of the candidate.

FACULTY OF HUMANITIES

Dean: Professor S Buhlungu

DEGREE OF BACHELOR OF ARTS (HONOURS)

In Afrikaans:

*Izabel De Villiers

In Anthropology:

*Sarah Catherine Waterfield

In Arabic Language and Literature:

*Fatima Sadan

In Archaeology:

*Ethan Cohan Cottee

*Jani Mirialet Catherina Louw

In Art Historical Studies:

*Stephanie Kambourakis

In Classical Studies:

*Charl-Werner van Niekerk

In Curatorship:

*Alex Robin Abrahams

*Antonia Bamford
(First class) Nina Ashley
Emmerich Carew

*Sinazo Sanelisiwe Chiya

*Anja de Klerk

*(First class) Charis Olivia de
Kock

*(First class) Daniël Chris
Geldenhuis

*Amber Coral Knox

*Philiswa Lila

*Gcotyelwa Mashiqa

*Michelle Nhlamulo Mlati
Tichapera Barnabas Muvhuti

*Dylan John Owen
Dexter John Archer Sagar

*Hedwig van Der Merwe
Adele van Heerden
(First class) Nala Xaba

In Development Studies:

Jean Claude Havyarimana

*Caroline Kensett
Kgaugelo Sebidi

In Drama:

Crizelle Bernadene Anthony

*(First class) Jessica Frances
Köhler

*Ulibo Relebogile Maake

Thembekile Mahlaba
Luthando Mngomezulu

(First class) Sofia Louisa Zway

In English Studies:

*Megan Clare Bentley

*(First class) Ethrësia Coetzee

*Luke Jacob Cromhout

(First class) Joelle Lise Davidson
(First class) Anna Jean Degenaar

*Juanita Minette Helene De
Villiers

Michela Angélique Edmonds-
Smith

Michalah Francis

Mia Graham

Michael Errol Hedenskog
(First class) Samuel Woolf

Kentridge

(First class) Olivia Alice King

*(First class) Benjamin Klein
Hassana Moosa

*(First class) Aimee Morris

*Aléz Odendaal

Bilqis Rawoot

*(First class) Jarred Lior Srot

*(First class) Yannick Philippe
Triebel

*Marike Watson

*(First class) Matthew Zane
Winfield

*Tayla Withers

In Environmental and Geographical Studies:

*Tiffany Sarah Chalmers

*Zachariah Glasser

Brooke Lindsey Kuhne

In Film and Television Studies:

Ashleigh Genevieve da Silva

*(First class) Christopher Michael
Dudley

*Nomalungelo Wendy Gumede

*Megan Patricia Hand

*(First class) Samkelisiwe Precious
Khumalo

*Zingisa Noluvuyo Mjoli

Emma Lee Openshaw
(First class) Mthunzi Preddy

Ramphela

*(First class) Ted-Allan Ssekimpi

(First class) Emelia Esther

Steenekamp

(First class) Kyle Gordon Wallace
(First class) Jethro Clifton

Westraad

*Camilla Frances Wolfson

*(First class) Amy Zaaiman

In German Language and Literature:

(First class) Hedwig Ann Taylor

In Greek Language and Literature:

Veronique Kruger

In Historical Studies:

(First class) Emily Claire Lindsay
Bate

*(First class) Jules Alexander
Skotnes Brown

*Lilian Dreyer

Henry Allan Fagan

Kerusha Govender

(First class) Hayley Dee Hazell
(First class) Mary Louise

Kennedy

*Julian Kendall Leverton

*Dean Gilbert Lurie

Nomsa Sophia Makgabenyana
Debra Aimee Orolowitz

*Lauren Jennifer Palmer

*(First class) Kathryn Mary

Rawson

*(First class) Hannah Grace

Walton

Lauren Vanessa White
*(First class) Rocco Marco
Antonio Zizzamia

In International Relations:

Kousar Abrahams
*Hannah Grace Atkins
*Darkowa Awinador-Kanyirige
*Hannah Gauss
Nomonde Jennefer Ndwalaza

In Italian Language and Literature:

*(First class) Katey Lee Carson

In Justice and Transformation:

*(First class) Abigail Sunette
Branford
*(First class) Mamello Sebatso
Mosiana

In Latin Language and Literature:

*(First class) Ursula Anne
Westwood

In Linguistics:

Imrah Adams
*Candice Leigh Bagley
*(First class) Jade Marie Couch
Theona Geduld
*(First class) Natalia Lynova
Ndumiso Saziso Madubela
Naasirah Mohamed
*Xabisa Nonopha Moyo
*(First class) Sean Werthen

In Media Theory and Practice:

