



UNIVERSITY OF STELLENBOSCH

DEPARTMENT OF ENGLISH

**HONOURS
COURSE PROSPECTUS
2019**

COURSE CO-ORDINATOR:

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Room 577
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Webpage: <http://www0.sun.ac.za/english/>

THE DEPARTMENT OF ENGLISH

VISION

For more than three centuries, the Cape has served as a passageway linking West and East, North and South. This conjunction of the local and the global, of time and place, consciously informs our goals in the Department of English at Stellenbosch University. In our teaching and research, we ask how – and why – modes of reading, representation and textuality mean differently, in different times and locales, to different constituencies.

MISSION

We envisage the discipline as a series of transformative encounters between worlds and texts, a process of reading, thinking, debate and writing which is well-placed to contribute not only to our students' critical and creative knowledge of 'English' as a discipline, but also to the possibilities for change in Stellenbosch, a site still marked by racial and economic disparity. If novels by Chimamanda Adichie and Abdulrazak Gurnah, poetry from the Caribbean, and articles by Njabulo S. Ndebele can prompt revised recognitions of racial, cultural and gendered identities, so too can fiction by Olive Schreiner or poetry by Walt Whitman open us to challenging points of view about the relation between identity and inherited ideas, postcolonial theory and the politics of the local. Our research areas (among them ecocriticism, writing experimentally, feminist theory, queer theory, Nineteenth-Century American Renaissance and modernity and blackness) contribute to our diverse ability to position 'English' as a space of literatures, languages and cultural studies which engages a deliberately wide range of thought, expression and agency. We aim to equip our graduates with conceptual and expressive proficiencies which are central to careers in media, education, NGOs, law, and the public service. Simultaneously, we recognize that capacities of coherent thought and articulation can play an important role in democracy and transformation.

In the English Department, we encourage a collegial, inclusive research community in which all participants (staff, postgraduates and undergraduates, fellows, professors extraordinaire and emeriti) are prompted to produce original and innovative scholarship. To this end, there is a programme of regular events in the department, among them research seminars featuring regional and international speakers; workshops on research methods, proposal writing, and creative writing, and active reading and writing groups. Such platforms complement the department's vibrant InZync poetry project, the Shut Up and Write sessions, and the digital SlipNet initiative (<http://slipnet.co.za/>), enabling us to create a teaching and learning environment in which the pleasures and challenges of 'English' as 'englishes' can be publicly performed and debated, in Stellenbosch and beyond.

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A. HONOURS PROGRAMME 2019

INTRODUCTION

The Honours degree is a requirement for MA studies in the English Department and thus provides a crucial stepping stone towards further graduate studies (and an academic career, for some). This degree also offers major advantages to those who do not intend to pursue further graduate studies, but who wish to enter professions requiring a sound knowledge and thorough understanding of cultural and intellectual debates and social issues, a high degree of intellectual flexibility, and advanced competence in the use of written and spoken English. These professions include teaching (secondary or tertiary), language consultancy, journalism and other careers in the media (electronic, printed and visual), advertising, public relations, publishing, diplomacy, marketing, tourism and business. Companies often employ our Honours graduates because they see them as good prospects for in-house training, which give graduates enhanced skills in that particular field.

The Honours programme must be completed in one year. The Honours Programme is not offered by distance tuition. Students need to be on campus from the end of January to the end of November of their Honours year.

Participation in research activities is an important requirement of the English Honours programme at Stellenbosch University. All Honours students are obliged attend the weekly English Department Research Seminars at 12h00 on Thursdays. These are intended to enrich staff and graduate student intellectual life: even when the topics of individual seminars do not relate specifically to students' research areas, they will present students with useful ways of thinking about literature, culture and theory, and foster the kind of cutting edge intellectual debate that we see as one of the core strengths of our departmental postgraduate programme. All Honours students participate in the postgraduate symposium hosted by the Department in the second semester (date to be confirmed), at which students have the opportunity to discuss work-in-progress from their research essay. All Honours students participate in workshops on writing and profession work-related skills, offered in two blocks during the year. The strong focus on research and professional skills is an integral part of the Honours programme, and one of the reasons why we do not offer distance tuition.

