Note

This School Prospectus is valid for 2023 only. Regulations and curricula may be amended without prior notice. General regulations and information appear in the University of Namibia's General Information and Regulations Prospectus.

Although the information contained in this School Prospectus has been compiled as carefully and accurately as possible, Council and Senate accept no responsibility for any errors or omissions that may occur. The University reserves the right to amend any regulation or condition without prior notice.

The information is correct up to 31 November 2023.

This School Prospectus must be read in conjunction with the University of Namibia's General Information and Regulations Prospectus.
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The principal mission of the School of Humanities, Society and Development is:
- to promote excellence in teaching and research;
- to develop critical, analytical and conceptual capacities within inter-related fields of knowledge;
- to offer consultancies in the areas of applied social sciences;
- to promote community service; and
- to develop and promote postgraduate programmes which will enhance national self-reliance in high level human resources.

The School comprises the following academic departments:
- Humanities and Arts
- Social Sciences
- Language Development

The key programme objective is to develop, through excellence in teaching and research, the skills and competencies necessary for meeting the professional needs of society, particularly those of teachers, and health-, media-, information- and language specialists, and also of translators, managers, environmentalists, social workers, religious leaders and professionals in cultural expression and the arts.

**2023 ACADEMIC YEAR**

### SEMESTER 1
- **12 January** University Open
- **24 January** Academic staff resumes office duties
- **30 January** Lectures commence for CORE SEMESTER – New Curriculum (Until 3 March)
- **15 February** Lectures commence for FIRST SEMESTER – Old Curriculum Students (Until 17 May)
- **06 March** Lectures commence for FIRST SEMESTER – New Curriculum Students (Until 7 June)
- **04 May** Long Weekend BREAK for students commences (Until 7 May)
- **08 May** Lectures commence after long weekend break
- **17 May** Lectures end for FIRST SEMESTER – Old Curriculum Students
- **22 May** First Opportunity Examinations commence – Old Curriculum Students (Until 9 June)
- **07 June** Lectures end for FIRST SEMESTER – New Curriculum Students
- **09 June** First Opportunity Examinations end – Old Curriculum Students
- **12 June** First Opportunity Examinations commence – New Curriculum Students (Until 23 June)
- **12 June** Second Opportunity Examinations commence – Old Curriculum Students (Until 27 June)
- **23 June** First Opportunity Examinations end – New Curriculum Students
- **26 June** Second Opportunity Examinations commence – New Curriculum Students (Until 5 July)
- **27 June** Second Opportunity Examinations end – Old Curriculum Students
- **05 July** Second Opportunity Examinations end – New Curriculum Students
- **07 July** End of FIRST SEMESTER
- **10 – 14 July** Mid-year recess

### SEMESTER 2
- **19 July** Lectures commence for SECOND SEMESTER – Old Curriculum Students (Until 13 October)
- **24 July** Lectures commence for SECOND SEMESTER – New Curriculum Students (Until 20 October)
- **04 September** Second semester BREAK commences for New Curriculum Students (Until 10 September)
- **06 September** Second semester BREAK commences for Old Curriculum Students (Until 10 September)
- **08 September** Institutional Holiday
- **11 September** Lectures resume after second semester break
- **13 October** Lectures end for SECOND SEMESTER – Old Curriculum Students
- **18 October** First Opportunity Examinations commence – Old Curriculum Students (Until 7 November)
- **20 October** Lectures end for SECOND SEMESTER – New Curriculum Students
- **26 October** First Opportunity Examinations commence – New Curriculum Students (Until 10 November)
- **07 November** First Opportunity Examinations end – Old Curriculum Students
- **08 November** Second Opportunity Examinations commence – Old Curriculum Students (Until 24 November)
- **10 November** First Opportunity Examinations end – New Curriculum Students
- **13 November** Second Opportunity Examinations commence – New Curriculum Students (Until 24 November)
- **24 November** Second Opportunity Examinations end – All Students
- **01 December** End of SECOND SEMESTER
- **15 December** End of ACADEMIC YEAR
- **12 January 2024** University opens (2024 academic year)
- **24 January 2024** Academic staff resumes office duties
### DUE DATES FOR 2023 ACADEMIC YEAR

#### (i) GENERAL DATES

<table>
<thead>
<tr>
<th>DATE</th>
<th>GENERAL DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 February</td>
<td>All New Curriculum Students – Late Fee payable (Until 3 February)</td>
</tr>
<tr>
<td>3 February</td>
<td>Last day for application of retention of continuous assessment (CA) mark and</td>
</tr>
<tr>
<td>8 February</td>
<td>Last date to approve promotional examinations applications by Schools</td>
</tr>
<tr>
<td>22 February</td>
<td>Promotion Examination</td>
</tr>
<tr>
<td>15 February</td>
<td>All Old Curriculum Students – Late Fee payable (Until 17 February)</td>
</tr>
<tr>
<td>12 April</td>
<td>Last date for change of offering types and examination centres – Distance Students (First Semester)</td>
</tr>
<tr>
<td>17 July</td>
<td>Addition and Cancellation of second semester modules – Fees payable (Until 21 July)</td>
</tr>
<tr>
<td>12 September</td>
<td>Last date for change of offering types and examination centres – Distance Students (Second Semester)</td>
</tr>
<tr>
<td>31 October</td>
<td>Last date to submit thesis for the April 2024 graduation</td>
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#### (ii) CANCELLATIONS DUE DATES

<table>
<thead>
<tr>
<th>DATE</th>
<th>CANCELLATION DUE DATES</th>
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</thead>
<tbody>
<tr>
<td>28 April</td>
<td>Last date for cancellation of first semester modules</td>
</tr>
<tr>
<td>29 September</td>
<td>Last date for cancellation of second semester and year modules</td>
</tr>
</tbody>
</table>

#### (iii) FINANCE DUE DATES

<table>
<thead>
<tr>
<th>DATE</th>
<th>FINANCE DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 February</td>
<td>Last day to cancel Core Semester modules with 100% credits - New Curriculum Students</td>
</tr>
<tr>
<td>15 February</td>
<td>Last day to cancel Core Semester modules with 50% credit - New Curriculum Students</td>
</tr>
<tr>
<td>1 March</td>
<td>Last day to cancel Semester 1 and year modules with 100% credit – Old Curriculum Students</td>
</tr>
<tr>
<td>29 March</td>
<td>Last day to cancel Semester 1 modules with 50% credit – Old Curriculum Students</td>
</tr>
<tr>
<td>7 July</td>
<td>Last day to cancel Double modules with 50% credit – All Students</td>
</tr>
<tr>
<td>2 August</td>
<td>Last day to cancel Semester 2 modules with 100% credit – Old Curriculum Students</td>
</tr>
<tr>
<td>9 August</td>
<td>Last day to cancel Semester 2 modules with 100% credit – New Curriculum Students</td>
</tr>
<tr>
<td>1 September</td>
<td>Last day to cancel Second Semester modules with 50% credit – All Students</td>
</tr>
</tbody>
</table>

### STRUCTURE AND PERSONNEL OF THE SCHOOL

**Office Of The Associate Dean**

- Associate Dean of School of Humanities, Society and Development: Dr M. Akawa-Shikuwa
- Head of Department: Department of Humanities and Arts: Prof H. Beyer
- Head of Department: Department of Social Sciences: Mr W. Uutoni
- Head of Department: Language Development: Dr A. Simataa
- Secretary: Mrs M. Mandumbwa
- Student Support Coordinator - Distance Modules: Ms T. Mukwendje
- Faculty Officer: Ms I. Peter
- Assistant Faculty Officer: Mrs M. Muchali
- Postgraduate Coordinator: Mrs N. Mutenda
- Examination Officer (All School Module excluding Unam Core Modules): Ms M. Nuuyoma
- Examination Officer (Unam Core Modules): Mrs J. Ausiku
- Student Records Officer: Mrs L. IGontes
### Department of Social Sciences

**Head of Department:** Mr Wilhelm Uutoni

**Professors**
- Prof. C.T. Nengomasha, BA Hons, GradCE (Zimbabwe), MLS (Syracuse, New York), PhD (UNAM)
- Prof. E.I. Akpabio BA [ED] (Calabar). M.Sc (Lagos), PhD (Uyo)

**Associate Professors**
- Associate Prof. T. Kalusopa, BALIS (University of Zambia), MSc. Information Science (Addis Ababa), PhD (UNISA)

**Senior Lecturers**
- Mr W. Uutoni, BA (Unam), MSc (University of Borås, Sweden)
- Dr A. Nhema, Honours in Sociology; MSc in Sociology and Social Anthropology (UZ); PhD Anthropology (UCT)
- Ms M.B. Kaundjua, BA Hons (Unam), MA (Population and Development) IIS, The Hague

**Lecturers**
- Dr M.N. Masoud, BA (Inter. Journalism), MA (Inter. Journalism) (Moscow), MA (Riga, Latvia) (PhD) (Moscow)
- Dr H.R Tibjja, Dip. Th (Paulinus), B.Th. M.Th (Natal), PhD (UKZN)
- Ms M. Mosha, B. Des-D&T Education (University of Botswana), M Des-Digital Media (University of Sydney)
- Ms T.N. Shuumbili, Cert in LIS (UB, Botswana), BA (LIS) (UNAM), MA (LIS), (Loughborough University, England)
- Mrs A. Kukujaha-Murangi, BA Communication (Namibia University of Science and Technology), MA Communication & Journalism (University of Myssore, India)
- Ms N. Namupala, BA (Unam), MA (Joensuu)
- Ms L. Kauari, BA (Unam), MA (Peoples Friendship University of Moscow)
- Dr E. Tjirera, BA (UNAM), MA (UNAM), PhD (University of the Witwatersrand)

---

### Department of Humanities & Arts

**Head of Department:** Prof Herman Beyer

**Professor**
- Prof J. Kangira, Cert in Ed (Zimbabwe), Creative Writing Cert (Lancaster/British Council), Dip in Journalism and Professional Writing (TTC – UK), MA (Unisa), BA Special Hons, MPhil (UZ), Grad. Cert. in TEM, MTEM, (Melbourne), PhD (UCT)

**Associate Professors**
- Prof J.U. Kavari, BPrim Ed, BA Hons, BEd, MA (UNAM), PhD (London)
- Prof H.L. Beyer, MA, DLitt, HED (Stellenbosch)
- Prof C. Sabao, BA Hons (UZ), M Phil (MSU), PhD (Stellenbosch)

**Senior Lecturers**
- Ms A. Zannier-Wahengo, M(FLE) (Angers)
- Dr N. Mlambo, MA (UZ), MA in Intercultural Communication (Stellenbosch), PhD (UNAM)
- Dr P.A. Mbenni, ECP (OTC), BA, BA Hons, DSPE (UNAM), MA (Natal), PhD (UNAM)
- Dr L. Olivier-Sampson, BA, HED, BEd (UCT), BA Hons (Drama), MEd, PhD (UNAM)
- Dr M. Akawa-Shikufa, BA Hons (UNAM), MA (UWC), PhD (Basel)
- Dr G. Gwasira, BA (UNAM), MA (Hons) (UZ), MA (Cologne), PhD (UWC)
- Dr V. Shigwedha, Dip Ed, BA (UNAM), PGDMHS (UWC/UCT), MA (UNAM), PhD (UWC)
- Dr N. Shiwedza, BA Tourism (UNAM), MA in Public and Visual History, PhD (UWC)
- Dr G.E. Wittmann, MA (Stellenbosch), PhD (North-West University)

**Lecturers**
- Ms A. Beukes, BA (HED) (UNAM), MA (Stellenbosch)
- Dr S.S. Shipale, ECP (OTC), Univ. Dip. in Ed. (Umea, Sweden), Cert. in Gender (UP, SA), BEd Hons (London), BA Hons, MA TESOL (UNISA), PGD DE & MA DE (Ignou, India), PhD (UNAM)
- Dr S. Ashikuti, BA (UNAM), MA TESOL (Stony Brook, USA), PhD (Reading, UK),
- Ms S. Olivier-Sampson, MA Perforing Arts (UNAM)
- Dr K. Cowley, MFA (Rhodes), PhD (UP)
- Ms F. Stegmann, MA Visual Communication (Royal College of Art)
- Dr S. Van der Smit, BA, HED (UOFS), FED (WCE), BA Hons, MA (UNAM), MA Arts Education (Umea Univ. Sweden), PhD (UNAM)
Ms. S. Mwange, BA Hons (UNAM), MA (UCT)
Dr. P. Matuure, BEd (UJ); MA, PhD (KwaZulu-Natal)
Ms M.A. Caley, BA Hons, MA Visual Arts (UNAM)
Ms L. Izyenda, BA Hons (UNAM), MA (Emod Berlin University of Arts for Fashion)
Ms P.F. Genis, BA (UFS), HonsBA, PGDT, MA (Stellenbosch)
Mr R Afonso, MA-DE, UTAD (Universidade de Trás-os-Montes Alto Douo, Portugal), PGD (Universidade Aberta)
Mr S. Job, BEd Hons (UNAM), MA (Humboldt-Universität zu Berlin)
Ms S. Schlettwein, BA Hons (UCT), MA (Stuttgart)
Ms S. Claassen, B. Hons (UNAM), MA Visual Arts (UNAM)

Assistant Lecturers
Mr N. Ashimbanga, BEd Hons (UNAM)
Mr B. Pereko, BA Music Education (University of the Witwatersrand)
Ms A van der Linde, BA Hons (UP)

DAAD Language Assistant
Ms V. Jochum, MA (Johannes-Gutenberg-Universität, Germany)

Head of Department: Dr Agnes Simataa

Senior Lecturers
Dr. H. Hamakali, PhD in Language and Literacy (University of the Western Cape, South Africa), M.A in Teaching English to Speakers of Other Languages (California State University Los Angeles, USA), PGDE (UNAM), B ED (UNAM), Diploma in Proofreading and Copy Editing (The Blackford Centre, United Kingdom)
Dr. J. L Amakali, PhD in English Studies (UNAM), MPhil in Second Language Studies (Stellenbosch University), B. Hons Education, Training, and Dev. (UJ), Diploma in Proofreading and Copy-editing (Blackford Centre, UK), Advanced Dipl. English Language Teaching (RAU), Basic Education Teachers Diploma (OCE)
Dr. L. H Julius, PhD (Academic literacy) - (Rhodes University, SA), MEd [English Language Teaching] (Rhodes University, RSA) B. Ed Hons [English Language Teaching] (Rhodes University, RSA) Advanced Certificate in Education (North-West University, RSA) B. ETD (English and Mathematics Education), (Windhoek College of Education)
Ms N O Ipinge, B.A (UNAM), PGDE (UNAM), MA (University of Warwick -UK)
Dr. G I Sindano, PhD in English Studies, MA in English studies, B. A (honours), B.ED.

Lecturers
Dr. A. Simataa, BA (UNAM) PGDE (UNAM), Postgraduate Diploma in Second Language Studies (Stellenbosch) M A (UNAM) PhD (UNAM)
Dr. E. Namundyebo, PhD English (UNAM), MA-TESOL (Eastern Michigan University), MA-Development Studies, (UNAM), B. ED (UNAM)
Dr. J. N Mukoroli, B ED (North West University) Masters in Art of Teaching (. PS. f. T. Graduate Institute- World Learning- USA) PhD in Language and Literacy (University of the Western Cape)
Dr. J.N. Sitwala, ECP (NUST); M+2 (University of Port Elizabeth, SA); D. Prim(University of Port Elizabeth, RSA); BA(Vista University, RSA); B. Hons (Vista University, RSA); Masters(University of South Africa, UNISA, RSA); PhD (UNAM)
Dr. K. Iipinge, B.Ed. (Unam); Certificate in TEFL (Cape Town TEFL training institute), BA-hons (TESOL) UNISA; MA (SLS) University of Stellenbosch; Ph.D. (Applied linguistics) University of the Western Cape
Mr. A P Teofilus (BA (UNAM), PGDE (UNAM), B.ED Honours (Potchefstroom), MA English as a Second Language (Stellenbosch)
Mr. A. Dikuwa B.A. (UNAM), M. Ed. (Rhodes University)
Mr. B. A Rickerts, HED (Academy for Tertiary Education), B. Ed (UNAM), Med (UNAM), MA (Stellenbosch)
Mr. C. M Masule, B. Arts (UNAM); PGDE (UNAM); MAES (UNAM)
Mr. C. N Hamurenge, Advanced Diploma in Educational Management and Leadership, (AEML), (UNAM), B.Ed., (UNAM) Bachelor of English Honours, (2SBHEN), (NUST), M.A English Studies, (13MAES), (UNAM)
Mr. E. S Mudabeti, B. ED (UNAM), MA (Old Dominion University, Norfolk, Virginia, USA)
Mr. F. Salomo, Diploma in Adult Education and Community Development, B. ED (Honours), M. A, English Studies (UNAM)
Mr. S. Shilongo MEd in Trainer Development (English Language Teaching) (Univ. Exter/Marjon), PGDE (UNAM), BA (UNAM), BJuris (UNAM), A+ (New Jersey Institute of Tech.), TUNT (Harvard School of Education)
Ms J. Izkas, B A (UNAM), PGDE (UNAM) B. A, Honours in Linguistics, MA with spec in Applied Linguistics
Ms Karoline du Plessis, B. A (Ed) (University of Freestate), MA (TESOL) (UNISA)
Ms. P.P. Paulus, M. A. in TESOL (Saint Michael College, VT, USA), Certificate in TEAP (Teaching English for Academic Purposes) (University of Wittwatersrand, S.A., 2014), B. ED (UNAM)
Mr. T.M. Chunga MA English Studies (UNAM), Bachelor of English (Honours) (NUST), Higher Education Diploma Secondary (HED SEC) (University of Namibia UNAM)
Ms. Clarina Museta Postgraduate Diploma in Higher Education, (IU), Master of Arts in English Studies (UNAM), Bachelor of English Honors, (The Polytchnic of Namibia), Bachelor of Arts in English (The Polytchnic of Namibia).
Ms. Leena Kaunapawa . Itula, B.ED (English and Biology)- University of Namibia Master of Arts in English Studies (MAES)- University of Namibia Master of Arts in Teaching English to Speakers of Other Languages (MA:TESOL) - Minnesota State University

Administrative Assistant
Ms. M. Eises
Ms. Alina Nambambi: Oshakati campus
UNAM Radio 97.4 FM
Department of Social Sciences
(+264 61) 206 3649  (+264 61) 206 3804  akakujaha@unam.na  Private Bag 13301, Windhoek, Namibia

Station Co-ordinator: Mrs A. Kakujaha
UNAM Radio 97.4 was established during the year 2000 as part of the University’s mission to increase practical student involvement with media and highlight UNAM activities to the wider community.

Students are encouraged to develop their technical and presentation skills and produce a variety of programmes for the community, focusing on issues such as HIV/AIDS, teenage pregnancy, alcohol abuse and job creation.

The station is equipped with the latest digital computer technology, consisting of a presentation suite with a wide variety of computer-based music and jingles, as well as mixing capacity for other sources, including cassette and CD. In addition, guests can be accommodated for interview purposes and a hybrid on-air system allows for telephone callers to be placed on air.

The production suite is equipped with four-channel digital editing for mixing purposes, and is used as a training facility for students specializing in broadcast production. Public service announcements are also mixed in this facility along with pre-recorded features, interviews and documentaries.

The station broadcasts 24 hours a day, 7 days a week, and is operated fully by students, who are responsible for technical and presentation operations. A series of feature programmes are presented, focusing on issues of relevance to the listenership, including health, economy, education and careers guidance. Local talent, especially students trying to gain exposure for their music, is featured in a special programme broadcast on Fridays.

Transmissions from NAMCOL and Voice of America are also broadcast, giving listeners a variety of informative programme material from international broadcasters.

Other programmes include popular music features, including requests and messages for the UNAM campus community and special music features, including regular programmes with music from francophone and lusophone countries.

General enquiries regarding the school of Humanities, Society and Development and the qualifications offered by the School should be directed to:
Ms I. Peter
The Faculty Officer
School of Humanities, Society & Development
University of Namibia
Private Bag 13301
WINDHOEK
Telephone: +264-61-2063813
E-mail: ipeter@unam.na
QUALIFICATIONS OFFERED BY THE SCHOOL

Undergraduate Programmes

<table>
<thead>
<tr>
<th>(Code)</th>
<th>Degree</th>
<th>Minimum Duration</th>
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<tbody>
<tr>
<td>92BAHU</td>
<td>Bachelor in Humanities</td>
<td>3 years FT</td>
</tr>
<tr>
<td>92BAMU</td>
<td>Bachelor of Arts in Multiculturalism and Society</td>
<td>3 years FT</td>
</tr>
<tr>
<td>92BADR</td>
<td>Bachelor of Arts in Drama and Theater Arts</td>
<td>3 years FT</td>
</tr>
<tr>
<td>92BSSA</td>
<td>Bachelor of Social Sciences in Sociology and Anthropology</td>
<td>3 years FT</td>
</tr>
<tr>
<td>92BAIS</td>
<td>Bachelor of Arts in Information Science Honours</td>
<td>4 years FT</td>
</tr>
<tr>
<td>92BAMC</td>
<td>Bachelor of Arts in Media and Communication Honours</td>
<td>4 years FT</td>
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Postgraduate Programmes

<table>
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<tr>
<th>(Qualification Code)</th>
<th>Degree</th>
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<tr>
<td>13PHCM</td>
<td>Postgraduate Diploma in Heritage Conservation and Management</td>
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<tr>
<td>13MDGS</td>
<td>Master of Arts in Gender Development Studies</td>
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<tr>
<td>13MAAR</td>
<td>Master of Arts by Thesis only: (Specialisations: English, Afrikaans, German, Library and Information Science, Record and Archives Management, French, Portuguese, Sociology, Philosophy, Religious and Biblical Studies, History, Music)</td>
</tr>
<tr>
<td>13MADS</td>
<td>Master of Arts in Development Studies</td>
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<tr>
<td>13MAES</td>
<td>Master of Arts in English</td>
</tr>
<tr>
<td>13MAAS</td>
<td>Master of Arts in Afrikaans Studies</td>
</tr>
<tr>
<td>13MAPR</td>
<td>Master of Arts (Performing Arts: Drama OR Music)</td>
</tr>
<tr>
<td>13DVAR</td>
<td>Doctor of Philosophy in visual Arts (Fashion Studies, Textile Studies, Arts for Advertising, Visual Culture, Ceramics Studies, Creative Expression)</td>
</tr>
<tr>
<td>13DREL</td>
<td>Doctor of Philosophy in English Studies</td>
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<td>13DHIR</td>
<td>Doctor of Philosophy in History</td>
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<td>Doctor of Philosophy in Records and Archives Management</td>
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<td>13DRSO</td>
<td>Doctor of Philosophy in Sociology</td>
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<tr>
<td>13DRAL</td>
<td>Doctor of Philosophy in African Languages- (Specialisations: Otjiherero, Khoekhoegowab &amp; Oshiwambo)</td>
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<tr>
<td>13DPTH</td>
<td>Doctor of Philosophy in Theology</td>
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<tr>
<td>13DPAR</td>
<td>Doctor of Philosophy in Performing Arts</td>
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Diploma Programmes

<table>
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<tr>
<th>(Code)</th>
<th>Diploma</th>
<th>Minimum Duration</th>
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<tbody>
<tr>
<td>13DPDR</td>
<td>Diploma in Performing Arts</td>
<td>2 years FT</td>
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<tr>
<td>13DLIM</td>
<td>Diploma in Arts and Design</td>
<td>3 years FT</td>
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<tr>
<td>13DPMA</td>
<td>Diploma in Information Science</td>
<td>2 years FT</td>
</tr>
<tr>
<td>13DRAS</td>
<td>Diploma in Media and Communication</td>
<td>3 years EL</td>
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</table>

FT = full-time studies
EL = Online Studies
General Regulations Pertaining to Undergraduate Studies in the School

Admission

1. To register for an undergraduate degree programme a candidate must hold a valid Namibian Senior Secondary Certificate (NSSC) or a recognised equivalent qualification.

2. English is a compulsory subject and should normally have been obtained as English as a Second Language at NSSCO level with a minimum C symbol, or English as a First Language at NSSCO level with a minimum D symbol.

3. A candidate should obtain a minimum of 27 points on the UNAM Evaluation Point Scale in his/her five (5) best subjects (of which English must be one) to be admitted to undergraduate studies (General Admission Criteria for Undergraduate Programmes in the General Information and Regulations Prospectus). Obtaining the minimum number of points, however, does not necessarily ensure admission. Admission is based on places available in Courses, subjects and programmes and is awarded on the basis of merit.

4. The University reserves the right to interview students before admission.

5. Certain Courses, subjects or programmes may require special written application by and/or screening of candidates before admission is considered. Candidates who do not meet the requirements for admission to such Courses, subjects or programmes may, however, register for any other Courses, subjects or programmes to which they are admitted subject to relevant University and School regulations.

6. Admission can also be considered for persons who qualify through the Mature Age Entry Scheme upon successful completion of the relevant examinations as set out in the General Regulations (Mature Age Entry Scheme in the General Information and Regulations Prospectus). A special application form is available for this purpose. Please read this section in conjunction with the academic conditions stipulated in the General Information and Regulations Prospectus.

Duration of Study

All qualifications must be completed within the stipulated years, unless special permission is granted for this period to be exceeded.

1. Bachelor of Art’s degree level 7 - three (3) years and must be completed within five (5) years of full-time registration
2. Bachelor of Art’s degree level 8 - four (4) years and must be completed within six (6) years of full-time registration
3. Diploma level 6 - three (3) years and must be completed within 5 years of full-time and six (6) years online/distance registration

Class Attendance and Practicals

Refer the University’s General Information and Regulations Prospectus.

Continuous Assessment and Examinations

Continuous assessment and examinations will be conducted in line with the University’s general examination regulations as outlined under paragraph in the University of Namibia’s General Information and Regulations Prospectus and subject to School special and departmental rules and regulations.

Examinations will be conducted at the end of each semester in the case of semester Courses and half-Courses, and at the end of the academic year in the case of Year-Courses and double-Courses.

1. Admission to examination in a course will only be granted to students who have:
2. attended at least 80% of the lectures in that course;
3. completed all the required elements that make up the continuous assessment mark of the course;
4. attained at least 40% in the continuous assessment component, unless otherwise approved by Senate;
5. satisfied the requirements of University regulations and relevant School special regulations;
6. conformed with Council resolutions with regard to the payment of the required registration, tuition and other relevant fees as certified by the Bursar’s and the Registrar’s Offices.
7. if a student has not been admitted to the examination in a particular course, but enters the relevant examination and sits for the paper(s), his/her results in that paper(s) will be declared null and void.
8. In order to pass a course, a student must obtain a final mark of at least 50%, which consists of the continuous assessment mark and examination mark. Consult the relevant course descriptors to determine the weighing of these components in the calculation of the final mark.
9. A student cannot pass a course with an examination mark of less than 40%, regardless of the value and weight of the continuous assessment mark in that course.
10. In order to pass a course with distinction, a student must obtain a minimum final mark of 80%.
11. Please read this section in conjunction with the General Examination Regulations in the University of Namibia’s General Information and Regulations Prospectus, which contains detailed information regarding continuous assessment, examinations and promotion criteria.
NEW CURRICULUM PHASED IN 2023
BACHELOR OF ARTS IN HUMANITIES

Introduction

The Bachelor of Arts in Humanities equips students with grounded knowledge and skills in contemporary and historical societal issues. Students will be trained in future social, anthropological and history professionals with an understanding of a multilingual and multicultural societies. The programme also provides theoretical and technical skills and competencies necessary for future historians, archaeologists, anthropologists, and community, moral and spiritual leaders. As a graduate, students will be able to express themselves clearly and logically, to understand and tolerate different cultures and to communicate and think creatively.

Programme Convenor: Prof H Beyer (tel. +264 61 206 3850– E-mail: hbeyer@unam.na)

Exit Objectives

Upon completion of the programme graduates should be able to:

1. demonstrate technical skills in conducting archaeological fieldwork including mapping, excavating, artefact classification and analysis;
2. conduct research, write and evaluate professional archaeological field and laboratory reports;
3. debate archaeological and historical concepts and theories;
4. administrate, manage, perform and conduct elementary research in the domains of religion, ethics, philosophy, history, heritage, archaeology and/or anthropology in Namibia and abroad;
5. facilitate intercultural awareness, understanding, communication and tolerance, thereby contributing to a stable and peaceful society;
6. plan and conduct training programmes in heritage and/or religious contexts;
7. access, interpret and apply information for societal development and innovation;
8. critically reflect on social and socio-economic problems and solutions;
9. analyse societal problems, and plan and formulate actions to address them from the perspective of their fields;
10. conduct elementary functional social research in their major fields.

Admission

A minimum of 27 points on the UNAM Evaluation Point Scale in 5 best subjects (of which English must be one). English as a Second Language at NSSCO Level with a minimum C symbol, or English as a First Language at NSSCO Level with a minimum D symbol.

Admission and selection criteria will follow the University of Namibia’s general admission criteria.

A pass in five different subjects as follows:

Either
(a) 2 subjects on NSSCAS level with an average of D or higher
(b) 3 subjects on NSSCO level with a C or higher
(c) English must be at minimum C at NSSCO level
OR
A pass in five different subjects as follows:
(a) 3 subjects on NSSCAS level with an average of D or higher
(b) 2 subjects on NSSCO level with a C or higher
(c) English must be at minimum C at NSSCO level

Curriculum Compilation

A student who completed an NQF level 5 qualification (at least 240 NQF credits) at another tertiary institution registered with the NQA, may be considered for admission to this programme.

Prospective students may also be admitted through the Mature Age Entry Scheme and/or on the grounds of recognition of prior learning if they so wish to select a subject with subject-specific admission requirements will still apply to students admitted through the Mature Age Entry Scheme. Where a student so admitted wishes to select a subject with subject-specific admission requirements, the student can be admitted to such subject on the basis of recognition of prior learning if they score at least 50% in a special admission test set specifically for the purposes of mature age admission to that subject.

Prospective students in the Indigenous Groups Category will be considered for admission subject to the relevant University rules and regulations.

Minimum Requirements For Re-Admission To The School

NORMAL ENROLMENT

To be re-admitted to the School of Humanities, Society and Development, a student on normal enrolment must have successfully completed the following minimum number of credits as indicated below:

• 48 credits (of which 36 must be non-core) by the end of the first year of registration
• 108 credits (of which 84 must be non-core) by the end of the second year of registration
• 174 credits by the end of the third year of registration
• 244 credits by the end of the fourth year of registration
The programme (all 364 required credits) must be completed after a maximum of 5 years of registration.

**EXTENDED ENROLMENT**

To be re-admitted to the School of Humanities, Society and Development, a student on extended enrolment must have successfully completed the following minimum number of credits as indicated below:

- 36 credits (of which 24 must be non-core) by the end of the first year of registration
- 84 credits (of which 60 must be non-core) by the end of the second year of registration
- 135 credits by the end of the third year of registration
- 189 credits by the end of the fourth year of registration
- 249 credits by the end of the fifth year of registration

The programme (all 364 required credits) must be completed after a maximum of 6 years of registration.

**ADVANCEMENT AND PROGRESSION RULES**

**NORMAL ENROLMENT**

A student advances to the subsequent academic year of study when the following conditions have been met:

- Year 1 to Year 2: Successful completion of at least 72 credits
- Year 2 to Year 3: Successful completion of all required (120) first-year credits plus at least 82 second-year credits

A student who fulfilled the re-admission requirements, but could not advance to the next academic year, must first register to complete all failed credits in the current academic year. Subject to pre-requisites, such a student may then add no more than 24 credits of the subsequent academic year.

**REQUIREMENTS FOR QUALIFICATION AWARD**

This qualification will be awarded to candidates credited with a minimum of 364 required credits, and who have met the requirements of the compulsory and elective credits as prescribed in the programme structure.

**PROGRAMME STRUCTURE**

**FIRST YEAR**

Students select four (4) subjects, as follows:

- the two (2) subjects from Group A (both compulsory for all students at the first-year level)
- one (1) subject from Group B
- one (1) subject from Group B, C, or D

**SECOND YEAR**

Students proceed with three (3) of the subjects they selected at the first-year level, from Groups A, B and C. (Students can elect to proceed with both subjects in Group A as two of the three subjects, but it is not compulsory. Subjects in Group D cannot be taken beyond the first-year level.)

**THIRD YEAR**

Students proceed with two (2) of the subjects they selected at the second-year level, from Groups A and B. (Students can elect to proceed with both subjects in Group A if they were selected at the second-year level, but it is not compulsory. Subjects in Group C cannot be taken beyond the second-year level.)

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
</table>
| • Historical Studies  
  • Philosophy and Applied Ethics | • Anthropology  
  • Religious and Biblical Studies |

<table>
<thead>
<tr>
<th>Group C (available only up to the second-year level)</th>
<th>Group D (available only at the first-year level)</th>
</tr>
</thead>
</table>
| • Afrikaans Studies*  
  • Ceramics Studies  
  • Creative Expression  
  • Drama  
  • English Studies  
  • Fashion Design  
  • French as Applied and Business Language  
  • French Studies*  
  • German as Applied and Business Language  
  • German Studies*  
  • Human Communication  
  • Khoekhoegowab Studies*  
  • Mandarin Chinese as Applied and Business Language  
  • Music  
  • Namibian Sign Language  
  • Oshiwambo Studies*  
  • Otjiherero Studies*  
  • Portuguese as Applied and Business Language  
  • Portuguese Studies*  
  • Spanish as Applied and Business Language  
  • Textiles Design  
  • Visual Communication  
  • Visual Culture | • Afrikaans for Beginners  
  • Afrikaans Intermediate  
  • Khoekhoegowab for Beginners  
  • Oshiwambo for Beginners |
1. **Afrikaans for Beginners**: Afrikaans for Beginners is designed for students with zero competence in Afrikaans who would like to acquire basic communication skills in the language. The subject is not suited for students who are already conversationally proficient in Afrikaans. Students with proficiency deemed too advanced for the purposes of the subject will be required to select Afrikaans Intermediate or another subject instead. A student may not be granted credit/exemption for any module in Afrikaans for Beginners.

2. **Afrikaans Intermediate**: Afrikaans Intermediate is designed for students who possess basic communicative competency in Afrikaans equivalent to primary school level, and who want to enhance their competency in the language. The subject is not suited for students who took Afrikaans as a subject at secondary school level. Students with proficiency or a qualification deemed too advanced for the purposes of the subject will be required to select another subject instead. A student may not be granted credit/exemption for any module in Afrikaans Intermediate.

3. **Afrikaans Studies**: Students who want to take Afrikaans Studies at first-year level must satisfy any one (1) of the following requirements:
   - minimum d symbol in Afrikaans First Language NSSCAS, or a grade 4 in Afrikaans First Language NSSCH;
   - minimum C symbol in Afrikaans First Language NSSCO or the equivalent;
   - minimum c symbol in Afrikaans Second Language NSSCAS, or a grade 3 in Afrikaans Second Language NSSCH;
   - minimum B symbol in Afrikaans Second Language NSSCO or the equivalent.

4. **Chinese as Applied and Business Language**: Chinese as Applied and Business Language is designed for students with zero competence in Mandarin Chinese who would like to acquire communication skills in the language. The subject is not suited for students who are already conversationally proficient in Mandarin Chinese. Students with proficiency deemed too advanced for the purposes of the subject will be required to select another subject instead.

5. **French as Applied and Business Language**: French as Applied and Business Language is designed for students with zero competence in French who would like to acquire basic communication skills in the language. The subject is not suited for students who are already conversationally proficient in French. Students with proficiency deemed too advanced for the purposes of the subject will be required to select another subject instead.

6. **French Studies**: Students who want to take French Studies at first-year level must satisfy any one (1) of the following requirements:
   - minimum d symbol in French Foreign Language NSSCAS, or a grade 4 in French Foreign Language NSSCH;
   - minimum d symbol in French First Language NSSCO or the equivalent;

7. **German as Applied and Business Language**: German as Applied and Business Language is designed for students with zero competence in German who would like to acquire communication skills in the language. The subject is not suited for students who are already conversationally proficient in German. Students with proficiency deemed too advanced for the purposes of the subject will be required to select another subject instead.

8. **German Studies**: Students who want to take German Studies at first-year level must satisfy any one (1) of the following requirements:
   - minimum d symbol in German First Language NSSCAS, or a grade 4 in German First Language NSSCH;
   - minimum C symbol in German First Language NSSCO or the equivalent;
   - minimum d symbol in German Foreign Language NSSCAS, or a grade 4 in German Foreign Language NSSCH;
   - minimum C symbol in German Foreign Language NSSCO or the equivalent.

9. **Khoekhoegowab for Beginners**: Khoekhoegowab for Beginners is designed for students with zero competence in Khoekhoegowab who would like to acquire basic communication skills in the language. The subject is not suited for students who are already conversationally proficient in Khoekhoegowab. Students with proficiency deemed too advanced for the purposes of the subject will be required to select another subject instead.

10. **Khoekhoegowab Studies**: Students who want to take Khoekhoegowab Studies at first-year level must satisfy any one (1) of the following requirements:
   - minimum d symbol in Khoekhoegowab First Language NSSCAS, or a grade 4 in Khoekhoegowab First Language NSSCH;
   - minimum C symbol in Khoekhoegowab First Language NSSCO or the equivalent.

11. **Namibian Sign Language**: Namibian Sign Language is designed for students with zero competence in Namibian Sign Language who would like to acquire communication skills in the language. The subject is not suited for students who are already conversationally proficient in Namibian Sign Language. Students with proficiency deemed too advanced for the purposes of the subject will be required to select another subject instead.

12. **Oshiwambo for Beginners**: Oshiwambo for Beginners is designed for students with zero competence in Oshiwambo who would like to acquire basic communication skills in the language. The subject is not suited for students who are already conversationally proficient in Oshiwambo. Students with proficiency deemed too advanced for the purposes of the subject will be required to select another subject instead.

13. **Oshiwambo Studies**: Students who want to take Oshiwambo Studies at first-year level must satisfy any one (1) of the following requirements:
   - minimum d symbol in Oshiwambo First Language NSSCAS, or a grade 4 in Oshiwambo First Language NSSCH;
   - minimum C symbol in Oshiwambo First Language NSSCO or the equivalent.

14. **Otjiherero Studies**: Students who want to take Otjiherero Studies at first-year level must satisfy any one (1) of the following requirements:
   - minimum d symbol in Otjiherero First Language NSSCAS, or a grade 4 in Otjiherero First Language NSSCH;
   - minimum C symbol in Otjiherero First Language NSSCO or the equivalent.

15. **Portuguese as Applied and Business Language**: Portuguese as Applied and Business Language is designed for students with zero competence in Portuguese who would like to acquire communication skills in the language. The subject is not suited for students who are already conversationally proficient in Portuguese. Students with proficiency deemed too advanced for the purposes of the subject will be required to select another subject instead.

16. **Portuguese Studies**: Students who want to take Portuguese Studies at first-year level must satisfy any one (1) of the following requirements:
   - minimum d symbol in Portuguese Foreign Language NSSCAS, or a grade 4 in Portuguese Foreign Language NSSCH;
   - minimum C symbol in Portuguese Foreign Language NSSCO or the equivalent.

17. **Spanish as Applied and Business Language**: Spanish as Applied and Business Language is designed for students with zero competence in Spanish who would like to acquire communication skills in the language. The subject is not suited for students who are already conversationally proficient in Spanish. Students with proficiency deemed too advanced for the purposes of the subject will be required to select another subject instead.

### FIRST YEAR LEVEL

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<td>H3511PC</td>
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<td>Afrikaans for Beginners</td>
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<td>Intermediate Afrikaans A</td>
<td>Afrikaans Intermediate</td>
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<tr>
<td>H3532AF</td>
<td>Textile and Fibre Basics</td>
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<tr>
<td>H3532AU</td>
<td>Critical Studies in Art History</td>
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<td>(select one module)</td>
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<tr>
<td>H3512NM</td>
<td>Medical Anthropology</td>
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<tr>
<td>H3532LQ</td>
<td>Intra- and Interpersonal Communication</td>
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<td>(select one module)</td>
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<tr>
<td>H3512RT</td>
<td>Introduction to the New Testament</td>
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<td>(select one module)</td>
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</table>

**MODULE DESCRIPTORS**

**First Year**

**Introduction to Photography 1**

**NQF Level:** 5  **Credits:** 2  **Contact Hours:** 20 contact hours

**Content:** Emphasis will be placed on understanding camera technology and the workings of the camera. Introduction to the history and theory of photography: photographic materials; hands-on practical exposure to basic digital photography, placed in a contemporary art context allowing for basic individual interpretation; and an introduction to contemporary literature corresponding to course content.

**Assessment:** 100% continuous assessment (practical 60%, theory 40%).

**Basics of Namibian Sign Language**

**NQF Level:** 5  **Credits:** 2  **Contact Hours:** 20 contact hours

**Content:** Basic communication: minimum of 150 basic signs, finger alphabet, counting, exchange basic introduction. Pathology of deafness: deafness and hearing loss; the anatomy of the ear; causes of the different types of hearing loss; hearing losses pertaining to congenital and adventitious hearing loss; pre-lingual and post-lingual hearing loss. Assistive Listening Devices (ALDs): cochlear implant; opinion on ALDs; use and care of ALDs, positive and negative connotations around ALDs. Views on deafness: cultural, pathological, and bilingual-bicultural views.

**Assessment:** 100% continuous assessment comprising tests, online activities, role play activities and a group project weighing 60% of the continuous assessment mark, followed by a portfolio weighing 40%.

**Music Appreciation**

**NQF Level:** 5  **Credits:** 2  **Contact Hours:** 20 contact hours

**Content:** Preparing the voice for public performance: Breathing; articulation exercises. Select material for public presentation: criteria for selecting material. Developing audience profile: Audience variables, e.g. age, gender, interest.

**Assessment:** 100% continuous assessment comprising (oral) class reports on assigned tasks and rehearsals weighing 60% of CA and a final presentation weighing 40%.

**Voice and Speech**

**NQF Level:** 5  **Credits:** 2  **Contact Hours:** 20 contact hours

**Content:** History of dance and music: Origin and development of dance; Origin and development of music; The relationship between music and dance. Traditional and western music: What is involved in African traditional music; What is involved in western music; Comparing traditional and western music. Classification of musical instruments: Instruments with strings; Instruments that are shaken, instruments that are blown; instruments that are beaten, instruments that use electricity. Practical performance: listen to recorded and instrumental music; Singing; Dance dancing freely to music. Music form Namibia: Contemporary artists and music; traditional artists and music from Namibia and other parts of the world.

**Assessment:** 100% continuous assessment on group assignments and tasks on free dance, identification of musical instruments, artists and genres.

**History: Concepts and Tools**

**NQF Level:** 5  **Credits:** 12  **Contact Hours:** 120 contact hours

**Content:** Methodological and conceptual tools needed by historians, such as analysing sources, paraphrasing, detecting and avoiding plagiarism. Historical thinking process: What is historical thinking?; understanding historical thinking; multiple accounts and perspectives; Plagiarism: Historical evidence: What is historical evidence? Objectivity and subjectivity in history; Plagiarism: What is plagiarism?; UNAM policy; detecting and avoiding plagiarism; summarizing and paraphrasing; conventions of academic essay writing in history.

**Sources of History:** Where does information come from?; oral history; oral tradition; archives; archaeology; images; a critical approach toward sources.

**Assessment:** Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper).
Critical Thinking and Argumentation

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Fundamental understanding of thinking in the contemporary globalized world: the etymology and definition of critical thinking; characteristics of a critical thinker; overcoming the barriers to critical thinking: the intellectual standards; elements of reasoning and the intellectual traits, validity and truth: induction and deduction; probability and cogency; syllogisms and hypothetical syllogisms; recognizing fallacies: formal and informal fallacies.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Afrikaans for Beginners A

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** This module represents a first exposure to Afrikaans as a language and culture: acquire the most basic communications skills of various linguistic and cultural situations and acquire the skills which will enable them to react appropriately in these situations.

Discovery: identify a language; the alphabet; spell your name; to say what language you speak; get acquainted; say nationality; identify a number; count and tell the time.You and others: introduce yourself; ask for information; to question about the identity; provide personal information; talk about family, hobbies and dreams. Namibia: talk about Namibia’s flag and its symbolism.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Intermediate Afrikaans A

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** In this module, students improve their oral and written communication skills in Afrikaans: Students are introduced to more complex aspects of conversation and writing skills. Tell me who you are: talk about your preferences, activities, studies; talk about yourself, your family, characterize a person.Over the hours: indicate the time and hours; talk about habits; give, accept or decline invitations; talk about daily activity; talk about past and future events. Namibia: talk about Namibia’s flag and its symbolism; talk about typical attributes of Namibians; call on the phone; give advice; review past facts; physically describe holidays/festivals.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Afrikaans Reading Practice

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Reading activities: Reading techniques; reading prose, short stories, newspaper and magazine articles (hard and soft copies), websites; popular reviews; advertisements. Writing activities: comprehension tests; summaries; replies. Learning and Teaching Strategies/Activities. Students will be exposed to the various reading techniques and a variety of popular text types. After completing each text type, assessment will take place by means of assignments, tests and discussions.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Basic Mandarin Chinese I

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** The Basic Introduction: Greeting; Introducing yourself and family; Describing hobbies, interests; Basic reading; basic numbers; simple requests from others; ask for direction; and express gratitude and regret; bargain in China; describe health problems to a doctor; make a complaint or an apology etc. The Chinese Alphabet: 200 basic of characters in the Chinese alphabet; Features of Characters. The Grammar: Basic sentence structure.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Introduction to Linguistics

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Definition and properties of language: defining language; language form and language function; displacement; arbitrariness; productivity; cultural transmission; discreetness; and duality. Linguistics and applied linguistics: defining linguistics; defining applied linguistics; importance of linguistics. Different linguists and their contributions towards the development of linguistics: Ferdinand de Saussure (semiotics and language structure); Noam Chomsky (linguistic competence and linguistic performance); and Dell Hymes (communicative competence). Phonetics and phonology: International Phonetic Alphabet (IPA); sound production; place and manner of articulation. Syntax and semantics: semantic relations (e.g., synonyms, collocations); maxims of conversation; and various speech acts.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Foundations of French

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Discovery: identify French among other languages; alphabet; spelling name; explain what languages you speak; get acquainted; nationalities; numbers up to 69; verbs used to communicate in class. First Contact: greeting; ask for basic information; question about the identity; give personal information; complete a simple form; talk about your passions and dreams; introduce yourself.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Language Studies in French

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** German language: Basic communication skills in German; language structure; vocabulary; speaking. German culture: Insights into German cultural skills to react in an appropriate way; meet basic needs to cope in German speaking countries; basic aspects of German speaking countries.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Introduction to German

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Alternatives: analyse a biography; maintain a conversation; imagine a different past; express a regret; past tenses. Opinion and debate: convince to act or react; take a position, tell the stages of an event; express opinions and feelings; formal and informal register.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Foundations of German Studies

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Comprehensive exposure to Germany and German speaking countries; Geographical outlines; population; work situation. Comprehensive exposure to the cultures: Political structures; music, well-known German figures; current issues.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
<table>
<thead>
<tr>
<th>Module</th>
<th>NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
<th>Content</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khoekhoegowab for Beginners A</td>
<td>5</td>
<td>12</td>
<td>120</td>
<td>This module represents a first exposure to Khoekhoegowab as a language and culture: acquire the most basic communications skills of various linguistic and cultural situations and acquire the skills which will enable them to react appropriately in these situations. Discovery: identify a language; present oneself; spell your name; the alphabet; to say what language you speak; get acquainted; say nationality; identify a number; count; communicate in class. You and the others: assess, introduce yourself; ask for information; to question about the identity; understand - give directions; provide personal information; talk about hobbies and dreams. Namibia: talk about Namibia’s flag and symbolism; talk about typical attributes of Namibians; call on the phone; give advice; review past facts; physically describe holidays.</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td>Language and Culture</td>
<td>5</td>
<td>12</td>
<td>120</td>
<td>Major language families of Africa: how Namibian languages relate to them; the roles that are assigned to the Namibian languages. Language and Culture Issues: Identity, self-perception and the inseparability of language and culture. Particular domains of languages and cultures: discussed and contrasted naming practises, kinship systems, figurative language, etiquette etc. Languages in Namibian Education: Media of instruction; official language; national languages.</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td>Namibian Sign Language Acquisition</td>
<td>5</td>
<td>12</td>
<td>120</td>
<td>Basic NSL Communication: acquire at least 300 signs, use of finger alphabet, introduce yourself and exchange personal information, ask and give directions, non-manual features (facial expression and body movement). NSL Grammar: question formation, convey distance, affirmation and negation, role shifting, use of time concepts. Deaf Culture: define NSL, Deaf culture, Deaf community, strategies for getting attention, significance of being informative in Deaf community, negotiating for signing space, conversation strategies for getting clarification and asking for repetitions.</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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<tr>
<td>Oshiwambo for Beginners A</td>
<td>5</td>
<td>12</td>
<td>120</td>
<td>Language and cultural skills: basic forms of greetings, some kinship terms, words of respect, introductions, basic counting, time telling, and cultural information. Written tasks: isolated phrases and sentences, basic personal details.</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td>Foundations of Portuguese</td>
<td>5</td>
<td>12</td>
<td>120</td>
<td>Basic Communication: identify a language; to present oneself; spell your name; the alphabet; to say what language you speak; get acquainted; identify and say nationalities; identify a number; count; communicate in class. Personal information: assess, introduce myself; ask for information; to question about the identity; understand – give directions; give personal information; talk about my passions and dreams.</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td>Language Studies in Portuguese</td>
<td>5</td>
<td>12</td>
<td>120</td>
<td>My first strong steps: frequent vocabulary information about personal data, needs of a specific nature and common everyday situations; evoking a change of life; understand a biography; bring up a conversation; imagine a different past; express regrets. Enhance: new words through context; control spelling and punctuation; take a position, express an opinion; tell the stages of an event; express opinions and feelings.</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td>Foundations of Spanish</td>
<td>5</td>
<td>12</td>
<td>120</td>
<td>Introduction: alphabet; alphabet pronunciation; basic words and structures to start communicating; basic questions and information about yourself; international words in Spanish. Origin: countries and nationalities; Southern African countries; languages; ask and answer for personal information related to country, nationality and language; numbers 0-20, verb to be (ser and estar in Spanish); singular and plural. Personal information: names and surnames in Spanish, professions, undetermined articles, numbers 21-100; addresses; ask and answer using numbers; regular verbs –ar, –er, –ir; verbs ‘tener’ and ‘llamarase’; polite form (tú/usted); Family: family-related vocabulary; regular reflexive verbs –ar, –er, –ir; determined articles; personal interview; introduction to clothes; colours; personal description and personal characteristics.</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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<tr>
<td>Vocal Development 1</td>
<td>5</td>
<td>14</td>
<td>140</td>
<td>Preparing the voice for public performance: breathing, projection, articulation exercises; Selecting material for public presentation: criteria for selecting material; Developing audience profile: audience variables, e.g. age, gender, interest; Types of contexts: what kind of event it is, how to match the material for the type of event; Purpose: give information, motivate, entertain; Improvisation: Selecting a theme, identifying characters, plotting the storyline, importance of clear ending, working within a set time limit; Role-play: understanding the differences and similarities between improvisation and role-play, role-play within a specific set of given circumstances.</td>
<td>100% continuous assessment</td>
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<tr>
<td>Theatre Studies 1</td>
<td>5</td>
<td>12</td>
<td>120</td>
<td>The module places emphasis on: The relationship between ritual and the origin of theatre: storytelling, rituals. The social climate: for religious purposes, entertainment, educational purposes. The development of African theatre: Political, people’s and popular theatre, Ngugi wa Thiong’o, Athol Fugard, Wole Soyinka. The Ancient Greek and Roman theatre: Stage buildings, actors, costumes, props, music, masks Exploring different genres: Tragedy (Sophocles) and comedy (Plautus).</td>
<td>100% continuous assessment</td>
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</table>
Theatre Movement Studies 1

NQF Level: 5
Credits: 14
Contact Hours: 140 contact hours

Content: This course will examine elements, aspects and contexts. Practical study of dance: Movement and choreography. Practical performance: Interpretation and development of dance ideas, movement; dance steps and routines; dance-movements and choreography. Learning and Teaching Strategies/Activities: Lecture method, group work, demonstration, practice on musical instruments.

Assessment: 100% continuous assessment

Theatre for Development 1

NQF Level: 5
Credits: 12
Contact Hours: 120 contact hours

Content: Theatre for Development: history and purpose Community; who and what it is. Script writing: refining an idea, story structure and development, script writing and its structure. Directing: basics of directing, blocking and set design, costuming and props, working with actors.

Assessment: 100% continuous assessment

Principles of Music and Dance

NQF Level: 5
Credits: 12
Contact Hours: 120 contact hours

Content: History of dance and music: Origin and development of dance; Origin and development of music; The relationship between music and dance. Principles of music: Sonic order; Theory of music; Simple note values, Simple shot scales, Simple Time signatures; Key signature with up to two sharps and two flats. Principles of contemporary dance: Dance as movement; Solo dance; Traditional dances in Namibia; Contemporary dance styles; Dance choreography. Practical performance: Instrument playing; Singing; Instrument ensemble; Dance steps and routines; Dance-movements and choreography. Learning and Teaching Strategies/Activities: Lecture method, group work, demonstration, practice on musical instruments.

Assessment: 100% continuous assessment

Principal Instrument Study 1

NQF Level: 5
Credits: 14
Contact Hours: 140 contact hours

Content: History of musical instruments: Families of various musical instruments; Structure of musical instruments; Sound production; playing technique; Tuning systems. Structure of the instruments: What is structure; Parts of the instruments; Handling system; Function of each, Sound production. Mastery of the selected musical instruments: Playing of the musical instruments; Tuning musical instruments; Performance styles. Practical performance: Playing technique, Sound production, playing songs, Singing and playing, Reading and playing from notated music, Playing in an ensemble.

Assessment: 100% continuous assessment

Introduction to Music Video Production

NQF Level: 5
Credits: 12
Contact Hours: 120 contact hours

Content: Terms and their meanings Film; Video; Editing; Video clips; Script; Camera; Shot; Angle; Camera movements. The history of film: The evolution of film industry; Development of film; Origins of the music video, Development of Music videos. Theories of film production: Cultivation theory; Feminist theory; Film theory; Audience theory Camera skills: Parts of a Canon EFS 55mm digital camera; Camera handling; Different shots; Camera movements; Levels used in taking videos. Script-writing: What is a script; Analyzing a video; Types of scripts; What is included in scriptwriting; Designing a script.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Visual Literacy and Drawing

NQF Level: 5
Credits: 14
Contact Hours: 140 contact hours

Content: Drawing: Technical exercises exploring a variety of drawing media, techniques and subject matter. Painting: Technical exercises exploring a variety of painting media, techniques and subject matter. Collage: Technical exercises exploring a variety of collage media, techniques and subject matter. Term paper: Academic research paper on Namibian art using the APA referencing system.

Assessment: 100% continuous assessment

Fashion Construction Basics

NQF Level: 5
Credits: 14
Contact Hours: 140 contact hours

Content: The commercial and industrial sewing machine and overlocker: their various parts and mechanisms. Basic sewing operations of the sewing equipment: threading bobbins and needles; making seams and over-locked stitches. Preparing fabric for cutting: the importance of preshrinkning and pressing; fabric alignment and straightening techniques. Understanding commercial patterns and pattern marks; seam allowance marking; function of grain line, fold line, notches, cutting lines and quantity etc. Basic sewing techniques: decorative stitches, seams; hems, grading of seams, fastening techniques.

Assessment: 100% continuous assessment

Critical Studies in Art History

NQF Level: 5
Credits: 12
Contact Hours: 120 contact hours

Content: Introduction to Art History: Phases of the western tradition in art and architecture; Key works to the artistic, cultural, and historical contexts in which they arose; Imagery or iconography used by the artists during the period covered; analyze works in visual terms and discuss their significance as visual documents. Modernism in Europe: Concepts of modernity and modernism in the visual arts; Invention of photography to the advent of totalitarianism in Europe; Wide-ranging visual history in context; Discourses of medium-specificity; technological innovations; art and politics; and aesthetic debates. Art and Patronage in Renaissance: Development of Renaissance art and architecture; specific contexts of patronage, politics, and society. Creator and Subject – Themes in Portraiture: Historical and cultural context of portrait; Notion of portraiture - as a reflection of a social situation where issues of gender, identity or modernity inform the argument. From Modernism to Postmodernism: Art after 1945: Shifts in aesthetic and cultural values that took place in art made after 1945, with a focus on Europe and America. The History of Art History and Method: Historical priorities in the discipline of the History of Art; different historical approaches to artworks.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Foundations of Communication

NQF Level: 5
Credits: 12
Contact Hours: 120 contact hours

Content: This course will examine elements, aspects and context of effective communication. The course will also focus on the process and features of communication; models of communication; historical foundations of communication; sources of communication studies; ethical systems of communication; culture and communication; verbal and nonverbal communication; listening and responding; as well as communication types and contexts.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
Moral and Religious Foundations of Society
NQF Level: 5
Credits: 12
Contact Hours: 120 contact hours
Content: Critical moral discourse on questions such as: What vision do we share for a good society? How can we build a nation with people of moral and religious integrity? What does a sense of responsibility entail in human building?
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Foundations of Anthropology
NQF Level: 5
Credits: 12
Contact Hours: 120 contact hours
Content: This module represents a first exposure to anthropology: Case studies that illustrate anthropological theory and method will be used extensively. The discussion of the commonality and diversity in human societies: cultural life; identity and interdependence.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Introduction to Historical Studies
NQF Level: 5
Credits: 12
Contact Hours: 120 contact hours
Content: Branches of history; public, military, gender; economic; cultural; political and environmental history; Auxiliary disciplines: archaeology, numismatics, cartography; anthropology; palaeoanthropology; heritage studies; African civilizations; rise and fall of Great Zimbabwe, Empires of Ghana, Ethiopia, Mali.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Foundations of Philosophical Analysis
NQF Level: 5
Credits: 12
Contact Hours: 120 contact hours
Content: Critical understanding of the nature of philosophy: philosophical method and conceptual analysis; fields of philosophy; ‘the big questions’; metaphysics; ontology; cosmology; theology. Metaphysical approaches and concepts: monism, dualism, pluralism, materialism, realism. Epistemology: the limits of human knowledge; conceptions of the world and their justifications; object and subject. Sources of information: reason – ratio, experience–empirical; knowledge and language; knowledge and truth; theories of truth and their criticism. Epistemological attitude: critical, dogmatic, rationalistic, empiricist. Fields of morality: ethical theories; divine command theory, virtue ethics, hedonism, moral relativism, utilitarianism, deontology and care ethics.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Afrikaans for Beginners B
NQF Level: 5
Credits: 12
Contact Hours: 120 contact hours
Content: Here and elsewhere: talk about your neighbourhood, your home town; request–give an explanation; inquire about accommodation; indicate an itinerary; write an e-mail, letter, greeting card; indicate the origin and destination; Namibia. Tell me who you are: talk about your preferences, activities, studies; talk about yourself, your family, characterize a person; giving/accepting/declining an invitation. Interactions: call on the phone; ask and give directions; review past facts; physically describe holidays.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Intermediate Afrikaans B
NQF Level: 5
Credits: 12
Contact Hours: 120 contact hours
Content: In this module, students improve their Afrikaans communication skills. This course focuses on the basic interaction required in the work environment. This includes oral and written skills. Students are introduced to more complex aspects of conversation and writing skills. Tell me who you are: talk about your preferences, activities, studies; talk about yourself, the meaning of your name, your family, your nationality, your country. Through the seasons: talk about the climate; locate a place; characterize a place; talk about outdoor activities; understand a program; write a vacation letter. A matter of taste: indicate your food tastes; understand-compose a menu; talk about your food consumption; describe an outfit; buying and selling.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Afrikaans Language Usage
NQF Level: 5
Credits: 12
Contact Hours: 120 contact hours
Content: Parts of speech: Nouns; pronouns; verbs; adjectives; adverbs; determiners; prepositions; numerals; conjunctions. Word order: What is a sentence?; phrases; simple and complex sentences. Spelling rules and punctuation: Representation of vowels and consonants; compounds in Afrikaans; punctuation rules; capitalisation rules. Dictionaries and other linguistic resources: Dictionary typology; interpreting dictionary entries; applying information gleaned from dictionaries to writing; exploring electronic and online resources for writing in Afrikaans.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Basic Mandarin Chinese 2
NQF Level: 5
Credits: 12
Contact Hours: 120 contact hours
Content: The Broader Daily Conversation: making plans; talking about the weather; asking, requesting; expressing opinions and attitudes; write the most basic personal information and the simplest everyday language, such as: time, date, numbers; make comparisons between things; emphasize the time and location of past events; discuss plans; make suggestions; talk about changing circumstances and actions in progress; give an account of an incident. The Pinyin: Focus on the intonation and fluency of daily sentences. The Characters: 400 basic Chinese characters with the help of Pinyin &radic;onal. The Grammar: the interrogative sentence; pivotal sentences; complements of result; the imperative sentence; the Bi-sentence; complements of state; the aspect particle “zhe”; the rhetorical question; the aspect particle “guo”.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fundamentals of Literature in English
NQF Level: 5
Credits: 12
Contact Hours: 120 contact hours
Content: Definition of literature and descriptions of literary terms: fiction literature; and non-fiction literature; metaphor; simile; imagery; symbolism; personification; hyperbole; irony; juxtaposition; etc. Elements of stories: plot; setting; characters and characterization; tone; etc. Elements of drama/plays: role; character and relationships; situation; voice; movement; space and time; language and texts; symbol and metaphor; mood and atmosphere; focus; audience and dramatic; tension. Introduction to poetry: characteristics of poems – choice of meter, rhyme, punctuation and format, sound and tone, and rhythm (timing). Literary criticism: e.g. comparison; analysis; interpretation; evaluation of works of literature; historical; biography; creative writing styles.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
<table>
<thead>
<tr>
<th>Course Name</th>
<th>NQF Level</th>
<th>Credits: 12</th>
<th>Contact Hours: 120 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>French for Beginners</strong></td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>Content: Identify talk about your tastes, hobbies, professions; talk about yourself; characterize a person; invitation. Close environment: talk about your town; indicate an itinerary/directions; write a postcard and an email; indicate the origin and destination; Paris.</td>
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<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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<tr>
<td><strong>French Language Usage</strong></td>
<td>5</td>
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<tr>
<td>Content: Urban attitudes: marks of opinions in texts; comment on a fact; write a letter of complaint; protest; reproach. Intermediate Interaction: report information from a speech; give an opinion with justification; advise.</td>
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<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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<tr>
<td><strong>German for Beginners</strong></td>
<td>5</td>
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<tr>
<td>Content: Language skills: Pronunciation and articulation; expand vocabulary; ask questions about directions; talk about activities; talk about people; write emails; write postcards. Cultural skills: Deeper insights into communication skills in German speaking cultures</td>
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<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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<tr>
<td><strong>German Language Patterns</strong></td>
<td>5</td>
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<tr>
<td>Content: Formal German grammar: Syntax; vocabulary; punctuation. Usage of the German language: variety of texts with contextualised grammatical patterns</td>
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<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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<tr>
<td><strong>Khoekhoegowab for Beginners B</strong></td>
<td>5</td>
<td></td>
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</tr>
<tr>
<td>Content: Here and elsewhere: talk about your neighborhood, your home town; request-give an explanation; inquire about accommodation; indicate an itinerary; write an e-mail, letter, greeting card; indicate the origin and destination; Namibia. Tell me who you are: talk about your preferences, activities, studies; talk about yourself, your family, characterize a person; giving/accepting/declining an invitation.</td>
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<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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<tr>
<td><strong>Oral Literature of Khoekhoegowab</strong></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: Oral nature of Khoekhoegowab oral literature and its significance and function as an art with regard to form; content and performance; folktales, praises, songs, riddles and proverbs. Characterization: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits).</td>
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<tr>
<td>Assessment: 100% Continuous assessment</td>
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<tr>
<td><strong>Namibian Sign Language for Beginners</strong></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: NSL Communication: extend signed vocabulary, discuss daily topics using advanced signs and modest NSL grammar, exchange information, produce monologues. NSL Grammar: classifiers, non-manual features, movement agreement, role shifts and body movement; time concepts; number concepts; noun-verb agreement. Deaf Culture: Deaf culture and interaction with various NSL users within the Deaf community</td>
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<tr>
<td>Assessment: 100% Continuous assessment</td>
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<tr>
<td><strong>Oshiwambo for Beginners B</strong></td>
<td>5</td>
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<tr>
<td>Content: Language and culture skills: extended forms of greetings, giving basic personal information, asking and answering simple questions. Written tasks: simple greeting cards, personal letters, simple messages, simple phrases and sentences.</td>
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<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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<tr>
<td><strong>Oral Literature of Oshiwambo</strong></td>
<td>5</td>
<td></td>
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<tr>
<td>Content: Oral nature of Oshiwambo oral literature and its significance and function as an art: themes; form; content and performance; folktales, praises, songs; riddles and proverbs. Characterization: characters; their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits).</td>
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<tr>
<td>Assessment: 100% Continuous assessment</td>
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</tr>
<tr>
<td><strong>Oral Literature of Otjiherero</strong></td>
<td>5</td>
<td></td>
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<tr>
<td>Content: Oral nature of Otjiherero oral literature and its significance and function as an art with regard to form; content and performance; folktales, praises, songs, riddles and proverbs. Characterization: characters; their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits).</td>
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<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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<tr>
<td><strong>Portuguese for Beginners</strong></td>
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<tr>
<td>Content: My Surroundings: talk about your neighbourhood, your city; request-give an explanation; inquire about accommodation; indicate an itinerary; write a postcard; indicate the origin and destination. Tell me who you are: talk about your tastes, activities, profession; talk about yourself, characterize a person; propose a going out; invite.</td>
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<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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</tbody>
</table>
Portuguese Language Usage

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Language: use elementary choice of words and expressions learned about personal data, needs of a concrete nature and common everyday situations, learn new words through context and linguistic intercomprehension. Accuracy: Spelling of words, understand some punctuation marks, control and use simple grammatical structures, namely concordances.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Spanish for Beginners

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Daily life objects: daily life objects; numbers 101-10.000; to describe a house and a room (hay + objects); currencies; how much; types of houses and shops; demonstrative adjectives (este, esta, estos, estas/ ese, esa, esos, esas); verb ‘querer’. Country and city: to describe a city and a country; adjectives to describe; verb ‘ser’ and ‘estar’ second level; cities, communities and states in Spain and South American; numbers 10.001-1 million. My room and my house: house and room objects; accent in Spanish; prepositions and adverbs to describe; describe different parts of a house; verb ‘gustarme’. Public Space: parts of the city; verbs to describe and city; orientation in the city; time and hours; weather.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Dance 1

**NQF Level:** 5  
**Credits:** 14  
**Contact Hours:** 140 contact hours

**Content:** Preparing the body for public performance: warm-ups, body safety, breathing, relaxation, concentration and focus exercises.

**Assessment:** 100% Continuous assessment

Creative Drama 1

**NQF Level:** 5  
**Credits:** 14  
**Contact Hours:** 120 contact hours

**Content:** Act out a character within the parameters provided by a playwright: Given circumstances: how did the playwright describe the character, what do others say about that character, how does the character see him/herself; Imaginary history: create an imaginary history, what did the playwright not say about the character, how did the character arrive at that point in time; Acting styles: look at different styles of presentation, weigh up to find the most appropriate, apply a specific acting style; Role-play: role play scenarios similar to the character without using text; establish motivation; Improvisation: show improvisation within a set time limit, explore blocking and geste through improvisation.

**Assessment:** 100% Continuous assessment

Cultural Organization 1

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** The module places emphasis on: Concepts of Culture: diversity and unity within diversity. Different cultural events: recital program, debate, drama performance, holiday and religious dates, festivals, celebrations, concert, and exhibitions. Organization of cultural events: Define the purpose and format, plan, draft budget, scout location, market event. Criteria for judging: Adherence/Appropriateness to theme, uniqueness of concept, originality, clarity of expression, creativity, innovative means of delivering, entertainment quality.

**Assessment:** 100% Continuous assessment

Music Technology

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** History of music technology: What is music technology; History of music technology; Development of music technology. Development of music recording: History of the sound recording; Evolution of sound recording technology; why record sound. Studio setup: What is a studio; How to design a studio; Equipment needed for the studio and the technical set-up. Learning and Teaching Strategies/Activities: Lecture methods, demonstration, field trips, projects, and practical work.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Musicanship 1

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Elements of music: Definitions of principles music theory; Elements of pitch and rhythm in music. Simple note values and scales: Simple scales in the keys up to four sharps and four flats. Time and key signatures: Simple time signatures; keys signatures up to four sharps and four flats. Cadences and transposition: Perfect and imperfect cadences; transposition. Performance directions: Indications for Dynamics; Tempo signs; Expression signs. Learning and Teaching Strategies/Activities: Lecture methods, demonstration, field trips, projects, and practical work.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Visual Literacy and Drawing

**NQF Level:** 5  
**Credits:** 14  
**Contact Hours:** 140 contact hours

**Content:** Printmaking: Technical exercises exploring printing media, techniques and subject matter. Mixed media object: Technical exercises exploring a variety of mixed media, techniques and subject matter. Ceramics: Technical exercises exploring ceramic media, techniques and subject matter. Research paper: Academic research paper on Namibian art using the APA referencing system.

**Assessment:** 100% Continuous assessment

Textile and Fibre Basics

**NQF Level:** 5  
**Credits:** 14  
**Contact Hours:** 140 contact hours

**Content:** Fibers; fibres characteristics, properties and care; Natural fibres; Plant fibres and Animal fibres; Synthetic and Regenerated fibres; Polyester, Polyamide, Acrylic, Elastomers and Microfiber. ; From fibre to fabric; Spinning and Weaving; From fibre to fabric; Knitted and non-woven fabrics ; Finishes; Natural and Synthetic Dyes and Finishes.

**Assessment:** 100% Continuous assessment

Critical Studies in Art History

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Representations: Various modes of visual picturing; ‘realist’ representation of complex forms such as genre, symbol, allegory, the imaginary, etc. Legible/Visible: Art and Interpretation: Different modes of writing about artworks; description, analysis, interpretation, explanation and judgement. Art and Architecture in High Renaissance Rome: Critical and historical perspective on art and architecture; social and cultural context of Rome, 1500-27. Tradition and Innovation and the Art of the Academy in the Nineteenth Century: Art practice of the aesthetic theories of Neo-Classicicism and Romanticism;
Key political and social issues such as the French Revolution; the Industrial Revolution; Emerging relationship between western and non-western cultures within the context of academic art. Modern Art and Modernity: Modern art; its historical contexts, and its theoretical apparatuses. Contemporary Art: Development of critical debates concerning art production in the contemporary period.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### Medical Anthropology

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours  
**Content:** Medical anthropology: local understanding of medical systems; medical beliefs in understanding different cultures; basic knowledge and skills of various cultural interpretations of health and illness.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### Intra- and Interpersonal Communication

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours  
**Content:** Communication contexts: communication with the self; other individuals; social exchange; small groups; computer-mediated Relationships: uncertainty reduction; social exchange; relational dialects; cohesion; leadership; communication improvement  
**Assessment:** 100% Continuous assessment

### Introduction to the New Testament

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours  
**Content:** A study of the New Testament of the Bible, all it's literary and historical nuances and this testament is divided and the reasons why these divisions are there, and have been compiled in the specific way it is.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### BACHELOR OF ARTS IN MULTICULTURALISM AND SOCIETY (92BAMU)

#### Introduction

The Bachelor of Multiculturalism & Society will educate and train future social and communication professionals with understanding of a multilingual and multicultural society, as well as provide skills, aptitudes and capacities to adapt to different work environments, especially in the Fourth and Fifth Industrial Revolutions. The programme aims to equip the student with communication skills as well as in-depth knowledge of the language, literature and culture of at least one language, in addition to the study of music, visual arts and/or drama and theatre studies. Students are guided towards critical reflection on and well-grounded participation in (cultural) discourse, and they acquire perspectives on different aspects of people and their interaction with the world. Students can complement their major disciplines (languages, visual and performing arts) with the study of sociology, anthropology, history, philosophy and religious studies.

**Programme Convenor:** Prof H Beyer (tel. +264 61 206 3850– E-mail: hbeyer@unam.na)

#### Exit Objectives

Upon completion of the programme graduates should be able to:

1. communicate effectively in a range of professional and intercultural settings via different media;  
2. analyse communication problems and data;  
3. administrate, manage, perform and conduct elementary research in the visual and performing arts and languages in Namibia and abroad;  
4. facilitate intercultural awareness, understanding, communication and tolerance, thereby contributing to a stable and peaceful society;  
5. plan and conduct training of communicators for various contexts;  
6. access, interpret and apply information for societal development and innovation;  
7. critically reflect on social and socio-economic problems and solutions;  
8. analyse societal problems relating to or addressable by the arts and languages, and plan and formulate actions to address them;  
9. conduct elementary functional social research in the fields of communication, language and/or the arts.

#### Admission

A minimum of 27 points on the UNAM Evaluation Point Scale in 5 best subjects (of which English must be one). English as a Second Language at NSSCO Level with a minimum C symbol, or English as a First Language at NSSCO Level with a minimum D symbol.

Admission and selection criteria will follow the University of Namibia’s general admission criteria. A pass in five different subjects as follows:

Either  
(a) 2 subjects on NSSCAS level with an average of D or higher  
(b) 3 subjects on NSSCO level with a C or higher  
(c) English must be at minimum C at NSSCO level  
OR

A pass in five different subjects as follows:  
(a) 3 subjects on NSSCAS level with an average of D or higher  
(b) 2 subjects on NSSCO level with a C or higher  
(c) English must be at minimum C at NSSCO level  
Curriculum Compilation

A student who completed an NQF level 5 qualification (at least 240 NQF credits) at another tertiary institution registered with the NQA, may be considered for admission to this programme.

Prospective students may also be admitted through the Mature Age Entry Scheme and/or on the grounds of recognition of prior learning, subject to the following conditions:  

a. They should be at least 25 years old on the first day of the academic year in which admission is sought.
b. They should preferably have successfully completed junior secondary education.
c. They should normally have proof of at least five years relevant work experience relating to the proposed study programme.
d. They will sit for the Mature Age Entry Tests and have to score an overall average of at least 50%. The Tests will comprise three papers:
   • Paper 1: an English test;
   • Paper 2: a general knowledge test;
   • Paper 3: a numerical ability test.
e. Candidates who merit further consideration may be called for an interview before the final selection is made.
f. Relevant subject-specific admission requirements will still apply to students admitted through the Mature Age Entry Scheme. Where a student so admitted wishes to select a subject with subject-specific admission requirements, the student can be admitted to such subject on the basis of recognition of prior learning if they score at least 50% in a special admission test set specifically for the purposes of mature age admission to that subject.

Prospective students in the Indigenous Groups Category will be considered for admission subject to the relevant University rules and regulations.

### Minimum Requirements For Re-Admission To The School

#### NORMAL ENROLMENT

To be re-admitted to the School of Humanities, Society and Development, a student on normal enrolment must have successfully completed the following minimum number of credits as indicated below:

- 48 credits (of which 36 must be non-core) by the end of the first year of registration
- 108 credits (of which 84 must be non-core) by the end of the second year of registration
- 174 credits by the end of the third year of registration
- 244 credits by the end of the fourth year of registration

The programme (all 364 required credits) must be completed after a maximum of 5 years of registration.

#### EXTENDED ENROLMENT

To be re-admitted to the School of Humanities, Society and Development, a student on extended enrolment must have successfully completed the following minimum number of credits as indicated below:

- 36 credits (of which 24 must be non-core) by the end of the first year of registration
- 84 credits (of which 60 must be non-core) by the end of the second year of registration
- 135 credits by the end of the third year of registration
- 189 credits by the end of the fourth year of registration
- 249 credits by the end of the fifth year of registration

The programme (all 364 required credits) must be completed after a maximum of 6 years of registration.

#### ADVANCEMENT AND PROGRESSION RULES

**NORMAL ENROLMENT**

A student advances to the subsequent academic year of study when the following conditions have been met:

- Year 1 to Year 2: Successful completion of at least 72 credits
- Year 2 to Year 3: Successful completion of all required (120) first-year credits plus at least 82 second-year credits

A student who fulfilled the re-admission requirements, but could not advance to the next academic year, must first register to complete all failed credits in the current academic year. Subject to pre-requisites, such a student may then add no more than 24 credits of the subsequent academic year.

#### REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates credited with a minimum of 364 required credits, and who have met the requirements of the compulsory and elective credits as prescribed in the programme structure.

#### PROGRAMME STRUCTURE

**FIRST YEAR**

Students select four (4) subjects, in line with the relevant limitations, as follows:

- three (3) subjects from Group A
- one (1) subject from either Group A, B or C

**SECOND YEAR**

Students proceed with three (3) of the subjects they selected at first year level, from Groups A and B. (Subjects in Group C cannot be taken beyond the first-year level.)

**THIRD YEAR**

Students proceed with two (2) of the subjects they selected at second year level, from Group A. (Subjects in Group B cannot be taken beyond the second-year level.)
### Group A
- Afrikaans Studies
- Ceramics Studies
- Creative Expression
- Drama
- English Studies
- Fashion Design
- French as Applied and Business Language
- French Studies
- German as Applied and Business Language
- German Studies
- Khoekhoegowab Studies
- Mandarin Chinese as Applied and Business Language
- Music
- Namibian Sign Language
- Oshiwambo Studies
- Otjiherero Studies
- Portuguese as Applied and Business Language
- Portuguese Studies
- Spanish as Applied and Business Language
- Textiles Design
- Visual Communication
- Visual Culture

### Group B (available only up to the second-year level)
- Anthropology
- Historical Studies
- Human Communication
- Philosophy and Applied Ethics
- Religious and Biblical Studies

### Group C (available only at the first-year level)
- Afrikaans for Beginners
- Afrikaans Intermediate
- Khoekhoegowab for Beginners
- Oshiwambo for Beginners

## SUBJECT-SPECIFIC ADMISSION REQUIREMENTS AND GUIDELINES

18. **Afrikaans for Beginners**: Afrikaans for Beginners is designed for students with zero competence in Afrikaans who would like to acquire basic communication skills in the language. The subject is not suited for students who are already conversationally proficient in Afrikaans. Students with proficiency deemed too advanced for the purposes of the subject will be required to select Afrikaans Intermediate or another subject instead. A student may not be granted credit/exemption for any module in Afrikaans for Beginners.

19. **Afrikaans Intermediate**: Afrikaans Intermediate is designed for students who possess basic communicative competency in Afrikaans equivalent to primary school level, and who want to enhance their competency in the language. The subject is not suited for students who took Afrikaans as a subject at secondary school level. Students with proficiency or a qualification deemed too advanced for the purposes of the subject will be required to select another subject instead. A student may not be granted credit/exemption for any module in Afrikaans Intermediate.

20. **Afrikaans Studies**: Students who want to take Afrikaans Studies at first-year level must satisfy any one (1) of the following requirements:
   - minimum d symbol in Afrikaans First Language NSSCAS, or a grade 4 in Afrikaans First Language NSSCH;
   - minimum C symbol in Afrikaans First Language NSSCO or the equivalent;
   - minimum c symbol in Afrikaans Second Language NSSCAS, or a grade 3 in Afrikaans Second Language NSSCH;
   - minimum B symbol in Afrikaans Second Language NSSCO or the equivalent.

21. **Chinese as Applied and Business Language**: Chinese as Applied and Business Language is designed for students with zero competence in Mandarin Chinese who would like to acquire communication skills in the language. The subject is not suited for students who are already conversationally proficient in Mandarin Chinese. Students with proficiency deemed too advanced for the purposes of the subject will be required to select another subject instead.

22. **French as Applied and Business Language**: French as Applied and Business Language is designed for students with zero competence in French who would like to acquire communication skills in the language. The subject is not suited for students who are already conversationally proficient in French. Students with proficiency deemed too advanced for the purposes of the subject will be required to select another subject instead.

23. **French Studies**: Students who want to take French Studies at first-year level must satisfy any one (1) of the following requirements:
   - minimum d symbol in French Foreign Language NSSCAS, or a grade 4 in French Foreign Language NSSCH;
   - minimum C symbol in French Foreign Language NSSCO or the equivalent.

24. **German as Applied and Business Language**: German as Applied and Business Language is designed for students with zero competence in German who would like to acquire communication skills in the language. The subject is not suited for students who are already conversationally proficient in German. Students with proficiency deemed too advanced for the purposes of the subject will be required to select another subject instead.

25. **German Studies**: Students who want to take German Studies at first-year level must satisfy any one (1) of the following requirements:
   - minimum d symbol in German First Language NSSCAS, or a grade 4 in German First Language NSSCH;
   - minimum C symbol in German First Language NSSCO or the equivalent;
   - minimum d symbol in German Foreign Language NSSCAS, or a grade 4 in German Foreign Language NSSCH;
   - minimum C symbol in German Foreign Language NSSCO or the equivalent.

26. **Khoekhoegowab for Beginners**: Khoekhoegowab for Beginners is designed for students with zero competence in Khoekhoegowab who would like to acquire basic communication skills in the language. The subject is not suited for students who are already conversationally proficient in Khoekhoegowab. Students with proficiency deemed too advanced for the purposes of the subject will be required to select another subject instead. A student may not be granted credit/exemption for any module in Khoekhoegowab for Beginners.

27. **Khoekhoegowab Studies**: Students who want to take Khoekhoegowab Studies at first-year level must satisfy any one (1) of the following requirements:
   - minimum d symbol in Khoekhoegowab First Language NSSCAS, or a grade 4 in Khoekhoegowab First Language NSSCH;
   - minimum C symbol in Khoekhoegowab First Language NSSCO or the equivalent.

28. **Namibian Sign Language**: Namibian Sign Language is designed for students with zero competence in Namibian Sign Language who would like to acquire communication skills in the language. The subject is not suited for students who are already conversationally proficient in Namibian Sign Language. Students with proficiency deemed too advanced for the purposes of the subject will be required to select another subject instead.
29. **Oshiwambo for Beginners**: Oshiwambo for Beginners is designed for students with zero competence in Oshiwambo who would like to acquire basic communication skills in the language. The subject is not suited for students who are already conversationally proficient in Oshiwambo.

   Students with proficiency deemed too advanced for the purposes of the subject will be required to select another subject instead.

30. **Oshiwambo Studies**: Students who want to take Oshiwambo Studies at first-year level must satisfy any one (1) of the following requirements:
   - minimum d symbol in Oshiwambo First Language NSSCAS, or a grade 4 in Oshiwambo First Language NSSCH;
   - minimum C symbol in Oshiwambo First Language NSSCO or the equivalent.

31. **Otjiherero Studies**: Students who want to take Otjiherero Studies at first-year level must satisfy any one (1) of the following requirements:
   - minimum d symbol in Otjiherero First Language NSSCAS, or a grade 4 in Otjiherero First Language NSSCH;
   - minimum C symbol in Otjiherero First Language NSSO or the equivalent.

32. **Portuguese as Applied and Business Language**: Portuguese as Applied and Business Language is designed for students with zero competence in Portuguese who would like to acquire communication skills in the language. The subject is not suited for students who are already conversationally proficient in Portuguese. Students with proficiency deemed too advanced for the purposes of the subject will be required to select another subject instead.

33. **Portuguese Studies**: Students who want to take Portuguese Studies at first-year level must satisfy any one (1) of the following requirements:
   - minimum d symbol in Portuguese Foreign Language NSSCAS, or a grade 4 in Portuguese Foreign Language NSSCH;
   - minimum C symbol in Portuguese Foreign Language NSSCO or the equivalent.

34. **Spanish as Applied and Business Language**: Spanish as Applied and Business Language is designed for students with zero competence in Spanish who would like to acquire communication skills in the language. The subject is not suited for students who are already conversationally proficient in Spanish. Students with proficiency deemed too advanced for the purposes of the subject will be required to select another subject instead.

**FIRST YEAR LEVEL**

<table>
<thead>
<tr>
<th>First Year Core Semester</th>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students take all modules below:</td>
<td>TBC</td>
<td>Skills Portfolio</td>
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<tr>
<td></td>
<td>U3583AL</td>
<td>Academic Literacy I</td>
</tr>
<tr>
<td></td>
<td>U3583DD</td>
<td>Digital Literacy</td>
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<tr>
<td></td>
<td>U3420EM</td>
<td>Ethics &amp; Morality</td>
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<tr>
<td></td>
<td>U3420CN</td>
<td>National &amp; Global Citizenship</td>
</tr>
<tr>
<td></td>
<td>U3420SE</td>
<td>Sustainability &amp; Environmental Awareness</td>
</tr>
</tbody>
</table>

| Students add one (1) of the following School elective modules: | H3520ZT | Voice and Speech |
| | H3520ZM | Music Appreciation |
| | H3520ZP | Introduction to Photography 1 |
| | H3520ZY | Basics of Namibian Sign Language |
| | | |

**SEMESTER 1**

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
<th>SPECILISATION</th>
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<tbody>
<tr>
<td>Students add four modules below from the additional subjects they select according to the programme structure specifications above:</td>
<td>H3511HH</td>
<td>History: Concepts and Tools</td>
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<tr>
<td></td>
<td>H3511PC</td>
<td>Critical Thinking and Argumentation</td>
</tr>
<tr>
<td></td>
<td>H3511PB</td>
<td>Afrikaans For Beginners A</td>
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<tr>
<td></td>
<td>H3511PF</td>
<td>Intermediate Afrikaans A</td>
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<td></td>
<td>H3511FA</td>
<td>Afrikaans Reading Practice</td>
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<td></td>
<td>H3511FC</td>
<td>Basic Mandarin Chinese 1</td>
</tr>
<tr>
<td></td>
<td>H3511FE</td>
<td>Introduction to Linguistics</td>
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<tr>
<td></td>
<td>H3511ZV</td>
<td>Foundations of French</td>
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<tr>
<td></td>
<td>H3511FV</td>
<td>Language Studies in French</td>
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<tr>
<td></td>
<td>H3511YY</td>
<td>Introduction to German</td>
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<td>H3511YG</td>
<td>Foundations of German Studies</td>
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<tr>
<td></td>
<td>H3511XV</td>
<td>Khoekhoegowab for Beginners A</td>
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<td>H3511YL</td>
<td>Language and Culture</td>
</tr>
<tr>
<td></td>
<td>H3511YS</td>
<td>Namibian Sign Language Acquisition</td>
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<tr>
<td></td>
<td>H3511YV</td>
<td>Oshiwambo for Beginners A</td>
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### SEMESTER 2

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<tr>
<th>MODULE CODE</th>
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<td>H3511AV</td>
<td>Visual Literacy and Drawing</td>
<td>Ceramics Studies</td>
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<tr>
<td>H3511AV</td>
<td>Visual Literacy and Drawing</td>
<td>Creative Expression</td>
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<td>H3511AF</td>
<td>Fashion Construction Basics</td>
<td>Fashion Design</td>
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<td>Fashion Construction Basics</td>
<td>Textiles Design</td>
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<td>Visual Literacy and Drawing</td>
<td>Visual Communication</td>
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<td>H3511AU</td>
<td>Critical Studies in Art History</td>
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<td>H3511CC</td>
<td>Foundations of Communication</td>
<td>Human Communication</td>
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<tr>
<td>H3511RM</td>
<td>Moral and Religious Foundations of Society</td>
<td>Religious Studies and Biblical</td>
</tr>
<tr>
<td>H3511NF</td>
<td>Foundations of Anthropology</td>
<td>Anthropology</td>
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**MODULE DESCRIPTORS**

### FIRST YEAR

#### Introduction to Photography 1

**NQF Level:** 5  
**Credits:** 2  
**Contact Hours:** 20 contact hours

**Content:** Emphasis will be placed on understanding camera technology and the workings of the camera. Introduction to the history and theory of photography: photographic materials; hands-on practical exposure to basic digital photography, placed in a contemporary art context allowing for basic individual interpretation; and an introduction to contemporary literature corresponding to course content.

**Assessment:** 100% continuous assessment (practical 60%, theory 40%).

**Basics of Namibian Sign Language**

**NQF Level:** 5  
**Credits:** 2  
**Contact Hours:** 20 contact hours

**Content:** Basic communication: minimum of 150 basic signs, finger alphabet, counting, exchange basic introduction. Pathology of deafness: deafness and hearing loss; the anatomy of the ear; causes of the different types of hearing loss; hearing losses pertaining to congenital and adventitious hearing loss; pre-lingual and post-lingual hearing loss. Assistive Listening Devices (ALDs): cochlear implant; opinion on ALDs; use and care of ALDs, positive and negative connotations around ALDs. Views on deafness: cultural, pathological, and bilingual-bicultural views.
Assessment: 100% continuous assessment comprising of tests, online activities, role play activities and a group project weighing 60% of the continuous assessment mark, followed by a portfolio weighing 40%.

Music Appreciation

NQF Level: 5  Credit: 2  Contact Hours: 20 contact hours
Content: History of dance and music: Origin and development of dance; Origin and development of music; The relationship between music and dance. Traditional and western music: What is involved in African traditional music; What is involved in western music; Comparing traditional and western music. Classification of musical instruments: Instruments with strings; Instruments that are shaken, Instruments that are blown; instruments that use electricity. Practical performance: listen to recorded and instrumental music; Singing; Dance dancing freely to music. Music form Namibia: Contemporary artists and music; traditional artists and music from Namibia and other parts of the world.
Assessment: 100% continuous assessment on group assignments and tasks on free dance, identification of musical instruments, artists and genres.

Voice and Speech

NQF Level: 5  Credit: 2  Contact Hours: 20 contact hours
Content: Preparing the voice for public performance: Breathing; articulation exercises. Select material for public presentation: criteria for selecting material. Developing audience profile: Audience variables, e.g. age, gender, interest
Assessment: 100% Continuous assessment

History: Concepts and Tools

NQF Level: 5  Credit: 12  Contact Hours: 120 contact hours
Content: Methodological and conceptual tools needed by historians, such as analysing sources, paraphrasing, detecting and avoiding plagiarism Historical thinking process: What is historical thinking?; understanding historical thinking; multiple accounts and perspectives; Plagiarism: Historical evidence: What is historical evidence? Objectivity and subjectivity in history; Plagiarism: What is plagiarism?; UNAM policy; detecting and avoiding plagiarism; summarizing and paraphrasing: conventions of academic essay writing in history; Sources of History: Where does information come from?, oral history; oral tradition; archives; archaeology; images; a critical approach toward sources.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Critical Thinking and Argumentation

NQF Level: 5  Credit: 12  Contact Hours: 120 contact hours
Content: Fundamental understanding of thinking in the contemporary globalized world: the etymology and definition of critical thinking; characteristics of a critical thinker; overcoming the barriers to critical thinking: the intellectual standards; elements of reasoning and the intellectual traits, validity and truth: induction and deduction; probability and cogency; syllogisms and hypothetical syllogisms; recognizing fallacies: formal and informal fallacies.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Afrikaans for Beginners A

NQF Level: 5  Credit: 12  Contact Hours: 120 contact hours
Content: This module represents a first exposure to Afrikaans as a language and culture: acquire the most basic communications skills of various linguistic and cultural situations and acquire the skills which will enable them to react appropriately in these situations. Discovery: identify a language; the alphabet; spell your name; to say what language you speak; get acquainted; say nationalit
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Intermediate Afrikaans A

NQF Level: 5  Credit: 12  Contact Hours: 120 contact hours
Content: In this module, students improve their oral and written communication skills in Afrikaans: Students are introduced to more complex aspects of conversation and writing skills. Tell me who you are: talk about your preferences, activities, studies; talk about yourself, your family, characterize a person.Over the hours: indicate the time and hours; talk about habits; give, accept or decline invitations; talk about daily activity; talk about past and future events.Namibia: talk about Namibia's flag and its symbolism.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Afrikaans Reading Practice

NQF Level: 5  Credit: 12  Contact Hours: 120 contact hours
Content: Reading activities: Reading techniques; reading prose, short stories, newspaper and magazine articles (hard and soft copies), websites; popular reviews; advertisements. Writing activities: comprehension tests; summaries; replies. Learning and Teaching Strategies/Activities. Students will be exposed to the various reading techniques and a variety of popular text types. After completing each text type, assessment will take place by means of assignments, tests and discussions.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Basic Mandarin Chinese 1

NQF Level: 5  Credit: 12  Contact Hours: 120 contact hours
Content: The Basic Introduction: Greeting; Introducing yourself and family; Describing hobbies, interests; Basic reading; basic numbers; simple requests from others; ask for direction; and express gratitude and regret; bargain in China; describe health problems to a doctor; make a complaint or an apology, etc. The Chinese Alphabet: 200 basic of characters in the Chinese alphabet; Features of Characters The Grammar: Basic sentence structure.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
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<tr>
<th>Course</th>
<th>NQF Level</th>
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<th>Contact Hours</th>
<th>Assessment</th>
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<tbody>
<tr>
<td><strong>Introduction to Linguistics</strong></td>
<td>5</td>
<td>12</td>
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<tr>
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<td>5</td>
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<td><strong>Language Studies in French</strong></td>
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<td><strong>Introduction to German</strong></td>
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<tr>
<td><strong>Language and Culture</strong></td>
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<td><strong>Namibian Sign Language Acquisition</strong></td>
<td>5</td>
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<td><strong>Oshiwambo for Beginners A</strong></td>
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<tr>
<td><strong>Foundations of Portuguese</strong></td>
<td>5</td>
<td>12</td>
<td>120 contact hours</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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Language Studies in Portuguese

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** My first strong steps: frequent vocabulary information about personal data, needs of a specific nature and common everyday situations; evoking a change of life; understand a biography; bring up a conversation; imagine a different past; express regrets.

Enhance: new words through context; control spelling and punctuation; take a position, express an opinion; tell the stages of an event; express opinions and feelings.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Foundations of Spanish

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Introduction: alphabet; alphabet pronunciation; basic words and structures to start communicating; basic questions and information about yourself; international words in Spanish. Origin: countries and nationalities; Southern African countries; languages; ask and answer for personal information related to country, nationality and language; numbers 0-20; verb to be (ser and estar in Spanish); singular and plural. Personal information: names and surnames in Spanish, professions, undetermined articles, numbers 21-100; addresses; ask and answer using numbers; regular verbs –ar, –er, –ir; verbs ‘tener’ and ‘llamarse’; polite form (tú/usted), Family: family-related vocabulary; regular reflexive verbs –ar, –er, –ir; determined articles; personal introduction; interview to clothes; colours; personal description and personal characteristics.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Vocal Development 1

**NQF Level:** 5  
**Credits:** 14  
**Contact Hours:** 140 contact hours

**Content:** Preparing the voice for public performance: breathing, projection, articulation exercises; Selecting material for public presentation: criteria for selecting material; Developing audience profile: audience variables, e.g. age, gender, interest; Types of contexts: what kind of event it is, how to match the material for the type of event; Purpose: give information, motivate, entertain; Improvisation: Selecting a theme, identifying characters, plotting the storyline, importance of clear ending, working within a set time limit; Role-play: understanding the differences and similarities between improvisation and role-play, role-play within a specific set of given circumstances.

**Assessment:** 100% continuous assessment

Theatre Studies 1

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** The module places emphasis on: The relationship between ritual and the origin of theatre: storytelling, rituals. The social climate: for religious purposes, entertainment, educational purposes. The development of African theatre: Political, people’s and popular theatre, Ngugi wa Thiong’o, Athol Fugard, Wole Soyinka. The Ancient Greek and Roman theatre: Stage buildings, actors, costumes, props, music, masks Exploring different genres: Tragedy (Sophocles) and comedy (Plautus).