Wafiqqa Abbas
Geraldine Amoko
*Anna Elizabeth Ferreira
*Gabriella De Oliveira Da Silva
Ferreira
*(First class) Diana Halse Fletcher
*(First class) Barbara Fourie
*Catherine Stuart Franklin
*Andre Julian Fryer
(First class) Ashleigh Kerin
Furlong
(First class) Kryisia Gaweda
Alyssa Rozelle Kleintjes
*(First class) Katelyn Ashleigh
Mostert

*Tavinia Naiken
Khuthala Bongwiwe Noah
*(First class) Cassidy Nydahl
*Nkonadi Rita Onwu
*Chloe Megan Payne
Laynah Ashia Petersen
*Janna Mae Rubin
(First class) Catherine Sarah
Imogen Rudolph
(First class) Bryan David Smith
*Chad Nathaniel Spence
*Eva Walter

In Organisational Psychology:

*Zoe Powell
Costantia Maria Psaras
Saadiq Samodien
*Loren Amy Shapiro

In Philosophy:

*Robert Jenkin
*Julia Roettinger
*(First class) Markus Trengove

In Philosophy, Politics and Economics:

*Ruwadzano Georgina Ntombilly
Nhamoinesu
*Jenny Katharina Ohme

In Political Communication:

Naomi Phumeza Mnyamana

In Politics:

*Amy Claire Harrison
*Felix Renault

In Public Policy and Administration:

*Mwenya Chikwanda

In Religious Studies:

Shannon Clare Campbell
*Gaelin Meyer

In Social Anthropology:

*Sara-Jane Boock
*(First class) Anelia de Waal
*Taylor Govender

In Sociology:

(First class) Marlyn Collin Faure

In Spanish:

*(First class) Christopher Warnes

In Television Drama:

Tal Doria Aharonov
*Alexandria Christos
(First class) Michael John
Everard
*Cai Christopher Nebe
*Panankosi Nyati
Molly Kate Parkinson
Matthew Richard Sudding

DEGREE OF BACHELOR OF
ARTS (HONOURS) TEACHING
FRENCH AS A FOREIGN
LANGUAGE

*Nafeesa Hendricks
Refiloe Lephoi

DEGREE OF BACHELOR OF
SOCIAL SCIENCE (HONOURS)

In African Studies:

(First class) Jessica Mary Breakey

In Anthropology:

Stephanie Cara Deist
Gilad Levanon
Sonwabiso Ngcowa

In Clinical Social Work:

*Jill-Ann Adams
Gamuchirai Loreen Chibage
Olwethu Paul Deliwe
*(First class) Kulthum Fataar
Christine Fenemore
Ntombizanele Gweba
Sonia Matilda Henn
Nombeko Hlotho
Karen Mari Jooste
Phathiswa Kulati
Nondumiso Queenrose Kwinana
Brandon Ashley Lebuso
*Mesadie Machaea-Malinga
*Siziwe Marcia Mahala