Studying the Humanities, particularly at postgraduate level, requires students to challenge their knowledge parameters. During the course of modules, you may experience potentially contentious material, the function of which is not to shock but to encourage you to think critically. When you register for Honours in English Studies, the Department understands that you are aware you may encounter such material and that you will engage with it in a thoughtful and adult manner.

APPLICATION PROCEDURES

Applicants from other universities register with the University of Stellenbosch Administration by filling in the requisite form, including proof that they have obtained a BA degree with English as a major, and a final mark for English of at least 65%. In addition, they should send (to the Honours co-ordinator of the English Department) both a letter of recommendation from one of their third-year lecturers in English (if available) and an example of their academic writing in English Studies (such as a third-year essay). Students at the University of Stellenbosch who have obtained the requisite 65% minimum in their third-year English studies need only send a letter of application (for Honours) to the University Registrar. The

65% entrance requirement is not, unfortunately, discretionary: students who do not meet this minimum mark will not be allowed to register for an Honours degree. All prospective students are advised to submit their applications before the 30th October the previous year, which is the closing date for applications to the Honours course.

Consult the Honours co-ordinator, by telephone or email, for further information. Students from other countries should contact the university's International Office at this email address: interoff@sun.ac.za

BASIC STRUCTURE OF THE HONOURS PROGRAMME

All Honours students are expected to participate in the postgraduate symposium (held in the second semester) and to attend the English Department Research Seminars (held at 12h00 on Thursdays). The first meeting of English Honours students will take place on Monday 28th and Tuesday 29th January 2019 (10h00-15h30 on both days) in the Molteno (Arts Building 579) and Honours Rooms. It is essential that all Honours students be present at this orientation meeting.

The Honours programme in English Studies consists of nine taught modules spread over the first three terms: you *need to choose eight modules from the nine offered*. However, in order for a module to be taught, a minimum number of nine students need to show interest in the respective module. You will be expected to choose your eight modules on the second day of the Orientation programme.

You are obliged to attend the *Shut Up and Write* workshops in the third and fourth terms, which will assist in you developing and completing your long research paper. These workshops will take place on Thursdays, between 9.30am and 11.30am. In addition, Honours students have to complete a compulsory research essay module: an extended piece of research that counts the equivalent of two modules. This is a year-long project that is completed under the guidance of an advisor. It is important to begin thinking quite early in the year about a topic for your research and communicating with a potential advisor. Please check the English department's website to gain some insight into the research interests of academic teaching staff.

Semester 1

Term 1: 3 modules
Term 2: 3 modules
Research essay

Semester 2

Term 3: 3 modules
Term 4: Research essay

Each module comprises six two-hour sessions. The research essay, which constitutes **25% of the total mark** for Honours, is spread across the whole year.

Each module is assessed by written work of **approximately 3 000 words**, in total. The research essay comprises between **10 000 and 12 000 words**, and is pursued under the close and regular guidance of an advisor during the academic year. The due date for the research essay is the **1st November 2019**.

As part of the English Department's commitment to developing media skills among the Honours cohort, there will be two workshop series provided in 2019. While the workshops

are not subject to assessment, attendance is compulsory, and students will be expected to produce potential submissions for paid publication on SLiPnet, the Stellenbosch Literary Project. The first workshop series will address ‘Web Design and Writing’. It will be held on three consecutive Fridays between 10am and 1pm in the first term - the 15th and 22nd February, and the 1st of March in the Honours room). The sessions will be offered by award-winning freelance writer, designer and publisher Nick Mulgrew, and will focus on getting students oriented to web platforms, and producing forms of arts’ journalism. The second workshop series is a short film course which offers basic practical filmmaking skills, over four consecutive Fridays in the third term – the 26th July, and the 2nd, 16th and 23rd August in the Honours room. The course will be facilitated by Damian Samuels and Jean-Paul Moodie of *Fade2Black Productions*. Here, students will have the opportunity to learn conventional film industry processes and standards and to be guided through the process of producing a creative, super short film.

Attendance at all classes and workshops is *compulsory*, as is full preparation for each class (i.e. completing the set readings and written assignments, or any other required tasks, before each class). Students must provide medical evidence for absence from a class. After missing two classes from any one module, your continuation of the Honours course will be discussed at departmental level.