**Assessment:** 100% continuous assessment

Theatre Movement Studies 1

**NQF Level:** 5  
**Credits:** 14  
**Contact Hours:** 140 contact hours

**Content:** Preparing the body for public performance: warm-ups, body safety, breathing, relaxation, concentration and focus exercises

Developing techniques for stage combat: assessing safety, body weight application, muscle tension and release, emotion and expression, sounding.

Developing techniques for statues and freeze frames: emotion identification and clarity, minimal movement refinement, observation, precision, beats.

Developing stomp: understanding rhythm and phrasing, creating sound texture and quality with the body, formations, group work. Developing performance ready material: awareness of rhythm, pace, pause, mood, physical expression, body lines, emotion, non-verbal story telling.

**Assessment:** 100% continuous assessment

Theatre for Development 1

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Theatre for Development: history and purpose Community: who and what it is. Script writing: refining an idea, story structure and development, script writing and its structure. Directing: basics of directing, blocking and set design, costuming and props, working with actors.

**Assessment:** 100% continuous assessment

Principles of Music and Dance

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** History of dance and music: Origin and development of dance; Origin and development of music; The relationship between music and dance. Principles of music: Sonic order; Theory of music; Simple note values, Simple shot scales, Simple Time signatures; Key signature with up to two sharps and two flats. Principles of contemporary dance: Dance as movement; Solo dance; Traditional dances in Namibia; Contemporary dance styles; Dance choreography. Practical performance: Instrument playing; Singing; Instrument ensemble; Dance steps and routines; Dance-movements and choreography. Learning and Teaching Strategies/Activities: Lecture method, group work, demonstration, practice on musical instruments.

**Assessment:** 100% continuous assessment

Principal Instrument Study 1

**NQF Level:** 5  
**Credits:** 14  
**Contact Hours:** 140 contact hours

**Content:** History of musical instruments: Families of various musical instruments; Structure of musical instruments; Sound production; playing technique; Tuning systems. Structure of the instruments: What is structure; Parts of the instruments; Handling system; Function of each, Sound production. Mastery of the selected musical instruments: Playing of the musical instruments; Tuning musical instruments; Performance styles. Practical performance: Playing technique, Sound production, playing songs, Singing and playing, Reading and playing from notated music, Playing in an ensemble.

**Assessment:** 100% continuous assessment

Introduction to Music Video Production

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Terms and their meanings; Film; Video; Editing; Video clips; Script; Camera; Shot; Angle; Camera movements. The history of film: The evolution of film industry; Development of filming; Origins of the music video, Development of Music videos. Theories of film production: Cultivation theory; Feminist theory; Film theory; Audience theory Camera skills: Parts of a Canon EFS 55mm digital camera; Camera handling; Different shots; Camera movements; Levels used in taking videos. Script-writing: What is a script; Analyzing a video; Types of scripts; What is included in scriptwriting; Designing a script.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
Critical Studies in Art History

**Content:** Introduction to Art History: Phases of the western tradition in art and architecture; Key works to the artistic, cultural, and historical contexts in which they arose; Imagery or iconography used by the artists during the period covered; analyze works in visual terms and discuss their significance as visual documents. Modernism in Europe: Concepts of modernity and modernism in the visual arts; Invention of photography to the advent of totalitarianism in Europe; Wide-ranging visual history in context; Discourses of medium-specificity; technological innovations; art and politics; and aesthetic debates. Art and Patronage in Renaissance: Development of Renaissance art and architecture; specific contexts of patronage, politics, and society. Creator and Subject – Themes in Portraiture: Historical and cultural context of portrait; Notion of portraiture - as a reflection of a social situation where issues of gender, identity or modernity inform the argument. From Modernism to Postmodernism: Art after 1945: Shifts in aesthetic and cultural values that took place in art made after 1945, with a focus on Europe and America. The History of Art History and Method: Historical priorities in the discipline of the History of Art; different historical approaches to artworks.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
Intermediate Afrikaans B

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: In this module, students improve their Afrikaans communication skills. This course focuses on the basic interaction required in the work environment. This includes oral and written skills. Students are introduced to more complex aspects of conversation and writing skills. Tell me who you are: talk about your preferences, activities, studies; talk about yourself, the meaning of your name, your family, your nationality, your country. Through the seasons: talk about the climate; locate a place; characterize a place; talk about outdoor activities; understand a program; write a vacation letter. A matter of taste: indicate your food tastes; understand-compose a menu; talk about your food consumption; describe an outfit; buying and selling.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Afrikaans Language Usage

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Parts of speech: Nouns; pronouns; verbs; adjectives; adverbs; determiners; prepositions; numerals; conjunctions. Word order: What is a sentence?; phrases; simple and complex sentences. Spelling rules and punctuation: Representation of vowels and consonants; compounds in Afrikaans; punctuation rules; capitalisation rules. Dictionaries and other linguistic resources: Dictionary typology; interpreting dictionary entries; applying information gleaned from dictionaries to writing; exploring electronic and online resources for writing in Afrikaans.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Basic Mandarin Chinese 2

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: The Broader Daily Conversation: making plans; talking about the weather; asking, requesting; expressing opinions and attitudes; write the most basic personal information and the simplest everyday language, such as: time, date, numbers; make comparisons between things; emphasize the time and location of past events; discuss plans; make suggestions; talk about changing circumstances and actions in progress; give an account of an incident. The Pinyin: Focus on the intonation and fluency of daily sentences. The Characters: 400 basic Chinese characters with the help of Pinyin & Radicals The Grammar: the interrogative sentence; pivotal sentences; complements of result; the imperative sentence; the Bi-sentence; complements of state; the aspect particle “zhe”, the rhetorical question; the aspect particle “guo”.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fundamentals of Literature in English

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Definition of literature and descriptions of literary terms: fiction literature; and non-fiction literature: metaphor; simile; imagery; symbolism; personification; hyperbole; irony; juxtaposition; etc. Elements of stories: plot; setting; characters and characterization; tone; etc. Elements of drama/plays: role; character and relationships; situation; voice; movement; space and time; language and texts; symbol and metaphor; mood and atmosphere; focus; audience and dramatic; tension. Introduction to poetry: characteristics of poems – choice of meter, rhyme, punctuation and format, sound and tone, and rhythm (timing). Literary criticism: e.g. comparison; analysis; interpretation; evaluation of works of literature; historical; biography; creative writing styles

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

French for Beginners

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Identity: talk about your tastes; hobbies; professions; talk about yourself; characterize a person; invitation. Close environment: talk about your town; indicate an itinerary/directions; write a postcard and an email; indicate the origin and destination; Paris.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

French Language Usage

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Urban attitudes: marks of opinions in texts; comment on a fact; write a letter of complaint; protest; reproach. Intermediate Interaction: report information from a speech; give an opinion with justification: advise.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

German for Beginners

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Language skills: Pronunciation and articulation; expand vocabulary; ask questions about directions; talk about activities; talk about people; write emails; write postcards. Cultural skills: Deeper insights into communication skills in German speaking cultures

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

German Language Patterns

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Formal German grammar: Syntax; vocabulary; punctuation. Usage of the German language: variety of texts with contextualised grammatical patterns

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Khoekhoegowab for Beginners B

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Here and elsewhere: talk about your neighborhood, your home town; request-give an explanation; inquire about accommodation; indicate an itinerary; write an e-mail, letter, greeting card; indicate the origin and destination; Namibia. Tell me who you are: talk about your preferences, activities, studies; talk about yourself, your family, characterize a person; giving/accepting/declining an invitation.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Oral Literature of Khoekhoegowab

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Oral nature of Khoekhoegowab oral literature and its significance and function as an art with regard to form; content and performance; folktales, praises, songs, riddles and proverbs. Characterization: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits).

Assessment: 100% Continuous assessment
Namibian Sign Language for Beginners

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours
Content: NSL Grammar: extend signed vocabulary, discuss daily topics using advanced signs and modest NSL grammar, exchange information, produce monologues. NSL Grammar: classifiers, non-manual features, movement agreement, role shifts and body movement; time concepts; number concepts; noun-verb agreement. Deaf Culture: Deaf culture and interaction with various NSL users within the Deaf community
Assessment: 100% Continuous assessment

Oshiwambo for Beginners B

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours
Content: Language and culture skills: extended forms of greetings, giving basic personal information, asking and answering simple questions. Written tasks: simple greeting cards, personal letters, simple messages, simple phrases and sentences
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Oral Literature of Oshiwambo

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours
Content: Oral nature of Oshiwambo oral literature and its significance and function as an art: themes; form; content and performance; folktales, praises, songs; riddles and proverbs. Characterization: characters; their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits).
Assessment: 100% Continuous assessment

Oral Literature of Otjiherero

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours
Content: Oral nature of Otjiherero oral literature and its significance and function as an art with regard to form; content and performance; folktales, praises, songs, riddles and proverbs. Characterization: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits).
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Portuguese for Beginners

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours
Content: My Surroundings: talk about your neighbourhood, your city; request-give an explanation; inquire about accommodation; indicate an itinerary; write a postcard; indicate the origin and destination. Tell me who you are: talk about your tastes, activities, profession; talk about yourself, characterize a person; propose a going out; invite.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Portuguese Language Usage

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours
Content: Language: use elementary choice of words and expressions learned about personal data, needs of a concrete nature and common everyday situations, learn new words through context and linguistic intercomprehension. Accuracy: Spelling of words, understand some punctuation marks, control and use simple grammatical structures, namely concordances.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Spanish for Beginners

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours
Content: Daily life objects: daily life objects; numbers 101-10.000; to describe a house and a room (hay + objects); currencies; how much; types of houses and shops; demonstrative adjectives [este, esta, estos, estas/ ese, esa, esos, esas]; verb ‘querer’. Country and city: to describe a city and a country; adjectives to describe; verb ‘ser’ and ‘estar’ second level; cities, communities and states in Spain and South American; numbers 10.001-1 million. My room and my house: house and room objects; accent in Spanish; prepositions and adverbs to describe; describe different parts of a house; verb ‘gustarme’. Public Space: parts of the city; verbs to describe and city; orientation in the city; time and hours; weather.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Dance 1

NQF Level: 5  Credits: 14  Contact Hours: 140 contact hours
Content: Preparing the body for public performance: warm-ups, body safety, breathing, relaxation, concentration and focus exercises
Developing techniques for stimulus interpretation: sound to movement association, emotional recognition, theme creation. Developing performance ready material: awareness of rhythm, pace, pause, mood in music, physical expression, body lines
Assessment: 100% Continuous assessment

Creative Drama 1

NQF Level: 5  Credits: 14  Contact Hours: 140 contact hours
Content: Act out a character within the parameters provided by a playwright: Given circumstances: how did the playwright describe the character, what do others say about that character, how does the character see him/herself; Imaginary history: create an imaginary history, what did the playwright not say about the character, how did the character arrive at that point in time; Acting styles: look at different styles of presentation, weigh up to find the most appropriate, apply a specific acting style; Role-play: role play scenarios similar to the character without using text; establish motivation; Improvisation: show improvisation within a set time limit, explore blocking and geste through improvisation).
Assessment: 100% Continuous assessment

Cultural Organization 1

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours
Content: The module places emphasis on: Concepts of Culture: diversity and unity within diversity. Different cultural events: recital program, debate, drama performance, holiday and religious dates, festivals, celebrations, concert, and exhibitions. Organization of cultural events: Define the purpose and format, plan, draft budget, scout location, market event. Criteria for judging: Adherence/Appropriateness to theme, uniqueness of concept, originality, clarity of expression, creativity, innovative means of delivering, entertainment quality.
Assessment: 100% Continuous assessment
Music Technology

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** History of music technology; What is music technology; History of music technology; Development of music technology. Development of music recording: History of the sound recording technology; why record sound. Studio setup: What is a studio; How to design a studio; Equipment needed for the studio and the technical set-up. Learning and Teaching Strategies/Activities: Lecture methods, demonstration, field trips, projects, and practical work.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Musicanship 1

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Elements of music: Definitions of principles music theory; Elements of pitch and rhythm in music. Simple note values and scales: Simple note values; Simple scales in the keys up to four sharps and four flats. Time and key signatures: Simple time signatures; keys signatures up to four sharps and four flats. Cadences and transposition: Perfect and imperfect cadences; transposition. Performance directions: Indications for Dynamics; Tempo signs; Expression signs. Learning and Teaching Strategies/Activities: Lecture methods, demonstration, field trips, projects, and practical work.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Visual Literacy and Drawing

**NQF Level:** 5  
**Credits:** 14  
**Contact Hours:** 140 contact hours

**Content:** Printmaking: Technical exercises exploring printing media, techniques and subject matter. Mixed media object: Technical exercises exploring a variety of mixed media, techniques and subject matter. Ceramics: Technical exercises exploring ceramic media, techniques and subject matter. Research paper: Academic research paper on Namibian art using the APA referencing system.

**Assessment:** 100% Continuous assessment

Textile and Fibre Basics

**NQF Level:** 5  
**Credits:** 14  
**Contact Hours:** 140 contact hours

**Content:** Fibers; fibres characteristics, properties and care; Natural fibres; Plant fibres and Animal fibres; Synthetic and Regenerated fibres; Polyester, Polyamide, Acrylic, Elastomers and Microfiber. ; From fibre to fabric; Spinning and Weaving; From fibre to fabric; Knitted and non-woven fabrics ; Finishes; Natural and Synthetic Dyes and Finishes.

**Assessment:** 100% Continuous assessment

Critical Studies in Art History

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Representations: Various modes of visual picturing; ‘realist’ representation of complex forms such as genre, symbol, allegory, the imaginary, etc. Legible/Visible: Art and Interpretation: Different modes of writing about artworks; description, analysis, interpretation, explanation and judgement. Art and Architecture in High Renaissance Rome: Critical and historical perspective on art and architecture; social and cultural context of Rome, 1500-27. Tradition and Innovation and the Art of the Academy in the Nineteenth Century: Art practice of the aesthetic theories of Neo-Classicism and Romanticism; Key political and social issues such as the French Revolution; the Industrial Revolution; Emerging relationship between western and non-western cultures within the context of academic art. Modern Art and Modernity: Modern art; its historical contexts, and its theoretical apparatuses. Contemporary Art: Development of critical debates concerning art production in the contemporary period.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Medical Anthropology

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Medical anthropology: local understanding of medical systems; medical beliefs in understanding different cultures; basic knowledge and skills of various cultural interpretations of health and illness.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Intra- and Interpersonal Communication

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Communication contexts: communication with the self; other individuals; social exchange; small groups; computer-mediated relationships: uncertainty reduction; social exchange; relational dialects; cohesion; leadership; communication improvement

**Assessment:** 100% Continuous assessment

Introduction to the New Testament

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** A study of the New Testament of the Bible, all it’s literary and historical nuances and this testament is divided and the reasons why these divisions are there, and have been compiled in the specific way it is.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
Introduction

The Bachelor of Arts in Drama & Theatre Arts is targeted to students with a keen interest in all aspects of drama and theatre performance, including all forms of theatre practice. The qualification will equip students with knowledge, skills and competencies essential for practice in the performing arts industry in a multicultural society in local, regional and international practice settings. Students will explore all aspects of theatre, including acting, directing, playwriting, design and more. There are also specialised classes in such areas as Musical Theatre, Theatre for Children and Young Audiences, and Arts Management.

Programme Convenor: Prof H Beyer (tel. +264 61 206 3850– E-mail: hbeyer@unam.na)

Exit Objectives

Upon completion of the programme graduates should be able to:

1. apply theoretical knowledge of theatre performance and theatre making;
2. develop social and communication skills, as well as dramatic and expressive skills;
3. perform in a variety of genres and styles;
4. conduct independent research and write research reports;
5. apply knowledge of theatre production and marketing;
6. design and operate technical requirements for stage productions;
7. successfully market the arts;
8. solve problems, plan, negotiate, work in teams and organize.
9. create theatre in schools and communities;
10. solve problems, plan, negotiate, work in teams and organize in careers which include project management, caring professions, informal education, cultural organization and development in communities;
11. analyse societal problems relating to or addressable through the arts and plan and formulate actions to address those;
12. conduct elementary functional social research in the field of performance

Admission

A minimum of 27 points on the UNAM Evaluation Point Scale in 5 best subjects (of which English must be one). English as a Second Language at NSSCO Level with a minimum C symbol, or English as a First Language at NSSCO Level with a minimum D symbol.

Admission and selection criteria will follow the University of Namibia’s general admission criteria. A pass in five different subjects as follows:

Either
(a) 2 subjects on NSSCAS level with an average of D or higher
(b) 3 subjects on NSSCO level with a C or higher
(c) English must be at minimum C at NSSCO level

OR
A pass in five different subjects as follows:
(a) 3 subjects on NSSCAS level with an average of D or higher
(b) 2 subjects on NSSCO level with a C or higher
(c) English must be at minimum C at NSSCO level

Curriculum Compilation

A student who completed an NQF level 5 qualification (at least 240 NQF credits) at another tertiary institution registered with the NQA, may be considered for admission to this programme.

Prospective students may also be admitted through the Mature Age Entry Scheme and/or on the grounds of recognition of prior learning, subject to the following conditions:

a. They should be at least 25 years old on the first day of the academic year in which admission is sought.
b. They should preferably have successfully completed junior secondary education.
c. They should normally have proof of at least five years relevant work experience relating to the proposed study programme.
d. They will sit for the Mature Age Entry Tests and have to score an overall average of at least 50%. The Tests will comprise three papers:
   • Paper 1: an English test;
   • Paper 2: a general knowledge test;
   • Paper 3: a discipline specific knowledge test.
e. Candidates who merit further consideration may be called for an interview before the final selection is made.
f. Relevant subject-specific admission requirements will still apply to students admitted through the Mature Age Entry Scheme. Where a student so admitted wishes to select a subject with subject-specific admission requirements, the student can be admitted to such subject on the basis of recognition of prior learning if they score at least 50% in a special admission test set specifically for the purposes of mature age admission to that subject.

Prospective students in the Indigenous Groups Category will be considered for admission subject to the relevant University rules and regulations.

A student who completed an NQF level 5 qualification (at least 240 NQF credits) at another tertiary institution registered with the NQA, may be considered for admission to this programme.

In addition to general admission requirements, an audition process applies for Dance.
Minimum Requirements For Re-Admission To The School

NORMAL ENROLLMENT
To be readmitted to the School of Humanities, Society and Development a student must have successfully completed the following minimum number of credits as indicated below:

- 48 credits (of which 36 must be non-core) by the end of the first year of registration
- 116 (of which 56 must be non-core) by the end of second year of registration
- 182 credits by the end of third year of registration
- 252 credits by the end of the fourth year of registration

The programme must be completed after a maximum of five years

EXTENDED ENROLLMENT
To be re-admitted to the School of Humanities, Society and Development, a student must have successfully completed the following minimum number of credits as indicated below:

- 36 credits (of which 24 must be non-core) by the end of the first year of registration
- 92 credits (of which 68 must be non-core) by the end of the second year of registration
- 143 credits by the end of the third year of registration
- 197 credits by the end of the fourth year of registration
- 257 credits by the end of the fifth year of registration

The programme must be completed after a maximum of 6 years of registration

ADVANCEMENT AND PROGRESSION RULES

NORMAL AND EXTENDED ENROLMENT
A student advances to the subsequent academic year of study when the following conditions have been met:

- Year 1 to Year 2: Successful completion of at least 72 credits.
- Year 2 to Year 3: Successful completion of all first year credits (128) plus at least 90 second year credits

A student who fulfilled the re-admission requirements, but could not advance to the next academic year, must first register to complete all failed credits in the current academic year. Subject to pre-requisites, such a student may then add no more than 24 credits of the subsequent academic year.

A student who fulfilled the re-admission regulations, but could not advance to the next academic year must first register for all failed modules. Subject to pre-requisites, such a student may then add modules of the subsequent academic year, provided that the total number of registered credits does not exceed the prescribed number of credits of the current academic year by more than 20% (24 credits).

REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates credited with a minimum of 376 required credits, and who have met the requirements of the compulsory and elective credits as prescribed in the programme structure.

PROGRAMME STRUCTURE

FIRST YEAR
Four modules from Drama (56), two modules from those listed as a Minor (24), two modules at first year level only (24), Core 1(24): 128 credits.

SECOND YEAR
Four modules from Drama (64) two from any of the possible Minors done in year 1 (32), 2 x compulsory half modules (16), Core semester 2 (24): 136 credits.

THIRD YEAR
Year 3 – Six modules from Drama (108) + Core Semester 3 (24): 132 credits

FIRST YEAR LEVEL

<table>
<thead>
<tr>
<th>First Year Core Semester</th>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students take all modules below:</td>
<td>TBC</td>
<td>Skills Portfolio</td>
</tr>
<tr>
<td></td>
<td>U3583AL</td>
<td>Academic Literacy I</td>
</tr>
<tr>
<td></td>
<td>U3583DD</td>
<td>Digital Literacy</td>
</tr>
<tr>
<td></td>
<td>U3420EM</td>
<td>Ethics &amp; Morality</td>
</tr>
<tr>
<td></td>
<td>U3420CN</td>
<td>National &amp; Global Citizenship</td>
</tr>
<tr>
<td></td>
<td>U3420SE</td>
<td>Sustainability &amp; Environmental Awareness</td>
</tr>
<tr>
<td>Students add one (1) of the following School elective modules:</td>
<td>H3520ZP</td>
<td>Introduction to Photography 1</td>
</tr>
<tr>
<td></td>
<td>H3520ZY</td>
<td>Basics of Namibian Sign Language</td>
</tr>
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## SEMESTER 1

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
<th>SPECIALISATION</th>
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</thead>
<tbody>
<tr>
<td>H3511TV</td>
<td>Vocal Development 1</td>
<td>Drama &amp; Theater Arts</td>
</tr>
<tr>
<td>H3511TM</td>
<td>Theatre Movement studies 1</td>
<td></td>
</tr>
<tr>
<td>H3511TP</td>
<td>Theatre Studies 1</td>
<td></td>
</tr>
<tr>
<td>H3511TD</td>
<td>Introduction to Directing</td>
<td></td>
</tr>
<tr>
<td>H3531TM</td>
<td>Stage Management</td>
<td></td>
</tr>
<tr>
<td>H3551TM</td>
<td>Introduction to Scriptwriting</td>
<td></td>
</tr>
<tr>
<td>H3551TC</td>
<td>Theatre for Development 1</td>
<td></td>
</tr>
</tbody>
</table>

Students take 2 modules below:

- **H3511TV** Vocal Development 1
- **H3511TM** Theatre Movement studies 1
- **H3511TP** Theatre Studies 1
- **H3511TD** Introduction to Directing
- **H3531TM** Stage Management
- **H3551TM** Introduction to Scriptwriting
- **H3551TC** Theatre for Development 1

Students add 2 modules below from the additional subjects they select according to the programme structure specifications above:

- **H3511YB** Afrikaans for Beginners A
- **H3511YI** Afrikaans Intermediate A
- **H3511YA** Afrikaans Reading Practice
- **H3511YC** Basic Mandarin Chinese 1
- **H3511YE** Introduction to Linguistics
- **H3511YZ** Foundations of French
- **H3511YY** German for Beginners
- **H3511YG** Foundations of German Studies
- **H3511XX** Khoekhoegowab for Beginners A
- **H3511YL** Language and Culture
- **H3511YS** Namibian Sign Language Acquisition
- **H3511YV** Oshiwambo for Beginners A
- **H3511YL** Language and Culture
- **H3511YO** Foundations of Portuguese
- **H3511YP** Language Studies in Portuguese
- **H3511YN** Foundations of Spanish
- **H3511MP** Principles of Music and Dance
- **H3513MI** Principal Instrument Study 1
- **H3532TP** Creative Drama 1
- **H3532TC** Theatre Crafts 1
- **H3532TM** Arts Marketing
- **H3532TO** Cultural Organization 1
- **H3532TD** Dance 1

Students add 2 modules below from the additional subjects they select according to the programme structure specifications above:

- **H3511YB** Afrikaans for Beginners A
- **H3511YI** Afrikaans Intermediate A
- **H3511YA** Afrikaans Reading Practice
- **H3511YC** Basic Mandarin Chinese 1
- **H3511YE** Introduction to Linguistics
- **H3511YZ** Foundations of French
- **H3511YY** German for Beginners
- **H3511YG** Foundations of German Studies
- **H3511XX** Khoekhoegowab for Beginners A
- **H3511YL** Language and Culture
- **H3511YS** Namibian Sign Language Acquisition
- **H3511YV** Oshiwambo for Beginners A
- **H3511YL** Language and Culture
- **H3511YO** Foundations of Portuguese
- **H3511YP** Language Studies in Portuguese
- **H3511YN** Foundations of Spanish
- **H3511MP** Principles of Music and Dance
- **H3532TP** Creative Drama 1
- **H3532TC** Theatre Crafts 1
- **H3532TM** Arts Marketing
- **H3532TO** Cultural Organization 1
- **H3532TD** Dance 1

## SEMESTER 2

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
<th>SPECIALISATION</th>
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</thead>
<tbody>
<tr>
<td>H3532TP</td>
<td>Creative Drama 1</td>
<td>Drama &amp; Theater Arts</td>
</tr>
<tr>
<td>H3532TC</td>
<td>Theatre Crafts 1</td>
<td></td>
</tr>
<tr>
<td>H3532TM</td>
<td>Arts Marketing</td>
<td></td>
</tr>
<tr>
<td>H3532TO</td>
<td>Cultural Organization 1</td>
<td></td>
</tr>
<tr>
<td>H3532TD</td>
<td>Dance 1</td>
<td></td>
</tr>
</tbody>
</table>

Students add 2 modules below from the additional subjects they select according to the programme structure specifications above:

- **H3511YB** Afrikaans for Beginners B
- **H3511YI** Afrikaans Intermediate B
- **H3511YA** Afrikaans Reading Practice
- **H3511YC** Basic Mandarin Chinese 2
- **H3511YE** Fundamentals of Literature in English
- **H3511YF** French Language Usage
- **H3511YY** German for Beginners
- **H3511YG** German Language Patterns
- **H3511XX** Khoekhoegowab for Beginners B
- **H3511YL** Language and Culture
- **H3511YS** Namibian Sign Language for Beginners
- **H3511YV** Oshiwambo for Beginners B
- **H3511YL** Language and Culture
- **H3511YO** Foundations of Portuguese
- **H3511YP** Language Studies in Portuguese
- **H3511YN** Foundations of Spanish
- **H3511MP** Principles of Music and Dance
- **H3532TP** Creative Drama 1
- **H3532TC** Theatre Crafts 1
- **H3532TM** Arts Marketing
- **H3532TO** Cultural Organization 1
- **H3532TD** Dance 1

Students add 2 modules below from the additional subjects they select according to the programme structure specifications above:

- **H3511YB** Afrikaans for Beginners B
- **H3511YI** Afrikaans Intermediate B
- **H3511YA** Afrikaans Reading Practice
- **H3511YC** Basic Mandarin Chinese 2
- **H3511YE** Fundamentals of Literature in English
- **H3511YF** French Language Usage
- **H3511YY** German for Beginners
- **H3511YG** German Language Patterns
- **H3511XX** Khoekhoegowab for Beginners B
- **H3511YL** Language and Culture
- **H3511YS** Namibian Sign Language for Beginners
- **H3511YV** Oshiwambo for Beginners B
- **H3511YL** Language and Culture
- **H3511YO** Foundations of Portuguese
- **H3511YP** Language Studies in Portuguese
- **H3511YN** Foundations of Spanish
- **H3511MP** Principles of Music and Dance
- **H3532TP** Creative Drama 1
- **H3532TC** Theatre Crafts 1
- **H3532TM** Arts Marketing
- **H3532TO** Cultural Organization 1
- **H3532TD** Dance 1
FIRST YEAR

Introduction to Photography 1

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>20 contact hours</td>
<td>20 contact hours</td>
</tr>
</tbody>
</table>

Content: Emphasis will be placed on understanding camera technology and the workings of the camera. The module places emphasis on: understanding camera technology; photographic materials; hands-on practical exposure to basic digital photography, placed in a contemporary art context allowing for basic individual interpretation; and an introduction to contemporary literature corresponding to course content.

Assessment: 100% continuous assessment comprising of tests, online activities, role play activities and a group project weighing 60% of the continuous assessment mark, followed by a portfolio weighing 40%.

Basics of Namibian Sign Language

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>20 contact hours</td>
<td>20 contact hours</td>
</tr>
</tbody>
</table>

Content: Basic communication: minimum of 150 basic signs, finger alphabet, counting, exchange basic introduction. Pathology of deafness: deafness and hearing loss; the anatomy of the ear; causes of the different types of hearing loss; hearing losses pertaining to congenital and adventitious hearing loss; pre-lingual and post-lingual hearing loss. Assistive Listening Devices (ALDs): cochlear implant; opinion on ALDs; use and care of ALDs, positive and negative connotations around ALDs.

Assessment: 100% continuous assessment comprising of tests, online activities, role play activities and a group project weighing 60% of the continuous assessment mark, followed by a portfolio weighing 40%.

Music Appreciation

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>20 contact hours</td>
<td>20 contact hours</td>
</tr>
</tbody>
</table>

Content: History of dance and music: Origin and development of dance; Origin and development of music; The relationship between music and dance. Traditional and western music: What is involved in African traditional music; What is involved in western music; Comparing traditional and western music. Classification of musical instruments: Instruments with strings; Instruments that are shaken; Instruments that are blown; instruments that are beaten; instruments that use electricity. Practical performance: listen to recorded and instrumental music; Singing; Dance dancing freely to music.

Assessment: 100% continuous assessment comprising of tests, online activities, role play activities and a group project weighing 60% of the continuous assessment mark, followed by a portfolio weighing 40%.

Voice and Speech

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>20 contact hours</td>
<td>20 contact hours</td>
</tr>
</tbody>
</table>

Content: Preparing the voice for public performance: breathing; articulation exercises. Select material for public presentation: criteria for selecting material. Developing audience profile: audience variables, e.g. age, gender, interest.

Assessment: 100% continuous assessment comprising of tests, online activities, role play activities and a group project weighing 60% of the continuous assessment mark, followed by a portfolio weighing 40%.

Theatre Movement Studies 1

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>14</td>
<td>140 contact hours</td>
<td>140 contact hours</td>
</tr>
</tbody>
</table>

Content: Preparing the voice for public performance: breathing, projection, articulation exercises; Selecting material for public presentation: criteria for selecting material; Developing audience profile: audience variables, e.g. age, gender, interest. Types of contexts: what kind of event it is, how to match the material for the type of event; Purpose: give information, motivate, entertain; Improvisation: Selecting a theme, identifying characters, plotting the storyline, importance of clear ending, working within a set time limit; Role-play: understanding the differences and similarities between improvisation and role-play, role-play within a specific set of given circumstances.

Assessment: 100% continuous assessment

Theatre Studies 1

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>12</td>
<td>120 contact hours</td>
<td>120 contact hours</td>
</tr>
</tbody>
</table>

Content: The module places emphasis on: The relationship between ritual and the origin of theatre: storytelling, rituals. The social climate: for religious purposes, entertainment, educational purposes. The development of African theatre: Political, people’s and popular theatre, Ngugi wa Thiong’o, Athol Fugard, Wole Soyinka. The Ancient Greek and Roman theatre: Stage buildings, actors, costumes, props, music, masks. Exploring different genres: Tragedy (Sophocles) and comedy (Plautus).

Assessment: 100% continuous assessment
**Introduction to Directing**

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Students will be expected to learn the conventions of the stage and the proper behavior for directing work. A vocabulary of directing and technical terms is introduced, and the concepts are applied practically in directed performance pieces. Director: what is a director, how to direct, identifying the different types of directors, skill set needed, Director’s vision. Storytelling: components and structure of a story, how to identify/write an appropriate script. Directing: fundamentals of directing, how to translate a story into a performance, blocking, costuming and props, vocabulary, script work (writing a script), set design. Working with actors: casting and auditions, rehearsals, preparing the actor.

**Assessment:** 100% continuous assessment

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**Stage Management**

**NQF Level:** 5  
**Credits:** 14  
**Contact Hours:** 140 contact hours

**Content:** The module is a development and honing of skills with regard to the technical components of theatre and the supporting technical personnel. The module also introduces the student to the technical components of theatre and the supporting technical personnel. Technical components: lights, sound, props, comm. Students will identify the various responsibilities of theatrical stage managers. Effective stage management techniques and responsibilities: Scheduling, audition, script analysis, production meetings, working with different personalities, proper script notation, communicate and collaborate, understanding the crew and their roles, preparing for technical and dress rehearsals, notation cues in script, time management, how to be hands on.

**Assessment:** 100% continuous assessment

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**Introduction to Scriptwriting**

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** The module is an introduction to writing an educational script suitable for stage performance, from conception of theme to correct format. Stories: structure, themes, how to write them, how to move from an idea to a script. Scriptwriting: structure, characteristics, conventions, analysis, creation of a script. Theatre for Development: basic theory and history.

**Assessment:** 100% continuous assessment

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**Theatre for Development I**

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Theatre for Development: history and purpose. Community: who and what it is. Script writing: refining an idea, story structure and development, script writing and its structure. Directing: basics of directing, blocking and set design, costuming and props, working with actors.

**Assessment:** 100% continuous assessment

---

**Afrikaans for Beginners A**

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** This module represents a first exposure to Afrikaans as a language and culture: acquire the most basic communications skills of various linguistic and cultural situations and acquire the skills which will enable them to react appropriately in these situations.  
Discovery: identify a language; the alphabet; spell your name; to say what language you speak; get acquainted; say nationality; identify a number; count and tell the time. You and others: introduce yourself; ask for information; to question about the identity; provide personal information; talk about family, hobbies and dreams. Namibia: talk about Namibia’s flag and its symbolism.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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**Intermediate Afrikaans A**

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** In this module, students improve their oral and written communication skills in Afrikaans: Students are introduced to more complex aspects of conversation and writing skills. Tell me who you are: talk about your preferences, activities, studies; talk about yourself, your family, characterize a person. Over the hours: indicate the time and hours; talk about habits; give, accept or decline invitations; talk about daily activity; talk about past and future events. Namibia: talk about Namibia’s flag and its symbolism; talk about typical attributes of Namibians; call on the phone; give advice; review past facts; physically describe holidays/festivals.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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**Afrikaans Reading Practice**

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Reading activities: Reading techniques; reading prose, short stories, newspaper and magazine articles (hard and soft copies), websites; popular reviews; advertisements. Writing activities: comprehension tests; summaries; replies. Learning and Teaching Strategies/Activities. Students will be exposed to the various reading techniques and a variety of popular text types. After completing each text type, assessment will take place by means of assignments, tests and discussions.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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**Basic Mandarin Chinese 1**

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** The Basic Introduction: Greeting; Introducing yourself and family; Describing hobbies, interests; Basic reading: basic numbers; simple requests from others; ask for direction; and express gratitude and regret; bargain in China; describe health problems to a doctor; make a complaint or an apology, etc. The Chinese Alphabet: 200 basics of characters in the Chinese alphabet; Features of Characters. The Grammar: Basic sentence structure.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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**Introduction to Linguistics**

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Definition and properties of language: defining language; language form and language function; displacement; arbitrariness; productivity; cultural transmission; discreteness; and duality. Linguistics and applied linguistics: defining linguistics; defining applied linguistics; importance of linguistics. Different linguists and their contributions towards the development of linguistics: Ferdinand de Saussure (semiotics and language structure); Noam Chomsky (linguistic competence and linguistic performance); and Dell Hymes (communicative competence). Phonetics and phonology: International Phonetic Alphabet (IPA); sound production; place and manner of articulation. Syntax and semantics: semantic relations (e.g., synonyms, collocations); maxims of conversation; and various speech acts.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
<table>
<thead>
<tr>
<th>Course</th>
<th>NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations of French</strong></td>
<td>5</td>
<td>12</td>
<td>120 contact</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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<td><strong>Language Studies in French</strong></td>
<td>5</td>
<td>12</td>
<td>120 contact</td>
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<tr>
<td><strong>Introduction to German</strong></td>
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<td><strong>Khoekhoegowab for Beginners A</strong></td>
<td>5</td>
<td>12</td>
<td>120 contact</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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<tr>
<td><strong>Language and Culture</strong></td>
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<tr>
<td><strong>Namibian Sign Language Acquisition</strong></td>
<td>5</td>
<td>12</td>
<td>120 contact</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td><strong>Oshiwambo for Beginners A</strong></td>
<td>5</td>
<td>12</td>
<td>120 contact</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td><strong>Foundations of Portuguese</strong></td>
<td>5</td>
<td>12</td>
<td>120 contact</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td><strong>Language Studies in Portuguese</strong></td>
<td>5</td>
<td>12</td>
<td>120 contact</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
</tbody>
</table>
Foundations of Spanish

NQF Level: 5  
Credits: 12  
Contact Hours: 120 contact hours

Content: Introduction: alphabet; alphabet pronunciation; basic words and structures to start communicating; basic questions and information about yourself; international words in Spanish. Origin: countries and nationalities; Southern African countries; languages; ask and answer for personal information related to country, nationality and language; numbers 0-20, verb to be (ser and estar in Spanish); singular and plural. Personal information: names and surnames in Spanish, professions, undetermined articles, numbers 21-100; addresses; ask and answer using numbers; regular verbs –ar, –er, –ir; verbs ‘tener’ and ‘llamarse’; polite form (tú/usted). Family: family-related vocabulary; regular reflexive verbs –ar, –er, –ir; determined articles; personal interview; introduction to clothes; colours; personal description and personal characteristics.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Principles of Music and Dance

NQF Level: 5  
Credits: 12  
Contact Hours: 120 contact hours

Content: History of dance and music: Origin and development of dance; Origin and development of music; The relationship between music and dance. Principles of music: Sonic order; Theory of music; Simple note values, Simple shot scales, Simple Time signatures; Key signature with up to two sharps and two flats. Principles of contemporary dance: Dance as movement; Solo dance; Traditional dances in Namibia; Contemporary dance styles; Dance choreography. Practical performance: Instrument playing; Singing; Instrument ensemble; Dance steps and routines; Dance-movements and choreography. Learning and Teaching Strategies/Activities: Lecture method, group work, demonstration, practice on musical instruments.

Assessment: 100% continuous assessment

Principal Instrument Study 1

NQF Level: 5  
Credits: 14  
Contact Hours: 140 contact hours

Content: History of musical instruments: Families of various musical instruments; Structure of musical instruments; Sound production; playing technique; Tuning systems. Structure of the instruments: What is structure; Parts of the instruments; Handling system; Function of each; Sound production. Mastery of the selected musical instruments: Playing of the musical instruments; Tuning musical instruments; Performance styles. Practical performance: Playing technique, Sound production, playing songs, Singing and playing, Reading and playing from notated music, Playing in an ensemble.

Assessment: 100% continuous assessment

Introduction to Music Video Production

NQF Level: 5  
Credits: 12  
Contact Hours: 120 contact hours

Content: Terms and their meanings Film; Video; Editing; Video clips; Script; Camera; Shot; Angle; Camera movements. The history of film: The evolution of film industry; Development of filming; Origins of the music video, Development of Music videos. Theories of film production: Cultivation theory; Feminist theory; Film theory; Audience theory. Camera skills: Parts of a Canon EFS 55mm digital camera; Camera handling; Different shots; Camera movements; Levels used in taking videos. Script-writing: What is a script; Analyzing a video; Types of scripts; What is included in scriptwriting; Designing a script.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Foundations of Communication

NQF Level: 5  
Credits: 12  
Contact Hours: 120 contact hours

Content: This course will examine elements, aspects and context of effective communication. The course will also focus on the process and features of communication; models of communication; historical foundations of communication; sources of communication studies; ethical systems of communication; culture and communication; verbal and nonverbal communication; listening and responding; as well as communication types and contexts.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Introduction of Psychology

NQF Level: 5  
Credits: 12  
Contact Hours: 120 contact hours


Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Creative Drama 1

NQF Level: 5  
Credits: 14  
Contact Hours: 140 contact hours

Content: Act out a character within the parameters provided by a playwright: Given circumstances: how did the playwright describe the character, what do others say about that character, how does the character see him/herself: Imaginary history: create an imaginary history, what did the playwright not answer for personal information related to the character, overall theme for the modules work. Costume design: body drawings, proportion, knowledge of various garments, styles and trends, knowledge of accessories, fixtures and fabrics, fantasy versus classic/traditional characters, comprehensive labelling. Make-up design: understanding facial structure, cosmetic make up versus stage make-up, aesthetic character creation through make-up, utilizing make-up sheets for correct make-up placement and design, comprehensive labelling and description. Make-up application: application of design to model, aesthetic character creation through make-up. Following instructions as set out in design and labelling. Prop design: step by step design illustration, description of process, materials selection. Prop construction: using specified materials and design phase for construction of functional prop to be used in the theatre, understanding various construction materials.

Assessment: 100% Continuous assessment

Theatre Crafts 1

NQF Level: 5  
Credits: 14  
Contact Hours: 140 contact hours

Content: Mood Board: theme creation, engaging all 5 senses in a 2D or 3D project to create the overall theme for the modules work. Costume design: body drawings, proportion, knowledge of various garments, styles and trends, knowledge of accessories, fixtures and fabrics, fantasy versus classic/traditional characters, comprehensive labelling. Make-up design: understanding facial structure, cosmetic make up versus stage make-up, aesthetic character creation through make-up, utilizing make-up sheets for correct make-up placement and design, comprehensive labelling and description. Make-up application: application of design to model, aesthetic character creation through make-up. Following instructions as set out in design and labelling. Prop design: step by step design illustration, description of process, materials selection. Prop construction: using specified materials and design phase for construction of functional prop to be used in the theatre, understanding various construction materials.

Assessment: 100% Continuous assessment

Arts Marketing

NQF Level: 5  
Credits: 12  
Contact Hours: 120 contact hours

Content: Observation of the market: what is a market, what constitutes a market for the arts, what are the arts; Functioning of the market: how to reach a market, variabilities in different markets; Program design: aims, target audiences, accessibility; SWOT exercises: strengths, weaknesses, opportunities and threats to be considered in designing marketing tools; Designing a research tool: aim, target audience, establishing an approach (skimming/penetration), user friendliness, clarity, lay-out, flow. Needs assessment: establishing the gab between what is and what is desired.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
Cultural Organization 1

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: The module places emphasis on: Concepts of Culture: diversity and unity within diversity. Different cultural events: recital program, debate, drama performance, holiday and religious dates, festivals, celebrations, concert, and exhibitions. Organization of cultural events: Define the purpose and format, plan, draft budget, scout location, market event. Criteria for judging: Adherence/Appropriateness to theme, uniqueness of concept, originality, clarity of expression, creativity, innovative means of delivering, entertainment quality.

Assessment: 100% Continuous assessment

Dance 1

NQF Level: 5  Credits: 14  Contact Hours: 140 contact hours

Content: Preparing the body for public performance: warm-ups, body safety, breathing, relaxation, concentration and focus exercises. Developing techniques for improvisation: identifying music moods, recognizing varying genres, developing basic understanding of time, weight, space and flow, connection between emotion and expression. Developing techniques for stimulus interpretation: sound to movement association, emotional recognition, theme creation. Developing performance ready material: awareness of rhythm, pace, pause, mood in music, physical expression, body lines

Assessment: 100% Continuous assessment

Afrikaans for Beginners B

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Here and elsewhere: talk about your neighbourhood, your home town; request-give an explanation; inquire about accommodation; indicate an itinerary; write an e-mail, letter, greeting card; indicate the origin and destination; Namibia. Tell me who you are: talk about your preferences, activities, studies; talk about yourself, your family, characterize a person; giving/accepting/declining an invitation. Interactions: call on the phone; ask and give directions; review past facts; physically describe holidays

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Intermediate Afrikaans B

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: In this module, students improve their Afrikaans communication skills. This course focuses on the basic interaction required in the work environment. This includes oral and written skills. Students are introduced to more complex aspects of conversation and writing skills. Tell me who you are: talk about your preferences, activities, studies; talk about yourself, the meaning of your name, your family, your nationality, your country. Through the seasons: talk about the climate; locate a place; characterize a place; talk about outdoor activities; understand a program; write a vacation letter. A matter of taste: indicate your food tastes; understand-compose a menu; talk about your food consumption; describe an outfit; buying and selling

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Afrikaans Language Usage

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Parts of speech: Nouns; pronouns; verbs; adjectives; adverbs; determiners; prepositions; numerals; conjunctions. Word order: What is a sentence?; phrases; simple and complex sentences. Spelling rules and punctuation: Representation of vowels and consonants; compounds in Afrikaans; punctuation rules; capitalisation rules. Dictionaries and other linguistic resources: Dictionary typology; interpreting dictionary entries; applying information gleaned from dictionaries to writing; exploring electronic and online resources for writing in Afrikaans.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Basic Mandarin Chinese 2

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: The Broader Daily Conversation: making plans; talking about the weather; asking, requesting; expressing opinions and attitudes; write the most basic personal information and the simplest everyday language, such as: time, date, numbers; make comparisons between things; emphasize the time and location of past events; discuss plans; make suggestions; talk about changing circumstances and actions in progress; give an account of an incident. The Pinyin: Focus on the intonation and fluency of daily sentences. The Characters: 400 basic Chinese characters with the help of Pinyin & Radicals The Grammar: the interrogative sentence; pivotental sentence; complements of result; the imperative sentence; the Bi-sentence; complements of state; the aspect particle “zhe”; the rhetorical question; the aspect particle “guo”.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fundamentals of Literature in English

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Definition of literature and descriptions of literary terms: fiction literature; and non-fiction literature; metaphor; simile; imagery; symbolism; personification; hyperbole; irony; juxtaposition; etc. Elements of stories: plot; setting; characters and characterization; tone; etc. Elements of drama/plays: role; character and relationships; situation; voice; movement; space and time; language and texts; symbol and metaphor; mood and atmosphere; focus; audience and dramatic; tension. Introduction to poetry: characteristics of poems – choice of meter, rhyme, punctuation and format, sound and tone, and rhythm (timing). Literary criticism: e.g. comparison; analysis; interpretation; evaluation of works of literature; historical; biography; creative writing styles

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

French for Beginners

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Identity: talk about your tastes; hobbies; professions; talk about yourself; characterize a person; invitation. Close environment: talk about your town; indicate an itinerary/directions; write a postcard and an email; indicate the origin and destination; Paris.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

French Language Usage

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Urban attitudes: marks of opinions in texts; comment on a fact; write a letter of complaint; protest; reproach. Intermediate Interaction: report information from a speech; give an opinion with justification; advise

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
German for Beginners

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Language skills: Pronunciation and articulation; expand vocabulary; ask questions about directions; talk about activities; talk about people; write emails; write postcards. Cultural skills: Deeper insights into communication skills in German speaking cultures

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

German Language Patterns

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Formal German grammar: Syntax; vocabulary; punctuation. Usage of the German language: variety of texts with contextualised grammatical patterns

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Khoekhoegowab for Beginners B

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Here and elsewhere: talk about your neighborhood, your home town; request-give an explanation; inquire about accommodation; indicate an itinerary; write an e-mail, letter, greeting card; indicate the origin and destination; Namibia. Tell me who you are: talk about your preferences, activities, studies; talk about yourself, your family, characterize a person; giving/accepting/declining an invitation.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Oral Literature of Khoekhoegowab

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Oral nature of Khoekhoegowab oral literature and its significance and function as an art with regard to form; content and performance; folktales, praises, songs, riddles and proverbs. Characterization: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits).

Assessment: 100% Continuous assessment

Namibian Sign Language for Beginners

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: NSL Communication: extend signed vocabulary, discuss daily topics using advanced signs and modest NSL grammar, exchange information, produce monologues. NSL Grammar: classifiers, non-manual features, movement agreement, role shifts and body movement; time concepts; number concepts; noun-verb agreement. Deaf Culture: Deaf culture and interaction with various NSL users within the Deaf community

Assessment: 100% Continuous assessment

Oshiwambo for Beginners B

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Language and culture skills: extended forms of greetings, giving basic personal information, asking and answering simple questions. Written tasks: simple greeting cards, personal letters, simple messages, simple phrases and sentences.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Oral Literature of Oshiwambo

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Oral nature of Oshiwambo oral literature and its significance and function as an art: themes; form; content and performance; folktales, praises, songs; riddles and proverbs. Characterization: characters; their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits).

Assessment: 100% Continuous assessment

Oral Literature of Otjiherero

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Oral nature of Otjiherero oral literature and its significance and function as an art with regard to form; content and performance; folktales, praises, songs, riddles and proverbs. Characterization: characters; their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits).

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Portuguese for Beginners

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: My Surroundings: talk about your neighbourhood, your city; request-give an explanation; inquire about accommodation; indicate an itinerary; write a postcard; indicate the origin and destination. Tell me who you are: talk about your tastes, activities, profession; talk about yourself, characterize a person; propose a going out; invite.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Portuguese Language Usage

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Language: use elementary choice of words and expressions learned about personal data, needs of a concrete nature and common everyday situations, learn new words through context and linguistic intercomprehension. Accuracy: Spelling of words, understand some punctuation marks, control and use simple grammatical structures, namely concordances.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Spanish for Beginners

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Daily life objects: daily life objects; numbers 101-10.000; to describe a house and a room (hay + objects); currencies; how much; types of houses and shops; demonstrative adjectives (este, esta, estos, estas/ ese, esa, esos, esas); verb ‘querer’. Country and city: to describe a city and a country; adjectives to describe; verb ‘ser’ and ‘estar’ second level; cities, communities and states in Spain and South American; numbers 10.001-1 million. My room and my house: house and room objects; accent in Spanish; prepositions and adverbs to describe; describe different parts of a house; verb ‘gustarme’. Public Space: parts of the city; verbs to describe and city; orientation in the city; time and hours; weather.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
Dance 1
NQF Level: 5  Credits: 14  Contact Hours: 140 contact hours
Content: Preparing the body for public performance: warm-ups, body safety, breathing, relaxation, concentration and focus exercises. Developing techniques for stimulus interpretation: sound to movement association, emotional recognition, theme creation. Developing performance ready material: awareness of rhythm, pace, pause, mood in music, physical expression, body lines.
Assessment: 100% Continuous assessment

Music Technology
NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours
Content: History of music technology; What is music technology; History of music technology; Development of music technology. Development of music recording: History of the sound recording; Evolution of sound recording technology; why record sound. Studio setup: What is a studio; How to design a studio; Equipment needed for the studio and the technical set-up. Learning and Teaching Strategies/Activities: Lecture methods, demonstration, field trips, projects, and practical work.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Musicianship 1
NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours
Content: Elements of music: Definitions of principles music theory; Elements of pitch and rhythm in music. Simple note values and scales: Simple note values; Simple scales in the keys up to four sharps and four flats. Time and key signatures: Simple time signatures; keys signatures up to four sharps and four flats. Cadences and transposition: Perfect and imperfect cadences; transposition. Performance directions: Indications for Dynamics; Tempo signs; Expression signs. Learning and Teaching Strategies/Activities: Lecture methods, demonstration, field trips, projects, and practical work.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Principal Instrument Study 1
NQF Level: 5  Credits: 14  Contact Hours: 140 contact hours
Content: History of musical instruments: Families of various musical instruments; Structure of musical instruments; Sound production; playing technique; Tuning systems. Structure of the instruments: What is structure; Parts of the instruments; Handling system; Function of each, Sound production. Mastery of the selected musical instruments: Playing of the musical instruments; Tuning musical instruments; Performance styles. Practical performance: Playing technique, Sound production, playing songs, Singing and playing, Reading and playing from notated music, Playing in an ensemble.
Assessment: 100% Continuous assessment

News Reporting & Writing
NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours
Content: The module covers the entire spectrum of news reporting and writing with specific emphasis on definitions of news; news values or criteria; the interview preparation process; attribution; use of multiple
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Social Psychology
NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours
Content: Social basis of behaviour in a multicultural society; the self in a social world; social beliefs and judgements; attitudes; attribution; types of social influence; group behaviour and influence; leadership and decision making; prejudice and discrimination; aggression; affiliation, attraction and love; pro-social behaviour.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
The Bachelor of Social Sciences in Sociology and Anthropology provides students with skills in critical social analyses and research practices that are relevant in a wide range of social contexts. This multidisciplinary programme ground students in the field of Sociology and Anthropology, while exposing them to Historical Studies, Geography, Media and Political Studies. Sociologists focuses more on group behaviour and relations with social structures and institutions and an Anthropologist studies human behaviour more at the individual level.

Programme Convenor: Mr W Uutoni (tel. +264 61 206 3844 – E-mail: wuutoni@unam.na)

Exit Objectives

Upon completion of the programme graduates should be able to:

1. apply social theories to Namibia, Africa and globally;
2. analyse social issues in the realm of science and technology studies;
3. apply development theories and paradigms to Namibia, Africa and globally;
4. carry out research projects on the basis of concepts and practical skills learnt;
5. examine criminological trends in Namibia, and Africa more broadly;
6. critically examine social policies and development institutions that apply to Africa;
7. apply social lenses to issues in industry and work;
8. critically apply sociological and anthropological approaches to sustainable development.
9. engage in social entrepreneurship and innovative projects
10. apply social theories and skills in analysing societal transformations including society 4.0 and society 5.0; humanity 4.0 and humanity 5.0

Admission

A minimum of 27 points on the UNAM Evaluation Point Scale in 5 best subjects (of which English must be one). English as a Second Language at NSSCO Level with a minimum C symbol, or English as a First Language at NSSCO Level with a minimum D symbol.

Admission and selection criteria will follow the University of Namibia’s general admission criteria. A pass in five different subjects as follows:

- Either
  - 2 subjects on NSSCAS level with an average of D or higher
  - 3 subjects on NSSCO level with a C or higher
  - English must be at minimum C at NSSCO level
- OR

A pass in five different subjects as follows:

- 3 subjects on NSSCAS level with an average of d or higher
- 2 subjects on NSSCO level with a C or higher
- English must be at minimum C at NSSCO level

Prospective students may also be admitted through the Mature Age Entry Scheme and/or on the grounds of recognition of prior learning, subject to the following conditions:

a. They should be at least 25 years old on the first day of the academic year in which admission is sought.

b. They should preferably have successfully completed junior secondary education.

c. They should normally have proof of at least five years relevant work experience relating to the proposed study programme.

d. They will sit for the Mature Age Entry Tests and have to score an overall average of at least 50%. The Tests will comprise three papers:
   - Paper 1: an English test;
   - Paper 2: a general knowledge test;
   - Paper 3: a discipline specific knowledge test.

e. Candidates who merit further consideration may be called for an interview before the final selection is made.

f. Relevant subject-specific admission requirements will still apply to students admitted through the Mature Age Entry Scheme. Where a student so admitted wishes to select a subject with subject-specific admission requirements, the student can be admitted to such subject on the basis of recognition of prior learning if they score at least 50% in a special admission test set specifically for the purposes of mature age admission to that subject.

Prospective students in the Indigenous Groups Category will be considered for admission subject to the relevant University rules and regulations.

Minimum Requirements For Re-Admission To The School

NORMAL ENROLLMENT

To be re-admitted to the Faculty, a student must have passed the following minimum number of credits:

- 48 credits (non-core), school based by the end of the first year of registration
- 120 credits, 48 credits from first year and 72 credits by the second year (non-core), school based by the end of the second year of registration
- 142 credits (non-core), school based for third year registration
- 362 credits by the end of the third year of registration

The programme must be completed after a maximum of five years.
ADVANCEMENT AND PROGRESSION RULES

A student advances to the subsequent academic year of study when the following conditions have been met:

• Year 1 to Year 2: Successful completion of at least 92 credits. Out of 92, 72 credit must be school based.
• Year 2 to Year 3: Successful completion of all first-year credits (120) plus at least 102 credits second year credits. This rule implies that students can take + 28 credits (two second year modules over to third year).

Unless specifically exempted, a student may not register for any other than first year level Courses or their equivalents during his/her first year. Subject to the Academic Advancement Rules above, a student may not register for more than the maximum number of Courses/credits allowed. A student repeating second year will be allowed to borrow 48 credits from year three provided that they do not exceed the number of modules allowed in that particular year of study.

REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates credited with a minimum of 367 and maximum of 373 credits, determined by the electives within the scope of the programme and who have met the requirements of the compulsory and elective sections.

FIRST YEAR LEVEL

FIRST YEAR CORE SEMESTER

Students take all Courses below:

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
</tr>
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<tbody>
<tr>
<td>TBC</td>
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<tr>
<td>U3583AL</td>
<td>Academic Literacy I</td>
</tr>
<tr>
<td>U3583DD</td>
<td>Digital Literacy</td>
</tr>
<tr>
<td>U3420CN</td>
<td>National and Global Citizenship</td>
</tr>
<tr>
<td>U3420EM</td>
<td>Ethics and Morality</td>
</tr>
<tr>
<td>H3500SK</td>
<td>Key Concepts in Social Sciences</td>
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FIRST SEMESTER

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<tr>
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<td>Foundations of Sociology</td>
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<tr>
<td>H3511NF</td>
<td>Foundations of Anthropology</td>
</tr>
<tr>
<td>H3511HH</td>
<td>History: Images, Concepts and Tools</td>
</tr>
<tr>
<td>H3511CC</td>
<td>Foundations of Communication</td>
</tr>
<tr>
<td>G3531PP</td>
<td>Introduction to Political Science</td>
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<td>S3511VA</td>
<td>Introduction to Environmental Science</td>
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SECOND SEMESTER

Students take all Courses below:

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<th>MODULE CODE</th>
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<tbody>
<tr>
<td>H3512SB</td>
<td>Basics of Sociology of Namibian Society</td>
</tr>
<tr>
<td>H3512NM</td>
<td>Medical Anthropology</td>
</tr>
<tr>
<td>H3532HH</td>
<td>Introduction to Historical Studies</td>
</tr>
<tr>
<td>H3512CC</td>
<td>Media and Communication Theories</td>
</tr>
<tr>
<td>G3532PH</td>
<td>Politics and Humanities</td>
</tr>
<tr>
<td>S3512VH</td>
<td>Human Environment</td>
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</table>

MODULE DESCRIPTORS

FIRST YEAR

Key Concepts in Social Sciences

<table>
<thead>
<tr>
<th>NQF Level: 5</th>
<th>Credits: 2</th>
<th>Contact Hours: 80 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: This module represents a first exposure to the key concepts in social sciences which provides a comprehensive, lively and clearly-written guide to the most important concepts in the social science field. It will allow students to understand social issues in Namibian, and why we have diverse society, values, languages, arts and literature; talk and explore experiences and understand these differences.</td>
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<tr>
<td>Assessment: 100% continuous assessment</td>
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</tr>
</tbody>
</table>

Foundations of Sociology

<table>
<thead>
<tr>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
<th>Contact Hours: 120 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: Themes covered: Sociological theory: what is sociology; what is social theory; main paradigms: positivism and functionalism; symbolic interactionist; marxist; structuralism; theory; structuration; key concepts: race, class, gender and ethnicity; social institutions: family, education and social research: basic knowledge and research instruments.</td>
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</tr>
<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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</tbody>
</table>

Foundations of Anthropology

<table>
<thead>
<tr>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
<th>Contact Hours: 120 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: This module represents a first exposure to anthropology: Case studies that illustrate anthropological theory and method will be used extensively. The discussion of the commonality and diversity in human societies: cultural life, identity and interdependence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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</tr>
</tbody>
</table>
Basics of Sociology of Namibian Society

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Understanding Namibia from sociological perspectives; Institutions: family education, media; social stratification and forms of stratification in Namibia; ethnic and national identity, sexual cultures in Namibia and HIV/AIDS; impact of the new mass media; poverty and deprivation; consumption, class and the new materialism in modern Namibia; religious culture and Namibian society; Social research: sources of knowledge; criteria for judging a good research; key concepts; research ethics.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Medical Anthropology

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Medical anthropology: local understanding of medical systems; medical beliefs in understanding different cultures; basic knowledge and skills of various cultural interpretations of health and illness.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Introduction to Historical Studies

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: Branches of history; public, military, gender; economic; cultural; political and environmental history; Auxiliary disciplines: archaeology, numismatics, cartography; anthropology; palaeoanthropology; heritage studies; African civilizations; rise and fall of Great Zimbabwe, Empires of Ghana, Ethiopia, Mali.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Media and Communication Theories

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: The module explores the panorama of mass communication theory, as a discipline that studies the theories and principles of the media and the transmission of information and the methods by which it is delivered. It looks at the traditions of scholarship that go with it. It examines the broad spectrum of communication theorizing – its history and major paradigms, and it also looks at the major determinants that have influenced communication theorizing such as the economic, political and cultural contexts. The module will also review the history and major paradigms in media theories.

Assessment: Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

BACHELOR OF ARTS IN MEDIA AND COMMUNICATION HONOURS (92BAMC)

Introduction

The Bachelor of Media and Communication focuses on developing key skills in professional communication and media content creation. Learn how the media sector is evolving through an examination of issues such as diversity, the influence of social networking data, ownership and privacy, and automated media and the digital economy. This flexible degree will help prepare you for a career you’ll be passionate about. Select a major and then tailor your degree to suit your interests in Public Relations and Advertising or Print and Digital Media.

Programme Convenor: Mr W Uutoni (tel. +264 61 206 3844– E-mail: wuutoni@unam.na)

Exit Objectives

Upon completion of the programme graduates should be able to:

1. Relate theoretical and historical framework of communication principles and theories as well as media law and ethics to media and communication contents.
2. Gather news, edit and produce relevant, creative and high-quality traditional and new media products.
3. Research, write and collect data on media and communication challenges, audiences, contents, products and services.
4. Plan and implement integrated marketing communications campaigns.
5. Apply leadership and managerial skills and abilities in media and communication organizations.
6. Write and produce new media, radio, TV and film contents.

Admission

A minimum of 27 points on the UNAM Evaluation Point Scale in 5 best subjects (of which English must be one). English as a Second Language at NSSCO Level with a minimum C symbol, or English as a First Language at NSSCO Level with a minimum D symbol.

Admission and selection criteria will follow the University of Namibia’s general admission criteria.

A pass in five different subjects as follows:

Either
(a) 2 subjects on NSSCAS level with an average of D or higher
(b) 3 subjects on NSSCO level with a C or higher
(c) English must be at minimum C at NSSCO level

OR

A pass in five different subjects as follows:
(a) 3 subjects on NSSCAS level with an average of D or higher
(b) 2 subjects on NSSCO level with a C or higher
(c) English must be at minimum C at NSSCO level

Curriculum Compilation

A student who completed an NQF level 5 qualification (at least 240 NQF credits) at another tertiary institution registered with the NQA, may be considered for admission to this programme.
Prospective students may also be admitted through the Mature Age Entry Scheme and/or on the grounds of recognition of prior learning, subject to the following conditions:

- They should be at least 25 years old on the first day of the academic year in which admission is sought.
- They should preferably have successfully completed junior secondary education.
- They should normally have proof of at least five years relevant work experience relating to the proposed study programme.
- They will sit for the Mature Age Entry Tests and have to score an overall average of at least 50%. The Tests will comprise three papers:
  - Paper 1: an English test;
  - Paper 2: a general knowledge test;
  - Paper 3: a discipline specific knowledge test.
- Candidates who merit further consideration may be called for an interview before the final selection is made.
- Relevant subject-specific admission requirements will still apply to students admitted through the Mature Age Entry Scheme. Where a student so admitted wishes to select a subject with subject-specific admission requirements, the student can be admitted to such subject on the basis of recognition of prior learning if they score at least 50% in a special admission test set specifically for the purposes of mature age admission to that subject.

Prospective students in the Indigenous Groups Category will be considered for admission subject to the relevant University rules and regulations. Persons who have worked in the media and communication industry would also be considered for admission based on Recognition of Prior Learning (RPL) provided they have at least 3 years (not older than 5 years) working or self-studying experience; should be at least 23 years old on the first day of the academic year in which admission is sought; are ready to be assessed by an RPL Panel based on the relevant learning evidence submitted; and can demonstrate evidence of learning, write an examination, sit for an interview or undertake project(s) if required to.

Minimum Requirements For Re-Admission To The School

NORMAL ENROLLMENT
To be re-admitted to the Faculty, a student must have passed the following minimum number of credits:
- 80 credits (of which 24 must be Faculty subject credits) by the end of the first year of registration
- 160 credits by the end of the second year of registration
- 300 credits by the end of the third year of registration
- 440 credits by the end of the fourth year of registration
- 502 credits by the end of the fifth year of registration

The programme must be completed after a maximum of six years

ADVANCEMENT AND PROGRESSION RULES
- A student who has passed at least 90 (but less than 108) first year credits, will be allowed to register for a maximum of 48 second year credits (in addition to the failed modules) provided that the relevant pre-requisites have been passed.
- To advance to the second year a student must have passed at least 96 credits.
- To advance to the third year of the programme a student must have passed a total of 300 credits.
- To advance to the fourth year of the programme a student must have passed all first-year modules, and a total of at least 420 credits.
- A student who did not pass all first-year modules and / or passed less than 420 credits in total, will be allowed to register for a maximum of 60 credits per semester (including the failed modules) provided that the relevant pre-requisites have been passed.

REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates credited with a minimum of 502 required credits, and who have met the requirements of the compulsory and elective credits as prescribed in the programme structure.

FIRST YEAR LEVEL

FIRST YEAR CORE SEMESTER
Students take all Courses below:

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBC</td>
<td>Skills Portfolio</td>
</tr>
<tr>
<td>U3583AL</td>
<td>Academic Literacy I</td>
</tr>
<tr>
<td>U3583DD</td>
<td>Digital Literacy</td>
</tr>
<tr>
<td>U3420RT</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>H3511DV</td>
<td>Vocal Development I</td>
</tr>
</tbody>
</table>

FIRST SEMESTER
Students take all Courses below:

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>H3511CC</td>
<td>Foundations of Communication</td>
</tr>
<tr>
<td>H3511CN</td>
<td>New Media Technologies</td>
</tr>
<tr>
<td>H3511CA</td>
<td>Introduction to Advertising</td>
</tr>
<tr>
<td>H3521CJ</td>
<td>Introduction to Journalism</td>
</tr>
</tbody>
</table>

SECOND SEMESTER
Students take all Courses below:

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
</tr>
</thead>
</table>
**MODULE DESCRIPTORS**

**FIRST YEAR**

**Vocal Development 1**

**H3512CC** Media and Communication Theories

**H3532CB** Introduction to Broadcasting

**H3552CN** News Reporting and Writing

**H3522CP** Principles of Public Relations

<table>
<thead>
<tr>
<th><strong>MODULE DESCRIPTORS</strong></th>
<th><strong>FIRST YEAR</strong></th>
<th><strong>Vocal Development 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H3512CC</strong></td>
<td>Media and Communication Theories</td>
<td></td>
</tr>
<tr>
<td><strong>H3532CB</strong></td>
<td>Introduction to Broadcasting</td>
<td></td>
</tr>
<tr>
<td><strong>H3552CN</strong></td>
<td>News Reporting and Writing</td>
<td></td>
</tr>
<tr>
<td><strong>H3522CP</strong></td>
<td>Principles of Public Relations</td>
<td></td>
</tr>
</tbody>
</table>

**Foundations of Communication**

**Content:** The module will examine elements, aspects and context of effective communication. The course will also focus on the process and features of communication; models of communication; historical foundations of communication; sources of communication studies; ethical systems of communication; culture and communication; verbal and nonverbal communication; listening and responding; as well as communication types and contexts.

**Assessment:** 100% continuous assessment

**New Media Technologies**

**Content:** The course will cover the entire spectrum of news reporting and writing, with specific emphasis on definitions of news; news values or criteria; the inverted pyramid; variations of the inverted pyramid lead; news story organization; and reporting for the web.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**Introduction to Advertising**

**Content:** The course involves an examination of the advertising industry through learning about major themes such as definitions of advertising, types of advertising, roles and functions of advertising, application of the human communication process to advertising, advertising and the marketing process, history and evolution of advertising, effects of advertising, the advertising industry - agencies, client/agency relationship, the suppliers in advertising, the media in advertising - marketing and advertising research as well as marketing and advertising planning.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**Introduction to Journalism**

**Content:** The course introduces students to the historical development of journalism from the sentinels to satellites, background and issues in journalism, researching and recording information, newspapers and magazines, print layout and production, online journalism, social media, multimedia journalism, information graphics, data-driven journalism, health and safety, central and local government, careers and training. The focus will be on developing critical thinking in the use of the English language in news story writing.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**Media and Communication Theories**

**Content:** The module explores the panorama of mass communication theory, as a discipline that studies the theories and principles of the media and the transmission of information and the methods by which it is delivered. It looks at the traditions of scholarship that go with it. It examines the broad spectrum of communication theorizing – its history and major paradigms, and it also looks at the major determinants that have influenced communication theorizing such as the economic, political and cultural contexts. The module will also review the history and major paradigms in media theories.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**Introduction to Broadcasting**

**Content:** The course encompasses definitions, history and development of broadcasting, radio and TV in the digital age, defining features of TV and radio, organization of the broadcast industry, effects and features of the broadcast industry, producing radio and TV programmes, economics, financing, public broadcasting, cable television, home video, direct broadcast satellites, regulation, ratings, scheduling and types of TV and radio operations, feedback and career outlook, key concepts in broadcasting and impact of IT on broadcasting.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**News Reporting and Writing**

**Content:** The module covers the entire spectrum of news reporting and writing, with specific emphasis on definitions of news; news values or criteria; the interview preparation process; attribution; use of multiple sources and verified information; elements of good writing; the inverted pyramid; variations of the inverted pyramid lead; news story organization; and reporting for the web.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
Principles of Public Relations

NQF Level: 5  Credits: 12  Contact Hours: 120 contact hours

Content: The course provides the foundation on which to build advanced public relations courses by looking at evolution, definitions, roles and specialties, organizational settings, theories and models, management process and planning as well as PR practice spanning government and public affairs, business and industry PR, non-profits, trade associations and nongovernmental organizations. It also explores the basics of PR for digital platforms.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

BACHELOR OF INFORMATION SCIENCE HONOURS (92BAIS)

Introduction

Bachelor of Information Science Honours is strong in both library and information science (LIS) and records and archives management (RAM) to create a versatile information management graduate who can operate in diverse fields such as library science; records and archives management; and knowledge management. The qualification makes a graduate more marketable both fields library and information science (LIS) and records and archives management (RAM).

Programme Convenor: Mr W Uutoni (tel. +264 61 206 3844 – E-mail: wuutoni@unam.na)

Exit Objectives

Upon completion of the programme graduates should be able to:

1. Plan, budget, market and advocate for information services.
2. Manage data and information resources in all media formats in information centres.
3. Apply ICT tools in the management knowledge/ information resources in all formats.
4. Identify and address informations needs through the setting up of information centre and services.
5. Conduct research in the context of information for development.
6. Train information and ICT literacy to information users.
7. Enhance access to knowledge/ information through the use ICT tools.

Admission

A minimum of 27 points on the UNAM Evaluation Point Scale in 5 best subjects (of which English must be one). English as a Second Language at NSSCO Level with a minimum C symbol, or English as a First Language at NSSCO Level with a minimum D symbol.

Admission and selection criteria will follow the University of Namibia’s general admission criteria. A pass in five different subjects as follows:

Either
(a) 2 subjects on NSSCAS level with an average of D or higher
(b) 3 subjects on NSSCO level with a C or higher
(c) English must be at minimum C at NSSCO level
OR
A pass in five different subjects as follows:
(a) 3 subjects on NSSCAS level with an average of d or higher
(b) 2 subjects on NSSCO level with a C or higher
(c) English must be at minimum C at NSSCO level

Curriculum Compilation

Prospective students may also be admitted through the Mature Age Entry Scheme and/or on the grounds of recognition of prior learning, subject to the following conditions:

a. They should be at least 25 years old on the first day of the academic year in which admission is sought.
b. They should preferably have successfully completed junior secondary education.
c. They should normally have proof of at least five years relevant work experience relating to the proposed study programme.
d. They will sit for the Mature Age Entry Tests and have to score an overall average of at least 50%.
e. Candidates who merit further consideration may be called for an interview before the final selection is made.
f. Relevant subject-specific admission requirements will still apply to students admitted through the Mature Age Entry Scheme. Where a student so admitted wishes to select a subject with subject-specific admission requirements, the student can be admitted to such subject on the basis of recognition of prior learning if they score at least 50% in a special admission test set specifically for the purposes of mature age admission to that subject.

Candidates with the UNAM Level 6 Diploma in Library and Information Science or Records and Archives Management or their equivalent may qualify for this programme and will receive appropriate exemptions according to the UNAM guidelines.

Minimum Requirements For Re-Admission To The School

NORMAL ENROLLMENT

To be re-admitted to the Faculty, a student must have passed the following minimum number of credits:

- 48 credits (of which 36 must be Faculty subject credits) by the end of first year registration
- 112 credits by the end of second year registration
- 208 credits by the end of third year registration
- 320 credits by the end of fourth year registration
- 432 credits by the end of fifth year registration

The programme must be completed after a maximum of six years.
ADVANCEMENT AND PROGRESSION RULES

To advance to the second year of the programme a student must have passed at least 96 credits.
1. A student who has passed at least 64 (but less than 96) first year credits, will be allowed to register for a maximum of 48 second year credits (including the failed modules) provided that the relevant pre-requisites have been passed.
2. To advance to the third year of the programme a student must have passed a total of 224 credits.
3. A student who has passed less than 224 credits, will be allowed to register for a maximum of 48 credits per semester (including the failed modules) provided that the relevant pre-requisites have been passed.
4. To advance to the fourth year of the programme a student must have passed all first year modules, and a total of at least 368 credits. A student who did not pass all first year modules and / or passed less than 368 credits in total, will be allowed to register for a maximum of 48 credits per semester (including the failed modules) provided that the relevant pre-requisites have been passed. No student will be allowed to register for a module for which the approved pre-requisite was not met.

REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates who have successfully completed all modules as reflected in the curriculum framework comprising 493 credits.

FIRST YEAR LEVEL

FIRST YEAR CORE SEMESTER

<table>
<thead>
<tr>
<th>MODULE CODE</th>
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<tbody>
<tr>
<td>TBC</td>
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<tr>
<td>U3583DD</td>
<td>Digital Literacy</td>
</tr>
<tr>
<td>U3420CN</td>
<td>National and Global Citizenship</td>
</tr>
<tr>
<td>U3420PJ</td>
<td>Project Management</td>
</tr>
<tr>
<td>U3520TH</td>
<td>Critical thinking</td>
</tr>
</tbody>
</table>

FIRST SEMESTER

Students take all Courses below:

<table>
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<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>H3531II</td>
<td>Introduction to Information Science</td>
</tr>
<tr>
<td>H3551II</td>
<td>Information Laws, Ethics and Policies</td>
</tr>
<tr>
<td>H3571IC</td>
<td>Collection Development and Management</td>
</tr>
<tr>
<td>H3551IL</td>
<td>Information Literacy</td>
</tr>
</tbody>
</table>

SECOND SEMESTER

Students take all Courses below:

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
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</thead>
<tbody>
<tr>
<td>H3512IA</td>
<td>Access and Reference Services</td>
</tr>
<tr>
<td>H3552IW</td>
<td>Web Development and Content Management</td>
</tr>
<tr>
<td>H3542IM</td>
<td>Metadata Description and Access</td>
</tr>
<tr>
<td>H3522IK</td>
<td>Knowledge Management Systems</td>
</tr>
<tr>
<td>H3572ID</td>
<td>Database Management and Visualization</td>
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</table>

MODULE DESCRIPTORS

FIRST YEAR

Information Literacy

<table>
<thead>
<tr>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
<th>Contact Hours: 120 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content:</td>
<td>Nature of information required: Developmental information; educational information; Social development; IK. Search strategy: Identifying topic; Formulating a search; Finding a sources; Evaluating a search. Information literacy model: Present twelve stage of information literacy cycle and models. Evaluation of information sources: Facts vs opinion; reliability, currency; authority. Information seeking behaviour: Information needs; Information seeking; Myths about information; Models of information seeking.</td>
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<tr>
<td>Assessment:</td>
<td>Assessment: 100% Continuous assessment</td>
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</tbody>
</table>

Introduction to Information Science

<table>
<thead>
<tr>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
<th>Contact Hours: 120 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content:</td>
<td>Information Science concepts: librarianship; records management; archival administration. Compare and contrast principles and practices of librarianship, records management and archival management: acquisition; accessioning; processing / arrangement and description; weeding / deaccessioning; preservation; use. Technological developments: modern technologies; database management systems; automated library systems. Challenges and opportunities: change management; practices; resources sharing; versatility on the job market.</td>
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</tr>
<tr>
<td>Assessment:</td>
<td>Assessment: 60% : Examination 40% (1 x 3 hour examination paper)</td>
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</tbody>
</table>

Information Laws, Ethics and Policies

<table>
<thead>
<tr>
<th>NQF Level: 5</th>
<th>Credits: 12</th>
<th>Contact Hours: 120 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content:</td>
<td>Ethics, legislation, policy: ethical concepts and theories of professional ethics and moral responsibility: privacy, security, intellectual property, copyright and fair use/unfair use of information, censorship, equity of access, freedom of access, professional liability. Internet and democracy: legal implications and safeguards; governmental transparency and citizen's political participation. Issues of information policies: access to public information,</td>
<td></td>
</tr>
</tbody>
</table>

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security and protection of privacy of personally identifiable information. Namibian laws governing libraries: issues and challenges faced in developing and implementing laws and policies within organisations and companies.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### Collection Development and Management

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Collection development cycle: Library staff; community analysis; selection; acquisition; evaluation. Collection development policies: Selection; Circulation; E-resource; Preservation; Weeding. Collection management: Cooperative collection management; collection evaluation; collection maintenance. Collection development: Selection criteria; Ordering process; Processing of sources

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### Access and Reference Services

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** History of the Internet: origin, the role, Internet terminologies, etc. Web 3.0 tools: Wikis, Blogs, Podcasts, RSS Feeds, etc. Criteria of evaluating content on the Web: authority, accuracy, objectivity, currency, coverage, and appearance. Identify Web authoring tools: eXeLearning, Articulate, Dreamweaver and other supporting software etc. Develop and create Web pages and Web sites: use the Web authoring tools to develop Web pages and Website. Manage web content and dissemination: upload Website, disseminate information and update content.

**Assessment:** 100% Continuous assessment

### Web Development and Content Management

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** Collection development cycle: Library staff; community analysis; selection; acquisition; evaluation. Collection development policies: Selection; Circulation; E-resource; Preservation; Weeding. Collection management: Cooperative collection management; collection evaluation; collection maintenance. Collection development: Selection criteria; Ordering process; Processing of sources

**Assessment:** Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### Metadata Description and Access

**NQF Level:** 5  
**Credits:** 6  
**Contact Hours:** 60 contact hours

**Content:** Introduction to metadata – definition of key terms: meta-schema, meta-standards, metadata, etc. Functions and purpose of metadata - descriptive, resource discovery, organising e-resources, interoperability, digital identification, archiving and preservation

Controlled vocabulary – natural language versus controlled vocabulary, subject analysis (indexing), subject access to resources using controlled vocabularies (e.g., Library of Congress Subject Headings (LCSH) and Sears’ List of Subject Headings (SLSH)). Types of bibliographic metadata standards - MARC21, AACR, RDA, EAD, Dublin Core, MODS, etc. Abstracting – types of abstracts: descriptive and informative. Plan and design a database using metadata standards – students will use any metadata standards to design their databases

**Assessment:** Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### Knowledge Management Systems

**NQF Level:** 5  
**Credits:** 12  
**Contact Hours:** 120 contact hours

**Content:** KM principles and framework: KM theories/models; KM cycle; tools and techniques for knowledge harvesting sharing, internalisation/externalisation, auditing, metrics, mapping, organisation and transfer. Social KM/IKS tools: communities of practice, AAR, exit interviews. ICT in KM/IKS: roles and functions in knowledge based economies (KBE); management information systems (MIS); principles in successful implementation in private and public sector organisations. KM and organisational culture: organisational culture analysis; culture at the foundation of km; cultural transformation to a knowledge-sharing culture; organisational maturity models KM professionals and future trends. KM roles/responsibilities: KM profession; KM ethics; future/postmodern KM

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### Database Management and Visualisation

**NQF Level:** 5  
**Credits:** 14  
**Contact Hours:** 140 contact hours

**Content:** Introduction to database management systems – history of databases, definition of key concepts. Functions and purposes of databases – types of databases, structure of databases. Databases and database management systems used in information centres - i.e. Innopac, MS Access, ABCD, KOHA, Symphony, etc. Plan, design and create a database – students will plan, design and create a database for an information centre of their choice. Apply search strategies – search the database using Boolean logic. Management of database management systems – updating records, editing, maintaining back-ups of databases

**Assessment:** 100% Continuous assessment
Introduction

The Diploma in Arts and Design is designed for students wishing to pursue a career in Ceramic Studies, Creative Expression, Fashion Design, Textile Design and Visual Communication. The chosen disciplines deals with the creation and display of art along with understanding its social and cultural impact. The programme also delivers foundation knowledge of art history, art practice and design from the chosen disciplines.

Programme Convenor: Ms Maria Caley (tel. +264 61 206 3844 – E-mail: mcaley@unam.na)

Exit Objectives

Upon completion of the programme graduates should be able to:

1. Distinguish art history knowledge from different visual media and historical periods;
2. Recognize local examples of visual culture in the formation and affirmation of identity in Namibia;
3. Apply specialized creative and intellectual skills to conceptualize, design and create products of an outstanding original quality;
4. Combine theoretical, creative and business understanding to generate employment opportunities;
5. Apply literature in art and design practice skills to conceptualize and create innovative products;
6. Express creative responses to challenges in contemporary society in a wide range of related visual art disciplines, mediums and materials.

Admission

To be admitted to this programme, a prospective student should meet one of the following sets of requirements:

1. A total of at least 23 points on the UNAM Scale obtained in five different subjects as follows:
   • 2 subjects at NSSCAS level with a minimum e, or at NSSCH level with a minimum grade 4
   • 3 subjects NSSCO level with a D or higher
   • English must be at a minimum D at NSSCO level

2. A total of at least 22 points on the UNAM Scale obtained in five different subjects as follows:
   • 3 (of the best 5) subjects at NSSCO level with a D or E
   • English must be at a minimum D at NSSCO level

Prospective students may also be admitted through the Mature Age Entry Scheme and/or on the grounds of recognition of prior learning, subject to the following conditions:

a) They should be at least 25 years old on the first day of the academic year in which admission is sought.
b) They should preferably have successfully completed junior secondary education.
c) They should normally have proof of at least five years relevant work experience relating to the proposed study programme.
d) They will sit for the Mature Age Entry Tests and have to score an overall average of at least 50%. The Tests will comprise three papers:
   • Paper 1: an English test;
   • Paper 2: a general knowledge test;
   • Paper 3: a visual arts test.
e) In addition to d above, a prospective student must submit a portfolio of art work for evaluation.
f) Candidates who merit further consideration may be called for an interview before the final selection is made.

Minimum Requirements For Re-Admission To The School

NORMAL ENROLLMENT

To be re-admitted to the Faculty, a student must have passed the following minimum number of credits:

• 48 credits (of which must be non-core) by the end of the first year of registration
• 108 credits (of which 84 must be non-core) by the end of the second year of registration
• 174 credits by the end of the third year of registration
• 244 credits by the end of the fourth year of registration

The programme must be completed after a maximum of 5 years of registration.

EXTENDED ENROLLMENT

To be re-admitted to the School of Humanities, Society and Development, a student must have successfully completed the following minimum number of credits as indicated below:

• 36 credits (of which 24 must be non-core) by the end of the first year of registration
• 84 credits (of which 60 must be non-core) by the end of the second year of registration
• 135 credits by the end of the third year of registration
• 189 credits by the end of the fourth year of registration
• 249 credits by the end of the fifth year of registration

The programme must be completed after a maximum of 6 years of registration.

ADVANCEMENT AND PROGRESSION RULES

A student advances to the subsequent academic year of study when the following conditions have been met:

• Year 1 to Year 2: Successful completion of at least 72 credits
• Year 2 to Year 3: Successful completion of all first year credits plus at least 82 second year credits

A student who fulfilled the re-admission requirements, but could not advance to the next academic year, must first register to complete all failed credits in the current academic year. Subject to pre-requisites, such a student may then add no more than 24 credits of the subsequent academic year.
**REQUIREMENTS FOR QUALIFICATION AWARD**

This qualification will be awarded to candidates who have successfully completed all modules as reflected in the curriculum framework comprising 374 credits.

**FIRST YEAR LEVEL**

**FIRST YEAR CORE SEMESTER**

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students take all Courses below:</td>
</tr>
<tr>
<td>U2583AL</td>
<td>Academic Literacy 1A</td>
</tr>
<tr>
<td>U3583DD</td>
<td>Digital Literacy</td>
</tr>
<tr>
<td>U3420EM</td>
<td>Ethics and Morality</td>
</tr>
<tr>
<td>U3420CN</td>
<td>National and Global Citizenship</td>
</tr>
<tr>
<td>U3420SE</td>
<td>Sustainability and Environmental Awareness</td>
</tr>
</tbody>
</table>

**Students add ONE (1) of the following modules:**

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>H2420AD</td>
<td>Introduction to Service Design</td>
</tr>
<tr>
<td>H2420AS</td>
<td>Sustainability and Design</td>
</tr>
<tr>
<td>H2420AF</td>
<td>Fashion and Textile Illustration</td>
</tr>
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</table>

**FIRST SEMESTER**

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Students take all modules below:</td>
</tr>
<tr>
<td>H2411AU</td>
<td>Critical studies in Art History 1</td>
</tr>
</tbody>
</table>

**Students add THREE (3) modules from the following modules**

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>H2411AF</td>
<td>Fashion Construction Basics</td>
</tr>
<tr>
<td>H2411AL</td>
<td>Life Drawing 1</td>
</tr>
<tr>
<td>H2411AP</td>
<td>Principles of Design 1</td>
</tr>
<tr>
<td>H2411AV</td>
<td>Visual Literacy and Drawing 1</td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students take all modules below:</td>
</tr>
<tr>
<td>H2432AU</td>
<td>Critical studies in Art History 2</td>
</tr>
</tbody>
</table>

**Students add THREE (3) modules from the following modules**

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>H2432AF</td>
<td>Textiles and Fiber Basics</td>
</tr>
<tr>
<td>H2432AL</td>
<td>Life Drawing 2</td>
</tr>
<tr>
<td>H2432AP</td>
<td>Principles of Design 2</td>
</tr>
<tr>
<td>H2432AV</td>
<td>Visual Literacy and Drawing 2</td>
</tr>
</tbody>
</table>

**MODULE DESCRIPTORS**

**FIRST YEAR**

**Introduction to Service Design**

<table>
<thead>
<tr>
<th>NQF Level: 4</th>
<th>Credits:2</th>
<th>Contact Hours: 20 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment:</td>
<td>100% Continuous assessment</td>
<td></td>
</tr>
</tbody>
</table>

**Sustainability and Design**

<table>
<thead>
<tr>
<th>NQF Level: 4</th>
<th>Credits:2</th>
<th>Contact Hours: 40 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content:</td>
<td>Sustainability in the Design industry: introduction industrial revolution, its environmental impact and socio-political impact. Introduction to Sustainable design strategies: Design for cyclability; minimise waste: to reduce chemical impact; to explore clean and safer technologies; Taking models from nature and history, ethical production; Sustainable Design to transform production: craft preservation, textile innovation, reuse and upcycle, manufacture and distribution; Sustainable Design to transform systems: exploring with business models to reduced negative output such repair, rental services, trans-functional and circular economy; Sustainable design to transform design practice: sustainable designers as facilitators, entrepreneurs, educators etc.</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>100% Continuous assessment</td>
<td></td>
</tr>
</tbody>
</table>

**Fashion and Textile Illustration**

<table>
<thead>
<tr>
<th>NQF Level: 4</th>
<th>Credits:2</th>
<th>Contact Hours: 40 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content:</td>
<td>What is Fashion?; Why We Buy, The Fashion Cycle of Fashion History, Fashion Categories, Fashion Centers; Fashion Design Research; Themes and Concepts, Design Elements; Fashion Design; Thinking on Paper, Fashion Drawing Basics ; Creative research; Fashion Designers you should know, Creative Diary</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>100% Continuous assessment</td>
<td></td>
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</tbody>
</table>

**Critical Studies in Art History 1**

<table>
<thead>
<tr>
<th>NQF Level: 4</th>
<th>Credits:12</th>
<th>Contact Hours: 120 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content:</td>
<td>Introduction to Art History: Phases of the western tradition in art and architecture; Key works to the artistic, cultural, and historical contexts in which they arose; Imagery or iconography used by the artists during the period covered; analyze works in visual terms and discuss their significance as visual documents. Modernism in Europe: Concepts of modernity and modernism in the visual arts; Invention of photography to the advent of totalitarianism in Europe; Wide-ranging visual history in context; Discourses of medium-specificity; technological innovations; art and politics; and aesthetic debates. Art and Patronage in Renaissance: Development of Renaissance art and architecture; specific contexts of patronage, politics, and society. Creator and Subject – Themes in Portraiture: Historical and cultural context of portrait; Notion of portraiture - as a reflection of a social situation where issues of gender, identity or modernity inform the argument. From Modernism to Postmodernism: Art after 1945: Shifts in aesthetic and cultural</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>100% Continuous assessment</td>
<td></td>
</tr>
</tbody>
</table>
values that took place in art made after 1945, with a focus on Europe and America. The History of Art History and Method: Historical priorities in the discipline of the History of Art; different historical approaches to artworks.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**Fashion Construction Basics**

**NQF Level:** 4  
**Credits:** 12  
**Contact Hours:** 120 contact hours  
**Content:** The commercial and industrial sewing machine and overlocker: their various parts and mechanisms. Basic sewing operations of the sewing equipment: threading bobbins and needles; making seams and over-locked stitches. Preparing fabric for cutting: the importance of preshrinking and pressing; fabric alignment and straightening techniques. Understanding commercial patterns and pattern marks: seam allowance marking; function of grain line, fold line, notches, cutting lines and quantity etc. Basic sewing techniques: decorative stitches, seams; hems, grading of seams, fastening techniques.  
**Assessment:** 100% Continuous assessment

**Life Drawing 1**

**NQF Level:** 4  
**Credits:** 12  
**Contact Hours:** 120 contact hours  
**Content:** Illustration technique; detail, texture, fabric representation. Rendering: defining detail, contouring, shading, surfaces, Human figure; line and expression, gesture and contour – the focal point. Figure drawing; quick sketches, capturing movement, stance, Human figure; head, hands and feet.  
**Assessment:** 100% Continuous assessment

**Life Drawing 1**

**NQF Level:** 4  
**Credits:** 14  
**Contact Hours:** 140 contact hours  
**Content:** Illustration technique; detail, texture, fabric representation. Rendering: defining detail, contouring, shading, surfaces, Human figure; line and expression, gesture and contour – the focal point. Figure drawing; quick sketches, capturing movement, stance, Human figure; head, hands and feet.  
**Assessment:** 100% Continuous assessment

**Principles Of Design 1**

**NQF Level:** 4  
**Credits:** 14  
**Contact Hours:** 140 contact hours  
**Content:** Design: craft and design, layout, design plan, Collages and Storyboards; harmony, perspective, scale, symmetry, asymmetry, design briefs, types of inspiration boards, use of storyboards, Design Development: organic and natural objects, view finder, variation, contrast and decoration.  
**Assessment:** 100% Continuous assessment

**Visual Literacy and Drawing 1**

**NQF Level:** 4  
**Credits:** 14  
**Contact Hours:** 140 contact hours  
**Content:** Drawing: Technical exercises exploring a variety of drawing media, techniques and subject matter; Painting: Technical exercises exploring a variety of painting media, techniques and subject matter; Collage: Technical exercises exploring a variety of collage media, techniques and subject matter; Term paper: Academic research paper on Namibian art using the APA referencing system.  
**Assessment:** 100% Continuous assessment

**Critical studies in Art History 2**

**NQF Level:** 4  
**Credits:** 12  
**Contact Hours:** 120 contact hours  
**Content:** Representations: Various modes of visual picturing; ‘realist’ representation to complex forms such as genre, symbol, allegory, the imaginary, etc. Legible/Visible: Art and Interpretation: Different modes of writing about artworks; description, analysis, interpretation, explanation and judgement. Art and Architecture in High Renaissance Rome: Critical and historical perspective on art and architecture; social and cultural context of Rome, 1500-27. Tradition and Innovation and the Art of the Academy in the Nineteenth Century: Art practice of the aesthetic theories of Neo-Classicism and Romanticism; Key political and social issues such as the French Revolution; the Industrial Revolution; Emerging relationship between western and non-western cultures within the context of academic art. Modern Art and Modernity: Modern art; its historical contexts, and its theoretical apparatuses. Contemporary Art: Development of critical debates concerning art production in the contemporary period.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**Textiles and Fiber Basics**

**NQF Level:** 4  
**Credits:** 12  
**Contact Hours:** 120 contact hours  
**Content:** Fibers; fibers characteristics, properties and care; Natural fibers; Pant fibers and Animal fibers; Synthetic and Regenerated fibers; Polyester, Polyamide, Acrylic, Elastomers and Microfiber. From fiber to fabric; Spinning and Weaving; From fiber to fabric; Knitted and non-woven fabrics. Finishes; Natural and Synthetic Dyes and Finishes.  
**Assessment:** 100% Continuous assessment

**Life Drawing 2**

**NQF Level:** 4  
**Credits:** 14  
**Contact Hours:** 140 contact hours  
**Content:** Landscape drawing; perspective, horizon, vanishing points, objective expression; Perspective drawing; views and angles, horizon, line and vanishing points, scale and proportions; Art projects; Art fairs, Art exhibitions, Art battles.  
**Assessment:** 100% Continuous assessment

**Principles Of Design 2**

**NQF Level:** 4  
**Credits:** 14  
**Contact Hours:** 140 contact hours  
**Content:** Design development: Difference between art, craft and design; Design brief; Concept development process; Design for social Impact. Branding for designers: Introduction to Brand identity, Brand persona, Typography & Logo design; Introduction to Fashion and Textile product design: Brainstorming & Creative Diary; Conducting research for inspiration and end -user; Material samples for production; Review prototype product; Sustainable design strategies.  
**Assessment:** 100% Continuous assessment
Visual Literacy and Drawing 2

NQF Level: 4  Credits: 14  Contact Hours: 140 contact hours

Content: Printmaking: technical exercises exploring printing media, techniques and subject matter; Mixed media object: technical exercises exploring a variety of mixed media, techniques and subject matter; Ceramics: technical exercises exploring ceramic media, techniques and subject matter; Term paper: academic research paper on Namibian art using the APA referencing system.

Assessment: 100% Continuous assessment

DIPLOMA IN INFORMATION SCIENCE (LEVEL 6)  (92DPIS)

Introduction

The Diploma in Information Science produces a versatile paraprofessional information management graduates who can operate in diverse fields such as library science, records and archives management and knowledge management. As an information science student, you will learn how to plan for information tasks and effectively locate, evaluate and organise information needed for expository writing, and to apply this knowledge and skills in completing information tasks. Whether you like working with data, technology, or people, a degree in information science provides sought after skills, useful in a variety of settings.

Programme Convenor: Mr W Uutoni (tel. +264 61 206 3844– Email: wuutoni@unam.na)

Exit Objectives

Upon completion of the programme graduates should be able to:
1. Provide and manage routine information services to users in libraries, archives, specialised information services in organisations and information centres.
2. Perform basic classification, cataloguing and indexing of materials for different types of libraries and information centres.
3. Provide relevant information services.
4. Administer technical and support services in a library and information services.
5. Market information services to provide good customer relations and user friendly service.

