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# Summer School 2020

6-25 JANUARY

Celebrating 70 years of public education

# Summer School

The University of Cape Town's Centre for Extra-Mural Studies invites you to attend its annual Summer School from 6 to 25 January 2020. Summer School 2020 will run for three weeks.

Summer School is a public education programme that offers a range of short courses, open to all regardless of educational qualifications. These courses are for non-degree purposes and do not involve examinations or certification, though written or practical projects and reading may be required.

Located in the Development and Alumni Department, Summer School seeks to make the academic resources of the University accessible to a wide range of students. We encourage you to explore new disciplines and ideas and look forward to your participation in this programme.

For more information about our programmes visit our website at: [www.summerschool.uct.ac.za](http://www.summerschool.uct.ac.za).

## STAFF AT THE CENTRE

Director: Dr Medeé Rall

Senior lecturer: Dr Finuala Dowling

Lecturer: Dr Zuleiga Adams

Departmental manager: Arlene Bowers

Administrative officer: Fezile Kama

Senior secretary: Bronwyn Geldenhuys

## FOR ALL SUMMER SCHOOL ENQUIRIES

Booking begins on Monday 21 October 2019

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UCT, Private Bag X3, Rondebosch, 7701

Email: [ems@uct.ac.za](mailto:ems@uct.ac.za)

Website: <http://www.summerschool.uct.ac.za>

## SUMMER SCHOOL 2021

Dates for Summer School 2021 are 4 to 23 January

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## BOOKING INFORMATION

Booking begins on Monday 28 October 2019.

### HOW TO BOOK AND PAY FOR YOUR COURSES

Booking for Summer School will be online through Webtickets at <https://www.webtickets.co.za/>.

If you require assistance, you can visit the Webtickets outlet at Pick n Pay stores, or the Baxter Theatre, Rondebosch. The Centre for Extra Mural Studies will no longer handle bookings by fax, mail or email. If necessary, we can assist you with online booking at the Summer School office.



### CHANGING COURSES

Once you have registered for a course it is not possible to change to another course of the same duration and cost.

### CANCELLATIONS AND REFUNDS

If the Centre cancels the course, Webtickets will issue a refund.

### ENTRANCE TO LECTURES

Please present your barcoded ticket at each lecture.

### CASUAL ATTENDANCE AT INDIVIDUAL LECTURES

Casual attendance is possible at **lectures that are not fully booked**.

Tickets for casual attendance at **lectures that are fully booked** for which participants have not arrived will be sold at the door of the lecture theatre five minutes before a course begins at the discretion of the Director.

Tickets for individual lectures that are not fully booked can also be purchased at the door prior to the lecture commencing.

Tickets for single lecture-demonstrations can be bought on the night at the Baxter Theatre.

### OFFICE HOURS

Monday to Friday

<b>28 October–23 December 2019</b>	8.30 am–4.00 pm
<b>2–4 January 2020</b>	8.30 am–4.00 pm
<b>6–25 January 2020</b>	8.30 am–1.15 pm 2.30–6.00 pm
<b>Closed</b>	24 December 2019 from 12 noon
<b>Reopens</b>	2 January 2020

TIME	WEEK 1: 6–10 January	Page	WEEK 2: 13–17 January	Page
9.15 am	SA's reading catastrophe ( <i>Mon–Thurs</i> )	37	Writing the Great War	27
	Africa's space heritage ( <i>Fri</i> )	45	Bad science	58
	Green building design ( <i>Mon–Tues</i> )	37	A return to Rembrandt	18
	The legacy of Coenraad de Buys	28	Reading Bessie Head	14
	Sagas of the Icelanders	15		
9.30 am	Drawing for beginners	63	20/20: vision and repeat	64
10.00 am	Creative writing	60	Writing for teens and young adults	62
	How to write a novel	63	Writing characters	61
11.15 am	Special relativity ( <i>Mon–Wed</i> )	57	From Monet to Picasso ( <i>Mon–Wed</i> )	16
	Dramas of God	12	Socio-economic rights ( <i>Thurs–Fri</i> )	42
	The evolution of consciousness	51	Archie Mafeje ( <i>Mon–Wed</i> )	32
			Drawing our human family tree ( <i>Thurs</i> )	54
			The secret lives of spies ( <i>Fri</i> )	36
			SA's nuclear deal ( <i>Mon–Wed</i> )	35
			Cape Town drought ( <i>Thurs–Fri</i> )	50
			The Enlightenment & Counter-Enlightenment	52
1.00 pm	A capsule history of Brazil	25	Steven Friedman ( <i>Thurs</i> )	41
	Zonnebloem College ( <i>Mon–Wed</i> )	40	Thuli Madonsela ( <i>Fri</i> )	43
	Moving images ( <i>Thurs–Fri</i> )	16	Climate change and SA ( <i>Mon–Wed</i> )	50
	SA National Gallery ( <i>Mon–Tues</i> )	20	Particle physics ( <i>Thurs–Fri</i> )	56
	SA's political disappeared ( <i>Wed–Thurs</i> )	42	Literature and memory	15
	Wilder lives ( <i>Fri</i> )	45		
	Dante's <i>Purgatorio</i>	11		
3.00 pm	Whose language is Khoekhoegowab? ( <i>Mon–Wed</i> )	38	Crimea: myth and memory ( <i>Mon–Wed</i> )	26
	Prehistoric fauna of the West Coast ( <i>Thurs–Fri</i> )	53	Platonism, mathematics & divinity ( <i>Mon–Wed</i> )	22
	Five novels by African women writers	9	Ben Kies ( <i>Thurs–Fri</i> )	32
	Five crises in UCT's history	31	Massacre on the frontiers	26
	Human genetics ( <i>Mon–Tues</i> )	55	Popular science	58
5.00 pm	Catastrophe! Science fiction	19	Human scale architecture	10
	SA's economy ( <i>Mon–Wed</i> )	33	Reading Marx and Freud	23
	Aftermath of state capture ( <i>Fri</i> )	44	Oceanic histories	25
	Astronomy in SA ( <i>Mon–Wed</i> )	47	Policing gangs ( <i>Mon–Tues</i> )	33
	African Continental Free Trade Area ( <i>Fri</i> )	46	The SA Reserve Bank ( <i>Wed–Fri</i> )	35
5.30 pm	isiXhosa for beginners	59	isiXhosa for beginners	59
	Italian for beginners	60	Italian for beginners	60
	Portuguese for beginners	59	Portuguese for beginners	59
	French for beginners	60	French for beginners	60
7.30 pm				
8.00 pm				

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African ornithology	54	Wagner	21
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		Excursion to Royal Observatory	47
Trees: drawing, collage, painting	64	<b>11.00 am</b>	
First words	61	West Coast Fossil Park outing	54
Memoir writing	62	<b>1.00 pm</b>	
Artistic and cultural cross-currents	8	Cape Town remembers WWI	31
SA's Desert War ( <i>Mon–Wed</i> )	30	The Stellenbosch mafia	36
Louis Botha and Jan Smuts ( <i>Thurs–Fri</i> )	30	Remains of the TRC	41
Five poems of devotion	12	<b>2.00 pm</b>	
Genetics, archaeology, social justice ( <i>Mon–Tues</i> )	55	Excursion to the Royal Observatory	47
The elusive Phoenicians ( <i>Mon–Tues</i> )	24	<b>SATURDAY 18 January</b>	
Egyptian thought and myth ( <i>Wed–Fri</i> )	24	<b>9.00 am</b>	
		Creative process workshop	64
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Adam Habib ( <i>Wed</i> )	43	Musical highlights of Eastern Europe	13
Ferial Haffajee and Crispian Olver ( <i>Thurs</i> )	44	Mortality: awakened consciousness	23
Inside the Eskom crisis ( <i>Fri</i> )	43	After 2019 elections	34
Mysteries behind world famous art works	8	<b>1.00 pm</b>	
Dance notation	11	Vermeer	20
Archaeology in the Cape	49	The future of Britain	27
New York in film, fiction and song	17	Unfolding the damaged brain	49
The Ochberg orphans ( <i>Mon</i> )	45	<b>SATURDAY 25 January</b>	
<i>My Dear Children</i> ( <i>Tues–Wed</i> )	46	<b>9.30 am</b>	
Great piano masterworks ( <i>Thurs–Fri</i> )	18	Writing a memoir	61
The SA fossil record ( <i>Mon–Tues</i> )	56	<b>10.00 am</b>	
Rethinking Africa ( <i>Wed–Thurs</i> )	39	The Parthenon frieze	17
The Fourth Industrial Revolution ( <i>Fri</i> )	44	Adapting Shakespeare	19
Islam and science	57	Dennis Davis and Michelle le Roux	34
Human rights ( <i>Mon–Tues</i> )	40	<b>1.00 pm</b>	
Thomas Pringle ( <i>Wed</i> )	22	Health inequalities: NHI	41
Nadine Gordimer ( <i>Thurs</i> )	21	Hogarth Press	14
J.M. Coetzee ( <i>Fri</i> )	21		
Missions with a mission	29		
The Late Devonian ( <i>Mon–Wed</i> )	51		
The future of work ( <i>Thurs–Fri</i> )	38		
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isiXhosa for beginners	59		
Italian for beginners	60		
Portuguese for beginners	59		
French for beginners	60		
Harmony, the Universe & Everything ( <i>Wed–Fri</i> )	9		
Homage to Handel ( <i>Mon–Tues</i> )	13		
Astrophotography practical ( <i>Mon</i> )	48		

## FEE INFORMATION

### COST OF COURSES

#### Full Fee

The full course fee paid by the general public.

#### Staff & Student Fees

Full time and retired full time UCT staff.

Part time UCT staff currently holding an appointment of at least one year.

Full time staff of universities in the Western Cape.

### TO QUALIFY FOR STAFF OR STUDENT FEES

Write to the Centre for Extra-Mural Studies citing your UCT staff or student number. You will be issued with a discount voucher to enter on the Webtickets payment page. Discounted-fee places on practical and language courses are limited.

## GENERAL INFORMATION

### LECTURE VENUES

Lectures will be held in the **Kramer Law Building**. The final venues will be listed on noticeboards in the Kramer Law Building from Friday 3 January 2020. The film programme will be available from Friday 3 January 2020.

### DIRECTIONS AND PARKING

Please see map on inside back cover. Parking is available on Middle Campus in P1, P4, the New Economics Building parking area and in the Bremner Building parking area. Please do not park on verges, pavements or in loading or no-parking zones as the university traffic officers will ticket you.

### DISABLED PARKING

Only a limited number of Summer School disabled parking disks are available; these are issued on a first-come first-served basis only for students genuinely in need of disabled parking disks. Students who use municipal parking disks must inform the Summer School office in writing as they also need a Summer School parking disk. Disabled parking zones are in **Cross Campus Road** only. To gain access, please present your Summer School disabled parking disk.

### SHUTTLE SERVICE

The nearest stop to the Kramer Law Building for the Jammie Shuttle service is the Bremner Building. For information about timetables and routes contact Jammie Shuttle directly at 021 650 5289 as the service is limited during the university vacation.

### ACCESSIBILITY OF BUILDINGS

University buildings are generally accessible to disabled students. Nearly all our venues are wheelchair accessible. Wheelchair accessible toilets are on **Level 4** of the building. There is lift access to all levels of the Kramer Law Building. Please contact us to discuss the easiest access route.



## SECURITY

Thefts occasionally occur from cars and from unattended bags. Please lock vehicles securely and keep your possessions with you. Parking areas are regularly patrolled by campus security officers. If you lose something, contact Campus Protection Services on Level 1. Telephone: 021 650 2222.

## SMOKING, CELL PHONES & AIR CONDITIONING

Please note that smoking is not allowed indoors on UCT campus. Please turn off cell phones before entering the lecture venues. The air conditioning in the lecture theatres unfortunately cannot be internally adjusted and is sometimes quite cool; please bring warm clothing with you.

## LENGTH AND TIMES OF LECTURES

Unless otherwise specified lectures are about 60 minutes in length, including questions from the audience.

## RESERVATION OF SEATS

Please do not hold seats for other participants. If you have not taken up your seat five minutes before the lecture begins, your seat may be sold.

## RECORDING OF LECTURES

Please obtain the lecturer's permission before recording lectures.

## UCT LIBRARY

Summer School students may use the reading facilities in the Chancellor Oppenheimer Library on Upper Campus. However, it is not permissible to take material out of the library. The Brand van Zyl Law Library in the Kramer Law Building is not accessible to Summer School students.

## RESIDENCE ACCOMMODATION

Contact UCT Vacation Office directly at 021 650 1049 or email [vac-accom@uct.ac.za](mailto:vac-accom@uct.ac.za), indicating that you are a Summer School student. The Summer School office cannot provide information on university accommodation.

## RECEIVING THE BROCHURE

There is no charge for joining or for corrections to the mailing list. **Please notify us should your address or contact details change.** All Summer School information is available at <http://www.summerschool.uct.ac.za>. Students who live overseas are charged R35 for postage. Extra brochures may be obtained from the Summer School office at a cost of R25.

### SUMMER SCHOOL FILM PROGRAMME

This is a free film programme designed around courses. On account of time and venue constraints popular screenings cannot always be repeated, nor can clashes with courses and lectures be avoided. Requests for repeats may be handed in at the Summer School office, addressed to the Summer School Film coordinator. Information about the programme, times and venues will be displayed on noticeboards in the **Kramer Law Building** during Summer School. Films are screened in the New Economics Building. Please check the noticeboards regularly during Summer School for information about changes, repeats or additions. Latecomers will not be admitted **after the first five minutes of the start of film screenings.**

## ARTISTIC AND CULTURAL CROSS-CURRENTS

Ian Aaronson

20–24 January ■ 11.15 am ■ COURSE FEES Full R590 Staff & Students R295

This course will explore how the cultural changes that followed in the wake of military conquest, civil strife and economic upheavals altered the direction of Western art in the nineteenth and twentieth centuries. Mexican artists Frida Kahlo and Diego Rivera are discussed first. The opening of Japan to the West in the 1850s brought the woodblock prints of Hiroshige to Paris, opening the eyes of Gauguin, Toulouse Lautrec and their avant-garde colleagues to new ways of seeing. The rapid expansion of Islam from the seventh century onwards enriched not only the art and architecture of the West, but also made important contributions to science, mathematics and linguistics. During the eighteenth century the growth of the Russian Empire had a profound effect on Malevich, Chagall and Rodchenko. The final lecture discusses how industrialisation led William Morris to initiate the Arts and Crafts Movement which blossomed into an elegant 'New Art'.

### LECTURE TITLES

1. Frida Kahlo, Diego Rivera and the conquistadors
2. Hokusai, Paris and The Great Wave
3. Islam's Golden Age and the West
4. Kazimir Malevich, Marc Chagall and the Russian Bear
5. William Morris and the flowering of Art Nouveau

## MYSTERIES BEHIND FIVE WORLD FAMOUS ART WORKS

Hilary Hope Guise, professor of art history, Florida State University, lecturer and artist

20–24 January ■ 1.00 pm ■ COURSE FEES Full R590 Staff & Students R295

The world's most familiar art works can be the most mysterious. Why is Leonardo's *Virgin of the rocks* sitting in a dark cave and not on a throne? Why is she embracing John the Baptist and not the Christ child? In Botticelli's *Primavera* there is a frieze-like arrangement of classical figures, but do they represent a contemporary political conspiracy for a power-grab on the part of Florence? If we consider *The birth of Venus* as the sequel, who is Venus? Why is she naked in one painting and pregnant in the other? Caravaggio's *Supper at Emmaus* tells of the earliest Christians in the catacombs and gives us a grim reminder of the massacre of St Bartholomew's eve. Why are the two women in Manet's *Le déjeuner sur l'herbe* taking off their clothes in a public park? Was Picasso's *Les demoiselles d'Avignon* made under the influence of hashish and opium?

### LECTURE TITLES

1. Botticelli's *Primavera* and its sequel *The birth of Venus*
2. Leonardo da Vinci's *Virgin of the rocks*
3. Michelangelo da Caravaggio's *Supper at Emmaus*
4. Édouard Manet's *Le déjeuner sur l'herbe*
5. Pablo Picasso's *Les demoiselles d'Avignon*

## FIVE NOVELS BY AFRICAN WOMEN WRITERS: 1993–2014

*Professor Emerita Annie Gagiano, Stellenbosch University*

6–10 January ■ 3.00 pm ■ **COURSE FEES** Full R590 Staff & Students R295

This course will give recognition to the wide reach of five African women authored novels. While Susan Z. Andrade made a case for seeing Africa's (earlier) female authors as unobtrusively 'writing their nations' in domestic settings and within familial microcosms, these authors tackle big, vexing questions unashamedly and with achieved authority, addressing power incarnations, rival histories, the nature of the social fabric, gender roles and in/justice. Participants will have the opportunity to engage in depth in an intimate classroom setting with five novels which will be discussed one per lecture in the order of their publication. With their various geographical settings, they offer something like an Afro-continental coverage – and beyond.