Essays/assignments not submitted by their due date will be penalised (5% deducted from the obtained mark for the essay per day late). If an essay/assignment is still outstanding by the start of the examination period (at the beginning of November), the student’s status becomes “Incomplete,” and she or he will fail the year.

A signed declaration that plagiarism has not been committed should be attached to all submitted written work; the general regulations and procedures that apply to plagiarism in the Arts Faculty are followed in the Department and students should ensure that they familiarise themselves with these regulations and procedures.

ORIENTATION DAYS

This will be held on 28th and 29th January in the Molteno (Arts Building 579) and Honours rooms from 10h00-15h30, and on Friday, the 8th February in the JS Gericke Library between 10am and 11.30am. The first two orientation days will comprise an information and orientation session, during which students will meet with staff and be introduced to their various modules, followed by workshops on research methodologies and writing skills, and brainstorming sessions around research essay topics (students are encouraged to begin thinking of potential research essay topics before the meeting). The orientation days will also provide students with the opportunity to meet and get to know one another. Please note that the session on the 8th February is a library orientation session and takes place in the *JS Gericke* Library between 10am and 11.30am. The Orientation programme will be sent to all students the week before Orientation.

POSTGRADUATE SYMPOSIUM

This workshop/symposium, held at the start of the second semester, is intended to provide a space for you to talk about and clarify your research focus for the long research essay, with

MA and PhD students. Students will be required to submit a synopsis of the proposed research – along with a tentative title - in the second term.

ENGLISH DEPARTMENT RESEARCH SEMINARS

All Honours and MA students are *required to attend and participate*, and resident and visiting DLitt students are strongly encouraged to attend and participate, in the weekly English Department Research Seminars held at 12h00 to 13h00 every Thursday. These seminars are intended to enrich staff and graduate student intellectual life and to present graduate students with useful ways of thinking about literature, culture and theory. Students unable to attend a seminar are expected to excuse themselves to the relevant co-ordinator.

SUBMINIMUM REQUIREMENT

To pass the Honours degree overall, it is necessary to obtain an average mark of 50% or higher. However, a student who fails two or more modules in the Honours programme cannot pass the Honours course, even if the mathematical average of the marks is 50% or above.

NB: All students must meet the requirements for December graduation. Only in exceptional cases can the completion of the degree be postponed to March graduation.

HONOURS MODULES

NOTE: ALL PRESCRIBED TEXTS WILL BE PROVIDED BY THE DEPARTMENT, SOME ON LOAN.

Semester 1

Term 1

Module 1: *Eyes Across the Water: Africa and its Seas*

Prof. Tina Steiner

Mondays, 14h00 – 16h00

4th, 11th, 18th * and 25th February; 4th and 11th March

In this elective we will be reading narratives that situate Africa at the centre of global flows of people, material objects and ideas across its seas. We will focus on the long history of Africans moving to other locations due to slavery, migration and diaspora formation. The chosen texts for this elective narrate multiple historical trajectories and geographical itineraries and we privilege a “view from the boat” to theorize about the significance of voyages across the Mediterranean, the Indian Ocean and the Atlantic: Morrison’s Atlantic slave narrative is set in the 17th century and Christiansë portrays the complex relationship between master and slave at the Cape in the 19th C. We will engage with Paul Gilroy’s work on the ‘Black Atlantic’ and the emerging field of Indian Ocean Studies that owes much to

historical analyses of the significance of the Mediterranean. Theoretical/secondary readings will be made available.

*** Please note that the class of Monday, the 18th February will be held the week before, on Thursday, the 14th February between 10 and 11.45 am.**

Prescribed texts:

Morrison, Toni. *A Mercy*

Christiansë, Yvette. *Unconfessed**

*This text is out of print and students will get a loan copy from the department to be returned at the end of the module.

