

CONTENTS

| | |
|-------------------------------------|--------------------|
| Course index by category | 2 |
| Registration information | 4 |
| Fee information | 6 |
| General information | 8 |
| Summer School Extra programme | 11 |
| Summer School courses | 12 |
| Recommended reading list | 68 |
| Map of UCT | Inside back cover |
| Timetable | Inside front cover |
| Registration forms | Centre of brochure |

FOR ALL SUMMER SCHOOL ENQUIRIES

Phone: 021 650 2888

Fax: 021 650 2893

Write to: Centre for Extra-Mural Studies
UCT, Private Bag, Rondebosch, 7701

Email: ems@ched.uct.ac.za

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

PLEASE NOTE REGISTRATION FORMS CAN BE PRINTED FROM THE WEBSITE.

COURSE INDEX BY CATEGORY

ARTS AND HUMANITIES

| | |
|--|----|
| American odysseys | 12 |
| Art and the sleep of reason | 13 |
| Creative writing, creative reading. | 14 |
| The four seasons in music. | 15 |
| The Olympic Games | 16 |
| Princely patronage of Renaissance Italy. | 17 |
| Seeking Sebald | 18 |
| Gerard Sekoto and John Dronsfield | 19 |
| Sex and sensibility: 19th century novels. | 20 |
| Devotional directions in Tuscan art: 1300–1600 | 21 |
| In the shadow of Mount Vesuvius | 22 |
| South African wine: tradition and modernity. | 23 |

Lectures

| | |
|--|----|
| The city states of 15th century Italy | 24 |
| Critic's choice: <i>Divisadero</i> | 25 |
| Critic's choice: <i>Half of a yellow sun</i> | 26 |
| The Moscow Kremlin and its treasures | 27 |
| 'Nabobs' and 'Hindoos' at the Cape. | 28 |

HISTORY, POLITICS AND CONTEMPORARY STUDIES

| | |
|--|----|
| How will Europe be governed? | 29 |
| History and horsestory: the social history of horses | 30 |
| Legal cases that changed South Africa. | 31 |
| Revolutionary history in South Africa | 32 |
| The Great War: literature and history | 33 |

Lectures

| | |
|---|----|
| Developing markets and SA economy | 34 |
| Money laundering: trends and responses. | 35 |
| Early Portuguese shipwrecks. | 36 |
| Springbok of the skies: Sailor Malan | 37 |

RELIGION, PSYCHOLOGY AND PHILOSOPHY

| | |
|--|----|
| Aliens: internal and external alienation | 38 |
| Conversation: a short history of a lost art. | 39 |
| Ethics and law in biblical narrative | 40 |
| Existentialism: Sartre and Camus | 41 |
| The witch archetype and Jungian psychology | 42 |

Lecture

| | |
|-----------------------------|----|
| Narrating healing | 43 |
|-----------------------------|----|

SCIENCE, MEDICINE AND CONSERVATION

| | |
|---|----|
| Anaesthesia explained | 44 |
| Climate change and impacts: transforming society. | 45 |
| Gearing up for geriatrics | 46 |
| Karoo for connoisseurs | 47 |
| The Cape fur seal: biology and controversy | 48 |
| Songs of the stars: the real music of the spheres | 49 |
| Cape Town's transport system | 50 |

Lectures

| | |
|---|----|
| The Hofmeyr skull | 51 |
| Conserving our indigenous useful plants | 52 |

PRACTICAL

| | |
|---|----|
| Autobiographical writing: moments of being. | 53 |
| Chinese brush painting | 54 |
| Creative fiction writing | 55 |
| Figure drawing | 56 |
| Modelling in clay: portrait sculpture | 57 |
| Narrative painting | 58 |
| Poetry writing | 59 |
| Writing for children | 60 |

LANGUAGES

| | |
|--|----|
| Italian for beginners | 61 |
| Portuguese for beginners. | 62 |
| Functional Xhosa for beginners | 63 |

COMPUTERS

| | |
|---|----|
| Basic Web searching. | 64 |
| Intermediate Web searching | 65 |
| Online social networking for beginners. | 66 |
| Publishing webpages | 67 |

REGISTRATION INFORMATION

Registration **by post** opens on **Tuesday 20 November 2007** and **in person** on **Monday 3 December 2007**.

HOW DO I REGISTER?

- Please complete the registration form in the centre of this brochure (or a photocopy). *Use a separate form for each person enrolling.* Please include your address, telephone number, method of payment and other details. *Incomplete forms and forms that do not include payment will not be processed.*
- Please provide an accurate address where registration details and cards should be sent if you will be away from Cape Town during December and January.
- Please note that from Tuesday 20 to Friday 30 November only postal registrations will be accepted. This includes faxes and completed forms dropped off in the 'post box' at the Centre. *Please do not leave cash.*
- All registrations, including faxes, received before 9.00 am on Tuesday 20 November, will be held unopened, and processed *randomly* on that date. Postal registrations received subsequently will be processed in strict date order.

WHERE DO I REGISTER?

- **BY MAIL:** Post your completed forms, enclosing payment in the form of a cheque (made payable to 'UCT' or 'University of Cape Town'), postal order or credit card details (no cash please) to: Centre for Extra-Mural Studies, University of Cape Town, Private Bag, Rondebosch, 7701.
- **IN PERSON:** Bring your forms to the Centre's office, Room 3.01, Level 3, Leslie Social Science Building, University Avenue, Upper Campus. These will be treated as postal registrations until Monday 3 December.
- **BY FAX:** Send to 021 650 2893. These are only accepted if the registration form is completed with payment by credit card. Faxes are treated as postal registrations. *Please note that the Centre cannot be held responsible for the non-receipt of faxes.*
- **BY TELEPHONE & ELECTRONIC MAIL:** Please note that registrations by telephone or email cannot be accepted.

HOW WILL I KNOW IF I HAVE BEEN ACCEPTED?

- It takes several weeks to process the first batch of registration forms. You will be informed in writing whether or not you have been accepted on the course(s) you applied for.

- If you do not receive your registration card, call at or phone the office at least two weeks before commencement of your course. In view of the thousands of forms received, front office staff cannot respond to individual enquiries until after Monday 10 December 2007.
- Please note that the Centre cannot be held responsible for the non-receipt of registration cards.
- Unfortunately even those who submit registrations by Tuesday 20 November may find that the courses they wish to attend are already full because of random processing.

MUST I REGISTER?

Casual attendance is possible at some larger courses and lectures. Tickets for casual attendance are usually only sold 5 to 10 minutes before the lecture begins if the course is fully subscribed but seating is available. Tickets bought at the door are more expensive than pre-registered tickets.

WHAT MUST I DO WITH MY REGISTRATION CARD?

Please show your registration card before all sessions. It entitles you to priority admission until 10 minutes before the lecture commences. Thereafter unoccupied seats may be sold. Latecomers may have to take less desirable seats, so please arrive in good time.

HOW DOES THE WAITING LIST WORK?

If you cannot register for a course because it is full, you will be put on a waiting list. Please note that the staff are not able to tell you where on the waiting list you are placed. You will be contacted only if a vacancy occurs. Once a course starts, all waiting lists fall away.

LIMITATIONS ON ACCESS

Small practical courses are in demand. To make participation fairer, access to these courses is restricted. You may not be able to register for a practical course similar to any you have attended in the last three years.

WHEN IS THE SUMMER SCHOOL OFFICE OPEN?

Monday to Friday

- **20–30 NOVEMBER 2007:** 8.30 am–12.30 pm; 1.30–4.00 pm
- **3–21 DECEMBER 2007:** 8.30 am–4.00 pm
- **2–18 JANUARY 2008:** 8.30 am–4.00 pm
- **21 JANUARY–1 FEBRUARY 2008:** 8.30 am–1.15 pm; 3.00–6.15 pm; 7.15–8.15 pm
- **CLOSED:** 24 December 2007 from 12 noon to 1 January 2008

FEE INFORMATION

COST OF COURSES

The fees are listed at the end of each course description. There are three categories:

- **FULL FEE:** the full course fee paid by most people.
- **STAFF FEE:** the fee paid by tertiary education staff.
- **REDUCED FEE:** the fee paid by people with limited incomes and by full-time students.

STAFF FEES

- Full-time and retired full-time members of UCT staff and their partners.
- Part-time members of UCT staff who currently hold an appointment of at least one year.
- Full-time members of staff (and their partners) of universities and universities of technology in the Western Cape.

REDUCED FEES

- Individuals dependent on an income of less than R57 600 per annum (R4 800 per month), or members of families whose total income is less than R90 000 per annum (R7 500 per month).
- Registered UCT students. Staff members who are doing post-graduate or other part-time studies do not qualify as students.
- Full-time undergraduate students at universities, universities of technology and schools in the Western Cape. Staff or others registered for a PhD degree are not considered students.

TO QUALIFY FOR STAFF OR REDUCED FEES

- The reduced fee section on the registration form must be completed and signed. *Failure to complete this section will result in your registration being processed at the full course fee.*
- Reduced fees allow people on limited incomes to attend a course. Please make use of this concession only if necessary.
- Please note that on some courses the number of reduced fee and staff fee places is limited. They are allocated on a first-come, first-served basis. Thereafter all places are allocated at the full fee. This is necessary to make courses financially viable.

PAYING BY CHEQUE OR CREDIT CARD

- Cheques must be made payable to 'UCT' or 'University of Cape Town' only. They may not be altered or endorsed. On the back of your cheque, please write 'Reference: SS08' or 'Summer School 2008'. Post-dated cheques are not accepted.

- Credit card payments can only be made where card expiry date is still valid and the account is not overdrawn. The CVC number (the last three digits printed on the reverse of the credit card) must be filled in on your registration form.
- An administrative fee of R150,00 is charged for cheque or credit card payments which are turned down. No registrations will be made until this is paid. Electronic payments are not accepted.

PAYMENT AND REGISTRATION AT THE DOOR

- Sometimes, if seats are available, you can attend an individual lecture for which you did not register. The fee is R55,00 per lecture except where otherwise specified. To save time please have the correct change ready. Cheques and notes larger than R100,00 cannot be accepted at the door.
- Staff and students, on production of their staff or student cards, and EMS 'reduced fee payers' may obtain a 50% reduction for single lectures. If you qualify for the reduced fee (see page 6) this will be recorded on your registration card.
- It is cheaper to register before the time for single lectures or for an entire course than to pay for casual attendance.

REFUNDS FOR OVERPAYMENT

You may not be accepted on all your chosen courses. In that case your cheque will be deposited to cover your successful registrations, and a refund cheque will be issued within a month.

CANCELLATIONS AND REFUNDS

- No refunds are given if you simply change your mind about attending a course. Whether there is a waiting list or not, full refunds are granted only if the Centre cancels the course; or in cases of illness, accident or emergency. In all other cases, refunds will be issued at the discretion of the Centre and an administration fee (of up to 80%) will be levied. Refund applications must be in writing and include your registration card. We require a doctor's certificate if you withdraw for medical reasons. Students are not able to change courses after the second lecture has taken place in a five-lecture course.
- No refunds are given once a course has begun.
- The University can only issue cancellation refunds in March 2008. Refunds for cheque or cash payments of less than R50,00 must be collected in cash from the office.

GENERAL INFORMATION

WHERE ARE COURSES HELD?

