

**Welcome to the
Graduation Ceremony
of the
University of Johannesburg
12 April 2018**

**Welkom by die
Gradeplegtigheid
van die
Universiteit van Johannesburg
12 April 2018**

**Le a Amogelwa
Moletlong wa Dikapešo wa
Yunibesithi ya Johannesburg
12 Moranang 2018**

**Niyamukelwa
eMcimbini wokweThweswa kweZiqu
weNyuvesi yaseJohannesburg
12 kuMbaso 2018**

UNIVERSITY OF JOHANNESBURG

CHANCELLOR

Prof NS Ndebele
BA (Lesotho), MA (Cambridge UK), PhD (Denver USA)

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BA, BA Hons, MA (UDW), MA (Kansas USA), DPhil (UDW)

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BCom (Rhodes), BCom Hons (UKZN), CA (SA)

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BSc, BSc Hons, MSc, PhD (US)

FACULTY OF ART, DESIGN AND ARCHITECTURE

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Prof SJ Gravett
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Prof C Mbohwa (Acting)
BSc Eng (Hons), OMMS, PhD (TMIT Japan)

FACULTY OF HEALTH SCIENCES

Prof A Swart
NDip, NHDip (TWR), BEd, MEd (RAU), DTech (TWR)

FACULTY OF HUMANITIES

Prof AB Broadbent
BA, BA Hons, MPhil, PhD (Cambridge UK)

FACULTY OF LAW

Prof LG Mpedi
B Juris, LLB (Vista), LLM (RAU), LLD (UJ)

FACULTY OF SCIENCE

Prof D Meyer
BSc, BSc Hons, MSc (RAU), PhD (California USA)

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Dr J Manyaka

Prof T Marwala

Ms Z Matlala

Ms BJ Memela-Khambula

Mr F Netshiavha

Prof A Parekh

Mr C Phetla

Dr WP Rowland

Mr K Thomas

Dr M Tom

Programme

Thursday, 12 April 2018 at 17:00

To ensure good order during the ceremony all those present are requested to leave the Auditorium only after the ceremony has been concluded.

The academic procession enters the Auditorium and the members of the procession take their seats on the stage.

The choir sings Gaudeamus Igitur (or a CD is played) while those present remain standing.

The Chancellor constitutes the congregation.

Choir.

Welcome.

The relevant Executive Dean presents the candidates to the Chancellor for the conferment of a degree/diploma/certificate.

Singing of the National Anthem.

The Chancellor dissolves the congregation.

The academic procession leaves the Auditorium while those present remain standing.

Lenaneo

Labone, 12 Moranang 2018 ka 17:00

Go kgonthiša gore dilo di sepela ka tshwanelo nakong ya moletlo, bohle bao ba tilego moletlong ba kgopelwa go tšwa ka Holong ya kopano feela ka morago ga ge moletlo o phethilwe.

Sehlopha sa dirutegi se tsena ka Holong ya kopano gomme maloko a sehlopha se a dula ditulong tša ona sefaleng.

Khwaere e opela Gaudeamus Igitur (goba CD e tlo bapalwa) mola bao ba lego gona ba tšwela pele go ema.

Mokhanseliri o kopanya phuthego.

Khwaere.

Dikamogelo.

Hlogophethiši ya maleba ya lefapha e hlagiša dialoga go Mokhanseliri gore di newe tikrii/diploma/setifikeiti.

Go opelwa ga Koša ya Setšhaba.

Mokhanseliri o phatlalatša phuthego.

Sehlopha sa dirutegi se tšwa ka Holong ya kopano mola bao ba lego gona ba tšwela pele go ema.

Program

Donderdag, 12 April 2018 om 17:00

Ter wille van die ordelike verloop van die plegtigheid
word alle aanwesiges vriendelik versoek
om die Ouditorium nie voor die einde van die plegtigheid te verlaat nie.

Die akademiese prosessie kom die Ouditorium binne en neem op die verhoog plaas.
Die koor sing Gaudeamus Igitur (of 'n CD word gespeel) terwyl die aanwesiges staan.

Die Kanselier stel die kongregasie saam.

Koor.

Verwelkoming.

Die betrokke uitvoerende dekaan stel die kandidate aan die Kanselier voor vir die
toekenning van 'n graad/diploma/sertifikaat.

Sing van die volkslied.