Module 2: *Innovative Writing: Re/fusing the Academic/Creative Divide*

Prof. Sally-Ann Murray

Tuesdays, 10h00 – 12h00

5th; 12th; 19th; 26th February; 5th and 12th March

In this workshop-based module, we will explore the possibilities for configuring innovative forms of writing in an academic context, drawing inspirational method from the lyric essay, creative non-fiction, autoethnography, fictocriticism, and the creative writing practices of poetry and narrative. What circumstances might provoke the turn to experimental forms of thinking-writing-making by those working within established academic discourse? What is to be gained by experiment as a disruptive multi-modality of knowledge-making, and what are some of the constraints? What can innovative writing *look* like, *sound* like, *feel* like... - and why does this matter? As prompts for our exploration of ‘the innovative necessity’, we will read hybrid materials from many contexts, and we will write and workshop our own examples, en route towards producing polished pieces for course assessment.

Materials will be provided as PDFs or links.

Module 3: *An Introduction to the Nineteenth-Century “American Renaissance”: Canonicity and Critique*

Dr. DW de Villiers

Wednesdays, 14h00 – 16h00

6th; 13th; 20th; 27th February; 6th and 13th March

In a seminal, canon-configuring book published in the 1940s, the American critic F. O. Matthiessen adopted the term “American Renaissance” to designate a defining occasion of American literary identity, “the Age of Emerson and Whitman,” as his subtitle has it. Invoking Ralph Waldo Emerson’s identification of an individuating “moment in the history

of every nation, [...] the moment of adult health, the culmination of power,” Matthiessen proceeds to examine the importance and tenor of the work of Emerson, Nathaniel Hawthorne, Herman Melville, Henry David Thoreau, and Walt Whitman, published in “[t]he half-decade of 1850-55” (vii). This study has been extremely influential, although its organising idea of an “American Renaissance” has been variously challenged and problematised: among other things, subsequent critics have significantly expanded Matthiessen’s narrow temporal frame and limited selection of authors. Yet the works produced in this era continue to engage writers, theorists, and general readers. The primary aim of this course is to introduce students to this moment by way of Emerson’s essays and lectures, Melville’s *Moby-Dick*, and the poetry of Whitman and Emily Dickinson: to explore the themes and tonalities of these enduring writings, which among other things capture the authors’ fraught relationships to their own time and place. Moreover, in our discussions we will also take note of how their work has been taken up in other contexts, and thereby initiate a tentative engagement with both the question of “national literature” and the problematic of canonicity.

Prescribed texts:

Melville, Herman. *Moby-Dick; or, The Whale*. 1851. Edited by Harrison Hayford and Hershel Parker, Norton Critical Editions, Norton, 1999. [ISBN 9780393972832]
Levine, Robert S., editor. *The Norton Anthology of America Literature, Vol. B: 1820-1865*. 9th ed., Norton, 2017. [ISBN 9780393264470]

Term 2

Module 4: *Walking in the City*

Prof. Louise Green

Tuesdays, 10h00 – 12h00

2nd; 9th; 16th; 30th April; 7th and 14th May (23rd April – Friday timetable)

‘It is as if something that seemed inalienable to us, the securest among our possessions, were taken from us: the ability to exchange experiences.’ (Benjamin, ‘The Storyteller’, 83)

This course examines what happens to the category of experience in the culture of modernity. It explores the way in which life in cities is transformed through the processes of industrialization and modernization and how these changes in turn transform people’s ways of encountering the world and their ability to formulate their experiences into meaningful narratives. The aim of this course is to introduce you to an intellectual tradition known as critical theory and to invite you to experiment with new forms of writing. Although the theorists we will discuss, Karl Marx, Georg Simmel, Theodor Adorno, Walter Benjamin, Michel de Certeau and Achille Mbembe, come from different disciplinary backgrounds, they are all concerned with questions of form. They ask the question: how can we describe the world in such a way as to change it. The course will use this constellation of theoretical texts to reflect on forms of living and writing in South African cities. We will end by exploring a small set of city streets on our own walk through the city.

Course materials will of necessity be provided as PDFs or links.

Module 5: *Thinking, speaking and writing feminist: inside centres, margins and divergences*

Dr. Nadia Sanger

Mondays, 10h00 – 12h00

1st; 8th; 15th; 29th April; 6th and 13th May (22nd April – Public holiday)

This course considers a range of contemporary feminist narratives in critically thinking through current understandings of gender, sexuality, race, class, place and space. It looks at notions of ‘voice’ – visibility, absence, dominance, marginality and silence. It considers the politics of in-between-ness and ambiguity, and the possibilities of writing into this space. Through the narratives of women writers – but not only the voices of women characters - this course asks questions about the multiple and layered embodiment of human subjects in the every day, and what different kinds of feminist thinking might offer to existential knowledge around human-ness.