Courses are held in the Leslie Social Science Building, University Avenue, Upper Campus, unless otherwise indicated. The final venues will be listed on notice boards in the Leslie Social Science Building from 18 January 2008.

HOW DO I GET TO MY COURSE?

If travelling by car, from the city, enter the Upper Campus by taking the Woolsack Drive exit off Rhodes Drive and then turn uphill towards the campus. If driving towards the city, on the M3, take the UCT dedicated lane just after the Princess Anne Avenue/Rhodes Memorial exit. (See map on inside back cover.)

WHERE DO I PARK?

Limited parking is available on Upper Campus (P1, P4, P5, P17, and in Residence and Rugby Roads). (See map on inside back cover.) Please note that parking is situated quite far from the Leslie Social Science Building and you will need time to reach the building. Please do not park on verges, pavements or in loading or no-parking zones, as the University traffic officers will have to ticket you.

IS THERE A SHUTTLE SERVICE?

The University's Jammie Shuttle Services starting from the Leo Marquard and Tugwell residences in Rosebank are limited during the University vacation. No timetable was available at the time of going to press. The Jammie Shuttle may be contacted directly at 021 685 7135.

ARE THE BUILDINGS ACCESSIBLE?

University buildings are generally accessible to disabled students. Please contact us to discuss the easiest access route and parking. Please note that there are numerous steps in the Leslie Social Science Building, but nearly all our venues are wheelchair accessible. Wheelchair accessible toilets are to be found on Level 1 of the building.

IS THERE SPECIAL PARKING?

- There are a few bays on campus specifically allocated for disabled visitors. The wheelchair bays may not be used by anyone except wheelchair users. The bays closest to the Leslie Social Science Building are in University Avenue, which you can access by passing through traffic control booms. Please indicate to the person on duty that you are attending Summer School by showing your registration card and special parking disk.

- 'Walking disabled' students should enquire about parking when registering and obtain and clearly display a 'special parking' disk. To use this facility you are required to complete an application form and submit a recent medical certificate from a medical doctor stating that you are able to drive but cannot walk long distances. 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 proposing to use municipal parking disks must inform the Summer School office in writing, and will receive an additional Summer School disk.

HOW SECURE ARE VENUES?

Thefts occasionally occur from cars and from bags left unattended. Please lock all 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 in the booth on Level 1 (North), Leslie Social Science Building. Tel 021 650 2121.

WHAT ABOUT SMOKING & CELL PHONES?

Please note that smoking is not allowed indoors on the UCT campus. Kindly turn off cell phones before going into the lecture venues.

WHAT ARE THE LECTURE TIMES?

Please check the timetable on the inside front cover carefully to prevent booking courses that clash.

HOW LONG ARE THE LECTURES?

Unless otherwise specified, lectures are about 60 minutes in length, including questions from the class. The lecture-performances at the Baxter Theatre are 90 minutes in length.

CAN I RESERVE A SEAT?

The practice of 'reserving' seats for friends is a cause of irritation to many as it denies the use of these seats to students who arrive in good time. It is only permitted to keep one seat for a few moments.

MAY I TAPE THE LECTURES?

Please do not tape lectures without first obtaining the lecturer's permission.

HOW DO I GET THE BOOKS AND HANDOUTS?

Lecturers are asked to recommend readings available locally, but we cannot guarantee this. Handouts may be given free or sold at cost.

MAY I USE THE UCT LIBRARY?

- Library staff have kindly agreed to permit Summer School students to use the reading facilities in the Chancellor Oppenheimer Library. To use the facilities, show your Summer School registration card and sign the visitors' register at the reception desk. Where possible, recommended books and journals will be made available. However, it is not permissible to take material out of the library.
- To reach the library, walk down University Avenue and up the steps on the Cape Town side of the Jameson Hall.
- Photocopies may be made by using a card purchased for R15,00 from the Loans Desk on Level 4.

WHERE CAN I EAT?

- The Leslie Cafeteria offers teas, snacks, lunches and a limited bar service from 7.30 am–5.00 pm (Mondays to Fridays).
- Refreshments will, however, be available on Level 1 until 8.00 pm.
- UCT Club, Sports Centre, Upper Campus is fully licensed and open for meals from 12 noon–2.30 pm and from 5.00 pm–8.00 pm (Mondays to Fridays).

ARE THERE CHILDCARE FACILITIES?

UCT's Educare Centre is located on Upper Campus and provides child-care for children from three months to six years of age. Please phone 021 650 3522 and speak to Marilyn Petersen for further information.

CAN I STAY IN RESIDENCE?

It is now possible for Summer School students to stay in Fuller Hall residence. For further information or to book, please contact Lee Ann Alexander directly at 021 650 1050, indicating that you are a Summer School student. The Summer School office cannot provide information about the residence or take bookings.

HOW CAN I RECEIVE THE BROCHURE?

- There is no charge for joining or for corrections to the mailing list. However, if you do not register for any course for more than three years, your name is automatically deleted. To rejoin, please request to be reinstated. Please also notify us of changes to your address and telephone numbers.
- Please note that all brochures are mailed on the same day. The wide variation in arrival time (or non-arrival) is the responsibility of the postal service. Students who reside overseas are charged R25,00 for postage.
- Extra brochures may be obtained from the Summer School office at a cost of R7,00.

SUMMER SCHOOL EXTRA PROGRAMME

- Summer School Extra is a free video and exhibition programme, designed around the courses. This programme is only finalised shortly before the commencement of Summer School. Please be aware that because of time and venue constraints popular videos cannot always be repeated, nor can clashes with individual lecture timetables be avoided. Requests for repeats should be handed in at the Summer School office, addressed to the Summer School Extra co-ordinator.
- Information about the programme, times and venues will be displayed on notice boards in the Leslie Social Science Building during Summer School; the information will be available on the EMS website from Wednesday 16 January. Please check the notice boards regularly during Summer School for information about any changes or additions to the programme.
- Please note that latecomers will not be admitted to any of the screenings after the first five minutes of the programme.

SUMMER SCHOOL 2009

Summer School 2009 will run from 19 to 30 January 2009. You will receive a brochure with the 2009 programme details in November 2008.

OTHER LEARNING OPPORTUNITIES

The University of Cape Town runs a Third Term Programme. It is possible to register as an occasional student during June/July and during the period November to February. Courses include Philosophy, Sociology, History and English and are mainly offered at first and second year levels.

For further information and to register, phone 021 650 2634.

213 AMERICAN ODYSSEYS

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

From Daniel Boone and Huck Finn to Thelma and Louise, one of America's abiding myths is about quests or journeys across an epic land. Heroes, both real and imagined, either travel there or there and back again (to plunder Tolkien's phrase) on odysseys that expose them to their own best and worst selves. This course will start with a broad overview of literature and films of the open road (or river), before focusing closely on Steinbeck's classic Depression novel about the Okies' quest for Eden, Frazier and Doctorow's very different but equally compelling novels of the American Civil War and Cormac McCarthy's moving post-apocalyptic revisiting of the road myth. Where appropriate, film versions of the novels will be referred to.

LECTURE TITLES

1. Hit the road, Jack: from London to Kerouac.
2. The soul of Tom Joad: John Steinbeck's *The Grapes of Wrath*.
3. Poor wayfaring stranger: Charles Frazier's *Cold Mountain*.
4. From Atlanta to the sea: E.L. Doctorow's *The March*.
5. After the end: Cormac McCarthy's *The Road*.

Recommended reading

The novels indicated above.

28 January–1 February

9.15 am

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

221 ART AND THE SLEEP OF REASON: VISION, CAPRICE AND CONSEQUENCE

Emeritus Professor Neville Dubow, formerly Director of the Michaelis School of Fine Art, University of Cape Town

'The sleep of reason produces monsters'. Thus Goya inscribed his *Capricho 43*, one of the great predictive images of modern consciousness, 'that ineffably moving image of the intellectual beset with doubts and night terrors' (Robert Hughes).

Why is it that certain images have the power to move us and radically affect our ways of seeing? The course will address this question. It will also examine the proposition that the sleep of reason – however that is interpreted – may well produce monsters, but can also provoke vitally challenging art.

Drawing on the works of visionary artists from Goya to Gaudi and from Dada provocateurs to contemporary dissidents, this course will present a series of personal encounters with affective art experiences. In so doing it will explore some of the issues of modernity which continue to resonate in a post-modern world: the shifting fault-lines between the rational and the irrational and the permeable boundaries between dream and reality, order and anarchy, caprice and consequence.

LECTURE TITLES

1. The sleep of reason: Goya and the dawn of modernity.
2. Expiation and faith: Gaudi and the skyline of fantasy.
3. 'Both buffoonery and a requiem mass': staging Dada at the *Cabaret Voltaire*.
4. Dissidents and dreams: 'The man who flew into space'.
5. The man on the white horse: a parable of the new South Africa.

28 January–1 February

11.15 am

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

231 CREATIVE WRITING, CREATIVE READING: A POET'S PERSPECTIVE

Jonty Driver, poet, novelist and school consultant

Why is it impossible to paraphrase a poem without seeming to falsify its meaning and weaken its effect? This course will argue that everything which goes into the making of a poem – the imagery, the rhythms, the rhymes, the words themselves (and their histories), the forms, the line and stanza divisions and the allusions to other poems – contributes to our understanding of the poem. Learning how to read imaginatively – ‘creative reading’ – is as necessary as learning how to write – ‘creative writing’. The course aims to help participants understand better how poems are ‘made’ and ‘shaped’, and how the various elements of a poem combine to produce a meaning bigger than that which prose paraphrase can provide. It is intended for those who know and appreciate many poems and also for those who think of poetry as trivial or difficult.

LECTURE TITLES

1. How to read a poem: ‘Why bother anyway?’
2. Poems, pauses and silences: ‘Why are poems chopped into lines?’
3. Poetry, metre and rhythm: ‘Do poems really have to scan and rhyme?’
4. Poetry, grammar and meaning: ‘I don’t understand ... it’s very difficult to follow ... does it matter?’
5. Poetry and its audience: ‘Who are you writing for? Yourself? No-one? Other people?’

Recommended reading

- Hollander, J. *Rhyme’s Reason, A Guide to English Verse*. Yale Nota Bene, 2001.
- Bloom, H. *How to Read and Why*. Harper Collins, 2000.
- Hobsbaum, P. *Metre, Rhythm and Verse Form* in the New Critical Idiom series, Routledge, 1996.

28 January–1 February

3.30 pm

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

251 THE FOUR SEASONS: SPRING, SUMMER, AUTUMN AND WINTER IN MUSIC

Dr Barry Smith, organist, conductor and musicologist and Rodney Trudgeon, broadcaster, Fine Music Radio

Throughout musical history composers have been fascinated by the challenge of capturing in music the varying moods of the four seasons of the year. In this course of lecture-performances, a varied and comprehensive selection of music inspired by the seasons, including Beethoven's *Spring Sonata* and works by Mozart, Brahms and Tchaikovsky, will be performed by some of Cape Town's leading musicians – solo instrumentalists, solo singers, choir, and chamber orchestra. The first four evenings will be devoted to discussion and illustration of music portraying the varying moods of spring, summer, autumn and winter, and the final evening will include a performance of Vivaldi's popular *Four Seasons* concerto for solo violin and orchestra.

