

Stuur asseblief enige nuuswaardige Lettere en Sosiale Wetenskappe nuusbrokkies of artikels (met of sonder foto's) aan Lynne Rippenaar (lynnr@sun.ac.za). Ons poog om die nuusbrief aan die einde van elke kwartaal uit te bring. Julle is ook welkom om die nuusbrief aan belangstellendes te stuur.

Please send any newsworthy Arts and Social Sciences news bits or articles (with or without photos) to Lynne Rippenaar (lynnr@sun.ac.za). We aim to send out a newsletter at the end of every term. You are welcome to distribute the newsletter to any interested party.

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Groundbreaking initiative addresses lack of PhD training and scholarship on African continent

Statistics regarding the state of African scholarship and doctoral education on the continent may look bleak, but thanks to an initiative within the Faculty of Arts and Social Sciences, Stellenbosch University (SU) is working on countering this status quo. The African Doctoral Academy, a training structure which focuses on delivering world-class doctoral graduates focused initially on the humanities and social sciences, was officially launched during a recent event at the Wallenberg Research Centre at the Stellenbosch Institute for Advanced Study (STIAS).

The event was attended by the Minister of Science and Technology, Ms Naledi Pandor. Ms Pandor, who voiced her support for the ADA, said that the Academy was doing integral work to “support and advance doctoral training and scholarship on the continent”, an effort which is crucial to the promotion of science and technology in Africa.



The Minister of Science and Technology, Ms Naledi Pandor (third from the left), delivered a keynote address during the launch of the African Doctoral Academy (ADA) in January. With her on the far left are the Dean of the Faculty of Arts and Social Sciences, Prof Hennie Kotzé, the Rector and Vice-Chancellor of Stellenbosch University, Prof Russel Botman, and the Director of the ADA, Prof Johann Mouton (far right). (Anton Jordaan, SSFD)

“Economic development and future prosperity,” she said, “does not rest on independent and isolated actions and activities, but requires regional interventions and planning to address our (Africa’s) challenges.”

Minister Pandor added that a doctoral degree “has become a proxy for individual achievement and for measuring (a) country’s capacity for original research.”

“The number of individuals with doctoral degrees per million (or thousand) of a population has (also) been used as a proxy for the strength of an innovation system. It’s therefore very important that Africans collaborate in producing more PhDs.”

The ADA has been operational for the last year and provides training courses to, amongst others, 55 full-time PhD students from 15 countries across Africa who are enrolled in the Graduate School of the Faculty with full scholarships for the next three years.

The Graduate School, along with the ADA and the Partnership for Africa’s Next Generation of Academics (PANGeA), is part of a three-pronged initiative in the Faculty to help regenerate and improve scholarship and research on the continent. It is also one of the 23 academic initiatives that forms part of SU’s HOPE Project (read more at www.thehopeproject.co.za). The Graduate School recruits students and coordinates their studies while PANGeA, which currently includes the universities of Botswana, Dar es Salaam, Makerere, Malawi, Nairobi and Stellenbosch, focuses on creating opportunities for collaborative research and exchange among peer institutions. It also focuses

on methodological development, full-time doctoral study and, in the longer term, the creation of joint doctoral degree programmes.

According to the Academy's Director, Prof Johann Mouton, the ADA was founded to promote human development by helping to counter the effects of both the graduate brain drain and the decline of scholarship in Africa. It provides support in research, scholarship, supervision and management.

"In this way it aims to become the pre-eminent site for advanced research skills training and development on the African continent," said Prof Mouton.

In essence, the ADA offers training courses for prospective and current doctoral students in theory, methodology and scholarship. It also offers certificated courses to academic staff on supervision, the management of postgraduate studies and research management.

This kind of training has become essential in Africa as studies have shown that over the last 10-15 years the continent's contribution to the share of world scientific output has declined significantly with Africa only contributing 0.7% to the global research output. The ADA is also countering another trend – that fact that the majority of doctoral students and increasingly more Masters students are studying part-time. This phenomena leads to students taking longer to complete their degrees – in the Social Sciences the mean age of PhD graduates is 41 years – and overall research productivity.

It is precisely these statistics, amongst others, that the ADA is trying to improve.

For more information about the ADA, contact Prof Johann Mouton at 021 808 2393 or jm6@sun.ac.za or visit www.sun.ac.za/ada. For information on the Graduate School and PANGeA, contact Prof Johann Groenewald at 021 808 4580 or jpg@sun.ac.za.

African Doctoral Academy presents first summer school on the continent

The first Summer School in Research Methods presented by the African Doctoral Academy (ADA) in partnership with the International Political Science Association (IPSA) was presented on Stellenbosch University's main campus from 17 to 28 January this year.

By means of this partnership headed by Prof Johann Mouton, the Director of the ADA, and Prof Dirk Berg-Schlosser from IPSA and Philipps University in Marburg, Germany, prospective and enrolled doctoral students in the social sciences and humanities, as well as academics and scholars were offered one- and two-week courses of the highest international standard on research methods.



Here are the PhD students, researchers, academics and presenters who participated in the African Doctoral Academy's Summer School in Research Methods. Sitting down in the front row are second from the left, Prof Dirk Berg-Schlosser, Prof Johann Mouton (fourth from the left) and the Dean of the Faculty of Arts and Social Sciences, Prof Hennie Kotzé (fifth from the left). (Anton Jordaan, SSFD)

The courses covered amongst others the epistemology of the social sciences, how to design research, quantitative and qualitative approaches to social research as well as a basic course on impact evaluation.

The course presenters included Prof Mouton and Prof Berg-Schlosser; Prof Max Bergman from the University of Basel in Switzerland; Mr Nelius Boshoff from Stellenbosch University (SU); Prof John Gerring from Boston University in the United States; Prof Bernhard Kittel from Carl von Ossietzky University of Oldenburg in Germany; Prof Johann Louw from the University of Cape Town; and Prof Brigitte Smit of the University of Johannesburg.

The ADA is a capacity-building centre of the Faculty of Arts and Social Sciences at SU. According to Prof Mouton, its mission is to support and advance doctoral training and scholarship on the African continent. "The African Doctoral Academy will exercise this mission through offering training courses for prospective and current doctoral students in theory, methodology and scholarship. It will also offer certificated courses to academic staff on supervision, the management of postgraduate studies and research management," he said.

To inform its own work, the Academy has also initiated a research programme on The African PhD.

Studie oor 26 jaar bied unieke insigte in Suid-Afrikaanse waardes in 'n demokratiese samelewing

Om beter te verstaan of 'n demokratiese samelewing ook tot 'n meer liberale en vreedsame nasie aanleiding gegee het, het prof Pierre du Toit en prof Hennie Kotzé van die Departement Politieke Wetenskap die waardes van die Suid-Afrikaanse publiek én elite oor 'n tydperk van 26 jaar voor, gedurende en ná ons land se oorgang tot demokrasie nagespoor. Hoewel verskeie organisasies al opnames oor Suid-Afrikaners se waardes gedoen het, is hierdie studie eiesoortig, aangesien dit die enigste longitudinale opname is wat die publiek se waardes oor so 'n lang tydperk meet, en boonop die eerste studie wat openbare en elitewaardes vergelyk.

"Hierdie studie gee ons dus insig in die denke van diegene wat in wese openbare beleid bepaal sowel as diegene wat daardeur geraak word," sê Du Toit en Kotzé.

Die bevindinge van hulle studie word vervat in 'n nuwe boek, *Liberal Democracy and Peace in South Africa: The Pursuit of Freedom as Dignity*, uitgegee deur Palgrave Macmillan. Die boek is ook onlangs aan die kampusgemeenskap by die Sasol Kunsmuseum en die breë publiek by 'n mediakonferensie in Kaapstad bekendgestel.



Prof Hennie Kotzé (links) en prof Pierre du Toit se nuwe boek, *Liberal Democracy and Peace in South Africa: The Pursuit of Freedom as Dignity*, is onlangs deur Palgrave Macmillan uitgereik. (Anton Jordaan, SSFD)

Die outeurs het bevind dat hoewel demokrasie grootliks aanvaar word, die gepaardgaande liberale waardes nie in dieselfde mate ontwikkel het nie.

"Wat dít beteken," sê Du Toit en Kotzé, "is dat daar in sommige gevalle 'n teenstrydigheid is tussen die waardes wat in die Grondwet geskryf staan en die werklike ingesteldheid van die algemene publiek."

Met behulp van die World Values Survey (WVS), wat in meer as 80 samelewings oor ses vastelande heen gedoen word, sowel as die Suid-Afrikaanse Meningsleieropname, kon Du Toit en Kotzé die maatskaplike, politieke en ekonomiese transformasie in Suid-Afrika onder die algemene publiek sowel as die elite naspoor. Die WVS word sedert 1981 elke vyf jaar gedoen, terwyl die Suid-Afrikaanse Meningsleieropname sedert 1990 deur prof Kotzé onder die vaandel van die Sentrum vir Internasionale en Vergelykende Politiek behartig word – agt hiervan is gedoen. Alle veldwerk is deur die marknavorsingsmaatskappy IPSOS-Markinor gedoen. Vir hierdie studie het die politieke wetenskaplikes die Suid-Afrikaanse publiek en elite se houdings tot 2006 en 2007 onderskeidelik ondersoek. Bepaalde aspekte waarop klem gelê is, sluit in verskillende rassegroepe se opvattinge oor die staat; interpersoonlike verhoudings, onder meer vertroue en verdraagsaamheid; genderverhoudings; opvattinge oor godsdiens en boosheid (“evil”), sowel as gevoelens jeens buitelanders.