Prescribed texts:

Gay, Roxane. *Difficult Women*. New York: Grove Press, 2017.

Other primary texts will be provided as PDFs or links.

Module 6: *Politics of the Environment*

Dr. Tilla Slabbert

Thursdays, 14h00 – 16h00

4th; 11th; 18th; 25th April; 2nd and 9th May

In this module, we examine a selection of literary and cinematic productions through the lens of ecocritical studies. We challenge the ways we think and read about the environment, and consider how writers/filmmakers represent histories, aftermaths and ongoing practices of dispossession, human-animal displacement, (resource) exploitation, “fueling culture” (Szeman, Wenzel and Yaeger), and other forms of environmental degradation. In the literary component, we study Amitav Ghosh’s *The Hungry Tide* (2004), *Oil on Water* by Helon Habila (2010), and a selection of short stories and essays i.e. from *Mongrel* by William Dicey (2016). In the cinematic component, we examine the film *Black November* by Jeta Amata (2012) and the documentary *Unearthed* by Jolynn Minnaar (2014).

Semester 2

Term 3

Module 7: *An Introduction to Narrative theory*

Dr. Nwabisa Bengeni

Mondays, 10h00 – 12h00

22nd; 29th July; 5th; 12th; 19th and 26th August

This course draws on narrative theory to examine diverse narratives spanning various modes of fictional and literary production. The texts to be studied focus on the impact on private/individual lives against the backdrop of significant public moments. The course will explore modes of self-representation, truth-telling and witnessing for the collective. Other concerns include gender and history in narrative theory, temporal and spatial poetics.

Prescribed texts:

Julie Orringer. *The Invisible Bridge*. New York: Vintage, 2010.
Ayòbámi Adébáyò. *Stay With Me*. United Kingdom: Canongate Books, 2018.

Module 8: *Re-Storying the Victorians*

Dr. Jeanne Ellis

Wednesdays, 14h00 – 16h00

24th; 31st July; 7th; 14th; 21st and 28th August

Neo-Victorianism's concern with the haunting presence of the past registers in its turn to the Gothic, whereas its fascination with the secret lives of "Eminent Victorians" is expressed in its turn to biographical fiction or biofiction, which often emulates Lytton Strachey's modernist debunking of them in his collection of biographical sketches. This vast and growing field incorporates fiction in a range of genres (including children's and young-adult fiction), theatre, film, visual art, series and games, which has in turn generated an extensive body of critical work. The course aims to introduce students to current theory and criticism by focussing on Peter Carey's *Jack Maggs* (1997) and its source text, Charles Dickens's *Great Expectations* (1861).

Prescribed texts:

Peter Carey. *Jack Maggs*. Vintage, 1999 (ISBN-10: 0679760377; ISBN-13: 978-0679760375)

Charles Dickens. *Great Expectations*. W. W. Norton & Company, 1999 (ISBN-10: 0393960692; ISBN-13: 978-0393960693).

Module 9: *Queer Lives, Queer Pedagogy*

Prof. Shaun Viljoen

Thursdays, 14h00 – 16h00

25th July; 1st; 8th; 15th; 22nd and 29th August

The course uses the two prescribed texts to help us look closely at dilemmas about and perspectives on queerness and queer lives in various familial, social and historical contexts. What constitutes “a queer life”? What does context do to or for queerness? What is enabling about “queer” as a paradigm for thinking about a life, and what too are its limits? The set readings are envisaged to serve as a starting point which sets up an opened-ended and participatory curriculum for the rest of the course in terms of what gets selected for individual and joint study, and how we assess coursework.

Prescribed texts:

Martin, Karen, and Makhosazana Xaba (Eds). *Queer Africa: New and Collected Fiction*. Cape Town; Ma Thoko’s Books. 2013.

