

Bachelor of Arts
(Minimum 3 years, 376 credits)

Bachelor of Arts (NQF 7, 376 credits)

Option 1: Psychology

BASIC LEVEL (first year)	
Information Skills (8 credits) Leadership Studies I (24 credits) Philosophy I (24 credits) Psychology I (major) (24 credits) Counselling I (24 credits) Choose one other subject from Sociology I, English I, Biblical Studies I, Theology I or TESOL I (24 credits)	128
Human Biology I (24 credits) <i>can be taken as an extra subject only</i>	
INTERMEDIATE LEVEL (second year)	
Psychology II (major) (32 credits) Counselling II (32 credits) Leadership Studies II (32 credits) Continue with the other subject chosen in first year: Sociology II, English II, Biblical Studies II, Theology II or TESOL II (32 credits)	128
ADVANCED LEVEL (third year)	
Psychology III (major) (48 credits) Counselling III (48 credits) Practical (24 credits)	120

Option 2: Sociology

BASIC LEVEL (first year)	
Information Skills (8 credits) Leadership Studies I (24 credits) Philosophy I (24 credits) Sociology I (major) (24 credits) Choose two other subjects from Psychology I, English I, Counselling I, Biblical Studies I, Theology I or TESOL I (24 credits)	128
Human Biology I (24 credits) <i>can be taken as an extra subject only</i>	
INTERMEDIATE LEVEL (second year)	
Sociology II (major) (32 credits) Leadership Studies II (32 credits) Community Development II (32 credits) Continue with one subject taken in first year from: Psychology II, English II, Counselling II, Biblical Studies II, Theology II or TESOL II (32 credits)	128
ADVANCED LEVEL (third year)	
Sociology III (major) (48 credits) Community Development III (48 credits) Practical (24 credits)	120

Option 3: Theology

BASIC LEVEL (first year)	
Information Skills (8 credits) Leadership Studies I (24 credits) Philosophy I (24 credits) Biblical Studies I (24 credits) Theology I (24 credits) Sociology I (major) or Psychology I (major) (24 credits)	128
Human Biology I and TESOL I (24 credits) <i>can be taken as extra subjects only</i>	
INTERMEDIATE LEVEL (second year)	
Choose Counselling II and Psychology II (major) (2x32 credits) OR Community Development II and Sociology II (major) (2x32 credits) Biblical Studies II (32 credits) Theology II (32 credits)	128

ADVANCED LEVEL (<i>third year</i>)	
Choose Biblical Studies III OR Theology III (48 credits) Continue with Sociology III (major) OR Psychology III (major) (48 credits) Practical (24 credits)	120

Option 4: Media Studies

BASIC LEVEL (<i>first year</i>)	
Information Skills (8 credits) Leadership Studies I (24 credits) Philosophy I (24 credits) English I (24 credits) Media Studies I (24 credits) Choose Sociology I (major) or Psychology I (major) (24 credits) TESOL I (24 credits) <i>can be taken as an extra subject only</i>	128
INTERMEDIATE LEVEL (<i>second year</i>)	
Leadership Studies II (32 credits) English II (32 credits) Media Studies II (32 credits) Continue with Sociology II or Psychology II (major) (32 credits)	128
ADVANCED LEVEL (<i>third year</i>)	
Media Studies III (48 credits) Continue with Sociology III (major) OR Psychology III (major) (48 credits) Practical (24 credits)	120

Module Descriptions

Basic Level

Information Skills

Research and Study Skills (4 credits)

This module enables a student to develop their critical thinking ability in order to source and evaluate academic material. Students will understand plagiarism and referencing and learn to write and reference a structured academic paper.

Computer Skills (4 credits)

Through doing this module students will learn to use a computer for emails, internet, word processing, spreadsheet development and electronic presentation suites. This will enable students to access the Virtual Learning Environment (VLE) known as Funda, which is used by Cornerstone for communication with lecturers and administrative purposes, as well as research and submission of assignments.