“Ons het bevind dat Suid-Afrikaners mekaar oor die algemeen al hoe minder vertroue en bepaald lugtig is vir vreemdelinge. Terselfdertyd is hulle al hoe meer verdraagsaam teenoor bepaalde soorte mense, soos mense van ander rassegroepe, diegene met vigs, en buitelandse werksoekers, selfs al hou hulle nie van hierdie buitelanders nie,” verduidelik Du Toit en Kotzé.

’n Moontlike verduideliking vir Suid-Afrikaners se afkeer van buitelanders is die vrees dat hulle plaaslike mense van ekonomiese geleenthede kan ontnem, in teenstelling met die oortuiging dat dit bloot deur vreemdelingehaat aangevuur word.

“’n Groot meerderheid van Suid-Afrikaners is bereid om buitelanders te verdra, selfs al hou hulle nie van buitelanders nie. Hierdie afkeer blyk duidelik uit die sterk steun vir beleid wat omvattender beperkings oplê aan buitelanders wat die land binnekom. Afkeer is oor die algemeen eweredig onder die Suid-Afrikaanse bevolking versprei, oor ras-, klas- en geloofsgrense heen. Verdraagsaamheid, daarenteen, is nie so eweredig versprei nie. Die sterkste onverdraagsaamheid teenoor buitelanders is dié in die geledere van Suid-Afrikaners in die laer klas: Een uit vier sal nie eens langs buitelanders woon nie. Dié onverdraagsaamheid onder die laer klas is vergelykbaar met die vyandigheid teenoor buitelanders in sentra waar stedelike arm mense byeenkom,” sê Du Toit.

“Dit versterk die argument dat die Suid-Afrikaanse demokrasie nie kerngesond sal wees tensy en totdat arm Suid-Afrikaners se hoofbekommernisse aandag kry nie,” voeg Du Toit by.

Die WVS gebruik oral dieselfde kernvrae wanneer veldwerk gedoen word. Tog word landspesifieke vrae ook ingesluit om wisselende stadia van demokrasie en bevryding in verskillende samelewings te beoordeel. Een so ’n voorbeeld is die insluiting van opvattinge oor boosheid en bose magte by die Suid-Afrikaanse afdeling van die WVS in 2006.

“Ons het bevind dat die Suid-Afrikaanse publiek baie hoë vlakke van bedreiging ervaar, wat in godsdienstige verband in opvattinge oor boosheid na vore kom, terwyl die Suid-Afrikaanse elite, met die uitsondering van die kerkelite, minder geneig is daartoe. ’n Beduidende minderheid van die Suid-Afrikaanse publiek onderskryf ook die beleid van dodelike openbare geweld as ’n manier van gemeenskapsbeskerming, terwyl nóg ’n aansienlike minderheidsgroep onsekeres nie enige duidelike positiewe óf negatiewe standpunt oor sodanige uiterste beleidsmaatreëls inneem nie. In teenstelling daarmee, verwerp sowat die helfte van die publiek sodanige openbare geweld uitdruklik,” verduidelik Kotzé.

“Met die vertolking van hierdie bevindinge binne die paradigmas waarin boosheid in Suid-Afrika begryp word, blyk dit of die toestande van armoede, misdaad, ongelykheid en vigs openbare houdings aanmoedig wat die teenwoordigheid van bose magte aanvoel en gewelddadige beskermende reaksies deur die betrokke gemeenskappe regverdig. Wanneer dit binne die raamwerk van liberale demokratiese vrede vertolk word, is sodanige houdings wat openbare geweld onderskryf, geheel en al onversoenbaar met ’n liberale burgerlike sowel as politieke kultuur, en boonop nadelig vir vredevestiging in die Suid-Afrikaanse samelewing,” voeg Kotzé by.

Hoewel alle Suid-Afrikaners demokrasie ondersteun, het daar ’n duidelike gaping ontstaan tussen die elite- en openbare mening oor die gewenste liberale aard van demokrasie. By die publiek kry basiese, alledaagse ekonomiese kwessies voorkeur, aangesien ekonomiese prioriteite by hulle veel swaarder weeg as liberale beleidsoogmerke wat op lewensgehalte afgestem is. Nóg die elite nóg die publiek glo dat die staat die gewapende magte in die daaglikse bestuur van die land moet gebruik, behalwe vir die bekampings van misdaad. Dit beteken dat die publiek sterk gekant sal wees teen militêre ingryping ten tyde van binnelandse politieke onstuimigheid.

’n Interessante rigpuntaanwyser van die stand van liberale waardes in ’n hedendaagse samelewing is die mate waarin die doodstraf as regverdig beskou word. ’n Beduidende verskuiwing wat in hierdie verband opgemerk is, is die afname in steun vir die herinstelling van die doodstraf.

Die outeurs het ook bevind dat Suid-Afrikaners meestal sosiaal-konserwatief en heel onverdraagsaam staan teenoor sekere vorme van permissiewe gedrag.

“Neem byvoorbeeld die geval van aborsie. Onder die apartheidsbestel reeds was Suid-Afrikaners sterk teen aborsie gekant. Dit duur voort onder die nuwe bestel met sy menseregteer, ondanks ‘n uitspraak van die Konstitusionele Hof wat vir die wettiging van aborsie voorsiening maak én magtigende wetgewing te dien effekte. Dit is maar een voorbeeld van die sosiale konserwatisme wat die Suid-Afrikaanse publiek kenmerk,” sê Du Toit.

“Die studie sluit af met die bevinding dat uitgebreide openbare onsekerheid die verdere groei van liberale waardes strem. Onseker mense sal waarskynlik nie meer liberaal word nie. Openbare beleid moet daarom aandag skenk aan hierdie onsekerhede (wat onder meer deur armoede en sosiale verplasing vanweë snelle verstedeliking veroorsaak word) ten einde ‘n liberale weergawe van demokrasie te verseker,” voeg hy by.

DEPARTEMENT AFRIKAANS EN NEDERLANDS

Dis amptelik – US Woordfees is die gewildste!

- Martin Viljoen

Nou is dit amptelik! Die Universiteit Stellenbosch (US) Woordfees is die gewildste kunstefees in Suid-Afrika! Dié aankondiging is onlangs gedoen tydens ‘n luisterryke geleentheid by die Kunstekaap in Kaapstad waar die US Woordfees die kykNET Fiesta-gewildheidsprys ontvang het. Die wenner van dié prys word deur die publiek via SMS’e aangewys.

Die Fiestas vereer akteurs en teaterpersoonlikhede vir hul werk op verskillende gebiede op kunstefeeste. Drie kunstenaars is ook vir hul lewenswerk vereer.

Prof Dorothea van Zyl, Direkteur van die Woordfees, het gesê dat ‘n “wolk van dankbaarheid oor [haar] gesak het” en dat die Woordfeesspan in die wolke is oor die nuus. Sy het KykNET bedank wat die eerste instansie is om spesiale erkenning te gee aan die rol van feeste “om soos vonkproppe die enjin van die skeppende kunste in die land aan die brand te skop”.

Antoinette Kellerman en Marthinus Basson, beide verbonde aan die US se Departement Drama, is ook met Fiestas vereer. Kellerman het Fiestas ontvang vir ‘beste spel in ‘n eenpersoonsvertoning’ en vir ‘beste aktrise’ – albei vir die teaterstuk ‘As die broek pas’, in Afrikaans vertaal deur dr Willem Anker van die Departement Afrikaans en Nederlands. Basson is ook vereer vir ‘As die broek pas’ – vir beste teaterontwerp terwyl die stuk ook vereer is as ‘beste aanbieding”.

Die 2011 Woordfees, met die tema ‘Elwe en selwe’ is vanjaar van 4-13 Maart gehou. “Die tema,” vertel prof Van Zyl, “het ligweg met die jaartal, die nuwe Eenheid vir Leesbevordering en Feesbestuur (ELF) en so bietjie met die bonatuurlike gespeel. Selwe belig die unieke eienskappe wat van ons deelnemers spesiale persoonlikhede en sterre maak.”

“Ons is maar almal dienaars van die Afrikaanse woord. Die Nederlandse skrywer Adriaan van Dis het, nogal in ooreenstemming met ons feestema vanjaar, Elwe en Selwe, Afrikaans nie verniet “Nederlands met elfvoetjies” genoem nie!” het sy gesê.



Pryswenners by die kykNET Fiestas geleentheid gehou in die Kunstekaap. (Jacques Ensink)

Aldrich ontvang Marius Jooste-prys



Catrina Aldrich (links) het tydens die Departement Afrikaans en Nederlands se Beursfunksie die Marius Jooste-prys vir die beste M-student in die Departement ontvang. Hier ontvang sy die penning van prof Rufus Gouws, hoof van die Departement.

Agaat een van beste vertaalde boeke in Amerika

Prof Marlene van Niekerk van die Departement Afrikaans en Nederlands se reeds veelbekroonde roman, *Agaat*, het onlangs die langlys van beste vertaalde boeke in Amerika, die *BATA Best Translated Book Awards Longlist*, gehaal. Die roman is vertaal deur Michiel Heyns. In die mediavystelling sê die medestigter van die toekenning, Chad W. Post, dat hierdie jaar se langlys "bewys is van 'n aantal hoë-kwaliteit vertaalde werke wat hul weg na Amerikaanse lesers vind danksy 'n aantal talentvolle vertalers en opwindende uitgewers".

