SIMON MUZENDA SCHOOL OF ARTS, CULTURE AND HERITAGE STUDIES

ACADEMIC GUIDELINES FOR DEGREE AND DIPLOMA PROGRAMMES

KNOWLEDGE CULTURE DEVELOPMENT

2014-2018

ACADEMIC GUIDELINES
FOR PROGRAMMES OFFERED IN THE SIMON MUZENDA SCHOOL OF ARTS, CULTURE AND HERITAGE STUDIES

These Academic Guidelines are as far as possible accurate and up-to-date at the time of going to print. However, it should be noted that not all programmes or modules described herein will necessarily be on offer each year and that more programmes and modules will be added from time to time.

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UNIVERSITY MISSION STATEMENT

VISION

To be the centre of excellence in arts, culture and heritage studies as well as the advancement of other academic disciplines for the promotion of the development of society.

MISSION
In order to support the vision, we shall:
a.   Reclaim and preserve our African culture and heritage;
b.   Mainstream culture and heritage in our teaching and research;
c.   Lead in the development of entrepreneurs and professionals in the creative industry;
d.   Provide our stakeholders with an enabling environment for research and empower them with entrepreneurial skills;
e.   Produce versatile graduates equipped with skills and competencies relevant to the needs of society;
f.   Attract and retain highly competent staff,
g.   Use ICT-based solutions in teaching, learning, research, administration and innovation, and;
h.   Uplift communities we serve through our involvement in their development.

VALUES
GZU has adopted the following principles and standards of behaviour to define the University's culture and ensure a conducive work environment for the attainment of the Vision and Mission:
- Unhu/Ubuntu
- Excellence
- Integrity
- Results Focus
- Quality

ACADEMIC, SENIOR ADMINISTRATIVE AND TECHNICAL STAFF

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Vacant

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Lecturers

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SCHOOL REGULATIONS FOR BACHELOR OF ARTS HONOURS DEGREES AND DIPLOMAS

1   PREAMBLE
1.1   These regulations shall be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as the General Regulations.
1.2   Senate has the prerogative to change, cancel or replace any of these regulations
1.3   The Honours Degree may be taken in any subject or combination of subjects approved by the School.
1.4   A student who has started a programme following one set of regulations shall not be affected by regulations adopted subsequently unless agreed to in writing by the student.
1.5   Senate has the authority to exempt a student from any of these regulations.
1.6   The General Regulations shall supersede the School Regulations.

2   DEFINITION OF TERMS
In these Regulations the following terms shall be used as defined:
2.1   Core module: – a compulsory module which a student must take in a programme.

2.2   Optional module: – a module a student may take to fulfil the requirements of a programme.

2.3   Subject area: – a field of study offered by a Department.

2.4   Equivalent module – a module similar to another in terms of weighting and content.

2.5   School-wide Module – module offered to all students in the School.

2.6   Single Honours Degrees – degrees with specialisationin one subject area.

2.7   Joint Honours Degrees – degrees with specialisation in more than one subject area.

3   PROGRAMMES
3.1   For programmes offered under the School of Arts, Culture and Heritage Studies, refer to Section **2.2.1.5** of the General Academic Regulations.

3.2   More degree and diploma programmes shall be added from time to time.

4   ENTRY REQUIREMENTS
4.1   Entry Requirements for Honours Degrees and Diplomas

4.1.1   Normal Entry

4.1.1.1   Applicants should have a minimum of five (5) Ordinary Level passes or equivalent including English language and at least two 'A' Level passes in relevant subjects.

4.1.1.2   For Diploma in D.T.I applicants should have at least 5 'O' level passes or equivalent, including English Language, plus at least 2 'A' Level passes (one of which should be an African Language).

4.1.2 Special Entry

4.1.2.1 Refer to Section **3.2** of the General Academic Regulations.

4.1.3 Mature Entry

4.1.3.1 Refer to Section **3.3** of the General Academic Regulations.

4.2 Entry Requirements for Special Honours Degrees

4.2.1 Applicants should have obtained a Bachelor's Degree in the relevant subject or equivalent.

5 STRUCTURE OF DEGREE AND DIPLOMA PROGRAMMES

5.1 The Honours Degree programmes shall run for at least eight (8) Semesters

5.2 Each student shall be required to study a minimum of (40) modules broken down as follows:

Level I - 13 modules

Level II - 12 modules

Level III - 3 modules

Level IV - 12 modules, including a Research Project.

5.3 The structure may vary with the particular requirements of subject areas. One or two subjects shall be studied over a period of at least four years. These programmes shall include Work-Related Learning at level III.

5.4 A programme shall have compulsory and optional moduels.

5.4.1 Single Honours Degree

5.4.1.1 A single Honours Degree allows candidates to specialise in one subject area.

5.4.1.2 In a single Honours Degree, core or optional modules shall be taken from the subject area concerned to meet the minimum number of modules required to complete the programme.

5.4.1.3 The single Honours Degree allows depth in the area of specialisation.

5.4.1.4 A single Honours Degree gives candidates the opportunity to shape career paths in a particular direction.

5.4.2 Joint Honours Degree

5.4.2.1 The combination of subjects and modules shall be done in a way that enriches the Degree.

5.4.2.2 A joint Honours Degree requires at least half of the modules from each subject area.

5.4.2.3 The joint Honours Degree allows flexibility and an opportunity for candidates to explore their interests further.

5.4.2.4 Joint Honours Degrees can lead to unique opportunities in interdisciplinary research and further study as well as making students attractive to a wider range of potential employers.

5.6 For the Diploma in Translation and Interpreting would be an eighteen month full time programme. Each student will be required to take a minimum of fourteen (14) modules in the following manner:

Semester I   –   at least 6 modules

Semester II   –   3 modules

Semester III   –   6 modules

5.6 For other Diplomas each student will be required to take a total of **twenty (20)** courses in accordance with the following breakdown:

    5.6.1 In **Level 1**, a student shall register for t**en (10)** courses including Communication Skills and Information Technology (C & IT).

    5.6.2 In **Level 2,** a student shall register for **ten (10)** courses including a research project chosen from a candidate's area of interest

5.7 A module in a programme shall be taught in thirty-six (36) to forty-eight (48) contact hours per semester.

    5.7.1 A programme shall have compulsory and optional modules.

    5.7.2 The following modules shall be compulsory for all degree programmes:
- Academic and Professional Communication
- Research Methods and Statistics
- Information and Communication Technology
- Introduction to Zimbabwean Cultures and Heritage
- African Philosophy and Thought
- Introduction to Zimbabwean History
- Research project

6 ASSESSMENT

6.1 To be admitted into an examination, a candidate must have been registered for that module with the University and completed the course work in the module in accordance with the General Academic Regulations.

6.2 Each module in the programme, except for the Work-Related component at Level III, is assessed on the basis of a THREE– hour written examination and by course work undertaken during the period of study.

6.3 For theoretical modules, course work shall count for **25%** of the total possible and the examination shall count for **75%.**

6.4 For practical modules, coursework shall count for 40 % of the total possible and the examination shall count 60%

6.5 The results of each examination shall be published in accordance with the provisions of the General Academic Regulations.

6.6 At Level 3 a candidate is expected to pass all the 3 components of Work-Related Learning. If the candidate fails any one component, the candidate is deemed to have failed that level. The candidate is expected to change the host institution when repeating

6.7 The length of the dissertation shall be about 9000 words or as prescribed by the departments or subject areas and two copies of spiral or hard bound copies shall be submitted at a date to be determined by the School board of which students shall be notified.

6.8 After a research project has been submitted and marked, a student may be required to defend it before the departmental board of examiners.

6. 9 A research project that attains a failure mark may be allowed to resubmit within three months after the publication of results.

6.10 The examiners may require any candidate to attend a viva voce examination in any part of the degree programme.

7. WORK RELATED LEARNING

7.1 Work Related Learning shall normally consist of at least ten months of supervised work

during level 3.

7.2   Two copies of the Work Related report shall be submitted within three weeks before the end of level 3.

7.3   Block Release/Parallel Students who are employed in the relevant sector and with at least two years' experience may apply to the School to have the Work Related Learning Level run concurrently with Level III.

8.   PROVISION FOR PROGRESSION
Refer to Section **8** of the General Academic Regulations

9.   FAILURE TO SATISFY EXAMINERS
Refer to Section **9** of General Academic Regulations

10.   AWARD OF A DEGREE
To be awarded a degree, a candidate must have attained a minimum of fourty (40) modules.

11.   DEGREE CLASSIFICATION AND WEIGHTING
11.1   The degree class shall be based on results of Level II, III and IV in the ratio 1:1:1.

11.2   For degree classification, refer to Section **5** of the General Academic Regulations.

DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE

REGULATIONS FOR DIPLOMA PROGRAMMES

REGULATIONS FOR THE DIPLOMA IN TRANSLATION AND INTERPRETING STUDIES (DTI) BLOCK RELEASE/CONVENTIONAL

1. **PREAMBLE**

   These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Programmes and Diplomas hereinafter referred to as General Regulations which have precedence over School Regulations.

2. **GENERAL DESCRIPTION OF THE PROGRAMME**

   The Diploma in Translation and Interpreting is a "full time three semester" (18 months) programme designed for candidates who wish to pursue a diploma in translation and interpreting.

   This programme aims at producing Translation and Interpreting Professionals in various fields so as to enhance communication where intercultural communication is inevitable. People of different cultures and languages are interacting because of globalization and as a result there is bound to be communication gap so translation is coming in to bridge that gap.

3. **OBJECTIVES**

   3.1   To provide an in-depth and comprehensive analysis of the principles of   translation and interpreting;

   3.2   To expose trainees to the requisite skills and techniques to translation and interpreting.

4. **CAREER PROSPECTS**

   The Diploma prepares students for careers in the following:
   - Judiciary Translation and Interpreting
   - Media Art and Culture Industries
   - Para-Legal Practitioners
   - Tourism and Hospitality
   - Local and international diplomatic activities
   - Public Service
   - Religious Organisations

5. **ENTRY REQUIREMENTS**

   5.1   **Normal Entry**

   Applicants should have at least 5 'O' level passes or equivalent, including English Language, plus at least 2 'A' Level passes (one of which should be an African Language).

   5.2   **Special Entry**

   Applicants should have 5 'O' level passes or equivalent, including English Language, and any relevant Certificate or Diploma from a recognised institution.

   5.3   **Mature entry**

   Applicants should have 5 'O' level Passes or equivalent, including English Language, and be at least 25 years of age. In addition, a candidate may be required to undertake an entry

examination administered by the Department as part of the process of satisfying entry requirements for admission into the programme.

6. STRUCTURE OF THE PROGRAMME

6.1   The proposed diploma in translation and interpreting would be an eighteen month full time programme that is designed for candidates who wish to pursue a diploma in translation and interpreting. Each student will be required to take a minimum of fourteen (14) modules in the following manner:

Semester I – at least 6 modules
Semester II – 3 modules
Semester III – 6 modules

6.2   MODULES

Semester I

Each student shall be required to study **four compulsory modules** including **one** university-wide module, and **two** optional modules.

Core modules

CSARM 101	Communication Skills
DTI 101	Introduction to Translation and Interpreting
DTI 153	Theory and Practice of Translation and Interpreting
DTI 160	Culture, Interpreting and Translation

Optional modules

DTI 154	Culture Continuum/Distance and Translation
DTI 155	Translation and Interpreting Skills for different Genres
DTI 156	Tools and Technology in Translation
DTI 157	Measuring the Quality of Translation
DTI 149	Introduction to Law
DTI 151	Introduction to Criminal Procedure
DTI 158	Translator, Interpreter Invisibility

Semester II: Work Related Learning

DTI139	Work Related Learning Assessment
DTI 165	Work Related Learning Report

Semester III

Each student shall be required to study **four compulsory modules** and **two** optional modules.

Core modules

DTI 104	Practical Translation and Interpreting
DTI 121	Translation and Interpreting Ethics
DTI 166	Translation and Terminology
DTI 170	Research Project

Optional modules

DTI 150	Introduction to Civil Procedure
DTI 167	Measuring the Quality of Interpreting
DTI 159	Consecutive and Simultaneous Interpreting
DTI 168	Ethnography of Speaking and Interpreting
DTI 152	Interpreting and Victim Friendly Courts
DTI 161	Introduction to the Law of Evidence

DEPARTMENT OF RELIGIOUS STUDIES AND PHILOSOPHY

DIPLOMA IN RELIGIOUS STUDIES AND PHILOSOPHY (DIP. RS & PL) FULL-TIME/BLOCK RELEASE

1. **PREAMBLE**

   These regulations should be read in conjunction with the General Academic Regulations for the Undergraduate Programmes and Diplomas hereinafter referred to as General Regulations which have precedence over School Regulations.

2. **GENERAL DESCRIPTION OF THE PROGRAMME**

   The Diploma in Religious Studies and Philosophy is a two year full-time programme that is designed for students who wish to pursue an undergraduate Diploma in Religious Studies and Philosophy.

3. **OBJECTIVES**

   By the end of the diploma programme, graduates must be able to:
   3.1   Apply analytic and evaluative skills in the spheres of religion and philosophy.
   3.2   Demonstrate research skills necessary to convince stakeholders in religion and philosophy.
   3.3   Debate issues based on current religious and philosophical trends in a wide and flexible manner.
   3.4   Use ethical and critical thinking skills in work place environments.
   3.5   Appreciate the importance of religion and philosophy in practically solving life problems.

4. **CAREER PROSPECTS**

   Holders of the Diploma in Religious Studies and Philosophy can fit into a variety of occupations including the following:
   - Research assistants
   - Authors of religious and philosophical material
   - Editors of religious and philosophical manuscripts
   - Interpreters of religious content
   - Facilitators of interreligious dialogue
   - Field officers in governmental and non-governmental organisations.
   - Counsellors
   - Intelligence officers
   - Ethics officers

5. **ENTRY QUALIFICATIONS**

   To be eligible for admission applicants must have passed at least **five** 'O' subjects including English Language or their equivalent accepted by the University. An 'A' level pass is an added advantage.

6. **STRUCTURE OF THE PROGRAMME**
   6.1   **Duration**
          The normal duration of the Diploma in Religious Studies and Philosophy shall be **two (2)** years of full-time/block release study. It shall be divided into two semesters, normally coinciding with academic years of study.

   6.2   **Structure**
          Refer to Section **5** of the School Regulations.

6.3 Modules

LEVEL I SEMESTER I

Each student will take **five (5) compulsory** modules as follows:

DRSPL 101	Introduction to the Study of Religion
DRSPL 102	Introduction to the Old Testament
DRSPL 103	Introduction to Logic
DRSPL 104	Introduction to Problems of Philosophy
DCSIT 105	Communication Skills and Information Technology

LEVEL I SEMESTER II

Each student will take **five(5) compulsory** modules as follows:

DRSPL 106	Introduction to Christian History and Thought
DRSPL 107	Introduction to the New Testament
DRSPL 108	Introduction to Sociology of Religion
DRSPL 109	Introduction to Intermediate Logic
DRSPL 110	Introduction to Major Philosophical Trends

LEVEL II SEMESTER I

Each student shall **select five(5) modules**, **two (2)** from Religious Studies and **three (3)** from Philosophy.

Religious Studies

DRSPL 201	Old Testament Studies 1
DRSPL 202	New Testament Studies 1
DRSPL 203	African Traditional Religion
DRSPL 204	African Theology
DRSPL 205	New Testament Greek
DRSPL 206	Classical Hebrew

Philosophy

DRSPL 207	Moral Philosophy
DRSPL 208	Classical Philosophy
DRSPL 209	Theory of Knowledge
DRSPL 210	Social and Political Philosophy
DRSPL 211	Applied Ethics
DRSPL 212	African Philosophy
DRSPL 213	Leadership and Conflict Resolution

LEVEL II SEMESTER II

Each student shall select **five (5)** modules, **two (2)** from Religious Studies, **two (2)** from Philosophy and the compulsory **Research Project.**

Religious Studies

DRSPL 214	Religion and Ethics
DRSPL 215	Survey of Christianity in Africa
DRSPL 216	Religion and Heritage Studies

DRSPL 217	World Religions
DRSPL 218	African Initiated Churches
DRSPL 219	Religion and Gender Studies
DRSPL 220	Pastoral Care and Counselling

Philosophy

DRSPL 221	Governance and Human Rights
DRSPL 222	Philosophy of Religion
DRSPL 223	Philosophy of Education
DRSPL 224	Medieval Philosophy
DRSPL 225	Environmental Ethics
DRSPL 226	Contemporary Philosophy
DRSPL 227	Rationalism and Empiricism
DRSPL 260	Research Project

7. **ASSESSMENT**
   Refer to Section **6** of the School Regulations.

8. **PROVISIONS FOR PROGRESSION**
   Refer to Section **8** of the School Regulations.

9. **DIPLOMA CLASSIFICATION AND WEIGHTING**
   Refer to Section **11** of the School Regulations.

REGULATIONS FOR THE DIPLOMA IN THEOLOGY (Dip. Th.) BLOCK RELEASE

1. **PREAMBLE**

   These regulations should be read in conjunction with the General Academic Regulations for the Undergraduate Degrees and Diplomas, hereinafter referred to as the General Regulations which have precedence over School Regulations.

2. **GENERAL DESCRIPTION OF THE PROGRAMME**

   The programme is offered on block release and designed for the study of Theology.

3. **OBJECTIVES**

   The programme aims to assist candidates to acquire knowledge and academic skills in the theological profession.

4. **CAREER PROSPECTS**

   - Pastoral and ecumenical work
   - Authors of religious material
   - Editors of religious manuscripts
   - Interpreters of religious content
   - Facilitators of interreligious dialogue
   - Field officers in governmental and non-governmental organisations.
   - Counsellors
   - Intelligence officers
   - Ethics officers

5. **ENTRY REQUIREMENTS**

   To be eligible for admission, applicants must have the following:
   5.1. Passed at least five 'O' subjects including English Language. A pass at 'A' will be an added advantage.
   5.2. Possess qualifications accepted by the University as equivalent to the foregoing;
   5.3. Be a practising minister of religion, church leader, lay preacher or ordinary Christian/adherent.

6. **STRUCTURE OF THE PROGRAMME**

   6.1 **Duration**
   The normal duration of the Diploma in Theology shall be **two (2)** years of Block Release Teaching.

   6.2 **Structure**
   Refer to Section **5** of the School Regulations

   6.3 **Modules**

   LEVEL I SEMESTER 1

   Each student will take **five (5)compulsory** modules as follows:

DT101	Introduction to the Old Testament
DT102	Introduction to the New Testament
DT103	Church History up to the Reformation
DCSIT 104	Communication Skills and Information Technology
DT105	Introduction to Logic

LEVEL I SEMESTER 2

Each student will take a total of **five (5)** modules, that is, **four (4)** compulsory and **one other** course as follows:

Compulsory Modules

DT106	Introduction to Systematic Theology
DT107	African Church History
DT108	Introduction to Homiletics
DT109	Introduction to African Traditional Religion

Optional Modules

DT 110	Psychology of Religion
DT 111	Sociology of Religion

LEVEL II SEMESTER I

Each student shall do five (5) modules, including four (4)compulsory modules and one other course as follows:

Compulsory Modules

DT201	Pastoral Care and Counselling
DT202	Introduction to Religions of the World
DT203	Introduction to Classical Hebrew
DT204	African Theology

Optional Modules

DT205	Theological Ethics
DT206	Philosophy of Religion
DT207	Theology and HIV & AIDS
DT208	Introduction to Philosophy

LEVEL II SEMESTER 2

Each student shall be required to take **four (4)** Compulsory Modules

DT209	Theology and Gender Studies
DT210	Introduction to New Testament Greek
DT211	African Christian Worship
DT260	Research Project

Optional Modules
DT212	Church Polity

DT213	Theology and Democracy in Africa
DT214	Theology and Development
DT 215	Introduction to African Philosophy
DT216	Medieval Philosophy
DT217	Ecumenical Studies in Africa

7.   ASSESSMENT

Refer to Section **6** of the School Regulations

8.   PROVISIONS FOR PROGRESSION

Refer to Section **8** of the School Regulations.

9.   DIPLOMA CLASSIFICATION AND WEIGHTING

Refer to Section **11** of the School Regulations.

UNDERGRADUATE DEGREE PROGRAMMES

DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE

REGULATIONS FOR BACHELOR OF ARTS HONOURS DEGREE IN AFRICAN LANGUAGES AND CULTURE-SHONA (HAFLC)

1. PREAMBLE

These regulations should be read in conjunction with the General Academic Regulations for the Undergraduate Degree Programmes, hereinafter referred to as the General Regulations, which take precedence over School Regulations.

2. GENERAL DESCRIPTION OF THE PROGRAMME

The BA Honours degree in African Languages and Culture (Shona) would be a four-year full time programme that is designed for candidates who wish to pursue a first degree in African Languages and Culture, in Shona.

3. OBJECTIVES OF THE DEGREE

3.1 To develop students with an understanding and appreciation of indigenous people's culture, literature and language and the application of such understanding in the solution of various life problems.

3.2 To cultivate in students, a comprehensive array of skills so that they may perform effectively in culture, literature and language professions.

4. CAREER PROSPECTS

The degree programme prepares students for careers in the following:
- Arts and culture management
- Language policy and planning
- Culture, literature and language practitioners
- Editing in publishing and media organisations
- Translating and interpreting
- Public performance
- Creative writing
- Researching in culture, literature and language and other public and private spheres
- Public relations
- Lexicographic work and terminology development
- Broadcasting

5. ENTRY QUALIFICATIONS

5.1 **Normal Entry**

Refer to Section **4.1.1** of the School Regulations.

5.2 **Special Entry**

Refer to Section **4.1.2** of the School Regulations.

5.3 **Mature entry**

Refer to Section **4.1.3** of the School Regulations.

6.   STRUCTURE OF THE PROGRAMME

6.1   Duration

The normal duration of the BA Honours Degree in African Languages and Culture (ChiShona) shall be four (4) years.

6.2   Degree Structure

Refer to Section **5** of the School Regulations.

6.2.1   Work Related Learning
Refer to Section **7** of the School Regulations.

6.3 MODULES

LEVEL 1 SEMESTER 1

Each student shall be required to study **seven compulsory modules** including **one** university-wide and **one** School-wide module.

HAFLC 101   Nhungamidzo kuruzivo rweVobwo (Introduction to African Indigenous
              Knowledge Systems)
HAFLC 102   Tsika dzavaShona (Shona Culture)
HAFLC 104   Nhungamidzo kumanyorerwo emutauro weChiShona (Introduction to Shona
              Orthography)
HAFLC 110   Nhungamizo kuuvaranomwe hwemitauro yevatema (Introduction to African Languages
              Literature)
HAFLC 111   Nhungamidzo kunezvemutauro (Introduction to Linguistics)

BHS 110   Introduction to Zimbabwean Cultures and Heritage
CSARM 101   Communication Skills

Level I Semester II

Each student shall be required to study **six modules** including **one** university-wide and **one** School-wide module.

HAFLC 106   Ukama nemisambo yekutaura (Relationships and Speech Styles)
HAFLC 107   Nyayanyorwa dzeChiShona (Shona Prose)
HAFLC 109   Tsanangudzo neurongwa hwemitinhiro (Phonetics and Phonology)
HAFLC 112   Nyayanyorwa dzeChishona (Shona Prose)
BAC 101   African Philosophy and Thought
EF 105   Information and Communication Technology

Level II Semester 1

Each student shall be required to study **six modules, three compulsory** and **three optional**.

Core modules

HAFLC 204   Tsika namagariro nezvebudiriro (Culture and Development)

HAFLC 205   Pfungwa huru dzevatema dzekunyora nekuongorora nadzo uvaranomwe (African Theories of Literature and Criticism)
HAFLC 207   Kuturikira nekududzira (Translation and Interpreting)

Optional modules

HAFLC 201   Ruzivo rweVebwo rwenharaunda nezvekurima (African Environmental management and Agricultural practices)
HAFLC 202   Zvidzidzo zvemazita/onomasitika (Onomastics)
HAFLC 203   Vanhurume nevanhukadzi mutsika nemagariro evatema (Men and Women in African Culture)
HAFLC 206   Marukirwo ane useza euvaranomwe (Creative Writing)
HAFLC 208   Zvisungo zvemashandisirwo emitauro muAfrica (Language Policy and Planning in Africa)

Level II Semester II

Each student shall be required to study **six** modules**, four (4) compulsory** and **two optional**

Core modules

HAFLC 209   Maumbirwo neurongwa hwemanzwi nezvirevo (Morphology and Syntax)
HAFLC 211   Chitendero chevatema (African Indigenous Religion)
HALFC 213   Nhetembo nenziyo mutsika nemagariro evatema (Poetry and Songs in African Culture)
HAFLC 220   Nzira dzetsvagurudzo mumutauro nemagariro evatema (Poetry and Songs in African Culture)

Optional modules

HAFLC 210   Zvisungo zvetsika nemagariro (Cultural Legal Frameworks)
HAFLC 212   Tsika nemagariro nezvemukondombera (Culture and HIV and AIDS)
HAFLC 214   Uvaravanomwe hwevadiki (Children's Literature)
HAFLC 215   Kunyora nekupepeta zvinyorwa (Text Writing and Editing)
HAFLC 216   Pfungwa huru dzekumadokero dzekunyora nekuongorora nadzo uvaranomwe (Western Theories of Literature and Criticism)
HAFLC 217   Shanduko mune zvemutauro (Language Change)
HAFLC 218   Ongororo yemutauro nezvirevo (Discourse Analysis)
HAFLC 219   Zvekushanyirana netsika nemagariro (Cultural Tourism)

Level III: Work-Related Learning

HAFLC 301   Ongororo yekubasa (Employer's Assessment)
HAFLC 302   Ongororo yevarairidzi vepakorichi (Academic Assessment)
HAFLC 303   Gwaro rezvakadzidzwa pabasa (Work Related Learning Report)

Level IV Semester I

Each student shall be required to study **six modules, three** compulsoryand **three** optional.

Core modules

HAFL 401   Zvamazuvano zviri muuvaranomwe hwemitauro yevatema (Contemporary Issues in African Languages Literature)

HAFLC 403   Nganonyorwa dzeChiShona (The Shona Novel)
HAFLC 405   Mapazi eChiShona (Shona Dialects)

Optional modules

HAFLC 402   Mitambo yeVobwo (Indigenous Games)
HAFLC 404   Zviri munhoroondo yeuvaranomwe hweChiShona (Trends in Shona Literature)
HAFLC 406   Manyorerwo emutauro weChiShona (Shona Orthography)
HAFLC 407   Pfungwa huru dzekuongorora nadzo mutauro (Theories of Analysing Language)
HAFLC 408   Utsome hwevatema (African Philosophy and Thought)

Level IV Semester II

Each student shall be required to study **six** modules, **four compulsory** and **two optional**

Core modules

HAFL 413   Mitambo yechiShona (Shona Drama)
HAFLC 414   Kuumba maduramazwi (Lexicography and Terminology Development)
HAFLC 416   Kuraya nekugadziriswa kwemataka mumagariro evatema (Counselling and conflict management in African culture)
HAFLC 470   Tsvagurudzo (Research Project)

Optional modules

HAFLC 409   Tsika nemagariro nezveutongi (Culture and Governance)
HAFLC 410   Zverunako muvatema (African Aesthetics)
HAFLC 411   Vanhurume nevanhukadzi muuvaranomwe hwevatema (Men and Women in African Literature)
HAFLC 412   Nyaya pfupi dzeChiShona (Shona Short Story)
HAFLC 415   Yananiso yemitauro (Language Harmonisation)
HAFLC 417   Kushandiswa kwemutauro mutsika namagariro (Pyscho-Socio-Linguistics)

7.   **ASSESSMENT**

    Refer to Section **6** of the School Regulations.

8.   **PROVISIONS FOR PROGRESSION**

    Refer to Section **8** of the School Regulations.

9.   **DEGREE CLASSIFICATION AND WEIGHTING**

    Refer to Section **11** of the School Regulations.

REGULATIONS FOR BACHELOR OF ARTS DEGREE HONOURS IN AFRICAN LANGUAGES AND CULTURE – NDEBELE (HAFLN)

1. PREAMBLE

These regulations should be read in conjunction with the General Academic Regulations for the Undergraduate Degree Programmes and Diploma hereinafter referred to as the General Regulations, which take precedence over School Regulations.

2. GENERAL DESCRIPTION OF THE PROPOSED PROGRAMME

The BA Honours degree in African Languages and Culture (Ndebele) would be a four-year full time programme that is designed for candidates who wish to pursue a first degree in African Languages and Culture, in Ndebele.

3. OBJECTIVES OF THE DEGREE

   3.1   To develop students with an understanding and appreciation of indigenous people's culture, literature and language and the application of such understanding in the solution of various life problems.

   3.2   To cultivate in students, a comprehensive array of skills so that they may perform effectively in culture, literature and language professions.

4. CAREER PROSPECTS

The degree programme prepares students with this degree for careers in the following:
- Arts and culture management
- Language policy and planning
- Culture, literature and language practitioners
- Editing in publishing and media organisations
- Translating and interpreting
- Public performance
- Creative writing
- Researching in culture, literature and language and other public and private spheres
- Public relations
- Lexicographic work and terminology development
- Broadcasting

5. ENTRY QUALIFICATIONS

   5.1   Normal Entry
   Refer to Section **4.1.1** of the School Regulations.

   5.2   Special Entry
   Refer to Section **4.1.2** of the School Regulations.

   5.3   Mature entry
   Refer to Section **4.1.3** of the School Regulations.

6. STRUCTURE OF THE PROGRAMME

   6.1   Duration

   The normal duration of the BA Honours Degree in African Languages and Culture (Ndebele) shall be four (4) years.

6.2 Degree Structure
Refer to Section **5** of the School Regulations.

6.2.1 Work Related Learning
Refer to Section **7** of the School Regulations.

6.3 MODULES

Level I Semester I

Each student shall be required to study **seven compulsory modules** including **one** university-wide and **one** School-wide module.

HAFLN 101	Isandulelo solwazi lobungcwethi babaNsundu (Introduction to African Indigenous Knowledge Systems)
HAFLN 102	Amasiko amaNdebele (Ndebele Culture)
HAFLN 104	Isandulelo sokulotshwa kolimi lwesiNdebele (Introduction to Ndebele Orthography)
HAFLN 110	Isandulelo selithiritsha yendimi zabaNsundu(Introduction to African Languages Literature)
HAFLN 111	Isandulelo kwezolimi(Introduction to Linguistics)
BHS 110	Introduction to Zimbabwean Cultures and Heritage
CSARM 101	Communication Skills

Level I Semester II

Each student shall be required to study **six modules** including **one** university-wide and **one** School-wide module.

HAFLN 106	Ukukhulumisana lobudlelwano (Relationships and Speech Styles)
HAFLN 107	Inoveli lezindatshana zesiNdebele (Ndebele Prose)
HAFLN 109	Isandulelo sezifundo zolimi lohlelo (Phonetics and Phonology)
HAFLN 112	Inoveli lezindatshana zesiNdebele (Ndebele Prose)
BAC 101	African Philosophies and Thought
EF 105	Information and Communication Technology

Level II   Semester I

Each student shall be required to study **six modules, three compulsory and three optional**.

Core modules

HAFLN 204	Amasiko lengqubelaphambili (Culture and Development)
HAFLN 205	Imihlahlandlela yokuhlaziya ilithiritsha yabaNsundu (African Theories of Literature and Criticism)
HAFLN 207	Ukuhumutshela lokutolika (Translation and Interpreting)

Optional modules

HAFLN 201	Ukulondolozwa kwezemvelo lendlela zokulima kwabansundu(African Environmental management and Agricultural practices)
HAFLN 202	Izifundo zamabizo (Onomastics)
HAFLN 203	Isilisa lesifazana kumasiko abaNsundu (Men and Women in African Culture)
HAFLN 206	Ubuciko lolwazi lokuloba imibhalo yokuzibumbela (Creative Writing)

HAFLN 208   Imithetho lokuhlelwa kwezindimi zeAfrica (Language Policy and Planning in Africa)

Level II Semester II

Each student shall be required to study **six** modules**, four compulsory** and **two optional**

Core modules

HAFLN 209	Inhlelakwakhiwa lenhlelamitsho (Morphology and Syntax)
HAFLN 211	Ukholo lwabaNsundu (African Indigenous Religion)
HAFLN 213	Ingoma lezinkondlo kumasiko abaNsundu (Poetry and Songs in African Culture)
HAFLN 220	Indlela zokucwaninga kumasiko lelithiritsha yabaNsundu (Research Methods in African Languages, Literature and Culture)

Optional modules

HAFLN 210	Imithetho yokulondolozwa kwamasiko (Cultural Legal Frameworks)
HAFLN 212	Amasiko lengculaza (Culture and HIV and AIDS)
HAFLN 214	Ilithiritsha yabantwana (Children's Literature)
HAFLN 215	Ukuloba lokuhlela imibhalo (Text Writing and Editing)
HAFLN 216	Imihlahlandlela yelithiritsha yabaMhlophe (Western Theories of Literature and Criticism)
HAFLN 217	Ukuguquka kolimi (Language Change)
HAFLN 218	Ukucubungula inkulumo (Discourse Analysis)
HAFLN 219	Amasiko lezokwethekelelana (Cultural Tourism)

Level III: Work-Related Learning

HAFLN 301	Ukuhlola kukamqhatshi (Employer's Assessment)
HAFLN 302	Ukuhlola kukamqeqetshi (Academic Supervisor's Assessment)
HAFLN 303	Ugwalokubika ngomsebenzi (Work-Related Learning Report)

Level IV Semester I

Each student shall be required to study **six modules, three compulsory and three optional**.

Core modules

HAFLN 401	Ilithiritsha yesiNdebele lendaba ezimqoka zanamuhla (Contemporary Issues in African Languages Literature)
HAFLN 403	Inoveli yesiNguni (Nguni Novel)
HAFLN 405	Izindinyana zesiNguni (Nguni Dialects)

Optional modules

HAFLN 402	Imidlalo yabaNsundu (Indigenous Games)
HAFLN 404	Ukuziphatha kwelithiritsha yesiNdebele (Trends in Ndebele Literature)
HAFLN 406	Ukulotshwa kolimi lwesiNdebele (Ndebele Orthography)
HAFLN 407	Imihlahlandlela yokucubungula ulimi (Theories of Analysing Language)
HAFLN 408	Ubungcwethi bemicabango yabaNsundu (African Philosophy and Thought)

Level IV Semester II

Each student shall be required to study **six** modules**, four compulsory** and **two optional**

Core modules

HAFLN 413	Imidlalo yesiNdebele (Ndebele Drama)
HAFLN 414	Inhlelazichazamazwi (Lexicography and Terminology Development)
HAFL 416	Ukweluleka lokuhlalisana ngoxolo emasikweni abaNsundu (Counselling and Conflict management in African Culture)
HAFLN 470	Isicwaningo (Research Project)

Optional modules

HAFLN 409	Amasiko lezombusazwe (Culture and Governance)
HAFLN 410	Ubuhle kubaNsundu (African Aesthetics)
HAFLN 411	Isilisa lesifazana kulithiritsha yabaNsundu (Men and Women in African Literature)
HAFLN 412	Izindatshana zesiNdebele (Ndebele Short Story)
HAFLN 415	Ukuqoqwa kwezindimi (Language Harmonization)
HAFLN 417	Ulimingqondo lolimimphakathi (Pyscho-Socio-Linguistics)

7. **ASSESSMENT**

   Refer to Section **6** of the School Regulations.

8. **PROVISIONS FOR PROGRESSION**

   Refer to Section **8** of the School Regulations.

9. **DEGREE CLASSIFICATION AND WEIGHTING**

   Refer to Section **11** of the School Regulations.

REGULATIONS FOR BACHELOR OF ARTS HONOURS DEGREE IN AFRICAN LANGUAGES AND CULTURE-TSHIVENDA (HAFLT)

1. PREAMBLE

These regulations should be read in conjunction with the General Academic Regulations for the Undergraduate Degree Programmes and Diplomas, hereinafter referred to as the General Regulations, which take precedence over School Regulations.

2. GENERAL DESCRIPTION OF THE PROPOSED PROGRAMME

The BA Honours degree in African Languages and Culture (Tshivenda) would be a four-year full time programme that is designed for candidates who wish to pursue a first degree in African Languages and Culture, in Venda.

3. OBJECTIVES

3.1   To develop students with an understanding and appreciation of indigenous people's culture, literature and language and the application of such understanding in the solution of various life problems.

3.2   To cultivate in students, a comprehensive array of skills so that they may perform effectively in culture, literature and language professions.

4. CAREER PROSPECTS

The degree programme prepares students with this degree for careers in the following:
- Arts and culture management
- Language policy and planning
- Culture, literature and language practitioners
- Editing in publishing and media organisations
- Translating and interpreting
- Public performance
- Creative writing
- Researching in culture, literature and language and other public and private spheres
- Public relations
- Lexicographic work and terminology development
- Broadcasting

5. ENTRY QUALIFICATIONS

5.1   Normal Entry
Refer to Section **4.1.1** of the School Regulations.

5.2   Special Entry
Refer to Section **4.1.2** of the School Regulations.

5.3   Mature entry
Refer to Section **4.1.3** of the School Regulations.

6. STRUCTURE OF THE PROGRAMME

6.1   Duration

The normal duration of the BA Honours Degree in African Languages and Culture (TshiVenda) shall be four (4) years.

6.2   Degree Structure

Refer to Section **5** of the School Regulations.

6.2.1   Work Related Learning
Refer to Section **7** of the School Regulations.

6.3   MODULES

Level 1 Semester 1

Each student shall be required to study **seven compulsory modules** including **one** university-wide and **one** School-wide module.

HAFLT 101	Tswikiso kha Nḓivho ya Vho Ngwaniwapo (Introduction to African Indigenous Knowledge Systems)
HAFLT 102	Mvelele ya Tshivenḓa (Culture)
HAFLT 104	Tswikiso kha Kupeleṱele na Kuṅwalele kwa Tshivenḓa (Introduction toVenḓa Orthography)
HAFLT 110	Tswikiso kha Maṅwalwa a Nyambo dza Vharema (Introduction to African Languages Literature)
HAFLT 111	Tswikiso kha Ḽingwisitika(Introduction to Linguistics)
BHS 110	Introduction to Zimbabwean Cultures and Heritage
CSARM 101	Communication Skills

Level I Semester II

Each student shall be required to study **six modules** including **one** university-wide and **one** School-wide module.

HAFLT 106	Vhushaka kana Vhuanḓani kha zwa Luambo (Relationships and Speech Styles)
HAFLT 107	Maṅwalwa a zwa Sialala (Oral Literature)
HAFLT 109	Fonetiki na Fonolodzhi (Phonetics and Phonology)
HAFLT 112	Phurosa ya Tshivenḓa (Venḓa Prose)
EF 105	Information Communication and Technology
BAC 101	African Philosophy and Thought

Level II Semester I

Each student shall be required to study **six modules, three compulsory** and **three optional**.

Core modules

HAFLT 204	Mvelele na Mvelaphanḓa (Culture and Development)
HAFLT 205	hyiori dza Maṅwalwa a Vharema na Tsatsaladzo (African Theories of Literature and Criticism)
HAFLT 207	Vhupinduleli na Vhuḓologeli (Translation and Interpreting)

Optional modules

HAFLT 201	Mushumo wa Mbalelano ya Mupo na Zwa Vhulimivhufuwi kha Vharema (African Environmental and Agricultural practices)
HAFLT 202	Ngundo dza Madzina (Onomastics)
HAFL 203	Vhanna na Vhafumakadzi kha Mvelele ya Vharema (Men and Women in African Culture)

| HAFLT 206 | Vhutsila ha Maṅwalwa (Creative Writing) |
| HAFLT 208 | Milayo ya Kushumiselwe kwa zwa Luambo kha Vharema (Language Policy and Planning in Africa) |

Level II Semester II

Each student shall be required to study **six** modules, **four compulsory** and **two optional**

Core modules

HAFLT 209	Ḓivhaipfina Ḓivhafhungo(Morphology and Syntax)
HAFLT 211	Vhurereli ha Vharema (African Indigenous Religion)
HALFT 213	Vhurendi na Nyimbo kha Mvelele ya Vharema (Poetry and Songs in African Culture)
HAFLT 220	Ngona dza Ṱhoḓisiso kha Nyambo dza Vharema, Maṅwalwa na Mvelele (Research Methods in African Languages and Culture)

Optional modules

HAFLT 210	Milayo ine ya Tsireledza Mvelele (Cultural Legal Frameworks)
HAFLT 212	Mvelele na HIV na AIDS (HIV and AIDS and Culture)
HAFLT 214	Maṅwalwa a Vhana (Children's Literature)
HAFLT 215	U Ṅwala na u Dzudzanya Dzibugu (Text Writing and Editing)
HAFLT 216	Ṱhyiori dza Maṅwalwa a Vhatshena na Tsatsaladzo (Western Theories of Literature and Criticism)
HAFLT 217	Tshanduko kha Luambo (Language Change)
HAFLT 218	Tsenguluso ya Muambo Zwiambiwa (Discourse Analysis)
HAFLT 219	Mvelele kha zwa Vhuendelamashango (Cultural Tourism)

Level III: Work Related Learning

HAFLT 301	holo ya Mutholi (Employer's Assessment)
HAFLT 302	holo ya Mutholi (Academic Supervisor's Assessment)
HAFLT 303	Luṅwalo nga Zwo Gudiwaho Mushumoni (Work-Related Learning Report)

Level IV Semester I

Each student shall be required to study **six modules, three compulsory** and **three optional**.

Core modules

HAFLT 401	Zwa Musalauno zwine zwa vha kha Maṅwalwa a Nyambo dzaVharema (Contemporary Issues in African Languages Literature)
HAFLT 403	Nganea yaTshivenḓa (Venḓa Novel)
HAFLT 405	Nyambotavhi dza Tshivenḓa (Venḓa Dialects)

Optional modules

HAFLT 402	Mitambo ya Vho Ngwaniwapo (Indigenous Games)
HAFLT 404	Kubveledzelwe kwa Maṅwalwa a Tshivenḓa (Trends in Venḓa Literature)
HAFLT 406	Kuṅwalele na Kupeleṱele kwa Tshivenḓa (Venḓa Orthography)
HAFLT 407	Ṱhyiori dza U Sengulusa Luambo (Theories of Analysing Language)
HAFLT 408	Kutshilele, Kuitele na Kuhumbulele kwa Vharema (African Philosophy and Thought)

Level IV Semester II

Each student shall be required to study **six** modules**, four compulsory** and **two optional**
Core modules

HAFLT 413	Matambwa a Tshivenḓa (Venḓa Drama)
HAFLT 414	Ṱhalusamaipfi(Lexicography and Terminology Development)
HAFLT 416	Ndangulo ya Ngeletshedzo na Khuḓano kha Mvelele ya Vharema
	(Counselling and Conflict management in African Culture)
HAFLT 470	Ṱhoḓisiso (Research Project)

Optional modules

HAFLT 409	Mvelele na Zwa Vhuvhusi (Culture and Governance)
HAFLT 410	Zwa Lunako kha Vharema (African Aesthetics)
HAFLT 411	Vhanna na Vhafummakadzi kha Maṅwalwa a Vharema (Men and Women in
	African Literature)
HAFLT 412	Nganeapfufhi dza Tshivenḓa (Venḓa Short Story)
HAFLT 415	Mvumelano ya Nyambo (Language Harmonisation)
HAFLT 417	Kushumisele kwa Luambo kha Lushaka (Pyscho-Socio-Linguistics)

7.   **ASSESSMENT**

   Refer to Section **6** of the School Regulations.

8.   **PROVISIONS FOR PROGRESSION**

   Refer to Section **8** of the School Regulations.

9.   **DEGREE CLASSIFICATION AND WEIGHTING**

   Refer to Section **11** of the School Regulations.

REGULATIONS FOR BACHELOR OF ARTS HONOURS DEGREE IN AFRICAN LANGUAGES AND CULTURE-XICHANGANA/XITSONGA (HAFLX)

1. **PREAMBLE**

   These regulations should be read in conjunction with the General Academic Regulations for the Undergraduate Degree Programmes and Diplomas, hereinafter referred to as the General Regulations, which take precedence over School Regulations.

2. **GENERAL DESCRIPTION OF THE PROPOSED PROGRAMME**

   Four-year full time programme that is designed for candidates who wish to pursue a first degree in African Languages and Culture, in Xichangana/Xitsonga.

3. **OBJECTIVES**

   3.1 To develop students with an understanding and appreciation of indigenous people's culture, literature and language and the application of such understanding in the solution of various life problems.

   3.2 To cultivate in students, a comprehensive array of skills so that they may perform effectively in culture, literature and language professions.

4. **CAREER PROSPECTS**

   The degree programme prepares students with this degree for careers in the following:
   - Arts and culture management
   - Language policy and planning
   - Culture, literature and language practitioners
   - Editing in publishing and media organisations
   - Translating and interpreting
   - Public performance
   - Creative writing
   - Researching in culture, literature and language and other public and private spheres
   - Public relations
   - Lexicographic work and terminology development
   - Broadcasting

5. **ENTRY QUALIFICATIONS**

   5.1 **Normal Entry**

   Refer to Section **4.1.1** of the School Regulations.

   5.2 **Special Entry**

   Refer to Section **4.1.2** of the School Regulations.

   5.3 **Mature entry**

   Refer to Section **4.1.3** of the School Regulations.

6. **STRUCTURE OF THE PROGRAMME**

   6.1 **Duration**

   The normal duration of the BA Honours Degree in African Languages and Culture (XiChangana/Xitsonga) shall be four (4) years.

6.2   Degree Structure

6.1.1   Refer to Section **5** of the School Regulations.

6.2.2   Work Related Learning

Refer to Section **7** of the School Regulations.

6.3   MODULES

Level I Semester I

Each student shall be required to study **seven compulsory modules** including **one** university-wide and **one** School-wide module.

HAFLX 101	Manghenelo eka vutivindhavuko bya Vantima(Introduction to African Indigenous Knowledge Systems)
HAFLX 102	Ndhavuko wa Vatsonga-Machangana (XiChangana/Xitsonga Culture)
HAFLX 105	Manghenelo eka Matsalelo ni Mapeletelo ya Xichangana/Xitsonga (Introduction to Xichangana/Xitsonga Orthography)
HAFLX 110	Manghenelo eka Matsalwa ya tindzimi ta vantima (Introduction to African Languages Literature)
HAFLX 111	Manghenelo eka swa ririmi (Introduction to Linguistics)
BHS 110	Introduction to Zimbabwean Cultures and Heritage
CSARM 101	Communication Skills

Level I Semester II

Each student shall be required to study **six modules** including **one** university-wide and **one** School-wide module.

HAFLX 106	Vuxaka ni Mavulavulelo (Relationships and Speech Styles)
HAFLX 107	Mfuwo wa Rixaka (Oral Literature)
HAFLX 109	Fonetiki na Fonoloji (Phonetics and Phonology)
HAFLX 112	Prozi ya Xichangana/Xitsonga (Xichangana/Xitsonga Prose)
BAC 101	African Philosophy and Thought
EF 105	Information and Communication Technology

Level II Semester I

Each student shall be required to study **six modules, three compulsory and three optional**.

Core modules

HAFLX 204	Ndhavuko na Nhluvuko (Culture and Development)
HAFLX 205	Mihlavutelo ya Xintima yo xopaxopa Matsalwa (African Theories of Literature and Criticism)
HAFLX 207	Vuhundzuluxi ni Vutoloki (Translation and Interpreting)

Optional modules

HAFLX 201	Vutivindhavuko bya Xichangana/Xitsonga bya Mbangu ni vurimi (African Environmental and Agricultural practices)
HAFLX 202	Mathyelo ya mavito (Onomastics)
HAFLX 203	Vavanuna ni Vavasati hi ndhavuko wa Xintima (Men and Women in

African Culture)

| HAFLX 206 | Vutsari bya Vutshila (Creative Writing) |
| HAFLX 208 | Matirhiselo ni Vukunguhati bya Tindzimi etikweninkulu ra Afrika (Language Policy and Planning in Africa) |

Level II Semester II

Each student shall be required to study **six** modules, **four compulsory** and **two optional.**

Core modules

HAFLX 209	Mofoloji ni Vulongoloxamarito (Morphology and Syntax)
HAFLX 211	Vukhongeri bya Xintu (African Indigenous Religion)
HALFX 213	Vutlhokovetseri ni Tinsimu hi Ndhavuko wa Xintima (Poetry and Songs in African Culture)
HAFLX 220	Maendlelo ya Ndzavisiso (Research Methods in African Languages, Literature and Culture)

Optional modules

HAFLX 210	Milawu leyi sirhelelaka Ndhavuko (Cultural Legal Frameworks)
HAFLX 212	Ndhavuko na HIV na AIDS (Culture and HIV and AIDS)
HAFLX 214	Swihungwahungwana swa Vantsongo (Children's Literature)
HAFLX 215	Vutsari na Vuhleri bya Tibuku (Text Writing and Editing)
HAFLX 216	Mihlavutelo ya Xilungu yo xopaxopa matsalwa (Western Theories of Literature and Criticism)
HAFLX 217	Ndzhundzuluko wa Ririmi (Language Change)
HAFLX 218	Nkanelo wa Mbulavulo na swivulwa (Discourse Analysis)
HAFLX 219	Vuendzi bya Ndhavuko (Cultural Tourism)

Level III: Work-Related Learning

HAFLX 301	Vukamberi bya Muthori (Employer's Assessment)
HAFLX 302	Vukamberi bya Mulanguteri (Academic Supervisor's Assessment)
HAFLX 303	Xiviko xa Muchudeni xa Ntirhodyondzo (Work Related Learning Report)

Level IV Semester 1

Each student shall be required to study **six modules, three compulsory and three optional**.