Leadership Studies I

Intercultural Communication (12 credits)

This is a foundational module in communication. It focuses on the critical study of human communication in a variety of formats such as verbal, non-verbal and written forms. The dynamics of interpersonal and organisational communication will be studied, focusing on the importance of gaining cultural intelligence and communication skills, in order to participate more fully in a socially and culturally complex society. This module will include a study of topics such as public performance, audience analysis, active listening, rhetorical theory, cultural context and conflict management in order to achieve this aim.

Economics (6 credits)

This module introduces students to the basic concepts of economics, the study of the use of scarce resources. Students will engage with issues of the allocation of scarce resources and the effect on human dignity. They will be challenged to think practically and critically about how they personally engage in the allocation of their own resources as well as the production and consumption of goods and services, and the distribution of wealth.

Leadership Studies (6 credits)

The purpose of this module is to provide a theoretically grounded overview of leadership, addressing multiple perspectives on leadership. It aims to develop people who are able to lead in the context in which they find themselves, and engage critically with leadership, especially in the South African and African context. Through the course of this module students will engage in the theory and practice of leadership as well as personal/character development.

Philosophy I

Worldviews (6 credits)

This module provides a general introduction to worldviews, considering the multiple factors that play into the shaping of our view of the world. Within the framework of worldview, students acquire critical thinking skills in order to become critical readers, recognising the importance of social, political, ideological and religious location.

South African History and Society (6 credits)

The module engages critically with the nature of history, including the effects of position, perspective and power reflected in its telling. It does so by exploring the histories of South Africa beginning with the original peoples and tracing the development, movement and stories of the peoples and cultures in the country, and outlines the ideas and events that shaped and continue to shape the nation of today.

Ethics (12 credits)

This module is designed to help the student build an ethical framework that takes into account a holistic understanding of the human person (head, heart and hands). Students are exposed to ethical theories that enable them to reflect on ways in which to respond to current moral, intellectual and social questions. Students will work to integrate ethical theory into their experience of life and explore how this contributes to the good of the world.

Psychology I

Developmental Psychology 1 (12 credits)

This module provides an overview of the major theories of Developmental Psychology. It aims to help the student understand the models of human development from conception to, late adulthood and death and dying. This

modules addresses contemporary concerns in life-span development, and enhances the awareness of methodological approaches by which human development is investigated.

Introduction to Psychology (12 credits)

A survey of persons, ideas, and principles in the scientific studies of human behaviour is given. The historical development and current status of psychology and investigative activities and significant findings are reviewed. The module identifies and explains factors of personality, together with patterns of abnormal behaviour. The module also examines the interface between sociology and social psychology.

Counselling I

Counselling and Life Skills (12 credits)

In this module the student is introduced to counselling methodologies and techniques for individual counselling and life skills training. This module explores how to design life skills programmes and how to facilitate training groups.

Family and Development (12 credits)

This module will survey the themes of marriage development and family issues. The student will be introduced to the dynamics of change within marriage and the family as part of a developmental psychology framework.

Sociology I

Introduction to Sociology (12 credits)

This module introduces students to sociological interpretation and its linkages with other knowledge sources on society and social reality. It provides an overview of what sociologists study, the methods they use, the different ways of thinking (paradigms) within sociology as well as the key terminology (concepts) that serve as analytical tools to tackle the more challenging issues in society. It also introduces basic research tools used by sociologists and analytical frameworks in understanding of social change as reflected in South African history.

Diversity Studies (Sociology majors only) (12 credits)

This module explores the ways identity shapes and is shaped by diversity in terms of culture, class and gender, and the effects of diverse understandings of identity on groups, communities and social relations. A fundamental objective of the module will be to identify ways to promote mutual understanding, tolerance and cooperation among communities

Family and Development (Psychology majors only) (12 credits)

This module will survey the themes of marriage development and family issues. The student will be introduced to the dynamics of change within marriage and the family as part of a developmental psychology framework.