Prof van Niekerk reis die afgelope paar maande oorsee om verskeie lesings en aanbiedings te lewer. Sy het op 6 Maart 'n programrede in Amsterdam gelewer by die uitreiking van die Marthinus Nijhoffvertaalprys aan Riet de Jong Goossens vir haar volledige vertaaluitsette van Afrikaanse tekste na Nederlands.

Prof Van Niekerk is gevra om as erelid in die Koninklike Akademie voor Nederlandse Taal en Letterkunde te dien, waar sy die plek van wyle prof Fritz Ponelis, voormalige voorsitter van die Departement Afrikaans en Nederlands, inneem. Behalwe die kursusse en gaslesings wat sy aanbied, het sy ook onder andere as deel van die Soeterbeeck Lezingenreeks 'n lesing oor Ekphrasis aan die Radboud Universiteit van Nijmegen op 17 Februarie aangebied. Dit het die titel van die lesing is: *Mis voor de schilder: Over het vertalen van beeld naar tekst*. Verder het sy ook 'n voordrag van haar poësie tydens 'n program by die literêre stigting, Perdu, in Amsterdam gelewer.



Hier is prof Marlene van Niekerk by 'n ondertekeningssessie na die afloop van 'n lesing by Radboud Universiteit van Nijmegen.

Poolse studente kom leer meer oor Afrikaans by US!

As deel van 'n uitgebreide toer deur Suid-Afrika het 'n groep Poolse studente wat die Afrikaanse taal en letterkunde aan die Adam Mickiewicz Universiteit se Instytut Filologii Angielskiej studeer, sowel as twee van hul dosente, Tertius Kapp en Jo Sterckx, op 17 Februarie die Departement Afrikaans en Nederlands besoek. Hulle het met die personeel en nagraadse studente van die departement ontmoet.

Kapp, 'n oudstudent van die Departement Afrikaans en Nederlands, het ook tydens die geleentheid 'n seminaar aangebied oor die aard en inhoud van Afrikaans-studies aan die Adam Mickiewicz Universiteit. Hy het ook meer vertel oor die interessante toer wat die studente aan die kulturele lewe in Suid-Afrika bekendgestel het en ontmoetings by verskeie Afrikaansdepartemente regoor die land ingesluit het.

Die lede van die sogenaamde 'Multiversiteitstoer' het oor drie weke meer as 4 500 km afgelê, en aangedoen by verskeie bestemmings reg oor die land. In Gauteng is lesings by die Universiteit van Pretoria en Noord-Wes Universiteit bygewoon, en besoek afgelê by die Voortrekkermonument, Hector Peterson Museum, Apartheidmuseum, Markteater, die Endemi-sentrum in Soweto (saam met Abraham Kriel en Hanna-Hanna liefdadigheidsorganisasies), M-Net/Multichoice (en 'n Studio1-besoek), die Cradle of Humankind en 'n aantal kunsuitstallings.

In Durban was die historiese Victoria Streetmark en die Umgeni Hindoe-tempelkompleks op die program, en daarna is na Koffiebaai gereis waar hulle in 'n tradisionele Xhosa-dorpie oornag het. By Fort Hare Universiteit se Oos-Londen-kampus het hulle die hoof van die nuwe Departement Afrikaans ontmoet, en daarna na Hamburg gereis waar hulle by die Keiskamma Trust se gemeenskapsontwikkelingsprogram besoek afgelê het.

Die Harkerville-staptog is voltooi en hierna is hulle na Oudtshoorn se volstruisplase en Kangogrotte. Daarna het die groep na Stilbaai gereis waar hulle die prehistoriese visywers besoek het.

Hiervandaan het die groepie via Kaap Agulhas na Kaapstad gereis en met André Brink, Koos Kombuis, RSG en die Kwela TV-span ontmoet.

In Stellenbosch het hulle by beide die Departement Afrikaans en Nederlands en die Nagraadse en Internasionale Kantoor aangedoen. "Op die laaste dag is 'n werkswinkel saam met die SBA op die Kaapse Vlakte bygewoon, Tafelberg besoek en 'n vinnige kuier by die V&A Waterfront ingewerk," vertel Kapp.



Kapp besig met sy aanbieding by die Departement Afrikaans en Nederlands by die US.

Eerste afstandsonderrigkurse in Vertaling

Die Vertaalprogram binne die Departement Afrikaans en Nederlands het in die week van 7-11 Februarie 2011 die eerste twee afstandsonderrigkurse in vertaling geloods. Vanjaar word die modules Vertaalteorie en Praktiese Vertaling (Engels-Afrikaans) in die eerste semester aangebied, met dr Franci Vosloo en mnr Marius Swart as kursusaanbieders.



“Studente woon twee verpligte kontakssessies per semester in Stellenbosch by, en studeer dan tuis via e-poskontak met hulle dosente. Al die modules is volwaardige nagraadse kredietdraende kurse, wat beteken dat studente via afstandsonderrig krediete tot die nagraadse Diploma in Vertaling kan verwerf,” verduidelik dr Amanda Lourens van die Departement.

Naas Vertaalteorie en Praktiese Vertaling (Engels-Afrikaans) word Praktiese Vertaling (Afrikaans-Engels asook Engels-Xhosa) in die tweede semester van 2011 aangebied. In 2012 word die aanbod uitgebrei met Talking, Redigeerteorie en Praktiese Redigering (Afrikaans, Engels en Xhosa).

Op die foto verskyn Vertaalteorie-studente Sarika Victor van Bloemfontein en Angelique du Toit van Milnerton.

DEPARTEMENT AFRIKATALE

Xhosa lecturer honoured for second year in a row for his teaching methods

“IsiXhosa was more than just a language class. We sang, we danced, we laughed and we listened to the culturally rich stories Mr Mavela told us about the Xhosa people. We were inspired. He created in us the yearning to not only speak the language, but to connect with the people ‘behind’ the language.”

This is how Nina Morkel, one of the students who received a Top First-year Student of 2010 award during the First-Year Academy prestige evening, described Mr Xolani Mavela who was selected by her as the lecturer who had the most profound effect on her academic career.

During the event, which took place on 10 March this year, the performance of first-year students are rewarded and the role played by their lecturers in their achievement is highlighted. Letters written by the student and the lecturer are also exchanged during the ceremony.

This is the second year in a row that Mavela has been honoured by one of his students. Another lecturer, Prof Christo van der Merwe from the Ancient Studies Department, was also honoured for a second time this year. Lecturers who were honoured for the first time include Dr Daniel Roux (English Department), Mr Kobus Ehlers (Information Science Department), Mr Servaas van der Berg (Philosophy Department), Dr Sandra Swart (History Department) and Mr Jacob du Plessis (Sociology and Social Anthropology Department). The other students who received awards in the Faculty are Robyn Berghoff, Alexandra Joanne Doyle, Ian Rysdale Campbell, Xanthe Dawn Hunt and Willem Adriaan Odendaal.

In her letter describing Mavela, Nina writes: “In my first year at Stellenbosch University I was fortunate to have many lecturers who motivated and inspired me in my studies. In Social Work, Dr Lambert Engelbrecht showed us that learning can be “baie leka nice” and he made every lecture interesting. In Sociology, Rashid Begg challenged our belief systems and opened our eyes and minds to see and experience the world in a new and enriching way. In Psychology, Prof AP Greeff had the ability to explain unfamiliar concepts and terminology in a basic and understandable manner, which deepened our desire to learn more.”

“But the lecturer, who made the biggest contribution to my academic success, was you, Mr Xolani Mavela. I decided to take Basic Xhosa as a subject, knowing that it would greatly aid me in my future career as a social worker. I was pleasantly surprised when you exceeded every expectation I had with your enthusiastic and motivating approach to teaching Xhosa,” she writes.

Mavela said that he was honoured to be selected as one of the lecturers who made a positive contribution to Nina’s first-year studies as he is aware that she has had other gifted and outstanding lecturers who have made an impact on her academic success as well. “Believe me when I say the African Languages Department, together with all those who dedicate themselves towards uplifting the status of isiXhosa in our country as a whole, are moved by Nina’s kind gesture,” he said.



Mr Xolani Mavela with Ms Nina Morkel at the First-Year Academy prestige evening.

According to Mavela, Nina was dubbed Mama Africa by the class because her name, Nina, means their mother in isiXhosa. This, he says, is when he knew that a “humble and altruistic future leader” with the likes of “Miriam Makeba was born”.

“I also knew that we would be enriched not by a nina-uncaring child voice, but by the nina-caring woman voice which Miriam Makeba stood for, a voice that will constantly show a positive attitude and love for the isiXhosa language and culture.”

Mavela says that it is students like Nina who reminds him what it means to be a teacher.

In his letter, Mavela wrote: “Students like you make me realise that teaching isiXhosa is more than just imparting the language structure to the students, but that successful language teaching and learning is born by incorporating key aspects of culture into the language pedagogy. Your leadership as a class representative opened my eyes to the truth that teaching means taking full responsibility for the young minds, exercising caution and patience at all times, and guiding these young minds to become fully-fledged citizens of our rainbow nation. You as a chain between me and the students, made me see clearly that as a teacher, God, uQamata, has entrusted me with one of the greatest tasks, the future of our country.”