### LECTURE TITLES

1. Algeria: Assia Djebar's *Fantasia: An Algerian Cavalcade*
2. Zimbabwe: Yvonne Vera's *The Stone Virgins*
3. Nigeria: Sefi Atta's *Everything Good Will Come*
4. Somalia: Cristina Ali Farah's *Little Mother*
5. Kenya: Yvonne Adhiambo Owuor's *Dust*

## A BRIEF HISTORY OF HARMONY, THE UNIVERSE, AND EVERYTHING

*Grant McLachlan, composer*

Wednesday 22–Friday 24 January ■ 7.30 pm ■ **VENUE** Baxter Theatre Concert Hall

**COURSE FEES** Full R540 Staff & Students R270 ■ Tickets at the door Full R180 Staff & Students R90

This course, which covers a thousand years of classical music, is designed for the classical music lover and concert-goer. It will give participants an understanding of the extraordinary journey that harmony has gone through as it developed over the centuries, and how it has arrived at the musical language we understand and love today.

The first lecture-performance covers medieval plainsong up to the age of discovery and the glorious flowering of harmony after 1500. The second lecture-performance explores ways in which music is designed from the early eighteenth century to keep the attention of a concert audience. The chamber music ensemble is led by Dr Becky Steltzner. The final evening looks at how harmony and dissonance interact to affect our emotions. The baroque orchestra will be led by Lucia di Blasio Scott with Nic De Jager as countertenor.

### LECTURE-PERFORMANCES

1. Medieval to Renaissance: plainsong and music by Abelard, Dufay and Tallis with choral music performed by Vox Cape Town
2. The age of the concert: Mozart, Chopin, Debussy and Messiaen
3. The Baroque period: Gibbons to Bach: Monteverdi, Gibbons, Purcell, Vivaldi, Bach

## HUMAN SCALE ARCHITECTURE

*Emeritus Professor Julian Cooke, University of Cape Town*

13–17 January ■ 5.00 pm ■ COURSE FEES Full R590 Staff & Students R295

This course will discuss human-scale architecture which aims to create a sense of identity, a coherent place and a harmonious everyday environment. A major role of architecture, as good examples of human-scale architecture show, is to contribute to building a human-scale city respectful of nature and a home for all its citizens: coherent, ordered and constructed of public spaces with easy access to a range of living opportunities. Over the last century architecture has favoured novelty over tradition, the universal over the local, abstract over material and buildings as objects. These preferences have produced cities composed of monotonous sameness and meaningless difference. In modernism, detail was almost entirely eroded from architecture – today many still consider its absence stylish. Yet it is as much through the details of a building's design as through its overall form that deep meanings are conveyed, and one architecture is distinguished from another.

### LECTURE TITLES

1. Architectural intentions
2. Building a city of the good life
3. Architecture's silent meaning
4. Textural architecture and magical boxes
5. The architecture is in the detail

## BEETHOVEN 250 YEARS (1770–2020): A COLOSSUS ASTRIDE TWO CENTURIES

*Elizabeth Handley, musicologist and independent lecturer for The Arts Society, United Kingdom*

20–24 January ■ 9.15 am ■ COURSE FEES Full R590 Staff & Students R295

Beethoven was a path-breaking innovator in Western musical history. This course will show how this child of revolution wrested music from the restrained milieu of eighteenth-century classicism and drove it into the passionate turbulence of nineteenth-century romanticism. Born in Bonn 250 years ago, Beethoven settled in Vienna, then the musical capital of Europe, where he studied with Mozart and Haydn. He soon gained a reputation as a virtuoso pianist and brilliant composer.

Included in the course is discussion about the Heiligenstadt Testament (will or suicide note?), Beethoven's own piano playing and 'musical fingerprints', and his greatest loves. Combining biographical detail with musical and visual illustrations, this course will demonstrate how Beethoven transcended anything previously achieved in originality and construction, and why he remains at the summit of musical inspiration and popularity.

### LECTURE TITLES

1. Introducing Beethoven and his era
2. Beethoven's first creative period: imitation
3. Beethoven's second creative period: externalisation
4. Beethoven's third creative period: reflection
5. Beethoven's legacy: innovations, contributions and significance

## DANCE NOTATION: AN INTEGRATION OF MOVEMENT AND MUSIC THROUGH SYMBOLS

*Eduard Greyling, retired dancer and choreologist*

20–24 January ■ 1.00 pm ■ COURSE FEES Full R590 Staff & Students R295

This illustrated course provides a vivid exploration of some of the various methods of movement notation that became necessary to record dance throughout ballet history. Using the Benesh system of movement notation (known as Benesh Movement Notation – BMN or Benesh Choreology) the course will pick out key moments in the recording of ballet. It will also briefly discuss how the same graphic signs can be used for contemporary dance, African dance and other forms of movement. Issues of dynamics and recording the choreographer's intentions are paramount in the life of a dance work. The course will touch on the topic of notation versus video and discuss the copyright issues involved in this. The lecturer will demonstrate the dance steps and show their notation.

### LECTURE TITLES

1. The need for a movement notation to record dance
2. BMN basics: first movements in ballet
3. Contemporary dance and African dance movements
4. Recording dynamics of movements
5. Notation score versus video: capturing a choreographer's intentions and copyright

## STAIRWAY TO HEAVEN: A GUIDE THROUGH DANTE'S *PURGATORIO*

*Dr Jamie McGregor, lecturer, Department of Literary Studies in English, Rhodes University*

6–10 January ■ 1.00 pm ■ COURSE FEES Full R590 Staff & Students R295

This course charts Dante's journey in the second part of the *Divine Comedy* (following his harrowing descent into Hell in the *Inferno*): his redemptive ascent of the antipodean mountain that is Purgatory. Here spiritual progress consists in overcoming the Seven Deadly Sins, understood as corrupted or disordered forms of the love that animates the universe – a love Dante is thereby enabled to encounter in the blessed figure of Beatrice, who will guide him beyond the Garden of Eden to the celestial spheres and on to the poem's sublime culmination in the Beatific Vision.

### LECTURE TITLES

1. To hell and back: *Inferno* revisited
2. Ante-purgatory
3. Love perverted: vanity, envy and anger
4. Love deficient and excessive: sloth, greed, gluttony and lust
5. The earthly paradise and beyond

## DRAMAS OF GOD

*Dr Frank England, lecturer, College of the Transfiguration, Makhanda, and honorary research associate, Department of Religious Studies, University of Cape Town*

6–10 January ■ 11.15 am ■ COURSE FEES Full R590 Staff & Students R295

Serious dramatic works provide perspectives on what it means to be human. These plays often challenge theatre-goers to reassess their beliefs and opinions, and to consider changing their entrenched and dogmatically held convictions. Such works accomplish this task by inviting spectators to respond to the action on the stage and to identify with the characters. Members of the audience may find themselves implicated in the themes of the plays, and even observe themselves in the characters – perhaps as ‘participants’ in noble moral actions or deeply complicit in immoral events. This course considers five plays that focus on issues of forging a just and compassionate world through patient engagement with, and waiting upon each other; that ask whether language and music may provide instruction in the tasks of fashioning moral selves for communal and social well-being.

### LECTURE TITLES

1. The justice of God: *Antigone* by Sophocles
2. The compassion of God: *King Lear* by William Shakespeare
3. The language of God: *My Children! My Africa!* by Athol Fugard
4. The music of God: *Amadeus* by Peter Shaffer
5. The patience of God: *Waiting for Godot* by Samuel Beckett

## FIVE POEMS OF DEVOTION

*Dr Peter Anderson, senior lecturer, Department of English, University of Cape Town*

20–24 January ■ 11.15 am ■ COURSE FEES Full R590 Staff & Students R295

This course takes five poems concerned with worship, prayer or the numinous encounter to explore the relationship of poetry to the strange thing called prayer. It is an opportunity to learn to read poems more thoroughly and with greater pleasure, to think about the discourse we call ‘prayer’ and to engage with the points of contact between language and what cannot be said in language – and for which poetry exists to make some effort to amend. Poems are accessible on the internet, but copies will be distributed.

### LECTURE TITLES

1. John Donne: ‘Batter My Heart’
2. George Herbert: ‘Prayer’
3. John Milton: ‘On his Blindness’
4. Carol Ann Duffy: ‘Prayer’
5. R.S. Thomas: ‘The Bright Field’

## MUSICAL HIGHLIGHTS OF EASTERN EUROPE

*Elizabeth Handley, musicologist and independent lecturer for The Arts Society, United Kingdom*

**Saturday 18 January ■ 10.00 am–12.00 pm ■ COURSE FEES** Full R236 Staff & Students R118

This course embarks on a musical tour through Central and Eastern Europe, featuring not only well-known giants such as Liszt, Dvorak and Chopin, but also lesser-known composers whose music merits further exploration. Illustrated with images and music, the journey begins in Hungary and continues to Poland, with its rich folk heritage (also expressed in Chopin's Romantic patriotism) and then to the Czech Republic and Croatia. The ever-popular folk music of Romania, with colourful gypsy elements and unusual instrumentation, has long been used by Western composers. It will be illustrated how Post-Napoleonic Nationalism afforded emerging nations the opportunity to liberate themselves from foreign domination, and a vehicle with which to express their individuality through the arts, especially music, with the use of both melodic and literary folk material.

## HOMAGE TO HANDEL

*Dr Barry Smith, conductor, organist and musicologist*

**Monday 20–Tuesday 21 January ■ 8.00 pm ■ VENUE** Baxter Theatre Concert Hall

**COURSE FEES** Full R360 Staff & Students R180 ■ Tickets at the door Full R180 Staff & Students R90

Handel and Bach are often called 'The Gemini of the Baroque', but their works demonstrate that they are by no means identical twins. Bach wrote principally for the church, with passions, cantatas and organ works dedicated to the glory of God. Handel's compositions are intended for the sheer enjoyment of his secular audiences and royalty, as well as for the church, with much-loved orchestral works, oratorios and operas. These two lecture-performances will show Handel's all-embracing and genial genius in a cheerful concerto grosso, some catchy harpsichord and organ music as well as in evergreen vocal and choral highlights from works which have stirred audiences over the past three centuries.

To mark Barry's eightieth birthday UCT Summer School thanks him for the wealth of superb music he has brought to participants over the years. The invitation to present this course is a tribute to his special feeling for Handel.

## READING BESSIE HEAD IN SOUTH AFRICA'S PRESENT

*Professor Desiree Lewis, Department of Women and Gender Studies, University of the Western Cape, and Angelo Fick, Director of Research, Auwal Socioeconomic Research Institute*

13–17 January ■ 9.15 am ■ COURSE FEES Full Staff R590 Staff & Students R295

This course focuses on the writing and philosophy of the South African author, Bessie Head, in the context of a broader discussion about aspects of contemporary South African politics and culture. Raised as an orphan, Head often recounted stories about her white mother, committed to a mental institution because of her relationship with Head's black father. Following a short journalistic career she left South Africa to live in Botswana where she wrote most of her published works. Focusing on the novels *Maru* and *A Question of Power* the course explores Head's creative and political vision and the way that it anticipates political and cultural debates in the present, including 'decolonising' knowledge and colonial/postcolonial subjectivity; the 'intersectionality' of raced, gendered and classed oppression; explorations of race and gender and views about 'freedom' that transcend political and rights-based models

### LECTURE TITLES

1. Storytelling and personal narrative as resistance and subversion
2. Standpoint knowledge-making and social marginality: Bessie Head's *Maru*
3. Interrogating colonialism, confronting decolonisation: *A Question of Power*
4. Creativity, intertextuality and social engagement: *Maru* and *A Question of Power*
5. Re-envisioning postcolonial 'freedoms': Zoë Wicomb's essays and Head's novels

## LEONARD AND VIRGINIA WOOLF'S HOGARTH PRESS AND ITS LEGACY

*Dr Jean Moorcroft Wilson, writer and lecturer*

Saturday 25 January ■ 1.00 pm–3.00 pm ■ COURSE FEES Full R236 Staff & Students R118

Leonard Woolf initially conceived of the Hogarth Press as a distraction for his wife, but under his careful supervision and openness to new ideas it turned into a successful commercial enterprise. Able to take risks with little-known, experimental writers they put together a list that included leading Modernist writers of the twentieth century such as T.S. Eliot, Katherine Mansfield and E.M. Forster, as well as Virginia Woolf herself. They were also the first to publish the complete works of Sigmund Freud and key Russian texts in translation. Their attractively designed books were illustrated by outstanding artists of the day, including Vanessa Bell, Roger Fry and Dora Carrington. Although the Hogarth Press was sold to the much larger publishing house of Chatto & Windus in 1948, Leonard and Virginia's legacy continues in other small presses, one of them set up by Leonard's only nephew, Cecil.

### LECTURE TITLES

1. The Hogarth Press
2. The Press's legacy



## SAGAS OF THE ICELANDERS

Dr Elizabeth Baldwin, academic

6–10 January ■ 9.15 am ■ COURSE FEES Full R590 Staff & Students R295

Iceland in the Saga Age was a hard place to live in. Bonds of family, of friendship and of fosterage as well as a social system more egalitarian than most European countries of the time made life possible. In theory the law was the highest authority in Iceland, but there was no independent power to enforce it. Many of the sagas deal with clashes between law and family loyalty, when honour demands actions that are, in themselves, dishonourable. From their small, remote island Icelandic merchants, poets, outlaws and heroes (sometimes all in one person) travelled to the British Isles, Scandinavia, Russia, Greenland, North America, Rome and Constantinople. Yet these travels are largely incidental to the focus of the ‘family sagas’, Iceland, and to the actions of the farmers and chieftains who try to keep a balance between loyalty to family, to friends and to the law, and to make it through another winter.

### LECTURE TITLES

1. Sagas of exploration: *Eirik the Red's Saga*, *Vinland Saga*
2. Outlaws: *Gisli's Saga*, *Grettir's Saga*
3. Poets: *Egil's Saga*, *The Saga of Gunnlaug Serpent-tongue*
4. Love and conflict: *Laxdaela Saga*
5. Law and vengeance: *Njal's Saga*

## LITERATURE AND MEMORY: LIFE WRITING, AUTOBIOGRAPHY & THE PERSONAL ESSAY

Dr Hedley Twidle, senior lecturer, Department of English, University of Cape Town

13–17 January ■ 1.00 pm ■ COURSE FEES Full R590 Staff & Students R295

How do we understand, imagine and reanimate the past in language? This course will explore questions of memory, remembering and time as these take shape in range of literary and autobiographical works including J.M. Coetzee's *Boyhood*, Ta-Nehisi Coates' *Between the World and Me* and Jonathan Franzen's essay 'My Father's Brain'. The lectures consider accounts of childhood, family and growing up, coming of age stories, narratives of education and intellectual formation, meditations on adulthood, ageing, death and commemoration. Through close readings of literary texts the course will introduce influential theories of life writing, autobiography and the personal essay; explore how the psychological and neurological basis of identity and being is represented in narrative (including some concepts from psychoanalysis) and read the relation between language and subjectivity in literatures of memory loss and dementia. (Essays and extracts will be provided).

### LECTURE TITLES

1. First person singular: What is autobiography?
2. Testimony, therapy and the problem of confession
3. Memory and forgetting: the literature of Alzheimer's disease
4. Coming of age, *bildung* and intellectual formation
5. Childhood, nostalgia and the terrain of memory

## FROM MONET TO PICASSO: MASTERPIECES COLLECTED BY MOROZOV & SHCHUKIN

*Edward Saunders, lecturer*

**Monday 13–Wednesday 15 January ■ 11.15 am ■ COURSE FEES** Full R354 Staff & Students R177

Part of the wealthy merchant community in pre-revolution Moscow, Ivan Morozov and Sergei Shchukin independently started collecting the works of the avant-garde movements in Paris from the late 1890s to the outbreak of the First World War. These two men amassed some of the finest paintings by Monet, Cézanne, Gauguin, Matisse and Picasso. Today, with few exceptions, these masterpieces are divided between the Pushkin Museum in Moscow and the Hermitage Museum in St Petersburg. This course will trace the backgrounds of these two collectors, how they travelled annually to Paris, who they met there and how they acquired the paintings. It is only with the fall of communism that these works were once again fully revealed. With the help of recently discovered original photographs showing the paintings installed in the mansions of Morozov and Shchukin before 1914, the paintings will be identified and discussed in detail.

### LECTURE TITLES

1. Introducing Morozov and Shchukin, the Parisian art scene in the 1890s, the collection of Ivan Morozov
2. Sergei Shchukin and his paintings from Monet to Gauguin
3. Sergei Shchukin and his paintings by Matisse and Picasso

## IS SEEING BELIEVING? HOW MOVING IMAGES HAVE SHAPED OUR WORLDVIEW

*Gilad Stern, management consultant and lecturer, School of Management Studies, UCT*

**Thursday 9–Friday 10 January ■ 1.00 pm ■ COURSE FEES** Full R236 Staff & Students R118

The advent of television and then the Internet has meant that in the past sixty years people have increasingly learned about their world through moving images on a screen. Personalities and places are known more intimately than all previous humans could have ever imagined. These two lectures, both illustrated with movie and sound clips, ask the questions: How much of what we see and hear is real? Or accurate? The first lecture looks at dramatic international events and trends over the past half century. The second looks at South Africa, pre- and post-apartheid, and how media has grappled with the transition.