Admission

To be admitted to this programme, a prospective student should meet one of the following sets of requirements:
1. A total of at least 23 points on the UNAM Scale obtained in five different subjects as follows:
   - 2 subjects at NSSCAS level with a minimum e, or at NSSCH level with a minimum grade 4
   - 3 subjects NSSCO level with a D or higher
   - English must be at a minimum D at NSSCO level
2. A total of at least 22 points on the UNAM Scale obtained in five different subjects as follows:
   - 3 (of the best 5) subjects at NSSCO level with a D or E
   - English must be at a minimum D at NSSCO level

Prospective students may also be admitted through the Mature Age Entry Scheme and/or on the grounds of recognition of prior learning, subject to the following conditions:
   a) They should be at least 25 years old on the first day of the academic year in which admission is sought.
   b) They should preferably have successfully completed junior secondary education.
   c) They should normally have proof of at least five years relevant work experience relating to the proposed study programme.
   d) They will sit for the Mature Age Entry Tests and have to score an overall average of at least 50%.

Candidates who merit further consideration may be called for an interview before the final selection is made. Relevant subject-specific admission requirements will still apply to students admitted through the Mature Age Entry Scheme.

Minimum Requirements For Re-Admission To The School

NORMAL ENROLLMENT

To be re-admitted to the Faculty, a student must have passed the following minimum number of credits:
   - 48 credits after first year of registration (of which 36 must be faculty subject credits)
   - 112 credits after 2 years of registration
   - 208 credits after 3 years of registration
   - 320 credits after 4 years of registration

The programme must be completed after a maximum of 5 years of registration.

ADVANCEMENT AND PROGRESSION RULES

To advance to the second year a student must have passed at least 96 credits.
   - A student who has passed at least 64 (but less than 96) first year credits, will be allowed to register for a maximum of 48 second year credits (in addition to the failed modules) provided that the relevant pre-requisites have been passed.
   - To advance to the third year of the programme a student must have passed a total of 192 credits.
   - A student who has passed less than 192 credits, will be allowed to register for a maximum of 48 credits per semester (including the failed modules) provided that the relevant pre-requisites have been passed.
REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates who have successfully completed all modules as reflected in the curriculum framework comprising 375 credits.

FIRST YEAR LEVEL

FIRST YEAR CORE SEMESTER

Students take all Courses below:

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
</tr>
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<tbody>
<tr>
<td>TBC</td>
<td>Skills Portfolio</td>
</tr>
<tr>
<td>TBC</td>
<td>English for Special Purposes</td>
</tr>
<tr>
<td>U3583DD</td>
<td>Digital Literacy</td>
</tr>
<tr>
<td>E3600CM</td>
<td>Multicultural Studies</td>
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FIRST SEMESTER

Students take all Courses below:

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<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
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<tbody>
<tr>
<td>H24381IP</td>
<td>Publishing Studies</td>
</tr>
<tr>
<td>H2491IB</td>
<td>Basic Marketing of Information Services</td>
</tr>
<tr>
<td>H2481IS</td>
<td>Information Sources and Services</td>
</tr>
<tr>
<td>H2491II</td>
<td>Information Profession in Society</td>
</tr>
</tbody>
</table>

SECOND SEMESTER

Students take all Courses below:

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>H2482II</td>
<td>Information Environment in Africa</td>
</tr>
<tr>
<td>H2482IM</td>
<td>Basic Management of Information Services</td>
</tr>
<tr>
<td>H2492IB</td>
<td>Basic Uses of ICTs in Information Services</td>
</tr>
<tr>
<td>H2482IB</td>
<td>Basics of Information Retrieval</td>
</tr>
</tbody>
</table>

MODULE DESCRIPTORS

FIRST YEAR

Multicultural Studies

NQF Level: 4  Credits: 8  Contact Hours: 80 contact hours

Content: Culture: familiarisation with various culture models; various concepts of culture; stereotypes; norms and values; Intercultural Competence: effective and in an appropriate communication skills.

Assessment: 100% Continuous assessment

Basic Marketing of Information Services

NQF Level: 4  Credits: 12  Contact Hours: 120 contact hours

Content: Concepts and related terms: marketing; marketing strategy; Functions of marketing; distribution; financing, market research; pricing; product; service management; promotion and selling; contextualising these in information services setting. Marketing theories and principles: social marketing theory; marketing mix; market segmentation etc. Marketing planning: Forecasting; setting marketing objectives; generating marketing strategies; defining programmes; setting budgets; reviewing the results and revising the objectives, strategies or programmes; market research techniques

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Publishing Studies

NQF Level: 4  Credits: 12  Contact Hours: 120 contact hours

Content: Publishing studies: historical; social and cultural context of publishing. Publishing in Namibia and the world: educational and economic background to publishing. Principles and values of publishing: ethical; social and cultural issues related to publishing Role of stakeholders: publishers’ capacity building forum; stakeholders’ collaboration and management roles in local economic development; workshops; Namibia Book Fair. Issues facing the publishing industry in the 21st century: rise of audiobooks; changing reading habits competition; production problems; excessive promotion; increasing popularity of eBooks. Changing nature of publishing in contemporary society: progressing into digital era; publishers need to use new ideas and tools to ensure their book successfully reaches the readers

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Information Sources and Services

NQF Level: 4  Credits: 12  Contact Hours: 120 contact hours

Content: Different services of memory institution: Library services; information services; reference services; Referral services. Basics services: Information services; Rending services; reference interviews; Electronic services: Digital reference services; Web forms; Resources reservation. Print and online information sources: Print sources; e-resources; Search engines; Invisible Webs. Evaluation criteria: Content; Author; Publisher; Reviews; Timeliness Concepts and related terms: marketing; marketing strategy; Functions of marketing; distribution; financing, market research; pricing; product; service management; promotion and selling; contextualising these in information services setting. Marketing theories and principles: social marketing theory; marketing mix; market segmentation etc. Marketing planning: Forecasting; setting marketing objectives; generating marketing strategies; defining programmes; setting budgets; reviewing the results and revising the objectives, strategies or programmes; market research techniques

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
Basic Uses of ICTs in Information Services

**NQF Level:** 4  **Credits:** 12  **Contact Hours:** 120 contact hours

**Content:** Information services automation: definition; purpose. Information management software: proprietary; free and open source. Information services networks: concept; history; need; types (national, regional and international). ICTs for information services housekeeping operations and reports writing: Search information services databases and internet: search engines; search strategies; filters

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Basics of Information Retrieval

**NQF Level:** 4  **Credits:** 12  **Contact Hours:** 120 contact hours

**Content:** Introduction to information retrieval - the history, theories, definition of key concepts of information retrieval. Principles and guidelines of organisation of information and knowledge – introducing organization tools used in information centres. Approaches and standards of information and knowledge organisation in records offices, records centres, archival institutions and libraries - The standards will include Anglo American Cataloguing Rules (AACR2), Resource Description and Access (RDA), Rules for Archival Description (RAD), ISAD (G), etc., and classification standards such as Dewey Decimal Classification (DDC) and Library of Congress (LC) Functional Classification.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

DIPLOMA IN MEDIA AND COMMUNICATION (LEVEL 6)  

(92DPMC)

**Introduction**

The Diploma in Media and Communication equips students with skills to be able to deal with media related issues in a world of mass communications, journalism, and social media. Students will learn to apply concepts and practical knowledge in mass communications that are relevant to the industry. Media communication is especially important in a society where both information and communication are integral commodities in the democratic process. Students will be prepared for an employment climate and how to adapt to its changes in a successful manner. The core of the program will involve media theory, writing, and production.

**Programme Convenor:** Mr W Uutoni (tel. +264 61 206 3844– E-mail: wuutoni@unam.na)

**Exit Objectives**

Upon completion of the programme graduates should be able to:
1. Describe all theoretical and historical framework of communication principles and theories as well as media law and ethics.
2. Gather news and produce relevant, creative and high-quality traditional and new media products.
3. Implement integrated marketing communications campaigns.
4. Assist leaders and managers in media and communication organisations.
5. Write and produce new media, radio, TV and film contents.

**Admission**

To be admitted to this programme, a prospective student should meet one of the following sets of requirements:
1. A total of at least 23 points on the UNAM Scale obtained in five different subjects as follows:
   - 2 subjects at NSSCAS level with a minimum e, or at NSSCH level with a minimum grade 4
   - 3 subjects NSSCO level with a D or higher
   - English must be at a minimum D at NSSCO level

2. A total of at least 22 points on the UNAM Scale obtained in five different subjects as follows:
   - 3 (of the best 5) subjects at NSSCO level with a D or E
   - English must be at a minimum D at NSSCO level

Prospective students may also be admitted through the Mature Age Entry Scheme and/or on the grounds of recognition of prior learning, subject to the following conditions:

a) They should be at least 25 years old on the first day of the academic year in which admission is sought.
b) They should preferably have successfully completed junior secondary education.
c) They should normally have proof of at least five years relevant work experience relating to the proposed study programme.
d) They will sit for the Mature Age Entry Tests and have to score an overall average of at least 50%.

Candidates who merit further consideration may be called for an interview before the final selection is made. Relevant subject-specific admission requirements will still apply to students admitted through the Mature Age Entry Scheme.

**Minimum Requirements For Re-Admission To The School**

**NORMAL ENROLLMENT**

- To be re-admitted to the Faculty, a student must have passed the following minimum number of credits:
  - 92 credits (of which 34 must be Faculty subject credits) by the end of the first year of registration
  - 178 credits by the end of the second year of registration
  - 278 credits by the end of the third year of registration
  - 388 credits by the end of the fourth year of registration.

The programme must be completed after a maximum of 6 years of registration.
ADVANCEMENT AND PROGRESSION RULES

- To advance to the second year a student must have passed at least 96 credits.
- A student who has passed at least 100 (but less than 124) first year credits, will be allowed to register for a maximum of 50 second year credits (in addition to the failed modules) provided that the relevant pre-requisites have been passed.
- To advance to the third year of the programme a student must have passed a total of 256 credits.
- A student who has passed less than 256 credits, will be allowed to register for a maximum of 50 credits per semester (including the failed modules) provided that the relevant pre-requisites have been passed.

REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates who have successfully completed all modules as reflected in the curriculum framework comprising 388 credits.

FIRST YEAR LEVEL

FIRST YEAR CORE SEMESTER
Students take all Courses below:

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBC</td>
<td>Skills Portfolio</td>
</tr>
<tr>
<td>TBC</td>
<td>English for Special Purposes</td>
</tr>
<tr>
<td>U3583DD</td>
<td>Digital Literacy</td>
</tr>
<tr>
<td>H2480ZP</td>
<td>Introduction to Photography 1</td>
</tr>
</tbody>
</table>

FIRST SEMESTER
Students take all Courses below:

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>H2411CA</td>
<td>African Communication Systems</td>
</tr>
<tr>
<td>H2431CA</td>
<td>Children and the Media</td>
</tr>
<tr>
<td>H2451CA</td>
<td>Media Criticism</td>
</tr>
<tr>
<td>H2471CA</td>
<td>Mediated Communication in Africa</td>
</tr>
</tbody>
</table>

SECOND SEMESTER
Students take all Courses below:

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>H2412CA</td>
<td>History of Print and Broadcast Media</td>
</tr>
<tr>
<td>H2432CA</td>
<td>Gender and the Media</td>
</tr>
<tr>
<td>H2452CA</td>
<td>Marketing Foundation for PR and Advertising</td>
</tr>
<tr>
<td>H2472CA</td>
<td>Media and Popular Culture</td>
</tr>
</tbody>
</table>

MODULE DESCRIPTORS

FIRST YEAR

African Communication Systems

NQF Level: 4  Credits: 12  Contact Hours: 120 contact hours

Content: The module explores and classifies indigenous communication into instrumental, demonstrative, iconographic, extra-mundane, visual, institutional, venue-oriented, myths and legends, names as communication as well as folktales and proverbs.

Assessment: 100% Continuous assessment

Children and the Media

NQF Level: 4  Credits: 12  Contact Hours: 120 contact hours

Content: The role of the media in family life, parenting styles and mediation, development theories and the media, identification with media characters, media learning and literacy, media and health-related behaviours, media and perception of self, media, sociality and participation, media literacy education, media policy for children and growing up with media.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Media Criticism

NQF Level: 4  Credits: 12  Contact Hours: 120 contact hours

Content: The course embraces Marxist, organizational and pragmatic perspectives to the media industry, rhetorical, cultural, psychoanalytical, feminist and queer perspectives to media messages and reception, sociological, erotic and ecological analyses of media audiences.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Mediated Communication in Africa

NQF Level: 4  Credits: 12  Contact Hours: 120 contact hours

Content: The course involves an overview of the media in Africa, consumption and growth of newspapers, radio and TV, community radio, religion and the media, the journalism profession, telephony and the internet, supporting agencies – public relations, advertising, audience research, media monitoring – and regional overview of the media and communication industry.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
History of Print and Broadcast Media

NQF Level: 4  
Credits: 12  
Contact Hours: 120 contact hours

Content: The course covers traditional media development with emphasis on political, penny press, yellow journalism, newspapers in the digital age, the impact of radio on the recording industry, the golden age of TV, regulation of broadcasting, competition, cable TV and radio and TV in the digital age.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Gender and the Media

NQF Level: 4  
Credits: 12  
Contact Hours: 120 contact hours

Content: The course examines issues such as violence against women and the media, sex trafficking and the mass media, hegemonic masculinity in media content, violence against female journalists, women in the news, media management, gender in newsroom culture, gender mainstreaming in media and media education, fighting gender discrimination and sexual harassment, media literacy for gender equality and women empowerment.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Marketing Foundation for PR and Advertising

NQF Level: 4  
Credits: 12  
Contact Hours: 120 contact hours

Content: The course embraces marketing in the 21st Century, the scope of marketing, definitions of marketing, core marketing concepts, company orientation towards the marketplace, market segmentation and targeting, positioning, branding, sales promotion and direct marketing.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Media and Popular Culture

NQF Level: 4  
Credits: 12  
Contact Hours: 120 contact hours

Content: The course embraces definitions, origin and features of popular culture, communication models, critical theories, popular culture in print, music, magazines, comics, radio, TV, cinema and videos as well as the future of popular culture.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Voice and Speech

NQF Level: 5  
Credits: 8  
Contact Hours: 80 contact hours

Content: Preparing the voice for public performance: breathing, articulation exercises. Select material for public presentation: criteria for selecting material. Developing audience profile: audience variables, e.g. age, gender, interest. Types of contexts: what kind of event is it

Purpose: give information, motivate, entertain. The module places emphasis on training the voice and developing skills that will lead to public speaking and performance.

Assessment: 100% Continuous assessment

Aesthetics and Creativity

NQF Level: 6  
Credits: 6  
Contact Hours: 40 contact hours

Content: Definition of Aesthetics; Importance of aesthetics in education; The link between aesthetics and creativity; Stages of development in art; Philosophy of Art: Importance of Arts for the Human Mind and Body, Importance of Arts for the student’s development.; Appreciation of visual art; Improvisation: Creating an inviting and creative environment to encourage imaginative play; Body awareness and body experience: Enhance body awareness experience through play, singing, miming, etc.; Learning Goals for Aesthetics and Creative Expression; Strategies for art: Using themes, using stimuli, using art masterpieces, providing a variety of art materials.

Assessment: 100% Continuous assessment

DIPLOMA IN PERFORMING ARTS (LEVEL 6)  
(92DPPA)

Introduction

The Diploma in Performance Arts is designed such that students may select any one specialization between Music and Theatre Arts. Student will gain experience in acting, dance, voice, physical theatre, music theatre, sound design and digital video depending on their specialization. The University of Namibia is the only institution in the country that offers education and training in the discipline at this level.

Programme Convenor: Dr. Suzette van der Smit (tel: +264 61 206 4677 – E-mail: svdsmit@unam.na)

Exit Objectives

Upon completion of the programme graduates should be able to:
1. Discuss and analyze the history and stylistic development of theatre in different world cultures;
2. Function as camera and sound operators, arts, tourism and culture entrepreneurs;
3. Apply theory, produce and perform live theatre, music, edit videos;
4. Use techniques such as improvisation and characterization to create performances;
5. Utilize the body in performance through applied techniques;
6. Apply the theories and mechanisms of successful Voice Production in characterization and Performance.
7. Adapt to and communicate in multilingual, multicultural and complex contexts;
8. Act as intercultural mediators, inter alia, exploiting the potential of cultural diversity in favour of social inclusion, co-existence, compassion and unity;
9. Stimulate cultural and artistic development in an impactful way;
10. Work as members of culturally diverse organisations;

Admission

To be admitted to this programme, a prospective student should meet one of the following sets of requirements:
1. A total of at least 23 points on the UNAM Scale obtained in five different subjects as follows:
   - 2 subjects at NSSCAS level with a minimum e, or at NSSCH level with a minimum grade 4
   - 3 subjects NSSCO level with a D or higher
   - English must be at a minimum D at NSSCO level
2. A total of at least 22 points on the UNAM Scale obtained in five different subjects as follows:
   - 3 (of the best 5) subjects at NSSCO level with a D or E
• English must be at a minimum D at NSSCO level

Prospective students may also be admitted through the Mature Age Entry Scheme and/or on the grounds of recognition of prior learning, subject to the following conditions:

a) They should be at least 25 years old on the first day of the academic year in which admission is sought.

b) They should preferably have successfully completed junior secondary education.

c) They should normally have proof of at least five years relevant work experience relating to the proposed study programme.

d) They will sit for the Mature Age Entry Tests and have to score an overall average of at least 50%. The Tests will comprise three papers:

• Paper 1: an English test;
• Paper 2: a general knowledge test;
• Paper 3: a numerical ability test.

e) Candidates who merit further consideration may be called for an interview before the final selection is made.

Relevant subject-specific admission requirements will still apply to students admitted through the Mature Age Entry Scheme. Where a student so admitted wishes to select a subject with subject-specific admission requirements, the student can be admitted to such subject on the basis of recognition of prior learning if they score at least 50% in a special admission test set specifically for the purposes of mature age admission to that subject.

Prospective students in the Indigenous Groups Category will be considered for admission subject to the relevant University rules and regulations.

Minimum Requirements For Re-Admission To The School

NORMAL ENROLLMENT

To be re-admitted to the Faculty, a student must have passed the following minimum number of credits:

• 48 credits (of which 36 must be non-core) by the end of the first year of registration
• 108 credits (of which 84 must be non-core) by the end of the second year of registration
• 174 credits by the end of the third year of registration
• 244 credits by the end of the fourth year of registration

The programme must be completed after a maximum of 5 years of registration.

EXTENDED ENROLMENT

36 credits (of which 24 must be non-core) by the end of the first year of registration
84 credits (of which 60 must be non-core) by the end of the second year of registration
135 credits by the end of the third year of registration
189 credits by the end of the fourth year of registration
249 credits by the end of the fifth year of registration

The programme must be completed after a maximum of 6 years of registration.

ADVANCEMENT AND PROGRESSION RULES

A student advances to the subsequent academic year of study when the following conditions have been met:

• Year 1 to Year 2: Successful completion of at least 72 credits
• Year 2 to Year 3: Successful completion of all first-year credits plus at least 82 second year credits

A student who fulfilled the re-admission requirements, but could not advance to the next academic year, must first register to complete all failed credits in the current academic year. Subject to pre-requisites, such a student may then add no more than 24 credits of the subsequent academic year.

REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates who have successfully completed all modules as reflected in the curriculum framework comprising 360 credits.

FIRST YEAR LEVEL

FIRST YEAR CORE SEMESTER

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
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</thead>
<tbody>
<tr>
<td>TBC</td>
<td>Skills Portfolio</td>
</tr>
<tr>
<td>TBC</td>
<td>English for Special Purpose</td>
</tr>
<tr>
<td>U3583DD</td>
<td>Digital Literacy</td>
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</tbody>
</table>

Students add ONE (1) of the following modules:

H2400TP Voice and Speech
H2410TM Introduction to Music Appreciation

FIRST SEMESTER

<table>
<thead>
<tr>
<th>MODULE CODE</th>
<th>MODULE TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>H2411MP</td>
<td>Principles of Music and Dance</td>
</tr>
<tr>
<td>Students take all modules below:</td>
<td></td>
</tr>
<tr>
<td>H2411TP</td>
<td>Theatre Movement Studies</td>
</tr>
<tr>
<td>H2451TP</td>
<td>Theatre Studies 1</td>
</tr>
<tr>
<td>H2411TT</td>
<td>Introduction to Theatre for Development</td>
</tr>
<tr>
<td>H2411MM</td>
<td>Principles of Music</td>
</tr>
<tr>
<td>H2413MI</td>
<td>Principal Instrument Study 1</td>
</tr>
</tbody>
</table>
H2412TP Theatre Movement Studies
H2412TA Introduction to Acting
H2412TM Directing 1
H2412TV Vocal Development
H2432TD Dance 1
H2432TP Theatre Development
H2413MI Principles of Music

MODULE DESCRIPTORS

FIRST YEAR

Voice and Speech

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>8</td>
<td>80 contact hours</td>
<td></td>
</tr>
</tbody>
</table>

Content: preparing the voice for public performance: breathing, articulation exercises. Select material for public presentation: criteria for selecting material. Developing audience profile: audience variables, e.g. age, gender, interest. Types of contexts: what kind of event is it purpose: give information, motivate, entertain. The module places emphasis on training the voice and developing skills that will lead to public speaking and performance.

Assessment: 100% Continuous assessment

Introduction to Music Appreciation

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>8</td>
<td>80 contact hours</td>
<td></td>
</tr>
</tbody>
</table>

Content: History of dance and music: Origin and development of dance; Origin and development of music; The relationship between music and dance. Traditional and western music: What is involved in African traditional music; What is involved in western music; Comparing traditional and western music. Classification of musical instruments: Instruments with strings; Instruments that are shaken, Instruments that are blown; instruments that use electricity. Practical performance: listen to recorded and instrumental music; Singing; Dance dancing freely to music. Music form Namibia: Contemporary artists and music; traditional artists and music from Namibia and other parts of the world.

Assessment: 100% Continuous assessment

Principles of Music and Dance

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>12</td>
<td>120 contact hours</td>
<td></td>
</tr>
</tbody>
</table>

Content: History of dance and music: Origin and development of dance; Origin and development of music; The relationship between music and dance. Principles of music: Sonic order; Theory of music; Simple note values, Simple shot scales, Simple Time signatures; Key signature with up to two sharps and two flats. Principles of contemporary dance: Dance as movement; Solo dance; Traditional dances in Namibia; Contemporary dance styles; Dance choreography. Practical performance: Instrument playing; Singing; Instrument ensemble; Dance steps and routines; Dance-movements and choreography.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Theatre Movement Studies

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>12</td>
<td>120 contact hours</td>
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</tr>
</tbody>
</table>

Content: Preparing the body for public performance: warm-ups, body safety, breathing, relaxation, concentration and focus exercises. Developing techniques for stage combat: assessing safety, body weight application, muscle tension and release, emotion and expression, sounding. Developing techniques for statues and freeze frames: emotion identification and clarity, minimal movement refinement, observation, precision, beats. Developing stomp: understanding rhythm and phrasing, creating sound texture and quality with the body, formations, group work. Developing performance ready material: awareness of rhythm, pace, pause, mood, physical expression, body lines, emotion, non-verbal story telling.

Assessment: 100% Continuous assessment

Theatre Studies 1

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>12</td>
<td>120 contact hours</td>
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</tbody>
</table>

Content: The module places emphasis on: The relationship between ritual and the origin of theatre: storytelling, rituals. The social climate: for religious purposes, entertainment, educational purposes. The development of African theatre: Political, people’s and popular theatre, Ngugi wa Thiong’o, Athol Fugard, Wole Soyinka. The Ancient Greek and Roman theatre: Stage buildings, actors, costumes, props, music, masks. Exploring different genres: Tragedy (Sophocles) and comedy (Plautus).

Assessment: 100% Continuous assessment

Introduction to Theatre for Development

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>12</td>
<td>120 contact hours</td>
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</table>

Content: The module places emphasis on the different components in Theatre for Development and an understanding of the interplay between theory and practical work. Theatre for Development: history and purpose, various components. Script writing: refining an idea, story structure and development, script writing and its structure.

Assessment: 100% Continuous assessment

Principles of Music

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>12</td>
<td>120 contact hours</td>
<td></td>
</tr>
</tbody>
</table>

Content: Theory of music – letter names, leger lines, note values, musical terms and signs, key and time signatures, performance signs, scales, and triads.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Principal Instrument study 1

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>12</td>
<td>120 contact hours</td>
<td></td>
</tr>
</tbody>
</table>

Content: History of musical instruments: Families of various musical instruments; Structure of musical instruments; Sound production; playing technique; Tuning systems. Form and structure of music: How is form treated in the structure of music; Structure of music.
Mastery of the selected musical instruments: Playing of the musical instruments; Tuning musical instruments; Performance styles.

Assessment: 100% Continuous assessment

Musicianship

NQF Level: 4 Credits: 12 Contact Hours: 120 contact hours

Content: Elements of music: Definitions of principles music theory; Elements of pitch and rhythm in music. Simple note values and scales: Simple note values; Simple scales in the keys up to four sharps and four flats. Time and key signatures: Simple time signatures; keys signatures up to four sharps and four flats. Cadences and transposition: Perfect and imperfect cadences; transposition

Performance directions: Indications for Dynamics; Tempo signs; Expression signs. Learning and Teaching Strategies/Activities: Lecture methods, demonstration, field trips, projects, and practical work.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Ensemble Choral Studies 1

NQF Level: 4 Credits: 12 Contact Hours: 120 contact hours

Content: Musical elements - rhythm, melody, structure, timbre, dynamics, texture. Aural technique: singing melodic patterns by only listening twice, clapping rhythmic patterns of a short melody played twice

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Theatre Movement Studies

NQF Level: 4 Credits: 12 Contact Hours: 120 contact hours

Content: Preparing the body for public performance: warm-ups, body safety, breathing, relaxation, concentration and focus exercises

Developing techniques for stage combat: assessing safety, body weight application, muscle tension and release, emotion and expression, sounding. Developing techniques for statues and freeze frames: emotion identification and clarity, minimal movement refinement, observation, precision, beats. Developing movement: understanding rhythm and phrasing, creating sound texture and quality with the body, formations, group work. Developing performance ready material: awareness of rhythm, pace, pause, mood, physical expression, body lines, emotion, non-verbal story telling.

Assessment: 100% Continuous assessment

Introduction to Acting

NQF Level: 4 Credits: 12 Contact Hours: 120 contact hours

Content: The module introduces the student to the character terminology. The importance of physical and vocal warm-up is reinforced by practical techniques. Students are introduced to the requirements for character interpretation. Preparation: prepare and warm up the voice. Blocking: carry out blocking instructions on stage; stage directions, entrance, and exit. Role-play: preparation, character identification, plot, interaction, execute role-play; Improvisation: identifying characters, plotting the storyline, importance of clear ending, working within a set time limit; Relaxation: types, phasic, standing, sitting, breathing;

Practice: act in short pieces.

Assessment: 100% Continuous assessment

Directing 1

NQF Level: 5 Credits: 14 Contact Hours: 140 contact hours

Content: Students will be expected to learn the conventions of the stage and the proper behaviour for directing work. A vocabulary of directing and technical terms is introduced, and the concepts are applied practically in directed performance pieces. Director: what is a director, how to direct, identifying the different types of directors, skill set needed, Director’s vision. Storytelling: components and structure of a story, how to identify/write an appropriate script. Directing: fundamentals of directing, how to translate a story into a performance, blocking, costuming and props, vocabulary, script work (beating a script), set design. Working with actors: casting and auditions, rehearsals, preparing the actor.

Assessment: 100% Continuous assessment

Vocal Development

NQF Level: 5 Credits: 14 Contact Hours: 140 contact hours

Content: The module introduces the student to the voice mechanisms and vocal terminology. Preparing the voice for public performance: breathing, projection, articulation exercises; Selecting material for public presentation: criteria for selecting material; Developing audience profile: audience variables, e.g. age, gender, interest; Types of contexts: what kind of event it is, how to match the material for the type of event; Purpose: give information, motivate, entertain; Role-play: understanding the differences and similarities between improvisation and role-play, role-play within a specific set of given circumstances.

Dance 1

NQF Level: 4 Credits: 12 Contact Hours: 120 contact hours

Content: Preparing the body for public performance: warm-ups, body safety, breathing, relaxation, concentration and focus exercises

Developing techniques for stimulus interpretation: sound to movement association, emotional recognition, theme creation. Developing performance ready material: awareness of rhythm, pace, pause, mood in music, physical expression, body lines

Assessment: 100% Continuous assessment

Theatre Crafts

NQF Level: 5 Credits: 12 Contact Hours: 120 contact hours

Content: Mood Board: theme creation, engaging all 5 senses in a 2D or 3D project to create the overall theme for the modules work

Costume design: body drawings, proportion, knowledge of various garments, styles and trends, knowledge of accessories, fixtures and fabrics, fantasy versus classic/traditional characters, comprehensive labelling. Make-up design: understanding facial structure, cosmetic make up versus stage make-up, aesthetic character creation through make-up, utilizing make-up sheets for correct make-up placement and design, comprehensive labelling, and description. Make-up application: application of design to model, aesthetic character creation through make-up. Following instructions as set out in design and labelling. Prop design: step by step design illustration, description of process, materials selection. Prop construction: using specified materials and design phase for construction of functional prop to be used in the theatre, understanding various construction materials. Understanding colour: Details the importance of colour on emotion and impulse, colour schemes, colour creation, colour collage.

Assessment: 100% Continuous assessment
OLD CURRICULUM PHASING OUT IN 2023

No new intakes in 2023 going forward for all following qualifications
### OLD CURRICULUM BACHELOR’S DEGREE PROGRAMMES GUIDELINE

#### Curriculum

**Courses, Credits and Contact Hours**

1. The term **contact hour** denotes one (1) lecture period on the timetable of the School of Humanities and Social Sciences.
2. A full semester Courses (one course) carries 16 credits and is taught at four (4) contact hours per week over one semester, i.e. 56 contact hours per semester.
3. A **half-Course** carries 8 credits and is taught at two (2) contact hours per week over one semester, i.e. 28 contact hours per semester. A half-course counts as one half (0.5) of a course.
4. A **year-course** carries 16 credits and is taught at two (2) contact hours per week over the full academic year (both semesters), i.e. 56 contact hours per academic year. A year-course is equivalent to one (1) course.
5. A **double-course** carries 32 credits and is taught at four (4) contact hours per week over the full academic year (both semesters), i.e. 112 contact hours per academic year. A double-course is equivalent to two (2) Courses.
6. Where the term course is henceforth printed in italics in this Prospectus (i.e. “course”), it denotes “the equivalent of one full semester course carrying 16 credits” as defined.
7. Where the term is henceforth printed in roman (i.e. “course”), it refers to any member of the class of Courses as defined.
8. Refer to the relevant programmes (cf. G) to determine the credits and contact hours of any particular course.

A student who failed 3rd year will be allowed to register for not more than four (4) 3rd year modules in the 3rd year once off.

Final year students are only allowed to carry one module over to 4th year. Only students in their final year will be allowed to register for research projects.

#### Curriculum Compilation

To be awarded an Honours Bachelor’s degree by the School, a student must pass a total of 36 Courses (544 credits) and (552 credits for Bachelor of Arts in Records and Archives Management, as indicated below:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Number of Passed Courses Required</th>
<th>Credit Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year level</td>
<td>11 Courses*</td>
<td>144 credits</td>
</tr>
<tr>
<td>Second year level</td>
<td>9 Courses</td>
<td>144 credits</td>
</tr>
<tr>
<td>Third year level</td>
<td>8 Courses</td>
<td>128 credits</td>
</tr>
<tr>
<td>Fourth year level</td>
<td>7 Courses</td>
<td>128 credits</td>
</tr>
</tbody>
</table>

* including the equivalent of three (3) University Core Curriculum Courses (cf. C.4.3.1)

In the BA (Hons) degree programme a student may compile his/her curriculum by selecting the major subjects and minor subject from the offered BA (Hons) subjects, in accordance with School and subject regulations. Refer to the BA (Hons) programme (G.1) for detailed information.

For the BA (Library Science) (Hons), BA (Media Studies) (Hons), BA (Social Work) (Hons), BA (Tourism) (Hons) and BPsych (Hons) programmes set curricula are prescribed, although some of these programmes allow students certain options within the curriculum. Refer to the relevant degree programmes for detailed information.

**C4.3 Student Registration and Academic Advancement Rules**

**C4.3.1 University Core Curriculum**

All students will take the equivalent of three (3) Courses (48 credits) in the University Core Curriculum in the first year of study as part of their curriculum (i.e. as part of the equivalent of eleven (11) first year level Courses to be passed at first year level – cf. C.4.2.1) according to the following rules:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>UCSI 3580</td>
<td>Contemporary Social Issues (year-course)</td>
<td>See above.</td>
</tr>
<tr>
<td>1</td>
<td>UCLC 3509</td>
<td>Computer Literacy (half-course)</td>
<td>-</td>
</tr>
</tbody>
</table>

Students furthermore add the equivalent of two (2) Courses from the University Core Curriculum to their curriculum according to the following rules:

Students with any one of the following qualifications will upon application be credited for ULCE 3419 English Communication and Study Skills and will register for the single course below:

(a) a pass (minimum grade 4) in English First Language at NSSC Higher Level or the equivalent;

(b) grade 1, 2 or 3 in English Second Language at NSSC Higher Level or the equivalent.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ULEA 3519</td>
<td>English for Academic Purposes</td>
<td>See above.</td>
</tr>
</tbody>
</table>

Students with any one of the following qualifications will register for the two (2) Courses below:

(a) grade 4 in English Second Language at NSSC Higher Level or the equivalent;

(b) A*, B or C symbol in English First/Second Language at NSSC Level or the equivalent;

(c) a pass in ULEG 2410 English for General Communication.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ULECE 3419</td>
<td>English Communication and Study Skills</td>
<td>See above.</td>
</tr>
<tr>
<td>2</td>
<td>ULEA 3519</td>
<td>English for Academic Purposes</td>
<td>-</td>
</tr>
</tbody>
</table>

Students with a D symbol in English First/Second Language at NSSC Ordinary Level, or the equivalent, register for only the double-course below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>ULEG 2410</td>
<td>English for General Communication (double-course)</td>
</tr>
</tbody>
</table>

#### Course Descriptors

**UCSI 3580 Contemporary Social Issues (Year Module)**

**Proposed NQF Level:** 5  
**Credits:** 8  
**Content:** Contact Hours: 1 hour lecture per week for 28 weeks  
**Prerequisite:** None  
**Course Description:** is designed to encourage behavioral change among UNAM students and inculcate the primacy of moral reasoning in their social relations and their academic lives. In providing students with critical and analytical thinking the module enables students to grow and develop into well rounded citizens, capable of solving contemporary social challenges experienced in their communities and societies. The teaching of the module takes
three dimensions: the intellectual, the professional and the personal dimensions. The intellectual dimension is fostered through engaging students with subject knowledge, independent learning and module assessment. The professional dimension, on the other hand, is fostered through exposing students to real life situations of case studies and practical exercises that draws attention to social issues that attract ongoing political, public and media attention and/or debate. Finally, the professional dimension is fostered through group work and online discussions.

Course Assessment: This is a 100% continuous assessment module with a variety of assessments which evaluate and test the students’ individual learning and mastering of the course content (subject knowledge) through quizzes, tests, Moodle assignments, journal entries, reflections as well as service and experiential learning projects.

UCLC 3509 Computer Literacy (half-course)

<table>
<thead>
<tr>
<th>Proposed NQF Level: 5</th>
<th>Credits: 8</th>
<th>Contact Hours: 2 hours/week over 14 weeks = 28 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content:</td>
<td>The course covers the following topics. Introduction to Computers: hardware and software, types and categories of computers, usage of Computer devices and peripherals. Working with the windows operating system: File Management, working with multiple programs, using the recycle bin. Using a word processor: formatting a text and documents, spelling check, grammar and thesaurus tools, inserting tables, auto-shapes, clip arts, charts, and mail merge. Spreadsheet: worksheets and workbooks, ranges, formulas and functions, creating graphs, charts, and printing the workbook. Databases: creating tables, relationships, queries, forms and reports. Presentation software: slide layout and master, animations, auto-content wizard and templates. Communication tools: introduction to the Internet, web browsers, search engines, downloading and uploading files, creating and sending messages, email etiquette, internet security, and digital signatures.</td>
<td></td>
</tr>
</tbody>
</table>

Assessment: Continuous assessment 100% (tests and practicals)

ULEA 3419 English Communication and Study Skills

<table>
<thead>
<tr>
<th>Proposed NQF Level: 4</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: A, B or C symbol in English at NSSC Ordinary Level or a grade 4 in English at NSSC Higher Level or the equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: This course is aimed at assisting students in the development of their reading, writing and speaking and listening skills, in order to cope with studying in a new academic environment and in a language which may not be their first language. The course also focuses on study skills that students need throughout their academic careers and beyond. The course serves as an introduction to university level academics, where styles of teaching and learning differ from those at secondary schools in that more responsibility is placed on the student. The course therefore, focuses on the skills that students need throughout their academic careers and beyond.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

ULEA 3519 English for Academic Purposes

<table>
<thead>
<tr>
<th>Proposed NQF Level: 5</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: A pass (minimum grade 4) in English First Language at NSSC Higher Level or a grade 3 or higher in English Second Language at NSSC Ordinary Level or the equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: This course develops a student’s understanding, and competencies regarding academic conventions such as academic reading, writing, listening and oral presentation skills for academic purposes. Students are required to produce a referenced and researched essay written in formal academic style within the context of their university studies. Students are also required to do oral presentations based on their essays. The reading component of the course deals with academic level texts. This involves students in a detailed critical analysis of such texts. The main aim is therefore, to develop academic literacy in English.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

ULEG 2410 English for General Communication (double-course)

<table>
<thead>
<tr>
<th>Proposed NQF Level: 4</th>
<th>Credits: 32</th>
<th>Contact Hours: 4 hours/week over 28 weeks = 112 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites: D symbol in English at NSSC Ordinary Level or the equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: This course attempts to assist students to improve their general English proficiency. The main goal of this course is, therefore, to develop the reading, writing, listening, speaking and study skills of students in order for them to perform tasks in an academic environment. This course focuses on the skills students need to perform cognitive academic tasks in an academic environment and beyond.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Re-admission to the School

To be re-admitted to the School for a particular year of registration, a student must have passed the equivalent of the minimum number of Courses (and equivalent credits) required as indicated below:

| Minimum Number of Passed Courses / Obtained Credits Required for Re-Admission to the School |
|-----------------------------------------------|---------------------------------------------------------------|
| Intended Year of Registration | Minimum Number of Passed Courses Required for Re-Admission | Credit Equivalent |
|-----------------------------------------------|---------------------------------------------------------------|
| Second | 4 courses (3 must be School subject courses) | 48 credits (36 must be School subject credits) |
| Third  | 11 courses | 144 credits |
| Fourth | 17 courses | 272 credits |
| Fifth  | 23 courses (first to third year level) | 368 credits |
| Sixth*| all 28 first to third year level courses | 448 credits |

*A student must complete all first, second and third year level Courses (448 credits) by the end of the fifth year of registration.

A student who wishes to transfer to the School of Humanities, Society and Development from another School must have passed at least three (3) Courses (48 credits) at first year level in his/her School of origin to be admitted, regardless of whether the relevant Courses are offered in the School of Humanities and Social Sciences.

A student who is allowed to transfer to the School of Humanities, Society and Development from another School (cf. C.4.3.2.2) will be credited only for University Core Curriculum Courses and Courses offered in the School of Humanities and Social Sciences’ programmes that he/she has passed in his/her School of origin.
Academic Advancement Rules

Subject to the School re-admission requirements in C.4.3.2 above and to subject-specific prerequisites and requirements as stipulated in the relevant programmes (cf. G), a student must have passed the minimum number of Courses/credits as indicated below to be admitted to Courses on the appropriate (subsequent) year level:

<table>
<thead>
<tr>
<th>Year Level Courses Admitted to</th>
<th>Minimum Number of Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second year level</td>
<td>92 credits (60 must be School subject credits)</td>
</tr>
<tr>
<td>Third year level</td>
<td>256 credits (first and second year level)</td>
</tr>
<tr>
<td>Fourth year level</td>
<td>400 credits (first, second &amp; third year)</td>
</tr>
</tbody>
</table>

(Second year)
A student who has passed only five (5) to six (6) Courses (60 to 72 credits) will be allowed to register for all outstanding courses required at first year level plus (1 or 2) one or two courses at 2nd year level, provided that there is no time-table clash and that pre-requisites will be taken into consideration, while repeating first year.

(Third year)
A student who has passed only sixteen to seventeen Courses (165 - 172 (224 to 240 credits) will be allowed to register for all outstanding courses required at second year level plus (1 or 2) one or two courses at 3rd year level, provided that there is no time-table clash and that pre-requisites will be taken into consideration, while repeating second year.

(Fourth year)
A student who has passed only twenty-five to twenty-six (25) – (26) Courses (368 to 384 credits) will be allowed to register for all outstanding courses required at 3rd year level plus (1 or 2) one or two courses at 4th year level, provided that there is no time-table clash and that pre-requisites will be taken into consideration, while repeating third year.

Maximum Number of Courses Allowed per Year of Registration

1. Unless specifically exempted, a student may not register for any other than first year level Courses or their equivalents during his/her first year of registration for a Bachelor’s degree.
2. A student may not register for the second year if his/her school-leaving certificate is outstanding.
3. Subject to the Academic Advancement Rules above, a student may not register for more than the maximum number of Courses/credits allowed in a particular year of registration in which the student registers for first, second and/or third year level Courses (including Courses being repeated and Courses taken for non-degree purposes):

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Maximum Number of Courses Allowed</th>
<th>Credit Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>11 courses</td>
<td>144 credits</td>
</tr>
<tr>
<td>Second</td>
<td>11 courses</td>
<td>144 credits</td>
</tr>
<tr>
<td>Third to fifth*</td>
<td>10 courses</td>
<td>160 credits</td>
</tr>
</tbody>
</table>

* A student must complete all first, second and third year level courses (448 credits) by the end of the fifth year of registration (cf. E.4.3.2.1).

4. Unless by special permission, a student may not register for more than one course in the same timetable slot. Where two or more Courses clash in this way, precedence should be given to the junior course.
5. Unless by special permission, a student may not register more than twice for the same course.
6. Unless by special permission, a student may not register for more than one course in the same timetable slot. Where two or more Courses clash in this way, precedence should be given to the junior course.
7. Unless by special permission, a student may not register more than twice for the same course.
8. A student who failed 3rd year will be allowed to register for not more than four 4th year modules in the 3rd year once off.
9. Final year students are only allowed to carry one module over to 4th year. Only students in their final year will be allowed to register for research projects. Research Project in Geography and Environmental Studies must be registered together with field work in the same year.

Important Note to BEd (Hons) Students

As the School of Humanities, Society and Developmentoffers Year-Courses in the fourth year of study, BEd (Hons) students will lose at least six weeks of lectures due to the teaching practice programme of the School of Education. Since the School of Humanities, Society and Developmentrecognises the fact that it is responsible for the provision of school subject content courses indicated in the relevant sections of the School of Education curriculum framework, special arrangements (as per the regulation below, C.8.2) have been put into place so that the affected students are not put to a disadvantage due to loss of lecturing hours.

BEd students intending to take school subject(s) in the School of Humanities, Society and Development fourth year level must contact the relevant department(s) in the School of Humanities, Society and Developmentbefore the end of the third year in order to receive information and self-study materials to be used in their absence from lectures during the teaching practice period taking place at the beginning of their fourth year. It is the student’s responsibility to contact the relevant department(s) to obtain instructions and materials before the end of his/her third year of study.
**BACHELOR OF ARTS (HONOURS)**

(13BART)

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### Introduction

The BA (Hons) degree programme is a general programme in the sense that students select their own minor and major subjects from the available Humanities, Society and Development offerings, subject to University and School regulations. Students therefore in effect compile their own degree programme. It is recommended that the compilation of a student’s degree programme is done in consultation with the School Officer, and where advised, with the relevant departments. Students should also consult the relevant subject regulations before they decide on their subjects. Apart from the general BA degree programme outlined in this section, specialised BA degree programmes exist for which set curricula are prescribed. Refer to the regulations for the specialised programmes for further information.

### Admission

1. Refer to Admission under Regulations Pertaining to Undergraduate Studies in the School in this Prospectus.
2. Certain subjects require specific qualifications at NSSCO (or the equivalent) level for admission. Consult the relevant subject regulations in section F of this Prospectus.

### Overall Structure

The BA degree is a double-major qualification consisting of two (2) major subjects taken up to fourth year level, one (1) minor subject taken up to third year level and one (1) subject taken at first year level only (plus the University Core Curriculum Courses at first year level).

Each subject consists of a number of Courses (and equivalent credits) at each year level:

- Each first year subject consists of two (2) Courses (32 credits).
- Each second year subject consists of three (3) Courses (48 credits).
- Each third year subject that is taken as a major subject consists of three (3) Courses (48 credits).
- A third year subject that is taken as a minor subject consists of two (2) Courses (32 credits).
- Each fourth year (major) subject consists of four (4) Courses (64 credits).

The BA degree programme consists of a total of 36 Courses (544 credits) at the various year levels in the various subjects as outlined above, all of which a student must pass in order to graduate.

The overall structure of the BA degree programme can be schematically represented as follows:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>UNAM Core Curriculum (16 credits)</th>
<th>Lang. Centre Core Courses (32 credits)</th>
<th>SUBJECT A Major Subject 1 (200 credits)</th>
<th>SUBJECT B Major Subject 2 (168 credits)</th>
<th>SUBJECT C Minor Subject (104 credits)</th>
<th>SUBJECT D First Year Only (24 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

- To be awarded the BA degree, a student must pass all 36 Courses (544 credits) within the curriculum structure as stipulated above.
- Courses/credits are not horizontally, vertically or laterally transferable.
Subjects

Students select their four (4) subjects in the first year from four different groups below, subject to the relevant School and subject regulations.

A student may not select more than one subject from any one group.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Afrikaans as Applied and Business Language*&lt;sub&gt;Minor&lt;/sub&gt;</td>
<td>- Art for Advertising</td>
</tr>
<tr>
<td>- Chinese as Applied and Business Language*&lt;sub&gt;Minor&lt;/sub&gt;</td>
<td>- French Studies*</td>
</tr>
<tr>
<td>- French as Applied and Business Language*&lt;sub&gt;Minor&lt;/sub&gt;</td>
<td>- German Studies*</td>
</tr>
<tr>
<td>- Chinese as Applied and Business Language*&lt;sub&gt;Minor&lt;/sub&gt;</td>
<td>- Khoekhoegowab Studies*</td>
</tr>
<tr>
<td>- German as Applied and Business Language*&lt;sub&gt;Minor&lt;/sub&gt;</td>
<td>- Oshiwambo Studies*</td>
</tr>
<tr>
<td>- Oshiwambo as Applied Language*&lt;sub&gt;Minor&lt;/sub&gt;</td>
<td>- Otjiherero Studies*</td>
</tr>
<tr>
<td>- Portuguese as Applied and Business Language*&lt;sub&gt;Minor&lt;/sub&gt;</td>
<td>- Philosophy</td>
</tr>
<tr>
<td>- Spanish as Applied and Business Language*&lt;sub&gt;Minor&lt;/sub&gt;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- English Studies*</td>
<td>- Geography and Environmental Studies</td>
</tr>
<tr>
<td>- Fashion Studies</td>
<td>- Psychology (Clinical and Industrial)</td>
</tr>
<tr>
<td>- Religious and Biblical Studies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 5</th>
<th>Group 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Creative Expression</td>
<td>- Afrikaans Studies*</td>
</tr>
<tr>
<td>- Sociology</td>
<td>- Music</td>
</tr>
<tr>
<td></td>
<td>- Political Studies</td>
</tr>
<tr>
<td></td>
<td>- Portuguese Studies</td>
</tr>
<tr>
<td></td>
<td>- Visual Culture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 7</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Drama</td>
<td></td>
</tr>
<tr>
<td>- History</td>
<td></td>
</tr>
<tr>
<td>- Textiles Studies</td>
<td></td>
</tr>
</tbody>
</table>

* These languages are offered at beginner level and can be taken by anyone who does not know the relevant language (see section F).

* These subjects require a pass at NSSC level. Refer to the admission requirements under the relevant subject regulations (section F).

Professional Communication may not be taken in combination with any subject from Group 1.

1. Minor These subjects can be taken as minor subjects only, i.e. only up to third year level. A student may not take more than one (1) minor subject.
2. Students should consult the relevant subject regulations and course descriptors in section F in this Prospectus before they register for any subject.
3. A student may not register for more than one (1) subject from any one group above.
4. A student may not register for more than one (1) minor subject.
5. Minor subjects can only be taken up to third year level. These subjects are all the subjects in Group 1 above.
6. Students who initially register for the minor subjects in Applied and Business Language: French, German or Portuguese, may opt to proceed with French Studies, German Studies or Portuguese Studies respectively as major subjects after successful completion of the relevant prerequisites. Refer to the relevant subject regulations in section F in this Prospectus for details and consult the relevant Department well in advance.

First Year Level

At first year level students take the University Core Curriculum Courses plus four (4) subjects from the list of approved major and minor subjects in the School, of which at least three (3) subjects should be approved major subjects. The normal first year curriculum of a student registered in the BA degree programme will therefore consist of eleven (11) Courses (144 credits), compiled as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Core Curriculum (E.4.3.1)</td>
<td>3*</td>
<td>48</td>
</tr>
<tr>
<td>Subject A at first year level</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Subject B at first year level</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Subject C at first year level</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Subject D at first year level</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>144</strong></td>
</tr>
</tbody>
</table>

* two (2) Courses and two (2) half-Courses (cf. E.4.3.1)

Second Year Level

At second year level students proceed with three (3) of the four (4) subjects taken in the first year. The fourth subject (“Subject A” above) is discontinued after its Courses/credits at first year level have been passed. The normal second year level curriculum of a student registered in the BA degree programme will therefore consist of nine (9) Courses (144 credits), compiled as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject B at second year level</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>Subject C at second year level</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>Subject D at second year level</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>144</strong></td>
</tr>
</tbody>
</table>
**Third Year Level**

At third year level students proceed with the three (3) subjects taken at second year level. At this point the student must choose his/her two (2) major subjects. The remaining subject will become the minor subject (“Subject B” above). The normal third year level curriculum of a student registered in the BA degree programme will therefore consist of eight (8) Courses (128 credits), compiled as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject B (minor) at third year level</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>Subject C (major) at third year level</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>Subject D (major) at third year level</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>128</strong></td>
</tr>
</tbody>
</table>

**Fourth Year Level**

A student admitted to the fourth year level may register for the seven (7) (128 credits) fourth year courses plus one (1) outstanding course on first, second or third year level, subject to the relevant subject regulations (inclusive of prerequisites).

At fourth year level students proceed with the two (2) major subjects selected at third year level. The minor subject is discontinued (after all its Courses/credits at first, second and third year level have been passed prior to admission to the fourth year level). The normal fourth year level curriculum of a student registered in the BA degree programme will therefore consist of seven (7) Courses (128 credits), compiled as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject C (major) at third year level</td>
<td>4</td>
<td>64</td>
</tr>
<tr>
<td>Subject D (major) at third year level</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>128</strong></td>
</tr>
</tbody>
</table>

**AFRIKAANS AS APPLIED AND BUSINESS LANGUAGE**

**Introduction**

*Afrikaans as Applied and Business Language* is offered as a minor subject up to third year level. The curriculum of this subject is specifically designed for students who have no or very little competence in Afrikaans, and is therefore not suitable for students with school-leaving level competence in the language.

**Subject Convenor:** Ms P.F. Genis (tel. 206 3860 – E-mail: pfgenis@unam.na)

**Exit Objectives**

After completion of the full three years of *Afrikaans as Applied and Business Language* a student should be able to:

1. communicate without undue effort in a variety of formal and informal situations in Afrikaans;
2. write formal documents (letters, faxes, memoranda) for business and tourism in Afrikaans;
3. read, understand and write a variety of structured Afrikaans texts regularly encountered in the business and tourism environments (brochures, advertisements, etc.);
4. understand discussions and conversations in standard and non-standard Afrikaans, provided the pace is slow and words are clearly articulated;
5. compare and differentiate between the Afrikaans culture and his/her own culture;
6. react appropriately in a variety of different social and cultural settings.

**Admission Requirements**

1. The School’s general admission requirements apply (cf. C.1).
2. The curriculum of *Afrikaans as Applied and Business Language* is specifically designed for students with no or very little competence in Afrikaans, and may therefore not be taken by a first language speaker of Afrikaans, a student with advanced second language competence or who has been examined in Afrikaans at NSSC or the equivalent level in the past five (5) years. The Department of Language and Literature Studies reserves the right to cancel a student’s registration in *Afrikaans as Applied and Business Language* should it become evident that the student’s competence in Afrikaans exceeds the applicable level.

**Curriculum Compilation**

**First Year Level**

<table>
<thead>
<tr>
<th>Students take the two (2) Courses below:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OLD PHASED OUT MODULES</td>
<td></td>
<td>NEW PHASED IN EQUIVALENT MODULES</td>
</tr>
<tr>
<td>Semester</td>
<td>Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>1</td>
<td>LAB 3581</td>
<td>Foundations of Afrikaans</td>
</tr>
<tr>
<td>2</td>
<td>LAB 3582</td>
<td>Afrikaans for Beginners</td>
</tr>
</tbody>
</table>

**Second Year Level**

**Admission Requirements**

Subject to the Student Registration and Academic Advancement Rules a student should have passed at least one (1) of the two Courses at first year level to be admitted to the second year level in *Afrikaans as Applied and Business Language*. 
Curriculum Compilation

Students take the three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LAB 3611</td>
<td>Listening and Speaking Skills in Afrikaans</td>
</tr>
<tr>
<td>1</td>
<td>LAB 3631</td>
<td>Basic Reading and Writing Skills in Afrikaans</td>
</tr>
<tr>
<td>2</td>
<td>LAB 3652</td>
<td>Basic Interaction and Communication in Afrikaans</td>
</tr>
</tbody>
</table>

Third Year Level

Admission Requirements

Subject to the Student Registration and Academic Advancement Rules a student should have passed both Courses at first year level and at least two (2) of the three Courses at second year level to be admitted to the third year level in Afrikaans as Applied and Business Language.

Curriculum Compilation

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LAB 3711</td>
<td>Foundations of Business Afrikaans</td>
</tr>
<tr>
<td>2</td>
<td>LAB 3732</td>
<td>Afrikaans for Business and Tourism</td>
</tr>
</tbody>
</table>

Course Descriptors

Second Year Level

LAB 3611 Listening and Speaking Skills in Afrikaans

Proposed NQF Level: 6
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours
Prerequisite: See admission requirements above.
Content: In this course students focus on acquiring good listening and speaking skills. Emphasis is put on correct pronunciation and intonation. Students are exposed to a variety of situations in which they have to perform basic conversations and have to extract the most important information in an Afrikaans audio text or in a conversation. Students will furthermore be expected to give very basic presentations about themselves and their activities in Afrikaans.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LAB 3631 Basic Reading and Writing Skills in Afrikaans

Proposed NQF Level: 6
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours
Prerequisite: Pass in at least one (1) of the two Courses at first year level
Content: In this course students acquire the basic writing skills needed to conduct simple correspondence of a formulaic nature in Afrikaans. Special focus is placed on accurate orthography and syntax. Furthermore students read and understand a number of short structured texts encountered in everyday life.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LAB 3652 Basic Interaction and Communication in Afrikaans

Proposed NQF Level: 6
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours
Prerequisite: See admission requirements above.
Content: In this course students continue to enhance their communication skills. This course focuses on the basic interaction necessary in the work environment. This includes oral as well as written skills. Students are introduced to more complex aspects of conversation and writing skills, such as making suggestions, expressing ideas and talking about future plans in Afrikaans.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

LAB 3711 Foundations of Business Afrikaans

Proposed NQF Level: 7
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours
Prerequisite: See admission requirements above.
Content: This course focuses on the first acquisitions of interaction and communication skills necessary in the business world. Students write basic formal letters and other documents required in business communication. The acquisition of specialised vocabulary is a main focus of this course. Students also continue to improve their oral skills in a variety of settings and situations.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
In hierdie kursus word gefokus op die aanleer van vaardighede vir interaksie en kommunikasie in die werksomgewing. Hulle moet eenvoudige formele briefe en ander werkverwante dokumente kan skryf. Hulle leer hier die nodige gespesialiseerde woordeskat vir hulle beroepsWereld aan en skep hulle kommunikasievaardighede in ‘n verskeidenheid situasies op.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**LAB 3732 Afrikaans for Business and Tourism**

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> See admission requirements above.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong> This course focuses strongly on communication for business and the hospitality industry. Students learn to give presentations and write formal letters of a more complex nature. Communication during formal situations, such as meetings, is also introduced. Furthermore students are exposed to the most current documents and situations encountered in the hospitality industry.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Voorvereiste: Die studente moes minstens twee van die drie tweedejaarskursusse geslaag het.

In hierdie kursus word gefokus op goeie kommunikasievaardighede wat spesifiek verwag word in die toerismebedryf. Studente leer om aanbiedings te lewer en ingewikkelder formele briefe te skryf. Hulle leer ook van kommunikasie in formele situasies, byvoorbeeld in vergaderings. Hulle kry ook blootstelling aan die mees algemene dokumente en scenarios in die toerismebedryf.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**AFRIKAANS STUDIES**

**Exit Objectives**

Upon completion of Afrikaans Studies as a major subject, the graduate should be able to:

1. recognise and apply simple and complex grammatical structures in Afrikaans, while understanding and appreciating Afrikaans as a language consisting of numerous varieties;
2. apply his/her knowledge of the grammar of Standard Afrikaans to write complex texts of varying natures;
3. read, understand and analyse a variety of Afrikaans literary texts and place them in their historical, cultural and literary context;
4. position Afrikaans as a language of European descent, yet an African origin;
5. position Afrikaans as a Namibian national language in terms of its history, function and future in Namibia;
6. conduct research of a limited scope on a topic in Afrikaans theoretical and/or applied linguistics or literature using appropriate research methodology, and present the product of such research in the appropriate form;
7. evaluate and write reviews of language reference works (dictionaries) and a range of literary texts;
8. conduct him-/herself with confidence in general and academic discussions in his/her field of study;
9. teach Afrikaans at NSSC level after attainment of the required teaching qualification.

**Subject Convenor:** Prof HL Beyer (tel. 206 3850 – E-mail: hbeyer@unam.na)

**Admission Requirements**

Subject to the School’s general admission requirements (cf. C.1), a student must satisfy any one (1) of the following requirements to be admitted to the first year level in Afrikaans Studies:

(a) minimum grade 3 in Afrikaans First Language NSSC Higher Level or an equivalent qualification;
(b) minimum C symbol in Afrikaans First Language NSSC Ordinary Level or an equivalent qualification;
(c) minimum grade 3 in Afrikaans Second Language NSSC Higher Level or an equivalent qualification;
(d) minimum B symbol in Afrikaans Second Language NSSC Ordinary Level or an equivalent qualification;
(e) written approval by the Head: Department of Language and Literature Studies.

**Curriculum Compilation**

**First Year Level**

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>OLD PHASED OUT MODULES</th>
<th>NEW PHASED IN EQUIVALENT MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Code</td>
</tr>
<tr>
<td>1</td>
<td>LAS 3581</td>
</tr>
<tr>
<td>2</td>
<td>LAS 3592</td>
</tr>
</tbody>
</table>

**Second Year Level**

**Admission Requirements**

1. The School’s Student Registration and Academic Advancement Rules apply.
2. See the course-specific prerequisite below.

**Curriculum Compilation**

Students take the three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LAF 3611</td>
<td>Afrikaans Linguistics</td>
<td>-</td>
</tr>
<tr>
<td>1</td>
<td>LAF 3631</td>
<td>Foundations of Dutch Language and Literature</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>LAF 3652</td>
<td>Afrikaans Visual Studies</td>
<td>HLAF 3582</td>
</tr>
</tbody>
</table>
### Third Year Level

**Admission Requirements**

1. The School’s Student Registration and Academic Advancement Rules apply.
2. See the course-specific prerequisites below.

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LAF 3711</td>
<td>Afrikaans in Context</td>
<td>-</td>
</tr>
<tr>
<td>1</td>
<td>LAF 3732</td>
<td>Afrikaans Language Studies</td>
<td>HLAF 3611</td>
</tr>
<tr>
<td>2</td>
<td>LAF 3751</td>
<td>Afrikaans and Dutch Poetry</td>
<td>HLAF 3582</td>
</tr>
</tbody>
</table>

### Fourth Year Level

**Admission Requirements**

1. The School’s Student Registration and Academic Advancement Rules apply: A student admitted to the fourth year level may register for the eight (8) (128 credits) fourth year courses plus one (1) outstanding course on first, second or third year level, subject to the relevant subject regulations (inclusive of prerequisites)
2. Note the course-specific prerequisites and restriction below.

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAF 3810</td>
<td>Research project in Afrikaans</td>
</tr>
<tr>
<td>LAF 3820</td>
<td>Text Editing and Translation</td>
</tr>
<tr>
<td>LAF 3840</td>
<td>Afrikaans Text Linguistics</td>
</tr>
<tr>
<td>LAF 3860</td>
<td>Afrikaans and Dutch Novel and Drama</td>
</tr>
</tbody>
</table>

### Course Descriptors

#### Second Year Level

**LAF 3611 Afrikaans Linguistics**

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** None

**Content:** This course familiarises the student with the scientific study of language structure in Afrikaans. Five topics are covered, although not each exhaustively every year: **Phonetics:** the human sound-producing system; sound classes and types in Afrikaans; phonetic transcription; **Phonology:** sound segments and phonemes in Afrikaans; major phonological processes in Afrikaans; **Morphology:** simplex and complex words; types of morphemes in Afrikaans; derivation and inflection; the major word formation processes and their products; **Syntax:** the main syntactic categories and structures and their functions in basic sentences; **Semantics:** the structure of the lexicon; the main lexical relations in the lexicon; the major elements of the relation between semantics and syntax in Afrikaans.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### LAF 3631 Foundations of Dutch Language and Literature

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** None

**Content:** Afrikaans is largely derived from Dutch, and the bond between the two languages remains strong. A basic knowledge of the Dutch language and insight into aspects of the Dutch society, culture and literature will develop the student’s appreciation for the close relation between the two languages and their peoples, but also for the marked variation. The course is offered in two components: a language acquisition component and an introductory literature component. **Language:** Students will acquire basic communicative proficiency in Dutch and focus on the most important differences between Afrikaans and Dutch in terms of country and culture, pronunciation, spelling, grammar and vocabulary. **Literature:** The literature component follows the language component and the focus is on the reading and comprehension of modern Dutch in newspapers and in short stories.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
LAF 3652 Afrikaans Visual Studies

**Proposed NQF Level:** 6  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HLAF 3582 Foundations of Afrikaans Literature  
**Content:** The following aspects will be dealt with: one or more dramas, a film and/or advertisements (as part of different sub-genres) on a thematic and performance. Literary aspects unique to the specific material (texts) will also be focused on.

Die volgende aspekte sal op 'n tematiese grondslag behandel word: een of meer dramas, 'n film en/of advertenties. Die visuele in samewerking met die tekste sal in die geval van die dramas onder die soeklig val.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**Third Year Level**

LAF 3711 Afrikaans in Context

**Proposed NQF Level:** 7  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** None

**Content:** Few languages in the world can claim an exact place and date of birth. Afrikaans can: Cape Town, 1652. In this course the student will study the external history (the "story") and elements of the internal history (grammatical development) of Afrikaans from 1652 to the present. The unique nature of Afrikaans as a language with European roots, yet an African origin, will become apparent. Older Afrikaans texts will be studied and compared with modern Afrikaans. The course also focuses on elements of sociolinguistic and geographic variation in Afrikaans and the position and function of Afrikaans in modern Namibia. Language attitude will be explored and the factors causing language death will be studied, followed by considering the future of Afrikaans in Namibia. Finally, the main movements and associated figures in Afrikaans literary history will be studied.

Min tale in die wêreld kan aanspraak maak op 'n presiese geboorteplek en –datum. Afrikaans kan: Kaapstad, 1652. In hierdie kursus word die eksterne geskiedenis (die "storie") en elemente van die interne geskiedenis (grammatiese ontwikkeling) van Afrikaans sedert 1652 tot vandag bestudeer. Die unieke aard van Afrikaans as taal met Europese wortels wat op Afrika-bodem ontstaan het, sal duidelijk word. Oud Afrikaanse tekste sal met modern Afrikaanse tekst vergelyk word. Die kursus fokus ook op elemente van die sosiolektiese en geografiese verskeidenheid in Afrikaans en die plek en fungisie van Afrikaans in die hedendaagse Namibie. Taalhouding en die faktore wat tot taalsterfte aanleiding gee, word verken, en die toekoms van Afrikaans in Namibie word oorweg.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LAF 3732 Afrikaans Language Studies

**Proposed NQF Level:** 7  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HLAF 3611 Afrikaans Linguistics

**Content:** This course applies the basics of Afrikaans linguistics studied at second year level to the following four topics in Afrikaans applied language studies: linguistic norms, linguistic style, language planning and lexicography. Not each topic will be dealt with exhaustively every year.

In hierdie kursus word die beginsels van die Afrikaanse taalwetenskap wat in die vorige studiejaar bestudeer is, toegepas op die studie van taalkundige norme in Afrikaans. Die volgende onderwerpe word behandel: normering en universele taalkundige norme; sintaktiese, morfologie en semantiese norme; standaardtaal; taalsiuwerheid; naslaanwerke en woordeboeke.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LAF 3751 Afrikaans and Dutch Poetry

**Proposed NQF Level:** 7  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** HLAF 3611 Afrikaans Linguistics

**Content:** Focus on Afrikaans and Dutch poems with the theme “Poems representing metatexts”. How to analyse a poem in general will serve as an introduction to confront the student with the approaches and techniques in poetry such as metaphorical language, rhyme and rhythm, etc. An Afrikaans poetry volume of the author George Weideman will be studied.

Ten opsigte van die Nederlandse poëzie sal die student ingelei word in die vermaatste literêre periodes van die moderne Nederlandse poëzie vanaf die 1700’s tot en met die begin van die nuwe millennium. Wat Afrikaans betref, sal hoofsaaklik gefokus word op metatextuele aspekte in die poëzie sedert 1960. Van die student sal verwag word om gedigte grondig te kan ontleed.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

LAF 3810 Research project in Afrikaans

**Proposed NQF Level:** 8  
**Credits:** 32  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** HLAF 3611 Afrikaans Linguistics

**Content:** This course represents a research component for which the student will select a research topic in Afrikaans linguistics or literature in consultation with the Department of Language and Literature Studies. Students will initially attend lectures in research methodology. After selection of a topic, each student will prepare and present a research proposal to his/her supervisor by the required deadline. Following approval of the research proposal, the student will conduct his/her research and write a research project of between 10 000 and 15 000 words according to Departmental and School guidelines and with the guidance of the supervisor. Students will be required to attend regular Departmental research seminars during the year where they will report on the progress with their research.

Hierdie kursus behels hoofsaaklik navorsing. Die student sal in oorelië met die Departement 'n onderwerp in die Afrikaanse taalkunde of literatuur kies en 'n navorsingsvoorstel voorberei. Nadat die navorsingsvoorstel goedgekeur is, sal die student sy of haar navorsing onder leiding van 'n studielier onderneem en 'n mini-tesi van tussen 10 000 en 15 000 woorde volgens die geldende riglyne skryf. Van studente sal verwag word om gereellele departementele navorsingsseminare by te woon en oor die vordering met hul navorsing verslag te lever.

**Assessment:** Continuous assessment 100% (research project)

LAT 3820 Test Editing and Translation

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** HLAF 3611 Afrikaans Linguistics

**Content:** This course deals with the complex processes of text editing and translation. Students study the theory of these disciples and do practical text editing, evaluation, translation and Afrikaans and translation criticism.
The course develops a student’s understanding of internal language norms (in particular those of syntax, morphology and semantics) and external norms (focusing on the importance of standardised language and a balanced approach to language purity vs. linguistic purism). In the second semester, the field of linguistic style is explored, building on the knowledge acquired in the course HLAF 3732 Afrikaans Language Studies. Some general theoretical aspects of style are discussed before focusing on two contrasting text types: academic texts and advertisements.

Assessment:
Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LAF 3860 Afrikaans and Dutch Novel and Drama

Proposed NQF Level: 8
Credits: 16
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Content: After dealing with the shorter sub-genres on prose in the previous study years, the novel and drama will be dealt with in this course. The Afrikaans and Dutch novel and drama will be dealt with separately and not necessarily on a comparative basis. As far as the drama is concerned, the focus will be on analysing the individual texts in depth.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
Curriculum Compilation

Students take the three (3) Courses below

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LCB 3711</td>
<td>Basic Mandarin Chinese Level 4-1</td>
</tr>
<tr>
<td>1</td>
<td>LCB 3731</td>
<td>Basic Reading and Writing skills in Chinese</td>
</tr>
<tr>
<td>2</td>
<td>LCB 3752</td>
<td>Basic Mandarin Chinese Level 4-2</td>
</tr>
<tr>
<td>2</td>
<td>LCB 3772</td>
<td>Chinese for Business and Tourism</td>
</tr>
</tbody>
</table>

Course Descriptors

Second Year Level

LCB 3611 Basic Mandarin Chinese Level 3-1
Proposed NQF Level: Credits: 24 Contact Hours: 6hours/week over 14 weeks = 84 contact hours
Content: In this course students are supposed to comprehend and produce about 500 Chinese characters in total and learn to write some amount of them. They continue to learn to communicate in Chinese on the topic concerning their life, study, work, and when travel in China they are supposed to be able to cope with most communications.

Assessment: Continuous assessment 60%: Examination 40% (1 hour examination paper)

LCB 3611 Basic Mandarin Chinese Level 3-2
Proposed NQF Level: Credits: 16 Contact Hours: 4hours/week over 14 weeks = 56 contact hours
Content: As the continuing part of Basic Mandarin Chinese Level 3-1, in this course students should continue to learn to comprehend and produce about another 300 Chinese characters and make up to 800 in total to meet the level 3 by the end of this year in terms of vocabularies. Students are encouraged to pass HSK Level 3 (Chinese Proficiency Test Level 3).

Assessment: Continuous assessment 60%: Examination 40% (1 hour examination paper)

LCB 3652 Listening and Speaking Skill in Chinese
Proposed NQF Level: Credits: 8 Contact Hours: 2hours/week over 14 weeks = 28 contact hours
Content: In this course students focus on acquiring good listening and speaking skills. Chinese four tones and intonation should be emphasized in this course. Students will be exposed to real situations in which to be trained grasp the skills of listening and speaking in Chinese.

Assessment: Continuous assessment 60%: Examination 40% (1 hour examination paper)

Third Year Level

LCB 3711 Basic Mandarin Chinese Level 4-1
Proposed NQF Level: Credits: 16 Contact Hours: 4hours/week over 14 weeks = 56 contact hours
Content: In this course students continue to consolidate the ability of listening, speaking, reading and writing in Chinese. They are supposed to express themselves in many aspects such as the topics concerning comparing the difference between Chinese culture and Namibian culture.

Assessment: Continuous assessment 60%: Examination 40% (2 hours examination paper)

LCB 3731 Basic Reading and Writing Skills in Chinese
Proposed NQF Level: Credits: 8 Contact Hours: 2hours/week over 14 weeks = 28 contact hours
Content: In this course students will be trained to learn more words by reading and the skills of composing sentences correctly is also will be trained. The emphasis will also be on how to understand the reading well by overcoming cultural bars.

Assessment: Continuous assessment 60%: Examination 40% (2 hours examination paper)

LCB 3752 Basic Mandarin Chinese Level 4-2
Proposed NQF Level: Credits: 8 Contact Hours: 2hours/week over 14 weeks = 28 contact hours
Content: As the continuous part of Basic Mandarin Chinese Level 4, students will be exposed to more contexts with more complicated Chinese grammatical patterns and expressions. They are supposed to comprehend and produce about 1200 characters in total. At the end of this year they are encouraged to take HSK Level 4 (Chinese Proficiency Test Level 4).

Assessment: Continuous assessment 60%: Examination 40% (2 hours examination paper)

LCB 3772 Chinese for Business and Tourism
Proposed NQF Level: Credits: 16 Contact Hours: 4hours/week over 14 weeks = 56 contact hours
Content: This course specializes in communication for business and the hospitality industry. Students will learn how to present themselves well in the situation concerning the using of Chinese language in terms of business, such as in tourism, in bank and other Chinese companies.

Assessment: Continuous assessment 60%: Examination 40% (1 hour examination paper)
ENGLISH STUDIES

Exit Outcomes

Graduates of English Studies should be able to:
1. proceed to postgraduate studies in English;
2. handle with confidence the teaching of English language and literature;
3. write and speak English competently;
4. understand and analyse a broad range of literature.

Subject Convenor: Dr Shipale (tel. +264 61 206 3818 – Email: sshipale@unam.na)

Admission Requirements

The School’s general admission requirements apply (cf. C.1).

First Year Level

Curriculum Compilation

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Old Phased Out Modules</th>
<th>New Phased In Equivalent Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LEN 3581</td>
<td>Fundamentals of English Language Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>LEN 3582</td>
<td>Fundamentals of the Study of Literature(s) in English</td>
<td></td>
<td>H3532YE Fundamentals of Literature in English</td>
</tr>
</tbody>
</table>

Second Year Level

Admission Requirements: The School’s Student Registration and Academic Advancement Rules apply.

Curriculum Compilation

Students select three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LEN 3611</td>
<td>Lexis and Basic Grammar</td>
<td>HLEN 3581</td>
</tr>
<tr>
<td>1</td>
<td>LEN 3631</td>
<td>Approaches to Poetry Analysis</td>
<td>HLEN 3582</td>
</tr>
<tr>
<td>2</td>
<td>LEN 3652</td>
<td>Sociolinguistics</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>LEN 3672</td>
<td>Selection of Drama and Prose</td>
<td></td>
</tr>
</tbody>
</table>

Third Year Level

Admission Requirements

1. The School’s Student Registration and Academic Advancement Rules apply
2. Note the course-specific prerequisites and restrictions below.

Curriculum Compilation

Students pursuing English Studies as a major subject select three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LEL 3711</td>
<td>Literary Theory</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>LENA 3731</td>
<td>Functional Process Writing</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>LENA 3732</td>
<td>Psycholinguistics</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>LEL 3732</td>
<td>Namibian Literature in English Since Independence</td>
<td></td>
</tr>
</tbody>
</table>

Students pursuing English Studies as a minor subject select two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LENA 3731</td>
<td>Functional Process Writing</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>LEL 3732</td>
<td>Namibian Literature in English Since Independence</td>
<td></td>
</tr>
</tbody>
</table>

*Students who intend to major in English Studies as a first major must take LENA3731 to be able to do LENA3810 Research Project in English studies.

Fourth Year Level

Admission Requirements

1. The School’s Student Registration and Academic Advancement Rules apply A student admitted to the fourth year level may register for the eight (8) (128 credits) fourth year courses plus one (1) outstanding course on first, second or third year level, subject to the relevant subject regulations (inclusive of prerequisites) (cf. E.4.3.3.1).
2. See the course-specific prerequisites and restrictions below.

Curriculum Compilation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>LEN 3810</td>
<td>Research Project in English</td>
<td>HLEN 3731</td>
</tr>
<tr>
<td>Students further select three (3) year-Courses below:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>LEN 3820</td>
<td>Approaches to Stylistics Analysis</td>
<td></td>
</tr>
</tbody>
</table>
Course Descriptors

Second Year Level

LEN 3611 Lexis and Basic Grammar

Proposed NQF Level: 6
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours
Prerequisite: LEN 3581 Fundamentals of English Language Studies

Content: This course discusses the structure of the English language at the levels of the word, the phrase and the simple sentence. It familiarises students with morphology (the study of the internal structure of words) and syntax (the study of the structure of phrases and sentences) in the identification of word classes and types of phrases and clauses. It also shows how morphology and syntax are interrelated in the study of the structure of language.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LEN 3631 Approaches to Poetry Analysis

Proposed NQF Level: 6
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours
Prerequisite: LEN 3581 Fundamentals of the Study of Literature(s) in English

Content: The course is designed to cultivate the literary appreciation and critical evaluation skills of the student. Students will be introduced to a variety of poetic forms and encouraged to discern appropriate approaches which will enhance their understanding of that particular genre (kind or style of writing). The course will be based on lectures and practical exercises.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LEN 3652 Sociolinguistics

Proposed NQF Level: 6
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours
Prerequisite: None

Content: This course discusses language use in society, and how these issues relate to each other.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LEN 3672 Selection of Drama and Prose

Proposed NQF Level: 6
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours
Prerequisite: None

Content: The course is designed to deepen the students’ understanding of drama as text, as well as broaden their knowledge of fiction, by studying two tragedies, two novels and two collections of short stories. The analysis of the different narrative strategies used by the writers provides a unifying theme.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

LEL 3711 Literary Theory

Proposed NQF Level: 7
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours
Prerequisite: None

Content: Students will explore selected theories of literature. Examples of the theories are feminism, Marxism and post-colonialism.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LEN 3732 Psycholinguistics

Proposed NQF Level: 7
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours
Prerequisite: None

Content: This course deals mainly with issues concerning first language acquisition and second language acquisition and learning. In dealing with understanding of what goes on in the process of language acquisition and learning, the students will examine the stages of language acquisition, theories of child language acquisition, language acquisition and the different aspects of grammar, characteristics of the input in child and adult language acquisition, issues related to deprivation of language, sign language, comparison of animals and humans with regard to language abilities, second language acquisition in children and adults, second and foreign language teaching, bilingualism.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LEL 3732 Namibian Literature in English Since Independence

Proposed NQF Level: 7
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours
Prerequisite: None

Content: The course will explore key themes in Namibian literature and set this in an historical and cultural context. Reference will also be made to other Southern African books and writers. The texts will be drawn from the genres of poetry, prose and drama.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LEN 3731 Functional Process Writing

Proposed NQF Level: 7
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours
Prerequisite: None

Content: Students gain extensive practice and feedback in five modes of academic and professional writing using the process writing approach. Particular emphasis is given to critical thinking skills, essay organisation skills and language use/grammar. The course bridges the learning gap at a critical development stage between the earlier communication skills and the Level 8 senior research project. Students will be introduced to research methodology and guided through the process of proposal writing in preparation for conducting research and writing and their research projects.

Assessment: Continuous assessment 60% : Examination 40% (examination essay)
Fourth Year Level

**LEN 3810 Research project in English**

- **Proposed NQF Level:** 8
- **Credits:** 16
- **Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours
- **Prerequisite:** Admission to the fourth year level and HLEN 3751 Functional Process Writing
- **Content:** This course represents a research component for which the student will select a research topic in English linguistics or literature in consultation with the Department of Language and Literature Studies. Students will initially attend lectures in research methodology. After selection of a topic, each student will prepare and present a research proposal to his/her supervisor by the required deadline. Following approval of the research proposal, the student will conduct his/her research and write a research project of between 10 000 and 15 000 words according to Departmental and School guidelines and with the guidance of the supervisor. Students will be required to attend regular Departmental research seminars during the year where they will report on the progress with their research.
- **Assessment:** Continuous assessment 100% (research project)

**LEN 3820 Approaches to Stylistics Analysis**

- **Proposed NQF Level:** 8
- **Credits:** 16
- **Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours
- **Prerequisite:** Admission to the fourth year level
- **Content:** This course involves a linguistic and stylistic analysis of various kinds of texts. In the analysis of these texts emphasis is placed on identifying the linguistic features that characterise the different genres. The course provides the students with ways in which text varieties can be studied and classified and applies this knowledge to the discussion of what makes a “good” example of a particular type of text. The course also explores how text varieties change over time and the functions in society those particular texts take on.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**LEN 3840 Approaches to Language Analysis**

- **Proposed NQF Level:** 8
- **Credits:** 16
- **Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours
- **Prerequisite:** Admission to the fourth year level and HLEN 3531 Fundamentals in English Language Studies and HLEN 3611 Lexis and Basic Grammar
- **Content:** This course discusses various approaches to the study of the structure of language. It examines the difference between notional and formal and functional grammars and how each type contributes to our understanding of the language system. The course also analyses the syntax of English and how theory informs practice. The course follows a descriptive approach that encourages associations and contrasts. Participants practise how they explain problem areas of English syntax to colleagues and school learners.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**LEL 3800 Commonwealth and Post-colonial Literature**

- **Proposed NQF Level:** 8
- **Credits:** 16
- **Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours
- **Prerequisite:** Admission to the fourth year level
- **Content:** This course builds on the third year level course in literary theory. It aims to explore in depth the concepts of post-colonial and Commonwealth, the relationship between the centre and the periphery and the notion of the empire writes back. The central views of important post-colonial theorists such as Fanon, Ngugi, Said and Spivak will be considered.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**LEL 3820 An Overview of African Literature**

- **Proposed NQF Level:** 8
- **Credits:** 16
- **Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours
- **Prerequisite:** Admission to the fourth year level
- **Content:** This course will focus on the themes of identity/identities and the significance of poetry and fiction in exploring the tensions brought about by the conflict between “traditional” African and “modern” values that were shaped by colonialism. The importance of Western education and Christianity in shaping the consciousness of the “new African” will be highlighted. The impact of the patriarchal culture on the roles of women will also be explored.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**FRENCH AS APPLIED AND BUSINESS LANGUAGE**

**Introduction**

French as Applied and Business Language is offered as a minor subject up to third year level. The curriculum of this subject is specifically designed for students who have no or very little competence in French, and is therefore not suitable for students with school-leaving level competence in the language.

**Subject Convenor:** Ms A Zannier-Wahengo (tel. 206 3853 – E-mail: azannier@unam.na)

**Exit Objectives**

After completion of the full three years of French as Applied and Business Language a student should be able to:

1. communicate without undue effort in a variety of formal and informal situations in French;
2. write formal documents (letters, faxes, memoranda) for business and tourism in French;
3. read, understand and write a variety of structured French texts regularly encountered in the business and tourism environments (brochures, advertisements, etc.);
4. understand discussions and conversations in standard and non-standard French, provided the pace is slow and words are clearly articulated;
5. compare and differentiate between French and his/her own culture;
6. react appropriately in a variety of different social and cultural settings.

**Admission Requirements**

1. The School’s general admission requirements apply (cf. C.1).
2. The curriculum of French as Applied and Business Language is specifically designed for students with no or very little competence in French, and may therefore not be taken by a first language speaker of French, a student with advanced second language competence or who has been examined in French at NSCC or the equivalent level in the past five (5) years. The Department of Language and Literature Studies reserves the right to cancel a student’s registration in French as Applied and Business Language should it become evident that the student’s competence in French exceeds the applicable level.

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First Year Level

Curriculum Compilation

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LFB 3581</td>
<td>Foundations of French</td>
<td>1</td>
<td>H3511YZ</td>
<td>Foundations of French</td>
</tr>
<tr>
<td>2</td>
<td>LFB 3582</td>
<td>French for Beginners</td>
<td>2</td>
<td>H3532YZ</td>
<td>French for Beginners</td>
</tr>
</tbody>
</table>

Second Year Level

Admission Requirements

Subject to the Student Registration and Academic Advancement Rules a student should have passed at least one (1) of the two Courses at first year level to be admitted to the second year level in French as Applied and Business Language.

Curriculum Compilation

Students take the three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LFB 3611</td>
<td>Listening and Speaking Skills in French</td>
</tr>
<tr>
<td>1</td>
<td>LFB 3631</td>
<td>Basic Reading and Writing Skills in French</td>
</tr>
<tr>
<td>2</td>
<td>LFB 3652</td>
<td>Basic Interaction and Communication in French</td>
</tr>
</tbody>
</table>

Third Year Level

Admission Requirements

Subject to the Student Registration and Academic Advancement Rules a student should have passed both Courses at first year level and at least two (2) of the three Courses at second year level to be admitted to the third year level in French as Applied and Business Language.

Curriculum Compilation

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LFB 3711</td>
<td>Foundations of Business French</td>
</tr>
<tr>
<td>2</td>
<td>LFB 3732</td>
<td>French for Business and Tourism</td>
</tr>
</tbody>
</table>

Course Descriptors

First Year Level

LFB 3581 Foundations of French

Proposed NQF Level: 5  Credits: 12  Contact Hours: 3 hours/week over 14 weeks = 42 contact hours

Content: This course represents a first exposure to French as a language and as a culture. In this course students will acquire the most basic communication skills in French. They will be exposed to various basic linguistic and cultural situations and acquire the skills that allow them to react in an appropriate way in these situations. They will learn to meet their most basic needs necessary for survival in a Francophone community.

Contenu: Ce module propose un premier contact avec la culture et la langue françaises. Au cours de ce module, les étudiants pourront acquérir les compétences de communication élémentaires en français à travers diverses situations culturelles et langagières simples. Ils seront exposés aux connaissances minimum nécessaires pour survivre au sein d’une communauté Francophone.

Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

LFB 3582 French for Beginners

Proposed NQF Level: 5  Credits: 12  Contact Hours: 3 hours/week over 14 weeks = 42 contact hours

Content: In this course students continue to acquire the language and cultural skills necessary to meet basic needs in a Francophone community, e.g. filling in forms, asking for things (e.g. where is the bathroom, the exit, etc.) and giving basic personal information. Communication with other speakers of the language remains challenging but can be achieved if the interlocutor is patient and prepared to help. During instruction particular emphasis is placed on pronunciation and articulation. In addition students expand their vocabulary and learn to conduct very basic written tasks.

Contenu: Dans ce cours, les étudiants continuent leur acquisition des besoins élémentaires pour survivre dans une communauté Francophone comme remplir un formulaire, questionner (où sont les toilettes, où est la sortie, etc.) et donner des informations personnelles simples. Même si la communication avec les autres francophones demeure un défi, elle est néanmoins possible si l’interlocuteur est patient et peut faciliter l’échange. Une attention particulière sera portée à la prononciation et l’articulation. De plus, les étudiants élargiront la richesse de leur vocabulaire et apprendront à rédiger des tâches écrites très simples.

Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)
Second Year Level

LFB 3611 Listening and Speaking Skills in French

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: HLFB 3581 &amp; HLFB 3581</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: In this course students focus on acquiring good listening and speaking skills. Emphasis is put on correct pronunciation and intonation. Furthermore students read and understand a number of short structured texts encountered in everyday life.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contenu: Dans ce cours, les étudiants apprendront à comprendre et à produire des conversations orales. Ils perfectionneront leur prononciation et leur intonation. Les étudiants liseront un certain nombre de textes structurés rencontrés dans la vie quotidienne.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LFB 3631 Basic Reading and Writing Skills in French

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: HLFB 3581 &amp; HLFB 3581</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: In this course students acquire the basic writing skills needed to conduct simple correspondence of a formulaic nature in French. Special focus is placed on accurate orthography and syntax. Furthermore students read and understand a number of short structured texts encountered in everyday life.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contenu: Dans ce cours, les étudiants apprendront les compétences écrites simples nécessaires pour rédiger de simples correspondances en Français. Un accent sera mis sur l'orthographe et la syntaxe. De plus, les étudiants seront capables de lire et de comprendre de courts textes structurés rencontrés dans la vie quotidienne.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LFB 3632 Basic Interaction and Communication in French

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: HLFB 3581 &amp; HLFB 3581</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: In this course students continue to enhance their communication skills. This course focuses on the basic interaction necessary in the work environment. This includes oral as well as written skills. Students are introduced to more complex aspects of conversation and writing skills, such as making suggestions, expressing ideas and talking about future plans in French.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contenu: Dans ce cours, les étudiants perfectionneront leur compétence de communication. Ce cours met l’accent sur les interactions simples nécessaires dans l’environnement professionnel. Ce module appelle aux compétences écrites et orales. Les étudiants y découvriront des structures conversationnelles et des compétences écrites un peu plus complexes comme faire des propositions, exprimer des opinions, parler de projets futurs en Français.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

LFB 3711 Foundations of Business French

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: See admission requirements above.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: This course focuses on the first acquisitions of interaction and communication skills necessary in the business world. Students write basic formal letters and other documents required in business communication. The acquisition of specialised vocabulary is a main focus of this course. Students also continue to improve their oral skills in a variety of settings and situations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contenu: Ce cours expose aux premières compétences nécessaires à l’interaction et la communication en Français des Affaires. Les étudiants écriront des lettres formelles simples et d’autres documents usuels de la communication professionnelle. Ce cours insistera sur l’acquisition du lexique de spécialité. Les étudiants amélioreront également leur compétence orale à travers une variété de situations.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LFB 3732 French for Business and Tourism

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: See admission requirements above.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: This course focuses strongly on communication for business and the hospitality industry. Students learn to give presentations and write formal letters of a more complex nature. Communication during formal situations, such as meetings, is also introduced. Furthermore students are exposed to the most current documents and situations encountered in the hospitality industry.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contenu: Ce cours se focalise principalement sur la communication des affaires et du tourisme. Les étudiants apprendront à faire des présentations et à écrire des lettres formelles d’un niveau plus complexe. Le cours introduit également à des situations formelles professionnelles comme des réunions. De plus, les étudiants seront exposés aux documents et aux situations les plus courants du secteur du tourisme.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
**FRENCH STUDIES**

**Exit Objectives**

After the completion of all the Courses required for a major (year I to year IV) in the subject French studies, students should be able to:
1. recognise and apply simple and complex grammatical structures in French;
2. do research on a subject pertaining to French language, culture or literature;
3. read and understand a variety of French and francophone literary texts and place them in their historical and cultural context;
4. recognize differences between French and English structures and conventions;
5. apply their knowledge of French grammar, syntax and vocabulary to write complex texts of varying natures;
6. demonstrate a good awareness of French cultural conventions;
7. apply their cultural knowledge in a variety of situations in spoken and written French;
8. apply French writing, research and presentation conventions.

**Subject Convenor:** Ms A Zannier-Wahengo (tel. 206 3853 – E-mail: azannier@unam.na)

**Admission Requirements**

Subject to University and School admission requirements, a student must satisfy any one of the following requirements to be admitted to the first year of French Studies:
(a) minimum symbol C in French First or Foreign Language at NSSC Ordinary Level or the equivalent;
(b) a pass in French Foreign Language at NSSC Higher Level or the equivalent;
(c) written approval by the Head: Department of Language and Literature Studies.

**First Year Level**

**Curriculum Compilation**

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LFS 3581</td>
<td>Language Studies in French</td>
<td>1</td>
<td>H3511YF</td>
<td>Language Studies in French</td>
</tr>
<tr>
<td>2</td>
<td>LFS 3582</td>
<td>French Language Usage and Literature</td>
<td>2</td>
<td>H3532YF</td>
<td>French Language Usage</td>
</tr>
</tbody>
</table>

**Second Year Level**

**Admission Requirements**

The School’s Student Registration and Academic Advancement Rules apply

**Curriculum Compilation**

Students take the three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LFS 3611</td>
<td>Intermediate Language Usage in Context</td>
</tr>
<tr>
<td>2</td>
<td>LFS 3632</td>
<td>Foundations of Linguistics in French</td>
</tr>
<tr>
<td>2</td>
<td>LFS 3652</td>
<td>Advanced Language Usage in Context</td>
</tr>
</tbody>
</table>

**Third Year Level**

**Admission Requirements**

The School’s Student Registration and Academic Advancement Rules apply

**Curriculum Compilation**

Students pursuing French Studies as a **major subject** take all three (3) Courses below:

Students pursuing French Studies as a **minor subject** select two (2) of the three Courses below in consultation with the Department of Language and Literature Studies:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LFS 3711</td>
<td>Theoretical and Practical Grammar in French</td>
</tr>
<tr>
<td>1</td>
<td>LFS 3731</td>
<td>Introduction to French and Francophone Literature</td>
</tr>
<tr>
<td>2</td>
<td>LFS 3752</td>
<td>Composition, Speaking and Presentation Skills</td>
</tr>
</tbody>
</table>

**Fourth Year Level**

**Admission Requirements**

1. The School’s Student Registration and Academic Advancement Rules apply A student admitted to the fourth year level may register for the eight (8) (128 credits) fourth year courses plus one (1) outstanding course on first, second or third year level, subject to the relevant subject regulations (inclusive of prerequisites).
2. Note the course-specific prerequisite below.
**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LFR 3810</td>
<td>Research project in French</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LFS 3800</td>
<td>Applied Linguistics in French</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LFS 3820</td>
<td>French Literary History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LFS 3840</td>
<td>Contemporary French Society and Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LFS 3860</td>
<td>Contemporary French Literature</td>
<td>HLFS 3731</td>
</tr>
</tbody>
</table>

**Course Descriptors**

**Second Year Level**

**LFS 3611 Intermediate Language Usage in Context**

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: In this course students build on their acquired skills during the first year in order to expand and refine their knowledge. Furthermore students are introduced to basic research skills and presentation methods. Grammar is also introduced on a more theoretical basis in order for learners to acquire a conscious view of how the language works.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LFS 3632 Foundations of Linguistics in French**

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: At the end of this course students will be able to analyse and understand basic and intermediate morphological, syntactical and discursive structures of French in context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LFS 3652 Advanced Language Usage in Context**

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: This course introduces students to concepts of argumentation. Furthermore, students are required to critically evaluate themselves and their peers through presentations and discussions. At the same time students continue to expand their grammatical, phonological and cultural knowledge in French.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Third Year Level**

**LFS 3711 Theoretical and Practical Grammar in French**

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: At the end of this course students will be able to analyse and apply a number of advanced linguistic and grammatical elements in French. They will acquire the ability to recognise the importance of grammar and discursive structures in text analysis. Furthermore they will be aware of differences between English and French grammar and by implication of their first language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LFS 3731 Introduction to French and Francophone Literature**

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: This course introduces students to French literary history through the reading and analysis of various extracts of the works of authors in the French canon. In addition students are required to read a complete literary work and discussing it against its historical and social background.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### LFS 3752 Composition, Speaking and Presentation Skills

**Proposed NQF Level:** 7  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours  
**Credits:** 16

**Content:** In this course, students acquire the most current French writing and research methods. Furthermore, students are required to read and understand a number of technical and academic texts, thus moving away from the merely functional use of language. In addition, students are required to do presentations on academic and technical topics.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### Fourth Year Level

#### LFR 3810 Research project in French

**Proposed NQF Level:** 8  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours  
**Credits:** 32

**Content:** This course represents a research component for which the student will select a research topic on French society or literature in consultation with the Department of Language and Literature Studies. Students will initially attend lectures in research methodology. After selection of a topic, each student will prepare and present a research proposal to his/her supervisor by the required deadline. Following approval of the research proposal, the student will conduct his/her research and write a research project of between 10 000 and 15 000 words according to Departmental and School guidelines and with the guidance of the supervisor. Students will be required to attend regular Departmental research seminars during the year where they will report on the progress with their research.