LECTURE-PERFORMANCES

1. 'Spring, the sweet spring'.
2. 'Summer is icumen in'.
3. 'Season of mists and mellow fruitfulness'.
4. 'Blow, blow, thou winter wynd'.
5. An evening for all seasons – with Vivaldi.

28 January–1 February

8.00 pm

VENUE Baxter Concert Hall, Rondebosch

COURSE FEES Full: R350,00 Staff: R270,00 Reduced: R270,00

Tickets are on sale at the door only if seats are available: R95,00; staff & reduced (on production of cards): R80,00.

232 THE OLYMPIC GAMES

Dr Jessie Anne Maritz, retired, Department of Religious Studies, Classics and Philosophy, University of Zimbabwe

The Olympic Games as we know it today is based on the religious festival that was held every four years in Olympia, Greece, from 756 BCE until the fourth century CE. In 2008 the Olympic Games will be held in Beijing, China. Why are they called the 'Olympic' Games?

This course will begin with a look at Olympia, the Greek sanctuary at which the Games were originally held. It will consider the purpose of the Games, the reason they were held at that particular site, the site itself, the facilities that were erected there over several centuries and some of the art associated with this site. It will also explore evidence which reveals the nature of the original events and why events were added, and later discontinued, as well as the original schedule for the Games.

The course will compare other important festivals such as the Pythian, the Isthmian and the Nemean Games, in addition to examining the cultural significance of the Games beyond the athletics involved. It will conclude with a comparison of Olympia as it was in 756 BCE and the continuation of the ancient tradition in the Athens 2004 Games.

LECTURE TITLES

1. Why 'Olympic' Games?
2. Olympic events.
3. Other festivals.
4. Politics, poetry and the passing of time.
5. Olympia 2004.

28 January–1 February

3.30 pm

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

111 PRINCELY PATRONAGE OF RENAISSANCE ITALY

Edward Saunders, freelance lecturer, United Kingdom

This course is condensed in Course No 196 *The city states of 15th century Italy*. Please note that you may not register for both courses.

After the collapse of the Roman Empire, Italy fragmented into tiny entities dominated by powerful war-like clans. For centuries the territories of the Italian peninsula were enveloped in chaos. By the late Middle Ages, however, stability began to return as autocracy was imposed upon major cities by single ruling families, who often also introduced to their citizens a remarkable degree of culture and patronage. Many autocrats were power-driven and ruthless, but they were also men of great sophistication and they lavished enormous sums upon art, architecture, literature and music.

This course will consider the influence and legacy of key individuals and families. Foremost among them were the Medici in Florence, while in the Po valley there were the Este of Ferrara and the Gonzaga of Mantua. In the plains of Lombardy the powerful Duchy of Milan was ruled by the Visconti and Sforza, and the eastern side of the peninsula was dominated by the small courts of the Montefeltro in Urbino and of the Malatesta in Rimini. The Popes themselves, having recently returned to Rome from Avignon, were equally intent upon embellishing their city. In these centres, sometimes for only a lifetime, sometimes for centuries, courts existed in which many of the greatest names of Renaissance culture were employed: Donatello, Brunelleschi, Alberti, Piero della Francesca, Leonardo da Vinci, Michelangelo, Tasso, Monteverdi and many others.

LECTURE TITLES

1. Florence and the Medici.
2. Ferrara and the family of the Este.
3. Mantua and the dynasty of the Gonzaga.
4. Urbino and Rimini.
5. Renaissance Rome.

21–25 January

9.15 am

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

141 SEEKING SEBALD

**Associate Professor Gunther Pakendorf, Head of German,
School of Languages and Literatures, University of Cape Town**

The works of W.G. Sebald have drawn critical attention since the early 1990s, and their impact has been felt even more strongly since his unexpected death in 2001. In many ways Sebald is an enigma. A German who taught at a British university for 30 years, he appeared on the literary scene relatively late in his life. His career as a writer lasted little more than a decade and encompasses a handful of works. Because of their unusual style, indeterminate genre, use of illustrations, dense intertextual network and unique demands on the reader, they have received admiration and acclaim across a wide spectrum of readers and critics. Regarded by some as the most English of German writers, Sebald's works explore the barbarism inherent in human culture, the degradation of nature, and the idea of the end of history. This three-lecture course will focus on the man himself and two of his key novels: *The Emigrants* and *Austerlitz*.

LECTURE TITLES

1. W.G. (Max) Sebald: person and persona.
2. Outcasts, exiles and survivors: *The Emigrants*.
3. *Austerlitz*: Auschwitz, or the archaeology of suffering.

Recommended reading

- Sebald, W.G. *The Emigrants*. Harvill Press, London, 1996. (Translated by Michael Hulse.)
- Sebald, W.G. *Austerlitz*. Random House, New York, 2001. (Translated by Anthea Bell.)

Monday 21–Wednesday 23 January

6.00 pm

COURSE FEES

Full: R150,00

Staff: R75,00

Reduced: R37,00

142 GERARD SEKOTO AND JOHN DRONSFIELD: DRAWN TO DISTRICT SIX

Muriel Rubin, associate lecturer, Open University, United Kingdom

District Six inspired and informed the work of musicians, writers and artists in the 1940s. Two artists in particular, Gerard Sekoto and John Dronsfield, were drawn by its mixture of vibrancy, danger and pathos. Both 'outsiders' (Sekoto from the Transvaal and Dronsfield from the north of England), they lived in Cape Town on the borders of District Six. Through their art they challenged prevailing South African ideas about 'modern art' and its subject matter. It is doubtful whether they knew each other, though they moved in the same Cape artistic milieu with friends and patrons in common and they both had paintings selected for an exhibition of South African art at the Tate Gallery in London. While Sekoto has received critical acclaim in South Africa, Dronsfield is less known, although highly regarded by South African art historians. This illustrated two-lecture course will show the artistic development of Dronsfield and Sekoto set against the wider context of South African art; these lectures also demonstrate that years after the tragic destruction of District Six by the apartheid regime, this body of work is invaluable in its power to convey aspects of life in that era.

LECTURE TITLES

1. Sekoto and Dronsfield: District Six and Cape culture in the 1940s.
2. Sekoto and Dronsfield: paintings and drawings; social themes and development.

Thursday 24 & Friday 25 January

6.00 pm

COURSE FEES

Full: R100,00

Staff: R50,00

Reduced: R25,00

112 SEX & SENSIBILITY: A PSYCHO-SOCIAL DISCUSSION OF 19th CENTURY NOVELS

Associate Professor Marcia Leveson, lecturer, writer, researcher, editor and publisher

This course will examine selected 19th century fiction, tracing the ways men and women are depicted as they negotiate social and gender relations.

The five authors under discussion – Jane Austen, Emily and Charlotte Brontë, George Eliot and Thomas Hardy – all in different ways examined the challenges faced by their characters in developing their social roles while also seeking personal identity and fulfilment. An important focus of the course is the role of women and sexuality and the relationship between the sexes, and it situates the novels within the broader context of contemporary political, legal and religious systems and the social and literary conventions of the time.

It is recommended that you read a range of 19th century novels, particularly those written by the writers under discussion.

LECTURE TITLES

1. 'By you I was most properly humbled.' (Mr Darcy to Elizabeth Bennet in Jane Austen's *Pride and Prejudice*)
2. 'I cannot live without my ... soul.' (Heathcliff in Emily Brontë's *Wuthering Heights*)
3. 'Reader, I married him.' (Jane Eyre in Charlotte Brontë's *Jane Eyre*)
4. 'I will write to your dictation ... I can be of no other use. (Dorothea Brooke in George Eliot's *Middlemarch*)
5. 'Who were we to think we could act as pioneers?' (Jude Fawley in Thomas Hardy's *Jude the Obscure*)

Recommended reading

- The novels of Jane Austen: any or all of the novels.
- Charlotte Brontë: *Jane Eyre*, *Villette*.
- Emily Brontë: *Wuthering Heights*.
- George Eliot: *Middlemarch*.
- Thomas Hardy: *Jude the Obscure*.

21–25 January

9.15 am

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

223 DEVOTIONAL DIRECTIONS IN TUSCAN ART: 1300–1600

Michael Barbour, archivist and freelance lecturer, Florence, Italy

In Italian and Florentine art between 1300 and 1600 devotional subjects recur over and over again. The most obvious and most common is the Madonna and Child. But during this period the depiction of the subject changes: sometimes subtly and slowly, sometimes radically. Specific works of art will be examined to illustrate how an artist may bring his own conception, or that of his patron, to develop or modify a devotional theme. The popularity of a subject may wane; its significance may be re-interpreted; it may be adapted for a particular purpose or place and, finally, it may simply lose its piety, in a reflection of the growing secularity of the society to which it belonged. This course will show how the changing mores of the Renaissance in Florence and Italy more generally are reflected in the shifts within the iconography of selected devotional themes in painting.

LECTURE TITLES

1. The Madonna.
2. More Madonna.
3. *Sacra Conversazione*.
4. The Adoration.
5. Christological themes.

28 January–1 February

11.15 am

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

123 IN THE SHADOW OF MOUNT VESUVIUS

Samantha Masters, Department of Ancient Studies, University of Stellenbosch

On 24 August 79 CE Mount Vesuvius erupted to catastrophic effect. Pompeii, Herculaneum and other towns on the Bay of Naples were buried under lava, volcanic ash and scorching mud. More than 2 000 years later, the eruption serves art and social historians well; excavations at Pompeii continuously bring to light fascinating evidence about both public and private life in this provincial Roman city of the 1st century CE.

This illustrated course will focus on the private and domestic arena of Roman provincial life: the houses, gardens, furnishings, personal items and, in particular, the exquisite paintings and mosaics that adorned much of domestic accommodation. It will consider the private house as an artefact which gives key information about Roman taste and about the aesthetic values and social preoccupations of the period. In doing so, it aims to share glimpses into the most private sphere of all, the ancient mind.

LECTURE TITLES

1. *Domus* and domesticity: Roman houses, their contents and inhabitants.
2. The Greek connection: the cultural conquest of Rome.
3. Still life, gardens, myth and Eros: themes and preoccupations of Roman painting.
4. Keeping up with the Vettii: wall painting and mosaic as 'social necessity'.
5. Pompeian life and the death of a city.

 21–25 January

11.15 am

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

243 SOUTH AFRICAN WINE: TRADITION AND MODERNITY

Co-ordinated by Desmond Colborne, freelance lecturer and writer

From ancient times, wine has been an integral feature of many cultures and widely celebrated in art, music and literature. Over the years, it has also become an important contributor to the economy of the countries that produce it. After an introductory general lecture this course, which includes lectures by wine growers, wine farmers, wine sellers and auctioneers, will focus on wine making in South Africa, from the skills and understanding of vine cultivation brought by the enterprising Huguenots in the late 17th century to sophisticated modern wine farming, technology and tourism. It will explore the significance of South African wine in world markets, and touch on the part played by wine auctions in establishing reputations of individual estates, cultivars and vintages. Finally, it will examine the current state of transformation in the wine industry, and the increasing awareness of social responsibility towards workers and their families, using the example of the Pebbles Project.

LECTURE TITLES

1. The cultural mystique of wine. *Desmond Colborne*
2. Wine growing in the French tradition. *Achim von Arnim*
3. Key aspects of modern wine making and marketing.
Sir David Graaff
4. South African wines and wine tourism: an international perspective. *Vaughan Johnson & Bennie Howard*
5. Transformation in the wine industry.
Mzokhaya Mvemve & Sophia Warner

28 January–1 February

6.00 pm

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

196 THE CITY STATES OF 15th CENTURY ITALY

Edward Saunders, freelance lecturer, United Kingdom

This double lecture condenses Course No 111 *Princely patronage of Renaissance Italy*. Please note that you may not register for both courses.