### LECTURE TITLES

1. The world: from President Kennedy to President Underwood
2. South Africa: black and white, or full colour?

## IMAGINING NEW YORK IN FILM, FICTION AND SONG

Associate Professor Lesley Marx, Centre for Film and Media Studies, University of Cape Town

20–24 January ■ 3.00 pm ■ COURSE FEES Full R590 Staff & Students R295

Judy Garland celebrates the Easter parade down Fifth Avenue; Gene Kelly rhapsodies about this ‘wonderful town where the Bronx is up and the Battery’s down and people ride in a hole in the ground’; Liza Minnelli dreams of waking up in the ‘city that doesn’t sleep’ and Billy Joel sings soulfully of his ‘New York state of mind’. At once vital and violent, gorgeous and gaudy, this city has inspired writers and filmmakers to create work that thrills, horrifies and enchants. The course will start with an overview of the history and myths of New York and then focus on film adaptations of key novels by Edith Wharton and Henry James, groundbreaking gangster films of the Depression years and later innovations, spellbinding musicals and delectable romances.

### LECTURE TITLES

1. ‘The Jewelled City of the North’
2. Old New York: *The Heiress* and *The Age of Innocence*
3. Gangster New York: from Curtiz and Coppola to Scorsese
4. Musical New York: from *Broadway Melody* to *West Side Story*
5. Romantic New York: affairs to remember with Audrey and Meg and Cher

## THE UNSOLVED ICONOGRAPHY OF THE PARTHENON FRIEZE

Hilary Hope Guise, professor of art history, Florida State University, lecturer and artist

Saturday 25 January ■ 10.00 am–12.00 pm ■ COURSE FEES Full R236 Staff & Students R118

The Parthenon frieze was originally an afterthought, an Ionic frieze added to an emphatically Doric temple. It seems to represent a procession, but which procession and where was it going? The academic consensus is that it represents the greater Panathenaic procession up to the Acropolis on Athena’s birthday; Boardman, however, asserts that the Panathenaia never arrived at the Parthenon. Why are nearly 175 famous horses pounding along on the frieze when there were no horses in the actual Panathenaic procession? Is the child at the centre of the frieze a male temple slave? Or perhaps a princess about to have her throat slit by her own father as a human sacrifice? Why are the famous armed warriors that led the real procession nowhere to be seen? This course will explore the mysteries of the frieze, seeking different solutions to issues of gender fluidity, initiation and life and death.

### LECTURE TITLES

1. Gender fluidity on the Parthenon frieze: is it a boy or a girl?
2. The horned hand: a matter of life and death?

## GREAT PIANO MASTERWORKS

*Professor Gustavo Romero, pianist*

**Thursday 23–Friday 24 January ■ 3.00 pm ■ VENUE** Baxter Theatre Concert Hall

**COURSE FEES** Full R360 Staff & Students R180 ■ Tickets at the door Full R180 Staff & Students R90

In celebration of the 250th anniversary of Beethoven's birth in 2020, this course will explore and present performances of Beethoven's greatest piano sonatas. Beethoven was a revolutionary man living in a revolutionary time. He captured his inner voice – demons and all – and the spirit of his time and in doing so created a body of music the like of which no-one had ever before imagined. A virtuoso at the keyboard, Beethoven used the piano as his personal musical laboratory and the piano sonata became, more than any other genre of music, a place where he could experiment with harmony, motivic development, the contextual use of form, and, most importantly, his developing view of music as a self-expressive art.

### LECTURE-PERFORMANCES

1. Beethoven's early and middle period piano sonatas: Op. 13, *Pathétique*, Op. 27. No. 2, *Moonlight*, Op. 57, *Appassionata*
2. Beethoven's early and late period piano sonatas: Op. 14, No. 2, Op. 78, Op. 101, Op. 109

## A RETURN TO REMBRANDT, CLOSE-UP

*Dr Aneta Georgievska-Shine, lecturer in art history, University of Maryland*

**13–17 January ■ 9.15 am ■ COURSE FEES** Full R590 Staff & Students R295

The year 2019 marks the 350th anniversary of the death of Rembrandt van Rijn (1606–1669), arguably the greatest painter of the Dutch Golden Age. It has been celebrated with exhibitions from Amsterdam (Rijksmuseum) and the Hague (Mauritshuis) to Abu Dhabi. One of the reasons for our continued fascination is surely Rembrandt's uncommon gift for capturing not just the faces, but the emotions of his subjects. This gift was already recognised by his first critics in seventeenth century Holland. So too were his virtuoso play with light and shadow and his loose and expressive brushstrokes. Yet he could also be very difficult – pursuing a style perceived as too daring, to the point that later in life he lost patrons and faced bankruptcy. This course will look at facets of his pictorial language which have secured him such a unique place in the history of Western art.

### LECTURE TITLES

1. The beginnings: Leiden and Amsterdam
2. Rembrandt as a history painter – from classical mythology to *The Night Watch*
3. Rembrandt's women – Saskia and Hendrickje
4. Rembrandt on paper – drawings and prints
5. The self-portrait as a diary

## CATASTROPHE! SCIENCE FICTION AND THE SUSTAINABLE DEVELOPMENT GOALS

Professor John Higgins, Fellow of the University of Cape Town

6–10 January ■ 5.00 pm ■ COURSE FEES Full R590 Staff & Students R295

'Catastrophe!' refers to the situation described by Greta Thunberg: 'Around the year 2030, 10 years 252 days and 10 hours away from now, we will be in a position where we set off an irreversible chain reaction beyond human control, that will most likely lead to the end of our civilisation as we know it.' Through a discussion of four key texts – Frank Herbert's 1964 novel *Dune*, Philip K. Dick's *Do Androids Dream of Electronic Sheep?*, Cormac McCarthy's devastating *The Road* and, finally, the extraordinary work of the 'first Chinese science-fiction writer', Cixin Liu – as well as a range of writings on climate change, ecology and the history of political thought (Rachel Carson, Adam Smith and Thomas Hobbes), this course examines ways in which science fiction has been thinking through the challenges around climate change and sustainable development.

### LECTURE TITLES

1. Catastrophe! Science fiction and the SDGs: Hobbes or Smith?
2. Frank Herbert's *Dune* and the imagining of ecology
3. Android or human? Philip K. Dick's *Do Androids Dream of Electronic Sheep?*
4. 'Nasty, brutish and short': life in Cormac McCarthy's *The Road*
5. Cixin Liu: *The Three-Body Problem* and the politics of human nature

## ADAPTING SHAKESPEARE: JULIE MEETS WILL

Associate Professor Lesley Marx, Centre for Film and Media Studies, University of Cape Town

Saturday 25 January ■ 10.00 am–12.00 pm ■ COURSE FEES Full R236 Staff & Students R118

Shakespeare, as Ben Jonson memorably expressed it, 'was not of an age, but for all time', and his work for the theatre, itself an ever-changing space of meaning in performance, has proved malleable and responsive to increasingly diverse times and places. Julie Taymor proved herself a brilliant theatre practitioner with *The Lion King* and an equally gifted film director with her biopic on Frida Kahlo. In her adaptations of Shakespeare's *Titus Andronicus*, *The Tempest* and *A Midsummer Night's Dream* she brings her rich visual sensibility to bear, as well as her imaginative grasp of the technical gifts of filmmaking, a powerful emotional engagement with the material and a daring will to interpret and challenge received meanings of a grotesque tragedy, an evocative and influential romance and a comedy that is, by turns, moving, frightening and very funny. This two-hour lecture will explore the meeting of these two gifted creators.

## THE SOUTH AFRICAN NATIONAL GALLERY: THEN AND NOW

*Marilyn Martin, independent writer and curator, honorary research associate, University of Cape Town*

**Monday 6–Tuesday 7 January ■ 1.00 pm ■ COURSE FEES** Full R236 Staff & Students R118

The course is inspired by Martin's book, *Between Dreams and Realities – a History of the South African National Gallery, 1871–2017*, which tells the story of South Africa's pre-eminent art museum and revisits important exhibitions, events and forgotten controversies. Like the book, the course will consider the aspirations and role of civil society in creating and maintaining a national institution for the common good. Concurrently long-standing government neglect of the museum will be examined. The richly illustrated narrative begins in 1871 with a bequest of forty-five paintings and money for the establishment of a public art gallery in Cape Town. It ends in 2019, a time of extraordinary changes in South Africa's art and museum sectors. The course aims to revive interest in public art museums in general and the national art museum in particular.

### LECTURE TITLES

1. 1871–1989: from colonialism to the end of apartheid and the role of civil society, directors, governing bodies and government
2. 1990–2020: from facing transformation to fundamental changes in the South African art and museum ecosystem

## VERMEER: AN ENDURING MYSTERY

*Dr Aneta Georgievska-Shine, lecturer in art history, University of Maryland*

**Saturday 18 January ■ 1.00 pm–3.00 pm ■ COURSE FEES** Full R236 Staff & Students R118

A master of light and colour, Vermeer creates a timeless world where the smallest actions take on a beauty beyond their commonplace settings. His artistry rests in his ability to transform a simple daily activity, such as pouring a jug of milk or reading a letter, into a sensitive exploration of the human experience. Though few in number, his paintings are considered to be some of the finest art ever created. Well regarded in his lifetime during the seventeenth century, but almost forgotten thereafter, Vermeer has continuously inspired other artists and writers since his rediscovery at the end of the nineteenth century. This double lecture begins with a discussion of Vermeer's place within the artistic culture of Holland and then takes a closer look at some of his favourite subjects and their possible meanings.

## A COMPOSER'S MIDLIFE CRISIS: WAGNER BEFORE AND AFTER SCHOPENHAUER

*Dr Jamie McGregor, lecturer, Department of Literary Studies in English, Rhodes University*

**Saturday 11 January ■ 10.00 am–12.00 pm ■ COURSE FEES Full R236 Staff & Students R118**

This course attempts to reconcile two outwardly contradictory views of the nineteenth century German opera composer Richard Wagner. Where Thomas Mann argued for a 'basic unity underlying his perfectly consistent and fully rounded life's work – a work that "develops", but in a sense is all there right from the beginning ... [suggesting] conscious strategy ... a whole career carefully mapped out in advance', there is, on the other hand, a widespread conviction that Wagner was never the same again after encountering the pessimistic philosophy of Arthur Schopenhauer while midway through his greatest work, the *Ring*. This seeming paradox can nonetheless be resolved by seeing the composer's shift in outlook as enabling the maturation and enrichment of his earlier aims.

## J.M. COETZEE AND THE INTELLECTUAL LANDSCAPES OF SOUTH AFRICAN LITERATURE

*Professor David Attwell, Department of English, University of York*

**Friday 24 January ■ 5.00 pm ■ COURSE FEES Full R118 Staff & Students R59**

This lecture will explore J.M. Coetzee's connections to African Studies and to some of his fellow writers in South African literature in English, particularly Alan Paton and Nadine Gordimer. It is little known that Coetzee taught African Studies at the State University of New York in Buffalo in the late 1960s. The lecture looks at his investments in the field, why he withdrew them and their influence on his later fiction. It also explores the ways in which he positioned himself in relation to South Africa's most renowned writers, while carving out his own place in the country's literature.

## NADINE GORDIMER AND THE AFRICAN RESISTANCE MOVEMENT

*Professor David Attwell, Department of English, University of York*

**Thursday 23 January ■ 5.00 pm ■ COURSE FEES Full R118 Staff & Students R59**

This lecture looks at Nadine Gordimer's fictionalisation of the ARM (African Resistance Movement) in her 1966 novel, *The Late Bourgeois World*. The novel is part of the wide-ranging cultural legacy of the ARM, an organisation of mainly liberals who undertook sabotage aimed at infrastructure from 1960 to 1964. Although Gordimer gives an unflattering portrait of Max van den Sandt as a failed saboteur, her representation of Elizabeth van den Sandt, Max's ex-wife, explores positively the existential crisis to which non-lethal sabotage was an ethical response.

## THOMAS PRINGLE AND THE POETRY OF ANTI-SLAVERY

*Professor David Attwell, Department of English, University of York*

**Wednesday 22 January ■ 5.00 pm ■ COURSE FEES** Full R118 Staff & Students R59

This lecture will look at Thomas Pringle (1789–1834) not as the ‘father of South African poetry in English’ but as a liberal Scot whose experience of colonial governance and of life in the colony turned him into a poet-activist in London, fighting the cause of Abolition.

## PLATONISM, MATHEMATICS AND DIVINITY

*Dr Gregory Fried, senior lecturer, Department of Philosophy, University of Cape Town*

**Monday 13–Wednesday 14 January ■ 3.00 pm ■ COURSE FEES** Full R354 Staff & Students R177

In the ancient philosopher Plato we find an exalted vision of pure mathematical study: by focusing on what is timeless and perfect, mathematics helps to turn our souls towards the highest matters. For some of Plato’s followers, Euclid’s magnificent and austere compendium of ancient mathematics, *The Elements*, is precious not merely because it provides tools for scientific applications, or because it sharpens the intellect, but primarily because it serves as a ladder for the soul’s ascent. This course considers certain profound thinkers around the ancient Mediterranean who express their views on mathematics, transforming philosophical admiration into mystical reverence. It then turns to some more recent heirs to this tradition, thinkers who see divine significance of various kinds in mathematics. According to such philosophers and theologians, the objects of pure mathematics are metaphors for God’s nature, tools for accessing God’s creation, or even thoughts in the mind of God.

### LECTURE TITLES

1. Plato’s quest for the ideal
2. Euclid’s dazzling work of mathematics and the neo-Platonic mystical turn
3. Heirs of the Platonists: some modern thinkers on the religious significance of mathematics



## READING MARX AND FREUD READING CENSORSHIP AND REPRESSION

*Professor John Higgins, Fellow of the University of Cape Town*

13–17 January ■ 5.00 pm ■ COURSE FEES Full R590 Staff & Students R295

Placing Marx and Freud against each other reveals unexpected dimensions in their thinking. In different though strangely related ways, each is interested in bringing to light what we prefer to obscure. After an introduction that focuses on the question of reading Marx and Freud today, this course then discusses Marx's intellectual and political beginnings as the editor of the *New Rhenish Gazette*, and the ways in which his struggles with censorship opened up his concerns with the 'fake news' of his time. The fourth lecture shows how these concerns return in his masterpiece *Capital*. Lecture three looks at how one of Freud's earliest writings, 'Screen Memories', sets the scene for his subsequent interest in and analysis of the slipperiness of memory. The final lecture explores how this slipperiness plays out in the famous (and controversial) case history, *Notes on a Case of Obsessional Neurosis* or the 'Rat Man'.

### LECTURE TITLES

1. Reading Marx and Freud today
2. Marx: intellectual and political beginnings
3. Freud: 'Screen Memories'
4. Marx: Comments on censorship
5. Freud: *Notes upon a Case of Obsessional Neurosis*

## MORTALITY AS AWAKENED CONSCIOUSNESS

*Dr Robert Steiner, theologian, and Reverend Peter Fox, counsellor*

Saturday 18 January ■ 10.00 am–12.00 pm ■ COURSE FEES Full R236 Staff & Students R118

This course – in conversation with music, poetry and art – offers a dialogue on a subject not easily spoken about: mortality. We know we die. Most of us want to die in our sleep yet we know we could die violently or in pain through intractable illness. How do we start to reflect honestly on death in a way that acknowledges the fear and anxiety it causes? What do those close to us know about our thoughts and wishes around dying? How do we wish to be remembered? What is essential in the face of death? How do we live sanely and differently in the face of mortality? What protocols around our dying do we want observed? In this shadowy time of our lives there is no need to be fearful but to commit to living fully in gratitude for that which has transcended pain and regret in our living.

## THE ELUSIVE PHOENICIANS

*Dr Jessica Nitschke, research associate, Department of Ancient Studies, Stellenbosch University*

**Monday 20–Tuesday 21 January ■ 11.15 am ■ COURSE FEES** Full R236 Staff & Students R118

Before the Greeks there were the Phoenicians. Originating in Lebanon, the Phoenicians sailed across the Mediterranean and beyond, trading and colonising. They were a dominant presence in the Mediterranean for most of the first millennium BCE. The Greeks and Romans learned much from them, including writing, agriculture and warfare. However, the Phoenicians remain hazy in the modern imagination and most of their written records have not survived. This course will investigate the question ‘who were the Phoenicians’ through a close look at some key texts and artefacts. The first lecture will consider how the Phoenicians are depicted in Greek and Latin literature and the Bible, the texts through which modern scholars first learned about them. The second lecture will examine archaeological evidence from sites in Spain, Italy, Tunisia and Lebanon.

### LECTURE TITLES

1. Greedy knaves and skilful craftsmen: the Phoenicians in classical and Biblical literature
2. From Tyre to Cadiz: Phoenicians through the archaeological record

## EGYPTIAN THOUGHT AND MYTH

*Dr Jessica Nitschke, research associate, Department of Ancient Studies, Stellenbosch University*

**Wednesday 22–Friday 24 January ■ 11.15 am ■ COURSE FEES** Full R354 Staff & Students R177

Mythology has helped humans throughout time to make sense of the world and the human condition – the same is true for the ancient Egyptians. This course will explore Egyptian philosophical ideas and mythological tales reflecting what they believed happened in Egypt before the time of the pharaohs. The first lecture will describe traditions surrounding the very moment of creation, comparing them with creation accounts from the Old Testament. The second will explore the trials and tribulations of the reign of Re over Egypt, including tales such as ‘Isis and the True Name of Re’ and ‘the Myth of the Heavenly Cow’. The last lecture will examine the mythological cycle surrounding Osiris and the subsequent battle of Horus and Seth for the right to the succession. This cycle is at the core of Egyptian beliefs about the afterlife as well as their conception of the institution of kingship.