Trengove, John. *Inxeba*. 2017

B. GENERAL INFORMATION

RESEARCH FOCAL AREAS

The Department has identified four strategic Research Focal Areas. Students are encouraged to situate their research within these Research Focal Areas, but are also enabled by staff expertise to undertake research within the broad field of literary and cultural studies in English. The Department has at its disposal expertise at the highest level on a range of writers, fields and problem areas. Prospective students should consult the “research” pages on the Departmental website for the full range of staff research and supervision areas. In addition to full time staff, Professors Emeritus and Extraordinaire may also be available to co-supervise theses. Research in the Department is focused on literary and cultural texts within the following areas:

- Atlantic and Indian Oceans: crossings and encounters
- Race, genders and sexualities
- Life writing and fictions of the self
- Queer theory
- Writing experimentally
- The local, the global and the transnational
- Environmental politics
- Feminist theories
- Reading the nineteenth century
- Southern and Eastern African studies
- Space, place and topographies of subjectivity
- Reading-Translating-Writing as a self-reflexive practice

READING GROUPS (OPEN TO ALL GRADUATE STUDENTS IN THE DEPARTMENT)

The Eastern African and Indian Ocean Studies Reading Group

This group brings together researchers from various disciplinary backgrounds and across the world, working on aspects of Eastern Africa and the Indian Ocean Worlds. It provides a platform for staff and graduate students to exchange ideas and discuss recent developments in the field. Convener: Prof Tina Steiner (tsteiner@sun.ac.za).

Nature critical/The critical condition of nature

This reading group takes as its starting point the sense of crisis surrounding the idea of nature. New threats to the natural world seem to be proliferating at an alarming rate and the news is full of predictions of disasters and ending -- species becoming extinct, climate change, pollution and habitat destruction. What does it mean to consider these urgent questions within the disciplinary frame of literary studies? How can we wrest 'nature' from the stranglehold of advertising and natgeowild and allow it to circulate in ways which open up new possibilities away from its relentless commodification. How can concern for the environment avoid turning into a new form of imperialism, a 'Green imperialism' in which the west once again tries to save Africa from itself. This reading group explores some of the ways in which ecocriticism has responded to these problems and will explore how nature is becoming increasingly bound up within ethical questions about modes of life. Convenors: Prof Louise Green lagreen@sun.ac.za; Dr Tilla Slabbert msslabbert@sun.ac.za and Dr Eckard Smuts eckardsmuts@gmail.com.

<https://naturecritical.wordpress.com/>

Queer Reading group

This reading group meets once per month to discuss critical approaches to gender and sexuality. We focus particularly on African scholarship, cultural productions and media articles that concern non-heterosexual and gender-variant identities.

Convenors: Prof Shaun Viljoen scv@sun.ac.za and Dr Tilla Slabbert msslabbert@sun.ac.za

OPPORTUNITIES FOR INTERNATIONAL STUDY / STUDY ABROAD

A number of study abroad exchange opportunities are available to postgraduate students at Stellenbosch University and are administered by the International Office.

Please contact the International Office for further information: matiesabroad@sun.ac.za, phone 021 808 4628, or visit their webpage: <http://www.sun.ac.za/international>.

There are two ways in which you may qualify to study abroad:

1. You may study abroad at one of the Bilateral Exchange Partners of Stellenbosch University.

A bilateral exchange is based on a signed agreement that exists between Stellenbosch University and an international institution. Students who participate in bilateral exchanges receive a tuition waiver from the host institution. Students can apply for a short-term programme (e.g. Summer School); a semester; or for a full

academic year. Students can take subjects for credit transfer purposes or conduct research during their exchange.

2. You may also study abroad through the International Student Exchange Program (ISEP), which has 260 members throughout the United States and 35 other countries. ISEP members are institutions of higher education that are regionally accredited (U.S. institutions) or recognized by their government or ministry of education (non-U.S. institutions).

When selecting sites, consult the ISEP website (<http://www.isep.org>), which offers a search by field of study and links directly to each university's homepage. You can apply for institutions in the United States as well as institutions participating in Multilateral Exchanges. Institutions participating in Multilateral Exchanges are marked with an *.

POSTGRADUATE FUNDING FOR ENGLISH STUDIES

Several bursaries and grants are made available to prospective students by the University of Stellenbosch and by outside bodies such as the National Research Foundation (NRF).