Core modules

HAFLX 401	Matsalwa ya Afrika ni timhaka ta manguva lawa (Contemporary Issues in African Languages Literature)
HAFLX 403	Hungutsalwa ra Xichangana/Xitsonga (Xichangana/Xitsonga Novel)
HAFLX 405	Marin'wana ya Xitsonga/Xichangana (Xichangana/XitsongaDialects)

Optional modules

HAFLX 402	Mitlangu ya Vaakatiko (Indigenous Games)
HAFLX 404	Swihlawulekisi swa Matsalwa ya Xichangana/Xitsonga (Trends in Xichangana /Xitsonga Literature)
HAFLX 406	Matsalelo na Mapeletelo ya Xichangana/Xitsonga (Xichangana/Xitsonga Orthography)
HAFLX 407	Mihlavutelo yo xopaxopa Ririrmi (Theories of Analysing Language)

HAFLX 408   Dyondzovutivi na Mianakanyo ya XiAfrika (African Philosophy and Thought)

Level IV Semester II

Each student shall be required to study **six** modules, **four compulsory** and **two optional**

Core modules

HAFLX 413   Ntlangu wa Xichangana/Xitsonga (XiChangana/Xitsonga Drama)
HAFLX 414   Dyondzo ya tinhlamuselo ta marito (Lexicography and Terminology
                   Development)
HAFLX 416   Vulayi ni Vulawuri bya madzolonga hi Ndhavuko wa Xintima (Counselling and
                   Conflict management in African Culture)
HAFLX 470   Ndzavisiso (Research Project)

Optional modules

HAFLX 409   Ndhavuko na Mafumelo (Culture and Governance)
HAFLX 410   Vuxongi bya Xintima (African Aesthetics)
HAFLX 411   Vavanuna ni Vavasati eka Matsalwa ya Xintima (Men and Women in African
                   Literature)
HAFLX 412   Xirungulwana xa Xichangana/Xitsonga (Xichangana/ Xitsonga Short Story)
HAFLX 415   Nhlanganiso wa Tindzimi (Language Harmonisation)
HAFLX 417   Vuxaka bya Vavulavuri, ririmi ni miehleketo (Pyscho-Socio-Linguistics)

7.   **ASSESSMENT**

      Refer to Section **6** of the School Regulations.

8.   **PROVISIONS FOR PROGRESSION**

      Refer to Section **8** of the School Regulations.

9.   **DEGREE CLASSIFICATION AND WEIGHTING**

      Refer to Section **11** of the School Regulations.

DEPARTMENT OF ENGLISH AND MEDIA STUDIES

REGULATIONS FOR BACHELOR HONOURS DEGREE IN ENGLISH AND APPLIED COMMUNICATION

1. **PREAMBLE**

   These regulations should be read in conjunction with the General Academic Regulations for Undergraduate and Degrees and Diplomas, hereinafter referred to as the General Regulations, which take precedence over School Regulations.

2. **GENERAL DESCRIPTION OF THE PROGRAMME**

   The BA Honours degree in English and Applied Communication would be a four year full -time programme that is designed for candidates who wish to pursue a first degree in English and Applied Communication.

   The programme combines the study of Literature and Applied Communication as essentially cultural exercises. It is informed by the contemporary functional approach to the study of humanities in general and how literature in its various genres can be treated as communicative and is studied alongside 'traditional' communication courses to produce effective communicators.

3. **OBJECTIVES**

   The programme seeks to produce graduates with the following attributes and competencies:
   1. Critical and analytical literary skills to enable them to understand literary works and the act of writing.
   2. Well-developed oral and written communication skills that would prepare students for careers in communication fields, and develop intellectual tools for success in the academic field and beyond.
   3. Appreciation of the interrelatedness of Literature and Communication as they have interacted in shaping the course of social development.
   4. Ability to use new information and communication technologies to promote the growth of the creative economy in Zimbabwe.
   5. Capability to use their creative potential to participate in the Cultural Revolution.

4. **CAREER PROSPECTS**

   Graduates with the Bachelor of Arts Honours degree in English and Applied Communication have competencies and skills that would allow them to work in a variety of occupations such   as:
   - Communication Officers/ Directors
   - Public Relations Officers
   - Information Officers
   - Advertising and Marketing Personnel
   - Editors

5. **ENTRY QUALIFICATIONS**

   5.1 **Normal Entry**

   Refer to Section **4.1.1** of the School Regulations.

   5.2 **Special Entry**

   Refer to Section **4.1.2** of the School Regulations.

5.3 Mature entry

Refer to Section **4.1.3** of the School Regulations.

6. STRUCTURE OF THE PROGRAMME

6.1 Duration

The normal duration of the BA Honours Degree in English and Applied and Communication shall be four (4) years.

6.2 Degree Structure

6.2.1 Refer to Section **5** of the School Regulations.

6.2.2 Work Related Learning

Refer to Section **7** of the School Regulations.

6.3 MODULES

Level I: Semester I

Each student shall be required to study seven compulsory modules including two university-wide modules.

Core modules

HEAC 101	Literature and Criticism
HEAC 102	Foundations of Communication Studies
HEAC 103	Literature and Communication
HEAC 104	Communication Theory
HEAC 105	Discourse Analysis
BSH 110	Introduction to Zimbabwean Cultures and Heritage
CSARM 101	Communication Skills

Level I: Semester II

Each student shall be required to study six modules including two university-wide modules.

Core modules

HEAC 106	Film Narrative
HEAC 107	African Orature
HEAC 108	Creative Writing
HEAC 109	Texts, Audience and Reception
EF 105	Information Communication and Technology

Each student will have to choose either

BSH 101	Introduction to Zimbabwean History
or	
BAC 101	African Philosophy and Thought

Level II: Semester I

Each student shall be required to study six modules of which four are compulsory and two optional.

Core Modules

HEAC 201	Theories of Literature
HEAC 202	Intercultural Communication
HEAC 203	Interpersonal Communication
HEAC 204	Zimbabwean Prose

Optional Modules

HEAC 205	Comparative Literature
HEAC 206	African American Literature and Culture
HEAC 207	Report Writing and Editing
HEAC 208	English as a Second Language
HEAC 209	Literature and Gender Studies

Level II: Semester II

Each student shall be required to study six modules of which four are compulsory and two optional.

Core Modules

HEAC 210	Research Methods in Literature and Applied Communication
HEAC 211	Zimbabwean Poetry and Drama
HEAC 212	Corporate Communication
HEAC 213	Film and Global Culture

Optional Modules

HEAC 214	Children's Literature
HEAC 215	Caribbean Literature and Culture
HEAC 216	Literature and Popular Culture
HEAC 217	English for Specific Purposes
HEAC 218	African Oral Poetry

Level III: Work-Related Learning

HEAC 301	Employer's Assessment
HEAC 302	Academic Supervisor's Assessment
HEAC 303	Work Related Learner's Report

Level IV: Semester I

Each student shall be required to study six modules of which four are compulsory and two optional.

Core Modules

HEAC 401	Gender and Communication
HEAC 402	Public Relations
HEAC 403	Literature and Advocacy
HEAC 404	Southern African Literature

Optional Modules

HEAC 405	African Identities in Film

HEAC 406	Literary Onomastics
HEAC 407	American Literature and Culture
HEAC 408	Life-Writings

Level IV: Semester II

Each student shall be required to study six modules of which four are compulsory and two optional.

Core Modules

HEAC 409	Public Communication
HEAC 410	Communication in Conflict Management
HEAC 411	African Diasporic Writings
HEAC 470	Research Project

Optional Modules

HEAC 412	Shakespeare and Other Dramatists
HEAC 413	East and West African Literature
HEAC 414	Russian Literature and Culture
HEAC 415	Health Communication

7.   ASSESSMENT

Refer to Section **6** of the School Regulations.

8.   PROVISIONS FOR PROGRESSION

Refer to Section **8** of the School Regulations.

9.   DEGREE CLASSIFICATION AND WEIGHTING

Refer to Section **11** of the School Regulations.

REGULATIONS FOR BA HONOURS DEGREE IN MEDIA AND CULTURAL STUDIES

1. PREAMBLE

These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as the General Regulations, which take precedence over School Regulations.

2. GENERAL DESCRIPTION OF THE PROPOSED PROGRAMME

The Bachelor of Arts Honours in Media and Cultural Studies is a four-year degree programme that is designed for candidates who wish to pursue a degree in the field of Media and Cultural Studies. The programme is a response to the increasing demand for media practitioners who are grounded in both theory and practice and are conscious of their cultural background and national identities. Furthermore it strives to produce media practitioners well versed in the use of new media, harnessing these to promote national development.

3. OBJECTIVES

3.1 To promote and appreciate rich, diverse cultural orientations through local community owned media, local mainstream media as well as regional and international media focused organisations.

3.2 To produce competent professionals who demonstrate a thorough knowledge of the theory and practice of media and cultural studies.

3.3 To train media practitioners who are sensitive and are out to advance African ethos and culture

3.4 To produce media consultants and analysts who are equipped with skills and expertise on advising and consulting on cutting edge issues.

3.5 To mould documentary producers who are eager to reflect the rich cultural diversity of Zimbabwe to the world.

3.6 To produce journalists who are conversant with new information technologies and can harness these for the development of local communities.

3.7 To train professionals who can fully participate and contribute in areas of public relations, communication and information management.

3.8 To contribute to the growing research in the field of media and cultural studies

4. CAREER PROSPECTS

Graduates with the Bachelor of Arts Honours degree in Media and Cultural Studies have competencies and skills that would allow them to work in a variety of occupations such as:

- Journalists in both print and electronic
- Public Relations officers
- Information officers/ Communication Officers
- News, Documentary and Drama Producers
- Advertising Executives and Advertising Copywriters
- Media consultants and analysts
- Editors, sub-editors of media content
- Market Researchers
- Photo Journalists

5. ENTRY QUALIFICATIONS

5.1 Normal Entry
Refer to Section 4.1.1 of the School Regulations.

5.2 Special Entry
Refer to Section 4.1.2 of the School Regulations.

5.3 Mature entry
Refer to Section 4.1.3 of the School Regulations.

6. STRUCTURE OF THE PROGRAMME

6.1 Duration
The normal duration of the BA Honours Degree in Media and Cultural Studies shall be four (4) years.

6.2 Degree Structure
Refer to Section **5** of the School Regulations.

6.2.1 Work Related Learning
Refer to Section **7** of the School Regulations.

6.3 MODULES

Level I Semester I
Each student shall be required to study seven compulsory modules including two university-wide modules.

Core modules

HMCS 101	Introduction to Media and Culture
HMCS 102	Media in Zimbabwe
HMCS 103	Media Law and Ethics
HMCS 104	Theories of Communication and the Media
HMCS 105	Photography, Video and Film
BHS 110	Introduction to Zimbabwean Cultures and Heritage
CSARM 101	Communication Skills

LEVEL I SEMESTER II
Each student shall be required to study six modules including two university-wide modules.

Core modules

HMCS 106	Media Trends in Africa and Beyond
HMCS 107	Media, Internet and Culture
HMCS 108	News Writing and Reporting
HMCS 109	Texts, Audiences and Reception
EF 105	Information Communication Technology

Each student will have to choose either

BAC 101	African Philosophy and Thought

or

BHS 101	Introduction to Zimbabwean History

LEVEL II SEMESTER I

Each student shall be required to study six modules of which five are compulsory and one optional.

Core modules

HMCS 201	Critical Media Theory
HMCS 202	Media and African Indigenous Knowledge Systems
HMCS 203	Newspaper Sub-Editing, Design and Layout
HMCS 204	Media Economics
HMCS 205	Culture, Ideology and the Media

Optional modules

HMCS 206	Social Media and Community Development
HMCS 207	Photo Journalism
HMCS 208	Organisational Communication and the Media
HMCS 209	Television and Radio Broadcasting

LEVEL II SEMESTER II

Each student shall be required to study six modules of which five are compulsory and one optional.

Core Modules

HMCS 210	Multimedia and Cyber Publishing
HMCS 211	Public Relations
HMCS 212	Principles of Advertising
HMCS 213	Media Research Methods
HMCS 214	Reporting in African Indigenous Languages

Optional Modules

HMCS 215	Online Journalism
HMCS 216	Language and Skills for Media Practitioners
HMCS 217	Language and Skills for Media Practitioners
MOM 202	Marketing Communications

Level III-Work Related Learning

HMCS 301	Employer's Assessment
HMCS 302	Academic Supervisor's Assessment
HMCS 303	Work-Related Learning Report

Level IV Semester I

Each student shall be required to study six modules of which five are compulsory and one optional.

Core modules

HMCS 401	Documentary Production
HMCS 402	Media and Human Rights
HMCS 403	Specialized News Writing and Reporting
HMCS 404	Political Communication and the Media
HMCS 405	Theories of Development and Democracy and the Media

Optional Modules

HMCS 406	Social Research and Advocacy
HMCS 407	Health Communication

LEVEL IV SEMESTER II

Core modules

HMCS 408	Principles of Economics
HMCS 409	Communication Policies and Media Management
HMCS 410	Media, Gender and Cultural Representations
HMCS 470	Research Project

Optional Modules

HMCS 411	Advanced Radio Journalism
HMCS 412	Advanced Television Journalism
HMCS 413	Advanced Photo Journalism

7. **ASSESSMENT**

   Refer to Section **6** of the School Regulations.

8. **PROVISIONS FOR PROGRESSION**

   Refer to Section **8** of the School Regulations.

9. **DEGREE CLASSIFICATION AND WEIGHTING**

   Refer to Section **11** of the School Regulations.

DEPARTMENT OF HISTORY, ARCHAEOLOGY AND DEVELOPMENT STUDIES

REGULATIONS FOR THE BACHELOR OF ARTS HONOURS DEGREE IN ARCHAEOLOGY (HARC)

1. PREAMBLE

These regulations should be read in conjunction with the General Academic Regulations for undergraduate Degrees and Diplomas, hereinafter referred to as the General Regulations, which have precedence over School Regulations

2. GENERAL DESCRIPTION OF THE PROGRAMME

The B.A Honours Degree in Archaeology would be a four year full time programme that is designed for candidates who want to pursue a first degree in the field of Archaeology. The programme is designed to provide the requisite skills to drive the archaeology domain in the country. It provides the methodology that is essential in research and management of heritage.

3. OBJECTIVES

3.1 To produce an archaeologist who is able to critically examine core issues in archaeology.

3.2 To provide adequate technical skills and methods in archaeology for graduates to fully carry out research and interpret heritage.

3.3 To produce professional tour guides to heritage sites that are part of the package of the tourism industry.

3.4 To produce a heritage extension worker who is able to offer extension services on Heritage Entrepreneurship.

3.5 To produce an archaeologist who is able to man a university archaeological or museum Laboratory.

3.6 To produce an archaeologist who is able to offer consultative services to land developers.

4. CAREER PROSPECTS

- Archaeologists in research institutions
- Commercial archaeology (providing consultancy services to land developers)
- Cultural Resource Management- curators in museums and heritage institutions
- Tour Guiding
- Archaeological Surveying
- Park Ranging
- Archaeological Field/Laboratory technician
- the business of reconciling modern uses of the environment with its perceived historical-cultural value (Rural and Urban Planning)
- Journalism, enriching the present generation with knowledge of the experiences and achievements of our predecessors
- Provide archaeological services in Security departments (Geographic navigations and Criminal investigations)

5. ENTRY REQUIREMENTS

5.1 Normal Entry

Refer to section 4.1.1 of the School Regulations.

5.2 Special entry

Refer to section 4.1.2 of the School Regulations.

5.3 Mature Entry

Refer to section 4.1.3 of the School Regulations.

6. STRUCTURE OF THE PROGRAMME

6.1 The normal duration of the BA Honours in Archaeology shall be four years and students are required to do at least 40 modules.

6.2 Modules

LEVEL 1 SEMESTER 1

BHS110	Introduction to Zimbabwean Culture and Heritage
BHS101	Introduction to Zimbabwean History
HARC101	Introduction to Archaeology
HARC102	Human Origins Studies
HARC103	Interdisciplinary approaches to Archaeology
HARC104	Introduction to Heritage Management
CSARM101	Communication Skills

LEVEL 1 SEMESTER 2

BAC101	African Philosophy and Thought
HARC105	Introduction to Archaeological Theory
HARC106	Beginnings of Food Production and Development of Complexity
HARC107	Archaeology and Development
EF105	Information Communication and Technology

Optional modules

HARC108	Archaeological Methods
HARC109	Archaeological Interpretation
HARC110	Public Archaeology

LEVEL 2 SEMESTER 1

Students to take six modules.

Core Modules

HARC201	Anthropology and Ethnographical Collection Studies
HARC202	Archaeological Surveying
HARC203	Conservation and Management of Museum Collections
HARC204	Conservation for Archaeologists
HARC205	Research Methods and Techniques

Optional modules

HARC206	Digital Methods in Archaeology
HARC207	Museum Curatorship
HARC208	Conservation and Management of Monuments

LEVEL 2   SEMESTER 2

Students to take six modules.

Core Modules

HARC209	Archaeological Laboratory Methods
HARC210	Archaeology of Southern Africa
HARC211	Advanced Archaeological Theory
HARC212	Geographical Information Systems in Archaeology

Optional modules

HARC213	Contract Archaeology
HARC214	Environmental Archaeology
HARC215	Archaeology of Ancient Constructions of Africa
HARC216	Archaeological Illustrations

LEVEL 3

Work-Related Learning

HARC301	Academic Supervisor's Assessment.
HARC302	Employer's Assessment
HARC303	Work Related Learning Report

LEVEL 4   SEMESTER 1

Students to take six modules.

Core Modules

HARC401	Geoarchaeology
HARC402	Forensic Archaeology
HARC403	Entrepreneurial Skills for the Heritage Industry
HARC404	Archaeology of Zimbabwe

Optional modules

HARC405	Burial Archaeology
HARC406	Taphonomic Studies
HARC407	Remote Sensing in Archaeology
HARC408	Rock Art of Africa

LEVEL 4   SEMESTER 2

Students to take six modules.

Core Modules

Core modules

HARC409	Contemporary Debates in Archaeology: Culture, Contact and Colonialism
HARC410	Archaeology of Great Zimbabwe
HARC411	Analytical Methods; Lithics and ceramics
HARC470	Research Project

Optional

HARC412   Climate Change from Archaeological Perspective
HARC413   Archaeometallurgy
HARC414   Landscape Archaeology
HARC415   Historical Archaeology

7.   ASSESSMENT

      Refer to Section 6 of the School Regulations.

8.   PROVISION FOR PROGRESSION

      Refer to Section 8 of the School Regulation.

9.   DEGREE CLASSIFICATION AND WEIGHTING
      Refer to Section 11 of the School Regulation.

REGULATIONS FOR THE BACHELOR OF ARTS HONOURS DEGREE IN ARCHAEOLOGY, MUSEUMS AND HERITAGE STUDIES (HAMH)

1. PREAMBLE

These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as the General Regulations, which have precedence over School Regulations.

2. GENERAL DESCRIPTION OF THE PROGRAMME

The B.A Honours Degree in Archaeology, Museums and Heritage Studies would be a four year full time programme that is designed for candidates who want to pursue a first degree in the field of Archaeology, Museum and Heritage Studies.

The programme is a response to an increasing demand for relevant expertise by institutions that have been mandated to look after Heritage and by the people involved in the management of Arts/Crafts. The programme seeks to blend theory and practice, emphasising also on the latter thus producing a unique product. It also seeks to produce a graduate who appreciates the interrelatedness of Archaeology, Museums and Heritage in the execution of responsibilities in Heritage Institutions.

3. OBJECTIVES

3.1   To produce a Museum practitioner with adequate technical skills who can carry out research and interpret the heritage.

3.2   To produce amuseologist who is a specialist in curatorship and artefact conservation.

3.3   To produce professional heritage sites managers that are part of the package of the leisure industry.

3.4   To produce a museum extension worker who is able to offer extension services on Heritage Entrepreneurship.

3.5   To produce a museologist who is able to manage a university Museum laboratory.

4. CAREER PROSPECTS

- Arts and Culture Organisations
- Museums and Monuments
- National Arts Galleries
- Curatorship related organisations
- Archives

5. ENTRY REQUIREMENTS

5.1   Normal Entry

Refer to section 4.1.1 of the School Regulation.

5.2   Special entry

Refer to section 4.1.2 of the School Regulation.

5.3   Mature Entry

Refer to section 4.1.3 of the School Regulation.

6. STRUCTURE OF THE PROGRAMME

6.1 The normal duration of the BA Honours in Archaeology, Heritage and Museum Studies shall be four years and students are required to do at least 40 modules. Not all modules are on offer every semester.

6.2 Modules

LEVEL 1   SEMESTER 1

BHS101	Introduction to Zimbabwean History
BHS110	Introduction to Zimbabwean Culture and Heritage
HMUS101	Introduction to Museum Studies
HMUS103	Records Keeping and Archivism
HARC101	Introduction to Archaeology
HARC102	Human Origins Studies
CSARM101	Communication Skills

LEVEL 1   SEMESTER 2

BAC101	African Philosophy and Thought
HMUS106	Museum Education
BHS111	Cultural Heritage and Environmental Impact Assessments
HARC105	Introduction to Archaeological Theory
EF105	Information Communication and Techniques

Optional courses

HMUS105	Introduction to Heritage Management
HMUS109	Collection Management
HARC107	Archaeology and Development
HARC108	Archaeological Methods

LEVEL 2   SEMESTER 1

Students are required to take six modules.

Core Modules

HMUS 201	Public Relations and Museums
HMUS205	Research Methods and Techniques
HARC202	Archaeological Surveying
HARC204	Conservation for Archaeologists
BHS202	Legislative Frameworks for the Protection of Cultural Property

Optional Modules

HARC206	Digital Methods in Archaeology
HMUS207	Collection Research
BHS203	Conservation and Management of Museum Collections
BHS204	PublicPolicy and Heritage Management in Zimbabwe

LEVEL 2   SEMESTER 2
Students are to take six modules.

BHS209	Ecotourism and Sustainable Development
HMUS211	Conservation and preservation of archives
HARC211	Advanced Archaeological Theory
HARC212	Geographical Information Systems in Archaeology

Optional Modules

BHS208	The Dry Stone Heritage of Southern Africa
BHS210	Preservation and Development of Ethnic Minority Cultures
HMUS209	Archaeological Laboratory Methods

LEVEL 3

Work-Related Learning

HAHM301	Academic Supervisor's Assessment
HAHM302	Employer's Assessment
HAHM303	Work Related Learning Report

LEVEL 4   SEMESTER 1

Students are required to take six modules.

Core Modules

HMUS405	Museums and Community Engagement
HARC402	Forensic Archaeology
HARC403	Entrepreneurial Skills for the Heritage Industry
BHS401	Heritage Management and Sustainable Development

Optional Modules

HMUS403	Museum Communication
HMUS404	Tour Guidance
HARC407	Remote Sensing in Archaeology
HARC408	Rock Art of Africa

LEVEL 4   SEMESTER 2

Students take six modules.

Core Modules

HMUS408	Museum and Site Interpretation
HMUS 410	Documenting Intangible Cultural heritage
HARC410	Archaeology of Great Zimbabwe
HARC411	Analytical Methods; Lithics and ceramics
BHS411	Approaches to Heritage Conservation

Optional Modules

HARC409	Contemporary Debates in Archaeology: Culture, Contact and Colonialism
HMUS412	Museums and Marketing
HMUS414	Politics of the Archaeological Past

7.   **ASSESSMENT**
      Refer to Section 6 of the School Regulations

8.   **PROVISION FOR PROGRESSION**
      Refer to Section 8 of the School Regulations

9.   **DEGREE CLASSIFICATION AND WEIGHTING**
      Refer to Section 11 of the School Regulations

REGULATIONS FOR THE BACHELOR OF ARTS HONOURS DEGREE IN MUSEUMS STUDIES (HMUS)

1. PREAMBLE

These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as the General Regulations, which have precedence over School Regulations.

2. GENERAL DESCRIPTION OF THE PROGRAMME

The B.A Honours Degree in Museums Studies is a four year full time programme designed for candidates who want to pursue a first degree in the field of Museology.

The programme is a response to an increasing demand for relevant expertise by institutions that have been mandated to look after the National Heritage and by the people involved in the protection and marketing of Arts/Crafts. The programme seeks to blend theory and practice, emphasising also on the latter thus producing a unique product. It also seeks to produce a graduate who appreciates the interrelatedness of Archaeology, Museums and Heritage in the execution of responsibilities in National Heritage Institutions.

3. OBJECTIVES

3.1 To produce a Museum practitioner with adequate technical skills who can carry out research and interpret the heritage.

3.2 To produce amuseologist who is a specialist in curatorship and artefact conservation.

3.3 To produce professional heritage sites managers that are part of the package of the Leisure industry.

3.4 To produce a museum extension worker who is able to offer extension services on Heritage Entrepreneurship.

3.5 To produce a museologist who is able to manage a university Museum laboratory.

4. CAREER PROSPECTS

- Arts and Culture Organisations
- Museums and Monuments
- National Arts Galleries
- Curatorship related organisations
- Archives

5. ENTRY REQUIREMENTS

5.1 Normal Entry

Refer to section 4.1.1 of the School Regulation.

5.2 Special entry

Refer to section 4.1.2 of the School Regulations.

5.3 Mature Entry

Refer to section 4.1.3 of the School Regulations.

6. STRUCTURE OF THE PROGRAMME

6.1 The normal duration of the BA Honours in Museum Studies shall be four years and students are required to do at least 40 modules. Not all modules are on offer every semester.

6.2 Modules

LEVEL 1   SEMESTER 1

BHS101	Introduction to Zimbabwean History
BHS110	Introduction to Zimbabwean Culture and Heritage
HMUS101	Introduction to Museum Studies
HMUS102	Zimbabwean Museography
HMUS103	Records Keeping and Archivism
HMUS104	History, Theory and Management of Heritage Institutions
CSARM101	Communication Skills

LEVEL 1   SEMESTER 2

BAC101	African Philosophy and Thought
HMUS106	Museum Education
HMUS107	Legal Issues in Museum Administration
HMUS108	Archival Administration
EF105	Information Communication and Techniques

Optional courses

HMUS105	Introduction to Heritage Management
HMUS109	Collection Management
HMUS110	Documenting Intangible Heritage

LEVEL 2   SEMESTER 1

Students are required to take six modules.

Core Modules

HMUS201	Public Relations and Museums
HMUS202	Museums in the Digital Age
HMUS203	Architecture of Museums
HMUS 204	Museums and Historical Memory
HMUS205	Research Methods and Techniques

Optional Modules

HMUS206	Museum Objects and Changing Contexts
HMUS207	Collection Research
HMUS208	Conservation and Preservation of Archives
HMUS209	Research Methods in Museology

Semester II

Students are required to take six modules.

Core Modules

HMUS206	Exploring Museum Professions
HMUS207	Entrepreneurship and Museums

HMUS209	Research Methods in Museology
HMUS210	Collection Research
HMUS211	Documenting Museum and Heritage Collections
HMUS212	Museum Curatorship

LEVEL 3

Work-Related Learning

HMUS301	Academic Supervisor's Assessment
HMUS302	Employer's Assessment
HMUS303	Work Related Learning Report

LEVEL 4   SEMESTER 1

Students are required to take six modules.

Core Modules

HMUS401	Museum Visitor Studies
HMUS402	Issues in Museum and Heritage Studies
HMUS403	Museum Communication
HMUS404	Tour Guidance

Optional Modules

HMUS405	Museums and Community Engagement
HMUS406	Museums in a Global Perspective
HMUS407	Ethnically Specific Museums

LEVEL 4   SEMESTER 2

Students take six modules.

Core Modules

HMUS408	Museum and Site Interpretation
HMUS409	Historic House Management and Preservation
HMUS410	Archaeology of Great Zimbabwe
HMUS411	Museum Security
HMUS470	Research Project

Optional Modules

| HMUS412 | Museums and Marketing |
| HMUS414 | Politics of the Archaeological Past |

7.   **ASSESSMENT**

Refer to Section 6 of the School Regulations.

8.   **PROVISION FOR PROGRESSION**

Refer to Section 8 of the School Regulations.

9.   **DEGREE CLASSIFICATION AND WEIGHTING**
Refer to Section 11 of the School Regulations.

REGULATIONS FOR THE BACHELOR OF ARTS HONOURS DEGREE IN CULTURE AND SUSTAINABLE DEVELOPMENT (BAC)

1. PREAMBLE

These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as the General Regulations, which have precedence over School Regulations.

2. GENERAL DESCRIPTION OF THE PROGRAMME

The Bachelor of Arts Honours Degree in Culture and Sustainable Development is a four year full time programme that is designed for candidates who want to pursue a first degree in the field of culture and sustainable development.

The programme is designed to provide the requisite skills to drive development of local communities using their culture. It provides the knowledge and methods essential for sustainable development of communities based on their cultural experience.

3. OBJECTIVES

3.1   To produce graduates with full understanding of the intricate link between culture and development.

3.2   To provide adequate technical skills and methods for the graduates to fully carry out research and sustainably utilise culture as a vehicle for social and community development.

3.3   To produce professionals who can invest on culture to establish businesses and create employment.

4. CAREER PROSPECTS

The degree programme prepares students for prospective careers in a wide range of industries such as:
- Non-Governmental Organisations (NGOs)
- Social Workers
- Community Development Officers
- Facilitators of Community Development

5. ENTRY REQUIREMENTS

5.1   Normal Entry

Refer to section 4.1.1 of the School Regulations.

5.2   Special entry

Refer to section 4.1.2 of the School Regulations.

5.3   Mature Entry

Refer to section 4.1.3 of the School Regulations.

6. STRUCTURE OF THE PROGRAMME

6.1   The normal duration of the proposed Bachelor of Arts Honours in Culture and Sustainable Development shall be four years of full-time study. Each student shall study a minimum of 41 modules in accordance with the following breakdown:

Level I- 14 modules
Level II- 12 modules
Level III- 3 modules
Level IV- 12 modules which include a Research Project.

6.2 Modules

LEVEL 1   SEMESTER 1

Each student shall be required to study **seven modules**.

BAC101	African Philosophy and Thought
BAC102	Culture Ideology
BAC103	Collection Research
BAC104	African Social Organisation
BAC105	Indigenous Knowledge Systems and Contemporary Development
BHS101	Introduction to Zimbabwean History
CSARM101	Communication Skills

LEVEL 1   SEMESTER 2

Each student shall be required to study **six modules**.

BAC106	Slavery and Cultural Change
BAC107	Cultures and Civilisations
BAC108	Globalisation and Development
BAC109	Theories of Culture
BHS110	Introduction to Zimbabwean Culture and Heritage
EF105	Information Communication and Technology

LEVEL 2   SEMESTER 1

Core Modules

BAC201	African Concept of Development
BAC202	Multiculturalism, Conflict and Development
BAC203	Culture and Social Work
BAC204	Civic Organisations
BAC205	Research Methods and Techniques

Options

BAC206	Project Management
BAC207	HIV/Aids and Culture

LEVEL 2   SEMESTER 2

Core Modules

BAC208	Culture and Sustainable Development
BAC209	Culture and Diplomacy
BAC210	Theory and Practice of Community Based Development
BAC211	Indigenisation and Development

Options

BAC212   Documenting Intangible and Tangible Cultural Heritage
BAC213   Cultural Houses Management

LEVEL 3

Work Related Learning

BAC301   Academic Supervisor's Assessment
BAC302   Work Supervisor's Assessment
BAC303   Work Related Report

LEVEL 4   SEMESTER 1

Core Modules

BAC401   Cultural Tourism and Development
BAC402   Culture Policy and Planning
BAC403   Entrepreneurship and Development
BAC404   Global Communication

Options

BAC405   Language and Identity
BAC406   Culture and Comparative Development
BAC407   Cultural Institutions

LEVEL 4   SEMESTER 2

Each student shall be required to study **six modules** of which **five** are compulsory and **two** are selected from the optional modules.

Core Modules

BAC408   Culture and Onomastics
BAC409   Urbanisation and Industrialisation
BAC410   Culture and Gender
BAC411   Culture and Religion
BAC470   Research Project

Options

BAC412   Multiculturalism and Community Development
BAC413   Multiculturalism and National Planning
BAC414   Cultural Dynamism

7.   **ASSESSMENT**
      Refer to section 6 of the School Regulations.

8.   **PROVISION FOR PROGRESSION**
      Refer to section 8 of the School Regulations.

9.   **DEGREE CLASSIFICATION AND WEIGHTING**
      Refer to section 11 of the School Regulations.

REGULATIONS FOR THE BACHELOR OF ARTS HONOURS DEGREE IN HERITAGE STUDIES (BHS)

1. **PREAMBLE**

   These regulations should be read in conjunction with the General Academic Regulations for undergraduate Degrees and Diplomas, hereinafter referred to as the General Regulations, which have precedence over School Regulations.

2. **GENERAL DESCRIPTION OF THE PROGRAMME**

   The BA Honours Degree in Heritage Studies is a four year full-time programme that is designed for candidates who want to pursue a first degree in the field of Heritage Studies.
   The programme is designed to impart to students the African ethos and values that shape and mould the African worldview. It further equips students with the requisite skills and expertise of protecting their legacy.

3. **OBJECTIVES**

   3.1 To produce curators with adequate technical and theoretical skills to carry out research and documentation in heritage institutions.

   3.2 To equip heritage practitioners with the skills and expertise of advising and consulting on heritage related issues.

   3.3 To mould competent heritage managers capable of safeguarding, promoting and developing national heritage.

   3.4 To produce graduates who can effectively explore and upgrade underdeveloped heritage sites.

4. **CAREER PROSPECTS**
   - Curators of Ethnography
   - Heritage Managers
   - Site Custodians
   - Monuments Inspectors
   - Curators of Historic Buildings
   - Curators of Militaria
   - Stone Masons

5. **ENTRY REQUIREMENTS**

   5.1 **Normal Entry**

   Refer to section 4.1.1 of the School Regulations.

   5.2 **Special entry**

   Refer to section 4.1.2 of the School Regulations.

   5.3 **Mature Entry**

   Refer to section 4.1.3 of the School Regulations.

6. **STRUCTURE OF THE PROGRAMME**

   6.1 The normal duration of the BA Honours in Heritage Studies shall be four years and students

are required to do at least 40 modules.

6.2 Modules

LEVEL 1   SEMESTER 1

Students to take **7** modules.

BHS101	Introduction to Zimbabwean History
BHS110	Introduction to Zimbabwean Culture and Heritage
BHS103	Introduction to Museum Studies
BHS104	Introduction to Archaeology
BHS105	History, Theory and Management of Heritage Institutions
BHS106	Intangible Heritage
CSARM101	Communication Skills

LEVEL 1   SEMESTER 2

Students to take six modules

BAC101	African Philosophy and Thought
BHS107	Repatriation and Restitution of Cultural Property
BHS108	Legal Issues in Museum Administration
BHS109	Cultural Heritage and Globalisation
BHS111	Cultural Heritage and Environmental Impact Assessments
EF105	Information Communication and Technology

LEVEL 2   SEMESTER 1

Students are to take six modules.

BHS201	Underwater Cultural Heritage
BHS202	Legislative Frameworks for the Protection of Cultural Property
BHS203	Conservation and Management of Museum Collections
BHS204	PublicPolicy and Heritage Management in Zimbabwe
BHS205	Anthropology and Ethnographical Collection Studies
BHS206	Research Methods and Techniques

LEVEL 2   SEMESTER 2

Students are to take six modules.

BHS207	Museum Curatorship
BHS208	The Dry Stone Heritage of Southern Africa
BHS209	Ecotourism and Sustainable Development
BHS210	Preservation and Development of Ethnic Minority Cultures
BHS211	Heritage and Landscapes
BHS212	Archaeology and Geographic Information Systems

LEVEL 3

Work-Related Learning

BHS301	Academic Supervisor's Assessment.
BHS302	Employer's Assessment
BHS303	Work-Related Learning Report

LEVEL 4   SEMESTER 1

Students are to take six modules.

Core Modules

BHS401   Heritage Management and Sustainable Development
BHS402   Issues in Museums and Heritage Studies
BHS403   Entrepreneurial Skills for the Heritage Industry
BHS404   Tour Guidance

Options

BHS405   Museums and Community Engagement
BHS406   Indigenous Cultures and Heritage Management
BHS407   Heritage Informatics
BHS408   Conceptual and Epistemological Perspectives on Cultural Heritage

LEVEL 4   SEMESTER 2

Students are to take six modules.

Core Modules

BHS409   Conservation of Historic Buildings
BHS410   The Rock Art of Africa
BHS411   Approaches to Heritage Conservation
BHS470   Research Project

Options

BHS412   Museum Security
BHS413   Heritage, History and Memory
BHS414   African Traditional Music
BHS415   Museum and Site Interpretation

7.   **ASSESSMENT**

Refer to Section 6 of the School Regulations.

8.   **PROVISION FOR PROGRESSION**

Refer to Section 8 of the School Regulations.

9.   **DEGREE CLASSIFICATION AND WEGHTING**

Refer to Section 11 of the School Regulations.

REGULATIONS FOR BA HONOURS DEGREE IN DEVELOPMENT STUDIES

1. **PREAMBLE**

   These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as the General Regulations, which take precedence over School Regulations.

2. **GENERAL DESCRIPTION OF THE PROGRAMME**

   The programme is a response to an increasing demand for relevant expertise by institutions involved in developmental programmes. The programme blends theory and practice, emphasising also on the latter thus producing a marketable product. It also produces a graduate who appreciates the importance of Development Studies as a critical area to sustainable growth of both the developed and developing nations.

3. **OBJECTIVES**

   3.1   To enhance entrepreneurial skills and the concept of self-reliance among students.

   3.2   To prepare students for career opportunities in development research and planning.

   3.3   To advance skills for those that are currently employed in development and other relevant fields.

   3.4   To produce practitioners with adequate technical and theoretical skills to enhance sustainable development.

4. **CAREER PROSPECTS**

   The degree programme prepares students for career options in administrative or research positions with public, private or non-governmental organisations as:
   - Project planners.
   - Project implementers.
   - Project supervisors.
   - HIV and AIDS co-ordinators.
   - Project evaluators.
   - Project managers.
   - Civil protection unit officers.
   - Social welfare officers.
   - Local government officers.
   - Civic educators.
   - Researchers in development studies.

5. **ENTRY QUALIFICATIONS**

   5.1   **Normal Entry**
   Refer to Section **4.1.1** of the School Regulations.

   5.2   **Special Entry**
   Refer to Section **4.1.2** of the School Regulations.

   5.3   **Mature entry**
   Refer to Section **4.1.3** of the School Regulations.

6. STRUCTURE OF THE PROGRAMME

6.1 Duration

The normal duration of the BA Honours Degree in Development Studies shall be four (4) years.

6.2 Degree Structure

Refer to Section **5** of the School Regulations.

6.3 MODULES

Level 1 Semester 1

Each student shall be required to study **seven** compulsory modules including **two** university-wide modules.

Core modules

HDVS 101	Perspectives in Development Studies
HDVS 110	HIV & AIDS and Development
HDVS 111	International Relations
HDVS 112	African Diaspora Studies
HDVS 105	Poverty and Development
BHS 110	Introduction to Zimbabwean Cultures and Heritage
CSARM 101	Communication Skills

Level I Semester II

Each student shall be required to study **six** modules including **two** university-wide modules

Core modules

HDVS 106	Democracy and Human Rights in Africa
HDVS 107	International Development Corporations
HDVS 108	War, Migration and Refugees
HDVS 109	Political Economy of Colonialism
EF 105	Information Communication and Technology
BAC 101	African Philosophy and Thought

Level II Semester I

Each student shall be required to study **six** modules of which **four** are compulsory and **two** optional.

Core modules

HDVS 201	Entrepreneurship Studies
HDVS 202	Local Governance in Zimbabwe
HDVS 221	Gender and Development in Africa
HDVS 204	Developing Economies

Optional modules

HDVS 205	Contemporary Demographic Studies
HDVS 206	Global Environmental Issues
HDVS 207	Non-Governmental Organisations in Africa

| HDVS 208 | Community Rehabilitation |
| HDVS 209 | Financial Institutions and Development in Zimbabwe |

Level II Semester II

Each student shall be required to study **six** modules of which **four** are compulsory and **two** optional.

Core modules

HDVS 210	Disaster Management
HDVS 211	Rural Development in Africa
HDVS 212	Disability and Development
HDVS 213	Research Methods in Development Studies

Optional modules

HDVS 214	Waste Management
HDVS 215	Project Planning and Evaluation
HDVS 216	Basic Financial Management for Development Practitioners
HDVS 217	Development Policies in Africa
HDVS 218	Information and Communication Technology in Development
HDVS 219	Terrorism and Development
HDVS 220	Religion and Development

Level III Work Related Learning

HDVS 301	Employer's Assessment.
HDVS 302	Academic Supervisor's Assessment
HDVS 303	Work-Related Learning Report

Level IV Semester I

Each student shall be required to study **six** modules of which **four** are compulsory and **two** optional.

Core modules

HDVS 401	Constitutionalism and Development
HDVS 402	Children and Development
HDVS 403	Agriculture and Development
HDVS 404	Famines and Food Security

Optional modules

HDVS 405	Political Economy of Independent Africa
HDVS 408	Environmental Economics
HDVS 409	Management of Community Based Organisations (CBOs)
HDVS 410	Technology and Development

Level IV Semester II

Each student shall be required to study **six** modules of which **two** are compulsory and **four** optional.

Core modules

| HDVS 411 | African Environmental Studies |
| HDVS 470 | Research Project |

Optional modules

HDVS 412	African Regional Organisations and Development
HDVS 413	Climate Change and Development
HDVS 414	Strategies of Development
HDVS 415	Education and Development
HDVS 416	Development Economics
HDVS 417	Statistics for Development
HDVS 418	Conflict Management and Development
HDVS 419	Globalisation in the Contemporary World
HDVS 420	African Indigenous Knowledge Systems and Development
HDVS 421	Water, Sanitation and Development

7. ASSESSMENT

Refer to Section **6** of the School Regulations.

8. PROVISIONS FOR PROGRESSION

Refer to Section **8** of the School Regulations.

9. DEGREE CLASSIFICATION AND WEIGHTING

Refer to Section **11** of the School Regulations.

REGULATIONS FOR BA HONOURS DEGREE IN ECONOMIC HISTORY

1. **PREAMBLE**

   These regulations should be read in conjunction with the General Academic Regulations for the Undergraduate Degrees and Diplomas, hereafter referred to as the General Regulations, which take precedence over School Regulations.

2. **ENTRY QUALIFICATIONS**

   2.1   Normal Entry

   Refer to Section **4.1.1** of the School Regulations.

   2.2   Special Entry

   Refer to Section **4.1.2** of the School Regulations.

   2.3   Mature entry

   Refer to Section **4.1.3** of the School Regulations.

3. **STRUCTURE OF THE PROGRAMME**

   3.1   Duration

   The normal duration of the BA Honours Degree in Economic History shall be four (4) years

   3.2   Degree Structure

   3.2.1   Refer to Section **5** of the School Regulations.

   3.2.2   Work Related Learning

   Refer to Section **7** of the School Regulations.

   3.3   MODULES

Level I Semester I

Each student shall be required to study seven compulsory modules including two university-wide modules.

Core modules

HEH 103	Pre-colonial Economy of Zimbabwe
HEH 104	African Economic History
HEH 112	Themes in African Environmental History
HEH 110	History of Labour, State and Capital in Africa
HEH 111	Southern African Economies since the Mineral Revolution
BHS 110	Introduction to Zimbabwean Cultures and Heritage
CSARM 101	Communication Skills

Level I Semester II

Each student shall be required to study **six** compulsory modules including **two** university-wide modules.

Core modules

HEH 106	Indigenous Knowledge Systems in African Economies
HEH 107	Globalisation and Sustainable Development
HEH 108	Theories in Economic History

HEH 109	China and Africa in the 21st Century
EF 105	Information Communication and Technology
BAC 101	African Philosophy and Thought

Level II Semester I

Each student shall be required to study **six** modules

Optional modules

HEH 201	Conflict, Peace and Development
HEH 202	Multilateral Institutions and Development in Africa
HEH 204	Pre-colonial Economy of West Africa
HEH 205	North Africa and the Middle East Economy since 1900
HEH 206	Socialist Economies of Eastern Europe since 1917
HEH 207	Demographic History of Africa
HEH 208	Pre-colonial Economy of East Africa
HEH 209	The International Economic System since 1918
HEH 210	Economic History of North America: Colonial Times to the Cold War
HEH 221	Imperialism and Development
HEM 222	Indigenisation and Economic Development in Independent Africa

Level II Semester II

Each student shall be required to study **six** modules

Optional modules

HEH 211	New Industrialised Economies of Asia since 1945
HEH 213	Slave Trade and the World Economy
HEH 214	Research Methods in Economic History
HEH 215	Economic History of Western Europe, 16-19th Centuries
HEH 216	Colonial East African Economy
HEH 217	Economic History of Latin America and the Caribbean to Independence
HEH 218	Political Instability and African Development
HEH 219	Economic History of Zimbabwe since 1890

LEVEL III: Work-Related Learning

HEH 301	Employer's Assessment
HEH 302	Academic Supervisor's Assessment
HEH 303	Work- Related Learner's Report

Level IV Semester I

Each student shall be required to study **six** modules of which **one** is compulsory and **five** optional.

Core module

| HEH 470 | Research Project |

Optional Module

| HEH 401 | Economic Dynamics of African Borderlands |

HEH 402	History of Economic Thought
HEH 403	History of Mining in Zimbabwe since Colonial Times
HEH 404	Post Colonial East African Economies
HEH 405	Economic History of North America since the Cold War
HEH 406	African Regional Co-operation and Transformation
HEH 407	Western European Economic Development Since 1900
HEH 408	Economic History of West Africa Since 1800

Level IV Semester II

Each student shall be required to study **six** modules.

Optional modules

HEH 409	Climate Change and African Economies
HEH 410	History of Manufacturing in Zimbabwe
HEH 411	Emerging Economies of the World
HEH 412	Economic History of Latin America and the Caribbean since Independence
HEH 413	Africa in the 21st Century
HEH 414	Modern Japanese Economic Development after 1945
HEH 415	Women in African Economic History
HEH 416	Industrialisation and Urbanisation in Africa

4. **ASSESSMENT**

   Refer to Section **6** of the School Regulations.

5. **PROVISIONS FOR PROGRESSION**

   Refer to Section **8** of the School Regulations.

6. **DEGREE CLASSIFICATION AND WEIGHTING**

   Refer to Section **11** of the School Regulations.

REGULATIONS FOR BA HONOURS DEGREE IN HISTORY

1. **PREAMBLE**

   These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as the General Regulations, which take precedence over School Regulations.

2. **GENERAL DESCRIPTION OF THE PROGRAMME**

   The programme is designed to fulfil the country's goal of producing responsible citizens whose study of the past makes them understand who they are. It is also a response to the country's demand for professionals such administrators, diplomats, etiquette officers and policy makers.
   The programme is designed to fulfil the country's goal of producing responsible citizens whose study of the past makes them understand who they are. It is also a response to the country's demand for professionals such administrators, diplomats, etiquette officers and policy makers.

3. **OBJECTIVES**

   3.1 To train graduates to be critical in their views about societal issues.
   3.2 To equip students with research skills and competency in using sources in history
   3.3 To produce students who have an understanding of the past, the present and the future and who appreciate their heritage.
   3.4 To develop responsible citizens who appreciate the virtues of respect, equality and free speech as well as follow the values of democratic society.

4. **CAREER PROSPECTS**

   The degree programme prepares graduates for careers such as:
   - Diplomats
   - Administrators
   - Etiquette officers
   - Policy makers
   - Researchers
   - Academics

5. **ENTRY QUALIFICATIONS**

   5.1 **Normal Entry**

   Refer to Section 4.1.1 of the School Regulations.

   5.2 **Special Entry**

   Refer to Section 4.1.2 of the School Regulations.

   5.3 **Mature entry**

   Refer to Section 4.1.3 of the School Regulations.

6. **STRUCTURE OF THE PROGRAMME**

   6.1 **Duration**

   The normal duration of the BA Honours Degree in History shall be four years.

   6.2 **Degree Structure**
   Refer to Section **5** of the School Regulations.

6.2.1 Work Related Learning

Refer to Section **7** of the School Regulations.

6.3 MODULES

Level I Semester I

Each student shall be required to study **seven** compulsory modules including two university-wide modules

Core modules

HH 101	Introduction to the Study of History
HH 102	Pre-colonial History of Zimbabwe
HH 103	European History, 1400-1789
HH 104	Southern Africa before the Mineral Revolution
HH 105	Selected Themes in Pre-colonial History of Africa
BHS 110	Introduction to Zimbabwean Cultures and Heritage
CSARM 101	Communication Skills

Level I Semester II

Each student shall be required to study six modules including two university-wide modules

Core modules

HH 107	European History, 1789-1918
HH 108	Southern Africa since the Mineral Revolution
HH 109	History of Zimbabwe, 1890-1980
HH 110	Women in African History
EF 105	Information Communication and Technology
BAC 101	African Philosophy and Thought

Level II Semester I

Each student shall be required to study **six** modules.

Optional modules

HH 201	Zimbabwe since Independence
HH 202	History of Asia before 1800
HH 203	History of Latin America and the Caribbean to Independence
HH 204	History of the United States of America, 1865- 1945
HH 205	European History, 1919-1991
HH 206	Pre-colonial History of West Africa
HH 207	World Revolutions since 1900
HH 208	History of Russia before 1855

Level II Semester II

Each student shall be required to study **six** modules.