### LECTURE TITLES

1. In the beginning: creation through Egyptian eyes
2. The reign of Re
3. The myth of Osiris

## OCEANIC HISTORIES

*Emeritus Professor Nigel Worden, University of Cape Town*

13–17 January ■ 5.00 pm ■ COURSE FEES Full R590 Staff & Students R295

In recent years historians have given greater attention to 71% of the Earth's surface that is usually neglected: the oceans. This course examines the new field of 'oceanic history'. It moves beyond traditional accounts of shipbuilding technologies and individual feats of maritime exploration and instead probes the ways in which the sea has affected wider human histories between ancient times and the recent past. Why did people, material objects and ideas travel across the sea and what impact did these journeys make? How did the experience of seafaring change people? Did oceans divide or connect societies located on their shores? Did they create new societies? Are coastal regions inherently different from their hinterlands? Each lecture will explore such issues in relation to a specific maritime region. Where appropriate, special attention will be given to oceanic influences on our own city and continent.

### LECTURE TITLES

1. History and the sea: the Mediterranean
2. Maritime lakes: the Black, Baltic and North Seas
3. Making an Atlantic world
4. Africa and the Indian Ocean world
5. The Great Ocean: the China Seas and the Pacific

## A CAPSULE HISTORY OF BRAZIL

*Dr Ken Hughes, University of Cape Town*

6–10 January ■ 1.00 pm ■ COURSE FEES Full R590 Staff & Students R295

In 2018 the populist wave which had astonished the world since 2016 took a new turn with the election of Jair Bolsonaro, a right-wing demagogue openly nostalgic for the years of military rule, as the new President of Brazil. This five-lecture course aims to enquire into the genealogy of this event by exploring aspects of Brazilian history, drawing on the work of several generations of Brazilian scholars and a rich cultural heritage.

### LECTURE TITLES

1. The Portuguese sea-borne empire
2. Conflicts and conspiracies in eighteenth century Brazil
3. Independence: slavery, spiritualism and positivism: the war at the end of the world
4. Twentieth century struggles: some heroes and villains
5. Into the latest age: Lula to Bolsonaro

## MASSACRE ON THE FRONTIERS DURING THE REVOLUTIONARY PERIOD: 1780–1820

*Professor Nigel Penn, Department of Historical Studies, University of Cape Town*

13–17 January ■ 3.00 pm ■ COURSE FEES Full R590 Staff & Students R295

This course will look at the causes, course and consequences of massacre as an instrument of policy on the frontiers of European expansion, in particular areas of the world during the Revolutionary Period between 1780 and 1820. The case studies will include the French Empire in Europe, the expansion of settler colonialism in New South Wales and Van Diemen's Land, the Cape Colonial frontier zone and the American frontier zone.

### LECTURE TITLES

1. Massacre and the Age of Revolution
2. France: Revolutionary terror, colonial empire and massacre in Europe
3. Massacre on the frontiers of the Cape Colony: colonists, Khoisan and Xhosa
4. Massacre, Aboriginals and settler colonialism in New South Wales and Van Diemen's Land
5. The American frontier and the discourse of extermination

## CRIMEA: MYTH AND MEMORY

*Dr Sara Pienaar, lecturer and broadcaster*

Monday 13–Wednesday 15 January ■ 3.00 pm ■ COURSE FEES Full R354 Staff & Students R177

Crimea has been part of both the Mediterranean and the Asian worlds for more than 2500 years. Its strategic position on the Black Sea, temperate climate, natural beauty and plentiful resources have attracted conquerors, settlers and traders, Greeks, Romans, Tatars, Turks, Russians and many others over the centuries, all adding to its rich and varied culture. More recently, royalty and the rich built palaces and fashionable resorts there, while artists and writers drew inspiration from its natural beauty and exotic past. The twentieth century was marked by tragedy and crisis and Crimea's disputed status since the Russian-backed coup of 2014 is but the latest chapter in its long and complex history. This course traces that history and seeks to explain why Crimea has played a part in the world so disproportionate to its size.

### LECTURE TITLES

1. From the Greeks to the first Russian conquest
2. Tsars, poets and commissars
3. A poisoned chalice – the last 75 years

## WRITING THE GREAT WAR

*Kathleen Satchwell, retired judge of the High Court, in conversation with Josephine Frater*

13–17 January ■ 9.15 am ■ COURSE FEES Full R590 Staff & Students R295

The prodigious body of plays, poetry and fiction emanating from and about World War I reflects the impact of the industrialised slaughter of a generation. For the first time serving soldiers, nurses and civilians were literate and recorded their experiences and observations. Writing moved away from gilded prose glorifying fallen heroes to a simpler more direct acknowledgment of the conditions in the trenches, bush or desert. This course commences with soldier memoirs and autobiographical novels and continues with the haunting presence of the Great War in people's lives as they tried to fit into damaged societies. Disillusionment and anger post-1945 moved towards reinterpretation of all wartime experience including experiences of what was now known as the First World War. In recent times writers have explored the Great War in line with current world views.

### LECTURE TITLES

1. Pro Patria Mori: Brooke, Buchan, Kipling, Raymond
2. These who die as cattle: Remarque, Owen, Sassoon, Brittain, Reitz
3. A drawing down of blinds: Tolkien, Woolf, Eliot
4. The bells of hell go ting a ling a ling: Littlewood, Larkin, Bennett, Solzhenitsyn, Cloete
5. Regeneration: Hill, Morpurgo, Barker, Poland, Khumalo

## THE FUTURE OF BRITAIN

Saturday 18 January ■ 1.00 pm–3.00 pm ■ COURSE FEES Full R236 Staff & Students R118

However Brexit transpires, Britain will continue to be a significant world power – one of the world's largest economies, NATO's second military power, a permanent member of the United Nations Security Council and one of the world's leading cultural and scientific centres. It is also one of South Africa's most important friends and partners. Nevertheless, there are serious questions to be asked about the constitutional future of the United Kingdom, its future political and party structures and the future development of its economy.

**Robert Jackson**, MEP (1979–1984) MP (1983–2005) and successively Minister for Higher Education and Science, Minister for Vocational Education and Minister for Public Services (1987–1993), will review these questions and try to answer them in the context of reflections on wider current trends in world politics, economics and ideology.

## THE EARLY CAPE: PEOPLE, PLACES AND INSIDE STORIES

*Dr Antonia Malan, historical archaeologist, Dr Helena Liebenberg, historical linguist, Tracey Randle, heritage consultant, Professor Johan Fourie, economic historian, Maureen Rall, transcriber and researcher*

20–24 January ■ 9.15 am ■ COURSE FEES Full R590 Staff & Students R295

The Tracing History Trust (THT) has been transcribing Dutch East India Company records, personal estate inventories and associated documents. This major project has revealed much about people and places of the early Cape. Archived VOC documents tell the stories of Angela of Bengalen, the royal princes Loring Passir and Diepa Nagera of Indonesia, Nicolaas Ondatje of Colombo and others. Household inventories and the subsequent sale of goods at auction offer insights into aspects of social status, identity and familial connections in Cape society of the mid-eighteenth century. This course, presented by members of the THT team and researchers who have used the material, will be of interest to genealogists as well as to those keen to learn more about the early Cape.

### LECTURE TITLES

1. Recreating the spatial history of the early Cape from archival clues *Antonia Malan*
2. People of the early Cape: what VOC documents reveal *Helena Liebenberg*
3. Household inventories of the eighteenth century *Tracey Randle*
4. 'A high plateau': an economic history of the Dutch Cape Colony *Johan Fourie*
5. A woman's life: church records, inventories and a medical treatise *Maureen Rall*

## THE LEGACY OF COENRAAD DE BUYS

*Emeritus Professor Mike de Jongh, research fellow, Department of Anthropology and Archaeology, UNISA*

6–10 January ■ 9.15 am ■ COURSE FEES Full R590 Staff & Students R295

Born in 1761 on a farm near Montagu, Coenraad de Buys was the progenitor of the Buys people of the far northern Limpopo Province. An exceptionally tall, formidable man of great resourcefulness and courage, Coenraad de Buys married or cohabited with several indigenous women, including the niece of the Matabele king, Mzilikazi. He left an indelible imprint on the late eighteenth and early nineteenth century sociocultural landscape of South Africa. Today his descendants, a hybrid community of some 300 individuals (*de facto*) or a few thousand (*de jure*), inhabit 11 000 hectares of land which comprises Buysdorp in the foothills of the Soutpansberg. Their story, one of a reclusive rural community with a long history now challenged by land claims and the pressures of modernisation, can be read as a case study of identity politics and politics of identity – and what it means to be 'truly South African'.

### LECTURE TITLES

1. The making of the Buyses: three centuries of controversy, conflict and contentment
2. Larger than life: Coenraad de Buys, progenitor of the Buyses
3. Makhado, the missionaries, the Boers and the British
4. Buysdorp: governance, management and autonomy
5. 'People of a middle world': development and doubts, change and challenges

## MISSIONS WITH A MISSION

*Dr Sandra Shell, senior research associate, Rhodes University: Cory Library*

**20–24 January ■ 5.00 pm ■ COURSE FEES** Full R590 Staff & Students R295

In 1888 a British warship liberated a large group of Oromo child slaves in the Red Sea and took them to Aden in Yemen. In 1889 a second Royal Navy ship rescued a smaller group of Oromo slave children who joined the first group, by then in the care of a Free Church of Scotland mission near Aden. Three Afaan Oromo speakers and two Scottish missionaries interviewed the children about their enslavement and their lives. When many of the children fell ill and died in a short time, the sixty-four surviving children were shipped to the Eastern Cape where they were cared for and educated by Lovedale Institution. After four lectures on the Oromo children the final lecture will discuss the Reverend James Laing, one of the earliest missionaries of the Glasgow Missionary Society to arrive on the eastern frontier in 1831. Laing's interest, gentleness, sincerity and empathy earned him the trust and affection of amaXhosa leaders like Maqoma, Suthu, and Sandile as well as many of the amaXhosa he encountered.

### LECTURE TITLES

1. The Oromo Children of Hope
2. Profiles of two Oromo Children of Hope: Tolassa Wayessa and Bisho Jarsa
3. A man of worth and dignity: Wakinne Nagesso
4. Trauma and slavery: Gilo and the soft, subtle shackles of Lovedale
5. *Indoda Ebisithanda – the man who loved us: Reverend James Laing*

## MORE UNTOLD STORIES OF THE ANGLO-BOER WAR

*Emeritus Professor Mike de Jongh, research fellow, Department of Anthropology and Archaeology, UNISA*

**Saturday 11 January ■ 10.00 am–12.00 pm ■ COURSE FEES** Full R236 Staff & Students R118

When the Boers occupied Colesberg in the Cape Colony on 14 November 1899, and again when the British took over the town on 28 February 1900, conflict enveloped the local people. Documentation from that time – diaries, letters, local newspapers and family oral tradition – offer fascinating insights into the way war touched the lives of ordinary people, both Boer and Brit, soldier and civilian, loyalist and 'rebel', who were caught up in extraordinary circumstances. This course returns to the 'forgotten front' and tells the stories that lie behind the events in the Anglo-Boer War in the Karoo, including several humiliating British defeats, usually referred to in despatches as 'reversals'. Depending on the context of the people involved, or of a particular situation or incident, their human and humane qualities, and even the humorous, constantly come to the fore.

## TWO SOUTH AFRICAN PRIME MINISTERS: LOUIS BOTHA AND JAN SMUTS

*Richard Steyn, author*

Thursday 23–Friday 24 January ■ 11.15 am ■ COURSE FEES Full R236 Staff & Students R118

This course re-examines the lives and legacies of Jan Smuts and Louis Botha. These soldier-statesmen effectively operated as a double act at home and on the international stage before Botha's death in August 1919. After the South African War Botha encouraged peace between English and Afrikaner; later he led the four British colonies (Cape, Natal, Free State and Transvaal) to Union and dominion status. During the First World War he led South African troops to victory and the capture of German South West Africa. A big-hearted man, he pleaded for magnanimity towards the Germans at the Peace of Versailles. Botha's ally and successor Jan Smuts was a champion of human rights, advisor to world leaders and an architect of the United Nations. Smuts had a rich spiritual and intellectual life, characterised by extraordinary friendships, including one with former enemy Winston Churchill, which spanned the first half of the twentieth century.

### LECTURE TITLES

1. Louis Botha
2. Jan Smuts

## SOUTH AFRICA'S DESERT WAR

*David Brock Katz, historian, author and soldier*

Monday 20–Wednesday 22 January ■ 11.15 am ■ COURSE FEES Full R354 Staff & Students R177

This course covers the build-up and deployment of South Africa's Union Defence Force to the Western Desert in 1941 where it formed an essential component of the British Eighth Army. Using new documentary evidence answers will be sought to explain setbacks the South Africans suffered at the hands of the Deutsches Afrika Korps (DAK) led by Rommel. Before North Africa, the South Africans led by General Dan Pienaar, a pre-eminent exponent of manoeuvre warfare, enjoyed considerable military success and gained much-needed experience in their campaign against the Italians in East Africa. However, the 5th South African Infantry Brigade under Brigadier Bertram Armstrong was annihilated at Sidi Rezegh and seven months later General Hendrik Klopper was forced to surrender Tobruk with the loss of the 2nd South African Infantry Division. Pienaar regained pride at First Alamein when the South Africans finally shared in the defeat of Rommel's DAK.

### LECTURE TITLES

1. The build-up of the Union Defence Force from 6 September 1939 to the East Africa campaign
2. Twin disasters: Sidi Rezegh 1941 and Tobruk 1942
3. Victory at Alamein



## CAPE TOWN REMEMBERS WORLD WAR I

*Alderman Owen Kinahan*

**Saturday 11 January ■ 1.00 pm–3.00 pm ■ COURSE FEES** Full R236 Staff & Students R118

World War I could not have come at a more inconvenient time for Cape Town, newly created from several independent municipalities in 1913. The city's unfathomable rush to defend the Empire along with Australians, New Zealanders and Indians calling en route to war, changed life for its citizens. This course will provide insight into a journey from the first imperial victory in German South West Africa through the next decade as monuments and memories of Cape Town's Fallen appeared. A significant number of monuments in granite, glass and bronze as well as churches, schools and clubs have survived. They tell the human story of siblings killed in action, too many young men, real hardship and Cape Town before Group Areas. Now almost as remote as Waterloo to most people, it is fitting to revisit life and death in our city a century ago.

## FIVE CRISES IN UCT'S HISTORY

*Emeritus Professor Howard Phillips, Emeritus Professor Anwar Mall, Dr James Leatt, University of Cape Town*

**6–10 January ■ 3.00 pm ■ COURSE FEES** Full R590 Staff & Students R295

Looking back over the university's 101-year history, the five lectures in this course will focus on five episodes which posed serious challenges to the operation and character of the institution. The course will seek to determine the causes of each crisis, how the university understood these, how effective it was in addressing each crisis and how far doing so did (or did not) change the institution.

### LECTURE TITLES

1. World War II *Prof Howard Phillips*
2. The onset of apartheid *Prof Howard Phillips*
3. The student sit-in of 1968 *Prof Howard Phillips*
4. The states of emergency of the 1980s: a personal perspective *Dr James Leatt*
5. The Fallist movement: a personal perspective *Prof Anwar Mall*

## **ARCHIE MAFEJE: HIS INTELLECTUAL LIFE**

*Professor Lungisile Ntsebeza, Centre for African Studies and Sociology, University of Cape Town*

**Monday 13–Wednesday 15 January ■ 11.15 am ■ COURSE FEES** Full R354 Staff & Students R177

This course will focus on the intellectual life of Archie Mafeje, one of Africa's greatest social scientists and critic of colonial anthropology. An internationally respected scholar, he obtained his PhD from Cambridge University and became a pioneer in decolonial scholarship. He was influenced by one of the main political organisations in the 1940s and 1950s, the Non-European Unity Movement. The first lecture provides a biographical sketch of Mafeje, focusing on his intellectual development, including his switch from the natural to social sciences. He so much fell in love with anthropology that he confessed to his supervisor, Professor Monica Wilson, that anthropology was his 'calling'. Yet, by the time he completed his PhD, he regarded anthropology as colonial. The next two lectures focus on Mafeje's critique of colonial scholarship and his contribution to decolonial scholarship and to theory in the social sciences.