Biblical Studies I

Biblical Studies IA (12 credits)

The first half of this module is designed to introduce the student to the nature, purpose and interpretative process related to the Scriptures. Attention is given to the historical backdrop of the Old and New Testaments, and to the development of the biblical canon (Jewish, Protestant and Catholic). Tracing the narrative trajectory of the Bible, this module is designed to equip students with a basic skill set necessary for the artful and faithful interpretation of the biblical text both within the church and public space.

In the second half of this module, students are introduced to the scope of the New Testament, as the testimony of the early Church, concerning the crucified and resurrected Jesus. The module follows the canonical order of the New Testament. Attention is given to historical background, interpretive issues related to literary genre, and to the theology and narrative integrity of the New Testament.

Biblical Studies IB (12 credits)

In this module focus is given to tracing the scope of the Old Testament, as a shared testimony, concerning its central character, Yahweh. The module follows the ordering of the Hebrew Bible. The first part of the module gives particular attention to the Torah and Early Prophets. The second half of the module traces out the meaning and theological significance of the remaining books of the Old Testament, giving particular attention to Israel's counter-testimony as recounted in the Latter Prophets and the Writings. Attention is given throughout to historical background, interpretive issues related to literary genre, and to the theological frame and narrative integrity of the Old Testament.

Theology I

Theological Integration (6 credits)

This module is designed to introduce students to the concept of integration and its implications both for Christian faith and praxis, and for the relationship between the disciplines of theology, psychology, and community development. The module frames these disciplines within their respective branches of knowledge, inviting students to consider how each discipline operates within a particular worldview. Students explore the necessity of moving from a compartmentalised understanding of their faith and vocation to thinking and living in ways that reflect integration between their faith life and their work life.

Introduction to Public Theology (6 credits)

This module provides students with an introduction to the discipline of Public Theology, focusing on the contact points between the Christian faith and public life. Students learn about the interdisciplinary and trans-disciplinary nature of Public Theology, exploring how theological discourse demands intellectually and practically rigorous engagement with the range of contextual issues in contemporary society.

Introduction to Theology (12 credits)

This module is designed to introduce the student to the methodology and discourse of both systematic and practical theology and provide a framework within which to make sense of these disciplines, how they overlap and intersect, what specific angles of vision they offer the church in its engagement, theologically and practically, with the world. Special attention is given to the relationship between theology and its cultural contexts, particularly within a South African context.

English I

Introduction to Literary Studies (12 credits)

This module introduces students to key concepts and terminology in literary studies and examines various approaches to the subject. The module explores the relationship between text and context using representative texts from different literary genres and diverse historical contexts. Students will develop their critical thinking and writing skills by engaging analytically with the literature studied.

Academic and Creative Writing (12 credits)

Academic Writing is designed to help students develop academic writing skills as preparation for further writing successes in varsity and the student's chosen career. The module will focus on analysing one's audience, developing thesis statements and arguments, and developing a variety of rhetorical skills.

Creative Writing is designed to introduce students to creative writing skills in a variety of literary genre, including poetry, fiction and blogs. The module includes instruction in literary techniques and conventions and exposure to exemplary texts by selected authors. Students will learn to give and receive constructive feedback through peer and lecturer evaluation of short creative writing texts.

Media Studies I

Media and Society (12 credits)

Media and Society introduces students to a theoretical framework for analysing mass media in its historical and contemporary contexts. The role of the media in society will be interrogated in terms of media ethics and ideological influence. Students will develop a critical lens through which to examine how meaning is constructed and communicated across various platforms in a media-saturated world. The module will also give students the opportunity to practise basic writing and editing skills that complement those acquired in other first semester modules.

Digital and Visual Media (12 credits)

The module offers students a critical introduction to different media forms and genres with a particular focus on digital and visual media. Provided with the basic vocabulary for the production and critique of film, television and photography, students will analyse content from various critical perspectives, including genre, spectatorship, framing and narrative theory. Digital media will be approached with an emphasis on evolving technology, user interactivity, problems of intellectual property, and the role of social media.