- (First class) Amanda
Manqoyi-Ouamba
Nonkululeko Mhaleni
Aubrey Abraham Mitas
Khanyisa Mrwetyana
*Vuyelwa Primrose Nunu
Latasha Peters
Zukela Princess Pokolo
Mandisa Selana-Maqhubu
Nosicelo Sodladla-Mayaphi
Anneline Swartz
Noziphiwo Edith Yawa
- In Development Studies:*
(First class) Jessica Joy Loizides
*(First class) Patricia Megan
Malila
*Juliana Gwage Pita
Maxine Sa Couto
- In Economics:*
*(First class) Gabriel Espi-Sanchis
(First class) Adrienne Forder Lees
- In Economic History:*
*Liam Goldsworthy
*Ernie Nathi Koela
- In Environmental and Geographical Studies:*
*(First class) Ashleigh Jacqueline
Arton
*(First class) Yanna Romano de
Greef
(First class) Conor Peter Eastment
*Kiara Klitzner
Yoliswa Lusanda Molefe
*Chantelle Nyasha Tauya
*Stephanie Paige Williams
- In Gender and Transformation:*
Primrose Zvikomborero Joylyn
Bimha
*Robyn Danker
*(First class) Jennifer Dowd
*Lily Alice Lawson
Helenard Kingsley Madiba Louw
Samantha Faustine Malunga
*(First class) Jamie Renee Martin
Mbalenhle Matandela
*Kaylee McLaren
(First class) Jody Iris Metcalfe
*Emmanuella Kiyieih Nyamnjoh
- *Ronald Okubasu Ochieng'
Aaqielah Pillay
Kealeboga Ramaru
(First class) Caitlin Jeanette
Spring
*(First class) Alexandra Sian
Britha Stonehouse
*Nashurah Vallie
Tahnee Jade Wagenaar
*Anthea Tariro Zvobgo
- In Industrial Sociology:*
*Katherine Elizabeth Bassett
Melissa Robynne Davids
*Marietha Eugenia Lugwe
Kathryn Emma Wooldridge
- In International Relations:*
Nina Katrin Bosse
(First class) Chad Benjamin
Capon
*Mbongeni Khayelihle Mlalazi
Anjola Oluwa Ogunrombi
Teboho Neo Petse
*Gezile Patience Sakala
*Aamina Teladia
*(First class) Christopher
Wanamaker
- In Justice and Transformation:*
Penohole Brock
(First class) Rebecca Amy Gore
*Monique Kim Henry
Parusha Naidoo
*(First class) Hilary Frances Price
- In Organisational Psychology:*
*Aimee Louise Brenner
*Fawwaaz Davids
(First class) Alexa Frances De
Kock
*Lauren Gedye
*Melissa Leigh Hamilton
Storme Magee
Carey Deane Mcintosh
*Kirsten Meintjes
*Jodi Milosevich
*Varsha Mittoo
Kirsty Mostert
*Gareth Michael Mulligan
*Melvynne Muturiki
*Lael Jay Parkins
*(First class) Michelle Suzanne
Renecele
- Nuraan Salie
*Amy Scholtz
*Tshepo Jeffrey Sindane
*Naadir Soeker
*Lauren Kim Strydom
*Camilla Elizabeth Van Aardt
*Kavesh Natrarlal Vanmali
- In Philosophy:*
*Zachary Don Goldin
(First class) Mitchell Ryan Ilbury
Joshua Alexander Opperman
*Matthew Neil White
- In Philosophy, Politics and Economics:*
*Jaynisha Patel
(First class) Simon Ruff
Ruby Tuesday Schalit
*Kwezi Luxolo Sogoni
Christina Tromp
- In Political Communication:*
Ludo Natefo Tlamele Chalashika
Iman Sigrid Latief
*(First class) Claudia Varjabedian
- In Politics:*
Christine Kyomuhendo
Byaruhanga
*Kristyna Greplova
*Richard Warner Neville Griffin
*Deanna Polic
- In Probation and Correctional Practice:*
*Claire Anne Corin
Helena Gloudina Du Toit
Vuyokazi Makapela
*(First class) Rian Perry
*(First class) Ashleigh Nicole Ross
*Rebone Eldercia Selebalo
*Olwethu Bridget Zotwana
- In Psychology:*
*(First class) Nina Thandi
Abrahams
*Cleo Alyssa Albertus
*Rooksaar Amod
*(First class) Michelle Jeanne
Banwell
*(First class) Christina Jane Barnes

Alexa Leigh Berlein *(First class) Paul James Brusser (First class) Frances Maria Dreyer (First class) Kara Engelbrecht *(First class) Meredith Kate Forbes *Lauren Fourie *Lungile Vakele Gama *(First class) Hannah Joy Gould *(First class) Thomas Salvatore Augustus Guattari-Stafford *(First class) Dina Hammerschlag *Sasha Joseph Kaylee Nicole Kantor (First class) Marilyn Toni Lake *Thlolego Molemane Lekhutlile *(First class) Courtney Joan Lewis *(First class) Layla Nicole Liebetau (First class) Candice Jade Linde Nqobile Shelly Mogale *Thato Reitumetse Mokoena Minoka Naidoo *Sherwyn Naidoo (First class) Tamsyn Mary Naylor Tshegofatso Ndbane Ashleigh Eden Nestadt Phumelele Precious Ngubane *Candice Siobhan Nicolo *(First class) Michael Kenneth Owen (First class) Teneille Ashleigh Page *(First class) Alexander Rex Pennington *Nicholas James Reid (First class) Jessica Ellen Ringshaw Rooha Rowhani *(First class) Byron Charles Schwartz (First class) Melinda Lori Simon *(First class) Ruth Urson *(First class) Ashley van Heerden Kirsty Ashlyn Weaver (First class) Lydia Wepener	Ntokozo Nthabiseng Khumalo *Nompumelelo Zulu <i>In Religious Studies:</i> *(First class) Janelle Irene Arnold <i>In Social Anthropology:</i> *Benjamin Alexander Ahee *(First class) Raisa Moola *Daniel Ogwang *(First class) Sarah Charlotte Coolwe Oliver *(First class) Robert Lee Ordelheide *Philani Sikhakhane *Manya Nair van Ryneveld *Iris van Urk <i>In Social Development:</i> *Sihaam Crombie Chanel Catherine Fredericks Thando Michael Gayiya Sibongile Gida Christon Carlo Hornsby Alor Deng Arop Kuol *Malefela Precious Glaurina Lefunyane Bokang Nephtali Lipholo Luvuyo Nyameko Madikane *Cynthia Mendoza Charity Monareng *Kathleen Morgan Richardson *Charné Jessie September Olga Simanga <i>In Social Policy and Management:</i> (First class) Adele Oliver Bruggeman *Themba Moeketsi Vimbai Patience Mutangadura Nabeelah Shabudien Megan Aimee Smith Nausheen Nawaz Sumar Marion Thomas Mlungisi Khulani Zuma <i>In Sociology:</i> Emma Gelb *Rufaro Moyo	DEGREE OF MASTER OF ARTS IN NEUROPSYCHOLOGY Marina Anne Stephens DEGREE OF MASTER OF ARTS <i>In African Languages and Literature:</i> Nolubabalo Tyam <i>In Anthropology:</i> *(With distinction in the dissertation) Munyaradzi Mawere <i>In Applied Drama and Theatre Studies:</i> Krystle Anne Marrier D'unienville Sepiso Mwangi <i>In Art Historical Studies:</i> (With distinction) Sarah Sinisi <i>In Clinical Psychology:</i> *Alexia Daniels (With distinction in the dissertation) Daisy Gamxamus *Joanne Margaret Laskey Loyiso Maqubela Maseutloali Grace Seutloali *(With distinction in the dissertation) Abigail Gillian Wilson (With distinction) Maia Sarah Zway <i>In Creative Writing:</i> (With distinction in the dissertation) Frederick Johannes Muller Ian Graeme Sutherland <i>In Documentary Arts:</i> *(With distinction in the dissertation) Donna Corns
<i>In Public Policy and Administration:</i> Rekgotsofetse Chikane Raeesah Cohen *Nomawethu Mbasakazi Dumezweni *Ross Hare (First class) Emma Jones-Phillipson Tatum Zinzi Joseph *Nompumelelo Khuluse		