**Assessment:** Continuous assessment 100% (research project)

#### LFS 3800 Applied Linguistics in French

**Proposed NQF Level:** 8  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours  
**Credits:** 16

**Content:** In this course, students develop an awareness of socio-linguistic aspects that influence the use and status of French in the world.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### LFS 3820 French Literary History

**Proposed NQF Level:** 8  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours  
**Credits:** 16

**Content:** In this course, students take a closer look at a specific literary period and its authors. Furthermore, students learn to effect a textual analysis of some depth and complexity by looking at a text in its historical and social context as well as paying close attention to literary genres and their conventions.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### LFS 3840 Contemporary French Society and Language

**Proposed NQF Level:** 8  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours  
**Credits:** 16

**Content:** In this course, students will take a conscious look at the differences between contemporary French and Namibian culture and society. Furthermore, students will develop an awareness of socio-linguistic aspects that influence the use and status of French in the world.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### LFS 3860 Contemporary French Literature

**Proposed NQF Level:** 8  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours  
**Credits:** 16

**Content:** In this course, students will do largely independent research on various literary works and their authors.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
GERMAN AS APPLIED AND BUSINESS LANGUAGE

Exit Objectives

After completion of the full three years of German as Applied and Business Language a student should be able to:

1. communicate without undue effort in a variety of formal and informal situations;
2. write formal documents (letters, faxes, memoranda) for business and tourism;
3. read, understand and write a variety of structured texts regularly encountered in the business and tourism environment (brochures, advertisements, etc.);
4. understand discussions and conversations in standard and non-standard German, provided the pace is slow and words are clearly articulated;
5. compare and differentiate between German and his/her own culture;
6. react appropriately in a variety of different social and cultural settings.

Subject Convenor: Prof M Zappen-Thomson (tel. 206 3856 – E-mail: mzappen@unam.na)

Admission Requirements

1. The School’s general admission requirements apply (cf. C.1).
2. The curriculum of German as Applied and Business Language is specifically designed for students with no or very little competence in German, and may therefore not be taken by a first language speaker of German, a student with advanced second language competence or who has been examined in German at NSSC or the equivalent level in the past five (5) years. The Department of Language and Literature Studies reserves the right to cancel a student’s registration in German as Applied and Business Language should it become evident that the student’s competence in German exceeds the applicable level.

First Year Level

Curriculum Compilation

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LGB 3581</td>
<td>Foundations of German</td>
<td>1</td>
<td>H3511YY</td>
<td>Introduction to German</td>
</tr>
<tr>
<td>2</td>
<td>LGB 3582</td>
<td>German for Beginners</td>
<td>2</td>
<td>H3532YY</td>
<td>German for Beginners</td>
</tr>
</tbody>
</table>

Second Year Level

Admission Requirements

Subject to the Student Registration and Academic Advancement Rules a student should have passed at least one (1) of the two Courses at first year level to be admitted to the second year level in German as Applied and Business Language.

Curriculum Compilation

Students take the three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LGB 3611</td>
<td>Listening and Speaking Skills in German</td>
</tr>
<tr>
<td>1</td>
<td>LGB 3631</td>
<td>Basic Reading and Writing Skills in German</td>
</tr>
<tr>
<td>2</td>
<td>LGB 3652</td>
<td>Basic Interaction and Communication in German</td>
</tr>
</tbody>
</table>

Third Year Level

Admission Requirements

Subject to the Student Registration and Academic Advancement Rules a student should have passed both courses at first year level and at least two (2) of the three Courses at second year level to be admitted to the third year level in German as Applied and Business Language.

Curriculum Compilation

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LGB 3711</td>
<td>Foundations of Business German</td>
</tr>
<tr>
<td>2</td>
<td>LGB 3732</td>
<td>German for Business and Tourism</td>
</tr>
</tbody>
</table>

Course Descriptors

Second Year Level

LGB 3611 Listening and Speaking Skills in German

Proposed NQF Level: 6  Credits:16  Contact Hours: 4 hours/week over 12 weeks = 48 contact hours

Prerequisite: See the admission requirements above.

Content: In this course the student focuses on acquiring good listening and speaking skills. Emphasis is put on correct pronunciation and intonation. The student is exposed to a variety of situations in which s/he has to perform basic conversations and has to extract the most important information in an audio text or in a conversation. The student will furthermore be expected to give very basic presentations about him-/herself and his/her activities.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LGB 3631 Basic Reading and Writing Skills in German

<table>
<thead>
<tr>
<th>Proposed NQF Level:</th>
<th>6</th>
<th>Credits:</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>See admission requirements above.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content:</td>
<td>In this course the student acquires the basic writing skills needed to conduct simple correspondence of a formalic nature. Special focus is placed on accurate orthography and syntax. Furthermore, the student reads and demonstrates understanding short structured texts encountered in everyday life.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ziel des Kurses ist es, besonders die Fertigkeiten Lesen und Schreiben in Deutsch als Fremdsprache zu trainieren. Hierfür wird ein Fokus auf die Leser-(verstehen)- und Schreibübungen gelegt und mit zusätzlichem Material bearbeitet.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LGB 3652 Basic Interaction and Communication in German

<table>
<thead>
<tr>
<th>Proposed NQF Level:</th>
<th>6</th>
<th>Credits:</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>See admission requirements above.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content:</td>
<td>In this course students continue to enhance their communication skills. This course focuses on the basic interaction necessary in the work environment. This includes oral as well as written skills. The student is introduced to more complex aspects of conversation and writing skills.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ziel des Kurses ist es, weiterführende Sprech-, Hö rer-(verstehen)-, Schreib- und Lesefertigkeiten im Deutschen als Fremdsprache mit der entsprechenden Grammatik zu entwickeln.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

LGB 3711 Foundations of Business German

<table>
<thead>
<tr>
<th>Proposed NQF Level:</th>
<th>7</th>
<th>Credits:</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>See admission requirements above.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content:</td>
<td>This course focuses strongly on communication for business and hospitality industry. The student learns to give presentations and write formal letters of a more complex nature using “building blocks”. Communication during formal situations, such as meetings, is also introduced. Furthermore, students are exposed to the most current documents and situations encountered in the business world.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LGB 3732 German for Business and Tourism

<table>
<thead>
<tr>
<th>Proposed NQF Level:</th>
<th>7</th>
<th>Credits:</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>See admission requirements above.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content:</td>
<td>This course focuses strongly on written communication for business and the hospitality industry. Students learn also how to write applications and CVs in German and how to prepare for a job interview.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

GERMAN STUDIES

Exit Objectives

Upon completion of this subject, the student should be able to:

1. appropriately apply his/her general language skills by using complex syntax in almost every situation and participate in conversations of a wide range responding adequately (at least as it is required by syllabuses of German up to NSSCH level)
2. approach the language under certain linguistic aspects, assess the language as part of the society and its various fields and apply his/her awareness of language usage in various situations (at least as it is required by syllabuses of German up to NSSCH level)
3. develop an awareness about culture and intercultural issues, describe and apply various theories, concepts and practices relevant to intercultural communication, develop effective intercultural communication skills and strategies to act competently in intercultural situations and develop respect, tolerance and acceptance of cultural diversity in various contexts
4. read, discuss and analyse German literature with special reference to the interrelatedness of society and literature in its historical and cultural context; demonstrate thorough knowledge of the various genres of literature and the different periods of German literature as well as culture from “Barock” through to contemporary Germany (at least as it is required by syllabuses of German up to NSSCH level).

Subject Convenor: Prof Julia Augart (tel. 206 3857 – E-mail: jaugart@unam.na)

Admission Requirements

Subject to the School’s general admission requirements (cf. C.1), a student must satisfy any one (1) of the following requirements to be admitted to the first year level in German Studies:

(a) pass in German First Language NSSC Higher Level or an equivalent qualification;
(b) pass in German First Language NSSC Ordinary Level (minimum C symbol) or an equivalent qualification;
(c) pass in German Foreign Language NSSC Higher Level or an equivalent qualification;
(d) pass in German Foreign Language NSSC Ordinary Level (minimum C symbol);
(e) written approval by the Head: Department of Language and Literature Studies.

First Year Level

Curriculum Compilation

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LGS 3581</td>
<td>Foundations of German Studies</td>
<td>1</td>
<td>H3511YG</td>
<td>Foundations of German Studies</td>
</tr>
<tr>
<td>2</td>
<td>LGS 3592</td>
<td>Basic German Patterns</td>
<td>2</td>
<td>H3532YG</td>
<td>German Language Patterns</td>
</tr>
</tbody>
</table>

Second Year Level

Admission Requirements

The School's Student Registration and Academic Advancement Rules apply

Curriculum Compilation

Students take the three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Phased Out</th>
<th>Phased In</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LGS 3651</td>
<td>Text Analysis, Directed Writing and Presentation</td>
<td>LGS 3651</td>
<td>Text Analysis, Directed Writing and Presentation in German</td>
</tr>
<tr>
<td></td>
<td>LGS 3632</td>
<td>Contemporary German Society and Literature</td>
<td>LGS 3632</td>
<td>Literary and Cultural Concepts in German</td>
</tr>
<tr>
<td></td>
<td>LGS 3612</td>
<td>Complex German Patterns</td>
<td>LGS 3612</td>
<td>Complex German Patterns</td>
</tr>
</tbody>
</table>

Third Year Level

Admission Requirements

The School's Student Registration and Academic Advancement Rules apply

Curriculum Compilation

Students pursuing German Studies as a major subject take all three (3) Courses below:

Students pursuing German Studies as a minor subject select two (2) of the three Courses below in consultation with the Department of Language and Literature Studies:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Phased Out</th>
<th>Phased In</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LGS 3752</td>
<td>German Cultural History</td>
<td>LGS 3752</td>
<td>German Society and Literature after 1945</td>
</tr>
<tr>
<td></td>
<td>LGS 3731</td>
<td>German-African Perspectives</td>
<td>LGS 3731</td>
<td>Namibian-German Perspectives</td>
</tr>
<tr>
<td></td>
<td>LGS 3711</td>
<td>Theoretical and Practical German</td>
<td>LGS 3711</td>
<td>Theoretical Linguistics in German</td>
</tr>
</tbody>
</table>

Fourth Year Level

Admission Requirements

The School's Student Registration and Academic Advancement Rules apply. A student admitted to the fourth year level may register for the eight (8) (128 credits) fourth year courses plus one (1) outstanding course on first, second or third year level, subject to the relevant subject regulations (inclusive of prerequisites).

Curriculum Compilation

Students select a further three (3) year-Courses below in consultation with the Department of Language and Literature Studies:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGS 3810</td>
<td>Research project in German</td>
</tr>
<tr>
<td>LGS 3820</td>
<td>Modern German Literature and Culture</td>
</tr>
<tr>
<td>LGS 3840</td>
<td>Applied Linguistics in German</td>
</tr>
<tr>
<td>LGS 3860</td>
<td>Literature on Africa in German</td>
</tr>
<tr>
<td>LGT 3800</td>
<td>Intercultural Communication</td>
</tr>
</tbody>
</table>

Course Descriptors

Second Year Level

LGS 3651 Text Analysis, Directed Writing and Presentation in German

Proposed NQF Level: 6  Credits: 16  Contact Hours: 4 hours/week over 12 weeks = 48 contact hours
Prerequisite: None

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LGS 3612 Complex German Patterns

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 12 weeks = 48 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: Enhancement of communicative skills and written expression by focusing on more advanced aspects of German grammar.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LGS 3652 Literary and Cultural Concepts in German

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 12 weeks = 48 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: This module familiarises the student with literary genres as well as cultural concepts of German literature and the reading and studying of literature.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In diesem Kurs werden die verschiedenen literarischen Gattungen sowie kulturelle Konzepte in der deutschen Literatur behandelt, um eine kritische Auseinandersetzung und Analyse moderner deutscher Literatur zu ermöglichen.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level Not sure about codes in this year

LGS 3711 German Society and Literature after 1945

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 12 weeks = 48 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: This module makes the student aware of the interaction between (literary) texts and society concentrating on recent German history and societal developments.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dieser Kurs behandelt die zeitgenössische deutsche Gesellschaft und Literatur und verbindet Ereignisse aus der deutschen Geschichte ab ca. 1945 mit Beispielen aus der Literatur, um ein umfassendes Wissen über die moderne deutsche Gesellschaft und ihre Diskurse zu vermitteln.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LGS 3731 Namibian-German Perspectives

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 12 weeks = 48 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: This module makes the student aware of the colonial and post-colonial German relations in literature and media texts with special reference to Namibia and furthermore analyses texts depicting various aspects of Germany’s relationship/perspective to Namibia’s past and present.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dieser Kurs thematisiert die kolonialen und postkolonialen Beziehungen Deutschland mit besonderem Schwerpunkt auf den Deutsch-Namibischen Beziehungen in Medien und Texten anhand von historischen Texten, Romanen und aktuellen Zeitungsartikeln.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LGS 3752 Theoretical Linguistics in German

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 12 weeks = 48 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: This module discusses theoretical linguistics and its major disciplines such as semiotics, phonetics, morphology, syntax and text linguistic.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dieser Kurs führt in die germanistische Linguistik ein und beschäftigt sich hauptsächlich mit den Disziplinen wie Semiotik, Phonetik, Morphologie, Syntax und Textlinguistik.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

LGS 3810 Research project in German

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits: 32</th>
<th>Contact Hours: 2 hours/week over 24 weeks = 48 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: This course represents a research component for which the student will select a research topic in German linguistics or literature in consultation with the Department of Language and Literature Studies. Students will initially attend lectures in research methodology. After selection of a topic, each student will prepare and present a research proposal to his/her supervisor by the required deadline. Following approval of the research proposal, the student will conduct his/her research and write a research project of between 10 000 and 15 000 words according to Departmental and School guidelines and with the guidance of the supervisor. Students will be required to attend regular Departmental research seminars during the year where they will report on the progress with their research.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Studierende im vierten Jahr schreiben ein Research Paper in German. Dazu belegen die Studierenden Vorlesungen zur Forschungsmethodologie, erstellen ein Forschungsvorhaben zu einem Thema aus der Linguistik oder Literatur, ist dieses gutgeheissen, schreiben sie eine Forschungsarbeit von etwa 10 000 bis 15 000 Wörtern.
Assessment: Continuous assessment 100% (research project)

LGS 3820 Modern German Literature and Culture

Proposed NQF Level: 8  Credits: 16  Contact Hours: 2 hours/week over 24 weeks = 48 contact hours

Content: Study various literary texts from World War I through to contemporary Germany in conjunction with relevant aspects of the German society.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LGS 3840 Applied Linguistics in German

Proposed NQF Level: 8  Credits: 16  Contact Hours: 2 hours/week over 24 weeks = 48 contact hours

Content: Examine psycho- and socio-linguistic aspects with special reference to the Namibian situation (variety linguistics).

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LGS 3860 Literature on Africa in German

Proposed NQF Level: 8  Credits: 16  Contact Hours: 2 hours/week over 24 weeks = 48 contact hours

Content: Reading and analysing selected German texts on Africa, including translations of texts written by African authors.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LGT 3800 Intercultural Communication

Proposed NQF Level: 8  Credits: 16  Contact Hours: 2 hours/week over 24 weeks = 48 contact hours

Content: Introduction to the theory of intercultural communication in a multicultural and multilingual society, with special reference to Namibian society.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

SPANISH AS APPLIED AND BUSINESS LANGUAGE

Exit Objectives

After completion of the full three years of Spanish as Applied and Business Language a student should be able to:

1. communicate without undue effort in a variety of formal and informal situations;
2. write formal documents (letters, faxes, memoranda) for business and tourism;
3. read, understand and write a variety of structured texts regularly encountered in the business and tourism environment (brochures, advertisements, etc.);
4. understand discussions and conversations in standard and non-standard Spanish, provided the pace is slow and words are clearly articulated;
5. compare and differentiate between Spanish and his/her own culture;
6. react appropriately in a variety of different social and cultural settings.

Subject Convenor: Mr Pedro Antonio Vizcaino Pina (Email: pvizca inocapan@unam.na)

Admission Requirements

1. The School’s general admission requirements apply (cf. C.1).
2. The curriculum of Spanish as Applied and Business Language is specifically designed for students with no or very little competence in Spanish, and may therefore not be taken by a first language speaker of Spanish, a student with advanced second language competence or who has been examined in Spanish at NSSC or the equivalent level in the past five (5) years. The Department of Language and Literature Studies reserves the right to cancel a student’s registration in Spanish as Applied and Business Language should it become evident that the student’s competence in Spanish exceeds the applicable level.

Curriculum

First Year Level

Curriculum Compilation

<table>
<thead>
<tr>
<th>Students take the two (2) Courses below:</th>
<th>OLD PHASED OUT MODULES</th>
<th>NEW PHASED IN EQUIVALENT MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1</td>
<td>LSB 3581</td>
<td>Foundations of Spanish</td>
</tr>
<tr>
<td>2</td>
<td>LSB 3582</td>
<td>Spanish for Beginners</td>
</tr>
</tbody>
</table>
Second Year Level

Admission Requirements

Subject to the Student Registration and Academic Advancement Rules a student should have passed at least one (1) of the two Courses at first year level to be admitted to the second year level in Spanish as Applied and Business Language.

Curriculum Compilation

<p>| Students take the three (3) Courses below: |</p>
<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LSB 3611</td>
<td>Listening and Speaking Skills in Spanish</td>
</tr>
<tr>
<td>1</td>
<td>LSB 3631</td>
<td>Basic Reading and Writing Skills in Spanish</td>
</tr>
<tr>
<td>2</td>
<td>LSB 3652</td>
<td>Basic Interaction and Communication in Spanish</td>
</tr>
</tbody>
</table>

Third Year Level

Admission Requirements

Subject to the Student Registration and Academic Advancement Rules a student should have passed both Courses at first year level and at least two (2) of the three Courses at second year level to be admitted to the third year level in Spanish as Applied and Business Language.

Curriculum Compilation

<p>| Students take the two (2) Courses below: |</p>
<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LSB 3711</td>
<td>Foundations of Business Spanish</td>
</tr>
<tr>
<td>2</td>
<td>LSB 3732</td>
<td>Spanish for Business and Tourism</td>
</tr>
</tbody>
</table>

Course Descriptors

Second Year Level

LSB 3611 Listening and Speaking Skills in Spanish

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
Prerequisite: See the admission requirements above.  
Content: In this course students focus on acquiring good listening and speaking skills. Emphasis is put on correct pronunciation and intonation. Students are exposed to a variety of situations in which they have to perform basic conversations and have to extract the most important information in a Spanish audio text or in a conversation. Students will furthermore be expected to give very basic presentations about themselves and their activities in Spanish.  
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LSB 3631 Basic Reading and Writing Skills in Spanish

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
Prerequisite: See admission requirements above.  
Content: In this course students acquire the basic writing skills needed to conduct simple correspondence of a formulaic nature in Spanish. Special focus is placed on accurate orthography and syntax. Furthermore students read and understand a number of short structured texts encountered in everyday life.  
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LSB 3652 Basic Interaction and Communication in Spanish

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
Prerequisite: See admission requirements above.  
Content: In this course students continue to enhance their communication skills. This course focuses on the basic interaction necessary in the work environment. This includes oral as well as written skills. Students are introduced to more complex aspects of conversation and writing skills, such as making suggestions, expressing ideas and talking about future plans in Spanish.  
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
**LSB 3711 Foundations of Business Spanish**

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
</table>

**Prerequisite:** See admission requirements above.

**Content:** This course focuses on the first acquisitions of interaction and communication skills necessary in the business world. Students write basic formal letters and other documents required in business communication. The acquisition of specialised vocabulary is a main focus of this course. Students also continue to improve their oral skills in a variety of settings and situations.

**Contenido:** Este curso se centra en la adquisición de las competencias comunicativas necesarias para desenvolverse en el ámbito laboral. No sólo se trabajan diferentes tipos de texto formales sino también la interacción en reuniones, entrevistas, conversaciones telefónicas, etc.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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**LSB 3732 Spanish for Business and Tourism**

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
</table>

**Prerequisite:** See admission requirements above.

**Content:** This course focuses strongly on communication for business and the hospitality industry. Students learn to give presentations and write formal letters of a more complex nature. Communication during formal situations, such as meetings, is also introduced. Furthermore students are exposed to the most current documents and situations encountered in the hospitality industry.

**Contenido:** Este curso se centra básicamente en español de los negocios y el turismo. Los estudiantes aprenden a escribir cartas y a hacer presentaciones complejas sobre diversos temas. Los alumnos serán expuestos a diversas situaciones laborales relacionadas con el mundo de los negocios y el turismo.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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**KHOEKHOEGOWAB AS APPLIED LANGUAGE**

**Introduction**

Khoekhoegowab as Applied Language is offered as a minor subject up to third year level. The curriculum of this subject is specifically designed for students who have no or very little competence in Khoekhoegowab and is, therefore, not suitable for students with school-leaving level competence in the language.

**Subject Convener:** Prof H Beyer (tel. 206 3850 – E-mail: hbeyer@unam.na)

**Exit Objectives**

After completion of the full three years of *Khoekhoegowab as Applied Language* a student should be able to:

1. communicate without undue effort in a variety of formal and informal situations in Khoekhoegowab;
2. write formal documents (letters, faxes, memoranda) for professional purposes in Khoekhoegowab;
3. read, understand and write a variety of structured Khoekhoegowab texts regularly encountered in the working environment (brochures, advertisements, etc.);
4. understand discussions and conversations in standard and non-standard Khoekhoegowab, provided the pace is slow and words are clearly articulated;
5. compare and differentiate between Khoekhoegowab and his/her own culture;
6. react appropriately in a variety of different social and cultural settings.

**Admission Requirements**

1. The School’s general admission requirements apply (cf. C.1).
2. The curriculum of *Khoekhoegowab as Applied Language* is specifically designed for students with no or very little competence in Khoekhoegowab, and may therefore not be taken by a first language speaker of Khoekhoegowab, a student with advanced second language competence or who has been examined in Khoekhoegowab at NSSC or the equivalent level in the past five (5) years. The Department of Language and Literature Studies reserves the right to cancel a student’s registration in *Khoekhoegowab as Applied Language* should it become evident that the student’s competence in Khoekhoegowab exceeds the applicable level.

---

**First Year Level**

**Curriculum Compilation**

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LKF 3581</td>
<td>Foundations of Khoekhoegowab</td>
<td>1</td>
<td>H3511YX</td>
<td>Khoekhoegowab for Beginners A</td>
</tr>
<tr>
<td>2</td>
<td>LKB 3582</td>
<td>Khoekhoegowab for Beginners</td>
<td>2</td>
<td>H3532YX</td>
<td>Khoekhoegowab for Beginners B</td>
</tr>
</tbody>
</table>

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**Second Year Level**

**Admission Requirements**

Subject to the Student Registration and Academic Advancement Rules a student should have passed at least one (1) of the two Courses at first year level to be admitted to the second year level in *Khoekhoegowab as Applied Language*. 
Curriculum Compilation

Students take the three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LKK 3611</td>
<td>Listening and Speaking Skills in Khoekhoegowab</td>
</tr>
<tr>
<td>1</td>
<td>LKT 3631</td>
<td>Basic Reading and Writing Skills in Khoekhoegowab</td>
</tr>
<tr>
<td>2</td>
<td>LKJ 3612</td>
<td>Basic Interaction and Communication in Khoekhoegowab</td>
</tr>
</tbody>
</table>

Third Year Level

Admission Requirements

Subject to the Student Registration and Academic Advancement Rules, a student should have passed both Courses at first year level and at least two (2) of the three Courses at second year level to be admitted to the third year level in Khoekhoegowab as Applied Language.

Curriculum Compilation

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LKA 3711</td>
<td>Advanced Communication in Khoekhoegowab</td>
</tr>
<tr>
<td>2</td>
<td>LKW 3712</td>
<td>Khoekhoegowab in the Work Situation</td>
</tr>
</tbody>
</table>

Course Descriptors

Second Year Level

LKK 3611 Listening and Speaking Skills in Khoekhoegowab

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
Prerequisite: See admission requirements above.  
Content: In this course students focus on acquiring good listening and speaking skills. Emphasis is put on correct pronunciation and intonation. Students are exposed to a variety of situations in which they have to perform basic conversation and have to extract the most important information in a Khoekhoegowab audio text or in a conversation. Students will furthermore be expected to give in Khoekhoegowab very basic presentations about themselves and their activities.  
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LKT 3631 Basic Reading and Writing Skills in Khoekhoegowab

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
Prerequisite: See admission requirements above.  
Content: In this course students acquire the basic writing skills needed to conduct simple correspondence of a formulaic nature in Khoekhoegowab. Special focus is placed on correct orthography and syntax. Furthermore students read and understand a number of short structured texts encountered in everyday life.  
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LKJ 3612 Basic Interaction and Communication in Khoekhoegowab

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
Prerequisite: See admission requirements above.  
Content: In this course students continue to enhance their communication skills. This course focuses on the basic interaction necessary in the work environment. This includes oral as well as written skills. Students are introduced to more complex aspects of conversation and writing skills, such as making suggestions, expressing ideas and talking about future plans in Khoekhoegowab.  
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

LKA 3711 Advanced Communication in Khoekhoegowab

Proposed NQF Level: 7  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
Prerequisite: See admission requirements above.  
Content: This course focuses on the first acquisitions of interaction and communication skills necessary in the world of work. Students write basic formal letters and other documents required in professional communication. The acquisition of specialised vocabulary is a main focus of this course. Students also continue to improve their oral skills in a variety of settings and situations as encountered particularly by social workers, agricultural and community advisors and paramedic personnel.  
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LKW 3712 Khoekhoegowab in the Work Situation

Proposed NQF Level: 7  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
Prerequisite: See admission requirements above.  
Content: This course focuses strongly on communication for business, community service and the hospitality industry. Students learn to give presentations and write formal letters of a more complex nature. Communication during formal situations, such as meetings, is also introduced. Furthermore students are exposed to the most current documents and situations encountered in the hospitality industry and health education.  
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
KHOEKHOEGOWAB STUDIES

Exit Objectives

Upon completion of Khoekhoegowab Studies as a major subject, the graduate should be able to:
1. speak Khoekhoegowab fluently, with the appropriate style, articulation and intonation, and with pride;
2. teach Khoekhoegowab with competence and enthusiasm;
3. conduct research in Khoekhoegowab according to accepted research procedures.

Subject Convenor: Prof H Beyer (tel. 206 3850 – E-mail: hbeyer@unam.na)

Admission Requirements

Subject to the School’s general admission requirements (cf. C.1), a student must satisfy any one (1) of the following requirements to be admitted to the first year level in Khoekhoegowab Studies:
(a) pass in Khoekhoegowab at NSSC level;
(b) written approval by the Head: Department of Language and Literature Studies.

First Year Level

Curriculum Compilation

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LKL 3581</td>
<td>Literary Appreciation of Khoekhoegowab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>LAC 3582</td>
<td>Language and Culture</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Second Year Level

Admission Requirements

1. The School’s Student Registration and Academic Advancement Rules apply.
2. See the course-specific co-requisite below.

Curriculum Compilation

Students take the three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LSS 3631</td>
<td>Speech Sounds and Sound Systems</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>LKO 3631</td>
<td>Oral Literature of Khoekhoegowab</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>LKM 3612</td>
<td>Phonology and Morphology of Khoekhoegowab</td>
<td>HLSS 3631</td>
</tr>
</tbody>
</table>

Third Year Level

Admission Requirements

The School’s Student Registration and Academic Advancement Rules apply.

Curriculum Compilation

Students pursuing Khoekhoegowab Studies as a major subject take all three (3) Courses below:

Students pursuing Khoekhoegowab Studies as a minor subject select two (2) of the three Courses below in consultation with the Department of Language and Literature Studies:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LKS 3731</td>
<td>Syntax of Khoekhoegowab*</td>
</tr>
<tr>
<td>1</td>
<td>LKC 3712</td>
<td>Creative Writing in Khoekhoegowab</td>
</tr>
<tr>
<td>2</td>
<td>LKP 3732</td>
<td>Poetry of Khoekhoegowab</td>
</tr>
</tbody>
</table>

* Recommendation: It is strongly recommended that the course HLKM 3612 Phonology and Morphology of Khoekhoegowab be successfully completed prior to registering for HLKS 3731 Syntax of Khoekhoegowab.
Fourth Year Level

Admission Requirements

The School's Student Registration and Academic Advancement Rules apply: Students are admitted to the fourth year level in the BA degree programme only after they have passed all twenty-eight (28) Courses (448 credits) at first, second and third year level.

Curriculum Compilation

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LKW 3820</td>
<td>Written Prose and Drama of Khoekhoegowab</td>
</tr>
<tr>
<td>LKR 3810</td>
<td>Research project in Khoekhoegowab</td>
</tr>
</tbody>
</table>

Students select a further two (2) year Courses below in consultation with the Department of Language and Literature Studies:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LKE 3820</td>
<td>Effective Communication: Style and Meaning in Khoekhoegowab</td>
</tr>
<tr>
<td>LOR 3820</td>
<td>Orature in Africa</td>
</tr>
<tr>
<td>LKD 3820</td>
<td>Historical Linguistics and Dialectology of Khoekhoegowab</td>
</tr>
<tr>
<td>LTT 3820</td>
<td>Terminography and Translation</td>
</tr>
<tr>
<td>LKA 3820</td>
<td>Advanced Issues in the Linguistics of Khoekhoegowab</td>
</tr>
</tbody>
</table>

Course Descriptors

Second Year Level

LSS 3631 Speech Sounds and Sound Systems

Proposed NQF Level: 6

Credits: 16 Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This generic course is designed to provide some fundamental tools and concepts required for understanding the sound system of any language. By way of introduction students will become familiarised with the central concerns, concepts and methods of articulatory phonetics as indispensable tool for linguistic studies and investigation.

In phonology students will acquire the standard technique to determine which sounds are significant in a particular language: practical analysis will clarify the concept of the phoneme. In the study of sound systems and sound changes students will be enabled to recognise how speech sounds of a language interact with each other. Students shall also appreciate the role of the syllable, and the role of tone or stress in distinguishing meaning in certain languages.

The strength of the course lies in its hands-on approach. Students will be familiarised with abstract concepts like the "phoneme" by means of practical case studies, that is, by means of regular exercises to practise the analytic techniques as applied to any language in the world. While the relevance of issues to familiar Namibian languages is pointed out during tuition, only foreign languages will be used for assessment purposes, as the techniques are valid irrespective of the language examined.

While the course should enhance any student's general ability to handle issues of spelling and articulation, the course lays the essential foundation for phonetic and phonological studies in specific languages. It is a corequisite for HLKM 3612 Phonology and Morphology of Khoekhoegowab.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LKO 3631 Oral Literature of Khoekhoegowab

Proposed NQF Level: 6

Credits: 16 Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: In this course students are introduced to the oral nature of traditional/oral African literature and its significance and function as an art, forms, content and performance, for instance foktales, praises, songs, riddles and proverbs. The course should also give the students explicit understanding of characterisation: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits). Students are expected to engage in field-work.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LKM 3612 Phonology and Morphology of Khoekhoegowab

Proposed NQF Level: 6

Credits: 16 Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Co-requisite: HLSS 3631 Speech Sounds and Sound Systems

Content: This course requires first language proficiency, as it investigates and describes the phonology (sound system) and morphology (word categories and their structures) of Khoekhoegowab. The course should give the student an explicit understanding of the linguistic processes that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students should be able to explain and discuss the features studied and provide pertinent instantiation.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

LKS 3731 Syntax of Khoekhoegowab

Proposed NQF Level: 7

Credits: 16 Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This course also requires first language proficiency, as it investigates and describes the sentence types of Khoekhoegowab, their structures and how sentences are joined in complex sequences. The course should give the student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students will also be enabled to analyse (parse) syntactic structures according to established procedures. The knowledge gained will form the foundation for using the grammatical and stylistic resources more effectively for communication.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
### LKC 3712 Creative Writing in Khoekhoegowab

**Proposed NQF Level:** 7  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours  
**Prerequisite:** None  
**Content:** This course is designed to provide the theory and practice of creative writing in a variety of genres. The course should give the student practical knowledge of various styles employed and inspire his/her creative talents to produce a variety of texts.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### LKP 3732 Poetry of Khoekhoegowab

**Proposed NQF Level:** 7  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours  
**Prerequisite:** None  
**Content:** This course is meant to deepen students' understanding and analytical skills concerning the study of the structure, characteristics, literary devices and other literary aspects of oral and written poetry in Khoekhoegowab.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### Fourth Year Level

### LKR 3810 Research project in Khoekhoegowab

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours  
**Prerequisite:** Admission to the fourth year level  
**Content:** This course represents a research component for which the student will select a research topic in Khoekhoegowab in consultation with the Department of Language and Literature Studies. Students will initially attend lectures in research methodology. After selection of a topic, each student will prepare and present a research proposal to his/her supervisor by the required deadline. Following approval of the research proposal, the student will conduct his/her research and write a research project of between 10 000 and 15 000 words according to Departmental guidelines and with the guidance of the supervisor(s).  
**Assessment:** Continuous assessment 100% (research project)

### LKW 3820 Written Prose and Drama of Khoekhoegowab

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours  
**Prerequisite:** Admission to the fourth year level  
**Content:** This course deepens students' knowledge and skills in the critical analysis of selected prose, and of drama and plays such as radio plays or film scripts with regard to their structure, themes, characters, style and literary devices, content, and their relevance to current social issues and cultural identity.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### LKE 3820 Effective Communication: Style and Meaning in Khoekhoegowab

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours  
**Prerequisite:** Admission to the fourth year level  
**Content:** This course centres on the use of the living language in practice, but on the basis of the linguistic understanding previously acquired. It focuses on the sensitisation to and practical application of communicative skills, on the choices one makes among the devices that a language offers. Analytic as well as creative skills of the student are addressed. The course concentrates on the discussion of theoretical aspects of stylistics and semantics, the analysis of recorded oral and literary texts (e.g. speeches, sermons, advertisements, admonitions) and production of own samples.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### LOR 3820 Orature in Africa

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours  
**Prerequisite:** Admission to the fourth year level  
**Content:** This course is intended to give the students a general background on common features of orality in Africa as reflected in various texts. It exposes the students to various approaches to the study of Orature in Africa and enables students to study and use the appropriate research methods. In the study of comparative orature students should draw on their knowledge of the oral literature of their own language.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### LKD 3820 Historical Linguistics and Dialectology of Khoekhoegowab

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours  
**Prerequisite:** Admission to the fourth year level  
**Content:** This course consists of a common component (14 weeks) attended by students of all African language subjects and a subsequent language-specific component (14 weeks) attended by students of the specific language family only. This course lends itself to project work.  
**Common component:** In this component students are acquainted with the relevance of studies in historical linguistics, which studies the development and change of languages over time. An overview over types of classification and over the history of the classification of African and Namibian (Bantu and Khoesan languages) will introduce students to the evolution of the current views. Students will be equipped for own studies by studying the processes involved in linguistic change as well as the approaches of historical linguistics and methods of reconstruction. An introduction to the principles and concerns of dialectology will prepare them for the language-specific studies and possible projects in them.  
**Language-specific component:** Students will engage in the historical reconstruction and dialectology of Khoekhoegowab within its family; with comparative inspection of related languages. Conclusions will be drawn on the pre-colonial history, migrations, cultural contact and language change. Features of dialects of Khoekhoegowab will be examined.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### LTT 3820 Terminography and Translation

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours  
**Prerequisite:** Admission to the fourth year level  
**Content:** This course introduces the student to issues involved in the coining of terminology in translation and in interpreting. While topics of general relevance or of a theoretical nature are presented by the course co-ordinator, lecturers for the respective languages will guide and assess within their respective languages. Particular emphasis will be placed on practical training in translating and interpreting and in the establishment of term banks. This course is offered jointly for students of any African language.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
LKA 3820 Advanced Issues in the Linguistics of Khoekhoegowab

Proposed NQF Level: 8  
Credits: 16  
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: Issues of a universal and typological nature concerning the phonology and grammar of Khoekhoegowab and the Khoe (sub-)family will be dealt with here.

The course consists of a common component (14 weeks) attended by students of all African language courses and a language-specific component (14 weeks) attended by students of the specific language family (Bantu or Khoe) respectively. In the language-specific components students will also receive a brief introduction to the most outstanding features of the other language family, so as to widen their horizon with regard to their own language. Components which are attended by students of different languages will be taught through the medium of English. All study guides will be in English.

Common component: Isolating, agglutinative and inflecting languages; grammatical gender in languages; semantic case; the order of sentence elements.

Features of the language(s) chosen will be highlighted by contrasting them to corresponding features of the other language family.

Language-specific component for Khoekhoegowab: The Khoekhoegowab noun as a word; typical features of Khoe languages; an intensification of previous studies in sentence constructions and the tone system.

Assessment: Continuous assessment 60%; Examination 40% (1 x 3 hour examination paper)

OSHIWAMBO AS APPLIED LANGUAGE

Introduction

Oshiwambo as Applied Language is offered as a minor subject up to third year level. The curriculum of this subject is specifically designed for students who have no or very little competence in Oshiwambo and is, therefore, not suitable for students with school-leaving level competence in the language.

Subject Convenor: Dr PA Mbenzi (tel. 206 3849 – E-mail: pmbenzi@unam.na)

Exit Objectives

After completion of the full three years of Oshiwambo as Applied Language a student should be able to:

1. communicate without undue effort in a variety of formal and informal situations in Oshiwambo;
2. write formal documents (letters, faxes, memoranda) for professional purposes in Oshiwambo;
3. read, understand and write a variety of structured Oshiwambo texts regularly encountered in the working environment (brochures, advertisements, etc.);
4. understand discussions and conversations in standard and non-standard Oshiwambo, provided the pace is slow and words are clearly articulated;
5. compare and differentiate between Oshiwambo and his/her own culture;
6. react appropriately in a variety of different social and cultural settings.

Admission Requirements

1. The School’s general admission requirements apply (cf. C.1).
2. The curriculum of Oshiwambo as Applied Language is specifically designed for students with no or very little competence in Oshiwambo, and may therefore not be taken by a first language speaker of Oshiwambo, a student with advanced second language competence or who has been examined in Oshiwambo at NSSC or the equivalent level in the past five (5) years. The Department of Language and Literature Studies reserves the right to cancel a student’s registration in Oshiwambo as Applied Language should it become evident that the student’s competence in Oshiwambo exceeds the applicable level.

First Year Level

Curriculum Compilation

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LWF 3581</td>
<td>Foundations of Oshiwambo</td>
<td>1</td>
<td>H3511YV</td>
<td>Oshiwambo for Beginners A</td>
</tr>
<tr>
<td>2</td>
<td>LWB 3582</td>
<td>Oshiwambo for Beginners</td>
<td>2</td>
<td>H3532YV</td>
<td>Oshiwambo for Beginners B</td>
</tr>
</tbody>
</table>

Second Year Level

Admission Requirements

Subject to the Student Registration and Academic Advancement Rules, a student should have passed at least one (1) of the two Courses at first year level to be admitted to the second year level in Oshiwambo as Applied Language.

Curriculum Compilation

Students take the three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LWK 3611</td>
<td>Listening and Speaking Skills in Oshiwambo</td>
</tr>
<tr>
<td>1</td>
<td>LWT 3631</td>
<td>Basic Reading and Writing Skills in Oshiwambo</td>
</tr>
<tr>
<td>2</td>
<td>LWJ 3612</td>
<td>Basic Interaction and Communication in Oshiwambo</td>
</tr>
</tbody>
</table>
**Third Year Level**

**Admission Requirements**

Subject to the Student Registration and Academic Advancement Rules, a student should have passed both Courses at first year level and at least two (2) of the three Courses at second year level to be admitted to the third year level in *Oshiwambo as Applied Language*.

**Curriculum Compilation**

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LWA 3711</td>
<td>Advanced Communication in Oshiwambo</td>
</tr>
<tr>
<td>2</td>
<td>LWW 3712</td>
<td>Oshiwambo in the Work Situation</td>
</tr>
</tbody>
</table>

**Course Descriptors**

**Second Year Level**

**LWK 3611 Listening and Speaking Skills in Oshiwambo**

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** See admission requirements above.

**Content:** In this course students focus on acquiring good listening and speaking skills. Emphasis is put on correct pronunciation and intonation. Students are exposed to a variety of situations in which they have to perform basic conversation and have to extract the most important information in an Oshiwambo audio text or in a conversation. Students will furthermore be expected to give in Oshiwambo very basic presentations about themselves and their activities.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**LWT 3631 Basic Reading and Writing Skills in Oshiwambo**

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** See admission requirements above.

**Content:** In this course students acquire the basic writing skills needed to conduct simple correspondence of a formulaic nature in Oshiwambo. Special focus is placed on correct orthography and syntax. Furthermore students read and understand a number of short structured texts encountered in everyday life.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**LWJ 3612 Basic Interaction and Communication in Oshiwambo**

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** See admission requirements above.

**Content:** In this course students continue to enhance their communication skills. This course focuses on the basic interaction necessary in the work environment. This includes oral as well as written skills. Students are introduced to more complex aspects of conversation and writing skills, such as making suggestions, expressing ideas and talking about future plans in Oshiwambo.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**Third Year Level**

**LWA 3711 Advanced Communication in Oshiwambo**

- **Proposed NQF Level:** 7
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** See admission requirements above.

**Content:** This course focuses on the first acquisitions of interaction and communication skills necessary in the world of work. Students write basic formal letters and other documents required in professional communication. The acquisition of specialised vocabulary is a main focus of this course. Students also continue to improve their oral skills in a variety of settings and situations as encountered particularly by social workers, agricultural and community advisors and paramedic personnel.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**LWW 3712 Oshiwambo in the Work Situation**

- **Proposed NQF Level:** 7
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** See admission requirements above.

**Content:** This course focuses strongly on communication for business, community service and the hospitality industry. Students learn to give presentations and write formal letters of a more complex nature. Communication during formal situations, such as meetings, is also introduced. Furthermore students are exposed to the most current documents and situations encountered in the hospitality industry and health education.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
OSHIWAMBO STUDIES

Exit Objectives

Upon completion of Oshiwambo Studies as a major subject, the graduate should be able to:
1. speak Oshiwambo fluently, with the appropriate style, articulation and intonation, and with pride;
2. teach Oshiwambo with competence and enthusiasm;
3. conduct research in Oshiwambo according to accepted research procedures.

Subject Convenor: Mr PA Mbenzi (tel. 206 3849 – E-mail: pmbenzi@unam.na)

Admission Requirements

Subject to the School’s general admission requirements (cf. C.1), a student must satisfy any one (1) of the following requirements to be admitted to the first year level in Oshiwambo Studies:
(a) pass in Oshiwambo at NSSC level;
(b) written approval by the Head: Department of Language and Literature Studies.

First Year Level

Curriculum Compilation

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>OLD PHASED OUT MODULES</th>
<th>NEW PHASED IN EQUIVALENT MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Code</td>
</tr>
<tr>
<td>1</td>
<td>LWL 3581</td>
</tr>
<tr>
<td>2</td>
<td>LAC 3582</td>
</tr>
</tbody>
</table>

Second Year Level

Admission Requirements

1. The School’s Student Registration and Academic Advancement Rules apply.
2. Note the course-specific co-requisite below.

Curriculum Compilation

Students take the three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LSS 3631</td>
<td>Speech Sounds and Sound Systems</td>
<td>-</td>
</tr>
<tr>
<td>1</td>
<td>LWO 3631</td>
<td>Oral Literature of Oshiwambo</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>LWM 3612</td>
<td>Phonology and Morphology of Oshiwambo</td>
<td>HLSS 3631</td>
</tr>
</tbody>
</table>

Third Year Level

Admission Requirements

The School’s Student Registration and Academic Advancement Rules apply.

Curriculum Compilation

Students pursuing Oshiwambo Studies as a major subject take all three (3) Courses below:

Students pursuing Oshiwambo Studies as a minor subject select two (2) of the three Courses below in consultation with the Department of Language and Literature Studies:

* Recommendation: It is strongly recommended that the course HLWM 3612 Phonology and Morphology of Oshiwambo be successfully completed prior to registering for HLWS 3731 Syntax of Oshiwambo.
Fourth Year Level

Admission Requirements

The School’s Student Registration and Academic Advancement Rules apply: Students are admitted to the fourth year level in the BA degree programme only after they have passed all twenty-eight (28) Courses (448 credits) at first, second and third year level.

Curriculum Compilation

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All students take the following two (2) year-Courses:</td>
</tr>
<tr>
<td>LWR 3810</td>
<td>Research project in Oshiwambo</td>
</tr>
<tr>
<td>LWW 3820</td>
<td>Written Prose and Drama of Oshiwambo</td>
</tr>
</tbody>
</table>

Students select a further two (2) year-Courses below in consultation with the Department of Language and Literature Studies:

<table>
<thead>
<tr>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LWE 3820 Effective Communication: Style and Meaning in Oshiwambo</td>
</tr>
<tr>
<td>LOR 3820 Oration in Africa</td>
</tr>
<tr>
<td>LWD 3820 Historical Linguistics and Dialectology of Oshiwambo</td>
</tr>
<tr>
<td>LTT 3820 Terminography and Translation</td>
</tr>
<tr>
<td>LWA 3820 Advanced Issues in the Linguistics of Oshiwambo</td>
</tr>
</tbody>
</table>

Course Descriptors

Second Year Level

LSS 3631 Speech Sounds and Sound Systems

Proposed NQF Level: 6
Prerequisite: None
Content: This generic course is designed to provide some fundamental tools and concepts required for understanding the sound system of any language. By way of introduction students will become familiarised with the central concerns, concepts and methods of articulatory phonetics as an indispensable tool for linguistic studies and investigation.

In phonology students will acquire the standard technique to determine which sounds are significant in a particular language: practical analysis will clarify the concept of the phoneme. In the study of sound systems and sound changes students will be enabled to recognise how speech sounds of a language interact with each other. Students shall also appreciate the role of the syllable, and the role of tone or stress in distinguishing meaning in certain languages.

The strength of the course lies in its hands-on approach. Students will be familiarised with abstract concepts like the “phoneme” by means of practical case studies, that is, by means of regular exercises to practise the analytic techniques as applied to any language in the world. While the relevance of issues to familiar Namibian languages is pointed out during tuition, only foreign languages will be used for assessment purposes, as the techniques are valid irrespective of the language examined.

While the course should enhance any student’s general ability to handle issues of spelling and articulation, the course lays the essential foundation for phonetic and phonological studies in specific languages. It is a corequisite for HLKS 3612 Phonology and Morphology of Oshiwambo.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LWO 3631 Oral Literature of Oshiwambo

Proposed NQF Level: 6
Prerequisite: None
Content: In this course students are introduced to the oral nature of traditional/oral African literature and its significance and function as an art, forms, content and performance, for instance folktales, praises, songs, riddles and proverbs. The course should also give the students explicit understanding of characterisation: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits). Students are expected to engage in field-work.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LWM 3612 Phonology and Morphology of Oshiwambo

Proposed NQF Level: 6
Co-requisite: HLSS 3631 Speech Sounds and Sound Systems
Prerequisite: None
Content: This course requires first language proficiency, as it investigates and describes the phonology (sound system) and morphology (word categories and their structures) of Oshiwambo. The course should give the student an explicit understanding of the linguistic processes that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students should be able to explain and discuss the features studied and provide pertinent instantiation.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

LWS 3731 Syntax of Oshiwambo

Proposed NQF Level: 7
Prerequisite: None
Content: This course also requires first language proficiency, as it investigates and describes the sentence types of Oshiwambo, their structures and how sentences are joined in complex sequences. The course should give the student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students will also be enabled to analyse (parse) syntactic structures according to established procedures. The knowledge gained will form the foundation for using the grammatical and stylistic resources more effectively for communication.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Proposed NQF Level</th>
<th>Credits</th>
<th>Prerequisite</th>
<th>Contact Hours: 2 hours/week over 28 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LWE 3820</td>
<td>Effective Communication: Style and Meaning in Oshiwambo</td>
<td>8</td>
<td>16</td>
<td>None</td>
<td>2 hours/week over 28 weeks = 56 contact hours</td>
</tr>
<tr>
<td>LWW 3820</td>
<td>Written Prose and Drama of Oshiwambo</td>
<td>8</td>
<td>16</td>
<td>None</td>
<td>2 hours/week over 28 weeks = 56 contact hours</td>
</tr>
<tr>
<td>LOR 3820</td>
<td>Orature in Africa</td>
<td>8</td>
<td>16</td>
<td>Admission to the fourth year level</td>
<td>2 hours/week over 28 weeks = 56 contact hours</td>
</tr>
<tr>
<td>LWP 3820</td>
<td>Poetry of Oshiwambo</td>
<td>8</td>
<td>16</td>
<td>Admission to the fourth year level</td>
<td>2 hours/week over 28 weeks = 56 contact hours</td>
</tr>
<tr>
<td>LWC 3712</td>
<td>Creative Writing in Oshiwambo</td>
<td>7</td>
<td>16</td>
<td>None</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
<tr>
<td>LWD 3820</td>
<td>Historical Linguistics and Dialectology of Oshiwambo</td>
<td>8</td>
<td>16</td>
<td>Admission to the fourth year level</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
<tr>
<td>LTT 3820</td>
<td>Terminography and Translation</td>
<td>8</td>
<td>16</td>
<td>Admission to the fourth year level</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
</tbody>
</table>
LWA 3820 Advanced Issues in the Linguistics of Oshiwambo

Proposed NQF Level: 8
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours
Prerequisite: Admission to the fourth year level

Content: Issues of a universal and typological nature concerning the phonology and grammar of Oshiwambo and the Khoe (sub-)family will be dealt with here.

The course consists of a common component (14 weeks) attended by students of all African language courses and a language-specific component (14 weeks) attended by students of the specific language family (Bantu or Khoe) respectively. In the language-specific components students will also receive a brief introduction to the most outstanding features of the other language family, so as to widen their horizon with regard to their own language. Components which are attended by students of different languages will be taught through the medium of English. All study guides will be in English.

Common component: Isolating, agglutinative and inflecting languages; grammatical gender in languages; semantic case; the order of sentence elements.

Features of the language(s) chosen will be highlighted by contrasting them to corresponding features of the other language family.

Language-specific component for Oshiwambo: The Oshiwambo noun as a word; typical features of Khoe languages; an intensification of previous studies in sentence constructions and the tone system.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

OTJIHERERO AS APPLIED LANGUAGE

Introduction

Otjiherero as Applied Language is offered as a minor subject up to third year level. The curriculum of this subject is specifically designed for students who have no or very little competence in Otjiherero and is, therefore, not suitable for students with school-leaving level competence in the language or native speakers.

Subject Convenor: Dr JU Kavari (tel. 206 3862 – E-mail: jukavari@unam.na)

Exit Objectives

After completion of the full three years of Otjiherero as Applied Language a student should be able to:
1. communicate without undue effort in a variety of formal and informal situations in Otjiherero;
2. write formal documents (letters, faxes, memoranda) for professional purposes in Otjiherero;
3. read, understand and write a variety of structured Otjiherero texts regularly encountered in the working environment (brochures, advertisements, etc.);
4. understand discussions and conversations in standard and non-standard Otjiherero, provided the pace is slow and words are clearly articulated;
5. compare and differentiate between Otjiherero and his/her own culture;
6. react appropriately in a variety of different social and cultural settings.

Admission Requirements

1. The School’s general admission requirements apply (cf. C.1).
2. The curriculum of Otjiherero as Applied Language is specifically designed for students with no or very little competence in Otjiherero, and may therefore not be taken by a first language speaker of Otjiherero, a student with advanced second language competence or who has been examined in Otjiherero at NSSC or the equivalent level in the past five (5) years. The Department of Language and Literature Studies reserves the right to cancel a student’s registration in Otjiherero as Applied Language should it become evident that the student’s competence in Otjiherero exceeds the applicable level.

First Year Level

Curriculum Compilation

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LHF 3581</td>
<td>Foundations of Otjiherero</td>
</tr>
<tr>
<td>2</td>
<td>LHB 3582</td>
<td>Otjiherero for Beginners</td>
</tr>
</tbody>
</table>

Second Year Level

Admission Requirements

Subject to the Student Registration and Academic Advancement Rules, a student should have passed at least one (1) of the two Courses at first year level to be admitted to the second year level in Otjiherero as Applied Language.

Curriculum Compilation

Students take the three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LHK 3611</td>
<td>Listening and Speaking Skills in Otjiherero</td>
</tr>
<tr>
<td>1</td>
<td>LHT 3631</td>
<td>Basic Reading and Writing Skills in Otjiherero</td>
</tr>
<tr>
<td>2</td>
<td>LHJ 3612</td>
<td>Basic Interaction and Communication in Otjiherero</td>
</tr>
</tbody>
</table>
Third Year Level

Admission Requirements

Subject to the Student Registration and Academic Advancement Rules, a student should have passed both Courses at first year level and at least two (2) of the three Courses at second year level to be admitted to the third year level in *Otjiherero as Applied Language*.

Curriculum Compilation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LHA 3711</td>
<td>Advanced Communication in Otjiherero</td>
</tr>
<tr>
<td>2</td>
<td>LHW 3712</td>
<td>Otjiherero in the Work Situation</td>
</tr>
</tbody>
</table>

Course Descriptors

Second Year Level

**LHK 3611 Listening and Speaking Skills in Otjiherero**

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits:16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: See admission requirements above.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Content:** In this course students focus on acquiring good listening and speaking skills. Emphasis is put on correct pronunciation and intonation. Students are exposed to a variety of situations in which they have to perform basic conversation and have to extract the most important information in a Otjiherero audio text or in a conversation. Students will furthermore be expected to give in Otjiherero very basic presentations about themselves and their activities.

**Omurya:** Motjiirhongwa hi ovahongwa mave sokuhara onongo nondjiviro yokuparatana nokuhungira nawa. Ombango onyinji mai yandjewa komaposisiwo wozombasiwo notona. Ovahongwa mave tuwa mozangaro notuzeve pekepeke mu mave sokuhungirira nokunana omapu omamangengu akua motjihiungirwa ku va puratene po mehungi ndi va puratene. Kovahongwa maku undjirwa kutja ve sokurihungiriro oveni na wina ohunga novitjita vyaavo.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**LHT 3631 Basic Reading and Writing Skills in Otjiherero**

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits:16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: See admission requirements above.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Content:** In this course students acquire the basic reading and writing skills needed to conduct simple correspondence of a formulaic nature. Special focus is placed on correct orthography and syntax. Furthermore students read and understand a number of short structured texts encountered in everyday life.

**Omurya:** Motjiirhongwa hi ovahongwa mave sokuhara onongo nondjiviro yokuresa nokutjanga mbi mavi heperwa po kutja ve tjangasane nokuresarasa otoo. Ombango onyinji mai yandjewa komatjangero omasemba nondungiro yomihewo omisemba. Ovahongwa mave sakuresa nokupaka outjangwa oosupi ohunga na mbi kaenda motjiwa pevapayuva.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**LHJ 3612 Basic Interaction and Communication in Otjiherero**

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits:16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: See admission requirements above.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Content:** In this course student continue to enhance their communication skills. This course focuses on the basic interaction necessary in the work environment. This includes oral as well as written skills. Students are introduced to more complex aspects of conversation and writing skills, such as making suggestions, expressing ideas and talking about future plans in Otjiherero.

**Omurya:** Motjiirhongwa hi ovahongwa mave kaenda komurungu okukondja okuyerera onongo nondjiviro yavo yomahakaeneno nomahungiriro wakumwe. Motjiirhongwa hi ombangwa onyinji mai yandjewa komahungiririro wakumwe poruvezwe rwoviunguра poo pomaunguiru. Oonongu nondjiviro ndji heperwa po oyokuhungira noyokutjanga. Ovahongwa mave hongwa omiano omiiezey vymahungiriro wakumwe nokutjanga, tjimuna omaraa, okuyandja ondunge nokuhungira ohunga novitjita vyorumuaveze mOtjiherero.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

**LHA 3711 Advanced Communication in Otjiherero**

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits:16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: See admission requirements above.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Content:** This course focuses on interaction and communication skills necessary in the world of work. Students write basic formal letters and other documents required in professional communication. The acquisition of specialized vocabulary is a main focus of this course. Students also continue to improve their oral skills in a variety of settings and situations as encountered particularly by social workers, agricultural and community advisors or paramedic personnel.

**Omurya:** Otjiherongwa hi tji tara koungana nondjiviro yomahakaeneno nomahungiriro wakumwe nge heperwa potuvezwe twovilunguра. Ovahongwa mave yenene okutjanga otozuw twokotjiveta notutu twarwe tu tu heperwa momahakaeneno wakotjiveta. Ovahongwa mave sokuyandja mambango onyinji kondjiviro yamambo wapeke nge ungusiwa potuvezwe pekepeke. Ovahongwa wina mave kaenda komurungu okukondja okuyerera ondjiviro yavo mounongu wokuhungira mozangaro notuzeve pekepeke otja komahakaeneno ku na ovaungure pekepeke tjimuna ovaungure voltjiveta, ovaungure votutumbo novikumwa, ovayandjandunge voltjiveta poo ovaungune noo.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
LHW 3712 Otjiherero in the Work Situation

Proposed NQF Level: 7  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
Prerequisite: See admission requirements above.

Content: This course focuses strongly on communication for business, community service and the hospitality industry. Students learn to give presentations and write formal letters of a more complex nature. Communication during formal situations, such as meetings, is also introduced. Furthermore students are exposed to the most current documents and situations encountered in the hospitality industry and health education.


Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

OTJIHERERO STUDIES

Exit Objectives

Upon completion of Otjiherero Studies as a major subject, the graduate should be able to:

1. speak Otjiherero fluently, with the appropriate style, articulation and intonation, and with pride;
2. teach Otjiherero with competence and enthusiasm;
3. conduct research in Otjiherero according to accepted research procedures.

Subject Convenor: Dr JU Kavari (tel. 206 3862 – E-mail: jukavari@unam.na)

Admission Requirements

Subject to the School’s general admission requirements (cf. C.1), a student must satisfy any one (1) of the following requirements to be admitted to the first year level in Otjiherero Studies:

(a) pass in Otjiherero at NSSC level;
(b) written approval by the Head: Department of Language and Literature Studies.

First Year Level

Curriculum Compilation

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LHO 3581</td>
<td>Oral Literature of Otjiherero</td>
<td>1</td>
<td>H3511YL</td>
<td>Language and Culture</td>
</tr>
<tr>
<td>2</td>
<td>LAC 3582</td>
<td>Language and Culture</td>
<td>2</td>
<td>H3512YH</td>
<td>Oral Literature of Otjiherero</td>
</tr>
</tbody>
</table>

Second Year Level

Admission Requirements

1. The School’s Student Registration and Academic Advancement Rules apply.
2. Note the course-specific co-requisite below.

Curriculum Compilation

Students take the three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LSS 3631</td>
<td>Speech Sounds and Sound Systems</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>LHP3611</td>
<td>Poetry of Otjiherero</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>LHM 3612</td>
<td>Phonology and Morphology of Otjiherero</td>
<td>HLSS 3631</td>
</tr>
</tbody>
</table>

Third Year Level

Admission Requirements

The School’s Student Registration and Academic Advancement Rules apply

Curriculum Compilation

Students pursuing Otjiherero Studies as a major subject take all three (3) Courses below:

Students pursuing Otjiherero Studies as a minor subject select two (2) of the three Courses below in consultation with the Department of Language and Literature Studies:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LHS 3731</td>
<td>Syntax of Otjiherero*</td>
</tr>
<tr>
<td>1</td>
<td>LHC 3712</td>
<td>Creative Writing in Otjiherero</td>
</tr>
<tr>
<td>2</td>
<td>LHR 3712</td>
<td>Research Methods</td>
</tr>
</tbody>
</table>
**Fourth Year Level**

**Admission Requirements**

The School’s Student Registration and Academic Advancement Rules apply. Students are admitted to the fourth year level in the BA degree programme only after they have passed all twenty-eight (28) Courses (448 credits) at first, second and third year level.

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHR 3810</td>
<td>Research project in Otjiherero</td>
</tr>
<tr>
<td>LHW 3820</td>
<td>Written Prose and Drama of Otjiherero</td>
</tr>
</tbody>
</table>

Students select a further two (2) year-Courses below in consultation with the Department of Language and Literature Studies:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LHE 3820</td>
<td>Effective Communication: Style and Meaning in Otjiherero</td>
</tr>
<tr>
<td>LOR 3820</td>
<td>Orature in Africa</td>
</tr>
<tr>
<td>LHD 3820</td>
<td>Historical Linguistics and Dialectology of Otjiherero</td>
</tr>
<tr>
<td>LTT 3820</td>
<td>Terminography and Translation</td>
</tr>
<tr>
<td>LHA 3820</td>
<td>Advanced Issues in the Linguistics of Otjiherero</td>
</tr>
</tbody>
</table>

**Course Descriptors**

### Second Year Level

**LSS 3631 Speech Sounds and Sound Systems**

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits:16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Content:**
This generic course is designed to provide some fundamental tools and concepts required for understanding the sound system of any language. By way of introduction students will become familiarised with the central concepts, concepts and methods of articulatory phonetics as indispensable tool for linguistic studies and investigation. In phonology students will acquire the standard technique to determine which sounds are significant in a particular language: practical analysis will clarify the concept of the phoneme. In the study of sound systems and sound changes students will be enabled to recognise and describe how speech sounds of a language interact with each other. Students shall also appreciate the role of the syllable, and the role of tone or stress in distinguishing meaning in certain languages.

While the course should enhance any student’s general ability to handle issues of spelling and articulation, the course lays the essential foundation for phonetic and phonological studies in specific languages. It is a corequisite for HLHM 3632 Phonology & Morphology of Otjiherero and HLHD 3820 Historical Linguistics of Otjiherero.

**Omturpa:** Otjiherongwa hi matji ungurwa i ovahongwa avehe mbe unguva omambo wa Afrika nu otjiotjiunguriswi tja tanderwa okurongerisa ovahongwa mvetipha na momambo ngu maya ve vateve oukuzeva nawa wozambasiro zeraka ngamwa na wina omiano yvamapossirosi wazo. Mmerihongero nga mepo tji omuano zondundo zomambo mbu ze hakaena, na wina okuhangwa omambo wamambo ngu maya ve vatere okuzavha zaposito zeraka ngamwa na wina omiano yvamapossirosi wazo.

Mmerihongero mepo tji omuano zondundo zomambo mbu ze hakaena, na wina okuhangwa omambo wamambo ngu maya ve vatere okuzavha zaposito zeraka ngamwa na wina omiano yvamapossirosi wazo.

Ngunda otjiherongwa hi amatji kurisa oshungu wakuhangwa momatjangero nomatamunino wamambo, otjo tji zika unguva zepo wamambo ku mave rihongere ozomposisiro nomapossirosi wazo momamambo hambunda. Otjiherongwa hi otjiotjiunguriswi tja tanderwa okurongerisa ovahongwa mvetipha na momambo ngu maya ve vateve oukuzeva nawa wozambasiro zeraka ngamwa na wina omiano yvamapossirosi wazo. Mmerihongero nga mepo tji omuano zondundo zomambo mbu ze hakaena, na wina okuhangwa omambo wamambo ngu maya ve vatere okuzavha zaposito zeraka ngamwa na wina omiano yvamapossirosi wazo.

**Assessment:**
Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**LHP 3611 Poetry of Otjiherero**

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits:16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Content:**
This course deepens students’ knowledge in and understanding of Otjiherero artistically complex or demanding poetry; develop students’ critical skills in the analysis, appreciation and evaluation of poems.

**Assessment:**
Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**LHM 3612 Phonology and Morphology of Otjiherero**

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits:16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-requisite: LSS 3631 Speech Sounds and Sound Systems</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Content:**
This course requires first language proficiency, as it investigates and describes the phonology (sound system) and morphology (word categories and their structures) of Otjiherero. The course offers an explicit understanding of the linguistic processes that he/she has already internalized subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency.

**Omturpa:** Otjiherongwa hi tji hapa ondjiwo yamahungunu woheze weraka, mena rokutja mu tji ovahongwa ve ka nganona noku kahurura ozomposi ron dungiro yomambo wOtiherero. Otjiherongwa hi tji yandja ondjiwo ombatuleke moviti tja moviti timavha yomambo mbu mbe mi mveti wamambo wovamposi ron dungiro yomambo wovamposi ron dungiro yomambo wOtiherero.

**Assessment:**
Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
LHS 3731 Syntax of Otjiherero

Proposed NQF Level: 7
Credit: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This Course also requires first language proficiency, as it investigates and describes sentences of Otjiherero, their structures and how sentences are joined in complex sequences. The course should give the student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. The knowledge gained will serve the foundation for using the grammatical and stylistic resources more effectively for communication purposes.

Omurya: Otjiherongo hwi wina ti ji hepa ondjivo yomahungiriro omazehe weraka, mena rukutja mu tji ovaohongwa ve kondonana nukukahururo ombehwo wyOtjiherero, ondungiro yavyo nukutja ohimewo vi hwendoji vi kwume. Otjiherongo hwi ti yandja ondjivo ombaturoke movitjivwa wenyomagaramatika yOtjiherero mbi ti mourekoto woorixwara wovahongwa nu ndji ve ha tjiwa kutja i ri vi. Ondjiviro nungonono mbv ve rihongh mbv ma tuungu ongunji yomahungiriro wenyomagaramatika nomiana onisembe vyomahungiro, ondonando yomahungiriro omosembe weraka momahakamendo.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LHC 3712 Creative Writing in Otjiherero

Proposed NQF Level: 7
Credit: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This Course is designed to give the theory and practice of creative writing in a variety of genres. The course should give the student practical knowledge of various styles employed and inspire his/her creative talents to produce a variety of texts.

Omurya: Otjiherongo hi tji memenwo okuhonga ovaohongwa ongara nuiupe vyomajangero omamene nukiyingurisa nawa momatjangero wymamemwatjanga wamihoko pekepeke. Otji hwi sokuhonga ovaohongwa oungonjo wokutjanga nokumene momiampe pekepeke nukutja ovaohongwa ve ungurise olyandjewo ondjiroyo yavo makumema ovitjanga pekepeke.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LHR 3712 Research Methods

Proposed NQF Level: 7
Credit: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This course addresses problems and/or challenges with research terminology, formulating researchable topics, developing sound research proposals and successfully completing the research proposals and research within stipulated times; equip students with research knowledge, skills and techniques in language and literature; introduce different research approaches to the study of language and literature; introduce the importance of literature review in a research.

Omurya: Otjiherongo hi matji tara koumazu nomatokero ne munika nukiyingurisiro womamonde wongononono, okutya ondiero osebma yomakonononono nukyenena okumana ondiero yomakonononono nuna okumana inga omakonononono oyenji; tja tanderwa okuyandjewa ozozdunge, oungono nukiyingurisiro nomakaandisiro omasembe wonyomakonononono momerihongoro weraka nomamemwatjanga; okutjiwisa omano vyomakonononono pekepeke merihongero weraka nomamemwatjanga; okutjiwisa ouangonjwe wonyomakonononono wozomboro ndja tjiwavu olimu nomatokero nge ri kehi yongononono.

Continuous assessment will consist of two tests and an assignment plus a research proposal.

i) The two tests and the assignment will contribute 40% to the final mark.

ii) The Research Proposal will contribute 60% to final mark. (No formal examination will be written, because this is a skill and competency based course).

Assessment: Continuous assessment contributes 100% to the final mark.

Fourth Year Level

LHR 3810 Research project in Otjiherero

Proposed NQF Level: 8
Credit: 32
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This Course represents a research component for which the student will select a research topic in Otjiherero in consultation with the Department of Language and Literature Studies. After selection of a topic, each student will prepare and present a research proposal to his/her supervisor. Following approval of the research proposal, the student will conduct his/her research and write a research paper of between 10 000 and 15 000 words according to Departmental guidelines and with the guidance of the supervisor(s). Alternatively, the student will be trained in the use of dedicated software for linguistic analysis/transcription (e.g. Toolbox, Elan, praat etc.), so as to get a thorough understanding of the morphology of the language, and do a smaller assignment based on that software.

Omurya: Otjiherongo hwi ti kupufu mambu bwanka pmwamwe nokuvinga omushwava omumume omukumana mno mOtjiherero pamwe nomyandjierere worusapu rwOnemmeriherero wOnamara nOnamemmatjanga. Kombund’ omatoorovero wespemuhongwa auhe otja tuna nukumana ondjendo yomakonononono we nukiyingurisa komumutwera. Komund’onyandjendo ye ndji ji ya yakurwuru, omuhongwa otja uta nongononono ye nukutja omuambira yomakonononono pamwe nomamwino we mengononono ndji tiiti ndji na omambo nge ri pokati 10 000 nga 15 000 otja koma zekawa tworupu ndwo pmwe nambetera nondunge yomitjiri ye poa yomamemwhere se. Poa komunad’warwape omuhongwa mbo yeneke omuhongwa omuambira mambu mambu omamonde omonpungupono omamonde ononjo mju (tji. Toolbox, Elan, Praat na vyarwe), kutja omuhongwa mbo tjiwe nokukuva nawa ondungiro yomamonde nomamonde meraka, nokuvingu vaomuvingu vaomuvingu vaonope otja tjiweripa tjiomudzika tji hawkonda.

Assessment: Continuous assessment 100% (research project)

LHW 3820 Written Prose and Drama of Otjiherero

Proposed NQF Level: 8
Credit: 16
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: Admission to the fourth year level

Content: This Course is designed to give the theory and practice of creative writing in a variety of genres. The course should give the student practical knowledge of various styles employed and inspire his/her creative talents to produce a variety of texts.

Omurya: Otjiherongo hwi tji memenwo okuhonga ovaohongwa ongara nuiupe vyomajangero omamene nukiyingurisa nawa momatjangero wymamemwatjanga womihoko pekepeke. Otji hwi sokuhonga ovaohongwa oungonjo wokutjanga nokumene momianpe pekepeke nukutja ovaohongwa ve ungurise olyandjewo ondjiroyo yavo makumema ovitjanga peke peke.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**LHA 3820 Advanced Issues in the Linguistics of Otjiherero**

<table>
<thead>
<tr>
<th>Proposed NQF Level</th>
<th>Credits: 16</th>
<th>Contact Hours: 2 hours/week over 28 weeks = 56 contact hours</th>
</tr>
</thead>
</table>

**Prerequisite:** Admission to the fourth year level

**Content:** This Course consists of a common component (about 14 weeks) attended by students of all African language subjects and a subsequent language-specific component (about 14 weeks) attended separately by students of the specific language family only. This course lends itself to project work.

Common component: In this component students are acquainted with the relevance of studies in historical linguistics, which studies the development and change of languages over time. An overview over types of classification and over the history of the classification of African and Namibian (Bantu and Khoeisan languages) will introduce students to the evolution of the current views. Students will be equipped for own studies by studying the processes involved in linguistic change as well as the approaches of historical linguistics and methods of reconstruction. An introduction to the principles and concerns of dialectology will prepare them for the language-specific studies and possible projects in them.

Language-specific component: Students will engage in the historical reconstruction and dialectology of Otjiherero within its family, with comparative inspection of related languages. Conclusions will be drawn on the pre-colonial history, migrations, cultural contact and language change. Features of dialects of Otjiherero will be examined.

**Omurya: Otjirihongwa hi ti no orupa rumwe nwovahongwa avehe (oviike 14) mbe rhonga omaraika wa Afrika na rwarwe rweraka arihe ku ro orini (oviike 14), ovahongwa veraka arihe pu mave hongwa peke ku vo oventi. Motjirihongwa hi eraka arihe mari hepa kutja omuhongwa auhe ma kare notjiungura ti ma konjona.**

Orupa nwovahongwa avehe pamwe: Morupa ndwi ovahongwa mave hongwa ounahepepo wemerihongero womakuruhungi womaraka, pu mape rihoangwa omarundurukiro womaraka otja korweze ti ru kaenda. Mape hongwa omoiano pekepeke vyomahaephye womaraka nekuruhungi romahapepo womaraka, omusana omaraika mbu ye yendayenda omaye runduruka nga ti moye yekuzwa pu ye ni nai. Ovahongwa mave hongwa okurihongwa ku vo oventi mokurihonga omoiano vyomakuruhungi romaraka nomiano mbi unguriiswa mkukondonona ekuruhungi romaraka. Omatjiviiso wozongunu nomatokero woza mbe nave hongwa oku mave tareere ekuruhungi reraka ravo nakupaha mo ovivungura mbi mave sokukondonona.

Orupa rweraka ku ro orini: Ovahongwa mave rhonga ekuruhungi romarundurukiro wOtjiherero nozondya zoro otja komuhoko waro, na wina okurisasaneka ku na omaraika warwe wopopezo pwo omazamumwe na ro. Omakutiro maye zu mekuruhungi indi ekurukuru, ekuruhungi romeyero wOvahongwa nomihoko vyarwe, omahakaeneno womihoko nomarundurukiro weraka. Ovivungu woza ovahongwa mavi kowaraka nomikanonwa.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**PORTUGUESE AS APPLIED AND BUSINESS LANGUAGE**

**Exit Objectives**

After completion of the full three years of Portuguese as Applied and Business Language a student should be able to:

1. communicate without undue effort in a variety of formal and informal situations;
2. write formal documents (letters, faxes, memoranda) for business and tourism;
3. read, understand and write a variety of structured texts regularly encountered in the business and tourism environment (brochures, advertisements, etc.);
4. understand discussions and conversations in standard and non-standard Portuguese, provided the pace is slow and words are clearly articulated;
5. compare and differentiate between Portuguese and his/her own culture;
6. react appropriately in a variety of different social and cultural settings.

**Subject Convener:** Dr R Afonso (tel. 206 3801 – email: rafonso@unam.na)

**Admission Requirements**

1. The School’s general admission requirements apply (cf. C.1).
2. The curriculum of Portuguese as Applied and Business Language is specifically designed for students with no or very little competence in Portuguese, and may therefore not be taken by a first language speaker of Portuguese, provided the pace is slow and words are clearly articulated;
3. compare and differentiate between Portuguese and his/her own culture;
4. react appropriately in a variety of different social and cultural settings.

**First Year Level**

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Students take the two (2) Courses below:</th>
<th>OLD PHASED OUT MODULES</th>
<th>NEW PHASED IN EQUIVALENT MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>1</td>
<td>LPB 3581</td>
<td>Foundations of Portuguese</td>
</tr>
<tr>
<td>2</td>
<td>LPB 3582</td>
<td>Portuguese for Beginners</td>
</tr>
</tbody>
</table>
Second Year Level

Admission Requirements

Subject to the Student Registration and Academic Advancement Rules, a student should have passed at least one (1) of the two Courses at first year level to be admitted to the second year level in Portuguese as Applied and Business Language.

Curriculum Compilation

Students take the three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LPB 3611</td>
<td>Listening and Speaking Skills in Portuguese</td>
</tr>
<tr>
<td>1</td>
<td>LPB 3631</td>
<td>Basic Reading and Writing Skills in Portuguese</td>
</tr>
<tr>
<td>2</td>
<td>LPB 3652</td>
<td>Basic Interaction and Communication in Portuguese</td>
</tr>
</tbody>
</table>

Third Year Level

Admission Requirements

Subject to the Student Registration and Academic Advancement Rules, a student should have passed both Courses at first year level and at least two (2) of the three Courses at second year level to be admitted to the third year level in Portuguese as Applied and Business Language.

Curriculum Compilation

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LPB 3711</td>
<td>Foundations of Business Portuguese</td>
</tr>
<tr>
<td>2</td>
<td>LPB 3732</td>
<td>Portuguese for Business and Tourism</td>
</tr>
</tbody>
</table>

Course Descriptors

First Year Level

LPB 3581 Foundations of Portuguese

Proposed NQF Level: 5
Credits: 12
Contact Hours: 3 hours/week over 14 weeks = 42 contact hours

Content: This course represents a first exposure to Portuguese as a language and as a culture. In this course students will acquire the most basic communication skills in Portuguese. They will be exposed to various basic linguistic and cultural situations and acquire the skills that allow them to react in an appropriate way in these situations. They will learn to meet their most basic needs necessary for survival in a Portuguese-speaking community.

Assessment:
Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

LPB 3582 Portuguese for Beginners

Proposed NQF Level: 5
Credits: 12
Contact Hours: 3 hours/week over 14 weeks = 42 contact hours

Content: In this course students continue to acquire the language and cultural skills necessary to meet basic needs in a Lusophone community, e.g. filling in forms, asking for things (e.g. where is the bathroom, the exit, etc.) and giving basic personal information. Communication with other speakers of the language remains challenging but can be achieved if the interlocutor is patient and prepared to help. During instruction particular emphasis is placed on pronunciation and articulation. In addition students expand their vocabulary and learn to conduct very basic written tasks.

Assessment:
Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

Second Year Level

LPB 3611 Listening and Speaking Skills in Portuguese

Proposed NQF Level: 6
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: See the admission requirements above.

Content: In this course students focus on acquiring good listening and speaking skills. Emphasis is put on correct pronunciation and intonation. Students are exposed to a variety of situations in which they have to perform basic conversations and have to extract the most important information in a Portuguese audio text or in a conversation. Students will furthermore be expected to give very basic presentations about themselves and their activities in Portuguese.

Assessment:
Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
Upon completion of this subject, the graduate should be able to:

1. demonstrate grammatical competence in the Portuguese language;
2. demonstrate understanding and mastery of the syntactical aspects and the morphology of this language;
3. distinguish the variations of the Portuguese language spoken in the various Lusophone countries;
4. demonstrate knowledge of the various literary genres and various Portuguese authors of different phases of the Portuguese history as well as from Lusophone countries;
5. describe the impact of the African Portuguese literature during the colonial era;
6. describe how the Portuguese literature developed during the post-colonial era;
7. demonstrate understanding of the Portuguese culture and how it has evolved in history;
8. recognise what is considered as Portuguese culture.

Exit Objectives

Subject Convener: Dr R Afonso (tel. 206 3801 – email: rafonso@unam.na)

Admission Requirements

Subject to the School’s general admission requirements (cf. C.1), a student must satisfy any one (1) of the following requirements to be admitted to the first year level in Portuguese Studies:

(a) pass in Portuguese First Language NSSC Higher Level or an equivalent qualification;
(b) pass in Portuguese First Language NSSC Ordinary Level (minimum C symbol) or an equivalent qualification;
(c) pass in Portuguese Foreign Language NSSC Higher Level or an equivalent qualification;

PORTUGUESE STUDIES
(d) pass in Portuguese Foreign Language NSSC Ordinary Level (minimum C symbol);
(e) written approval by the Head: Department of Language and Literature Studies.

First Year Level

Curriculum Compilation

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LPS3581</td>
<td>Basic Portuguese Patterns</td>
<td>1</td>
<td>H3511YP</td>
<td>Language Studies in Portuguese</td>
</tr>
<tr>
<td>2</td>
<td>LPS3582</td>
<td>Basic Literary and Cultural Concepts in Portuguese</td>
<td>2</td>
<td>H3532YP</td>
<td>Portuguese Language Usage</td>
</tr>
</tbody>
</table>

Second Year Level

Admission Requirements

The School’s Student Registration and Academic Advancement Rules apply.

Curriculum Compilation

Students register for the three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LPS 3611</td>
<td>Complex Portuguese Patterns</td>
</tr>
<tr>
<td>2</td>
<td>LPS 3632</td>
<td>Contemporary Portuguese Society and Culture</td>
</tr>
<tr>
<td>2</td>
<td>LPS 3652</td>
<td>Text analysis, Directed Writing and Presentation in Portuguese</td>
</tr>
</tbody>
</table>

Third Year Level

Admission Requirements

The School’s Student Registration and Academic Advancement Rules apply.

Current Compilation

Students pursuing Portuguese Studies as a major subject register for all three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LPS 3711</td>
<td>Theoretical and Practical Grammar in Portuguese</td>
</tr>
<tr>
<td>1</td>
<td>LPS 3731</td>
<td>Portuguese Lusophone Relations</td>
</tr>
<tr>
<td>2</td>
<td>LPS 3752</td>
<td>Portuguese Cultural History</td>
</tr>
</tbody>
</table>

Students pursuing Portuguese Studies as a minor subject select two (2) of the three (3) Courses below in consultation with the Department of Language and Literature Studies:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>LPS 3810</td>
<td>Research project in Portuguese</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>LPS 3820</td>
<td>Modern Portuguese Culture and Literature</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>LPS 3840</td>
<td>Applied Linguistics in Portuguese</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>LPS 3860</td>
<td>African Portuguese Literature</td>
</tr>
</tbody>
</table>

Fourth Year Level

Admission Requirements

The School’s Student Registration and Academic Advancement Rules apply: Students are admitted to the fourth year level in the BA degree programme only after they have passed all twenty-eight (28) Courses (448 credits) at first, second and third year level.

Current Compilation

Students register for the four (4) year-Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>LPS 3810</td>
<td>Research project in Portuguese</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>LPS 3820</td>
<td>Modern Portuguese Culture and Literature</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>LPS 3840</td>
<td>Applied Linguistics in Portuguese</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>LPS 3860</td>
<td>African Portuguese Literature</td>
</tr>
</tbody>
</table>

Course Descriptors

Second Year Level

LPS 3611 Complex Portuguese Patterns

Proposed NQF Level: 6
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None
Content: Enhancing students' communicative skills and written expression by focusing on central aspects of Portuguese grammar.

 Conteúdos: Este módulo pretende aumentar as competências comunicativas e de expressão escrita dos alunos, através da focalização em aspetos centrais da gramática portuguesa.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LPS 3632 Contemporary Portuguese Society and Culture

Proposed NQF Level: 6
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None
Content: Making students aware of the interaction between literary texts and society, concentrating on recent Portuguese history, societal developments
and relevant published materials.

**Conteúdos:** Este módulo tem o objetivo de consciencializar os alunos para a relação entre os textos literários e a sociedade, evidenciando a recente história de Portugal, a evolução da sociedade e materiais relevantes publicados.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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**LPS 3652 Text analysis, Directed Writing and Presentation in Portuguese**

**Proposed NQF Level:** 6  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** None

**Content:** Analysis of various types of Portuguese texts enabling students to identify, produce and present similar texts.

**Conteúdos:** Este módulo tem o propósito de levar os alunos a analisar vários tipos de textos em língua portuguesa, permitindo-lhes identificar, produzir e apresentar textos semelhantes.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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**Third Year Level**

**LPS 3711 Theoretical and Practical Grammar in Portuguese**

**Proposed NQF Level:** 7  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** None

**Content:** Enhancing students’ communicative skills in Portuguese by concentrating on Portuguese syntax to enable them to practically use it on academic writing.

**Conteúdos:** Conteúdos: Este módulo tem o propósito de melhorar as competências comunicativas dos alunos, centrando-se na sintaxe portuguesa, de forma a permitir o seu uso no escrito académico.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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**LPS 3731 Portuguese Lusophone Relations**

**Proposed NQF Level:** 7  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** None

**Content:** Read selected Portuguese texts of colonial and post colonial literature with reference to lusophone African countries and depicting several aspects of present and past relationship between these countries and Portugal.

**Conteúdos:** Este módulo centra-se na leitura selecionada de textos literários de língua portuguesa, pertencentes à literatura colonial e pós-colonial, alusivos a países africanos lusófonos. Pretende, pois, retratar vários aspectos da relação entre o passado e o presente destes países e Portugal.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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**LPS 3752 Portuguese Cultural History**

**Proposed NQF Level:** 7  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** None

**Content:** Introduction to Portuguese cultural and literary history from Absolutism to the end of the Portuguese Monarchy in 1910. This includes a study of selected literary texts and manifestations of culture in Portuguese society of that period with emphasis on students presenting their findings in adequate academic oral and written form.

**Conteúdos:** Neste módulo, há a apresentação da história cultural e literária portuguesa, desde o absolutismo até ao fim da monarquia portuguesa, em 1910. Abarcando, ainda, o estudo de textos literários selecionados e as exteriorizações culturais na sociedade portuguesa desse período. Os alunos devem fazer pesquisas e tecer apresentações, adequadamente, utilizando um discurso académico, oral e escrito.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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**Fourth Year Level**

**LPS 3810 Research project in Portuguese (year-course)**

**Proposed NQF Level:** 8  
**Credits:** 32  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** This course represents a research component for which the student will select a research topic in Portuguese linguistics or literature in consultation with the Department of Language and Literature Studies. Students will initially attend lectures in research methodology. After selection of a topic, each student will prepare and present a research proposal to his/her supervisor. Following approval of the research proposal, the student will conduct his/her research and write a research project of about 10 000 to 15 000 words according to Departmental guidelines and with the guidance of the supervisor. Before submitting the final draft of the research project, each student will present his/her research to an audience of peers.

**Conteúdos:** Neste módulo, o aluno deverá selecionar um tema de pesquisa, relativo a lingüística ou a literatura portuguesa, sob a orientação do Departamento de Estudos Linguísticos e Literários. Inicialmente, os alunos assistirão a aulas de metodologia de pesquisa. Depois da seleção de um tema, cada aluno preparará e apresentará uma proposta de pesquisa ao seu supervisor. Após a aprovação da proposta, o aluno levará a cabo a sua pesquisa e escreverá um projeto de pesquisa, com cerca de 10000 a 15000 palavras, de acordo com as diretrizes departamentais e com a orientação do supervisor. Antes da submissão final do projeto de pesquisa, cada discente apresentará a sua pesquisa a uma audiência de pares.

**Assessment:** Continuous assessment 100% (research project)

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**LPS 3820 Modern Portuguese Culture and Literature**

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** Study several selected texts from the first republic to contemporary Portugal in conjunction with the relevant aspects of the Portuguese society.

**Conteúdos:** Este módulo foca-se no estudo de vários textos selecionados, desde a Primeira República até ao Portugal contemporâneo, coadunando-se aspetos relevantes da sociedade portuguesa.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
LPS 3840 Applied Linguistics in Portuguese

Proposed NQF Level: 8
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours
Credits: 16
Prerequisite: Admission to the fourth year level
Content: Examine psycho-socio-linguistic aspects with special reference to the Lusophone situation.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

LPS 3860 African Portuguese Literature

Proposed NQF Level: 8
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours
Credits: 16
Prerequisite: Admission to the fourth year level
Content: Study of selected cultural and literary texts and authors from those Portuguese speaking countries during their independence movements and after their political independence.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

PHILOSOPHY AND APPLIED ETHICS

Introduction
Philosophy is offered as a major subject in the BA degree programme.

Subject Convenor: Dr N Masoud (tel. 206 3235 – Email: mnassor@unam.na)

Admission Requirements
The School’s general admission requirements apply (cf. C.1).

First Year Level

Curriculum Compilation

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PHL3581</td>
<td>Introduction to Critical Thinking and Argumentation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>PHL3582</td>
<td>Introduction Philosophical Analysis</td>
<td></td>
</tr>
</tbody>
</table>

Second Year Level

Admission Requirements

1. The School’s Student Registration and Academic Advancement Rules apply.
2. Note the prerequisites, co-requisite and restriction below.

Curriculum Compilation

Students register for a total of three (3) Courses according to the following rules:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PHL 3631</td>
<td>Theories of Ethics and Moral Philosophy</td>
<td>HPHL 3581</td>
</tr>
<tr>
<td>1</td>
<td>HPHL 3611</td>
<td>Introduction to Ancient and Early European Modern Philosophy</td>
<td>HPHL 3581</td>
</tr>
<tr>
<td>2</td>
<td>PHL 3632</td>
<td>Issues in Applied Ethics</td>
<td>HPHL 3581</td>
</tr>
</tbody>
</table>

Students add a further one (1) course, selected from the list below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>PHL 3612</td>
<td>African Philosophy</td>
</tr>
</tbody>
</table>

Third Year Level

Admission Requirements

1. The School’s Student Registration and Academic Advancement Rules apply.
2. Note the prerequisites below.

Curriculum Compilation

Students pursuing Philosophy as a major subject register for a total of three (3) Courses according to the following rules:

Students pursuing Philosophy as a minor subject register for a total of two (2) Courses according to the following rules:

All students register for the following compulsory course:
### Course Descriptors

#### Second Year Level

**PHL 3611 Introduction to Ancient and Early European Modern Philosophy**

**Proposed NQF Level:** 6  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** HPHL 3581  
**Content:** Pre-Socratics and the earliest natural philosophers; the Sophists and language; Socratic irony and enchelus; Platonic theory of forms; simile of the cave, philosopher king and the Republic; Aristotelian categorial theory and the problem of universals; virtue ethics; causality; the four causes; Epicureanism and hedonism; Stoicism and cosmic determination, human will and freedom; Scepticism; Cynicism; Roman stoicism; Confucianism and Taoism; Upanishads and Vedas; influence of humanism and the fall of scholasticism; survey of major figures of early renaissance Erasmus, Machiavelli, Moore and Bacon, Galileo.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**PHL 3631 Theories of Ethics and Moral Philosophy**

**Proposed NQF Level:** 6  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** HPHL 3581  
**Content:** The aims of this course are to give a cross-cultural overview of the main approaches as well as the major questions of social and moral philosophy. It leads the student into in-depth study of major themes in social and moral thought and theory.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**PHL 3632 Issues in Applied Ethics**

**Proposed NQF Level:** 6  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** HPHL 3581  
**Content:** The course aims to deal with difficult moral questions and controversial moral issues that people actually face in their lives. The course intends to show that the philosophical examination, from a moral standpoint, of particular issues in private and public life that are matters of moral judgment. It is thus n ethic that attempts to use philosophical methods to identify the morally correct course of action in various fields of human life. This course will provide a forum for discussion of a selection of topics in applied ethics as well as for some of the deeper philosophical principles and problems underlying disagreements about these issues.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**PHL 3612 African Philosophy**

**Proposed NQF Level:** 6  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisites:** None  
**Content:** The aim of this course is to introduce students to various trends and to the works of the most well-known authors on African philosophy. The overall purpose of the course is to lead the students from merely learning about African philosophy into engaging with it philosophically.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
## Third Year Level

### PHL 3771 Topics in Political Philosophy
- **Proposed NQF Level:** 7
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Credits:** 16

**Prerequisite:** HPHL 3581 & HPHL 3582

**Content:** This course will concentrate on a specific issue in contemporary political philosophy. Typical topics include civil disobedience, war and peace, theories of political revolution, theories of utopia, and punishment and criminal justice. It will also include feminism and liberalism, capitalism, socialism and democracy, globalization ethics, immigration and identity, group rights, global solidarity, distributive justice.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### PHL 3751 Philosophy of Science and Technology
- **Proposed NQF Level:** 7
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Credits:** 16

**Prerequisite:** HPHL 3581 & HPHL 3582

**Content:** This course aims to show how the modern world is shaped by science and technology while providing a systematic study of science and technology and the fundamental reasons that motivates scientific discoveries. It will look at the formal dynamics of technology as a continuing collective enterprise which advances by its own ‘laws of motion’. The course will offer understanding of scientific knowledge, theories and methods. It will also show how technology plays an important role in our social, political, economic and cultural life.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### PHL 3772 Environmental Ethics
- **Proposed NQF Level:** 7
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Credits:** 16

**Prerequisite:** None

**Content:** This course aims to examine the current theoretical and practical issues contained in the field of environmental ethics which is a growing area in philosophy. This course addresses obligations to future generations, human relationships to nature, pollution, diminishing species and expanding public awareness of environmental problems and how different people and nations around the world feel and respond to environmental concerns.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### PHL 3752 Philosophy of Mind, Cognition and Artificial Intelligence
- **Proposed NQF Level:** 7
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Credits:** 16

**Prerequisite:** HPHL 3581, HPHL 3582

**Content:** Cartesian dualism; the mind-body problem; soul, spirit and mind; occasionalism; psychophysical parallelism and property dualism; epiphenomenalism; mental properties; mental states, mental processes and causation; personal identity and other minds; logical behaviourism; identity theory; non-reductive physicalism; brains and reductionism; emergentism; problem of downward causation; functionalism: multiple realizability; intentionality and embeddedness; sensation and qualia; irreducibility and consciousness; persons, self and free will; cognitive science; artificial intelligence; the rise of the intelligent machines; machine functionalism: Turing Test and Chinese Room argument; singularity and the capacity/limit of human mind.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

## Fourth Year Level

### PHL 3811 Civic and Professional Ethics
- **Proposed NQF Level:** 8
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Credits:** 16

**Prerequisite:** HPHL 3631

**Content:** The aims of the course are to impart to students theoretical and practical understanding of various ethical theories and enforce a clear distinction between the requirements of public ethics and our personal moral and social commitments. This course will also deal with concrete professions and scrutinize how they ought to behave ethically in professional settings and how they formulate proper moral judgments.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### PHL 3851 Chinese, Indian and Arabic Philosophical Traditions
- **Proposed NQF Level:** 8
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Credits:** 16

**Prerequisite:** HPHL 3631

**Content:** The aim of this course is to introduce oriental philosophic traditions focusing on the immense contributions they have made in the world. The aim is to show that Oriental philosophies have very profound effect in shaping ideas in the oriental world and are very much embodied in the everyday life of its people. The course examines the main trends and philosophical ideas innate in these philosophical systems. It introduces students to an organized vision of oriental philosophical trends particularly in China, Korea, India and in the Arab World. It helps one to understand the foundations of these systems of thought and it surveys the most significant among them such as Confucianism, Buddhism, Taoism, Vedas and Zen Buddhism, Islamic mystical dimension of Sufism.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### PHL 3831 Development Ethics
- **Proposed NQF Level:** 8
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Credits:** 16

**Prerequisite:** HPHL 3631

**Content:** The aim of this course is to explore the role of philosophical reasoning and analysis in the development issues. The course will inspire students to apply philosophical theories and philosophical argumentation in real context to tackle current ethical and political dilemmas faced by pluralist African countries in social and economic transition. The course will pose questions like what is meant by ethics of development. How can philosophical analysis and critical ethical reflection be applied in the issues of local and global development? Why is the concept of development itself contested? Should we understand development as change, intervention, improvement and/or progress? Who has a right to aid and who has responsibility to give aid – and on what basis – specifically in international resource allocation?

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### PHL 3821 Bioethics
- **Proposed NQF Level:** 8
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Credits:** 16

**Prerequisite:** HPHL 3631

**Content:** The aim of this course is to study the reasonableness of human choices and actions that typically occur in life sciences, healthcare and in medical practice in such issues like end-of-life decision, artificial reproduction, research ethics, cloning, and stem cell research. This course offers a brief overview of ethics and analyzes the moral values and principles relevant to medical practice and bioethics to particular situations. The course hopes to develop
moral wisdom and moral virtue in persons involved in such sensitive areas.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**PHL 3852 Philosophy of Law**

- **Proposed NQF Level:** 8
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Prerequisite:** HPHL 3631
- **Content:** The aim of the course is to develop an analysis of the nature of law and legal systems and their relation to morality and social ethics. The students will learn to critically evaluate the philosophical basis of legal authority as well as the moral rational behind legal decision making and ethical jurisprudence.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**PHL 3872 Business Ethics**

- **Proposed NQF Level:** 8
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Prerequisite:**
- **Content:** This course aims to introduce contemporary and controversial ethical issues facing the business community. The course will be specifically based on moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, moral development, moral responsibility and obligation for members of the workforce and society.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**PHL 3810 Research Project**

- **Proposed NQF Level:** 8
- **Credits:** 32
- **Prerequisite:**
- **Content:** To independently be able to produce an academic paper that is intelligently researched and relevant to the programme undertaken.
- **Assessment:** Continuous assessment 100%

**RELIGIOUS AND BIBLICAL STUDIES**

**Introduction**

Religious and Biblical Studies is offered as a minor or major subject in the BA degree programme.

**Subject Convenor:** Dr H.R Tjibeba (tel. 206 3038– E-mail: htjibeba@unam.na)

**Admission Requirements**

The School’s general admission requirements apply (cf. C.1).