Die Kanselier ontbind die kongregasie.

Terwyl die aanwesiges bly staan, verlaat die akademiese prosessie die Ouditorium.

Uhlelo

uLwesine, 12 kuMbaso 2018 ngele-17:00

Ukuze kuqinisekwe ukuthi konke kuhamba kahle ngesikhathi somcimbi, bonke abakhona
bacelwa ukuba baphume eHholweni kuphela lapho umcimbi usuphuthuliwe.

Udwendwe lezifundiswa lungena ehholweni bese amalungu odwendwe ahlala phansi
esiteji.

Ikwaya icula i-Gaudeamus Igitur (noma kudlalwa iCD) ngalenkathi labo abakhona
besamile.

UShansela uhlanganisa ibandla.

Ikwaya.

Ukwamukelwa.

Izinhloko Eziyiziphathimandla ezithintekayo zethula abafundi kuShansela weNyuvesi
ukuze bathole idigiri/idiploma/isitifiketi.

Kuculwa iHubo Lesizwe.

Gaudeamus Igitur

Gaudeamus igitur,
Juvenes dum sumus;
Post iucundum iuventutem,
Post molestam senectutem
Nos habebit humus.

Vivat academia,
Vivant professores,
Vivat membrum quodlibet,
Vivat membra quaelibet;
Semper sint in flore!

English

Let us rejoice, therefore,
While we are young.
After a pleasant youth
After a troubling old age
The earth will have us.

Long live the academy!
Long live the professors!
Long live each student;
Long live the whole fraternity;
For ever may they flourish!

Sesotho sa Leboa

Ka gona, a re thabeng,
Re sa le ba bafsa.
Ka morago ga bofsa bjo bo bose
Ka morago ga go tšofala mo go nago le
mathata
Lefase le tla ba le rena.

Phela thuto phela!
Phelang diprofesa phelang!
Phelang baithuti phelang;
Phela kagišano ka botlalo phela;
O ka re ba ka phela gabotse goyagoile!

Afrikaans

Laat ons dan vrolik wees,
Terwyl ons jonk is;
Na 'n aangename jeug.
Na 'n onaangename oudag,
Sal die aarde ons hou.

Lank lewe die universiteit,
Lank lewe die professore,
Lank lewe elke student,
Lank lewe al die studente,
Mag hulle vir ewig hul jeug behou!

Zulu

Ngakho, masithokoze
Sisebasha nje.
Emva kobumnandi bobusha
Emva kwezinkinga zobudala
Umhlaba uzosithatha.

Phambili ngemfundo!
Phambili boSolwazi!
Phambili nakuwe mfundi;
Phambili ngenhlangano yonke;
Maziqhubeke ngonaphakade!

QUALIFICATIONS

1. Bachelor of Arts (BA) Baccalaureus Artium: Community Development and Leadership

Chauke, Brian
Dludla, Ncamsile Patronella
Lekalake, Kebopetsekgosi Graham
Lemekoana, Kabelo Mapogo Amos
Maboya, Seipati Palesa
Mabunda, Musa Jj
Madileng, Daphney
Madonsela, Fikile Claudina
Mafatlha, Naledi Tsholanang
Mahlangu, Isaac
Manzini, Remember Khandisi
Masemola, Tiisetso Perseverance
Mashaya, Tsholofelo
Mashinini, Palesa
Matsela, Itumeleng
Mavume, Zimvo
Mfecane, Khanyiswa
Mhlongo, Londeka
Miyen, Tsakani Zenky
Mkhonza, Sibusiso Thabani
Mncube, Nolwazi Yolanda
Moeketsi, Mojalefa Joseph
Mokoena, Phindile
Molatudi, Khutso
Moloi, Masei
Mthethwa, Diplomat Ziquzemfundo
Muhlanga, Danisa
Mulovhedzi, Tondani
Mulungwa, Rotenda Reginald
Ndove, Anna
Nkuna, Regina Nompumelelo
Nxumalo, Phakamani Siyabonga Eugene
Phuthane, Lerato Michelle
Sambo, Zanele Peggy
Sangweni, Lindokuhle Innocentia
Sefara, Mmasetshaba Sharolin

Senyarelo, Omphile Kehumile
Sibisi, Nyiko
Sithebe, Lulama
Tema, Lebogang
Tupa, Shameelah
Ubisi, Priscilla Thembinkosi