Optional modules

HH 209	Pre-colonial History of East Africa
HH 210	History of Asia, 1800-1949
HH 211	Zimbabwean Historiography since the Colonial Period
HH 212	Colonial History of West Africa
HH 213	History of Political Thought in Eastern and Western Europe

HH 215	International Relations, 1918-1945
HH 216	History of Russia since 1855
HH 217	Methodologies and Techniques in History

Level III: Work-Related Learning

HH 301	Employer's Assessment
HH 302	Academic Supervisor's Assessment
HH 303	Work-Related Learning Report

Level IV Semester I

Each student shall be required to study **six** modules.

Optional Modules.

HH 401	History of African Political Thought
HH 402	History of Latin America and the Caribbean since Independence
HH 403	History of Ethnicity in Africa
HH 404	History of African Borderlands before Independence
HH 405	Colonial East Africa
HH 406	Medical History of Africa
HH 407	Zimbabwe and the International Community since 1980
HH 408	East Africa since Independence

Level IV Semester II

Each student shall be required to study **six** modules, **one** compulsory and five optional modules.

Compulsory module

| HH 470 | Research Project |

Optional Modules.

HH 409	African Border Studies since Independence
HH 410	History of African Liberation Movements
HH 411	West Africa since Independence
HH 412	History of Conflict in the Middle East since 1945
HH 413	Africa's Regional Organisations
HH 414	International Relations since 1945
HH415	Constitutionalism in Africa

7. **ASSESSMENT**
   Refer to Section **6** of the School Regulations.

8. **PROVISIONS FOR PROGRESSION**
   Refer to Section **8** of the School Regulations.

9. **DEGREE CLASSIFICATION AND WEIGHTING**
   Refer to Section **11** of the School Regulations.

DEPARTMENT OF PERFORMING AND VISUAL ARTS

REGULATIONS FOR THE BACHELOR OF ARTS HONOURS DEGREE IN MUSICOLOGY AND ETHNOCHOREOLOGY (HMUE)

1. **PREAMBLE**

    The regulations should be read in conjunction with General Academic Regulations for undergraduate Degrees and Diplomas, hereinafter referred to as the General Regulations, which take precedence over School Regulations.

2. **GENERAL DESCRIPTION OF THE PROGRAMME**

    The four-year Bachelor of Arts Honours Degree in Musicology and Ethnochoreology is a full-time programme, which is designed for students who wish to deepen their knowledge and skills in the field of Music.

    This programme is designed to provide requisite skills in the music domain in the country. It provides the methodology that is essential in Ethnochoreology, Ethnomusicology, African Indigenous Musical Arts, Popular Music, Musicology, Music Business, Music Technology, Performance Studies, and Research in Music.

3. **OBJECTIVES**
    3.1 To produce musicians with a sound cognitive understanding of the fundamentals of the music.
    3.2 To produce professional artists with refined creative and performing skills.
    3.3 To train vocalists and instrumentalists who are able to meet the current demands in music production, promotion, marketing, and management.
    3.4 To produce graduates who can critically examine musical issues for the benefit of the artists and the audiences.
    3.5 To produce musicians who are able to conduct research in indigenous musical arts.
    3.6 To provide musicians who will positively contribute to the development of the musical arts industry.

4. **CAREER PROSPECTS**

    Among the career prospects for the graduates of this programme are:
    - Instrumentalists
    - Producers
    - Promoters
    - Popular Music Artists
    - Sound Engineers
    - Music Managers
    - Musicologists
    - Ethnomusicologists
    - Dance Ethnographers
    - Dance Choreographers
    - Dance Directors
    - Arts Management Officers
    - Band Masters
    - Entertainment Managers
    - Dance Tutors

5. ENTRY QUALIFICATIONS

5.1 Normal Entry
Refer to section 4.1.1 of the School Regulations.

5.2 Special Entry
Refer to section 4.1.2 of the School Regulations.

5.3 Mature Entry
Refer to section 4.1.3 of the School Regulations.

6. STRUCTURE OF THE PROGRAMME

6.1 The proposed Bachelor of Arts Honours Degree in Musicology and Ethnochoreology is a four year full-time programme designed for students who wish to pursue a first degree in the field of Music. Each student shall be required to study a minimum of 40 modules including a dissertation and the modules are broken down as follows:

Level I – 13 modules
Level II – 12 modules
Level III – 3 modules
Level IV – 12 modules including a Research Project.

6.2 Modules

LEVEL I   SEMESTER I

Each student shall be required to study seven (7) modules.

HMUE101	Natures and Characteristics of Music
HMUE102	Physics of Music
HMUE103	Western Classical or Art Music
HMUE104	Theory of Western Music
HMUE105	Performance Practice: Aerophones, Voice and other Instruments
BSH110	Introduction to Zimbabwean Cultures and Heritage
CSARM101	Communication Skills

LEVEL I   SEMESTER II

Each student shall be required to study six (6) modules

HMUE106	Musicology
HMUE107	Definitions and Scope of Ethnomusicology
HMUE108	Theories for Ethnomusicology
HMUE109	Performance Practice: Idiophones and Membranophones
EF105	Information Communication and Technology
BAC101	African Philosophy and Thought

LEVEL II   SEMESTER I

Each student shall be required to study six (6) modules.

HMUE201	Indigenous Music in Zimbabwe
HMUE202	Indigenous African Musical Arts
HMUE203	Organology

HMUE204	Performance Practice: Chordophones and Keyboards
HMUE205	Indigenous Musical Instruments
HMUE206	Research Methods and Techniques

LEVEL II   SEMESTER II

Each student shall be required to study six (6) modules.

Core modules

HMUE207	Dance Choreography
HMUE208	Music Technology
HMUE209	Music Business
HMUE210	Music Social Research Methods
HMUE211	Performance Practice: Electric Band

Optional modules

HMUE212	Ensemble Recital
HMUE213	Music Production
HMCS212	Public Relations
MM204	Social Marketing

LEVEL III

HMUE301	Employer's Assessment
HMUE302	Academic Supervisor's Assessment
HMUE303	Work-Related Learning Report

LEVEL IV   SEMESTER I

Each student shall be required to study six (6) modules.

Core modules

HMUE401	Music Hybridity
HMUE402	Popular Music
HMUE403	World Music Cultures
HMUE404	Dance Ethnography
HMUE405	Performance Practice: Minor Specialisation

Optional modules

HMUE406	Musical Appreciation
HMUE407	Audio Recording and Mastering
HMUE408	Representation of Musical Text

LEVEL IV   SEMESTER II

Each student shall be required to study four (4) modules plus Research Project.

Core modules

HMUE409	Copyrights and Ethics
HMUE410	Performance Practice: Major Specialisation
HMUE470	Research Project

Optional modules

HMUE411   Music Education
HMUE412   Music Biography

7.   ASSESSMENT

Refer to Section **6** of the School Regulations.

8.   PROVISION FOR PROGRESSION

Refer to Section **8** of the School Regulations.

9.   DEGREE CLASSIFICATION AND WEIGHTING

Refer to Section **11** of the School Regulations.

REGULATIONS FOR BACHELOR OF ARTS HONOURS DEGREE IN THEATRE ARTS AND PERFORMANCE STUDIES (HTPS)

1. PREAMBLE

These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as the General Regulations, which take precedence over School Regulations.

2. GENERAL DESCRIPTION OF THE PROPOSED PROGRAMME

The Bachelor of Arts Honours Degree in Theatre Arts and Performance Studies is a four year full-time programme that is designed for candidates who wish to pursue a first degree in the field of theatre and performance studies.

Zimbabwe needs an arts sector that is rooted in its history, culture and traditional performing arts, an arts sector that is thriving, of a high standard, original, innovative, knowledgeable, intelligent, socially committed and above all influential. The Bachelor of Arts Honours in Theatre Arts and Performance Studies Degree seeks to achieve this through:
1. enabling students to examine, question and challenge the nature and function of drama, theatre and performance arts by providing a fair balance between theory and practice and a sufficient emphasis on critical and ideological content,
2. encouraging students to encounter and approach drama, theatre and performance arts as intrinsically interrelated, intellectual, cultural and artistic practice,

3. OBJECTIVES

3.1 To provide a supportive environment for both theoretical and applied approaches and for open, critical debate on the role of theatre arts and performing arts worldwide; i.e. to provide a teaching, rehearsal and performance space for realizing the union of theory and practice.

3.2 To equip students with knowledge of a range of dramatic, theatrical and performance practices from a variety of national, international, historical and contemporary contexts.

3.3 To engage students in the creative and critical practices of performance and theatre studies in a comprehensive and broadly-based manner within a collaborative and rigorous learning environment.

3.4 To produce practitioners who use theatre to address the historical, political, theoretical and ethical issues in communities.

3.5 To enable students to utilise the knowledge base and methodologies of the disciplines studied in order to find innovative solutions and provide authoritative advice, in a range of contexts and in a manner appropriate to the audience.

3.6 To enable students to engage responsibly in scholarship or professional practice cooperatively with others, demonstrating a capacity to accommodate the world view of others and achieve agreed outcomes through the use of highly developed oral and written communication skills

4. CAREER PROSPECTS

The degree programme prepares students for prospective careers in a wide range of industries, as:
• Theatre and other performing arts entrepreneurs, administrators, managers, directors, scriptwriters, critics and performers.
• Development communicators
• Educators

- Workers in the creative industries – television, recording, advertising, public relations, electronic and print media

5. ENTRY QUALIFICATIONS

5.1 Normal Entry
Refer to section 4.1.1 of the School Regulation.

5.2 Special Entry
Refer to section 4.1.2 of the School Regulation.

5.3 Mature entry
Refer to section 4.1.3 of the School Regulation.

6. STRUCTURE OF THE PROGRAMME

6.1 The proposed Bachelor of Arts Honours Degree in Theatre Arts and Performance Studies is a four year full-time programme that is designed for candidates who wish to pursue a first degree in the field of theatre and performance studies. Each student shall be required to study a minimum of 40 modules in accordance with the following breakdown:
Level I- 13 modules
Level II-12 modules
Level III- 3 modules
Level IV- 12 modules including a Research Project.

6.2 Modules

LEVEL I   SEMESTER I

Each student shall be required to study **seven** modules

HTPS 101	Introduction to Theatre Studies
HTPS 102	History of Theatre I
HTPS 103	Playmaking and Performance 1
HTPS 104	Stagecraft I
HTPS105	Performance Theory
HARM101	Communication Skills
BHS 110	Introduction to Zimbabwean Culture and Heritage

LEVEL I   SEMESTER II

Each student shall be required to study **six** modules

HTPS 106	History of Theatre II
HTPS 107	Theatre in Africa
HTPS 108	Playmaking and Performance II
HTPS 109	Stagecraft II
EF105	Information Communication and Technology
BAC 101	African Philosophy and Thought

LEVEL II   SEMESTER I

HTPS 201   Theatre in Zimbabwe
HTPS 202   Performance III
HTPS 203   Directing I
HTPS 204   Choreography I
HTPS 205   Theatre Administration, Management and Production I
HTPS 206   Research Methodologies and Techniques

LEVEL II   SEMESTER II

HTPS 207   Directing II
HTPS 208   Choreography II
HTPS 209   Introduction to Development and Communication
HTPS 210   Performance IV
HTPS 211   Applied Theatre 1
HTPS 212   Theatre Administration and Production II

LEVEL III
WORK RELATED LEARNING

HTPS 301   Academic Supervisor's Assessment
HTPS 302   Employer's Assessment
HTPS 303   Work Related Learning Report

LEVEL IV   SEMESTER I

Each student shall be required to choose two optional modules

CORE MODULES

HTPS 401   Advanced Theatre and Performance Laboratory
HTPS 402   Theatre and Performance in Education
HTPS 403   Applied Theatre Project
HTPS 404   Research Methodologies in Theatre and Performance II

OPTIONAL MODULES

HTPS 405   Drama, Law and Ethics
HTPS 406   Theatre and Interculturalism
HTPS 407   Site-Specific Theatre Productions

LEVEL IV   SEMESTER II

Each student shall be required to choose any two optional modules

CORE MODULES

HTPS 408   Theatre, Performance and New Media
HTPS 409   Leisure Industries, Escape and Experience
HTPS 470   Research Project
HTPS 410   Advanced Production
HTPS 411   Women in Performance: Gender and Sexuality

OPTIONAL MODULES

HTPS 412   Special Studies: Theatre, Capacity Building in HIV and AIDS through Applied Drama and Theatre

HTPS 413   Theatre as Activism

HTPS 414   Theatre and Performance With and For Young People

7.   ASSESSMENT

Refer to Section 6 of the School Regulations.

8.   PROVISION FOR PROGRESSION

Refer to Section 8 of the School Regulations.

9.   DEGREE CLASSIFICATION AND WEIGHTING

Refer to Section 11 of the School Regulations.

REGULATIONS FOR THE BACHELOR OF ARTS SPECIAL HONOURS DEGREE IN MUSIC (SHMU)

1. **PREAMBLE**

   The regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereafter referred to as the General Regulations, which take precedence over School Regulations.

2. **GENERAL DESCRIPTION OF THE PROGRAMME**

   The eighteen (18) months Bachelor of Arts Special Honours Degree in Music is a full-time programme, which is designed for individuals who wish to deepen their knowledge and skills in the field of Music.

   This programme is a response to the need by Great Zimbabwe University BA degree graduates and others who may hold similar qualifications who desire to rightly position themselves in major fields of specialty in music incorporating Ethnomusicology, African Indigenous Musical Arts, Musicology, Popular Music, Music Business, Music Technology, Performance Studies, and Research in Music.

3. **OBJECTIVES**

   3.1   To equip students with creative and performing skills.
   3.2   To train vocalists and instrumentalists who are able to meet the current demands in music production, promotion, marketing, and management.
   3.3   To provide learners with analytical skills to compose, and interpret musical performances for the benefit of the artists and the audiences.
   3.4   To furnish students with research skills for sustainable development of the indigenous musical arts and the popular music industry.

4. **CAREER PROSPECTS**

   Among the career prospects for the graduates of this programme are:
   - Instrumentalists
   - Producers
   - Promoters
   - Popular Music Artists
   - Sound Engineers
   - Music Managers
   - Musicologists
   - Ethnomusicologists
   - Dance Ethnographers
   - Dance Choreographers
   - Dance Tutors
   - Dance Directors
   - Arts Management Officers
   - Band Masters
   - Entertainment Managers

5. **ENTRY QUALIFICATIONS**

   Normally, applicants should have obtained at an upper second class BA general in Ethnomusicology, Musicology, Performing Arts or related disciplines or its equivalent.

6.   STRUCTURE OF THE PROGRAMME

6.1   Each student will be required to study a total of sixteen (16) modules in accordance with the following breakdown:
Level 1 Semester 1 – 6 modules
Level 1 Semester 2 – 6 modules
Level 2 Semester 1 – 4 modules

6.2   Modules

LEVEL 1   SEMESTER 1

Each student shall be required to study all the seven (7) listed modules

SHMU 401   Advanced Theory of Music
SHMU 402   History and Analysis of Western Art Music
SHMU 403   Musicology
SHMU 404   Ethnomusicology: Definitions and Theories
SHMU 405   Keyboard Fundamentals
SHMU 406   Music Production and Management
SHMU 407   Instrument of Minor Specialisation

LEVEL 1   SEMESTER 2

Each student shall be required to study six (6) modules

Core modules

SHMU 408   Transcription and Analysis: Representation of Musical Text
SHMU 409   Popular Music
SHMU 410   Research Methods and Fieldwork in Music
SHMU 411   Secondary Piano Proficiency
SHMU 412   Instrument of Major Specialisation

Optional

SHMU 413   Ensemble Performance
SHMU 414   Advanced Ethno-organology and Archiving
SHMU 415   Musical Aesthetics and Ethics

LEVEL 2   SEMESTER 1

Each student shall be required to take three (3) compulsory modules and a Research Project.

SHMU 416   Contemporary and Traditional Dance Styles in Zimbabwe
SHMU 417   Sound Engineering
SHMU 418   Primary Piano Proficiency
SHMU 470   Research Project

7.   ASSESSMENT

Refer to section 6 of the School Regulations.

8.   PROVISION FOR PROGRESSION

Refer to section 8 of the School Regulations.

9.   DEGREE CLASSIFICATION AND WEIGHTING

Refer to section 11 of the School Regulations.

DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES

REGULATIONS FOR BACHELOR HONOURS DEGREE IN PHILOSOPHY

1.   **PREAMBLE**

These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as the General Regulations, which take precedence over School Regulations.

2.   **GENERAL DESCRIPTION OF THE PROGRAMME**

The BA Honours Degree in Philosophy would be a four year full-time programme that is designed for students who wish to pursue a first degree in Philosophy.

The programme is a response to the need for critical, analytical, independent and ethical thinking for decision-making in human development. It sets a basis for a wide variety of fields such as education, economics, research, science and politics. It seeks to cultivate high s of intellectual reasoning in students which can be of use in theoretical and practical spheres of life.

3.   **OBJECTIVES**

3.1   To cultivate analytic and evaluative skills in students which are relevant to different spheres of life.

3.2   To develop ethical reasoning among students for the purpose of promoting ethical standards in various sectors of the society.

3.3   To produce creative graduates who can independently draw conclusions on the basis of sound reasoning.

4.   **CAREER PROSPECTS**

Philosophy graduates can work as:
- Academics
- Researchers
- Analysts
- Entrepreneurs
- Advisors
- Policy makers
- Intelligence officers
- Diplomats
- Ethics officers

5.   **ENTRY QUALIFICATIONS**

5.1   **Normal Entry**

Refer to Section **4.1.1** of the School Regulations.

5.2   **Special Entry**

Refer to Section **4.1.2** of the School Regulations.

5.3   **Mature entry**

Refer to Section **4.1.3** of the School Regulations.

6. STRUCTURE OF THE PROGRAMME

6.1 Duration

The normal duration of the BA Honours Degree in Philosophy shall be four (4) years.

6.2 Degree Structure

Refer to Section **5** of the School Regulations.

6.2.1 Work Related Learning

Refer to Section **7** of the School Regulations.

6.3 MODULES

LEVEL 1: SEMESTER 1

Each student shall be required to study **seven** modules of which **four** are compulsory and **three** optional.

Core modules

HPH 101	Introduction to Logic
HPH 102	Introduction to Philosophy
BHS 110	Introduction to Zimbabwean Cultures and Heritage
CSARM 101	Communication Skills

Optional modules

HPH 103	Introduction to Philosophy of Religion
HPH 104	Introduction to History of Philosophy
HPH 105	Introduction to Philosophical Writing
HPH 106	Philosophy and African Heritage
HPH 107	History of African Philosophy
HPH 108	Introduction to Epistemology

LEVEL 1: SEMESTER II

Each student shall be required to study six modules of which **four** are compulsory and **two** optional.

Core Modules

HPH 109	Intermediate Logic
HPH 110	A Survey of Major Philosophical Trends
EF 105	Information and Communication Technology
BHS 101	Introduction to Zimbabwean History

Optional Modules

HPH 111	Philosophical Foundations of Human Rights
HPH 112	Critical and Creative Thinking in Philosophy
HPH 113	Pre-Socratic Philosophy
HPH 114	Introduction to Ethical Theories
HPH 115	Introduction to Philosophy of Art
HPH 116	Introduction to Metaphysics

LEVEL II: SEMESTER 1

Each student shall be required to study **six** optional modules.

Optional modules

HPH 201	Moral Philosophy
HPH 202	Epistemology
HPH 203	Classical Philosophy
HPH 204	Advanced Logic
HPH 205	Philosophy of Social Science
HPH 206	Classical Thinkers in Social and Political Philosophy
HPH 207	History of Philosophy
HPH 208	A Major Philosophical Text
HPH 209	Africana Philosophy

LEVEL II: SEMESTER II

Each student shall be required to study **six** optional modules.

Optional modules

HPH 210	Metaphysics
HPH 211	Applied Ethics
HPH 212	Business Ethics
HPH 213	Contemporary African Philosophy
HPH 214	Oriental Philosophy
HPH 215	Philosophy of Mathematics
HPH 216	Economic Philosophy
HPH 217	Philosophical Methodology

LEVEL III: WORK-RELATED LEARNING

HPH 301	Employer's Assessment
HPH 302	Academic Supervisor's Assessment
HPH 303	Work Related Learning Report

LEVEL IV: SEMESTER 1

Each student shall be required to study **six** optional modules.

HPH 401	Medieval Philosophy
HPH 402	Feminist Philosophy
HPH 403	Environmental Ethics
HPH 404	Philosophy of Mind
HPH 405	Rationalism and Empiricism
HPH 406	Philosophy of Religion
HPH 407	Philosophy of Education
HPH 408	Philosophy of Science
HPH 409	Marxist Philosophy
HPH 410	Medical Ethics
HPH 411	Selected Western Philosophers

LEVEL IV: SEMESTER II

Each student shall be required to study **six** modules of which one is compulsory and **five** are optional.

Core module

HPH 470   Research Project

Optional Modules

HPH 412	Philosophy of Language
HPH 413	Contemporary Philosophy
HPH 414	Contemporary Social and Political Philosophy
HPH 415	Aesthetics
HPH 416	Philosophy of Law
HPH 417	Philosophy of Human Rights
HPH 418	Philosophy of Culture
HPH 419	Selected African Philosophers
HPH 420	Media Ethics

7.   ASSESSMENT

Refer to Section **6** of the School Regulations.

8.   PROVISIONS FOR PROGRESSION

Refer to Section **8** of the School Regulations.

9.   DEGREE CLASSIFICATION AND WEIGHTING

Refer to Section **11** of the School Regulations.

REGULATIONS FOR BA HONOURS IN RELIGIOUS STUDIES

1. **PREAMBLE**

   These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as the General Regulations, which take precedence over School Regulations.

2. **GENERAL DESCRIPTION OF THE PROGRAMME**

   The BA Honours Degree in Religious Studies would be a four year full-time programme that is designed for students who wish to pursue a first degree in Religious Studies.

   With its pervasive nature, religion can be utilised as a foundation for human regeneration spiritually, socially, economically and politically. The programme exposes students to various aspects of African cultural heritage which foster human identity.

3. **AIMS/OBJECTIVES**

   3.1   To produce graduates with knowledge and reflective skills in the field of Religious Studies.

   3.2   To inculcate critical skills in students to appreciate the pervasive nature of religion in all facets of human life.

   3.3   To develop students' appreciation and tolerance of different religions of the world.

   3.4   To produce graduates who understand the importance of indigenous religions as Level of African cultural heritage.

4. **CAREER PROSPECTS**

   Graduates with the Bachelor of Arts Honours Degree in Religious Studies have knowledge and skills that would allow them to work in a variety of occupations as:

   - Consultants
   - Researchers on religion
   - Facilitators of interreligious dialogue
   - Social welfare officers in religious organisations.
   - Authors of religious material
   - Editors of religious manuscripts
   - Field officers in governmental and non-governmental organisations.

5. **ENTRY QUALIFICATIONS**

   5.1   **Normal Entry**

   Refer to Section **4.1.1** of the School Regulations.

   5.2   **Special Entry**

   Refer to Section **4.1.2** of the School Regulations.

   5.3   **Mature entry**

   Refer to Section **4.1.3** of the School Regulations.

6. **STRUCTURE OF THE PROGRAMME**

   6.1   **Duration**

   The normal duration of the BA Honours Degree in Religious Studies shall be four (4) years.

6.2 Degree Structure

6.2.1 Refer to Section **5** of the School Regulations.

6.2.2 Work Related Learning

Refer to Section **7** of the School Regulations.

6.3 MODULES

LEVEL I SEMESTER I

Each student shall be required to study **seven** compulsory modules including one university-wide module and one School-wide module.

Core modules

RSH 101	Introduction to the Old Testament
RSH 102	Introduction to the New Testament
RSH 103	Introduction to Theories and Methods in the study of Religion
RSH 104	Introduction to Religions of the World
RSH 105	Introduction to Philosophy of Religion
BHS 110	Introduction to Zimbabwean Cultures and Heritage
CSARM 101	Communication Skills

LEVEL I SEMESTER II

Each student shall be required to study six modules of which five are compulsory and one optional.

Core modules

RSH 106	Introduction to African Indigenous Religion
RSH 107	Introduction to Theology
RSH 108	Introduction to Church History
EF 105	Information and Communication Technology
BHS 101	Introduction to Zimbabwean History

Optional modules

RSH 109	Elementary Hebrew
RSH 110	Elementary Greek

LEVEL II SEMESTER I

Each student shall be required to study **six** optional modules.

Optional modules

RSH 201	African Indigenous Religion
RSH 202	Old Testament Studies I: Pre-Canonical Prophecy
RSH 203	New Testament Studies I: Gospels and Acts
RSH 204	Early History of Islam
RSH 205	Sociology of Religion
RSH 206	Intermediate Hebrew
RSH 207	Intermediate Greek
RSH 208	History of Christianity in Africa

RSH 209	African Theology
RSH 210	Issues in the InterTestamental Period
RSH 211	Systematic Theology
RSH 212	History and Doctrine of Hinduism

LEVEL II SEMESTER II

Each student shall be required to study six optional modules.

Optional modules

RSH 213	Indigenous Religion and Culture in Zimbabwe
RSH 214	History of Christianity in Zimbabwe
RSH 215	History and Doctrine of Buddhism
RSH 216	Islamic Theology
RSH 217	Old Testament Studies II: Canonical Prophecy
RSH 218	New Testament Studies II: Epistles and Revelation
RSH 219	Religion and Gender Studies
RSH 220	Religion and Heritage Studies
RSH 221	New Religious Movements in Africa
RSH 222	Religion, Culture and Health Studies
RSH 223	Ecumenism Studies
RSH: 224	Christian History and Thought up to the Middle Ages
RSH 225	Phenomenology of Religion

LEVEL III: WORK-RELATED LEARNING

RSH 301	Employer's Assessment
RSH 302	Academic Supervisor's Assessment
RSH 303	Work-Related Learning Report

LEVEL IV SEMESTER I

Each student shall be required to study six optional modules.

Optional modules

RSH 401	Islam in North and West Africa
RSH 402	Old Testament Studies III: Methods of Biblical Criticism
RSH 403	New Testament Studies III: Methods of Biblical Criticism
RSH 404	Studies in Religions of the World
RSH 405	Studies in Interreligious Dialogue
RSH 406	Studies in Liberation Theologies
RSH 407	Religion and Ethics
RSH 408	Psychology of Religion
RSH 409	Issues in Science and Religion
RSH 410	Religion and Social Transformation
RSH 411	Philosophy of Religion

LEVEL IV SEMESTER II

Each student shall be required to study **six** modules of which one is compulsory and **five** optional.

Core module

RSH 470 Research Project

Optional modules

RSH 412	Old Testament Studies IV: Major Themes
RSH 413	New Testament Studies IV: Major Themes
RSH 414	Christian History & Thought from Reformation to the Present
RSH 415	Missiological Studies in Africa
RSH 416	Islam in Eastern and Southern Africa
RSH 417	Further Studies in Classical Hebrew
RSH 418	Religion, Politics and Human Rights in Africa
RSH 419	Religion, Culture and Development
RSH 420	Further Studies in Hellenistic Greek
RSH 421	African Religion, in the Diaspora

7. **ASSESSMENT**

   Refer to Section **6** of the School Regulations.

8. **PROVISIONS FOR PROGRESSION**

   Refer to Section **8** of the School Regulations.

9. **DEGREE CLASSIFICATION AND WEIGHTING**

   Refer to Section **11** of the School Regulations.

REGULATIONS FOR THE BACHELOR OF ARTS HONOURS DEGREE IN RELIGIOUS STUDIES AND PHILOSOPHY (BA HONS RSPH)

1.   PREAMBLE

These regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as the General Regulations, which take precedence over School Regulations.

2.   GENERAL DESCRIPTION OF THE PROGRAMME

The BA Honours Degree in Religious Studies and Philosophy would be a four year full-time programme that is designed for students who wish to pursue a first degree in Religious Studies and Philosophy.

Studying Religious Studies and Philosophy from an African perspective enhances conceptualisation of indigenous knowledge systems. The programme also exposes students to aspects of our heritage that are reflected in both religion and philosophy. In addition, the appreciation of religion and philosophy deepens one's understanding of different aspects of society. By combining Religious Studies and Philosophy, the programme seeks to enhance the versatility and marketability of graduates.

3.   OBJECTIVES

3.1   To help students to appreciate the pervasive nature and vitality of religion and philosophy in all facets of human life.

3.2   To equip students with skills that will enable them to value religion and philosophy as part of our cultural heritage.

3.3   To produce graduates who can carry out research in Religious Studies and Philosophy.

3.4   To mould students who will be able to apply religious and philosophical knowledge to solve real life problems.

4.   CAREER PROSPECTS

Graduates with the Bachelor of Arts Honours Degree in Religious Studies and Philosophy can fit into a variety of occupations including the following:

- Academics
- Researchers on religion and philosophy
- Authors of religious and philosophical material
- Editors of religious and philosophical manuscripts
- Consultants in religious and non-religious organisations
- Facilitators of interreligious dialogue
- Field officers in governmental and non-governmental organisations.
- Social and political analysts
- Entrepreneurs
- Advisors
- Policy makers
- Intelligence officers
- Diplomats
- Ethics officers

5. ENTRY QUALIFICATIONS

5.1 Normal Entry

Refer to Section **4.1.1** of the School Regulations.

5.2 Special Entry

Refer to Section **4.1.2** of the School Regulations.

5.3 Mature entry

Refer to Section **4.1.3** of the School Regulations.

6. STRUCTURE OF THE PROGRAMME

6.1 Duration

The normal duration of the BA Honours Degree in Religious Studies and Philosophy shall be four (4) years.

6.2 Degree Structure

Refer to Section **5** of the School Regulations.

6.2.1 Work Related Learning

Refer to Section **7** of the School Regulations.

6.3 MODULES

LEVEL 1: SEMESTER 1

Each student shall be required to studyand pass **7 (seven) compulsory modules** including **one** university-wide module, **one** School-wide module, **two** modules from Philosophy, **two** modules from Religious Studies and **one** module on the intersection – Introduction to Philosophy of Religion.

HPHRS 101	Introduction to Logic
HPHRS 102	Introduction to Philosophy
HPHRS 103	Introduction to Biblical Studies
HPHRS 104	Introduction to Theories and Methods in the Study of Religion
HPHRS 105	Introduction to Philosophy of Religion
BHS 110	Introduction to Zimbabwean Cultures and Heritage
CSARM 101	Communication Skills

LEVEL 1: SEMESTER II

Each student shall be required to studyand pass **six modules (five** coreand **one** optional**),** including **one** university-wide module, **one** School-wide module, **two** modules from Philosophy, and **two** modules from Religious Studies.

Core modules

HPHRS 106	Intermediate Logic
HPHRS 107	A Survey of Major Philosophical Trends
HPHRS 108	Introduction to African Indigenous Religion
EF105	Information and Communication Technology
BHS 101	Introduction to Zimbabwean History

Optional modules

HPHRS 109	Elementary Hebrew
HPHRS 110	Elementary Greek

LEVEL II: SEMESTER 1

Each student shall be required to studyand pass **six optional** modules including **three** from Philosophy and **three** from Religious Studies.

Optional modules

Philosophy

HPHRS 201	Moral Philosophy
HPHRS 202	Epistemology
HPHRS 203	Classical Philosophy
HPHRS 204	Classical Thinkers in Social and Political Philosophy
HPHRS 205	Africana Philosophy

Religious Studies

HPHRS 206	African Indigenous Religion
HPHRS 207	Old Testament Studies I: Pre-Canonical Prophecy
HPHRS 208	New Testament Studies I: Gospels and Acts
HPHRS 209	History and Doctrine of Islam
HPHRS 210	History of Christianity in Africa
HPHRS 211	Studies in Religions of the World

LEVEL II: SEMESTER II

Each student shall be required to study and pass **six modules** including **one** compulsory module, and **either two optional** modules from Philosophy and **three optional** modules from Religious Studies **orthreeoptional** modules from Philosophy and **two optional** modules from Religious Studies.

Core module

HPHRS 212	Research Methodology

Optional modules
Philosophy

HPHRS 213	Metaphysics
HPHRS 214	Applied Ethics
HPHRS 215	Contemporary African Philosophy
HPHRS 216	Oriental Philosophy

Religious Studies

HPHRS 217	Old Testament Studies II: Canonical Prophecy
HPHRS 218	New Testament Studies II: Epistles and Revelation
HPHRS 219	Religion and Gender Studies
HPHRS 220	Religion and Heritage Studies
HPHRS 221	New Religious Movements in Africa
HPHRS 222	Phenomenology of Religion

LEVEL III: WORK-RELATED LEARNING

HPHRS 301	Employer's Assessment
HPHRS 302	Academic Supervisor's Assessment
HPHRS 303	Work- Related Learning Report

LEVEL IV: SEMESTER 1

Each student shall be required to studyand pass **six optional** modules including **three** from Philosophy and **three** from Religious Studies.

Optional modules
Philosophy

HPHRS 401	Medieval Philosophy
HPHRS 402	Feminist Philosophy
HPHRS 403	Environmental Ethics
HPHRS 404	Philosophy of Religion
HPHRS 405	Philosophy of Education
HPHRS 406	Marxist Philosophy
HPHRS 407	Medical Ethics

Religious Studies

HPHRS 408	Islam in North and West Africa
HPHRS 409	Old Testament Studies III: Methods of Biblical Criticism
HPHRS 410	New Testament Studies III: Methods of Biblical Criticism
HPHRS 411	Studies in Liberation Theology
HPHRS 412	Religion and Ethics
HPHRS 413	Psychology of Religion
HPHRS 414	Intermediate Studies in Classical Hebrew
HPHRS 415	Intermediate Studies in Hellenistic Greek

LEVEL IV: SEMESTER II

Each student shall be required to study and pass **six modules** including **one** compulsory module, and **either two optional** modules from Philosophy and **three optional** modules from Religious Studies **orthreeoptional** modules from Philosophy and **two optional** modules from Religious Studies.

Core module

HPHRS 470	Research Project

Optional modules
Philosophy

HPHRS 416	Philosophy of Language
HPHRS 417	Contemporary Philosophy
HPHRS 418	Aesthetics
HPHRS 419	Philosophy of Law
HPHRS 420	Philosophy of Human Rights
HPHRS 421	Philosophy of Culture
HPHRS 422	Selected African Philosophers
HPHRS 423	Media Ethics

Religious Studies

HPHRS 424	Old Testament Studies IV: Major Themes
HPHRS 425	New Testament Studies IV: Major Themes
HPHRS 426	Christian History and Thought from Reformation to the Present
HPHRS 427	Islam in Eastern and Southern Africa
HPHRS 428	Religion, Politics and Human Rights in Africa
HPHRS 429	Religion, Culture and Development
HPHRS 430	African Religion in the Diaspora

7. ASSESSMENT

Refer to Section **6** of the School Regulations.

8. PROVISIONS FOR PROGRESSION

Refer to Section **8** of the School Regulations.

9. DEGREE CLASSIFICATION AND WEIGHTING

Refer to Section **11** of the School Regulations.

POSTGRADUATE PROGRAMMES

DEPARTMENT OF AFRICAN LANGUAGES AND LITERATURE

REGULATIONS FOR THE MASTER OF ARTS IN AFRICAN LANGUAGES AND LITERATURE

1. **PREAMBLE**
   1.1 These regulations shall be read in conjunction with the General Academic Regulations for Taught Masters Degrees and Postgraduate Diplomas, hereinafter referred to as the General Regulations.
   1.2 The Master of Arts Degree may be taken in any subject area or specific areas within a subject as approved by the School.
   1.3 This programme will be studied through taught modules and a dissertation.

2. **ENTRY REQUIREMENTS**
   A good and relevant Honours Degree or an equivalent qualification.

3. **STRUCTURE OF PROGRAMME**
   The Master of Arts Degree is an **18 months (1½ years)** full-time programme. Each student shall be required to study a total of **10** modules in accordance with the following breakdown, and a dissertation equivalent to two (2) modules.

   Level I Semester I

   4 modules plus Advanced Information Communication Technology.

   Semester II - **4** modules plus a module in Culture and Heritage.

   Level II

   Semester I- Dissertation with a weighting of two modules.

4. **MODULES TO BE OFFERED**
   The Department will offer **four (4)** modules from those listed during Level One: Semester 1 and 2

   respectively.

   LEVEL I SEMESTER I

   Students take **three (3) core** modules and one (1) optional module from the department. In addition,

   they do a University-wide module in Advanced Information Communication Technology.

   Core modules

   MAFL701   Indigenous Knowledge Systems and Development
   MAFL702   Oral Literature in Africa
   MAFL703   Advanced Onomastics
   Advanced ICT module

   Optional modules

   MAFL704   Material Culture of Zimbabwe
   MAFL705   History and Theory of Literary Criticism

MAFL706   Theoretical Linguistics
MAFL707   Historical Linguistics

LEVEL SEMESTER II

Students take **three (3)** core modules and one (1) optional module from the Department. In addition, they do a University wide Course in Culture and Heritage

Core modules

MAFL708   Gender and Culture in Africa
MAFL709   Comparative Literature
MAFL710   Comparative Bantu Linguistics
Module in Culture and Heritage

Optional modules

MAFL711   Comparative Cultural Studies
MAFL712   Language Policy and Planning in Africa
MAFL713   Translation and Interpreting Studies
MAFL714   Corpus Linguistics

LEVEL II SEMESTER 1

MAFL870   Dissertation, whose weighting is equivalent to two (2) modules.

5.   **ASSESSMENT**

For general assessment, refer to Section 6 of the General Regulations.

6.   **PROVISION FOR PROGRESSION**

Refer to Section 8 of the General Regulations.

7.   **GRADING AND CLASSIFICATION OF THE DEGREE**

Refer to Section 5 of the General Regulations.

DEPARTMENT OF HISTORY, ARCHAEOLOGY AND DEVELOPMENT STUDIES

REGULATIONS FOR THE MASTER OF ARTS DEGREE IN AFRICAN HISTORY

1. **PREAMBLE**

   These regulations shall be read in conjunction with the General Academic Regulations for Taught Masters Degrees and Diplomas, hereinafter referred to as the General Regulations.

2. **GENERAL DESCRIPTION OF THE PROGRAMME**

   This is an academic programme which focuses on the development of various aspects in African history. It explores a broad range of methodological approaches to African History and seeks to give an African perspective to historical issues pertaining to the continent.

3. **OBJECTIVES**

   The programme aims to produce students who are able to critically evaluate African historical writings and to provide an in-depth knowledge of historical research, method, theory and writing in African history, especially in the students' chosen field of research. It aims at providing training for university teachers of History and for students with the wish to pursue a career in teaching History in secondary schools and other tertiary institutions.

4. **CAREER PROSPECTS**

   Students who undertake this programme may pursue careers in the academic field as researchers, teachers, and administrators as well as in the public sector as policy makers and diplomats.

5. **ENTRY REQUIREMENTS**

   A good pass in a relevant Honours Degree.

6. **STRUCTURE OF PROGRAMME**

   The Master of Arts Degree is an 18 month block release programme. Each student shall be required to study a total of 12 modules in accordance with the following breakdown:

   Level I

   Semester I: 5 modules
   Semester II: 5 modules.
   Level II Semester I: Dissertation (equivalent to 2 modules).

   MODULES

   LEVEL 1 SEMESTER 1

   Core Modules

   MAAH 701   Oral Tradition in African History
   MAAH 702   African Historiography
   MAAH 703   History of African Civilisations
   MAAH 704   Research Methods in African History
   Advanced ICT module

Optional modules

MAAH 709   African Migration and the diaspora
MAAH 710   Colonialism and African Response

LEVEL 1 SEMESTER 2
Core Modules

MAAH 705   Nationalism and Liberation Struggles in Africa
MAAH 706   Historical Perspectives on Gender in Africa
MAAH 707   Political Economy of Land in Africa
MAAH 708   Military History of Africa

Optional Modules

MAAH 711   History of ContemporaryAfrica
MAAH 712   Race, Class and Ethnicity in Africa

LEVEL 2 SEMESTER 1

MAAH 870   Dissertation

7.   **ASSESSMENT**

For general assessment, refer to Section 6 of the General Regulations.

8.   **PROVISION FOR PROGRESSION**

Refer to Section 8 of the General Regulations.

9.   **GRADING AND CLASSIFICATION OF THE DEGREE**
Refer to Section 5 of the General Regulations.

REGULATIONS FOR THE MASTER OF ARTS IN DEVELOPMENT STUDIES (MADVS)

1.   PREAMBLE

These regulations shall be read in conjunction with the General Academic Regulations for Taught Masters Degrees and Postgraduate Diplomas, hereinafter
referred to as the General Regulations.

2.   GENERAL DESCRIPTION OF THE PROGRAMME

Development Studies is a field of academic enquiry that explores debates, experiences and practical ways of achieving an improvement in the multidimensional nature of human socio-economic-political conditions and an enlargement of people's developmental choices. As such, the MADVS is designed as a multi-disciplinary programme geared to articulate issues related to sustainable development, poverty, gender, exclusionary social policies and stagnant rural development that are pervasive in Africa.

3.   OBJECTIVES

The main aim of the programme is to produce students who are able to analyse, formulate and evaluate innovative development policies as well as knowledgeable about alternative development paths. We also focus on providing applied skills as well as analytical tools for evaluating comparative development experiences. Furthermore, the broad range of modules is designed to enable students to critically engage in current local and international debates in Development Studies while simultaneously promoting professional skills in these fields.

4.   CAREER PROSPECTS

The programme is appropriate for students keen to pursue a career in policy research, local and international development organizations and multi-lateral institutions such as SADC, the African Union and United Agencies; Community-based Organisations, Non-Governmental Organisations, and Local and National Government sectors.

5.   ENTRY REQUIREMENTS

A good and relevant Honours degree.

6.   STRUCTURE OF THE PROGRAMME

The Master of Arts Degree is an 18 month block release programme. Each student shall be required to study a total of 12 modules in accordance with the following breakdown:

Level I
Semester I: 5 modules.
Semester II: 5 modules.

Level II
Semester 1: Dissertation

MODULES

LEVEL I SEMESTER I

Core Modules

MADVS 701	Theories and strategies in Development and Social change
MADVS 702	Agricultural and Rural Development in Africa

MADVS 704   Globalisation and development in Africa

Advanced Information Technology module

Optional Modules

MADVS 705	Social Policy Analysis in Africa
MADVS 711	Gender and Development
MADVS 713	Post-Colonial Development Discourses in Africa

Level I Semester 2

CORE MODULES

MADVS 703	Research Methodologies and statistics for Development
MADVS 706	Development Management Techniques
MADVS 707	Conflict Management

Heritage Studies module

Optional Modules

MADVS 708	Poverty and Inequality in Africa
MADVS 709	Managing Environmental Change in Africa
MADVS 710	Development Accounting and finance
MADVS 712	Remittance Economies, Migration and Development

Level 2 Semester 1

MADVS 870	Dissertation

7. ASSESSMENT

Refer to Section 6 of the General Regulations.

8. PROVISION FOR PROGRESSION

Refer to Section 8 of the General Regulations.

9. GRADING AND CLASSIFICATION OF THE DEGREE

Refer to Section 11 of the General Regulations.

MODULE SYNOPSES

DEPERTMENT OF AFRICAN LANGUAGES AND LITERATURE

BA HONOURS DEGREE IN CHISHONA

LEVEL 1

HAFLC 101 Nhungamidzo kuruzivo rweVebwo (Introduction to African IndigenousKnowledge Systems [IKS])

This module serves as an introduction to IKS in general. It discusses the various definitions of IKS and makes a survey of a variety of knowledge forms of the indigenous people, which range from the social to the scientific as well as from the religious to the political. In this module, indigenous education practices and the means through which the education is imparted to the younger generations is explored, together with how oral art forms as education media can be tapped into for the financial benefit of the indigenous communities from which they come out. The module also examines the interface between IKS and Indigenous religion as well as the contribution of IKS in defining the African being. It as well discusses how IKS can be managed and integrated to the school system.The module covers the following topics: Definitions of IKS; Adequacy of the term IKS in reference to Africa's body of knowledge; Rationale for indigenous knowledge systems; Interface between IKS and African Indigenous Religions (AIRs) and why IKS can be called Green Religions (GRs); A survey of the knowledge forms of the indigenous people; Indigenous education practices and the means through which it is imparted to the younger generations; Oral art forms as education media of the indigenous people; The impact of the Rio and Johannesburg Summits of 1992 and 2002 on the appreciation and wider acceptance of IKS, IKS, Science and Technology; The management of IKS, together with IKS and heritage; IKS - a response to western knowledge hegemony or not?; IKS and the definition of the African being; How IKS can be integrated into the national education curriculum.

HAFLC 102 Tsika dzevaShona (Shona Culture)

This module explores the culture of the Shona, showing that these people have a sophisticated culture like all other people in the world. The module explores their cultural practices, linking them with their daily activities.

HAFLC 103 Nhungamidzo kuuvaranomwe hwemitauro yevatema (Introduction to African Languages Literature)

This module introduces students to what literature in African languages is all about. It focuses on the different aspects that constitute African literature including all its sub-divisions. The module will also expose students to the historical perspectives on the developments of different genres of literature and to appreciate the different genres.Topics to be covered will include: Definition of literature, Types of literature (written and oral) genres of literature, Elements of literature, Types of novels, Elements of fiction, Types of poetry, Elements of poetry, Types of drama, elements of drama; Types of characters, Stylistics devices, point of view; The emergence and growth of African Languages Literature; A critical appraisal of selected works.

HAFLC 104 Nhungamidzo kune zvemitauro (Introduction to Linguistics)

This module introduces students to the fundamentals of language and linguistics, with the main focus on the core topics of linguistics which are: phonetics and phonology, morphology, syntax, semantics, pragmatics, socio and psycholinguistics. It familiarizes students with foundational linguistic concepts from all the branches of linguistics.Topics to be covered include: Definition of Linguistics, History of linguistics,

Different branches of linguistics, Importance of studying linguistics; Phonetics and Phonology [Definition of phonetics and phonology, Branches of phonetics, IPA, Phoneme inventory, Branches of phonology segmental, supra-segmental, Link between phonetics and phonology]; Morphology and Syntax [Definition of morphology and syntax, Types of morphemes and affixes, Different syntactic categories, Link between morphology and syntax]; Semantics and Pragmatics [Definition of semantics and pragmatics, Types of meaning, Word meaning and sentence meaning, Link between semantics and pragmatics]; Sociolinguistics and psycholinguistics [Definition of sociolinguistics, Important concepts in sociolinguistics], Psycholinguistics [Definition of psycholinguistics, Important concepts in psycholinguistics], Link between sociolinguistics and psycholinguistics

HAFLC 105 Nhungamidzo kumanyorerwo emutauro weChiShona (Introduction to Shona Orthography)

The module equips students with the basic orthographic rules used in Shona language. Knowledge about word-division, spellings, punctuation and sentence construction is inculcated in students so as to equip them with the necessary writing skills in the language to be used as a medium of learning. The module covers the following topics: Background to ChiShona orthography [The origin of the term 'Shona/ChiShona' language, The dialects that make up the language, Why the need for a common writing system in the country, A brief overview of the contributions of Clement Doke and the early Christian missionaries in the ChiShona orthography]; General spelling rules [The short and long ChiShona vowels, Simple consonants and other consonant combinations, The ChiShona alphabet, The issue of tone in ChiShona orthography, Verbs, prefix forms, possessives, adjectives, conjunctives, copulatives, demonstratives, particles, interrogatives, loan words, interjectives, reduplicated forms, compound words, ideophones, place names and personal names]; Word Division [Subject and object markers and pronominal elements, The conjunctive word division system, Selectors, quantitative, enumeratives, pronouns, possessives, particles, adverbial phrases, compound formatives]; Verb Forms [Simple and complex verb forms, Negative formatives, Enclitics]; Reduplicated and compounds nouns; Ideophones and interjectives; Borrowed words; Personal names and place names; Sentence construction [The word, The phrase, The sentence, Punctuation].

HAFLC 106 Ukama nemisambo yokutaura (Relationships and Speech Styles)

The module is a study of interactive speech styles in their social contexts as reflections of particular relationships amongst indigenous Zimbabwean people. It examines the various institutions that foster relationships among the people (in both pre-colonial and contemporary society) and how each relationship governs the language and behaviour of people concerned.

HAFLC 107 Uvaranomwe hwemagamuchidzanwa (Oral Literature)

The module introduces students to the study of African oral literature, analysing the nature, types, characteristics as well as function of oral literature in both traditional and modern societies. The module also discusses various theories of oral literature, their strengths and limitations, the changing nature of oral literature and the ways of preserving it using modern technology.

HAFLC 109 Tsanangudzo neurongwa hwemitinhiro (Phonetics and Phonology)

This module is a study of speech sounds and their patterning in the Shona language. It focuses on the classification, description and transcription of speech sounds with respect to their articulatory features. It will also introduce students to some basic phonological processes such as assimilation.

HAFLC 112 Shona Prose
The module makes an in-depth study of fiction (both novel and short story) covering the pre-colonial and

colonial periods. It discusses the antecedents of orature in written fiction, themes, devices and the writers' social visions and how history and writers' status influence these. Selected works will be scrutinised.