TESOL I

1A. TESOL Introduction (12 credits)

This is designed as a stand-alone module as well as an introduction to the TESOL specialisation within the BA and BTh. It also serves as an introduction to teaching additional languages other than English. Students are introduced to the four language skills, namely, listening, speaking, reading and writing, as well as grammar and vocabulary systems. Method, language learning theory, classroom dynamics and learner needs are explored. Trainees learn to plan, execute and evaluate a short lesson. Students will be required to spend 10 hours observing in a language classroom.

1B. TESOL Methodology (12 credits)

Language teaching methods as they have developed in the 20th and 21st centuries will be presented and evaluated. Students will develop their own eclectic teaching philosophy. Learner needs will be examined with particular reference to the South African and African contexts. Prescribed books and other teaching tools will be introduced. Students will produce and evaluate their own materials. Students will learn how to apply their understanding of methodology, learner needs and teaching tools, to plan and execute lessons that meet learner needs. Students will spend seven days in a language classroom observing and teaching under supervision.

Human Biology I (24 credits)

This module is intended to help students gain a basic understanding of scientific approach, thought and method as it applies to Human Biology and an appreciation for the design evident in the structure and function of the human body. Sections covered include levels of structure, homeostasis, chemistry and the human body, cells, membrane transport and tissues, the nervous system, and the endocrine system. The second part of the module continues with blood and the lymphatic system; the cardiovascular system; the respiratory system and digestion and nutrition. The module ends with a multi-week study of the topic of Creation and Evolution. Students will be exposed to various views on origins and will have the opportunity to broaden and deepen their own view.

Intermediate Level

Leadership Studies II

Peace Studies (8 credits)

The purpose of this module is to lay the foundation for biblical and contemporary theoretical approaches to reconciliation and peace-making. While this module introduces to student the various models of peace-making at interpersonal levels, it is more specifically aimed at exploring reconciliation in social and political settings. The module will be squarely located in the concrete realities of South Africa, paying specific attention to South Africa's Truth and Reconciliation Commission (TRC). It will also explore themes such as forgiveness, restitution and re-humanisation in the context of communities of faith and in broader society.

Conflict Resolution (8 credits)

The purpose of this module is to introduce students to a foundation for a biblical and theological approach to conflict management that will guide church and community leaders in responding to interpersonal conflict both in the church and in the community. Students are introduced to the theory and practice of conflict resolution, equipping them with specific communication skills to enhance their relationships (interpersonal and intrapersonal). Students explore personal attitudes and approaches to conflict. This module makes use of case studies to assist students to reflect on the strategies, tactics and approaches used during conflict situations and emphasises the link between faith, communication, behaviour and conflict.

Leadership and Empowerment (16 credits)

In this module students engage in the application of leadership theory as it relates to the three majors, namely Theology, Psychology and Community Development. Here students explore the practice of leadership in the context of the church, faith-based organisations and the public sector. Attention is given to issues such as the process of effectively utilising and developing human resources, sharing control and responsibility, teamwork, conflict management, strategic planning and managing diverse communication styles in the three areas of Theology, Psychology and Community Development.

Psychology II

Introduction to Research Methods and Statistics (16 credits)

This module is designed to introduce students to basic concepts in research methodology and quantitative statistics. Students will be able to select appropriate statistical techniques for various research situations, execute these techniques and interpret these results making appropriate inferences.

Psychotherapy (16 credits)

This module provides students with an introduction to the theories and principles of various current approaches to psychotherapy and brief therapy.

Counselling II

Family Counselling (16 credits)

This module provides a theoretical overview of family development and dimensions of healthy family functioning. These concepts are applied to the student's family of origin. This module also addresses family intervention strategies and family models.