2. Baccalaureus (B) Bachelor: Social Work

Balopedi, Karabo Mpho
Baloyi, Letelani Orienda
Beukes, Beverley Ann
Chabalala, Takalani
Diphofa, Kabelo Prudence
Ditshwene, Gontse Katlego Anthea
Dlamini, Nokwanda Precious
Dludla, Zinhle Confidence
Dube, Cecilia Mbali
Dube, Sikhululekile
Duiker, Eindy
Fihlani, Ongezwa
Galada, Busiswa Brownny
Gasa, Nomagugu
Genlie, Nobuhle Irene
Genu, Ngazo Izibele
Jwili, Surprise Zondi
Khamanga, Ntokozo
Khoadi, Nthabiseng Sara
Khuzwayo, Lungile
Kubheka, Jabulile
Kubheka, Thembelihle Fortunate
Ledwaba, Katlego Mogosi
Madide, Khethiwe Angel
Magane, Tarcia Mamothibedi
Mahati, Thandeka Precious
Mahlangu, Obakeng Corletta
Majafe, Profidencia Keobakile
Majokana, Wisani Shamyn
Malatji, Sefekoane
Maluzani, Urgent Matimu
Manamela, Dineo
Maphalle, Thabitha Melida
Maphumulo, Slindile Vanessa
Mashego, Sharon Naledi
Mashilwane, Delma Khomotjo
Masimula, Nokwenama Sibusisiwe

Mathebula, Khethiwe Pretty
Mazibuko, Sbonelo
Mbatha, Thokozani
Mbeje, Sithembiso Fisokwakhe
Mbele, Nozipho Nomfundo Jabulile
Mbhele, Gladys Jabulile
Mbonani, Mukelani Machuse
Mgwebi, Lungile
Mngomezulu, Gugu Happy
Mofokeng, Tracy Tsholofelo Dikeledi
Mohlala, Thakgalo Thabitha
Mokobane, Mmanare Bridget
Mokoena, Tlholohelo
Molelekoa, Sophia Nomhle
Mona, Sabelo Welcome
Monaheng, Tsholofelo Lizzy
Monyatsi, Theophyllus Katlego
Morare, Molebogeng
Mothemane, Mokgadi Cashia
Motsi, Pauline Segomotso
Mpungose, Sinenhlanhla
Mthombeni, Suzan Sheludzane
Mufamadi, Refilwe
Muswane, Rhulani Valencia
Mwedzi, Tapuwa
Mzila, Thobani
Nakana, Tebogo Andronica
Ncube, Charmaine Ayanda
Ndlangamandla, Sifezeka Patricia
Ndlovu, Gugu Nomthandazo
Ndlovu, Matimba Norah
Ngcobo, Nelisiwe Penelope
Nkosi, Thobile Rejoice
Ntabo, Thapedi Nesta
Ntshangase, William Velemseni
Ntuli, Ayanda Jurisprudence
Nxumalo, Snenhlanhla Sinikiwe Joy
Passler, Julia Maria (**with distinction**)
Phaswana, Phumla Desma
Ramatseba, Zinzile Happiness
Rapeane, Nteboheleng Prudence
Sebotsa, Ellen Andile
Selokela, Boinette Mittah
Shibambu, Khazamula Joshua
Sibisi, Thobeka Thabisile
Sikhosana, Hlobisile Bridget
Sikiti, Nosenzo

Siphuma, Patricia
Sithole, Nokuphila Nadine
Somkhosi, Siphenathi
Thupae, Zinhle
Thusi, Buyisiwe Nandi Matshidiso
Tiro, Jaquelinem Mathapelo
Toute, Gloria Boitumelo
Tshabalala, Thabile Felicia
Tshwane, Denise Johanna
Zwane, Nonjabulo Nomsombuluko Perserverence
Zwane, Nonkululeko Valencia

3. Bachelor of Arts Honours (BAHons): Social Policy

Hadebe, Buhle Franscina (Social Policy)
Kgatle, Mmanape Florah Modjadji (Social Policy)
Mabuyakhulu, Lethukuthula Amanda (Social Policy)
Mahlawule, Rirandu (Social Policy)
Makhafula, Maria Mathabana (Social Policy)
Malaka, Mabilo Eunice (Social Policy)
Moitshela, Boitumelo Lucri (Social Policy)
Monyemorathoe, Lesego Prudence (Social Policy) **(with distinction)**
Mshuqwana, Thabile (Social Policy)
Ndebele, Anthony Muzi (Social Policy)
Ramela, Mmatlotlo Suzan (Social Policy)
Zokwana, Khokhelwa (Social Policy)