In Economic History:
Brandon de Jager
*(With distinction in the
dissertation) Patrick Whang

In French:
Mia Louise Botha
*(With distinction in the
dissertation) Mavis Mbariro
Itumeleng Rethabile Veronica
Mokhele

*In French Language and
Literature:*
*(With distinction) Marie Arielle
De La Roche Souvestre

In Historical Studies:
Christian Claassen
*Dylan Thomas Loser
Neroli Nomvuyo Mawrgan Price

In International Relations:
(With distinction) Thomas
Alexander Isbell

*In Language, Literature
and Modernity:*
(With distinction) Alice Bridget
Winstone Edy
Andrew James Hofmeyr
(With distinction) Esthie Esmare
Hugo
(With distinction) Carrie-Leigh
Timlin

In Linguistics:
*Caroline Anne Kloppert

In Media Studies:
*(With distinction) Christina Maria
Antonites

In Political Communication:
Dean Samuel Horwitz

In Psychological Research:
*(With distinction) Sarah Anne
Westwood

In Screenwriting:
Catherine Jane Hunter

In Theatre and Performance:
*(With distinction) Roné Herbst
*(With distinction) Roxy Anne
Kawitzky
Klara van Wyk

DEGREE OF MASTER
OF LIBRARY AND
INFORMATION STUDIES

Lena Nyahodza

DEGREE OF MASTER
OF PHILOSOPHY

In African Studies:
(With distinction) Jemima
Middleton
Francis Muromo
(With distinction) Heather Ashley
Scott

In Development Studies:
(With distinction) Luann
Mabakoena Hatane
Kiren Christopher Reggio

In Justice and Transformation:
*Thanh Ta
*(With distinction) Kathleen
Brittain Sensabaugh
*(With distinction) Rebecca Anne
Smith

*In Philosophy, Politics
and Economics:*
Lisa Carrin Brown

(With distinction in the
dissertation) Christina
Teichmann

*In Public Policy and
Administration:*
*Annelie Joanne Mare
Busisipho Ayakha Siyobi

DEGREE OF MASTER
OF SOCIAL SCIENCE

In Anthropology:
(With distinction) Leah Davina
Junck

In Applied Economics:
(With distinction) Amy Julia
Thornton

In Clinical Social Work:
Penelope Jane Henwood
*(With distinction in the
dissertation) Lynne
Cathryn Hogan

In Economics:
(With distinction) Thomas Neil
Harris
(With distinction) Hafsa Jumare

In Economic Development:
*(With distinction) Adaiyah Keren
Lilenstein

In Gender Studies:
Sharon Paul Mwamanda

In Global Studies:
Tatenda Millicent Nichole
Chingore

In International Relations:
*(With distinction in the
dissertation) Klaus Stig
Kristensen
(With distinction in the
dissertation) Gabrielle
Paxton Reid