**First Year Level**

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Students take the two (2) Courses below:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OLD PHASED OUT MODULES</strong></td>
</tr>
<tr>
<td>Semester</td>
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<tr>
<td>-----------</td>
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<tr>
<td>1</td>
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<td>1</td>
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<td>2</td>
</tr>
</tbody>
</table>

**Second Year Level**

**Admission Requirements**

The School’s Student Registration and Academic Advancement Rules apply

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Students register for any three (3) of the six (6) Courses below:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester</strong></td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<td>2</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>
Third Year Level

Admission Requirements

1. The School’s Student Registration and Academic Advancement Rules apply.
2. Note the restriction below.

Curriculum Compilation

Students pursuing Religious Studies as a major subject register for three (3) of the six (6) Courses below in consultation with the Department of Human Sciences:

Students pursuing Religious Studies as a minor subject register for two (2) of the six (6) Courses below in consultation with the Department of Human Sciences:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RRS 3711</td>
<td>Religion and Spirituality</td>
</tr>
<tr>
<td>1</td>
<td>RRS 3731</td>
<td>Features of African Religion</td>
</tr>
<tr>
<td>2</td>
<td>RRS 3752</td>
<td>Comparative Religious Studies</td>
</tr>
<tr>
<td>2</td>
<td>RRT 3712</td>
<td>Reading Religious Texts*</td>
</tr>
<tr>
<td>2</td>
<td>RRT 3732</td>
<td>Religion and Modernity</td>
</tr>
</tbody>
</table>

* Students who take Religious Studies as well as English Studies may not select this course as an elective for both subjects.

Fourth Year Level

Admission Requirements

The School’s Student Registration and Academic Advancement Rules apply: Students are admitted to the fourth year level in the BA degree programme only after they have passed all twenty-eight (28) Courses (448 credits) at first, second and third year level.

Curriculum Compilation

Students register for the four (4) year-Courses below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>RRS 3810</td>
<td>Research Project in Religious Studies</td>
</tr>
<tr>
<td>RRS 3820</td>
<td>Practical Reading of Religious Texts</td>
</tr>
<tr>
<td>RRS 3840</td>
<td>Religion and Post-Modernism</td>
</tr>
<tr>
<td>RRS 3860</td>
<td>Religion and Art</td>
</tr>
</tbody>
</table>

Course Descriptors

Second Year Level

RRS 3611 World’s Religious Traditions: Buddhism and Hinduism

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
Prerequisite: None  
Content: A study of two of the major Eastern religions, their origins, history, features and prevalence, as well as some of the variations in different areas.  
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

RRS 3612 Synoptic Gospel and Acts

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
Prerequisite: None  
Content: A study of the first four books of the New Testament and the acts, all its literary and historical nuances and how these books were written. The theological significance of the specific books will be studied.  
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

RRS 3631 Pentateuch and Historical Books

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
Prerequisite: None  
Content: A study of the New Testament of the Bible, all its literary and historical nuances and how this testament is divided and the reasons why these divisions are there and have been compiled in the specific way it is.  
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

RRS 3632 Religious and Moral Education in Namibia

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
Prerequisite: None  
Content: Religious and moral education for Namibian schools: the rationale, goals, contents, methods and problems. This includes a basic and critical introduction to ethics.  
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

RRS 3652 African Religious History

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
Prerequisite: None  
Content: A history of African religions which often do not follow linguistic borders and have in many instances developed into syncretistic religions, adopting features of various other religions. The course follows the development of various African religions to ensure an understanding of their main features.  
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Proposed NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
<th>Prerequisite</th>
<th>Content</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>RRS 3672</td>
<td>Scriptures of Major Religions</td>
<td>6</td>
<td>16</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
<td>None</td>
<td>A focus on selected texts of the major religions, treating their background, features and contents. Reading sections of the texts in class and as self-study will form a central part of the course.</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td>RRS 3771</td>
<td>Religion and Spirituality</td>
<td>7</td>
<td>16</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
<td>None</td>
<td>Concentration on the spiritual development of people emanating from their religious beliefs.</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td>RRS 3731</td>
<td>Features of African Religion</td>
<td>7</td>
<td>16</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
<td>None</td>
<td>The course concentrates on the specific features of African religion, such as the perspective on God, on myths, forefathers. The course explores the ways in which worship takes place in African religion.</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td>RRS 3752</td>
<td>Comparative Religious Studies</td>
<td>7</td>
<td>16</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
<td>None</td>
<td>A comparison of the main doctrines of major religions in terms of their understanding of God, worship and rituals.</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td>RRS 3772</td>
<td>Psychology and Sociology of Religion</td>
<td>7</td>
<td>16</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
<td>None</td>
<td>The course covers the meaning of religion in society and how individuals find meaning for themselves and with other people in their community. Aspects such as gender and power relationships are discussed.</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td>RRT 3712</td>
<td>Reading Religious Texts</td>
<td>7</td>
<td>16</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
<td>None</td>
<td>This course explores the relationship between literary theories and religious texts. It critically evaluates past and present methods of interpretation in relation to the religious texts, both prose and poetry.</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td>RRT 3732</td>
<td>Religion and Modernity</td>
<td>7</td>
<td>16</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
<td>None</td>
<td>A study of religion in modernism, authors of modernity and the use of religion and religious texts by these authors.</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td>RRS 3810</td>
<td>Research project in Religious Studies</td>
<td>8</td>
<td>32</td>
<td>2 hours/week over 28 weeks = 56 contact hours</td>
<td>Admission to the fourth year level</td>
<td>This course represents a research component for which the student will select a research topic in Religious Studies in consultation with the Department of Religious Studies, Ethics and Philosophy. Students will initially attend lectures in research methodology. After selection of a topic, each student will prepare and present a research proposal to his/her supervisor by the required deadline. Following approval of the research proposal, the student will conduct his/her research and write a research project of between 10 000 and 15 000 words according to School and Departmental guidelines and with the guidance of the supervisor. Students will be required to attend regular Departmental research seminars during the year where they will report on the progress with their research. Before submitting the final draft of the research project, each student will present his/her research to an audience of peers and/or clients.</td>
<td>Continuous assessment 100% (research project)</td>
</tr>
<tr>
<td>RRS 3820</td>
<td>Practical Reading of Religious Texts</td>
<td>8</td>
<td>16</td>
<td>2 hours/week over 28 weeks = 56 contact hours</td>
<td>Admission to the fourth year level</td>
<td>Practical reading and interpretation of religious texts. These texts will include some ancient religious texts, such as those of Qumran, or ancient texts from Acadia.</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td>RRS 3840</td>
<td>Religion and Post-Modernism</td>
<td>8</td>
<td>16</td>
<td>2 hours/week over 28 weeks = 56 contact hours</td>
<td>Admission to the fourth year level</td>
<td>A focus on post-modernism and its influence on religion and religious texts, Specific religious concepts, such as God, authority, spirit and others will be treated.</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td>RRS 3860</td>
<td>Religion and Art</td>
<td>8</td>
<td>16</td>
<td>2 hours/week over 28 weeks = 56 contact hours</td>
<td>Admission to the fourth year level</td>
<td>A focus on how religion, religious motifs and religious texts are used or how they appear in artworks of various kinds. The use of religious symbols in artistic expression is investigated.</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
</tbody>
</table>
POLITICAL STUDIES

Introduction
Political Studies is offered as a major subject in the BA degree programme by the Department of Political and Administrative Studies in the School of Economics and Management Science.

Subject Convenor: Ms E Thomas (tel. 206 3660– Email: etomas@unam.na)

Admission Requirements
1. The School’s general admission requirements apply (cf. C.1).
2. Note the prerequisite for the first year level course CBCM 3579 Business Mathematics below.

First Year Level

Curriculum Compilation
Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>OLD PHASED OUT MODULES</th>
<th>NEW PHASED IN EQUIVALENT MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Code</td>
</tr>
<tr>
<td>2</td>
<td>PIG 3572</td>
</tr>
<tr>
<td>2</td>
<td>MPP 3572</td>
</tr>
</tbody>
</table>

Second Year Level

Admission Requirements
1. The School’s Student Registration and Academic Advancement Rules apply.
2. Note the prerequisites below.

Curriculum Compilation
Students register for any three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PNP 3671</td>
<td>Namibian Politics</td>
<td>CPIG 3572</td>
</tr>
<tr>
<td>1</td>
<td>PPW 3671</td>
<td>Western Political Philosophy</td>
<td>CPIG 3572</td>
</tr>
<tr>
<td>2</td>
<td>PPP 3672</td>
<td>African Political Philosophy</td>
<td>CPIG 3572, and ULCE 3419</td>
</tr>
<tr>
<td>2</td>
<td>PCP 3672</td>
<td>Contemporary African Politics</td>
<td>CPIG 3572, and ULCE 3419</td>
</tr>
</tbody>
</table>

Third Year Level

Admission Requirements
1. The School’s Student Registration and Academic Advancement Rules apply.
2. Note the prerequisites below.

Curriculum Compilation
Students pursuing Political Studies as a minor subject up to forth year level should register for the following three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PPP3771</td>
<td>Public Policy</td>
<td>CPIG 3572</td>
</tr>
<tr>
<td>1</td>
<td>PSA 3771</td>
<td>The State in Africa</td>
<td>CPIG 3572</td>
</tr>
<tr>
<td>2</td>
<td>PPI 3772</td>
<td>International Political Economy</td>
<td>CPIG 3572</td>
</tr>
</tbody>
</table>

THIS MODULE IS COMPULSORY FOR STUDENTS WHO INTENT TO DO RESEARCH PROJECT IN POLITICS

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>PRP3772</td>
<td>Research Methodology</td>
</tr>
</tbody>
</table>

Fourth Year Level

Admission Requirements
The School’s Student Registration and Academic Advancement Rules apply: Students are admitted to the fourth year level in the BA degree programme only after they have passed all twenty-seven (28) Courses (432 credits) at first, second and third year level.

Curriculum Compilation
Students pursuing Political Studies as a minor subject register for the three (3) of the Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PSS 3871</td>
<td>Political Economy of Southern Africa</td>
<td>CPPI 3772</td>
</tr>
<tr>
<td>2</td>
<td>PCP 3872</td>
<td>Comparative Politics</td>
<td>CPIG 3572</td>
</tr>
<tr>
<td>2</td>
<td>PDR 3872</td>
<td>Conflict and Dispute Resolution</td>
<td>CPPP 3771</td>
</tr>
</tbody>
</table>
### Course Descriptors

#### Second Year Level

**PNP 3671 Namibian Politics**

<table>
<thead>
<tr>
<th>Proposed NQF Level:</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>16</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>CPIG 3572 Government Studies</td>
</tr>
</tbody>
</table>

**Content:** This course introduces students to the political history of the country, focusing on: pre-colonial, colonial, and post-colonial administrations with a preface on political and economic theories applied thereto; it evaluates the role of the UNO in bringing about independence, and the post-colonial politics with emphasis on the democratisation and decentralisation processes, and assesses the value of Namibia's membership in regional, continental and international organisations in terms of national development.

**Assessment:** Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

**PPW 3671 Western Political Philosophy**

<table>
<thead>
<tr>
<th>Proposed NQF Level:</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>16</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>CPIG 3572 Government Studies, UCLE 3419 English Communication and Study Skills</td>
</tr>
</tbody>
</table>

**Content:** This course develops and unlocks a student's understanding, scholarly disposition and critical thinking skills on some of the most perennial questions in Western political philosophy. These include: the nature of philosophical reasoning and discourse; the State of Nature; justifying the State; who should rule?; the place of liberty; the distribution of property; individualism and justice. Political insights will be culled from the writing and ideas of Plato, Aristotle, Machiavelli, Locke, Hobbes, Rousseau, Marx, Mill, Hegel and Kant.

**Assessment:** Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

**PPP 3672 African Political Philosophy**

<table>
<thead>
<tr>
<th>Proposed NQF Level:</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>16</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>CPIG 3572 Government Studies, UCLE 3419 English Communication and Study Skills</td>
</tr>
</tbody>
</table>

**Content:** The historical dynamics between Western and African philosophy are explored, with reference to core concepts such as self-determination, nation, power, race/racism, ethnicity/culture, gender and normative ideas such as justice, obligations, rights and equality. These ideas are contextualised by relating them to concomitant social movements that have informed and been informed by them. The contemporary discourses and trends within African thought are explored in the works of Achebe, Akoko, Boduntin, Appiah and Soyinka.

**Assessment:** Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

**PCP 3672 Contemporary African Politics**

<table>
<thead>
<tr>
<th>Proposed NQF Level:</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>16</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>CPIG 3572 Government Studies, UCLE 3419 English Communication and Study Skills</td>
</tr>
</tbody>
</table>

**Content:** An overview of contemporary African politics, with a focus on the social categories relevant to the study of colonial and post-colonial politics: ethnicity, race, class, gender, culture, and sub-colonialism. Party rule, military and bureaucratic systems of rule, and the debate on the post-colonial state are also emphasised. Additionally, democratisation in Africa, the African Union, the New Partnership and their relevance to contemporary Africa are investigated.

**Assessment:** Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

#### Third Year Level

**PPP 3771 Public Policy**

<table>
<thead>
<tr>
<th>Proposed NQF Level:</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>16</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>CPIG 3572 Government Studies</td>
</tr>
</tbody>
</table>

**Content:** The course seeks to inculcate in students a sense of appreciation of the need and the complexity of (public) policy process; and to provide an understanding of policy theories and conceptual framework and rationale; to facilitate academic discussions on policy functions, processes, scope, domains and arena, levels, quality of actors, and the instruments for implementation and evaluation; and the role of public policy in national development and international co-existence.

**Assessment:** Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

**PSA 3771 The State in Africa**

<table>
<thead>
<tr>
<th>Proposed NQF Level:</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>16</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
</tbody>
</table>

**Pre-requisites:** None

**Module Description:** This course focuses on debates on the State in Africa from a diversity of theoretical perspectives, Western and African, such a modernization/development theory, structuralism, neo-Marxism, post-structuralism, failure of state theories and state-in-society approaches, globalization and the future of the State and post-coloniality. Capita Selecta of case studies, mostly from West and Southern Africa.

**Module assessment:** Continuous assessment: 50% : 2 tests Examination: 50%: 1 x 3 hour paper

**PIR 3771 International Relations**

<table>
<thead>
<tr>
<th>Proposed NQF Level:</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>16</td>
</tr>
<tr>
<td>Contact Hours:</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>CPIG 3572 Government Studies</td>
</tr>
</tbody>
</table>

**Content:** This course introduces conceptual discourses on the nature of world society and the sociology of the global system. The development of the modern international system is outlined, through the theoretical prisms of realism, neo-realism, liberalism, and structuralism, post-modernism and normative theories such as constructivism. The place of concepts such as state, power and security are interrogated. Substantive issues such as foreign policy, human rights and global governance are investigated. The context and relationship of Africa in the international system is also considered.

**Assessment:** Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)
Fourth Year Level

PSS 3871 Political Economy of Southern Africa

Proposed NQF Level: 8
Credit Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisites: CPPI 3772 International Political Economy

Content: The course deals with contemporary developments in southern Africa, such as regional formation (SADC, COMESA, SACU), peace and security, state consolidation, democratisation, sustainable development, and it examines southern Africa’s position in the global political economy with reference to the SAPs and the politics of foreign aid.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

PCP 3872 Comparative Politics

Proposed NQF Level: 8
Credit Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisites: CPIG 3572 Government Studies

Content: A comparative exploration of the structures and institutions of the polity; globalisation and its impacts on the state; comparative democratisation and the future of the state in a post-Cold War world with special emphasis on Sub-Saharan Africa; civil society state interaction; comparative party systems. Case studies mostly from Sub-Saharan Africa.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

PDR 3872 Conflict and Dispute Resolution

Proposed NQF Level: 8
Credit Hours: 2 hours/week over 14 weeks = 28 contact hours

Prerequisites: CPPP 3771 Public Policy

Content: This course surveys the political and economic hegemonic systems in a global context with the aim to identify specific causes of conflicts, leading to the debate on policy making and policy priorities, peace keeping management, functional approaches to conflict resolution and sustenance of international security. Factors to be discussed will include the dynamics of internal security for nation-states; intra-state security; imperatives of peace and economic growth; and the question of purposeful alliance, coalitions and collectivism in the face of the constant threats to the existing deterrence measures that have been put in place by nations.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

HISTORY

Introduction

The Section: History of the Department of Geography, History and Environmental Studies aims to train professional academic historians and students aiming to pursue careers in Museum and Heritage Studies, Tourism or Archaeology. It further aims to provide the necessary subject knowledge and skills and competencies to prospective teachers of history.

Exit Objectives

Upon completion of this subject, the graduate should be able to:

1. apply the skills and competencies required from a student trained in History;
2. demonstrate a sound understanding of the main outlines of historical developments, events and issues covered in the undergraduate Courses of the History curriculum;
3. undertake post-graduate studies in History;
4. demonstrate the foundational skills required for further study and a career in the fields of Archeology and Museum and Heritage Studies.

Subject Convenor: Mr G Gwarisa (tel. 206 3632– E-mail: ggwasira@unam.na)

Admission Requirements

1. The School’s general admission requirements apply (cf. C.1).
2. A pass in History NSSC is recommended, although not considered a prerequisite.

First Year Level

Curriculum Compilation

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>OLD PHASED OUT MODULES</th>
<th>NEW PHASED IN EQUIVALENT MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>Semester 1</td>
<td>HGE3582</td>
</tr>
<tr>
<td>2</td>
<td>HGE3581</td>
</tr>
</tbody>
</table>
Second Year Level

Admission Requirements
1. The School's Student Registration and Academic Advancement Rules apply.
2. Note the course-specific prerequisites below.

Curriculum Compilation

Students take the one (1) compulsory course:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>HGE 3672</td>
<td>Research Methodology</td>
<td>HHGE 3582</td>
</tr>
</tbody>
</table>

Students select a further two (2) Courses from the three (3) Course below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HGE 3651</td>
<td>Early Southern African History</td>
<td>HHGE 3582</td>
</tr>
<tr>
<td>1</td>
<td>HGE 3631</td>
<td>Archaeology I</td>
<td>HHGE 3582</td>
</tr>
<tr>
<td>2</td>
<td>HGE 3612</td>
<td>Namibia 19/20 Century</td>
<td>HHGE 3582</td>
</tr>
</tbody>
</table>

Please note that the module below is only for students doing Education, hence all Humanities students should not registered for this module

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HGE 3611</td>
<td>The Making of the Atlantic World *</td>
<td></td>
</tr>
</tbody>
</table>

Third Year Level

Admission Requirements
1. The School's Student Registration and Academic Advancement Rules apply.
2. See the course-specific prerequisite below.

Curriculum Compilation

Students pursuing History as a major subject select any three (3) Courses below:

Students pursuing History as a minor subject select two (2) of the four Courses below in consultation with the Department of Geography, History and Environmental Studies:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HGE 3731</td>
<td>Archaeology II</td>
<td>HHGE 3631</td>
</tr>
<tr>
<td>1</td>
<td>HGE 3751</td>
<td>Namibia 1920 – 1990</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>HGE 3712</td>
<td>Themes in South Africa History</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>HGE 3772</td>
<td>World History</td>
<td>-</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>HGE 3799</td>
<td>*Excursion</td>
<td>-</td>
</tr>
</tbody>
</table>

*All students registered for Archaeology I & II (HHGE 3731 & HHGE3631) should take (HHGE3799) Excursion

Fourth Year Level

Admission Requirements
1. The School’s Student Registration and Academic Advancement Rules apply: Students are admitted to the fourth year level in the BA degree programme only after they have passed all twenty-eight (28) Courses (448 credits) at first, second and third year level.
2. See the course-specific prerequisite below.

Curriculum Compilation

Students who selected Archaeology in the 2nd & 3rd years should only take first three (3) courses plus Archaeology HHGE 3860 (4 courses = 80 credits)

Students who did not select Archaeology in the fourth year should select all the other courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>HGE 3810</td>
<td>Research Project in History</td>
<td>-</td>
</tr>
<tr>
<td>HGE 3820</td>
<td>Public History/Museum and Heritage Studies</td>
<td>-</td>
</tr>
<tr>
<td>HGE 3840</td>
<td>Historiography</td>
<td>-</td>
</tr>
<tr>
<td>HGE 3860</td>
<td>*Archaeology</td>
<td>HHGE 3631 &amp; HHGE 3731</td>
</tr>
<tr>
<td>HGE 3880</td>
<td>Themes in African History</td>
<td>-</td>
</tr>
</tbody>
</table>

*All students registered for Archaeology (HHGE 3860) should take (HHGE3899) Field Work

Course Descriptors

Second Year Level

HGE 3651 Early South African History

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
</table>

Content: The peopling of Africa, particularly southern Africa; languages, the development of social formations as predicated on the environment, the climate and mineral resources; development of economic formations. Archaeology and historical linguistics will form the methodological underpinning of this course. The basic requirements for research methodology in Archaeology will be covered during a two week period

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGE 3631 Archaeology I

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
</table>
Prerequisite: HHGE 3582 History: Images, Concepts and Tools

Content: This course introduces students to the historical context in which archaeology has been practiced with particular emphasis on African Archaeology. It aims at presenting a critical understanding of the development of Archaeology as a discipline. It also focuses on the shared concepts and themes in History, Anthropology and Archaeology. The course acquaints students with field archaeological methods (theory) and a practical component at selected archaeological sites. Its prime objective will be to develop and understanding how archaeological data collection, treatment, analysis and interpretation is achieved. This forms part of the Research Methodology skills required, particularly for Archeology.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGE 3612 Namibia 19/20 Century

Proposed NQF Level: 6
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HHGE 3582 History: Images, Concepts and Tools

Content: This course focuses on early Namibian history; indigenous communities, languages, material cultures, arts and crafts, politics, inter-relations and migrations are explored; proto-colonial developments are investigated, such as early state formation and the expansion of the merchant capitalist frontier into present-day Namibia during the 19th century; in this context interaction of European traders and missionaries and the Orlam/Nama and Herero peoples is explored in some depth; particular attention is devoted to methodologies: oral history, critical reading of available historical sources and writing.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGE 3672 Research Methodology

Proposed NQF Level: 6
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HHGE 3582 History: Images, Concepts and Tools

Content: The Research Methodology course aims to provide students with the knowledge, skills and competencies for engaging with research at university. Course elements comprise the following: identifying various sources used in history and explain the value and significance of such sources; learn to use qualitative and quantitative research methods; writing a research proposal; compile a bibliography; understand and apply the standard referencing system used in history: footnotes/endnotes, citation; understand the academic objections against plagiarism; master writing and writing skills, esp. paraphrasing.

Third Year Level

HGE 3731 Archaeology II

Proposed NQF Level: 7
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HHGE 3632 Early Southern African

Content: This course introduces students to the historical context in which archaeology has been practiced with particular emphasis on African Archaeology. It aims at promoting a critical understanding of the development of archaeology as a discipline. It also focuses on the shared concepts and themes in history, anthropology and archaeology. The course acquaints students with field archaeological methods (theory) and a practical component at selected archaeological sites. Its prime objective will be to develop an understanding of how archaeological data collection, treatment, analysis and interpretation are achieved. This forms part of the research methodology skills required, particularly for Archeology.

An Archaeology field excursion forms an integral part of the course and comprises a 10 day field school at a selected site with official permission of the National Heritage Council of Namibia. Students will be assessed on their performance.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGE 3751 Namibia 1920 – 1990

Proposed NQF Level: 7
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HHGE 3672 Research Methodology

Content: This course deal with the period of formal colonial rule, first German and thereafter South African, and focus on the main features of colonialism, such as creation of reserves, control of movement & migrant labour, colonial law vs. customary law, ‘indirect’ rule, white land settlement and Christianity. Special emphasis is placed on African agency: how did Africans respond to, and influence the various aspects of colonial administration imposed on them? The concepts of collaboration and primary resistance are explored as well as how nationalism evolved. The introduction of the idea of apartheid colonialism after 1950, given practical expression through the Odendaal Plan in the 1960s, will be investigated. South Africa’s project for an ‘internal’ solution is analysed and compared with growing nationalist resistance exemplified by Swapo, Swanu, the churches and organised labour. Students will be required to know how to utilise archives & develop a familiarity with key secondary texts on 20th century Namibian history. Essay-writing and research skills are important components of this course.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGE 3712 Themes in South Africa History

Proposed NQF Level: 7
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HHGE 3731 Archaeology II

Content: Continuities & changes in Dutch & British Colonialism; Expansion of British rule in 19th century SA: Dutch (Boer) responses: A Great Trek – African resistance, cooperation, trade, peasant farming, share cropping & labour tenancy, labour migrancy, market production; the Mineral Revolution: the emergence of African proletarianisation; the consolidation of European hegemony & the origins of African nationalism; Segregation and Apartheid; 1950-1990: the nature & evolution of apartheid-colonialism; African resistance. Methodologically the course will focus on critical reading and writing and mastering of referencing, reading & writing skills elaborated in History Study Guide, and serve to build on the Research Methodology work done in the second year of study.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

HGE 3772 World History

Proposed NQF Level: 7
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HGEE 3771 World History

Content: The course aims to provide future teachers with a sound foundation with which they can engage the international relations syllabus covered in the Senior Secondary Phase of the School Curriculum. Major topics include: World War I & II, the rise of Fascism, the origins of the Cold War, Independence Movements and the end of colonial rule, the United Nations and growing international cooperation and the collapse of Soviet Communism & rise of democracy. Special attention is paid to the causes underlying these transformations & how it has changed the course of 20th century world history. The underlying significance of events will be explored to convey meaning about events & developments that have fundamentally changed the relationship between the West and the Rest of the World, resulting in the collapse of formal colonialism and unprecedented challenges to western imperialism. Students will be exposed to various secondary sources & learn how to utilize oral, primary & secondary written sources and how public
history (photographs, monuments, artifacts, music) can be used to broaden understanding and to imaginatively reconstruct events. Special attention will be paid to the role of gender, war and disease in shaping the course of events & developments.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### Fourth Year Level

#### HGE 3810 Research Project in History

**Proposed NQF Level:** 8  
**Credits:** 32  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Content:** This course represents a research component for which the student will select a research topic in History in consultation with the Department of History, Geography and Environmental Studies. Students will initially attend lectures in research methodology. After selection of a topic, each student will prepare and present a research proposal to his/her supervisor by the required deadline. Following approval of the research proposal, the student will conduct his/her research and write a research project of between 10 000 and 15 000 words according to Departmental and School guidelines and with the guidance of the supervisor. Students will be required to attend regular Departmental research seminars during the year where they will report on the progress with their research.

**Assessment:** Continuous assessment 100% (research project)

#### HGE 3820 Public History/Museum and Heritage Studies

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Content:** This course explores the origins of museums, debates about ethnographic representation and the repatriation of cultural artefacts, practical analysis of museum displays and their meanings. Consideration is given to the relationship between tourism and the heritage industry and analysis centres on discussions of the concept of ‘the tourist gaze’ and forms of representation in the marketing of culture; the role and significance of monuments, commemorations and memorials are investigated. Debates over what is remembered, dissonant heritage and dark history render this course a critical tool with which to investigate the ways and means through which the past is structured and remembered.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### HGE 3840 Historiography

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Content:** A study of the evolution of historical writing and recent trends in the study and writing of history. Special attention is devoted to the transition from a methodology informed by empirical, primary source-based research to inter-disciplinarity, the use of theory, a questioning of the historical privileging of written above oral and visual sources and the growing acceptance of the multiplicity of views and approaches to the study of history. The course covers developments and trends in historical writing in Europe, Africa, South Africa and Namibia.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### HGE 3860 Archaeology

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level and a minimum final mark of 60% in HHGE 3752 Foundations of Archaeology

**Content:** This course builds on the foundations of the Archaeology course at third year level and focuses more on the practical application of theoretical knowledge gained therein. Close attention is paid to laboratory techniques of lithic, faunal and ceramic analysis. It will also focus on the museum curation of archaeological artefacts. The theoretical thrust of the course will be on absolute dating techniques. The course will introduce students to the debate on emergence of modern humans with particular focus on the Middle Stone Age of Southern Africa. It will also focus on the archaeology of pastoralism with particular attention on a Namibian case study.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

#### HGE 3800 Themes in African History

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:**  

**Content:** The course focuses on contemporary issues of particular significance to the people of Africa. The historical background in each case will be explored before proceeding to discuss and analyse the issues in depth. Amongst the themes to be addressed are: environmental issues in African history; women and gender in historical perspective; Africa and parliamentary democracy; Immigration, security and stability in Africa; South-South cooperation in African economic development; Language and Cultural diversity in Africa; elite formation, corruption, civil society and poverty alleviation in Africa.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
**GEOGRAPHY AND ENVIRONMENTAL STUDIES**

**Introduction**

Geography and Environmental Studies is offered either as a minor subject to be completed at the end of the third year of study (NQF Level 7), or as a double major to be finalised at the end of the fourth year of study (NQF Level 8). A student in possession of a BA degree with Geography as a double major qualifies to apply for admission to postgraduate studies in Geography, subject to the University’s regulations for postgraduate studies. The informing study programme offers scientific knowledge in application-orientated geography that is indispensable to the education of responsible and active citizens who care for the sustainable development of their local, regional and national resources in a globalising international economy. It enables students who successfully completed their geographic and environmental studies to exercise their intellectual competence in many fields of public and private sector employment. Students with a particular interest in geographic information systems and spatial analysis with the assistance of land satellite images may obtain a solid foundation for post-graduate studies in areas of spatial analysis, aiming at problem-solving and spatial planning.

**Subject Convenor:** Ms R Shikangalah (Tel. 206 3738 – E-mail: rshikangalah@unam.na)

**Admission Requirements**

1. The School’s general admission requirements apply (cf. C.1).
2. In addition to the FHSS admission requirements, admission to the Geography and Environmental Studies courses requires at least a symbol D on NSSC or equivalent qualification in Mathematics or at least a symbol on NSSC or equivalent qualification in Geography.

**First Year Level**

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GHE 3581</td>
<td>Fundamentals of Physical Geography</td>
<td>1</td>
<td>S3531VA</td>
<td>Introduction to Environmental Science</td>
</tr>
<tr>
<td>2</td>
<td>GHE 3582</td>
<td>Fundamentals of Human Geography</td>
<td>2</td>
<td>S3512VH</td>
<td>Human Environment</td>
</tr>
</tbody>
</table>

**Note:** Throughout the academic year, the above Courses require two (2) hours practical work per week: Practical 1.

**Second Year Level**

**Admission Requirements**

The School’s Student Registration and Academic Advancement Rules apply (cf. E.4.3).

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GHE 3601</td>
<td>Geomorphology (half course)</td>
<td>HGHE 3581</td>
</tr>
<tr>
<td>1</td>
<td>GHE 3621</td>
<td>Climatology (half course)</td>
<td>HGHE 3581</td>
</tr>
<tr>
<td>1</td>
<td>GHE 3641</td>
<td>Settlement Geography (half course)</td>
<td>HGHE 3582</td>
</tr>
<tr>
<td>1</td>
<td>GHE 3661</td>
<td>Economic Geography (half course)</td>
<td>HGHE 3582</td>
</tr>
<tr>
<td>2</td>
<td>GHE 3682</td>
<td>Social Geography (half course)</td>
<td></td>
</tr>
</tbody>
</table>

**Students must select one of the Course below:**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>GHE 3642</td>
<td>Biogeography (half course)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>GHE 3662</td>
<td>Pedology (half course)</td>
<td>Co-requisite HGHE 3601</td>
</tr>
<tr>
<td>2</td>
<td>GPE 3622</td>
<td>Hydrology (half course)</td>
<td>HGHE 3581</td>
</tr>
</tbody>
</table>

**Note:** Throughout the academic year, the above Courses require two (2) hours practical work per week: Practical 2.

**Third Year Level**

**Admission Requirements**

The School’s Student Registration and Academic Advancement Rules apply.

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Students pursuing Geography and Environmental Studies as a minor subject select two (2) of the Courses below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students pursuing Geography and Environmental Studies as a major subject choose either Group A or Group B below and take all the courses in the chosen group:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP A</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>
Fourth Year Level

Admission Requirements

1. The School’s Student Registration and Academic Advancement Rules apply.
2. Note the course-specific prerequisite below.

Curriculum Compilation

All students take the following course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GHE 3810</td>
<td>Research project in Geography and Environmental Studies</td>
</tr>
</tbody>
</table>

Students furthermore choose either Group A or Group B below and take all the Courses in the chosen group:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite/ (Co-requisite)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>GSP 3800</td>
<td>Environmental Management and Governance</td>
<td>HGHE 3711</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>GSP 3820</td>
<td>Spatial Planning</td>
<td>-</td>
</tr>
<tr>
<td>1</td>
<td>GHR 3801</td>
<td>Remote Sensing (half-course)</td>
<td>HGIS 3732</td>
</tr>
<tr>
<td>2</td>
<td>GHR 3822</td>
<td>Applied Spatial Analysis (half-course)</td>
<td>(HGIS 3732)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>GROUP B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>GHT 3800</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>GHE 3800</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>GHE 3820</td>
</tr>
<tr>
<td>*1 &amp; 2</td>
<td>GHE 3899</td>
</tr>
</tbody>
</table>

*Students enrolled for Research project in Geography and Environmental Studies (HGHE3810) should take HGHE 3899 Field Work

Course Descriptors

Second Year Level

GHE 3621 Climatology (half-course)

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits: 16</th>
<th>Contact Hours: 2 hours/week over 14 weeks = 28 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content:</td>
<td></td>
<td>The course investigates components, patterns, processes and functioning relating to phenomena of climatology such as air temperature; atmospheric moisture and precipitation; and on atmospheric pressure, motion and circulation.</td>
</tr>
<tr>
<td>Assessment:</td>
<td></td>
<td>Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)</td>
</tr>
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</table>

GHE 3601 Geomorphology (half-course)

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits: 8</th>
<th>Contact Hours: 2 hours/week over 14 weeks = 28 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content:</td>
<td></td>
<td>This course introduces students to a broad range of principles on geomorphologic landforms and processes that will enable them to identify, understand and describe their formation and distribution in Namibia and in southern Africa. The content focuses on processes such as weathering and mass wasting; and the creation of structural terrestrial, marine and aeolic landforms. Landscapes from Namibia and southern Africa exemplify the relevant types of landforms.</td>
</tr>
<tr>
<td>Assessment:</td>
<td></td>
<td>Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)</td>
</tr>
</tbody>
</table>

GHE 3641 Settlement Geography (half-course)

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits: 8</th>
<th>Contact Hours: 2 hours/week over 14 weeks = 28 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content:</td>
<td></td>
<td>Departing from the first year of fundamental topics in human geography, the course aims to deepen geographic knowledge, illustrate models and concepts of central place, systems of settlement networks and development as nuclei of structural transformation and regional distribution. The course’s objective means to enhance the comprehension of rural-urban migration affecting urbanisation and social change through settlement. Crucial for individual and collective well-being effecting national growth and socio-cultural quality in housing rural-urban life.</td>
</tr>
<tr>
<td>Assessment:</td>
<td></td>
<td>Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)</td>
</tr>
</tbody>
</table>

GHE 3661 Economic Geography (half-course)

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits: 8</th>
<th>Contact Hours: 2 hours/week over 14 weeks = 28 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content:</td>
<td></td>
<td>Departing from the first year of fundamental topics in human geography, the course aims to broaden geographic knowledge, illustrate models, concepts and systems observed in economic geography and spatial patterns of economic land-use, distribution and development. The courses’ objective</td>
</tr>
</tbody>
</table>
means to enhance the comprehension of economic activity and its impact on local environments, national growth and global relationship.

**Assessment:** Continuous assessment 60%: Examination 40% (1 x 2 hour examination paper)

**GHE 3682 Social Geography (half-course)**

**Proposed NQF Level:** 6  
**Credits:** 8  
**Contact Hours:** 2 hours/week over 14 weeks = 28 contact hours

**Prerequisite:** None

**Content:** This course offers students concepts and approaches to essential thinking in Social Geography, broadening students’ understanding of the interplay between society and space, including the interface experienced between society, crime and space. The content encompasses topics such as types of society and their structures; indicators defining disparities in livelihood; gender equality and social justice; as well as conditions of access to health and socio-economic development. Lectures present key concepts assumed to be “organising principles in societies”, complemented by “culture-specific” perceptions pertaining to groups/classes of society and their regional distribution with an emphasis on Namibia.

**Assessment:** Continuous assessment 60%: Examination 40% (1 x 2 hour examination paper)

**GHE 3642 Biogeography (half-course)**

**Proposed NQF Level:** 6  
**Credits:** 8  
**Contact Hours:** 2 hours/week over 14 weeks = 28 contact hours

**Prerequisite:** None

**Content:** This course introduces students to the components, functions, processes, patterns and phenomena of Biogeography. Biogeography includes a broad range of topics including evolution, ecology, history of biogeography, biogeographical system, population ecology, distribution of single species and communities, dispersal and extinction, continental biogeography, conservation biogeography and biodiversity.

**Assessment:** Continuous assessment 60%: Examination 40% (1 x 2 hour examination paper)

**GHE 3662 Pedology (half-course)**

**Proposed NQF Level:** 6  
**Credits:** 8  
**Contact Hours:** 2 hours/week over 14 weeks = 28 contact hours

**Prerequisite:** None

**Content:** This course introduces students to soil spatial and temporal variability. Structure, chemical composition and properties of soil minerals and humic matter. Interactions between abiotic and soil biochemical processes. Soils in relation to ecosystems. Sampling, description, properties and designations of soil profiles and horizons. Diagnostic horizons and properties, and overall principles used in classification. Introduction to soil distribution and geography. Soil forming factors and soil forming processes with emphasis on acidification, mineral weathering, humification/mineralization. The course focuses also on global, regional and local soil classification.

**Assessment:** Continuous assessment 60%: Examination 40% (1 x 2 hour examination paper)

**GPE 3622 Hydrology (half-course)**

**Proposed NQF Level:** 6  
**Credits:** 8  
**Contact Hours:** 2 hours/week over 14 weeks = 28 contact hours

**Prerequisite:** None

**Content:** This course introduces students to the study of environmental hydrology and focuses on physical processes of water movement via precipitation, interception, evaporation, runoff, infiltration, groundwater flow, and streamflow.

**Assessment:** Continuous assessment 60%: Examination 40% (1 x 2 hour examination paper)

**Third Year Level**

**GHE 3711 Environmental Studies**

**Proposed NQF Level:** 7  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** None

**Content:** This course allows students to comprehend the paramount interaction of humans and their environment, the reasons for and consequences of this interrelationship and in many instances the ameliorating scenarios society can implement. Students should achieve this objective by integrating disciplines through the application of knowledge and research with oral and written presentations.

**Assessment:** Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

**GHE 3731 General Methods and Techniques in Geography**

**Proposed NQF Level:** 7  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** None

**Content:** The course offers application-oriented insights into scientific methods and techniques, comprising the formulation of hypotheses and assumptions; collection and compilation of data; research design and selection of research methods. Examples from field surveys and the formulation of research findings aim at strengthening course and project work capabilities.

With view to secondary school course work and post-graduate studies the content exposes students to map production and basic geodesy. The course apply the scientific knowledge for the formulation of hypotheses and assumptions, collection and analysis of data, selection of research methods and geographic information tools to display spatial data. Map interpretation and aerial photography analysis complements essential skills in geographic analysis techniques, needed for course work and research. Introductory hands-on lecturing builds necessary experiences in GIS for special application at senior secondary school level, seeking to ensure that all participants share a working knowledge of spreadsheet capabilities.

**Assessment:** Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

**GIS 3711 Geographic Analysis and Techniques**

**Proposed NQF Level:** 7  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** None

**Content:** The course offers application-oriented insights into scientific methods and techniques, comprising the formulation of hypotheses and assumptions; collection and compilation of data; research design and selection of research methods. Examples from field surveys and the formulation of research findings aim at strengthening course and project work capabilities.

With view to secondary school course work and post-graduate studies the content exposes students to map production and basic geodesy. The course apply the scientific knowledge for the formulation of hypotheses and assumptions, collection and analysis of data, selection of research methods and geographic information tools to display spatial data. Map interpretation and aerial photography analysis complements essential skills in geographic analysis techniques, needed for course work and research. Introductory hands-on lecturing builds necessary experiences in GIS for special application at senior secondary school level, seeking to ensure that all participants share a working knowledge of spreadsheet capabilities.
### GHE 3752 Regional Geography

**Proposed NQF Level:** 7  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours  

**Prerequisite:** None  

**Content:** The course familiarises students with concepts of and approaches to Regional Geography and furthers students’ comprehension of the complexity of the system “region”, comprising regional structures and functions (politic-economic, socio-cultural). It reflects data in distinct regions, emphasising the interaction of local and external factors, forces and processes over distance and time in Namibia, Africa and other continents. The course incorporates aspects of regional disparity and explains regional development against the background of different paradigms and concepts of regional development.  

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### GIS 3732 Geographical Information Systems

**Proposed NQF Level:** 7  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours  

**Prerequisite:** None  

**Content:** The course introduces students to computer-assisted spatial data processing; development, implementation and functions of geographic information systems; data models and structures; as well as analytical procedures. The content focuses on foundations of mapping, database management and information science, including concepts that are essential to any GIS package. Project work based on the application of GIS to a variety of environmental problem formations complement skill-oriented exercises, offered in the Laboratory for Spatial Analysis, DGHES. Hands-on experiences provide students with advanced skills. They should enable students to master software packages such as ArcView, ArcInfo and IDRISI/ILWIS in order to facilitate the creating of maps of geographical locations and their attributes; the performing of spatial analyses using spatial and attributed data; and the display of results in the form of maps and tables.  

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### GES 3799 Excursion

Excursions encourage students to apply methods and techniques required for observing, analysing, assessing and comprehending the particularities of landscapes on site. They offer crucial experiences in team work and prepare for course work design and research.

### Fourth Year Level

### GHE 3810 Research project in Geography and Environmental Studies

**Proposed NQF Level:** 8  
**Credits:** 32  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours  

**Prerequisite:** Admission to the fourth year level  

**Content:** This course represents a research component for which the student will select a research topic from one of the Courses the Section: Geography and Environmental Studies offers at fourth year level (NQF Level 8), in consultation with the Department of Geography, History and Environmental Studies. Students will initially attend lectures in research methodology. After selection of a topic, each student will prepare and present a structured research proposal to her/his supervisor by the required deadline. Following approval of the research proposal, the student will conduct her/his research and write a research project of between 10 000 and 15 000 words according to departmental guidelines and with the guidance of her/his supervisor. Students will be required to attend regular departmental research seminars during the year where they will report on the progress of their research.  

**Assessment:** Continuous assessment 100% (research project)

### GSP 3800 Environmental Management and Governance

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours  

**Prerequisite:** Admission to the fourth year level  

**Content:** This course advances students’ comprehension of the interdependent functioning whole of the geo-system, biological and human system (geo-ecosystem) through a strong focus on environmental resources and selected environmental problem formations. The content demonstrates the need for conservation and environmental management. Discussions examine academic perspectives and build intellectual skills required in evaluation procedures such as Environmental Impact Assessment (EIA) and Social Impact Assessment (SIA). Practice-orientated assignments apply principles of Integrated Environmental Management (IEM). The course fosters the internalisation of environmental obligations, environmental auditing and environmental ethics needed for sustainable societies.  

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### GSP 3820 Spatial Planning

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours  

**Prerequisite:** Admission to the fourth year level  

**Content:** This course explores the relationship between social structures and their distribution within the territory of state. It is assumed that the triangular relationship between society, economy and territory reflected in the consumption of land reflects a rather created than incidental allocation in space. Governments, through their public services, usually regulate the triangular, interdependent and interlocked system of society, economy and land consumption at local, regional and national level. The content exposes students to the application of their geographical knowledge and understanding to structured and scaled processes of territorial planning. The course focuses institutional agents of public sector planning and assesses their contribution to the allocation of local and regional resources such as land in order to organise the sector and spatial development of state territory.  

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### GHR 3801 Remote Sensing (half-course)

**Proposed NQF Level:** 8  
**Credits:** 8  
**Contact Hours:** 2 hours/week over 14 weeks = 28 contact hours  

**Prerequisite:** Admission to the fourth year level  

**Content:** This course focuses on the physical principles of remote sensing data acquisition and handling, optical and digital image processing techniques, and environmental and scientific applications of remote sensing data from local to global scales. Specifically, the course deals with the following topics:  
1. physical principles of the visible, infrared and microwave section of the electromagnetic spectrum;  
2. remote sensing platforms and sensors;  
3. data acquisition, storage and processing;  
4. image processing and analysis;  
5. remote sensing applications in geosciences.  

The course is delivered through a mixture of lectures, tutorials and practicals using remotely sensed data, and practice in digital image processing techniques to provide relevant information for addressing geoscientific issues at a range of temporal and spatial scales.
**GHR 3822 Applied Spatial Analysis**

**Proposed NQF Level:** 8  
**Credits:** 8  
**Contact Hours:** 2 hours/week over 14 weeks = 28 contact hours

**Prerequisite:** Admission to the fourth year level and HGHR 3801 Remote Sensing

**Content:** This course allows students to deepen their previously acquired skills in geographic analysis and techniques (HGIS 3711), GIS (HGIS 3732) and Remote Sensing (HGHR 3801) by applying them in a wide range of areas such as environmental impact assessment, water resources management, environmental modelling, and terrain analysis. It is designed to develop students' applied vocational and professional skills relevant to work or research. The content is essentially pegged to the course HGHE 3810: Research Project in Geography and Environmental Studies, in which geostatistic, GIS and/or Remote Sensing could be employed as a major tool.

**Assessment:** Continuous assessment 100% (Project and poster presentation)

**GHT 3800 Tourism Studies**

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** Students acquaint themselves with the generation and application of complex data sets for tourism planning and development with the assistance of principles, theories and trans-disciplinary methods applied to tourism studies. The course responds to the growing significance of and need for tourism research in Namibia, taking into consideration the growth of the tourism industry and the country’s subscription to sustainable development, which require ethical behaviour, informed consumption of natural resources and sharing distribution of wealth.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**GHE 3800 Political Geography**

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** This course guides students in studying independently patterns of politico-economic and socio-cultural landscapes in Namibia, Africa and elsewhere. The content addresses complex social processes of change, including deliberations on the regulating role of state and the creation of nations with their local-regional identities and landscapes of power. Lectures investigate phenomena of territorial control, the continuing competition and particular interests of and amongst countries in the ongoing capitalist restructurings of international economies with their shifting centres of politico-economic gravity.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**GHE 3820 Themes in Advanced Geography and Environmental Studies**

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** The content focuses on themes in Physical and Human Geography as well as Environmental Studies that were recently or are currently researched or published by members of the Section, including professional members working in fields of applied geography, environmental management and/or tourism. This seminar-style course requires discussion and research assignments. Students choose their research assignments from specific topics announced during the first week of lecturing in the first semester of the relevant academic year.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**GHE 3899 Field Work**

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** Fieldwork encourages students to apply methods and techniques required for observing, analysing, assessing social and scientific data. The fieldwork contributes towards the Research project in Geography and Environmental Studies.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
CLINICAL PSYCHOLOGY (SINGL & DOUBLE MAJOR – THE DIFFERENCE IS AT 4TH YEAR LEVEL)

Introduction
The Department of Human Sciences offers Psychology at undergraduate level. The BA could be completed with a double major consisting of psychology as one major subject as well as one other major subject. Psychology can only be taken as a second major in the BA double major programme. (i.e. for students not pursuing a single major in psychology, psychology must be pursued as a minor subject during the 4th year. That is, for a student doing a double major, psychology must be a minor subject. (i.e. such students may not carry out research projects in psychology as they would not qualify into MA Psychology programs). Alternatively, Psychology could be completed as a single major in Clinical Psychology. Students who intend to do a single major at fourth year level must apply to the Head of Psychology Section (in writing) before registration in their 4th year courses (i.e. single major) in Clinical Psychology. The BA programme consists of a total of 36 courses (544 credits).

The purpose of this subject is to:
1. deliver general education in psychological knowledge;
2. emphasise a general basic psychological foundation;
3. enable graduates to deal with demands in the field of either clinical or industrial psychology;
4. expose students to a variety of psychology Courses to prepare them for further studies in either clinical or industrial psychology.

Subject Convenor: Dr W Pieters (tel. 206 3056 – Email: wpieters@unam.na)

Admission Requirements
The School’s general admission requirements apply (cf. C.1).

First Year Level
Curriculum Compilation

<table>
<thead>
<tr>
<th>Students take the two (2) Courses below:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OLD PHASED OUT MODULES</strong></td>
</tr>
<tr>
<td>Semester</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

Second Year Level
Admission Requirements
1. The School’s Student Registration and Academic Advancement Rules apply.
2. Note the course-specific prerequisite below.

Curriculum Compilation

<table>
<thead>
<tr>
<th>Students take the three (3) Courses below:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

Students add second-year level courses of the second and third major subjects (6 courses = 96 credits)

Third Year Level
Admission Requirements
1. The School’s Student Registration and Academic Advancement Rules apply.
2. Note the course-specific prerequisites and advice to prospective single-major students below.

Curriculum Compilation

<table>
<thead>
<tr>
<th>Students who want to major in Clinical Psychology DOUBLE MAJOR Must take the following courses during the 3rd year (3 courses = 48 credits), plus five courses from second major and minor subjects (5 courses = 80 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

Students add second-year level courses of the second and third major subjects (6 courses = 96 credits)

Fourth Year Level (DOUBLE MAJOR)

<table>
<thead>
<tr>
<th>Students who are pursuing Clinical Psychology as a DOUBLE MAJOR Must take the following two (2) compulsory courses during the 4th year plus courses from the first</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Students further select one (1) from the following five (5) Courses below:

| **Semester** | **Code** | **Course Title** | **Prerequisite** |
| 1 | PSG 3851 | Positive Psychology | HPSG 3581 & HPSG 3582 |
Fourth Year Level (SINGLE MAJOR)

Introduction
The Department of Human Sciences offers Clinical Psychology and Industrial Psychology at undergraduate level. The BA Clinical Psychology could be completed as a single major in Clinical Psychology. Students who intend to do a single major at fourth year level must apply to the Head of Psychology Section (in writing) before registration in their 4th year courses (i.e single major) in Clinical Psychology. The BA programme consists of a total of 36 courses (544 credits).

The purpose of this subject is to:
1. deliver general education in psychological knowledge;
2. emphasise a general basic psychological foundation;
3. enable graduates to deal with demands in the field of either clinical or industrial psychology;
4. expose students to a variety of psychology Courses to prepare them for further studies in either clinical or industrial psychology.

Subject Convenor: Dr W Pieters (tel. 206 3056 – Email: wpieters@unam.na)

Admission Requirements
1. The School’s Student Registration and Academic Advancement Rules apply: Students are admitted to the fourth year level in the BA degree programme only after they have passed all twenty-eight (28) Courses (448 credits) at first, second and third year level.
2. Students may be admitted to Clinical Psychology as a single major subject after written application and the passing of a screening process at the end of the third year level. Students who are interested in this option are advised to approach the Head: Department of Human Sciences.

Curriculum Compilation

<table>
<thead>
<tr>
<th>Students who want to have Clinical Psychology as a SINGLE MAJOR Must take all the courses below</th>
<th>HPSG 3581, HPSG 3582 &amp; HPSG 3611</th>
</tr>
</thead>
<tbody>
<tr>
<td>1                PSG 3871 Advanced Research Methods and Statistics</td>
<td>HPSG 3652</td>
</tr>
<tr>
<td>1 &amp; 2            PSG 3800 Research Project in Clinical Psychology</td>
<td>Co-requisite PSG 3871</td>
</tr>
<tr>
<td>2                PSG 3872 Development Psychology of Adulthood and Old Age</td>
<td>HPSG 3581, HPSG 3582 &amp; HPSG 3611</td>
</tr>
<tr>
<td>1                PSG 3851 Positive Psychology</td>
<td>HPSG 3581 &amp; HPSG 3582</td>
</tr>
<tr>
<td>1                PSG 3851 Advanced Personality Theories</td>
<td>HPSG 3772</td>
</tr>
<tr>
<td>1                PSI 3830 Psychological Assessment</td>
<td>HPSG 3581, HPSG 3582 &amp; HPSG 3611</td>
</tr>
<tr>
<td>2                PSG 3852 Psychology, Ethics and the Law</td>
<td>HPSG 3581 &amp; HPSG 3582</td>
</tr>
<tr>
<td>1                PSY 3871 Systems Theories</td>
<td>HPSG 3581 &amp; HPSG 3582</td>
</tr>
</tbody>
</table>

Course Descriptors

First Year Level

PSG 3581 Introduction to Psychology

Proposed NQF Level: 5 Credits: 12 Contact Hours: 3 hours/week over 14 weeks = 42 contact hours

Pre-requisite: None

Content: The evolution of psychology; the research enterprise in psychology; the biological bases of behaviour; sensation and perception; variations of consciousness; learning; human memory; language and thought; intelligence and psychological testing; motivation and emotion; human development across the life span; personality; theory, research, and assessment; stresses, coping and, health; psychological disorders; treatment of psychological disorders; social behaviour.

Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

PSG 3582 Social Psychology

Proposed NQF Level: 5 Credits: 12 Contact Hours: 3 hours/week over 14 weeks = 42 contact hours

Pre-requisite: None

Content: Social basis of behaviour in a multicultural society; the self in a social world; social beliefs and judgements; attitudes; attribution; types of social influence; group behaviour and influence; leadership and decision making, prejudice and discrimination; aggression; affiliation, attraction and love; pro-social behaviour.

Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

Second Year Level

PSG 3611 Developmental Psychology of Childhood and Adolescence

Proposed NQF Level: 6 Credits: 16 Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Co-requisite: HPSG 3581 Introduction to Psychology

Content: The life-span; the science of life-span development; biological beginnings; prenatal development and birth; physical development in infancy; cognitive development in infancy; socio-emotional development in infancy; physical and cognitive development in early childhood; socio-emotional development in early childhood; physical and cognitive development in middle and late childhood; socio-emotional development in middle and late childhood; physical and cognitive development in adolescence; socio-emotional development in adolescence.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

PSI 3631 Organisational/Personnel Psychology

Proposed NQF Level: 6 Credits: 16 Contact Hours: 4 hours/week over 14 weeks = 56 contact hours
### Co-requisite: HPSG 3581
Content: Personality and values, perceptions and individual decision making, emotions, and mood, work teams, leadership theories, communication, power and politics, organizational change, stress management.
Assessment: Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

#### PSG 3652 Research Methodology and Statistics

<table>
<thead>
<tr>
<th>Proposed NQF Level: 6</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: HPSG 3581</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Content: Importance of research methodology and statistics; descriptive and inferential statistics, terminology; population, sample, parameters, variables, scientific methods and research design; scales of measurement, graphs and frequency distributions, measures of central tendency, measure of variability/dispersion, transforming scores; inferential statistics, probability and hypothesis testing; correlations; analysis of variance and chi-square.
Assessment: Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

Third Year Level

#### PSG 3711 Psychopathology

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: HPSG 3581 Introduction to Psychology and Co-requisite HPSG 3611 De. Psychology of Childhood and Adolescence</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Content: Abnormal behaviour in historical context; an integrative approach to psychopathology; clinical assessment and diagnosis; culture and psychopathology; research methods; somatoform and dissociative disorders; mood disorders and suicide; eating and sleep disorders; physical disorders and health psychology; sexual and gender identity disorders; substance-related and impulse-control disorders; personality disorders; schizophrenia and other psychotic disorders; development disorders; cognitive disorders; mental health services: legal and ethical issues.
Assessment: Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

#### PSG 3772 Personality Theories

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: HPSG 3581 Introduction to Psychology and HPSG 3582 Social Psychology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Content: Introduction to the study of personality; overview of assessment, theory and research in personality; standardization, reliability, validity and culture fairness in personality testing; psychoanalytical theory; other psychodynamic approaches, trait theories; life-span approaches, cognitive theories; behavioural theories, social learning theories; alternative approaches (e.g. African, Eastern perspectives).
Assessment: Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

#### PSG 3752 Therapeutic Psychology

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: HPSG 3581 Introduction to Psychology and HPSG 3582 Social Psychology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Content: Basic issues in counselling practice (the counsellor: person and professional); ethical issues; theories and techniques of counselling (i.e. psychoanalytical therapy, existential therapy, person-centred therapy, behaviour therapy, cognitive behaviour therapy, reality therapy, postmodern approaches (e.g. narrative therapy).
Assessment: Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

#### PSG 3871 Advanced Research Methods and Statistics

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: HPSG 3652 Research Methods and Statistics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Content: Importance of research methods and statistics; validity and reliability; hypotheses; fallacies in research; research ethics; literature review; sampling; instrument design and validation; qualitative measure; non-experimental designs; experimental and quasi-experimental designs; correlation and regression; t-test, multivariate statistics (including canonical analysis, multiple regression analysis, exploratory factor analysis, one-way analysis of variance, and multivariate analysis of variance, discriminant analysis); practical significance of results; interpretation of research results.
Assessment: Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

#### PSG 3851 Advanced Personality Theories

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: PSG 3772 Personality Theories</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Content: Society and the individual; personality as social discourse; language and the social self; the self in everyday communication; power, knowledge and the self; social relations, culture and the self; power relations, interdependence and the civilized personality; formation and reconstruction of social selves.
Assessment: Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

#### PSG 3851 Positive Psychology

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Content: Introduction to positive psychology and the historical development; definitions and measures of well-being; effects of positive emotions on physical and psychological health; resilience as a human strength in the face of adversity; a reviv of hedonic happiness; money, happiness and culture; personal goals and the impact of motivations on health and happiness; self-regulation and self-control as critical components to achieve personally significant goals; positive personal traits, personality traits and self-concepts influencing well-being; vertues and strengths, of character; positive psychology in organizations, positive psychology interventions.
Assessment: Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

#### PSG 3872 Developmental Psychology of Adulthood and Old Age

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology PSG 3611 Developmental Psychology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Content: Theories of human development from early adulthood through late adulthood/old age; aspects of human development i.e physical/cognitive and social/personality development; marriage, divorce, employment, unemployment, retirement and death, contemporary issues that are, or may be relevant to adult development in general and to Namibian society in particular.
Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**PSI 3830 Psychological Assessment**

<table>
<thead>
<tr>
<th>Proposed NQF Level:</th>
<th>8</th>
<th>Credits:</th>
<th>16</th>
<th>Contact Hours:</th>
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<tbody>
<tr>
<td>Prerequisite:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content:</td>
<td>Overview of assessment; definitions and scope; history of psychological assessment; developing a psychological measure; cross-cultural test adaptation and translation; practice of psychological assessment; ethical standards; administering psychological assessment measures; assessment of young children, physically disabled and mentally handicapped individuals; assessment of cognitive functioning; measures of affective behaviour, adjustment, and well-being; personality assessment; career counselling; assessment use of assessment measures in various applied contexts; interpreting and reporting assessment results; factors affecting assessment results; future of psychological assessment.</td>
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</tr>
<tr>
<td>Assessment:</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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</table>

**PSG 3852 Psychology, Ethics and the Law**

<table>
<thead>
<tr>
<th>Proposed NQF Level:</th>
<th>8</th>
<th>Credits:</th>
<th>16</th>
<th>Contact Hours:</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content:</td>
<td>Psychological theories about human personality; ethical guidelines and legal issues related to psychology; the importance of ethics and law to psychological practice and clinical services; ethics and law in industri/organizational settings; controversial and ethical dilemma and legal implications; abuse of psychology; malpractices; introduction to Forensic Psychology and Criminal Psychology; Namibian laws and legislation relating to psychology.</td>
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<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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</tbody>
</table>

**PSY 3871 Systems Theories**

<table>
<thead>
<tr>
<th>Proposed NQF Level:</th>
<th>8</th>
<th>Credits:</th>
<th>16</th>
<th>Contact Hours:</th>
<th>4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite:</td>
<td>HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content:</td>
<td>External and Internal family boundaries; Family rules; Family role organization; Power distribution among family members; The communication process; life circle; Variation in Life Cycle; Families Multi-Generational Systems; The Single Parent Family; Differentiation of Self; Societal Emotional Process; Triangles; Nuclear Family emotional families; Family projection process; Emotional cutoff; Sibling position; Use concepts of micro (individual), mezzo (family), and macro (community) level interaction to assess how pathology affects the individual and other interrelated systems.</td>
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<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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</tr>
</tbody>
</table>

**INDUSTRIAL PSYCHOLOGY (SINGL & DOUBLE MAJOR – THE DIFFERENCE IS AT 4TH YEAR LEVEL)**

**Introduction**

The Department of Human Sciences offers Psychology at undergraduate level. The BA could be completed with psychology as one major subject as well as one other major subject. Psychology can only be taken as a second major in the BA double major programme. (i.e. for students not pursuing a single major in psychology, psychology must be pursued as a minor subject during the 4th year. That is, for a student doing a double major, psychology must be a minor subject. (i.e such students may not carry out research projects in psychology as they would not qualify into MA programs) Alternatively, Industrial / Organizational Psychology could be completed as a single major in Industrial /Organizational Psychology. Students who intend to do a single major at fourth – year level must apply to the Head of Psychology Section (in writing) before registration in their 4th year courses (i.e single major in Industrial / Organizational Psychology. The BA programme consists of a total of 36 courses (544 credits).

The purpose of this subject is to:
1. deliver general education in psychological knowledge;
2. emphasise a general basic psychological foundation;
3. enable graduates to deal with demands in the field of either clinical or industrial psychology;
4. expose students to a variety of psychology Courses to prepare them for further studies in either clinical or industrial psychology.

**Subject Convenor:** Dr W Pieters (tel. 206 3056 – Email: wpieters@unam.na)

**Admission Requirements**

The School’s general admission requirements apply (cf. C.1).

**First Year Level**

**Curriculum Compilation**

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>OLD PHASED OUT MODULES</th>
<th>NEW PHASED IN EQUIVALENT MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Code</td>
</tr>
<tr>
<td>1</td>
<td>PSG3581</td>
</tr>
<tr>
<td>2</td>
<td>PSG3582</td>
</tr>
</tbody>
</table>

**Second Year Level**

**Admission Requirements**

1. The School’s Student Registration and Academic Advancement Rules apply.
2. Note the course-specific prerequisite below.

**Curriculum Compilation**

Students take the three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PSG 3611</td>
<td>Developmental Psychology of Childhood and Adolescence</td>
<td>Co-requisite HPSG 3581</td>
</tr>
</tbody>
</table>
Students add second-year level courses of the second and third major subjects (6 courses = 96 credits)

### Third Year Level

**Admission Requirements**
1. The School's Student Registration and Academic Advancement Rules apply.
2. Note the course-specific prerequisites and advice to prospective single-major students below.

### Curriculum Compilation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSI 3731</td>
<td>Psychology of Work and Labour Relations</td>
<td>HPSG 3581 &amp; HPSG 3582</td>
</tr>
<tr>
<td></td>
<td>PSI 3752</td>
<td>Consumer Psychology</td>
<td>HPSI 3631</td>
</tr>
<tr>
<td></td>
<td>PSG 3751</td>
<td>Career Psychology</td>
<td>HPSG 3581 &amp; HPSG 3582</td>
</tr>
<tr>
<td></td>
<td>PSG 3711</td>
<td>Psychopathology</td>
<td>HPSG 3581</td>
</tr>
<tr>
<td></td>
<td>PSG 3772</td>
<td>Personality Theories</td>
<td>HPSG 3581 &amp; HPSG 3582</td>
</tr>
</tbody>
</table>

### Fourth Year Level (DOUBLE MAJOR)

Students who want to have Industrial/Organizational Psychology as a DOUBLE MAJOR Must take the following two (2) compulsory courses during the 4th year plus courses from the first major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSG 3871</td>
<td>Advanced Research Methods and Statistics</td>
</tr>
<tr>
<td>PSI 3871</td>
<td>Advanced Organizational / Personnel Psychology</td>
</tr>
</tbody>
</table>

Students further select one (1) from the following five (5) Courses below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSG 3851</td>
<td>Positive Psychology</td>
</tr>
<tr>
<td>PSI 3812</td>
<td>Psychology Intervention and Human Resources Development</td>
</tr>
<tr>
<td>PSY 3872</td>
<td>Development Psychology of Adulthood and Old Age</td>
</tr>
<tr>
<td>PSI 3830</td>
<td>Psychological Assessment</td>
</tr>
<tr>
<td>PSG 3852</td>
<td>Psychology, Ethics and the Law</td>
</tr>
</tbody>
</table>

### Fourth Year Level (SINGLE MAJOR)

**Introduction**
The Department of Human Sciences offers Clinical Psychology and Industrial Psychology at undergraduate level. The BA Industrial/Organizational Psychology could be completed as a single major in Industrial/Organizational Psychology. Students who intend to do a single major at fourth – year level must apply to the Head of Psychology Section (in writing) before registration in their 4th year courses (i.e. single major) in Industrial/Organizational Psychology. The BA programme consists of a total of 36 courses (544 credits).

The purpose of this subject is to:
1. deliver general education in psychological knowledge;
2. emphasise a general basic psychological foundation;
3. enable graduates to deal with demands in the field of either clinical or industrial psychology;
4. expose students to a variety of psychology Courses to prepare them for further studies in either clinical or industrial psychology.

**Subject Convenor:** Dr W Pieters (tel. 206 3056 – Email: wpieters@unam.na)

### Course Descriptors

#### Second Year Level

**PSG 3611 Developmental Psychology of Childhood and Adolescence**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSI 3631</td>
<td>Organisational/Personnel Psychology</td>
<td>16</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
<tr>
<td>PSG 3652</td>
<td>Research Methodology and Statistics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students add second-year level courses of the second and third major subjects (6 courses = 96 credits)
Content: The life-span; the science of life-span development; biological beginnings; prenatal development and birth; physical development in infancy; cognitive development in infancy; socio-emotional development in infancy; physical and cognitive development in early childhood; socio-emotional development in early childhood; physical and cognitive development in middle and late childhood; physical and cognitive development in adolescence; socio-emotional development in adolescence.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

PSI 3631 Organisational/Personnel Psychology

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Co-requisite: HPSP 3581

Content: Personality and values, perceptions and individual decision making, emotions, and mood, work teams, leadership theories, communication, power and politics, organisational change, stress management.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

PSG 3652 Research Methodology and Statistics

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HPSP 3581

Content: Importance of research methodology and statistics; descriptive and inferential statistics, terminology; population, sample, parameters, variables, scientific methods and research design, scales of measurement, graphs and frequency distributions, measures of central tendency, measure of variability/dispersion, transforming scores; inferential statistics, probability and hypothesis testing; correlations; analysis of variance and chi-square.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

PSI 3731 Psychology of Work and Labour Relations

Proposed NQF Level: 7  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HPSP 3581 Introduction to Psychology and HPSP 3582 Social Psychology3611 De. Psychology of Childihood and Adolescence

Content: Fields of study and practice areas in industrial and organisational psychology; motivation and emotion; attitudes and values; pro-social behaviours, aggression and conflict; group behaviour and other social processes in organizations; psychological well-being; psychological disorders and work-adjustment problems; the labour relationship; collective bargaining; discipline, dismissal and residual unfair labour practices; employment equity; dispute settlement; and industrial action.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

PSG 3751 Consumer Psychology

Proposed NQF Level: 7  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HPSP 3631 Organizational / Personnel Psychology

Content: Psychological theories of consumer behaviour; diversity of consumer behaviour and market segmentation; consumer needs and motivation; personality and consumer behaviour; consumer perception; the nature of consumer attitudes as well as consumer attitude formation and change; the influence of sub-cultures consumer behaviour, including cross-cultural consumer behaviour from an international perspective, consumer decision making, ethics in consumer psychology.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

PSG 3751 Career Psychology

Proposed NQF Level: 7  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HPSP 3581 Introduction to Psychology and HPSP 3582 Social Psychology

Content: Meaning and significance work; meaning of work in relation to other life roles/stages; career theories; topics related to career issues e.g. career counselling models; non-copying versus behaviours in careers; career decision process; career anchors; career patterns; work-family conflict; career plateauing; the effects of job loss on the individual.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

PSG 3711 Psychopathology

Proposed NQF Level: 7  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HPSP 3581 Introduction to Psychology and Co-requisite HPSP 3611 De. Psychology of Childihood and Adolescence

Content: Abnormal behaviour in historical context; an integrative approach to psychopathology; clinical assessment and diagnosis; culture and psychopathology; research methods; somatiform and dissociative disorders; mood disorders and suicide; eating and sleep disorders; physical disorders and health psychology; sexual and gender identity disorders; substance-related and impulse-control disorders; personality disorders; schizophrenia and other psychotic disorders; development disorders; cognitive disorders; mental health services: legal and ethical issues.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

PSG 3772 Personality Theories

Proposed NQF Level: 7  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HPSP 3581 Introduction to Psychology and HPSP 3582 Social Psychology

Content: Introduction to the study of personality; overview of assessment, theory and research in personality; standardization, reliability, validity and culture fairness in personality testing; psychoanalytical theory; other psychodynamic approaches, trait theories; life-span approaches, cognitive theories; behavioural theories, social learning theories; alternative approaches (e.g. African, Eastern perspectives).

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Fourth Year Level

PSG 3871 Advanced Research Methods and Statistics

Proposed NQF Level: 8  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HPSP 3652 Research Methodology and Statistics

Content: Importance of research methods and statistics; validity and reliability; hypotheses; fallacies in research; research ethics; literature review; sampling; instrument design and validation; qualitative measure; non-experimental designs, experimental and quasi-experimental designs; correlation and regression; t-test, multivariate statistics (including canonical analysis, multiple regression analysis, exploratory factor analysis, one-way analysis of variance, and multivariate analysis of variance, discriminant analysis); practical significance of results; interpretation of research results)
PSG 3851 Positive Psychology

Proposed NQF Level: 8
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology

Content: Introduction to positive psychology and the historical development; definitions and measures of well-being; effects of positive emotions on physical and psychological health; resilience as a human strength in the face of adversity; a review of hedonic happiness; money, happiness and culture; personal goals and the impact of motivations on health and happiness; self-regulation and self-control as critical components to achieve personally significant goals; positive personal traits, personality traits and self-concept influencing well-being; virtues and strengths, of character; positive psychology in organizations, positive psychology interventions.

Assessment: Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

PSI 3871 Advanced Organizational/Personnel Psychology

Proposed NQF Level: 8
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HPSG 3772 Personality Theories

Content: Employee motivation; leadership and power; group processes; cooperation and conflict; decision making; design and consequences of human resources policies; person-environment fit; personnel selection and assessment; employability and employee development; careers and job mobility.

Assessment: Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

PSY 3872 Developmental Psychology of Adulthood and Old Age

Proposed NQF Level: 8
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology PSG 3611 Developmental Psychology

Content: Theories of human development from early adulthood through late adulthood/old age; aspects of human development i.e physical/cognitive and social/personality development; marriage, divorce, employment, unemployment, retirement and death, contemporary issues that are, or may be relevant to adult development in general and to Namibian society in particular.

Assessment: Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

PSI 3812 Psychological Intervention and Human Resource Development

Proposed NQF Level: 8
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HPSG 3631 Organizational/Personnel Psychology

Content: Organizational intervention; human resources strategy/structure/culture; survey feedback; organisational development; compensation/reward management; performance management; group intervention, team building; integrative intervention (conflict between groups); sensitivity training; employee wellness; human resources development; training/coaching/mentoring/talent management.

Assessment: Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

PSI 3830 Psychological Assessment

Proposed NQF Level: 8
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology PSG 3611 Developmental Psychology

Content: Overview of assessment; definitions and scope; history of psychological assessment; developing a psychological measure; cross-cultural test adaptation and translation; practice of psychological assessment; ethical standards; administering psychological assessment measures; assessment of young children, physical disabled and mentally handicapped individuals; assessment of cognitive functioning; measures of affective behaviour, adjustment, and well-being; personality assessment; career counselling; assessment use of assessment measures in various applied contexts; interpreting and reporting assessment results; factors affecting assessment results; future of psychological assessment.

Assessment: Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)

PSG 3852 Psychology, Ethics and the Law

Proposed NQF Level: 8
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: HPSG 3581 Introduction to Psychology and PSG 3582 Social Psychology

Content: Psychological theories about human personality; ethical guidelines and legal issues related to psychology; the importance of ethics and law to psychological practice and clinical services; ethics and law in industrial/organizational settings; controversial and ethical dilemmas and legal implications; abuse of psychology; malpractices; introduction to Forensic Psychology and Criminal Psychology; Namibian laws and legislation relating to psychology.

Assessment: Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)
**Sociology**

**Introduction**

The Department of Sociology offers a curriculum that directly addresses core areas of societal concern: development; health; gender and sexuality; poverty and inequality; environment; rural and urban society; work, industry and labour relations; polity and society; demography; economic and socio-cultural transformation. The empirical focus of the curriculum on Namibian society and its developmental framework, while making strong reference to new developments in Sub-Saharan regional and international sociology.

The curriculum covers the following fields of study:

1. Sociological concepts, paradigms and theories form the one represent the primary intellectual foundation centre of interest which serves to inform all the courses on offer in sociology. At introductory, intermediate and advanced level, the sociology curriculum presents the rich historical and contemporary discursive body of the discipline, so as to develop the student’s analytical, synthetic and conceptual abilities. Significance is attached to developing practical skills, research skills, and rounded critical faculties of all students in sociological matters. Sociology is also intended to encourage sensitivity toward principles of social equity in terms of the socio-economic problems faced by many citizens in the Namibian Society, as well as a positive attitude towards social equity by embodying the ethics of the discipline.

2. Methodologies of social research form the seconda further core focus of the curriculum aimed at systematically building practical research knowledge and instrumental skills during the first three years of academic studies. These capacities, in conjunction with the conceptual acuity insight acquired, will be systematically applied in the final year’s independent research project.

3. The structural-institutional components of society form the the final focus: culture, religion, economy, community, state and polity, family, gender, social divisions and stratification, are prioritised because they have bearing upon the behaviour and action of individuals and groups, and constitute the character of society itself.

4. Throughout the curriculum, Namibian society provides the main backdrop against which sociological theory and empirical evidence is examined. This national mainstreaming prepares the ground, at third and final year level, for in-depth analyses of the post-colonial Namibian setting.

**Admission Requirements**

The School’s general admission requirements apply (cf. C.1).

**Curriculum**

**First Year Level**

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SOG 3581</td>
<td>Foundations of Sociology</td>
<td>1</td>
<td>H3511SF</td>
<td>Foundations of Sociology</td>
</tr>
<tr>
<td>2</td>
<td>SOG 3582</td>
<td>Basics of Sociology</td>
<td>2</td>
<td>H3512SB</td>
<td>Basics of Sociology of Namibian Society</td>
</tr>
</tbody>
</table>

**Second Year Level**

**Admission Requirements**

The School’s Student Registration and Academic Advancement Rules apply .

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SOG 3671</td>
<td>Social Problems: Learning to Conceptualise and Implement Research</td>
</tr>
<tr>
<td>2</td>
<td>SOG 3612</td>
<td>Classical Sociological Theory</td>
</tr>
<tr>
<td>Students select a further one (1) course below:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SOG 3632</td>
<td>Sociology of Development*</td>
</tr>
<tr>
<td>2</td>
<td>SOG 3652</td>
<td>Social Demography</td>
</tr>
</tbody>
</table>

* Students who take Sociology as well as Information Studies may not take this course as an elective in Sociology.

**Third Year Level**

**Admission Requirements**

The School’s Student Registration and Academic Advancement Rules apply .

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SOG 3711</td>
<td>Contemporary Social Theory</td>
</tr>
<tr>
<td>2</td>
<td>SOG 3732</td>
<td>Social Research Methods</td>
</tr>
<tr>
<td>Students pursuing Sociology as a major subject select a further one (1) course below:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SOG 3752</td>
<td>Sociology of the Environment</td>
</tr>
<tr>
<td>2</td>
<td>SOG 3772</td>
<td>Sociology of Namibian Society</td>
</tr>
</tbody>
</table>
Admission Requirements

The School’s Student Registration and Academic Advancement Rules apply. Students are admitted to the fourth year level in the BA degree programme only after they have passed all twenty-eight (28) Courses (448 credits) at first, second and third year level.

Curriculum Compilation

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Proposed NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOG 3810</td>
<td>Research Project in Sociology</td>
<td>6</td>
<td>16</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
<tr>
<td>SOG 3840</td>
<td>Advanced Sociology of Namibian Society</td>
<td>6</td>
<td>16</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
<tr>
<td>SOS 3860</td>
<td>Sociology of Gender and Sexuality</td>
<td>6</td>
<td>16</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
<tr>
<td>SOG 3820</td>
<td>Rural Sociology</td>
<td>6</td>
<td>16</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
<tr>
<td>SOS 3820</td>
<td>Sociology of Industry and Work</td>
<td>6</td>
<td>16</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
<tr>
<td>SOZ 3820</td>
<td>Sociology of Health</td>
<td>6</td>
<td>16</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
<tr>
<td>SOG 3830</td>
<td>Urban Studies</td>
<td>6</td>
<td>16</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
<tr>
<td>SOG 3860</td>
<td>Sociology of Comparative Development</td>
<td>6</td>
<td>16</td>
<td>4 hours/week over 14 weeks = 56 contact hours</td>
</tr>
</tbody>
</table>

Course Descriptors

Second Year Level

SOG 3671 Social Problems: Learning to Conceptualise and Implement Research

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Content:** The course utilises lecture and seminar format. It builds on the methodological training introduced into the sociology curriculum in the first year level course HSOG 3582 Basics of Sociology. It familiarises the student with the use of social science research methods to identify, formulate, and study social problems (class, poverty and inequality; gender inequality; crime and violence; alcohol and substance abuse; HIV/Aids and other health issues; environmental problems, etc.). At lower intermediate level, the course is the second in a sequence of three Courses aimed at imparting theoretical knowledge, conceptual capabilities and practical skills in social research that are needed for adequate professional preparation. Practical acquaintance with the field, however, will be reserved for a further course at upper intermediate level, in the following year of studies.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

SOG 3612 Classical Sociological Theory

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Content:** The course looks at the history and the development of sociological theories and their philosophical predecessors, particularly the philosophies of the Enlightenment (Rousseau, Adam Smith); German idealism (Hegel and Kant) and British socialist thought and utilitarianism (Owen, Bentham). It also looks at key theoretical debates (individual-society; agency-structure; object-subject; idealism-materialism) and the work of key sociological theorists namely Harriet Martineau, Claude Henri de Rouvroy, Comte de Saint-Simon, Auguste Comte, Karl Marx, Emile Durkheim, Max Weber, George Herbert Mead and Theodor W. Adorno.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

SOG 3632 Sociology of Development

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Content:** Key theories, themes and case studies on social and economic development will be introduced to the student with the intention of explaining the causes of underdevelopment and, alternatively, successful development. Classical, modernisation, dependency, organisational, regulationist and post-materialist theories will be critically examined. Historical dimensions of development will be included in relation to: rise of industrial societies; colonial impacts; the emergence of the global economy. Themes will be: measuring development and poverty, international aid, Asian economies including China, population, urbanisation and migration, politics and development, NGO and inter-governmental assistance, sustainable development. These will be applied to Namibian contexts, including explanations and solutions of restricted development in the African continent. Group work will be undertaken.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

SOG 3652 Social Demography

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Content:** Demography, the science of human population, deals with changes and differences in the size and structure of human populations. Demography is concerned with virtually everything that influences, or can be influenced by, population size, distribution, processes and structure. This course pays particular attention to population concepts, population dynamics (processes), theories, causes and demographic data and their usage. The emphasis of the course is on substantive rather than technical issues.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

SOG 3711 Contemporary Social Theory

- **Proposed NQF Level:** 7
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Content:** Students will study modern sociological theories (from approximately 1950 onward) that currently dominate the field. Micro-sociology from Blumer to Garfinkel’s ethnomethodology onward will be prominent: Goffman’s dramaturgical method and management of the self; Hall, Giddens and Foucault on self-identity; grounded theory as a basis for micro-social research. The emergence of feminist and gender perspectives since 1970 will also be
studied. In addition, theories of modernity will be included: Habermas’ and Marcuse’s critique of modern culture; Beck on the risk society; Foucault’s theory of power and the subject; Giddens’ structuration theory and identity theory; Bourdieu on habitus and class positions; post-modernism; globalisation sociology; post-colonial analysis.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

### SOG 3732 Social Research Methods

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong> The course utilises lecture and seminar format. It examines the different methodological and theoretical debates that underpin different research traditions. Topics include measurement, reliability and validity; index and scale construction, sampling, methods of data collection, data analysis. At upper intermediate level, the course is the third in a sequence of Courses aimed at imparting theoretical knowledge, conceptual capabilities and practical skills in social research that are needed for adequate professional preparation.</td>
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<tr>
<td><strong>Assessment:</strong> Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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### SOG 3752 Sociology of the Environment

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> None</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong> The course utilises both lecture and seminar format. It examines the relationship between society and the physical environment. It applies sociological perspectives to environmental issues. Main topical areas of the debate: Sustainable development, population and environment, climate change, environmental problems (e.g. deforestation, desertification, soil erosion, land degradation etc.) in southern Africa and environmental policies and initiatives (e.g. wildlife policies CBNRM).</td>
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<tr>
<td><strong>Assessment:</strong> Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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</table>

### SOG 3772 Sociology of Namibian Society

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> None</td>
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<td></td>
</tr>
<tr>
<td><strong>Content:</strong> Modern Namibian society will be examined using a cultural sociology approach. This will distinguish the course from the fourth year level yearcourse HSOS 3840 Advanced Sociology of Namibian society. It explores how Namibia and its socio-cultural structures and processes were historically shaped: prior to colonialism; during German and South African colonialism; currently in independent Namibia. Discourse and identity theory (Foucault, Giddens, Hall, etc.) will structure the historical and modern analysis in the following topics: ethnic and national identity past and present; colonial and capitalist work culture (with emphasis on contract labour and migration); identity imposition and the state of the San peoples; sexual cultures in Namibia and HIV/AIDS; the impact of the new mass media; youth cultures; tourism and culture; poverty and deprivation; consumption, class and the new materialism in modern Namibia; religious culture and Namibian society.</td>
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<tr>
<td><strong>Assessment:</strong> Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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</tbody>
</table>

### Fourth Year Level

### SOG 3810 Research Project in Sociology

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits: 32</th>
<th>Contact Hours: As required by the supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> Admission to the fourth year level</td>
<td></td>
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</tr>
<tr>
<td><strong>Content:</strong> The course is designed to host individual research projects. Research will be undertaken by the student independently in her/his final year, under the Department’s close guidance and supervision. Successful completion requires the presentation of an extensive project report of a minimum of 15 000 words, rated as final year research project. The supervisor(s) allocated to the student will ensure both the strictly sociological focus in the student’s choice of topic, as well as substantial sociological content of the research. Methodologically, projects can be either designed as actual field surveys entailing the collection and generation of new data, or conceived as theoretical and documentary or archival research, based on the appropriation and sociological treatment of existing empirical evidence. Supervision will emphasise the epistemological importance of an adequate conceptualisation of the research topic, whether theoretical or empirical research. Thus, the research process will be introduced by the careful exploration of the literary field.</td>
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<tr>
<td><strong>Assessment:</strong> Continuous assessment 100% (research project)</td>
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</tbody>
</table>

### SOS 3840 Advanced Sociology of Namibian Society

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits: 16</th>
<th>Contact Hours: 2 hours/week over 28 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> Admission to the fourth year level</td>
<td></td>
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</tr>
<tr>
<td><strong>Content:</strong> The course is presented in seminar format. It embarks on the analysis of contemporary Namibian society in its varied cultural, economic, political, historical, social, and social structural aspects. The analysis is based on the comprehensive sighting of current research, thus emphasising the research orientation of the curriculum at final year level. The course applies sociological perspectives learned in the previous course of the curriculum. Main topical areas of the debate: land issue; labour migration; labour market and unemployment; industrial relations; societal development and Vision 2030; globalisation and neo-liberalism; youth; poverty; family; gender; sexual cultures; education; media; religion; traditionalism; social structural change and post-colonial class structure; pre-colonial social formations in Namibia; colonialism, apartheid and liberation.</td>
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<tr>
<td><strong>Assessment:</strong> Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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<td></td>
</tr>
</tbody>
</table>

### SOS 3860 Sociology of Gender and Sexuality

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits: 16</th>
<th>Contact Hours: 2 hours/week over 28 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite:</strong> Admission to the fourth year level</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong> To detect that the social world is largely organised around the gender divide is perhaps one of the most difficult tasks in our current social and political climate. The fact that no two individuals experience the gender system in exactly the same way does not diminish its powerful impact on most individuals. Gender structures shared experiences among categories of people (race, ethnicity, social class) and also their sexual cultures. This is why gender issues have been mainstreamed into the syllabi of the first three years of the BA Sociology curriculum. This final year course aims at an in-depth analysis of the way in which femininity and masculinity are constructed by both industrialised and developing societies. Testing sociological theories of structuralist orientation and of agency, the course will exemplify both approaches: the ways in which societely socialise individuals into gendered identities and roles, and the ways in which individuals appropriate and re-construct them. The second main focus of the course will be to put to the test gender theories within the social and cultural distinctiveness of Namibian society. Topics include: sociological schools in the conceptualisation of gender, i.e. origins of biological sex, origins and strands of feminism; feminist analysis of Namibian society, women’s movement in Namibia; sexuality, i.e. sexual identities, sexual cultures, sexual rights, friendship and intimate relationship; reproductive health and HIV/AIDS, safe motherhood, contraception, abortion; concepts of masculinity, construction of masculinities in Namibian society, masculinity and gender-based violence; gender policies and developmental organisations in Namibia, i.e. Women in Development (WID), Women and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
development (WAD), Gender and Development (GAD), policy approaches of state and civil society; gender and economy, i.e. poverty, empowerment, labour market and work place, gender division of labour, job and salary discrimination; gender and culture, i.e. education, media, cultural traditions and commodified culture; gender and social structure, i.e. gender stratification, gender and class; gender and politics, i.e. women and power, women in politics, the legal framework for the promotion of gender equity.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**SOG 3820 Rural Sociology**

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** The course utilises both lecture and seminar format. It reviews demographic, cultural, spatial and other conceptions of rurality. It examines agriculture, wildlife, fishing, forestry and other natural resources as bases for Namibia's and southern Africa's rural economies. It analyses inequalities in land wealth and poverty and associated patterns such as migration. It examines changes to rural areas in the age of globalisation, and their theoretical reflection in the debate of industrial sociology. Namibian labour issues will serve as evidence. Main topical areas of the debate: rural social groups (men and women, elderly and youth), rural people as peasants, land (use, tenure, distribution and reform) land and environmental degradation, rural poverty, migration, natural resources, agriculture and development.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**SOG 3820 Sociology of Industry and Work**

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** The course utilises both lecture and seminar format. It examines the meaning of work in society. It looks at the factory system and its effects on society. Specifically, it analyses different occupations and familiarises students with changes that occur in the world of work due to globalisation. Main topical areas of the debate: impact of industry, varieties of occupations and professions, work and family, job satisfaction and work involvement, alienation at work, industrial relations and trade unions.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**SOZ 3820 Sociology of Health**

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** This course examines the social contexts of physical and mental health and illness. The course gives prominence to the debates, contrasting models and perspectives that characterise the field of sociology of health. Topics include concepts and theoretical frameworks for sociological understanding of illness and medicalisation; illness and the individual (self), society and illness; social organisation and political economy of the health care system; the development of health professions, health professionals and the health work force; stratification, inequality and power in health care delivery organisations; health care and bureaucracy; health care and social change; comparative analyses of alternatives to the dominant paradigms of health, illness and healing; ethical issues in health care and contemporary issues in the study of health and illness.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**SOZ 3830 Urban Sociology**

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** The course focuses on the urban sections and urban spaces of postcolonial Namibian society. Urbanization has become a prominent trait of the processes of societal change after independence in Namibia. In the urban setting, apartheid legacies still shape life worlds divided along racial and ethnic lines. However, contemporary urban society in Namibia increasingly reflects class patterns. While affluent quarters of society tend to clear away social and spatial boundaries defined by race, urban poverty remains the fate of marginalized black Africans. The mushrooming of informal settlements bears witness to this. The course combines the analysis of social conditions of urban living with their projection on urban spaces of living. Mobility creates new forms of social inequality that are reflected in contrasting urban environments. With this insight, it aims at providing sound knowledge for the development of sustainable urban planning. The course examines concepts and theories of urban living, while providing training in demographic and statistical methods, in particular introducing the Statistical Package for the Social Sciences (SPSS) based in computer-laboratory teaching. Lastly, it prepares the student for ethnographic approach to research.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**SOG 3800 Sociology of Comparative Development**

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** The course will examine social and economic development using historical and current international case-studies. Operating concepts utilized are industrialisation, social change, models of economic and social planning, systems of state power, and rationales and discourses of development. Contemporary theories of social change and development will be discussed at the outset: modernisation and neo-modernisation theories; dependency and neo-dependency theories; organisational theory; regulationist theories and postcolonialism. In-depth historical cases will be presented: the first industrial revolutions in Europe: Britain and Germany. Rise of the United States from 1890s. The first Asian modernization: Japan after 1870. Planned socio-economic development: Soviet Russia 1917-1980. Modern development cases will be: the Asian Tigers; the rise of modern India and China. The recent developmental rise of Africa and the challenges and opportunities for growth and development will be a constant reference throughout the year. Contemporary sociological and globalization theory will contextualize the case-studies.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
Introduction

Drama is offered as a major subject in the BA degree programme.

Subject Convenor: Ms LDE Olivier-Sampson (tel. 206 3925 – Email: loliversampson@unam.na)

Admission Requirements

The School’s general admission requirements apply (cf. C.1).

First Year Level

Students take the two (2) Courses below:

<table>
<thead>
<tr>
<th>OLD PHASED OUT MODULES</th>
<th>NEW PHASED IN EQUIVALENT MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester</strong></td>
<td><strong>Code</strong></td>
</tr>
<tr>
<td>1</td>
<td>PAR 3581</td>
</tr>
<tr>
<td>2</td>
<td>PAR 3582</td>
</tr>
<tr>
<td>2</td>
<td>PAR 3592</td>
</tr>
</tbody>
</table>

Second Year Level

Admission Requirements

1. The School’s Student Registration and Academic Advancement Rules apply.
2. Note the recommendations below.

Curriculum Compilation

Students select three (3) Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PAR 3611</td>
<td>Theatre Studies 2</td>
<td>–</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAV 3630</td>
<td>Acting and Voice 2</td>
<td>PAR 3630 Acting and Voice</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAQ 3650</td>
<td>Theatre Movement Studies 2</td>
<td>HPAQ 3650</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAD 3610</td>
<td>Directing 2</td>
<td>PAD 3610 Directing</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAQ 3670</td>
<td>Theatre Crafts 2</td>
<td>HPAQ 3670</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAR 3660</td>
<td>Theatre for Development 2</td>
<td>–</td>
</tr>
</tbody>
</table>

Third Year Level

Admission Requirements

1. The School’s Student Registration and Academic Advancement Rules apply.
2. Note the course-specific prerequisites below.

Curriculum Compilation

Students pursuing Drama as a major subject select a further three (3) Courses below:

Students pursuing Drama as a minor subject select a further two (2) course below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PAR 3731</td>
<td>Theatre Studies 3</td>
<td>–</td>
</tr>
<tr>
<td>2</td>
<td>PAR 3752</td>
<td>Arts Marketing and Management</td>
<td>HPAQ 3650</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAV 3730</td>
<td>Acting and Voice 3</td>
<td>HPAQ 3660</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAQ 3750</td>
<td>Theatre Movement Studies 3</td>
<td>HPAQ 3670</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAR 3740</td>
<td>Theatre for Development 3</td>
<td>–</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAD 3710</td>
<td>Directing 3</td>
<td>–</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAQ 3770</td>
<td>Theatre Crafts 3</td>
<td>–</td>
</tr>
</tbody>
</table>

Fourth Year Level

Admission Requirements

1. The School’s Student Registration and Academic Advancement Rules apply (cf. C.A.3: A student admitted to the fourth year level may register for the eight (8) (128 credits) fourth year courses plus one (1) outstanding course on first, second or third year level, subject to the relevant subject regulations (inclusive of prerequisites) (cf. E.4.3.3.1).)
2. Note the course-specific prerequisites below.

Curriculum Compilation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
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<tbody>
<tr>
<td>–</td>
<td>–</td>
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</tr>
</tbody>
</table>

All students take the following compulsory year-course:
Second Year level

PAD 3610 Directing 2

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours  
Prerequisite: None  

Content: The course is a theoretical and applied exploration of directing principles for stage. 
The course aims to:  
1. introduce students to the conventions of the stage;  
2. guide the student towards implementation of directing principles;  
3. help the student understand the interplay between the different disciplines needed for presentations on stage.  
Assessment: Continuous assessment 60% : Examination 40% (practical examination)  
PAR 3611 Theatre Studies 2

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
Prerequisite: None

Content: The purpose of this course is to introduce students to the history and development of theatre. The course will focus on the changing shape of the stage and how theatre is affected by the social climate of the day. The work of some leading proponents of the time will be explored.  
Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)  
PAV 3630 Acting and Voice 2

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours  
Prerequisite:  

Content: Students build on the basic skills acquired in first year through more advanced relaxation, vocal and presentation techniques. They concentrate on improvisation, role play and vocal delivery. Various genres of literature are analysed and prepared for practical presentation. Students are required to obtain prescribed materials, attend class punctually, display a serious disposition, focus on learning and self-enrichment, engage in class discussion, raise why and how questions, take notes in class, improve study skills, submit work on time, make appointments with lecturers when necessary, uphold academic integrity. Students are expected to behave with courtesy and tolerance towards others and be able to give and constructive criticism.  
Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)  
PAQ 3650 Theatre Movement Studies 2

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours  
Prerequisite:  

Content: Students build on the basic skills acquired in first year through more advanced relaxation, warm-up and presentation techniques. They concentrate on improvisation, stimulus interpretation and physical delivery. Students are required to obtain prescribed materials, attend class punctually, display a serious disposition, focus on learning and self-enrichment, participate actively in class, engage in class discussion, raise why and how questions, take notes in class, improve study skills, submit work on time, make appointments with lecturers when necessary, uphold academic integrity. Students are expected to behave with courtesy and tolerance towards others and be able to give and constructive criticism.  
Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)  
PAQ 3670 Theatre Crafts 2

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours  
Prerequisite: HPAR 3582  

Content: The course is a development and honing of skills with regard to the technical components of theatre and the supporting technical personnel. Students are required to implement the theory by constructing various designs.  
Assessment: Continuous assessment 60% : Examination 40% (a portfolio of designs as set out by the lecturer)  
PAR 3660 Theatre for Development 2

Proposed NQF Level: 6  
Credits: 16  
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours  
Prerequisite: None  

Content: The course aims to train the student to work with youth and community groups as well as using theatre as a tool in the industrial world. The student will learn the skill of creating presentations from text to performance. Students will be expected to learn the dynamics in community groups as well as in the workplace in order to design programmes that address specific needs and problems.  
Assessment: Continuous assessment 60% : Examination 40% (practical examination portfolio)
Third Year Level

PAR 3731 Theatre Studies 3

Proposed NQF Level: 7
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: The purpose of this course is to further develop the student's knowledge and insight into the development of theatre and the influences that shaped the development of the theatre. The focus will shift to the nineteenth century and briefly look at major trends in Eastern theatre. The work of some of the leading proponents of the time will be explored. A further purpose is a continued study of the elements of drama in order to critically evaluate some of the more well-known drama texts of the time.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

PAR 3752 Arts Marketing and Management

Proposed NQF Level: 7
Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This course aims to provide the student with an understanding of how performing arts markets function, as well as to provide a basis for understanding the work to be done in the Courses at the subsequent year levels. The purpose is to provide students with tools for developing marketing strategies for the performing arts.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

PAV 3730 Acting and Voice 3

Proposed NQF Level: 7
Credits: 16
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Content: The course places emphasis on training the student for public performance on stage, television and in general, and to develop the skills that will lead to effective public speaking.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

PAR 3750 Theatre Movement Studies 3

Proposed NQF Level: 7
Credits: 16
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Content: The course aims to develop the student’s skills in body work, role development and practical presentation.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

PAR 3740 Theatre for Development 3

Proposed NQF Level: 7
Credits: 16
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: HPAR 3650

Content: The course aims to develop the student’s skills in body work, role development and practical presentation.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

PAD 3710 Directing 3

Proposed NQF Level: 7
Credits: 16
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Content: The course aims to expand the student’s practical skills in directing for stage, to guide students towards the implementation of directing principles across different styles; to strengthen the student’s ability to direct for different types of stage and to encourage a creative approach to stage directing.