### **LECTURE TITLES**

1. Biographical sketch
2. Critique of colonial scholarship
3. Contribution to decolonial scholarship

## **BEN KIES: HIS CONTRIBUTION TO NEW SOCIAL AND POLITICAL THOUGHT IN SOUTH AFRICA**

*Professor Crain Soudien, CEO, Human Sciences Research Council*

**Thursday 16–Friday 17 January ■ 3.00 pm ■ COURSE FEES** Full R236 Staff & Students R118

In the late 1930s a group of young, radical, Cape Town intellectuals, most of them from disadvantaged backgrounds, unsettled their elders. They questioned their deference to the white, colonial authorities. This course brings this group, described by historian Bill Nasson as 'people of towering intellect' and the important contribution they made to social and political theory into view. The course focuses on the work of Benjamin Magson Kies, a member of the South African Workers' Party and one of the founders of the New Era Fellowship in 1937, who was instrumental in the establishment of the Non-European Unity Movement in 1943. He was central to the making of Cape Town's anti-establishment political culture and particularly the emergence of the theoretical positions of non-collaboration and non-racialism.

### **LECTURE TITLES**

1. The cumulative significance of the Kies oeuvre
2. Ben Kies: an enduring anti-establishment intellectual tradition in Cape Town

## **SOUTH AFRICA'S ECONOMY: RETHINKING ITS FUTURE**

*Dr Iraj Abedian, economist and private equity investor*

**Monday 6–Wednesday 8 January ■ 5.00 pm ■ COURSE FEES** Full R354 Staff & Students R177

This course will argue that the prevailing socio-economic order in South Africa is neither fair nor sustainable. Both the poor and the rich stand to lose – albeit in different forms. The youth in particular face a bleak future and stand to be the biggest losers. Yet the country's national endowment, its geographic location and its existing socio-economic infrastructure offer a vastly different potential. The failure of its socio-economic and political leaders is the primary factor in the gap between the country's potential and its actual performance. Closing this gap will require a great deal of systematic rethinking of the nation's approach to socio-political governance together with a new framework for economic policy and business promotion.

### **LECTURE TITLES**

1. A stylised review of the South African economy
2. Rethinking the economy's future: balancing equity with sustainability
3. Action plan for transition into a new economic structure

## **RETURN TO (DIS)ORDER? POLICING GANGS THROUGH THE ARMY**

*Dr Irvin Kinnes, Content Adviser: Portfolio Committee on Police, and research associate of the Centre of Criminology, University of Cape Town*

**Monday 13–Tuesday 14 January ■ 5.00 pm ■ COURSE FEES** Full R236, 00 Staff & Students R118

This course will look at the deployment of the army in the fight against gangs on the Cape Flats and provide an assessment of the state of safety on the Cape Flats after the deployment of the South African National Defence Force.

### **LECTURE TITLES**

1. Safer communities: disrupting the politics of the police, gangs and community
2. The new war on gangs: bringing in the SANDF

## THE DANGERS OF LAWFARE: LAW AS A WEAPON AGAINST ITSELF

Saturday 25 January ■ 10.00 am–12.00 pm ■ COURSE FEES Full R236 Staff & Students R118

**Dennis Davis**, High Court judge and honorary professor of law at the University of Cape Town and **Michelle Le Roux**, adjunct professor in the Law School of the University of Cape Town, co-authors of *Lawfare: Judging Politics in South Africa*, address 'The dangers of lawfare: law as a weapon against itself'.

## THE SOUTH AFRICAN POLITICAL LANDSCAPE AFTER THE 2019 ELECTIONS

*Jan-Jan Joubert, journalist*

Saturday 18 January ■ 10.00 am–12.00 pm ■ COURSE FEES Full R236 Staff & Students R118

The 2019 national and provincial elections have come and gone. The EFF and FF Plus are the only two major national parties to have made substantial gains. The EFF, contesting its second general election, registered the biggest increases, growing by 4.44 percentage points on the national vote. The DA garnered 470 396 fewer votes than it did ten years ago, and ANC support dropped by over a million votes in the same period. What do the numbers tell us as 2020 dawns? Political journalist Jan-Jan Joubert discusses the trends and the issues.

## ELECTIONS 2019: A CRITICAL REFLECTION

*Dr Zwelethu Jolobe, senior lecturer, Department of Political Studies, University of Cape Town*

Monday 20–Tuesday 21 January ■ 1.00 pm ■ COURSE FEES Full R236 Staff & Students R118

This course will provide a critical reflection of South Africa's 2019 general election. It will examine the significance of the overall result and voter turnout, and the broader implications for the evolution of South Africa's party and electoral system twenty-six years after the formal end of apartheid.

### LECTURE TITLES

1. Understanding electoral and party systems
2. The 2019 general election and aftermath

## **SOUTH AFRICA'S NUCLEAR DEAL: IS IT DEAD AND BURIED?**

*Liziwe McDaid and Makoma Lekalakala, environmentalists and joint recipients of the Goldman award, 2018*

**Monday 13–Wednesday 15 January ■ 11.15 am ■ COURSE FEES** Full R354 Staff & Students R177

In 2014 South Africa and Russia signed an International Governmental Agreement on nuclear energy. The Minister of Energy's decision to table this agreement without parliamentary approval, as well as decisions that 9600MW of new nuclear power was needed – at a cost that estimates suggested would likely exceed R1 trillion – were successfully challenged in court by civil society organisations Earthlife Africa and the Southern Africa Faith Communities' Environment Institute (SAFCEI).

This course unpacks how the campaign that accompanied the legal challenge unfolded, and the David and Goliath battle that ensued. The first lecture describes the history of nuclear energy in South Africa. The second looks at the process of the court case itself. The third lecture speculates about the future of nuclear energy in South Africa. Are governance systems strong enough to prevent another nuclear deal?

### **LECTURE TITLES**

1. Nuclear energy in South Africa: the history
2. The court case
3. The future of nuclear energy in South Africa

## **DEBATES OVER THE SOUTH AFRICAN RESERVE BANK**

*Bradley Bordiss*

**Wednesday 15–Friday 17 January ■ 5.00 pm ■ COURSE FEES** Full R354 Staff & Students R177

There are remarkable similarities between the debates in the early days of the South African Reserve Bank in the 1920s and early 1930s and the debates about the Reserve Bank in the current era. Controversies over whether the Reserve Bank should be nationalised or private, independent, and from whom, whether it should have a single mandate (price stability) or a dual mandate (also full employment) raged at its birth and in the first fifteen years, as they do today. The debates, and the colourful people that they involved, will play out in three lectures, both as an intellectual drama worthy of academia, and as a human interest story worthy of a soap opera.

### **LECTURE TITLES**

1. Two camps of monetary policy: 'sound money' versus 'money for development'
2. Debates at the inception of the Reserve Bank
3. Debates on the Reserve Bank in the last thirty years

## THE SECRET LIVES OF SPIES

*Jonathan Ancer, author*

Friday 17 January ■ 11.15 am ■ COURSE FEES Full R118 Staff & Students R59

This lecture will discuss South African spies and explore how they managed to build relationships of trust and live between the shadows of two worlds, and how they maintained the boundaries between their real identity and their spy legend. The lecture is based on the recently released book *Betrayal* which documents the lives (and double lives) of spies on both sides of the apartheid divide which includes the reluctant conscript in military intelligence who spied for the ANC and the host of campus spies who betrayed their friends in the student movement. It will also include information about the people who were spied on and look at the triple themes of betrayal, repentance and forgiveness.

## THE STELLENBOSCH MAFIA

Saturday 11 January ■ 1.00 pm–3.00 pm ■ COURSE FEES Full R236 Staff & Students R118

Journalist **Pieter du Toit** goes behind the scenes at Stellenbosch, one of the wealthiest towns in South Africa, the cradle of Afrikanerdom and birthplace of intellectuals, newspaper empires and apartheid leaders, in order to examine this 'club' of billionaires. Who are they and, crucially, how are they connected? What network of boardroom membership, alliances and family connections exists? Who are the 'old guard' and who are the 'inkommers'? Du Toit's book, *The Stellenbosch Mafia*, is the first attempt to investigate not only if this group actually exists, but also to determine whether the town has an excessive influence on South African business and society.

## READING AND THE SOUTH AFRICAN COGNITIVE CATASTROPHE

*Emeritus Professor John Aitchison, University of KwaZulu-Natal*

**Monday 6–Thursday 9 January ■ 9.15 am ■ COURSE FEES Full R472 Staff & Students R236**

A report published in December 2017 revealed that 78% of Grade 4 South African learners cannot read for meaning in their home language. This finding is a profound judgement on our whole education system. The four lectures of this course look at the causes of this reading catastrophe and its consequences, the factors that are inhibiting any change in the situation, the debates about the nature of learning and reading, and positive initiatives that could and are dealing with the problem.

### LECTURE TITLES

1. Reading outcomes in South Africa: a case of cognitive genocide
2. What we know about reading: the end of the reading wars
3. Why we fail to teach reading: a cascade of policy and practice catastrophes
4. What can be done about it: from reading coalitions to PrimTED

## INTRODUCTION TO GREEN BUILDING DESIGN

*Songo Sokhululeka Didiza, founder and CEO of Green Building Design Group NPC*

**Monday 6–Tuesday 7 January ■ 9.15 am ■ COURSE FEES Full R236 Staff & Students R118**

This course will offer a practical introduction to the world of green building design not only for the building professional, but also the general public. It highlights legislation pertaining to green buildings, as well as end-user based incentives for carbon reduction. It will introduce various building design methods, guiding participants through the choices required during the building project design process – whether it be in respect of residential buildings, schools, pack houses, warehouses, cellars, sheds or any other building – in an environmentally friendly, sustainable and inclusive way. Green building design offers a range of benefits: improved energy efficiency, occupant health and productivity, reduced maintenance, and greater design flexibility. This interactive course aims to encourage an inter-sectoral exchange of knowledge and experience as well as to create fertile grounds for the development of world-class, innovative, sustainable green building design solutions.

### LECTURE TITLES

1. Green buildings: benefits and incentives
2. Green buildings: methods and choices

## THE FUTURE OF WORK: THE FOURTH INDUSTRIAL REVOLUTION

*Mthunzi Perry-Mason Mdwaba, IOE Vice-President to the ILO, Vice-Chairman of the ILO, adjunct associate-professor of law, University of the Western Cape, businessman, global employer and business leader*

**Thursday 23–Friday 24 January ■ 5.00 pm ■ COURSE FEES Full R236 Staff & Students R118**

The course will discuss the work of the Global Commission on the Future of Work convened by the International Labour Organisation (ILO). The report of the commission was launched in January 2019 and served as a source document for the ILO committee on *The Future of Work and the 4th Industrial Revolution* at the International Labour Conference 2019. It was adopted by the governing body of the ILO in June 2019. The course will look at the implications of this report and provoke thinking on what is required to ensure implementation. Secondly, it will explore whether we are structurally and attitudinally ready for the disruption that will result from the changes in the world of work occasioned by the Fourth Industrial Revolution.

### LECTURE TITLES

1. Global commission on the future of work
2. Are we ready for the future of work?

## WHOSE LANGUAGE IS 'KHOEKHOEGOWAB'?

*Wilfrid Haacke, formerly professor at the University of Namibia*

**Monday 6–Wednesday 8 January ■ 3.00 pm ■ COURSE FEES Full R354 Staff & Students R177**

The course will begin with an introduction to the extinct and extant languages of the Khoe language family and will clarify the meaning of classificatory terms such as 'Khoesan', 'Khoe' and 'San'. The lecture will discuss the earlier geographic distribution of major Khoe groups like the 'Korana' and the 'Grikwa' through southern Africa and their subsequent migrations to avoid contact with the colonisers. The second lecture will demonstrate, through reference to historical documents, that the so-called 'Nama' language has reverted to its original name, 'Khoekhoegowab'. The third lecture will illustrate how linguistic evidence can be used to investigate and understand Khoe pre-literary history and will discuss the influence of the Khoekhoe language on other languages spoken in Africa.

### LECTURE TITLES

1. The demise of Khoekhoe languages in southern Africa
2. The obsolescence and revival of the language name Khoekhoegowab
3. Linguistic evidence in the study of Khoekhoe origins



## RETHINKING AFRICA: THE CASE FOR KHOEKHOEGOWAB IN CONTEMPORARY SOUTH AFRICA

*Dr June Bam-Hutchison, lecturer, Centre for African Studies, University of Cape Town and Bradley van Sitters*

**Wednesday 22–Thursday 23 January ■ 3.00 pm ■ COURSE FEES** Full R236 Staff & Students R118

The recent praise singer at the 2019 State of the Nation Address, Bradley van Sitters, sparked national and international debate on 'African-ness', indigeneity, language rights, xenophobia, racism and authenticity. Khoekhoegowab has been rolled out as a certificated foundation course at UCT in the United Nations Year of the World's Indigenous Languages in 2019 and may be considered as a fourth language at the University of Cape Town. Can the acquisition of Khoekhoegowab help us to 'rethink' Africa?

### LECTURE TITLES

1. Rethinking Africa: The case of Khoekhoegowab and historical justice *Dr June Bam*
2. Khoekhoegowab and the ritual archive *Bradley van Sitters*

## COGNITIVE DOMINATION IN THE SOUTH AFRICAN SOCIAL SCIENCES

*Dr Lwazi Lushaba, lecturer, Department of Political Studies, University of Cape Town*

**20–24 January ■ 5.00 pm ■ COURSE FEES** Full R590 Staff & Students R295

The current discourse on the colonial character of knowledge in South Africa places emphasis on the colonial period, suggesting that the problem of social scientific thought was its overt support for or open alliance with the colonial project. This course seeks to demonstrate that such a view misses the deeper implication of South African social sciences with Enlightenment thought from which it emerges. It aims to return South African social scientific thought, its categories, assumptions and premises to the anti-black ethic of European Enlightenment thought with the goal of creating space for non-European modes of cognising. The course will end by showing what is left unthought when modern rational social scientific thought encounters or tries to make sense of non-Western modes of being-in-the-world.

### LECTURE TITLES

1. On the concept of cognitive domination
2. Enlightenment thought and its encounter with (South) African reality
3. On the colonial character and history of South African social sciences I
4. On the colonial character and history of South African social sciences II
5. Toward a decolonised South African social scientific imagination

## ZONNEBLOEM COLLEGE: THE GENESIS OF AN AFRICAN INTELLIGENTSIA

*Dr Janet Hodgson and Dr Theresa Edlmann, research associate, Department of History, Stellenbosch University*

**Monday 6–Wednesday 8 January ■ 1.00 pm ■ COURSE FEES** Full R354 Staff & Students R177

Zonnebloem College was established in Cape Town at the end of 1857 as an English education system for the children of African chiefs and their councillors. For eighty years the college remained under church rather than government control. This course will trace the stories of the college as a colonial educational institution, as well as the many remarkable characters that shaped its evolution. The lectures will use stories, images such as etchings, paintings and early photographs, and excerpts from original letters to tell the story of those who shaped, subverted and disrupted the shared agendas of the Anglican church and the colonial state in their years as students and their later careers.

### LECTURE TITLES

1. The establishment of the college in 1857 and the early years
2. Famous families and personalities: Emma and Gonya Sandile and the Moshoeshoe sons
3. The college in the late nineteenth and early twentieth centuries: Bernard Mizeki, the Lobengula sons and battles with the state

## TRANSLATING EQUALITY, DIVERSITY AND HUMAN RIGHTS INTO PRACTICE

*Dianna Yach, equality, diversity and human rights champion*

**Monday 20–Tuesday 21 January ■ 5.00 pm ■ COURSE FEES** Full R236 Staff & Students R118

This course will highlight how good intentions alone are not enough for the effective implementation of equality, diversity and human rights strategies. Drawing on case studies derived from experience in the United Kingdom and Northern Ireland, the Republic of Ireland, South Africa, Israel and Ramallah, this course addresses commonalities and differences in moving from rhetoric to reality. It offers insights into the vexed terrain of culture change, overcoming stereotypes and binary thinking.

### LECTURE TITLES

1. Demystifying equality, diversity and human rights through experience
2. Moving from gesture politics to implementation

## HEALTH INEQUALITIES AND THE NATIONAL HEALTH INSURANCE

Associate Professor John Ele-Ojo Ataguba, Director, Health Economic Unit, School of Public Health and Family Medicine, University of Cape Town

Saturday 25 January ■ 1.00 pm–3.00 pm ■ COURSE FEES Full R236 Staff & Students R118

This course will discuss health inequalities in South Africa, including an overview of health financing and the National Health Insurance in South Africa. It will provide a brief overview of the functions of a good health financing system – revenue raising, pooling and purchasing. It will show how health inequalities in South Africa favour the wealthy. The poor and those that need health services receive less than they need. Finally, the course will discuss the goal of Universal Health Coverage (UHC) and how South Africa, in the form of a National Health Insurance, has embraced the UHC goal to address existing health inequalities.

## REMAINS OF THE TRC: OUTSTANDING CASES OF DEATHS IN DETENTION

Ms Yasmin Sooka, Executive Director, Foundation for Human Rights

Saturday 11 January ■ 1.00 pm ■ COURSE FEES Full R236 Staff & Students R118

This course will discuss the outstanding cases referred by the TRC to the NPA, including the Cradock Four and the PEBCO Three. It will focus on deaths in detention, including that of Imam Haroon, Ahmed Timol, Neil Aggett and Hoosen Haffejee, and shed light on the possibility of successful prosecutions in the ongoing investigations.