In Organisational Psychology:
 (With distinction) Melissa Maria Alwar
 Cameron Frederick Cyster
 (With distinction in the dissertation) Danielle Emma Flavell
 *(With distinction in the dissertation) Skye Stephanie Handley
 Raeesah Ismail
 Daniela Juhnke
 *Alexandra Paula Kilgour
 (With distinction) Raffaella Tania L'Abbate
 (With distinction in the dissertation) Renee Carla Schreuder
 (With distinction in the dissertation) Musawenkosi Blessing Sibanda

In Politics:
 *(With distinction) Joachim Elvenes Bentzen
 *Sohhyeon Kim
 *(With distinction) Matthias Werner Krönke

In Psychology:
 *Matthew James Stone

In Social Anthropology:
 (With distinction) Adone Kitching
 *(With distinction) Shannon Laraine O'Rourke
 *Matthew Wayne Schroeder

In Social Development:
 Bridget Amy Clampett
 Likenkeng Adelinah Ramafikeng
 *Chloe Charlotte-Graziella Reiss

In Social Policy and Management:
 *Ludovic Rochat

In Sociology:
 Charlton Esterhuizen
 *(With distinction) Rayner Yunwei Teo

DEGREE OF DOCTOR
 OF PHILOSOPHY

In Film Studies:
 *Chris Willem Broodryk
 Thesis title: *Absences, exclusivities and utopias: Afrikaans film as a cinema of political impotence, 1994 – 2014.*

Chris Broodryk has a BA (Hons) and MA in Drama and Film Studies from the University of Pretoria, and a BA (Hons) Psychology from the same institution. He is a lecturer in the the University of Pretoria's Drama Department.

Chris Broodryk's thesis aims to develop a conceptual chronicle of contemporary Afrikaans cinema (1994–2014) which focuses on the ways in which Afrikaans cinema can be positioned as politically impotent. The thesis proceeds to identify micro- and macro-level markers of political impotence, with micro-level markers being drawn from specific Afrikaans feature films and macro-level markers being sought in consideration of the Afrikaans-film industry as seen from a broad structural perspective. He draws primarily on the scholarship of Thomas Elsaesser and his studies of German cinema and Hollywood in order to develop a vocabulary with which these markers can be articulated in cinematic terms. He problematises contemporary Afrikaans cinema's 'forgetting' of apartheid and its omission of socio-political commentary. By interrogating a selection of Afrikaans-language feature films, Chris Broodryk's study demonstrates how Afrikaans cinema's reliance on neoliberal forces, its skin-deep multiculturalism and its privileging of white male actualisation combine to foreground Afrikaans cinema's political impotence.

Supervisor: A/Professor MP Botha (Centre for Film and Media Studies)

In Gender Studies:
 Mary Margaret Philome Hames
 Thesis Title: *Black feminist intellectual activism: A transformative pedagogy at a South African university*

Mary Hames has long directed the Gender Equity Unit (University of the Western Cape) and is a well-known figure in activist circles connected with questions of poverty, sexuality, racism and gender-based violence. Her doctoral work builds on those experiences to engage, at both theoretical and practical levels, with what it means to transform South African higher education

Mary Hames' thesis argues that it is possible to realize the potential of black feminist theories through pedagogic strategies operative beyond the academic curriculum but still within university institutional borders. Drawing on Freire's theories of pedagogy and the legacies generated through pre-1994 intellectual and engaged work around popular education, Mary Hames re-reads black feminist theory to suggest that the design of programmes generated as part of students' political, social, and cultural lives on campus should draw on this theory to imagine transformative pedagogic opportunities. Exemplifying with Gender-Equity designed programmes, she reveals 'theory in action' and puts her research into conversation with various 21st century debates about "research-as-practice" and performance studies. Mary Hames' exposition reveals carefully the power of these programmes to revolutionize notions of 'learner,' teacher', and of "knowledge' itself.

Supervisor: A/Professor J Bennett (School of African and Gender Studies, Anthropology and Linguistics)

In Linguistics:

Alida Chevalier

Thesis title: *Globalisation versus internal development: the Reverse Short Front Vowel Shift in South African English*

Alida Chevalier was born in Pretoria and grew up in Fish Hoek. She studied at Paul Greyling Laerskool and Fish Hoek High School, and holds a BA, BA(Hons) and MA in Linguistics from UCT. Since 2005 she has been a student, tutor, and researcher-cum-research administrator at UCT.

Alida Chevalier's thesis is in the field of acoustic sociophonetics, which combines scientific measurement of vowels and consonants via the physics of sound waves with attention to the social properties of speech. Alida Chevalier's research examines the Reverse Short Front Vowel Shift, a new phenomenon within global English manifesting as the systematic lowering and backing of a subset of vowels, so that older 'flash' starts to sound somewhat like 'flush', 'ten' like 'tan', and 'sit' like 'set'. These vowel changes potentially affect about one fifth of all English-language words. Mrs. Chevalier's research utilised new techniques of acoustic analysis (Forced Alignment and Vowel Extraction), statistics for large data bases (mixed effects regression and several other techniques in R), and sociolinguistic theory (variation, chain shifts and their motivation). Data from detailed interviews with 53 Capetonians show that this series of changes is well under way, appearing as an instance of global changes affecting young people.