The patronage of the rulers of the city states of Renaissance Italy remains one of the great contributions to western culture. By the late 14th to early 15th centuries cities such as Florence, Ferrara, Mantua and Milan were dominated by autocratic families whose ruthlessness and cruelty was legendary but whose knowledge and love of learning was also supreme. In these cities the ruling families created environments in which the arts flourished. Despite the size of their territories and the small number of their citizens (Florence, in the 1400s, had a population of only 45 000), and despite frequent localised wars and brutal power-struggles, the rulers desired to embellish and enhance their cities, secure in the knowledge that they had at their command some of the greatest innovators of Western art and architecture, as well as some of the early names of Renaissance literature and music.

This double lecture will consider the influence of the Medici in Florence, the Este in Ferrara, the Gonzaga in Mantua and the small, yet highly influential court of Federico de Montefeltro in Urbino, as well as the re-emergence of Rome under the Renaissance Popes.

- There will be a short interval between the two lectures and refreshments will be available.

Saturday 26 January

5.00–7.15 pm

LECTURE FEES

Full: R100,00

Staff: R50,00

Reduced: R25,00

Tickets are on sale at the door only if seats are available: R105,00; staff & reduced (on production of cards): R55,00.

197 CRITIC'S CHOICE: *DIVISADERO*

Professor Elaine Newton, York University, Toronto

Co-sponsored by the South African Association of Canadian Studies

'There is the hidden presence of others in us, even those we have known briefly. We contain them for the rest of our lives, at every border that we cross.' Thus we learn early on in Michael Ondaatje's new novel, *Divisadero*, that narrative processes of interconnection will animate the whole work. Everything in the novel is interwoven with everything else as it ranges across individual stories, and across time and place, from San Francisco to Nevada to France. Though constructed as three separate stories, Ondaatje connects them in various ways as he explores the nature of identity, passion, memory, art and narration itself and elaborates his psychologically complex characters.

Divisadero is the fifth novel of one of Canada's most celebrated and innovative writers. In addition to fiction, Ondaatje has published a memoir and eleven books of poetry. *The English Patient* received the Booker Prize and was made into a film of the same name, and Ondaatje has been awarded many prizes and critical acclaim for his other work.

- Please note that this double lecture will take place on the Friday before Summer School begins.

Recommended reading

Ondaatje, M. *Divisadero*. Bloomsbury, London, 2007 (or any other edition).

Friday 18 January

5.30–7.30 pm

LECTURE FEES

Full: R100,00

Staff: R50,00

Reduced: R25,00

Tickets are on sale at the door only if seats are available: R105,00; staff & reduced (on production of cards): R55,00.

198 CRITIC'S CHOICE:
HALF OF A YELLOW SUN

Professor Elaine Newton, York University, Toronto

Co-sponsored by the South African Association of Canadian Studies

This ambitious and absorbing novel by Nigerian writer Chimamanda Ngozi Adichie has taken writers and critics by storm. Chinua Achebe and many others have hailed her startling achievement in exploring the secession in the 1960s of the Igbo of eastern Nigeria and the harrowing three-year civil war that followed, which claimed more than one million lives. This is a novel which focuses on characters who are victims, perpetrators and observers as well as bystanders caught in the crossfire of history. Personal lives and choices centre the plot. Love, envy, idealism, ethnic allegiance, personal loyalty and betrayal are vividly depicted in relation to the national struggle unfolding. The prose is precise and fresh, the perspective compassionate and satirical, and Adichie unblinking as she unfolds one of the most terrifying tragedies in modern African history. Adichie's first novel was the award-winning *Purple Hibiscus*.

- Please note that this double lecture takes place on the Saturday before Summer School begins.

Recommended reading

Adichie, C.N. *Half of a Yellow Sun*. Harper Perennial, 2007 (or any other edition).

Saturday 19 January

5.00–7.00 pm

LECTURE FEES

Full: R100,00

Staff: R50,00

Reduced: R25,00

Tickets are on sale at the door only if seats are available: R105,00; staff & reduced (on production of cards): R55,00.

192 THE MOSCOW KREMLIN AND ITS TREASURES

Dr Sara Pienaar, Research Fellow, South African Institute of International Affairs

Just over 850 years ago, a Russian prince ordered wooden walls to be built around a little palace he occasionally visited on the banks of the Moscow River. From this small beginning grew the mighty ensemble of buildings and fortifications known as the Moscow Kremlin.

Today, the Kremlin is both the seat of Russia's government and the country's oldest and most important museum. This illustrated double lecture traces the Kremlin's growth from the 12th to the 21st century and its intimate connection with every phase of Russia's history. It describes some of the strange and beautiful buildings – sacred and secular – within its walls and explains how they came to be built. It also introduces the Armoury Museum and the Diamond Collection, where many of imperial Russia's greatest treasures have been preserved for display.

Wednesday 23 January

1.00–3.00 pm

LECTURE FEES

Full: R100,00

Staff: R50,00

Reduced: R25,00

Tickets are on sale at the door only if seats are available: R105,00; staff & reduced (on production of cards): R55,00.

193 'NABOBS' AND 'HINDOOS' AT THE CAPE**Desmond Colborne, freelance lecturer and writer**

A colourful but somewhat unreported feature of life at the Cape in the early 19th century was the presence for prolonged periods of wealthy and cultivated 'Nabobs', as they were called in England, or 'Hindoos' or Anglo-Indians, at the Cape. They were East Indiamen from Calcutta, Bombay and Madras, of British origin, but often born in India and culturally 'Indianfied' or 'hybrid': this was before the British in India succumbed to developing a 'superiority complex'.

At the Cape, the 'Hindoos' formed a cultural elite, significant in economic, sporting, social and cultural activities. Many were painters and illustrators. Cornwallis Harris, Webb Smith and above all Sir Charles d'Oyly were active in depicting and illustrating life at the Cape and further afield. Their pictures, which became a major record of what South Africa looked like in this period, will form the centrepiece of this lunch-time lecture.

 Thursday 24 January

1.00 pm

LECTURE FEES

Full: R50,00

Staff: R25,00

Reduced: R13,00

Tickets are on sale at the door only if seats are available: R55,00; staff & reduced (on production of cards): R30,00.

222 HOW WILL EUROPE BE GOVERNED?

Tom Garvey, retired EU Senior Official and Ambassador to Nigeria, lecturer and advisor on European affairs, Brussels

The European economy is now the largest trading bloc in the world, made up of 27 economies and about 500 million people, and the euro is presently one of the hardest currencies in the world. Despite this powerful economy, can the European Union (EU) punch its economic weight in the arena of world politics? At present the EU lacks a common foreign and defence policy, since each member state retains its own sovereignty in these sectors. Different reactions to the invasion of Iraq, and to the Turkish question, have illustrated some of the divisions between states.

This course will discuss the readiness of member states to share sovereignty in such areas as defence and foreign policy in the future, as currently determined in the Treaty for a Constitution for Europe. It will ask whether the EU does in fact need such a 'constitution' (and why the draft was rejected by the French and Dutch in referenda) and will address current preoccupations of member states, including what form of governance would best foster and control further sharing of sovereignty while preserving the cultures, traditions and national identities of individual states. By examining the historical development of the EU in its first 50 years and by making comparisons with governance structures in Africa and the USA, it will ask the key question: Are Europeans ready to take the final steps to sublimate the 'nation state'?

LECTURE TITLES

1. EU governance: models and development.
2. What is 'shared sovereignty'?
3. The European Convention, the draft treaty and referenda.
4. Changing leadership, citizen disaffection, integration limits.
5. 'A union of states' or 'a union of peoples'?

28 January–1 February

11.15 am

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

113 HISTORY AND HORSESTORY: THE SOCIAL HISTORY OF HORSES

Dr Sandra Swart, History Department, University of Stellenbosch

Since the horse was first domesticated, it has been closely interlinked with human history. This course will provide a general understanding of the social evolution of horses in this history. It will give a global overview of the social and environmental repercussions of the introduction of the horse into human society, putting into socio-historical context the relationship between human beings and what is generally regarded as the most noble of domestic creatures.

The course will explore not only the social and symbolic roles the horse has played in relation to people, but also discourses of race and identity and the attitudes towards the environment that the invention of horse breeds came to signify. It will pay particular attention to the history of the horse in southern Africa, and conclude by looking at the special links that have existed through the centuries between horses and women.

LECTURE TITLES

1. History and horsestory: a global history of horses.
2. Horses, power and settler society in southern Africa c.1654 to 1840.
3. Horses in war.
4. The 'ox that deceives': the meanings of the 'Basotho pony' in southern Africa.
5. 'Things are in the saddle/and ride mankind': an intimate history of women and horses.

21–25 January

9.15 am

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

151 LEGAL CASES THAT CHANGED SOUTH AFRICA: PRECEDENT AND POSSIBILITY

Dennis Davis, Judge of the High Court of South Africa and Michelle le Roux, Advocate of the High Court and member of the New York Bar

How do important cases get argued and decided? What are the critical problems and controversies confronting our legal system? This course will examine some of the most important legal cases of the past and present, together with landmark decisions which helped change the nature of South African society. Many have precedents in past controversies and decisions, and possible solutions to current issues will be sought by looking at historic parallels as well as differences.

The course will focus on four interrelated themes: the nature of constitutionalism, separation of powers between a judiciary and the executive, the bridge from apartheid to democratic legality and the limits of a constitution as a tool of political change. It will ask key questions about the use and abuse of the law in South Africa. Would the constitutional court still find against the death penalty? How far can courts go to hold the executive accountable when it claims national security? Should the courts have played a greater role in asserting legality against apartheid crimes? Do constitutional victories help those in need and what is the balance between law and politics?

LECTURE TITLES

1. Courts vs. public opinion: unpopular decisions and hard cases; the Coloured vote cases of the 1950s; Schreiner vs. the rest.
2. The constitutional court, the death penalty and Makwanyane.
3. From Wendy Orr to Billy Masetlha.
4. The Biko family Azapo case; the prosecutions of Malan, Basson, De Kock and Vlok.
5. Grootboom, the TAC case and their consequences.

21–25 January

8.00 pm

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

252 REVOLUTIONARY HISTORY AND ITS AFTERLIFE IN POST-APARTHEID SOUTH AFRICA

Professor Petra Rethmann, Department of Anthropology, McMaster University, Canada

Co-sponsored by the South African Association of Canadian Studies

This course will examine how the history of South Africa's anti-apartheid struggle is represented and remembered. It will explore the temporal regimes of memory and nostalgia; the management and musealisation of memory; history and its narrative and artistic authorisations; and biographical, autobiographical, and sociological interpretations. Illustrated by literary as well as non-literary sources, such as music, public art, film and video, objects and spoken traditions, the course is designed to introduce students to debates related to historiography and memory, especially in the South African context. It will look at the specific paradoxes that arise when historical and cultural narratives make contending claims upon the past and will examine elements such as trauma, anger, oblivion, nostalgia, and loss, showing how these categories tell us something about how the recent political past is remembered or forgotten. In particular it will consider how left-wing political culture comes to be reconfigured or obscured. Finally, it will refer to the range of genres (historiography, biography, and autobiography) that have been engaged for the purpose of narrating and representing revolutionary history, especially autobiographies written by South African Communist Party leaders.