4. Magister Artium (MA) Master of Arts

Buthelezi, Sibonelo Portia Lindiwe (Clinical Social Work)
Minor Dissertation: The Accessibility of HIV Clinics for Young People
Supervisor: Mrs K Dithake

Chimukoko, Jairos (Community Development)
Minor Dissertation: Lived Experiences of Illegal Immigrant Gold Miners Residing in Lindelani Informal Settlement
Supervisor: Ms Y Turton

Jacobs, Coenderaad Johannes Frederik (Clinical Psychology) **(with distinction)**
Minor Dissertation: The Relationship between Religious Coping Strategies and Mental Health
Supervisor: Dr G Schwar

Khumalo, Xoliswa (Sociology)

Minor Dissertation: The Influence of Economic Issues on Gender Roles in Cohabiting Unions in Katlehong, South Africa

Supervisor: Prof G Khunou

Letsaba, Nontuthuzelo (Clinical Social Work)

Minor Dissertation: Sustainable Livelihoods of Unemployed Women in Orange Farm

Supervisor: Ms M de Beer

Mabuza, Ntshunxeko (Clinical Social Work)

Minor Dissertation: The Experiences of Parents with Special Needs Children in terms of Access, Resources and Support for their Children at Special Needs Schools

Supervisor: Ms M de Beer

Mokoene, Kearabetswe Ziphora (Social Impact Assessment)

Minor Dissertation: A Sociological Enquiry on the Effects of Internal Labour Migration on Livelihood Strategies and the Constitution of Labour Migrants Household

Supervisor: Prof G Khunou

Moremi, Morma Ramaesela (Community Development)

Minor Dissertation: Experiences of Volunteering at a Community-based Organisation in Limpopo

Supervisor: Dr T Hochfeld

Naidu, Sasambal (Clinical Social Work)

Minor Dissertation: A Qualitative Evaluation of the St George's Home Life Campus Programme for Young People

Supervisor: Prof A van Breda

Winter, Martha (Social Impact Assessment)

Minor Dissertation: Mainstreaming Gender in Female-dominated Occupations: What are Men's Experiences of the Nursing Profession?

Supervisor: Prof G Khunou

5. **Doctor Litterarum et Philosophiae (DLitt et Phil)**

Bond, Susan Jane (Social Work)

Thesis: The Development of Possible Selves and Resilience in Youth Transitioning Out of Care

Supervisor: Prof A van Breda

Coetser, Yolandi Marie (Philosophy)

Thesis: Critical Re-Wilding: An Alternative View of Nature.

Supervisor: Prof H Lotter

Co-Supervisor: Prof C Botha

Fourie, Jacqueline Carolina (Psychology)

Thesis: The Quest for Intimacy: A Phenomenological Exploration of the Cyberspace Version Thereof.

Supervisor: Dr P Moodley

Jordaan, Elsabe (Psychology)

Thesis: A Grounded Theory of Cotherapy.

Supervisor: Dr P Moodley

Mheta, Bothwell (Semetic Languages and Cultures)

Thesis: The Utilisation of Scripture in the Feminist Debate in Islam with particular reference to Amina Wadud's *Qur'an and Woman* (1992) in Conversation with Classical and Contemporary Qur'anic Exegetical Works

Supervisor: Prof F Esack

Phadi, Mosa Martha (Sociology)

Thesis: What it means to be black in Post-Apartheid South Africa

Supervisor: Prof P Alexandra

Co-Supervisor: Prof G Khunou

Rozani, Amanda Nomzamo (Psychology)

Thesis: Intimate Partner Sexual Abuse: A Case Study of a Rural Community in South Africa.

Supervisor: Dr P Moodley

Tshivhase, Mpho Tendani (Philosophy)

Thesis: Towards A Normative Theory of Uniqueness of Persons

Supervisor: Prof T Metz

Van Zyl, Charles (Biblical Studies)

Thesis: "Walking in love" as strategy to construct household identity in Ephesians 5: 22-6:9

Supervisor: Prof SJ Nortjé-Meyer

Venter, Anneke (Sociology)

Thesis: Social Capital and Online Learning: The Case of Unisa, South Africa.