Crisis Intervention and Trauma Counselling (16 credits)

In this module students will gain a theoretical understanding of the dynamics of crisis intervention, crisis and trauma counselling

Sociology II

Perspectives on Social Change and Transformation (16 credits)

This module reviews several perspectives on community development and the social transformation process. The overall objective is to acquire an understanding of and ability to apply community development as an approach towards providing essential skills needed to work in a diverse community and broken world in a spirit of love and reconciliation, justice and peace

Sociology of Institutions (16 credits)

Sociological theory is applied to important institutions in society such as the family, media institutions, religion, education and political institutions

Community Development II

Sociology of Development (16 credits)

The aim of this module is to lay the conceptual foundation for further in-depth discussions on community development issues. The module will, therefore, introduce both macro theories pertaining to development and the basics of what we understand by community development. The underlying meaning of popular community development jargon will be critically revisited and debated to set the scene for further modules in community development. This module will also explore poverty as a development concern.

Community and Resource Mobilisation (16 credits)

The module introduces students to resource and community mobilisation, which are key elements within most development projects and programmes. Students will explore real cases of community and resource mobilisation, highlighting the value of community participation as key components of the development process.

Biblical Studies II

Hermeneutics (16 credits)

This module is comprised of two parts, namely Applied Hermeneutics and Theoretical Hermeneutics.

Part 1: Applied Hermeneutics: Reading from the Margins

Here students are introduced to the importance and value of reading the Bible with others (i.e., the marginalised, whether women, children, the poor, the illiterate). The module enables the student both to recognise the value of being a trained reader and the responsibility to use such training in transformative, public, connected, dialogic and integrated ways. The module combines both theoretical and practical outcomes. The theoretical outcome of the module is achieved by defining who the others are and by laying the conceptual framework for what it means to read with others and how practically to do so. The practical outcome is achieved by assigning students to an actual reading site in which they will participate by applying the theoretical framework.

Part 2: Theoretical Hermeneutics

In this part, the branch of knowledge known as hermeneutics is explored in greater detail. Concerned with the art and science of establishing meaning through interpretation, this part provides the necessary orientation for making sense of Scripture. This includes cultivating, in the student, an awareness of the otherness of Scripture, both in its form and in its content; surveying the richness of the many ways in which one might approach the Scriptures and thereby appropriate its meaning; and, offering some guidelines for sensitive engagement with the Scriptures towards establishing meaning. A significant amount of time is dedicated to examining biblical texts within their socio-rhetorical setting.

Synoptic Gospels (16 credits)

This module is a focused study of one of the Synoptic Gospels (Matthew, Mark, Luke-Acts) within its historical and literary context and places a significant emphasis on the descriptive task (exegesis of representative passages within the specified Gospel) to note distinctive theological themes. Special attention is also given to the synthetic task of locating the Gospel within the broader canon of the NT Gospels.

English II

Historical Literature and Culture (16 credits)

This module explores important historical social, political, economic and cultural issues by way of readings in a range of English literature from a variety of historical and cultural contexts prior to the 20th century. The module will focus primarily on two genres: the novel and poetry.

Contemporary Literature and Culture (16 credits)

This module explores important contemporary social, political, economic and cultural issues by way of readings in a range of English literature from a variety of historical and cultural contexts since the beginning of the 20th century. The module will include a significant focus on English literature produced in Africa.

Media Studies II

Media, Power & Popular Culture (16 credits)

Students in this module will explore the complex role of media as it relates to both power structures and the entertainment industry. The media's interaction with social, economic and political power will be discussed with a view to understanding the media's responsibility and the mutual pressures exerted. The notion of media producers as watchdogs or moral guardians will be contrasted with entertainment media, as well as the balancing act of satire.

Media in South Africa (16 credits)

The role of the media has been crucial in shaping global history over the past century, and the history of South Africa is no exception. This module will trace media influence through the apartheid era from propaganda to instrument of socio-political change, and how it continues to shape our political, social, and economic story as a nation. Practical constraints on media practitioners will also be examined in a particularly South African context, including media ethics, invasions of privacy, betrayal of sources, hate speech, obscenity, incitement, blasphemy, defamation, 'political correctness', and codes of conduct, as well as the intersection between government laws and rights to freedom of speech.