“In you Nina, I always saw a protégée of hope for multilingualism and multiculturalism. In you Nina, I always saw a good student, turning into a great teacher and an asset for any career. I am proud of you for your outstanding achievement. I have been blessed to be your teacher.”

According to Prof Hennie Kotzé, the Dean of the Faculty of Arts and Social Sciences, the Faculty strives to create learning environments where students are able to become critical thinkers who can engage with tough questions around what it means to be human in a diverse society and are able to make a contribution beyond the confines of the university. “The lecturers that were honoured during the First-Year Academy event and the others that Ms Morkel praises in her letter provide these students with critical skills to decipher the knowledge they obtain in the classroom. Students are not merely regurgitating what they learn, but engaging, criticising and analysing the world around them and at the same time learning about worlds that are completely unfamiliar to them. This is the kind of learning we strive to provide to all students who enter through our doors.”

A passion for communication, language and people are the fuel that fires department's newest addition

Zameka Paula Sijadu (photo) has always been an educator: from the years she worked as a primary school teacher at Dyantyi J.S.S in Centane in the Eastern Cape to the time she spent at Luvuyo Lerumo High School in Queenstown and later as lecturer at the Buffalo City Public FET College. In January this year, she joined the African Languages Department to teach communication and isiXhosa to first-year students.



"At the end of the day, I would like to help the students to understand and use isiXhosa language effectively. I deal with students who do not have a background knowledge of the language and therefore I would like to see them develop to the point where they are able to speak isiXhosa comfortably," says Sijadu who hails from East London.

Sijadu completed a BA degree at the University of Fort Hare in 1992 and a year later finished a Higher Diploma in Education (HDE) at Rhodes University. In 2006, she obtained a BA Honours in African Languages from Stellenbosch University (SU) and four years later (2010) graduated from SU with a MA in African Languages. Her MA dissertation focused on *Persuasive Messages of Women in Xhosa*.

"The research for that thesis looked at how amaXhosa women gain compliance, how they persuade others and what strategies they use in the process. I started by asking amaXhosa women to write down persuasive messages where they demonstrate how they try to gain compliance from either a family member, like a husband or child, or a colleague," explains Sijadu.

"The aim of the dissertation was to understand how amaXhosa women use language to persuade others, because we find that while the theories used to analyse persuasion originates in Western nations, when it comes to African nations, the theories are not always relevant to how we do things here. African women are not usually direct or explicit in their requests. They try to be polite or take a roundabout when making their request. They are not usually dominant when they try to persuade their husbands and colleagues."

The research she conducted for her MA dissertation, she says, is relevant to her teaching and has proven useful to her as a lecturer.

"I am teaching isiXhosa to first- and second-year students and have drawn on what I discovered in my research to help them understand that while amaXhosa culture is more of a collectivistic culture, we can also learn strategies of addressing rights and responsibilities from the more individualistic western cultures. This could to help to enhance an argument and make it more effective without being too dominant or explicit. In the same vein we should also try to preserve certain aspects of our culture such as politeness and ubuntu, which are also influential in preserving the collectiveness of the amaXhosa culture. At the end of the day, the Western way of communicating can actually work with the way that we communicate as amaXhosa people without making us move away from our culture. I have worked in the most rural areas of this country for seven years and the humble people of those areas have taught me a lot about amaXhosa culture."

Sijadu's other aim is to see a greater expansion and development of the amaXhosa language. For this reason, she is supplementing the research she conducted in her masters' studies with a PhD in Translation. "Through the PhD in Translation programme I'll focus on primary schools and in particular government's drive to have textbooks translated to isiXhosa through its mother tongue education programme. I will look at whether these translated textbooks will be useful for the teachers and help them to achieve the results they want. I will also look at whether they are functional," says Sijadu.

She is also interested to see how the translation process progresses. "We have to remember that while the English language is very much established in terms of terminology, the isiXhosa vocabulary still needs to develop. So I am also looking at how the translation process will work when we start translating textbooks into isiXhosa."

Over the years, Sijadu has worked as school guidance and counselling teacher, as a cluster leader, coordinating the implementation of OBE in Life Orientation under the supervision of the Subject Advisor, and as provincial Life Orientation senior marker for FET Colleges in the Eastern Cape.

However, when she is not involved with teaching-related activities, she spends her time working in the community. She has been involved in a school garden project at Dyanti J.S.S. and worked with the Department of Agriculture to fund the garden in order to feed poor learners and raise funds for the school. She has also volunteered her time at D.J. Sobey old age home in Buffalo Flats in East London by providing Christmas lunch for residents and providing toiletries and clothing to those who need it most. In addition, she has worked at a soup kitchen cooking soup for the poor in her local community.

"I have a passion for people, to help them and to see them attain a better life. My passion is directed more towards helping the poor and those who cannot help themselves, for instance, the elderly. Volunteer work has contributed a lot to my development as a person, because when you give to others, you receive so much in return and this empowers you to give even more. I firmly believe in the saying: give and it will be given back to you."

Sijadu is married to Mzwakhe and they have four daughters: Zuziwe (16), Grace (8), Zenkosi (7) and Zukhanye (23 months). When she is not focusing on her research and students or helping out in the community, she tries to relax by taking a walk, reading a book or just spending time at the mall with her family.

DEPARTEMENT ENGELS

English professor scoops Thomas Pringle Award

- Ilse Arendse

The English Department's Prof Leon de Kock (photo) recently received the 2010 Thomas Pringle award for the best literary article published in a South African journal. He received the award for an article in the *Journal of Literary Studies*, 25(3) 2009, entitled *Cracking the Code: Translation as Transgression in Triomf*.

The Thomas Pringle awards, awarded by the English Academy of Southern Africa, are for work published in newspapers, periodicals and journals. They are awarded on a rotation basis for various genres of criticism and creative writing. This is the second time Prof De Kock has been awarded this prestigious prize – in 1995 he won the Thomas Pringle award for poetry which appeared in his book, *Bloodsong*.



The judging panel felt that Prof de Kock's complex piece on a difficult topic was a clear winner. The panel noted that in this article, Prof de Kock "provides a lucid analysis of the problems which many translators of mixed registers in South Africa and other post-colonial contexts confront, and from which they may draw inspiration".

Prof de Kock, who is a lecturer in English and incoming head of the English Department, is a writer, translator and critic. His books include the poetry volumes *Bloodsong* (1997), *gone to the edges* (2006) and *Bodyhood* (2010). He has published a monograph, *Civilising Barbarians* (1996), several edited collections of writing, including *Verborge Skatte: Herman Charles Bosman in/oor Afrikaans* (2001) and a number of other books, including a prize-winning translation of Marlene van Niekerk's novel, *Triomf* (1999).

His other works of translation include Etienne van Heerden's *In Stede van die Liefde* (forthcoming at Penguin as *In Love's Place*) and a cycle of poems by Cas Vos, *Intimately Absent* (2010). A second collection of translated poems by Vos, *Before it Darkens/Duskant die Donker*, has just appeared.

"I feel honoured to have won the prize. My competition for the prize must have been of the highest possible quality, if you imagine all the learned writers who published articles in literary journals in my subject area over the years 2008 and 2009 (the period that the award covers)," Prof de Kock said.

"I remember taking special trouble, when writing the winning article, to compose it with great care. I wanted anyone to be able both to read and to enjoy the article, not just academics," he added.

* For more information visit: www.englishacademy.co.za.

Prof Johan Hattingh ontvang ministeriële toekening vir sy werk in omgewingsetiek

Prof Johan Hattingh van die Departement Filosofie het onlangs 'n toekening ontvang van die Provinsiale Minister van Kultuursake, Sport en Ontspanning, dr Ivan Meyer, vir die bydrae wat hy gelewer het tot omgewingsetiek, nasionaal sowel as internasionaal. Die 2010/11-toekeningseremonie van die Wes-Kaapse Kuns-, Kultuur-, Erfenis-, Biblioteek- en Argiefdienste is vroeër vandeemaand by die Kronenburg Landgoed tussen die Paarl en Wellington gehou.

Prof Hattingh is een van twee mense wat 'n toekening ontvang het in die kategorie Nasionale en Internasionale bydrae op die terrein van Kuns, Kultuur, Erfenis, Taal, Biblioteke, Museums en Argiewe.

Die toekennings word jaarliks gedoen en gee erkenning aan daardie persone wat "uitsonderlike prestasies en bydraes gelewer het op die gebied van die kunste, kultuur, erfenis, taal, museums, biblioteke en argiefdienste in die Wes-Kaap".

Mnr Ayanda Tobi, die Hoofkultuurbeampte: Kuns en Kultuur in die Departement, beskryf prof Hattingh as 'n "erkende leier" op die terrein van omgewingsetiek en meld dat hy "hoogs gerespekteer word vir die inspirasie en bystand" wat hy aan Suid-Afrikans verleen deur die "diepgaande bydrae" wat hy op die gebied lewer. Verder word prof Hattingh ook geloof vir sy bydrae tot nasiebou deur sy werk.

Gedurende die toekeningseremonie is daar spesiaal melding gemaak van prof Hattingh se rol as rapporteur by die Wêreldkommissie oor die Etiek van Wetenskapkennis en Tegnologie (*World Commission on the Ethics of Scientific Knowledge and Technology - COMEST*) van die Verenigde Nasies se Opvoedkundige, Wetenskaplike en Kulturele Organisasie (*United Nations Educational, Scientific and Cultural Organisation - UNESCO*) en die buitengewone bydrae wat hy in hierdie hoedanigheid gelewer het tot die ontwikkeling van omgewingsetiek. Prof Hattingh dien sedert 2004 in die Kommissie. In 2006 was hy mede-outeur van 'n boek getiteld *Environmental Ethics and International Politics* (die Franse titel *Éthiques de l'environnement et politique internationale* is in 2007 bekend gestel) vir UNESCO. Die boek word tans in Russies en Mandaryns vertaal.