Note especially the 'Babette Taute' bursaries, which offer generous amounts (up to R15 000 for fees as well as book grants), and the 'Harry Crossley bursary', 'Postgraduate Merit Bursary' and 'Winifred Wilson' bursary. Application forms for the Babette Taute bursaries are usually available within the English department during the second half of the preceding year.

Some funds are also available from the Department of English itself, with preference going to historically disadvantaged students. Inquire in good time as many closing dates for bursary applications fall early or during the second semester of the previous year. Apply for a departmental bursary by writing a letter to the Departmental Chair. Should funds be available, the Department will circulate a call and applications will be considered by a departmental committee. A number of staff members also have NRF grant-holder linked bursaries available. Speak to individual staff members, or look at the current research projects on the departmental website, for further information: <http://www.sun.ac.za/english>.

Enquiries about postgraduate funding should be directed to: Postgraduate Bursaries, Administration Block A, Tel: 021-808 4208, or email Ms Chantal Swartz: cswartz@sun.ac.za. Students should also consult the noticeboard outside the Postgraduate Bursaries office, or their webpage: <http://www.sun.ac.za/research>.

CONTACTS

The English Department's home page is accessible at <http://www.sun.ac.za/english> for more general information.

Please direct all enquiries regarding postgraduate study in the Department of English to the postgraduate programme co-ordinators, Dr Nadia Sanger (Honours), at 021 808 2041 or by e-mail: nsanger@sun.ac.za and Prof. Louise Green (MA), at 021-808-3102 or by e-mail:

lagreen@sun.ac.za and Prof Shaun Viljoen (PhD), at 021-808-2061 or by email: scv@sun.ac.za. Information can also be obtained from The Chair, Department of English, University of Stellenbosch, Private Bag X1, Matieland 7602 (tel. 021-808-2040).

Applications should be directed to The Registrar (Academic), University of Stellenbosch, Private Bag X1, Matieland 7602, preferably at the latest by the end of November of the year preceding commencement of studies, but at the latest by mid-January for Honours students. Masters or Doctoral students register later.

Students from other countries should contact Melissa Rust at the International Office of Stellenbosch University: mrust@sun.ac.za

General queries can be addressed to the Departmental Officer at 021-808-2040 or email: colettek@sun.ac.za. Queries for individual staff members and for course co-ordinators should be addressed directly to the staff member concerned (see below; all email addresses are: @sun.ac.za). The departmental fax number is: 021-808-2837.

Individual psychotherapy & personal development sessions

The Unit for Psychotherapeutic and Support Services (UPSS) offers a free psychotherapeutic, social and developmental service to all enrolled students to help them attain success in their studies. In individual therapy and counselling, you meet a specific psychologist regularly to discuss your concerns or problems. If you feel that you need assistance, please make an appointment with the receptionists at 49 Victoria Street, or call them on 021-808-4994. The therapist on duty will conduct an interview with you, obtain the relevant information from you and make a recommendation accordingly.

ENGLISH DEPARTMENT STAFF

ADMINISTRATIVE STAFF

Mrs Colette Knoetze (Senior Departmental Officer) | colettek | 808-2040 | 574
Mrs Johanita Passerini (Administrative Officer) | johanitap | 808-2051 | 581

PERMANENT ACADEMIC STAFF

	e-mail	Ext	Room
Bangeni, NJ (Dr)	njban	2399	585
De Villiers, DW (Dr)	dawiddv	2043	583
Ellis, J (Dr)	jellis	2227	588
Green, L (Prof)	lagreen	3102	564
Jones, M. (Dr)	meganj	2048	572 (on leave, sem 1)
Mbao, W (Dr)	wmbao	2054	577
Murray, S (Prof)	samurray	2044	573
Oppelt, RN (Dr)	roppelt	2049	580
Phalafala, U (Dr)	uphalafala	2042	582 (on leave in 2019)
Roux, D (Dr)	droux	2053	570
Sanger, N (Dr)	nsanger	2041	576
Slabbert, M (Dr)	mslabbert	3652	578

Steiner, T (Prof)	tsteiner	3653	566
Viljoen, SC (Prof)	scv	2061	575

PROFESSORS AND ASSOCIATE PROFESSORS EXTRAORDINAIRE

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