TESOL II

TESOL Skills and systems. (16 credits)

This is an advanced course in the theory and practice of reading, writing, speaking and listening skills. Vocabulary acquisition theory and practise will be taught. A significant portion of the course will cover English grammar and its role in Language learning. While the focus is primarily on teaching adults some attention will be given to teaching first and second additional language to young learners with particular reference to the South African curriculum.

The student will spend 2 weeks in a language classroom and will complete 10 hours of teaching.

TESOL Language learning and practice. 16 credits.

This module will complete the process of preparing students, to continue to grow as professionals and to make a contribution to the TESOL profession. Some skills needed to thrive in a cross cultural context will be explored. Students will understand and evaluate some of the theories and practices that inform language learning, teaching and professional practice. Language learning and acquisition; bilingualism and immersion; language, communication and culture; as well as socio linguistics will be explored. Cross cultural communication and living skills will be taught and some ethical issues taught. The student will spend 2 weeks in a language classroom and will complete 20 hours of teaching.

Advanced Level

Psychology III

Abnormal Psychology (12 credits)

This module examines the diagnosis, symptoms, causes, management and treatment of mental health problems and psychological disorders, with a focus on clinical assessment, and referral skills and procedures.

Group Therapy (12 credits)

This module aims to provide the student with a basic theoretical understanding of groups, group processes, group dynamics and the stages in group development. The module also seeks to provide students with skills to be able to plan and facilitate psycho-educational workshops and groups.

Research Methods and Statistics (12 credits)

This is a foundational module presenting basic research and statistical methodologies in preparation for graduate studies in Human Sciences. Students will be able to select appropriate statistical techniques for various research

situations, execute these techniques and interpret these results making appropriate inferences. Students will also acquire knowledge of research ethics and protocols.

Theories of Personality (12 credits)

This module aims to provide an overview of theories concerning the shaping of personality. It will examine the influences – both personal and environmental – that impact on personality development. A particular dimension of this is the impact of child-rearing practices on the shaping of personality. The module will examine personality traits, and theories behind personality traits. Students will also have an opportunity to receive an evaluation based on a personal personality inventory.

Counselling III

Community Psychology (12 credits)

This module will provide an introduction to the field of community psychology. This module focuses on social issues that influence individuals, groups, and organisations. Community psychology as a science seeks to understand the relationships between psycho-social and environmental conditions.

Psychological Interventions (12 credits)

The aim of this module is to equip students with a theoretical understanding of counselling and psychological interventions, directed towards an integrated, relevant and appropriate praxis within the South African context. Appropriate intervention strategies for issues such as HIV/AIDS, Crises Pregnancy, Trauma and Substance Abuse are addressed.

Advanced Counselling (12 credits)

This module will set the context in which the students will learn to develop appropriate interventions for couples, marriage. They will develop skills to create a therapeutic relationship and to use appropriate techniques during the counselling process.

Senior Project Paper (12 credits)

The Senior Project Paper is a theory and reflection paper based upon the final year student's fieldwork experience in a community setting. The student will need to demonstrate mastery of theoretical counselling modalities and utilising case studies derived from practical counselling experience gained whilst working in the community.

Practical

Psychology Fieldwork and Community Interventions (24 credits)

This module aims to help the student gain practical fieldwork experience in a community setting. The student will be given opportunities to integrate theoretical counselling modalities, practical counselling skills and community interventions. The course exposes the student to a variety of mental health needs and issues in the community.

Sociology III

Community Research Methods (12 credits)

This module aims to skill the student in community based research (i.e. tools, techniques and methodologies); with the goal of helping a community identify an issue or problem, collect and analyse information and act upon the problem in order to find solutions and to promote economic, social and political development/transformation. The module will review methodologies and approaches appropriate to community based participatory research and provide opportunity for practical application of acquired knowledge and skills.

Population and Development (12 credits)

This module focuses on social demography, examining such themes as socio-demographic indicators, population profile, health profile, urbanisation and migration profile, education profile, and human development profile. Students focus on local communities, South Africa and the African continent as they analyse the consequences of social demographic factors for research, policy, planning and development.