In 2008 het hy, deur sy betrokkenheid by COMEST, 'n leidende rol gespeel in die voorbereiding van verskeie verslae en publikasies oor die etiek van klimaatsverandering. 'n Jaar later was hy die hoofskrywer, saam met 'n aantal ander kollegas, van die verslag getiteld *The Ethical Implications of Global Climate Change* wat UNESCO in 2010 gepubliseer het.

Maar wat presies is omgewingsetiek en hoe lewer dit konkrete bydraes tot die samelewing? Volgens prof Hattingh ondersoek omgewingsetiek as 'n krities-teoretiese dissipline die waardes wat ons "interaksies beïnvloed met die natuurlike omgewing in die konteks van 'n wêreld waar natuurlike hulpbronne aan onvolhoubare ontginning onderworpe is".

"Omgewingsetiek is daarop gerig om ons erfenis te bewaar en te verseker dat toekomstige generasies dieselfde hulpbronne kan gebruik," sê hy.

"Op die terrein van omgewingsbestuur kan omgewingsetiek 'n betekenisvolle bydrae lewer om dispute oor die omgewing te herken en op te los, asook om die redes vir besluite oor bewaring en hulpbrongebruik duidelik te maak."

Prof Hattingh sê hy voel geëerd dat die provinsiale regering erkenning aan sy werk gee.

"Ek waardeer dit geweldig dat die werk wat ek oor so 'n lang tydperk onderneem het op hierdie wyse erken word, veral omdat dié soort werk dikwels op die agtergrond geskuif word en besluitnemers se gedagtes nie noodwendig daarop ingestel is nie," sê prof Hattingh.



Prof Johan Hattingh met die toekening wat hy ontvang het by die 2010/11-toekeningseremonie van die Wes-Kaapse Kuns-, Kultuur-, Erfenis-, Biblioteek- en Argiefdienste. (Anton Jordaan, SSFD)

Dr Sven Grimm appointed as new director of CCS

- Lynne Rippenaar and Elizabeth Schickerling

The Centre for Chinese Studies (CCS) welcomed their new director, Dr Sven Grimm (photo), a political scientist from Germany, into their midst in January this year. LETTER caught up with Dr Grimm to find out why he moved home from Europe to the southern-most tip of the African continent to focus on China-Africa relations at Stellenbosch University.



“Professionally, it is a major challenge to work within a prestigious institute like the Centre for Chinese Studies which is well-known throughout Europe and the rest of the world for the exceptional work that it does on China-Africa relations,” says Dr Grimm. “I also always wanted to work in Africa and I think that South Africa is a very good choice in that regard.”

Dr Grimm has a PhD from Hamburg University in Germany and has also studied in Accra, Ghana and in Dakar, Senegal. He has worked with the London-based Overseas Development Institute (2003-2006) and the German Development Institute (*Deutsches Institut fuer Entwicklungspolitik*) (2005-2010).

His interest in China-Africa relations, he says, was piqued in 2006 during a China-Africa Summit of the Forum of Chinese-African Cooperation (FOCAC) in Beijing. Since then, he has focused on China-Africa relations as the key example for the increasing international cooperation of emerging economies with African states.

“The China-Africa policy has great potential – if it is managed wisely – for African development. Having the CCS as an academic hub in Africa for collaborative work with international scholars – be they from Dakar, Beijing, Uppsala or elsewhere – and jointly exploring the implications in their manifold facets – be it political, economic, socio-cultural or environmental – is a fantastic opportunity,” he adds.

One of the major challenges with regards to China’s presence in Africa though has been the lack or proper transference of skills to the citizens of the countries where

Chinese companies or entities are investing or operating. This is a topic which has featured quite prominently in the media over the last few years and, says Dr Grimm, it is indeed a problem that needs to be addressed.

“We need to be seeing more skills transference,” says Dr Grimm. “Chinese policy makers are getting their head around this as well. In some instances there might be more to learn from China than others. However, the transfer of technology and skills are only starting to happen and that will have to be an agenda that African countries will have to push for in their relationship with China and also other countries.”

However, he says, he would not describe China’s relationship with Africa as a neo-colonial power taking advantage of the African continent as has often been the way it has been portrayed in the media. “Calling the engagement neo-colonial is polemic and historically incorrect,” he says. “Chinese engagement on the continent is an opportunity for African states. No less, no more. China is very open, if not blunt, about its intentions: it aspires to win-win situations and mutual benefits. While likely to be engaged for the longer haul, China’s first emphasis is still on the Chinese benefits, naturally. This, however, has very little to do with the aspirations of territorial control for better exploitation.”

His future plans for the Centre, he says, includes a closer focus on comparative research between China and other external partners to Africa and more of a focus on lessons that can be learned from China’s domestic development.

The Dean of the Faculty of Arts and Social Sciences, Prof Hennie Kotzé, said that the Faculty was excited to welcome Dr Grimm into its midst and was looking forward to see what he has planned for the Centre in future. “Dr Grimm’s experience as a researcher, lecturer and consultant and his ability to manage people from diverse backgrounds will stand the Centre in good stead. Over the years he has successfully coordinated research projects for various institutions and organisations and has also offered policy advice to governments and to other international organisations. In addition, his ability to source and acquire external funding for numerous projects will also benefit the CCS,” said Prof Kotzé.

Dr Grimm came to Stellenbosch from Cologne with his husband, Cord Luedemann, a German lawyer. When he is not engrossed in his academic passion, he spends his time discovering nature and reading.

For more information about the CCS, visit www.sun.ac.za/ccs. For the full interview with Dr Grimm, download the 58th issue of the China Monitor at www.ccs.org.za/?cat=13

DEPARTEMENT GESKIEDENIS

Historian brings Antarctica story in from the cold

- First published in Cape Argus on 23 February 2011 by John Yeld, Environment and Science Writer

Stellenbosch University postgrad history student Lize-Marié van der Watt has, well, made history herself by becoming probably the first South African academic from her discipline to set foot on the frozen continent of Antarctica.

The cheerful 26-year-old who celebrated her birthday “down south” last month during a two-and-a-half month visit to South Africa’s Sanae base, was gathering material for her PhD that involves documenting the experiences of South Africans who have lived and worked in Antarctica, or on the sub-Antarctic lands of Gough, Marion and Prince Edward at some point during the past 90-odd years.

There have been a number of popular articles about South Africans who have visited these remote areas. Van der Watt explains – people such as scientists or those employed in the annual teams which built, manned and managed the country’s various Antarctic or sub-Antarctic bases such as engineers, electricians, diesel mechanics, doctors and radio operators.

Also, many scientific papers have been published, and South African scientists have built a highly respected research output. But, until now, there has been almost no rigorous academic investigation of the humanities’ and social sciences’ aspects of the country’s historical involvement in these polar and sub-polar regions, she says.

That is changing, with an increased interest driven particularly through funding from the government for the Antarctic Legacy Project. This is run by the DST-NRF Centre for Invasion Biology at Stellenbosch University, and involves collecting and archiving stories, memories, photographs and other documents.

“The role South Africans have played in scientific, biological, meteorological and other research in the Sub-Antarctic Ocean has never been fully recognised until now,” the groundbreaking project explains on its website.

Van der Watt collaborates closely with Dora Scott, who manages the data collection of the Legacy project. Although she is only just finishing her data collection, and is yet to draw any empirical conclusions from it, she suggests South Africans have traditionally looked inland and towards Africa when it comes to exploration.

Despite South Africa having maintained a near-continual presence in Antarctica since 1960, when meteorologist Hannes de Lange led the first South African National Antarctic Expedition which over-wintered at the Norway Station in 1960, and at the Prince Edward island group (Prince Edward and Marion) which was occupied during the top-secret Operation Snoektown in 1947/48, there is a lack of public awareness of this history. This is perhaps surprising, because during the great “heroic era” in the early years of the 20th century several polar expeditions, including those of Robert Falcon Scott, travelled via the Cape, Van der Watt notes.

As early as 1919, a South African Antarctic expedition was proposed by a Stellenbosch University zoology professor (although he was an Australian national), and South Africans crewed on ships heading south, particularly in the whaling fleets, but also on those of the explorers.

“This Antarctic history isn’t part of our school curriculum, and it’s not something that our politicians have latched on to as a source of pride for South Africa,” says Van der Watt. But with Cape Town now actively promoting itself as one of the important “gateways” to Antarctica, and several local academic institutions also teaching various polar aspects, it’s a good time for her to be working on the subject.

Van der Watt was drawn to study history by Professor Sandra Swart's riveting account of horses in South Africa, and wrote her Master's dissertation on the effect of locusts and drought on Free State farmers.

Although she knew "absolutely nothing" about Antarctica, she jumped at the new research opportunity, she says. "I'd started to become a social-environmental historian, looking at the relationship between people and their environments, and this opportunity literally fell into my lap through the NRF (National Research Foundation) grant to the Legacy project. I immediately said yes, even though the only thing I knew about Antarctica was that there are no polar bears or Eskimos there."