LECTURE TITLES

1. Revolutionary culture in South Africa: history and memory.
2. Biography and cultural memory.
3. The uses of autobiographical memory.
4. The musealisation of revolutionary memory.
5. Memories of the future and nostalgia.

Recommended reading

See page 68 in this brochure.

28 January–1 February

8.00 pm

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

241 THE GREAT WAR: REPRESENTATION AND 'REALITY' IN LITERATURE AND HISTORY

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

This course will consider how the meaning and significance of the Great War was determined by influential books and poems written by combatants on the Western Front in that war. Writers such as Graves, Sassoon, Owen, Remarque and Barbusse contributed to the popular idea that the war was horrific and futile, simultaneously apocalyptic and senseless. We will weigh their accounts against recent literary and historical re-assessments of the war, and suggest ways in which history and literature sometimes converge and sometimes diverge in interpretation. The course will develop the argument that, whilst the war is almost unimaginable outside of its modernist literary framework, it should also be understood within the specific historical context of modern warfare. Seen from this perspective the Great War becomes more complex and our imaginative response to it should be richer.

LECTURE TITLES

1. The Great War and the crisis of modernism.
2. British writers and the Western Front.
3. The experience of modern war.
4. From frontline to fascism: Germany's soldier writers.
5. Myths and memory.

Recommended reading

- Fussell, P. *The Great War and Modern Memory*. New York, Oxford University Press, 1975.
- Eksteins, M. *Rites of Spring: The Great War and the Birth of the Modern Age*. 1989 (any edition).
- Hynes, S. *A War Imagined: The First World War and English Culture*. London, Bodley Head, 1990.

28 January–1 February

6.00 pm

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

195 EMERGING TRENDS IN DEVELOPING MARKETS: IMPACT ON THE SOUTH AFRICAN ECONOMY

Réjane Woodroffe, chief economist and head of International Portfolio Investments, Metropolitan Asset Managers

After the emerging market crisis at the end of the 1990s, emerging markets have bounced back strongly. The Morgan Stanley Emerging Market Index, a measure of global emerging equity markets, is up over 350% while the same index for developed markets is up only 60%. Emerging markets have some US\$4 trillion in reserves, low external debt, healthy current account balances, increasingly wealthier populations that are rapidly developing their human and physical capital bases and economic output – when measured in purchasing power terms – that exceeds that of the developed nations. In purchasing power parity terms (which removes currency distortions), emerging markets have surpassed the developed world and make up some 55% of world GDP. The larger emerging economies such as India and China now consume a greater percentage of raw commodities than the United States. This lunch-time lecture will investigate the direct impact these trends have on the South African economy.

Friday 25 January

1.00 pm

LECTURE FEES

Full: R50,00

Staff: R25,00

Reduced: R13,00

Tickets are on sale at the door only if seats are available: R55,00; staff & reduced (on production of cards): R30,00.

191 MONEY LAUNDERING: TRENDS AND RESPONSES

Charles Goredema, senior research fellow, Organised Crime and Money Laundering Programme, Institute for Security Studies, Cape Town

Organised crime, including violent crime, drug trafficking and fraud, is a significant threat to social and economic development in Africa. South Africans are familiar with periodic waves of violent crime and occasional revelations of large-scale massive corruption or fraud, such as the Fidentia scam. The costs of crime cannot be overstated. Economically, the effects range from a loss of already scarce human resource skills, to reduced foreign investment and the declining viability of small and medium-sized enterprises. The social costs are equally severe, particularly in an environment lacking social safety nets to protect the poor. Political costs include vigilantism as the public and political opportunists resort to desperate (and illegal) measures to deal with alleged criminals. Yet the rewards of organised crime constitute a formidable impediment to its control. Money laundering is the term which refers to the manner in which these rewards are made, concealed and circulated.

Partly because it is such a secretive activity, there is little information on the typology and extent of the circulation of tainted funds in South Africa. There is even less information in other parts of Africa. But there is immense pressure on governments and business to adopt appropriate and adequate responses to money laundering, particularly with the advent of the US-driven 'war on terrorism'. This lunch-time lecture will examine the adequacy and effectiveness of the frameworks that are being developed in South Africa to prevent money laundering.

Tuesday 22 January

1.00 pm

LECTURE FEES

Full: R50,00

Staff: R25,00

Reduced: R13,00

Tickets are on sale at the door only if seats are available: R55,00; staff & reduced (on production of cards): R30,00.

293 EARLY PORTUGUESE SHIPWRECKS ALONG THE SOUTH AFRICAN COAST: TRAGEDIES AND SURVIVALS

Randolph Vigne, historian and writer

Much has been written about the contacts, from the late 17th century onwards, of the peoples of Europe with those of southern Africa, as recorded by Dutch East India Company officials of the Cape and by occasional travellers. A century earlier, however, Portuguese carracks, giant wooden ships carrying up to 800 passengers and crew, rounded the Cape of Good Hope, bound for the Indies. Many were wrecked on the coasts of Natal and the Eastern Cape on the return voyage. Detailed and sometimes enthralling records were kept of these shipwrecks and of the fate of the Nguni and, to a lesser extent, the Khoisan-speakers through whose territories survivors made their way. Eighteen of these narratives were published in Lisbon in 1735 to 1736 as the *História Trágico Marítima (Tragic History of the Sea)*. This lunch-time lecture will explore the experiences of the cast-aways and the people they encountered in the century before Dutch settlement at the Cape.

Wednesday 30 January

1.00 pm

LECTURE FEES

Full: R50,00

Staff: R25,00

Reduced: R13,00

Tickets are on sale at the door only if seats are available: R55,00; staff & reduced (on production of cards): R30,00.

295 A SPRINGBOK OF THE SKIES: SAILOR MALAN

**Professor Bill Nasson, Department of Historical Studies,
University of Cape Town**

As part of its schools outreach programme, the British Ministry of Defence distributes glossy brochures entitled 'We were there'. These commemorate the significant combat contribution made in two World Wars by men and women from the Empire and Commonwealth to ensure that if the sun did not always shine over London, it would at least never set. One of the most prominent figures mentioned is the Station Commander of RAF Biggin Hill, Group Captain A.G. 'Sailor' Malan. A warrior hero of the Battle of Britain in the Second World War, he is depicted in a classic contemporary airfield photograph – his airman's cap at a jaunty angle, his expression laconic, hands swallowed by deep greatcoat pockets. An Anglo-Afrikaner South African, Adolf Giysbert Malan distinguished himself as a sort of Jan Smuts of the skies, the British Empire's best kind of South African. As a Battle of Britain veteran recalls in a recent memoir, 'It was a great surprise to be told one day that "Hitler", his RAF nickname, was actually a South African Boer'.

That is one perspective within which to set the story and significance of Sailor Malan. Another is the liberalising impact of the Second World War upon the values and beliefs of many servicemen, including those from the Union of South Africa, an influence which in Malan's case provided the link between hunting the Luftwaffe in the early 1940s and his central role in the Torch Commando after demobilisation. Sailor Malan was a justly famous wartime figure, at the centre of things in a decisive period of history. This lunch-time lecture will consider key aspects of his life and times.

Thursday 31 January

1.00 pm

LECTURE FEES

Full: R50,00

Staff: R25,00

Reduced: R13,00

Tickets are on sale at the door only if seats are available: R55,00; staff & reduced (on production of cards): R30,00.

121 ALIENS: INTERNAL AND EXTERNAL ALIENATION

Co-ordinated by Professors Julian Leff, psychiatrist, University of London and Joan Raphael-Leff, Teen-Parenting Project Convenor, Anna Freud Centre, United Kingdom

Our bodies and minds provide a historical record of human interaction, reflecting the residues of intimate moments as well as alienating effects of catastrophic events of hurt and betrayal. Families and groups show a strong tendency to identify some of their members as 'different' and to expel or marginalise them, and this propensity exacts a toll on individual lives. This course aims to understand the psychological roots and consequences of the creation of 'aliens' both through social pressure and unconscious internalisations.

The first lecture will look at the psychological processes that lead to the exclusion of people with mental illness, and how they may be brought back into the company of their fellows. The second examines the mechanisms of socialisation among amaXhosa and how these ensure group cohesion to prevent alienation. The third lecture focuses on 'alien' aspects of our internal realities – both unconscious 'enclaves' within the mind, and 'cyborg' bodily states. The fourth lecture illustrates the psychic effects of transgenerational transmission with detailed accounts from alienated expectant mothers coping with adversity at the margins of society. The final lecture will examine how disabled identities are produced, and the gap between South Africa's enlightened policy and actual practice. All these lectures will explore human vulnerability and how alienation may be reduced with the benefit of psychosocial interventions.

LECTURE TITLES

1. Overcoming the stigma of madness. *Prof J Leff*
2. Marching to a different drum. *Sindiwe Magona*
3. Invasion of the body/mind snatchers. *Prof J Raphael-Leff*
4. Childbearing in the margins. *Dr S Honikman & Sheila Faure*
5. Disability and otherness. *Prof L Swartz*

21–25 January

11.15 am

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

122 CONVERSATION: A SHORT HISTORY OF A LOST ART

Dr Kenneth Hughes, Department of Mathematics and Applied Mathematics, University of Cape Town

In the 18th century conversation was held to be one of the highest arts. Dr Johnson (himself no mean conversationalist) thought it an essential part of everyone's education and urged Boswell to improve his conversation by study; the philosopher David Hume thought so well of conversation that he took it as the very model of political co-operation when he wrote about the rise of 'Conversable Society'; while in Jane Austen's novels the heroines are forever enquiring about the young men by asking 'Is he a man of conversation?' – and returning a negative verdict on the man if the answer is 'No'.

Yet today all this seems strange and alien. One cannot take lessons in acquiring conversational skills, and no-one today would publish a book consisting entirely of conversations, such as *Goethe's Conversations with Eckermann*. Who killed conversation? In this course we aim to trace the rise and fall of conversation, with a little help from the historical sociologist Norbert Elias, the historians Peter Burke and Theodore Zeldin, and the outstanding contemporary American essayist Stephen Miller.

LECTURE TITLES

1. The abundance of Athens and the silences of Sparta.
2. The rise of the fork and the birth of the handkerchief: technology and Christian politeness.
3. The 'Conversable Society' and conversation in the Golden Age.
4. Conversation threatened by the cult of authenticity: the Romantic Age.
5. The crisis of morals and the eclipse of conversation: the 20th century.

Recommended reading

See page 68 in this brochure.

21–25 January

11.15 am

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

211 ETHICS AND LAW IN BIBLICAL NARRATIVE

**Dr Azila Reisenberger, School of Languages and Literatures,
University of Cape Town**

As one of the most translated and studied books in the history of humanity, the Bible holds special status and authority in defining codes of ethics and behaviour. Biblical law extends beyond purely religious boundaries and acts as a guide to resolving moral choices. It promotes ethical ways in which human beings can or should behave towards one another. However, forefathers and foremothers, prophets and national leaders did not always adhere to the code, or live up to its expectations.

By focusing on specific narratives and characters in the Old Testament, this course will explore 'case histories' which demonstrate how Biblical law and codes of ethics were perceived and enacted by biblical heroes. Furthermore, it will reflect on two related questions: are these laws and ethics relevant to modern society, and do they resonate with contemporary experience?