Contemporary Sociological Theory in Context (12 credits)

Contemporary Sociological Theory in Context provides an in-depth exploration of contemporary sociological theory. The implications of these theories for the challenges faced by contemporary society are debated and the student is encouraged to engage critically with these theories in light of contemporary issues such as globalisation, conflict, the environment, gender and poverty, with a special focus on South Africa and the African continent.

Senior Project Paper (12 credits)

This module provides an opportunity for final-year Sociology students to research and write a major paper about a topic of interest in their field.

Practical

Sociology Fieldwork (24 credits)

Fieldwork is a practical, community-based extension of the academic programme in a defined module of study in Sociology. Fieldwork is a multidisciplinary application of what has been learned theoretically. It measures the practical capabilities of the student within a field or sphere of learning.

Community Development III

Urban and Rural Development (12 credits)

This module seeks to explore in depth the dynamics that are involved in both cities and rural areas as unique spaces of social interaction. The module accords special attention to the impact of urbanization on the poor, elderly, youth, other marginalised groups, as well as rural areas. Specific themes discussed are the role of the urban and rural areas in the social and political economy of developing societies, and current approaches toward the management of the areas. It also seeks to help students outline the challenges facing urban and rural development in developing countries and in South Africa in particular. The various issues and themes are explored through field-based reflection, lectures and group discussions.

Community Development in Practice (12 credits)

This module covers the field of development from a sociological point of view with an emphasis on both the theoretical and practical facets of the developmental process. These themes will be related to current development challenges in SA and will be studied against the background of global trends as well as specific community issues. Whilst strong emphasis will be placed on a holistic and people-centred orientation to development theory and praxis, the economic prerequisites and requirements for development will also be stressed. Theoretical insights will be translated into skills required for hands-on community development.

Organisational Development (12 credits)

Organisational development' is a sociological exploration of the field of organisational studies in relation to social movements and community development by offering a systematic analysis of the challenge of compliance (or social order) that will equip students with the conceptual tools to understand the major issues in organisational strategy. A special emphasis is allocated to faith based organisations and the role of organisations in transformational social development that affects the totality of human life in an integral manner.

Comparative Studies of Development Challenges in Africa (12 credits)

This module explores the reasons behind the developmental backlogs in Africa, including case study material comparing specific nations. As the world enters a new developmental era – post-2015 millennium development goals – the quest for sustainability has become even more urgent amidst the impact of globalisation that merciless ignores or even worse, exploits, the losers in this process. Africa as a continent is the last region of the world that is not fully sharing in the benefits of a free market economy due to its dependency status within the global system and its prospects for high population growth. Africa has a particular strength that is encapsulated in a philosophical stance of humanity, solidarity, faith and collective citizenship – Ubuntu. Following the directives this outlook, the module analyses and synthesises developmental challenges for 21st century Africa.

Biblical Studies III

Old Testament Writings (12 credits)

The study and meaning of wisdom in the literature of the Old Testament are investigated. Special attention will be given to the nature of Hebrew poetry, literary structure and the importance of developing a biblical theology of the wisdom writings. Exegesis of representative passages is included.

Pauline Writings (12 credits)

This is a focused module designed to provide students with points of orientation for understanding Paul and the letters attributed to him. The module enables students to navigate the Pauline Writings by setting both Paul (as author, pastor and missionary) and his letters within their historical, socio-cultural, theological, exegetical and ecclesiological setting. Within this matrix, students read and engage texts within the body of the Pauline Writings.

Biblical and Contemporary Worldviews (12 credits)

This module looks to the necessity and importance of an integrative approach to responding to a range of critical issues of relevance for both the church and public space. Within a worldview framework, students wrestle with contemporary issues – including personhood, community belonging, power, economics and education and the intersection of these issues – from a biblical and theological perspective.

Senior Project Paper (12 credits)

The Senior Project Paper is a supervised mini-thesis that provides Christian Ministry students with the opportunity to engage in higher level research. The research project provides students with the opportunity to demonstrate the integration of skills acquired in biblical studies (exegesis), systematic theology and practical theology. Students will do this by exploring the relationship between the biblical text and a ministry related topic, integrating exegetical analysis (typical of biblical studies) with either a social science analysis (typical of the practical theology discipline), or a doctrinal and/or historical analysis (typical of the systematic theology discipline).