LEVEL II

HAFLC 201 Ruzivo rweVobwo rwenharaunda nezvekurima (African Environmental management and Agricultural practices)

The module focuses on indigenous people's environmental management and agricultural practices. It discusses the relevance of taboos, ways of forecasting weather, methods of environmental management as well as disaster management and preparedness. Indigenous science and technology in construction will be analysed, including settlement patterns. The module also examines farming practices and agricultural technology, including fishing and hunting practices with an aim of unearthing their significance then, and in contemporary society. The module covers the following topics: Western perceptions about the existence of knowledge among Africans; African environmental knowledge and practices [taboos, ways of forecasting weather, disaster preparedness, disaster management], Settlement practices [science and technology in construction, rationale for shape and spacing of structures in an African home etc]; farming practices [shifting cultivation, mixed cropping, small grain cropping, use of natural manure, fishing practices, hunting practices and the significance of each etc]; repackaging important practices for contemporary society.

HAFLC 202 Zvidzidzo zvemazita/onomasitika (Onomastics)

This module exposes students to main techniques of onomastic studies, general knowledge of African place and human as well as animal names and the kind of information that they convey. The module focuses on the linguistic and interdisciplinary aspects of onomastics by analysing methods and theory in name studies; semantics and pragmatics in name studies; historical development of names, names in language contact; names and history; names and society; names and law as well as names and literature. It is hoped that at the end of the module students will appreciate indigenous names and not perceive them as burdensome as some tend to think. The module covers the following topics among others; definition of onomastics; approaches to the study of onomastics, anthroponyms, toponyms, toponomy change, names on the move, animal names, teknonyms, medical onomastics, business names, religious names, literary onomastics and renaming.

HAFLC 203 Vanhurume nevanhukadzi mutsika nemagariro evatema (Men and Women in African Culture)

This module seeks to evaluate the place and role of men and women in African culture. The module adopts an Afrocentric analysis of the relations and responsibilities of men and women in African culture with an aim of correcting many mystifications and distortions on African male-female relations which have invariably negatively affected the development of most African nations. Aspects of African culture such as customs, the family institution, child socialisation, political, economic as well as religious structures and practices are scrutinised in order to clarify male-female positions and relations in society. This module covers the following topics: A survey of contemporary theories on male and female relations; Influences of contemporary beliefs on African male –female relations; The African concept of Munhu; The place and role of men and women in child socialisation; male-female relations in children's games; African people's concept of mwana vis-a-vis concepts boy/girl; male-female relations in adulthood [initiation ceremonies eg puberty rites]; Marriage negotiations and the place and role of men and women; Role and place of men and women in the family institution [both nuclear and extended]; The significance of the African hut in male-female relations; The role of men and women in society in the religious, the political, economic and social spheres; Importance of traditional male-female relations in contemporary society.

HAFLC 204 Tsika namagariro nezvebudiriro (Culture and Development)

The module interrogates the role of culture in issues of development, showing how cultural values, beliefs and practices can enhance or retard development. It also interrogates the pursuance of developmental programmes at the expense of the belief system of a people.This module covers the following topics:Definition of key terms [Culture, Development, Belief systems]; Types of development [Political, Social, Infrastructural, Economical, Etc]; Development in pre-colonial, colonial and post colonial periods; Development in an African context; The place of culture in development programs [Cultural practices believed to be anti-developmental – including case studies; Cultural practices that can facilitate development – including case studies]; Role of chiefs in development; Place and role of religion in development; African health issues and development.

HAFLC 205 Pfungwa huru dzevatema dzekunyora nekuongorora nadzo uvaranomwe (African Theories of Literature and Criticism)

The module highlights the importance of appreciating a people from their historical and cultural background, thereby developing a critical thinking that is anchored in African paradigms. It advocates for African frameworks, paradigms and dynamics such as Afrocentricity, Africana womanism, Pan Africanism, and Ubuntu in the interrogation of works of literature.

HAFLC 206 Marukirwo ane useza euvaranomwe (Creative Writing)

The module attempts to develop students' individual creative writing skills, distinguishing it from academic writing. It traces the origins and developments in creativity among Africans. It seeks to develop in the student, the capacity to produce creative literary products such as poetry, drama and prose. The module will also focus on but not limited to characterization, suspense, description and evocation, viewpoint, genre, developing style, tone and atmosphere, as well as other aspects that make a creative piece illuminating. Definition of creative writing; Origins and theories of creative writing; Significance and roles of creative writing in societies; Genres of creative writing [Prose, Drama, Poetry]; Tips and tricks for creative-writer beginners; ways to kick start the Writing Habit; Writers' Portfolio [Description, Narration, Analysis of processes, Comparison and contrasting, Division and classification, Definition, Analysis of causes and effects, Argumentation]

HAFLC 207 Kuturikira nekududzira (Translation and Interpreting)

This module discusses translation and interpreting, showing the differences between the two. It examines problems in translation which arise on the lexical, syntactic and discourse levels when two different languages from two different cultures constitute the source and target languages. The theoretical aspects of translation and interpreting as well as contribution of the discipline to language development are dwelt on.

HAFLC 208 Zvisungo zvemashandisirwo emitauro muAfrica (Language Policy and Planning in Africa)

This module investigates the language situation in Zimbabwe and adopts a comparative approach by looking at the situation in other African countries. The module also interrogates the effects of various language policies, their advantages and disadvantages especially on the marginalised languages.The module covers the following topics: Definition of Language policy and language planning [discussions on language question, discussions on language choice]; Reasons for Language Planning [Sociolinguistic factors, Political factors, Economic factors]; Components of Language planning [Status planning, Corpus planning, Acquisition planning]; Models of Language planning [The canonical model, The classical model, Rubin and Jernudd's model]; Types of Language policies [De facto, De jure, Formulation: fact-finding, description and exploratory studies]; Implementation of language policies [Promotion, Problems, etc]; Alternative language

policies [Monolingualism, Bilingualism, Multilingualism]; Case studies -Zimbabwe, South Africa, Namibia, Botswana, etc

HAFLC 209 Maumbirwo neurongwa hwemanzwi nezvirevo (Morphology and Syntax)
This module focuses on the study of word structure, looking at the different categories of morphemes that make up words as well as some morphological processes for forming new words. It also looks at the principles and rules for constructing sentences in natural languages.

HAFLC 210 Zvisungo zvetsika nemagariro (Cultural Legal Frameworks)
This module exposes students to the policies and practices that embrace and promote cultural diversity as well as promote copyright legislation. It focuses on the conventions, declarations and policies that give guidance to Zimbabwe's and the world's cultural and creative industries. The module covers among others, the following aspects: Importance of conventions, declarations and policies; History of UNESCO from 1945 right up to today; 1952 Convention on Copyright right and other conventions; The 2005 Convention on Cultural Diversity; International instruments and how they impact of African intellectual property; The effectiveness or non-effectiveness of legislative instruments such as ARIPO; Debate on tangible and intangible cultural heritage; Obligations of state parties in ensuring the successful implementation of the Conventions and related policies; Examination of how statutory instruments promote or hinder the development and dissemination of cultural goods.

HAFLC 211 Chitendero chevatema (African Indigenous Religion)
This module is informed by the spirit of Africanism and examines the nature and function of African religion. It also assesses and examines how far it can be useful in the contemporary world in issues of development and the possible ways of resuscitating the various significant religious practices of the African people.The module covers the following topics: Africanism and its tenets; The definition of African Indigenous Religions; Overview of religion in Africa, Basic worldview of African Indigenous Religions; The spiritual world of African Indigenous religions; Good spirits (Nature spirits-sky spirits operating from stars, the sun etc and Earth spirits-operating from rivers, lakes, trees etc); Good spirits (human spirits-ancestors, ancestor veneration); Bad spirits/Evil spirits (behind the suffering, misfortunes, illnesses, deaths etc); The role of God (All powerful creator of humans and the world), The concept of God and wellbeing; African religious rituals; The nexus between African indigenous religions and the socio-economic and political life of the African people; Interpretation of aspects of African religions and their possible contributions to national development.

HAFLC 212 Tsika nemagariro nezvemukondombera (Culture and HIV and AIDS)
The module discusses theories on the origins of HIV and AIDS, critiquing them from a cultural point of view. It also affords students an in-depth knowledge on the treatment of HIV and AIDS from a cultural point of view as well as discussing its retrogressive effects on human endeavours in social, economic and political spheres. The module covers the following topics: Definition of culture and HIV and AIDS; Theories and origins of HIV and AIDS [God retribution theory, Conspiracy theory, Tail of a comet, Accidental emergency, Monkey business theory, Natural mutation]; Contemporary society's perceptions of African customs vis-a-vis the spread of HIV and AIDS [inheritance, polygamy, lobola, etc]; Traditional practices and the fight against HIV and AIDS [abstinence, virginity testing, male circumcision, inheritance, polygamy]

HAFLC 213 Nhetembo nenziyo mutsika nemagariro evatema (Poetry and Songs in African Culture)
Poetry and songs are an integral component of literature used to study a people's culture and history. Therefore the module aims to equip students with the skills to analyse poems and songs. In the African context poems are sung, recited or written hence the need to study the two together. The module covers the pre-

colonial, colonial and post colonial epochs in the analysis of the poems and songs. This is an effort to capture the major themes and thrusts of the poems and songs and what informed them. Focus will also be on the different techniques the poets use such as poetic devices and diction. The development of the poetry will also be traced to ascertain the influence of western poetry on African poetry.The module covers the following topics: Definition of poetry and songs; Development of poetry in Africa, The influence of Western education on African poetry and songs, How to analyse poetry, Appreciation of poetry and songs using African theoretical paradigms; Analysis of poetic devices, Study of Pre-colonial, colonial and post colonial poetry and songs, Women poetry and songs in Zimbabwe, Themes from a gender perspective, Authorial vision of poets and singers.

HAFLC 214 Uvaranomwe hwevadiki (Children's Literature)
This module defines children's literature as well 'the child'. It traces the history and development of children's literature in Zimbabwe. The module also investigates the process of writing fiction for children discussing in the process, who qualifies to become a writer of children's literature. Elements of the picture book, such as illustration, design, format, and specific genres will be examined as they relate to the creation of a solid text. The module as well discusses how children's literature is selected and evaluated.

HAFLC 215 Kunyora nekupepeta zvinyorwa (Text Writing and Editing)
The module addresses the requirements needed in basic writing skills. In this module students examine their own attitudes towards writing and consider a variety of strategies for prewriting, drafting, revising and editing. The module will cover some of the following topics:Writing; Writing Processes [Thinking and behaving like a writer, Idea Bank, Not criticising what you have written]; Different strategies of discovering ideas [Idea Bank, Free writing, brain storming, Clustering, What-if questions]; Discovery draft; Planning and writing strong paragraphs; Good qualities of a paragraph; Writer`s Portfolio [Description, Narration, Analysis of processes, Comparing and contrasting, Division and classification, Definition, Analysis of causes and effects, Argumentation; Editing-Editing; Assessment; Revising and editing paragraphs

HAFLC 216 Pfungwa huru dzekumadokero dzekunyora nekuongorora nadzo uvaranomwe (Western Theories of Literature and Criticism)
This module gives an insight into how the western scholars analyse not only their literature, but also that of Africans. It introduces students to the field of western literary theory and endeavours to develop the student as a critical reader.

HAFLC 217 Shanduko mune zvemutauro (Language Change)
This course introduces students to the study of language change. It aims to show how language change can be investigated and explained using the historical reconstruction and lexicostatistics approaches. The focus of the course is on Shona language, although examples from other languages will also be used when relevant. It will also discuss how and why languages change. It aims to make students aware of broader issues related to language change, i.e psychological, social and political dimensions. The module covers different types of language change covering all levels of language, from phonetics and phonology, changes in the lexicon and word meaning to grammar. It also covers causes of language change, change in status, sociolinguistics and language change. The results of language change will also be discussed.

HAFLC 218 Ongororo yemutauro nezvirevo (Discourse Analysis)
The module introduces students to the study of language within a socio-relative stricture. It endeavours to familiarise students with diverse linguistic components and their use in real life situations. The module analyses discourse in writing and conversations. Students would be exposed to theories of conversational analysis, speech acts and events, together with conversational turn taking.

HAFLC 219 Zvekushanyirana netsika nemagariro (Cultural Tourism)
This module identifies elements of culture that can be used in the tourism industry. It teaches students how culture can be modelled for the tourism market using different marketing models, enhancing their understanding of sustainability and preservation dimensions in the marketing of cultural products. The module covers the following themes: culture and heritage, modelling cultural heritage for marketing, balancing sacredness and marketing, cross-cultural hosting, heritage preservation, cultural events and festivalisation, craft marketing, ecotourism, and culture export.

HAFLC 220 Nzira dzetsvagurudzo mumutauro, uvaranomwe netsika namagariro (Research methods in African Languages, Literature and Culture)
The module investigates both qualitative and quantitative research methods and explores most of the aspects that are relevant in undertaking a research project. It develops skills of making enquiries and fact-finding on different phenomena.

LEVEL III WORK-RELATED LEARNING

HAFLC 301 Ongororo yekubasa (Employer's assessment)
The host supervisor's assessment looks at the student's conduct and behaviour, interpersonal skills development, operational competencies and leadership qualities.

HAFLC 302 Ongororo yevarairidzi vepakorichi (Academic Assessment)
The Academic Supervisor's assessment looks at the student's conduct at the work place. Focus will be on ability to link working and learning; imitativeness, creativity, ingenuity and perseverance in identifying and addressing issues at the workplace as well as relating and communicating with colleagues.

HAFLC 303 Gwaro rezvakadzidzwa pabasa (Work-Related Learning Report)
This is a report written by the student based on their activities and experiences during Work-Related Learning. The report format is provided by the Department.

LEVEL IV

HAFLC 401 Zvamazuvano zviri muuvaranomwe hwemitauro yevatema (Contemporary Issues in African Languages Literature)
This module makes an in-depth study how literary writers portray contemporary issues. Focus is on thematic concerns such as decolonisation and cultural regeneration, female empowerment, black empowerment and land reallocation, human rights, HIV and AIDS, state of the economy and issue of the Diaspora, among others. In this regard, writers' social vision will be scrutinized with intent to enable students to sharpen their critical skills in analyzing social, political and economic contemporary issues of the day in pursuance of development. Stylistic aspects are also explored with an intention to examine how a change in content influences a change in form. Topics to be covered will include: portrayal of gains the of independence, writers' exposition of African leadership, African poverty in the post-independence era, decolonisation and cultural regeneration, human rights and empowerment, women emancipation, indigenization, writers' vision of the HIV and AIDS epidemic, the concept of Diaspora, how authors exploit new devices in exposing reality

HAFLC 402 Mitambo yeVobwo (Indigenous Games)
This module focuses on indigenous African games, discussing their origin, trends, form and function. It also focuses on theories of games and their application to the study of indigenous games. Students are also to understand the practical games and be able to deduce the pedagogical dimensions enshrined therein. The

module covers the follows topics: Origin of games; Kinds of indigenous games [games for children, games for adults; games for males; games for females]; Their trends; Form of the games; Times when the games are played; Function of the games; Changing nature of indigenous games; Theories of games and their application to the study of indigenous games; Practical playing of the games; Pedagogical dimensions of the games; Harnessing of indigenous games in contemporary education; Towards making indigenous games National or International sporting activities.

HAFLC 403 Nganonyorwa dzeChiShona (The Shona Novel)

This module looks into the novel's qualitative and quantitative development, taking into cognisance factors in history that conditioned such development. Students are expected to apply theoretical knowledge in their criticism of literary works as well as comparing the novel to other genres so as to have a broader understanding of the developments in the genre.

HAFLC 404 Zviri munhoroondo yeuvaranomwe hweChiShona (Trends in Shona Literature)

The module exposes students to the major trends in Shona literature. This includes poetry, novel, short story and drama. Focus is on the nature of thematic choices and concerns as well as stylistic devices adopted by the writers in the different historical contexts.

HAFLC 405 Mapazi eChiShona (Shona Dialects)

The module provides students with knowledge of the distinctions between language and dialect. It explores comparatively, the unique features of each dialect thereby equipping students with the necessary analytical information that enables them to critique the Eurocentric perceptions that the West has about Africans.

HAFLC 406 Manyorerwo emutauro weChiShona (Shona Orthography)
The module is an historical overview of the writing system of the Shona language. The contributions of early Christian missionaries and the colonial government in the language's orthography are reviewed. Changes in the writing system to date are examined, together with the strengths and weaknesses of the given orthographies.

HAFLC 407 Pfungwa huru dzekuongorora nadzo mitauro (Theories of Analysing language)
The module exposes learners to an assortment of theoretical models that are foundation to linguistic knowledge. It enables students to search for explanations of linguistic patterns and behaviour at various levels from informed hypotheses. It provides fundamental theoretical basis for ideas and argument about the nature of language and sub-divisions in the linguistic domain.

HAFLC 408 Utsome hwevatema (African Philosophy and Thought)
This module examines the concepts of culture, society, ethnicity, African worldviews and ways of thought. It acknowledges Ubuntu as the foundation of African philosophy. It therefore explores the fundamental attributes of Ubuntu which influence the way African people participate in various departments of their lives. The modules covers the following topics: Definition of African philosophy and thought; Exploration of the concepts culture, society, ethnicity; Components of traditional African worldview [The view of the community, The view of norms and ethos; The view of time and history; The view of man; The view of nature; The correlation between African worldview and development; The worldview implicit in African traditional religion; Ubuntu, the foundation of African philosophy]; The fundamental attributes of Ubuntu; The interface between Ubuntu and good governance, peace, education for sustainability, healthcare, gender, African life-coping skills; Ubuntu and retributive punishment; Murder and the death penalty, the philosophical notions of retributive punishment, restorative justice in African culture.

HAFLC 409 Tsika nemagariro nezveutongi (Culture and Governance)

This module explores the interface between Zimbabwean indigenous cultures and politics obtaining in the country. It looks into how culture has influenced developments in African politics in the pre-colonial, colonial and post-colonial periods. It also examines how political parties and individuals use cultural institutions, practices, philosophies and languages among other issues to advance their own interests. The module covers the following topics among others: Culture and governance in pre-colonial Zimbabwe [Influence of cultural values on societal governance, role of kings, chiefs, religion in governance; participatory governance it traditions societies]; Culture and governance in colonial Zimbabwe [position of African cultural practice in colonial government, perception and use of indigenous cultural institutions during the colonial era]; Culture and governance in post-independence Zimbabwe [position and role of chiefs etc in the post-independence era, re-elevation of traditional leadership in Zimbabwe; importance of traditional elements of governance in today's Zimbabwe; towards a meaningful elevation of traditional governance structure]. It also covers topics on the interface between politics and cultural institutions, practices, philosophies, languages and the arts.

HAFLC 410 Zverunako muvatema (African Aesthetics)

The module appreciates the role of art in beautifying African life. It focuses on forms such as sculpture, music, poetry, drama, novels, dress, language, worship and paintings in articulating the concept of beauty among Africans and its use for positive social ends. The module explores the stylistic and spiritual continuity of African aesthetic expression in art with particular interest in the functional role that art, artistic expression, and art producers play in the psychological, spiritual, and political uplift of African people. This module covers among others, the following topics: Definition of African aesthetics; The role of art as a weapon in the struggle for African advancement, freedom and equality; The role of propaganda in art and how art can empower its people to confront life's challenges; different forms of art [sculpture, music, poetry, drama, novels, dress, language, worship and paintings] in articulating the concept of beauty among Africans and its use for positive social ends; The stylistic and spiritual continuity of African aesthetic expression in art; the role of self-conscious visual art in the creation of counter-narrative in the twenty first century.

HAFLC 411 Vanhurume nevanhukadzi muuvaranomwe hwevatema (Men and Women in African literature)

The module seeks to assess the role that men and women have played in literary production, from the pre-colonial to post-independent Zimbabwe as well as the representation of both men women in literature in indigenous languages. The module therefore investigates and analyses the historical factors that have shaped the role and imaging of men and women in indigenous literatures.This module covers the following topics: The African concept of literature; The role and imaging of men and women in pre-colonial literary genres [folktales, legends and myths, children and adult songs, taboos, proverbs, riddles, praise poetry etc]; Colonial perceptions on African literary productions; Colonial laws and their influence on the role and images of men and women in literary productions[eg ownership of property, colonial education, etc]; Influence of colonial education and Christianity on the role and imaging of men and women in colonial literature; Liberation struggle and its influence on new perceptions and images of men and women in literature; The post-independence era: New laws and their influence on the role and images of women in literature [eg Inheritance laws, Legal age of majority act]; Women's organisations and their influence on the role of men and women in literary production; A revisit of pre-colonial roles and images of men and women in literature and their significance in contemporary literary productions. Analysis of selected texts.

HAFLC 412 Nyaya pfupi dzeChiShona (Shona Short Story)

The module focuses on the history and development of the short story in indigenous languages. It also examines the types of short stories as well as application of theories in their analysis. A comparative analysis of the short story with other genres of literature is made so as to have a deeper understanding of it.

HAFLC 413 Mitambo yeChiShona (Shona Drama)
The module exposes students to the aspects of traditional and modern drama. It analyses the nature, scope, form and functions of African drama. The interface between traditional and modern drama is also explored. The module also examines modern forms of drama and how traditional drama can meaningfully influence it.

HAFLC 414 Kuumba maduramazwi (Lexicography and Terminology Development)
This module familiarises students with the general nature of lexicography and its relationship with the different branches of linguistics. Focus is on the practical aspects of dictionary making, from the planning stage, collection of materials and selection of entries up to the editing and publishing stages. The module also focuses on the history of dictionary making in Zimbabwe with much emphasis on dictionary making in the country's indigenous languages.

HAFLC 415 Yananiso yemitauro (Language Harmonisation)
The module provides students with some knowledge on what harmonisation of languages is about. It also exposes the strengths and weaknesses of harmonisation as a process as it endeavours to unify the current orthographic rules of common language varieties spoken in and across the borders of Zimbabwe.

HAFLC 415 Enzaniso yemaumbirwo emitauro (Comparative Linguistics)
This module is concerned with comparing different languages to establish their historical relatedness. It aims at reconstructing language families, proto-languages and to specify the changes that would have taken place in the languages. This will be done by comparing phonological and morphological systems, syntax and the lexicon of different languages using different techniques such as the comparative method, and lexicostatistics. This module covers the following topics: Historical survey of Bantu linguistics; Language variations [Language family, Language zone, Language group, Language sub-group]; Language classification using Typological classification [Definition of type, Isolating languages, Agglutinating languages]; Language classification using Genetic classification [Triangulation method, Glottochronology/lexicostatistics, The Stammbaum hypothesis], Language reconstruction; Linguistic Approach [Lexical Functional Grammar and Lexical mapping, Thematic roles, Applying/Using lexical mapping on African languages]

HAFLC 416 Kushandiswa kwemutauro mutsika nemagariro (Psycho-Sociolinguistics)
This module combines the study of language and the brain with that of language and society. It aims at exposing learners to the psychology of language, and covers elements such as psychological and neurobiological factors that enable humans to acquire, use, comprehend and produce language. The module combines psycholinguistics with how society influences language usage. It discusses speech communities and applies sociolinguistics to different groups of people.

HAFLC 417 Kuraya nekugadziriswa kwemataka mumagariro evatema (Counselling and conflict management in African culture)
The module discusses issues such as indigenous counselling strategies and examines factors that have caused the continuous survival of some of such practices despite the onslaught of western ones. The interface between indigenous and modern/western/Christian counselling strategies is explored. The module also discusses the various practices explored to maintain or establish peaceful coexistence, together with indigenous people's security mechanisms. This module covers topics such as: Definition of key terms [Counselling, Conflict, Peace, Conflict management, Conflict resolution]; Counselling in African societies [counsellors, situations that warranted counselling, effects of counselling]; Impact of westernisation on indigenous strategies of counselling; factors that have guaranteed survival of some practices; Interface

between traditional and Christian [and other] counselling strategies; Theories of conflict; Causes of conflict; Conflict in the African context [Conflict at family and clan levels; Conflict at community level]; Traditional methods/strategies of conflict management; Practices explored to maintain/establish peaceful coexistence [roles played by uncles, aunts, grandfathers, mothers, chiefs etc in conflict management; influence of religion etc] Conflict: avoidable or necessary; Problems caused by conflict; Indigenous people's security mechanisms; packaging of indigenous people's counselling and conflict management strategies for contemporary society.

HAFLC 470 Tsvagurudzo (Research Project)

BA HONOURS DEGREE IN NDEBELE

LEVEL I

HAFLN 101 Isandulelo solwazi lobungcwethi babaNsundu (Introduction to Indigenous Knowledge Systems)

This module serves as an introduction to IKS in general. It discusses the various definitions of IKS and makes a survey of a variety of knowledge forms of the indigenous people that range from the social to the scientific as well as from the religious to the political. In this module, indigenous education practices and the means through which the education is imparted to the younger generations is explored, together with how oral art forms as education media can be tapped into for the financial benefit of the indigenous communities from which they come out. The module also examines the interface between IKS and Indigenous religion as well as the contribution of IKS in defining the African being. It as well discusses how IKS can be managed and integrated to the school system.The module covers the following topics: Definitions of IKS; Adequacy of the term IKS in reference to Africa's body of knowledge; Rationale for indigenous knowledge systems; Interface between IKS and African Indigenous Religions (AIRs) and why IKS can be called Green Religions (GRs); A survey of the knowledge forms of the indigenous people; Indigenous education practices and the means through which it is imparted to the younger generations; Oral art forms as education media of the indigenous people; The impact of the Rio and Johannesburg Summits of 1992 and 2002 on the appreciation and wider acceptance of IKS, IKS, Science and Technology; The management of IKS, together with IKS and heritage; IKS - a response to western knowledge hegemony or not?; IKS and the definition of the African being; How IKS can be integrated into the national education curriculum.

HAFLN 102 AmasikoamaNdebele (Ndebele Culture)

This module explores the culture of the Ndebele showing that these people have a sophisticated culture like all other people in the world. It explores the cultural practices of the people, linking them with their daily activities.

HAFLN 103   Isandulelo selithiritsha yendimi zabaNsundu (Introduction to African Languages Literature)

This module introduces students to what literature in African languages is all about. It focuses on the different aspects that constitute African literature including all its sub-divisions. The module will also expose students to the historical perspectives on the developments of different genres of literature and to appreciate the different genres.Topics to be covered will include: Definition of literature, Types of literature (written and oral), genres of literature, Elements of literature, Types of novels, Elements of fiction, Types of poetry, Elements of poetry, Types of drama, elements of drama; Types of characters, Stylistics devices, point of view; The emergence and growth of African Languages Literature; A critical appraisal of selected works.

HAFLN 104 Isandulelo kwezolimi (Introduction to Linguistics)

This module introduces students to the fundamentals of language and linguistics, with the main focus on the core topics of linguistics which are: phonetics and phonology, morphology, syntax, semantics, pragmatics, socio and psycholinguistics. It familiarizes students with foundational linguistic concepts from all the branches of linguistics.Topics to be covered include: Definition of Linguistics, History of linguistics, Different branches of linguistics, Importance of studying linguistics; Phonetics and Phonology [Definition of phonetics and phonology, Branches of phonetics, IPA, Phoneme inventory, Branches of phonology segmental, supra-segmental, Link between phonetics and phonology]; Morphology and Syntax [Definition of morphology and syntax, Types of morphemes and affixes, Different syntactic categories, Link between morphology and syntax]; Semantics and Pragmatics [Definition of semantics and pragmatics, Types of meaning, Word meaning and sentence meaning, Link between semantics and pragmatics]; Sociolinguistics and psycholinguistics [Definition of sociolinguistics, Important concepts in sociolinguistics], Psycholinguistics [Definition of psycholinguistics, Important concepts in psycholinguistics], Link between sociolinguistics and psycholinguistics

HAFLN 105 Isandulelo sokulotshwa kolimi lwesiNdebele (Introduction to Ndebele Orthography)

The module equips students with the basic orthographic rules used in Ndebele language. Knowledge about word division, spellings, punctuation and sentence construction is expected to be inculcated in students so as to equip them with the necessary writing skills in the language to be used as a medium of learning. The module covers the following topics: Background to Ndebele orthography [Ndebele as a Nguni dialect, A brief overview of the contributions of Clement Doke and the early Christian missionaries in the Ndebele orthography]; General spelling rules [The short and long Ndebele vowels, Simple consonants and other consonant combinations, The Ndebele alphabet, The issue of tone in Ndebele orthography, Verbs, prefix forms, possessives, adjectives, conjunctives, copulatives, demonstratives, particles, interrogatives, loan words, interjectives, reduplicated forms, compound words, ideophones, place names and personal names]; Word Division [Subject and object markers and pronominal elements, The conjunctive word division system, Selectors, quantitative, enumeratives, pronouns, possessives, particles, adverbial phrases, compound formatives]; Verb Forms [Simple and complex verb forms, Negative formatives, Enclitics]; Reduplicated and compounds nouns; Ideophones and interjectives; Borrowed words; Personal names and place names; Sentence construction [The word, The phrase, The sentence, Punctuation].

HAFLN 106 Ukukhulumisana lobudlelwano (Relationships and Speech Styles)

The module is a study of interactive speech styles in their social contexts as reflections of particular relationships amongst indigenous Zimbabwean people. It examines the various institutions that foster relationships among the people (in both pre-colonial and contemporary society) and how each relationship governs the language and behaviour of people concerned.

HAFNL 107   Inoveli lezindatshana zesiNdebele   (Ndebele Prose)

The module exposes students to the study of fiction by defining and analyzing the elements and types of prose. The module also focuses on the history and development of fiction in Ndebele.

HAFLN 108 Izingxoxomibhalo (Oral Literature)

The module introduces students to the study of African oral literature, analysing the nature, types, characteristics as well as function of oral literature in both traditional and modern societies. It also discusses various theories of oral literature, their strengths and limitations, the changing nature of oral literature and the ways of preserving it using modern technology.

HAFLN 109   Isandulelo sezifundo zolimi lohlelo (Phonetics and Phonology)
This module is a study of speech sounds and their patterning in the Ndebele language. The module focuses on the classification, description and transcription of speech sounds with respect to their articulatory features. It will also introduce students to some basic phonological processes such as assimilation etc.

LEVEL II

HAFLN 201   Ukulondolozwa kwezemvelo lendlela zokulima kwabansundu (African Environmental and Agricultural practices)
The module focuses on indigenous people's environmental management and agricultural practices. It discusses the relevance of taboos, ways of forecasting weather, methods of environmental management as well as disaster management and preparedness. Indigenous science and technology in construction will be analysed, including settlement patterns. The module also examines farming practices and agricultural technology, including fishing and hunting practices with an aim of unearthing their significance then, and in contemporary society. The module covers the following topics: Western perceptions about the existence of knowledge among Africans; African environmental knowledge and practices [taboos, ways of forecasting weather, disaster preparedness, disaster management], Settlement practices [science and technology in construction, rationale for shape and spacing of structures in an African home etc]; farming practices [shifting cultivation, mixed cropping, small grain cropping, use of natural manure, fishing practices, hunting practices and the significance of each etc]; repackaging important practices for contemporary society.

HAFLN 202 Izifundo Zamabizo (Onomastics)
This module exposes students to main techniques of onomastic studies, general knowledge of African place and human as well as animal names and the kind of information that they convey. The module focuses on the linguistic and interdisciplinary aspects of onomastics by analysing methods and theory in name studies; semantics and pragmatics in name studies; historical development of names, names in language contact; names and history; names and society; names and law as well as names and literature. It is hoped that at the end of the module students will appreciate indigenous names and not perceive them as burdensome as some tend to think.

The module covers the following topics among others; definition of onomastics, approaches to the study of onomastics, anthroponomy, toponymy, toponomy change, names on the move, animal names, teknonyms, medical onomastics, business names, religious names, literary onomastics and renaming.

HAFLN 203 Isilisa lesifazana kumasiko abaNsundu (Men and Women in African Culture)
This module seeks to evaluate the place and role of men and women in African culture. The module adopts an Afrocentric analysis of the relations and responsibilities of men and women in African culture with an aim of correcting many mystifications and distortions on African male-female relations which have invariably negatively affected the development of most African nations. Aspects of African culture such as customs, the family institution, child socialisation, political, economic as well as religious structures and practices are scrutinised in order to clarify male-female positions and relations in society.This module covers the following topics: A survey of contemporary theories on male and female relations; Influences of contemporary beliefs on African male –female relations; The African concept of Umuntu; The place and role of men and women in child socialisation; male-female relations in children's games; African people's concept of umtwana vis-a-vis concepts boy/girl; male-female relations in adulthood [initiation ceremonies eg puberty rites]; Marriage negotiations and the place and role of men and women; Role and place of men and women in the family institution [both nuclear and extended]; The significance of the African hut in male-female relations; The role of men and women in society in the religious, the political, economic and social spheres; Examination of what

contemporary society believes to be African male-female relations vis-a-vis reality.

HAFLN 204 Amasiko lengqubelaphambili   (Culture and Development)
The module interrogates the role of culture in issues of development, showing how cultural values, beliefs and practices can enhance or retard development. It also interrogates the pursuance of developmental programmes at the expense of the belief system of a people.Definition of key terms [Culture, Development, Belief systems]; Types of development [Political, Social, Infrastructural, Economical, Etc]; Development in pre-colonial, colonial and post colonial periods; Development in an African context; The place of culture in development programs [Cultural practices believed to be anti-developmental – including case studies; Cultural practices that can facilitate development – including case studies]; Role of chiefs in development; Place and role of religion in development; African health issues and development.

HAFLN 205 Imihlahlandlela yokuhlaziya ilithiritsha yabaNsundu (African Theories of Literature and Criticism)
The module highlights the importance of appreciating a people from their historical and cultural background, thereby developing a critical thinking that is anchored in African paradigms. It advocates for African frameworks, paradigms and dynamics such as Afrocentricity, Africana womanism, Pan Africanism, and Ubuntu in the interrogation of works of literature.

HAFLN 206 Ubuciko lolwazi lokuloba imibhalo yokuzibumbela (Creative Writing)
The module attempts to develop students' individual creative writing skills, distinguishing it from academic writing. It traces the origins and developments in creativity among Africans. It seeks to develop in the student, the capacity to produce creative literary products such as poetry, drama and prose. The module will also focus on but not limited to characterization, suspense, description and evocation, viewpoint, genre, developing style, tone and atmosphere, as well as other aspects that make a creative piece illuminating.The module covers the following topics: Definition of creative writing; Origins and theories of creative writing; Significance and roles of creative writing in societies; Genres of creative writing [Prose, Drama, Poetry]; Tips and tricks for creative-writer beginners; ways to kick start the Writing Habit; Writers' Portfolio [Description, Narration, Analysis of processes, Comparison and contrasting, Division and classification, Definition, Analysis of causes and effects, Argumentation]

HAFLN 207 Ukuhumutshela lokutolika (Translation and Interpreting)
This module discusses translation and interpreting, showing the differences between the two. It examines problems in translation which arise on the lexical, syntactic and discourse levels when two very different languages from two very different cultures constitute the source and target languages. The theoretical aspects of translation and interpreting as well as contribution of the discipline to language development are dwelt on.

HAFLN 208 Imithetho lokuhlelwa kwezindimi zeAfrica (Language Policy and Planning in Africa)
This module investigates the language situation in Zimbabwe and adopts a comparative approach by looking at the situation in other African countries. The module also interrogates the effects of various language policies, their advantages and disadvantages especially on the marginalized languages.Define Language policy and language planning [discussions on language question, discussions on language choice]; Reasons for Language Planning [Sociolinguistic factors, Political factors, Economic factors]; Components of Language planning [Status planning, Corpus planning, Acquisition planning]; Models of Language planning [The canonical model, The classical model, Rubin and Jernudd's model]; Types of Language policies [De facto, De jure, Formulation: fact-finding, description and exploratory studies]; Implementation of language policies [Promotion, Problems, etc]; Alternative language policies [Monolingualism, Bilingualism, Multilingualism]; Case studies -Zimbabwe, South Africa, Namibia, Botswana, etc

HAFLN 209: Inhlelakwakhiwa lenhlelamitsho (Morphology and Syntax)
This module focuses on the study of word structure, looking at the different categories of morphemes that make up words as well as some morphological processes for forming new words. It also looks at the principles and rules for constructing sentences in natural languages.

HAFLN 210 Imithethoyokulondolozwa kwamasiko (Cultural Legal Frameworks)
This module exposes students to the policies and practices that embrace and promote cultural diversity as well as promote copyright legislation. It focuses on the conventions, declarations and policies that give guidance to Zimbabwe's and the world's cultural and creative industries. The module covers among others, the following aspects: Importance of conventions, declarations and policies; History of UNESCO from 1945 right up to today; 1952 Convention on Copyright right and other conventions; The 2005 Convention on Cultural Diversity; International instruments and how they impact of African intellectual property; The effectiveness or non-effectiveness of legislative instruments such as ARIPO; Debate on tangible and intangible cultural heritage; Obligations of state parties in ensuring the successful implementation of the Conventions and related policies; Examination of how statutory instruments promote or hinder the development and dissemination of cultural goods.

HAFLN 211 Ukholo lwabaNsundu (African Indigenous Religion)
This module is informed by the spirit of Africanism and examines the nature and function of African religion. It also assesses and examines how far it can be useful in the contemporary world in issues of development and the possible ways of resuscitating the various significant religious practices of the African people.The module covers the following topics: Africanism and its tenets; The definition of African Indigenous Religions; Overview of religion in Africa, Basic worldview of African Indigenous Religions; The spiritual world of African Indigenous religions; Good spirits (Nature spirits-sky spirits operating from stars, the sun etc and Earth spirits-operating from rivers, lakes, trees etc); Good spirits (human spirits-ancestors, ancestor veneration); Bad spirits/Evil spirits (behind the suffering, misfortunes, illnesses, deaths etc); The role of God (All powerful creator of humans and the world), The concept of God and wellbeing; African religious rituals; The nexus between African indigenous religions and the socio-economic and political life of the African people; Interpretation of aspects of African religions and their possible contributions to national development.

HAFLN 212 Amasiko lengculaza   (Culture and HIV and AIDS)
The module discusses theories on the origins of HIV and AIDS, critiquing them from a cultural point of view. It also affords students an in-depth knowledge on the treatment of HIV andAIDS from a cultural point of view as well as discussing its retrogressive effects on human endeavours in social, economic and political spheres. Definition of culture and HIV and AIDS; Theories and origins of HIV and AIDS [God retribution theory, Conspiracy theory, Tail of a comet, Accidental emergency, Monkey business theory, Natural mutation]; Contemporary society perceptions of Africana customs vis-a-vis the spread of HIV and AIDS [inheritance, polygamy, lobola, etc]; Traditional practices and the fight against HIV and AIDS [abstinence, virginity testing, male circumcision, inheritance, polygamy]

HAFLN 213 Ingoma lenkondlo kumasiko abaNsundu (Poetry and Songs in African culture)
Poetry and songs are an integral component of literature used to study a people's culture and history. Therefore the module aims to equip students with the knowledge to analyse poems and songs. In the African context poems are sung, recited or written hence the need to study the two together. The course covers the pre-colonial, colonial and post colonial epochs in the analysis of the poems and songs. This is an effort to capture the major themes and thrusts of the poems and songs and what informed them. Focus will also be on the

different techniques the poets use such as poetic devices and diction. The development of the poetry will also be traced to ascertain the influence of western poetry on African poetry.The module covers the following topics: Definition of poetry and songs; Development of poetry in Africa, The influence of Western education on African poetry and songs, How to analyse poetry, Theoretical appreciation of analysing poetry and songs using African theoretical paradigms; Analysing poetic devices, Pre-colonial, colonial and post colonial poetry and songs, Women poetry and songs in Zimbabwe, Themes from a gender perspective, Authorial vision of poets and singers.

HAFLN 214 Ilithiritsha yabantwana (Children's Literature)
This module defines children's literature as well 'the child'. It traces the history and development of children's literature in Zimbabwe. It also investigates the process of writing fiction for children in the process, discussing who qualifies to become a writer of children's literature. Elements of the picture book, such as illustration, design, format, and specific genres will be examined as they relate to the creation of a solid text. The module as well discusses how children's literature is selected and evaluated.

HAFLN 215 Ukuloba lokuhlela imibhalo (Text Writing and Editing)
The module addresses the requirements needed in basic writing skills. In this module   students examine their own attitudes towards writing and consider a variety of strategies for prewriting, drafting, revising and editing.

HAFLN 216 Imihlahlandlela yemibhalo yabamhlophe (Western Theories of Literature and Criticism)
This module gives an insight into how the western scholars analyse not only their literature, but also that of Africans. It introduces students to the field of western literary theory and endeavours to develop the student as a critical reader.

HAFLN 217 Ukuguquka kolimi (Language Change)
This module introduces students to the study of language change. It aims to show how language change can be investigated and explained using the historical reconstruction and lexicostatistics approaches. The focus of the module is on Shona language, although examples from other languages will also be used when relevant. It will also discuss how and why languages change. It aims to make students aware of broader issues related to language change, i.e psychological, social and political dimensions. The module covers different types of language change covering all levels of language, from phonetics and phonology, changes in the lexicon and word meaning to grammar. It also covers causes of language change, change in status, sociolinguistics and language change. The results of language change will also be discussed.

HAFLN 218 Ukucubungula inkulumo (Discourse Analysis)
The module introduces students to the study of language within a socio-relative stricture. It endeavours to familiarise students with diverse linguistic components and their use in real life situations. The module analyses discourse in writing and conversations. Students would be exposed to theories of conversational analysis, speech acts and events, together with conversational turn taking.

HAFLN 219   Amasiko lezokwethekelelana (Cultural Tourism)
This module identifies elements of culture that can be used in the tourism industry. It teaches students how culture can be modelled for the tourism market using different marketing models, enhancing their understanding of sustainability and preservation dimensions in the marketing of cultural products. The module covers the following themes: culture and heritage, modelling cultural heritage for marketing, balancing sacredness and marketing, cross-cultural hosting, heritage preservation, cultural events and festivalisation, craft marketing, ecotourism, and culture export.

HAFLN 220 Indlela zokucwaninga kumasiko lelithiritsha yabaNsundu (Research Methods in African Languages, Literature and Culture)

The module investigates both qualitative and quantitative research methods and explores most of the aspects that are relevant in undertaking a research project. It develops skills of making enquiries and fact-finding on different phenomena.

LEVEL III WORK-RELATED LEARNING

HAFLN 301 Ukuhlola kukamqhatshi (Employer's assessment)

The host supervisor's assessment looks at the student's conduct and behaviour, interpersonal skills development, operational competencies and leadership qualities.

HAFLN 302 Ukuhlola kukamqeqetshi (Academic Supervisor's Assessment)

The Academic Supervisor's assessment looks at the student's conduct at the work place. Focus will be on ability to link working and learning, being initiative, creativity, ingenuity and perseverance in identifying and addressing issues at the workplace as well as relating and communicating with colleagues.

HAFLN 303 Ugwalokubika ngomsebenzi (Work-Related Learning Report)

This is a report written by the student based on their activities and experiences during Work-Related Learning. The report format is provided by the department.

LEVEL IV

HAFLN 401 Ilithiritsha Yesindebele Lendaba Ezimqoka Zanamuhla (Contemporary Issues in African Languages Literature)

This module makes an in-depth study how literary writers portray contemporary issues. Focus is on thematic concerns such as decolonisation and cultural regeneration, female empowerment, black empowerment and land reallocation, human rights, HIV and AIDS, state of the economy and issue of the Diaspora, among others. In this regard, writers' social vision will be scrutinized with intent to enable students to sharpen their critical skills in analyzing social, political and economic contemporary issues of the day in pursuance of development. Stylistic aspects are also explored with an intention to examine how a change in content influences a change in form. Topics to be covered will include: portrayal of gains the of independence, writers' exposition of African leadership, African poverty in the post-independence era, decolonisation and cultural regeneration, human rights and empowerment, women emancipation, indigenization, writers' vision of the HIV and AIDS epidemic, the concept of Diaspora, how authors exploit new devices in exposing reality

HAFLN 402 Imidlalo yabaNsundu (Indigenous Games)

This module focuses on indigenous African games, discussing their origin, trends, form and function. It also focuses on theories of games and their application to the study of indigenous games. Students are also to understand the practical games and be able to deduce the pedagogical dimensions enshrined therein.The module covers the follows topics: Origin of games, Kinds of indigenous games [games for children, games for adults; games for males; games for females]; Their trends; Form of the games; Times when the games are played; Function of the games; Changing nature of indigenous games; Theories of games and their application to the study of indigenous games; Practical playing of the games; Pedagogical dimensions of the games; Harnessing of indigenous games in contemporary education; Towards making indigenous games National or International sporting activities.

HAFLN 403 Inoveli yesiNguni (Nguni Novel)
This module looks into the novel`s qualitative and quantitative development taking into cognisance factors in history that conditioned the development. Students are expected to apply theoretical knowledge in their criticism of literary works as well as comparing the novel to other genres so as to have a broader understanding of the developments in the genre.

HAFLN 404 Ukuziphatha kwelithiritsha yesiNdebele (Trends in Ndebele Literature)
The module exposes students to the major trends in Zimbabwean literature produced in indigenous languages. This includes poetry, novel, short story and drama. Focus is on the nature of thematic choices and concerns as well as stylistic devices adopted by the writers in the different historical contexts.

HAFLN 405 Izindinyana zesiNguni (Nguni Dialects)
The module provides students with knowledge of the distinctions between language and dialect. It explores comparatively the unique features of each dialect thereby equipping students with the necessary analytical information that enables them to critique the Eurocentric perceptions that the West has for the Africans.

HAFLN 406 Ukulotshwa kolimi lwesiNdebele (Ndebele Orthography)
The module is an historical overview of the writing systems of the Ndebele language. The contributions of the early Christian missionaries and the colonial government of the day in the language's orthography are reviewed. Changes in the writing system to date are examined, together with the strengths and weaknesses of the given orthographies.

HAFLN 407 Imihlahlandlela yokucubungula ulimi (Theories of Analysing language)
The module exposes learners to an assortment of theoretical models that are foundation to linguistic knowledge. It enables students to search for explanations of linguistic patterns and behaviour at various levels from informed hypotheses. It provides fundamental theoretical basis for ideas and argument about the nature of language and sub-divisions in the linguistic domain.

HAFLN 408 Ubungcwethi bemicabango yabaNsundu   (African Philosophy and Thought)
This module examines the concepts of culture, society, ethnicity, African worldviews and ways of thought. It acknowledges Ubuntu as the foundation of African philosophy. It therefore explores the fundamental attributes of Ubuntu which influence the way African people participate in various departments of their lives. The modules covers the following topics: Definition of African philosophy and thought; Exploration of the concepts culture, society, ethnicity; Components of traditional African worldview [The view of the community, The view of norms and ethos; The view of time and history; The view of man; The view of nature; The correlation between African worldview and development; The worldview implicit in African traditional religion; Ubuntu, the foundation of African philosophy]; The fundamental attributes of Ubuntu; The interface between Ubuntu and good governance, peace, education for sustainability, healthcare, gender, African life-coping skills; Ubuntu and retributive punishment; Murder and the death penalty, the philosophical notions of retributive punishment, restorative justice in African culture.

HAFLN 409 Amasiko lezombusazwe (Culture and Governance)
This module explores the interface between Zimbabwean indigenous cultures and politics obtaining in the country. It looks into how culture has influenced developments in African politics in the pre-colonial, colonial and post-colonial periods. It also seeks to explain how political parties and individuals use cultural institutions, practices, philosophies and languages among other issues to advance their own interests. The module covers the following topics among others: Culture and governance in pre-colonial Zimbabwe [Influence of cultural values on societal governance, role of kings, chiefs, religion in governance;

participatory governance it traditions societies]; Culture and governance in colonial Zimbabwe [position of African cultural practice in colonial government, use of indigenous cultural institutions during the colonial era]; Culture and governance in post-independence Zimbabwe [position and role of chiefs etc in the post-independence era, re-elevation of traditional leadership in Zimbabwe; importance of traditional elements of governance in today's Zimbabwe, towards a meaningful elevation of traditional governance structure]. It also covers topics on the interface between politics and cultural institutions, practices, philosophies, languages and the arts.

HAFLN 410 Ubuhle kubaNsundu (African Aesthetics)
The module appreciates the role of art in beautifying African life. It focuses on forms such as sculpture, music, poetry, drama, novels, dress, language, worship and paintings in articulating the concept of beauty among Africans and its use for positive social ends. The module explores the stylistic and spiritual continuity of African aesthetic expression in art with particular interest in the functional role that art, artistic expression, and art producers play in the psychological, spiritual, and political uplift of African people. This module covers among others, the following topics: Definition of African aesthetics; The role of art as a weapon in the struggle for African advancement, freedom and equality; The role of propaganda in art and how art can empower its people to confront life's challenges; different forms of art [sculpture, music, poetry, drama, novels, dress, language, worship and paintings] in articulating the concept of beauty among Africans and its use for positive social ends; The stylistic and spiritual continuity of African aesthetic expression in art; the role of self-conscious visual art in the creation of counter-narrative in the twenty first century.

HAFLN 411 Isilisa lesifazana kulithiritsha yabaNsundu (Men and Women in African Literature)
The module seeks to assess the role that men and women have played in literary production, from the pre-colonial to post-independent Zimbabwe as well as the representation of both men and women in literature in indigenous languages. The module therefore investigates and analyses the historical factors that have shaped the role and imaging of men and women in indigenous literatures. This module covers some of the following topics: The African concept of literature; The role and imaging of men and women pre-colonial literary genres [folktales, legends and myths, children and adult songs, taboos, proverbs, riddles, praise poetry and songs]; Colonial perceptions on African literary productions; Colonial laws and their influence on the role and images of men and women in literary productions[eg ownership of property, colonial education, etc]; Influence of colonial education and Christianity on the role and imaging of men and women in colonial literature; Liberation struggle and its influence on new perceptions and images of men and women in literature; The post independence era: New laws and their influence on the role and images of women in literature [eg Inheritance laws, Legal age of majority act]; Women's organisations and their influence on the role men and women in literary productions; A revisit of pre-colonial roles and images of men and women in literature and their significance in contemporary literary productions. Analysis of selected texts.