Although politics and foreign policy constitute a significant part of South Africa's history in Antarctica, Van der Watt's thesis concentrates specifically on the history of the scientific and social environment.

She has already conducted more than 40 oral history interviews, including with the family of Le Grange, who died in 1997. She has also been shown some of the pioneering South Africans' letters and hopes to see more of their diaries.

Then, in December, she headed south aboard the SA Agulhas for some first-hand research during the annual summer takeover expedition, and was also able to interview some South African polar veterans like "Bez" Bezuidenhout and Koos Cronje, who specialise in Antarctic bulldozing.

Because she had spoken to so many people beforehand and had read so much about Antarctica, she had a fair idea of what she would find there, she says.

"But nothing can prepare you for the absolute uniqueness of that environment — there's just nothing you can compare it to. And I didn't know that snow and ice come in so many different colours. All the blues of the icebergs... You've seen the pictures, but it's just not the same."



On the ice: Stellenbosch University PhD student Lize-Marié van der Watt arrives at Antarctica. In the background is the Kamov KA-32 helicopter that ferried her ashore. (Vladislav Kupachenko)



Lize-Marié van der Watt on a Robertskollen field trip in Antarctica. (Christel Hansen)

* For more information about the project, visit <http://academic.sun.ac.za/cib/antarcticlegacy/>

DEPARTEMENTE GEOGRAFIE EN OMGEWINGSTUDIE

Eerste groep studente van StatsSA skryf in vir CRUISE se MPhil-kursus

Die eerste groep studente wat vir die MPhil in Stad en Streekswetenskap by die Sentrum vir Streeks- en Stedelike Innovasie en Statistiese Eksplorاسie ingeskryf het, het onlangs die eerste fase van hul jaarlange kursus voltooi.

Die doel van die sentrum, beter bekend as CRUISE (*Centre for Regional and Urban Innovation and Statistical Exploration*), is om middel en hoë-vlak besluitnemers in plaaslike-, provinsiale en nasionale owerhede op te lei om die sosiale, ekonomiese en bestuursprosesse in stedelike sisteme beter te verstaan en te analiseer. 'n Belangrike funksie van die sentrum is om studente op te lei in die samestelling, interpretasie en gebruik van data vir meer effektiewe beplanning en dienslewering op alle regeringsvlakke. CRUISE is 'n sentrum van uitnemendheid en innovasie in die veld van stedelike en streekanalise wat deur Statistiek Suid-Afrika (StatsSA) befonds word. Dit is in die Departement Geografie en Omgewingstudie geleë.

Volgens prof Manie Geyer, 'n stads- en streekbeplanner en die Direkteur van CRUISE, word verskeie staatsamptenare – sommige in topposisies by StatsSA – tydens die eerste rondte van die program opgelei.

“Ons is bevoorreg hierdie jaar om 'n uitgelese groep studente van StatsSA te hê,” sê prof Geyer.

Twaalf studente is in 2011 vir die program ingeskryf. Die inname word in hierdie stadium beperk tot 14 maar in beginsel is die program ook oop vir ander belangstellendes.

Prof Geyer het vir 'n dekade as stadsbeplanner gepraktiseer, eers in Namibië en later in Johannesburg waar hy die hoof was van stadsbeplanning in die destydse Wes-Randse Administrasieraad wat verantwoordelik was vir die beplanning en ontwikkeling van gebiede soos Soweto. Vanaf 1983 tot 2009 was hy verbonde aan die Departement Stads- en Streekbeplanning by die Noordwes Universiteit (voorheen Potchefstroomse Universiteit). Hy het ook vir baie jare navorsingsprojekte vir StatsSA gelei. In 2008, is hy deur StatsSA genader om 'n navorsing- en opleidingsentrum aan 'n Suid-Afrikaanse universiteit tot stand te bring en 'n Statistiek SA Leerstoel daar te vestig en in Mei 2009 het hy dié sentrum by die Universiteit Stellenbosch (US) geopen.



Hier is die eerste groep studente wat vir die MPhil in Stedelike en Streekswetenskap by CRUISE ingeskryf het saam met die kursusaanbieders. Agter van links is mnr Danie du Plessis (kursusaanbieder), mnr Patrick Naidoo, mnr Desmond Booysen, mnr Hlabi Morudu, mnr Themba Mohoto, me Helen North, me Minnie van Zyl (Departement Geografie en Omgewingstudie), me Isabelle Schmidt, mnr Harry Thema, mnr Risenga Maluleke, mnr Arul Naidoo, mnr Howard Gabriels en Prof Manie Geyer (kursusaanbieder). Voor is me Amanda van Eeden (GIS-kursusaanbieder), me Anele Horn (kursusaanbieder), me Christine Khoza, me Lodene Willems (kursusaanbieder) en me Sharti Laldaparsad. (Anton Jordaan, SSFD)

“Die idee was om mense op te lei en in die proses insigte wat ek het rondom stede en stedelike ontwikkeling, met hulle te deel,” verduidelik prof Geyer.

“Die visie van StatsSA was dat CRUISE as 'n opleidingsentrum mense sou oplei in die werking van stedelike en streeksisteme. Die organisasie sou jaarliks middel- en hoëvlak besluitnemers in die owerheidsektor identifiseer wat nagraadse opleiding by die sentrum sal ondergaan. Die program wat by CRUISE aangebied word dek 'n groot deel van dit wat die stads- en streekbeplanner moet weet maar sluit sommige tegniese aspekte van normale stads- en streekbeplanningprogramme soos stadsontwerp uit,” sê Prof Geyer.

Stadsbeplanners, verduidelik hy, wil weet hoe sisteme binne stede werk en hoe mense in stede van verskillende groottes deur middel van ekonomiese en sosiale netwerke optimaal met mekaar wisselwerk.

“Die doel van hierdie program is juis om staatsamptenare wat beleid moet bepaal en beoordeel, te help om te verstaan hoe stede werk. In baie gevalle is die mense wat opdrag het om stede te ontwikkel en bestuur, nie altyd opgelei in daardie veld nie. Dit beteken ook dat hulle dikwels van konsultante gebruik maak om hierdie tipe werk vir hulle te doen maar het dan nie genoegsame kennis of ondervinding om die inhoud van die werk ten volle na waarde te skat nie. Deur middel van hierdie kursus stel ons mense in die plaaslike, provinsiale en sentrale owerheidswese in staat om hulle taak in hierdie opsig beter te kan uitvoer.”

Die MPhil-program in Stedelike en Streekswetenskap bestaan uit agt modules wat in twee bondels verpak is. Dit bestaan uit 'n maandlange sessie van vier modules aan die begin van die jaar waarna die studente vir ses weke terugkeer na hulle werksomgewing om navorsingsopdragte oor elk van die afgehandelde modules te voltooi. Daarna keer die groep na die US terug om die volgende vier modules te voltooi. Na afhandeling van die gedoseerde

modules voltooi die student 'n uitgebreide opdrag wat onder leiding van die CRUISE-personeel verwerk word tot 'n publiseerbare artikel.

Behalwe die MPhil-program bied CRUISE ook jaarliks 'n reeks van twee kortkursusse aan, een in stede en stedelike sisteme en een in stedelike bestuur en statistiese analise.

Maar CRUISE is nie net 'n opleidingsentrum nie. Dit konsentreer ook op navorsing wat aanhaak by die sentrum se opleidingsfokus.

CRUISE-personeel is tans besig met verskeie navorsingsinisiatiewe. Een daarvan is 'n navorsingsprojek wat deur die Nederlandse regering befonds word. Die projek ondersoek die ekonomieë van groot en intermediêre stede in Suid-Afrika en hoe hul geaffekteer word deur die ruimtelike wisselwerkingsverhoudings tussen formele en informele besighede. Een van die belangrike oogmerke van die projek is om vas te stel waarom informele straatmarkte in party stede in ander wêrelddele 'n positiewe impak het op formele besighede in hul direkte omgewings en waarom dieselfde nie altyd geld in stede in Suid-Afrika nie.

“Wanneer die informele besigheidsektor in sentrale besigheidsgebiede inbeweeg vind jy soms 'n groot verandering in die struktuur en teikenmark van die formele sektor, selfs 'n ineenstorting, terwyl dit in ander stede nie gebeur nie. Hoewel beplanners al aandag aan hierdie saak gegee het, het ons nog nie naastenby by bevredigende antwoorde uitgekom nie. In hierdie projek fokus ons op die strukturele en ruimtelike verwantskappe tussen die formele en informele sektore. Ons ondersoek dus die ruimtelike, in ander woorde, waar informele besighede relatief tot formele besighede geleë is en hoe hulle die formele besighede daaromheen affekteer sowel as die strukturele, in ander woorde, wat word in die straatmarkte verkoop, hoe word dit gedoen en waarvandaan kom die produkte wat daar verkoop word,” verduidelik prof Geyer.

Die doel met hierdie navorsing, sê hy, is om te bepaal hoe die informele sektor tot op 'n standaard gebring kan word waar dit nie langer 'n probleem vir formele besighede is nie. In 'n onderdeel van hierdie studie kyk die sentrum in samehang met die Sentrum vir Chinese Studie na soortgelyke aspekte van die Chinese gemeenskappe in Johannesburg. Die resultate van die studies sal in die nabye toekoms bekend gemaak word.

“Die navorsing wat ons hier doen ondersteun dus ook die opleiding wat ons studente hier kry,” voeg prof Geyer by.