Supervisor: Professor R Mesthrie (School of African and Gender Studies, Anthropology and Linguistics)

In Psychology:

Nadine Michelle Lindinger

Thesis Title: *Social cognition in South African children with Fetal Alcohol Spectrum Disorders*

Nadine Lindinger has a BSocSci, Honours degree in Psychology and MA in Psychological Research/ Neuropsychology from the University of Cape Town. Her PhD thesis emerged from the cognitive research she's been conducting with children and infants with fetal alcohol spectrum disorders (FASD) at the Child Development Research Laboratory at UCT.

Nadine Lindinger's thesis aims to investigate social cognition in children with FASD following evidence that prenatal alcohol exposure (PAE) impacts social cognitive development resulting in significant social deficits and poor adaptive behaviours in affected individuals. Her work was based on research that examined potential deficits within aspects of Social Information Processing and Affective Social Competency frameworks, work which may help to explain the social cognitive deficits seen in children with FASD. Nadine Lindinger made use of Theory of Mind and affective appraisal measures which she administered both behaviourally and in a neuroimaging setting using functional Magnetic Resonance Imaging. The latter was aimed at exploring potential differences in cortico-limbic activation patterns in children with FASD compared to non-exposed children. She found that children with a history of PAE had different activation patterns within a facial-emotion processing network depending on the valence of the facial affect displayed.

Supervisor: Dr S Malcolm-Smith (Psychology)

Co-supervisor: Associate Professor K Thomas (Psychology)

In Religious Studies:

Andrew Kimseng Tan

Thesis Title: *The Rhetoric of Abraham's Faith in Romans 4*

Andrew Kim Seng Tan has a BEng (National University of Singapore), a Graduate Diploma in Knowledge Engineering (Institute of System Science, NUS), and a MDiv (Far Eastern Bible College). He worked as a civil and structural engineer for some years before becoming a church pastor.

Andrew Tan's thesis examines how the Apostle Paul, in his Letter to the Romans, attempted to alleviate dissension between Judean and gentile Christians by using of a rhetorical construction based on the Abraham narrative of the Book of Genesis. The deep-seated dissension involved Judean ethnic identity grounded in a claim to special status of honour with God – a result of the righteousness they supposedly possessed through the Mosaic law. In an agonistic culture where honour was the most highly valued cultural asset, this was a powerful ethnic claim. Gentile Christians, because they lacked such righteousness, were considered inferior by Judean Christians. Tan shows that to undermine the Judeans' claim to superiority, Paul used the rhetoric of Abraham's faith from Genesis to demonstrate that Judean and gentile Christians were equally children and heirs of Abraham whose acceptance by God was through the same kind of faith that Abraham had possessed, not through the Mosaic law.

Supervisor: Emeritus A/Professor CA Wanamaker (Religious Studies)

In Social Anthropology:

Christopher Munyaradzi Mabeza
Thesis title: *Marrying Water and Soil: adaptation to climate by a smallholder farmer in Zvishavane, rural Zimbabwe*

Christopher Munyaradzi Mabeza has a BA and MSc in Social Ecology from the University of Zimbabwe. Being raised in rural Zimbabwe, Christopher Mabeza witnessed first-hand the adverse effects of rainfall variability on smallholder farmers. His experiences in such a variable environment inspired him to study the adaptive strategies of an award-winning smallholder farmer in a dry area of southern Zimbabwe, Mr Zephaniah Phiri Maseko, who describes his work as “marrying water and soil so that they don’t elope and run off, but raise a family”. Christopher Mabeza uses Mr Maseko’s approaches to water harvesting as a means of building innovative strategies for adaptation to climate change in Southern Africa. The thesis describes in detail both the physical infrastructure developed by Mr Phiri Maseko to store water in soil, and, importantly, the philosophy of water and soil that gives them form. Christopher Mabeza’s ethnographic fieldwork shows that Mr Maseko’s farming practices are grounded in a philosophy of soil and relationality that draws on regional southern African thought and historical ecological practices that can be linked to the archaeological record. He argues that, if used to guide smallholder farmers, Mr Phiri Maseko’s practices offer hope in an uncertain environment of climate change.