HAFLN 412 Izindatshana zesiNdebele (Ndebele Short Story)
The module focuses on the history and development of the short story in indigenous languages. It also examines the types of short stories as well as application of theories in the analysis. A comparative analysis of the short story with other genres of literature is made so as to have a deeper understanding of it.

HAFLN 413 Imidlalo yesiNdebele (Ndebele Drama)
The module exposes students to the aspects of traditional and modern drama. It analyses the nature, scope, form and functions of African drama. The interface between traditional and modern drama is also explored.

HAFLN 414 Inhlelazichazamazwi (Lexicography and Terminology Development)
This module familiarises students with the general nature of lexicography and its relationship with the

different branches of linguistics. Focus is on the practical aspects of dictionary making, from the planning stage, collection of materials and selection of entries up to the editing and publishing stages. The module also focuses on the history of dictionary making in Zimbabwe with much emphasis on dictionary making in the country's indigenous languages.

HAFLN 415 Ukuqoqwa kwezindimi (Language Harmonisation)
The module provides students with some knowledge on what harmonisation of languages is about. It also exposes the strengths and weaknesses of harmonisation as a process as it endeavours to unify the current orthographic rules of common language varieties spoken in and across the borders of Zimbabwe.

HAFLN 416 Ukweluleka lokuhlalisana ngoxolo emasikweni abaNsundu (Counselling and Conflict management in African Culture)
The module discusses issues such as indigenous counselling strategies and examines factors that have caused the continuous survival of such practices despite the onslaught of western ones. The interface between indigenous and modern/western/Christian counselling strategies is explored. The module also discusses the various practices explored to maintain or establish peaceful coexistence, together with the people's security mechanisms. This module covers topics such as the following: Definition of key terms [Counselling, Conflict, Peace, Conflict management, Conflict resolution]; Counselling in African societies [counsellors, situations that warranted counselling, effects of counselling]; Impact of westernisation on indigenous strategies of counselling; factors that have guaranteed survival of some practices; Interface between traditional and Christian [and other] counselling strategies; Theories of conflict; Causes of conflict; Conflict in the African context [Conflict at family and clan levels; Conflict at community level]; Traditional methods/strategies of conflict management; Practices explored to maintain/establish peaceful coexistence [roles played by uncles, aunts, grandfathers, mothers, chiefs etc in conflict management; influence of religion etc] Conflict: avoidable or necessary; Problems caused by conflict; Indigenous people's security mechanisms; packaging of indigenous people's counselling and conflict management strategies for contemporary society.

HAFLN 417 Ulimingqondo lolimimphakathi (Psycho-Sociolinguistics)
This module combines the study of language and the brain with that of language and society. It aims at exposing learners to the psychology of language, and covers elements such as psychological and neurobiological factors that enable humans to acquire, use, comprehend and produce language. The module combines psycholinguistics with how society influences language usage. It discusses speech communities and applies sociolinguistics to different groups of people.

HAFLN 470 Isicwaningo (Research Project)

BA HONOURS DEGREE IN TSHIVENDA

LEVEL I

HAFLT 101 Tswikiso kha Nḓivho ya Vho Ngwaniwapo (Introduction to African Indigenous Knowledge Systems)
This module serves as an introduction to IKS in general. It discusses the various definitions of IKS and makes a survey of a variety of knowledge forms of the indigenous people, that range from the social to the scientific as well as from the religious to the political. In this module, indigenous education practices and the means through which the education is imparted to the younger generations is explored, together with how oral art forms as education media can be tapped into for the financial benefit of the indigenous communities from

which they come out. The module also examines the interface between IKS and Indigenous religion as well as the contribution of IKS in defining the African being. It as well discusses how IKS can be managed and integrated to the school system.The module covers the following topics: Definitions of IKS; Adequacy of the term IKS in reference to Africa's body of knowledge; Rationale for indigenous knowledge systems; Interface between IKS and African Indigenous Religions (AIRs) and why IKS can be called Green Religions (GRs); A survey of the knowledge forms of the indigenous people; Indigenous education practices and the means through which it is imparted to the younger generations; Oral art forms as education media of the indigenous people; The impact of the Rio and Johannesburg Summits of 1992 and 2002 on the appreciation and wider acceptance of IKS, IKS, Science and Technology; The management of IKS, together with IKS and heritage; IKS - a response to western knowledge hegemony or not?; IKS and the definition of the African being; How IKS can be integrated into the national education curriculum.

HAFLT 102 Mvelele ya Tshivenḓa (Venḓa Culture)

This module explores the culture of the Tshivenḓa showing that these people have a sophisticated culture like all other people in the world. It explores the cultural practices of the people, linking them with their daily activities.

HAFLT 103 Tswikiso kha Maṅwalwa a Nyambo dza Vharema (Introduction to African Languages Literature)

This module introduces students to what literature in African languages is all about. It focuses on the different aspects that constitute African literature including all its sub-divisions. The module will also expose students to the historical perspectives on the developments of different genres of literature and to appreciate the different genres.Topics to be covered will include: Definition of literature, Types of literature (written and oral), genres of literature, Elements of literature, Types of novels, Elements of fiction, Types of poetry, Elements of poetry, Types of drama, elements of drama; Types of characters, Stylistics devices, point of view; The emergence and growth of African Languages Literature; A critical appraisal of selected works.

HAFLT 104 Tswikiso kha Ḽingwisitika (Introduction to Linguistics)

This module introduces students to the fundamentals of language and linguistics, with the main focus on the core topics of linguistics which are: phonetics and phonology, morphology, syntax, semantics, pragmatics, socio and psycholinguistics. It familiarizes students with foundational linguistic concepts from all the branches of linguistics.Topics to be covered include: Definition of Linguistics, History of linguistics, Different branches of linguistics, Importance of studying linguistics; Phonetics and Phonology [Definition of phonetics and phonology, Branches of phonetics, IPA, Phoneme inventory, Branches of phonology segmental, supra-segmental, Link between phonetics and phonology]; Morphology and Syntax [Definition of morphology and syntax, Types of morphemes and affixes, Different syntactic categories, Link between morphology and syntax]; Semantics and Pragmatics [Definition of semantics and pragmatics, Types of meaning, Word meaning and sentence meaning, Link between semantics and pragmatics]; Sociolinguistics and psycholinguistics [Definition of sociolinguistics, Important concepts in sociolinguistics], Psycholinguistics [Definition of psycholinguistics, Important concepts in psycholinguistics], Link between sociolinguistics and psycholinguistics.

HAFLT 105 Tswikiso kha Kupeleṱele na Kuṅwalele kwa Tshivenḓa (Introduction to Venḓa Orthography)

The module equips students with the basic orthographic rules used in Venḓa language. Knowledge about word-division, spellings, punctuation and sentence construction is inculcated in students so as to equip them with the necessary writing skills in the language to be used as a medium of learning.

HAFLT 106 Vhushaka kana Vhuanḓani kha zwa Luambo (Relationships and Speech Styles)

The module is a study of interactive speech styles in their social contexts as reflections of particular relationships amongst indigenous Zimbabwean people. It examines the various institutions that foster relationships among the people (in both pre-colonial and contemporary society) and how each relationship governs the language and behaviour of people concerned.

HAFLT 107 Phurosa ya Tshivenḓa (Venḓa Prose)

The module exposes students to the study of fiction by defining and analyzing the elements and types of prose. It also focuses on the history and development of fiction in VVenḓa.

HAFLT 108 Maṅwalwa a zwa Sialala (Oral Literature)

The module introduces students to the study of African oral literature, analysing the nature, types, characteristics as well as function of oral literature in both traditional and modern societies. It also discusses various theories of oral literature, their strengths and limitations, the changing nature of oral literature and the ways of preserving it using modern technology.

HAFLT 109 Fonetiki na Fonolodzhi (Phonetics and Phonology)

This module is a study of speech sounds and their patterning in Venḓa language. It focuses on the classification, description and transcription of speech sounds with respect to their articulatory features. It will also introduce students to some basic phonological processes such as assimilation.

LEVEL II

HAFLT 201 Mushumo wa Mbalelano ya Mupo na Zwa Vhulimivhufuwi kha Vharema (African Environmental and Agricultural practices)

The module focuses on indigenous people's environmental management and agricultural practices. It discusses the relevance of taboos, ways of forecasting weather, methods of environmental management as well as disaster management and preparedness. Indigenous science and technology in construction will be analysed, including settlement patterns. The modules also examines farming practices and agricultural technology, including fishing and hunting practices with an aim of unearthing their significance then, and in contemporary society. The module covers the following topics: Western perceptions about the existence of knowledge among Africans; African environmental knowledge and practices [taboos, ways of forecasting weather, disaster preparedness, disaster management], Settlement practices [science and technology in construction, rationale for shape and spacing of structures in an African home etc]; farming practices [shifting cultivation, mixed cropping, small grain cropping, use of natural manure, fishing practices, hunting practices and the significance of each etc]; repackaging important practices for contemporary society.

HAFLT 202 Ngundo dza Madzina (Onomastics)

This module exposes students to main techniques of onomastic studies, general knowledge of African place and human as well as animal names and the kind of information that they convey. The module focuses on the linguistic and interdisciplinary aspects of onomastics by analysing methods and theory in name studies; semantics and pragmatics in name studies; historical development of names, names in language contact; names and history; names and society; names and law as well as names and literature. It is hoped that at the end of the module students will appreciate indigenous names and not perceive them as burdensome as some tend to think.

The module covers the following topics among others; definition of onomastics, approaches to the study of onomastics, anthroponomy, toponymy, toponomy change, names on the move, animal names, teknonyms, medical onomastics, business names, religious names, literary onomastics and renaming.

HAFLT 203 Vhanna na Vhafumakadzi kha Mvelele ya Vharema (Men and Women in African Culture)
This module seeks to evaluate the place and role of men and women in African culture. The module adopts an Afrocentric analysis of the relations and responsibilities of men and women in African culture with an aim of correcting many mystifications and distortions on African male-female relations which have invariably negatively affected the development of most African nations. Aspects of African culture such as customs, the family institution, child socialisation, political, economic as well as religious structures and practices are scrutinised in order to clarify male-female positions and relations in society.

This module covers the following topics: A survey of contemporary theories on male and female relations; Influences of contemporary beliefs on African male –female relations; The African concept of Muthu; The place and role of men and women in child socialisation; male-female relations in children's games; African people's concept of mwana vis-a-vis concepts boy/girl; male-female relations in adulthood [initiation ceremonies eg puberty rites]; Marriage negotiations and the place and role of men and women; Role and place of men and women in the family institution [both nuclear and extended]; The significance of the African hut in male-female relations; The role of men and women in society in the religious, the political, economic and social spheres; Examination of what contemporary society believes to be African male-female relations vis-a-vis reality.

HAFLT 204 Mvelele na Mvelaphanḓa (Culture and Development)

The module interrogates the role of culture in issues of development, showing how cultural values, beliefs and practices can enhance or retard development. It also interrogates the pursuance of developmental programmes at the expense of the belief system of a people.Definition of key terms [Culture, Development, Belief systems]; Types of development [Political, Social, Infrastructural, Economical, Etc]; Development in pre-colonial, colonial and post colonial periods; Development in an African context; The place of culture in development programs [Cultural practices believed to be anti-developmental – including case studies; Cultural practices that can facilitate development – including case studies]; Role of chiefs in development; Place and role of religion in development; African health issues and development.

HAFLT 205 Ṱhyiori dza Maṅwalwa a Vharema na Tsatsaladzo (African Theories of Literature and Criticism)

The module highlights the importance of appreciating a people from their historical and cultural background, thereby developing a critical thinking that is anchored in African paradigms. It advocates for African frameworks, paradigms and dynamics such as Afrocentricity, Africana womanism, Pan Africanism, and Ubuntu in the interrogation of works of literature.

HAFLT 206 Vhutsila ha Maṅwalwa (Creative Writing)

The module attempts to develop students' individual creative writing skills, distinguishing it from academic writing. It traces the origins and developments in creativity among Africans. It seeks to develop in the student, the capacity to produce creative literary products such as poetry, drama and prose. The module will also focus on but not limited to characterization, suspense, description and evocation, viewpoint, genre, developing style, tone and atmosphere, as well as other aspects that make a creative piece illuminating.Definition of creative writing; Origins and theories of creative writing; Significance and roles of creative writing in societies; Genres of creative writing [Prose, Drama, Poetry]; Tips and tricks for creative-writer beginners; ways to kick start the Writing Habit; Writers' Portifolio [Description, Narration, Analysis of processes, Comparison and contrasting, Division and classification, Definition, Analysis of causes and effects, Argumentation]

HAFLT 207 Vhupinduleli na Vhuḓologeli (Translation and Interpreting)
This module discusses translation and interpreting, showing the differences between the two. It examines problems in translation which arise on the lexical, syntactic and discourse levels when two very different languages from two very different cultures constitute the source and target languages. The theoretical aspects of translation and interpreting as well as contribution of the discipline to language development are dwelt on.

HAFLT 208 Milayo ya Kushumiselwe kwa zwa Luambo (Language Policy and Planning in Africa)
This module investigates the language situation in Zimbabwe and adopts a comparative approach by looking at the situation in other African countries. The module also interrogates the effects of various language policies, their advantages and disadvantages especially on the marginalised languages.Define Language policy and language planning [discussions on language question, discussions on language choice]; Reasons for Language Planning [Sociolinguistic factors, Political factors, Economic factors]; Components of Language planning [Status planning, Corpus planning, Acquisition planning]; Models of Language planning [The canonical model, The classical model, Rubin and Jernudd's model]; Types of Language policies [De facto, De jure, Formulation: fact-finding, description and exploratory studies]; Implementation of language policies [Promotion, Problems, etc]; Alternative language policies [Monolingualism, Bilingualism, Multilingualism]; Case studies -Zimbabwe, South Africa, Namibia, Botswana, etc

HAFLT 209 Ḓivhaipfina Ḓivhafhungo(Morphology and Syntax)
This module focuses on the study of word structure, looking at the different categories of morphemes that make up words as well as some morphological processes for forming new words. It also looks at the principles and rules for constructing sentences in natural languages.
HAFLT 210 Milayo ine ya Tsireledza Mvelele (Cultural Legal Frameworks)
This module exposes students to the policies and practices that embrace and promote cultural diversity as well as promote copyright legislation. It focuses on the conventions, declarations and policies that give guidance to Zimbabwe's and the world's cultural and creative industries. The module covers among others, the following aspects: Importance of conventions, declarations and policies; History of UNESCO from 1945 right up to today; 1952 Convention on Copyright right and other conventions; The 2005 Convention on Cultural Diversity; International instruments and how they impact of African intellectual property; The effectiveness or non-effectiveness of legislative instruments such as ARIPO; Debate on tangible and intangible cultural heritage; Obligations of state parties in ensuring the successful implementation of the Conventions and related policies; Examination of how statutory instruments promote or hinder the development and dissemination of cultural goods.

HAFLT 211 Vhurereli ha Vharema (African Indigenous Religion)
This module is informed by the spirit of Africanism and investigates the nature and function of indigenous religion. It also assesses and examines how far African religion can be useful in the contemporary world in issues of development the possible ways of resuscitating the various religious practices of the African people.The module covers the following topics: Africanism and its tenets; The definition of African Indigenous Religions; Overview of religion in Africa, Basic worldview of African Indigenous Religions; The spiritual world of African Indigenous religions; Good spirits (Nature spirits-sky spirits operating from stars, the sun etc and Earth spirits-operating from rivers, lakes, trees etc); Good spirits (human spirits-ancestors, ancestor veneration); Bad spirits/Evil spirits (behind the suffering, misfortunes, illnesses, deaths etc); The role of God (All powerful creator of humans and the world), The concept of God and wellbeing; African religious rituals; The nexus between African indigenous religions and the socio-economic and political life of the African people; Interpretation of aspects of African religions and their possible contributions to national development.

HAFLT 212 Mvelele na HIV na AIDS (Culture and HIV and AIDS)

The module discusses theories on the origins of HIV and AIDS, critiquing them from a cultural point of view. It also affords students an in-depth knowledge on the treatment of HIV and AIDS from a cultural point of view as well as discussing its retrogressive effects on human endeavours in social, economic and political spheres.Definition of culture and HIV and AIDS; Theories and origins of HIV and AIDS [God retribution theory, Conspiracy theory, Tail of a comet, Accidental emergency, Monkey business theory, Natural mutation]; Contemporary society perceptions of Africana customs vis-a-vis the spread of HIV and AIDS[inheritance, polygamy, lobola, etc]; Traditional practices and the fight against HIV and AIDS [abstinence, virginity testing, male circumcision, inheritance, polygamy]

HAFLT 213 Vhurendi na Nyimbo kha Mvelele ya Vharema (Poetry and Songs in African Culture)

Poetry and songs are an integral component of literature used to study a people's culture and history. Therefore the module aims to equip students with the knowledge to analyse poems and songs. In the African context poems are sung, recited or written hence the need to study the two together. The course covers the pre-colonial, colonial and post colonial epochs in the analysis of the poems and songs. This is an effort to capture the major themes and thrusts of the poems and songs and what informed them. Focus will also be on the different techniques the poets use such as poetic devices and diction. The development of the poetry will also be traced to ascertain the influence of western poetry on African poetry.The module covers the following topics: Definition of poetry and songs; Development of poetry in Africa, The influence of Western education on African poetry and songs, How to analyse poetry, Theoretical appreciation of analysing poetry and songs using African theoretical paradigms; Analysing poetic devices, Pre-colonial, colonial and post colonial poetry and songs, Women poetry and songs in Zimbabwe, Themes from a gender perspective, Authorial vision of poets and singers.

HAFLT 214 Maṅwalwa a Vhana (Children's Literature)

This module defines children's literature as well 'the child'. It traces the history and development of children's literature in Zimbabwe. The module also investigates the process of writing fiction for children discussing in the process who qualifies to become a writer of children's literature. Elements of the picture book, such as illustration, design, format, and specific genres will be examined as they relate to the creation of a solid text. The module as well discusses how children's literature is selected and evaluated.

HAFLT 215 U Ṅwala na u Dzudzanya Dzibugu (Text Writing and Editing)

The module addresses the requirements needed in basic writing skills. In this module students examine their own attitudes towards writing and consider a variety of strategies for prewriting, drafting, revising and editing. The module will cover some of the following topics:Writing; Writing Processes [Thinking and behaving like a writer, Idea Bank, Not criticising what you have written]; Different strategies of discovering ideas [Idea Bank, Free writing, brain storming, Clustering, What-if questions]; Discovery draft; Planning and writing strong paragraphs; Good qualities of a paragraph; Writer`s Portfolio [Description, Narration, Analysis of processes, Comparing and contrasting, Division and classification, Definition, Analysis of causes and effects, Argumentation; Editing-Editing; Assessment; Revising and editing paragraphs

HAFLT 216 Ṱhyiori dza Maṅwalwa a Vhatshena na Tsatsaladzo (Western Theories of Literature and Criticism)

This module gives an insight into how the western scholars analyse not only their literature, but also that of Africans. It introduces students to the field of western literary theory and endeavours to develop the student as a critical reader.

HAFLT 217 Tshanduko kha Luambo (Language Change)

This course introduces students to the study of language change. It aims to show how language change can be investigated and explained using the historical reconstruction and lexicostatistics approaches. The focus of the course is on Venda language, although examples from other languages will also be used when relevant. It will also discuss how and why languages change. It aims to make students aware of broader issues related to language change, i.e psychological, social and political dimensions. The module covers different types of language change covering all levels of language, from phonetics and phonology, changes in the lexicon and word meaning to grammar. It also covers causes of language change, change in status, sociolinguistics and language change. The results of language change will also be discussed.

HAFLT 218 Tsenguluso ya Muambo (Discourse Analysis)

The module introduces students to the study of language within a socio-relative structure. It endeavours to familiarise students with diverse linguistic components and their use in real life situations. It analyses discourse in writing and conversations. Students would be exposed to theories of conversational analysis, speech acts and events, together with conversational turn taking.

HAFLT 219 Mvelele kha zwa Vhuendelamashango (Cultural Tourism)

This module identifies elements of culture that can be used in the tourism industry. It teaches students how culture can be modelled for the tourism market using different marketing models, enhancing their understanding of sustainability and preservation dimensions in the marketing of cultural products. The module covers the following themes: culture and heritage, modelling cultural heritage for marketing, balancing sacredness and marketing, cross-cultural hosting, heritage preservation, cultural events and festivalisation, craft marketing, ecotourism, and culture export.

HAFLT 220 Ngona dza Ṱhoḓisiso kha Nyambo dza Vharema, Maṅwalwa na Mvelele (Research Methods in African Languages and Culture)

This module investigates both qualitative and quantitative research methods and explores most of the aspects that are relevant in undertaking a research project with an aim to develop knowledge of making enquiries and fact-finding on different phenomenon. This module is meant for those students who intend to undertake a research project in Language, Literature and Culture.

LEVEL III WORK-RELATED LEARNING

HAFLT 301 Ṱholo ya Mutholi (Employer's assessment)

The host supervisor's assessment looks at the student's conduct and behaviour, interpersonal skills development, operational competencies and leadership qualities.

HAFLT 302 Ṱholo ya Mutholi (Academic Supervisor's Assessment)

The Academic Supervisor's assessment looks at the student's conduct at the work place. Focus will be on ability to link working and learning, being initiative, creativity, ingenuity and perseverance in identifying and addressing issues at the workplace as well as relating and communicating with colleagues.

HAFLT 303 Luṅwalo nga Zwo Gudiwaho Mushumoni (Work-Related Learning Report)

This is a report written by the student based on their activities and experiences during Work-Related Learning. The report format is provided by the Department.

LEVEL IV

HAFLT 401 Zwa Musalauno zwine zwa vha kha Maṅwalwa a Nyambo dza Vharema (Contemporary Issues in African Languages Literature)

This module makes an in-depth study how literary writers portray contemporary issues. Focus is on thematic concerns such as decolonisation and cultural regeneration, female empowerment, black empowerment and land reallocation, human rights, HIV and AIDS, state of the economy and issue of the Diaspora, among others. In this regard, writers' social vision will be scrutinized with intent to enable students to sharpen their critical skills in analyzing social, political and economic contemporary issues of the day in pursuance of development. Stylistic aspects are also explored with an intention to examine how a change in content influences a change in form. Topics to be covered will include: portrayal of gains the of independence, writers' exposition of African leadership, African poverty in the post-independence era, decolonisation and cultural regeneration, human rights and empowerment, women emancipation, indigenization, writers' vision of the HIV and AIDS epidemic, the concept of Diaspora, how authors exploit new devices in exposing reality

HAFLT 402 Mitambo ya Vho Ngwaniwapo (Indigenous Games)

This module focuses on indigenous African games, discussing their origin, trends, form and function. It also focuses on theories of games and their application to the study of indigenous games. Students are also to understand the practical games and be able to deduce the pedagogical dimensions enshrined therein.The module covers the follows topics: Origin of games, Kinds of indigenous games [games for children, games for adults; games for males; games for females]; Their trends; Form of the games; Times when the games are played; Function of the games; Changing nature of indigenous games; Theories of games and their application to the study of indigenous games; Practical playing of the games; Pedagogical dimensions of the games; Harnessing of indigenous games in contemporary education; Towards making indigenous games National or International sporting activities.

HAFLT 403 Nganea ya Tshivenḓa (Venḓa Novel)

This module looks into the novel's qualitative and quantitative development, taking into cognisance factors in history that conditioned such development. Students are expected to apply theoretical knowledge in their criticism of literary works as well as comparing the novel to other genres so as to have a broader understanding of the developments in the genre.

HAFLT 404 Kubveledzelwe kwa Maṅwalwa a Tshivenḓa (Trends in Venḓa Literature)

The module exposes students to the major trends in Zimbabwean literature produced in indigenous languages. This includes poetry, novel, short story and drama. Focus is on the nature of thematic choices and concerns as well as stylistic devices adopted by the writers in the different historical contexts.

HAFLT 405 Nyambotavhi dza Tshivenḓa (Venḓa Dialects)

The module provides students with knowledge of the distinctions between language and dialect. It explores comparatively the unique features of each dialect thereby equipping students with the necessary analytical information that enables them to critique the Eurocentric perceptions that the West has for the Africans.

HAFLT 406 Kuṅwalele na Kupeleṱele kwa Tshivenḓa (Venḓa Orthography)

The module is an historical overview of the writing system of Venda language. The contributions of the early Christian missionaries and the colonial government of the day in the language's orthography are reviewed. Changes in the writing system to date are examined, together with the strengths and weaknesses of the given orthographies.

HAFLT 407 Ṱhyiori dza U Sengulusa Luambo (Theories of Analysing language)

The module exposes learners to an assortment of theoretical models that are foundation to linguistic knowledge. It enables students to search for explanations of linguistic patterns and behaviour at various levels from informed hypotheses. It provides fundamental theoretical basis for ideas and argument about the nature of language and sub-divisions in the linguistic domain.

HAFLT 408 Kutshilele, Kuitele na Kuhumbulele kwa Vharema (African Philosophy and Thought)

This module examines the concepts of culture, society, ethnicity, African worldviews and ways of thought. It acknowledges Ubuntu as the foundation of African philosophy. It therefore explores the fundamental attributes of Ubuntu which influence the way African people participate in various departments of their lives. The modules covers the following topics: Definition of African philosophy and thought; Exploration of the concepts culture, society, ethnicity; Components of traditional African worldview [The view of the community, The view of norms and ethos; The view of time and history; The view of man; The view of nature; The correlation between African worldview and development; The worldview implicit in African traditional religion; Ubuntu, the foundation of African philosophy]; The fundamental attributes of Ubuntu; The interface between Ubuntu and good governance, peace, education for sustainability, healthcare, gender, African life-coping skills; Ubuntu and retributive punishment; Murder and the death penalty, the philosophical notions of retributive punishment, restorative justice in African culture.

HAFLT409 Mvelele na Zwa Vhuvhusi (Culture and Governance)

This module explores the interface between Zimbabwean indigenous cultures and politics obtaining in the country. It looks into how culture has influenced developments in African politics in the pre-colonial, colonial and post-colonial periods. It also seeks to explain how political parties and individuals use cultural institutions, practices, philosophies and languages among other issues to advance their own interests. The module covers the following topics among others: Culture and governance in pre-colonial Zimbabwe [Influence of cultural values on societal governance, role of kings, chiefs, religion in governance; participatory governance it traditions societies]; Culture and governance in colonial Zimbabwe [position of African cultural practice in colonial government, use of indigenous cultural institutions during the colonial era]; Culture and governance in post-independence Zimbabwe [position and role of chiefs etc in the post-independence era, re-elevation of traditional leadership in Zimbabwe; importance of traditional elements of governance in today's Zimbabwe, towards a meaningful elevation of traditional governance structure]. It also covers topics on the interface between politics and cultural institutions, practices, philosophies, languages and the arts.

HAFLT 410 Zwa Lunako kha Vharema (African Aesthetics)

The module appreciates the role of art in beautifying African life. It focuses on forms such as sculpture, music, poetry, drama, novels, dress, language, worship and paintings in articulating the concept of beauty among Africans and its use for positive social ends. The module explores the stylistic and spiritual continuity of African aesthetic expression in art with particular interest in the functional role that art, artistic expression, and art producers play in the psychological, spiritual, and political uplift of African people. This module covers among others, the following topics: Definition of African aesthetics; The role of art as a weapon in the struggle for African advancement, freedom and equality; The role of propaganda in art and how art can empower its people to confront life's challenges; different forms of art [sculpture, music, poetry, drama, novels, dress, language, worship and paintings] in articulating the concept of beauty among Africans and its use for positive social ends; The stylistic and spiritual continuity of African aesthetic expression in art; the role of self-conscious visual art in the creation of counter-narrative in the twenty first century.

HAFLT 411 Vhanna na Vhafumakadzi kha Maṅwalwa a Vharema (Men and Women in African literature)

The module seeks to assess the role that men and women have played in literary production, from the pre-colonial to post-independent Zimbabwe as well as the representation of both men women in literature in indigenous languages. It investigates and analyses the historical factors that have shaped the role and imaging of men and women in indigenous literatures.This module covers some of the following topics: The African concept of literature; The role and imaging of men and women pre-colonial literary genres [folktales, legends and myths, children and adult songs, taboos, proverbs, riddles, praise poetry and songs]; Colonial perceptions on African literary productions; Colonial laws and their influence on the role and images of men and women in literary   productions[eg ownership of property, colonial education, etc]; Influence of colonial education and Christianity on the role and imaging of men and women in colonial literature; Liberation struggle and its influence on new perceptions and images of men and women in literature; The   post independence era: New laws and their influence on the role and images of women in literature [eg Inheritance laws, Legal age of majority act]; Women's organisations and their influence on the role men and women in literary productions; A revisit of pre-colonial roles and images of men and women in literature and their significance in contemporary literary productions. Analysis of selected texts.

HAFLT 412 Nganeapfufhi dza Tshivenḓa (Venḓa Short Story)

The module focuses on the history and development of the short story in indigenous languages. It also examines the types of short stories as well as application of theories in the analysis. A comparative analysis of the short story with other genres of literature is made so as to have a deeper understanding of it.

HAFLT 413 Matambwa a Tshivenḓa (Venḓa Drama)

The module exposes students to the aspects of traditional and modern drama. It analyses the nature, scope, form and functions of African drama. The interface between t
raditional and modern drama is also explored.

HAFLT 414 Ṱhalusamaipfi(Lexicography and Terminology Development)

This module familiarises students with the general nature of lexicography and its relationship with the different branches of linguistics. Focus is on the practical aspects of dictionary making, from the planning stage, collection of materials and selection of entries up to the editing and publishing stages. The module also focuses on the history of dictionary making in Zimbabwe with much emphasis on dictionary making in the country's indigenous languages.

HAFLT 415 Mvumelano ya Nyambo (Language Harmonisation)

The module provides students with some knowledge on what harmonisation of languages is about. It also exposes the strengths and weaknesses of harmonisation as a process as it endeavours to unify the current orthographic rules of common language varieties spoken in and across the borders of Zimbabwe.

HAFLT 416 Ndangulo ya Ngeletshedzo na Khuḓano kha Mvelele ya Vharema (Counselling and conflict management in African culture)

The module discusses issues such as indigenous counselling strategies and examines factors that have caused the continuous survival of such practices despite the onslaught of western ones. The interface between indigenous and modern/western/Christian counselling strategies is explored. The module also discusses the various practices explored to maintain or establish peaceful coexistence, together with the people's security mechanisms.

This module covers topics such as some of the following: Definition of key terms [Counselling, Conflict,

Peace, Conflict management, Conflict resolution]; Counselling in African societies [counsellors, situations that warranted counselling, effects of counselling]; Impact of westernisation on indigenous strategies of counselling; factors that have guaranteed survival of some practices; Interface between traditional and Christian [and other] counselling strategies Theories of conflict; Causes of conflict; Conflict in the African context [Conflict at family and clan levels; Conflict at community level]; Traditional methods/strategies of conflict management; Practices explored to maintain/establish peaceful coexistence [roles played by uncles, aunts, grandfathers, mothers, chiefs etc in conflict management; influence of religion etc] Conflict: avoidable or necessary; Problems caused by conflict; indigenous people's security mechanisms; packaging of indigenous people's counselling and conflict management strategies for contemporary society.

HAFLT 417 Kushumisele kwa Luambo kha Lushaka (Psycho-Socio-linguistics)

This module combines the study of language and the brain with that of language and society. It aims at exposing learners to the psychology of language, and covers elements such as psychological and neurobiological factors that enable humans to acquire, use, comprehend and produce language. The module combines psycholinguistics with how society influences language usage. It discusses speech communities and applies sociolinguistics to different groups of people.

HAFLT 470 Ṱhoḓisiso (Research Project)

BA HONOURS DEGREE IN XICHANGANA

LEVEL I

HAFLX 101 Manghenelo eka vutivindhavuko bya Vantima (Introduction to African Indigenous Knowledge Systems)

This module serves as an introduction to IKS in general. It discusses the various definitions of IKS and makes a survey of a variety of knowledge forms of the indigenous people, that range from the social to the scientific as well as from the religious to the political. In this module, indigenous education practices and the means through which the education is imparted to the younger generations is explored, together with how oral art forms as education media can be tapped into for the financial benefit of the indigenous communities from which they come out. The module also examines the interface between IKS and Indigenous religion as well as the contribution of IKS in defining the African being. It as well discusses how IKS can be managed and integrated to the school system. The module covers the following topics: Definitions of IKS; Adequacy of the term IKS in reference to Africa's body of knowledge; Rationale for indigenous knowledge systems; Interface between IKS and African Indigenous Religions (AIRs) and why IKS can be called Green Religions (GRs); A survey of the knowledge forms of the indigenous people; Indigenous education practices and the means through which it is imparted to the younger generations; Oral art forms as education media of the indigenous people; The impact of the Rio and Johannesburg Summits of 1992 and 2002 on the appreciation and wider acceptance of IKS, IKS, Science and Technology; The management of IKS, together with IKS and heritage; IKS - a response to western knowledge hegemony or not?; IKS and the definition of the African being; How IKS can be integrated into the national education curriculum.

HAFLX 102 Ndhavuko wa Vatsonga-Machangana (Xichangana/Xitsonga Culture)

This module explores the culture of the Xichangana/Xitsonga showing that these people have a sophisticated culture like all other people in the world. It explores the cultural practices of the people, linking them with their daily activities.

HAFLX 103 Manghenelo eka Matsalwa ya tindzimi ta vantima (Introduction to African Languages Literature)

This module introduces students to what literature in African languages is all about. It focuses on the different aspects that constitute African literature including all its sub-divisions. The module will also expose students to the historical perspectives on the developments of different genres of literature and to appreciate the different genres.Topics to be covered will include: Definition of literature, Types of literature (written and oral), genres of literature, Elements of literature, Types of novels, Elements of fiction, Types of poetry, Elements of poetry, Types of drama, elements of drama; Types of characters, Stylistics devices, point of view; The emergence and growth of African Languages Literature; A critical appraisal of selected works.

HAFLX 104 Manghenelo eka swa ririmi (Introduction to Linguistics)

This module introduces students to the fundamentals of language and linguistics, with the main focus on the core topics of linguistics which are: phonetics and phonology, morphology, syntax, semantics, pragmatics, socio and psycholinguistics. It familiarizes students with foundational linguistic concepts from all the branches of linguistics.

Topics to be covered include: Definition of Linguistics, History of linguistics, Different branches of linguistics, Importance of studying linguistics; Phonetics and Phonology [Definition of phonetics and phonology, Branches of phonetics, IPA, Phoneme inventory, Branches of phonology segmental, supra-segmental, Link between phonetics and phonology]; Morphology and Syntax [Definition of morphology and syntax, Types of morphemes and affixes, Different syntactic categories, Link between morphology and syntax]; Semantics and Pragmatics [Definition of semantics and pragmatics, Types of meaning, Word meaning and sentence meaning, Link between semantics and pragmatics]; Sociolinguistics and psycholinguistics [Definition of sociolinguistics, Important concepts in sociolinguistics], Psycholinguistics [Definition of psycholinguistics, Important concepts in psycholinguistics], Link between sociolinguistics and psycholinguistics

HAFLX 105 Manghenelo eka Matsalelo na Mapeletelo ya Xichangana/Xitsonga (Introduction to Xichangana/Xitsonga Orthography)

The module equips students with the basic orthographic rules used in Xichangana/Xitsonga language. Knowledge about word division, spellings, punctuation and sentence construction is expected to be inculcated in students so as to equip them with the necessary writing skills in the language to be used as a medium of learning.

HAFLX 106 Vuxaka ni Mavulavulelo (Relationships and Speech Styles)

The module is a study of interactive speech styles in their social contexts as reflections of particular relationships amongst indigenous Zimbabwean people. It examines the various institutions that foster relationships among the people (in both pre-colonial and contemporary society) and how each relationship governs the language and behaviour of people concerned.

HAFLX 107 Prozi ya Xichangana/Xitsonga (Xichangana/Xitsonga Prose)

The module introduces students to the study of fiction by defining and analyzing the elements and types of prose. It also focuses on the history and development of fiction in Xichangana/Xitsonga.

HAFLX 108 Mfuwo wa Rixaka (Oral Literature)

The module introduces students to the study of African oral literature, analysing the nature, types, characteristics as well as function of oral literature in both traditional and modern societies. The module also discusses various theories of oral literature, their strengths and limitations, the changing nature of oral literature and the ways of preserving it using modern technology.

HAFLX 109 Fonetiki na Fonoloji (Phonetics and Phonology)
This module is a study of speech sounds and their patterning in the Shona language. It focuses on the classification, description and transcription of speech sounds with respect to their articulatory features. It will also introduce students to some basic phonological processes such as assimilation.

Level II

HAFLX 201 Vutivindhavuko bya Xichangana/Xitsonga bya mbangu ni vurimi (African Environmental and Agricultural practices)
The module focuses on indigenous people's environmental management and agricultural practices. It discusses the relevance of taboos, ways of forecasting weather, methods of environmental management as well as disaster management and preparedness. Indigenous science and technology in construction will be analysed, including settlement patterns. The modules also examines farming practices and agricultural technology, including fishing and hunting practices with an aim of unearthing their significance then, and in contemporary society. The module covers the following topics: Western perceptions about the existence of knowledge among Africans; African environmental knowledge and practices [taboos, ways of forecasting weather, disaster preparedness, disaster management], Settlement practices [science and technology in construction, rationale for shape and spacing of structures in an African home etc]; farming practices [shifting cultivation, mixed cropping, small grain cropping, use of natural manure, fishing practices, hunting practices and the significance of each etc]; repackaging important practices for contemporary society.

HAFLX 202 Mathyelo ya Mavito (Onomastics)
This module exposes students to main techniques of onomastic studies, general knowledge of African place and human as well as animal names and the kind of information that they convey. The module focuses on the linguistic and interdisciplinary aspects of onomastics by analysing methods and theory in name studies; semantics and pragmatics in name studies; historical development of names, names in language contact; names and history; names and society; names and law as well as names and literature. It is hoped that at the end of the module students will appreciate indigenous names and not perceive them as burdensome as some tend to think.
The module covers the following topics among others; definition of onomastics, approaches to the study of onomastics, anthroponomy, toponymy, toponomy change, names on the move, animal names, teknonyms, medical onomastics, business names, religious names, literary onomastics and renaming.

HAFLX 203 Vavanuna na Vavasati hi Ndhavuko wa Xintima (Men and Women in African Culture)
This module seeks to evaluate the place and role of men and women in African culture. The module adopts an Afrocentric analysis of the relations and responsibilities of men and women in African culture with an aim of correcting many mystifications and distortions on African male-female relations which have invariably negatively affected the development of most African nations. Aspects of African culture such as customs, the family institution, child socialisation, political, economic as well as religious structures and practices are scrutinised in order to clarify male-female positions and relations in society.This module covers the following topics: A survey of contemporary theories on male and female relations; Influences of contemporary beliefs on African male –female relations; The African concept of Munhu; The place and role of men and women in child socialisation; male-female relations in children's games; African people's concept of mwana vis-a-vis concepts boy/girl; male-female relations in adulthood [initiation ceremonies eg puberty rites]; Marriage negotiations and the place and role of men and women; Role and place of men and women in the family institution [both nuclear and extended]; The significance of the African hut in male-female relations; The role of men and women in society in the religious, the political, economic and social spheres; Examination of what

contemporary society believes to be African male-female relations vis-a-vis reality.

HAFLX 204 Ndhavuko na Nhluvuko (Culture and Development)
The module interrogates the role of culture in issues of development, showing how cultural values, beliefs and practices can enhance or retard development. It also interrogates the pursuance of developmental programmes at the expense of the belief system of a people.Definition of key terms [Culture, Development, Belief systems]; Types of development [Political, Social, Infrastructural, Economical, Etc]; Development in pre-colonial, colonial and post colonial periods; Development in an African context; The place of culture in development programs [Cultural practices believed to be anti-developmental – including case studies; Cultural practices that can facilitate development – including case studies]; Role of chiefs in development; Place and role of religion in development; African health issues and development.

HAFLX 205 Mihlavutelo ya Xintima yo xopaxopa Matsalwa (African Theories of Literature and Criticism)
The module highlights the importance of appreciating a people from their historical and cultural background, thereby developing a critical thinking that is anchored in African paradigms. It advocates for African frameworks, paradigms and dynamics such as Afrocentricity, Africana womanism, Pan Africanism, and Ubuntu in the interrogation of works of literature.

HAFLX 206 Vutsari bya Vutshila (Creative Writing)
The module attempts to develop students' individual creative writing skills, distinguishing it from academic writing. It traces the origins and developments in creativity among Africans. It seeks to develop in the student, the capacity to produce creative literary products such as poetry, drama and prose. The module will also focus on but not limited to characterization, suspense, description and evocation, viewpoint, genre, developing style, tone and atmosphere, as well as other aspects that make a creative piece illuminating.
Definition of creative writing; Origins and theories of creative writing; Significance and roles of creative writing in societies; Genres of creative writing [Prose, Drama, Poetry]; Tips and tricks for creative-writer beginners; ways to kick start the Writing Habit; Writers' Portfolio [Description, Narration, Analysis of processes, Comparison and contrasting, Division and classification, Definition, Analysis of causes and effects, Argumentation]

HAFLX 207 Vuhundzuxi na Vutoloki (Translation and Interpreting)
This module discusses translation and interpreting, showing the differences between the two. It examines problems in translation which arise on the lexical, syntactic and discourse levels when two very different languages from two very different cultures constitute the source and target languages. The theoretical aspects of translation and interpreting as well as contribution of the discipline to language development are dwelt on.

HAFLX 208 Matirhiselo ni Vukunguhati bya Tindzimi etikweninkulu ra Afrika (Language Policy and Planning in Africa)
This module investigates the language situation in Zimbabwe and adopts a comparative approach by looking at the situation in other African countries. The module also interrogates the effects of various language policies, their advantages and disadvantages especially on the marginalised languages.Define Language policy and language planning [discussions on language question, discussions on language choice]; Reasons for Language Planning [Sociolinguistic factors, Political factors, Economic factors]; Components of Language planning [Status planning, Corpus planning, Acquisition planning]; Models of Language planning [The canonical model, The classical model, Rubin and Jernudd's model]; Types of Language policies [De facto, De jure, Formulation: fact-finding, description and exploratory studies]; Implementation of language policies [Promotion, Problems, etc]; Alternative language policies [Monolingualism, Bilingualism,

Multilingualism]; Case studies -Zimbabwe, South Africa, Namibia, Botswana, etc

HAFLX 209 Mofolojini Vulongoloxamarito (Morphology and Syntax)
This module focuses on the study of word structure, looking at the different categories of morphemes that make up words as well as some morphological processes for forming new words. It also looks at the principles and rules for constructing sentences in natural languages.

HAFLX 210 Milawu leyi sirhelelaka Ndhavuko (Cultural Legal Frameworks)
This module exposes students to the policies and practices that embrace and promote cultural diversity as well as promote copyright legislation. It focuses on the conventions, declarations and policies that give guidance to Zimbabwe's and the world's cultural and creative industries. The module covers among others, the following aspects: Importance of conventions, declarations and policies; History of UNESCO from 1945 right up to today; 1952 Convention on Copyright right and other conventions; The 2005 Convention on Cultural Diversity; International instruments and how they impact of African intellectual property; The effectiveness or non-effectiveness of legislative instruments such as ARIPO; Debate on tangible and intangible cultural heritage; Obligations of state parties in ensuring the successful implementation of the Conventions and related policies; Examination of how statutory instruments promote or hinder the development and dissemination of cultural goods.

HAFLX 211 Vukhongeri bya Xintu (African Indigenous Religion)
This module is informed by the spirit of Africanism and investigates the nature and function of indigenous religion. It also assesses how far African religion can be useful in the contemporary world in issues of development and examines the possible ways of resuscitating the various religious practices of the African people.The module covers the following topics: Africanism and its tenets; The definition of African Indigenous Religions; Overview of religion in Africa, Basic worldview of African Indigenous Religions; The spiritual world of African Indigenous religions; Good spirits (Nature spirits-sky spirits operating from stars, the sun etc and Earth spirits-operating from rivers, lakes, trees etc); Good spirits (human spirits-ancestors, ancestor veneration); Bad spirits/Evil spirits (behind the suffering, misfortunes, illnesses, deaths etc); The role of God (All powerful creator of humans and the world), The concept of God and wellbeing; African religious rituals; The nexus between African indigenous religions and the socio-economic and political life of the African people; Interpretation of aspects of African religions and their possible contributions to national development.

HAFLX 212 Ndhavukona HIV na AIDS (Culture and HIV and AIDS)
The module discusses theories on the origins of HIV and AIDS, critiquing them from a cultural point of view. It also affords students an in-depth knowledge on the treatment of HIV and AIDS from a cultural point of view as well as discussing its retrogressive effects on human endeavours in social, economic and political spheres.
Definition of culture and HIV and AIDS; Theories and origins of HIV and AIDS [God retribution theory, Conspiracy theory, Tail of a comet, Accidental emergency, Monkey business theory, Natural mutation]; Contemporary society perceptions of Africana customs vis-a-vis the spread of HIV and AIDS[inheritance, polygamy, lobola, etc]; Traditional practices and the fight against HIV and AIDS [abstinence, virginity testing, male circumcision, inheritance, polygamy]

HAFLX 213 Vutlhokovetseri na Tinsimu hi Ndhavuko wa Xintima (Poetry and Songs in African Culture)
Poetry and songs are an integral component of literature used to study a people's culture and history. Therefore the module aims to equip students with the knowledge to analyse poems and songs. In the African context poems are sung, recited or written hence the need to study the two together. The course covers the pre-

colonial, colonial and post colonial epochs in the analysis of the poems and songs. This is an effort to capture the major themes and thrusts of the poems and songs and what informed them. Focus will also be on the different techniques the poets use such as poetic devices and diction. The development of the poetry will also be traced to ascertain the influence of western poetry on African poetry.The module covers the following topics: Definition of poetry and songs; Development of poetry in Africa, The influence of Western education on African poetry and songs, How to analyse poetry, Theoretical appreciation of analysing poetry and songs using African theoretical paradigms; Analysing poetic devices, Pre-colonial, colonial and post colonial poetry and songs, Women poetry and songs in Zimbabwe, Themes from a gender perspective, Authorial vision of poets and singers.

HAFLX 214 Swihungwahungwana swa Vantsongo (Children's Literature)
This module defines children's literature as well 'the child'. It traces the history and development of children's literature in Zimbabwe. The module also investigates the process of writing fiction for children discussing in the process who qualifies to become a writer of children's literature. Elements of the picture book, such as illustration, design, format, and specific genres will be examined as they relate to the creation of a solid text. The module as well discusses how children's literature is selected and evaluated.

HAFLX 215 Vutsari ni Vuhleri bya Tibuku (Text Writing and Editing)
The module is addresses the requirements needed in basic writing skills. In this module students examine their own attitudes towards writing and consider a variety of strategies for prewriting, drafting, revising and editing.
The module will cover some of the following topics:Writing; Writing Processes [Thinking and behaving like a writer, Idea Bank, Not criticising what you have written]; Different strategies of discovering ideas [Idea Bank, Free writing, brain storming, Clustering, What-if questions]; Discovery draft; Planning and writing strong paragraphs; Good qualities of a paragraph; Writer`s Portfolio [Description, Narration, Analysis of processes, Comparing and contrasting, Division and classification, Definition, Analysis of causes and effects, Argumentation; Editing-Editing; Assessment; Revising and editing paragraphs

HAFLX 216 Mihlavutelo ya Xilungu yo xopaxopa Matsalwa (Western Theories of Literature and Criticism)
This module gives an insight into how the western scholars analyse not only their literature, but also that of Africans. It introduces students to the field of western literary theory and endeavours to develop the student as a critical reader.

HAFLX 217 Ndzhundzuluko wa Ririmi (Language Change)
This course introduces students to the study of language change. It aims to show how language change can be investigated and explained using the historical reconstruction and lexicostatistics approaches. The focus of the course is on Xichangana language, although examples from other languages will also be used when relevant. It will also discuss how and why languages change. It aims to make students aware of broader issues related to language change, i.e psychological, social and political dimensions. The module covers different types of language change covering all levels of language, from phonetics and phonology, changes in the lexicon and word meaning to grammar. It also covers causes of language change, change in status, sociolinguistics and language change. The results of language change will also be discussed.
HAFLX 218 Nkanelo wa Mbulavulo na Swivulwa (Discourse Analysis)
The module introduces students to the study of language within a socio-relative stricture. It endeavours to familiarise students with diverse linguistic components and their use in real life situations. The module analyses discourse in writing and conversations. Students would be exposed to theories of conversational analysis, speech acts and events, together with conversational turn taking.

HAFLX 219 Vuendzi bya Ndhavuko (Cultural Tourism)
This module identifies elements of culture that can be used in the tourism industry. It teaches students how culture can be modelled for the tourism market using different marketing models, enhancing their understanding of sustainability and preservation dimensions in the marketing of cultural products. The module covers the following themes: culture and heritage, modelling cultural heritage for marketing, balancing sacredness and marketing, cross-cultural hosting, heritage preservation, cultural events and festivalisation, craft marketing, ecotourism, and culture export.