### LECTURE TITLES

1. Background to cases: Neil Aggett and others
2. State capture, the failure of the NPA to investigate, prospects for successful prosecutions

## IS DEMOCRACY A WESTERN PLOT?

Thursday 16 January ■ 1.00 pm ■ COURSE FEES Full R118 Staff & Students R59

Professor Steven Friedman, political scientist and Director of the Centre for the Study of Democracy at Rhodes University and the University of Johannesburg, will deliver a lecture based on his latest book, *Power in Action: Democracy, Citizenship and Social Justice*.

## **SOCIO-ECONOMIC RIGHTS: PATHWAYS TO TRANSFORMATION?**

*Sandra Liebenberg, Distinguished Professor and H F Oppenheimer Chair in Human Rights Law, Stellenbosch University, and Vice-Chair, United Nations Committee on Economic, Social and Cultural Rights*

**Thursday 16–Friday 17 January ■ 11.15 am ■ COURSE FEES** Full R236 Staff & Students R118

Food, water, health care, housing, social security and education are fundamental to human life and thriving, yet they do not enjoy the status of fundamental human rights in many countries. Even under the United Nations human rights system, their practical protection has lagged behind civil and political rights. Socio-economic rights lie at the heart of the transformative mission of the South African Constitution and to redressing the legacies of colonialism and apartheid. However, despite their transformative potential, poverty and inequality remain deeply entrenched in South Africa. This course explores how ordinary citizens and social movements have used socio-economic rights to improve their material conditions and what role these rights could play in accelerating fundamental social change. It will consider landmark socio-economic rights judgments of the Constitutional Court, as well as other mechanisms for holding public and private actors accountable.

### **LECTURE TITLES**

1. The status of socio-economic rights internationally and in South Africa
2. Advancing transformative social change: the potential and limits of socio-economic rights

## **TRACING SOUTH AFRICA'S POLITICAL 'DISAPPEARED': THE WORK OF THE MISSING PERSONS TASK TEAM IN THE NATIONAL PROSECUTING AUTHORITY**

*Madeleine Fullard, Head: Missing Persons Task Team, National Prosecuting Authority*

**Wednesday 8–Thursday 9 January ■ 1.00 pm ■ COURSE FEES** Full R236 Staff & Students R118

The work of locating, identifying and returning human remains using forensic science has become a key characteristic of societies' attempts to reckon with the aftermaths of political violence. This course will give an overview of the work of the Missing Persons Task Team (MPTT), a unit in the National Prosecuting Authority mandated to trace the fate and whereabouts of those who were 'disappeared' or went missing in political circumstances between 1960 and 1994. The MPTT, made up of both investigators and forensic anthropologists, has to date recovered the remains of over 150 persons. The first lecture will focus largely on the MPTT's investigation methodology and sources, with examples of solved and unsolved cases. The second will focus on the work of excavation, exhumation, forensic examination and DNA testing. Both lectures will highlight forensic and ethical dilemmas involved.

### **LECTURE TITLES**

1. Investigating political disappearances in South Africa
2. Recovering the remains of the disappeared

## THULI MADONSELA ON ETHICAL LEADERSHIP AND GOOD GOVERNANCE

Friday 17 January ■ 1.00 pm ■ COURSE FEES Full R118 Staff & Students R59

**Professor Thuli Madonsela**, advocate, previous Public Protector and currently Chair of Social Justice in the Law Department at Stellenbosch University will discuss ethical leadership and good governance in the context of recent developments in South Africa.

## REBELS AND RAGE: #FEES MUST FALL

Wednesday 22 January ■ 1.00 pm ■ COURSE FEES Full R118 Staff & Students R59

Wits University Vice-Chancellor and author of *Rebels and Rage – Reflections on #FeesMustFall*, Professor **Adam Habib**, will deliver a lecture on the student protests that erupted in late 2015 and raged for the better part of three years. He critically examines the student movement and individual student leaders who emerged under the banners #feesmustfall and #Rhodesmustfall as well as university management and government responses to the events. He asks the question: how do we achieve truly progressive social change in South Africa, on our campuses and off?

## INSIDE THE ESKOM CRISIS

Friday 24 January ■ 1.00 pm ■ COURSE FEES Full R118 Staff & Students R59

Thanks to the mismanagement of Eskom, South Africa faces its biggest post-apartheid crisis to date. In this lecture **James-Brent Styan**, author of *Blackout: The Eskom Crisis*, looks at three fundamental problems: the first is Eskom's ability to keep the power on (stage 8 load shedding schedules, for up to twelve hours a day without power, already exist). The second is its finances. Eskom is making record multi-billion rand losses and an unbearable debt load is contributing to the fact that it cannot guarantee that the power will remain on. This makes the country increasingly unable to attract the foreign investors needed to grow the economy. Finally, the outlook ahead. With old power stations closing and no new power stations being built there is no good news.

## **A HOUSE DIVIDED: BATTLE FOR THE MOTHER CITY**

*Dr Crispian Oliver, researcher and author with Ferial Haffajee, journalist and newspaper editor*

**Thursday 23 January ■ 1.00 pm ■ COURSE FEES** Full R118 Staff & Students R59

This lecture will focus on Crispian Oliver's recently published book, *A House Divided: Battle for the Mother City*, and will explore the underbelly of power, politics and property in the battle for political power in Cape Town. The story reveals the compromises that are made by city leaders to keep themselves in power, the way that city politics became closely intermeshed with internal party dynamics and the way that powerful property interests exerted influence over city government. The author will be in conversation with journalist and newspaper editor Ferial Haffajee who will challenge the author on some of his conclusions.

## **THE AFTERMATH OF STATE CAPTURE: CONSTITUTIONAL CHALLENGES**

*Lawson Naidoo, Executive Secretary, Council for the Advancement of the South African Constitution*

**Friday 10 January ■ 5.00 pm ■ COURSE FEES** Full R118 Staff & Students R59

Using evidence submitted to the State Capture Commission of Inquiry led by Deputy Chief Justice Raymond Zondo, this lecture will look at structural defects in the architecture of South Africa's constitution that enabled the weakening of the state and the looting of state resources. Concerted efforts to clean up institutions and organs of state 'captured' by dark forces, primarily in the criminal justice sector, SARS and state-owned enterprises have met with resistance, but the 'fight back' campaign remained undeterred. Parliament continues to be a battleground with controversial appointments to key positions. We will examine the role of Parliament and its failure to execute its constitutional mandate, and ask what changes may be necessary to ensure greater accountability for this key institution in our constitutional framework.

## **THE FOURTH INDUSTRIAL REVOLUTION AND SOCIETY**

**Friday 24 January ■ 3.00 pm ■ COURSE FEES** Full R118 Staff & Students R59

**Professor Tshildizi Marwala**, Vice-Chancellor and Principal of the University of Johannesburg, co-author of *Smart Maintenance for Human-Robot Interaction: an Intelligent Search Algorithmic Perspective* as well as multiple scholarly publications on artificial intelligence, will deliver a lecture on the Fourth Industrial Revolution and society.

## WILDER LIVES

*Professor Duncan Brown, Centre for Multilingualism and Diversities Research and Department of English, University of the Western Cape*

**Friday 10 January ■ 1.00 pm ■ COURSE FEES** Full R118 Staff & Students R59

If the Earth is indeed 4.5 billion years old, as scientists currently tell us, recognisable human life has only been around since the last Ice Age, and as a species we have single-handedly destroyed our planet's ecosystems in the short space of a few hundred years, then we urgently need to reconsider and redefine our identities and behaviours. Can 'thinking wild' help? Can it provide different ways of seeing, engaging, being human? Can we think of 'wildness' as something that may exist in gradations, or as quality rather than absolute value, and as something that has important ethical as well as biological dimensions? Can it lead us to a 'world view locating humans in a satisfactory residence on this historic and storied Earth', as Holmes Rolston suggests?

## AFRICA'S SPACE HERITAGE

*Keith Gottschalk, retired senior lecturer, University of the Western Cape*

**Friday 10 January ■ 9.15 am ■ COURSE FEES** Full R118 Staff & Students R59

In 1965 France became the third country in the world (after the Soviet Union/Russia and the USA) to launch its own satellites from its own rockets. The first four French satellites were all launched from Algeria. At the same time an Italian university used United States rockets to launch satellites from Kenya. Under total military censorship the apartheid regime built a satellite launch vehicle, a reconnaissance satellite, and an orbital launch range. This had French and Israeli provenance – but many unanswered questions tantalise historians even today. The lecture will discuss this history and conclude with a brief look at the just launched Pan-African Space Agency.

## THE OCHBERG ORPHANS: AN EPISODE IN THE HISTORY OF THE CAPE JEWISH ORPHANAGE

*Dr Veronica Belling, honorary research associate, Isaac & Jessie Kaplan Centre for Jewish Studies and Research, University of Cape Town*

**Monday 20 January ■ 3.00 pm ■ COURSE FEES** Full R118 Staff & Students R59

In 1921 Ukrainian immigrant entrepreneur and president of the Cape Jewish Orphanage, Isaac Ochberg, travelled to the Ukraine and rescued 175 children, victims of the pogroms that accompanied the Civil War in the Ukraine in the aftermath of the Russian Revolution. This lecture will discuss Ochberg's expedition in the context of the history of Oranjia, the Cape Jewish Orphanage.

## **MY DEAR CHILDREN: REFLECTIONS ON THE LEGACY OF A FATHER GIVEN UP FOR ADOPTION**

*Judy Favish, retired Director of Institutional Planning, University of Cape Town*

**Tuesday 21–Wednesday 22 January ■ 3.00 pm ■ COURSE FEES** Full R118 Staff & Students R59 (registration for this course includes a free film screening on Tuesday)

Nearly a century ago, Feiga Shamis, a Jewish mother of twelve children, sent two of her youngest to an orphanage in South Africa. For the rest of their lives the children spoke little of their past. *My Dear Children*, the first in-depth documentary about the tragedy of pogroms, follows the journey of Judy Favish as she seeks to understand Feiga's decision to give up two children, one of whom became Judy's father. Through Judy's journey and a letter Feiga wrote to her children, the film explores the forgotten history of pogroms and the anti-Jewish massacres following World War I. The first lecture will consist of a screening of the film. In the second lecture Judy Favish will tell the story behind the letter and the film and reflect on the legacy of her father, Mannie Shamis.

### **LECTURE TITLES**

1. *My Dear Children*, produced and directed by LeeAnne Dance and Cliff Hackel
2. Reflections on the legacy of a father given up for adoption *Judy Favish*

## **AFRICAN CONTINENTAL FREE TRADE AREA (AfCFTA)**

*Keith Gottschalk, retired senior lecturer, University of the Western Cape*

**Friday 10 January ■ 5.00 pm ■ COURSE FEES** Full R118 Staff & Students R59

Most African presidents agreed in 2018 to create the world's largest free trade area. Nigeria, with Africa's largest GDP, finally signed in June 2019, with reservations. The AfCFTA will embrace over one billion people and have a combined GDP of over thirty trillion rand. Economists expect it to significantly increase inter-African trade.

This lecture will give a historical overview of these precedents and then introduce the ambitious vision of the African Union and its regional economic communities versus the obstacles facing implementation of these treaties. It will trace the proposal for an AfCFTA back to the Abuja treaty of 1991 and conclude with a long-term view of the potential of the African Continental Free Trade Area.



## THE DEVELOPMENT OF ASTRONOMY IN SOUTHERN AFRICA: 1652–2020

*Dr Ian Glass, South African Astronomical Observatory*

**Monday 6–Wednesday 8 January ■ 5.00 pm ■ COURSE FEES** Full R354 Staff & Students R177

This illustrated course will cover the history of astronomy in southern Africa from the simple observation of a comet by Van Riebeeck in 1652 to the development of the Square Kilometre radio telescope array today. There were short visits by French and German astronomers as well as those by la Caille, whose work showed that the Cape was an ideal southern hemisphere base. When the British astronomical community decided in 1820 to set up a permanent observatory to complement the Royal Greenwich Observatory the Cape Colony was the obvious choice, leading to the establishment of the South African Astronomical Observatory. The twentieth century saw the development of radio and infrared astronomy and observations from space. The increase of artificial lighting made city-based observatories uncompetitive, which led to the construction of the Sutherland observatory in 1972. This has been followed by the construction of SALT, KAT, MeerKAT and the SKA.

### LECTURE TITLES

1. First astronomers
2. The Royal Observatory, Cape of Good Hope
3. The age of astrophysics

## EXCURSION TO THE FORMER ROYAL OBSERVATORY

*Dr Ian Glass, South African Astronomical Observatory*

**Saturday 11 January ■ 10.00 am–12.00 pm OR 2.00 pm–4.00 pm** (please select preferred time when booking)

**MAXIMUM** 25 participants ■ **COURSE FEES** Full R240 Staff & Students R160

This guided walking tour will include a visit to the main building of 1825 to 1828 with its artworks and interesting books, the McClean telescope building with its hydraulically operated rising floor, the Gill Reversible Transit Circle, the Astronomical Museum, the graves of Fallows and Maclear, first and third of the Her Majesty's astronomers, and the engineering workshop where instruments are constructed for use at the Sutherland observatory.

Participants must sign in at the main gate and meet at the pillared portico of the main building where there is ample parking.

Please note that only the main building and workshop are accessible for wheelchairs.

## ASTROPHOTOGRAPHY

*Peter Dunsby, Professor and Head of Department, Cosmology and Gravity Group, Department of Mathematics and Applied Mathematics, University of Cape Town*

**Monday 20–Thursday 24 January ■ 9.15 am ■ COURSE FEES** Full R472 Staff & Students R236

This course will show participants how it is possible to capture stunning images of the night sky from their own back yards. It will provide an introduction to the art and science of astrophotography. Topics that will be discussed include an introduction to the four key elements of the process leading to the production of an image of a galaxy, nebula, star cluster or planet. No previous knowledge is required.

### LECTURE TITLES

1. Equipment
2. Preparation
3. Acquisition
4. Processing

## ASTROPHOTOGRAPHY PRACTICAL SESSION

*Peter Dunsby, Professor and Head of Department, Cosmology and Gravity Group, Department of Mathematics and Applied Mathematics, University of Cape Town*

**Monday 20 January ■ 8.00 pm–10.00 pm ■ VENUE** UCT tennis courts, Upper Campus  
**COURSE FEES** Full R240 Staff & Students R160 ■ **MAXIMUM** 20 participants

This practical hands-on demonstration will take place at the university's tennis courts on Upper Campus using a small telescope and a dedicated astronomy camera.

## TIME, PLACE AND ARCHAEOLOGY IN THE CAPE

*Emeritus Professor John Parkington, archaeologist, University of Cape Town*

**20–24 January ■ 1.00 pm ■ COURSE FEES** Full R590 Staff & Students R295

Archaeologists measure time, space and form. Form involves the description, analysis and measurement of material traces that have survived from the past. Time allows us to put objects, sites, behaviours and other traces into chronological sequence, without which any attempt at narrative, and beyond that historical interpretation, would be impossible. Our measurement of time is rather coarse and has implications for the kinds of explanations we might prefer. Space is easier than time as it may seem obvious where something is even if it is difficult to know how long ago it was used or abandoned. But, more importantly, we want to turn space into place and to understand the attraction and likely purpose of a particular location: What is it that makes a space a place? This illustrated course looks at solutions local archaeologists have come up with to deal with these issues.

### LECTURE TITLES

1. Time and place in archaeology
2. A violent event in the history of the hunter-gatherer occupation of the Cape
3. Are there rock paintings of events?
4. A crayfish event a few thousand years ago
5. Contemporaneity – is it possible to recognise it in the archaeological record?

## UNFOLDING THE DAMAGED BRAIN

*Dr Ursula Rohlwick, neuroscience fellow, Neuroscience Institute, University of Cape Town*

**Saturday 18 January ■ 1.00–3.00 pm ■ COURSE FEES** Full R236 Staff & Students R118

The brain, made up of furrows and folds that hold the unmatched function and full potential of human kind, is our most important organ. Yet it is fragile, buried within a protective bony cavity and supported by intricate systems that preserve its integrity. Loss of brain function, an unfortunate reality for many, can be devastating. Understanding the healthy brain is a tremendous challenge: how do we go about unfolding the injured brain? This course offers insight into how the injured brain is investigated, using meningitis as a case study. Participants will gain familiarity with the healthy brain (structure and function) before encountering techniques to observe the injured brain macroscopically, including neurosurgery, endoscopy, imaging and neuro-monitoring, as well as microscopically, covering individual brain cells and their function down to the DNA level. The challenges of managing the injured brain and exciting developments that lie ahead will also be touched upon.

## THE CAPE TOWN DROUGHT: LESSONS LEARNED

*Associate Professor Gina Ziervogel, Department of Environmental and Geographical Science, University of Cape Town*

**Thursday 16–Friday 17 January ■ 11.15 am ■ COURSE FEES** Full R236 Staff & Students R118

The Cape Town drought and associated 'Day Zero' were a shock to the city. As cities increasingly face climate shocks like this it is important to reflect on the nature of the responses undertaken during the crisis. These two lectures look back at what happened within the City of Cape Town municipal government and look forward to what lessons can be learned and how these are now being addressed to build a more adaptive city.