Supervisor: Prof A Senekal

Co-Supervisor: Prof T Uys



Bond, Susan Jane (DLitt et Phil)

Sue Bond graduated as a social worker in 2007, completing her Master's in Clinical Social Work at the Nelson Mandela Metropolitan University in 2011 (*cum laude*). She took three and a half years to complete her Doctoral thesis, while working full time. She has worked in the field of child protection and substance abuse, as well as in private practice. In January 2016, she took up a Lecturer position at the University of Johannesburg, where she teaches modules at undergraduate level and on the Clinical Social Work Master's programme. She has presented papers on care-leaving at international Social Work and resilience conferences.

Sue Bond's research makes a valuable contribution to our understanding of the journey of young people out of residential care into young adulthood. She investigated the role of resilience and possible selves in preparing young people to leave children's homes in the Eastern Cape. "Possible selves" is a theory of motivation that argues that people's behaviour is motivated not only by past and present experiences, but also by the images they have of themselves in the future. For example, a young person's hoped-for possible self of becoming a teacher may spur them on to study hard, while a feared possible self of becoming a neglectful parent may divert them from abusing alcohol. Sue's study is the first application of "possible selves theory" to care-leavers. Through a series of multiple interviews with young people preparing to leave care, and their social workers and child and youth care workers, Sue tapped into the kinds and quality of possible selves these young people have, and the degree to which the care system fosters their possible selves, thereby bolstering their resilience. She argues that care staff can do more to develop and enrich the possible selves of children in care, and to create pathways to achieve these selves.

Supervisor: Prof A van Breda



Coetser, Yolandi Marie (DLitt et Phil)

Yolandi Coetser completed her BA and BA (Honours) in Philosophy at the University of Johannesburg. In 2012, she graduated with a MA Philosophy degree from the same institution. She has taught at numerous private and public institutions, including UJ, Vega, Varsity College and UNISA. Currently, she is in the employ of UNISA as a lecturer in Philosophy, as well as teaching at St John Vianney Seminary in Pretoria on a part-time basis. She has presented numerous papers at local and international conferences on topics ranging from reproductive ethics, animal and environmental ethics, and ethical issues in aesthetics. She has published one co-authored article on 'St. Thomas Aquinas and animal reason'.

In her thesis, Coetser investigates the problematic relationship that modern humans have with the natural world and its inhabitants. She argues that the current environmental crisis arises from the questionable philosophical assumptions that underpin this relationship, specifically, the veneration of reason, that she shows is concomitant with an adherence to dualism. Coetser then develops a unique solution to the problem, by drawing upon aspects of African environmentalist and feminist approaches to the environmental crisis, in order to develop a novel approach, which she calls 'critical re-wilding'. Fundamental to critical re-wilding, is the utilisation of the values of care, love, community and friendship, which are, as Coetser shows, largely ignored in most western ethical perspectives. In addition, she argues for the construal of familial relationships as paradigmatic of the moral relationship that humans ought to have with the natural world.

Supervisor: Prof H Lotter

Co-supervisor: Prof C Botha



Fourie, Jacqueline Carolina (DLitt et Phil)

Jacqueline Fourie obtained her BA and BA (Hons) degrees, both cum laude, from the Rand Afrikaans University. Her career started at the National Institute for Personnel Research and progressed into the governmental arena. Eight years after the Honours degree, she returned to full-time studies for an MA (Counselling Psychology) degree at the University of Johannesburg, where she was awarded the Chancellor's Medal for the most meritorious Master's study in the Faculty of Humanities in 1992. After registering as a Counselling Psychologist in 1993, she worked in the corporate and consulting sectors. She is currently in independent practice and works as an associate for consulting companies in the talent space.