HAFLX 220 Maendlelo ya Ndzavisiso eka Tindzimi, Matsalwa ni Ndhavuko swa Afrika (Research Methods in African Languages, Literature and Culture)
The goals of this module are to develop knowledge of making enquiries and fact-finding on different phenomenon. This module is meant for those students who intend to undertake a research project in language, literature and culture. It investigates both qualitative and quantitative research methods and explores most of the aspects that are relevant in undertaking a research project.

Level III: Work-Related Learning

HAFLX 301 Vukamberi bya Muthori (Employer's assessment)
The host supervisor's assessment looks at the student's conduct and behaviour, interpersonal skills development, operational competencies and leadership qualities.

HAFLX 302 Vukamberi bya Academic (Supervisor's Assessment)
The Academic Supervisor's assessment looks at the student's conduct at the work place. Focus will be on ability to link working and learning, being initiative, creativity, ingenuity and perseverance in identifying and addressing issues at the workplace as well as relating and communicating with colleagues.

HAFLX 303 Xiviko xa Ntirhodyondzo (Work-Related Learning Report)
This is a report written by the student based on their activities and experiences during Work-Related Learning. The report format is provided by the department.

LEVEL IV

HAFLX 401 Matsalwa ya Afrika ni timhaka ta manguva lawa (Contemporary Issues in African Languages Literature)
This module makes an in-depth study of how literary writers portray contemporary issues. Focus is on thematic concerns such as decolonisation and cultural regeneration, female empowerment, black empowerment and land reallocation, human rights, HIV and AIDS, state of the economy and issue of the Diaspora, among others. In this regard, writers' social vision will be scrutinized with intent to enable students to sharpen their critical skills in analyzing social, political and economic contemporary issues in pursuance of development. Stylistic aspects are also explored with an intention to examine how a change in content influences a change in form. Topics to be covered will include: portrayal of gains the of independence, writers' exposition of African leadership, African poverty in the post-independence era, decolonisation and cultural regeneration, human rights and empowerment, women emancipation, indigenization, writers' vision of the HIV and AIDS epidemic, the concept of Diaspora, homosexuality, how authors exploit new devices in exposing these realities.

HAFLX 402 Mitlangu ya Vaakatiko (Indigenous Games)
This module focuses on indigenous African games, discussing their origin, trends, form and function. It also

focuses on theories of games and their application to the study of indigenous games. Students are also to understand the practical games and be able to deduce the pedagogical dimensions enshrined therein.The module covers the follows topics: Origin of games, Kinds of indigenous games [games for children, games for adults; games for males; games for females]; Their trends; Form of the games; Times when the games are played; Function of the games; Changing nature of indigenous games; Theories of games and their application to the study of indigenous games; Practical playing of the games; Pedagogical dimensions of the games; Harnessing of indigenous games in contemporary education; Towards making indigenous games National or International sporting activities.

HAFLX 403 Hungutsalwa ra Xichangana/Xitsonga (Xichangana/Xitsonga Novel)
This module looks into the novel's qualitative and quantitative development, taking into cognisance factors in history that conditioned such development. Students are expected to apply theoretical knowledge in their criticism of literary works as well as comparing the novel to other genres so as to have a broader understanding of the developments in the genre.

HAFLX 404 Swihlawulekisi swa Matsalwa ya Xichangana/Xitsonga (Trends in Changana/Tsonga Literature)
The module exposes students to the major trends in Zimbabwean literature produced in indigenous languages. This includes poetry, novel, short story and drama. Focus is on the nature of thematic choices and concerns as well as stylistic devices adopted by the writers in the different historical contexts.

HAFLX 405 Marin'wana ya Xichangana/Xitsonga (Xichangana/Xitsonga Dialects)
The module provides students with knowledge of the distinctions between language and dialect. It explores comparatively the unique features of each dialect thereby equipping students with the necessary analytical information that enables them to critique the Eurocentric perceptions that the West has for the Africans.

HAFLX 406 Matsalelo na Mapeletelo ya Xichangana/Xitsonga (Xichangana/Xitsonga Orthography)
The module is an historical overview of the writing systems of Xichangana/Xitsonga language. The contributions of the early Christian missionaries and the colonial government of the day in the language's orthography are reviewed. Changes in the writing system to date are examined, together with the strengths and weaknesses of the given orthographies.

HAFLX 407 Mihlavutelo yo Xopaxopa Ririmi (Theories of Analysing language)
The module exposes learners to an assortment of theoretical models that are foundation to linguistic knowledge. It enables students to search for explanations of linguistic patterns and behaviour at various levels from informed hypotheses. It provides fundamental theoretical basis for ideas and argument about the nature of language and sub-divisions in the linguistic domain.

HAFLX 408 Dyondzovutivi na mianakanyo ya XiAfrika (African Philosophy and Thought)
This module examines the concepts of culture, society, ethnicity, African worldviews and ways of thought. It acknowledges Ubuntu as the foundation of African philosophy. It therefore explores the fundamental attributes of Ubuntu which influence the way African people participate in various departments of their lives. The modules covers the following topics: Definition of African philosophy and thought; Exploration of the concepts culture, society, ethnicity; Components of traditional African worldview [The view of the community, The view of norms and ethos; The view of time and history; The view of man; The view of nature; The correlation between African worldview and development; The worldview implicit in African traditional religion; Ubuntu, the foundation of African philosophy]; The fundamental attributes of Ubuntu; The interface between Ubuntu and good governance, peace, education for sustainability, healthcare, gender, African life-

coping skills; Ubuntu and retributive punishment; Murder and the death penalty, the philosophical notions of retributive punishment, restorative justice in African culture.

HAFLX 409 Ndhavuko ni Mafumelo (Culture and Governance)

This module explores the interface between Zimbabwean indigenous cultures and politics obtaining in the country. It looks into how culture has influenced developments in African politics in the pre-colonial, colonial and post-colonial periods. It also seeks to explain how political parties and individuals use cultural institutions, practices, philosophies and languages among other issues to advance their own interests. The module covers the following topics among others: Culture and governance in pre-colonial Zimbabwe [Influence of cultural values on societal governance, role of kings, chiefs, religion in governance; participatory governance it traditions societies]; Culture and governance in colonial Zimbabwe [position of African cultural practice in colonial government, use of indigenous cultural institutions during the colonial era]; Culture and governance in post-independence Zimbabwe [position and role of chiefs etc in the post-independence era, re-elevation of traditional leadership in Zimbabwe; importance of traditional elements of governance in today's Zimbabwe, towards a meaningful elevation of traditional governance structure]. It also covers topics on the interface between politics and cultural institutions, practices, philosophies, languages and the arts.

HAFLX 410 Vuxongi bya Xintima (African Aesthetics)

The module appreciates the role of art in beautifying African life. It focuses on forms such as sculpture, music, poetry, drama, novels, dress, language, worship and paintings in articulating the concept of beauty among Africans and its use for positive social ends. The module explores the stylistic and spiritual continuity of African aesthetic expression in art with particular interest in the functional role that art, artistic expression, and art producers play in the psychological, spiritual, and political uplift of African people. This module covers among others, the following topics: Definition of African aesthetics; The role of art as a weapon in the struggle for African advancement, freedom and equality; The role of propaganda in art and how art can empower its people to confront life's challenges; different forms of art [sculpture, music, poetry, drama, novels, dress, language, worship and paintings] in articulating the concept of beauty among Africans and its use for positive social ends; The stylistic and spiritual continuity of African aesthetic expression in art; the role of self-conscious visual art in the creation of counter-narrative in the twenty first century.

HAFLX 411 Vavanuna ni Vavasati eka Matsalwa ya Xintima (Men and Women in African literature)

The module seeks to assess the role that men and women have played in literary production, from the pre-colonial to post-independent Zimbabwe as well as the representation of both men women in literature in indigenous languages. The module therefore analyses and investigates the historical factors that have shaped the role and imaging of men and women in indigenous literatures.This module covers some of the following topics: The African concept of literature; The role and imaging of men and women pre-colonial literary genres [folktales, legends and myths, children and adult songs, taboos, proverbs, riddles, praise poetry and songs]; Colonial perceptions on African literary productions; Colonial laws and their influence on the role and images of men and women in literary   productions[eg ownership of property, colonial education, etc]; Influence of colonial education and Christianity on the role and imaging of men and women in colonial literature; Liberation struggle and its influence on new perceptions and images of men and women in literature; The post independence era: New laws and their influence on the role and images of women in literature [eg Inheritance laws, Legal age of majority act]; Women's organisations and their influence on the role men and women in literary productions; A revisit of pre-colonial roles and images of men and women in literature and their significance in contemporary literary productions. Analysis of selected texts.

HAFLX 412 Xirungulwana xa Xichangana/Xitsonga (XiChangana/XitsongaShort Story)
The module focuses on the history and development of the short story in indigenous languages. It also examines the types of short stories as well as application of theories in the analysis. A comparative analysis of the short story with other genres of literature is made so as to have a deeper understanding of it.

HAFLX 413 Ntlangu wa Xichangana/Xitsonga (XiChangana/Xitsonga Drama)
The module exposes students to the aspects of traditional and modern drama. It analyses the nature, scope, form and functions of African drama. The interface between traditional and modern drama is also explored.

HAFLX 414 Dyondzo ya tinhlamuselo ta marito (Lexicography and TerminologyDevelopment)
This module familiarises students with the general nature of lexicography and its relationship with the different branches of linguistics. Focus is on the practical aspects of dictionary making, from the planning stage, collection of materials and selection of entries up to the editing and publishing stages. The module also focuses on the history of dictionary making in Zimbabwe with much emphasis on dictionary making in the country's indigenous languages.

HAFLX 415 Nhlanganiso wa Tindzimi (Language Harmonisation)
The module provides students with some knowledge on what harmonisation of languages is about. It also exposes the strengths and weaknesses of harmonisation as a process as it endeavours to unify the current orthographic rules of common language varieties spoken in and across the borders of Zimbabwe.

HAFLX 416 Vulayi ni Vulawuri bya madzolonga hi Ndhavuko wa Xintima (Counselling and conflict management in African culture)
The module discusses issues such as indigenous counselling strategies and examines factors that have caused the continuous survival of such practices despite the onslaught of western ones. The interface between indigenous and modern/western/Christian counselling strategies is explored. The module also discusses the various practices explored to maintain or establish peaceful coexistence, together with the indigenous people's security mechanisms. This module covers topics such as some of the following: Definition of key terms [Counselling, Conflict, Peace, Conflict management, Conflict resolution]; Counselling in African societies [counsellors, situations that warranted counselling, effects of counselling]; Impact of westernisation on indigenous strategies of counselling; factors that have guaranteed survival of some practices; Interface between traditional and Christian [and other] counselling strategies Theories of conflict; Causes of conflict; Conflict in the African context [Conflict at family and clan levels; Conflict at community level]; Traditional methods/strategies of conflict management; Practices explored to maintain/establish peaceful coexistence [roles played by uncles, aunts, grandfathers, mothers, chiefs etc in conflict management; influence of religion etc] Conflict: avoidable or necessary; Problems caused by conflict; Indigenous people's security mechanisms; packaging of indigenous people's counselling and conflict management strategies for contemporary society.

HAFLX 417 Vuxaka bya vavulavuri, ririmi nimiehleketo (Psycho-Sociolinguistics)
This module combines the study of language and the brain with that of language and society. It aims at exposing learners to the psychology of language, and covers elements such as psychological and neurobiological factors that enable humans to acquire, use, comprehend and produce language. The module combines psycholinguistics with how society influences language usage. It discusses speech communities and applies sociolinguistics to different groups of people.

HAFLX 470 Ndzavisiso (Research Project)

DEPARTMENT OF ENGLISH AND MEDIA STUDIES

BA HONOURS DEGREE IN ENGLISH AND APPLIED COMMUNICATION

LEVEL I

HEAC 101 Literature and Criticism

Through the study of representative literary texts, students learn the principles of literary interpretation and the elements of different literary genres such as life writings, the short story, novel, drama and poetry; sub-genres such as satire, tragedy, comedy.

EAC 102 Foundations of Communication Studies

This module introduces students to the scholarly study of communication. Students are exposed to the basics of theoretical and practical aspects of communication focusing on the various processes by which people create and use messages to generate meaning in different contexts, cultures, channels, and media. The following topics will be covered in this module; origins of communication, models of communication and elements of communication.

HEAC 103 Literature and Communication

The module examines the interface between literature and communication process in society in the information and communication technology era. It is premised on the notion that literary works are a medium of elite and/ mass communication and they artistically deploy language to articulate and persuade the adoption of a particular worldview emanating from specific ideological stances. The student shall engage with different literary genres that are used to communicate with different audiences on specific issues. Issues to be covered include the political uses of literature in mobilizing for political action, in awareness campaigns, to influence social behaviour with regards to killer diseases such as HIV and AIDS, Tuberculosis, malaria etc. and in articulation of cultural dynamics in the interaction between literature and communication.

HEAC 104 Rhetoric and Writing

This module is an introduction to rhetoric; its history and principles as it relates to writing. Consideration will be given to the connection between genre, writer, audience, purpose and style with special focus on expository writing. It seeks to develop in students skills to analyse and create texts of different types and purposes.
and Skills A Course for Non-native Speakers of English. Ann Arbor: The University Of Michigan Press, 1994.

HEAC 105 Discourse Analysis

The module focuses on the study of stretches of spoken language (typically discourse) and written language (typically text) with a view to unravel the dynamics of coherence and cohesion. It also explores various discourse markers in authentic and invented texts and analysis speech.

HEAC 106 Film Narrative

The module studies film as an art form, laying especial premise on how films, in comparison with other representational genres, effectively tell stories. Focus is placed on the development of filmmaking conventions and narrative style with reference to selected film traditions.

HEAC 107 African Orature

This module examines oral literature as it has evolved over time as a repository of knowledge, history and cultural values. Works to be studied in this module will be drawn from different parts of the continent.
This module looks at different creative forms of art from a phonocentric tradition like oral praise songs or poetry, folk narratives, folk songs, riddles, and proverbs which have been cultural reservoirs' of Africans over time.

HEAC 108 Creative Writing

The module studies literary creativity with an aim to draw a distinction between academic writing and the kind of writing mediated by the imagination that characterizes creative writing. It also seeks to develop in the student the capacity to produce creative literary products such as poetry, drama and prose.
The module will be built around workshop discussions of student writing assignments, and will also be characterized by careful considerations of models by established fiction writers, poets and playwrights (Selected from various cultures).ist

HEAC 109 Texts, Audiences and Reception

The module seeks to trace the theoretical foundations of audience studies. Key issues include the perception of the text in different traditions, the impact of new information technologies on audience studies and continued research in the field.

LEVEL II

HEAC 201 Theories of Literature

The module examines theories of literature from Africa, its Diaspora and beyond. An assessment of how these enhance an understanding of the relationship between literature, theory and culture will be made.

HEAC 202 Intercultural Communication

The module explores the tenets and implications of cross-cultural communication in relation to globalisation and the increasing international contacts and multicultural interaction. The course focuses on the role of cultural artifacts particularly imaginative literature and film in facilitating the communication and spread of information, ideas and cultures.
The module covers the following topics: questions of globalisation and cultural identity in creative arts; evocations of cultural differences/conflicts and disappearing national and cultural borders; the impact of economic, national, religious and racial differences on intercultural communication; the role of modern ICT in intercultural communication.

HEAC 203 Report Writing and Editing

This module helps students learn the essentials of reports and report writing as communication components in an organization. Students will also learn the basics of editing to enhance effective and meaningful communication.

HEAC 204 Zimbabwean Prose

The module interrogates the ways in which various prose writers wrestle with the different crises that Zimbabwe as a nation has gone through. It balances the novels written during colonialism and after

independence to show how people's material lives changed during these different periods.

HEAC 205 Comparative Literature
This module compares literature from various backgrounds; national and cultural, and genres to capture the different perspectives, ideologies, prejudices, and biases.

HEAC 206 African American Literature and Culture
This module examines African American literature; a phenomenon that is associated with slavery, the slave trade and other related conflicts. The focus will be on their numerous attempts to establish and carve out an identity for themselves, as well as exploring their experiences and visions.

HEAC 207 English as a Second Language
The module enumerates and analyses the various theories that have been put forward about how the English language is learnt and in what ways it converges and diverges from the learning of indigenous languages.

HEAC 208 Writing and Gender
This module approaches writing as an act of communication, interrogation and representation of gender as it affects sexuality, class and socio-economic systems that promote inequalities. It explores the ways in which literature exposes, and / revises cultural significations, constructions and symbolism of masculinity/femininity, victimhood, womanhood, manhood and virility in modern communities.
The following topics will be covered: writing as activism, theoretical transformations of the gender construct, how class, and culture provide diverse standpoints through which to view gender, prescribed scripts that inform sex-trait and sex-role stereotypes and the multiple sources of these 'scripts', gendered prescriptions for communication in diverse relationships.

HEAC 209 Research Methods in Literature and Applied Communication
The module is a practical and candid guide for students and is meant to equip them with fundamental skills of research, presentation, and authorship. It seeks to provide students with skills in identifying and stating problems as well as collecting, analyzing and interpreting qualitative and quantitative data in literature and applied communication.
The module covers the following topics; nature of research; ethics of research; collecting and interpreting data; qualitative & quantitative research; sampling techniques; writing a research proposal; and presenting researched data.

HEAC 210 Zimbabwean Poetry and Drama
The module intends to interrogate the ways in which various poets and dramatists imagine and communicate the different crises that Zimbabwe as a nation has gone through to show how people's material lives changed during these different periods.

HEAC 211 Organizational Communication
The module traces the origins and growth of corporate communications (CC) from being an occupation to becoming a profession. It looks at the relationship between CC and marketing, advertising, journalism and propaganda;
The module covers the following topics; planning and execution of programmes, principles and practices of effective communication, CC and public opinion, CC ethics; research in CC; publicity techniques, the unique place of CC in management of different organisations; CC and the mass media, theory and practice of

political CC; CC and crisis management, CC and Corporate reputation and place of CC in corporate strategy

HEAC 212 Film and Global Culture
This module engages students in a multidisciplinary and cross-cultural study of film from across the globe with a view to understanding film as a medium of cultural and ideological influence.
 The module covers the following topics: 'Americanism' as a trope in western film; cultural conflict and the problems of globalization; counter film traditions (particularly 'Nollywood' and 'Bollywood'; filmic constructions of the global citizen – cosmopolitanism.

HEAC 213 Children's Literature
This module focuses on literature whose primary audience is children, although adults can also enjoy the literature. Literary works for this course shall be selected from various cultures, and an assessment of their contribution to children's social development will be made.This module covers the history of children's literature, attitudes and issues in contemporary fiction, picture books, poetry, storytelling, traditional literature, popular texts, critical sources, and investigates innovative classroom literature practices.

HEAC 214 Caribbean Literature and Culture
This module seeks to examine the numerous attempts to establish an identity by descendants of African and Indian slaves in the Caribbean Islands. The focus will be on how this literature has been shaped by and is a response to slavery, colonialism and neo-colonialism.

HEAC 215 Literature and Popular Culture
The module explores the various ways in which literature articulates the values of the popular groups in society and how it propagates their revolutionary spirit.

HEAC 216 English for Specific Purposes
This module examines the concept of English for Specific Purposes in relation to its origin and development, theoretical aspects of the organibatic of oral and written texts as well as the practical application of those theoretical aspects in the production and processing of academic and professional texts.

HEAC 217 Contemporary Africa Oral Art Forms
The module looks at how oral Africa art forms have adapted to the demands of the modern World. To that end the module studies oral performances like street theatre, club poets, digitized forms of storytelling, songs and various forms of oral entertainment that show the persistence of oral perfomativity in the contemporary World. The thrust of the module is to demonstrate that oral forms of art are not necessarily in and about the past.

LEVEL III

Work Related Learning – provides students with opportunities to learn outside the classroom and gain experience in practical

HEAC 301: Employer's Assessment
The host supervisor's assessment looks at the student's conduct and behaviour, interpersonal skills development, operational competencies and leadership qualities.

HEAC 302 Academic Supervisor's Assessment

The Academic Supervisor's assessment looks at the student's conduct at the work place. Focus will be on ability to link working and learning; imitativeness, creativity, ingenuity and perseverance in identifying and addressing issues at the workplace as well as relating and communicating with colleagues.

HEAC 303 Work-Related Learning Report

This is a report written by the student based on their activities and experiences during Work Related Learning. The report format is provided by the Department.

LEVEL IV

HEAC 401 Public Relations

This module offers a comprehensive study on the practice of public relations in the contemporary world. Public relations practice has emerged as an invaluable asset to modern organisations to an extent of being incorporated in the management structures of both public and private organisations.

The module explores the following topics: the evolution of PR, PR as planned communication, the difference between PR and related disciplines, effective communication, PR ethics, the place of PR in management, and components of a PR campaign among others.

HEAC 402 Literature and Advocacy

The module locates the role of literature in communicating and promoting human rights issues, focusing on children and women's rights, and governance issues.

HEAC 403 Southern African Literature

The module interrogates major literary works by writers from the Southern African region and how they engage with cutting edge issues such as the legacy of violence, colonialism, apartheid, gender, and post-colonial existential challenges.

HEAC 404 African Identities in Film

The module analyses African identity constructions, reconstructions and deconstructions in both the African and Western film traditions. The module covers the following topics: the representation of Africa and African characters in film; evocations of black/white race relationships in film; stereotypes of Africa and Africans in Hollywood film.

HEAC 405 Literary Onomastics

This module analyses the connection between characters, their names and thematic development in selected literary texts.

HEAC 406 American Literature and Culture

The module focuses on selected novels, plays, short stories and poetry by selected white American writers paying attention to their understanding of American history, culture and reality.

HEAC 407 Life Writings

This module studies biography and autobiography as literary modes and ideological archives. The focus is on

the various ways through which life writings organize unique representational styles to reflect on the relationship between the self and the social. Works will be selected from various cultural and historical backgrounds.

The module covers the following topics: subjectivity and narrative style; the politics of personal identity construction; intertextuality and ideological significance of texts to time and space-specific discourses.

HEAC 409 Communication in Conflict Management

The module explores the role of communication in resolving conflict situations in political, social and economic arenas. It focuses on the use of effective communication strategies in enhancing mutual understanding through: engaging in dialogue, avoiding escalation, framing and reframing conflicts, naming conflict, explaining conflict, blaming and claiming.

The module shall identify potential areas of conflict in the workplace and/ other areas of interaction which may arise from differences of and failure to communicate ideas or opinions clearly and precisely concerning others' feelings and interests. It shall explore both verbal and written communication strategies that generate or reduce misunderstandings and conflicts.

HEAC 408 Health Communication

The module explores language use and effective strategies of generating and disseminating health information. Focus is placed on the technique in the communication of health information to professional and non-professional audiences.

HEAC 411 Shakespeare and Other Dramatists

This module is an in-depth examination of various subgenres of drama dating from Shakespeare to contemporary dramatists drawn
from different literary and geographical backgrounds. Relevant theories will be applied.

HEAC 410 HEAC 411 African Writing and Exile

This module focuses on writers of African descent writing from abroad. Literary texts for this course will be selected from various
African writers writing from different parts of the world.

The module covers the following topics: representations of home and exile; black identity constructions; black/white and black/black relationships, ideological orientations outside Africa.

HEAC 412 East and West African Literature

The module examines literary works across genres from established East and West African writers focusing on their sensitivity to African history, culture and identity.

HEAC 413 Russian Literature and Culture

The module studies major Russian writers' selected works (which shall include, but not limited to the following; Dostoevsky, Chekov and Nabokov). Selected contemporary Russian writers would also be studied to enhance an understanding of contemporary Russian culture, politics and history.

HEAC 470: Research Project

BA HONOURS DEGREE IN MEDIA AND CULTURAL STUDIES

Level I: Semester II

HMCS 101 Introduction to Media and Culture
The module's thrust is on defining the media, tracing each medium's history and critiquing merits and demerits of each medium. Mediums to be examined include newspapers, magazines, fliers, radio, television and new media. The module also defines culture distinguishing between tradition and culture and traces the importance of culture in relation to the media.
The module the following; definition of media, culture and the media and ethnicity, media, gender and sexuality, communities and subcultures, popular culture and music, media ownership and concentration, globalization, advertising and commodification, presentations and representations and cultural studies.

HMCS 102 Media in Zimbabwe
This module makes a historical analysis of the development of the media in Zimbabwe and the role that the media play in relationship to the concepts of development, nation building and democracy.

HMCS 103 Media Law and Ethics
This module focuses on how social, historical and political forces influence the media law formulation process. The function of the media in a democracy and the debates that surround issues of censorship and self regulation will also be examined. The module also seeks to critique ethical issues in media.

HMCS 104 Theories of Communication and the Media
The module focuses on the theoretical foundations of communication and the media, the various theories that try to explain the communication process and mass media. The module will also look into the functions of the mass media, as well as questioning the critical roles that the media play in our society.

HMCS 105 Photography, Film and Video
This module seeks to trace the history of photography and film in the world, Africa and Zimbabwe. Students will be exposed to various types of photography, film formats, themes and approaches.
Topics to be covered will include the following; history and theory of photography, film and video, scriptwriting, use of camera, lighting, sound, editing, producing, editing, how to work with different file formats, raw files, storage formats, and outputting options.

LEVEL I: SEMESTER II

HMCS 106 Media Trends in Africa and Beyond
This module traces the history and growth of media in Africa and beyond. It also explores the nature and structure of the global media systems. The relationship between media in the developed and third world countries will be examined.
The module covers the following topics: comparative study of the history of media in Southern Africa, West Africa and East Africa, colonial policies, development of news agencies, NWICO debate, globalisation, and analysis of leading global media moguls and their representation of Africa.

HMCS 107 Media, Internet and Culture
The module examines the role of the media in promoting the preservation of culture. It also focuses on emerging forms of media such as online media, social media networks, blogs and the merits/demerits of citizen journalism. The etymology and evolution of the Internet including the various debates surrounding Internet ownership and ethical and social considerations of the unregulated cyber space shall also be explored. The implications of cultural diversity, globalization and imperialism in relation to the Internet are also part of the module. The module also looks at the concepts of citizenship, national identity and virtual communities and whether they are enhanced or undermined by the internet.

The module strives to define key terms Internet, Culture and new media. Merits and demerits of online media, social media and blogs and their implications on culture will be looked at. History of the Internet, Debates surrounding Internet ownership, Ethical and social considerations of Internet use, Globalization, Cultural imperialism and the concept of Virtual communities will be explored. Copyright and intellectual property rights will be related to the Internet.

HMCS 108 News Writing and Reporting
The general focus of this practical module is to help students to gather and write hard news stories in line with journalistic expectations. Thus the module equips students with special skills and approaches in writing and reporting hard news. Students are expected to write stories as part of their assessment.

HMCS 109 Texts, Audiences and Reception
The module seeks to trace the theoretical foundations of audience studies. Key issues include the perception of the text in different traditions, the impact of new information technologies on audience studies and continued research in the field.

LEVEL II: SEMESTER I

HMCS 201 Critical Media Theory
This module distinguishes between Administrative research and Critical research. The Frankfurt school of thought which is mainly administrative shall be compared to the European tradition to scholarship with emphasis at the Birmingham school of thought. The module looks at the culture industry and focus is mainly on how cultural products are commodified, standardized, modified to maximise profit. Raymond Williams and William Hoggarts' critic of culture is also be explored. Louis Althusser's concept of Ideological State Apparatus and Repressive state apparatus shall also be looked at in relation to Gramsci's concept of hegemony. The module also explores critical theory from the African perspective.
The module focuses on the following topics; Administrative research, Critical Research, Frankfurt school of thought, Chicago school of thought as well as the Birmingham school of thought. Definition of Culture industry will be defined and each sub-sector of the industry discussed. How cultural products are commodified, reified, standardized and modified. The concept of the iron cage and one-dimensional man will be looked at.

HMCS 202 Media and African Indigenous Knowledge Systems
This module traces the use of the media in undermining or promoting indigenous knowledge systems. The module also looks at how the new media and traditional media can be harnessed to promote indigenous knowledge systems.
The module looks at the following topics: media and identity, media and colonialism, cultural imperialism, Indigenous Knowledge Systems (IKS), characteristics of indigenous knowledge, and language as indigenous knowledge.

HMCS 203 Newspaper Sub-Editing, Design and Layout
This is a practical module that enables students to be acquainted with basic news editing and desktop publishing skills. The module equips students with appropriate skills on how to come up with a good design and layout of a tabloid newspaper, newsletter, magazine and broadsheet newspaper among other various forms of publications using different software such as In-Design, CorelDraw and Adobe.
Students are expected to distinguish between bad and good newspaper page lay-out, photo presentation, moderation and manipulation of pictures, casting of headlines, putting of captions, picture manipulation, distortion and general sub-editing rules and dynamics.

HMCS 204 Media Economics
This module looks at media economics and political economy. Of particular concern are the economic policies and practices of media organizations and institutions and the dependency of the media industry on advertising revenue. The module also seeks to tackle the problematic area of government intervention in

media markets.

The module covers the following areas media economics, i.e. theoretical and practical economic questions specific to media of all types; how media companies and products fare within the economy internationally and locally. The role of advertising, its effects in media industries central to this being commercialization and public media entities such as broadcasting. Distribution of media products, media concentration and ownership will also be studied as part of the course.

HMCS 205 Culture, Ideology and the Media

The general aim of this module is to enable students to make critical annotations of the interplay between ideology, culture and the media. Culture is conceptualised as a site of struggle where politics of representation are fought whereas the media are perceived as ideological state apparatus which promote the dominant culture.

The module explores the following themes: defining culture, cultural policies, cultural hegemony, and politics of signification, class struggle, media products as expressions of lived experiences or national consciousness.

HMCS 206 Social Media and Community Development

The module underscores the essence of social media networks as vehicles of community development, advocacy, and democracy. Students are imparted with skills in utilising social media networks for journalistic purposes.

The course focuses on the following topics: history of social media conventions, interactivity and the new media, the relationship between social media networks and community development, the role of social media in developing communities, participatory or guerrilla journalism's relationship with theories of development such as alternative or another development paradigm. The module also outlines various ways in which social media can be harnessed as empowering tool for the marginalised communities.

HMCS 207 Photo Journalism

This is a practical module that takes a look at journalism through the camera's eye. The politics of photography (a picture is worth a thousand words) angles, lighting, distance, size to name a few will be the focus of study. Ethical issues in photography will also be examined especially in light of emerging new media. It is essentially a module which traces the origins of photography, politics of photography in newsrooms both for electronic and print media houses as well, role of photography in telling contemporary stories through new social media networks such as Facebook and Twitter, basic shooting rules and ethical considerations before, during and after shooting photographs. Students are expected to master various ways of keeping huge volumes of photographs, creation of e-albums as well as sharing photos using modern platforms such as Flicker. Issues to do with angles, lighting, distance, and size to name a few will be the focus of study.

HMCS 208 Organisational Communication and the media

This module provides an introduction to the study of communication and management in media organizations. The following among other themes will be studied: Communication activities, characteristics and theories about organizations and management, culture and climate in organisations major functions of communication, communication models, and media relations.

LEVEL II: SEMESTER II

HMCS 209 Television and Radio Broadcasting

This is a practical module which seeks to equip students with elementary production skills in radio and television. Practical exercises on broadcasting, news reading or running a show in a studio and conducting a programme on air will be done.

The following topics among others will be covered; the history of radio and television, radio as the medium for Africa, Merits and demerits of both mediums, challenges in the face of new media.

HMCS 210 Multimedia and Cyber Publishing
This is a practical module that seeks to help students understand the meaning of multimedia and cyber space publishing in journalism – its challenges, where it came from, how it is affecting or complimenting the traditional media operations and models of regulation.

HMCS 211 Public Relations
This module offers a comprehensive study on the practice of public relations in the contemporary world. Public relations practice has emerged as an invaluable asset to modern organisations to an extent of being incorporated in the management structures of both public and private organisations.
 The module explores the following topics: the evolution of PR, PR as planned communication, the difference between PR and related disciplines, effective communication, PR ethics, the place of PR in management, and components of a PR campaign among others.

HMCS 212 Principles of Advertising
The module defines the term advertising from various theoretical views tracing its origin, history and evolution to date. It also explores the different types of advertising, the relationship between advertising and the mass media. The origins of consumer culture, the development of agencies and the use of discourse and semiotics in advertising shall be examined. The module tackles the significance of research in advertising as well as identifying the various laws and ethics governing the practice of advertising in Zimbabwe. Comparisons with other countries in Africa and the developed world shall also be made. The module covers the following; definition of terms; different types of advertising; advertising and the mass media, origins of consumer culture; advertising and the development of agencies; goods as satisfiers and as communicators and criticisms of advertising. It also looks at various types of regulation be it juridical/statutory/governmental regulation, pressure groups and self regulation. Various types of regulation will be explored.

HMCS 213 Media Research Methods
This module introduces students to both qualitative and quantitative research. It distinguishes the main research approaches, that is, the positivist/ scientific research to the critical or social science research. The module looks at the research design, research instruments, data collection as well as data analysis procedures. In particular it covers issues relating to the universe/population, physical setting or geographical location for study, sampling techniques, that is, probability and non probability sampling. The following topics will be covered; qualitative and quantitative research, research approaches or traditions, research design, research instruments, data collection and analysis techniques, Universe/population, Sampling and sampling techniques, that is, probability and non-probability sampling. Merits and demerits of particular data gathering techniques such as Interviews, Questionnaires and Surveys shall be studied. Semiotics, content and discourse analysis will also be examined.

HMCS 214 Reporting in African Indigenous Languages
This module strives to promote effective news gathering and reporting in indigenous languages on all communication mediums such as radio, television and newspapers among others. The module looks at the opportunities, challenges presented by using indigenous languages in journalism and explores the centrality of language as a vehicle of culture, development, and democracy.
This module focuses on the following: news gathering and reporting in local languages, the centrality of language as a vehicle of culture, development, and democracy, merits and demerits of using indigenous languages, citizen journalism and community development.

HMCS 215 Online Journalism
This module equips students with skills in utilising the internet and new information technologies for news gathering, researching, cultivating news sources and disseminating news.
The module focuses on the following topics : history of online journalism conventions and principles of independence, online journalism and its audience, gathering and sharing information, bloggers and other

participatory journalists, ethics and the laws governing online journalism practice, commercial issues and content linking, challenges and implications and the future of online journalism.

HMCS 216 Language and Skills for Media Practitioners

The module introduces students to effective communication skills in journalism which is important for a media practitioner. This entails developing language skills in both the written and oral aspects of the English language.

Students will learn how to avoid using clichés, redundancy, poor punctuation and diction. Writing good introductions, organising ideas, writing captivating headlines and stories and generally writing for different beats will be emphasised. The different levels of professional communication will also be explored. Furthermore students will also monitor the media to assess the usage of the English Language.

Level III: Work-Related Learning

HMCS 301 Employer's Assessment

The host supervisor's assessment looks at the student's conduct and behaviour, interpersonal skills development, operational competencies and leadership qualities.

HMCS 302 Academic Supervisor's Assessment

The Academic Supervisor's assessment looks at the student's conduct at the work place. Focus will be on ability to link working and learning; imitativeness, creativity, ingenuity and perseverance in identifying and addressing issues at the workplace as well as relating and communicating with colleagues.

HMCS 303 Work-Related Learning Report

This is a report written by the student based on their activities and experiences during Work Related Learning. The report format is provided by the Department.

LEVEL IV: SEMESTER I

HMCS 401 Documentary Production

This is largely a practical module that seeks to enable students to understand the history of documentaries with special reference to Zimbabwe. After the learning process, students are also expected to produce short documentaries.

HMCS 402 Media and Human Rights

The module looks at the role of the media in relation to human rights issues. It also aims at equipping students with the knowledge of international human rights instruments and the state's obligations to preserve, alert and protect the rights of its citizens. The media's critical role of informing, educating and acting as a watchdog shall be related to human rights in light of the concept of the global village, cultural diversity, neo-colonialism and imperial agendas. The module critiques human rights as a means to oppression and also as a means to emancipation.

The module looks at the following: Definition of human rights, Justification for human rights, State obligations, Civil and political rights, Economic, Social and Cultural rights, Solidarity rights. The role of United Nations and African Union, Media role in human rights issues, virtual communities, neo-colonialism and the concept of global village.

HMCS 403 Specialized News Writing and Reporting

The module equips students with practical knowledge and skills in writing news for different desks in a news room. It also helps students to write stories in different special news categories.

The module helps students to be conversant with specialized news categories such as Political Reporting, Sports Reporting, Business Reporting, Entertainment Reporting, Court Reporting, Features and

Supplements Reporting and Investigative Reporting among others

HMCS 404 Political Communication and the Media
This module focuses on contemporary trends in political communication. It also relates the various media theories to political communication. It explores the following; political marketing, political advertising, political public relations, propaganda as well as alternative forms of political communication apart from the mass media.

HMCS 405 Theories of Development and Democracy and the Media
The module looks at notions of classical thinkers on development, among them being Karl Marx and Angels, David Ricardo, Adam Smith among others. Development paradigms or models like the modernization paradigm, diffusion of innovations theory, world systems theory and the another/alternative development models would be looked at. Communication strategies for each paradigm also be explored. Models of democracy like the Athenian classical democracy to liberal or representative democracy shall be looked at. The module looks at the following: Definition of development, Classical thinkers and Development-Karl Marx and Angels, David Ricardo and Adam Smith, Development paradigms- Modernization, Diffusion of innovations, World systems theory, Alternative/Another development theory, Definition and history of democracy, Systems of Democracy and Models of Democracy.

HMCS 406 Social Research and Advocacy
This module explores social research and advocacy which includes media campaigns, public opinion polls and lobbying. Research is beginning to explore how advocacy groups use social media to facilitate civic engagement and collective action, therefore this module seeks to study how new media technologies have impacted social research and advocacy.

HMCS 407 Health Communication
This module focuses on the following: Defining Health Communication, health promotion, trends in health communication as well as theories/models for behaviour change in health communication. Community mobilisation strategies, ethics of health communication as well as social marketing will be studied.

LEVEL IV: SEMESTER II

HMCS 408 Principles of Economics

This course provides the basic principles of economics. It explores the world of business and arms students interested in reporting business and setting up media companies with the required expertise to specialise in this field.
Topics to be looked at in this module include the definition of economics, theory of the firm, roles of profit and return, demand and supply, risk, economies of scale, competition in markets, growth and contraction of the economy.

HMCS 409 Communication Policies and Media Management
The flow of communication across borders especially North- South, South – North is a subject of much debate. This module examines the relations in communication between the North and the South. Policies that countries especially those in the South have put inplace to ward of domination and retain their sovereignty. The module covers policy, regulatory, legal and economic aspects of media and communication services. Specific focus will be on communication governance and management at national, regional and international levels emphasis being on the NWICO debates, the South Commission, The McBride Commission. Students will further study media management principles and the various challenges media managers face in view of changing communication technology and policies.

HMCS 410 Media, Gender, and Cultural Representations
The module explores the role of the media in maintaining and /or fracturing the stability of communities

through examination of relevant social issues. It also examines the notion of representation, and the issue of bias and fairness in media, with an emphasis on the representation of race and gender. Categories to be studied include the media and gender, media and race, media and children, media and disability, media and marginalised language speaking groups in Zimbabwe such as Xichangana, Tshivenda, Tonga, Nambia etc. Students learn how media representations shape the way we see our and others' lives in a global age and how femininity and masculinity are produced, represented and consumed.

HMCS 411 Advanced Radio Journalism
This is a practical module in which students will produce radio programmes.
This module involves writing, producing for radio programmes, editing for radio, hosting talk shows or current affairs programmes.

HMCS 412 Advanced Television Journalism
A practical module meant to equip students with various skills in writing, production and presenting different television genres and producing a television program. The module will include; writing, directing, producing, live production and editing of video and audio projects. Live on location programmes and the production of commercials will also be part of this module.

HMCS 413 Advanced Photo Journalism
This is a practical module that will further develop skills related to different types of photography for different types of journalism as imparted in Photo Journalism. Students will produce a portfolio of their work.

HMCS 470 Research Project
Students will work on a topic related to media and cultural studies and compile a research report about 9 000 words, under a supervisor.

DEPARTMENT OF HISTORY, ARCHAEOLOGY AND DEVELOPMENT STUDIES

BACHELOR OF ARTS HONOURS DEGREE IN ARCHAEOLOGY (HARC)

HARC101 Introduction to Archaeology
Students are exposed to the nature of the archaeological record (from DNA to giant monuments like stone walls of Zimbabwe and pyramids of Egypt and Sudan). Components of archaeological deposition are also examined. The module also examines factors that affect survival and recovery of various objects.

HARC102 Human Origins Studies
This module aims at introducing students to anatomical differences between apes and hominids. It then traces major stages of cultural evolution with emphasis on African archaeological sites. It also focuses on first dispersals across the continent by early Homo, and the behavioural characteristics of Early Stone Age and Middle Stone Age.

HARC103 Interdisciplinary Approaches to Archaeology
The module introduces students to how archaeology utilises almost every academic field and how different disciplines like ecology, geography, sciences, anthropology contribute to archaeology. It also covers challenges posed in integrating these various fields.

HARC104 Introduction to Heritage Management
The module introduces students to the history of cultural resources management often referred to as heritage management, the development of cultural resources management, values and significance of archaeological heritage. The module focuses on the development of heritage management in Sub-Saharan region.

HARC105 Archaeology of Great Zimbabwe
The module covers Great Zimbabwe monument in detail, the ancient city and its material culture. Topics include the chronology of Great Zimbabwe from its early phases up to its '*collapse*', the architecture, interpretation, current and future research.

HARC106 Introduction to Archaeological Theory
This module provides students with an understanding of archaeological thought. It traces the development of archaeological thought and explores the diversity of theoretical approaches that comprise the modern field of archaeology (antiquarianism, culture history, processual archaeology, post-processualism, agency theory etc).

HARC107 Beginnings of Food Production and Development of Complexity
This module examines the change from hunting and gathering to agriculture in various parts of the world namely in the Far East, Middle East, North America and Africa. These different regions will be covered because the origins and development of complexity varied widely. Some of the questions addressed in the module are how and why there were such changes. The change to food production is the basis for the development of complexity hence rise of complexity is also covered in this module.

HARC108 Archaeology and Development
The module examines how the archaeological past has and can be used to foster development. It also involves examining ways in which archaeology is included in developmental plans. It also considers ways of reconciling development and archaeology.

HARC109 Archaeological Methods
The module introduces students to the various approaches to the study of archaeology, the process of data acquisition and methods used to date archaeological finds. Issues to be covered include basic archaeological skills such as map reading and making, classification and interpretation of materials.

HARC201 Anthropology and Ethnographical Collection Studies
The module examines the importance of ethnographic data in archaeology and anthropology. This involves examining different ethnographic methods and how archaeologists can benefit from applying such methods in research projects. The module also examines theory, methods and techniques of collecting and analyzing ethnographic data for example questionnaires, interviews, photographing etc. The module also considers ethical issues when undertaking an ethnographic research.

HARC202 Archaeological Surveying
The module equips students with both traditional and modern surveying techniques such as use of Plane Table and Total Stations and GPS techniques. The module will also cover how to process data gathered in a topographic survey.

HARC203 Conservation and Management of Museum Collections
The module focuses on principles that enhance appreciation of the value of collections in Zimbabwe and beyond. More attention will be drawn towards aspects like varying climatic conditions, financial resources and technical expertise in various countries. Preventive conservation and Remedial conservation will be covered in the course. Emphasis will be on appreciating conservation policy as a tool for conserving objects on museums. The module addresses details as the building, climate control, storage, packaging and padding of materials. It also examines the conservation of materials on exhibitions. Issues of conservation and access will be put in the discussion.

HARC204 Conservation for Archaeologists
The module provides an introduction to archaeological conservation. It includes conservation on excavations as well as in a laboratory, stressing both the ethical care of objects and the contribution that the conservator can make to a fuller understanding of the object and the site.

HARC205 Digital Methods in Archaeology
The module examines ways in which digital methods and global connectivity are changing the practice of archaeology. Students are exposed to data recording systems, databases, creating and manipulating photographs and maps and publishing the information on the web.

HARC206 Museums Curatorship
The module examines all curatorial processes, including collection acquisition, designing a mission statement and collections policy, ethics of collecting and the roles of international organisations in managing collections or heritage, conservation of collections, museum security, as well as presentation and interpretation of collections. These collections range from artefacts collected during archaeological field research to ethnographic crafts and objects of art.

HARC207 Conservation and Management Of Monuments
The module examines the history of the conservation of monuments in Africa. The major aim being to produce students who have a thorough understanding of the principles and practices involved in the conservation and management of monuments. The module also addresses theories and principles of site conservation.

HARC208 Archaeological Laboratory Methods
This module examines the range of laboratory methods used in the analysis of archaeological remains in Archaeology. It examines the processing and cataloguing of archaeological remains after fieldwork. Creation of databases for the archaeological remains is also a topic to be covered in the module. Also examined in the module is how to perform both qualitative and quantitative analysis of the archaeological remains.

HARC209 Archaeology of Southern Africa
This module builds on foundation laid in the modules HARC102 Human Origin Studies, HARC107

Beginning of Food Production and Development of Complexity. The scope is narrow items of geographical coverage but has more depth about early hominid sites in South Africa. The module specifically focuses on development of food production to the rise of first urban centres in southern Africa. It also compares and contrasts the archaeological research trends in southern Africa, with a particular focus on Zambia, Zimbabwe, Mozambique, Botswana and South Africa.

HARC210 Advanced Archaeological Theory
The module is a build up from Introduction to Archaeological Theory and aims to examine the various theories in which current archaeology is based.

HARC211 Geographical Information Systems in Archaeology
The module examines the use of Geographic Information Systems in Archaeology. ARC207 Digital Methods in Archaeology is therefore a prerequisite for taking this module. The module emphasises on manipulation of raster data. Topics to be covered include viewshed analysis, cost surface analysis, hydrology as well as predictive modeling.

HARC212 Environmental Archaeology
The module explores the nature of relationship between nature and past human societies in general. The module covers how various resources were utilised such as the type of soils for making clay, animals that were kept as pets and those kept for subsistence. The module is on how the environment impacted on human culture and how the environment was also shaped by human cultures.

HARC213 Contract Archaeology
The module introduces students to archaeological surveys and excavations undertaken under contracts. Contracts can be from the government or private organisations or even individual landowners. The module therefore introduces the entrepreneurial approach to archaeology particularly how this works in Zimbabwean contexts. The module covers topics such as ethical issues and environmental impact assessments.

HARC214 Archaeology of Ancient Constructions of Africa
The module is aimed at equipping students with how various ancient buildings such as Great Zimbabwe and Lalibera were constructed, and how architecture developed over time. The module involves study of architecture (visual analysis and recording techniques) and how such can be maintained.

HARC215 Archaeological Illustrations
This module takes the student through various types of artifact illustration from 3D, picture to drawing. Concentration is on types of technique, style, materials and equipment used, the layout and presentation of drawings for publication, scales, and the requirements for publication reductions. The module examines artifact illustration in situ, thus mapping, planning and section drawing is also covered in the module.

HARC 301 Employer's Assessment
The host supervisor's assessment looks at the student's conduct and behaviour, interpersonal skills development, operational competencies and leadership qualities.

HARC 302 Academic Supervisor's Assessment
The Academic supervisor's assessment addresses the conduct of the student at the work place. The supervisor focuses on the student's ability to link working and learning, ability to be initiative, creative and ingenious. The assessment also looks at the student's competency on relating and communicating with colleagues at the work place.

HARC 303 Work-Related Learning Report
This a report compiled by the student based on their experiences and activities during the period of Work-Related Learning. The report format is provided by the Department.

HARC401 Geoarchaeology
This module examines the reconstruction of past landscapes, the use of sediment analysis in palaeo-environmental reconstruction, and the study of sediments in archaeological contexts. Students will learn basic techniques of sediment-recording, sedimentological methods for determining past depositional environments associated with archaeological sites, theory and methods of site formation processes, and basic analyses of sediment artefacts such as mudbricks and micro-artefacts.

HARC402 Forensic Archaeology
The module aims to expose students to the main issues in our understanding of the biology of past human populations and to the techniques for the recovery, identification and study of archaeological human remains. The module also covers the management and investigation of crime scenes containing human remains, and how such analysis can contribute to criminal investigations. The module also considers the ethics of working with human remains.

HARC403 Entrepreneurial Skills for the Heritage Industry
The module focuses on entrepreneurial skills needed for the heritage industry in Zimbabwe. Students are provided with business and management skills that are peculiar to the Heritage industry so that the industry through its generation of tourism and leisure contributes to the growth of the economy.

HARC404 Rock Art of Africa
The module examines rock art of Africa. Topics to be covered include; the various traditions and distribution, dating and interpretation. Various theories relating to the purpose and meaning of the rock art is also examined in this module. The module also examines contemporary issues/debates on various aspects of rock art.

HARC406 Taphonomic Studies
This module exposes students to the methods, techniques and interpretative approaches involved in studying animal bone remains from archaeological sites, with the aim of exploring the role of animals in past societies. Case-studies from diverse areas and time periods will be used. Students gain practical experience of identification and analysis of vertebrate assemblages.

HARC407 Remote Sensing in Archaeology
This module focuses on non-intrusive methods of exploring archaeological record starting with research designs, aerial archaeology, geophysics, site formation and transformation, digital site data recording, recording systems and post-excavation analysis).

HARC408 Contemporary Debates in Archaeology: Culture, Contact and Colonialism
The module examines various current issues that archaeologists are facing, particularly issues to do with how archaeology has been affected by culture and contacts with other cultures. In areas where archaeology was affected by colonialism, how has archaeology be decolonised.