### LECTURE TITLES

1. Reflecting on the Cape Town drought: how did local government respond?
2. Lessons learned from the drought: building an adaptive city

## CLIMATE CHANGE AND SOUTH AFRICA: IMPACTS AND RESPONSES

*Dr Peter Johnston, climatologist, Department of Environmental and Geographic Science, University of Cape Town*

**Monday 13–Wednesday 15 January ■ 1.00 pm ■ COURSE FEES** Full R354 Staff & Students R177

This course will present the scientific basis of global warming and climate change and the anticipated impacts on the environment, both human and natural. Implications for agriculture, health and water will be discussed. Attention will be given to mitigating these impacts through the reduction of carbon in the atmosphere and the reduction of individual and collective carbon footprints. Alternatives to coal energy forms a mainstay of mitigation; the implications will be presented. Since mitigation is unlikely to occur within the time frames required to keep CO<sub>2</sub> limits within reasonable and acceptable levels it will be necessary to respond by adapting to a future climate that threatens water, agriculture and health. Adaptations that will be required as well as some that are already being adopted will be discussed.

### LECTURE TITLES

1. Impacts: The scientific evidence of climate change
2. Mitigation: Can it be avoided or prevented?
3. Adaptation: Life goes on. How do we respond?

## THE EVOLUTION OF CONSCIOUSNESS

*Dr Sebastian van As, trauma surgeon, Paediatric Surgery, Red Cross War Memorial Children's Hospital*

**6–10 January ■ 11.15 am ■ COURSE FEES** Full R590 Staff & Students R295

Descartes concluded that body and mind were two completely different entities, with the assumption that their interphase took place somewhere in the brain. The term 'the hard problem', coined in 1996 by David Chalmers, posited that some organisms are subjects of experience, which gave rise to the question of how it is that these systems are subjects of experience. Why do we have visual or auditory experiences when our cognitive systems engage in visual and auditory information processing? It is widely agreed upon that experience arises from a physical base, but we have no good explanation of why and how it emerges. Why should physical processing give rise to a rich inner life? The difficulty with the study of consciousness is the problem of experience. In the footsteps of many great philosophers and thinkers such as Daniel Dennett, this course aims to contribute to solving the big problem from an evolutionary perspective.

### LECTURE TITLES

1. What is life?
2. What is consciousness?
3. The gradual growth of consciousness
4. Do we have a free will or free choice?
5. What are we, actually?

## THE LATE DEVONIAN: IN THE TIME THAT WE FIRST GREW LEGS

*Dr Robert Gess, palaeontologist, Albany Museum and Rhodes University Geology Department*

**Monday 20–Wednesday 22 January ■ 5.00 pm ■ COURSE FEES** Full R354 Staff & Students R177

During the Devonian period (359–420 million years ago) vertebrates reached their greatest ordinal diversity. Most were 'fishes', though generally unlike modern groups. Towards the end of the period the first tetrapods evolved from lobe-finned-fish. These were aquatic, but in the subsequent Carboniferous period their descendants became terrestrial. An extinction event at the end of the period severely reduced vertebrate diversity. In parallel plants evolved during the Devonian from small simple taxa to early representatives of most surviving groups, including woody trees. These spread around the world to create diverse lowland forests inhabited by pioneering terrestrial invertebrates: habitats conducive to the transition of vertebrates to life on land. Excavation of the Waterloo Farm locality near Makhanda, formerly Grahamstown, has opened a globally unique window into antarctic latitude palaeoenvironments during the Late Devonian and overturned many conventional scientific assumptions. These topics will be discussed in this course.

### LECTURE TITLES

1. A 360 million year old estuarine lagoon from the Eastern Cape
2. The searches for Africa's oldest and youngest coelacanths
3. The earliest four-legged creatures from Africa

## DINO-HUNTING IN THE EAST AFRICAN RIFT VALLEYS

*Professor Roger Smith, research geologist and palaeontologist, Department of Geosciences, University of the Witwatersrand*

**Saturday 11 January ■ 10.00 am–12.00 pm ■ COURSE FEES** Full R236 Staff & Students R118

British-led expeditions to the East African Ruhuhu and Luangwa valleys in the 1930s and 1960s recognised several fossiliferous areas containing Permian and Triassic tetrapods. International researchers working on the TANZAM project, initiated in 2007, have since conducted ten expeditions to Tanzania and Zambia to make the first systematic and fully documented palaeontological collections in over forty years. Their fieldwork has yielded many well preserved fossilised skeletons of animals that inhabited these valleys between 260 and 235 million years ago. This includes true reptiles, the forerunners of mammals and precursors of dinosaurs. Among the finds are several species that are known from elsewhere in Africa and the southern continents, evidence that at certain times breeding populations lived in all the rift valleys of western Gondwana, from South America all the way through to India. This course will discuss the fossils found in these areas and their significance.

## THE ENLIGHTENMENT AND COUNTER-ENLIGHTENMENT

*Emeritus Professor David Wolfe, physicist*

**13–17 January ■ 11.15 am ■ COURSE FEES** Full R590 Staff & Students R295

The spectacular success of Newton's physics led people to believe that scientific logic and rigour could be applied equally to societal problems. Immanuel Kant said that this 'signalled mankind's release from immaturity', and in many ways that was true. There was a liberation from much prejudice and restrictions on human freedom. A stress on the rights of the individual was a unique contribution. But, as with so many things we humans do, there was an over-emphasis in many areas and new, but different, restrictions on much human freedom arose. The Counter-Enlightenment reacted to this and led to the Romantic Movement. This course will discuss some of the philosophical and the scientific issues of the time.

### LECTURE TITLES

1. Newton's physics and its consequences
2. Locke to Diderot
3. The great French thinkers and Catherine the Great
4. Hume and the British
5. The Counter-Enlightenment, Kant to Joseph de Maistre and 'the crooked timber of humanity'

## IDENTIFYING THE DEAD: A GLIMPSE INTO THE WORLD OF FORENSICS IN SOUTH AFRICA

*Dr Devin Finaughty, lecturer, and Chandra Finaughty, PhD candidate, Department of Human Biology, UCT*

**6–10 January ■ 11.15 am ■ COURSE FEES** Full R590 Staff & Student R295

This course will explore forensic anthropology, taphonomy, entomology and genetics and introduce participants to the general principles and practices of forensics in South Africa, including scene-to-court, foundational theory and contextualisation of South African forensics within the global discipline. South African forensics will take centre-stage as the high crime rate offers a challenging environment in which to practice forensics. Examples of real-life cases will be used and participants will have the opportunity to learn how to tackle these cases theoretically with the knowledge they have obtained from the lectures. Current research within each field will be discussed in terms of the theories, models, data and ethics. These will then be linked to the highly debated topic of opening a ‘body farm’ in South Africa.

### LECTURE TITLES

1. A brief history of forensics, anatomy of a crime scene and the South African criminal justice system
2. Forensic anthropology and building a demographic profile
3. Forensic taphonomy, entomology and estimating time since death
4. Forensic genetics and what your DNA can tell us
5. Research in forensic sciences: should South Africa have a body farm?

## PREHISTORIC FAUNA OF THE WEST COAST

*Dr Thalassa Matthews, palaeontologist, Iziko Museums of South Africa and Dr Deano Stynder, palaeontologist and archaeologist, Department of Archaeology, University of Cape Town*

**Thursday 9–Friday 10 January ■ 3.00 pm ■ COURSE FEES** Full R236 Staff & Students R118

Intensive analysis of rats, mice, shrews, mole-rats and frogs at the 5.1 million-year-old West Coast Fossil Park site has provided unique information on the west coast palaeoenvironment and climate. During this period the incredibly rich fossil beds were being laid down, numerous modern genera were becoming established, and several ‘old’ lineages were heading for extinction. The site also preserves the remains of a unique large animal community that combined newly evolved grazing specialists with ancient browsers, and African with Eurasian taxa. Also notable is the diversity observed within several large-bodied mammalian families. Fossil analyses have revealed three giraffe taxa, three elephant taxa and four hyaena taxa. This oddity is rarely evident in modern environments and raises questions about the ecological mechanisms that facilitated this level of co-existence.

### LECTURE TITLES

1. Small fauna *Dr Thalassa Matthews*
2. Large fauna *Dr Deano Stynder*

## THE WEST COAST FOSSIL PARK: WHERE PAST AND PRESENT MEET

*Pippa Haarhoff, Manager, West Coast Fossil Park*

**Saturday 11 January ■ 11.00 am–1.00 pm ■ COURSE FEES** Full R290 Staff & Students R210 (includes entrance fee)

This visit to the West Coast Fossil Park will cover the history of the fossil site and the development of the park. Participants will spend time at the active fossil dig site where the remains of five-million-year-old animals, including sivatheres (short-neck giraffe) and gomphothere (four-tusked elephants), were buried and fossilised. How fossilisation of these animals happened, how they were discovered and their significance will be explained. The newly opened visitor centre where art and science are brought together in a unique manner will be visited.

Participants will meet at the Fossil Park. There is a restaurant on site.

## DRAWING OUR HUMAN FAMILY TREE: WHY DATING CAVEMEN IS SO IMPORTANT

*Dr Robyn Pickering, Department of Geological Sciences, University of Cape Town*

**Thursday 16 January ■ 11.15 am ■ COURSE FEES** Full R118 Staff & Students R59

As a species we are fascinated with our origins, both the recent and the deep past. A family tree, the best way to look back into this past, is a concept that has been around since the days of Darwin. However, in our case, should we be looking at the differences between relatives and ancestors? What are these differences? How can we see this going back into the fossil record? Knowing how old fossils are is the first step to accommodating them in our family tree, but dating cavemen is not always straightforward.

## AFRICAN ORNITHOLOGY: LATEST BIRD RESEARCH

*Professor Peter Ryan, Associate Professor Arjun Amar, Dr Susie Cunningham, Professor Claire Spottiswoode, Dr Robert Thomson, FitzPatrick Institute of African Ornithology, University of Cape Town*

**20–24 January ■ 9.15 am ■ COURSE FEES** Full R590 Staff & Students R295

This course highlights the research of the FitzPatrick Institute of African Ornithology, covering threats faced by the charismatic raptor group as well as seabirds which face threats both at sea and on their breeding colonies. These threats have changed over the last century – sometimes to the detriment but occasionally to the benefit of the birds. The course examines behavioural changes birds make in response to high temperatures, and which might make them vulnerable or resilient to climate change. Research will be presented to show how African birds provide a window into coevolution and the beautiful adaptations coevolution generates. Finally, there is a lecture dedicated to bird nests, including the extreme nests of the sociable weaver, and the critical function birds' nests serve, not only to the individuals that build them. (Order of lectures to be announced.)



## HUMAN GENETICS AND BEYOND

*Ambroise Wonkam, Professor and Deputy Dean of Research, Faculty of Health Sciences, University of Cape Town*

**Monday 6–Tuesday 7 January ■ 3.00 pm ■ COURSE FEES** Full R236 Staff & Students R118

The Human Genome Project (HGP) aimed to determine the sequence of nucleotide base pairs that make up human DNA. It is anticipated that detailed knowledge of the human genome will provide avenues for advances in medicine and biotechnology. However, ethical, legal and social concerns have been raised. The first lecture will discuss the practical implications of the HGP on genomic medicine today and what it means for society.

Epigenetics can be defined as functionally relevant changes to the genome that do not involve a change in the nucleotide sequence. It has the potential to explain mechanisms of aging, human development and the origins of cancer, heart disease, mental illness and several other conditions. This lecture will discuss how epigenetics may turn out to have an equal or greater role in disease than genetics.

### LECTURE TITLES

1. The Human Genome Project: implications for medicine and society
2. Beyond genetics: epigenetics and diseases

## GENETICS, ARCHAEOLOGY AND SOCIAL JUSTICE

*Dr Wendy Black, Curator of Archaeology, Iziko Museums of South Africa*

**Monday 20–Tuesday 21 January ■ 11.15 am ■ COURSE FEES** Full R236 Staff & Students R118

Debate about how and why population differences emerged are ongoing. Recent genetic work has aimed to answer these questions and results thus far demonstrate a much earlier influx of people into southern Africa from outlying regions. Recently, indigenous groups have approached museums and institutions to clarify research reasoning and findings. Increasingly, cultural identity studies and community inclusivity in research is becoming important because destructive analyses on human remains – DNA studies – are highly controversial. Deep racial issues linger and communities struggle to understand why scientific investigation is consistently chosen over cultural needs. Therefore, in conjunction with broad community consultation, Iziko Museums of South Africa has recently launched a project that aims to study cultural identities and the museum's unethically collected human remains. Not only will results help to answer important questions about these individuals and our past, they will also be a positive force for reburial and repatriation efforts.

### LECTURE TITLES

1. Ethics in human remains studies at museums
2. Genetics and human remains

## THE SOUTH AFRICAN FOSSIL RECORD: CHANGING NARRATIVES OF HUMAN EVOLUTION

*Robyn Humphreys and Nomawethu Hlazo, PhD candidates, Department of Archaeology, University of Cape Town*

**Monday 20–Tuesday 21 January ■ 3.00 pm ■ COURSE FEES** Full R236 Staff & Students R118

South Africa has one of the richest fossil records. New and remarkable specimens continue to be found in the Cradle of Humankind and surrounds, the most recent discoveries being ‘Little Foot’, *Australopithecus* sp., *Homo naledi* and *Australopithecus sediba*. This course will discuss important discoveries and the people who made them, starting with the discovery of the Taung Child by Raymond Dart – thought to be the ‘missing link’. Shortly afterwards Robert Broom discovered *Paranthropus robustus* – which led to expeditions and discoveries in East Africa. These discoveries were important in establishing South Africa as a scientific centre and changed prevailing ideas of our common human origins. The course will evaluate how these important fossils continue to challenge ideas of human evolution, and how the scientists who found them remain involved in the politics of the day. Some of the consequences of their quest to understand our common human origins will be discussed.

### LECTURE TITLES

1. Exploring the South African fossil record and human origins *Nomawethu Hlazo*
2. The men behind the fossils *Robyn Humphreys*

## A PARTICLE PHYSICIST’S STROLL THROUGH THE EARLY UNIVERSE

*Professor Heribert Weigert, Department of Physics, University of Cape Town*

**Thursday 16–Friday 17 January ■ 1.00 pm ■ COURSE FEES** Full R236 Staff & Students R118

Modern physics has made many discoveries far outside the realm of everyday experience. Aided by mathematics we have formulated new concepts to understand and test their implications, and probed the sub-microscopic world of atoms, nuclei and eventually sub-atomic elementary particles to establish the Standard Model of Elementary Particle Physics. In parallel we learned about the macroscopic structure of our Universe, its large scale features, its expansion throughout its cosmological history and its tentative origin in the Big Bang, where elementary particle physics and cosmology meet. The early Universe is not accessible by astronomical means, but its features can be tested in collider experiments such as the LHC at CERN. Yet, deep puzzles remain: cosmological evidence for dark energy and dark matter appears irrefutable but their nature remains unexplained by our most profound theories. This course will discuss how current scientific efforts contest, confirm and refine these ideas.

### LECTURE TITLES

1. Beginning to understand the Universe: sub-microscopic and macroscopic structures
2. Current scientific discoveries and ideas about the Universe

## SPECIAL RELATIVITY

*Rob Louw, chemical engineer*

**Monday 6–Wednesday 8 January ■ 11.15 am ■ COURSE FEES** Full R354 Staff & Students R177

This course will discuss Einstein's  $E=mc^2$ . Participants will be introduced to the concept of reference frames and the invariance of the laws of physics. It will cover time dilation, length contraction and the Doppler effect, followed by the Lorentz coordinate and velocity transforms which form the basis of all relativistic (spacetime) science, as well as key aspects of relativistic particle physics. Relativistic momentum and kinetic energy will be examined and used to derive the famous  $E=mc^2$  equation. Next the twin paradox will be looked at. The course ends with a discussion of special relativity in nature and where science is being put to good use. The presentation will be supported by props and experiments designed to amplify the course content as well as YouTube presentations by experts in the field of special relativity.

### LECTURE TITLES

1. Special relativity
2. Key special relativity phenomena
3. Special relativity in nature

## ISLAM AND SCIENCE: YESTERDAY, TODAY AND THE FUTURE

*Emeritus Professor Anwar Mall, University of Cape Town*

**20–24 January ■ 3.00 pm ■ COURSE FEES** Full R590 Staff & Students R295

In 2006 the prestigious scientific journal *Nature* published four articles in a news feature column on the state of science in the Islamic world, with a focus on the 'oil rich' Middle East. These reports and subsequent ones raised concern regarding the 'scant support for science and technology' in the Arab states. Mindful of the words of the physicist Jim Al-Khalili that Western cultural and scientific thought is indebted to the work, a thousand years ago, of 'The Golden Age of Arabic Science', this course is designed to chart the history and analyse the reasons for the decline of science in the Muslim world over centuries up to very recent times. The final lecture will show that there seems to be some reason for optimism from the late twentieth century onwards.