The social context of the internet has stimulated research across disciplines about relationships formed by computer-mediated processes. However, the phenomenon of online intimacy is under-researched. An age cohort, which is under-represented in research and, particularly, in research about relationships created in cyberspace, is the group of adults in middle and later stages of life. To make sense of the relational lives of individuals in this phase, a hermeneutic phenomenological study explored experiences of intimacy in relationships mediated via online encounters within a dating context. Descriptions of online intimate encounters were obtained using in-depth interviews with 15 adults aged 45 years and over. The analysis, conducted in congruence with the philosophical foundations of Heidegger and Gadamer, revealed intimacy to be lived online via six distinct thematic 'horizons'. The study concluded that the experiences and meanings of online daters intersect with the life phase, goals, and the intentional use of technological affordances. One examiner pointed to temporality as a valuable finding and said, "the contentious body', seductive space' and 'integration of self'" were "revealing and certainly successfully point to new insight", with the thesis being "worthy of publication". Another examiner considered the thesis "a well-presented and thorough piece of work that will no doubt contribute to the understanding of the phenomenon".

Supervisor: Dr P Moodley



Jordaan, Elsabe (DLitt et Phil)

Elsabe Jordaan obtained the following qualifications from Rand Afrikaans University: BA, BA (Hons), and MA. She completed a second MA at UNISA in 1997 and, after completing an internship at Sterkfontein Hospital, she registered as a Clinical Psychologist. She started her career as a Clinical Psychologist in the Gauteng Department of Health, West Rand District services, and was appointed as the principal psychologist of Sterkfontein Hospital in 2002. During her time there, she was jointly appointed as Lecturer in the Department of Psychiatry, University of the Witwatersrand. In 2007 she moved to full-time Lecturer position in the Department of Psychology at the University of Johannesburg. In 2013 she was appointed Head of Department of Psychology at the Rahima Moosa Mother and Child Hospital where she also currently enjoys a joint appointment as Lecturer in the Department of Psychiatry at the University of the Witwatersrand.

Co-therapy is widely used for intervening in group and family therapy, and also for training psychotherapists. Despite wide application, it has been poorly understood and available theorising has relied on anecdotal accounts and individualistic conceptualisations. This study explored and described the co-therapist subsystem as a unit with the aim to construct a theory of co-therapy. Four co-therapy teams were recruited from public and private healthcare settings in a large city in South Africa. Data was gathered through joint interviewing and solicited participant diaries, and then analysed using an abbreviated version of social constructionist grounded theory. The candidate developed three conceptual categories from active interaction with the data. This led to a core category being conceptualised as a theory of co-therapy. The core category, “The recursive construction of a shared therapeutic healing process,” revealed that co-therapists intersubjectively construct a therapeutic mind while simultaneously facilitating a curative relational encounter with clients. The findings indicated a need for theoretically-informed training and supervision for co-therapy. Self-reflexive practice is recommended for co-therapists, co-therapy teams, and supervisors to enhance clinical and ethical psychotherapeutic practice. One examiner commented that the grounded theory “can be used as an exemplar of the particular methodology”, praising the research for being conducted with “integrity and insight”. Another examiner concluded, “I could even see the work being published as a book”.

Supervisor: Dr P Moodley



Mheta, Bothwell (DLitt et Phil)

Bothwell Mheta was born in Mutoko, Mashonaland East Province, Zimbabwe. He obtained a Bachelor's degree from the East African School of Theology, Buru, Kenya in 1983 and an MA in Islamic Studies from the University of Johannesburg in 2007. He presented papers at annual meetings of the Southern African Society for Near Eastern Studies, as well as at various international conferences, symposiums and workshops in countries such as Indonesia, Zanzibar, Gambia, Kenya, Namibia, and Azerbaijan. He has worked at the Libyan Embassy in Harare as an Arabic translator/interpreter, and at DIRCO SA as an External Arabic Facilitator.

Amina Wadud's 1992 publication, *Qur'an and Woman*, has attained almost classical status within early Islamic feminist literature. The book challenges traditional convictions regarding the status of women by insisting on an interpretative rather than literal reading of seemingly gender biased Qur'anic texts, as suggested by typical classical and modern commentaries on the Qur'an. In the thesis, Wadud's multi-faceted utilisation of scripture in a gender context is analysed holistically and in detail. Specific factors in play during her reasoning are identified and their relationship described, for example. Wadud's feminist presuppositions and their interaction with her conceptualization of the patriarchal ideology. Differences are indicated between Wadud's articulation of her views in *Qur'an and Woman* (1992) and later publications, such as. *Inside Gender Jihad* (2006). Conclusions drawn in the thesis complement and refine observations made in studies by other scholars.