HARC409 Analytical Skills; Lithics and Ceramics
The modules is mainly practical with students exposed to handling of ancient pottery and discuss what information they can yield about ceramic technology, provenance and date and wider social interpretations such as the organisation of production, exchange and consumption. This module also takes through students to the analysis of stone tools in theory and practice.

HARC410 Archaeology of Zimbabwe
The module examines the development of Archaeology in Zimbabwe and looks at the main stages in the development of human cultures from the Stone Age to the development of state societies. The module examines both theoretically and practically the material culture that distinguishes the different phases of Zimbabwean prehistory. It then examines the practice of archaeology or the archaeological research which

has contributed to Zimbabwean archaeological heritage. Contemporary debates are also included in the module.

HARC411 Climate Change from Archaeological and Anthropological Perspective
This module covers issues of past climates and how they have impacted on past societies. The module also examines factors leading to climate change, the archaeological indicators of climate change and response to climate change by past human societies. Adaptation to climate change is then compared between present and past communities.

HARC412 Archaeometallurgy
This module examines origins of metallurgy and the study thereof. The module explores how various metals (gold, silver, copper, bronze, tin, lead, iron, steel) are analysed in archaeology. The module highlights a number of areas where metallurgy has been applied.

HARC413 Landscape Archaeology
The module is an analysis of how past societies intentionally and unintentionally modified landscapes.

HARC414 Historical Archaeology
The module is a study of post 1500 era from an archaeological perspective. The module examines various researches on historical archaeology and how it has contributed to understanding of the past.

BACHELOR OF ARTS HONOURS DEGREE IN ARCHAEOLOGY, MUSEUMS AND HERITAGE STUDIES (HAMH)

BHS 101 Introduction to Zimbabwean History
The module introduces first year students to the study of Zimbabwean history from the pre-colonial era to the present. It surveys how Zimbabwean social, economic and political institutions have developed. It builds the learner's capacity to make informed socio-economic and political choices in order to contribute constructively to society. It acquaints students with knowledge of the past which is a vehicle of understanding Zimbabwean experiences today and this knowledge engenders understanding of human agency, empowerment, nation building and nation identity.

BHS 110 Introduction to Zimbabwean Culture and Heritage
The module exposes the learners to the country's cultural property, thus the tangible and intangible attributes of society, inherited from the past, maintained in the present and bestowed for social, economic and political advancement. Learners are introduced to the identification, preservation and safeguarding of Zimbabwean values (ubuntu/hunhu) and heritage in its diverse forms.

HMUS 101 Introduction to Museum Studies
The module exposes students to various museum functions in society. It also provides a behind-the-scenes view of museums from the people who are actively involved in their operation. Students learn about Museums in general, history and objectives of various types of museums (art, natural history, and science, historical, zoological) through panel discussions that involve museum directors, curators, conservators, collection managers, and exhibition designers.

HMUS 103 Records Keeping and Archivism
The module introduces students to the roles and responsibilities of archivists and records managers working in today's business, government and non-profit environments, particularly the theoretical principles, methodologies and practical administration of such programs. The module presents the evolution of the several recordkeeping professions and the development of theories of the identification and management of records and recordkeeping systems. The module should provide an understanding of why societies, cultures, organisations and even individuals create and keep records. Different cornerstones terminology, concepts and practices used in records management and archival administration should be explained.

HARC101 Introduction to Archaeology
Students are exposed to the nature of the archaeological record (from DNA to giant monuments like stone walls of Zimbabwe and pyramids of Egypt and Sudan). Components of archaeological deposition are also examined. The module also examines factors that affect survival and recovery of various objects.

HARC102 Human Origins Studies
This module aims at introducing students to anatomical differences between apes and hominids. It then traces major stages of cultural evolution with emphasis on African archaeological sites. It also focuses on first dispersals across the continent by early Homo, and the behavioural characteristics of Early Stone Age and Middle Stone Age.

HMUS 106 Museum Education
This module explores how to make a plan museum visit for families, schools and youth groups, people with disabilities, and adults. This should include pre visit, onsite visit and post museum visit. Students should be equipped with skills on how to make effective museum visit and this should include study sheets and other materials that enhance museum visit. Through the examination of learning styles, multiple intelligences, and leisure interests, students review theories about the expectations and needs of museum visitors. The module examines the interpretive methods available to museums: hands-on activities, self-teaching materials, technology, outreach, tours, and drama.

BHS 111 Cultural Heritage and Environmental Impact Assessments
The module provides students with a basic understanding of the content of environmental impact assessments and how they relate to cultural heritage laws and policies in different African countries. The module makes use of case studies from selected countries to examine some of the challenges encountered in trying to harmonise heritage laws and impact assessments.

HARC105 Introduction to Archaeological Theory
This module provides students with an understanding of archaeological thought. It traces the development of archaeological thought and explores the diversity of theoretical approaches that comprise the modern field of archaeology (antiquarianism, culture history, processual archaeology, post-processualism, agency theory etc).

HMUS 107 Legal Issues in Museum Management
This module introduces students to the ways in which museums are affected by the law and key legal concepts. Students will be able to identify issues from hypotheticals, identify relevant legal concerns and resources – the module will help students understand legal matters and other ethical issues in museum practice in an applied manner. Legal and policy discussions will include current issues in copyright, freedom of speech and censorship matters, collections issues including cultural heritage developments.

HMUS 105 Introduction to Heritage Management
The module introduces students to the history and development of heritage management as a discipline and how it was subsequently introduced to Africa during the colonial period. It also addresses the relationship between the traditional and formal management systems in the management of cultural heritage sites.

HARC107 Archaeology and Development
The module examines how the archaeological past has and can be used to foster development. It also involves examining ways in which archaeology is included in developmental plans. It also considers ways of reconciling development and archaeology.

HARC108 Archaeological Methods
The module introduces students to the various approaches to the study of archaeology, the process of data acquisition and methods used to date archaeological finds. Issues to be covered include basic archaeological skills such as map reading and making, classification and interpretation of materials.

HMUS 109 Collection Management
This module provides students with a thorough knowledge of the theory and practice of collections management and care, including the acquisition and disposal of collections; museum documentation; stores and collections access; handling and examination of objects; the principles of conservation; and security and disaster and emergency planning.

HMUS 201 Public Relations and Museums
The module gives students essential skills for successful interaction with the media and public. This module focuses on the expanding role of Public Relations within Heritage industry, public and voluntary sectors, with particular emphasis on the way in which media and Public Relations are interlinked as institutions and practices.

HARC202 Archaeological Surveying
The module equips students with both traditional and modern surveying techniques such as use of Plane Table and Total Stations and GPS techniques. The module will also cover how to process data gathered in a topographic survey.

HARC204 Conservation for Archaeologists
The module provides an introduction to archaeological conservation. It includes conservation on excavations as well as in a laboratory, stressing both the ethical care of objects and the contribution that the conservator can make to a fuller understanding of the object and the site.

BHS 203 Legislative Frameworks for the Protection of Cultural Heritage
The module focuses on the development of legislation governing cultural heritage in Africa. It critically evaluates the effectiveness as well as the applicability of legislation inherited from the colonial powers in protecting cultural heritage in Africa.

HARC205 Digital Methods in Archaeology
The module examines ways in which digital methods and global connectivity are changing the practice of archaeology. Students are exposed to data recording systems, databases, creating and manipulating photographs and maps and publishing the information on the web.

BHS 204 Conservation and Management of Museum Collections
The module focuses on principles that enhance appreciation of the value of national collections. Preventive conservation and Remedial conservation will be covered in the course. Emphasis will be on appreciating conservation policy as a tool for conserving objects on museums. The module addresses details as the building, climate control, storage, packaging and padding of materials. It also examines the conservation of materials on exhibitions. Issues of conservation and access will be put in the discussion.

BHS 206 Public Policy and Heritage Management in Zimbabwe
The module introduces students to concepts of public policy in Zimbabwe. It also assesses the impacts of public policy upon the preservation of cultural heritage resources. Students will learn about protective and planning procedures that influence the preservation and conservation of cultural objects. Conflict of interest among the various public policies that protect cultural heritage will be studied.

BHS 211 Ecotourism and Sustainable Development
The module examines the role ecotourism plays in sustainable development of host communities. Students will be exposed to and analyse the world views, concepts, ethics, laws and preservation techniques of various stakeholders as they apply to key natural and cultural resources. The module also draws upon a wide range of case studies to understand how culture and conservation interact in the conceptual and situational contexts of environment and/or heritage.

HMUS 211 Conservation and Preservation of Archives
The module exposes students to the challenges encountered in conservation and preservation planning. It also examines the role and importance of aspects such as storage, disaster planning, reformatting in the preservation of various media of documentary heritage. The module focuses on issues and problem-solving in the preservation and conservation of archival collections, focusing on museums, library and archival materials.

HARC210 Advanced Archaeological Theory
The module is a build up from Introduction to Archaeological Theory and aims to examine the various theories in which current archaeology is based.

HARC211 Geographical Information Systems in Archaeology
The module examines the use of Geographic Information Systems in Archaeology. ARC207 Digital Methods in Archaeology is therefore a prerequisite for taking this module. The module emphasises on manipulation of raster data. Topics to be covered include view shed analysis, cost surface analysis, hydrology as well as predictive modeling.

BHS 210 The Drystone Heritage of Southern Africa
This module examines the dry-stone cultural heritage associated with Iron Age sites in the Sub-Saharan Region. Some of the topics to be covered include the archaeology of dry stone monuments, their authorship as well as structural problems that affect them. Field work will constitute a major component of this module.

BHS 212 Preservation and Development of Ethnic Minority Cultures
There is a diversity of minority ethnic cultural groups in Zimbabwe such as the Shangani, Venda, BaTonga, Lemba etc. One of the fundamental bedrocks of human rights is the principle that all human beings are born free and equal in dignity and rights, hence they have the right to safeguard, preserve, and maintain their unique cultural values and expressions for posterity. The course highlights the position of minority groups in Zimbabwe and further examines how the cultures of minority ethnic groups are either promoted or undermined in a highly multicultural society.

HARC208 Archaeological Laboratory Methods
This module examines the range of laboratory methods used in the analysis of archaeological remains in Archaeology. It examines the processing and cataloguing of archaeological remains after fieldwork. Creation of databases for the archaeological remains is also a topic to be covered in the module. Also examined in the module is how to perform both qualitative and quantitative analysis of the archaeological remains.

HMUS 405 Museums and Community Engagement
This module explores how museums and cultural organizations of all sizes can strengthen their relationships with the communities they serve. As museums begin this journey towards community engagement, they are initiating and facilitating social change and moving towards social entrepreneurship. This module includes the theory and skills of community engagement, drawing on both research and practice for examples.

HARC402 Forensic Archaeology
The module aims to expose students to the main issues in our understanding of the biology of past human populations and to the techniques for the recovery, identification and study of archaeological human remains. The module also covers the management and investigation of crime scenes containing human remains, and how such analysis can contribute to criminal investigations. The module also considers the ethics of working with human remains.

HARC403 Entrepreneurial Skills for the Heritage Industry
The module focuses on entrepreneurial skills needed for the heritage industry in Zimbabwe. Students are provided with business and management skills that are peculiar to the Heritage industry so that the industry through its generation of tourism and leisure contributes to the growth of the economy.

BHS 401 Heritage Management and Sustainable Development
The module looks at the various methods and techniques that can be used to sustainably utilise heritage resources while at the same time benefiting concerned local communities. The module further exposes the challenges and dilemmas involved in attempting to develop heritage sites with and without the participation of communities. Case studies from selected countries in Africa will be used to demonstrate the complexity surrounding heritage management and sustainable development.

HMUS 403 Museum Communication
This is an evidence-based module which combines theory and practice and covers the following subjects: Museums and their audiences; Learning in museums workshop; Theories of learning; Communication theories; Communication consciousness workshop; Museum communication; Evaluation methods; Data analysis and interpretation and use museum learning research

HMUS 404 Tour Guidance
The module explores tour guiding concepts and perceptions generally used in tour guiding field. Background knowledge on the cultural context of tangible and intangible heritage of Zimbabwe in particular and other regions in general will be explored in this course. Changing views in Zimbabwean history will be examined. Conduct with visitors as well as ethical issues forms part of this course.

HARC407 Remote Sensing in Archaeology
This module focuses on non-intrusive methods of exploring archaeological record starting with research designs, aerial archaeology, geophysics, site formation and transformation, digital site data recording, recording systems and post-excavation analysis).

HARC408 Rock Art of Africa
The module examines rock art of Africa. Topics to be covered include; the various traditions and distribution, dating and interpretation. Various theories relating to the purpose and meaning of the rock art is also examined in this module. The module also examines contemporary issues/debates on various aspects of rock art.

HMUS 408 Museum and Site Interpretation
The module establishes a basic understanding of interpretive concepts, processes, applications, technologies, and methodologies used by museums, and to encourage an understanding of exhibitory and publication (both print and electronic) as museum and heritage management communication media, professional sub disciplines, and viable methods for accomplishing the organizational mission. This module will examine issues of "interpretation" at three levels: Metatheoretical, in which we look at interpretations of museums; interpretation by museums themselves; and, visitors' interpretations.

HMUS 410 Documenting Intangible Cultural Heritage
The module covers methods that are used to document intangible cultural heritage in museum and archives as well as ethics when carrying out research in society, protection, restoration and preservation of intangible cultural heritage.

HARC410 Archaeology of Great Zimbabwe
The module covers Great Zimbabwe monument in detail, the ancient city and its material culture. Topics include the chronology of Great Zimbabwe from its early phases up to its '*collapse*', the architecture, interpretation, current and future research.

HARC411 Analytical Skills; Lithics and Ceramics
The modules is mainly practical with students exposed to handling of ancient pottery and discuss what information they can yield about ceramic technology, provenance and date and wider social interpretations such as the organisation of production, exchange and consumption. This module also takes through students to the analysis of stone tools in theory and practice.

BHS 411 Approaches to Heritage Conservation
The module analyses and critiques the theoretical context of modern day conservation which is framed within a western derived construct. The major aim being to enable students to develop cultural heritage conservation approaches which are African informed. The major principles and concepts of conservation as well as their evolution will be expounded.

HMUS 412 Museums and Marketing
This module gives an insight into the challenges facing museums, the way a carefully developed marketing strategy can help to fulfil their aim, the key role of branding and the importance of understanding visitor motivations and exceeding visitor expectations. Museums are operating in a changing and competitive market. They have a key role to play in education, the leisure industry, regional development, community cohesion and attracting visitors to Zimbabwe. However, many have failed to fully develop and implement modern marketing strategies.

HMUS 413 Politics of the Archaeological Past
The module examines the management of material remains of the ancient past and how they are controlled, and the representations of that past. The module also explores how control over the representation and management of the ancient past has intersected with the identity of diverse groups, including archaeologists, indigenous peoples, and national governments.

BACHELOR OF ARTS HONOURS DEGREE IN MUSEUM STUDIES (HMUS)

HMUS 101 Introduction to Museum Studies
The module exposes students to various museum functions in society. It also provides a behind-the-scenes view of museums from the people who are actively involved in their operation. Students learn about Museums in general, history and objectives of various types of museums (art, natural history, and science, historical, zoological) through panel discussions that involve museum directors, curators, conservators, collection managers, and exhibition designers.

HMUS 102 Zimbabwean Museography
The module examines the development of museum practice colonial and post- colonial Zimbabwe as well as the ideologies behind setting up of the museum practice.Types of museums and the future of the practice will be examined in this module. Content and theme of Zimbabwean museums and their effect on communities shall be covered.

HMUS 103 Records Keeping and Archivism
The module introduces students to the roles and responsibilities of archivists and records managers working in today's business, government and non-profit environments, particularly the theoretical principles, methodologies and practical administration of such programs. The module presents the evolution of the several recordkeeping professions and the development of theories of the identification and management of records and recordkeeping systems. The module should provide an understanding of why societies, cultures, organisations and even individuals create and keep records. Different cornerstones terminology, concepts and practices used in records management and archival administration should be explained.

HMUS 104 History, Theory And Management of Heritage
The module covers the development of African museums and the future perspectives. Areas to be covered include how museums are established, institutional frameworks in which African museums are operating, museum structure and the legal context. Emphasis will be on the African museum practice.

HMUS 105 Introduction to Heritage Management
The module introduces students to the history and development of heritage management as a discipline and how it was subsequently introduced to Africa during the colonial period. It also addresses the relationship between the traditional and formal management systems in the management of cultural heritage sites.

HMUS 106 Museum Education
This module explores how to make a plan museum visit for families, schools and youth groups, people with disabilities, and adults. This should include pre visit, onsite visit and post museum visit. Students should be equipped with skills on how to make effective museum visit and this should include study sheets and other materials that enhance museum visit. Through the examination of learning styles, multiple intelligences, and leisure interests, students review theories about the expectations and needs of museum visitors. The module examines the interpretive methods available to museums: hands-on activities, self-teaching materials, technology, outreach, tours, and drama.

HMUS 107 Legal Issues in Museum Management
This module introduces students to the ways in which museums are affected by the law and key legal concepts. Students will be able to identify issues from hypotheticals, identify relevant legal concerns and resources – the module will help students understand legal matters and other ethical issues in museum practice in an applied manner. Legal and policy discussions will include current issues in copyright, freedom of speech and censorship matters, collections issues including cultural heritage developments.

HMUS 108 Archival Administration
The module highlights the administration and management styles employed in both private and public institutions with a diachronic perspective. A module that prepares individuals to identify, manage, preserve,

and make available records with long-term value for documentation, legal, research, and other purposes, including instruction in appraisal and collection development, information and records management, archival preservation, access systems, management of electronic records, archival outreach, and legal and ethical issues.

HMUS 109 Collection Management
This module provides students with a thorough knowledge of the theory and practice of collections management and care, including the acquisition and disposal of collections; museum documentation; stores and collections access; handling and examination of objects; the principles of conservation; and security and disaster and emergency planning.

HMUS 201 Public Relations and Museums
The module gives students essential skills for successful interaction with the media and public. This module focuses on the expanding role of Public Relations within Heritage industry, public and voluntary sectors, with particular emphasis on the way in which media and Public Relations are interlinked as institutions and practices.

HMUS 202 Museums in the Digital Age
The module introduces students to the museum field and explores the impact of media and technology on the museum, including an overview of the historical role of the museum in society and an examination of the current uses and effects of digitization, the Internet, and wireless technologies in these institutions, as well as basic concepts underlying the planning of a technology project for a museum.

HMUS 203 Architecture of Museums
This module examines museum architecture, including the history of museum buildings, as well as current case studies of renovations, expansions, and new facilities. Discussions in the module focuses on relevant topics in creating a physical museum space, such as developing a museum program, planning the visitor experience, developing way finding systems, adopting green museum concepts, and incorporating technology in the initial plan. Museum buildings will be analysed from multiple perspectives, including visitors, staff, and collections.

HMUS 204 Research Methods in Museology
This module will introduce students to evaluation theory, methodologies, and implementation in museums and archival organizations. Students will consider which evaluation strategy best compliment the research question and program type. Students will explore research design, protocol and ethics, measurement techniques, sampling, data analysis and interpretation, and reporting (written and oral).

HMUS 205 Documenting Museum and Heritage Collections
The module covers the processes of recording objects in museums issues to do with object identification filing. Both manual and computerised data bases will be covered in the module and practical session will complement lectures and excursions.

HMUS 206 Exploring Museum Professions
This module examines the core functions of the museum and how the roles and responsibilities of museum professionals assure a museum's daily operation, growth and sustainability. Managing today's museum relies upon the coordinated efforts of a wide range of specially skilled staff. From directors to accountants, curators to educators, exhibit designers to event planners, registrars to conservators, IT to media, marketing to membership, and security to facilities--the professionals behind a museum's walls define the quality of the institution and each visitor's experience

HMUS 207 Entrepreneurship and Museums
The module examines museums need to develop a stronger instinct for partnership, mergers, commercial ventures and new approaches, and the importance of being entrepreneurial. The module will introduce

students to try out new and exciting ways of bringing more people to more of their collections more of the time and to explore what it means for a museum to be entrepreneurial.

HMUS 208 Museum Curatorship
The module examines all curatorial processes, including designing a collections policy, ethics of collecting and the roles of International Council on Museums (ICOM), International Council on Monuments and Sites (ICOMOS) etc in managing collections or heritage. These collections range from artefacts from archaeological field research, crafts and objects of art.

HMUS 209 Museum Objects and Changing Contexts
The module introduces students to issues that are causing change in museums. Museums have shifted in emphasis from 'being about something to being for somebody'. Issues to do with cultural biographies of objects, government policy, social and cultural inclusion, cultural entitlement and campaigning/advocacy will be covered by the course.

HMUS 210 Collection Research
The module covers collections-based research and collection knowledge. National and International researcher's experiences in collection research will be used as well as ongoing research projects ranging from short-term investigations to large-scale, multi-national, multi-institutional collaborations. Collections are essential resources for many areas of research. A variety of collections ranging from ethnographic, archaeological and scientific will be used in during the course.

HMUS 211 Conservation and Preservation of Archives
The module exposes students to the challenges encountered in conservation and preservation planning. It also examines the role and importance of aspects such as storage, disaster planning, reformatting in the preservation of various media of documentary heritage. The module focuses on issues and problem-solving in the preservation and conservation of archival collections, focusing on museums, library and archival materials.

HMUS 212 Museums and Historical Memory
The module cover concepts and methods for understanding the role of museums in shaping knowledge and collective memory of history; institutionally based exhibits and collections, historical markers and public monuments, public holidays and events, media and artistic works that interpret the past; how events, people, and civic ambitions are memorialized and how memories of them are shaped; appearance of museums and related practices in the non-Western world after 1850.

HMUS 401 Museum Visitor Studies
The module examines visitor trends to museums and archival institutions. The concept of user and tourist and their differences will be explored in this module. In this context, students are taught how a museum must know and relate with visitors — their preferences, preconceptions, interests, and needs. The module focuses on the exploration of the history and current status of research and evaluation studies in museums, galleries and archives.

HMUS 402 Issues in Museum and Heritage Studies
The module explores the understanding of various debates about heritage as a production and not inheritance, analyse how sites, museums, exhibitions, memorials, morality and cultural practices and landscapes operate as different heritage genres, develop an analytical understanding of a range of heritage disciplines and their histories; understand how heritage comes to be classified and designated as local, national or world heritage.

HMUS 403 Museum Communication
This is an evidence-based module which combines theory and practice and covers the following subjects: Museums and their audiences; Learning in museums workshop; Theories of learning; Communication theories; Communication consciousness workshop; Museum communication; Evaluation methods; Data

analysis and interpretation and use museum learning research

HMUS 404 Tour Guidance
The module explores tour guiding concepts and perceptions generally used in tour guiding field. Background knowledge on the cultural context of tangible and intangible heritage of Zimbabwe in particular and other regions in general will be explored in this course. Changing views in Zimbabwean history will be examined. Conduct with visitors as well as ethical issues forms part of this course.

HMUS 405Museums and Community Engagement
This module explores how museums and cultural organizations of all sizes can strengthen their relationships with the communities they serve. As museums begin this journey towards community engagement, they are initiating and facilitating social change and moving towards social entrepreneurship. This module includes the theory and skills of community engagement, drawing on both research and practice for examples.

HMUS 406 Museums in a Global Perspective
This module explores, analyses, develops, and discusses a range of policies and procedures that link museums to international communities and trends. Students examine and experience through simulation the significant effects and challenges of a globalizing world on museum mission, preservation of cultural heritage, and exhibition practice.

HMUS 407 Ethnically Specific Museums
This module examines the history, significance, and potential of ethnically specific museums to enliven the debate about who we are as a nation through our shared experiences and heritage including a look at diverse museums including; the Batonga Museum, the Nambya Museum, Rhodes Museum and other in Southern Africa in particular and Africa in general.

HMUS 408 Museum and Site Interpretation
The module establishes a basic understanding of interpretive concepts, processes, applications, technologies, and methodologies used by museums, and to encourage an understanding of exhibitory and publication (both print and electronic) as museum and heritage management communication media, professional sub disciplines, and viable methods for accomplishing the organizational mission. This module will examine issues of "interpretation" at three levels: Metatheoretical, in which we look at interpretations of museums; interpretation by museums themselves; and, visitors' interpretations.

HMUS 409 Historic House Management and Preservation
The module explores historic structures report—the principal tool used to document a site's history, condition, and maintenance—and emerging technologies, such as computer-aided facilities management programs. Management, preservation, interpretation, and basic operations of historic structures and the museums they serve will be covered.

HMUS 410 Documenting Intangible Cultural Heritage
The module covers methods that are used to document intangible cultural heritage in museum and archives as well as ethics when carrying out research in society, protection, restoration and preservation of intangible cultural heritage.

HMUS 411 Museum Security
The module examines basic security approaches in museums, practical approaches to protecting against threats such as theft, vandalism, violent acts, natural disasters, fire and environmental hazards. Topics include selecting security systems, determining security needs and how to build affordable security systems. Screening, hiring, firing, workplace violence, policies and procedures and emergency management planning are covered as well.

HMUS 412 Museums and Marketing

This module gives an insight into the challenges facing museums, the way a carefully developed marketing strategy can help to fulfil their aim, the key role of branding and the importance of understanding visitor motivations and exceeding visitor expectations. Museums are operating in a changing and competitive market. They have a key role to play in education, the leisure industry, regional development, community cohesion and attracting visitors to Zimbabwe. However, many have failed to fully develop and implement modern marketing strategies.

HMUS 413 Politics of the Archaeological Past

The module examines the management of material remains of the ancient past and how they are controlled, and the representations of that past. The module also explores how control over the representation and management of the ancient past has intersected with the identity of diverse groups, including archaeologists, indigenous peoples, and national governments

BACHELOR OF ARTS HONOURS DEGREE IN HERITAGE STUDIES (BHS)

BHS 101 Introduction to Zimbabwean History.
The Module introduces first year students to the study of Zimbabwean history from the pre-colonial era to the present. It surveys how Zimbabwean social, economic and political institutions have developed. It builds the learner's capacity to make informed socio-economic and political choices in order to contribute constructively to society. It acquaints students with knowledge of the past which is a vehicle of understanding Zimbabwean experiences today and this knowledge engenders understanding of human agency, empowerment, nation building and nation identity.

BHS 102 Introduction to Museum Studies
The module exposes students to various museum functions in society. It also provides a behind-the-scenes view of museums from the people who are actively involved in their operation. Students learn about Museums in general, history and objectives of various types of museums (art, natural history, and science, historical, zoological) through panel discussions that involve museum directors, curators, conservators, collection managers, and exhibition designers.

BHS 103 Introduction to Archaeology
Students are exposed to the nature of the archaeological record (from DNA to giant monuments like stone walls of Zimbabwe and pyramids of Egypt and Sudan). Components of archaeological deposition are also examined. The module also examines factors that affect survival and recovery of various objects.

BHS 104 History, Theory and Management of Heritage Institutions
The module covers the development of African heritage institutions and the future perspectives. Areas to be covered include how museums are established, institutional frameworks in which African museums are operating, museum structure and the legal context. Emphasis will be on the African museum practice.

BHS 105 Intangible Heritage
The module examines the role of tangible and intangible cultural heritage in promoting, preserving, tolerating and protecting cultural heritage sites of African societies in their diversity. It further examines the role of local communities in managing tangible and intangible heritage in their respective communities.

BHS 106 Repatriation and Restitution of Cultural Property
The module analyses challenges, debates and controversies surrounding the restitution and repatriation of cultural heritage objects across the globe. Case studies from selected countries will be used largely to expose the inadequacy of legislation in matters relating to the restitution and repatriation of cultural objects.

BHS 107 Legal Issues in Museum Administration
This module introduces students to the ways in which museums are affected by the law and key legal concepts. Students will be able to identify issues from hypotheticals, identify relevant legal concerns and resources – the module will help students understand legal matters and other ethical issues in museum practice in an applied manner. Legal and policy discussions will include current issues in copyright, freedom of speech and censorship matters, collections issues including cultural heritage developments.

BHS 108 Cultural Heritage and Globalisation
The module examines the rise, development and assimilation of Western norms and practices on non-Western societal values. It also looks at the positive and negative effects of globalisation on African cultural values. Factors necessitating and accelerating globalisation will be studied

BHS 109 Cultural Heritage and Environmental Impact Assessments
The module provides students with a basic understanding of the content of environmental impact assessments

and how they relate to cultural heritage laws and policies in different African countries. The module makes use of case studies from selected countries to examine some of the challenges encountered in trying to harmonise heritage laws and impact assessments.

BHS 110 Introduction to Zimbabwean Culture and Heritage
The module exposes the learners to the country's cultural property, thus the tangible and intangible attributes of society, inherited from the past, maintained in the present and bestowed for social, economic and political advancement. Learners are introduced to the identification, preservation and safeguarding of Zimbabwean values (ubuntu/hunhu) and heritage in its diverse forms.

BHS 201 Underwater Cultural Heritage
The module provides students with knowledge and understanding of contemporary theory and practice in aspects of maritime archaeology and underwater cultural heritage and its role in the wider context of cultures. It further provides students with a sound theoretical and methodological grounding in the investigation, interpretation and management of maritime and underwater archaeological resources.

BHS 202 Legislative Frameworks for the Protection of Cultural Property
The module focuses on the development of legislation governing cultural heritage in Africa. It critically evaluates the effectiveness as well as the applicability of legislation inherited from the colonial powers in protecting cultural heritage in Africa.

BHS 203 Conservation and Management of Museum Collections
The module focuses on general museum concepts and procedures as they relate to collections and how they are conserved and managed in museums. It also examines the philosophies, ethics and principles of collection management. The module includes field trips to local museums and collections.
BHS 204 Public Policy and Heritage Management in Zimbabwe
The module introduces students to concepts of public policy in Zimbabwe. It also assesses the impacts of public policy upon the preservation of cultural heritage resources. Students will learn about protective and planning procedures that influence the preservation and conservation of cultural objects. Conflict of interest among the various public policies that protect cultural heritage will be studied.

BHS 205 Anthropology and Ethnographical Collection Studies
The module examines the importance of ethnographic data in archaeology and anthropology. This involves examining different ethnographic methods and how archaeologists can benefit from applying such methods in research projects. The module also examines theory, methods and techniques of collecting and analyzing ethnographic data for example questionnaires, interviews, photographing etc. The module also considers ethical issues when undertaking an ethnographic research.

BHS 207 Museum Curatorship
The module examines all curatorial processes, including designing a collections policy, ethics of collecting and the roles of International Council On Museums (ICOM), International Council On Monuments and Sites (ICOMOS) etc in managing collections or heritage. These collections range from artefacts from archaeological field research, crafts and objects.

BHS 208 The Dry Stone Heritage of Southern Africa
This module examines the dry-stone cultural heritage associated with Iron Age sites in the Sub-Saharan Region. Some of the topics to be covered include the archaeology of dry stone monuments, their authorship as well as structural problems that affect them. Field work will constitute a major component of this module.

BHS 209 Ecotourism and Sustainable Development
The module examines the role ecotourism plays in sustainable development of host communities. Students will be exposed to and analyse the world views, concepts, ethics, laws and preservation techniques of various

stakeholders as they apply to key natural and cultural resources. The module also draws upon a wide range of case studies to understand how culture and conservation interact in the conceptual and situational contexts of environment and/or heritage.

BHS 210 Preservation and Development of Ethnic Minority Cultures

The module highlights the position of minority ethnic cultural groups in Zimbabwe and further examines how the cultures of minority ethnic groups are either promoted or undermined in a highly multicultural society. Efforts supporting the development of ethnic-cultural minorities to express and preserve their cultural distinctiveness will be explored.

BHS 211 Heritage and Landscapes

The module introduces students to concepts of landscapes in relation to cultural heritage and the role of environmental variables in models of culture dynamics. Major topics to be covered include: Archaeological reconstructions, landscape and memory, intangible values of landscapes, heritage landscapes, and landscapes as resources.

BHS 212 Archaeological and Geographical Information Systems

The module introduces the use of Geographic Information Systems to the study of archaeology and cultural heritage management. The main topics to be covered include database creation and management, common software, GIS for analytical purpose and GIS for cultural heritage management.

BHS 301 Academic Supervisor's Assessment

The Academic supervisor's assessment addresses the conduct of the student at the work place. The supervisor focuses on the student's ability to link working and learning, ability to be initiative, creative and ingenious. The assessment also looks at the student's competency on relating and communicating with colleagues at the work place.

BHS 302 Employer's Assessment

The host supervisor's assessment looks at the student's conduct and behaviour, interpersonal skills development, operational competencies and leadership qualities.

BHS 303 Work- Related Learning Report

This a report compiled by the student based on their experiences and activities during the period of Work-Related Learning. The report format is provided by the Department.

BHS 401 Heritage Management and Sustainable Development

The module looks at the various methods and techniques that can be used to sustainably utilise heritage resources while at the same time benefiting concerned local communities. The module further exposes the challenges and dilemmas involved in attempting to develop heritage sites with and without the participation of communities. Case studies from selected countries in Africa will be used to demonstrate the complexity surrounding heritage management and sustainable development.

BHS 402 Issues in Museums and Heritage Studies

The module introduces students to various debates about heritage as a production. It also analyses how heritage sites, museums, exhibitions, memorials, cultural practices and landscapes operate as different heritage genres. The module also enables students to develop an analytical understanding of a range of heritage disciplines and their histories.

BHS 403 Entrepreneurial Skills for the Heritage Industry

The module focuses on entrepreneurial skills needed for the cultural heritage industry in Zimbabwe. Students are provided with business and management skills peculiar to the heritage industry so that the industry contributes to the growth of the nation's economy.

BHS 404 Tour Guidance
The module introduces tour guiding concepts and perceptions. Background knowledge on the cultural context of tangible and intangible heritage of Zimbabwe in particular and other regions in general will be explored in this module. Conduct with visitors at heritage sites such as Great Zimbabwe monument forms part of this module.

BHS 405 Museums and Community Engagement
This module explores how museums and cultural organizations of all sizes can strengthen their relationships with the communities they serve. As museums begin this journey towards community engagement, they are initiating and facilitating social change and moving towards social entrepreneurship. This module includes the theory and skills of community engagement, drawing on both research and practice for examples.

BHS 406 Indigenous Cultures and Heritage Management
The module explores the challenges that are being faced by African Indigenous Cultures in their effort to maintain, preserve as well as presenting their own cultural heritage.

BHS 407 Heritage Informatics
The module introduces concepts, practices, and research associated with heritage work from the perspective of information science. Students will learn how people think about cultural heritage, and in the process, understand the emergence and management of heritage in the contemporary media environment.

BHS 408 Conceptual and Epistemological Perspectives on Heritage
The module focuses upon examining 'heritage' in conceptual, epistemological and intellectual terms. A stress is placed on the interdisciplinary nature of the field and upon the utilisation of diverse theoretical sources and methodological approaches. A central objective is to align with a wider scholarship committed to disrupting the 'Eurocentrism' which continues to dominate cultural heritage theory/ practice.

BHS 409 Conservation of Historic Buildings
The module deals with the conservation and preservation of historic buildings and structures. It also addresses some of the notable challenges facing historic buildings and structures in the contemporary developing world particularly Africa. Organisations supporting the preservation of Historic Buildings will be looked at in detail.

BHS 410 The Rock Art of Africa
The module examines the rock art of Africa. Topics to be covered include; the various traditions and distribution, dating and interpretation. Various theories relating to the purpose and meaning of the rock art is also examined in this module. The module also examines contemporary issues/debates on various aspects of rock art.

BHS 411 Approaches to Heritage Conservation
The module analyses and critiques the theoretical context of modern day conservation which is framed within a western derived construct. The major aim being to enable students to develop cultural heritage conservation approaches which are African informed. The major principles and concepts of conservation as well as their evolution will be expounded.

BHS 412 Museum Security
The module examines basic security approaches in museums, practical approaches to protecting against threats such as theft, vandalism, violent acts, natural disasters, fire and environmental hazards. Topics include selecting security systems, determining security needs and how to build affordable security systems. Screening, hiring, firing, workplace violence, policies and procedures and emergency management planning are covered as well.

BHS 413 Heritage, History and Memory
This module focuses on various thematics of history: national commemorations, competing pasts, invented traditions, the role of nostalgia, and the construction and destruction of cultural heritage in an African context. The role of the government in documenting and protecting the fading national memory in Zimbabwe will be explored.

BHS 414 African Traditional Music
The module enables students to broaden and diversify their knowledge of music as a form of cultural expression in African societies. The module also provides a historical perspective on the nature and types of African music. It will also help students comprehend the role of music in forming and shaping distinct cultural identities.

BHS 415 Museums and Site Interpretation
The module establishes a basic understanding of interpretive and presentation concepts, processes, applications, technologies, and methodologies used by museums, and to encourage an understanding of exhibitory and publication (both print and electronic) as museum and heritage management communication media, professional sub disciplines, and viable methods for accomplishing the organizational mission. This module will examine issues of "interpretation" at three levels: Metatheoretical, in which we look at interpretations of museums; interpretation by museums themselves; and, visitors' interpretations.

BHS 470 Research Project
A candidate is expected to carry an archaeological investigation and write a research project which should be between 7000 and 9000 words.

BA HONOURS IN DEVELOPMENT STUDIES

LEVEL 1 SEMESTER 1

HDVS 101 Perspectives in Development Studies
The module focuses on concepts and issues that arise in development. The different theoretical perspectives to development are examined and assessed for their appropriateness for Zimbabwe and the sub-region. Major topics in this module include theories like the Leninist Theory of Imperialism, World Class System, Dependency Syndrome, Urban Bias etc. Furthermore, issues to do with education, health, politics and ethics shall be dealt with.

HDVS 102 Gender and Development in Africa
The module examines the main debates on gender and development. It also covers a survey of conceptual approaches to gender in development. Furthermore, the module gives an appraisal of prospects for gender awareness planning in Africa.Thus, topics like democratic governance, poverty reduction, crisis prevention, role of men and women in development shall be examined. Bardhan P., (1999), Democracy and Development: A Complex Relationship, University of California.

HDVS 103 African Indigenous Knowledge Systems and Development
The module explores the history of African knowledge systems from pre-colonial times to present. Emphasis shall be on medical issues affecting both human beings and animals. Further exploration shall be on traditional land management systems, disaster management, food security as well as dynamics on the utilisation and conservation of natural resources.

HDVS 104 Water, Sanitation and Development
The module focuses on different forms of water bodies, their importance to both animate and inanimate life in sustainable development. Thus, the content encompasses conflicts over water resources, water-borne diseases, methods and strategies to conserve water for sustainable development shall be explored.

HDVS 105 Poverty and Development
The module analyses theories of poverty and development in Africa and how these can be used for sustainable development. The content includes types of poverty, causes, effects on sustainable development and poverty alleviation strategies right from pre-colonial to post-independence Africa.

LEVEL I SEMESTER 2

HDVS 106 Democracy and Human Rights in Africa
The module examines notions of democracy and human rights as well as debates on democratic dispensation. It further explores issues of governance and the various benchmarks of democracy such as rule of law, transparency, multi-partism as well as free and fair elections which can be used in the promotion of sustainable growth.

HDVS 107 International Development Corporations
The module focuses on the evolution of multi-lateral institutions and development. It also assesses the contribution of the institutions to the world economies. The module deals with topics on the origins, social, economic and political impact of multilateral institutions in the various societies in which they operate. Thus, it concentrates on the colonial to post-independence activities of these institutions in sustainable development.

HDVS 108 War, Migration and Refugees
The module explores the manner in which political instability, economic meltdown and persecutions have led to the subsequent sprouting of diasporic communities. Special attention shall be given to the problems associated with migrations, causes of wars, impact on sustainable development as well as the welfare of both

economic and political refugees in the recipient countries.

HDVS 109 Political Economy of Colonialism
The module examines how the pre-colonial economies were integrated into the world capitalist system. It analyses features of the colonial economies and the subsequent development of new social relations of production.Thus, attention shall be on the types of economies in pre-colonial Africa such as subsistence farming, fishing, hunting, mining and barter trade and how these were affected by the introduction of legitimate trade, new farming methods, trade and crops during the colonial period.

LEVEL II SEMESTER 1

HDVS 201 Entrepreneurship Studies
The module exposes students to skills that enable them to participate in the economy as enlightened independent players. Furthermore, it takes into consideration issues and values related to the concepts of self reliance and fair business practices.The module shall inter alia, examine issues such as entrepreneurial characteristics, responsibility, resource mobilization, customer care and motivation, costing, bookkeeping and marketing of products through small and medium enterprises.

HDVS 202 Local Governance in Zimbabwe
The module examines local governance in rural and urban areas of Zimbabwe. It also explores changes that local governance have gone through since colonial occupation and the subsequent effects of such changes on sustainable development. The content includes the involvement of local governance structures such as the chieftainship institution, Village Development Committees (VIDCOS), Ward Development Committees (WARDCOS), District and Provincial Governance and their activities in harnessing resources for sustainable growth.

HDVS 203 HIV and AIDS and Development
The module exposes students to knowledge and skills on HIV & AIDS dispensation. Special attention shall be on the political social and economic implications of the pandemic in Africa.
Attention shall be on the origins, causes and effects of the pandemic on sustainable development. Latest strategies and methodologies to curb the pandemic shall also be explored for instance, the use of ARV's and multi-sectoral approach.

HDVS 204 Developing Economies
The module examines the performance of economies of countries of the Developing World since colonial rule. It further explores strategies which can be employed to harness resources needed to ensure sustainability in the developing world.Topics to be covered include conceptual framework, rationale behind development, pre-capitalist transformation of the developing economies into the world capitalist system.

HDVS 205 Contemporary Demographic Studies
The module explores issues that affect changes in population patterns, theories and checks on population growth. It further pays attention to demographic transition models, and population pyramids in relation to development.

HDVS 206 Global Environmental Issues
The module focuses on the comprehensive overview of major issues, ideas, institutions, and interests that make up the global politics of the environment. It also analyses the impact of global environmental conventions on the preservation and conservation of the environment in relation to sustainable growth.

HDVS 207 Non-Governmental Organisations in Africa
The module focuses on the role of non-governmental organisations (NGOs) and civil society in African economies. It shall also examine the relationship between African governments and the non-governmental organisations in their quest for sustainable growth.Topics shall include types of NGO's, impact, social and

political challenges in independent Africa.

HDVS 208 Community Rehabilitation

The module deals with various concepts and approaches to community rehabilitation. Furthermore, attention shall be focused on challenges that affect society and how the healing process can be realised.

The content includes empowerment programmes such as fund mobilisation, scouting for talent, imparting technical skills to enhance effective community participation in development.

HDVS 209 Financial Institutions and Development in Zimbabwe

The module discusses the role of financial institutions such as commercial banks, building societies and insurance companies in the development of various sectors of the African economy. It also focuses on the social responsibilities of banks, loan facilities, mortgage to enhance sustainable growth in their respective areas of operation.

LEVEL II SEMESTER II

HDVS 210 Disaster Management

The module focuses on petinent issues in disaster management, forms of disaster and the core relations between disasters and the affected population's vulnerability.

Topics shall cover causes and preventive measures in relation to disasters such as floods, drought, disease-outbreaks and accidents. Furthermore, the module provides mitigatory and adaptive measures for sustainable development.

HDVS 211 Rural Development in Africa

The module analyses issues pertaining to rural development. The module shall help students acquire knowledge and skills on identifying rural communities and their capabilities.

Issues like health, economic, political and social development shall be of great concern. The dimension shall be on how to mobilise the resources and to effectively make the local people get actively involved in the transformation of the rural economies.

HDVS 212 Disability and Development

The module examines issues relating to disability from the colonial to post-independence Africa. It shall examine challenges faced by people with disabilities.

Focus shall be on national and international laws designed to integrate people with disabilities into the mainstream society for sustainable development. Attention shall be on inclusive health, education, employment, politics, economic empowerment etc.

HDVS 213 Research Methods in Development Studies

The module exposes students to research methods and techniques that are integral for a development practitioner. It further exposes students to research techniques and skills required for data collection, processing and analysis.

These techniques include oral interviews, archival and documentary evidence. Issues like objectivity, subjectivity, qualitative and quantitative data analysis shall be explored.

HDVS 214 Waste Management

The module assesses the methods which can be applied in the disposal of industrial affluence in both urban and rural areas, garbage, waste paper and fast-food containers.

It also discusses the recycling processes of waste products for sustainable development. Issues of water and air pollution shall also be discussed.

HDVS 215 Project Planning and Evaluation

The module equips students with requisite skills that are a prerequisite in project planning, monitoring and evaluation. Emphasis shall be on the acquisition of appropriate knowledge that will result in the practical

implementation of the project to enhance project success and effective resource conservation for sustainable development.

The content includes evolution of management, administrative, behavioural and project life cycle managements.

HDVS 216 Basic Financial Management for Development Practitioners
The module examines accounting and financial concepts and surveys, the theoretical and analytical foundations of current policy debates relating to financial sector policy and management in developing countries.

Focus shall be on sources of finance, financial statements, investments, asset utilisation ratio, shares etc.

HDVS 217 Development Policies in Africa
The module analyses the implementation of development policies or lack of it as a major factor in the development prospects of Africa. The module further examines policy making issues, implementation and challenges on the continent and how these affect development.

HDVS 218 Information and Communication Technology in Development
The module exposes students to relevant skills in accessing information through the use of computers in both developed and developing countries for sustainable growth.

Furthermore, it facilitates in harnessing appropriate information on trade links, modern technology, people's culture, telecommunication and transport as fundamentals of sustainable growth.

LEVEL III -WORK-RELATED LEARNING

HDVS 301 Employer's Assessment
The host supervisor's assessment looks at the student's conduct and behaviour, interpersonal skills development, operational competencies and leadership qualities.

HDVS 302 Academic Supervisor's Assessment
The Academic Supervisor's assessment looks at the student's experiences at the workplace. Focus will be on ability to link working and learning, being initiative and creative in addressing problems at workplace as well as relating and communicating with colleagues.

HDVS 303 Work-Related Learning Report
This is a report written by the student based on their activities and experiences during Work Related Learning. The report format is provided by the Department.

LEVEL IV SEMESTER I

HDVS 401 Constitutionalism and Development
The module explores the evolution of constitutions from pre-colonial to post-independence Africa. It also assesses the impact of constitutions in the democratisation process. Thus, issues of peace and security are at the epi-centre for sustainable development.

Attention shall be on types of constitutions, constitution making process, challenges associated with constitution making processes, democratic values and people's rights.

HDVS 402 Children and Development
The module focuses on the relationship between children and development. Emphasis shall be on how to create an enabling environment for child growth and how to make them an integral part of development.

Specific issues shall be on children's rights in areas of education, shelter, food security, dynamics of abuse, health, policy formulation that focus on the promotion of such rights, counseling theories and strategies among others.

HDVS 403 Agriculture and Development

The module discusses the centrality of agriculture in promoting development. Emphasis shall be on agrarian issues right from the pre-colonial to post independence Africa.

It further examines other related agricultural dimensions that are critical in shaping development on the African continent such as traditional methods of farming, soil management, use of wet lands for sustainable food security, agro forestry, modern land policies and governance.

HDVS 404 Famines and Food Security

The module assesses a variety of aspects relating to famines and food insecurity. Attention shall be on how to prevent, relieve and mitigate famines through the study of African traditional methods of food security vis-a-vis modern ways.

The content encompasses causes of famines in Sub-Saharan Africa, impact, possible solutions that can be employed to avert famine in drought prone areas. Thus, the establishment of irrigation schemes, construction of dams and proper land management systems are fundamentals of this module.

HDVS 405 Political Economy of Independent Africa

The module examines the various ways in which the colonial policies have shaped the means of production in African societies. It also focuses on the measures employed by African governments to liberate their economies from the colonial legacies so as to enhance sustainable growth.

Thus, focus shall be on pre-capitalist, colonial and post-colonial economies. Different ideologies in terms of socialism, communism and capitalism shall be considered in relation to their impact on African economies.

HDVS 406 International Relations

The module analysis relations between nations across the globe, in areas of trade and economic co-operation in general, scientific, technical and cultural exchange, diplomatic ties and military alliances.

Emphasis shall be on the North-South relations, the role of the United Nations (UN), African Union (AU) and methods on how countries should peaceably co-exist as a globe.

HDVS 407 African Diaspora Studies

The module exposes undergraduate students to wider social, political and economic issues of the African Diaspora such as Slavery and the Atlantic Slave Trade. The History of the Afro-American and the Caribbean societies shall be major issues of examination.

Thus attention shall be focused on communities from pre-colonial methods of slave capture, types of people captured, experiences during the Middle Passage, life in the new world, process of abolition, civil rights movements and the effects of modern day diaspora in development.

HDVS 408 Environmental Economics

The module examines the effectiveness of the different approaches and strategies that are used by the state and local communities.

It further analyses the mobilization, management and utilisation of resources in order to promote sustainable development.

HDVS 409 Management of Community Based Organisations (CBOs)

The module assesses the nature of Community Based Organisations and the management approaches applicable to them. Their impact on sustainable development shall be examined.

Attention shall also be given to the social, economic and political impact of these organisations in different communities. Furthermore, community participation shall be central in this module.

HDVS 410 Technology and Development

The module exposes students to concepts and issues that arise with the various technologies that can be used from pre-colonial to post-independence Africa.

It further provides various ways   of ensuring the environmental, social, economic and political sustainability of technologies within communities. Focus shall also be on technology used in pre-colonial, colonial and

post-colonial Africa and how these have shaped development in African societies.

LEVEL IV SEMESTER II

HDVS 411 African Environmental Studies
The module explores the physical ecology of Africa, taking Africa as a holistic unit. The module focuses on environmental management issues and their implications on sustainable development. In this case, environment shall be taken to mean issues such as land, wildlife, vegetation and climatic changes.
Topics to be covered include the following hunter gatherer communities and their impact on the environment, pre-colonial African methods of farming and environmental management systems, colonial policies and the environment, post independent Africa and the environment etc.