Supervisor: A/Professor
L Green (School of African and Gender Studies, Anthropology and Linguistics)
Co-Supervisors: Dr G Ziervogel (Environmental and Geographical Science)
A/Professor S Chirikure (Archaeology)

In Social Development:

Tomoko Shibuya
Thesis Title: *Alternative care options and social protection policy choices to support orphans and vulnerable children: A comparative study of Mozambique and Guinea-Bissau*

Tomoko Shibuya has a BSc from Boston University and an MSc from the University of Oxford. Her thesis arose from her professional experiences in working, since 2005, for the United Nations Children’s Fund in several African country offices.

Tomoko Shibuya’s thesis examines the interconnections between social protection policies, types of alternative care and the well-being of 122 orphans and vulnerable children between the ages of 10 and 17 years in Mozambique and Guinea-Bissau. Her research reveals a marked difference in the way basic and psycho-social needs were met in the different types of alternative care situations children experienced in the two countries. Her findings indicate that, at the policy level, efforts to support orphans and vulnerable children were more advanced in Mozambique than in Guinea-Bissau. They also indicate, however, that policy has not yet necessarily translated into improved overall well-being for children in Mozambique. She also found significant associations between children’s overall well-being and their social relations, their food situations and their health, and education circumstances. Taking these findings into account, Tomoko Shibuya calls for more comprehensive social protection policies in the two countries so that they promote community integration of such children.

Supervisor: Associate Professor V Taylor (Social Development)

In Social Work:

Virginia Lenore Petersen
Thesis Title: *The nature and utilisation of the stock of social capital among the young in selected areas in the Western Cape province, South Africa*

Virginia Petersen holds a Diploma (1978) and Higher Diploma in Social Work (1984) from the University of the Western Cape. She graduated with a Master’s in Social Science (Clinical) from the University of Cape Town in 1990. Having previously served in various national and provincial government positions and in NGOs, she has been CEO of the South African Social Security Agency (SASSA) from 2011 to 2016.

Virginia Petersen’s thesis focuses on the measurement of stocks of social capital among youth in six key development areas of the country. Using a theoretical framework set out by Michael Woolcock, her thesis distinguishes between bonding, bridging and linking social capital, and follows the principle that social capital is central to development among youth. Methodologically Virginia Petersen’s thesis combines qualitative and quantitative methods, and it carefully constructs a practical way in which various forms of social capital can be measured. The thesis concludes that there are significant gaps in the state’s provision of facilities for youth and it makes suggestions regarding areas where improvements can be made.

Supervisor: Dr MG Booyens (Social Development)
Co-supervisor: Dr J Graaff (Sociology)

In Sociology:

*Ian Samuel Edelstein

Thesis Title: *Measuring pathways to youth violence and the possible effects of a sports-based development intervention on youth in South Africa*

Ian Edelstein worked with adolescents in South Africa from 2005 to 2009, before returning to the USA to complete a Master's degree. From 2010 to 2015 he worked for the International Committee of the Red Cross, which part-funded both the sports programme on which his thesis is based and the fieldwork for its evaluation.

Ian Edelstein's thesis assesses the impact of a sports programme in Khayelitsha, Cape Town, on male adolescents' and young adults' attitudes towards and participation in violence. The study's empirical core is an innovative quasi-experimental panel study. In response to the methodological difficulties of collecting data on actual violent behaviour, a violence-potential 'scorecard' was developed and tested. This combined sub-scales of association with deviant or criminal individuals and attitudes toward gangs and the use of interpersonal violence, together with a measure of actual physical violence. Structural equation modelling with the longitudinal data revealed pathways from the home environment to parenting practices, to negative attitudes to school, to substance abuse, and to deepening adolescent violence. The data do not permit any clear finding on the effects of participation in the sports programme, although geographical crime data suggest that violence declined in the neighbourhoods close to the programme site.

Supervisor: Professor J Seekings
(Sociology)

Susan Wilkinson

Thesis Title: *Gauging the Horizontality of Community Philanthropy Organisations: The Development and Validity Testing of an Instrument*

Susan Wilkinson has a BA (Honours) (Political Science) from Queen's University, Canada and an MA (International Affairs) from Carleton University, Canada. A long career in social development practice and in conducting multi-country research into philanthropy informed her interest in community philanthropy as a vehicle for people-driven development.

Susan Wilkinson's thesis investigates, in the context of community philanthropy in South Africa, the extent to which organisational behaviour favours vertical philanthropy for an exogenous orientation or horizontal philanthropy for endogenous development. She developed and tested a mixed methods instrument, the "Horizontality Gauge" to produce quantitative data in the form of Likert Scale scores as well as qualitative evidence in the form of narrative illustrations of organisational behaviour and respondents' judgements of the scores. Susan Wilkinson's findings show that the Gauge satisfies Lincoln and Guba's (1985) assessment validation criteria for trustworthiness. Her findings also reveal that refinements can be made to the "Horizontality Gauge" research instrument. Through problematising the exogenous in the light of the domestication of funding in South Africa Susan Wilkinson's study also questions the ease with which her respondents were able to access and interpret the Gauge as presented visually on a behaviour arc.