Supervisor: Prof F Esack



Phadi, Mosa Martha (DLitt et Phil)

Born in 1984, Mosa Phadi grew up in Kagiso on the West Rand. Her mother was a domestic worker and she had two uncles killed by the apartheid regime. Mosa's degrees are all from the University of Johannesburg. She has published three articles and three chapters, and is co-author of *Class in Soweto*, which won the National Institute for Humanities and Social Sciences prize for best book. Her research documentary, *Phakathi: Soweto's Middling Class*, was described by the President of the American Sociological Association as a 'wonderful work of sociology'. She has held various positions in project management and research, and is currently with the Public Affairs Research Institute.

Mosa Phadi's thesis offers two levels of analysis, combining them to produce what one examiner called 'a game changer'. First, she presents evidence about how black people understand 'Blackness'. This highlights the importance of poverty and exclusion, if not as current experience then as memory. It also demonstrates that, while fluency in English provides opportunities for social advance, inability to communicate through an African language destabilises Blackness, corroding the benefits it provides. Secondly, in a theoretical debate, she argues that although there is merit in the work of Franz Fanon and Stephen Biko, W.E.B du Bois offers better tools for understanding the contemporary South African condition. Then, drawing this together with her empirical findings, she moves beyond Du Bois's 'double consciousness', with its contradiction of being Black and American, and proposes a 'multiple consciousness', shaped, in particular, by being simultaneously Black and African and by the realities of black rule. There is a political conclusion: Post-apartheid governments have limited our capacity to achieve the universal goal of being free and equal human beings. This objective, she says, is only attainable once, as Du Bois demonstrated, race and capitalism are analytically integrated, and countered by a powerful working class engaging in a struggle for socialism.

Supervisor: Prof P Alexander

Co-supervisor: Prof G Khunou



Rozani, Amanda Nomzamo (DLitt et Phil)

Amanda Nomzamo Rozani obtained the following degrees: B.Cur from the University of Port Elizabeth, B.A. (Hons) (Psychology) from UNISA, and M.A. (Psychology) from the University of Johannesburg. From 2001 until 2009, she worked as a professional nurse at Milpark Hospital and Johannesburg Correctional Services. Thereafter, in her role as junior researcher for two years at the Human Sciences Research Council, she worked on evaluating the impact of peer-led HIV interventions and support groups for orphaned and vulnerable children. She is currently programme manager at the Department of Basic Education, co-ordinating the Care and Support for Teaching and Learning Programme for orphaned and vulnerable learners.

Intimate partner sexual abuse (IPSA) in rural communities is shaped by traditional socio-cultural practices, norms, and value systems. To explore the social construction of this problem, the candidate conducted a multilevel, multimethod study in one rural community in the Eastern Cape. A case-control design innovatively allowed the candidate to conduct individual and focus group interviews with victims, female confidantes of victims, and community leaders. This represented intrapersonal, interpersonal, and community levels of the local ecology. Using discourse analysis, IPSA was shown to be talked about in contradictory ways; this shaped not only the conceptualisation of abuse, but also the manner in which formal and informal institutions respond to victims. Stigma, injustice, and avoidance were key discourses. In the discourse of victimisation, cases and controls positioned victims as defenceless, talking about IPSA as undeserved, whereas community leaders positioned perpetrators as being deprived of rights. In the community leaders' talk, perpetrators were defended via intersectional positionalities of gender and Africanness, and victims were positioned as inappropriately rights-conscious and responsible for IPSA within cultural notions of partnership and intimacy. This had implications for help-seeking behaviours. One examiner commented that the section outlining the plan of inquiry was "one of the more conceptually strong methodological discussion chapters that I have read in this field" and further praised the study as "a very real attempt to mobilise an authentic poststructuralist and feminist framework with which to interrogate multiple and differential sites of gender violence in South Africa today."

Supervisor: Dr P Moodley



Tshivhase, Mpho Tendani (DLitt et Phil)

Prior to earning her Doctorate in Philosophy from the University of Johannesburg, Dr Mpho Tendani Tshivhase acquired her BA, Honours and Master's degrees from the same institution. She is the author of 'Personhood: Social Approval or a Unique Identity?', which appeared in *Quest: An African Journal of Philosophy*, vol. 25 (2013): 119-140, and is currently a Lecturer in the Department of Philosophy at the University of Pretoria. Dr Tshivhase is the first African woman from South Africa to get a Doctorate in the field of philosophy from any institution.