DEPARTEMENT JOERNALISTIEK

Postgraduate journalism class kicks off with seminar on Media Convergence



The postgraduate Journalism Department started the year with a seminar on Media Convergence. Some of the speakers who participated in the seminar are, from left, Gawie Botma, Director of the BPhil programme, Tessa van Staden, radio lecturer and Assistant Editor at Eye Witness News in Cape Town, and Peet van Aardt, lecturer in online journalism and Head: Digital Content, Travel and Motoring Magazines at Media24. Other speakers included Le Roux Schoeman, an internet lecturer and multimedia journalist at TouchLab, a unit tasked by Media24 to create iPad applications; Johann van Tonder, photojournalism lecturer and Internet Strategist at Naspers; and Sarietha Engelbrecht, social media lecturer and Manager of Community Development at Naspers.

Zapiro kom onder die loep!

Dr Francois Verster (regs), wat in Desember verlede jaar sy MPhil in Joernalistiek verwerf het, oorhandig 'n eksemplaar van sy tesis, *A critique of the Rape of Justicia cartoons by Zapiro*, aan die spotprenttekenaar, Zapiro, in sy ateljee in Kaapstad.

Dr Verster het ook 'n doktorsale studie oor die werk van die spotprenttekenaar T.O. Honiball gedoen.



DEPARTEMENT ALGEMENE TAALWETENSKAP

Rekordgetalle vir Departement Algemene Taalwetenskap

Die Departement Algemene Taalwetenskap het vanjaar 'n rekordgetal eerstejaarskrywings van 176 studente, vergeleke met 2010 se 100. Buiten hierdie 76% toename onder eerstejaars, het die getal tweedejaar AlgemeneTaalwetenskapstudente ook met 51% gestyg sedert verlede jaar.

Anders as wat aanvanklik vermoed is, blyk hierdie skielike toename nie 'n blote uitvloeisel van toenemende getalle eerstejaarskrywings in die Fakulteit Lettere en Sosiale Wetenskappe te wees nie — laasgenoemde het groei van slegs 1.1% sedert verlede jaar beleef. Ook die US as geheel se nuwe eerstejaarsgetalle kan nie as verduideliking dien nie, aangesien dit afgeneem het met 1.8% sedert 2010.

Waarom kan hierdie rekordgetalle vir Algemene Taalwetenskap 178 dan toegeskryf word? Die antwoord lê heel moontlik in die Departement se gebruik van gereelde geleenthede soos Opedag in Augustus en die Verwelkoming van Eerstejaars in Januarie om hul vakgebied, 'n redelike onbekende een vir die meeste skoolverlaters, aan voornemende studente bekend te stel.

Sedertdien moes die Departement inderhaas ekstra tutors en 'n lokaal wat groot genoeg is vir ál 176 studente opspoor. Die toename in belangstelling en waardering vir die bydrae wat Algemene Taalwetenskap tot programme in die Geesteswetenskappe kan maak, word waardeur.

Southwood ontvang Von Humboldt-navorsingstoekening



Frenette Southwood (foto) het in 2010 met 'n Alexander von Humboldt (Georg Forster)-navorsingstoekening vir nege maande aan die Ruprecht-Karls Universiteit Heidelberg, Duitsland, gewerk. Haar navorsing het gefokus op taalgestremdheid in jong Afrikaanssprekende kinders uit verskeie sosio-ekonomiese agtergronde. Tydens haar verblyf is sy uitgenooi om in Cyprus die derde byeenkoms van die COST-aksie oor taalgestremdheid in tweetalige kinders by te woon en lesings te gee aan die Europese Universiteit van Cyprus in Nicosia. Sy was verder vir ses weke in Amerika, waar sy by die Universiteit van Massachusetts Amherst 'n gaslesing oor teoretiese aspekte van haar werk met Afrikaanssprekende kinders aangebied het en vir Tom Roeper, mede-ontwikkelaar van die kindertaaltoets *Diagnostic Evaluation of Language Variation*, besoek het. Dr Southwood werk tans aan 'n Afrikaanse en Suid-Afrikaanse Engelse weergawe van hierdie toets.

Survey conducted by Sociology and Social Anthropology helps University to better serve needs of Worcester community

According to a survey conducted by the Department of Sociology and Social Anthropology in Worcester, various role-players working in this Boland town are now able to understand the socio-economic and health challenges facing the community of Avian Park.

During January 2011, a group of 12 Honours students and various staff members along with 10 volunteers from the Avian Park community in Worcester spent one week conducting a socio-economic survey amongst 220 households. "The socio-economic household survey," says Prof Lindy Heinecken, a sociology professor, "provides a profile of households in terms of the household structure, level of income, education, type of employment and unemployment, level of food insecurity, health profile and other aspects such as teenage pregnancies."

To assist with the survey, community volunteers between the ages 18-25 who had matriculated, but were unemployed, were trained together with the Honours students as fieldworkers. They underwent intensive training under the guidance of Mr Vorster and Prof Kees van der Waal in fieldwork methodology, interviewing skills, research ethics and the content of the questionnaire.

This model, which involves community interaction, teaching and research, was first initiated by Mr Vorster in the 1990s and is now an integral component of the Honours Programme. The important aspect of this model is that it integrates the scholarship of research, teaching and learning and community interaction. "This means that both the community and the university gain in the process and the research is not merely an extracting endeavour," says Vorster.

Once the students and volunteers have completed their training, they are paired to work with each other for the fieldwork exercise. "By pairing students and volunteers, students have the opportunity to learn about the community through the eyes of these community members, while volunteers see how social research skills are applied to real life social problems."



Left and right: Students and volunteers undergo training sessions before they set off on their fieldwork. Right: Jacob du Plessis (centre) talks with students and volunteers.

Community volunteers, who successfully complete the training and practical work receive a certificate from the Department. "With the experience gained and a certificate as a fieldworker, their chances in the job market increase," says Vorster. "These volunteers will now be used by other SU departments for further fieldwork. The Department also receives many requests from outside the university for fieldworkers."

The other important aspect of this community interaction project is that it was inter-departmental. Mr Jacob du Plessis, a lecturer specialising in development theory and community development, has previously acted as a facilitator of the Short Programme in Service learning and Community Engagement (SPSLCE) at SU. "Following conversations with Prof Hoffie Conradie, Director of the Ukwanda Rural Clinical School and who was also enrolled in the SPSLCE in 2010, the collaborative project between the Department of Sociology and Social Anthropology, Ukwanda and other participating departments, was initiated. Through these regular conversations it became apparent that a socio-economic survey would complement their work," says Du Plessis.

Du Plessis also collaborated with the Faculty of Health Sciences over the last two years through the Inter-professional Learning and Teaching (IPLT) group. “The IPLT group played an important role in establishing inter-faculty collaboration in Worcester,” explains Du Plessis.

“Stellenbosch University currently has medical, human nutrition, social work, occupational therapy and physiotherapy students working in the Avian Park community. The results of this survey will provide these students with deeper insight into the needs and assets of the residents and serve as baseline information for their community projects. Although some research findings often land on a shelf, this research has produced specific results of relevance for the particular community and service sector,” he says.

This has also been a tremendous learning experience for the budding sociologists. According to Honours students’ Wildo van Rooi and Aletia Giliomee the survey experience provided them with an opportunity to apply theory to practice and to decipher what works and what not. For many this was the first time they were exposed to life in a township.



The students and volunteers visit households in Avian Park to conduct the socio-economic survey.

Wildo, who comes from a similar community to Avian Park, says that “many of the students were shocked” by the poverty. “Some were scared or hesitant to move around freely in the community. While I was comfortable walking around in this neighbourhood, it still gets to you to when you see the level of poverty within the community and see babies crawling around in the dirt or eating food off the ground.”

For Aletia the survey experience taught her how to engage with people around sensitive topics. “We asked them very personal questions about their finances and about things that were happening in their home. I had to learn not to be too sensitive and to stay objective. This was difficult in the beginning, but I learnt a lot. This has reinforced my decision to work within similar communities when I complete my postgraduate studies,” says Aletia.

Both Aletia and Wildo are still in contact with the volunteers they worked with. “I think this is an amazing way to expose learners to the University and to inspire people to strive for more,” says Wildo. “They obviously have greater hopes for their future, because if they didn’t they would not have become involved by volunteering for the survey,” adds Aletia.



Now that the fieldwork has been completed, the data will be analysed, a report written and then distributed to various stakeholders. “These stakeholders include the Avian Park community, non-governmental organisations in Worcester, the Department of Health, Worcester municipality, and various University stakeholders involved through the Ukwanda platform. “The survey results will provide them with more in-depth understanding of the challenges beyond the obvious in this community,” says Heinecken.

Not even the excruciating heat prevented the students and volunteers from walking door-to-door to complete the survey.

More than mere aesthetics

Visual Arts Department makes a visible impact on Laingsburg community

On 22 January 2011, six public artworks were unveiled at the Laingsburg 30-year Flood Memorial festival to commemorate the anniversary of the town's flood, still considered South Africa's greatest natural disaster. The artworks were a result of a four-month action research initiative led by a team from the Visual Arts Department at Stellenbosch University consisting of 2 lecturers and 14 undergraduate and postgraduate students.

By the time the 16 volunteers left town, they had not only made a visual impact, but had managed to document the collective stories of various communities within Laingsburg, some whose stories had gone unheard for three decades, to tell the story of that fateful afternoon on 25 January 1981 when 104 people lost their lives.