Assessment: Continuous assessment 60% : Examination 40% (practical examination portfolio)

PAQ 3770 Theatre Crafts 3

Proposed NQF Level: 7
Credits: 16
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: HPAR 3670

Content: The course is a development and honing of skills with regard to the technical components of theatre and the supporting technical personnel. Students are required to implement the theory by constructing various designs.

Assessment: Continuous assessment 60% : Examination 40% (practical examination)

Fourth Year Level

PAV 3810 Research project in Drama

Proposed NQF Level: 8
Credits: 32
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Content: This course develops a student’s ability to do independent research and to write a research project. The student will learn how to read analytically, source material and references, gather and analyse data. Students will do in-depth research on a topic selected in consultation with the Department of Visual and Performing Arts. This course develops a student’s ability to do independent research and to write a research report. The student will learn how to read analytically, source material and references, gather and analyse data.

Assessment: Continuous assessment 100% (research project)

PAQ 3820 Theatre for Development 4

Proposed NQF Level: 8
Credits: 16
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours

Prerequisite: HPAR 3660

Content: This course aims to train the student for working with youth and community groups as well as using theatre as a tool in the industrial world. The student will acquire the skill of creating a presentation for the corporate world, especially in areas such as team building and customer service. The purpose is to expose students to a methodology of working from theme to performance, encoding and voicing communal issues in dramatic and theatrical structures. The students are required to understand the process of decoding the stage, technical aspects and the application of theory to a practical presentation. Special emphasis is placed on the methods used by Augusto Boal in the Theatre of the Oppressed.
Assessment: Continuous assessment 60% : Examination 40% (practical examination portfolio)

PAQ 3840 Arts Marketing and Management 4

Proposed NQF Level: 8
Prerequisite: HPAR 3752

Content: This course aims to provide the student with an understanding of how performing arts markets function and the knowledge and skills to design a marketing strategy for a performing arts institution. The purpose is to provide students with tools for developing strategies for marketing the performing arts.

Assessment: Continuous assessment 60% : Examination 40% (portfolio)

PAR 3800 Theatre Studies 4

Proposed NQF Level: 8
Prerequisite: HPAR 3731

Content: The purpose of this course is to take the development of theatre into the twentieth century and to expose students to capita selecta research on famed playwrights, directors and theorists, culminating in the presentation of a research report. The student will be exposed to African and Namibian playwrights. A further purpose is the continued study of the elements of drama and scriptwriting in order to critically evaluate selected Namibian plays.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

PAV 3830 Acting and Voice 4

Proposed NQF Level: 8
Prerequisite: HPAV 3730

Content: The purpose of this course is to expose the student to a methodology of acting for stage and television, an understanding of some techniques for character analysis and interpretation, preparation for and presentation of two major performances.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

PAQ 3850 Theatre Movement Studies 4

Proposed NQF Level: 8
Prerequisite: HPAQ 3750

Content: The purpose of this course is to an understanding of the utilisation of the human body in performance with reference to dance, dance drama and stage movement.

Assessment: Continuous assessment 60% : Examination 40% (practical examination)

PAQ 3870 Theatre Crafts 4

Proposed NQF Level: 8
Prerequisite: HPAQ 3770

Content: The course focuses on technical production values such as design, set and sound through the analysis of the prescribed text. Students are required to execute all their designs.

Assessment: Continuous assessment 60% : Examination 40% (practical examination)

PAD 3870 Directing 4

Proposed NQF Level: 8
Prerequisite: HPAD 3710

Content: A theoretical and applied exploration of directing principles in different styles and types of theatre. The course aims to get the student to implement all the knowledge and experience gained during the Performance Studies /Directing courses from years two and three. They will learn how to assemble a theatre production with all the elements of performance.

Assessment: Continuous assessment 60% : Examination 40% (practical examination)

Music

Introduction

Music is offered as a minor or major subject in the BA degree programme.

Subject Convenor: Dr P Matiure (tel. 206 3801 – E-mail: pmatiure@unam.na)

Admission Requirements

1. The School’s general admission requirements apply (cf. C.1).
2. To be admitted to Principal Instrument Study 1, a student should have passed Grade 5 (Unisa or the equivalent) in the relevant instrument. Students wishing to register for Principal Instrument Study 1 should consult the subject convenor prior to registration.

First Year Level

Curriculum Compilation

Students register for two (2) Courses from the list below in consultation with the Department of Visual and Performing Arts:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PAS 3581</td>
<td>Principles of Music and Dance</td>
<td>1</td>
<td>H3511MP</td>
</tr>
<tr>
<td>2</td>
<td>PAS 3592</td>
<td>Musicianship: General Principles 1</td>
<td>2</td>
<td>H3512MS</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAS 3520</td>
<td>Principal Instrument Study 1*</td>
<td>1 &amp; 2</td>
<td>H3513MI</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAS 3540</td>
<td>Music Video Production</td>
<td>1 &amp; 2</td>
<td>H3513MV</td>
</tr>
</tbody>
</table>

Music is offered as a minor or major subject in the BA degree programme.
Second Year Level

Admission Requirements
1. The School’s Student Registration and Academic Advancement Rules apply.
2. Note the course-specific prerequisite below.

Curriculum Compilation
Students register for three (3) of the Courses below in consultation with the Department of Visual and Performing Arts:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PAS 3631</td>
<td>Dance</td>
<td>Admission through audition</td>
</tr>
<tr>
<td>1</td>
<td>PAS 3611</td>
<td>Musicianship: General Principles 2</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>PAT 3632</td>
<td>Ethnomusicology (Musical Arts in Namibia)</td>
<td>-</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAS 3620</td>
<td>Principal Instrument Study 2</td>
<td>HPAS 3520</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAS 3640</td>
<td>Music Video Production</td>
<td>-</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAT 3640</td>
<td>Music Technology</td>
<td>-</td>
</tr>
</tbody>
</table>

Third Year Level

Admission Requirements
1. The School’s Student Registration and Academic Advancement Rules apply
2. Note the course-specific prerequisites below.

Curriculum Compilation
Students pursuing Music as a major subject register for three (3) of the Courses below in consultation with the Department of Visual and Performing Arts:
Students pursuing Music as a minor subject register for two (2) of the Courses below in consultation with the Department of Visual and Performing Arts:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PAS 3711</td>
<td>Musicianship Extended</td>
<td>-</td>
</tr>
<tr>
<td>1</td>
<td>PAS 3731</td>
<td>Dance</td>
<td>HPAS 3631</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAT 3732</td>
<td>Ethnomusicology (Structure and Meaning in African Music)</td>
<td>-</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAS 3720</td>
<td>Principal Instrument Study 3</td>
<td>HPAS 3640 (or equivalent)</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAT 3720</td>
<td>Music Video Production</td>
<td>-</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAT 3740</td>
<td>Music Technology</td>
<td>HPAT 3640 (or equivalent)</td>
</tr>
</tbody>
</table>

Fourth Year Level

Admission Requirements
1. The School’s Student Registration and Academic Advancement Rules apply.
2. Note the course-specific prerequisite below.

Curriculum Compilation
Students register for the following compulsory year-course:
Students add a further three (3) year-Courses from the list below in consultation with the Department of Visual and Performing Arts:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>PAT 3810</td>
<td>Research project in Music</td>
<td>-</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAS 3800</td>
<td>Principal Instrument Study 4</td>
<td>HPAS 3720</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAS 3820</td>
<td>Music Video Production</td>
<td>HPAT 3720 (or equivalent)</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAS 3840</td>
<td>Musicianship</td>
<td>PAT 3740 (or equivalent)</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAT 3860</td>
<td>Dance</td>
<td>HPAS 3731</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAT 3820</td>
<td>Music Technology</td>
<td>-</td>
</tr>
</tbody>
</table>

Course Descriptors

Second Year Level

PAS 3631 Dance

Proposed NQF Level: 6  Credits: 16  Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: This course introduces the student to the various contemporary dance styles, with some introduction to contemporary African dance.

Assessment: Continuous assessment 60% : Examination 40% (practical examination)

PAS 3611 Musicianship: General Principles 2

Proposed NQF Level: 6  Credits: 16  Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: None

Content: The course deals with studies progressing from the previous semester in general principles in musicianship. Building foundations in music theory and aural training in Western and African traditions. The course helps students understand the practical and theoretical principles in music, prepares them to deal with the development of musical concepts and links to musical notation and between musical sound and structure.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Proposed NQF Level</th>
<th>Credits</th>
<th>Contact Hours</th>
<th>Prerequisite</th>
<th>Content</th>
<th>Assessment</th>
<th>PAT 3632 Ethnomusicalogy (Musical Art in Namibia)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAT 3620 Principal Instrument Study 2</td>
<td>(year-course)</td>
<td>Proposed NQF Level: 6</td>
<td>Credits: 16</td>
<td>Contact Hours: 2 hours/week over 28 weeks = 56 contact hours</td>
<td>Prerequisite: HPAS 3520 Principal Instrument Study 1</td>
<td>Content: The course deals with studies progressing from the previous year level in music studies. The course also helps students to further the instrument apprenticeship, practical musicianship and instrument musical judgement. Furthermore, the course helps students understand the process of instrument techniques, the interplay between theory and practice.</td>
<td>Assessment: Continuous assessment 60% : Examination 40% (practical examination)</td>
<td></td>
</tr>
<tr>
<td>PAS 3640 Music Video Production</td>
<td>(year-course)</td>
<td>Proposed NQF Level: 6</td>
<td>Credits: 16</td>
<td>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</td>
<td>Prerequisite: None</td>
<td>Content: This course serves to familiarise student with how to manage the technology of the camera and an understanding of colour, devices, composition and graphics. The course also provides students with knowledge of camera, colour balancing cameras, creative controls. The course further provides knowledge of viewfinders and camera prompters, setting the scene, photo composition elements, graphics and virtual reality set.</td>
<td>Assessment: Continuous assessment 100% [Written Portfolio &amp; DVD work 80%] (Practical presentation 20%)</td>
<td></td>
</tr>
<tr>
<td>PAS 3640 Music Technology</td>
<td>(year-course)</td>
<td>Proposed NQF Level: 6</td>
<td>Credits: 16</td>
<td>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</td>
<td>Prerequisite: None</td>
<td>Content: This course deals with studies in electronic and computer music composition and popular music production. The students will be introduced to the recording and music industry. The course brings students into direct contact with the music and audio-visual industry.</td>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
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<tr>
<td>Third Year Level</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAS 3711 Musicianship Extended</td>
<td></td>
<td>Proposed NQF Level: 7</td>
<td>Credits: 16</td>
<td>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</td>
<td>Prerequisite: None</td>
<td>Content: The course continues to develop the written and aural skill in music theory. It serves also to familiarise students with the effectiveness of applying harmony work, development of Western and African traditions. Furthermore, the course deals with advanced studies in general musicianship related to accurate transcription, keyboard harmony and composition, working towards the original creation of music composition. Finally, the students will learn how to deal with musical concepts to build up on musical projects and a portfolio of songs. The course also includes a research methodology component.</td>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
</tr>
<tr>
<td>PAS 3731 Dance</td>
<td></td>
<td>Proposed NQF Level: 7</td>
<td>Credits: 16</td>
<td>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</td>
<td>Prerequisite: HPAS 3631 Dance</td>
<td>Content: This course builds on the development of dance as a discipline. It helps the student to develop individual practical skills in the instrument. It helps the student understand the various methods used in dance training. The student is introduced to the conventions of choreography. The course also includes a research methodology component.</td>
<td>Assessment: Continuous assessment 60% : Examination 40% (practical examination)</td>
<td></td>
</tr>
<tr>
<td>PAT 3732 Ethnomusicalogy (Structure and Meaning in African Music)</td>
<td></td>
<td>Proposed NQF Level: 7</td>
<td>Credits: 16</td>
<td>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</td>
<td>Prerequisite: None</td>
<td>Content: The course serves to familiarise students with the performance of music and dance in Namibia and the larger African context; comparative studies in cultural contexts; musical structure; values and contemporary issues. The students will develop awareness of meanings in musical practices and dance in Namibia and the larger African context as a way of life; archetypal molds; sites of learning. The student will learn about the process of investigating the symbols and concrete messages conveying values contained in musical culture in Africa. The course also includes a research methodology component.</td>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
</tr>
<tr>
<td>PAS 3720 Principal Instrument Study 3</td>
<td>(year-course)</td>
<td>Proposed NQF Level: 7</td>
<td>Credits: 16</td>
<td>Contact Hours: 2 hours/week over 28 weeks = 56 contact hours</td>
<td>Prerequisite: HPAS 3620 Principal Instrument Study 2</td>
<td>Content: The course deals with studies progressing from the previous year in music studies. It continues teaching skills in instrument apprenticeship, practical musicianship and instrument musical judgement. The course furthermore develops the student’s understanding regarding various methods of instrument studies in techniques, and the interplay between theory and practice. The course also includes a research methodology component.</td>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
</tr>
<tr>
<td>PAT 3720 Music Video Production</td>
<td>(year-course)</td>
<td>Proposed NQF Level: 7</td>
<td>Credits: 16</td>
<td>Contact Hours: 2 hours/week over 28 weeks = 56 contact hours</td>
<td>Prerequisite: None</td>
<td>Content: This course serves to familiarise students with the methodology of working with television, the use of the microphone, recording and playback devices. In this course, the students will learn the functions of television sound and the utilisation of normal and wireless microphones. The course further</td>
<td></td>
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</tbody>
</table>
provides students with the knowledge to use stereo 5.1, audio and digital audio, audio control devices, record, playback devices. The students are introduced to wrapping up audio. The course also includes a research methodology component.

**Assessment:** Continuous assessment: 100% (Written Portfolio & DVD work 80%)(Practical presentation 20%)

**PAT 3740 Music Technology** *(year-course)*

**Proposed NQF Level:** 7  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** None

**Content:** The purpose of this course is to introduce students to advanced music technology. The students will learn about relevant skills for applications in new state-of-the-art technology. The course also includes a research methodology component.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**Fourth Year Level**

**PAT 3810 Research project in Music** *(year-course)*

**Proposed NQF Level:** 8  
**Credits:** 32  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** The course prepares students to study fieldwork research techniques, current issues in ethnomusicology and practices in societies. The students are involved in a main fieldwork research project on a selected topic, with transcription and analysis. It helps students understand issues that play a role in the study of music of people within diverse cultural settings. They will effectively understand the concepts of such culture, ethnicity, continuity and change.

**Assessment:** Continuous assessment 100% (research project)

**PAS 3800 Principal Instrument Study 4** *(year-course)*

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level and HPAS 3620 Principal Instrument Study 3

**Content:** The course guides students towards mastering instrument studies at fourth year level. It helps students master individual practical study in the selected instrument. Furthermore, the course guides students to understand practical musicianship and instrument musical judgement started at the previous year levels.

**Assessment:** Continuous assessment 60% : Examination 40% (practical examination)

**PAS 3820 Music Video Production** *(year-course)*

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** The course will expose students to the final stage of music video production, focusing most on the functions of directors and supervisors of the production. The students will be familiarised with the way to manage studio production, switchers and special effects. The course also covers the managerial roles in legal matters and ethical issues involved in the production. The students will furthermore learn about issues in non-broadcast television and careers.

**Assessment:** Continuous assessment 100% (Written Portfolio & DVD work 80%) (Practical presentation 20%)

**PAS 3840 Musicianship** *(year-course)*

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** The course continues to familiarise students with managerial leadership, in terms of music creation, arrangement, conducting and performance. The course also covers knowledge about work in the public domain, commercial appropriation, and laws on publishing music and copyright.

**Assessment:** Continuous assessment 80% : Examination 20% (presentation)

**PAS 3860 Dance** *(year-course)*

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level and HPAS 3731 Dance

**Content:** This course places emphasis on the various contemporary dance styles with some introduction to contemporary African dance. It builds on the development of dance as a discipline. It helps the student understand the various methods used in dance training. Students gain greater exposure to the conventions of choreography and they are expected to choreograph from different stimuli.

**Assessment:** Continuous assessment 60% : Examination 40% (practical examination)

**PAT 3820 Music Technology** *(year-course)*

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** This course develops the managerial role in the coordination of knowledge in music technology and the music industry, strategic planning, functions of management, leadership, service delivery and customer care, in the accumulated skills gained in music technology to join the industry.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
ART FOR ADVERTISING

Introduction

The University of Namibia’s BA degree programme which allows students to take a Visual Arts major complementary to other humanities and social science subjects is unique in the region. The appeal of this option and of the market related emphasis in the Visual Arts Curricula is demonstrated by the increasing number of students from throughout the SADC region choosing to register for Visual Arts courses in the Department of Visual and Performing Arts. The curricula are structured in such a way that they provide students with the opportunity to grow creatively and academically towards obtaining a qualification for future employment.

The following Visual Arts disciplines can be taken as major or minor subjects in the BA degree programme:

1. Art for Advertising
2. Fashion Studies
3. Textiles Studies
4. Creative Expression
5. Visual Culture

Subject Convener: Ms F. Stegmann (tel. 206 4625 – email fstegmann@unam.na

Exit objectives

Art for Advertising as an ‘applied art’ subject promotes an entrepreneurial focus, training advertising practitioners. By the end of their study in Arts for Advertising students should be able to:

- Apply their knowledge and skills to the solution of design problems in their chosen field.
- Demonstrate understanding of local business requirements in their chosen field.
- Demonstrate the capacity to make professional judgements and take appropriate decisions.

Admission requirements

1. The School’s general admission requirements apply

Curriculum

First Year Level

Curriculum Compilation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VPD 3581</td>
<td>Principles of Design</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>VPD 3592</td>
<td>Principles of Design</td>
<td></td>
</tr>
</tbody>
</table>

Second Year Level

Admission Requirements

1. The School’s Student Registration and Academic Advancement Rules apply.
2. Students who register for Art for Advertising will be required to demonstrate basic visual aptitude by submitting a portfolio or by sitting for a drawing test. (Compulsory)

Curriculum Compilation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VAA 3611</td>
<td>Art for Advertising</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>VAA 3632</td>
<td>Art for Advertising</td>
<td>(HVAA 3611)</td>
</tr>
<tr>
<td>2</td>
<td>VIP 3612</td>
<td>Introduction to Photography</td>
<td>UCLC 3509</td>
</tr>
</tbody>
</table>

Third Year Level

Admission Requirements

The School’s Student Registration and Academic Advancement Rules apply.

Curriculum Compilation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VAA 3711</td>
<td>Art for Advertising</td>
<td>HVAA 3632</td>
</tr>
<tr>
<td>2</td>
<td>VAA 3732</td>
<td>Art for Advertising</td>
<td>(HVAA 3711)</td>
</tr>
</tbody>
</table>

Students taking Art for Advertising as a First Major Subject must register for the course below;

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>VAD 3720</td>
<td>Research Methods for Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>

Students taking Art for Advertising as a Second Major Subject must register for the course below;

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VIP 3711</td>
<td>Desktop Publishing for Visual Arts</td>
<td>UCLC 3509</td>
</tr>
</tbody>
</table>
Fourth Year Level

Admission Requirements

The School’s Student Registration and Academic Advancement Rules apply.

Curriculum Compilation: For students taking Art for Advertising as a First Major Subject

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>VAA 3810</td>
<td>Art for Advertising: Studio Research</td>
<td></td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VAA 3820</td>
<td>Research Project: Art for Advertising</td>
<td>VAD 3720</td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VAA 3840</td>
<td>Art for Advertising: Exhibition and Presentation</td>
<td></td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VAA 3860</td>
<td>Art for Advertising: Industry-related Commission</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum Compilation: For students taking Art for Advertising as a Second Major Subject

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>VAA 3880</td>
<td>Art for Advertising: Studio Research for Second Major</td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VAA 3840</td>
<td>Art for Advertising: Exhibition and Presentation</td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VAA 3860</td>
<td>Art for Advertising: Industry-related Commission</td>
</tr>
</tbody>
</table>

CREATIVE EXPRESSION

Subject Convenor: Ms K. Cowley (tel. 206 3835 – email kcowley@unam.na)

Exit objectives

Creative Expression as a ‘fine art’ philosophy-centred subject focuses on cultural domains such as gallery art, art education and heritage. Graduates find employment as self-supporting artists, teachers and community project developers.

On completion of their studies in Creative Expression students should be able to

- Develop a personal creative response to a given or self-generated creative research problem
- Present their work in the public domain in a professional manner
- Demonstrate their understanding of the local and regional context for the visual arts
- Demonstrate the capacity to make professional judgements and take appropriate decisions.

Admission requirements

The School’s general admission requirements apply (cf. C. 1)

Curriculum

First Year Level

Curriculum Compilation

Students register for two (2) Courses from the list below in consultation with the Department of Visual and Performing Arts:

<table>
<thead>
<tr>
<th>OLD PHASED OUT MODULES</th>
<th>NEW PHASED IN EQUIVALENT MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Code</td>
</tr>
<tr>
<td>1</td>
<td>VLD 3581</td>
</tr>
<tr>
<td>2</td>
<td>VLD 3592</td>
</tr>
</tbody>
</table>

Students who have registered for the above courses as part of the curriculum for Visual Culture may register for the following first year courses

Students register for two (2) Courses from the list below in consultation with the Department of Visual and Performing Arts:

<table>
<thead>
<tr>
<th>OLD PHASED OUT MODULES</th>
<th>NEW PHASED IN EQUIVALENT MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Code</td>
</tr>
<tr>
<td>1</td>
<td>VPD 3581</td>
</tr>
<tr>
<td>2</td>
<td>VPD 3592</td>
</tr>
</tbody>
</table>

Second Year Level

Admission Requirements

3. The School’s Student Registration and Academic Advancement Rules apply
4. Students who register for Creative expression will be required to demonstrate basic visual aptitude by submitting a portfolio or by sitting for a drawing test. (Compulsory)

Curriculum Compilation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VCE 3611</td>
<td>Creative Expression</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>VCE3632</td>
<td>Creative Expression</td>
<td>(HVCE 3611)</td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VAD 3600</td>
<td>Visual Articulation and Drawing</td>
<td></td>
</tr>
</tbody>
</table>

Students who have already selected Visual Articulation and Drawing as part of the curriculum for another Visual Arts subject will take the following course in its place;
Semester | Code | Course Title | Co/ Pre-requisite
--- | --- | --- | ---
2 | VIP 3612 | Introduction to Photography | UCLC 3509

**Third Year Level**

**Admission Requirements**

The School’s Student Registration and Academic Advancement Rules apply.

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VCE 3711</td>
<td>Creative Expression</td>
<td>HVCE 3632</td>
</tr>
<tr>
<td>2</td>
<td>VCE 3732</td>
<td>Creative Expression</td>
<td>(HVCE 3711)</td>
</tr>
</tbody>
</table>

Students taking Creative Expression as a First Major Subject must register for the course below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>VAD 3720</td>
<td>Research Methods for Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>

Students taking Creative Expression as a Second Major Subject may register for one of the courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>VCE 3810</td>
<td>Creative Expression: Studio Research</td>
<td></td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VCE 3820</td>
<td>Research Project: Creative Expression</td>
<td>VAD 3720</td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VCE 3840</td>
<td>Creative Expression: Exhibition and Presentation</td>
<td></td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VCE 3860</td>
<td>Creative Expression: Industry-related Commission</td>
<td></td>
</tr>
</tbody>
</table>

**Fourth Year Level**

**Admission Requirements**

The School’s Student Registration and Academic Advancement Rules apply.

**Curriculum Compilation**; For students taking Creative Expression as a First Major Subject.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>VCE 3880</td>
<td>Creative Expression: Studio Research for Second Major</td>
<td></td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VCE 3840</td>
<td>Creative Expression: Exhibition and Presentation</td>
<td></td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VCE 3860</td>
<td>Creative Expression: Industry-related Commission</td>
<td></td>
</tr>
</tbody>
</table>

**FASHION STUDIES**

**Subject Convenor:** Ms Claasen (+264 61 206 3836– email cclaasen@unam.na)  
**Exit objectives:**  
Fashion Studies as an ‘applied art’ subject promotes an entrepreneurial focus, training fashion designers for the Namibian fashion industry. By the end of their study in Fashion Studies students should be able to;  
- Apply their knowledge and skills to the solution of design problems in their chosen field.  
- Demonstrate understanding of local business requirements in their chosen field.  
- Demonstrate the capacity to make professional judgements and take appropriate decisions.

**Admission requirements**

The School’s general admission requirements apply.

**Curriculum**

**First Year Level**

**Curriculum Compilation**

Students register for two (2) Courses from the list below in consultation with the Department of Visual and Performing Arts:

<table>
<thead>
<tr>
<th>OLD PHASED OUT MODULES</th>
<th>NEW PHASED IN EQUIVALENT MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Code</td>
</tr>
<tr>
<td>1</td>
<td>VPD 3581</td>
</tr>
<tr>
<td>2</td>
<td>VPD 3592</td>
</tr>
</tbody>
</table>
Students who have registered for the above courses as part of the curriculum for Textiles Studies or Art for Advertising may register for the following first year courses.

Students register for two (2) Courses from the list below in consultation with the Department of Visual and Performing Arts:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VLD 3581</td>
<td>Visual Literacy and Drawing</td>
<td>1</td>
<td>H3511AV</td>
<td>Visual Literacy and Drawing</td>
</tr>
<tr>
<td>2</td>
<td>VLD 3592</td>
<td>Visual Literacy and Drawing</td>
<td>2</td>
<td>H3532AV</td>
<td>Visual Literacy and Drawing 2</td>
</tr>
</tbody>
</table>

Second Year Level

*Admission Requirements*

5. The School’s Student Registration and Academic Advancement Rules apply

Curriculum Compilation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VFS 3611</td>
<td>Fashion Studies</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>VFS3632</td>
<td>Fashion Studies</td>
<td>(HVFS 3611)</td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VTF3600</td>
<td>Textiles and Fashion Basics</td>
<td></td>
</tr>
</tbody>
</table>

Students who have already selected Textiles and Fashion Basics as part of the Textiles Studies curriculum will take one of the following courses in its place;

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>VAD 3600</td>
<td>Visual Articulation and Drawing</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>VIP 3612</td>
<td>Introduction to Photography</td>
<td>UCLC 3509</td>
</tr>
</tbody>
</table>

Third Year Level

*Admission Requirements*

The School’s Student Registration and Academic Advancement Rules apply

Curriculum Compilation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VFS 3711</td>
<td>Fashion Studies</td>
<td>(HVFS 3611, HVTF 3600)</td>
</tr>
<tr>
<td>2</td>
<td>VFS3732</td>
<td>Fashion Studies</td>
<td>(HVFS 3711)</td>
</tr>
</tbody>
</table>

Students taking Fashion Studies as a First Major Subject must register for the course below;

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>VAD 3720</td>
<td>Research Methods for Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>

Students taking Fashion Studies as a Second Major Subject must register for the course below;

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VAD 3700</td>
<td>Business for Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>

Fourth Year Level

*Admission Requirements*

The School’s Student Registration and Academic Advancement Rules apply

Curriculum Compilation; For students taking Fashion Studies as a First Major Subject

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>VFS 3810</td>
<td>Fashion Studies: Studio Research</td>
<td></td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VFS 3820</td>
<td>Research Project: Fashion Studies</td>
<td>VAD3720</td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VFS 3840</td>
<td>Fashion Studies: Exhibition and Presentation</td>
<td></td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VFS 3860</td>
<td>Fashion Studies: Industry-related Commission</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum Compilation; For students taking Fashion Studies as a Second Major Subject

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>VFS 3880</td>
<td>Fashion Studies: Studio Research for Second Major</td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VFS 3840</td>
<td>Fashion Studies: Exhibition and Presentation</td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VFS 3860</td>
<td>Fashion Studies: Industry-related Commission</td>
</tr>
</tbody>
</table>
Exit objectives
Textiles Studies as an ‘applied art’ subject promotes an entrepreneurial focus, training designers and textiles product developers for Namibian industry. By the end of their study in Textiles Studies students should be able to:
- Apply their knowledge and skills to the solution of design problems in their chosen field.
- Demonstrate understanding of local business requirements in their chosen field.
- Demonstrate the capacity to make professional judgements and take appropriate decisions.

Admission requirements
The School’s general admission requirements apply (cf. C. 1)

Curriculum

First Year Level

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VPD 3581</td>
<td>Principles of Design</td>
<td>1</td>
<td>NONE</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>VPD 3592</td>
<td>Principles of Design</td>
<td>2</td>
<td>NONE</td>
<td></td>
</tr>
</tbody>
</table>

Students who have registered for the above courses as part of the curriculum for Fashion Studies or Art for Advertising may register for the following first year courses:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VTS 3611</td>
<td>Textiles: Dyed Painted and Printed</td>
<td>HVTS 3611 &amp; VTF3600</td>
</tr>
<tr>
<td>2</td>
<td>VIP 3612</td>
<td>Introduction to Photography</td>
<td>CLC 3509</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>VAD 3600</td>
<td>Visual Articulation and Drawing</td>
<td></td>
</tr>
</tbody>
</table>

Second Year Level

**Admission Requirements**

6. The School’s Student Registration and Academic Advancement Rules apply

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>VAD 3720</td>
<td>Research Methods for Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>

Third Year Level

**Admission Requirements**

The School’s Student Registration and Academic Advancement Rules apply.

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VTS 3711</td>
<td>Textiles Product Development</td>
<td>HVTS 3611 &amp; VTF3600</td>
</tr>
<tr>
<td>2</td>
<td>VTS 3732</td>
<td>Textiles in Interior Design</td>
<td>HVTS 3711</td>
</tr>
</tbody>
</table>

Students taking Textiles Studies as a First Major Subject must register for the course below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>VAD 3720</td>
<td>Research Methods for Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>

151
Students taking Textiles Studies as a Second Major Subject must register for the course below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VAD 3700</td>
<td>Business for Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>

### Fourth Year Level

**Admission Requirements**

The School’s Student Registration and Academic Advancement Rules apply.

**Curriculum Compilation:** For students taking Textiles Studies as a First Major Subject:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>VTS 3810</td>
<td>Textiles Studies: Studio Research</td>
<td></td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VTS 3820</td>
<td>Research Project: Textiles Studies</td>
<td>VAD 3720</td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VTS 3840</td>
<td>Textiles Studies: Exhibition and Presentation</td>
<td></td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VTS 3860</td>
<td>Textiles Studies: Industry-related Commission</td>
<td></td>
</tr>
</tbody>
</table>

**Curriculum Compilation:** For students taking Textiles Studies as a Second Major Subject:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>VTS 3880</td>
<td>Textiles Studies: Studio Research for Second Major</td>
<td></td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VTS 3840</td>
<td>Textiles Studies: Exhibition and Presentation</td>
<td></td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VTS 3860</td>
<td>Textiles Studies: Industry-related Commission</td>
<td></td>
</tr>
</tbody>
</table>

**VISUAL CULTURE**

**Subject Convenor:** Dr. N. Shiweda (tel. 206 3836 – email nshiweda@unam.na)

**Exit objectives**

Visual Culture focuses on cultural domains such as gallery art, tourism, education and heritage. Graduates find employment as self-supporting artists, teachers, community project developers, students with first majors outside the visual arts will learn to apply the visual literacy, creativity, writing, and research skills learned in the arts to their related fields.

**Admission requirements**

The School’s general admission requirements apply.

**Curriculum**

**First Year Level**

**Curriculum Compilation**

Students register for two (2) Courses from the list below in consultation with the Department of Visual and Performing Arts:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VLD 3581</td>
<td>Visual Literacy and Drawing</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>VLD 3592</td>
<td>Visual Literacy and Drawing</td>
<td></td>
</tr>
</tbody>
</table>

**Second Year Level**

**Admission Requirements**

The School’s Student Registration and Academic Advancement Rules apply.

**Curriculum Compilation**

Students who have already selected Visual Articulation and Drawing as part of the curriculum for another Visual Arts subject will take the following course in its place;

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>VIP 3612</td>
<td>Introduction to Photography</td>
<td>UCLC 3509</td>
</tr>
</tbody>
</table>
Third Year Level

**Admission Requirements**

The School’s Student Registration and Academic Advancement Rules apply.

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VVC 3711</td>
<td>Visual Culture and Concepts</td>
<td>HVVC 3632 &amp; HVVC 3611</td>
</tr>
<tr>
<td>2</td>
<td>VVC 3732</td>
<td>Visual Culture and Concepts</td>
<td>(HVVC 3711)</td>
</tr>
</tbody>
</table>

Students taking Visual Culture as a First Major Subject must register for the course below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>VAD 3720</td>
<td>Research Methods for Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>

Students taking Visual Culture as a Second Major Subject must register for the course below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VAD</td>
<td>Business for Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>

Fourth Year Level

**Admission Requirements**

The School’s Student Registration and Academic Advancement Rules apply.

**Curriculum Compilation**: For students taking Visual Culture as a First Major Subject

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>VVC 3800</td>
<td>Current Discourse</td>
<td></td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VVC 3820</td>
<td>Research Project: Visual Culture</td>
<td>VAD 3720</td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VVC 3840</td>
<td>Tourism and Visual Culture in Namibia</td>
<td></td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VVC 3860</td>
<td>Museum Studies: Curation Research Project</td>
<td></td>
</tr>
</tbody>
</table>

**Curriculum Compilation**: For students taking Visual Culture as a Second Major Subject

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>VVC 3820</td>
<td>Research Project: Visual Culture</td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VVC 3840</td>
<td>Tourism and Visual Culture in Namibia</td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VVC 3800</td>
<td>Current Discourse</td>
</tr>
</tbody>
</table>

CERAMICS STUDIES

**Subject Convenor**: Ms F. Stegmann (tel.) 206 4625 – email fstegmann@unam.na

**Exit objectives**

Ceramics Studies has both a ‘fine art’ and an applied art focus. Graduates find employment as self-supporting ceramic artists, commercial ceramic producers, teachers and community project developers,

On completion of their studies in Ceramics Studies students should be able to

- Develop a personal creative response to a given or self-generated creative research problem
- Apply their knowledge and skills to the solution of design problems in their chosen field.
- Demonstrate understanding of local business requirements in their chosen field.
- Demonstrate the capacity to make professional judgements and take appropriate decisions.
- Present their work in the public domain in a professional manner
- Demonstrate their understanding of the local and regional context for the visual arts

**Admission requirements**

The School’s general admission requirements apply

**Curriculum**

First Year Level

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>NEW PHASED IN EQUIVALENT MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLD PHASED OUT MODULES</td>
<td></td>
<td>NEW PHASED IN EQUIVALENT MODULES</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>VLD 3581</td>
<td>Visual Literacy and Drawing</td>
<td>1 H3511AV</td>
</tr>
<tr>
<td>2</td>
<td>VLD 3592</td>
<td>Visual Literacy and Drawing</td>
<td>2 H3532AV</td>
</tr>
</tbody>
</table>

Students who have registered for the above courses as part of the curriculum for Visual Culture or Creative Expression may register for the following first year courses
Students register for two (2) Courses from the list below in consultation with the Department of Visual and Performing Arts:

<table>
<thead>
<tr>
<th>OLD PHASED OUT MODULES</th>
<th>NEW PHASED IN EQUIVALENT MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Code</td>
</tr>
<tr>
<td>1</td>
<td>VPD 3581</td>
</tr>
<tr>
<td>2</td>
<td>VPD 3592</td>
</tr>
</tbody>
</table>

**Second Year Level**

*Admission Requirements*

The School’s Student Registration and Academic Advancement Rules apply.

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VCS 3611</td>
<td>Ceramics Studies</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>VCS3632</td>
<td>Ceramics Studies</td>
<td>(HVCE 3611)</td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VAD 3600</td>
<td>Visual Articulation and Drawing</td>
<td></td>
</tr>
</tbody>
</table>

Students who have already selected Visual Articulation and Drawing as part of the curriculum for another Visual Arts subject will take the following course in its place;

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>VIP 3612</td>
<td>Introduction to Photography</td>
<td>UCLC 3509</td>
</tr>
</tbody>
</table>

**Third Year Level**

*Admission Requirements*

The School’s Student Registration and Academic Advancement Rules apply

**Curriculum Compilation**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VCS 3711</td>
<td>Ceramics Studies</td>
<td>HVCE 3632</td>
</tr>
<tr>
<td>2</td>
<td>VCS3732</td>
<td>Ceramics Studies</td>
<td>(HVCE 3711)</td>
</tr>
</tbody>
</table>

Students taking Ceramics Studies as a First Major Subject must register for the course below;

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>VAD 3720</td>
<td>Research Methods for Visual Arts</td>
<td></td>
</tr>
</tbody>
</table>

Students taking Ceramics Studies as a Second Major Subject may register for one of the courses below;

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Co/ Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>VAD 3700</td>
<td>Business for Visual Arts</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>VIP 3711</td>
<td>Desktop Publishing for Visual Arts</td>
<td>UCLC 3509</td>
</tr>
</tbody>
</table>

**Fourth Year Level**

*Admission Requirements*

The School’s Student Registration and Academic Advancement Rules apply

**Curriculum Compilation; For students taking Ceramics Studies as a First Major Subject**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>VCS 3810</td>
<td>Ceramics Studies: Studio Research</td>
<td></td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VCS 3820</td>
<td>Research Project: Ceramics Studies</td>
<td>VAD 3720</td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VCS 3840</td>
<td>Ceramics Studies: Exhibition and Presentation</td>
<td></td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VCS 3860</td>
<td>Ceramics Studies: Industry-related Commission</td>
<td></td>
</tr>
</tbody>
</table>

**Curriculum Compilation; For students taking Ceramics Studies as a Second Major Subject**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&amp;2</td>
<td>VCS 3880</td>
<td>Ceramics Studies: Studio Research for Second Major</td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VCS 3840</td>
<td>Ceramics Studies: Exhibition and Presentation</td>
</tr>
<tr>
<td>1&amp;2</td>
<td>VCS 3860</td>
<td>Ceramics Studies: Industry-related Commission</td>
</tr>
</tbody>
</table>

**Course Descriptors**

**Second Year Level**

**VA 3611 Art for Advertising**

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Prerequisite:** HVPD 3592 or HVLD 3592
- **Content:** Introduction to typography and basic layout; historical context of type design; advertising conceptualisation. Analysis of print advertising. Rendering.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)
VAA 3632 Art for Advertising

Proposed NQF Level: 6
Co-requisite: HVAA 3611

Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: Continuation of principles of typography, advertising layout and conceptualisation. Continuation of rendering. Corporate identity design. Analysis of print advertising. Introduction to colour foundations of print applications. Colour systems. The graphic image. Lateral thinking techniques. Written articulation of advertising and fine art.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)

VCS 3611 Creative Expression

Proposed NQF Level: 6
Prerequisite: HVPD 3592 or HVLD 3592

Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: Introduction to the history and theory of ceramics materials and hand-building techniques, with specific reference to the African heritage; a thematic investigation of hand-building techniques, placed in a contemporary art context, allowing for individual interpretation; an introduction to contemporary literature corresponding to course content.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)

VCS 3632 Creative Expression

Proposed NQF Level: 6
Co-requisite: HVCE 3611

Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: A study of the history and theory of ceramics decoration and firing techniques with specific reference to the African heritage; a thematic exploration of conventional and resourceful decoration and firing techniques, allowing for individual preferences, placed in a contemporary art context; discussion and application of literature corresponding to course content.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)

VFS 3611 Fashion Studies

Proposed NQF Level: 6
Prerequisite: HVPD 3592 or HVLD 3592

Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This course builds on the skills and knowledge consolidated in HVTF 3600 Textiles and Fashion Basics. This course includes both practical and theoretical activities focusing on the competitive international fashion industry in all three major divisions of the subject Fashion Studies, namely creative fashion illustration and pattern- and garment construction.

Practical: Practical activities will cover the design and construction of a sample garment. All these areas will be developed from a shared concept in design.

Theory: Theoretical work will cover the history of fashion and its development, consumer demand, fashion cycles and apparel production.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)

VFS 3632 Fashion Studies

Proposed NQF Level: 6
Co-requisite: HVFS 3611

Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This course covers both theoretical and practical work and focuses in particular on the strong artistic and design components connected to fashion. Therefore students will cover the introduction to all three major divisions of the subject Fashion Studies, namely creative fashion illustration and pattern- and garment construction. All these areas will be developed from a shared concept in design.

Practical: Practical activities cover the design and illustration of a wearable art garment with a fashion accessory.

Theory: Theoretical work covers the analysis of a renowned fashion designer/artist. Students will apply this knowledge in their own design process. Other theory components will include the study of the contemporary couture fashion and mass fashion industries, the fashion capitals and international fashion markets.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)

VTS 3611 Textiles: Dyed, Painted and Printed

Proposed NQF Level: 6
Prerequisite: HVPD 3592 or HVLD 3592

Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This course has both a practical and theoretical component.


Theory: Students learn about the history of dyed, printed and painted textile techniques in Africa and the rest of the world, with particular emphasis on Namibia. They are introduced to the concept of the textiles market, including consumer market segmentation and its relation to the Namibian context. They will also gain an understanding of running a small business in the textiles field.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)

VTS 3632 Constructed Textiles and Sewn Decoration

Proposed NQF Level: 6
Co-requisite: HTS3611

Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This course has both a practical and a theoretical component.

Practical: Students learn about tapestry weaving technique, felted fabrics and applied decoration in the form of appliqué and embroidery. They will produce examples of each technique covered in the course and a final piece that reflects their own researches.

Theory: Theory will include aspects of the history of the different techniques, particularly in Africa. Students will look at the ways in which hand crafted textiles are produced and marketed nowadays. Particular focus is placed on the Namibian carpet industry and the use of embroidery and appliqué to produce home textiles in Namibia. The history of constructed textiles is a massive subject, as is that of sewn decoration. It is not possible to cover more than a small part of this history in one course. The topics covered in this course should however prove interesting and stimulating and encourage further investigation.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)

VCE 3611 Creative Expression

Proposed NQF Level: 6
Prerequisite: HVPD 3592 or HVLD 3592

Credits: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Content: This course is an introduction to the theory and history of creative visual expression placed in a contemporary art context, with an emphasis on the basic expressive exploration of two-dimensional, three-dimensional and mixed media art forms. Students will be expected to explore a variety of basic processes and techniques.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)

VCE 3632 Creative Expression
### Proposed NQF Level: 6
### Credits: 16
### Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

**VIP 3612 Introduction to Photography**

**Prerequisite:** HVIP 3592 or HVLD 3592

Content: Introduction to the history and theory of photography and photographic materials; in-depth exposure to camera technology consisting of hands-on practical exposure to basic digital photography and understanding the workings of a camera. Course content will be placed in the context of contemporary art photography, allowing for individual interpretation of the material.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)

### VAD 3600 Visual Articulation and Drawing

**Proposed NQF Level: 6**

**Credits: 16**

**Contact Hours: 2 hours/week over 28 weeks = 56 contact hours**

**Prerequisite:** HVIP 3592 or HVLD 3592

Content: The thematic exploration of central developments in Namibian gallery art will be achieved through critique of publications on art in Namibia, which will be supported by visits to art galleries and artists’ studios. This will be further consolidated through focus on both oral and written articulation on the examples of visual culture studied, as well as applied exploration and interpretation of these manifestations through the medium of drawing.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)

### VTF 3600 Textiles and Fashion Basics

**Proposed NQF Level: 6**

**Credits: 16**

**Contact Hours: 2 hours/week over 28 weeks = 56 contact hours**

**Prerequisite:** HVIP 3592 or HVLD 3592

Content: The Textiles and Fashion Basics course is designed to provide a foundation for Courses in Fashion and Textiles. By the end of the course all students should be working with the same basic knowledge. The course focuses on knowledge and skills that are essential for both Fashion and Textiles students. **Textiles:** The textiles component of the course concentrates on essential understanding of the production and characteristics of textiles. The course, which is predominantly theoretical, covers the ways in which different fibres are produced and how they are identified, fabric production, fabric dyeing and finishing. **Fashion:** The fashion component of this course concentrates on essential practical and theoretical understanding of sewing techniques for fashion. In the course of the course students will produce a collection of samples presented in an A4 file which includes all the work produced during the course.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)

### Third Year Level

### VAA 3711 Art for Advertising

**Proposed NQF Level: 7**

**Credits: 16**

**Contact Hours: 4 hours/week over 14 weeks = 56 contact hours**

**Prerequisite:** HVAA 3632


Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)

### VAA 3732 Art for Advertising

**Proposed NQF Level: 7**

**Credits: 16**

**Contact Hours: 4 hours/week over 14 weeks = 56 contact hours**

**Prerequisite:** HVAA 3711

Content: In this course students learn to conceptualise and execute an advertising campaign for a product or service. Furthermore, students write advertising headlines and copy. Market related analysis as a reference for advertising conceptualisation is also addressed. This course also presents students with an introduction to printing technologies and methods.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)

### VFS 3711 Fashion Studies

**Proposed NQF Level: 7**

**Credits: 16**

**Contact Hours: 4 hours/week over 14 weeks = 56 contact hours**

**Prerequisite:** HVFS 3632

Content: This course builds on the skills and knowledge consolidated in the previous course. This course covers both practical and theoretical aspects of design and production components and students will cover all the major divisions of the subject Fashion Studies, namely creative fashion illustration, pattern- and garment construction. All these areas are developed within a collective design concept. **Practical:** Practical activities cover the design and illustration of a soft tailoring garment with a fashion accessory. **Theory:** Theoretical work covers the historical aspects of fashion and clothing design; students will study various histories of costume eras, which will result in the design of costumes for a stage play setting. Other areas of theory cover fashion product costing and the implementation of the Designer Work Sheet.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)
VFS 3732 Fashion Studies

- **Proposed NQF Level:** 7
- **Co-requisite:** HVTS 3711
- **Content:** This course builds on the skills and knowledge consolidated in the previous course. This course covers both theoretical and practical work with a focus on design and evening wear components in all three major divisions of the subject Fashion Studies, namely creative fashion illustration and pattern- and garment construction. All these areas are developed within a collective design concept. **Practical:** Practical activities cover the design and construction of evening wear with a fashion accessory. **Theory:** Theoretical work covers marketing aspects for fashion design as well as the historical aspects of fashion and clothing design; students will study various eras in the history of costume. Based on this knowledge, students will design costumes for a film play setting. Other areas of theory that are covered include fashion product costing and marketing.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)

VTC 3711 Textile Product Development

- **Proposed NQF Level:** 7
- **Prerequisite:** HVTS 3632
- **Content:** This course has both a practical and a theoretical component. **Practical:** Students will conduct a visual research exercise in which they will document aspects of the visual culture of Namibia that they consider appropriate for the development of a textile product. They will document their research in the form of a storyboard presentation, either in two-dimensional or in digital format. They will develop a key textile product and two related products from their research that can be marketed as a product family. **Theoretical:** A review will be made of current trends in interior design globally, in the region and in Namibia, and the opportunities that are offered by these trends to Namibian producers. The concept of the product family as a marketing tool will be discussed. Theory will also focus on the state of the textiles industry in Southern Africa. Looking at patterns of production and consumption of textiles in the region and discuss historical and contemporary influences. A comparison will be made between the situation in Southern Africa and that elsewhere on the continent. Students will review the influence of international trade policies and agreements and other macro-economic factors on the regional textiles industry.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)

VTC 3732 Textiles in Interior Design

- **Proposed NQF Level:** 7
- **Co-requisite:** HVTS 3711
- **Content:** This course has both a practical and a theoretical component. **Practical:** Students will build on the knowledge and skills gained in their previous textiles courses to design and produce a group of at least three textile products for use in a specific room in a guest house or private home in Windhoek. They will work within a budget and prepare a detailed costing for their designs. They will produce a mood board, floor plans and wall plans for the interior and specifications for the manufactured textile products. Their final presentation will visually clearly explain their intentions. **Theory:** In the theory part of this course, students will review the décor in at least two guest houses or small hotels in Windhoek with regard to their chosen clientele. They will discuss interior design and interior decoration and the way that designers plan their interior décor schemes. They will conduct an interview with a local interior designer to review the design opportunities that exist in Namibia. They will also visit local suppliers. Students will also design and conduct a survey that examines an aspect of interior design that they identify in the course of the course. They will also examine how one would go about setting up in business as an interior decorator in Namibia.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)

VCE 3711 Creative Expression

- **Proposed NQF Level:** 7
- **Prerequisite:** HVCE 3632
- **Content:** Placed in a contemporary art historical and theoretical context, this course will explore basic creative strategies, allowing for an emphasis on the student’s individual aptitude for creative expression in a visual art field of his/her choice.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)

VCE 3732 Creative Expression

- **Proposed NQF Level:** 7
- **Co-requisite:** HVCE 3711
- **Content:** Placed in a contemporary art theoretical context, this course will explore more advanced creative strategies, allowing for an emphasis on the student’s individual aptitude for creative expression in a visual art field of his/her choice.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper including exhibition/presentation)

VVC 3711 Visual Culture and Concepts

- **Proposed NQF Level:** 7
- **Prequisite:** HVVC 3632
- **Content:** This course consists of two components, the first being a critical overview of literature on central developments in post-modernism such as pop art, minimalism and conceptual art. The second component analyses selected trends in visual culture in post-colonial Africa.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

VVC 3732 Visual Culture and Concepts

- **Proposed NQF Level:** 7
- **Co-requisite:** HVVC 3711
- **Content:** This course consists of two components; the first is a critical overview of literature on central developments in post-modernism such as installation art, performance art, and video art and computer art. The second component focuses on discourse pertaining to the increasing assertion within the mainstream art scene of hitherto marginalized artists such as women and persons of non-western origin.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

VAD 3700 Business for Visual Arts (year-course)

- **Proposed NQF Level:** 7
- **Prerequisite:** Pass in major courses level 6
- **Content:** This course has both a practical and a theoretical component. **Practical:** Students will start up and run a small business related to their Visual Arts study under the Junior Achievement Namibia programme. This will involve selecting a business activity, raising funds by selling shares, electing officials and running and administering the business. The business will be closed and liquidated at the end of the semester. **Theoretical:** Students will write a business plan for a small business connected with their experience in Visual Arts. Each student will write his/her own individual business plan. This will involve making decisions about the type of business, target market, financial planning and operation of the business.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

VDP 3711 Desktop Publishing for Visual Arts
<table>
<thead>
<tr>
<th>Proposed NQF Level:</th>
<th>8</th>
<th>Credits:</th>
<th>16</th>
<th>Contact Hours:</th>
<th>2 hours/week over 28 weeks = 56 contact hours</th>
<th>Admission to the fourth year level</th>
</tr>
</thead>
<tbody>
<tr>
<td>VAA 3810 Art for Advertising: Studio Research (year-course)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content:</td>
<td>Students will, throughout their final year, work on a research project related to their studio work. This paper may take a market-related view or focus more on the student's personal expression of ideas depending on the choice of research activity. The research project will conform to the format expected by the department. Students will base their research on their readings in the library and from other sources, such as the internet, and will develop their ideas in tutorials. Work will be submitted for review in a logical sequence, developing the thematic material from research in the literature, through surveys (if a brand or product idea is to be tested) to an outline, progressive drafts and a final draft, which will include an analysis of relevant surveys or polls. The student, on completion of the research project, will present three bound copies to the department for evaluation. Presentation of the research project will include relevant illustrations and diagrams.</td>
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<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Continuous assessment 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VAA 3820 Research project: Art for Advertising (year-course)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Proposed NQF Level:</td>
<td>8</td>
<td>Credits:</td>
<td>16</td>
<td>Contact Hours:</td>
<td>2 hours/week over 28 weeks = 56 contact hours</td>
<td>Admission to the fourth year level</td>
</tr>
<tr>
<td>Content:</td>
<td>Students will, throughout their final year, work on a research project related to their studio work. This paper may take a market-related view or focus more on the student's personal expression of ideas depending on the choice of research activity. The research project will conform to the format expected by the department. Students will base their research on their readings in the library and from other sources, such as the internet, and will develop their ideas in tutorials. Work will be submitted for review in a logical sequence, developing the thematic material from research in the literature, through surveys (if a brand or product idea is to be tested) to an outline, progressive drafts and a final draft, which will include an analysis of relevant surveys or polls. The student, on completion of the research project, will present three bound copies to the department for evaluation. Presentation of the research project will include relevant illustrations and diagrams.</td>
<td></td>
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</tr>
<tr>
<td>Assessment:</td>
<td>Continuous assessment 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VAA 3840 Art for Advertising: Exhibition and Presentation (year-course)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Proposed NQF Level:</td>
<td>8</td>
<td>Credits:</td>
<td>16</td>
<td>Contact Hours:</td>
<td>2 hours/week over 28 weeks = 56 contact hours</td>
<td>Admission to the fourth year level</td>
</tr>
<tr>
<td>Content:</td>
<td>Students will present their work to their peers and the staff of the Department of Visual and Performing Arts at monthly intervals throughout the year. At these presentations they will be required to demonstrate the progress of their research and the development of their ideas. A final public presentation will be held at a personally prepared, framed exhibition of final work with a selection of developmental studio work presented in a supplementary portfolio, held at a prearranged venue at the end of the year.</td>
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</tr>
<tr>
<td>Assessment:</td>
<td>Continuous assessment 100%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>VAA 3860 Art for Advertising: Industry-related Commission (year-course)</td>
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<td></td>
</tr>
<tr>
<td>Proposed NQF Level:</td>
<td>8</td>
<td>Credits:</td>
<td>16</td>
<td>Contact Hours:</td>
<td>2 hours/week over 28 weeks = 56 contact hours</td>
<td>Admission to the fourth year level</td>
</tr>
<tr>
<td>Content:</td>
<td>This course focuses on the application of the students' knowledge and skills in the world outside the university. Students are exposed to real life situations in order to broaden their horizons and give them valuable experience. With the assistance of the Art for Advertising lecturer students will seek placement as an intern at a local advertising agency, printing house or marketing department of a local company. The students will keep a written record of the experience.</td>
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<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Continuous assessment 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VFS 3810 Fashion Studies: Studio Research (year-course)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Proposed NQF Level:</td>
<td>8</td>
<td>Credits:</td>
<td>32</td>
<td>Contact Hours:</td>
<td>2 hours/week over 28 weeks = 56 contact hours</td>
<td>Admission to the fourth year level</td>
</tr>
<tr>
<td>Content:</td>
<td>This course builds on the practical and theoretical skills and knowledge consolidated in all the previous fashion Courses. Practical: In this course the students have to apply advanced principles that will demonstrate their comprehensive and systematic expertise, insight and technical capabilities in the fashion filed. Therefore, students will cover all three major divisions of the subject Fashion Studies, namely creative fashion illustration and pattern and garment construction. All these areas have to be designed within a collective design concept. Theory: This course focuses in particular on the students’ ability to select and apply design methodology and to use lateral thinking techniques to conceptualise fashion.</td>
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</tr>
<tr>
<td>Assessment:</td>
<td>Continuous assessment 100%</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** This course builds on the theoretical skills and knowledge consolidated in the previous fashion courses and on the Research Methods for Visual Arts course. **Theory:** This course focuses in particular on the students’ ability to select and apply design methodology and to use lateral thinking techniques to conceptualise fashion. The student will write a research proposal and paper for Fashion by applying suitable advanced research methods that demonstrate his/her understanding of and insight in research-related topics in the fashion field.

**Assessment:** Continuous assessment 100%

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**VHS 3840 Fashion Studies: Exhibition and Presentation (year-course)**

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** This course focuses in particular on a student’s ability to apply a personal design topic and to use lateral thinking techniques to conceptualise fashion. The final exhibition/presentation will form the integral part of this course.

**Practical:** Students have to demonstrate advanced presentation and articulation skills throughout the course presentations. Students have to choreograph and style a fashion show that includes all their practical work.

**Theory:** Students have to curate an exhibition that includes all their practical work. The students will present and defend their papers and findings to examiners during the exhibition/presentation.

**Assessment:** Continuous assessment 100%

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**VHS 3860 Fashion Studies: Industry-related Commission (year-course)**

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** This course builds on the practical and theoretical skills and knowledge consolidated in all the previous Fashion Studies Courses and HVAD 3700 Business for Visual Arts. Apart from developing the students’ skills to market their fashion products successfully, it is designed to contribute in preparing students for the challenges and demands of the competitive arts and design industry.

**Practical:** With the assistance of lecturers and mentors in the fashion field, students will develop marketable fashion products in consultation with a prospective client.

**Theory:** The students will critically analyse and document the project process in both visual and written format.

**Assessment:** Continuous assessment 100%

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**VHS 3880 Fashion Studies: Studio Research**

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** This course builds on the practical and theoretical skills and knowledge consolidated in all the previous Fashion Studies Courses. Students will apply advanced principles that will demonstrate their comprehensive and systematic expertise, insight and technical capabilities in the fashion field. Therefore, students will cover all three major divisions of the subject Fashion Studies, namely creative fashion illustration and pattern and garment construction. All these areas have to be designed within a collective design concept. This course focuses in particular on the students’ ability to select and apply design methodology and to use lateral thinking techniques to conceptualise fashion.

**Assessment:** Continuous assessment 100%

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**VTS 3820 Textiles Studies: Research project (year-course)**

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** Students will, throughout their final year, work on a research project related to their studio work. This paper may take a market-related view or focus more on the student’s personal expression of ideas depending on the choice of research activity. The research project will conform to the Department’s expected format and will be between 15,000 and 25,000 words in length. Students will base their research on their readings in the library and from other sources such as the Internet, and will develop their ideas in tutorials. Work will be regularly handed in for review and the student, on completion of the research project, will present three bound copies to the Department of Visual and Performing Arts for evaluation. Presentation of the research project will include relevant illustrations and diagrams.

**Assessment:** Continuous assessment 100%

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**VTS 3840 Textiles Studies: Exhibition and Presentation (year-course)**

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** Students will present their work to an audience of their peers and the staff of the Department of Visual and Performing Arts at monthly intervals throughout the year. At these presentations they will be required to demonstrate the progress of their research and the development of their ideas as the year progresses. The final public presentations will be held at the Department of Visual and Performing Arts’ end of year exhibition and their own individual exhibitions. Textiles students may also participate in the end of year fashion show. The presentations will be built on a sound theoretical understanding of curatorial principles established in the course HVAD 3811 Curation and Critique.

**Assessment:** Continuous assessment 100%

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**VTS 3860 Textiles Studies: Industry-related Commission (year-course)**

**Proposed NQF Level:** 8  
**Credits:** 16  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours

**Prerequisite:** Admission to the fourth year level

**Content:** This course focuses on the application of the student’s knowledge and skills in the world outside the university, in order to broaden the student’s experience and expose the student to real life situations. With the assistance of the lecturers in the Department of Visual and Performing Arts, students will work with mentors in the fields of textile production, product development, community development, interior design or similar fields. The student will keep a record of the experience, documenting it both visually and in writing. The end result of the student’s experience may involve anything from the design and manufacture of a specific product to the conducting of a development workshop.

**Assessment:** Continuous assessment 100%

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**VTS 3880 Textiles Studies: Studio Research**
<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisite</th>
<th>Content</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE 3810 Creative Expression: Studio Research (year-course)</td>
<td>Admission to the fourth year level</td>
<td>This course will challenge the student’s capacity to consistently produce theme-based visual artwork of a high quality. Studio research will culminate in a body of work to be presented as an exhibition (HVCE 3840 Creative Expression: Exhibition and Presentation). It is expected of the student that this body of work will display advanced creative approaches, with an emphasis on the student’s individual aptitude for creative visual expression. The study will be placed in a contemporary theoretical art context, related to the course HVCE 3820 Creative Expression: Research project.</td>
<td>Continuous assessment 100%</td>
</tr>
<tr>
<td>VCE 3820 Creative Expression: Research Project (year-course)</td>
<td>Admission to the fourth year level</td>
<td>This course will emphasise the student’s capacity to critically analyse and discuss his or her own studio work in a contemporary and theoretical art context. In this research activity the student’s creative work is balanced with the work of leading contemporary exponents. In terms of theme and context this paper will correlate to the research performed in HVCE 3800 Creative Expression: Studio Research. It will further focus on the student’s ability to follow established academic research procedure.</td>
<td>Continuous assessment 100%</td>
</tr>
<tr>
<td>VCE 3840 Creative Expression: Exhibition and Presentation (year-course)</td>
<td>Admission to the fourth year level</td>
<td>This course emphasises the student’s capacity to present his/her studio work created in the course HVCE 3800 Creative Expression: Studio Research to a critical audience in a professional situation. The ability to formulate convincing arguments for creative choices will be an important criterion. Presentation abilities will be developed throughout and assessed continuously through regular dialogue with peers and lecturers, reflecting a thorough corresponding literature study.</td>
<td>Continuous assessment 100%</td>
</tr>
<tr>
<td>VCE 3860 Creative Expression: Industry-related Commission (year-course)</td>
<td>Admission to the fourth year level</td>
<td>This course consolidates the knowledge that the student has attained in the course HVAD 3700 Business for Visual Arts and the preceding Courses in Creative Expression. Apart from developing students’ skills to market their creative artwork successfully, it is designed to contribute in preparing students for the challenges and demands of the competitive arts industry, yet reflecting a thorough corresponding literature study. With the assistance of lecturers and mentors from the arts industry, the student will develop a marketable creative project in consultation with a prospective client.</td>
<td>Continuous assessment 100%</td>
</tr>
<tr>
<td>VVC 3800 Current Discourse (year-course)</td>
<td>Admission to the fourth year level</td>
<td>This course acquaints students with some of the main principles, theories and approaches of current discourse in the field of visual culture as a foundation for critique of selected readings. Students will also be expected to identify areas for further self-directed specialised research.</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td>VVC 3820 Research Project in Visual Culture (year-course)</td>
<td>Admission to the fourth year level</td>
<td>This analysis of the impact of tourism on visual culture in Namibia aims at developing coherent and critical understanding of some of the main principles and approaches of discourse on visual culture in the realm of tourism. Students will engage in critique of selected readings on areas of tourism such as the media, cultural tours and visual arts projects.</td>
<td>Continuous assessment 100%</td>
</tr>
<tr>
<td>VVC 3840 Tourism and Visual Culture in Namibia (year-course)</td>
<td>Admission to the fourth year level</td>
<td>Comprehensive and systematic analysis and independent evaluation of data demonstrating coherent and critical understanding of the domain of research will result in an original research project of between 15 000 and 20 000 words. The findings will also be presented in the form of an oral or an exhibition.</td>
<td>Continuous assessment 60%: Examination 40% (1 x 3 hour examination paper)</td>
</tr>
<tr>
<td>VCE 3880 Ceramic Studies: Studio Research</td>
<td>Admission to the fourth year level</td>
<td>This course will emphasise the student’s capacity to consistently produce applied ceramic work of a high quality. Studio research will culminate in a body of work relating to a selected theme and will display advanced creative and technical approaches, with an emphasis on the...</td>
<td>Continuous assessment 100%</td>
</tr>
</tbody>
</table>
student’s individual aptitude for creative visual expression.

Assessment: Continuous assessment 60% : Examination 40% (Completion of exhibition and catalogue)

VAD 3810 Museum Studies: Curation Research Project

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Prerequisite: Admission to the fourth year level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit: 32</td>
<td>Contact Hours: 4 hours/week over 28 weeks = 56 contact hours</td>
</tr>
</tbody>
</table>

Content: This course has two components: the first will introduce students to current issues in the field of museum studies with an emphasis on curation. The second: students work in coordination with an art institution in the community to curate an exhibition and conduct extensive research to produce a catalogue, press release, wall panels, labels and a gallery tour for the exhibition.

Assessment: Continuous assessment 60% : Examination 40% (Completion of exhibition and catalogue)

BACHELOR OF ARTS IN ENGLISH HONOURS

Introduction

The Bachelor of Arts in English (Honours) qualification provides students with the requisite skills in using the English language appropriately and competently in a wide range of contexts. The qualification will enable students to master advanced skills in writing, reading, speaking and listening that will enable them to operate competently in different settings requiring the proficient use of English. The qualification has been designed with the current need for proficient users of English in Namibia in a variety of contexts in mind. It is envisaged that the qualification will produce candidates who will contribute significantly in improving the use of English in the work places and other settings towards the achievement of Namibia’s Vision 2030 and beyond. Equipped with advanced English and literary competencies, holders of this qualification will be able to meet the needs of both the public and private sectors wherever the proficient use of English is required.

Programme Convenor: Ms S Shipale, tel. 206 3818 – email sshipale@unam.na

Exit Objectives

Holders of this Qualification are able to:
- compose texts of various types using advanced English and styles gained from this programme;
- display advanced competence in English by using linguistic and literary analysis skills; appropriately in a variety of contexts/ work places;
- apply creativity, critical thinking, analytical skills and decision-making ability at the work place;
- analyse documents such as speeches, various types of reports and advertisements in good English;
- apply English linguistic knowledge gained in this degree to edit and translate documents written in English;
- assess the rhetorical appeal of speeches, advertisements and other texts written in English;
- argue and debate coherently in good English;
- broaden their knowledge in the area of English language and literature in general;
- enhance their awareness of interdisciplinary approaches and critical interpretation of primary and secondary sources in research; and
- evaluate situations that require cross-cultural understanding and operate accordingly.

Admission

A minimum of 25 points on the UNAM Evaluation Point Scale in five (5) best subjects (of which English must be one). English as a Second Language at NSSCO level with a minimum B symbol, or English as a First Language at NSSCO level with a minimum C symbol.

Admission can also be considered for persons who qualify through the Mature Age Entry Scheme upon successful completion of the relevant examinations as set out in the General Regulations.

Candidates with appropriate work experience in English may also be considered

NB: This programme is not designed for prospective teachers as they will not have the required school subjects to enrol for an Education Diploma

Minimum requirements for re-admission

To be re-admitted to the School of Humanities, Society and Development for a particular year of registration, a student must have obtained the minimum number of credits required as indicated below:
- The equivalent of 48 credits by the end of the first year: of these, at least 36 credits must be non-core
- The equivalent of 104 credits by the end of the second year
- The equivalent of 200 credits by the end of the third year
- The equivalent of 304 credits by the end of the fourth year
- The equivalent of 416 credits by the end of the fifth year

Advancement and Progression rules

2.4.1.1 To advance to the second year a student must have passed at least 96 credits.
- A student who has passed at least 56 (but less than 96) first year credits, will be allowed to register for a maximum of 48 second year credits (in addition to the failed modules) provided that the relevant pre-requisites have been passed.
2.4.1.2 To advance to the third year of the programme a student must have passed a total of 240 credits.
- A student who has passed less than 232 credits, will be allowed to register for a maximum of 48 credits per semester (including the failed modules) provided that the relevant pre-requisites have been passed.
2.4.1.3 To advance to the fourth year of the programme a student must have passed a total of at least 376 credits.
- A student who did not pass at least 376 credits, will be allowed to register for a maximum of 48 credits per semester (including the failed modules) provided that the relevant pre-requisites have been passed.
### Requirements for Qualification Award

This qualification will be awarded to candidates credited with a minimum of 536 credits, and who have met all the requirements of the Degree programme.

### First Year Level

All students will take the equivalent of three (3) courses (48 credits) in the University Core Curriculum in the first year of study as part of their curriculum (i.e. as part of the equivalent of eleven (11) first year level courses to be passed at first year level according to the following rules:

#### All students register for the following two (2) half-courses:

<table>
<thead>
<tr>
<th>NQF Level</th>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Notional Hours</th>
<th>Credits</th>
<th>Elective (E)/Compulsory (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1/2</td>
<td>UCSI 3580</td>
<td>Contemporary Social Issues (half-course)</td>
<td>160</td>
<td>8</td>
<td>C</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>UCLC 3509</td>
<td>Computer Literacy (half-course)</td>
<td>160</td>
<td>8</td>
<td>C</td>
</tr>
</tbody>
</table>

Students furthermore add the equivalent of two (2) courses from the University Core Curriculum to their curriculum according to the following rules:

- Students with any one of the following qualifications will be credited for ULCE 3419 English Communication and Study Skills and will register for the single course below:
  - a pass (minimum grade 4) in English First Language at NSSC Higher Level or the equivalent;
  - grade 1, 2 or 3 in English Second Language at NSSC Higher Level or the equivalent.

#### Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Studies at first year level</td>
<td>8</td>
<td>96</td>
</tr>
<tr>
<td>Unam Core</td>
<td>4</td>
<td>48</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>144</td>
</tr>
</tbody>
</table>

### Curriculum

Students take all Courses below:

#### OLD PHASED OUT MODULES

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LEN 3581</td>
<td>Fundamentals of English Language Studies</td>
</tr>
<tr>
<td>1</td>
<td>PHL3581</td>
<td>Introduction to Critical Thinking and Argumentation</td>
</tr>
<tr>
<td>1</td>
<td>ENG 3581</td>
<td>Introduction to Rhetoric</td>
</tr>
<tr>
<td>2</td>
<td>LEN 3591</td>
<td>Introduction to Linguistics</td>
</tr>
<tr>
<td>2</td>
<td>LEN 3592</td>
<td>Fundamentals of the Study of Literature(s) in English</td>
</tr>
<tr>
<td>2</td>
<td>ENG 3582</td>
<td>Introduction to the Southern African Short Story in English</td>
</tr>
<tr>
<td>2</td>
<td>PHL3582</td>
<td>Introduction to Philosophical Analysis</td>
</tr>
</tbody>
</table>

#### NEW PHASED IN EQUIVALENT MODULES

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>H3581PC</td>
<td>Critical Thinking and Argumentation</td>
<td>LEN3581PC</td>
</tr>
<tr>
<td>1</td>
<td>H3511YE</td>
<td>Introduction to Linguistics</td>
<td>LEN3591</td>
</tr>
<tr>
<td>1</td>
<td>H3532YE</td>
<td>Fundamentals of Literature in English</td>
<td>LEN3592</td>
</tr>
<tr>
<td>2</td>
<td>H3582PA</td>
<td>Foundations of Philosophical Analysis</td>
<td>LEN3592</td>
</tr>
</tbody>
</table>

### Second Year Level

Students take all 8 Courses below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Studies at second year level</td>
<td>8</td>
<td>128</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>128</td>
</tr>
</tbody>
</table>

### Curriculum

Students take all 8 Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LEN3611</td>
<td>Lexis and Basic Grammar</td>
<td>LEN3581</td>
</tr>
<tr>
<td>1</td>
<td>LEL 3651</td>
<td>Children’s Literature</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>LEN3631</td>
<td>Approaches to Poetry Analysis</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ENG 3631</td>
<td>English Phonetics and Phonology</td>
<td>LEN 3591</td>
</tr>
<tr>
<td>2</td>
<td>LEN 3652</td>
<td>Sociolinguistics</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>LEN3672</td>
<td>Selection of Drama and Prose</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>LEL 3672</td>
<td>English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>LEL 3652</td>
<td>Selected Women’s Writings in Africa</td>
<td></td>
</tr>
</tbody>
</table>
#### Third Year Level

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Studies at third year level</td>
<td>8</td>
<td>128</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>128</strong></td>
</tr>
</tbody>
</table>

#### Curriculum

Students take all 8 Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LEL 3711</td>
<td>Literary Theory</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>LEL 3731</td>
<td>Functional Process Writing</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>LEL 3751</td>
<td>Introduction to Creative Writing in English</td>
<td>LEL 3651</td>
</tr>
<tr>
<td>1</td>
<td>LEL 3771</td>
<td>Research Methods</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>LEL 3732</td>
<td>Psycholinguistics</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>LEL 3733</td>
<td>Namibian Literature in English Since Independence</td>
<td>LEL 3651</td>
</tr>
<tr>
<td>2</td>
<td>LEL 3772</td>
<td>English for Specific Purposes</td>
<td>ENG 3631</td>
</tr>
<tr>
<td>2</td>
<td>LEL 3752</td>
<td>Auto/Biographical Writings in Namibia</td>
<td>LEN 3672</td>
</tr>
</tbody>
</table>

#### Fourth Year Level

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Studies at fourth year level</td>
<td>8</td>
<td>128</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>128</strong></td>
</tr>
</tbody>
</table>

#### Curriculum

Students take all 7 Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>LEN3810</td>
<td>Research Project</td>
<td>LEL3731</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>LEN 3820</td>
<td>Approaches to Stylistics Analysis</td>
<td></td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>LEN3840</td>
<td>Approaches to Language Analysis</td>
<td>LEN 3611</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>LEL3800</td>
<td>Commonwealth and Post-colonial Literature</td>
<td></td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>LEL3820</td>
<td>An Overview of African Literature</td>
<td></td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>LAL3840</td>
<td>African American Literature</td>
<td></td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>LAL3860</td>
<td>A Survey of English Literature</td>
<td></td>
</tr>
</tbody>
</table>

#### Course Descriptors

#### Second Year Level

**LEN 3611 Lexis and Basic Grammar**

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Prerequisite:** LEN 3581 Fundamentals of English Language Studies
- **Content:** This course discusses the structure of the English language at the levels of the word, the phrase, and the simple sentence. It familiarises students with morphology (the study of the internal structure of words) and syntax (the study of the structure of phrases and sentences) in the identification of word classes and types of phrases and clauses. It also shows how morphology and syntax are interrelated in the study of the structure of language.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**CHL 3611 Children's Literature**

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Prerequisite:** NONE
- **Content:** This course aims to explore children's literature from the 18th century to the present, addressing such topics as the transition from oral to literate culture, folk and fairy tales. The course also aims to expose students to seminal texts through analysing representative texts and changing attitudes towards children and their books.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**EPP 3621 English Phonetics and Phonology**

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Prerequisite:** NONE
- **Content:** This course introduces students to more advanced English phonetics and phonology which will enhance students' pronunciation of English words. Through listening to the CDs and doing practical exercises, students will gain confidence in pronouncing English words.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**ESL 3672 English as a Second Language**

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Prerequisite:** NONE
- **Content:** This course aims to further develop students' writing, reading, grammar and oral communication skills. Students will learn how to respond to written and spoken language using clear, accurate and appropriate language. In addition, will learn how to compose critically analytic narrative, descriptive, expository and argumentative texts.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**SWW 3652 Selected Women's Writings in Africa**

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Prerequisite:** NONE
- **Content:** This course discusses the structure of the English language at the levels of the word, the phrase and the simple sentence. It familiarises students...
with morphology (the study of the internal structure of words) and syntax (the study of the structure of phrases and sentences) in the identification of word classes and types of phrases and clauses. It also shows how morphology and syntax are interrelated in the study of the structure of language.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year
LEL 3751 Introduction to Creative Writing in English

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: NONE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: This course introduces students to the basic terminology, principles, and techniques for writing poetry, fiction, and nonfiction by reading great literary works as well as craft essays by writers and reflecting on what makes for good writing. Coursework is aimed at exploring and developing the students' creative process through readings, class discussions, short writing exercises, and longer finished pieces in the form of a portfolio submission.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: Continuous assessment 100% :</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LEL 3772 English for Specific Purposes

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: NONE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: This course aims to introduce students with knowledge and skills concerning the theory and practice of ESP. In particular, the course focuses on analysing the use of English in different workplace environments. Students will also learn and practice the use of English in areas of specialisation such as science, tourism, technology, the media, business and education/training. This course will focus on both theoretical and practical aspects of English in the workplace environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LEL 3752 Auto/Biographical Writings in Namibia

<table>
<thead>
<tr>
<th>Proposed NQF Level: 7</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: NONE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: This course aims to introduce students to the literary genres and conventions of memoir and auto/biography, including an exploration of the diverse ways that autobiography and memoir represent as well as the collision between self and world, with a specific focus on Namibia.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fourth Year
LEL 3840 African American Literature

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: NONE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: The content includes the definition of African American literature and a survey of prominent writings of African American authors. The course will cover a wide range of genres including fiction, poetry, autobiography and non-fiction and how this formal tradition and authors work and re-work certain styles, techniques, genres, and structures. The course will examine how this tradition explores a diverse body of ideas which nonetheless coalesce around the preoccupations of identity, rootlessness, double consciousness, freedom, mobility and mobility; slavery and its abolition, the imposition of segregation and Jim Crow, the Great Migration, war, civil rights, and the feminist movement form key moments in this relationship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LEL 3860 A Survey of English Literature

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: NONE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: The content includes an analysis of English literary texts from as far back as Chaucer. The course will explore the major trends and themes in English literature, their characteristics and the authors and works for each period. The focus will be on exploring the powerful and varied consequences of periodization and how literary-historical divisions affect the way we conceptualise past cultures, the kinds of readings enabled or restricted by such categorizations and how such periodization shape our own literary heritage as speakers and readers of the English language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Introduction

The degree in library and information science offers a formal qualification to those who wish to acquire skills to work in libraries, information centres and other information and knowledge management agencies. The programme develops first professional level library and information workers with the knowledge and skills that are critical, pro-active and adaptive regarding meeting the information needs of organisations and individuals in different contexts in society. The programme produces professionals who work in the book industry, information/ knowledge management environments as well as the digital information sector. The participants of this programme will have the capacity and ability to exercise professional judgment concerning tasks and responsibilities in the libraries and information management work.

Programme Convenor: Mr W Uutoni (tel. 206 3844/3638 – E-mail: wuutoni@unam.na)

Exit Objectives

Upon completion of the programme graduates should be able to:

1. Conduct effective planning, management, budgeting, marketing and advocacy of library and information services.
2. Manage information resources in all media formats in library and information centres.
3. Apply ICT tools in the management and effective access to knowledge/ information resources in all formats.
4. Establish information centres using self-employment skills.
5. Analyse information user’s needs and demonstrate research capabilities.
6. Analyse the role of stakeholders in the publishing industry.

Admission

To register for an undergraduate degree programme, a minimum of 25 points on the UNAM Evaluation Points Scale in five (5) best subjects (of which English must be one). English as a Second Language at NSSCO level with a minimum C symbol, or English as a First Language at NSSCO level with a minimum D symbol.

OR

Candidates with the UNAM Level 6 Diploma in Library and Information Science qualify for this programme and will receive appropriate exemptions according to the UNAM guidelines.

OR

Admission can also be considered for persons who qualify through the Mature Age Entry Scheme upon successful completion of the relevant examinations as set out in the General Rules and Regulations.

E.3.4.1 Overall Structure

The BA (Library and Information Science) degree is a specialised qualification with a fixed prescribed curriculum consisting of a total of 34 courses (528 credits) at various year levels, including the university core curriculum courses at first year level, all of which a student must pass to in order to graduate (C4.2.1).

The overall structure of the BA (Library Information Science) degree programme can be schematically represented as follows:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Number of Courses</th>
<th>Credit Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year level</td>
<td>11 Courses*</td>
<td>144 credits</td>
</tr>
<tr>
<td>Second year level</td>
<td>9 Courses</td>
<td>128 credits</td>
</tr>
<tr>
<td>Third year level</td>
<td>8 Courses</td>
<td>128 credits</td>
</tr>
<tr>
<td>Fourth year level</td>
<td>6 Courses</td>
<td>128 credits</td>
</tr>
<tr>
<td>Total:</td>
<td>34 Courses</td>
<td>528 credits</td>
</tr>
</tbody>
</table>

* including the equivalent of three (3) University Core Curriculum Courses (two (2) Courses and two (2) half-Courses)

To be awarded the BA (Library and Information Science) degree, a student must pass all 34 Courses (528 credits) within the curriculum structure as stipulated above.

Courses/credits are not horizontally, vertically or laterally transferable.

First Year Level

Curriculum Compilation

At first year level students take the University Core Curriculum Courses and the required Library and Information Science Courses. The normal first year curriculum of a student registered in the BA (Library Information Science) degree programme will therefore consist of eleven (11) Courses (144 credits), compiled as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Core Curriculum (cf. C.4.3.1)</td>
<td>3*</td>
<td>48</td>
</tr>
<tr>
<td>Library and information science first year level</td>
<td>8</td>
<td>128</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>144</td>
</tr>
</tbody>
</table>

* two (2) Courses and two (2) half-Courses (cf. C.4.3.1)
**Important:** Students should note that a pass in certain first year level Courses below are required for admission to certain Courses at subsequent year levels.

Students take all Courses below:

<table>
<thead>
<tr>
<th>OLD PHASED OUT MODULES</th>
<th>NEW PHASED IN EQUIVALENT MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Code</td>
</tr>
<tr>
<td>1</td>
<td>ISI3541</td>
</tr>
<tr>
<td>1</td>
<td>ILS3571</td>
</tr>
<tr>
<td>1</td>
<td>ILS3551</td>
</tr>
<tr>
<td>1</td>
<td>ILS3512</td>
</tr>
<tr>
<td>1</td>
<td>ILS3582</td>
</tr>
</tbody>
</table>

**Second Year Level**

At second year level students take the required ten (10) records and archives management Courses indicated below. The normal second year curriculum of a student registered in the BA (Library and Information Science Courses) degree program Library and Information Science Courses me will therefore consist of ten (10) Courses (128 credits), compiled as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library and information science second year level</td>
<td>10</td>
<td>128</td>
</tr>
</tbody>
</table>

**Third Year Level**

At third year level students take the required eight (8) Library and Information Science Courses Courses indicated below. The normal third year curriculum of a student registered in the BA (Library and Information Science Courses) degree programme will therefore consist of eight (8) Courses (128 credits), compiled as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library and information science second year level</td>
<td>8</td>
<td>128</td>
</tr>
</tbody>
</table>

Students register for all the Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ILS 3641</td>
<td>Meta Data Description and Access</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ILS 3661</td>
<td>Introduction to Digital Libraries</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ILS 3621</td>
<td>Contemporary Office Dynamics</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ISA 3671</td>
<td>Professional Practice I</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ISA 3611</td>
<td>Desktop Publishing Applications</td>
<td>CLC3509</td>
</tr>
<tr>
<td>2</td>
<td>ILS 3632</td>
<td>Practical Cataloguing and Classification</td>
<td>ILS 3571 &amp; ILS 3592</td>
</tr>
<tr>
<td>2</td>
<td>ILS 3652</td>
<td>Database Management Applications</td>
<td>CLC3509</td>
</tr>
<tr>
<td>2</td>
<td>ISA 3632</td>
<td>Web Development and Content Management</td>
<td>CLC3509</td>
</tr>
<tr>
<td>2</td>
<td>ILS 36512</td>
<td>Children’s Librarianship</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ILS3622</td>
<td>Information Literacy Studies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ISA3711</td>
<td>Knowledge Management</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ILS3731</td>
<td>Systems Analysis Design and Evaluation</td>
<td>ILS3642</td>
</tr>
<tr>
<td>1</td>
<td>ILS3751</td>
<td>Indexing and Abstracting</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ILS3711</td>
<td>Specialised Information Systems</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ISA3752</td>
<td>Media and Information Studies Research</td>
<td>ILS3642</td>
</tr>
<tr>
<td>2</td>
<td>ILS3772</td>
<td>Information Sources and Internet Search Engines</td>
<td>ISA3632</td>
</tr>
<tr>
<td>2</td>
<td>ILS3732</td>
<td>Library Administration</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ISF3712</td>
<td>Info-preneurship</td>
<td></td>
</tr>
</tbody>
</table>
Fourth Year Level

At fourth year level students take the required six (6) Library and Information Science Courses. Courses indicated below. The normal fourth year curriculum of a student registered in the BA (Library and Information Science Courses) degree programme will therefore consist of six (6) Courses (128 credits), compiled as follows:

<table>
<thead>
<tr>
<th>Subject and Information Science second year level</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILS 3851 Strategic Management of Information Services</td>
<td>8</td>
<td>128</td>
</tr>
<tr>
<td>ILS 3852 Marketing of Information Services</td>
<td>8</td>
<td>128</td>
</tr>
<tr>
<td>ISA 3811 Professional Practice II</td>
<td>8</td>
<td>128</td>
</tr>
<tr>
<td>ISA 3870 Professional Practice II</td>
<td>8</td>
<td>128</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>128</td>
</tr>
</tbody>
</table>

Students register for all the Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ILS3871</td>
<td>Digital Librarianship</td>
<td>None</td>
</tr>
<tr>
<td>1</td>
<td>ISI3851</td>
<td>Strategic Management of Information Services</td>
<td>ILS3871</td>
</tr>
<tr>
<td>2</td>
<td>ISI3832</td>
<td>Marketing of Information Services</td>
<td>ILS3871</td>
</tr>
<tr>
<td>2</td>
<td>ILS3852</td>
<td>Advanced Information Retrieval</td>
<td>ISA3752</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>ISA3810</td>
<td>Research Project</td>
<td>ISA3671</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>ISA3870</td>
<td>Professional Practice II</td>
<td>ISA3671</td>
</tr>
</tbody>
</table>

Course Descriptors

Second Year Level

ILS 3841 Metadata Description and Access

**Proposed NQF Level:** 6  
**Crédits:** 8  
**Contact Hours:** 2 hours/week over 14 weeks = 28 contact hours

**Prerequisite:** None

**Content:** The course content includes purpose of metadata, thesaurus construction, subject access to resources using controlled vocabularies (e.g., Library of Congress Subject Headings (LCSH) and Sears’ List of Subject Headings (SLSH)), encoding of metadata records using MARC21 and XML, metadata standards for digital libraries (e.g., Dublin Core (DC) and Metadata Object Description Schema (MODS)). Through a combination of practical exercises, students will examine metadata issues, standards, and best practices, and will describe the role of metadata in online information discovery and access.

**Assessment:** Continuous Assessment 60% (weighting will be based on 2X tests and 1X assignment). Examination 2-hours 40% weighting.

ILS 3681 Introduction to Digital Libraries

**Proposed NQF Level:** 6  
**Crédits:** 8  
**Contact Hours:** 2 hours/week over 14 weeks = 28 contact hours

**Prerequisite:** None

**Content:** This course is an overview of digital libraries and explores difference between traditional libraries and digital libraries. Students learn different types and functions of digital libraries and institutional repositories, types of services provided by digital libraries and methods used to acquire digital library collections. The course is intended to equip students with skills and competencies that enable them to provide digital services and work with users in an online environment and meet the changing career demand for librarians.

**Assessment:** Continuous Assessment 60% (weighting will be based on 2X tests and 1X assignment). The final 2-hours examination will have a 40% weighting.

ISA 3611 Desktop Publishing Applications

**Proposed NQF Level:** 6  
**Crédits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** UCFL 3520

**Content:** The course covers tools used in desktop publishing - Contrast, Colour, Balance, Repetition, Alignment' Transparency; Production process – Templates, Runs, Editing, Budget, Planning, Publisher environment – Tools, File types, WizardsUsing MS Publisher for Print – Brochures, Calendars, Business Cards, FlyersWeb sites - Basic HTML, Web design tools, Practical - design and hosting of web sites.

Third Year Level

ISA 3711 Knowledge Management

**Proposed NQF Level:** 7  
**Crédits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** None

**Content:** Knowledge is now viewed by countries and organisations in the sub-region and beyond as the most valuable and strategic resource which needs to be harnessed to address problems, and ensure competitive advantage. Namibia’s vision is based on turning the country into a knowledge based society by the year 2030. To this end many organisations have initiated a range of knowledge management and sharing projects and programmes. The course offers an introduction to knowledge management and sharing, organisation culture, knowledge mapping, tools and techniques of knowledge sharing, e.g. communities of practice, AAR, exit interviews, best practice and others. Models of adoption of innovations. The course will also examine ICT roles and functions in knowledge management, knowledge based economies (KBE), management information systems (MIS), indigenous knowledge systems (IKS), and principles behind the successful introduction of KM into both private and public sector organisations.

**Assessment:** Continuous assessment 60%. Examination 40% (1 x 3 hour examination paper)

ILS 3751 Indexing and Abstracting

**Proposed NQF Level:** 7  
**Crédits:** 16  
**Contact Hours:** 4 hours /week x 13 weeks

**Content:** In this course students will be introduced to techniques of subject cataloguing namely, indexing and abstracting. The methods of compiling or creating tools for subject cataloguing such as vocabulary control and thesaurus construction will be studied in detail.

**Assessment:** Continuous assessment 60%. Examination 40% (1 x 3 hour examination paper).
### ISI 3731: Systems Analysis, Design and Evaluation

<table>
<thead>
<tr>
<th>Proposed NQF Level</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours /week x 13 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content:</td>
<td>The course includes systems concepts, systems development, design and implementation phases, and systems development life cycles, systems analysis and systems evaluation.</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Continuous assessment 60%. Examination 40% (1 x 3 hour examination paper).</td>
<td></td>
</tr>
</tbody>
</table>

### ISA 3731 Specialized Information Systems

<table>
<thead>
<tr>
<th>Proposed NQF Level</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content:</td>
<td>The course explores the relationship between specialised information centres and user communities. The course also covers user's information seeking behaviour, their needs and wants. It introduces students to modern practices and trends in agricultural information systems, government information systems, geographical information systems, health information systems, environmental information systems, business information systems as well as other specialised research and documentation centres. It will also investigate some of the critical issues currently affecting information services, such as intellectual property rights, freedom of access to information, information literacy and learning, role of information in poverty eradication and the advent of the knowledge society.</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
</tr>
</tbody>
</table>

### ISA 3752 Media and Information Studies Research

<table>
<thead>
<tr>
<th>Proposed NQF Level</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content:</td>
<td>The information and media sectors use a wide variety of research methods to create new knowledge, test theories, evaluate practices, guide policy formulation and implementation in the field, as well as initiate evidence based courses of action. There are different types of research methods, quantitative and qualitative, linked to theoretical and epistemological frameworks. The course focuses on the scientific research process, research proposal writing, literature reviewing, theoretical and conceptual frameworks in information and media studies. The course will also examine purposes, principles and application of both quantitative and qualitative research methods. It will cover sampling methods, research instruments, action research, content analysis, audience research, and documentary methods. Research issues in media and information studies such as politics, ethics, validity and reliability will also be addressed.</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
</tr>
</tbody>
</table>

### ISI 3772 Information Sources and Internet Search Engines

<table>
<thead>
<tr>
<th>Proposed NQF Level</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content:</td>
<td>This course develops a better understanding and skills in the following: use of the Internet as an information resource; creation of effective search strategies; use of different types of search engines; portals; gateways and the Invisible Web; evaluation of different information sources and information found on the web.</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
</tr>
</tbody>
</table>

### ISI 3712 Infopreneurship

<table>
<thead>
<tr>
<th>Proposed NQF Level</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours / week x 13 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content:</td>
<td>The course includes issues such as: presentation of entrepreneurial concepts, entrepreneurial librarianship, identifying opportunities, developing a business plan and the impact of policy and legal issues on entrepreneurship. It will also explore career opportunities for librarians and information personnel, develop skills and knowledge required to identify opportunities and turning them into reality.</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
</tr>
</tbody>
</table>

### ILS 3732 Library Administration

<table>
<thead>
<tr>
<th>Proposed NQF Level</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours / week for 1 semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content:</td>
<td>The course will cover the following: Technical services in libraries; function of the acquisition department; acquisition methods; lending systems; maintenance of library resources and organization of various materials in a library.</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
</tr>
</tbody>
</table>

### Fourth Year Level

### ILS 3871 Digital Librarianship

<table>
<thead>
<tr>
<th>Proposed NQF Level</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours / week for 1 semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content:</td>
<td>The course covers the changing environment for libraries and information in the digital world. It enables students to acquire skills to transform traditional libraries into digital libraries by addressing the following issues: planning, designing and implementing digital libraries. The course covers areas such as evaluation of information resources for digitization; developing various digital collections using different types of IT platforms such as D-Space; applying various technologies in the construction of digital libraries and enable them to work competently in a digital environment. It emphasises the contemporary advances in metadata standards and applications used for developing digital libraries, collections and services. It will also introduce students to legal issues that exist in the creation of digital libraries such as fair use and unfair use of digital resources.</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
</tr>
</tbody>
</table>

### ISI 3871 Strategic Management of Information Services

<table>
<thead>
<tr>
<th>Proposed NQF Level</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours / week for 1 semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content:</td>
<td>This course introduces students to the strategic management function within organizations. It focuses on managerial roles, the organizational strategic planning processes, including principles and methods of strategic assessment, strategy formulation, implementation, monitoring and evaluation of information services and products. The course will cite examples from library and information services and focuses on the information, analyses, organizational processes, and skills and business judgment managers must use to devise strategies, position their businesses, define organizational boundaries and maximize long-term profits in the face of uncertainty and competition.</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
</tr>
</tbody>
</table>

### ISI 3832 Marketing of Information Services

<table>
<thead>
<tr>
<th>Proposed NQF Level</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours / week for 1 semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content:</td>
<td>This course includes the role of marketing, value of information, customer service, marketing mix, market segmentation and marketing communication tools used in promoting library and information services. It will also include the carrying out of a market research and transforming the</td>
<td></td>
</tr>
</tbody>
</table>
findings into a marketing plan to promote library and information services. This course explores marketing and advocacy in libraries today, within a physical space and online and students will be required to draw a market plan and apply communication tools starting with the overall concepts of marketing, public relations, publicity and advocacy. The course provides a view of how these tools all work together as a continuum, and elements of good design.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**ILS 3852 Advanced Information Retrieval**

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits:16</th>
<th>Contact Hours: 4 hours / week for 1 semester</th>
</tr>
</thead>
</table>

Content: The course includes: principles underlying description, subject analysis, describe information according to AACR2 standards. classification of library resources, and authority control; current national standards cataloguing rules, Sears’ List of Subject Headings (SLSH), Dewey Decimal Classification and MARC (machine-readable cataloguing formats) and advanced on-line searching. It covers theory, principles, and standards of descriptive and subject cataloguing as currently practiced and conceptualized; emphasis on the changing information landscape. Focuses on analyzing systems and practices that respond to user needs, practically and ethically. Provides an advanced experience with bibliographic utilities, description, metadata, and encoding schemes, choice of entry, construction of headings, authority control, Dewey and Library of Congress classification schemes, and Library of Congress Subject Headings.

Assessment: Continuous Assessment: 60% (2 practical tests and 1 practical assignment). Examination 40% (1X3 hour practical prior to examination period).

**ISA 3810 Research Project**

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits:32</th>
<th>Contact Hours: 160 hours across the year</th>
</tr>
</thead>
</table>

Prerequisite: ISA 3752

Content: Students carry out an independent study on a current topic in their area of specialisation. The students will write a research proposal, conduct the research and write a report applying what they learnt in HISA 3752 Media and Information studies Research.

Assessment: Students do not write an examination but are assessed (100%) on the basis of the quality of the proposal and as well as the research report.

**ISA 3870 Professional Practice II**

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits:32</th>
<th>Contact Hours: 320 hours which come to eight weeks. The eight weeks will be completed in form of block attachments during the breaks and holidays.</th>
</tr>
</thead>
</table>

Prerequisite: ISA 3670

Content: Students carry out an independent study on a current topic in their area of specialisation. The students will write a research proposal, conduct the research and write a report applying what they learnt in HISA 3752 Media and Information studies Research.

Assessment: * 100% course assessment made up as follows: 75% of the marks will originate from the professional practice report to be assessed by the supervisor and 25% from the host institution mentor.

* Student will be evaluated by both the Department and mentor at the workplace.

* Workplace evaluation will be based on criteria set by the Department in consultation with the host institution.

**BACHELOR OF ARTS IN MEDIA STUDIES (HONOURS) (13BAIM)**

The purpose of this programme is to provide a formal qualification for those who wish to obtain skills and professional practice in electronic, print or new media, as well as public relations and advertising. The programme allows three areas of specialization from the third year level. This develops skills in the areas of writing for print media (including specialized fields such as business reporting, sports reporting, etc.), broadcast production (both radio and television) or public relations and advertising.