Theology III

Choose one from Congregational and Denominational Studies, Youth Studies, Pastoral Care and Practical

Congregational and Denominational Studies (12 credits)

This module is designed to orient the student to the theoretical underpinnings of congregational formation and governance. It addresses theories of organisational structure and management and sets the platform for denominational specific studies, offering students denominational specific learning (Methodist, Anglican, Baptist, etc., studies).

Youth Studies (12 credits)

This module exposes students to youth studies. Working from a theoretical framework that locates youth studies and youth ministry within the context of a congregational inclusive model, students are introduced to the nature and role of youth ministry by taking the South African contextual realities into consideration. Students look at such issues as: alcohol and drug abuse, HIV/AIDS, teenage pregnancy, gang violence and malnutrition. The module encourages the student to read and evaluate perspectives provided by South African social scientists and psychologists across the racial and cultural spectrum. The module also looks to the integration of a biblically informed ecclesiology that meaningfully unpacks the ministries of the church in relation to youth.

Pastoral Care and Practical (12 credits)

This module applies the approaches and skills learnt in Pastoral Care Theory to specific crises, such as illness, dying, bereavement, mental illness and family breakdown. Institutional ministries that deal with these issues are visited, providing students with practical experience in one such institution.

Church in the Power of the Spirit (12 credits)

Restoration of human identity (and of the cosmos) is signalled in the constitution of a community in Christ, called and empowered by the Spirit to stand as a sign of God's redemptive purposes. In this module, students wrestle with the role of the Spirit in restoration, enabling, commissioning and empowering, the establishment of a new community and its nature and purpose. The module has as its starting point the continuing work of the Spirit both in the restoration of the cosmos and in the establishment of the church as an expression of the eschatological trajectory of God's story. Implications of this doctrine are considered in the light of South African contextual realities.

Contemporary Theology (12 credits)

In the context of globalisation, this module traces some of the key theological trends and figures in the twentieth and twenty-first centuries. The module critically assesses the trends and figures by carefully considering how politics, economics, gender, ethnicity etc., inform and shape contemporary theological reflection. In so doing, the module is designed to challenge students to continue in critical theological reflection by returning to the beginning, to the biblical revelation of God, in response to the new challenges confronting the church.

Christian Spirituality: Formation (12 credits)

This module is designed to explore how people make meaning out of life's experiences. The primary theory of James W Fowler is given special attention. Consideration is also given to the application of this theory to the general areas of developmental psychology, the theology of Christian formation and maturity. Additionally, students explore meaningful ways in which to bring together the theory and practice of Christian spiritual formation. This module also includes a compulsory tutorial for spiritual formation

Media Studies III

Media in Practice: Writing and Editing (12 credits)

This module will follow an intensive programme designed to help students develop the journalistic art of storytelling – from rigorous research and imaginative conception, through to refined execution and delivery. Students will be encouraged to innovate, experiment and find fresh perspectives suitable to writing for online media. They will also learn how to write for newspapers, longer features, creative non-fiction, and magazine-style writing for print.

Media in Practice: Film and Television (12 credits)

The basic principles of television news, documentary and online video production will be outlined in theory and practice. Students will be introduced to shooting and editing techniques relevant to video production for television and online platforms. These skills will be developed through short video projects and tutorials by industry experts.

Supervised Media Project (24 credits)

The media industry in Cape Town and South Africa is growing, but highly competitive. It is essential, therefore, that our students are not only imbued with an intellectual understanding of media theory and ethics, but are also exposed to real-world skills, experience, and industry contacts. All these elements will merge to form the Supervised Media Project in which students will create a significant media product with the support and guidance of a lecturer or industry professional. The project is an opportunity for students to apply elementary skills developed in the first semester and will require regular meetings and feedback sessions on the work in progress.