LECTURE TITLES

1. Do not do to others what you do not like done unto you.
2. Dealing with politically incorrect emotions.
3. Prophets and judges: ethical leaders or tyrants?
4. Mighty kings: 'law unto themselves'?
5. Laws dealing with women: when righteousness is not enough.

28 January–1 February

9.15 am

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

132 EXISTENTIALISM: THE PHILOSOPHY OF JEAN-PAUL SARTRE AND ALBERT CAMUS

Dr Augustine Shutte, Department of Philosophy, UCT

Existentialism is a philosophy that concerns itself with the meaning and purpose of life. It arose in France in the years after the Second World War as a reaction to traditional systems of thought and ideologies such as fascism and communism. Laying great stress on our freedom to choose, and our responsibility for the sort of life we lead, it rejects a purely academic setting, and expresses itself in plays and novels as well as in strictly philosophical writing.

In this course we will study two seminal existentialist texts: Sartre's *Existentialism and Humanism*, a famous lecture he gave in Paris in 1945, and Camus' novel, *The Plague*. Sartre's lecture provides a lucid introduction to the main existentialist concepts: freedom, anxiety, abandonment, commitment, authenticity and fundamental option. Camus' novel examines the nature of the human predicament (symbolised by the plague-ridden city of Oran) and searches (in the different responses of the five main characters) for an authentic way of being human in an 'absurd' situation. Sartre was a committed atheist who saw the idea of God as incompatible with human freedom; he eventually became a Marxist. Camus rejected all forms of authority and fixed systems of thought, but admired human goodness in individuals. It is strongly recommended that the two key texts are read before the course starts.

LECTURE TITLES

1. Sartre: condemned to freedom.
2. Sartre: authentic existence.
3. Camus: the human predicament.
4. The quest for humanity: love or revolt?
5. The quest for humanity: faith or truth?

Recommended reading

- Sartre, J-P. *Existentialism and Humanism*. Methuen, London, 1970.
- Camus, A. *The Plague*. Penguin Books, New York, 1968.
- Warnock, M. *The Philosophy of Sartre*. Hutchinson, London, 1965.
- Bree, G. *Camus*. Rutgers University Press, New Jersey, 1961.

21–25 January

3.30 pm

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

144 THE WITCH ARCHETYPE AND JUNGIAN PSYCHOLOGY: WITCH IMAGES IN HISTORY

Dr Johann Graaff, Department of Sociology, University of Cape Town and candidate Jungian analyst, Zurich

Using a Jungian theoretical paradigm, this course will investigate the historical images of witches. It will explore the changing and yet unchanging image of the witch-figure as it appears over a period of 5 000 years in myths and legends, in sculpture and painting, in religious and secular literature, and more recently in film. Famous cases like the Salem witch-hunt and the 'devils of Loudon' will be considered in some detail and the evocative witch-images in European art of the 17th century will be discussed. The course will conclude with a reflection on the nature of Jungian archetypes, specifically that of the dark feminine, and relate these to our everyday lives.

LECTURE TITLES

1. Introductory themes: the 17th century European witch-craze.
2. From Lilith to Sharon Stone: a 5 000 year overview.
3. The Salem witch-hunt and the Devils of Loudon.
4. 17th century European art and witches.
5. Jungian archetypes and the dark feminine.

Recommended reading

- Kerner, J.L. *The Moment of Self-Portraiture in German Renaissance Art*. University of Chicago Press, Chicago, 1993.
- Roper, L. *Witch Craze: Terror and Fantasy in Baroque Germany*. Yale University Press, New Haven and London, 2004.
- Trevor-Roper, H. *The European Witch-Craze of the Sixteenth and Seventeenth Centuries* in M. Marwick (ed.) *Witchcraft and Sorcery*. Penguin Books, Harmondsworth, 1982.

21–25 January

6.00 pm

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

294 NARRATING HEALING: POSSIBILITY AND LIMITS OF FORGIVENESS

Associate Professor Pumla Gobodo-Madikizela, Department of Psychology and Associate Professor Chris van der Merwe, School of Languages and Literatures, University of Cape Town

The writers of *Narrating our Healing: Perspectives in Healing Trauma* (Cambridge Scholars Publishing, 2007) will briefly share their journey in writing their book, which began with their Summer School course in 2005. They will explore the relationship between traumatic memory and narrative, as well as how language is used to re-construct narratives of traumatic events. They will also discuss the interdisciplinary dialogue between literature and psychology and extend this interdisciplinary approach to an examination of the link between philosophical and psychological perspectives of forgiveness after trauma.

Wednesday 30 January

1.00 pm

LECTURE FEES

Full: R50,00

Staff: R25,00

Reduced: R13,00

Tickets are on sale at the door only if seats are available: R55,00; staff & reduced (on production of cards): R30,00.

131 ANAESTHESIA EXPLAINED

Co-ordinated by Dr Anthony Reed, Department of Anaesthesia, University of Cape Town

Pain relief in childbirth, the increased use of cosmetic surgery and an ageing population requiring surgery means that many of us will encounter an anaesthetist at some stage in our lives. Advances in modern surgery would not have been possible without the development of anaesthesia. The groundbreaking discovery of ether provided surgeons with the possibility of undertaking surgical procedures without the patient being awake and in constant pain. Modern practices have made it possible to prolong surgical procedures and to support critically ill patients during life-saving procedures. However, many of the early concerns still remain, particularly for high-risk surgical procedures.

This course by members of the Department of Anaesthesia will introduce some of the mystery and the science of modern anaesthesia. It will briefly explain the advances that have been made in the past 150 years, the major types of anaesthesia available and how these work. It will also cover the surgical advances that have been made in Cape Town such as heart transplants and the separation of conjoined twins. This course is similar in parts to one given in Summer School 2004, but includes additional material.

LECTURE TITLES

1. Introduction and history of anaesthesia. *Prof M James*
2. General anaesthesia and consciousness. *Dr A Reed*
3. Local, epidural and spinal anaesthesia. *Dr I Joubert*
4. Anaesthesia for heart surgery, transplantation and minimally invasive neurosurgery. *Prof P Gordon & Dr A Reed*
5. Anaesthesia for separation of conjoined twins and interventional paediatric cardiology. *Assoc Prof J Thomas*

21–25 January

3.30 pm

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

242 CLIMATE CHANGE AND IMPACTS: TRANSFORMING SOCIETY

Co-ordinated by Dr Phoebe Barnard, Global Change & Biodiversity Programme, South African National Biodiversity Institute, Kirstenbosch

The past three years have seen a major shift in public and media understanding of climate change as one of the most serious challenges facing humanity. But what will climate change mean in practice? Increased scientific certainty and political and public attention all mean that 6.6 billion people need now to make a huge collective effort to transform society towards a more sustainable, low carbon pathway. Society, the economy and the ecosystems and natural resources on which they depend will experience a variety of impacts, some 'good', many 'bad'. What can we do to adapt and to minimise these impacts? The course will explore the impacts of climate change on ecosystems, biodiversity, water resources, agriculture, the economy and society. It will explore the most feasible ways of transforming society at an individual and practical level to help us cope with climate change.

LECTURE TITLES

1. Science, politics and the South African context of climate change.
Dr H Winkler, Energy Research Centre, UCT
2. Landscapes, livelihoods, natural resources and adaptation: climate change in Africa.
Dr G Ziervogel, Climate Systems Analysis Group, UCT
3. Vulnerability and adaptation of ecosystems and biodiversity to climate change.
Dr P Barnard & Dr G Midgley, SANBI
4. Vulnerability and adaptation in the economy and impacts on freshwater and coastal environments.
Arthur Chapman, CSIR, Stellenbosch
5. Putting knowledge into action in the Western Cape.
Tasneem Essop, Minister of Environment, Planning and Economic Development, Western Cape

Recommended reading

See page 68 of this brochure.

28 January–1 February

6.00 pm

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

212 GEARING UP FOR GERIATRICS

Co-ordinated by Dr Sebastiana Kalula, Head of Geriatric Medicine and Acting Director, Faculty of Health Sciences, UCT

This course by leading geriatric specialists will discuss topical issues that relate to ageing, including the physical, cognitive and social aspects of this life process. Participants will learn about the way in which geriatric medicine developed, the physical, mental and psychosocial changes that may occur with ageing and why and when older persons may require a comprehensive geriatric assessment. Dementias will be discussed: what they are, why they develop, who gets them and what can be done about them, as well as the interrelation between dementia and depression. In the third lecture the popular myth – that declining physical and mental vitality is an inevitable consequence of ageing – will be dispelled. Ways of maintaining and improving fitness and the expected changes that occur with age as well as the role of diets, supplements and medications will also be covered. The lecture on osteoporosis will focus on the causes of the disease and the devastating effects of falls, including their impact on the independence of the older person. Participants will also learn about the current management of osteoporosis and fall prevention strategies. Finally, the legal and ethical concerns commonly encountered in old age as well as strategies to plan for future care will be addressed.

LECTURE TITLES

- | | |
|--------------------------------|------------------------------------|
| 1. What is geriatric medicine? | <i>Dr S Kalula</i> |
| 2. Dementias and depression. | <i>Dr K Ross</i> |
| 3. Active ageing for health. | <i>Dr L de Villiers</i> |
| 4. Osteoporosis and falls. | <i>Dr J Dave & Dr S Kalula</i> |
| 5. Planning for future care. | <i>Dr L Geffen</i> |

28 January–1 February

9.15 am

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

253 KAROO FOR CONNOISSEURS

Dr John Almond, palaeontologist, natural history educator and specialist field guide

The Great Karoo, the vast and arid hinterland of the Cape, harbours little-known and under-appreciated natural wealth. This course will introduce curious naturalists to the Karoo's peculiar treasures, covering a broad range of natural phenomena relating to the south-western Karoo, from extra-terrestrial impacts, rocky koppies, dry riverbeds, ancient sediments and fossils to resilient vegetation, desert fauna and recent extinctions. It will also feature a passionate procession of early travellers and naturalists, from the comical to the courageous, who discovered a garden of earthly delights in this unique area. The course should appeal to Karoo-lovers, and enlighten those who have mistakenly dismissed the Great Karoo as an abominable desolation infested with cactus and desiccated dinosaur remains.

LECTURE TITLES

1. Koppies, floods and vlaktes: unravelling the 'timeless' landscapes of the modern Karoo.
2. Bidentals and the beastly Blinkwater monster: bonanza of bones from the reptiliferous strata of the Cape.
3. Kambro, kannip, ghaap and kanna: fat plants for thin people.
4. Sticky willies and hairy nipples: outrageous vegetable characters of the Karoo.
5. Quaggas and goggas – where's the beef? Karoo wildlife, past and present.

Recommended reading

- Esler, K.J., Milton, S.J. & Dean, W.R.J. (eds.) *Karoo veld, ecology and management*. Briza, Pretoria, 2006.
- Palmer, E. *The plains of Camdeboo*. Jonathan Ball, Johannesburg, 1990.

28 January–1 February

8.00 pm

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

194 THE CAPE FUR SEAL: BIOLOGY, ECOLOGY AND CONTROVERSY

**Mduduzi Seakamela, scientist, Marine & Coastal
Management**

This two-lecture course will examine the Cape fur seal, one of the most controversial of all marine mammals. By focusing on how the biology of seals determines their behaviour, the course will offer an introductory view of the species, the ecology and the conservation of the animals. The lectures will focus on seal research, including research methodology and projects in the field.