**Introduction**

The degree fulfils the need in the burgeoning media and communication industry for trained journalists, PR and advertising professionals who have skills and knowledge that will assist in making these outfits locally and globally competitive. The programme, guided by industry, places particular emphasis on practical work, with an intense series of courses dealing in particular with the improvement of writing and production skills.

Programme Convenor: Ms A Kakujaha (tel. 206 3649– E-mail: akakujaha@unam.na)

**Exit Objectives**

Upon completion of the programme graduates should be able to:

1. Exhibit a general understanding of the theoretical and historical framework of communication principles and theories as well as media law and ethics.
2. Gather news, edit and produce relevant, creative and high-quality traditional and new media products.
3. Research, write and collect data, plus plan and implement integrated marketing communications campaigns.
4. Apply leadership and managerial skills and abilities in media and communication organizations.

**Admission**

To register for an undergraduate degree programme, a minimum of 25 points on the UNAM Evaluation Points Scale in five (5) best subjects (of which English must be one) is required. English as a Second Language at NSSCO level with a minimum C symbol, or English as a First Language at NSSCO level with a minimum D symbol. Students who complete the Diploma/ Higher Diploma in Public Relations/Media Studies qualify for this programme and will receive appropriate exemptions according to the UNAM guidelines. Admission can also be considered for persons who qualify through the Mature Age Entry Scheme upon successful completion of the relevant examinations as set out in the General Regulations.

**Overall Structure**

The BA (Media Studies) degree is a single-major qualification consisting of introductory media and communication courses at level one and two, in addition to the University Core Curriculum Courses at first year level. From level three onwards students branch off into their specialisations (Print and
Digital Media, Broadcast or Public Relations and Advertising) where they take all compulsory courses while still being able to take electives from other specialisations in addition to the general media and communication courses to make up the required 528 credits required for the award of the degree.

The overall structure of the BA (Media Studies) degree programme can be schematically represented as follows:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>UNAM Core Curriculum (48 credits)</th>
<th>Compulsory Courses (384 credits)</th>
<th>Media Studies Specialisation (80 credits)</th>
<th>Elective Course from another specialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth</td>
<td>4 Compulsory Courses</td>
<td>3 Courses in their specialisation</td>
<td>1 Elective Course from another specialisation</td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>6 Compulsory Courses</td>
<td>2 Courses in their specialisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>8 Compulsory Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First</td>
<td>3 Courses*</td>
<td>8 Compulsory Courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The University Core Curriculum consists of two (2) Courses and two (2) half-Courses (cf. C.4.3.1).

To be awarded the BA (Media Studies) degree, a student must pass all 528 credits within the curriculum structure as stipulated above.

**First Year Level**

**Curriculum Compilation**

At first year level, students take the University Core Curriculum Courses and the required eight (8) Media Studies Courses indicated below. The normal first year curriculum of a student registered in the BA (Media Studies) degree programme will therefore consist of eleven (11) Courses (144 credits), compiled as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Core Curriculum (C.4.3.1)</td>
<td>3*</td>
<td>48</td>
</tr>
<tr>
<td>Media Studies at first year level</td>
<td>8</td>
<td>96</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>144</strong></td>
</tr>
</tbody>
</table>

* two (2) Courses and two (2) half-Courses (cf. C.4.3.1)

**Second Year Level**

**Admission Requirements**

1. To advance to the second year a student must have passed at least 96 credits. A student who has passed at least 64 (but less than 96) first year credits, will be allowed to register for a maximum of 48 second year credits (in addition to the failed modules) provided that the relevant pre-requisites have been passed.

2. Note the prerequisite below.

**Curriculum Compilation**

At second year level, students proceed with the general media and communication courses. The normal second year level curriculum of a student registered in the BA (Media Studies) degree programme will therefore consist of eight (8) Courses (128 credits), compiled as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Studies at second year level</td>
<td>8</td>
<td>128</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>8</strong></td>
<td><strong>128</strong></td>
</tr>
</tbody>
</table>

**Curriculum**

Students take all Courses below:

<table>
<thead>
<tr>
<th>OLD PHASED OUT MODULES</th>
<th>NEW PHASED IN EQUIVALENT MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Code</td>
</tr>
<tr>
<td>1</td>
<td>ISM 3501</td>
</tr>
<tr>
<td>1</td>
<td>ISM 3511</td>
</tr>
<tr>
<td>1</td>
<td>ISM 3541</td>
</tr>
<tr>
<td>1</td>
<td>ISP 3561</td>
</tr>
<tr>
<td>2</td>
<td>ISM 3502</td>
</tr>
<tr>
<td>2</td>
<td>ISM 3512</td>
</tr>
<tr>
<td>2</td>
<td>ISM 3532</td>
</tr>
<tr>
<td>2</td>
<td>ISM 3552</td>
</tr>
</tbody>
</table>

Students take the six (8) Media Studies Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ISP 3611</td>
<td>Media in Namibia</td>
<td>-</td>
</tr>
<tr>
<td>1</td>
<td>ISM 3631</td>
<td>Writing for the Mass Media</td>
<td>-</td>
</tr>
<tr>
<td>1</td>
<td>ISB 3631</td>
<td>Practical Training 1</td>
<td>-</td>
</tr>
<tr>
<td>1</td>
<td>ISP 3651</td>
<td>News Reporting and Writing</td>
<td>-</td>
</tr>
</tbody>
</table>
Third Year Level

Admission Requirements
To advance to the third year of the programme, a student must have passed a total of 224 credits. A student who has passed less than 224 credits will be allowed to register for a maximum of 48 credits per semester (including the failed modules) provided that the relevant pre-requisites have been passed.

Curriculum Compilation
At third year level, students proceed take one of the Media Studies specialisation in addition to the general courses. The normal third year level curriculum of a student registered in the BA (Media Studies) degree programme will therefore consists of eight (8) Courses (128 credits), compiled as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Studies at third year level</td>
<td>6</td>
<td>96</td>
</tr>
<tr>
<td>Specialisation</td>
<td>2</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>128</td>
</tr>
</tbody>
</table>

Curriculum

Semester | Code | Course Title | Prerequisite |
--- | --- | --- | --- |
1 | ISB 3751 | Health Communication | ISP 3652 |
1 | ISP 3731 | Specialised Reporting | ISP 3651 |
1 | ISE 3711 | Media Management and Entrepreneurship | - |

Students to select one course in their stream

Career Streams (Students to choose courses in their stream)

Broadcast
1 | ISB 3731 | Film and Broadcast News Writing | - |
1 | ISB 3712 | Radio, TV and Video Production | - |

Public Relations and Advertising
1 | IPA 3711 | Copywriting and PR Writing | - |
2 | IPA 3712 | Marketing and Consumer Behaviour | - |

Print and Digital Media
1 | ISD 3711 | Online Journalism | - |
2 | ISD 3712 | Investigative and Computer-Assisted Reporting | - |

Students to select the three (3) compulsory courses

Fourth Year Level

Admission Requirements
To advance to the fourth year of the programme, a student must have passed all first year modules, and a total of at least 368 credits. A student who did not pass all first year modules and / or passed less than 368 credits in total, will be allowed to register for a maximum of 48 credits per semester (including the failed modules) provided that the relevant pre-requisites have been passed. No student will be allowed to register for a module for which the approved pre-requisite was not met.

Curriculum Compilation
At fourth year level, students proceed with the general Media Studies courses as well as courses from their specialisation and an elective from another specialisation. The normal fourth year level curriculum of a student registered in the BA (Media Studies) degree programme will therefore consist of eight (8) Courses (128 credits), compiled as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Studies at fourth year level</td>
<td>4</td>
<td>64</td>
</tr>
<tr>
<td>Specialisation</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>Elective from outside of specialisation</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>128</td>
</tr>
</tbody>
</table>

Curriculum

Semester | Code | Course Title | Prerequisite |
--- | --- | --- | --- |
1&2 | ISA 3810 | Research Project | IPA 3752 |
1&2 | ISM 3830 | Practical Training 2 | ISM 3631 |

Students to choose all three courses in their
Career Streams

Broadcast
1. ISP 3111: Broadcast Presentation
2. ISP 3831: Radio and TV Studio Operations
3. ISP 3812: Radio and TV Project

Public Relations and Advertising
1. IPA 3811: Strategic Corporate Communication
2. IPA 3831: Media Planning
3. IPA 3812: Advertising and Public Relations Campaigns

Print and Digital Media
1. ISP 3811: Editorial and Feature Writing
2. ISP 3831: Community Journalism
3. ISP 3812: Multimedia Production

Course Descriptors

Second Year Level

ISP 3611 Media in Namibia
- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week for one semester
- **Content:** The course introduces students to the historical development of the media and communication industries in Namibia by examining newspapers and magazines, radio, television, digital, terrestrial and satellite development, advertising and public relations, online journalism, social media, regulatory framework, Namibia’s contribution to global media with specific reference to the Windhoek Declaration, ranking of the Namibian media as well as careers and training.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

ISM 3631 Writing for the Mass Media
- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week for one semester
- **Content:** The course introduces students to writing across all mass communication genres: Advertising, public relations, print, TV, radio, social/new media and web. It will focus on elements of good writing such as orderly presentation of ideas, smoothness and economy of expression as well as precision and clarity, persuasive writing as well as best practice in writing for social and new media.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

ISP 3831 Practical Training 1
- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 8 hours / 20 days
- **Content:** The course will expose students to the work environment where they will put into practice what they have been taught in class. In addition, they will be expected to work in teams; interact with work colleagues and communicate effectively. They will also be expected to adhere to the organisations’ work ethics, rules and guidelines and produce a portfolio of their activities and contributions to the host institution.
- **Assessment:** 100% course assessment based on report and portfolio provided by the intern and taking into consideration comments from his/her supervisor.

ISP 3651 News Reporting and Writing
- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week for one semester
- **Content:** The module covers definitions of news, news values or criteria, the interview preparation process, attribution, use of multiple sources and verified information, elements of good writing, the inverted pyramid, variations of the inverted pyramid lead and news story organization.
- **Assessment:** Continuous Assessment (100% weighting) will be based on assignments and projects where students demonstrate the skills they have been taught and exposed to.

ISM 3612 Mobile Journalism (MOJO)
- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week for one semester
- **Content:** The module deals with theoretical perspectives of mobile journalism (MOJO), MOJO and mobile, MOJO across platforms and genres, tools of MOJO, composing visual proof on a cell phone, recording location sound using a smartphone, elements of MOJO storytelling, how to make broadcast videos with an iPhone and IPad etc., postproduction, file delivery, phone management, ethical and legal aspects of MOJO and MOJO resources.
- **Assessment:** Continuous Assessment (100% weighting) will be based on assignments and projects where students demonstrate the skills they have been taught and exposed to.

ISP 3612 Media Laws, Ethics and Policies
- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week for one semester
- **Content:** The course involves manipulation of symbols capable of delivering radically new forms of art, entertainment, communication, and social experiences involving knowledge of wiki writing, blogs, microblogging, video, and sound, spatiality of digital media, temporality of digital works, software, search, games, mash up, mark-up language, interactive media, hyper textuality, graphic realism, flash, e-Books, digital art, code, augmented reality, animation and algorithm.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

ISP 3632 Digital Media
ISP3652 Development Communication

Proposed NQF Level: 6  Credit: 16  Contact Hours: 4 hours/week for one semester

Content: The course involves the study of the relationship between the practical application of communication processes and technologies in achieving positive and measurable development outcomes with a focus on principles of development, modernization/dependency models, participatory model, multiplicity model, conceptions of poverty and solutions and the importance of widespread popular social movements.

Third Year Level

ISP3701 Health Communication

Proposed NQF Level: 7  Credit: 16  Contact Hours: 4 hours/week x 13 weeks

Content: The course embraces definitions of health communication, health communication in the 21st Century, key characteristics and defining features, health communication in the marketing mix, health communication circle, theories and issues, approaches and action areas, planning, implementing and evaluation of health interventions, case studies and lessons from the field.

Assessment: Continuous Assessment 60% (minimum of 3 tests and 1 assignment), Examination 40% (1x3 hour paper).

ISM 3711 Media Management and Entrepreneurship

Proposed NQF Level: 7  Credit: 16  Contact Hours: 4 hours/week x 13 weeks

Content: This module covers the management of media organizations involving detailed analysis of various media organizational structures, management of personnel and news flow, drawing up and managing budgets, handling advertising revenues and staff expenditure, planning for special events, marketing and branding of media houses, selling advertising space as well as lobbying decision makers on policy issues affecting the media. It also embraces the entrepreneurial process; small business; corporate entrepreneurship; evaluating new venture opportunities; the entrepreneurial team and the business plan.

Assessment: Continuous Assessment 60% (minimum of 3 tests and 1 assignment), Examination 40% (1x3 hour paper).

ISP 3731 Specialized Reporting

Proposed NQF Level: 6  Credit: 16  Contact Hours: 4 hours/week x 13 weeks

Content: The course explores more advanced writing on topics such as proportions, interest and compounding, budgets, polls, obituaries and life stories, science and health, press releases, preparing for and covering speeches, news conferences and meetings as well as how to structure and write these kinds of stories. The module also covers principles for reporters on a beat, online coverage, covering the most important beats such as politics, community issues and government, schools, higher education, the police, religion; and writing from the perspectives of readers rather than sources.

Assessment: Continuous Assessment 60% (minimum of 3 tests and 1 assignment), Examination 40% (1x3 hour paper).

ISP3731 Script and Broadcast News Writing

Proposed NQF Level: 7  Credit: 16  Contact Hours: 4 hours/week x 13 weeks

Content: This module covers format and style of TV, radio and film and script guidelines for commercials and announcements, news and sports, features, documentaries and reality programmes, interviews and talk shows, music, variety and comedy, corporate, educational and children programmes and drama.

Assessment: Continuous Assessment 60% (minimum of 3 tests and 1 assignment), Examination 40% (1x3 hour paper).

IPA3711 Copywriting and PR Writing

Proposed NQF Level: 7  Credit: 16  Contact Hours: 4 hours/week x 13 weeks

Content: This module covers purpose and categories of Public relations writing, Writing for traditional media: Advertorials, rejoinders, supplements and special projects, news releases, press statements, media kits, media pitches, backgrounders, position papers, annual reports, newsletters, features, brochures, flyers, posters, booklets and hybrids, speeches, memos, letters; Writing for new media: Intranet, Website, Twitter, Blogs, Facebook; and advertising copywriting skills involving creativity in advertising, targeting a diverse market place, the role of research in creativity, basic elements of the body copy, print ads, outdoor, transit and point-of-purchase ads as well as radio and TV commercials. Is this not too much for the semester? Maybe break down and include some in the introductory courses.

Assessment: Continuous Assessment 60% (minimum of 3 tests and 1 assignment), Examination 40% (1x3 hour paper).

JSD3711 Online Journalism

Proposed NQF Level: 7  Credit: 16  Contact Hours: 4 hours/week x 13 weeks

Content: The module covers areas such as multimedia mind-set, multimedia working practices, mobile reporting tools, data journalism, understanding online users, writing for the web, telling the story with images, using audio and podcasts, working with video, digital investigative reporting, social media and building online communities, blogging and participatory journalism, outputting for web, smartphone and tablet, citizen journalism and user-generated content and how the internet transformed journalism.

Assessment Strategies
Continuous Assessment 60% (minimum of 3 tests and 1 assignment), Examination 40% (1x3 hour paper)

ISE3752 Media and Information Studies Research

Proposed NQF Level: 7  Credit: 16  Contact Hours: 4 hours/week x 13 weeks

Content: The course focuses on different types of research methods, quantitative and qualitative, linked to theoretical and epistemological frameworks. It also covers the scientific research process, research proposal writing, literature review, theoretical and conceptual frameworks in information and media studies. The course also examines purposes, principles and application of both quantitative and qualitative research methods. It covers sampling methods, research instruments, action research, content analysis, audience research, and documentary methods.

Assessment: Continuous Assessment 60% (minimum of 3 tests and 1 assignment), Examination 40% (1x3 hour paper).

ISC3712 International Communication

Proposed NQF Level: 7  Credit: 16  Contact Hours: 4 hours/week x 13 weeks

Content: The course explores the status of the international media and communication systems with emphasis on international news flows, inequities in the international media environment and the various attempts to redress this as well as the role of new media in liberalizing and making for a more just communication environment. This would revolve around issues of the current state of theories, global media systems, dominant and alternative discourses, communication and power as well as cultures of global communication.

Assessment: Continuous Assessment 60% (minimum of 3 tests and 1 assignment), Examination 40% (1x3 hour paper).
IS5732 Media and Society

Proposed NQF Level: 7
Credits: 16
Contact Hours: 4 hours / week x 13 weeks

Course content includes media/society, the importance of the media, links between media and society, frame of reference for connecting the media and society, types of media society theories, the media industry, media, markets and the public sphere, structural trends in the media industry, media conglomerates and the public interest, elitism, homogenization and imitation, trivialization and sensationalism, how the media business influences society, social influences, political influences, the special role of the news media, citizens, policy and public interest.

Assessment: Continuous Assessment 60% (minimum of 3 tests and 1 assignment), Examination 40% (1x3 hour paper).

---------

ISB 3712 Radio, TV and Video Production

Proposed NQF Level: 7
Credits: 16
Contact Hours: 4 hours / week x 13 weeks

Content: This module covers the nature of television and radio production, types of programme and demands of production, organization of production, recording and advanced editing, graphic and digital display visuals.

Assessment: Continuous Assessment 60% (minimum of 3 tests and 1 assignment), Examination 40% (1x3 hour paper).

---------

IPA3712 Marketing and Consumer Behaviour

Proposed NQF Level: 7
Credits: 16
Contact Hours: 4 hours / week x 13 weeks

Content: Course content includes the process of beginning the investigation, carrying out the investigation, getting it right, writing the story; the sources which embraces human and written resources such as public records, using and securing public records, problems with written records; analysing large scale electronic records; digital tools for basic data analysis and their use in contemporary newsrooms; new tools of investigative reporting; analysis and interpretation of events in investigative reporting and; obstacles- money, staffing and lack of courage.

Assessment: Continuous Assessment 60% (minimum of 3 tests and 1 assignment), Examination 40% (1x3 hour paper).

---------

ISP 3712 Investigative and Computer-Assisted Reporting

Proposed NQF Level: 7
Credits: 16
Contact Hours: 4 hours / week x 13 weeks

Content: Course content includes the process of beginning the investigation, carrying out the investigation, getting it right, writing the story; the sources which embraces human and written resources such as public records, using and securing public records, problems with written records; analysing large scale electronic records; digital tools for basic data analysis and their use in contemporary newsrooms; new tools of investigative reporting; analysis and interpretation of events in investigative reporting and; obstacles- money, staffing and lack of courage.

Assessment: Continuous Assessment 60% (minimum of 3 tests and 1 assignment), Examination 40% (1x3 hour paper).

---------

Fourth Year Level

ISA 3810 Research Project

Proposed NQF Level: 8
Credits: 32
Contact Hours: 4 hours/week for one semester

Prerequisite: ISA 3752

Content: Students will be actively involved in the research process by using the right methodologies, data collection methods, data analysis and presentation as well as discussion of research findings.

Assessment: Students do not write an examination but are assessed (100%) on the basis of the quality of the research report.

---------

ISM 3830 Practical Training 2

Proposed NQF Level: 8
Credits: 32
Contact Hours: 8 hours for 40 days

Prerequisite: ISB3631

Content: Interns are to observe and participate in the activities of their host organizations by bringing their learning in print, radio, TV and videoproduction, script writing, advertising and public relations campaign management, media planning, health communication, international communication, media and society, editing and graphic design, strategic and corporate communication to bear on their responsibilities as well as learning on the job.

Assessment: Students do not write an examination but are assessed (100%) on the basis of the quality of the research report.

---------

Specialisation

Broadcast

ISB 3811 Broadcast Presentation

Proposed NQF Level: 8
Credits: 16
Contact Hours: 4 hours/week for one semester

Prerequisite: ISB3712

Content: This module covers format, organization and theme of music on radio, TV and the Internet; programme types, approach and organization of comedy and variety shows; sources, structure and concept of playwriting; development of the script; special play forms such as soap operas, miniseries, sitcoms, cartoons and reality programmes.

Assessment: Continuous Assessment (100% weighting) will be based on assignments and projects where students demonstrate the skills they have been taught and exposed to.

---------

ISB 3831 Radio and TV Studio Operations

Proposed NQF Level: 8
Credits: 16
Contact Hours: 4 hours/week for one semester

Prerequisite: None

Content: This module covers camera operations, light and audio techniques and types of programmes. It ensures familiarization with audio spectrum, production cubicle, programme structure and responsibilities of broadcasters as well as recording, editing, graphic and digital display visuals.

---------

ISB 3812 Radio and TV Project

Proposed NQF Level: 8
Credits: 16
Contact hours: 4 hours/week for one semester

Prerequisite: None

Content: Production of broadcast programmes based on the following skills and competencies: Combining words and pictures, scripting voiceovers,
incorporating sound bites, split page, the package, stand up and reporter involvement, posting stories, producing radio and TV shows, producing for the web, studio technology.

Assessment: Continuous Assessment (100% weighting) will be based on assignments and projects where students demonstrate the skills they have been taught and exposed to.

Public Relations and Advertising

IPA 3811 Strategic Corporate Communication

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week for one semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: Course content includes core competencies for corporate communication, adapting to radical changes in business and media, corporate communication policy and strategy, corporate advertising, government relations and corporate philanthropy, employee relations, investor relations and sustainability, reputation management, global relations, thought leadership and executive relationship management, crisis communication, corporate culture’s increased significance, corporate communication and the web, and management of public issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IPA 3831 Media Planning

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week for one semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: This module covers importance of media, the language of media, media costs, media characteristics, impact of marketing objectives on media planning, defining the target audience, geography’s role in planning, seasonality and timing, creative implications, competitive analysis, setting media communication goals, how to prepare an advertising media plan, matching media to the total brand plan, developing test plans, what to look for in media executions and effects as well as tools and trends in media planning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: Continuous Assessment (100% weighting) will be based on assignments and projects where students demonstrate the skills they have been taught and exposed to.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IPA 3812 Advertising and Public Relations Campaigns

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week for one semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: This module covers overview/situation analysis, market analysis, product/brand analysis, competitive analysis, setting objectives, marketing communication strategy, positioning the message, funding, targeting and delivering the message, developing the creative strategy and planning and execution of campaigns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: Continuous Assessment (100% weighting) will be based on assignments and projects where students demonstrate the skills they have been taught and exposed to.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Print and Digital Media

ISP 3811 Editorial and Feature Writing

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week for one semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: This module covers the process of feature and opinion writing which involves plodding through lots of ideas, focusing on one theme, keeping it simple, research and sourcing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ISP 3831 Community Journalism

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits:</th>
<th>Contact Hours: 4 hours/week for one semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: ISP 3651</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: The course explores a different style of reporting than the detached, impersonal approach expected of national and international media by examining the importance of community and rural reporting, examples, localization of the news, design, production and staff management in rural newspaper and community broadcast stations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: 100% Continuous Assessment based on completion of the required duration and reports by the student and the host institution supervisor.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ISP 3812 Multimedia Production

<table>
<thead>
<tr>
<th>Proposed NQF Level: 8</th>
<th>Credits:</th>
<th>Contact Hours: 4 hours/week for one semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: ISP 3651</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: Course content includes concepts such as the editorial process which includes story selection, editing for grammar, punctuation, spelling and style, basic principles of layout and design of a publication as well as information management, packaging and production. It also embraces setting up a news site, open source management content, programming language, editorial issues in website production, search engine optimization, integrated development environment, app design as well as creating content for smartphones and tablets.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment: 100% Continuous Assessment based on completion of the required duration and reports by the student and the host institution supervisor.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Introduction

The degree in records and archives management offers a formal qualification to those who wish to acquire skills to work in any organization and records centres as records managers; and archival institutions as archivists. The graduates from this programme will have the capacity and ability to exercise professional judgment concerning tasks and responsibilities in the management of records to meet the needs of organisations and in different contexts in society; as well the management of archives in order to preserve the nation’s documentary heritage.

Programme Convenor: Prof C Nengomasha (tel. 206 3641 – E-mail: cnengomasha@unam.na)

Exit Objectives

Upon completion of the programme graduates should be able to:

1. Manage records in a registry, records Centre or archival institution and provide records and archives services to users.
2. Carry out records classification, records surveys, arrangement and description of archival materials.
3. Apply measures to preserve records.
4. Use basic ICT tools in providing various services in the registry, records Centre or archives.
5. Communicate effectively orally and written communication.

Admission

Refer to E.1 Admission under E. Regulations Pertaining to Undergraduate Studies in the School in this Prospectus.

Curriculum Compilation

E.8.4.1 Overall Structure

The BA (Records and Archives Management) degree is a single-major qualification consisting of one (1) specialisation major, i.e. Records and Archives Management, and the University Core Curriculum Courses at first year level.

The BA (Records and Archives Management) degree programme consists of a total of 36 Courses (552 credits) at the various year levels in the various subjects as outlined above, all of which a student must pass in order to graduate (cf. E.4.2.1).

The overall structure of the BA (Records and Archives Management) degree programme can be schematically represented as follows:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>UNAM CURRICULUM (48 credits)</th>
<th>CORE SUBJECT A First Year Only (24 credits)</th>
<th>SUBJECT B First Year Only Political Studies (32 credits)</th>
<th>Second Major Subject (History) (168 credits)</th>
<th>SPECIALISATION Records and Archives Management (296 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth</td>
<td>3 Courses*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td>3 Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td>3 Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First</td>
<td>3 Courses*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* The University Core Curriculum consists of two (2) Courses and two (2) half-Courses.

To be awarded the BA (Records and Archives Management) degree, a student must pass all 36 Courses (552 credits) within the curriculum structure as stipulated above.

Courses/credits are not horizontally, vertically or laterally transferable.

First Year Level

Curriculum Compilation

At first year level students take the University Core Curriculum Courses and the required seven (7) records and archives management Courses indicated below. The normal first year curriculum of a student registered in the BA (Records and Archives Management) degree programme will therefore consist of ten (10) Courses (144 credits), compiled as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Core Curriculum (C.4.3.1)</td>
<td>3*</td>
<td>32</td>
</tr>
<tr>
<td>Records and Archives Management at first year level</td>
<td>7</td>
<td>112</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>144</strong></td>
</tr>
</tbody>
</table>

* two (2) Courses and two (2) half-Courses (cf. C.4.3.1)

Curriculum

Students take all Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RAM 3511</td>
<td>Introduction to Records and Archives Management</td>
<td>1</td>
<td>H3531II</td>
<td>Introduction to Information Science</td>
</tr>
<tr>
<td>1</td>
<td>RAM 3531</td>
<td>Management of Records Offices/Registries</td>
<td>1</td>
<td>H3571IC</td>
<td>Collection Development and Management</td>
</tr>
<tr>
<td>1</td>
<td>ISI 3541</td>
<td>Information Laws, Ethics and Policies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>RAM 3542</td>
<td>Records Types, Formats and Values</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Second Year Level

Curriculum Compilation

At second year level students take the University Core Curriculum Courses and the required seven (8) records and archives management Courses indicated below. The normal second year curriculum of a student registered in the BA (Records and Archives Management) degree programme will therefore consist of eight (8) Courses (128 credits), compiled as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Records and Archives Management at first year level</td>
<td>8</td>
<td>128</td>
</tr>
</tbody>
</table>

Total | 8 | 128 |

Students register for all the Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ISA 3611</td>
<td>Desktop Publishing Applications</td>
<td>CLC3509</td>
</tr>
<tr>
<td>1</td>
<td>ISA 3671</td>
<td>Professional Practice I</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>RAM 3611</td>
<td>Building and Managing Archival Collections</td>
<td>RAM3532</td>
</tr>
<tr>
<td>1</td>
<td>RAM 3671</td>
<td>Technology Applications</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ISA 3632</td>
<td>Web Development and Content Management</td>
<td>CLC3509</td>
</tr>
<tr>
<td>2</td>
<td>RAM 3612</td>
<td>Access and Reference Services</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>RAM 3652</td>
<td>Introduction to Preservation and Conservation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>RAW 3672</td>
<td>Web Archiving</td>
<td>RAM3532</td>
</tr>
</tbody>
</table>

Third Year Level

Curriculum Compilation

At third year level students take the University Core Curriculum Courses and the required seven (8) records and archives management Courses indicated below. The normal third year curriculum of a student registered in the BA (Records and Archives Management) degree programme will therefore consist of eight (8) Courses (128 credits), compiled as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Records and Archives Management at third year level</td>
<td>8</td>
<td>128</td>
</tr>
</tbody>
</table>

Total | 8 | 128 |

Students register for all the Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ISA3711</td>
<td>Knowledge Management</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ISI3731</td>
<td>Systems Analysis Design and Evaluation</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>RAM3711</td>
<td>Records and Archives Management Programmes</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>RAM3751</td>
<td>Legal and Regulatory Framework</td>
<td>RAM 3612</td>
</tr>
<tr>
<td>2</td>
<td>ISA3752</td>
<td>Media and Information Studies Research</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ISI3772</td>
<td>Information Sources and Internet Search Engines</td>
<td>ISA3632</td>
</tr>
<tr>
<td>2</td>
<td>RAM3712</td>
<td>Managing audio visual records</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ISF 3712</td>
<td>Infopreneurship</td>
<td></td>
</tr>
</tbody>
</table>

Fourth Year Level

Curriculum Compilation

At fourth year level students take the University Core Curriculum Courses and the required seven (8) records and archives management Courses indicated below. The normal fourth year curriculum of a student registered in the BA (Records and Archives Management) degree programme will therefore consist of six (6) Courses (128 credits), compiled as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Records and Archives Management at third year level</td>
<td>6</td>
<td>128</td>
</tr>
</tbody>
</table>

Total | 6 | 128 |

Students register for all the Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RAM3831</td>
<td>Preserving Archives</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ISI3851</td>
<td>Strategic Management of Information Services</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>RAM3852</td>
<td>Managing Electronic Records</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ISI3832</td>
<td>Marketing of Information Services</td>
<td></td>
</tr>
</tbody>
</table>
Second Year Level

**RAM 3652 Introduction to Preservation and Conservation**

**Proposed NQF Level:** 6  
**Credits:** 16  
**Contact Hours:** 4 hours per week for one semester

**Course Content:** The course content provides an explanation of the concepts of preservation, conservation and restoration, the nature of archival materials, an overview of the causes of physical and chemical deterioration to various forms of archival materials (paper photographic and electronic) and explores the various solutions to eliminating these problems. The content also includes a history of paper making, causes of paper, photographic and electronic media deterioration. Standards for paper conservation are examined. The role of preventive measures, including appropriate care and handling, archival housing, the use of alkaline paper and environmental control are explored. Approaches to reformattting and disaster preparedness will also be discussed.

**Assessment:** 60% (minimum 2 tests and 1 practical assignment) Examination 40% (1 x 3 hour paper)

**ISA 3611 Desktop Publishing Applications**

**Proposed NQF Level:** 6  
**Credits:** 16  
**Contact Hours:** 4 hours per week for one semester

**Course Content:** The course covers tools used in desktop publishing - Contrast, Colour, Balance, Repetition, Alignment’ Transparency; Production process Templates, Runs, Editing, Budget, Planning, Publisher environment – Tools, File types, WizardsUsing MS Publisher for Print –Brochures, Calendars, Business Cards, Flyers, Web sites - Basic HTML, Web design tools, Practical - design and hosting of web sites.

**Assessment:** Continuous assessment 60% (minimum 2 practical tests and 1 practical assignment) Examination 40% (1 X 3 hour practical prior to examination period).

**RAM 3611 Building and Managing Archival Collections**

**Proposed NQF Level:** 6  
**Credits:** 16  
**Contact Hours:** 4 hours per week for one semester

**Course Content:** The content includes processes such as appraisal, accessioning, arrangement and description. Also covered is the documentation and policies relating to these processes. The course also covers programmes by archivists to assemble documents or capture information of historical interest for future research. These include oral history, oral traditions and ‘migrated archives’. 

**Assessment:** Continuous assessment 60% (minimum 2 tests and 1 practical assignment) Examination 40% (1 x 3 hour paper)

**RAM 3631 Technology Applications**

**Proposed NQF Level:** 6  
**Credits:** 16  
**Contact Hours:** 4 hours per week for one semester

**Course Content:** The course content includes: Planning and managing automation/computerisation projects; Evaluation of technology applications in records management; Software acquisition alternatives and electronic records specifications; overview of software in typical automated recordkeeping environments; applications designed for the creation, organisation and maintenance of electronic records; Applications for the Exchange of Archival Descriptive Information; Applications for the security and regulated access to electronic records; software for preservation issues in electronic records management.

**Assessment:** Continuous assessment 60% (minimum 2 tests and 1 practical assignment) Examination 40% (1 x 3 hour paper)

**ISA 3632 Web Development and Content Management**

**Proposed NQF Level:** 6  
**Credits:** 16  
**Contact Hours:** 4 hours per week for one semester

**Course Content:** The course covers the concept of Internet and its underlying principles, Internet terminologies, use Web 2.0 tools, i.e. Wikis, Blogs, Podcasts, RSS Feeds etc.; criteria to evaluate content on the web; basic skills in using various available web authoring tools such as eXeLearning, Articulate, Dreamweaver and other supporting software etc. It also provides students with skills to develop Web pages.

**Assessment:** Continuous assessment 60% (minimum 2 practical tests and 1 practical assignment. Examination 40% (1 X 3 hour practical examination prior to examination period).

**RAM 3612 Access and Reference Services**

**Proposed NQF Level:** 6  
**Credits:** 16  
**Contact Hours:** 4 hours per week for one semester

**Course Content:** Course content covers the terms and conditions that govern access to archival materials. It also discusses the facilities and services that enable researchers to fully make use of archival materials. Issues of policies and procedures, rules and regulations, copyright, and documentation of reference services are covered.

**Assessment:** Continuous assessment 60% (minimum 2 tests and 1 practical assignment) Examination 40% (1 x 3 hour paper)

**RAW 3672 Web Archiving**

**Proposed NQF Level:** 6  
**Credits:** 16  
**Contact Hours:** 4 hours per week for one semester

**Course Content:** The course covers the selection, appraisal, harvesting, management, and preservation of web resources. This includes: collection of data and ingesting into a digital repository; the archiving process structures according to where the gathering process happens; the physical storage for keeping the archived data. The multilevel description methods used for archives and their application to archived websites is examined. It discusses the concept of original order combined with the concept of structure defined in traditional archives management theory. The requirements for authenticity and integrity are also covered.

**Assessment:** Continuous assessment 60% (minimum 2 tests and 1 practical assignment) Examination 40% (1 x 3 hour paper)

**Third Year Level**

**ISA 3671 Professional Practice I**

**NQF Level:** 6  
**Credits:** 16  
**Contact Hours:** Students will spread the 160 hours which come to four weeks. The four weeks will be completed in form of block attachments during the first semester holiday

**Course Content:** The course will expose students to the work environment where they will put into practice what they have been taught in class. In addition, they will be expected to work in teams, interact with work colleagues and communicate effectively. They will also be expected to adhere to the organisations’ work ethics, rules and guidelines.

**Assessment:** 100% course assessment made up as follows: 75% of the marks will originate from the workplace (based on criteria provided by the Department) and 25% from the Department coordinator/Supervisor (based on briefing meetings and host institution’s report)

- Student will be evaluated by both the Department and supervisors at the workplace.
- Workplace evaluation will be based on criteria set by the Department in consultation with the host institution.
**ISA 3711 Knowledge Management**

Proposed NQF Level: 7  
Credits 16  
Contact Hours: 4 hours per week for one semester  
Course Content: Knowledge management and sharing, organization culture, knowledge mapping, tools and techniques of knowledge sharing e.g. communities of practice, AAR, exit interviews, models of adoption innovations and other best practices. The course will also examine ICT roles and functions in KM, knowledge based economies (KBE), management information systems (MIS), indigenous knowledge systems (IKS), and principles behind the successful introduction of KM into both private and public sector organizations.  
Assessment: Continuous assessment 60% (minimum 2 tests and 1 assignment) Examination 40% (1 x 3 hour paper)

**ISI 3731 Systems Analysis Design and Evaluation**

Proposed NQF Level: 7  
Credits 16  
Contact Hours: 4 hours per week for one semester  
Course Content: The course includes systems concepts, systems development, design and implementation phases, and systems development life cycles, systems analysis and systems evaluation. Emphasis is placed on the tools and techniques that a project leader and systems analyst would use to analyze, design, and document an information system with the object-oriented approach as well as traditional approach. The course will also emphasize the importance of various skills, which the systems analyst should possess, including: communication, problem solving and project management. Team-oriented projects are utilized to aid in understanding how systems concepts are developed in the business world.  
Assessment: 60% (minimum 2 tests and 1 practical assignment) Examination 40% (1 x 3 hour paper)

**RAM 3721 Records and Archives Management Programmes**

Proposed NQF Level: 7  
Credits 16  
Contact Hours: 4 hours per week for one semester  
Course Content: The course covers the aims, objectives and components of records or archives management programmes or systems; steps on how to develop such programmes or systems, highlight responsibilities of staff members of an organisation towards the successful implementation of the programme. The course also covers the design and management of forms used in the various activities of records or archives management programmes.  
Assessment: Continuous assessment 60% (minimum 2 tests and 1 practical assignment) Examination 40% (1 x 3 hour paper)

**ISA 3752 Media and Information Studies Research**

Proposed NQF Level: 7  
Credits 16  
Contact Hours: 4 hours per week for one semester  
Course Content: The course focuses on different types of research methods, quantitative and qualitative, linked to theoretical and epistemological frameworks. It also covers the scientific research process, research proposal writing, literature review, theoretical and conceptual frameworks in information and media studies. The course also examines purposes, principles and application of both quantitative and qualitative research methods. It covers sampling methods, research instruments, action research, content analysis, audience research, and documentary methods.  
Assessment: Continuous assessment 60% (minimum 2 tests and 1 practical assignment) Examination 40% (1 x 3 hour paper)

**ISI 3772 Information Sources and Internet Search Engines**

Proposed NQF Level: 7  
Credits 16  
Contact Hours: 4 hours per week for one semester  
Course Content: The course covers creation of effective search strategies; use of different types of search engines; portals; gateways and the Invisible Web; evaluation of different information sources and information found on the web. This course studies the theory, design, and implementation of text-based search engines. The core components include statistical characteristics of text, data mining, representation of information needs and documents, several important retrieval models, and experimental evaluation. The course also covers common elements of commercial search engines, for example, integration of diverse search engines into a single search service (“federated search”, “vertical search”), personalized search results, diverse search results, and sponsored search. The software architecture components include design and implementation of large-scale, distributed search engines.  
Assessment: Continuous assessment 60% (minimum 2 tests and 1 practical assignment) Examination 40% (1 x 3 hour paper)

**ISF 3712 Infopreneurship**

Proposed NQF Level: 7  
Credits 16  
Contact Hours: 4 hours per week for one semester  
Course Content: The course includes issues such as: entrepreneurial librarianship, records and archives management; identifying opportunities, developing a business plan; as well as the impact of policy and legal issues on entrepreneurship. The course also looks at a variety of other factors such as political, economic, technological, environmental and social issues on entrepreneurship.  
Assessment: Continuous assessment 60% (minimum 2 tests and 1 assignment) Examination 40% (1 x 3 hour paper)

**RAA 3712 Managing Audiovisual Records**

Proposed NQF Level: 7  
Credits 16  
Contact Hours: 4 hours per week for one semester  
Course Content: This course covers the creation, maintenance, storage, disposition and access to audio-visual records. Special emphasis will be given to acquisition, selection and the de-selection of audio-visual records by legally mandated repositories. The content, context and carrier of audio-visual archives and their cultural dimension will form a major component of this course. This course will also discuss Policy, Copyright and Ethical issues pertaining to the preservation of audio-visual records.  
Assessment: Continuous assessment 60% (minimum 2 tests and 1 practical assignment) Examination 40% (1 x 3 hour paper)

**RAM 3751 Legal and Regulatory Framework**

Proposed NQF Level: 7  
Credits 16  
Contact Hours: 4 hours per week for one semester  
Course Content: The course covers national, regional and international legislation and standards applicable to the management of records and archives. It also analyses legislation specific to an organisation’s business for any implications on records management. The course critically examines existing archival legislation of different countries. Adherence to such laws and risk for non-compliance is also covered. Records must be compliant with regulatory and accountability environment. In effect most national legislation has implications for the keeping of records in the general course of business. Some Acts specify that certain records must be brought into existence and retained for specified periods. Others specify the form or other matters related to the keeping of records. Where records may need to be produced in court, they must be captured and maintained in a form that meets the legal requirements of reliable evidence. This is particularly relevant to electronic records and records captured into a document imaging system and the cloud.  
Assessment: Continuous assessment 60% (minimum 2 tests and 1 assignment) Examination 40% (1 x 3 hour paper)
POSTGRADUATE PROGRAMMES

Introduction

- 13PHCM Postgraduate Diploma in Heritage Conservation and Management
- 13MDGS Master of Arts in Gender Development Studies
- 13MAAR Master of Arts by Thesis only: (Specialisations: English, Afrikaans, German, Otjiherero, Khoekoeke, Oshiwambo, French, Portuguese, Sociology, Philosophy, Religious and Biblical Studies, History, Geography & Environmental Studies, Music)
- 13MADS Master of Arts in Development Studies
- 13MAES Master of Arts in English
- 13MAAM Master of Arts in Afrikaans Studies
- 13MAPRM Master of Arts in Performing Arts: (Drama)
- 13DVVAR Doctor of Philosophy in Visual Arts (Fashion Studies, Textile Studies, Arts for Advertising, Visual Culture, Ceramics Studies, Creative Expression)
- 13DREL Doctor of Philosophy in English Studies
- 13DHIS Doctor of Philosophy in History
- 13DRIF Doctor of Philosophy in Library and Information Science
- 13DRMS Doctor of Philosophy in Media Studies
- 13DRO Doctor of Philosophy in Sociology
- 13DRLA Doctor of Philosophy in African Languages- (Specialisations: Afrikaans, Otjiherero, Khoekoeke, Oshiwambo)
- 13DPHT Doctor of Philosophy in Theology
- 13DPAR Doctor of Philosophy in Performing Arts

POSTGRADUATE DIPLOMA IN HERITAGE CONSERVATION AND MANAGEMENT (13PHCM)

Aims and Objectives

The aim of this programme is to train professional heritage practitioners. Due to the critical role played by Tourism in income generation and a great need to promote, protect and preserve heritage, the practitioners need professional training.

Programme coordinator: Mr Goodman Gwasira, Tel 061 206 3632 - Email: ggwasira@unam.na

Programme Specific Admission Requirements

A candidate must hold a Bachelor’s degree or a recognised equivalent qualification in the areas of Social Sciences that include but not limited to History, Archaeology, Anthropology, African studies, Ethnography, Tourism, Geography. The School reserves the right to interview students before admission. In addition to the general admission regulations of the University of Namibia.

Duration of Study

The PGD in HCM can be completed in a minimum of one (1) year of full-time study and a maximum of three (3) years, unless special permission is granted for this period to be exceeded.

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course name</th>
<th>NQF Level</th>
<th>Credits</th>
<th>Compulsory (C) / Elective (E)</th>
<th>(Co-requisite) / Pre-requisite</th>
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<tbody>
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<td>HCM 4820</td>
<td>Heritage studies: Concepts, Themes, and Contemporary issues</td>
<td>8</td>
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<td>Research Project in Heritage Conservation and Management</td>
<td>8</td>
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<td>UAE 4819</td>
<td>Academic writing for post graduate studies</td>
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<td>SPC 4821</td>
<td>Scientific Principles of Conservation</td>
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<td>HLF4822</td>
<td>Heritage Legal Framework</td>
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<td>HCM 4842</td>
<td>Introduction to Geo-Information Science in Heritage Studies</td>
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<td>ICH 4862</td>
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TOTAL CREDITS 136
HCM 4820 Heritage Studies: Concepts, Themes and Contemporary Issues  
Proposed NQF Level: 8  
Credits: 32  
Contact Hours: 2 lectures/week for 28 weeks  
Prerequisite: None  
Content: This course aims to provide students with a critical understanding and interpretation of heritage resources as a concept and as a practice in contemporary societies. The course also aims to provide students with the theoretical framework tools regarding heritage themes, contemporary issues and discourses. These tools will encourage students to critically analyze the practice of heritage production and management and deepen their understanding of how these contemporary issues and discourses may lead to informed decision making concerning heritage resources.  
Assessment: Continuous assessment (60%). Minimum of 3 assessments. A three-hour paper (40%) will be written at the end of the course.

HCM 4810 Research Project in Heritage Conservation and Management  
Proposed NQF Level: 8  
Credits: 32  
Contact Hours: 2 hours/week x 28 weeks  
Prerequisite: None  
Content: This course represents a research component for which the student will select a research topic from one of the courses of the Postgraduate Diploma in Heritage Conservation and Management (NQF Level 8), in consultation with the Department of Geography, History and Environmental Studies. Students will initially attend lectures in research methodology. After selection of a topic, each student will prepare and present a structured research proposal to her/his supervisor by the required deadline. Following approval of the research proposal, the student will conduct her/his research and write a research paper of between 10 000 and 15 000 words according to departmental guidelines and with the guidance of her/his supervisor. Students will be required to attend regular departmental research seminars during the year where they will report on the progress of their research.  
Assessment: Continuous assessment (60%). Minimum of 3 assessments. A three-hour paper (40%) will be written at the end of the course.

HCM 4861 Curatorship  
Proposed NQF Level: 8  
Credits: 8  
Contact Hours: 2 periods/week for 14 weeks  
Prerequisite: None  
Content: The course aims to stimulate students to engage critically and creatively with wide-ranging ideas and issues and to develop practical methods and skills necessary to become creative and effective museum and gallery curators. The course will provide students with both a practical and theoretical framework in curatorship. This will enable students, when they work as curators, to develop professional skills to analyze, catalog and create written descriptions of historical and artistic objects, research topics related to their collections, document and make an informed inventory of the data collections in ways that attract the interest of the general public.  
Assessment: Continuous assessment (60%). Minimum of 3 assessments. A three-hours paper (40%) will be written at the end of the course.

DVC 4841 Display and Visual Communication  
Proposed NQF Level: 8  
Credits: 8  
Contact Hours: 2 periods / week for 14 weeks  
Prerequisite: None  
Content: This course aims to enhance visual literacy and research capacity in students. The course will provide and equip students with both the theoretical and analytical skills of interpreting and writing comprehensive histories, especially, from photographs containing memories and testimonies of Namibia’s painful past. This is especially, so when dealing with numerous photographs of colonialism and the liberation struggle in Namibia. Students will be trained to analyse photographs in relation to oral and written testimonies of the past events. The main focus of the course is to train students to think critically about how history is altered, silenced, packaged, staged and unpacked through the visual representation of the past. 
Assessment: Continuous assessment (60%). Minimum of 3 assessments. A three-hours paper (40%) will be written at the end of the course.

SPC 4821 Scientific Principles of Conservation  
Proposed NQF Level: 8  
Credits: 8  
Contact Hours: 2 periods / week for 14 weeks  
Prerequisite: None  
Content: This course aims to introduce students to issues of conservation of sites and collections. This will allow them to acquaint themselves in areas of conservation and restoration of sites and collections. This will equip students with a 'professional eye' required to help them identify risk areas and situations which will enhance their abilities to make informed decisions regarding the conservation and preservation of sites and collections. The course will also focus on processes and causes of depreciation of sites and collections; risk management processes, conservation methods as well as preventative and remedial measures. The course structure implies participatory sessions, theoretical experiences, assignments and test aiming at fostering application of knowledge, reflective thinking and practical skills.  
Assessment: Continuous assessment (60%). Minimum of 3 assessments. A three-hours paper (40%) will be written at the end of the course.

HCM 4821 Heritage Tourism  
Proposed NQF Level: 8  
Credits: 8  
Contact Hours: 2 periods / week for 14 weeks  
Prerequisite: None  
Content: The course aims to introduce students will be introduced to basic principles of how to conduct effective, balanced and counter-stereotyped interpretation or activities such that visitors will come to learn, understand and appreciate the significance and value of cultural heritage attractions. This course as well aims to introduce students to a wide range of issues that are vital in the area of heritage tourism; this include, planning, marketing and packaging of products and services. The course aims at introducing students to broad skills in developing best practices in management of Heritage Tourism encompassing the needs of concerned local communities and the international markets will also be acquired. The course introduces students to the complexities and nature of tourism as an economic activity. Students will be introduced to basic principles of how to conduct effective, balanced and counter-stereotyped interpretation or activities such that visitors will come to learn, understand and appreciate the significance and value of cultural heritage attractions. 
Assessment: Continuous assessment (60%). Minimum of 3 assessments. A three-hours paper (40%) will be written at the end of the course.

HCM 4801 Research Methodology  
Proposed NQF Level: 8  
Credits: 8  
Contact Hours: 2 periods / week for 14 weeks  
Prerequisite: None  
Content: The course aims to introduce students to a number of research methods useful for academic and professional investigations in Heritage conservation and management. The course will provide an understanding of various concepts and theories involved in research understand the research language, ethics, and approaches; as well as develop critical and well informed assessment of published sources.  
Assessment: Continuous assessment (60%). Minimum of 3 assessments. A three-hours paper (40%) will be written at the end of the course.
HCM 4802 Heritage Site Management
Proposed NQF Level: 8  Credits: 8  Contact Hours: 2 periods / week for 14 weeks
Prerequisite: None
Content: This course aims to equip students to have an appreciation of and commitments towards the protection of sites to ensure that they are preserved for the future through legal means as well as inclusive and sustainable management practices. The course aims to prepare and coach students to draw up site management plan which will act as a framework to manage and safeguard the site. The course aims at bridging the dichotomy that exists between natural and cultural sites and embrace both cultural and natural environments. The students will be directed to the relationships that exist between the sites and the people, drawing meanings from the interactions.
Assessment: Continuous assessment (60%). Minimum of 3 assessments. A three-hours paper (40%) will be written at the end of the course.

HLF 4822 Heritage Legal Framework
Proposed NQF Level: 8  Credits: 8  Contact Hours: 2 periods / week for 14 weeks
Prerequisite: None
Content: The course aims at introducing students to crucial issues of protecting heritage resources in order to ensure the durability and sustainability. The course aims at introducing students to a number of heritage treaties, conventions and legislation that provide legal framework. Attention will be drawn into why it is necessary to have a standard and uniform understanding when dealing with heritage legal issues. The course will familiarize students with the legal framework and national and international conventions that guide the protection of heritage resources.
Assessment: Continuous assessment (60%). Minimum of 3 assessments. A three-hours paper (40%) will be written at the end of the course.

HCM 4842 Introduction to Geo-Information Science in Heritage Studies
Proposed NQF Level: 8  Credits: 8  Contact Hours: 2 periods / week for 14 weeks
Prerequisite: None
Content: The course aims to introduce students to various basic concepts of Geographical Information Systems. Students will learn ways of using GIS as a tool for collecting, analyzing, managing, and communicating data. GIS as a course will show students how to overlay layers of data, to be viewed together during site surveys and analysis.
Assessment: Continuous assessment (60%). Minimum of 3 assessments. A three-hours paper (40%) will be written at the end of the course.

ICH 4862 Intangible Cultural Heritage
Proposed NQF Level: 8  Credits: 8  Contact Hours: 2 periods / week for 14 weeks
Prerequisite: None
Content: This course aims to provide students with the contemporary issues that threaten the existence of intangible heritage, especially in the context of Africa. The course will encourage students to develop awareness of the importance of preserving the endangered intangible cultural heritage. This will go along with the 2003 UNESCO Convention for the safeguarding of the intangible cultural heritage.
Assessment: Continuous assessment (60%). Minimum of 3 assessments. A three-hours paper (40%) will be written at the end of the course.

HCM 4822 Excursion
Proposed NQF Level: 8  Credits: 7
Prerequisite: None
Content: The course aims at introducing students to apply methods and techniques required for observing, analysing, assessing and comprehending the particularities of landscapes on site. The course offers crucial experiences in team work and prepare for course work design and research.

HCM 4862 Heritage Entrepreneurship
Proposed NQF Level: 8  Credits: 8  Contact Hours: 2 periods / week for 14 weeks
Prerequisite: None
Content: This course intends to provide students with an overview of the theory of heritage entrepreneurship and will equip students with the insights, tools, concepts, and skills necessary to successfully overcome obstacles and succeed in the development and implementation of ventures and projects in the field of heritage. The course will also address issues pertaining to business ethics in a broader context including sustainability, corporate social responsibility and responsible leadership in the field of heritage.
Assessment: Continuous assessment (60%). Minimum of 3 assessments. A three-hours paper (40%) will be written at the end of the course.
MASTER OF ARTS IN AFRIKAANS STUDIES (13MAAS)

Aims and Objectives
The purpose of this qualification is to equip students with advanced knowledge and skills in Afrikaans linguistics and/or literature to contribute as active role players in a globalised and industrialising society.

Programme Convenor: Prof H Beyer (Tel.: 206 3850 E-mail: hbeayer@unam.na)

Admission
To qualify for admission to the MA (Afrikaans Studies) programme by coursework plus thesis, a candidate must be in possession of a relevant honours degree or postgraduate diploma recognised at NQF level 8 with a minimum average of 60% in the relevant discipline.

Refer to 9. Regulations and Guidelines for Postgraduate Programmes in the General Information and Regulations Prospectus.

Duration of Study
Full time: Minimum two (2) years; maximum three (3) years. Part time: Minimum two (2) years; maximum five (5) years
An extension of the registration period of up to six months beyond the stipulated deadlines may be granted by relevant committees if valid reasons are advanced. in the General Information & Regulations Prospectus.

Curriculum
The MA (Afrikaans Studies) consists of two parts. In the first year, students will complete their academic coursework studies and examinations. In the second year, students write a research thesis.

Coursework (Year I)

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<tr>
<th>Course code</th>
<th>Course name</th>
<th>NQF Level</th>
<th>Credits</th>
<th>Compulsory (C) / Elective (E)</th>
<th>(Co-requisite) / Pre-requisite</th>
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<tr>
<td>UAE 5819</td>
<td>Academic Writing for Postgraduate Students</td>
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<td>LLL 5900</td>
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<td>LLE 5980</td>
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<td>LLL 5980</td>
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<td>LAF 5910</td>
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Total credits Semester 1 and 2 = 132
Year 2 Semester 1 and 2

TOTAL CREDITS YEAR 1 = 240

Research Thesis (Year II)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLL 5900</td>
<td>Research Design and Presentation</td>
<td>9</td>
<td>108</td>
</tr>
</tbody>
</table>

Course Descriptors

LLL 5900 Research Design and Presentation

Proposed NQF Level: 9
Credits: 24
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours
Prerequisite: None
Content: This course equips the student to conceptualise, plan and conduct a research project. The contents are geared to the research interests of students with a view of producing a formal research proposal for the thesis in the second component of the programme: research methods in literature studies; research design in applied linguistics: research questions/hypotheses, variables, research design, describing data, statistical analysis, reliability and validity; corpus design, construction and concordance analysis; the research proposal and report. Students will present their research proposals to their peers and a panel of lecturers.
Assessment: Continuous assessment 100% = final mark (minimum 3 assessment opportunities in the form of tests and/or graded assignments). No examination. Minimum final mark required to pass: 50%.

LLL 5900 Intercultural Communication

Proposed NQF Level: 9
Credits: 36
Contact Hours: 3 hours/week over 28 weeks = 84 contact hours
Prerequisite: None
Content: The course is designed to provide students with the theory, skills and a deep understanding to communicate cross-culturally effectively and to recognise and evaluate the value of shared and diverse aspects of different cultures.
Assessment: Continuous assessment 100% = final mark (minimum 3 assessment opportunities in the form of tests and/or graded assignments). No examination. Minimum final mark required to pass: 50%.

TOTAL CREDITS FOR THE PROGRAMME = 240

* Not a credit-bearing course
LLL 5980 Advanced Applied Linguistics

Proposed NQF Level: 9  
Credits: 36  
Contact Hours: 3 hours/week over 28 weeks = 84 contact hours  
Prerequisite: None

Content: This course aims to engage the student in the theories, theoretical approaches and methodologies in Applied Linguistics by extensive reading, lectures, class discussion, assignments and presentations.

Assessment: Continuous assessment 100% = final mark (minimum 3 assessment opportunities in the form of tests and/or graded assignments). No examination. Minimum final mark required to pass: 50%.

LLE 5980 Lexicography

Proposed NQF Level: 9  
Credits: 36  
Contact Hours: 3 hours/week over 28 weeks = 84 contact hours  
Prerequisite: None

Content: This course deals with the theory and practice of dictionary-making and includes the study theoretical developments in the field as well as practical applications. Students will ultimately be expected to compile and defend a frame structure and a series of articles for a (hypothetical) dictionary and to write at least one scholarly review of an existing dictionary.

Assessment: Continuous assessment 100% = final mark (minimum 3 assessment opportunities in the form of tests and/or graded assignments). No examination. Minimum final mark required to pass: 50%.

LLT 5980 Literature and Literary Theory

Proposed NQF Level: 9  
Credits: 36  
Contact Hours: 3 hours/week over 28 weeks = 84 contact hours  
Prerequisite: None

Content: This course aims to guide the student to do research on the trends of literary theory and to analyse and criticise literary texts.

Assessment: Continuous assessment 100% = final mark (minimum 3 assessment opportunities in the form of tests and/or graded assignments). No examination. Minimum final mark required to pass: 50%.

LLC 5980 Comparative Literary Studies

Proposed NQF Level: 9  
Credits: 36  
Contact Hours: 3 hours/week over 28 weeks = 84 contact hours  
Prerequisite: None

Content: This course in Comparative Literary Studies critically discusses the discipline's theory and its application to different selected literatures from Afrikaans, German, English, French and Portuguese, as well as recent debates about literature and its presentations in a globalised world.

Assessment: Continuous assessment 100% = final mark (minimum 3 assessment opportunities in the form of tests and/or graded assignments). No examination. Minimum final mark required to pass: 50%.

Part 2: Thesis in Afrikaans Studies

LAF 5910 Thesis

Proposed NQF Level: 9  
Credits: 108  
Contact Hours: As arranged between the supervisor and the student  
Prerequisite: Attainment of all 132 coursework credits

Content: The student will conduct research according to a University approved research proposal on a topic identified in consultation with his/her supervisor and department, and will report on such research in a thesis of between 20 000 and 30 000 words in line with the relevant departmental, School and University guidelines, rules and regulations. Subject to Senate approval, the thesis may be written in Afrikaans, in which case the thesis shall contain an abstract of about 1 000 words in English.

Die student sal volgens ’n goedgekeurde navorsingsvoorstel navorsing onderneem oor ’n onderwerp wat in samewerking met sy/haar studieleier en die Departement geïdentifiseer is, en sal sodanige navorsing verslag doen in ’n tesis van tussen 20 000 en 30 000 woorde volgens die relevante riglyne, reëls en regulasies van die Departement, die Fakulteit en die Universiteit. Onderhewig aan die goedkeuring van die Senaat mag die tesis in Afrikaans geskryf word, in welke geval die tesis ’n opsomming van ongeveer 1 000 woorde in Engels sal bevat.

Assessment: Continuous assessment 100% (thesis) = final mark. Minimum final mark required to pass: 50%.
MASTER OF ARTS IN ENGLISH STUDIES  

Aims and Objectives

The purpose of this qualification is to provide students with advanced knowledge and skills that will make them more proficient users of the English language in a variety of contexts. The Master of Arts in English Studies (MAES) offers students an opportunity to broaden their knowledge in the fields of English language and literature, not only through engaging in an in-depth study of linguistic theory and literary theory, but also by taking part in learning activities that involve the practical use of the English language in a variety of contexts. The programme provides students with advanced competencies in English Studies so that they can compete well with other professionals in the same field regionally and internationally. This programme further develops students’ cognitive and intellectual skills thereby enabling them to think critically and use the English language effectively and appropriately in a variety of situations. Holders of this qualification will be able to work in a wide range of English language-related professions.

Programme Convenor: Dr S Shipale (tel. +264 61-206 3818 – Email: sshipale@unam.na)

Admission

The approved University of Namibia admission requirements will apply. A four year BA Honours degree with English as a major (Level 8) or a BA Honours degree in English (Level 8) or an equivalent qualification is required. Refer to Regulations and Guidelines for Postgraduate Programmes in the General Information and Regulations Prospectus.

Duration of Study

The minimum period of registration in the Master of Arts in English Studies degree programme is two (2) years for full-time and part-time students. Full-time candidates should complete their studies within three (3) calendar years. Part-time candidates will be allowed up to five (5) calendar years to complete their studies. An extension of the registration period of up to six (6) months beyond the stipulated deadlines may be granted by relevant committees if valid reasons are advanced.

Curriculum

The MA (English Studies) programme consists of two parts. In the first year, students will complete their coursework and examinations. In the second year, students write a research thesis.

PART 1: Coursework (Year I)

Students take the following Courses in the first year of registration:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LEN5981</td>
<td>History of the English Language</td>
</tr>
<tr>
<td></td>
<td>LEN5991</td>
<td>Advanced Grammar</td>
</tr>
<tr>
<td></td>
<td>LEL911</td>
<td>Selected Works of Shakespeare</td>
</tr>
<tr>
<td></td>
<td>LLL900</td>
<td>Research Design and Presentation</td>
</tr>
<tr>
<td></td>
<td>UAE619</td>
<td>Academic Writing for Postgraduate Students</td>
</tr>
<tr>
<td>2</td>
<td>LEN5982</td>
<td>English in a Multi-Lingual and Cultural Context</td>
</tr>
<tr>
<td></td>
<td>LEN5992</td>
<td>Advanced Stylistics</td>
</tr>
<tr>
<td></td>
<td>LLL900</td>
<td>Research Design and Presentation</td>
</tr>
</tbody>
</table>

Students further take one (1) from the following courses as an elective:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>LAL5982</td>
<td>Topics in African Literature</td>
</tr>
<tr>
<td></td>
<td>LEL972</td>
<td>African-American Literature</td>
</tr>
<tr>
<td></td>
<td>LCW5912</td>
<td>Creative Writing</td>
</tr>
<tr>
<td></td>
<td>LEL993</td>
<td>Commonwealth Literature in English: Past and Present</td>
</tr>
<tr>
<td></td>
<td>URC5982</td>
<td>Applications of Rhetorical Criticism and Argumentation</td>
</tr>
</tbody>
</table>

PART 2: Research Thesis (Year II)

Students register for following course in the second year of registration:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>LET5910</td>
<td>Thesis</td>
<td>All taught courses</td>
</tr>
</tbody>
</table>

Course Descriptors

LEN 5981 History of the English Language

Proposed NQF Level: 9  
Credits: 18  
Contact Hours: 3 hours/week over 14 weeks = 42 contact hours

Prerequisite:

Content: English present and future; The Indo-European Language Family; Old English and foreign influences on Old English; The Norman conquest and the subjection of English, 1066 -1200; The re-establishment of English, 1200 – 1500; Middle English; The Renaissance, 1500 – 1650; The appeal to authority, 1650 – 1800; The Nineteenth century and after; The English language in America.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)

LEN 5991 Advanced Grammar

Proposed NQF Level: 9  
Credits: 18  
Contact Hours: 3 hours/week over 14 weeks = 42 contact hours

Prerequisite:

Content: Indo-European and Germanic Languages; Old, Middle and Modern English; Linguistic change and the causes of linguistic change; Polysemy, euphemism, amelioration and deterioration; Contrastive analysis; Cognitive linguistics; Different approaches to language analysis; Phonetics and phonology; morpho-syntactic structures and semantics.

Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Proposed NQF Level</th>
<th>Credits</th>
<th>Contact Hours:</th>
<th>Prerequisite:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEL 5911</td>
<td>Selected Works of Shakespeare</td>
<td>9</td>
<td>18</td>
<td>3 hours/week over 14 weeks = 42 contact hours</td>
<td>Admission to the MA programme</td>
</tr>
<tr>
<td></td>
<td>Content: Two Shakespearean tragedies; Two Shakespearean comedies; Two history plays; Twenty Shakespearean Sonnets; Shakespeare's contribution to English.</td>
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<tr>
<td></td>
<td>Assessment: Continuous assessment 50%: Examination 50% (1 x 3 hour examination paper)</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>LLL 5900</td>
<td>Research Design and Presentation</td>
<td>9</td>
<td>24</td>
<td>3 hours/week over 28 weeks = 102 contact hours</td>
<td>Admission to the MA programme</td>
</tr>
<tr>
<td></td>
<td>Content: Conceptualising a research problem; Research questions and hypotheses; Research methods in literary research; Research methods in linguistics and applied linguistics; Corpus planning and construction; Concordance analysis of a corpus; The research proposal - preparing and presenting a research proposal; The research report (thesis).</td>
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<tr>
<td></td>
<td>Assessment: Continuous assessment 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAE 5819</td>
<td>Academic Writing for Postgraduate Students</td>
<td>9</td>
<td>18</td>
<td>3 hours/week over 14 weeks = 42 contact hours</td>
<td>Admission to the MA programme</td>
</tr>
<tr>
<td></td>
<td>Content: Access various academic sources; Analyze a text critically; Use a process approach when research writing; Write an academic text using proper rhetoric and style; Format a written academic text in APA (American Psychological Association) style.</td>
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<tr>
<td></td>
<td>Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper).</td>
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</tr>
<tr>
<td>LLE 5982</td>
<td>English in a Multilingual and Cultural Context</td>
<td>9</td>
<td>18</td>
<td>3 hours/week over 14 weeks = 42 contact hours</td>
<td>Admission to the MA programme</td>
</tr>
<tr>
<td></td>
<td>Content: Theoretical approaches to multilingualism; Negative and positive perceptions held about multilingualism; Multilingualism and divergent and creative thinking; Social stratification, diglossia and subjective inequality; Subjectivity and stereotyping; Dialectology, isoglosses and idiolects; Pragmatics and multilingual communication; Varieties of English; Code-switching and code-mixing; Language shift, language death and language maintenance; Cross-cultural communication.</td>
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<tr>
<td></td>
<td>Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)</td>
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<td></td>
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</tr>
<tr>
<td>LLE 5992</td>
<td>Advanced Stylistics</td>
<td>9</td>
<td>18</td>
<td>3 hours/week over 14 weeks = 42 contact hours</td>
<td>Admission to the MA programme</td>
</tr>
<tr>
<td></td>
<td>Content: Theoretical approaches to the study of stylistics; Metaphor, metonymy, synecdoche and figurative language; Referential functions of language; Grice and Lakoff's maxims of politeness; Types of presupposition and entailment; Motif structuring; The critical stylistic analysis of at least five different text genres; Speech act theory; Pragmatic analysis of at least three different conversation texts: (e.g. dialogues, monologues, public presentations).</td>
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<tr>
<td></td>
<td>Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)</td>
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</tr>
<tr>
<td>LAL 5982</td>
<td>Topics in African Literature</td>
<td>9</td>
<td>18</td>
<td>3 hours/week over 14 weeks = 42 contact hours</td>
<td>Admission to the MA programme</td>
</tr>
<tr>
<td></td>
<td>Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)</td>
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<td></td>
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</tr>
<tr>
<td>LEL 5972</td>
<td>African-American Literature</td>
<td>9</td>
<td>18</td>
<td>3 hours/week over 14 weeks = 42 contact hours</td>
<td>Admission to the MA programme</td>
</tr>
<tr>
<td></td>
<td>Content: Period of slavery; Prelude to Harlem Renaissance and after (up to the 1930s); Prelude to Black Consciousness and after (up to the 1950s and 60s); Feminist literature and literature to the present.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Assessment: Continuous assessment 50% : Examination 50% (1 x 3 hour examination paper)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCW 5912</td>
<td>Creative Writing</td>
<td>9</td>
<td>18</td>
<td>3 hours/week over 14 weeks = 42 contact hours</td>
<td>Admission to the MA programme</td>
</tr>
<tr>
<td></td>
<td>Content: Overview of literary theory; The short story; The Novel; Drama; Poetry; Literary and film reviewing; Scriptwriting; Narrative Non-Fiction; Genres of Television Drama; Writing for Young People; Writing and Politics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment: Continuous assessment 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEL 5992</td>
<td>Commonwealth Literature in English: Pass and Present</td>
<td>9</td>
<td>18</td>
<td>3 hours/week over 14 weeks = 42 contact hours</td>
<td>Admission to the MA programme</td>
</tr>
<tr>
<td></td>
<td>Content: Philosophy of Commonwealth Literature, Overview of works by some well-known Commonwealth writers: e.g. V.S. Naipaul, Peggy Payne, Bapsi Sidhwa, Tehmina Durani, Margaret Laurence, Carl Jung, Nadine Gordimer, Chinua Achebe, Patrick White and Taslima Nasrin.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Aims and Objectives

The purpose of the MA (Gender Studies) programme is to provide students with cutting edge national and international theoretical and practical expertise in gender and gender-related development matters. The course is aimed at professional women and men from government, NGOs and the private sector identified as requiring capacity building and vital skills on gender matters. The MA (Gender Studies) offers theoretical paradigms, concepts and research techniques for evaluating issues regarding sexual rights and inequalities, power and masculine cultures, investigation of socio-cultural factors impeding gender rights, media and gender, work and gender, women’s empowerment and human rights policies, gender and state policy, gender and health, and methodologies of gender and project planning. The University of Namibia will be the only tertiary educational institution in Namibia offering the opportunity for high-level professional postgraduate studies in gender, for the successful creation of a body of gender experts in the country. The aim is to put in place the human resource capacity for the effective implementation of development policies in all areas relating to women’s empowerment, and for establishing the general socio-legal conditions for the sexual and human rights of the citizen.

Programme Convenor: Ms N Mutenda (tel 061 206 3093/7333, E-mail nmutenda@unam.na)

Admission

The programme is designed to offer the MA in Gender Studies full-time only. The programme is taught in the form of block-teaching over four blocks of two-to-three week all-day sessions during 2016.

To qualify for admission to the MA (Gender Studies) programme by coursework plus thesis, a candidate must be in possession of a relevant honours degree in the field of social science or a postgraduate diploma recognised at NQF level 8 with a minimum average of 65%. This is in line with UNAM Regulations and Guidelines for postgraduate programmes of the Postgraduate Studies Prospectus.

Duration of Study

Full time: minimum two (2) years, maximum three (3) years.

An extension of the registration period of up to six months beyond the stipulated deadlines may be granted by relevant committees if valid reasons are advanced.) in the General Information & Regulations Prospectus.

Curriculum

The MA (Gender Studies) consists of two parts. In the first year, students will complete their academic coursework studies and examinations. In the second year, students write a research thesis.

PART I: Coursework (Year I)

MA in Gender Studies (Full-Time Stream – 2 Years)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>NQF Level</th>
<th>Credits</th>
<th>Compulsory (C)/Elective (E)</th>
<th>Co-requisite/Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAE 5819</td>
<td>Academic Writing for Postgraduate Students</td>
<td>8</td>
<td>*</td>
<td>C</td>
<td>None</td>
</tr>
<tr>
<td>STG 5920</td>
<td>Theorizing Gender and Sexualities</td>
<td>9</td>
<td>12</td>
<td>C</td>
<td>None</td>
</tr>
<tr>
<td>SOC 5920</td>
<td>Research, Gender and Feminist Methodologies</td>
<td>9</td>
<td>12</td>
<td>C</td>
<td>None</td>
</tr>
<tr>
<td>SGD 5981</td>
<td>Gender Diversity and Mainstreaming in Development Policies</td>
<td>9</td>
<td>18</td>
<td>C</td>
<td>None</td>
</tr>
<tr>
<td>SGH 5981</td>
<td>Gender, Health Equity and Social Justice</td>
<td>9</td>
<td>18</td>
<td>C</td>
<td>None</td>
</tr>
<tr>
<td>SGW 5981</td>
<td>Gender Work: Local and Global Connections</td>
<td>9</td>
<td>18</td>
<td>C</td>
<td>None</td>
</tr>
</tbody>
</table>

Year 1, Semester 2 78

Students take all courses below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Level</th>
<th>Credits</th>
<th>Compulsory (C)/Elective (E)</th>
<th>Co-requisite/Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>STG 5920</td>
<td>Theorizing Gender and Sexualities</td>
<td>12</td>
<td>C</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>SOC 5920</td>
<td>Research, Gender and Feminist Methodologies</td>
<td>12</td>
<td>C</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

PART II: Research Thesis (Year II)

Candidates must submit a thesis on a topic selected in consultation with the Department, subject to the general regulations for Master’s degree studies (cf. 9. Regulations and Guidelines for Postgraduate Programmes in the General Information and Regulations Prospectus).
## Course Descriptors

### STG 5920 Theorizing Gender and Sexualities

**Proposed NQF Level:** 9  
**Credits:** 12  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours  
**Prerequisite:** None  
**Content:** Investigating key concepts in gender studies such as sex, gender, sexuality, patriarchy, kinship systems, family, household, gender identities, intersectionality; Gender beliefs and norms in institutions of power such as state, religion, and customary law and practices in Namibia and beyond; The social construction of masculinities and femininities (gender identity formation and the role of gendered language as signs, symbols and words); Intersections of class, gender, race and ethnicity in the production of the social identity of persons and groups.  
**Assessment:** Continuous assessment representing 50% of total marks available for the course, consisting of one written essay assignment, one student class presentation and/or one test; one examination at the end of the course representing 50% of total course mark.

### SOC 5920 Research, Gender and Feminist Methodologies

**Proposed NQF Level:** 9  
**Credits:** 24  
**Contact Hours:** 2 hours/week over 28 weeks = 56 contact hours  
**Prerequisite:** None  
**Content:** Research paradigms and qualitative and quantitative design; Statistical analysis, non-experimental and experimental research; Introduction to Statistics; Introduction to SPSS; Gender analysis of official statistics; Gender and feminist methodologies; Qualitative feminist ethnography, oral history, case study, sensory ethnography; Discourse and textual analysis; Documentary analysis; Advanced proposal writing; Feminist Action Research methodologies.

### SGD 5981 Gender Diversity and Mainstreaming in Development Policies

**Proposed NQF Level:** 9  
**Credits:** 18  
**Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours  
**Prerequisite:** None  
**Content:** Gender Mainstreaming: The institutional context (Beijing Platform of Action, CEDAW, Namibia’s National Plan of Action); Responding to gender-blind institutions in economic development (models of gender analysis of access to resources, World Bank's model of ‘Engendering Development - Through Gender Equality in Rights, Resources, and Voice’); Indicators in planning practices (UNDP Gender-related Development Index (GDI) and Gender Empowerment Measure (GEM)); Gender Gap Analysis (World Economic Forum); OECD Social Institutions and Gender Index (SIGI); African Gender and Development Index; Budget Initiatives (GBIs) as a policy strategy to bring broader public accountability for fiscal policy; accounting for gender-based ‘time poverty’ (i.e. time-use in women’s care obligations given gender inequality in care systems); Studies and group work for illustration: choice of successful and unsuccessful cases of project intervention (e.g. SRH, rural livelihood, education), identification of model used, discussion on strength and weaknesses; The project cycle as a planning tool: how to negotiate and accommodate diverse gender-based interests; Gender Responsive Budgeting for local action; Provide a critique of the organizational structuring on gender mainstreaming in line ministries such as the creation of gender focal points in line ministries without budgetary allocation.  
**Assessment:** Continuous assessment 100% = final mark (minimum 3 assessment opportunities in the form of tests and/or graded assignments). Minimum mark required to pass: 50%.

### SGH 5981 Gender, Health Equity and Social Justice

**Proposed NQF Level:** 9  
**Credits:** 18  
**Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours  
**Prerequisite:** None  
**Content:** Rights-based approach to health care services in Namibia; Impacts of health sector reform and epidemiological factors on the health of women and men; Budgeting and funding in the health sector-international and national situation analyses; Gendered patterns of morbidity and mortality and their proximate/distal causes. Particular attention will be given to the health impact of Sexual and Reproductive practices, gender-based violence and HIV/AIDS; Models of understandings of health, SRH and disabilities and whether these do, or do not, take into account the relationship between gender and lifestyles, morbidity and mortality patterns; Health seeking behaviour models to understand communities’ health seeking behaviour beyond knowledge attitudes and practices (KAPs). Models will include among others: the Health belief model, the Four “A”s Model, the Pathways model and the Health care utilisation model; Interplay between health service providers as duty bearers and health seeking persons as right holder and the relevance of gender identities as a product of intersecting power relations; Psychosocial support to support (GBV, HIV/AIDS/TB), and;
Strategies that address the gender inequalities in health care provision.

Assessment: Continuous assessment 100% = final mark (minimum 3 assessment opportunities in the form of tests and/or graded assignments). Minimum final mark required to pass: 50%.

SGW 5981 Gender work: Local and Global Connections

Proposed NQF Level: 9  Credits: 18  Contact Hours: 3 hours/week over 14 weeks = 42 contact hours
Prerequisite: None

Contents
- How macro-level changes in the nature of contemporary capitalism are mediated by a variety of technological, political, and socio-economic factors in particular industries and geographic contexts;
- Changing nature of "work" and the emergence of in "new economy" and implications for economic opportunity and inequality for different social groups (gender, ethnicity, age);
- Theoretical approaches to understanding contemporary process of labor restructuring, including: globalization of production, rise of an information economy, growth in service sector employment, the informal and formal sectors and their relationships;
- Gendering the work process, social constructions of masculinity and femininity at the work place; gender-differentiated strategies to balance work and family wellbeing; Case studies of restructuring processes in different industrial sectors in Namibia; labor organizing initiatives at a local, regional and global scale. This will entail looking at RAMATEX, EPZ, Tsumeb smelter, the Charcoal industry and TIPPEEG and their gendered impacts;
- Issues of representation: Where are the women located within the labour market? What is the women’s share of the economy and income? How are women represented in Namibia’s trade unions? What progress is being made in mainstreaming gender in the economy (codes of good practice)?

SAG 5982 Analysing Gender & Media

Proposed NQF Level: 9  Credits: 18  Contact Hours: 3 hours/week over 14 weeks = 42 contact hours
Prerequisite: None

Content: This course develops the student’s mastery of conceptual frameworks and theoretical approaches of sustainability, environmental management and gender differentiated impacts of climate change. The following areas and focus will be discussed in the course:
- Media systems, technologies and institutions of cultural globalisation;
- Theories of media power and audience reception;
- Gender construction and representation in mainstream popular media;
- Gender and popular global entertainment;
- Inclusivity and exclusivity in media participation: Poverty and marginalisation in media cultures;
- Sexuality and objectification of the body in popular film and television;
- Professionals in media: Women, manufacturing news, writing popular media texts and occupational hierarchies of media production;
- Gender and media ethics: Media house gender policy and practice;
- Communication for development: Campaigning media for behavioural change;
- Gender and media relations with governments;
- New media and social networks: Youth, lifestyle and globalisation;
- Democratic media and mediated public gender protest;
- Media, capitalism and advertising: Selling sexuality;
- Visual methodologies: Researching gender and media cultures.

Assessment: Continuous assessment representing 50% of total marks available for the course, consisting of one written essay assignment, one student class presentation and/or one test; one examination at the end of the course representing 50% of total course mark.

SGM 5982 Gender and Environmental Management

Proposed NQF Level: 9  Credits: 18  Contact Hours: 3 hours/week over 14 weeks = 42 contact hours
Prerequisite: None

Content: This course develops the student’s mastery of conceptual frameworks and theoretical approaches of sustainability, environmental management and gender differentiated impacts of climate change. The following areas and focus will be discussed in the course:
- Gender-environment-sustainable development framework;
- Gender and Multi-lateral Environmental Agreements;
- Evolution of Environmental management approaches;
- Gender roles in environmental management and the role of environments in the constitution of gendered subjectivities;
- Gender dimension and incentive-based approaches in Namibia (CBNRM and sustainable livelihood discussed here);
- Gender and climate change impacts, vulnerability and adaptation (establishing the conceptual linkages);
- Gender and Vocational training-engendered careers.

Assessment: The course will be facilitated through the following learning activities: Lectures, written assignments, group work, class discussions and presentations. Continuous assessment 100% = final mark (minimum 3 assessment opportunities in the form of tests and/or graded assignments). Minimum final mark required to pass: 50%.

SOC 5910 Research Thesis in Gender

Proposed NQF Level: 9  Credits: 120  Contact Hours: As required by the supervisor
Prerequisite: Pass all prescribed first year courses, and the research proposal must be approved
Content: The course is designed to host and supervise individual student research projects specifically and exclusively on issues of gender. Research will be undertaken by the student under the following guidelines:

- In an independent capacity in the second year of the Masters programme under the Department’s active guidance and supervision;
- Candidates must submit a thesis on a topic selected in consultation with the Department, subject to the general regulations for Master’s degree studies;
- The supervisor(s) allocated to the student will ensure a strictly social science gender focus in the student’s choice of topic, as well as the subsequent line of enquiry up to completion;
- Methodologically, projects can be either designed as actual field surveys, entailing the collection and generation of new data, or conceived as theoretical and documentary or archival research;
- Supervision will emphasize the importance of an adequate epistemological conceptualisation of the research topic in both theoretical and empirical terms;
- At the outset, the research process shall begin with a careful exploration of substantial gender literature on the chosen topic, followed by establishment of sound methodological procedures prior to actual fieldwork and data analysis writing. Fieldwork will follow, under the scrutiny of the supervisor;
- In the case of documentary or literature-based research (as opposed to empirical fieldwork), investigation of a substantial range of literature materials will be required, but only following the establishment of a suitable methodological research framework designed to convincingly carry the work forward to completion;

The required outcome of the chosen research design must result in the timely submission of a satisfactory and substantive body of largely original work, approved internally by the supervisor, and externally.

Assessment: Thesis will be examined by at least one internal and one external examiner of which the average mark will contribute 100% to the final mark of the research thesis in gender

MASTER OF ARTS IN GERMAN STUDIES

Aims and Objectives

The purpose of this qualification is to equip students with advanced knowledge and skills in German linguistics and/or literature to contribute as active role players in a globalised and industrialising society.

Programme Convenor: Prof. Marianne Zappen-Thomson (Tel.: 206 3856) E-mail: mzappen@unam.na

Admission

To qualify for admission to the MA (German Studies) programme by coursework plus thesis, a candidate must be in possession of a relevant honours degree or postgraduate diploma recognised at NQF level 8 with a minimum average of 60%.

Refer to 9. Regulations and Guidelines for Postgraduate Programmes in the General Information and Regulations Prospectus.

Duration of Study

Full time: Minimum two (2) years; maximum three (3) years. Part time: Minimum two (2) years; maximum five (5) years

An extension of the registration period of up to six months beyond the stipulated deadlines may be granted by relevant committees if valid reasons are advanced. Cf. 9.2.2 (2) in the General Information & Regulations Prospectus.

Curriculum

The MA (Afrikaans Studies) consists of two parts. In the first year, students will complete their academic coursework studies and examinations. In the second year, students write a research thesis.

PART 1: Coursework (Year I)

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course name</th>
<th>NQF Level</th>
<th>Credits</th>
<th>Compulsory (C) / Elective (E)</th>
<th>(Co-requisite) / Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAE 5819</td>
<td>Academic Writing for Postgraduate Students</td>
<td>8</td>
<td>*</td>
<td>C</td>
<td>None</td>
</tr>
</tbody>
</table>

Year 1 Semester 1

Year 1 Semester 1 and 2

Total Credits Semester 1: *

Total Credits Semester 1 and 2: 132

Total Credits Year 1: 132

Year 2 Semester 1 and 2

LGS 5910  Thesis in German Studies 9 108  C  Pass all Year 1 credits (132)

TOTAL CREDITS YEAR 2: 108

TOTAL CREDITS FOR THE PROGRAMME: 240

* Not a credit-bearing course

PART 2: Research Thesis (Year II)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGS 5910</td>
<td>Thesis in German Studies (20 000 – 30 000 words)</td>
<td>9</td>
<td>108</td>
</tr>
<tr>
<td>Course Descriptors</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>LLL 5900 Research Design and Presentation</strong></td>
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</tr>
<tr>
<td><strong>Proposed NQF Level:</strong> 9</td>
<td><strong>Credits:</strong> 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Contact Hours:</strong> 2 hours/week over 28 weeks = 56 contact hours</td>
<td></td>
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</tr>
<tr>
<td><strong>Prerequisite:</strong> None</td>
<td><strong>Content:</strong> This course equips the student to conceptualise, plan and conduct a research project. The contents are geared to the research interests of students with a view of producing a formal research proposal for the thesis in the second component of the programme: research methods in literature studies; research design in applied linguistics: research questions/hypotheses, variables, research design, describing data, statistical analysis, reliability and validity; corpus design, construction and concordance analysis; the research proposal and report. Students will present their research proposals to their peers and a panel of lecturers.</td>
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<tr>
<td><strong>Assessment:</strong> Continuous assessment 100% = final mark (minimum 3 assessment opportunities in the form of tests and/or graded assignments). No examination. Minimum final mark required to pass: 50%</td>
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<tr>
<td><strong>LLL 5900 Intercultural Communication</strong></td>
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<tr>
<td><strong>Proposed NQF Level:</strong> 9</td>
<td><strong>Contact Hours:</strong> 3 hours/week over 28 weeks = 28 contact hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> None</td>
<td><strong>Content:</strong> The course is designed to provide students with the theory, skills and a deep understanding to communicate cross-culturally and to recognise and evaluate the value of shared and diverse aspects of different cultures.</td>
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<tr>
<td><strong>Assessment:</strong> Continuous assessment 100% = final mark (minimum 3 assessment opportunities in the form of tests and/or graded assignments). No examination. Minimum final mark required to pass: 50%</td>
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<tr>
<td><strong>LLL 5980 Advanced Applied Linguistics</strong></td>
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<tr>
<td><strong>Proposed NQF Level:</strong> 9</td>
<td><strong>Contact Hours:</strong> 3 hours/week over 28 weeks = 84 contact hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> None</td>
<td><strong>Content:</strong> This course aims to engage the student in the theories, theoretical approaches and methodologies in Applied Linguistics by extensive reading, lectures, class discussion, assignments and presentations.</td>
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<tr>
<td><strong>Assessment:</strong> Continuous assessment 100% = final mark (minimum 3 assessment opportunities in the form of tests and/or graded assignments). No examination. Minimum final mark required to pass: 50%</td>
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<tr>
<td><strong>LLL 5980 Lexicography</strong></td>
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<tr>
<td><strong>Proposed NQF Level:</strong> 9</td>
<td><strong>Contact Hours:</strong> 3 hours/week over 28 weeks = 28 contact hours</td>
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<td></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> None</td>
<td><strong>Content:</strong> This course deals with the theory and practice of dictionary-making and includes the study theoretical developments in the field as well as practical applications. Students will ultimately be expected to compile and defend a frame structure and a series of articles for a (hypothetical) dictionary and to write at least one scholarly review of an existing dictionary.</td>
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</tr>
<tr>
<td><strong>Assessment:</strong> Continuous assessment 100% = final mark (minimum 3 assessment opportunities in the form of tests and/or graded assignments). No examination. Minimum final mark required to pass: 50%</td>
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</tr>
<tr>
<td><strong>LLL 5980 Literature and Literary Theory</strong></td>
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</tr>
<tr>
<td><strong>Proposed NQF Level:</strong> 9</td>
<td><strong>Contact Hours:</strong> 3 hours/week over 28 weeks = 84 contact hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> None</td>
<td><strong>Content:</strong> This course aims to guide the student to do research on the trends of literary theory and to analyse and criticise literary texts.</td>
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</tr>
<tr>
<td><strong>Assessment:</strong> Continuous assessment 100% = final mark (minimum 3 assessment opportunities in the form of tests and/or graded assignments). No examination. Minimum final mark required to pass: 50%</td>
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<tr>
<td><strong>LLC 5980 Comparative Literary Studies</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Proposed NQF Level:</strong> 9</td>
<td><strong>Contact Hours:</strong> 3 hours/week over 28 weeks = 84 contact hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> None</td>
<td><strong>Content:</strong> This course in Comparative Literary Studies critically discusses the discipline’s theory and its application to different selected literatures from Afrikaans, German, English, French and Portuguese, as well as recent debates about literature and its presentations in a globalised world.</td>
<td></td>
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</tr>
<tr>
<td><strong>Assessment:</strong> Continuous assessment 100% = final mark (minimum 3 assessment opportunities in the form of tests and/or graded assignments). No examination. Minimum final mark required to pass: 50%</td>
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<td></td>
</tr>
</tbody>
</table>
**Part 2: Thesis in German Studies**

**HLS 5910 Thesis**

**Proposed NQF Level:** 9  
**Credits:** 108  
**Contact Hours:** As arranged between the supervisor and the student

**Prerequisite:** Attainment of all 132 coursework credits

**Content:** The student will conduct research according to a University approved research proposal on a topic identified in consultation with his/her supervisor and department, and will report on such research in a thesis of between 20 000 and 30 000 words in line with the relevant departmental, School and University guidelines, rules and regulations. Subject to Senate approval, the thesis may be written in German, in which case the thesis shall contain an abstract of about 1 000 words in English.

**MASTER OF ARTS IN PERFORMING ARTS** (13MAPR)

**Aims and Objectives**

The MA (Performing Arts) programme offers various options to obtain a postgraduate qualification in the performing arts. A variety of options, related to performance, teaching, culture and research is offered and are dependent on the choice of the student after consultation with the Department. This programme is recommended and appropriate for all performing arts practitioners.

**Programme Co-ordinator:** Dr L.D.E. Oliver-Sampson (tel. 206 3925)

**Admission**

**Regulations and Guidelines for Postgraduate Programmes in the General Information and Regulations Prospectus.**

To qualify for admission to the MA (Performing Arts) programme, a candidate must normally be in possession of the any of the following qualifications with a final mark in the major(s) of that qualification which complies with the University’s regulations regarding admission to postgraduate studies:

- a recognised four-year Bachelor’s degree
- a recognised Honours degree
- a recognised postgraduate diploma
- a recognised qualification equivalent to the above

Students who wish to register for the MA (Performing Arts) programme should apply in writing to the Head of Department before 31 October of the year preceding intended registration.

The right of admission rests with the Department, School and Senate.

Students who are admitted to the MA (Performing Arts) programme may be required to do additional Courses, before or together with the programme.

Students will not be allowed to major in fields for which their previous qualifications do not qualify them.

**Duration of Studies**

The minimum period of registration for the MA (Performing Arts) programme is two (2) years full-time or part-time.

**Curriculum**

The MA (Performing Arts) programme consists of two parts. In the first year, students will complete an academic coursework course and examination. In the second year, students will write a research thesis.

**PART 1: Coursework (Year I)**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>FHS 5911</td>
<td>The Research Process</td>
</tr>
<tr>
<td></td>
<td>FHS 5951</td>
<td>Qualitative Research Design</td>
</tr>
</tbody>
</table>

Students add the four (4) courses below (subject to departmental approval)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PAR 6110</td>
<td>Performance and Research</td>
</tr>
<tr>
<td></td>
<td>FHS 5971</td>
<td>Creative Research Design</td>
</tr>
<tr>
<td>2</td>
<td>FHS 5972</td>
<td>Seminars and Presentations</td>
</tr>
<tr>
<td></td>
<td>FHS 5992</td>
<td>Writing Proposals, Reports and Publishing</td>
</tr>
</tbody>
</table>

**PART 2: Research Thesis (Year II)**

Candidates must complete a thesis on a topic selected in consultation with the Department, subject to the general regulations for Master’s degree studies at the University. Candidates will undertake advanced studies and research under the guidance of a supervisor appointed by Senate. After consultation with the supervisor, the candidate must submit the thesis to Senate for approval. Such a thesis should constitute an application of the methods of research and some contribution to the advancement of knowledge in the performing arts. A candidate may be required to attend a course or Courses approved by Senate relating to research methods. (Cf. 9. Regulations and Guidelines for Postgraduate Programmes in the General Information and Regulations Prospectus).

**Syllabus**

**FHS 5911 The Research Process**

**Proposed NQF Level:** 9  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** Admission to the MA programme

**Content:** The purpose of this course is to provide students with theoretical and conceptual knowledge and skills to implement the different parts of the research process for both quantitative and qualitative research designs.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
FHS 5931 Quantitative Research Design

**Proposed NQF Level:** 9  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** Admission to the MA programme  
**Content:** This course deals with issues of design, measurement and sampling. Quantitative research design is concerned with measurement issues. Quantitative researchers treat measurement as a distinct step in the research process that occurs prior to data collection, and they will develop special terminology and techniques for it. Students will adopt a deductive approach, and begin with a concept, then create empirical measures that can be expressed numerically. Students will acquire knowledge on non-probability and probability sampling. Students will be introduced to experimental research and survey research. Furthermore, students will learn how to deal with data and the analysis of quantitative data. Students will also learn how to present data and write a research report.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

FHS 5971 Creative Research Design

**Proposed NQF Level:** 9  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** Admission to the MA programme  
**Content:** This course has a participatory focus and is designed to develop students’ capacity for advanced critical reading, analysis and presentation of creative literature in preparation for the courses HFHS 5972, HFHS 5992 and HFHT 5910. Students will identify, formulate and critically articulate research topics and carry out a literature review relevant to creative research methods. The course will culminate in the preparation of a draft research proposal.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

FHS 5992 Writing Proposals, Reports and Publishing

**Proposed NQF Level:** 9  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** Admission to the MA programme  
**Content:** The purpose of this course is to provide students with a strong background in writing research proposals, research reports, academic articles for publishing in journals and conference papers. The course will examine different types of proposals and how to write them, research report writing, and the process of preparing articles for journal publishing and papers for conference presentation.  
**Assessment:** Continuous assessment 100%

FHS 5972 Seminars and Presentations

**Proposed NQF Level:** 9  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** Admission to the MA programme  
**Content:** The purpose of this course is to enable researchers to develop analytical, evaluation and presentation skills and conference paper/article writing skills. Through the seminar forums, students will be able to contribute knowledge and debate at an advanced level in their area of specialisation.  
**Assessment:** Continuous assessment 100%

FHS 5951 Qualitative Research Design

**Proposed NQF Level:** 9  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** Admission to the MA programme  
**Content:** This course equips students to use theory to generate research problems under the qualitative research paradigm. Students will develop ways to capture data using various qualitative research methods. Students will be introduced to inter alia the ethnographic tradition, text analysis, interview techniques and discourse analysis. Students will learn about field research and historical-comparative research.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

PAR 6110 Performance and Research

A continuous study in performance (theatrical presentation/acting, dance presentation, recital, screening of work, directing, choreography, choral, etc.) plus a mini-thesis of 10 000 – 15 000 words on an approved topic, and related to the area of performance. The practical examination will weigh 60% and the mini-thesis 40% of the final mark.  
All components of the practical examination must be completed within a period of ten (10) days, which includes:  
(i) a public performance of an approved concert programme lasting 60 – 75 minutes  
(ii) a public performance of an approved solo work or concerto  
(iii) a public performance in an approved production, or a performance/recital of an approved work in chamber music, or an approved performance of the same standard

For the mini-thesis, candidates shall undertake under the guidance of a supervisor appointed by Senate, research on a related topic to be submitted for approval by Senate.  
In most cases students will work by means of colloquia and other contact sessions. The performance section will be presented mainly in residence on the main campus. This is due to the necessity of working with a mentor, although weekly contact hours will normally not be compulsory. An external examiner will be appointed to examine this course.  
**Assessment:** Continuous assessment 60%, examination 40% (practical examination)
Aims and Objectives
The purpose of the Master of Arts in Development Studies programme (MA Development Studies) is to deliver and transfer to postgraduate students, theoretical and practical knowledge and expertise from the field of contemporary global development scholarship. Thus, the programme aims to produce development practitioners with core competencies, knowledge, skills and research capacity for the purposes of raising the available skill levels for national development.