If you visit Laingsburg today, you will find three of these six artworks in the Flood Museum complex: a reimagined memorial assembled from decommissioned municipal water meters; an interactive children's play area that recasts the traditional Snakes and Ladders board game in relation to the local *waterslang* (water snake) myth; and three weathervane structures depicting iconic images remembered by flood survivors.

Not too far away in the Flood Museum foyer, 104 pieces of driftwood are suspended at the height the floodwaters would have been on the day of the disaster. "The slow rotation of the delicate pieces of wood in the air is a quiet meditation on memory, loss, and the passing of time," says Kathryn Smith, a lecturer in the Visual Arts Department and project leader of the Laingsburg initiative.

Outside the post office, a multi-directional signpost that indicates the direction, distance and lives lost in major floods that took place on each of the six continents since 1981 can be seen. A bridge archway, an abstract portrait of Laingsburg in various coloured stripes, creates a contemporary rainbow as you enter and leave the town.

"These sculptures effectively represent Laingsburg's legacy of tragedy and reconstruction, and will hopefully make a tangible contribution to the local tourism industry and by extension, economic opportunities for its residents," adds Smith.



The Promise: This colourful bridge archway, one of the six public artworks that were unveiled at the Laingsburg 30-year Flood Memorial festival, greets residents and visitors to Laingsburg as they enter and leave the town on the Ladysmith road. (Lyn Sieborger)

Laying the foundation, starting from scratch

The Laingsburg initiative started in mid-2010, when Smith was approached by Daleen Kruger on behalf of the Laingsburg Municipality, to create a commemorative public sculpture for the town's 30th flood anniversary. A team comprising Smith, her colleague Verna Jooste and postgraduate student Hanje Whitehead travelled to the town to conduct preliminary research in order to prepare a production plan and design proposals for the local municipality.

"The visit revealed a great deal of preliminary work that would have to be done to ensure that all the communities within Laingsburg who survived the flood were adequately represented in this public sculpture," explains Smith.

The scope of work would therefore be far greater than simply designing and erecting a statue, so Smith applied for additional support via *2010 Reasons to Live in a Small Town*, a project initiated by the Visual Arts Network of South Africa (VANSA) in Gauteng. In addition to VANSA's contribution, Plascon, the office of the Dean of Arts and Social Sciences and the Community Interaction Division made significant donations towards the initiative.

"The aim of the *2010 Reasons* project is to use action research and public art programmes to focus attention on some of South Africa's small towns, in particular around issues of creative social development and a visionary re-imagining of the future in both a personal and collective sense," says Smith.

The Laingsburg project is one of seven in a national network of *2010 Reasons* projects that represent a broad range of approaches to public and socially-responsive art practice in Musina, Dundee, Hermon, Phakamisa (King William's Town), Sutherland and Richmond.



Students, lecturers, artisans and community members all came together in this workshop to create the six public artworks that can be found all along the Flood Route walking tour of Laingsburg. (Kathryn Smith)

In October 2010 the volunteers and a number of guest artists started working towards creating a memorial. Workshops were conducted with each other and the community to determine what kind of artwork could represent the full complexity of the flood experience, both for those who lived through it, and for those who have inherited memories from a previous generation. This process involved more than one hundred Laingsburgers between the ages of two to 86. The final works, therefore, are a result of a collective authorship.

The research process was shaped by several key strategies which included interrogating the relationship of history to the future as well as the broader significance of the flood in relation to climate change. The team incorporated local knowledge, including mythological stories, and utilised materials and forms appropriate to the environment (often recycled or repurposed) or made with the participation of local children and crafters.

"Together, the artworks form a 'flood art route', offering spaces of play, contemplation and visual pleasure that complement the existing Flood Route walking tour of the town."

"The works are by everybody and reflect a bit of everybody's involvement in the project. I think what we have managed to do is provide a language for public art that is fresh, that is not didactic and does not dumb itself down in any way. We seemed to have struck a good tone, the right vernacular and colloquial language. The artworks therefore appeal to all persons."

Service learning benefits students

According to Smith, the interaction with the Laingsburg residents also benefited the students involved in the project. "The majority of the work for these artworks and sculptures required a lot of welding and a lot of knowledge around metal sculpture and work. While we teach metal sculpture in our programme, students have limited experience of metal work because they often produce work for assessment, which does not matter beyond the marks these students attain," explains Smith.

In addition, students had to research and select materials for their artwork which did not make a huge impact on the environment, did not look out of place and would last outdoors for a long time.



Visual Arts students (left) worked throughout the day and the night to transform an abandoned duck pond into an interactive art work that would also serve as a recreation area for all Laingsburg's children (right). (Kathryn Smith and Karolien Perold)

"I think they learned more about welding and the potential impact of an artwork in a dynamic community than they did in the studio. Also, if you work in a community, you work with people's memory, their traumatic experiences, so what you invest in your artwork is very critical," says Smith.

According to two of the volunteers, fourth-year Visual Arts students Nathan Gates and Lee-Ann van der Schyff, the initiative helped them to determine what their artistic strengths and weaknesses are and to network and learn from other artists, while providing a "safe platform" to practice the development of their public art skills.

"It's one thing to talk about how public art initiatives and residencies work, but another to see how it actually functions in the real world," explains Nathan.

"The Laingsburg initiative also gave me an opportunity to collaborate with others. These kinds of artworks are not something that you can conceive of by your own. You need a collaborative effort, where the outcome is bigger than the sum of all the parts, to produce artwork of this scale".

Both Nathan and Lee-Ann says that while art is generally perceived as a luxury for the privileged, they were able to reassess their roles as artists and for whom they make art by becoming conscious of their audience, in this case, the man in the street. The artworks seem to have also had an impact on social cohesion in Laingsburg.

"In small towns like Laingsburg, communities are still largely separated," explains Lee-Ann. "However, by creating a play park where all the children from Laingsburg could gather, we have in a way 'forced' parents to come together and bridge the racial divides."

For Lee-Ann, the initiative helped her to develop as an artist and a person. "I placed myself in an environment where I was really pushed to the limit artistically and where I was able to be creative in a very different and much more practical way. It was also an emotionally good experience. You get to know the kind of person you are and you learn a lot by watching other more experienced artists."

"I also enjoyed the opportunity to inspire people our age to pursue further studies. Most of the youth in Laingsburg finish school by grade nine and then they come to Cape Town to look for a job or work at the local Engen. I realised the impact we made on these youths during a workshop on memory when I asked the children what they would like to be one day and one of them said: I want to be an artist. If this initiative meant that I was able to inspire one person and help them break out of the mould and aspire to greater things, then that is good enough for me."

104 actions in honour of 104 lives

However, the interaction with Laingsburg has not ended. In order to open up dialogue and discussion around life in contemporary Laingsburg in new ways, the team developed a series of temporary actions, 104 in particular, that engaged in a playful but respectful way with aspects of the flood history, but also with how Laingsburg would like to market itself to visitors.

"Some of the actions we have completed thus far include a photographic workshop and exhibition project with the youth, the decoration of abandoned structures, initiating a Laings-Burger competition which was won by local Johanna Crawford, sitting on rooftops in honour of those who both survived and succumbed to the flood, workshoping products with local crafters and creating pop-up outdoor cinemas in Göldnerville and Bergsig to screen short films of local residents telling of their experiences."



Students form a human chain as part of their '104 Actions' to honour the strength and courage of Laingsburgers during the 1981 flood. (Lee-Ann van der Schyff)

Children's drawing workshops to develop contemporary interpretations of the ancient *waterslang* myth were also conducted leading up to the unveiling of the artworks. Guest artist Roderick Sauls and storytellers Edgar Whitley and Linda Fortune also led children and the elderly in a three-day 'story and memory' workshop by using art, drama and music.

"The 30-year anniversary of the 1981 flood was not just about one weekend in January 2011, but about the entire year. It is critical that we ensure we have created some level of sustainability around the arts in Laingsburg, which requires ongoing dialogue. We intend to return throughout the year to workshop with high school learners who may be thinking about their future careers, as well as with local artisans who are interested in establishing small businesses in craft and design products. We are working with internationally-recognised artist Faith47 to transform the abandoned sports pavilion and will utilise Laingsburg's cultural and heritage resources, such as the museum and local performers, to engage the youth around questions of citizenship, self-expression and a positive future for themselves through the arts."

According to Kruger, Smith and her students made a huge impact on the Laingsburg community. "Kathryn (Smith) and her students' 'infiltration' in Laingsburg was handled with great compassion and respect for the history and social patterns of the community," says Kruger.

The Laingsburg community, she says, has grown through the development of these artworks. “This art belongs to the community, because it was inspired by them. The N1 is always filled with traffic that passes through Laingsburg, but now travellers are stopping to see the artworks, to ask more about it and to hear the stories of Laingsburg. The community might have been struck by a tragedy 30 years ago, but they have risen again.”

“For Kathryn and her team, art is not only theory, it’s an infectious lifestyle. And Laingsburg houses the evidence of that.”

Through this initiative, the Visual Arts Department has showed how art can make a tangible impact that reaches far beyond its mere aesthetics.



Students and volunteers from the town work together to finalise three weathervane structures which depict iconic images remembered by flood survivors. (Kathryn Smith and Lyn Sieborger)



104 cast-iron water meters were salvaged from the municipal yard and reworked into a dynamic memorial in honour of those who perished on 25 January 1981. (Daleen Kruger)