Unlike other fur seals and sea lions, which belong to the group of eared seals, the Cape fur seal is distinguished by the presence of abundant under-fur. This is what makes the pelts so valuable and is one of the reasons these animals have been ruthlessly killed by humans for hundreds of years. Because seals feed mainly on fish, and the perception by the fishing industry that seals affect their operations, the industry has proposed that seals be culled. Seabird conservationists have raised concerns about the behaviour of seals insofar as they compete with seabirds for breeding space and food resources, and are also concerned about the perceived predation on already endangered seabirds. These issues have caused conflict between scientists and animal welfare activists; the course will attempt to elucidate the issues.

LECTURE TITLES

1. Seal biology and behaviour.
2. Seals, seabirds and the fishing industry.

Thursday 24 & Friday 25 January

1.00 pm

COURSE FEES

Full: R100,00

Staff: R50,00

Reduced: R25,00

152 SONGS OF THE STARS: THE REAL MUSIC OF THE SPHERES

Professor Don Kurtz, Centre for Astrophysics, University of Central Lancashire, United Kingdom

Humans are intensely visual creatures: for us seeing is believing. But there are other ways to know the world and the universe. For many species of bats, hearing is believing. Pythagoreans believed in a celestial 'music of the spheres' 2 500 years ago, an idea that reverberates in Western music, literature, art and science. We now know that there really is a music of the spheres, and that the stars have sounds in them that we can use to see into their very cores. We also know that humans can see with sound.

This illustrated course will explore the relationship of music to stellar sounds. Participants will be able to hear the real sounds of the stars. They will even hear musical compositions where every member of the orchestra is a real astronomical star and learn how we use sound to see.

The course will also examine the effects of the Sun on the Earth, how we are able to use sounds in the Sun to get a better understanding of the 11-year solar cycle and are even able to watch dangerous solar storms on the far side of the Sun. The lives of stars, from birth to death, and the latest discoveries made with the use of stellar sounds and vibrations will be discussed. The course will conclude by investigating astronomical telescopes in the world's most extreme environments and discovering the strangest stars and new planets that orbit other stars.

LECTURE TITLES

1. Seeing with sound: from bats to Bach.
2. Thoroughly modern music: an orchestra of stars.
3. A close eye on the Sun: the Sun-Earth connection.
4. Inside the stars: white dwarfs to red giants.
5. Big telescopes and remote sites: observing strange stars and new planets.

21–25 January

8.00 pm

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

143 CAPE TOWN'S TRANSPORT SYSTEM

Co-ordinated by Dr Roger Behrens, Centre for Transport Studies, University of Cape Town

It is widely held that Cape Town's transport system is in disarray. Public transport services have been allowed to degrade, and most who can afford it use private transport, increasing general traffic congestion, per capita emissions and fuel consumption, and further undermining the viability of the formal, scheduled public transport modes. A new approach to the planning and management of urban transport systems, captured under the rubric of 'Putting Public Transport First', was launched in the mid-1990s, with some fanfare. Since then little has changed for the better and, indeed, much seems worse.

This course, by members of the Centre for Transport Studies, will consider some of the critical questions embedded in this situation. While not a systematic or comprehensive perspective on transport matters in the city, it does seek to provide a critically framed exploration of some of the issues which demand informed public debate.

LECTURE TITLES

1. Cape Town's transport system crisis: why we can't build our way out of the problem. *Dr R Behrens*
2. The public transport system we need: why we find it difficult to put it in place. *Assoc Prof P Wilkinson*
3. Restricting car use: congestion charging and other 'travel demand management' measures. *Lisa Kane*
4. The role for technology: 'intelligent transport systems' and the management of road traffic. *Dr M Vanderschuren*
5. Global oil depletion: implications for long-term transport system restructuring. *Jeremy Wakeford, School of Economics*

21–25 January

6.00 pm

COURSE FEES

Full: R250,00

Staff: R125,00

Reduced: R62,00

291 THE HOFMEYR SKULL AND THE ORIGINS OF LATER PLEISTOCENE SOUTH AFRICANS

Associate Professor Alan Morris, Department of Human Biology, University of Cape Town

This lunch-time lecture will focus on the Hofmeyr skull from the Eastern Cape. Although discovered nearly 50 years ago, only recently did modern technology make it possible to date the skull. Ground-breaking work done by the Oxford Luminescence Research Group has produced an optically stimulated luminescence date of 36 400 years before present. This places the Hofmeyr skull at between 30 000 and 40 000 years old, and makes it the only specimen from southern Africa at that date.

The complex statistical analysis that was done on this specimen has shown that it has more characteristics in common with the Europeans from the Upper Palaeolithic than with the modern southern Africans. This does not mean that modern Africans came from Europe. The research, which will be discussed in detail in this lecture, shows that the pool of people from which both modern Africans and modern Europeans were drawn was very different from their modern descendants and that racial variation is a relatively recent development.

Monday 28 January

1.00 pm

LECTURE FEES

Full: R50,00

Staff: R25,00

Reduced: R13,00

Tickets are on sale at the door only if seats are available: R55,00; staff & reduced (on production of cards): R30,00.

292 CONSERVING OUR INDIGENOUS USEFUL PLANTS

Phakamani Xaba, specialist horticulturalist, Kirstenbosch National Botanical Garden

South Africa's rich indigenous biodiversity has always played an intrinsic role in human survival and existence. Over the centuries, many indigenous plants have provided medicine, food, beverages and charms as well as materials for crafts and construction. This illustrated lunch-time lecture will discuss the associated traditions of plants and the ways in which they are used in different cultures. It will also describe some of the initiatives taken by the South African National Biodiversity Institute to conserve this precious heritage through such initiatives as the Useful Plants Demonstration Garden at Kirstenbosch, the stock demonstration gardens in the Cape Flats and the Outreach Greening Programme, which engages schools and local projects and focuses on education and skills development, including plant propagation and gardening techniques.

Tuesday 29 January

1.00 pm

LECTURE FEES

Full: R50,00

Staff: R25,00

Reduced: R13,00

Tickets are on sale at the door only if seats are available: R55,00; staff & reduced (on production of cards): R30,00.

171 AUTOBIOGRAPHICAL WRITING: MOMENTS OF BEING

Anne Schuster, writer and writing facilitator

We all have stories to tell – stories of our unique experiences, people we have known, places we have visited, adversities overcome, truths discovered. Many of us never tell them, often because we do not know where to start. This practical course introduces and develops the narrative skills of autobiographical writing. It offers ways of discovering your stories and then of crafting them into interesting pieces of writing.

Whether you want to record your experiences for family and friends, turn them into fiction, or are simply writing for yourself in order to understand your journey, this course will give you tools to craft the stories of your life into readable narratives.

- The course uses practical writing exercises, games, drawing and other lively techniques to create a non-threatening, spontaneous and productive space for writing. Beginner writers are welcome.

21–25 January

9.00 am–12.30 pm

No admission to single sessions

MAXIMUM 20 participants

VENUE Room 3A, Graduate School of Humanities Building, University Avenue

COURSE FEES

Full: R900,00

Staff: R660,00

Reduced: R460,00

162 CHINESE BRUSH PAINTING FOR ALL

Jane Dwight, exhibitor, lecturer and author, United Kingdom

This course aims to give students a sample of the creative possibilities offered by Chinese brush painting. Beginning by learning traditional technique in depicting 'The Four Gentlemen', students will build up a catalogue of strokes leading to the painting of bamboo, plum blossom, orchids, chrysanthemum, butterflies and the panda. In doing this, they will learn about the particular equipment and the qualities of paper used in this branch of Oriental art.

- This course is designed both for beginners and as a revision opportunity for those who have already had some exposure to Chinese brush painting and would like to hone and extend their skills.
- The course fee includes the cost of the materials required.

Recommended reading

Dwight, J. *The Chinese Brush Painting Source Book*. Apple Press, United Kingdom, 2007.

21–25 January

10.00 am–1.00 pm

No admission to single sessions

MAXIMUM 18 participants

VENUE Crit Room, Centlivres Building, University Avenue

COURSE FEES

R1 060,00

Staff: R820,00

Reduced: R620,00

173/272 CREATIVE FICTION WRITING**Ron Irwin, freelance editor, literary agent and writer**

This course is for the serious beginner writer of fiction who needs practical, hands-on advice on how to improve his or her work. Run in a workshop-lecture format, the first hour of every class is spent reviewing student submissions; the second hour is usually a short lecture on one element of the craft of fiction and an in-class exercise. Students who attend this course must have ready access to email, and must be prepared to submit their work to the group via email for discussion and to complete short homework assignments. Ideally students should be also be serious about getting their work published.

LECTURE TITLES

1. Beginnings.
2. Characters.
3. Conflict.
4. Dialogue.
5. Publishing.

■ Two identical courses will be offered.

Course 173: 21–25 January 6.30–8.30 pm

Course 272: 28 January–1 February

No admission to single sessions

MAXIMUM 20 participants

COURSE FEES Full: R640,00 Staff: R470,00 Reduced: R320,00

261 **FIGURE DRAWING**

Gretchen van der Byl, artist and part-time lecturer at Michaelis School of Art, University of Cape Town

Working with a live model, this practical course aims to provide participants with the basic perceptual and technical skills needed to continue drawing after completion of the course. Thus the emphasis is not on producing a single polished image, but on developing each participant's own particular visual language and methodology. Sessions will include rigorous drawing exercises and technical issues such as line, shading and composition will be explored. Beginners and those more experienced in drawing are welcome.

- A list of required materials will be available on registration.

28 January–1 February 9.00 am–12.00 pm

No admission to single sessions

MAXIMUM 20 participants

VENUE Crit Room, Centlivres Building, University Avenue

COURSE FEES R900,00 Staff: R660,00 Reduced: R460,00

262 MODELLING IN CLAY: PORTRAIT SCULPTURE

**André Kalunga Peters, sculptor, object maker and painter,
Germany**

This practical course aims to enable participants to create in clay a good likeness of a person or model by identifying characteristic features and by observing symmetry and asymmetry.

The course will begin with an introductory lecture illustrating past traditions and current practices, using examples from European art history and traditional African carving. Practical work will include decisions about model size and form and will lead to the making of armatures to hold the clay modelling. By modelling each other, students will learn how to define form, and gradually to build up the head.

As far as possible, participants will be assisted on an individual basis, particularly with any difficulties arising from the modelling of specific facial features such as the ears, nose, eyes and mouth.

- Beginners and more advanced students are welcome; some experience in drawing faces is necessary.
- The course fee includes the cost of the materials required.

Recommended reading

Any book on anatomy with good illustrations of the head and shoulders.

28 January–1 February 9.30 am–12.30 pm

No admission to single sessions

MAXIMUM 18 participants

VENUE Drawing Office 2, Snape Building, Engineering Mall

COURSE FEES R1 050,00 Staff: R810,00 Reduced: R610,00

161 NARRATIVE PAINTING**Paul Birchall, professional artist, London and Cape Town**

Narrative painting is a genre of image-making that has fallen into some neglect, perhaps through an increasing focus on media such as film, video and television. Intended for students with some previous painting or drawing experience, this course aims to take participants through a process of planning and making a painting that becomes more than just a figurative representation of the world in which we live. The first session will begin with an illustrated talk, and thereafter participants will be guided and encouraged to experiment with ideas, techniques, imagery, composition and colour to produce a final painting in a medium of their choice. The aim is to try to produce imaginative, interesting imagery which creates a compelling narrative.