### LECTURE TITLES

1. Introduction with a focus on current debates regarding science and Islam
2. Early history of scientific thought in the Arab world
3. Some scientific personalities in the Arab golden age of science
4. What modern historians and academics have to say
5. The Islamic Enlightenment

## BAD SCIENCE: MODERN MYTHS DEBUNKED

*Prof Bruce Hewitson, CSAG, Prof Michael Pepper, Institute for Cellular and Molecular Medicine, University of Pretoria, Karl Stielau, senior lecturer, Associate Prof Tim Gebbie, Dr Sarah Blyth, Faculty of Science, UCT*

13–17 January ■ 9.15 am ■ COURSE FEES Full R590 Staff & Students R295

This course focuses on exposing common scientific myths. It presents an objective perspective grounded in the scientific method, beginning with an exploration of scepticism over the existence of climate change. This is followed by a set of case studies in the history of bad science. The third lecture examines the origin and definition of stem cells and gene therapy, their therapeutic potential, especially in South Africa, but also their potential for abuse, particularly in giving false hope to patients and their families. The fourth lecture explores the myth that machines are taking over stock markets and making the world more dangerous, unequal and unfair. The final lecture uses science to investigate some misconceptions related to astronomy, from the Moon to black holes and horoscopes. Participants can expect to leave with a greater ability to identify and assess scientific news.

### LECTURE TITLES

1. Climate change: a reality check *Prof Bruce Hewitson*
2. Intelligence, sedges, HIV and the tragedy of Sally Clarke: case studies in bad science *Karl Stielau*
3. Cell and gene therapy: the hype and the hope *Prof Michael Pepper*
4. Algorithmic trading: rise of the machine *Assoc Prof Tim Gebbie*
5. From the dark side of the moon to black holes *Dr Sarah Blyth*

## POPULAR SCIENCE: FIVE TOPICAL BOOKS

*Emeritus Professor Anwar Mall, University of Cape Town*

13–17 January ■ 3.00 pm ■ COURSE FEES Full R590 Staff & Students R295

In an age of accelerated scientific progress it has become imperative to bring news of science to the public. Whilst we are fed daily by the media with news of amazing scientific achievements, such as the recent composite picture of a black hole 55 million light years away, a considerable opposition to scientific activity in many quarters remains. The writer Ian McEwan praised the parallel stream of literature in the popular science genre that makes science accessible to all. Richard Dawkins questions the absence of any nomination of popular science writers for the Nobel Prize in literature. This course will cover five books that deal with topical issues in the areas of psychology, neuroscience, gene editing, the energy implications of life to be sustained and black holes.

### LECTURE TITLES

1. Introduction and overview of course: *The Righteous Mind* by Jonathan Haidt
2. What the neurosciences say about free will: *Who's in Charge?* by Michael S. Gazzaniga
3. Energy implications for life to be sustained: *A Crack in Creation* by Jennifer Doudna and Samuel Sternberg
4. Gene editing: *The Vital Question* by Nick Lane
5. Black holes: *Black Holes* by John Taylor

## ISIXHOSA COMMUNICATION SKILLS FOR BEGINNERS

*Nolubabalo Tyam, language practitioner and lecturer, Centre for Higher Education Development, UCT*

**Monday 6–Friday 24 January ■ 5.30 pm–8.00 pm ■ MAXIMUM 20 participants**

**COURSE FEES** Full R3 678 Staff & Students R2 452

The course is designed to enable participants to engage with people who speak isiXhosa and to learn how to approach them so that they can communicate successfully. It will allow participants to develop basic isiXhosa vocabulary and grammatical structures and to construct basic conversation such as greetings, introducing yourself, asking for and giving information, making requests and describing your work or study situations. Areas of focus include listening, speaking, reading and writing. Participants will have the opportunity to practise speaking isiXhosa daily in structured conversations with their peers. Participants will also be required to present information to the class using their acquired isiXhosa skills. The course entails a balance between communicative and intercultural competence. It will introduce participants to aspects such as intercultural knowledge and understanding of African philosophy and Ubuntu.

Participants will be given a study manual. The course fee includes all course materials.

## PORTUGUESE FOR BEGINNERS

*Gina Brazier, teaching assistant, Portuguese Section, School of Languages and Literatures, UCT*

**6–24 January ■ 5.30 pm–7.00 pm ■ MAXIMUM 20 participants**

**COURSE FEES** Full R2 836 Staff & Students R1 890

The course aims to teach participants with no prior knowledge of the Portuguese language how to understand and speak it at a basic level. Classes will consist of both grammar and conversation. Class participation is an important element of the course and participants will be given homework. On completion of the course participants will have a basic understanding of the Portuguese language and will be able to converse on a basic level. It is recommended that students bring a laptop or ipad to class in order to engage in online exercises, activities and games.

Participants need to acquire the *Oxford Essential Portuguese Dictionary* and Hutchinson's *Portuguese: An Essential Grammar*.

## ITALIAN FOR BEGINNERS

*Dr Mara Boccaccio, lecturer, Italian Section, School of Languages and Literatures, UCT*

**6–24 January ■ 5.30 pm–7.00 pm ■ MAXIMUM 20 participants**

**COURSE FEES** Full R2 836 Staff & Students R1 890

This course is designed to teach participants with no prior knowledge of Italian how to understand and speak the language at a basic level. Participants will receive a grounding in Italian grammar and conversation. Each session will comprise both grammar and conversation. Class participation is an important element of the course. Participants will need to spend time each day doing homework tasks. On completion of the course participants should be able to communicate in everyday situations and enjoy access to a challenging and rewarding language. They will also have acquired the essential elements to enable further study.

Participants need to acquire *Lamping's Talk: Italian Grammar*. Other course materials will be supplied.

## FRENCH FOR BEGINNERS

*Dominique Williams, retired French teacher, Rustenburg Girls High School*

**6–24 January ■ 5.30 pm–7.00 pm ■ MAXIMUM 20 participants**

**COURSE FEES** Full R2 836 Staff & Students R1 890

This introductory course is designed to teach participants with no prior knowledge of the language to understand and speak French at a beginners' level. Participants will learn grammar and acquire conversational skills in an interactive teaching setting. They will need to spend some time each day doing homework tasks.

Course material will be provided.

## AN INTRODUCTION TO CREATIVE WRITING

*Máire Fisher, writer*

**6–10 January ■ 10.00 am–12.00 pm ■ MAXIMUM 20 participants**

**COURSE FEES** Full R1 500 Staff & Students R1 000

Writing can seem hard, yet a scene can be written in less than forty-five minutes; a character's thoughts can be revealed simply by asking one question. A poem or a piece of music can trigger thoughts that send one's pen leaping across the page. This course will touch on some of the basics of story writing and even memoir. A series of exercises, tools, tips and techniques will encourage participants to shut down the inner critic that says 'don't give up your day job'. Participants will discover that writing can take them on unexpected journeys filled with surprise, spontaneity and the possibility of new beginnings, new stories. This course is designed for beginner writers, for those who wish to kick-start their writing, and, indeed, for anyone who would like to write in a supportive space.

## FIRST WORDS: STARTING TO WRITE A FIRST DRAFT

*Máire Fisher, writer*

20–24 January ■ 10.00 am–12.00 pm ■ MAXIMUM 20 participants

**COURSE FEES** Full R1 500 Staff & Students R1 000

This course is designed to help participants who may have attended a novel writing course, read ‘how-to’ books or worked out a timeline or plot, and yet have not had success in putting pen to paper. Working from the premise that where a story or novel starts is not necessarily where it will eventually begin, this course uses a series of exercises and a variety of techniques to help participants conquer the fear of the first draft and have the confidence to keep writing. It offers a useful follow-on to other writing modules but can also be attended as a stand-alone course. It will be valuable to both new and established writers.

## WRITING CHARACTERS

*Máire Fisher, writer*

13–17 January ■ 10.00 am–12.00 pm ■ MAXIMUM 20 participants

**COURSE FEES** Full R1 500 Staff & Students R1 000

Good fiction requires believable characters; human beings with human emotions. So how do authors go about creating characters who are worth caring about, ones whom readers will love, ones they may dislike intensely? Writers can choose characters who are passive or driven, unreliable or eminently trustworthy. This course is designed to help participants step into their characters’ shoes, plumb their hidden depths, see what motivates them and how far characters are prepared to go to get what they want. The exercises supplied will work equally well whether participants wish to explore characters from work in progress or find new people to populate new stories. This course is suitable for both established writers and those who are just starting out as writers.

## WRITING A MEMOIR

*Dianne Stewart, author and creative writing facilitator*

Saturday 25 January ■ 9.30 am–12.30 pm ■ MAXIMUM 20 participants

**COURSE FEES** Full R525 Staff & Students R350

‘Memory ... is the diary that we all carry about with us’ – Oscar Wilde

Through a hands-on approach, combined with theoretical knowledge, participants in this workshop will be offered tools to capture the raw material of their lives in order to shape and write memoirs. They will be shown how to look at their own lives, or the diary of their life, as a source on which to draw in order to create their memoirs. Different types of memoir writing will be discussed, as well as an exploration of markets available for memoirs.

## WRITING FOR TEENS AND YOUNG ADULTS

*Pamela Newham, writer*

13–17 January ■ 10.00 am–12.00 pm ■ **MAXIMUM** 20 participants

**COURSE FEES** Full R1 500 Staff & Students R1 000

This course explores the fundamental elements of writing teen and young adult (YA) books. Each session will be run as a workshop-lecture with time given for advice, discussion, writing and feedback. Participants will examine aspects of writing such as how to source ideas, character creation and dialogue, plotting and setting, writing humour and creating suspense. Different genres of teen fiction, changing trends and how to get published will also be addressed.

### LECTURE TITLES

1. Getting started: ideas are like rabbits
2. Characters and dialogue: love and hate
3. Story and setting: how JK Rowling got it right
4. Technique: writing funny and other tricks
5. Publishing: a book in the hand . . .

## MEMOIR WRITING

*Dianne Stewart, author and creative writing facilitator*

20–24 January ■ 10.00 am–12.00 pm ■ **MAXIMUM** 20 participants

**COURSE FEES** Full R1 500 Staff & Students R1 000

In the act of revisiting our lives, we gain something important. We recover memory. And in so doing we come to understand our lives better. In the end, that may be the best – if not selfish reason for writing memoir.

– David Gerard

Through a series of informative writing exercises this course investigates some of the premises for crafting memoir, a creative non-fiction genre based on fact. By looking at extracts from published memoirs and considering theoretical aspects of the genre as well as practical approaches to it, participants will gain more insight into the genre and how to go about writing their own memoirs.

### WORKSHOP TITLES

1. Differences between fiction and non-fiction writing
2. Shorter forms of recording memory
3. Outlets for shorter memoir pieces
4. Structuring a memoir
5. Overview of the course: opportunities to share writing



## HOW TO WRITE A NOVEL

*Dr Jo-Anne Richards, novelist and writing trainer*

6–10 January ■ 10.00 am–12.00 pm ■ **MAXIMUM** 20 participants

**COURSE FEES** Full R1 500 Staff & Students R1 000

This course will introduce participants to the fundamental principles of writing fiction, from conception to execution. It will allow them to discover the process of creative fiction and how it works best. It would suit would-be and novice writers as well as more experienced practitioners hoping to be reminded of the basics, or who need a prompt to creativity. Each session will be run as a workshop-lecture, with discussion, advice and time given for writing. Feedback will be given to as many as time permits; by the end of the course every person will have received feedback. The course will cover the elements of story and how to develop a compelling narrative and characters, immersing the reader in dramatic scenes, using point of view to create a strong voice for character, and detail to make the prose exceptional.

### SESSION TITLES

1. The power of want: identify the hunger which underlies all story
2. The forces of antagonism: build literary conflict to keep us reading
3. A cascade of story: create immersive and dramatic scenes
4. A voice to draw us in: use point of view to bring readers and characters together
5. All about the detail: add vivid detail to take your writing above the ordinary

## THE JOY OF DRAWING: A COURSE FOR BEGINNERS

*Jill Joubert, artist and art teacher*

6–10 January ■ 9.30 am–12.30 pm ■ **VENUE** Goldfields Education Centre, Kirstenbosch

**MAXIMUM** 20 participants ■ **COURSE FEES** Full R3 213 Staff & Students R2 142

This is a step-by-step course in drawing for beginners, using a variety of drawing materials, formats and styles. Each day will be dedicated to a different subject matter, while building on the drawing techniques learned from the session before.

A list of materials will be provided on registration.

### SESSION TITLES

1. Discovering line: abstraction and pattern
2. Drawing myself: observational drawing, using blind contour and continuous line
3. Dark and light: observation through shades and tones
4. Concealed revealed: tonal drawing of a wrapped object
5. Space and composition: using a view finder to look at spaces near and far

## FOR THE LOVE OF TREES: DRAWING, COLLAGE AND PAINTING

*Debbie Field, painter and painting teacher*

**20–24 January ■ 9.30 am–12.30 pm ■ VENUE** Goldfields Education Centre, Kirstenbosch

**MAXIMUM** 20 participants ■ **COURSE FEES** Full R3 213 Staff & Students R2 142

This course, aimed at those who have a passion for the spirit and soul of trees, provides an opportunity to express and explore through outdoor drawing, collage and painting the uplifting feeling of reverence and delight evoked by the presence of trees. This expressive take on painting from nature requires some painting experience but is not only for advanced painters. Emphasis is on experimental, experiential, adventurous and, above all, heart-felt involvement in the process of making paintings. Joan Mitchell's *Trees* (available online) is essential reading for this course.

A list of materials will be provided on registration.

## 20/20: VISION AND REPEAT

*Jill Trappler, artist*

**13–17 January ■ 9.30 am–12.30 pm ■ VENUE** Goldfields Education Centre, Kirstenbosch

**MAXIMUM** 20 participants ■ **COURSE FEES** Full R3 213 Staff & Students R2 142

The term 20/20 vision is used to measure visual acuity. 20/20 is a copy of two digits. This art course will take copying or transposing as a starting point and explore how visual acuity can vary using different approaches and materials. Scale, colour and interpretation will be considered. Participants will explore the qualities of chalk and oil pastels on good paper and use still life objects to work from.

A list of materials will be provided on registration.

## A CREATIVE PROCESS WORKSHOP

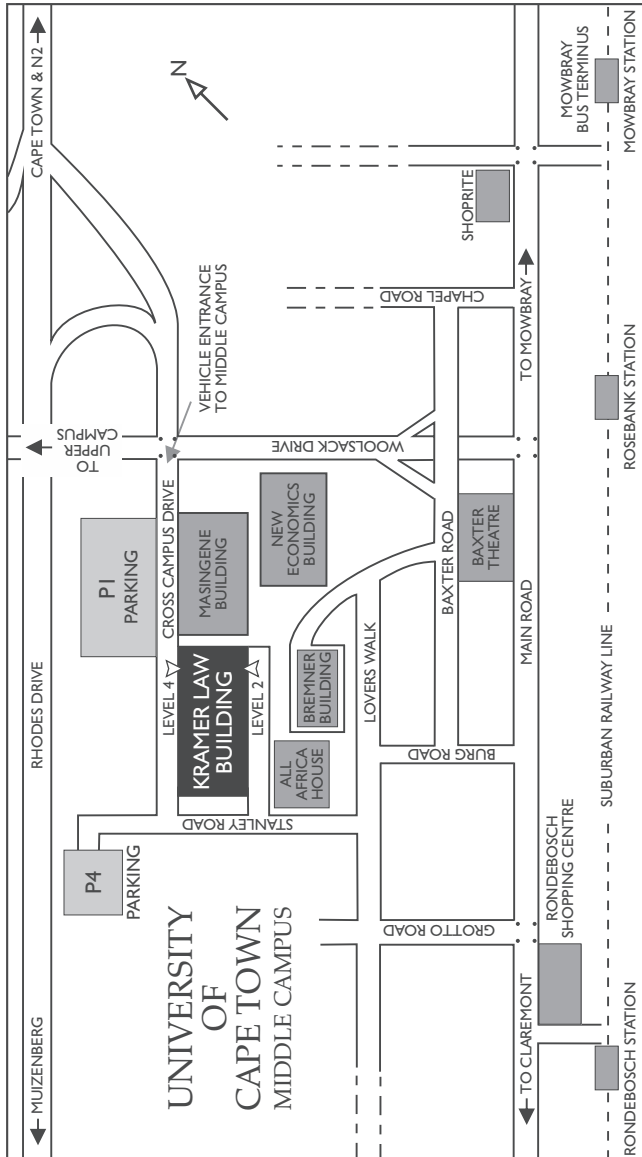
*Máire Fisher, writer, and Joan Adams, artist and ceramicist*

**Saturday 18 January ■ 9.00 am–12.30 pm ■ MAXIMUM:** 30 participants

**COURSE FEES** Full R525 Staff & Students R350

Participants will explore the creative process through guided writing and collage exercises. Making a collage allows one to see the natural symbiosis between new pictures and existing ones and between newly written stories and previously gathered words, tales, conversations and events. There is a sense of agglomeration, assortment, medley and mélange in collage: what is torn and cut eventually combines to reflect thought, character or story. The same happens through freewriting. The aim of this workshop is to allow pictures to lead to words, words to story, story back into pictures. It will help anyone wanting to embark on a creative process.

A list of materials will be supplied on registration.



**Parking and shuttle**

Parking is available on Middle Campus in P1, P4, the new Economics Building parking area and in the Bremner Building parking area. A shuttle bus service is available. Contact the shuttle office: 021 685 7135.

If undelivered please return to  
Extra-Mural Studies, UCT  
Private Bag X3, Rondebosch, 7701