Programme Co-ordinator: Dr. P. Uugwanga (tel. 065-2232278/34, Email puugwanga@unam.na)

Admission
Refer to 9. Regulations and Guidelines for Postgraduate Programmes in the General Information and Regulations Prospectus.

To qualify for admission to the MA Development Studies programme by coursework, a candidate must be in possession of a relevant honours degree or a postgraduate diploma provided that it has at least 32 research credits at level 8 with a minimum average of 60%.

The right of admission rests with the Department, School and Senate.

Duration of Studies
The minimum period of registration for the MA (Development Studies) programme is two (3) years with the maximum of five years (5) or part-time.

Curriculum
The MA (Development Studies) programme consists of two parts. In the first year, students will complete an academic coursework course and examination. In the second year, students will write a research thesis.

PART 1: Coursework (Year I)

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course Title</th>
<th>NQF Level</th>
<th>Credits</th>
<th>Compulsory (C) / Elective (E)</th>
<th>Contact Time</th>
<th>Co-requisites/Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Students take all compulsory courses below:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAE 5819</td>
<td>Academic Writing for Postgraduate Students</td>
<td>8</td>
<td>24*</td>
<td>C</td>
<td>2L</td>
<td>None</td>
</tr>
<tr>
<td>SOD5900</td>
<td>Development Theory and Practice</td>
<td>9</td>
<td>12</td>
<td>C</td>
<td>2L</td>
<td>None</td>
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<tr>
<td>SOD5920</td>
<td>Research Methodologies for Development</td>
<td>9</td>
<td>12</td>
<td>C</td>
<td>2L</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Total credits for semester 1</td>
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<td>24</td>
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<td></td>
<td>Year 1, Semester 2</td>
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<td></td>
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</tr>
<tr>
<td>SOD5900</td>
<td>Development Theory and Practice</td>
<td>9</td>
<td>12</td>
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<td>SOD5920</td>
<td>Research Methodologies for Development</td>
<td>9</td>
<td>12</td>
<td>C</td>
<td>3L</td>
<td>None</td>
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<tr>
<td></td>
<td>Total credits for semester 2</td>
<td></td>
<td>24</td>
<td></td>
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</tbody>
</table>

PART 1: Coursework (Year II)

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course Title</th>
<th>NQF Level</th>
<th>Credits</th>
<th>Compulsory (C) / Elective (E)</th>
<th>Contact Time</th>
<th>Co-requisites/Prerequisites</th>
</tr>
</thead>
<tbody>
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<tr>
<td></td>
<td>Students take all compulsory courses below:</td>
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<tr>
<td>SOD5992</td>
<td>Urban Development Planning</td>
<td>9</td>
<td>18</td>
<td>C</td>
<td>2L</td>
<td>None</td>
</tr>
<tr>
<td>SOD5902</td>
<td>Poverty and Rural Development</td>
<td>9</td>
<td>18</td>
<td>C</td>
<td>2L</td>
<td>None</td>
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<td>Total credits for semester 1</td>
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<tr>
<td></td>
<td>Year 2, Semester 1</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOD5982</td>
<td>Economics of Development</td>
<td>9</td>
<td>18</td>
<td>E</td>
<td>3L</td>
<td>None</td>
</tr>
<tr>
<td>SOD 5992</td>
<td>Sociology of Development</td>
<td>9</td>
<td>18</td>
<td>E</td>
<td>3L</td>
<td>(SOD 5902)</td>
</tr>
</tbody>
</table>
**Course Descriptors**

**SOD 5900 Research Methodologies for Development**
- **Proposed NQF Level:** 9
- **Credits:** 24
- **Contact Hours:** 2 hours/week over 2 semesters = 240 contact hours
- **Prerequisite:** Admission to the MA programme
- **Content:** This course deals with issues of design, measurement and sampling. Quantitative research design is concerned with measurement issues. Quantitative researchers treat measurement as a distinct step in the research process that occurs prior to data collection, and they will develop special terminology and techniques for it. Students will adopt a deductive approach, and begin with a concept, then create empirical measures that precisely capture it in the form that can be expressed numerically. Students will acquire knowledge on non-probability and probability sampling. Students will be introduced to experimental research and survey research. Furthermore, students will learn how to deal with data and the analysis of quantitative data. Students will also learn how to present data and write a research report.
- **Assessment:** Continuous assessment 50% : Examination 50% (1x 3 hour examination paper)

**SOD 5920 Research Methodologies for Development**
- **Proposed NQF Level:** 9
- **Credits:** 24
- **Contact Hours:** 2 hours/week over 2 semesters = 240 contact hours
- **Prerequisite:** Admission to the MA programme
- **Content:** The aim of this module is to provide students for undertaking in-depth and highly skilled empirical research on matters of development in Namibia and the African region. They will learn the techniques of both quantitative and qualitative research methods in ways that are to be specifically applied to development research in areas such as community development and local projects, research for urban planning, and investigations into poverty alleviation.
- **Assessment:** Continuous assessment 100%

**SOD 5922 Governance and Public Policy for Development**
- **Proposed NQF Level:** 9
- **Credits:** 18
- **Contact Hours:** 3 hours/week over 1 semester = 180 contact hours
- **Prerequisite:** Admission to the MA programme
- **Content:** The aim of this module is to provide students with knowledge and theories of the governance of the development process and its practice. A focus on public policy management and its relevance for development and development policies and interventions will be core to the teaching. Government policy planning practices and techniques will be emphasised in order to skill the students in the structures of governance relating to matters of socio-economic development.
- **Assessment:** Continuous assessment 50% : Examination 50% (1x 3 hour examination paper)

**SOD 5992 Urban Development Planning**
- **Proposed NQF Level:** 9
- **Credits:** 18
- **Contact Hours:** 3 hours/week over 1 semester = 180 contact hours
- **Prerequisite:** Admission to the MA programme
- **Content:** The aim of this module is to equip students with the capacity to analyse and evaluate policy problems and options on collective and public action for the promotion of local economic and urban development. Students will be sensitised to the necessity of seeing urban development planning as a specialised area of development, requiring knowledge of urban issues such as housing, business zoning, infrastructural development, employment growth and planning, and poverty alleviation as key areas for the development specialist to work within and implement. Town planning policy techniques, laws, regulations and by-laws are central to this model.
- **Assessment:** Continuous assessment 50% : Examination 50% (1x 3 hour examination paper)

**SOD 5902 Poverty and Rural Development**
- **Proposed NQF Level:** 9
- **Credits:** 18
- **Contact Hours:** 3 hours/week over 1 semester = 180 contact hours
- **Prerequisite:** Admission to the MA programme
- **Content:** The aim of this module is to equip students with the capacity to analyse and evaluate policy problems and interventions on poverty reduction and the promotion of community development. While poverty in both rural and urban settings will be investigated, particular emphasis will be on the rural context given that a majority of Namibians continue to reside in the countryside despite large-scale migrations.
- **Assessment:** Continuous assessment 50% : Examination 50% (1x 3 hour examination paper)

**SOD 5982 Economics of Development**
- **Proposed NQF Level:** 9
- **Credits:** 18
- **Contact Hours:** 3 hours/week over 1 semester = 180 contact hours

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**PART 3: Research Thesis (Year III)**

<table>
<thead>
<tr>
<th>Course code</th>
<th>Course Title</th>
<th>NQF Level</th>
<th>Credits</th>
<th>Compulsory (C) / Elective (E)</th>
<th>Contact Time</th>
<th>Co-requisites</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOD 5910</td>
<td>Thesis</td>
<td>9</td>
<td>120</td>
<td>C</td>
<td>240</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*These credits do not count in the total number of credits of the degree.*
Prerequisite: Admission to the MA programme

Content: The aim of this module is to equip students with the knowledge of the theories and methods of economics of development. Students will be familiarised with the major theories of economic development from the economic field. Economic theory and counter-theories will be critically contrasted and assessed. Current policy based theory being implemented by bodies such as the United Nations, International Monetary Fund and the World Bank are studied. Neo-liberal and post-development theories will be given particular attention.

Assessment: Continuous assessment 50% : Examination 50% (1x 3 hour examination paper)

SOD 5992 Sociology of Development

Proposed NQF Level: 9
Credits: 18
Contact Hours: 3 hours/week over 1 semester = 180 contact hours

Content: The aim of this module is to equip students with the knowledge of the theories of the sociology of development. Matters of aid delivery, urbanisation and migration will be looked at. The students will interactively discuss and learn about theories of development from the field of sociology such as modernisation and dependency theory, regulation theory and theories on the developmental state. Models of development from historical cases such as England, Germany, the United States, and modern China will be contrasted and critically discussed. African development is also a core theme and the nature of globalisation in relation to development.

Assessment: Continuous assessment 50%: Examination 50% (1x 3 hour examination paper)

SOD 5972 Politics of Development Sociology of Development

Proposed NQF Level: 9
Credits: 18
Contact Hours: 3 hours/week over 1 semester = 180 contact hours

Prerequisite: Admission to the MA programme

Content: The aim of this module is to equip students with an understanding of the importance of international, national and regional politics and the states in relation to matters of development.

Assessment: Continuous assessment 50%: Examination 50% (1x 3 hour examination paper)

SOD 5912 Gender and Development

Proposed NQF Level: 9
Credits: 18
Contact Hours: 3 hours/week over 1 semester = 180 contact hours

Prerequisite: Admission to the MA programme

Content: The aim of this module is to equip students with the knowledge of theories, discourses and notions of gender and its relevance for development and development policies and interventions.

Assessment: Continuous assessment 50%: Examination 50% (1x 3 hour examination paper)

SOD 5910 Research Thesis

Proposed NQF Level: 9
Credits: 120
Contact Hours: 1200 contact hours

Prerequisite: Admission to the MA programme

Content: To ground the students in practical fieldwork investigations and in methodologies relating to matters of development at advanced levels. Students will apply theories as well as selected research methodologies that they have learned and developed from the research methodologies for development course.

Assessment: Continuous assessment 100% :

MASTER OF ARTS IN (BY THESIS) (13MAAR)

Aims and Objectives

The aim of the programme is to empower students with the competencies to design and execute research projects, and produce postgraduate students equipped with the knowledge, skills and motivation to conduct research and publish their research findings.

The School may award the degree Master of Arts (MA) in the following disciplines, subject to the general regulations for Master’s degree studies (cf. 9. Regulations and Guidelines for Postgraduate Programmes in the General Information and Regulations Prospectus):

- African Languages
- Afrikaans Studies
- French Studies
- Geography and Environmental Studies
- German Studies
- History
- Information Studies
- Library Science and Records Management
- Media Studies
- Performing Arts
- Philosophy
- Portuguese Studies
- Religion
- Tourism
- Social Work*
- English
- Sociology
- Visual Arts

Programme Co-ordinator: relevant head of department

Admission

Refer to 9. Regulations and Guidelines for Postgraduate Programmes in the General Information and Regulations Prospectus.
Prospective candidates must be in possession of a relevant Bachelor’s degree at NQF Level 8 with at least a C grade average (i.e. 60%), or a good postgraduate diploma from a recognised institution.

Subject to the relevant regulations for admission to postgraduate studies, a candidate should have completed at least two years of field experience in social work to qualify for admission to the MA programme in Social Work.

Candidates who intend to pursue MA degree studies should approach the head of the department in which they intend to undertake their studies before 31 October of the year preceding intended registration.

Prospective candidates will be required to write a one-page submission to articulate the goals of their undertaking MA studies, and the School reserves the right to interview applicants.

Submission of an application for admission to the MA programme does not ensure admission to the programme.

DOCTOR OF PHILOSOPHY

The degree of Doctor of Philosophy (PhD) in approved disciplines will be offered in compliance with the general regulations and guidelines for postgraduate studies at the University. Refer to Regulations and Guidelines for Postgraduate Programmes in the General Information and Regulations Prospectus.

DIPLOMA PROGRAMMES

DIPLOMA IN DRAMA (13DPDR)

Introduction

The purpose of this programme is:

- to provide students with the necessary skills and knowledge to pursue a career in the production or performance sector of the performing arts industry.
- to allow university access to students with NSSC and a minimum score of 22 in five (5) subjects on the UNAM Evaluation Scale.
- to benefit candidates through personal development with an academic and creative grounding.
- to prepare students academically to allow them access into the BA (Hons) degree after completion of the Diploma, taking corresponding Drama courses, at NQF level 6.

Programme Convenor: Dr. L. D. Olivier-Sampson (tel. 206 3925 – E-mail: lsampson@unam.na)

Exit Objectives

Graduates who complete the performance components of the Diploma successfully are able to:

1. discuss the history and development of theatre in different world cultures
2. analyze contemporary stylistic developments in theatre
3. apply acting theory of various practitioners to performances
4. use techniques such as improvisation and characterization to create performances
5. utilize the body in performance through applied techniques
6. apply the mechanisms of Voice Production
7. apply the theories of successful Voice Production in characterization and Performance.

Graduates who complete the production components of the diploma successfully are able to:

1. discuss the role of stage crafts for performances
2. design and construct props for performances
3. design posters and publicity campaigns to promote performances
4. implement directing principles in a variety of styles and for different stages
5. facilitate community productions based on community concerns
6. produce theatre that is relevant to the Industrial sector
7. generate scripts that are relevant to issues identified by clients

Admission Requirements

A NSSC or equivalent qualification, obtained in not more than three (3) examination sittings, with a minimum score of 22 in five (5) subjects on the UNAM Evaluation Scale (cf. 7.3.1(7) under 7.3 General Admission Criteria for Undergraduate Programmes in the General Information and Regulations Prospectus). English is a compulsory subject and should have been obtained at English as a First/Second Language NSSC Ordinary Level, symbol D or higher.

A candidate can be admitted to the programme through the University’s Mature Age Entry Scheme in the General Information and Regulations Prospectus. In addition to the Mature Age Entry examination, the Department may also administer auditions.
Duration of Study

The minimum duration of the Diploma programme is two (2) years for full-time students and three (3) years for part-time students. The programme must be completed in a maximum of four (4) years for full-time students and five (5) years for part-time students. Special permission must be granted for this period to be exceeded.

Curriculum Compilation, Re-Admission to the School and Promotion Rules

- To be awarded the Diploma in Drama, a student must obtain the total of 256 credits by passing all the courses in the curriculum.
- Students admitted to the Diploma in Drama may only register for the courses prescribed below. A Diploma student may not register for any other (degree programme) course, except the University Core Curriculum courses as indicated below.
- To be re-admitted to the School, a student should have obtained a minimum of 64 credits in the previous year of study.
- The total cumulative credits of the courses a student registers for in any academic year may not exceed 128.

First Year Level

Curriculum

Students register for the University Core Curriculum course(s) below that correspond to their qualifications in English:

<table>
<thead>
<tr>
<th>Qualification in English</th>
<th>Result</th>
<th>Student is exempted from:</th>
<th>Student should register for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of English</td>
<td>Result</td>
<td>Course Title</td>
<td>Sem.</td>
</tr>
<tr>
<td>English First Language</td>
<td>1, 2, 3 or 4</td>
<td>ULCE 3419 (16) English</td>
<td>1</td>
</tr>
<tr>
<td>NSSC Higher Level (H)</td>
<td></td>
<td>Communication and Study Skills</td>
<td></td>
</tr>
<tr>
<td>English First Language</td>
<td>A(*), B or C</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>NSSC</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>English Second Language</td>
<td>1, 2 or 3</td>
<td>ULCE 3419 (16) English</td>
<td>1</td>
</tr>
<tr>
<td>NSSC Higher Level (H)</td>
<td></td>
<td>Communication and Study Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>English Second Language</td>
<td>A(*), B or C</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>NSSC</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>ULEG 2410 (32) English</td>
<td>50% +</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>for General Communication</td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

All students take the courses below:

<table>
<thead>
<tr>
<th>Sem.</th>
<th>Code (Credits)</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 / 2</td>
<td>UCSI 3529 (08)</td>
<td>Contemporary Social Issues</td>
</tr>
<tr>
<td>1</td>
<td>UCLC 3509 (08)</td>
<td>Computer Literacy</td>
</tr>
</tbody>
</table>

Students select one (1) of the two disciplines below and register for the corresponding courses:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Sem.</th>
<th>Code (Credits)</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE</td>
<td>1</td>
<td>HPAQ 2411 (16)</td>
<td>Voice Training</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>HPAQ 2451 (16)</td>
<td>Movement Studies</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>HPAQ 2401 (08)</td>
<td>Theatre Studies</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>HPAQ 2412 (16)</td>
<td>Acting</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>HPAQ 2452 (16)</td>
<td>Movement Studies</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>HPAQ 2402 (08)</td>
<td>Theatre Studies (History)</td>
</tr>
<tr>
<td>PRODUCTION</td>
<td>1</td>
<td>HPAR 2451 (16)</td>
<td>Theatre for Development</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>HPAR 2471 (16)</td>
<td>Theatre Crafts</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>HPAR 2401 (08)</td>
<td>Directing</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>HPAR 2412 (16)</td>
<td>Theatre Crafts</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>HPAR 2422 (08)</td>
<td>Theatre for Development</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>HPAQ 2432 (16)</td>
<td>Arts Marketing</td>
</tr>
</tbody>
</table>
**Second Year Level**

**Admission Requirements**

H.1.6.6

To be admitted to the second year level in the Diploma in Drama, a student should have obtained at least 96 credits at first year level, of which at least 48 credits should be School credits (i.e. excluding University Core Curriculum credits).

**Curriculum**

Students proceed in the discipline they selected at the first year level and register for the corresponding courses below:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Sem.</th>
<th>Code (Credits)</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERFORMANCE</td>
<td>1</td>
<td>PAQ 2571 (16)</td>
<td>Voice and Speech</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>PAQ 2511 (16)</td>
<td>Acting</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>PAQ 2551 (16)</td>
<td>Movement Studies</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>PAQ 2512 (16)</td>
<td>Acting</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>PAQ 2552 (16)</td>
<td>Movement Studies</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>PAQ 2532 (16)</td>
<td>Theatre Studies</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>PAQ 2572 (16)</td>
<td>Voice and Speech</td>
</tr>
<tr>
<td>PRODUCTION</td>
<td>1</td>
<td>PAR 2512 (16)</td>
<td>Theatre Crafts</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>PAR 2551 (16)</td>
<td>Stage Directing</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>PAR 2531 (16)</td>
<td>Arts Marketing</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>PAR 2572 (16)</td>
<td>Theatre for Development</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>PAR 2571 (16)</td>
<td>Theatre Crafts</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>PAR 2552 (16)</td>
<td>Directing</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>PAR 2532 (16)</td>
<td>Arts Marketing</td>
</tr>
</tbody>
</table>

**Course Descriptors**

**Second Year Level**

**PAQ 2571 Voice and Speech**

Proposed NQF Level: 5  
Prerequisite: None  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
**Content:** The course aims to place emphasis on training the voice and developing skills that will lead to effective public speaking and performance. The course introduces the student to the voice mechanisms and vocal terminology. The importance of physical and vocal warm-up is reinforced by practical techniques. Students explore various genres of vocal performance material.  
**Assessment:** Continuous assessment 60% : Examination 40% (group presentation)

**PAQ 2511 Acting**

Proposed NQF Level: 5  
Prerequisite: None  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
**Content:** This course places emphasis on training the student for public performance on stage and television through the transference of various performance techniques.  
**Assessment:** Continuous assessment 60% : Examination 40% (practical examination)

**PAQ 2551 Movement Studies**

Proposed NQF Level: 5  
Prerequisite: None  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
**Content:** This course exposes the students to an advanced understanding and application of the utilization of the human body in performance, understand the conventions governing stage fights, develop skills with regard to movement on stage and design and present a public performance.  
**Assessment:** Continuous assessment 60% : Examination 40% (group presentation)

**PAQ 2512 Acting**

Proposed NQF Level: 5  
Prerequisite: None  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
**Content:** This course analyzes requirements for performance and characterisation by means of improvisation and role play, supported by the relevant theory.  
**Assessment:** Continuous assessment 60% : Examination 40% (practical examination)

**PAQ 2552 Movement Studies**

Proposed NQF Level: 5  
Prerequisite: None  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
**Content:** The course is a continuation of movement skills acquired and also introduces more advanced concepts. Students are required to obtain prescribed materials, attend class punctually, display a serious disposition, focus on learning and self-enrichment, participate actively in class, engage in class discussion, raise why and how questions, take notes in class, improve study skills, submit work on time, make appointments with lecturers when necessary, uphold academic integrity.  
**Assessment:** Continuous assessment 60% : Examination 40% (group presentation)

**PAQ 2532 Theatre Studies**

Proposed NQF Level: 5  
Prerequisite: None  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  
**Content:** Students are introduced to the interplay between social climate in the development of theatre conventions, styles and spaces. Medieval and Commedia dell’ Arte playwrights and conventions are studied.
PAQ 2572 Voice and Speech

Proposed NQF Level: 5  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  

Prerequisite: None  

Content: The course aims to place emphasis on training the voice and developing skills that will lead to effective public speaking and performance. The course studies voice mechanisms and vocal terminology. The importance of physical and vocal warm-up is reinforced by practical techniques. Students explore various genres of vocal performance material.  

Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

PAR 2512 Theatre Crafts

Proposed NQF Level: 5  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours  

Prerequisite: None  

Content: This course further develops basic skills in selected aspects of theatre crafts. Students are required to practice design and execute various aspects of design studies.  

Assessment: Continuous assessment 60% : Examination 40% (portfolio)
Introduction

The Diploma (Level 6) in Library and Information Science offers a formal qualification to improve skills for those intending to work in public libraries, school libraries, academic libraries, special libraries and information centres and other information related agencies. The programme will develop para-professional level information workers who can either work as semi qualified personnel or on their own in libraries and other information agencies. The participants of this programme will have general knowledge and skills required for work in a broad range of information agencies, they will also have the capacity for initiative and judgement in technical matters and capable of playing sub-professional managerial roles.

Programme Convenor: Mr W Uutoni (tel. 206 3638 – E-mail: wuutoni@unam.na)

Exit Objectives

Upon completion of the programme holders of the Diploma should be able to:
1. Provide and manage routine reader and circulation services to users in libraries and information centres.
2. Perform basic classification, cataloguing and indexing of materials for different types of libraries and information centres.
3. Provide relevant information services.
4. Administer technical and support services in a library.
5. Market information services to provide good customer relations and user friendly service.
6. Apply basic concepts of ICT in providing various services in the library/information centres.
7. Carry out an assessment of information needs of users.
8. Communicate effectively orally and written communication.

Admission Requirements

Subject to School Special Regulations, the normal basic requirement for entrance to undergraduate diploma programmes shall be a Namibia Senior Secondary Certificate (NSSC), provided that the candidate has passed five subjects normally in not more than three examination sittings with a minimum of 22 points on the UNAM Evaluation Scale. The following will be taken into consideration when computing the point scores:

1. The score will be calculated by adding together the points of the best five subjects only
2. One of the five subjects must be English; English is a compulsory subject and should normally be obtained at NSSC (English as a Second Language) grade D or better
3. Should a specific subject be a prerequisite for entry to a School, that subject must also be one of the five subjects counted.

A candidate can be admitted to the programme through the University’s Mature Age Entry Scheme (cf. 7.4 in the General Information and Regulations Prospectus).

Candidates who hold a certificate in Library and Information Studies or a related field of study may apply to be considered for admission into the second year of the programme.

Applicants with considerable experience (more than five (5) years) in any field covered by a first year level course, may apply for exemption from the relevant course, subject to the passing of a test set by the Department of Information and Communication Studies.

Candidates who have completed the subject(s) School Library Science A or B and/or the School Library Science I or II programme will be admitted to the first year of the programme. Credits for previous Courses completed may be awarded on application.

Duration of study

The Diploma in Library and Information Science (Level 6) cannot be completed in less than three (3) years of full-time study, unless a student is granted credits on the basis of studies completed elsewhere, and/or for another qualification.

The programme for Diploma in Library and Information Science (Level 6) must be completed within five (5) years of full-time registration, unless special permission is granted for this period to be exceeded.

Examinations

Refer to D. Continuous Assessment and Examinations.

Curriculum Compilation

The Diploma in Library and Information Science programme consists of the equivalent of eighteen (29) Courses (384 credits) at the three year level, as represented below:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Number of Courses</th>
<th>Credit Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year level</td>
<td>11 Courses*</td>
<td>144 credits</td>
</tr>
<tr>
<td>Second year level</td>
<td>8 Courses</td>
<td>112 credits</td>
</tr>
<tr>
<td>Third year level</td>
<td>10 Courses</td>
<td>128 credits</td>
</tr>
<tr>
<td>Total</td>
<td>29 Courses</td>
<td>384 credits</td>
</tr>
</tbody>
</table>

* including the equivalent of three (3) University Core Curriculum Courses (two (2) Courses and two (2) half-Courses)
To be awarded the Diploma in Library and Information Science, a student must pass all the Courses in the curriculum. Students admitted to the Diploma in Library and Information Science may only register for the Courses prescribed below. A Diploma student may not register for any other (degree programme) course, except the University Core Curriculum Courses as indicated below.

### First Year Level

#### Curriculum

Students take the Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Pre-requisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 / 2</td>
<td>UCSI 3580</td>
<td>Contemporary Social Issues (half-course – University Core Curriculum)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>UCLC3509</td>
<td>Computer Literacy</td>
<td></td>
</tr>
</tbody>
</table>

Students furthermore add the equivalent of two (2) Courses from the University Core Curriculum to their curriculum according to the following rules:

Students with any one of the following qualifications will be credited for ULCE 3419 English Communication and Study Skills and will register for the single course below:

(a) a pass (minimum grade 4) in English First Language at NSSC Higher Level or the equivalent;
(b) grade 1, 2 or 3 in English Second Language at NSSC Higher Level or the equivalent.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ULEA 3519</td>
<td>English for Academic Purposes</td>
<td>See above.</td>
</tr>
</tbody>
</table>

Students with any one of the following qualifications will register for the two (2) Courses below:

(a) grade 4 in English Second Language at NSSC Higher Level or the equivalent;
(b) A*, B or C symbol in English First/Second Language at NSSC Level or the equivalent;
(c) a pass in ULEG 2410 English for General Communication.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ULCE 3419</td>
<td>English Communication and Study Skills</td>
</tr>
<tr>
<td></td>
<td>ULEA 3519</td>
<td>English for Academic Purposes</td>
</tr>
</tbody>
</table>

Students with a D symbol in English First/Second Language at NSSC Ordinary Level, or the equivalent, take the double-course below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>ULEG 2410</td>
<td>English for General Communication (double-course)</td>
</tr>
</tbody>
</table>

#### OLD PHASED OUT MODULES

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ISF 2431</td>
<td>Introduction to Information Studies</td>
</tr>
<tr>
<td>1</td>
<td>ISF 2471</td>
<td>Basic Management Concepts of Information Services</td>
</tr>
<tr>
<td>1</td>
<td>ILS 2431</td>
<td>Introduction to Publishing Studies</td>
</tr>
<tr>
<td>2</td>
<td>ISF 2462</td>
<td>Principles of Marketing Information Services</td>
</tr>
<tr>
<td>2</td>
<td>ILS 2482</td>
<td>Information Environment in Africa</td>
</tr>
</tbody>
</table>

#### NEW PHASED IN EQUIVALENT MODULES

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HF2491IB</td>
<td>Information Profession in Society</td>
</tr>
<tr>
<td>1</td>
<td>H2491IB</td>
<td>Basic Management of Information Services</td>
</tr>
<tr>
<td>1</td>
<td>H24381IP</td>
<td>Publishing Studies</td>
</tr>
<tr>
<td>1</td>
<td>HF2491IB</td>
<td>Basic Uses of ICTs in Information Services</td>
</tr>
<tr>
<td>2</td>
<td>H2482II</td>
<td>Information Environment in Africa</td>
</tr>
</tbody>
</table>

### Second Year Level

#### Curriculum Compilation

Students take all Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ISI 2541</td>
<td>Information Laws, Ethics and Policies</td>
</tr>
<tr>
<td>1</td>
<td>ILS 2571</td>
<td>Basics of Information Retrieval: Cataloguing</td>
</tr>
<tr>
<td>1</td>
<td>ILS 2551</td>
<td>Library Practice: Specialised, Public and Academic Libraries</td>
</tr>
<tr>
<td>2</td>
<td>ILS 2512</td>
<td>Collection Management and Technical Services</td>
</tr>
<tr>
<td>2</td>
<td>ILC 2592</td>
<td>Basics of Information Retrieval: Classification</td>
</tr>
<tr>
<td>2</td>
<td>ILS 2532</td>
<td>Introduction to Reference Services and User Studies</td>
</tr>
<tr>
<td>2</td>
<td>ILP 2582</td>
<td>Communication Skills for Information Practitioners</td>
</tr>
</tbody>
</table>

### Third Year Level

Students take all Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ISA 2611</td>
<td>Desktop Publishing Applications</td>
<td>UCLC3509</td>
</tr>
<tr>
<td>1</td>
<td>ILS 2641</td>
<td>Meta Data Description and Access</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ILS 2661</td>
<td>Introduction to Digital Libraries</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ILS 2621</td>
<td>Contemporary Office Dynamics</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ISA 2671</td>
<td>Professional Practice</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ISA 2632</td>
<td>Web Development and Content Management</td>
<td>UCLC3509</td>
</tr>
<tr>
<td>2</td>
<td>ILS 2632</td>
<td>Practical Cataloguing and Classification</td>
<td>ILS 2571 &amp; ILC 2592</td>
</tr>
<tr>
<td>2</td>
<td>ILS 2622</td>
<td>Information Literacy Studies</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ILS 2652</td>
<td>Database Management Applications</td>
<td></td>
</tr>
</tbody>
</table>
### Course Descriptors

#### Second Year Level

**ISI 2541 Information Laws, Ethics and Policies**

**Proposed NQF Level:** 5  
**Credits:** 8  
**Contact Hours:** 2 hours/week over 14 weeks = 28 contact hours

**Content:** The content includes the ethical concepts and theories of professional ethics and moral responsibility such as privacy, security, intellectual property, copyright and fair use/unfair use of information. The course will also deal with emphasis on key areas of intellectual property, privacy, confidentiality, authenticity, plagiarism, diversity/inclusion and special populations, accessibilty, intellectual freedom, censorship, social networking, cyberbullying, security, preservation, transparency, accountability, policy making, and professionalism. Issues of information policies such as access to public information, security and protection of privacy of personally identifiable information will be covered in this course.

**Assessment:** Continuous assessment 60% (2 tests, 1 assignment) Examination 40% (1 x 2 hour paper)

**ILS 2571 Basics of Information Retrieval: Cataloguing**

**Proposed NQF Level:** 5  
**Prerequisite:** None  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Content:** The content includes theory of cataloguing, history and development of cataloguing standards to information storage bibliographic description using Anglo American Cataloguing Rules and importing bibliographic descriptions from other libraries’ catalogues available online. Students will also learn other bibliographic standards such as MARC, Dublin Core and will also look at the advantages and disadvantages of centralized and decentralized cataloguing. The course will also cover the importance of bibliographic networks such as SABINET.

**Assessment:** Continuous Assessment: 60% (weighting will be based on 2 X written tests and 1X assignment). The final 3-hours examination period will have a 40% weighting.

**ILS 2551 Library Practice: Specialised, Public and Academic Libraries**

**Proposed NQF Level:** 5  
**Prerequisite:** None  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Content:** The course focuses on current practices and basic routines and trends in public/community, specialised, school, children, academic libraries and documentation centres. Topics cover the routine operations, user services, purpose and problems found in the different types of information centres. The module also explores administrative issues and service patterns specific to these libraries. Some of the practices explored are role of committees, library boards, friends of the library and volunteers as well as identifying characteristics of each type of library.

**Assessment:** Continuous Assessment: 60% (weighting will be based on 2X tests and 1X assignment). The final 3-hours examination will have a 40% weighting.

**ILS 2512 Collection Management and Technical Services**

**Proposed NQF Level:** 5  
**Prerequisite:** None  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Content:** The course introduces students to management principles and techniques on collection management and technical services. The outline will focus on the factors influencing collection procedures in information centres, collection development policies and guidelines, selection criteria and tools, management and evaluation of collection within various information centre contexts.

**Assessment:** Continuous Assessment: 60% (weighting will be based on 2X tests and 1X assignment). The final 3-hours examination will have a 40% weighting.

**ILC 2592 Basics of Information Retrieval: Classification**

**Proposed NQF Level:** 5  
**Prerequisite:** None  
**Credits:** 12  
**Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** The module will cover theory of classification, history of classification, theory and practice of different classification schemes, the role and importance of organizing resources in an information centre. Students will be taught the advantages and disadvantages of different classification schemes such as Library of Congress, Dewey Decimal Classification, Colon Classification, Universal Decimal Classification, Bliss Classification as well as some specialised schemes used by international/ regional organisations. This course provides the foundation for the practical course on classification of information resources for easy access by users.

**Assessment:** Continuous Assessment: 60% (weighting will be based on 2X tests and 1X assignment). The final 3-hours examination will have a 40% weighting.

**ILS 2532 Introduction to Reference Services and User Studies**

**Proposed NQF Level:** 5  
**Prerequisite:** None  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Content:** This course covers the following topics: information resources and use information sources such as print and electronic, as well as develop strategies for conducting research. The module is intended to equip students with skills that enable them to be information literate and find information for academic research, career demands, and/or lifelong learning. The module will further introduce students to basic research concepts to enable them to collect data on information needs of users. Students will also be expected to analyse the data collected in order to draw useful conclusions in respect to library users’ information seeking behaviour and profiling of users’ needs and wants. It also imparts skills on how to determine the most appropriate approach to gather information on the needs of the library users.

**Assessment:** Continuous Assessment: 60% (weighting will be based on 2X tests and 1X assignment). The final 3-hours examination will have a 40% weighting.

**ILP 2582 Communication Skills for Information Practitioners**

**Proposed NQF Level:** 5  
**Prerequisite:** None  
**Credits:** 12  
**Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** Course module will cover an extensive compulsory reading list, which will include articles from academic journals, magazines, newspapers and the Internet and chapters from books related to information science. The course introduces students to library report writing (includes quarterly report.
activities and annual report, abstract writing, book reviews, presentation skills, press releases (activity announcements) as well as communication models will also be covered. This approach aims to impart in the students the importance of reading and analysing texts.

**Assessment:** Continuous Assessment (60% weighting including compulsory seminar participation) will be based on 1 test, 1 assignment, 1 seminar presentations and participation in seminar discussions. The final 2-hours examination will have a 40% weighting.

**Third Year Level**

**ISI 2671 Basic Cataloguing and Classification**

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Prerequisite:** None
- **Content:** This course includes: principles underlying description, subject analysis, classification of library resources, and authority control; current national standards cataloguing rules, Sears’ List of Subject Headings (SLSH), Dewey Decimal Classification and MARC (machine-readable cataloguing formats). It also deals with theory of classification, natural and artificial classification schemes, rules of division, introduction to Dewey Decimal Classification (20th edition).
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**ISI 2691 Library and Information Services Practice**

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Prerequisite:** None
- **Content:** This course will also show the similarities and differences between libraries, museums and archives. Students will also learn about the roles, functions and services and clientele found in each type of library and also discuss certain policy issues governing the operation of school libraries, public libraries and national libraries such as the UNESCO Manifesto, as well as other legislative frameworks such as National Library Acts and Censorship Laws.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**ISA 2651 Desktop Publishing**

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Prerequisite:** UCLC 3509 Computer Literacy
- **Content:** This course develops a better understanding of and skills in the following: design techniques for the production of in-house and other types of publications using available software packages, such as Page Maker or InDesign; concentrate on creation of newsletters, including the following typology, graphics design and images, etc. according to clients’ needs.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**ISI 2652 Practical Cataloguing and Classification**

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Prerequisite:** None
- **Content:** The course content includes cataloguing rules using (AACR) Anglo American Cataloguing Rules (2nd edition) with practical exercises. The Sear’s List of Subject Headings (SLSH) will be used for subject analysis. The course also covers principles of classification using major classification systems like the Dewey Decimal Classification scheme (20th edition) with practical and number building exercises.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**ISA 2612 Web Development**

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Prerequisite:** UCLC 3509 Computer Literacy
- **Content:** This course develops a better understanding of and skills in the following: the Internet and its features related to web development, use of various sources of the Internet, adhering to Web 2.0 specifications, i.e. email, Search Engines, WWW, wikis, blogs, podcasts, VOIP solutions, etc.; evaluate information sources and information found on the web; creation of web sites based on local content using XHtml 4.01 and open source authoring tools such as eXeLearning, Wink, Audacity, etc.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

**ISI 2632 Collection Management and Technical Services**

- **Proposed NQF Level:** 6
- **Credits:** 16
- **Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours
- **Prerequisite:** None
- **Content:** This course develops a better understanding of and skills in the following: collection management principles and techniques; factors influencing collection procedures in information centres, collection development policies and guidelines; selection criteria and tools, management and evaluation of collections.
- **Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)
**Introduction**

The purpose of this qualification is to provide the students with the opportunity to study musical arts at the University of Namibia, which is the only institution of tertiary learning in the country teaching music subjects. As tertiary institution, the University of Namibia should create opportunities also for young Namibians already in the field and those who are willing to be part of the industry that is growing fast and contributes to the national economy.

**Programme Convenor:** Dr P Matiure (tel. 206 3801 – E-mail: pmatiure@unam.na)

**Exit Objectives**

Holders of this qualification should be able to apply themselves as:
1. music producers
2. camera and sound operators for film and television
3. music educators
4. arts and cultural officers
5. cultural tourism entrepreneurs
6. theatre and live music performers
7. music sound engineer
8. cultural tourism entrepreneurs

**Admission Requirements**

A NSSC or equivalent qualification, obtained in not more than three (3) examination sittings, with a minimum score of 22 in five (5) subjects on the UNAM Evaluation Scale under 7.3 General Admission Criteria for Undergraduate Programmes in the General Information and Regulations Prospectus. English is a compulsory subject and should have been obtained at English as a First/Second Language NSSC Ordinary Level, symbol D or higher.

A candidate can be admitted to the programme through the University’s Mature Age Entry Scheme in the General Information and Regulations Prospectus.

**Duration of Study**

The minimum duration of the Diploma programme is two (2) years for full-time students. The programme must be completed in a maximum of three (3) years. Special permission must be granted for this period to be exceeded.

**Examinations**

Refer to D. Continuous Assessment and Examinations.

**Curriculum Compilation, Re-Admission to the School and Promotion Rules**

- The Diploma in Music carries 272 credits: 144 credits at the first year level and 128 credits at the second year level.
- To be awarded the Diploma in Music, a student must obtain the total of 272 credits by passing all the courses in the curriculum.
- Students admitted to the Diploma in Music may only register for the courses prescribed below. A Diploma student may not register for any other (degree programme) course, except the University Core Curriculum courses as indicated below.
- To be re-admitted to the School, a student should have obtained a minimum of 64 credits in the previous year of study.
- A student must obtain a minimum of 144 credits by the end of the second year of registration by having passed all courses at the first year level.
- The total cumulative credits of the courses a student registers for in any academic year may not exceed 144.

**First Year Level**

**Curriculum**

Students register for the University Core Curriculum course(s) below that correspond to their qualifications in English:

<table>
<thead>
<tr>
<th>Qualification in English</th>
<th>Result</th>
<th>Student is exempted from:</th>
<th>Student should register for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English First Language NSSC Higher Level (H)</td>
<td>1, 2, 3 or 4</td>
<td>ULCE 3419 (16) English Communication and Study Skills</td>
<td>1 (16) ULEA 3519 English for Academic Purposes</td>
</tr>
<tr>
<td>English First Language NSSC</td>
<td>A(*), B or C</td>
<td>-</td>
<td>1 ULCE 3419 (16) Eng. Communication and Study Skills and</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>-</td>
<td>2 (16) ULEA 3519 English for Academic Purposes</td>
</tr>
<tr>
<td>English Second Language NSSC Higher Level (H)</td>
<td>1, 2 or 3</td>
<td>ULCE 3419 (16) English Communication and Study Skills</td>
<td>1 (16) ULEA 3519 English for Academic Purposes</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>-</td>
<td>1 ULCE 3419 (16) Eng. Communication and Study Skills and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 (16) ULEA 3519 English for Academic Purposes</td>
</tr>
<tr>
<td>English Second Language NSSC</td>
<td>A(*), B or C</td>
<td>-</td>
<td>1 ULCE 3419 (16) English Communication and Study Skills and</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>-</td>
<td>2 (16) ULEA 3519 English for Academic Purposes</td>
</tr>
<tr>
<td>ULEG 2410 (32) English for General Communication</td>
<td>50%+</td>
<td>-</td>
<td>1 ULCE 3419 (16) English Communication and Study Skills and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 (16) ULEA 3519 English for Academic Purposes</td>
</tr>
</tbody>
</table>

All students take the courses below:
Second Year Level

Admission Requirements
H.3.6.7
To be admitted to the second year level in the Diploma in Music, a student should have obtained at least 112 credits at first year level.

Curriculum
All students take the courses below:

<table>
<thead>
<tr>
<th>Sem.</th>
<th>Code (Credits) Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PAS 2511 (16) Principles of Music and Dance</td>
</tr>
<tr>
<td>1</td>
<td>MCS 2511 (16) Ensemble/Choral Studies 2A</td>
</tr>
<tr>
<td>1</td>
<td>MMA 2540 (16) Music Appreciation 2</td>
</tr>
<tr>
<td>2</td>
<td>MCS 2532 (16) Ensemble/Choral Studies 2B</td>
</tr>
<tr>
<td>2</td>
<td>PAS 2532 (16) Musicianship: General Principles</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAS 2560 (16) Music Video Production</td>
</tr>
<tr>
<td>1 &amp; 2</td>
<td>PAS 2520 (16) Principal Instrument Study 2</td>
</tr>
</tbody>
</table>

Course Descriptors

Second Year Level

PAS 2511 Principles of Music and Dance
Proposed NQF Level: 5
Credit: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours
Prerequisite: None
Content: Pitch and rhythm; beat, pulse, timbre, dynamics; time signatures, arpeggios; scales and key signatures; intervals.
Assessment: Continuous assessment 60% : Examination 40% (practical examination plus 1 x 2 hour theory examination paper)

MCS 2511 Ensemble/Choral Studies 2A
Proposed NQF Level: 5
Credit: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours
Prerequisite: None
Content: Progressive vocal exercises; music notation; sight reading; conducting skills.
Assessment: Continuous assessment 60% : Examination 40% (practical examination)

PAS 2520 Principal Instrument Study 2
Proposed NQF Level: 5
Credit: 16
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours
Prerequisite: None
Content: Technical exercises: C, G, D, F, B flats, major scales and arpeggios; A, D, E minor scales and arpeggios; sight reading; four pieces.
Assessment: Continuous assessment 60% : Examination 40% (practical examination)

MCS 2532 Ensemble Choral Studies 2B
Proposed NQF Level: 5
Credit: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours
Prerequisite: None
Content: Intensive vocal exercises; music notation; sight reading; conducting skills.
Assessment: Continuous assessment 60% : Examination 40% (practical examination)

PAS 2532 Musicianship: General Principles
Proposed NQF Level: 5
Credit: 16
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours
Prerequisite: None
Content: Music notation (pitch and rhythm), time signatures; scales and key signatures, intervals; performance directions (Italian terms); chords and triads, phrases and cadences, ornaments; modulation; melodic and rhythmic devices.
Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

MMA 2540 Music Appreciation 2
Proposed NQF Level: 5
Credit: 16
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours
Prerequisite: None
Content: Intense studies in music notation, sight reading, aural skills, music form, styles, time signatures.
Assessment: Continuous assessment 60% : Examination 40% (practical examination)

PAS 2560 Music Video Production
Proposed NQF Level: 5
Credit: 16
Contact Hours: 2 hours/week over 28 weeks = 56 contact hours
Prerequisite: None
Content: Function of microphones; video recorder operation; production; target audience and rehearsal; understanding of production and postproduction phases; treatment in programme proposal; demographics; value of production and return on investment; production schedule; personnel involved and location selection.
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

**DIPLOMA IN RECORDS AND ARCHIVES STUDIES**

**Introduction**

The Diploma in Records and Archives Management (Level 6) offers a formal qualification and improve skills to those already working with records in any situation such as offices, registries, records centres, and archival facilities. It is beneficial to those managing any types of records such as financial, medical, human resources and stores or stock control and those managing small archival collections and manuscripts in any library or information centre.

**Programme Convenor:** Mr W Uutoni (tel. 206 3638 – E-mail: Uutoni@unam.na)

**Exit Objectives**

1. Manage records in a registry, records centre or archival institution and provide records and archives services to users.
2. Carry out records classification, records surveys, arrangement and description of archival materials.
3. Apply measures to preserve records.
4. Use basic ICT tools in providing various services in the registry, records centre or archives.
5. Communicate effectively orally and written communication.

**Admission Requirements**

Subject to School Special Regulations, the normal basic requirement for entrance to undergraduate diploma programmes shall be a Namibia Senior Secondary Certificate (NSSC), provided that the candidate has passed five subjects normally in not more than three examination sittings with a minimum of 22 points on the UNAM Evaluation Scale. The following will be taken into consideration when computing the point scores:

- The score will be calculated by adding together the points of the best five subjects only
- One of the five subjects must be English; English is a compulsory subject and should normally be obtained at NSSC (English as a Second Language) grade D or better
- Should a specific subject be a prerequisite for entry to a School, that subject must also be one of the five subjects counted.

A candidate can be admitted to the programme through the University’s Mature Age Entry Scheme in the General Information and Regulations Prospectus.

Applicants with considerable experience (more than five (5) years) in any field covered by a first year level course, may apply for exemption from the relevant course, subject to the passing of a test set by the Department of Information and Communication Studies.

**Duration of study**

- The Diploma in Records and Archives Management (Level 6) cannot be completed in less than three (3) years of full-time study, unless a student is granted credits on the basis of studies completed elsewhere, and/or for another qualification.
- The Diploma in Records and Archives management (Level 6) must be completed within five years (5) years of full-time registration, unless special permission is granted for this period to be exceeded.

**Curriculum Compilation**

The Diploma in Records and Archives Management programme consists of the equivalent of eighteen (18) Courses (384 credits) at the two year levels, as represented below:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Number of Courses</th>
<th>Credit Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year level</td>
<td>9 Courses*</td>
<td>144 credits</td>
</tr>
<tr>
<td>Second year level</td>
<td>8 Courses</td>
<td>112 credits</td>
</tr>
<tr>
<td>Third year level</td>
<td>7 Courses</td>
<td>128 credits</td>
</tr>
<tr>
<td>Total:</td>
<td>24 Courses</td>
<td>384 credits</td>
</tr>
</tbody>
</table>

* including the equivalent of three (3) University Core Curriculum Courses (two (2) Courses and two (2) half-Courses)

To be awarded the Diploma in Records and Archives Management, a student must pass all the Courses in the curriculum.

Students admitted to the Diploma in Records and Archives Management may only register for the Courses prescribed below. A Diploma student may not register for any other (degree programme) course, except the University Core Curriculum Courses as indicated below.

**First Year Level**

**Curriculum**

Students take the Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 / 2</td>
<td>CSI 3580</td>
<td>Contemporary Social Issues (half-course – University Core Curriculum)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>CLC3509</td>
<td>Computer Literacy</td>
<td></td>
</tr>
</tbody>
</table>

Students furthermore add the equivalent of two (2) Courses from the University Core Curriculum to their curriculum according to the following rules:

Students with any one of the following qualifications will be credited for ULCE 3419 English Communication and Study Skills and will register for the single course below:

- a pass (minimum grade 4) in English First Language at NSSC Higher Level or the equivalent;
- grade 1, 2 or 3 in English Second Language at NSSC Higher Level or the equivalent.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LEA 3519</td>
<td>English for Academic Purposes</td>
<td>See above.</td>
</tr>
</tbody>
</table>
Students with any one of the following qualifications will register for the two (2) Courses below:
(a) grade 4 in English Second Language at NSSC Higher Level or the equivalent;
(b) A*, B or C symbol in English First/Second Language at NSSC Level or the equivalent;
(c) a pass in ULEG 2410 English for General Communication.

1. LCE 3419 English Communication and Study Skills
2. LEA 3519 English for Academic Purposes

Students with a D symbol in English First/Second Language at NSSC Ordinary Level, or the equivalent, take the double-course below:
1 & 2 LEG 2410 English for General Communication (double-course)

<table>
<thead>
<tr>
<th>Old Phased Out Modules</th>
<th>New Phased In Equivalent Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester</td>
</tr>
<tr>
<td>ISF 2431</td>
<td>1</td>
</tr>
<tr>
<td>ISF 2471</td>
<td>1</td>
</tr>
<tr>
<td>IRE 2451</td>
<td>1</td>
</tr>
<tr>
<td>ISF 2422</td>
<td>2</td>
</tr>
<tr>
<td>IRE 2442</td>
<td>2</td>
</tr>
<tr>
<td>ISF 2462</td>
<td>2</td>
</tr>
</tbody>
</table>

Second Year Level

Curriculum Compilation

Students take all Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RAM 2511</td>
<td>Introduction to Records and Archives Management</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>RAM 2531</td>
<td>Management of Records Offices/Registries</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>ISI 2541</td>
<td>Information Laws, Ethics and Policies</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>RAM 2542</td>
<td>Records Types, Formats and Values</td>
<td>RAM2531</td>
</tr>
<tr>
<td>2</td>
<td>RAM 2532</td>
<td>Records Classification and Indexing</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>RAM 2572</td>
<td>Records Centres Management</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>RAM 2512</td>
<td>History of Records and Archives Management</td>
<td></td>
</tr>
</tbody>
</table>

Third Year Level

Students take all Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Prequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ISA 2611</td>
<td>Desktop Publishing Applications</td>
<td>CLC3509</td>
</tr>
<tr>
<td>1</td>
<td>ISA 2671</td>
<td>Professional Practice I</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>RAM 2611</td>
<td>Building and Managing Archival Collections</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>RAM 2631</td>
<td>Technology Applications</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>RAM 2652</td>
<td>Introduction to Preservation and Conservation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ISA 2632</td>
<td>Web Development and Content Management</td>
<td>CLC3509</td>
</tr>
<tr>
<td>2</td>
<td>RAM 2612</td>
<td>Access and Reference Services</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>RAM 2672</td>
<td>Web Archiving</td>
<td>RAM 2532</td>
</tr>
</tbody>
</table>

Course Descriptors

Second Year Level

RAM 2511 Introduction to records and archives management

<table>
<thead>
<tr>
<th>NQF Level: 5</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week per semester</th>
</tr>
</thead>
</table>

Prerequisite: None

Content: This course introduces students to the field of records and archives management, and gives an overview of the records management and archives management professions. The content includes the fundamentals of records management including records and archives terminology, the life cycle management of records from creation through maintenance and use to disposition. The course also covers archival law and legislation, copyright in archives, ethics in archives, and the similarities and differences between archives and libraries.

Assessment: Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

ISI 2541 Information Laws, Ethics and Policies

<table>
<thead>
<tr>
<th>Proposed NQF Level: 5</th>
<th>Credits: 8</th>
<th>Contact Hours: 2 hours/week for one semester</th>
</tr>
</thead>
</table>

Prerequisite: None

Content: The aim of this course is to introduce students to laws, policies, and ethics and their impact to the information profession. The content includes the ethical concepts and theories of professional ethics and moral responsibility such as privacy, security, intellectual property, copyright and fair use/unfair use of information. The course will also deal with emphasis on key areas of intellectual property, privacy, confidentiality, authenticity, plagiarism, diversity/inclusion and special populations, accessibility, intellectual freedom, censorship, social networking, cyberbullying, security, preservation, transparency, accountability, policy making, and professionalism. Issues of information policies such as access to public information, security and protection of privacy of personally identifiable information will be covered in this course.

Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)
RAM 2531 Management of Records Offices/Registries

**NQF Level:** 5  
**Credits:** 16  
**Contact Hours:** 4 hours/week for one semester

**Prerequisite:** None  
**Content:** The module is designed to prepare students to operate in registries or records offices carrying out functions that will ensure that the right record gets to the right officer at the right time in the least possible time at the least possible cost. The content includes types of registries, responsibilities of registry staff, types of filing systems, giving file titles, processes of handling files, types of filing equipment, records surveys, records classification, retention and disposal schedules, different tools used in the control of records, control of files and overall security. Students will be required to carry to complete a field attachment to a registry.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

RAM 2542 Records Types Formats and Values

**NQF Level:** 5  
**Credits:** 8  
**Contact Hours:** 2 hours/week for one semester

**Prerequisite:** None  
**Content:** The course introduces students to the different types of records created by organizations or individuals and the values which records have as well as different records formats for them to understand the different requirements for their handling as covered in later courses. The content course provides students with knowledge on the different types of records formats. Internal records created inside or outside the organization through the use of e-commerce systems using databases and web servers are also covered. Included in transactions records are financial, personnel, medical and legal records. Reference records describing those records containing information to carry on the operations of an organization are covered. The different ways in which records are received is covered including e-mail. Records formats described include video and oral records, images that can be stored on the cloud and other magnetic or digital media.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

RAM 2532 Records classification and Indexing

**NQF Level:** 5  
**Credits:** 16  
**Contact Hours:** 4 hours/week for one semester

**Prerequisite:** None  
**Content:** The course introduces students to the different types of records created by organizations or individuals and the values which records have as well as different records formats for them to understand the different requirements for their handling as covered in later courses. The content course provides students with knowledge on the key steps in analysing business functions and activities to develop a business classification scheme and keyword thesaurus. It examines the building blocks of thesaurus construction and find out how to follow a step by step approach to approach to thesaurus compilation. Implementation and review and management strategies for keyword thesauri will also be discussed. The course also covers rules for developing an index and steps for developing one and how to implement and maintain it.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

RAM 2512 History of Records and Archives

**NQF Level:** 5  
**Credits:** 16  
**Contact Hours:** 4 hours/week for one semester

**Prerequisite:** None  
**Content:** The course gives an overview of the evolution of records and archives with special emphasis on archival developments in Africa as well as the background to archival theory. The content includes the history behind the keeping of records; the development of records and archives by ancient civilisations; the French revolution and how it led to the development of modern archival philosophy; colonial and post-colonial historical developments and how they shaped archival development in Africa; and Schellenberg and Jenkinson’s thinking on archival theory.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

RAM 2572 Records Centers Management

**NQF Level:** 5  
**Credits:** 16  
**Contact Hours:** 4 hours/week for one semester

**Prerequisite:** None  
**Content:** The course content covers the relationship between a records centre, offices, and the national archives, the procedures and principles for managing records (semi current) after they have been transferred from the offices to the records centre. It also explains the procedures for transferring records to and retrieving records from the records centre after their active period. The course explains the relevance of the record life cycle to the management of semi-current records. It discusses the qualities and design of a records centre, why and how records centres should be safe, efficient and economical, skills required to work in a records centre, environmental conditions and records centre equipment. Study trips to local records centres are organised.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

Third Year Level

ISA 2611 Desktop Publishing Applications

**NQF Level:** 6  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Content:** The course covers Tools used in desktop publishing - Contrast, Colour, Balance, Repetition, Alignment’ Transparency; Production process Templates, Runs, Editing, Budget, Planning, Publisher environment – Tools, File types, WizardsUsing MS Publisher for Print –Brochures, Calendars, Business Cards, FlyersWeb sites - Basic HTML, Web design tools, Practical- design and hosting of web sites.

**Assessment:** Continuous assessment 60% (minimum 2 practical tests and 1 practical assignment): Examination 40% (1 x 3 hour examination paper)

RAM 2611 Building and Managing Archival Collections

**NQF Level:** 6  
**Credits:** 16  
**Contact Hours:** 4 hours per week for one semester

**Content:** The content includes processes such as appraisal, accessioning, arrangement and description. Also covered is the documentation and policies relating to these processes. The course also covers programmes by archivists to assemble documents or capture information of historical interest for future research. These include oral history, oral traditions and ‘migrated archives’.

**Assessment:** Continuous assessment 60% (minimum 2 practical tests and 1 practical assignment): Examination 40% (1 x 3 hour examination paper)

RAM 2631 Technology Applications

**NQF Level:** 6  
**Credits:** 16  
**Contact Hours:** 4 hours per week for one semester

**Content:** The course content includes: Planning and managing automation/computerisation projects; Evaluation of technology applications in records management; Software acquisition alternatives and electronic records specifications; overview of software in typical automated recordkeeping environments; applications designed for the creation, organisation and maintenance of electronic records; Applications for the Exchange of Archival Descriptive Information; Applications for the security and regulated access to electronic records; software for preservation issues in electronic records management.

**Assessment:** Continuous assessment 60% (minimum 2 practical tests and 1 practical assignment): Examination 40% (1 x 3 hour examination paper)
Introduction

A significant number of young people in Namibia having skill or aptitude in the visual arts have recognised the possibility of developing this ability into a career. However, due to having experienced educational disadvantage, they have not sufficient entry points to gain admittance to the University’s degree programmes. It is for such students that the Department of Visual and Performing Arts has introduced this intermediate qualification, giving them the opportunity to develop their creative and entrepreneurial potential.

Exit Objectives

Apart from the obvious benefits of personal development and the academic foundation that the visual arts curricula provide to Higher Diploma in Visual Arts holders, they function within the context of the real world. The “applied” subjects – Art for Advertising, Ceramics Studies, Fashion Studies and Textiles Studies – promote an entrepreneurial focus, training advertising practitioners, ceramic designers, fashion designers and textile designers. The more philosophy-centred subjects – Visual Culture and Creative Expression – focus on cultural domains such as gallery art, tourism, education and heritage. Higher Diploma in Visual Arts holders find employment as self-supporting artists, gallery and museum curators, community project developers, educational officers, workers in the field of cultural tourism, and teachers.

Admission Requirements

An NSSC or equivalent qualification, obtained in not more than three (3) examination sittings, with a minimum score of 22 in five (5) subjects on the UNAM Evaluation Scale under General Admission Criteria for Undergraduate Programmes in the General Information and Regulations Prospectus. English is a compulsory subject and should have been obtained at English as a First/Second Language NSSC level, symbol D or higher.

A candidate can be admitted to the programme through the University’s Mature Age Entry Scheme in the General Information and Regulations Prospectus.

In borderline cases, a student may be admitted to the programme if he/she satisfies any one (1) of the following requirements:

(a) a pass in Art at NSSC level;
(b) (i) the successful submission of a portfolio acceptable to the Department of Visual and Performing Arts; and
(ii) a pass in a visual arts admission test administered by the Department of Visual and Performing Arts.
The Higher Diploma in Visual Arts programme consists of the equivalent of twenty-four (24) Courses (384 credits) at the three year levels, as represented below:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Number of Courses</th>
<th>Credit Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year level</td>
<td>7 Courses*</td>
<td>112 credits</td>
</tr>
<tr>
<td>Second year level</td>
<td>9 Courses</td>
<td>144 credits</td>
</tr>
<tr>
<td>Third year level</td>
<td>8 Courses</td>
<td>128 credits</td>
</tr>
<tr>
<td>Total</td>
<td>24 Courses</td>
<td>384 credits</td>
</tr>
</tbody>
</table>

* Including the equivalent of three (3) University Core Curriculum Courses (two (2) Courses and two (2) half-Courses)

- To be awarded the Higher Diploma in Visual Arts, a student must pass all the Courses in the curriculum.
- Students admitted to the Higher Diploma in Visual Arts may only register for the Courses prescribed below. A Higher Diploma in Visual Arts student may not register for any other (degree programme) course, except the University Core Curriculum Courses as indicated below.
- To be re-admitted to the School, a student should have obtained a minimum of 64 credits in the previous year of study.

### First Year Level

#### Curriculum

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>NQF LEVEL</th>
<th>CREDITS</th>
<th>(CO-REQUISITE) / PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI 3580</td>
<td>Contemporary Social Issues (half-course – University Core Curriculum)</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>CLC 3509</td>
<td>Computer Literacy (half-course – University Core Curriculum)</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>VPD 2481</td>
<td>Principles of Design</td>
<td>4</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>VLD 2481</td>
<td>Visual Literacy and Drawing</td>
<td>4</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>LEG 2410</td>
<td>*English for General Communication (double-course) OR</td>
<td>4</td>
<td>32</td>
<td>(16 per sem.)</td>
</tr>
<tr>
<td>OR</td>
<td>*English Communication and Study Skills</td>
<td>OR</td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td>LCE 3419</td>
<td>English for General Communication (double-course)</td>
<td>4</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>SEMESTER 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VPD 2492</td>
<td>Principles of Design</td>
<td>4</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>VLD 2492</td>
<td>Visual Literacy and Drawing</td>
<td>4</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>*LEG 2410</td>
<td>*English for General Communication (double-course)</td>
<td>4</td>
<td>32</td>
<td>(16 per sem.)</td>
</tr>
<tr>
<td>LEA 3519</td>
<td>English for Academic Purposes</td>
<td>5</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

* Students with any one of the following qualifications: (a) grade 4 in English Second Language at NSSC Higher Level or the equivalent; or (b) A, B or C symbol in English First/Second Language at NSSC Level or the equivalent; will register for ULCE 3419 English Communication and Study Skills instead of ULEG 2410 English for General Communication (double-course).

* Exemption for Students who had Art in school from VLD 3581/3592 or VPD 3581/3592 should be applied through the department.

### Second Year Level

#### Admission Requirements

Admission to the second year level is regulated by the course-specific prerequisites indicated below.

Students who register for Art for Advertising and Creative expression will be required to demonstrate basic visual aptitude by submitting a portfolio or by sitting for a drawing test. (Compulsory)

#### Curriculum

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>NQF LEVEL</th>
<th>CREDITS</th>
<th>(CO-REQUISITE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students select three (3) Visual Arts disciplines below and register for two (2) corresponding courses in each discipline plus the relevant additional courses (total = 9 courses), according to the following rules:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VAA 2511</td>
<td>Art for Advertising</td>
<td>5</td>
<td>16</td>
<td>VAA 2511</td>
</tr>
<tr>
<td>VFS 2511</td>
<td>Fashion Studies</td>
<td>5</td>
<td>16</td>
<td>VFS 2511</td>
</tr>
<tr>
<td>VTS 2511</td>
<td>Textiles: Dyed, Painted and Printed</td>
<td>5</td>
<td>16</td>
<td>VTS 2511</td>
</tr>
<tr>
<td>VCE 2511</td>
<td>Creative Expression</td>
<td>5</td>
<td>16</td>
<td>VCE 2511</td>
</tr>
<tr>
<td>VVC 2511</td>
<td>Visual Culture and Concepts in Africa</td>
<td>5</td>
<td>16</td>
<td>VVC 2511</td>
</tr>
<tr>
<td>VCS 2511</td>
<td>Ceramics Studies</td>
<td>5</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>SEMESTER 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VAA 2532</td>
<td>Art for Advertising</td>
<td>5</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>VFS 2532</td>
<td>Fashion Studies</td>
<td>5</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>VTS 2532</td>
<td>Constructed Textiles and Sewn Decoration</td>
<td>5</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>VCE 2532</td>
<td>Creative Expression</td>
<td>5</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>VVC 2532</td>
<td>Developments in Contemporary Art</td>
<td>5</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>VCS 2532</td>
<td>Ceramics Studies</td>
<td>5</td>
<td>16</td>
<td>(VCS 2511)</td>
</tr>
</tbody>
</table>
Students add 2 or 3 additional courses from the list below that correspond to the Visual Arts discipline selected:

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>NQF LEVEL</th>
<th>CREDITS</th>
<th>(CO-REQUISITE) / PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCS 2632</td>
<td>Textiles in Interior Design</td>
<td>6</td>
<td>16</td>
<td>VFS 2511 &amp; VTF 2500</td>
</tr>
<tr>
<td>VFS 2511</td>
<td>Textiles and Fashion Basics</td>
<td>6</td>
<td>16</td>
<td>VTS 2511 &amp; VTF 2500</td>
</tr>
<tr>
<td>VCE 2511</td>
<td>Creative Expression</td>
<td>6</td>
<td>16</td>
<td>VVC 2511 &amp; VTF 2500</td>
</tr>
<tr>
<td>VVC 2511</td>
<td>Visual Culture and Concepts</td>
<td>6</td>
<td>16</td>
<td>VCS 2511 &amp; VTF 2500</td>
</tr>
<tr>
<td>VCS 2511</td>
<td>Ceramics Studies</td>
<td>5</td>
<td>16</td>
<td>VFS 2511 &amp; VTF 2500</td>
</tr>
</tbody>
</table>

In cases where course selection according to the rules above results in students being one (1) course short of the required nine (9) courses at second year level, they will register for an additional one (1) course from an appropriate Visual Arts discipline in consultation with the Department of Visual and Performing Arts.

In exceptional cases, prerequisites may be waived with written approval by the Head of Department.

Notes
1. The studio subjects above require three (3) hours of studio work (practical) per week throughout the academic year.
2. Due to its cost-intensive nature, a studio fee will be charged per studio subject.

Third Year Level

Curriculum

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>NQF LEVEL</th>
<th>CREDITS</th>
<th>(CO-REQUISITE) / PRE-REQUISITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VAA 2532</td>
<td>Art for Advertising</td>
<td>6</td>
<td>16</td>
<td>VFT 2500 &amp; VTS 2500</td>
</tr>
<tr>
<td>VFS 2532</td>
<td>Fashion Studies</td>
<td>6</td>
<td>16</td>
<td>VCE 2532 &amp; VVC 2532</td>
</tr>
<tr>
<td>VTS 2532</td>
<td>Textiles &amp; Fashion Basics</td>
<td>6</td>
<td>16</td>
<td>VCE 2532 &amp; VVC 2532</td>
</tr>
<tr>
<td>VCE 2532</td>
<td>Creative Expression</td>
<td>6</td>
<td>16</td>
<td>VVC 2532 &amp; VCS 2532</td>
</tr>
<tr>
<td>VVC 2532</td>
<td>Visual Culture and Concepts</td>
<td>6</td>
<td>16</td>
<td>VCS 2532 &amp; VFS 2532</td>
</tr>
<tr>
<td>VCS 2532</td>
<td>Ceramics Studies</td>
<td>5</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

In exceptional cases, prerequisites may be waived with written approval by the Head of Department.

Notes
1. The studio subjects above require three (3) hours of studio work (practical) per week throughout the academic year.
2. Due to its cost-intensive nature, a studio fee will be charged per studio subject.
**NQF Level:** 4  
**Credits:** 12  
**Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** This is the introductory visual arts course that will provide the student with basic knowledge needed for creating visual art forms. While the Diploma focuses on the aspects of practical expression, a level of theoretical understanding in line with the appropriate NQF level is expected. This will be accomplished through research and working in three diverse art and design activities to stimulate individual creativity and provide art and design theory. This course, together with VPD 2432 Principles of Design, will provide a background for visual art and design Courses to follow at subsequent year levels.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)

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**VPD 2492 Principles of Design**

**NQF Level:** 4  
**Credits:** 12  
**Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** This course provides additional knowledge needed for the creating of new and more advanced visual art and design forms. While the Diploma emphasises the aspects of practical expression, a level of theoretical understanding in line with the appropriate NQF level is expected. The course further aims at stimulating individual creativity and reinforcing art and design theory. This will be done through working in a series of art and design activities to produce different products to those done in VPD 2411 Principles of Design. This course will provide further background for visual art and design Courses at subsequent year levels.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper plus exhibition/presentation)

---

**VLD 2481 Visual Literacy and Drawing**

**NQF Level:** 4  
**Credits:** 12  
**Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** This course promotes visual literacy through the analysis and production of art. There will be exploration of manifestation of ideas in visual art through aspects such as art elements, compositional principles and subject matter. This theoretical and practical foundation for visual arts will be consolidated by an emphasis on drawing.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)

---

**VLD 2492 Visual Literacy and Drawing**

**NQF Level:** 4  
**Credits:** 12  
**Contact Hours:** 3 hours/week over 14 weeks = 42 contact hours

**Content:** This course promotes visual literacy through the analysis and production of art. The project-based exploration of visual arts concepts and skills will be supported by a focus on formats for oral and written presentations on art. This foundation for visual arts will be consolidated by an emphasis on drawing and the evaluation thereof.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)

---

**LCE 3419 English Communication and Study Skills**

**NQF Level:** 4  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** A, B or C symbol in English at NSSC Ordinary Level or a grade 4 in English at NSSC Higher Level or the equivalent

**Content:** This course is aimed at assisting students in the development of their reading, writing and speaking and listening skills, in order to cope with studying in a new academic environment and in a language which may not be their first language. The course also focuses on study skills that students need throughout their academic careers and beyond. The course serves as an introduction to university level academics, where styles of teaching and learning differ from those at secondary schools in that more responsibility is placed on the student. The course therefore, focuses on the skills that students need throughout their academic careers and beyond.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

---

**LEA 3519 English for Academic Purposes**

**NQF Level:** 5  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** A pass (minimum grade 4) in English First Language at NSSC Higher Level or a grade 3 or higher in English Second Language at NSSC Ordinary Level or the equivalent

**Content:** This course develops a student’s understanding, and competencies regarding academic conventions such as academic reading, writing, listening and oral presentation skills for academic purposes. Students are required to produce a referenced and researched essay written in formal academic style within the context of their university studies. Students are also required to do oral presentations based on their essays. The reading component of the course deals with academic level texts. This involves students in a detailed critical analysis of such texts. The main aim is therefore, to develop academic literacy in English.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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**LEG 2410 English for General Communication (double-course)**

**NQF Level:** 4  
**Credits:** 32  
**Contact Hours:** 4 hours/week over 28 weeks = 112 contact hours

**Prerequisites:** D symbol in English at NSSC Ordinary Level or the equivalent

**Content:** This course attempts to assist students to improve their general English prociency. The main goal of this course is, therefore, to develop the reading, writing, listening, speaking and study skills of students in order for them to perform tasks in an academic environment. This course focuses on the skills students need to perform cognitive academic tasks in an academic environment and beyond.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 3 hour examination paper)

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**Second Year Level**

**VAA 2511 Art for Advertising**

**NQF Level:** 5  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** VLD 2492 Visual Literacy and Drawing or VPD 2432 Principles of Design

**Content:** Students will be introduced to typography and basic layout; historical context of type design; advertising conceptualisation; an analysis of print advertising; and rendering. While the diploma course emphasises the aspect of practical expression, a level of theoretical understanding in line with NQF level 5 is expected.  
**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)

---

**VAA 2532 Art for Advertising**

**NQF Level:** 5  
**Credits:** 16  
**Contact Hours:** 4 hours/week over 14 weeks = 56 contact hours

**Prerequisite:** VAA 2511 Art for Advertising

**Content:** Continuation of principles of typography, advertising layout and conceptualisation. Continuation of rendering. Corporate identity design. Analysis of print advertising. Introduction to colour foundations of print applications. Colour systems. The graphic image. Lateral thinking techniques. Written articulation of advertising and fine art. While the diploma course emphasises the aspect of practical expression, a level of theoretical understanding in line with NQF level 5 is expected.
VFS 2511 Fashion Studies

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)

**VFS 2532 Fashion Studies**

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)

**VTS 2511 Textiles: Dyed, Printed and Painted**

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)

**VTS 2532 Constructed Textiles and Sewn Decoration**

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)

**VCE 2511 Creative Expression**

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)

**VCE 2532 Creative Expression**

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)

**VVC 2511 Visual Culture and Concepts in Africa**

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)

**VVC 2532 Developments in Contemporary Art**

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)
Prerequisite: VVC 2511 Visual Culture and Concepts in Africa
Content: The study of developments in contemporary art will focus on twentieth century Western Art. Consideration of trends, such as abstraction and exploration of the figurative, will involve theoretical introduction, followed by focus on practical exploration of particular approaches in a range of art media.
Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)

VTF 2500 Textiles and Fashion Basics

<table>
<thead>
<tr>
<th>NQF Level: 5</th>
<th>Credits: 16</th>
<th>Contact Hours: 2 hours/week over 28 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: The Textiles and Fashion Basics course is designed to provide a foundation for Courses in Fashion and Textiles. By the end of the course all students should be working with the same basic knowledge. The course focuses on knowledge and skills that are essential for both Fashion and Textiles students. Textiles: The textiles component of the course concentrates on essential understanding about the production and characteristics of textiles. The course covers the ways in which different fibres are produced and how they are identified, fabric production, fabric dyeing and finishing. Fashion: The fashion component of this course concentrates on essential practical and theoretical understanding of sewing techniques for fashion. In the course of the course students will produce a collection of samples presented in an A4 file, which includes all the work done during the course.</td>
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<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)</td>
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VAD 2500 Visual Articulation and Drawing

<table>
<thead>
<tr>
<th>NQF Level: 5</th>
<th>Credits: 16</th>
<th>Contact Hours: 2 hours/week over 28 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: HVLD 2492 Visual Literacy and Drawing or UVPD 2492 Principles of Design</td>
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</tr>
<tr>
<td>Content: Focus on both drawing skills and written work and presentation thereof will be achieved through thematic exploration of central developments in Namibian gallery based on visits to art galleries and artists’ studios.</td>
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<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)</td>
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VIP 2512 Introduction to Photography

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<tr>
<th>NQF Level: 5</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
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</thead>
<tbody>
<tr>
<td>Prerequisite: UCLC 3409</td>
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</tr>
<tr>
<td>Content: Introduction to the history and theory of photography and photographic materials; hands-on practical exposure to basic digital photography, placed in a contemporary art context allowing for basic individual interpretation; and an introduction to contemporary literature corresponding to course content. Emphasis will be placed on understanding camera technology and the workings of the camera</td>
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<tr>
<td>Assessment: Continuous assessment 60%; examination 40% (1 x 2 hour examination paper including exhibition/presentation)</td>
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Third Year Level

VAD 2600 Business for Visual Arts

<table>
<thead>
<tr>
<th>NQF Level: 6</th>
<th>Credits: 16</th>
<th>Contact Hours: 2 hours/week over 28 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: Pass at least three (3) Courses (48 credits) at second year level in one Visual Arts discipline</td>
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</tr>
<tr>
<td>Content: This course has both a practical and a theoretical component. Practical: Students will start up and run a small business related to their Visual Arts studies under the Junior Achievement Namibia programme. This will involve selecting a business activity, raising funds by selling shares, electing officials and running and administering the business. The business will be closed and liquidated at the end of the semester. Theory: Students will write a business plan for a small business connected with their experience in Visual Arts. Each student will write his or her own individual business plan. This will involve making decisions about the type of business, target market, financial planning and operation of the business.</td>
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<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)</td>
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</tbody>
</table>

VDP 2611 Desktop Publishing for Visual Arts

<table>
<thead>
<tr>
<th>NQF Level: 6</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: UCLC 3409</td>
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</tr>
<tr>
<td>Content: Students explore at an introductory level, the manipulation of images via observation and rendering assignments. They further practise at an introductory level, the principles of organisation of space via visual design projects. The above activities are applied to current computer software widely used in the arts and media industries such as InDesign, Photoshop and Illustrator. The course is designed to develop and strengthen basic perceptual abilities; and to prepare students to apply successful design principles in the area of desktop publishing in the arts and media industries. It further consolidates basic objective and spatial perceptions required in related visual arts and media courses.</td>
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<tr>
<td>Assessment: Continuous assessment 60%; examination 40% (1 x 2 hour examination paper including exhibition/presentation)</td>
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</tbody>
</table>

VAA 2611 Art for Advertising

<table>
<thead>
<tr>
<th>NQF Level: 6</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: VAA 2532 Art for Advertising</td>
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<td></td>
</tr>
<tr>
<td>Content: Advertising layout and conceptualisation. Mechanics of the camera and basics of advertising photography. Conceptualisation and execution of a print advertisement from a client brief. Masthead and cover design of an illustrated magazine. While the diploma course emphasises the aspect of practical expression, a level of theoretical understanding in line with NQF level 6 is expected.</td>
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<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)</td>
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</table>

VAA 2632 Art for Advertising

<table>
<thead>
<tr>
<th>NQF Level: 6</th>
<th>Credits: 16</th>
<th>Contact Hours: 4 hours/week over 14 weeks = 56 contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: VAA 2611 Art for Advertising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content: Conceptualise and execute an advertising campaign for a product or service. Write advertising headlines and copy. Market-related analysis as a reference for advertising conceptualisation. Introduction to printing technologies and methods. While the diploma course emphasises the aspect of practical expression, a level of theoretical understanding in line with NQF level 6 is expected.</td>
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</tr>
<tr>
<td>Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)</td>
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</tbody>
</table>
VFS 2611 Fashion Studies

**Prerequisite:** VFS 2532 Creative Expression

**Content:** This course builds on the skills and knowledge consolidated in the prerequisite course. This course will cover both practical and theoretical aspects of design and soft tailoring components and students will cover all three major divisions of the subject Fashion Studies, namely creative fashion illustration, pattern- and garment construction. All these areas will be developed within a collective design concept.

**Practical:** Practical activities will cover the design and illustration of a soft tailoring garment with a fashion accessory.

**Theory:** Theoretical work will cover the historical aspects of fashion and clothing design; students will study various histories of costume eras that will result in the design of costumes for a stage play setting. Other areas of theory will cover fashion product costing and the implementation of the Designer Work Sheet.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)

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VFS 2632 Fashion Studies

**Prerequisite:** VFS 2611 Fashion Studies

**Content:** This course builds on the skills and knowledge consolidated in the previous course. This course will cover both theoretical and practical work with a focus on design and evening wear components in all three major divisions of the subject Fashion Studies, namely creative fashion illustration and pattern- and garment construction. All these areas will be developed within a collective design concept.

**Practical:** Practical activities will cover the design and illustration of eveningwear with a fashion accessory.

**Theory:** Theoretical work will cover marketing aspects for fashion design as well as the historical aspects of fashion and clothing design; students will study various histories of costume eras. Based on this knowledge, students will design costumes for a film play setting. Other areas of theory that will be covered include fashion product costing and marketing.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)

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VTS 2611 Textile Product Development

**Prerequisite:** VTS 2532 Constructed Textiles and Sewn Decoration

**Content:** This course has both a practical and a theoretical component.

**Practical:** Students will conduct a visual research exercise in which they will document aspects of the visual culture of Namibia that they consider appropriate for the development of a textile product. They will document their research in the form of a storyboard presentation either in two-dimensional or in digital format. They will develop a key textile product and two related products from their research that can be marketed as a product family.

**Theory:** A review will be made of current trends in interior design, globally, in the region and in Namibia, and the opportunities that are offered by these trends to Namibian producers. The concept of the product family as a marketing tool will be discussed. Theory will also focus on the state of the textiles industry in Southern Africa. Looking at patterns of production and consumption of textiles in the region and discussion of historical and contemporary influences. A comparison will be made between the situation in Southern Africa and that elsewhere on the continent. Students will review the influence of international trade policies and agreements and other macro-economic factors on the regional textiles industry.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)

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VTS 2632 Textiles in Interior Design

**Prerequisite:** VTS 2611 Textile Product Development

**Content:** This course has both a practical and a theoretical component.

**Practical:** Students will build on the knowledge and skills gained in their previous textiles Courses to design and produce a group of at least three textile products for use in a specific room in a guest house or private home in Windhoek. They will work within a specified budget and prepare a detailed costing for their designs. They will produce a mood board, floor plans and wall plans for the interior and specifications for the manufactured textile products. Their final presentation will visually clearly explain their intentions.

**Theory:** In the theory part of this course, students will review the décor in at least two guest houses or small hotels in Windhoek with regard to their chosen clientele. They will discuss interior design and interior decoration and the way that designers plan their interior décor schemes. They will conduct an interview with a local interior designer to review the design opportunities that exist in Namibia. They will also visit local suppliers. Students will design and conduct a survey that examines an aspect of interior design that they identify in the course of the course. They will also examine how one would go about setting up in business as an interior decorator in Namibia.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)

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VCE 2611 Creative Expression

**Prerequisite:** VCE 2532 Creative Expression

**Content:** While the diploma emphasises the aspect of practical expression, a level of focused theoretical understanding commensurate with the NQF level 6 is expected. Therefore, this course will be placed in a contemporary art historical and theoretical context in which the student will both theoretically and practically be exploring creative strategies. This will empower the student to develop and emphasize his/her individual aptitude for creative expression in a visual art field of choice.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)

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VCE 2632 Creative Expression

**Prerequisite:** VCE 2611 Creative Expression

**Content:** While the diploma emphasises the aspect of practical expression, a level of focused theoretical understanding commensurate with the NQF level 6 is expected. Placed in a contemporary art historical and theoretical context, this course will therefore explore more advanced creative strategies, allowing for an emphasis on the student's individual aptitude for creative expression in a visual art field of choice.

**Assessment:** Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper including exhibition/presentation)
VVC 2611 Visual Culture and Concepts

NQF Level: 6  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: VVC 2532 Developments in Contemporary Art

Content: This course consists of two components. The first is an overview of central developments in post-modernism such as pop art, minimalism and conceptual art. The second analyses selected trends in visual culture in post-colonial Africa.

Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

VVC 2632 Visual Culture and Concepts

NQF Level: 6  
Credits: 16  
Contact Hours: 4 hours/week over 14 weeks = 56 contact hours

Prerequisite: VVC 2611 Visual Culture and Concepts

Content: This course consists of two components. The first component is an overview of recent developments in post-modernism such as installation art, performance art, video art and computer art. The second component focuses on debate pertaining to the increasing assertion within the mainstream art scene of hitherto marginalised artists such as women and persons of non-western origin.

Assessment: Continuous assessment 60% : Examination 40% (1 x 2 hour examination paper)

DIPLOMA IN MEDIA STUDIES  (13DIMS)

NOTE: This programme is only offered online.

Introduction
The Diploma in Media Studies offers a formal qualification to improve the skills of those intending to work in print and broadcast journalism, public relations, and advertising. The programme will develop para-professional level media and communication workers who can either work under qualified professionals in the industry or have the ability to start up their own media and communication outfits. Holders of this Diploma will have abilities and skills in writing, planning and production. They will also have the capacity for decision-making under pressure as well as the ability to play sub-professional managerial roles.

Aim
These qualifications cater for students who graduated with a level 5 Diploma in Media Studies as minimum entry requirements and wish to upgrade to a level 6. On successful completion of this Diploma, candidates will qualify to proceed into the third year of the degree programmes Media Studies (Honours).

Admission Requirements
- A NSSC or equivalent qualification, obtained in not more than three (3) examination sittings, with a minimum score of 22 in five (5) subjects on the UNAM Evaluation Scale. English is a compulsory subject and should have been obtained as a Second Language at NSSC Ordinary Level with symbol D or higher.
- A candidate can be admitted to the programme through the University’s Mature Age Entry Scheme

Duration of study
The Diploma in Media Studies cannot be completed in less than 3 years, unless a student is granted credits on the basis of studies completed elsewhere, and/or for another qualification. The programme for the Diploma in Media Studies must be completed within 6 years through online studies, unless special permission is granted for this period to be exceeded.

Curriculum Compilation
The Diploma in Media Studies programme consists of 384 credits plus 32/48 credits (core modules) as represented below:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Number of Courses</th>
<th>Credit Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year level</td>
<td>13 Courses*</td>
<td>208 credits</td>
</tr>
<tr>
<td>Second year level</td>
<td>8 Courses</td>
<td>96 credits</td>
</tr>
<tr>
<td>Third year level</td>
<td>8 Courses</td>
<td>128 credits</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>25 Courses</strong></td>
<td><strong>432 credits</strong></td>
</tr>
</tbody>
</table>

* including the equivalent of three (3) University Core Curriculum Courses (two (2) Courses and two (2) half-Courses)

To be awarded the Diploma in Media Studies, a student must pass all the Courses in the curriculum.

Students admitted to the Diploma in Media Studies may only register for the Courses prescribed below. A Diploma student may not register for any other (degree programme) course, except the University Core Curriculum Courses as indicated below.

Re-admission Requirements
- To be admitted to the second year level in the Diploma in Media Studies, a student should have passed at least 96 credits. A student who has passed at least 64 (but less than 96) first year credits, will be allowed to register for a maximum of 48 second year credits (in addition to the failed modules) provided that the relevant pre-requisites have been passed.
- To be admitted to the third year level in the Diploma in Media Studies, a student should have passed a total of 192 credits. A student who has passed less than 192 credits, will be allowed to register for a maximum of 48 credits per semester (including the failed modules) provided that the relevant pre-requisites have been passed.
First Year Level

Students furthermore add the equivalent of two (2) Courses from the University Core Curriculum to their curriculum according to the following rules:

- a pass (minimum grade 4) in English First Language at NSSC Higher Level or the equivalent;
- a Grade 1, 2 or 3 in English Second Language at NSSC Higher Level or the equivalent.

Students with any one of the following qualifications will register for the two (2) Courses below:
- grade 4 in English Second Language at NSSC Higher Level or the equivalent;
- A(*), B or C symbol in English First/Second Language at NSSC Level or the equivalent; a pass in ULEG 2410 English for General Communication.

Students with any one of the following qualifications will be credited for LCE 3419 English Communication and Study Skills and will register for the single course below:

* LCE3419 English Communication and Study Skills

* LEA3519 English for Academic Purposes

- Students with a D symbol in English First/Second Language at NSSC Ordinary Level, or the equivalent, take the double-course below:

LEG 2410 English for General Communication (double-course)

Students take all Courses below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>LCE 3419</td>
<td>English Communication and Study Skills OR</td>
<td>1</td>
<td>LEG2410</td>
<td>English for General Communication</td>
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<tr>
<td>1</td>
<td>CSI3580</td>
<td>Contemporary Social Issues</td>
<td>1</td>
<td>ISM2401</td>
<td>Introduction to Mass Communication</td>
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<td>ISM2421</td>
<td>African Communication Systems</td>
<td>2</td>
<td>ISM2441</td>
<td>Children and the Media</td>
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<td>Computer Literacy</td>
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<td>ISM2442</td>
<td>Marketing Foundation for PR &amp; Advertising</td>
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<td>ISM2462</td>
<td>Media and Popular Culture</td>
<td>2</td>
<td>ISM2472</td>
<td>Mediated Communication in Africa</td>
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<td></td>
<td>LEA3519</td>
<td>English for Academic Purposes</td>
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<td>LEA3519</td>
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<tr>
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<td>ISM2402</td>
<td>History of Print and Broadcast Media</td>
<td>2</td>
<td>ISM2422</td>
<td>Gender and the Media</td>
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<td>ISM2482</td>
<td>Media Criticism</td>
<td>2</td>
<td>ISM2482</td>
<td>Media Criticism</td>
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</tbody>
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Code | Course                | NQA level | Code | Prerequisite Code | Prerequisite Course |
Year 2 | Semester 1

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ISM 2501</td>
<td>Introduction to Communication</td>
<td>5</td>
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<td>ISM 2511</td>
<td>Media Theories</td>
<td>5</td>
<td>16</td>
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<tr>
<td>ISM 2541</td>
<td>Introduction to Broadcasting</td>
<td>5</td>
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<td>ISP 2561</td>
<td>Introduction to Journalism</td>
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<td>ISM 2502</td>
<td>New Media Technologies</td>
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<tr>
<td>ISM 2512</td>
<td>Introduction to Public Relations</td>
<td>5</td>
<td>16</td>
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<td>ISM 2532</td>
<td>Introduction to Advertising</td>
<td>5</td>
<td>16</td>
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<td>ISM 2552</td>
<td>Introduction to Film and Video</td>
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**TOTAL CREDITS YEAR 2** 96

**Year 3**

**Semester 1**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ISP 2611</td>
<td>Media in Namibia</td>
<td>6</td>
<td>16</td>
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<tr>
<td>ISM 2631</td>
<td>Writing for the Mass Media</td>
<td>6</td>
<td>16</td>
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<td>ISB 2631</td>
<td>Practical Training 1</td>
<td>6</td>
<td>16</td>
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<tr>
<td>ISP 2651</td>
<td>News Reporting and Writing</td>
<td>6</td>
<td>16</td>
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<tr>
<td>ISM 2612</td>
<td>Mobile Journalism</td>
<td>6</td>
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**Semester 2**

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<td>ISP 2612</td>
<td>Media Laws, Ethics and Policies</td>
<td>6</td>
<td>16</td>
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<tr>
<td>ISP 2632</td>
<td>Digital Media</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>ISP 2652</td>
<td>Development Communication</td>
<td>6</td>
<td>16</td>
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</tbody>
</table>

**TOTAL CREDITS YEAR 128**

**COURSE TOTAL CREDITS 432**

**Course Descriptors**

**Introduction to Communication ISM 2501**

Proposed NQF Level: 5  Credits: 8  CA 60% Examination 40% - 1x 2 hour paper

Prerequisite: None

Course Content:
This course will examine elements, aspects and context of effective communication. It will also introduce students to effective intercultural communication aimed at community building. The course will also focus on the process and features of communication with a dose of both traditional and new media. It will involve an examination of the historical overview and definitions of communication processes including traditional and new media as well as elements of the communication process such as transmission, reception, feedback, noise and communication settings – interpersonal, machine-assisted interpersonal communication, mass communication – and meaning and signs.
Media Theories (ISM2511)

Proposed NQF Level: 5  
Credits: 16

Prerequisite: None

Course Content:
The course explores the panorama of mass communication theory, as a discipline that studies the theories and principles of the media and the transmission of information and the methods by which it is delivered. It looks at the traditions of scholarship that go with it. It examines the broad spectrum of communication theorizing – its history and major paradigms, and it also looks at the major determinants that have influenced communication theorizing such as the economic, political and cultural contexts. The course will also review the history and major paradigms in media theories.

Introduction to Broadcasting (ISM2541)

Proposed NQF Level: 5  
Credits: 8

Prerequisite: None

Course Content:
The course encompasses definitions, history and development of broadcasting, radio and TV in the digital age, defining features of TV and radio, organization of the broadcast industry, effects and features of the broadcast industry, producing radio and TV programmes, economics, financing, public broadcasting, cable television, home video, direct broadcast satellites, regulation, ratings, scheduling and types of TV and radio operations, feedback and career outlook, key concepts in broadcasting and impact of IT on broadcasting.

Introduction to Journalism (ISM2561)

Proposed NQF Level: 5  
Credits: 8

Prerequisite: None

Course Content:
The course introduces students to the historical development of journalism from the sentinels to satellites, background and issues in journalism, researching and recording information, newspapers and magazines, print layout and production, online journalism, social media, multimedia journalism, information graphics, data-driven journalism, health and safety, central and local government, careers and training. The focus will be on developing critical thinking in the use of the English language in news story writing.

New Media Technologies (ISM2502)

Proposed NQF Level: 5  
Credits: 8

Prerequisite: None

Course Content:
The course provides the knowledge that is required to stay on top of the new and constantly changing communication environment encompassing the whole gamut of digital media technologies, their deployment and use in everyday life with emphasis on digital transformations, collective intelligence, convergence, creative industries, cyberspace/virtual reality, digital copyright/creative commons, the digital divide, digital economy, globalization, hacking, interactivity, the knowledge economy, mobile media, networks, privacy and surveillance, remediation, ubiquitous computing, user-generated content, social shaping of technology, games, online news and new media theories.
<table>
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<tr>
<th>Course Code</th>
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<th>Proposed NQF Level</th>
<th>Credits</th>
<th>Course Content</th>
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<tr>
<td>ISM2512</td>
<td>Introduction to Public Relations</td>
<td>5</td>
<td>16</td>
<td>The course provides the foundation on which to build advanced public relations courses by looking at evolution, definitions, roles and specialties, organizational settings, theories and models, management process and planning as well as PR practice spanning government and public affairs, business and industry PR, non-profits, trade associations and nongovernmental organizations. It also explores the basics of PR for digital platforms.</td>
</tr>
<tr>
<td>ISM2532</td>
<td>Introduction to Advertising</td>
<td>5</td>
<td>16</td>
<td>The course examines definitions of advertising, types of advertising, roles and functions of advertising, application of the human communication process to advertising, advertising and the marketing process, history and evolution of advertising, effects of advertising, the advertising industry - agencies, client/agency relationship, the suppliers in advertising, the media in advertising - marketing and advertising research as well as marketing and advertising planning.</td>
</tr>
<tr>
<td>ISM2552</td>
<td>Introduction to Film and Video</td>
<td>5</td>
<td>16</td>
<td>The course encompasses history of the motion picture, motion picture in the digital age, defining features of motion pictures, organization of the film industry, producing motion pictures, economics, feedback, cable and home video, expressiveness of film techniques including editing and sound, sources, components and types of fictional films, films in context as well as career outlook.</td>
</tr>
<tr>
<td>ISP2611</td>
<td>Media in Namibia</td>
<td>6</td>
<td>16</td>
<td>The course introduces students to the historical development of the media and communication industries in Namibia by examining newspapers and magazines, radio, television, digital, terrestrial and satellite development, advertising and public relations, online journalism, social media, regulatory framework, Namibia’s contribution to global media with specific reference to the Windhoek Declaration, ranking of the Namibian media as well as careers and training.</td>
</tr>
<tr>
<td>ISM2631</td>
<td>Writing for the Mass Media</td>
<td>6</td>
<td>16</td>
<td>The course introduces students to writing across all mass communication genres: Advertising, public relations, print, TV, radio, social/new media and web. It will focus on elements of good writing such as orderly presentation of ideas, smoothness and economy of expression as well as precision and clarity, persuasive writing as well as best practice in writing for social and new media.</td>
</tr>
<tr>
<td>ISB2631</td>
<td>Practical Training 1</td>
<td>6</td>
<td>16</td>
<td>The course will expose students to the work environment where they will put into practice what they have been taught in class. In addition, they will be expected to work in teams; interact with work colleagues and communicate effectively. They will also be expected to adhere to the organisations’ work ethics, rules and guidelines and produce a portfolio of their activities and contributions to the host institution.</td>
</tr>
<tr>
<td>ISP2651</td>
<td>News Reporting and Writing</td>
<td>6</td>
<td>16</td>
<td>The module covers definitions of news, news values or criteria, the interview preparation process, attribution, use of multiple sources and verified information, elements of good writing, the inverted pyramid, variations of the inverted pyramid lead and news story organization.</td>
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| Mobile Journalism (MOJO)                    | ISM2612| 6                  | 16      | None               | Continuous Assessment - 100%  
The module deals with theoretical perspectives of mobile journalism (MOJO), MOJO and mobile, MOJO across platforms and genres, tools of MOJO, composing visual proof on a cell phone, recording location sound using a smartphone, elements of MOJO storytelling, how to make broadcast videos with an iPhone and iPad etc., postproduction, file delivery, phone management, ethical and legal aspects of MOJO and MOJO resources. |
| Media Laws, Ethics and Policies             | ISP3612| 6                  | 16      | None               | CA 60% Examination 40% - 1x 3 hour paper  
Course content includes laws affecting media professionals such as defamation, libel, copyright, obscenity, slander, and malicious publication; laws affecting the media in Namibia and the region; ethics are covered, with a focus on the Namibian media code of ethics; international and regional policy issues are discussed, with an analysis of their impact on the media; legal aspects of media regulation; ethical issues surrounding news content as well as national and regional media policy issues. |
| Digital Media                               | ISP3632| 6                  | 16      | ISM 3502           | CA 60% Examination 40% - 1x 3 hour paper  
Course Content:  
The course involves manipulation of symbols capable of delivering radically new forms of art, entertainment, communication, and social experiences involving knowledge of wiki writing, blogs, microblogging, video, and sound, spatiality of digital media, temporality of digital works, software, search, games, mash up, mark-up language, interactive media, hyper textuality, graphic realism, flash, e-Books, digital art, code, augmented reality, animation and algorithm. |
| Development Communication                   | ISP3652| 6                  | 16      | None               | CA 60% Examination 40% - 1x 3 hour paper  
Course Content: The course involves the study of the relationship between the practical application of communication processes and technologies in achieving positive and measurable development outcomes with a focus on principles of development, modernization/dependency models, participatory model, multiplicity model, conceptions of poverty and solutions and the importance of widespread popular social movements. |