- The course fee includes basic start-up materials, but students are expected to provide their own materials as they continue working with their own choice of medium.

21–25 January

9.30 am–12.30 pm

No admission to single sessions

MAXIMUM 18 participants

VENUE Drawing Office 2, Snape Building, Engineering Mall

COURSE FEES

R950,00

Staff: R710,00

Reduced: R510,00

271 POETRY WRITING

Dr Finuala Dowling, poet and novelist

This five-session practical course is intended for people who are interested in different ways of unlocking, assembling and editing poems. It will offer pragmatic approaches to overcoming the kinds of problems routinely encountered by both aspirant and experienced poets, from the point of inspiration to final draft.

Poetry texts, representing the work of both established poets and lesser-known writers, will be used as a reference in the workshop process, as will focussed discussion of participants' own writing.

Participants are requested to bring to the first session a poem of their own composition on any topic; ideally this should not exceed 22 lines in length.

LECTURE TITLES

1. Poetry sources.
2. Poetry and the human voice.
3. Imagery and form.
4. The grammar of poetry.
5. Editing and publishing.

28 January–1 February

10.00 am–12.00 pm

No admission to single sessions

MAXIMUM 20 participants

COURSE FEES

R640,00

Staff: R470,00

Reduced: R320,00

172 WRITING FOR CHILDREN

Reviva Schermbrucker, freelance writer of children's books, teacher and facilitator

This practical course is intended for those who are strongly attracted to writing for young readers but feel in need of some guidance and support. Designed to assist both beginners and more experienced writers in need of a creative injection, the workshop will help you to develop age-appropriate ideas, structure picture book texts and experiment with writing for the older child (aged 8 to 12). Participants will experience a series of activities that promote discovery of the playful, imaginative world of children's books while introducing the disciplines of the many genres that fall under its scope. The workshop will include elements of writing, making, looking and reading and, participants will be encouraged to develop personal projects.

LECTURE TITLES

1. Our childhood is the source.
2. Subverting expectations.
3. One model: plotting a picture book from problem to resolution.
4. Different genres, different age needs.
5. Your personal project.

 21–25 January

10.00 am–1.00 pm

No admission to single sessions

MAXIMUM 20 participants

VENUE Room 3.29, Centlivres Building, University Avenue

COURSE FEES

R900,00

Staff: R660,00

Reduced: R460,00

181 ITALIAN FOR BEGINNERS

Tiziana Zambonini, freelance Italian teacher

This course is designed for participants with no prior knowledge of Italian.

The course aims to develop students' ability to understand and speak Italian. They will receive a grounding in Italian grammar and conversational skills, and each session will comprise both grammar and conversation. Class participation is an important element of the course, and students are expected to spend time each day working on 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.

- The course fee includes all course materials and notes. Please note that this course runs for three weeks, including an extra week after Summer School.

21 January–8 February

6.00–7.30 pm

Mondays to Fridays

No admission to single sessions

MAXIMUM 20 participants

COURSE FEES

R1 270,00

Staff: R900,00

Reduced: R640,00

182 PORTUGUESE FOR BEGINNERS

José Gama, language and culture teacher, Ministry of Education, Portugal

This course is designed for participants with no prior knowledge of Portuguese.

It aims to provide students with skills that will enable them to understand and communicate in Portuguese in everyday practical situations. Participants will be encouraged to acquire a sound grammatical language base and to participate in classroom activities such as drills and role-plays designed to build fluency and confidence. Aspects of Portuguese cultural life, such as music and literature, will be introduced in context. Occasional homework will be required. On completion of the course, students should be able to enjoy the benefit of being able to communicate in one of the most spoken languages in the world.

- The course fee includes all course materials and notes. Please note that this course runs for three weeks, including an extra week after Summer School.

21 January–8 February

6.00–7.30 pm

Mondays to Fridays

No admission to single sessions

MAXIMUM 20 participants

COURSE FEES

R1 270,00

Staff: R900,00

Reduced: R640,00

283 FUNCTIONAL XHOSA FOR BEGINNERS

Professor Sandile Gxilishe, School of Languages and Literatures, University of Cape Town

Many people believe that they have a relatively limited aptitude for learning Xhosa, because traditional classroom strategies tend to under-exploit the full potential of learners. This language course hopes to overcome language barriers by using techniques which counteract negative suggestions or fears and instil positive feelings.

Through developing communication skills, the course will introduce large concentrations of rich language from the beginning. It will show participants that they are able to understand significant volumes of language material and can use this material to ask and answer questions, initiate and respond to various statements and maintain face-to-face conversation.

The course will foster a positive and supportive attitude, encourage active participation, and make use of a range of relaxation and language exercises. Homework will be minimal.

- The course fee includes all course materials and notes. Please note that this course begins on Monday 28 January, not 21 January, and runs for three weeks, ending on Friday 15 February.

28 January–15 February 9.30 am–12.30 pm

15 morning sessions

No admission to single sessions

MAXIMUM 20 participants

COURSE FEES R1 990,00 Staff: R1 320,00 Reduced: R1 030,00

102 BASIC WEB SEARCHING

**Professor Peter Underwood, Centre for Information Literacy,
University of Cape Town**

Finding information on the Internet can be a frustrating and time-consuming exercise. Many people cannot find the information they are looking for, and instead are swamped with irrelevant or partly relevant material.

Saving time and searching the Web effectively depends upon knowing something about how search engines work, selecting appropriately from what is available and using a suitable search plan. This interactive three-hour workshop, which encourages discussion and questions, will familiarise participants with the characteristics of the Web and provide them with the searching tools they require. It is based in a computer laboratory, giving participants hands-on experience of using different search techniques, as they are explained by the lecturer.

This is a basic, introductory course, intended for relative newcomers to Web searching. An intermediate level course is available for those who already have experience. See page 65 in this brochure for information about this course.

- Please note that it is essential that all participants are already familiar with using computers, the Windows environment and Web browser, and they must have some experience of searching the Web.

Thursday 24 January

3.00–6.00 pm

MAXIMUM 18 participants

VENUE Steve Biko Building, North Lane

COURSE FEES

R340,00

Staff: R250,00

Reduced: R155,00

202 INTERMEDIATE WEB SEARCHING

**Professor Peter Underwood, Centre for Information Literacy,
University of Cape Town**

Skilled Web searchers often make careful choices about which search engines to use for a particular search, thus reducing the possibility of retrieving vast amounts of irrelevant information. However, many searchers do not realise that there is a large proportion of the Web that is invisible to these search engines. This includes some unique sources of information. To find information in this 'hidden' or 'deep' Web requires the use of specialised tools and techniques.

The interactive three-hour workshop will familiarise participants with these tools and techniques. Based in a computer laboratory, it will encourage discussion and questions and give participants hands-on experience of using different search techniques, as they are explained by the lecturer.

This is an intermediate course, intended for those who are already familiar with Web searching. A basic level course is available for those who are relative newcomers to Web searching. See page 64 in this brochure for information about this course.

- Please note that it is essential that all participants are already very familiar with using computers, the Windows environment and Web browser.

Thursday 31 January

3.00–6.00 pm

MAXIMUM 18 participants

VENUE Steve Biko Building, North Lane

COURSE FEES

R340,00

Staff: R250,00

Reduced: R155,00

101 ONLINE SOCIAL NETWORKING FOR BEGINNERS

Tony Carr, Centre for Educational Technology and Dr Tanja Bosch, Centre for Film and Media Studies, University of Cape Town

Human interaction on the Internet has changed significantly in the last few years. People used to register with websites because of an interesting topic or a shared identity. Now we can join websites that make it easy to start our own online social networks or join sites that have been initiated by other participants, rather than by the designers of a site. Well-known examples include *Facebook*, *MySpace* and *Flickr* as well as *MXit*, which offers a chat service on mobile phones. These social networking services are generally poorly understood because they are quite new, under-researched and often surrounded by controversy in the mass media.

In this two-session course participants will engage with these debates by exploring current research in the field. They will develop a familiarity with some of the better-known services, including *Facebook* and *MXit*. By the end of the course participants will be able to draw their own conclusions about some of the following issues: the reasons people join these sites, the opportunities and risks involved in social networking, how young people can minimise potential risks and the advantages of belonging to the sites.

- Please note that participants must be familiar with accessing websites and sending and retrieving email, and must have access to the Internet. Whilst access to broadband Internet connection is not essential, it will allow for more effective participation in online activities between sessions. A cell phone which is capable of GPRS communication will allow you to take full advantage of the introduction to *MXit*.

Monday 21 & Thursday 24 January

2.00–4.00 pm

No admission to single sessions

MAXIMUM 30 participants

VENUE Steve Biko Building, North Lane

COURSE FEES

R345,00

Staff: R245,00

Reduced: R175,00

201 PUBLISHING WEBPAGES

Larry Margolis, Information and Communication Technology Services, University of Cape Town

This three-session course is designed for beginners who want to create or manage a website. It gives hands-on instruction on how to build a website and publish this site on the World Wide Web. During the course participants will be shown how to use a Web authoring tool and they will be introduced to standard design and navigation principles.

- Participants who wish to register for this course should have basic Windows file-management literacy and have access to the Internet.

Monday 28–Wednesday 30 January 3.00–5.00 pm

No admission to single sessions

MAXIMUM 10 participants

VENUE Steve Biko Building, North Lane

COURSE FEES R685,00 Staff: R485,00 Reduced: R345,00

RECOMMENDED READING LIST

Please note: Some of these books are available at the UCT library. See page 10 of this brochure for information on library access.

Course 121: Conversation: a short history of a lost art

- Miller, S. *Conversation: a history of a declining art*. Yale University Press, New Haven, 2006.
- Elias, N. *The civilizing process*. Blackwells, Oxford, 1987.
- Rabb, T.K. *The last days of the Renaissance and the march to modernity*. Basic Books, New York, 2006.
- Zeldin, T. *An intimate history of humanity*. Sinclair-Stevenson, London, 1994.

Course 242: Climate change: transforming society

- Dow & Dowling. *The Atlas of Climate Change*. Earthscan, 2006. ISBN-10: 1-84407-376-9.
- Lynas. *Six degrees – Our future on a hotter planet*. Fourth Estate/Harper Collins, 2007.
- Montbiot. *Heat – How to stop the planet burning*. Allen Lane/Penguin, 2006.

Course 252: Revolutionary history and its afterlife in post-apartheid South Africa

- Benjamin, Walter. 1940. *Theses on the Philosophy of History in Illuminations: essays and reflections* (translated by Harry Zohn). Schocken, 1969.
- Benjamin, Walter. 1931. *Left-Wing Melancholy in The Weimar Republic Sourcebook*. University of California Press, Los Angeles, 1994.
- Buntman, Fran. *Robben Island and Prisoner Resistance to Apartheid*. Cambridge University Press, 2003.
- Clingman, Stephen. *Bram Fischer: Afrikaner Revolutionary*. University of Massachusetts Press, 2000.
- Modisane, William Bloke. *Blame Me on History*. Jonathan Ball Publishers, 1963.