Supervisor: Dr JP de Wet
(Sociology)

HISTORICAL SKETCH

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.

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.

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 degrees 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

MISSION STATEMENT OF THE UNIVERSITY OF CAPE TOWN

UCT aspires to become a premier academic meeting point between South Africa, the rest of Africa and the world. Taking advantage of expanding global networks and our distinct vantage point in Africa, we are committed, through innovative research and scholarship, to grapple with the key issues of our natural and social worlds. We aim to produce graduates whose qualifications are internationally recognised and locally applicable, underpinned by values of engaged citizenship and social justice. UCT will promote diversity and transformation within our institution and beyond, including growing the next generation of academics.

Foundation statement underpinning the mission statement

Our research-led identity is shaped by a commitment to:

- academic freedom as the prerequisite to fostering intellectual debate and free inquiry;
- ensuring that research informs all our activities including teaching, learning and service to the community;
- advancing and disseminating knowledge that addresses the key challenges facing society – South African, continental and global;
- protecting “curiosity driven” research;
- nurturing and valuing creativity in the sciences and arts including the performing and creative arts;
- stimulating international linkages of researchers and research groupings.

We strive to provide a superior quality educational experience for undergraduate and postgraduate students through:

- providing an intellectually and socially stimulating environment;
- inspired and dedicated teaching and learning;
- exposure to the excitement of creating new knowledge;
- stimulating the love of life-long learning;
- the cultivation of competencies for global citizenship;
- supporting programmes that stimulate the social consciousness of students;
- offering access to courses outside the conventional curricula;
- attracting a culturally and internationally diverse community of scholars;
- guaranteeing internationally competitive qualifications;
- offering a rich array of social, cultural, sporting and leadership opportunities;
- providing an enabling physical and operational environment.

In advancing UCT as an Afropolitan university, we will:

- expand our expertise on Africa and offer it to the world;
- extend our networks on the continent, along with our global connections and partnerships;
- promote student and staff exchanges and collaborative research and postgraduate programmes;
- engage critically with Africa’s intellectuals and world views in teaching and research;
- contribute to strengthening higher education on our continent.

We strive to provide an environment for our diverse student and staff community that:

- promotes a more equitable and non-racial society;
- supports redress in regard to past injustices;
- is affirming and inclusive of all staff and students and promotes diversity in demographics, skills and backgrounds;
- offers individual development opportunities to all staff;
- is welcoming as a meeting space for scholars from Africa and around the world.

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The University of Cape Town gratefully acknowledges the sustained contributions of the following partners. Their generosity has assisted us toward our goals of improving student access to tertiary education and promoting curriculum, staff and student transformation; increasing our research capacity; and implementing programmes that promote social engagement and community upliftment.

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Individuals whose gifts to UCT over a five year period have amounted to less than R100,000

2850 individuals who have generously shown their support by making a gift to the University of Cape Town.

Bequests

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Note:

As of January 2015, the levels of individual donors' giving circles have changed as follows:

- Chancellor's circle: formerly R250 000+, now R500 000+;
- Vice-Chancellor's Circle: formerly R100 000 – R250 000, now R250 000 – R500 000;
- Dean's circle: formerly R60 000 – R100 000, now R100 000 – R250 000;
- Friends of UCT: formerly <R60,000, now <R100,000.

Please note that these changes only affect donations received after 1 January 2015. All donors who were members of particular circles prior to January 2015, will continue to be recognised in their original circles, until the rolling five-year giving period has elapsed.

We apologize for any omissions or errors. If you would like to query your donations totals, circle membership, or any other matter related to your gifts to UCT, please email giving@uct.ac.za.

A full list of UCT donors is also available at www.uct.ac.za/dad/giving/donor_recognition.

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*Welcome, Wamkelekile, Welkom – 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 UCT community of over 100 000 alumni.
Diverse as this community is, the shared experiences of a critical academic ethos and a spectacular campus make for a strong network that has a wide footprint, not only in South Africa, but across the continent and the globe.*

We set a great store by our links with our alumni, and indeed the links alumni have with each other. We promise that we will be in touch, and ask you in turn to let us know not only your current contact details but also, from time to time, something of your lives and where you are in your careers.

*Updates can be done on the web – <http://www.uct.ac.za/dad/alumni/update/>
- or by writing to the Alumni Office, UCT, PB X3 Rondebosch 7701
or by contacting us on (27) (21) 650 3746.*

*Your alma mater looks forward to welcoming you back,
whether to a public lecture, a leadership forum, your class reunion,
or just an informal call!*