Dr Mpho Tendani Tshivhase's Doctoral thesis is the first systematic treatment of uniqueness as something valuable that can be manifested in a person's life. In it, Dr Tshivhase distinguishes the value of uniqueness from other values, such as happiness and morality, arguing that it merits attention as something worth having in its own right. She then points out that existing philosophical accounts of uniqueness all share the counter-intuitive implication that everyone is always already unique. Dr Tshivhase plausibly contends that uniqueness, as something to be prized, is instead best understood as something that one must strive to realize over time. Specifically, she constructs a novel account of this good, according to which one is more unique, the more one creates an utterly distinct identity through a certain process of authentic reflection and autonomous decision-making. Dr Tshivhase provides three original arguments in defence of this interpretation, for example, contending that it is uniqueness, so construed, that we cherish in a beloved and that we miss when someone we know dies. Amongst other remarks from the examiners were that Dr Tshivhase's Doctorate is 'consistently original, interesting, and insightful' and 'absolutely brilliant'.

Supervisor: Prof T Metz



Van Zyl, Charles (DLitt et Phil)

Charles van Zyl matriculated from Riverlea High School in 1977. He obtained the following qualifications: Diploma in Christian Education and Theology (Johannesburg Bible Institute); BA General Degree (RAU); a Teaching Diploma and BA Honours English (UNISA); and MA (Biblical Studies) at UJ. He entered the teaching profession as an English teacher at Langlaagte Technical High School. He was later appointed in the following positions: Care-taker Principal of Palmridge Ext.6 Secondary School; Deputy Principal of Eden Park Secondary School; and Principal of Willow Crescent Secondary School. He is currently the Principal of Eden Park Primary School. Charles is also ordained Minister of the Baptist Union Church and serves as senior pastor of the Riverlea Baptist Church. He is married to Ruth Patricia and they have two sons, Sean (20) and Stephen (16).

The study aimed to employ the metaphor of “walking in love” (Eph 5:2) and its contextual meanings in order to activate the social dynamics of the interrelatedness between the members of the Christian household, allowing an alternative construction of the household identity. Walking or living in love and living wise suggest mutuality rather than hierarchy in the Christian community. Therefore, the concept of “walking in or with” are utilised to challenge the hierarchical structure of household identity. Furthermore, the study’s aims in applying the *Social Identity Theory* introduced by Tajfel were distinguish the identity of the members of the in-group, namely the Christian household from the out-group, the gentiles. This distinctiveness is based on the groups’ social values, attitudes and beliefs and was identified and utilised to constitute the intended identities both in the context of the Ephesian community and that of South Africa.

Supervisor: Prof SJ Nortjé-Meyer



Venter, Anneke (DLitt et Phil)

Anneke Venter obtained a Bachelor's degree in Communication Science in 1989 from RAU. She then proceeded to obtain an Honours degree (*cum laude*) in 1990 and a Master's degree (*cum laude*) in 1995, both in Sociology from the same university. She started her academic career by teaching Sociology at the University of South Africa (Unisa) for four years, before taking up a position as an education consultant at Unisa in 1995. The topic of her doctoral thesis arose from an interest in enhancing student experiences in Open Distance Learning (ODL).

Online learning is an increasingly important pedagogical mode of higher learning. It impacts how students collaborate in both formal and informal learning networks. This study considered the role of social capital on facilitating collaborative learning in the open distance learning environment, particularly among novice online students, who come from diverse backgrounds with disparate levels of access to the requisite ICT resources and online learning skills. The study explains the role of social presence, self-regulation and student agency in the establishment of personal learning environments. Social capital theory shows how bonding and bridging social capital can facilitate online learning. Close ties with bonding social capital facilitate a sense of belonging and social cohesion enabling group members to provide emotional support and share information. The positive role of bridging social capital lies in bringing diverse students together to share new information, provide alternative viewpoints and co-create new knowledge in innovative ways. However, the downside of social capital includes a high cost of investment and exclusion of non-participants. The role of self-regulation is critical in co-ordinating the options available to online students. The insights benefit designers and facilitators of online learning who want to capitalise on the inherent collaborative nature of online learning.

Supervisor: Prof A Senekal

Co-supervisor: Prof T Uys



See the back cover for the words of the National Anthem.



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