HDVS 412 African Regional Organisations and Development
The module analysis the role of regional blocks in the development of African economies. Issues to do with economic co-operation and peaceful co-existence are central in this module.
Furthermore, focus shall be on political integration of the region through the Common Market for Eastern and Southern Africa (COMESA), Southern African Development Community (SADC) and the African Union (AU). Emphasis shall be on the removal of trade barriers to enhance sustainable economic growth.

HDVS 413 Climate Change and Development
The module assesses the dynamics of changes in weather patterns and how these have affected development in Africa. It further explores strategies that can be employed to lessen the negative impact of climate change. Special attention shall be on the following such as the traditional methods of forest conservation, western methods introduced to avert global warming, traditional and modern ways of weather focust.

HDVS 414 Strategies of Development
The module discusses the concepts and issues that arise in politics and development. Issues of decentralisation, development aid and globalisation are addressed. Focus shall be on the roles and responsibilities of the state in economic planning, distribution of resources as well as correcting market failures.

HDVS 415 Education and Development
The module focuses on the manner in which education serves as a process of integrating people into the entire system of economic production. It also assesses the transformation of African societies through social mobility as part of sustainable growth.
The content includes the importance of education as a tool for economic empowerment, role of stakeholders in education, career opportunities and education, challenges in education.

HDVS 416 Development Economics
The module exposes students to the main trends that affect economic development and how these trends can be improved.
The module shall inter alia examine the structure and dynamics of production, shifts in the distribution of productive forces, small business policy, entrepreneurship, supply economics, inflation, the Third World Debt and different economic systems and their impact on sustainable development in order to promote peace and sustainable development.

HDVS 417 Statistics for Development
The module discusses essential techniques that are central to development in different areas like census, disease outbreak, distribution of resources and employment opportunities.
Special attention shall be on the analysis of statistical data, methods of soliciting for statistical data, presentation, analysis and evaluation needed to enhance sustainable growth. It further complements Research Methods in Development Studies.

HDVS 418 Conflict Management and Development
The module explores the nature of conflicts in pre-colonial, colonial and post-independent Africa and resolution mechanisms employed. It further applies theoretical ideas on conflicts management from the colonial to the contemporary period. It also sheds light on how   resolutions can be used for sustainable growth of societies.
The following issues shall be considered, origins of conflicts, wars, peace and conflict resolutions like traditional methods, western strategies in conflict management, roles of international and regional organisation in mediation processes, democratic considerations and global political agreements.

HDVS 419 Globalisation in the Contemporary World
The module assesses students' understanding on the concept of globalisation. Special attention shall be given to its form, trends and agents. Furthermore, the module examines its impact on economies, culture and politics of both the developed and developing societies in relation to sustainable growth.

HDVS 470 Dissertation

BA HONOURS DEGREE IN ECONOMIC HISTORY

LEVEL I SEMESTER I

HEH 101   Introduction to the Study of Economic History
The module examines broad themes involving the discipline of economic history. The module will cover the following topics, philosophies and methods in economic history with special emphasis on historical research, development of economic and political institutions, stages of historical development as expounded by Marxists scholars and how they have impacted on productive relations over the different historical epochs and also contributions by selected non- Marxists scholars to the discipline of economic history.

HEH 102   Imperialism and Development
The module evaluates imperialism and its link with development since the last quarter of the 19th century. The module will cover the following topics; the origins of imperialism, the theory and practice, changing forms of imperialism over the different historical eras and how this has impacted on the development of the Third World countries with specific reference to contemporary Africa in particular.

HEH 103   Pre-colonial Economy of Zimbabwe
The module examines the nature of production in pre-colonial Zimbabwe. The module will cover the following topics; various forms of production and activities that included agriculture, mining, manufacturing, urbanisation and trade undertaken by the pre-colonial people, pre-colonial African technological developments and the various strategies the pr-colonial people employed to achieve sustainable development.

HEH 104   African Economic History
The module examines the principal events and problems in African Economic History from the nineteenth century to the present. The module will cover the following topics; agriculture, mining, manufacturing, urbanization, trade and labour It exposes students to issues of development in Africa in the period before and after the imposition of colonial rule. It also seeks to further expose students to the contemporary problems facing Africa.

HEH 105   Indigenisation and Economic Development in Post Independent Africa
The module examines the indigenisation process in post colonial Africa. The module will cover the following topics, initiatives at indigenisation from selected African countries from the different parts of the continent, different forms of the indigenisation process, justification for the indigenisation process and the challenges and prospects for it. Central to the study will be a debate on how the process is being carried forward and its sustainability in the long term.

LEVEL I SEMESTER II

HEH 106   Indigenous Knowledge Systems in African Economies
The module exposes students to how IKS influenced economic activity in Africa since pre-colonial times. The module will cover the following topics; IKS and agriculture, land management systems, weather forecasting, disaster management, conservation of food, health care as well as on the utilization and conservation of natural resources. It also examines the place of IKS in a globalising world

HEH 107   Globalisation and Sustainable Development
The module exposes students to the concept of globalisation. The module will cover the following topics; forms, trends and agents of globalisation, the politics of globalisation, its impact on human rights, international political economy, rising levels of inequality, the environment, the changing role of the nation-states and the nation state system, dominance of international institutions through technological change and on how globalisation can be viewed as a 'new form' of imperialism.

HEH 108   Theories in Economic History
It examines the theories and concepts used in economic history. The module covers the following topics; introduction to the methods used by economic historians to collect evidence and generate inference on relevant historical questions and correlation between economic theory and economic history,

HEH 109   China and Africa in the 21st Century
The module examines the dynamics of Chinese and African relations in the 21st century. The module covers the following topics; growth of Chinese dominance in Africa, nature of the economic relations between China and the host African states, the extent to which Africa benefit from the relationship and the challenges and prospects for African economies.

LEVEL II SEMESTER 1

HEH 201   Conflict, Peace and Development
The module examines how peace and conflict impact on development in post colonial Africa. The module covers the following topics, aspects of peace building, conflict transformation, post war reconstruction, mediation, rehabilitation, reconciliation and healing. It further seeks to expose students to how these processes can be a hindrance or a catalyst to African economic development.

HEH 202   Multilateral Institutions and Development in Africa
The module endeavours to examine the role played by multilateral institutions in promoting development in post colonial Africa. The module covers the following topics; role of the World Bank, International Monetary Fund and Multi-National Corporations in promoting sustainable development in Africa. It further seeks to examine the extent to which multilateral institutions have been used as vehicles to perpetuate dependency on former colonial powers.

HEH 203 History of Labour, State and Capital in Africa
The module focuses on the interaction between labour, state and capital in Africa since pre-colonial times. Focus will be on the organization and means of ownership of mining, agriculture and manufacturing since pre-colonial times. The module also seeks to analyse how the forces of capital and state influence and control labour.

HEH 204   Pre-colonial Economy of West Africa
The module focuses on selected West African economies before colonial rule. The module covers the following topics; the organization of pre-colonial West African economies and their interaction with the outside world, transition from slave trade to legitimate trade. It seeks to examine how contact with the outside world through the introduction of illegitimate and legitimate commerce impacted on these economies.

HEH 205 North Africa and the Middle East Economy Since 1900
The module examines the evolution of the North African and Middle East economies since the oil revolution. The module covers the following topics; discovery of oil in the region, impact among the Arab states and the international community at large. It further explores developments in other sectors of the economy such as agriculture, mining and manufacturing.

HEH 206   Socialist Economies of Eastern Europe since 1917
The module examines the dynamics of Eastern European economies since 1900. The module covers the following topics; foundations of the modernisation of Russia, establishment of its economic hegemony over the subcontinent, the Socialist experiments in the Soviet Union and East Central Europe which helped to shape their economies and the performance of Eastern European economies since 1917.

HEH 207   Demographic History of Africa
The module examines the demographic nature of African communities since pre-colonial times. The module

covers the following topics; factors that influence the demographic changes, nature of the demographic changes and how the changing demographic composition has affected and continues to affect the levels of economic development in different parts of the continent.

HEH 208   Pre-colonial Economy of East Africa
The module examines the economic organisation of selected pre-colonial East African economies and their interaction with the outside world. The module covers the following topics; agriculture, mining, trade, manufacturing, urbanization and impact of slavery and the Slave Trade on the sub continent.

HEH 209   The International Economic System Since 1918
The module endavours to expose students to international relations in areas of trade and economic cooperation in general: scientific and technical exchange and how this has affected the development of the Third World countries. Emphasis will be on the North - South dialogue.

HEH 210   Economic History of North America: Colonial Times to the Cold War
The module examines the structure of the colonial economy of North America. It seeks to explore the factors which led to the rapid expansion of the North American economies prior to the Second World War. It also seeks to analyze how these economies were affected by economic challenges of the inter-war period.

LEVEL II SEMESTER II

HEH 211   New Industrialised Economies of Asia since 1945
The module explores the industrialisation process in selected late developing countries in Asia since 1945. The module covers the following topics; nature of the industrialisation process, the role of the indigenous initiative and international capital in driving the industrialisation process in the different sectors of the economy in countries such as Malaysia, Hong Kong and Singapore and the challenges and prospects experienced in the process.

HEH 212   Southern African Economies since the Mineral Revolution
The module exposes students to economic developments in Southern Africa since the Mineral Revolution. The module covers the following topics; struggles between the Boers and the British for mineral control, the impact of the 'discovery' of minerals on South Africa and the whole region, evolution of the migrant labour system, labour agreements, agriculture, trade, manufacturing and urbanisation.

HEH 213   Slave Trade and the World Economy
The module focuses on Africa's interaction with the capitalist world economy since 1500. It particularly examines the exploitative nature of the slave trade and how it led to the underdevelopment of African economies. It further seeks to explore the extent to which economic considerations were instrumental in the abolition of the Slave Trade.

HEH 214   Research Methods in Economic History
This module outlines the various research methodologies and discusses techniques of project formulation and styles of report-writing in the professional academic discourse. It will expose students to first hand experience of the work of economic historians as they endeavour to identify and frame a valid, intellectually coherent research question.

HEH 215 Economic History of Western Europe, 16th - 19th Centuries
The module examines the economic developments that have taken place in Western Europe since the launch of the agricultural and industrial revolutions. It particularly focuses on mercantile and industrial capitalism, issues of labour, urbanization and the rise of socialism up to the end of the 19th century.

HEH 216   Colonial East African Economy
The module exposes students to the organisation of the colonial East African economies and its socio-

economic impact. It examines British and German administrative policies and how these led to the underdevelopment of the sub continent. Special emphasis will be on colonial education and the exploitation of labour in the productive process.

HEH 217 Economic History of Latin America and the Caribbean to Independence

The module explores the economic organization of the pre-capitalist economies. It will focus on the Inca, Maya and Aztec. It also seeks to expose students to how the dynamics of the colonial economies led to the underdevelopment of Latin America and the Caribbean.

HEH 218   Political Instability and African Development

The module exposes students to how political instability has been an impediment to development in post colonial Africa. It examines how dictatorship, civil wars, coups and contested election results have impacted on the development of the continent. It further seeks to expose students to the extent to which African initiatives can be the best remedies for African challenges.

HEH 219   Economic History of Zimbabwe since 1890

The module examines how the capitalist penetration transformed indigenous productive systems and how the new mode of production impacted on the productive process and relations of production. Post colonial initiatives in addressing colonial imbalances will be carried out by analyzing the challenges, successes and failures of the post colonial initiatives.

HEH 220   Themes in African Environmental History

The module explores the nature of human-environmental interaction in Africa since pre-colonial times. Focus will be on how Indigenous Knowledge Systems contribute to conservation and sustainable development in Africa. It will also examine how colonialism shaped conflict over environmental control and rural ecological change and the legacies of such dynamics in the post-colonial state.

LEVEL III: WORK-RELATED LEARNING

HEH   301 Employer's Assessment
HEH   302 Academic Supervisor's Assessment
HEH   303 Work- Related Learner's Report

LEVEL IV SEMESTER 1

HEH 401   Economic Dynamics of African Borderlands

The module exposes students to the politics of borderlands which are often contested as governments view them as potential sources of revenue and ordinary people seek livelihoods in borderlands in contemporary Africa. It examines how in times of war, conflicts and economic depressions affecting their countries, ordinary people have exploited borders.
The module covers the following topics;

HEH 402   History of Economic Thought

The module explores the progression of economic ideas. Focus will be on economic doctrines relating to mercantilism, the classical school of economic thought and a discussion of Karl Marx and a critique of classical economics and the capitalist system. The modern perspective will consider contributions by Keynes, the Dependency Theory and other contemporary theories.

HEH 403   History of Mining in Zimbabwe since Colonial Times

The module explores the evolution of the mining industry in Zimbabwe since colonial times. It seeks to examine ownership of the industry, position of the mining sector in the economy, impact of colonialism on mining and the colonial productive relations. It concludes by examining developments in the industry in post colonial Zimbabwe.

HEH 404   Post Colonial East African Economies
The module analyses the post colonial evolution of East African economies. It seeks to explore the extent to which the different ideological orientation of East African countries has affected regional development and integration. It further seeks to examine how globalization and other international forces continue to interfere with indigenous initiatives.

HEH 405   Economic History of North America since the Cold War
The module analyses the acceleration and deceleration of North American economies since the Cold War. It examines how the polarization of the world impacted on North American economies. Special emphasis will be on the rise of the USA to prominence as a superpower and how this shaped international economic ties.

HEH 406   African Regional Co-operation and Transformation
The module examines the growth and development of African initiatives at regional co-operation in the form of regional groupings. It examines how the work of these organizations has resulted in the transformation and development of the African economies. It further seeks to examine the challenges faced by these organizations.

HEH 407   Western European Economic Development since 1900
The module explores the economic evolution of Western Europe since 1900. Emphasis will be on the upheavals of the inter-war period inflation, debt crises and the Great Depression. It will also examine the general economic decline of the West European economies since the late 1960s, acceleration and deceleration which have been characteristic of Western European economies thereafter.

HEH 408   Economic History of West Africa since 1800
The module examines colonial economies and administrative systems in West Africa. It also exposes students to the challenges faced by the post colonial leadership in reversing the colonial legacy. Initiatives by post colonial West African leadership to achieve African solutions to African problems will further be explored.

LEVEL IV SEMESTER II

HEH 409   Climate Change and African Economies
The module seeks to expose students to the effects of global warming and climate change on contemporary African economies. It seeks to examine its impact on the African people's livelihoods. Special emphasis will be on the vulnerable groups such as children, women, urban workers and above all, the peasant farmers whose livelihoods entirely depend on farming.

HEH 410   History of Manufacturing in Zimbabwe
The module exposes students to the evolution if the manufacturing industry in Zimbabwe since 1890. Emphasis will be on patterns of ownership, types of manufacturing industries, working conditions, contribution of manufacturing industry to GDP. The module also seeks to explore how the different post colonial initiatives and challenges affected the manufacturing industry.

HEH 411   Emerging Economies of the World
The module exposes students to the changing dynamics of development in the contemporary world. It seeks to establish how countries such as Brazil, South Africa and India have experienced rapid economic development and transformation.

HEH 412   Economic History of Latin America and the Caribbean since Independence
The module focuses on the economic evolution of Latin America and the Caribbean and the various interlocking forces which have influenced development in the post colonial period. It also seeks to examine the challenges and prospects for Latin American and the Caribbean Industrialisation in the post colonial period.

HEH 413   Africa in the 21st Century
The module explores how the dynamics of African politics in the 21st Century influences economic development in the continent. It focuses on development strategies, economic and political crises and proffers possible solutions to the various socio-economic challenges confronting the post-colonial African state

HEH 414 Modern Japanese Economic Development after 1945
It exposes students to the principal themes in Japanese economic development since 1945. Special focus will be on the structures and performance of the domestic economy, the role of the state in guiding Japanese transformation from the manufacturing of military to industrial hardware.

HEH 415   Women in African Economic History
The module explores the experience of African women in the productive process since the pre- colonial period. It introduces students to basic concepts and approaches to gender relations and how this has affected women participation in economic activity. It further explores post colonial African initiatives to improve the social and economic status of women.

HEH 416 Industrialisation and Urbanisation in Africa
The module exposes students to pre-colonial urban development and indigenous industries in selected case studies across the continent. Special emphasis is on initiatives by the colonial state to promote urbanization and industrialization. It focuses on how the process of urbanisation and industralisation has been carried forward in post colonial Africa.

HEH 470   **Dissertation**

BA HONOURS DEGREE IN HISTORY

LEVEL I SEMESTER I

HH 101 Introduction to the Study of History
This module exposes students to the theoretical and practical approaches to the study of History as a subject. It introduces students to the basic methods and techniques of writing History and constitutes the foundation for understanding and comparing different historical writings.

HH 102 Pre-colonial History of Zimbabwe
The module dwells on the internal and external dynamics of pre-colonial polities in Zimbabwe. It explores the nature of socio-economic and political organisation of these states as well as their interaction with global forces.

HH 103 European History, 1400-1789
The module covers Medieval, Renaissance, Reformation and Enlightenment periods and examines the social, political, economic and diplomatic developments in Europe. It also explores the development of modern European nation states, their socio-economic and political aspects, and international relations.
The module covers the following topics: Fifteenth century France and Britain during the 100 years' war, Protestant Reformation of the sixteenth century, civil wars in the British Isles in the seventeenth century and slavery and serfdom in the eighteenth century.

HH 104 Southern Africa before the Mineral Revolution
The module focuses on the peopling of Southern Africa by African and non-African societies and their organisation. It also dwells on various forms of interaction among the societies within the region as well as with the outside world.
The major topics of the module are: The geography of Southern Africa, The early Iron Age people of Southern Africa, Late iron age people of Southern Africa, The Bantu revolution in the region.

HH 105 Selected Themes in Pre- colonial African History
The module traces major developments in African history from the earliest times to the close of the 19th century paying special attention to the diversity of people's political, social and economic systems. Endeavours by African people in various regions to exploit natural resources are also explored. The major topics of the module are: The origins of man, The earliest inhabitants of Southern Africa, Bantu Migration, Mfecane, Origins of states, Trans-Saharan Trade, African Slavery, The Trans -Atlantic Slave.

LEVEL I SEMESTER II

HH 106 Methodology and Techniques in History
The module discusses the various techniques employed in the writing of History with emphasis on the scientific nature of its methodology. It also examines the importance of History and how it interacts with other disciplines.

HH 107 European History, 1789-1918
This module traces the political, social and economic developments in Europe since the close of the 18th century. It dwells considerably on the rise of modern European states and their participation in international politics.
The major areas of the module are: France and Britain during the 100 Years' War, Protestant Reformation of the sixteenth century, Civil Wars in the British Isles in the seventeenth century, slavery and serfdom in

HH 108 Southern Africa since the Mineral Revolution
The module dwells considerably on the impact of the discovery of diamonds and gold in South Africa on the

history of the region. It also examines the political, social and economic developments in the region up to the post-colonial period.

The major topics of the module are: Economic, social, and political impact of the mineral revolution, the colonisation of Zimbabwe, The apartheid system in South Africa, The struggle for independence, Wars of destabilisation, Formation of regional organisation, the birth of multi-party democracy in the region.

HH 109 History of Zimbabwe, 1890-1980

The module explores the political, social and economic features of colonial Zimbabwe paying particular attention to the marginalisation of Africans. The responses of Africans to colonial domination and the subsequent liberation struggle are also examined. The topics that the module covers are: the occupation of Mashonaland and Matabeleland by the white settlers, African resistance to occupation, the establishment of the colonial economy and political systems, rise of African nationalism and the armed struggle for independence.

LEVEL II SEMESTER I

HH 201 Zimbabwe since Independence

The module assesses the efforts of the black majority government to address the socio-economic and political challenges some of which are a legacy of colonialism. It also looks at how Zimbabwe has interacted with the international community.

The module covers areas that include: the fruits of independence in the political and socio-economic spheres, economic challenges and adoption of Economic Structural Adjustment Programme (ESAP) and political developments resulting from economic meltdown.

HH 202 History of Asia before 1800

The module discusses the creation and organisation of Japanese, Chinese, Indian and other Asian societies before their contact with the West. It explores a broad range of social, political and economic interactions among these societies.

The module looks at the following topics: The major historical events, developments, trends – social, political, economic and military before 1800 in such Asian countries like Japan, China, India, Vietnam and Korea.

HH 203 History of Latin America and the Caribbean to Independence

The module discusses the organisation of Latin American and Caribbean societies before European conquest. It also looks at European colonialism in the region, struggles for, and attainment of independence.

The module covers the following topics: The economy, culture and society of the Aztec, Inca and Maya Empires, conquest of Mexico and Peru, colonial economy, Spanish political institutions and the independent trajectory of Spanish and Portuguese Latin America.

HH 204 History of the United States of America, 1865-1945

The module examines the domestic and foreign policies and practices of the United States during the period spanning from the American Civil War to the end of the Second World War. Particular attention is devoted to the rise of the United States as a super power. The module covers the following topics: Reconstruction after the Civil War (1865-1890), Progressivism and Idealism, The First World War, The Age of Prosperity and Depression, the New Deal and the Second World War. The module examines the major events in Europe during the period stretching from the Treaty of Versailles to the end of the Cold War. It pays particular attention to various ways in which European states interacted with each other. The following topics are covered in this module: The Versailles Treaty, Weimar Republic and Nazism in Germany, Fascism in Italy, The Second World War, Cold War in Europe, economic and political groupings in Europe.

HH 206 Pre-colonial History of West Africa

The module discusses the social, political and economic organization of pre-colonial West African states. The

interaction of people within and among these states, and with international dynamics also receives considerable attention. The key areas are: History of West African kingdoms, Rise and fall of Ghana, Mali, Shanghai, the Hausa and Fulani Jihad states of the of the Volta Basin, Alan and Early Coastal States, the rise and fall of Asante, Dahomey and Oyo, the Atlantic Slave trade.

HH 207 World Revolutions since 1900
The module examines social and political revolutions across the globe since the beginning of the 20th century in terms of their origins, nature and impact. It also assesses the relevance of their ideologies to the contemporary dispensation. The module covers the following topics: The 1917 Bolshevik Revolution, The Chinese Revolution, Cuban Revolution, and revolutions that led to decolonisation in Africa and Asia.

HH 208 History of Russia before 1855
The module explores the developments that led to the dominancy of Muscovy principality over European Russia and the subsequent establishment of the Romanov dynasty. It further discusses among other reigns, the transformational reigns of Peter the Great and Catherine the Great during the period from 1689 to 1796. The module covers the following topics: The ascendancy of the principality of Muscovy, the establishment of the Romanov dynasty, the reigns of different Czars before 1855 who include Catherine the Great, Peter the Great and Alexander I and Nicholas I.

LEVEL II SEMESTER II

HH 209 Pre-colonial History of East Africa   The module examines the social, political and economic features of pre-colonial East African polities. It also discusses the nature of interactions of people within and among these states, and with international forces.
The major topics covered in this module are: Formation as well as socio-economic and political structures of East African states which include the western and eastern groups of states and Arab impact on East Africa.

HH 210 History of Asia, 1800-1949
The module covers major social, political and economic developments in India, China and Japan. Particular attention will be devoted to liberation movements, ideological contestations, industrial and military developments.
The key topics that are covered are: Japanese society before the Meiji Reforms, the Meiji Reforms and modernisation of Japan, Japanese military adventures from 1890s to the Second World War, China in the nineteenth century, the end of the Manchu dynasty, The rise and fall of the Nationalist Party, the emergence of communism, the triumph of communism, Indian nationalism during British colonial rule, the road to Indian independence.

HH 211 Zimbabwean Historiography since the Colonial Period
The module explores scholarly historical writings on Zimbabwean history with particular focus on their orientation, influences and impact. The major historiographical categories which are examined include Colonialist, Nationalist, Africanist and Revisionist.
The module covers the following topics: Various historical inclinations, colonial and white mythology, nationalist and resistance historiography, African and anti-African histories.

HH 212 Colonial History of West Africa
The module is basically an overview of the dynamics and impact of British and French colonialism in West Africa. It also looks at the social, political and economic effects of colonial rule on the region, African nationalism and the attainment of independence.
The module focuses on the following topics: African resistance to colonial occupation, British and French colonial rule, colonial economic system and rise of nationalism and resistance politics.

HH 213 History of Political Thought in Eastern and Western Europe

The module traces the origins and development of political philosophies in Eastern and Western Europe since the Greco-Roman period. It also examines how these ideas interacted with historical events and assesses their relevance to the contemporary political discourse.

The key topics of this module are: Western classical political thought, Medieval political philosophy, Renaissance political thought, Seventeenth century Absolutism and Enlightenment, Fascism and Nazism, and Major trends in twenty-first century political thought.

HH 214 Women in African History

The module explores the social, economic and political experiences of African women from pre-colonial times to the present. The study of women in African History is informed by feminist theories.

HH 215 International Relations, 1918-1945

The module explores the dynamics of international power politics in the aftermath of the First World War. It also discusses the emergence of the United States and the Union of Soviet Socialist Republics as the dominant rival powers in international politics and examines the involvement of Third World Countries.

The major areas that the module covers are: The peace treaties that resolved differences between countries, impact of Fascism and Nazism on relations among great powers, relations among great powers and conflict prior to the Second World War.

HH 216 History of Russia since 1855

The module looks at the momentous transformation of the Russian state from a feudal to a capitalist mode of production. It also examines the revolutionary and post-revolutionary periods in the history of Russia.

The major topics of the module are: Alexander's the Second administration of Russia, the 1905 revolution, the Provisional Government, the 1917 revolution, Civil war, Lenin's economic policy, the struggle for power between Lenin and Trotsky, the transformation of Russia under Stalin, Russia's foreign policy (1917-1991).

LEVEL III- WORK-RELATED LEARNING

HH 301 Employer's Assessment

The host supervisor's assessment looks at the student's conduct and behaviour, interpersonal skills development, operational competencies and leadership qualities.

HH 302 Academic Supervisor's Assessment

The Academic supervisor's assessment addresses the conduct of the student at the work place. The supervisor focuses on the student's ability to link working and learning, ability to be initiative, creative and ingenious. The assessment also looks at the student's competency on relating and communicating with colleagues at the work place.

HH 303 Work-Related Learning Report

This a report compiled by the student based on their experiences and activities during the period of Work-Related Learning. The report format is provided by the Department.

LEVEL IV SEMESTER I

HH 401 History of African Political Thought

The module examines the origins and development of political theories in Africa. It also considers the extent to which they influence, and are influenced by historical events and assesses their relevance to the contemporary political dispensation.

The key topics of this module are: Pre-colonial African political thought, Theories of African liberation struggles, the Cold War and political orientation in post-colonial Africa, and Globalisation and governance in post-Cold War Africa.

HH 402 History of Latin America and the Caribbean since Independence
The module dwells on the socio-economic and political challenges faced by Latin American and Caribbean countries since independence. It also examines the nature of political turmoil in the region during the 20th and 21st centuries.
The module focuses on the following topics: dictators and revolutions in Latin America in the nineteenth century, new colonialism and the fruits of independence for such Latin American and Caribbean countries as Mexico, Chile, Brazil, Argentina and Peru, Mexican Revolution, the failure of democracy in Argentina, Revolutions in Peru, Cuba, Guatemala, Nicaragua and El Salvador.

HH 403 History of Ethnicity in Africa
The module investigates the development of ethnicity in Africa since the pre-colonial period. It considers debates on whether ethnicity is primordial, invented and/ or reinforced by colonial, nationalist and post-independence projects. It also examines ethnic conflicts and ethnic resolutions since pre-colonial times.
The module covers the following topics: Ethnic conflicts during pre-colonial times, the extent to which colonialism caused or magnified ethnic clashes, post-colonial ethnic conflict in various parts of Africa and theories of ethnicity.

HH 404 History of African Borderlands before Independence
The module covers the history of pre-colonial and colonial African borders. It considers the paradoxical nature of borders as both restrictive structures, and as avenues of opportunity. Considerable attention is devoted to ways in which Africans sought livelihoods across borders.
The key topics of this module are: Debates on the existence of borders in pre-colonial Africa, Wars and contestations over borders in pre-colonial Africa, Livelihoods across pre-colonial African borders, Partition of Africa and the impact of colonial borders on African ways of life, and Cross-border mobility during anti-colonial struggles.

HH 405 Colonial East Africa
The module discusses the political, social and economic developments in East Africa during the colonial period. It devotes considerable attention to the impact of colonial rule on the region, liberation movements and the attainment of independence.
The key areas of the module are: Kenya under British rule, Tanzania under Germany and British rule, Uganda under the British, economic and social development before independence.

HH 406 Medical History of Africa
The module deals with the practice of traditional medicine in Africa since the pre-colonial period. It also explores the historical and philosophical background to the practice of African traditional medicine, its demonisation during the colonial period and its revival after independence.

HH 407 Zimbabwe and the International Community since 1980
The module explores Zimbabwe's foreign relations since independence. It devotes considerable attention to the shifts and contradictions in Zimbabwe's foreign policy. It also determines the extent to which Zimbabwe's domestic policies affected its relations with the international community.
The module covers the following areas: Zimbabwe's international relations since 1980, her membership and role in regional and international organisations and the dynamics between Zimbabwe's international posture and the economic and political dispensation obtaining in the country.

HH 408 East Africa since Independence
The module provides for the study of the socio-economic and political development of the East African countries since independence. It also explores the interaction of the east African countries with the international community.
The major topics covered in this module are: The colonial heritage in East African countries, growth of economies and policies of the independent states of Uganda, Kenya and Tanzania.

LEVEL IV SEMESTER II

HH 409 African Border Studies since Independence
The module examines the porosity of African borders as ordinary people seek opportunities, sometimes informally. It also explores how ordinary people have exploited borders in times of crises such as wars. It also discusses various forms of cross-border interaction by the ordinary people. The key topics of this module are: National boundaries and Pan-Africanism, Border disputes in independent Africa, Informal negotiation of borders for survival in times of crises, and Wars and cross-border refugees.

HH 410 History of African Liberation Movements
The module focuses on African struggles against colonialism. It explores the strategies employed by Africans in the decolonisation process such as constitutional settlements and liberation wars paying particular attention to their strengths and weaknesses.
The module covers topics on decolonisation movements in different African countries, armed struggles for independence in various countries on the continent, ideological inclinations of the liberation movements, their transnational links and legacies of African liberation movements.

411 West Africa since Independence
The module analyses the challenges faced by independent African states and the efforts taken by the governments of the sovereign states to resolve the challenges. It further examines West African states in a global perspective.
The module covers the following topics: Challenges that bedeviled West African countries after independence, underdevelopment and concomitant problems such as dictatorships, military coups and corruption.

HH 412 History of Conflict in the Middle East since 1945
The module discusses the origins, development and impact of conflict in the Middle East since the end of the Second World War. It further discusses the involvement of regional and international actors in the conflict. The major topics of the module are: The partition of Palestine in1947, Arab -Israel War, The Arab Refugee Problem, The six Day, The Suez Canal Crisis, The Camp David Agreement, American foreign policy in the Middle East, The Palestinian Liberation Organisation, The Arab Spring and its aftermaths.

HH 413 Africa's Regional Organisations
The module examines the various regional bodies that were formed in Africa since independence. It discusses their role in resolving the challenges faced by African countries paying particular attention to their successes and failures.
The key topics of the module are: Formation of various regional organisations in Africa, how these organisations have resolved challenges that confront Africa, their role in Africa's hotspots and their role in global issues.

HH 414 International Relations since 1945
 The module provides a study of how Cold War rivalry was played out in different hotspots of the world after 1945. It also examines and notes the impact of the new complexion of international relations after 1991.
The module covers the following topics: Nationalism and decolonisation in Africa and Asia and international relations, the rise of China and its implication on international relations, the role of international and regional organisations in resolving world problems.

HH 415 Constitutionalism in Africa
The module examines the theories and practices of constitutionalism in Africa since the pre-colonial period. It makes conceptual and normative inquiry into linkages between constitutionalism, the rule of law and democracy.

The major topics in this module are: Theories of constitutionalism, Constitutionalism and governance in pre-colonial Africa, African nationalist perspectives versus colonial constitutionalism, Constitutional contradictions in newly-independent Africa, and the Theory and practice of constitutionalism in independent Africa.

HH 470 Dissertation

DEPARTMENT OF PERFORMING AND VISUAL ARTS

BACHELOR OF ARTS HONOURS DEGREE [MUSICOLOGY AND ETHNOCHOREOLOGY]

HMUE 101: Natures and Characteristics of Music

This module explores various definitions of music offered by different scholars in order for students to think through the complexity of the term so as to be able to propose their own explanations of the discipline. The discussion of musical characteristics shall be approached from the musicological perspective and extended to the ethnomusicological perception incorporating indigenous musical traditions in which the word music is assigned different meanings. The module content comprises the natures and characters of African, Oriental and Western Music.

HMUE 102: Physics of Music

The module exposes students to the mechanics of musical sound, and systematic interpretation of the phenomena from a musical perspective.
This module is a study of fundamentals of sound embracing vibrations, frequency, amplitude sound wave, refraction, intensity, reverberation, and sound reception.

HMUE 103: Western Classical or Art Music

This module focuses on what in the West is conceived as classical simplicity which constitutes formally and artistically sophisticated music genres that stood the taste of time in the first three periods of Western music history.
The module presents an overview of the genres and style characteristics of the three periods: Medieval, Renaissance, and Baroque.

HMUE 104: Theory of Western Music

This module is a scientific study of the rudiments of music sound which elicits basic durational, melodic, and harmonic elements. The module content includes rhythm and metre, fixed and relative pitch, scales, intervals, triads, and chords.

HMUE 105: Performance Practice: Aerophones, Voice and Other Instruments

This module examines the human voice, and aerophones as musical instruments that employ sound producing devices, tones, ranges of tones, sonorities, sound producing techniques as well as solo and/or ensemble recital performances of composed/rearranged/selected repertoires.
This is a practical module from which students demonstrate the knowledge acquired on aerophonic instruments through the manipulation of the voice and other instruments on offer in accordance to given performance practices.

HMUE 106: Musicology

The module exposes students to various definitions of musicology offered by different scholars. It further examines the criticism the discipline has and continues to be subjected to as a basis for generating ideas on and justifying its role and determining its future.
This module engages students in dialoguing the nature of musicology as a discipline; its origins, history, scope, founding scholars and their academic orientations.

HMUE 107: Definitions and Scope of Ethnomusicology

The module studies the origins and definitions of ethnomusicology. This module focuses on definitions and its dual nature as a method and a field of study. It further offers them room to critically discuss each proposed definition. Here students are also expected to discuss what ethnomusicology encompasses as field of study. It deepens their knowledge on prominent ethnomusicologists and their contributions to discipline.

HMUE108: Theories for Ethnomusicology

The module explores different approaches to the study of the discipline that have been grounded in theories

drawn from various disciplines including anthropology, psychology, sociology, philosophy and biology as propounded by different scholars. It also exposes students to discussions that focus on the application of selected theories to the study of particular music genres in order for them to understand what theoretical framework entails.

HMUE 109: Performance Practice: Idiophones and Membranophones
This is a practical module in which students engage in performance on selected idiophonic and membranophonic instruments of a wide repertoire of own creation and choice pieces.
The module comprises the study of origins, types, parts, material resources and tunings of self-sounding instruments with particular reference to Zimbabwe.

HMUE 201: Indigenous Music in Zimbabwe
The module lays the foundation for the students' academic study of Zimbabwe indigenous music and dance genres that exist in oral tradition. The thrust of this module is to develop students' skills in presenting Zimbabwean dances by following their specific dance patterns and structure.

Its content challenges students to identify and select specific dance styles and genres of the Shona and Ndebele in order to perform. The module is finally assessed on the practical performance in which each student will lead a performance.

HMUE 202: Indigenous African Musical Arts
The module examines the philosophical underpinnings of African musicology through the discussion of African heritage embedded in indigenous music of various cultures in selected countries such as South Africa, Malawi, Zambia, and Democratic Republic of Congo.
The module content comprises the nature, character, role and meaning of indigenous musical arts as gleaned from selected genres and styles of different ethnic groups of people in these countries.

HMUE 203: Organology
The module challenges students to discuss the classification systems of musical instruments from the 19 [th] century to the present date.
This module focuses on classification of musical instruments according to Sachs- Hornbostel System. It further challenges students to rethink this classification in relation to the current computer and technological age. The module again exposes students to rethink of the classification systems of indigenous musical instruments in Africa South of the Sahara.

HMUE 204: Performance Practice: Chordophones and Keyboards
This is a practical module in which the students are assisted to competently strum and/or pluck major and minor chords in accompaniment to at least 5 taught pieces and an own composed song. The module focuses on the origin, development and identification of the parts of string instruments and keyboards.

HMUE 205: Indigenous Musical Instruments
The module urges students to compile information on selected indigenous musical instruments and their background information and this will be weighted as 40% of the module.
It also exposes students to indigenous technologies that are used in manufacturing of specific instruments. The same module requires each student to construct own instrument that will finally be presented as an assignment and this will be weighted as 60% of the module.

HMUE 207: Dance Choreography
The module exposes students to definitions of dance as an art, mode of communication, and culture. It also outlines dance genres and styles. The module covers functional virtuoso, and interpretive movements which have been conceived as dance styles by different social actors.

This module exposes students to the theory and practice of various Zimbabwean indigenous dance styles. The

theory and practical components constitute 40% and 60% of the module weighting respectively. Therefore, each student is required to lead the performance of a selected dance module.

HMUE 208: Music Technology
The module lays the students' foundation on basic principles on the use of current music technologies which comprise music hardwares and softwares for teaching, learning, composing, recording, mixing, and mastering.

HMUE 209: Music Business
The module lays the foundation on basic principles in marketing and management strategies as applicable to the music industry with particular reference to Zimbabwe.
This module promotes students' organisational and administrative knowledge about and skills in public performance and managing the artist, music as a commodity and music events.

HMUE 210: Music Social Research Methods
The module pays particular attention to the conceptual framework of social research and its goals and purposes. Furthermore, it examines social research paradigms, designs, methods and techniques of data collection and analysis.
The content of this module includes writing social research designs, and discussing methods and techniques used for collecting and analysing qualitative and quantitative data. Research report writing will receive special attention.

HMUE 211: Performance Practice: Electric Band
This is a practical module in which students will have hands on experiences in performing music as bands in accordance with different musical conventions as well as creatively.
The module provides students with knowledge about and technical skills in playing a variety of electronic musical instruments as an ensemble.

HMUE 212: Ensemble Recital
This is a practical module in which each student selects colleagues who are familiar with and willing to perform contemporary music and dance styles of own choice. Thus, such a student will train his or her ensemble.
Each student is expected to precisely produce a recital outlying the stages of the performance. The final performance presentation will be examined for an hour. The module is an optional independent study of dance creativity that focuses on specifications of motion and form of designed sequences of movement incorporating artistic and cultural dance styles.

HMUE 213: Music Production
The module furnishes students with knowledge and skills relevant for the manipulation of recording equipment, sound recording, and mastering. Each student is expected to carry out a recording project resulting in a CD production which will constitute one the major coursework assignments.
The module content includes analog and digital recording, mounting and operating equipment, sound capturing, mastering and CD burning.

HMUE 301: Employer's Assessment
The host supervisor's assessment looks at the student's conduct and behaviour, interpersonal skills development, operational competencies and leadership qualities.
The content covers the student's conduct, leadership and communication skills, and aspects requiring attention and improvement.

HMUE 302: Academic Supervisor's Assessment
The Academic Supervisor's assessment looks at the student's experiences at the workplace. Focus will be on ability to link working and learning, being initiative and creative in addressing problems at workplace as well as relating and communicating with colleagues.

The content covers the application of acquired knowledge, problem solving, and relating with work mates

HMUE 303: Work-Related Learning Report
This is a report written by the student based on their activities and experiences during Work Related Learning. The report format is provided by the Department.
Each student writes a report concerning his or her activities and experiences during the attachment period.

HMUE 401: Music Hybridity
The module takes a global approach to discussing factors that contribute to change and continuity as portrayed by selected world music hybrids.
It allows students to play and listen to music collections in order to identify and analyse musical elements that were drawn and fused to form world music hybrid genres.

HMUE 402: Popular Music
This module provides an overview of popular music comprising: its definition; origin; factors and institutions enabling its development; genres developed by era; style characteristics; prominent artists and the role and future of popular music in Zimbabwe. This module focuses on the effects of colonisation on music of Africa in general and Zimbabwean indigenous music in particular by highlighting musical aspects that were drawn from different cultures and fused to form local popular music styles and/or genres.

HMUE 403: World Music Cultures
The module engages students in discussing major socio, economic, and political issues that have contributed to intercultural and multicultural study of music by delineating selected musical traditions and practices of various cultures worldwide.
This module studies selected African, Oriental and Western musical arts embracing drum ensembles, gamelan music and orchestral music, respectively in order that the students gain exposure to and knowledge about what the different cultural groups of people across the world bring to the global village in regard to music.

HMUE 404: Musical Appreciation
This module exposes students to listening to various music recordings from different world music cultures so that they develop a deep understanding of varying musical characteristics.
The module focuses on thoughtful and rational explanations of the nature and character of musical works and events in various music traditions worldwide.

HMUE 405: Performance Practice: Minor Specialisation
This practical module urges students to reproduce or create musical works as a solo or ensemble.

The module develops students' abilities to accurately reproduce works or creations of other musicians'/artists' solo and/or ensemble performances either from among those they will have learnt in levels I and II or any other preferred ones.

HMUE 406: Dance Ethnography
The module guides students in unpacking musical texts from musicological and ethnomusicological perspectives.
This module deals with the structural and emic analysis of dance embracing symbolism, efficacy and meaning with specific reference to Zimbabwean indigenous dances.

HMUE 407: Audio Recording and Mastering
The module is a student project on recording and mastering music for marketing.
This is an optional and independent practical module in a live performance studio recording in which each student designs, implements, and produces, with minimum assistance from the module facilitator, an edited and ready CD or DVD for marketing.

HMUE 408: Representing Of Musical Text
The module exposes students to ethnographic study of indigenous musical arts.

This module challenges students to identify, and develop systems of notating, representation, and analysing specific indigenous music genres. It offers them with an opportunity to discuss the shortcomings of staff and tonic solfa in representing indigenous music. The module also allows students to debate issues of representing performance and musical symbolisms.

HMUE 409: Copyrights and Ethics
The module engages students in discussing ethical issues pertaining to intellectual property rights with regards to musical works.
This module explores ethical issues embracing musical values ranging from the imagined as enshrined in intellectual property rights which relegate indigenous music to public domain and the music that is communally composed and performed as articulated in indigenous musical practices.

HMUE 410: Performance Practice: Major Specialisation
A student presents performance for twenty minutes on a major specialisation be it by solo or an ensemble for a taught/learnt instrument.
This module further develops students' master musicianship to be demonstrated through competent articulation of own created solo/ensemble performances of their first choices. The performances may include their minor specialisation or any other self-taught/learnt performances.

HMUE 411: Music Education
The module engages students in the discussion of how musical knowledge can be imparted to learners in a way that results in clear understanding of concepts and competent manipulative skills.
This optional module equips students with pedagogical skills in imparting musical knowledge and developing learners' performative skills.

HMUE 412: Musical Biography
This is an optional independent study in which a student is expected to produce a write-up on the study of a well-accomplished musician/artist of own choice. This should not be more than six typed pages.
Through this research like piece of work, students are expected to precisely document the biography of a selected popular music artist focusing on demographic information, musical life, and works of art, experiences, and aspirations in the music industry. Here students are also expected to develop skills in asking and recording questions.

HMUE 470: Research Project
Research project guides students through the process of writing following the guidelines/practices of Honours in Music. Individualised attention is an integral part of the module.

BACHELOR OF ARTS HONOURS DEGREE IN THEATRE ARTS AND PERFORMANCE STUDIES (HTPS)

LEVEL I
SEMESTER I
HTPS 101: Introduction to Theatre Studies
This module introduces students to key theatre studies methodologies, including cultural analysis, close reading of dramatic texts, and production analysis, preparing them for the demands and delights of the range of materials covered by the degree programme. The module also introduces students to a range of basic skills to theatre and drama practice. It allows students to explore different genres and forms of theatre as well as issues that have shaped contemporary theatre practices over time. Students will take time in analysing performance texts, performance techniques, spaces and audiences, while developing an awareness of the wide range of topics and approaches that constitute the discipline.

HTPS 102: History of Theatre I
This module enables students to engage in a historical study of the origins and development of world theatre by means of historiographical and dramaturgical examination of the dramas, their forms and development and their original and subsequent contexts of production and reception. A consideration of the contribution of significant theorists and practitioners to the development of theatre will be examined. Attention will also be paid to the scenic and technical innovations that characterise this period as well as the neo-classical revival of the theory of the ancients. Its scope consists in beginning with the origins of theatre and performance among human beings and the development of forms such as ritual, sympathetic magic, play, narrative and labour chants in early societies all over the world and covering developments up to and including Elizabethan and Jacobean Theatre in England.

HTPS 103: Playmaking and Performance 1
This is the foundation module in Performance is a two-year continuum of integrated practical performance training and exploration. This module is an introduction to the elements of acting, movement, mime, voice and improvisation as well as traditional and contemporary dance. Students examine and explore the purpose and function of different forms of traditional, classical and native dances performed in Zimbabwe and which reflect its national heritage. The module is designed to engage students to a holistic approach to performance, integrating acting, movement, voice and dance. Through the exploration of play, imagination and story, the self as a performer is developed. The module introduces the performer to the terminology of theatre ensemble, symbolic and spontaneous play and improvisation, dramatic narrative, space, tension, focus, rhythm, time, mood, language and symbols. It explores African narrative styles of acting along with those of Stanislavsky, Brecht and Grotowski. The module also allows students to explore the elements of indigenous dance styles and different types of dances paying more attention to their history, origins and meaning. Students will critically analyse dances such as Mbira, Mhande, Muchongoyo, Amabhiza and Mbakumba among others. This is also an introduction to the processes of producing a performance script. In this module the emphasis is on making a play together – through discussion, improvisation and writing. The outcome is a polished and actable theatre script. In the process the students collectively and practically encounter and try and solve for themselves most of the basic problems faced by those who make plays, including writers.

HTPS 104: Stagecraft I
This module introduces students to theatre architecture and spaces, the stage and its equipment, the scenic workshop, tools and materials as well as the fundamentals of set design, lighting and sound. It incorporates opportunities to develop both academic and practical skills which prepare the student for the diversity of the present day technical theatre profession. The module supports a wide variety of performance styles. This enables students to gain experience in different theatre areas. Students are required to keep design log books in which they design different types of lighting, set and theatres and critically reflect on the sacredness of the space and its belongings.

HTPS 105: Performance Theory
This module is designed to familiarize students with performance theory, key theorists and the development of knowledge and skills necessary to critically examine and evaluate scholarship within the broader field of performance studies. The module engages performance as an object of study, a method of research, and a theoretical paradigm in a range of interdisciplinary contexts with a focus that returns to theatre studies. On successful completion of this module, students should be able to identify some of the most significant 20th century theorists, they should also be able to integrate and combine new knowledge with existing knowledge and analyse various points of intersection and connection between the key theories and performance practitioners.

LEVEL I

SEMESTER II

HTPS 106: History of Theatre II
As with Theatre I, this module enables students to engage in an in-depth historical study of the origins of theatre by means of historiographical and dramaturgical examination of the dramas, their original and subsequent contexts of production and reception. A consideration of the contribution of significant theorists and practitioners to the development of theatre will be examined. The module takes off where History of Theatre I left off, namely the Elizabethans and Jacobeans, and moves on to the Restoration in England and 19th Century French theatre, bringing the study right up to date with world theatre as it is today

HTPS 107: Theatre in Africa
Playwrights and performers across Africa have responded very differently to the various social changes brought by colonialism and its aftermath. Some have used European languages to engage Western ideologies and literary conventions in a dialogue with African knowledge systems and oral traditions. Other artists perform exclusively in African languages while freely appropriating Western theatre conventions such as proscenium staging. Using source materials that are neither "traditional" nor "modern," "African" nor "European," but a complex amalgamation of influences, African performances defy these limited but nevertheless tenacious dichotomies. Thus this module allows students to study a range of African performance forms, including theatre, dance, music, oral traditions, storytelling, masquerading and ritual. Students examine the richness and diversity of traditional and contemporary theatre and drama in Africa.

HTPS 108: Playmaking and Performance 11
This module is a practical course which continues from Performance I. This foundation module in Performance is a two-year continuum of integrated practical performance training and exploration. This module is an introduction to the elements of acting, movement, mime, voice and improvisation as well as those of traditional and contemporary dance. Students examine and explore the purpose and function of different forms of traditional, classical and native dances performed in Zimbabwe and which reflect our national heritage. The module is designed to engage students to a holistic approach to performance integrating acting, movement and voice. This foundational module challenges students' imagination, instinct and purpose onstage through improvisation and detailed scenework. Through the exploration of play, imagination and story, the self as a performer is developed. The module introduces the performer to the terminology of theatre ensemble, symbolic and spontaneous play and improvisation, dramatic narrative, space, tension, focus, rhythm, time, mood, language and symbols. This module explores various methods of acting and movement. The module also allows students to explore the elements of indigenous dance styles and different types of dances paying more attention to their history, origins and meaning. Students will critically analyse dances and develop their skills in Zimbabwean traditional dances and drumming.

HTPS 109: Stagecraft II
Stagecraft II, this module seeks to interrogate the function of lighting, sound and stage design as key compositional elements of performance making. It provides an introduction to the visual and technical

aspects of theatre production through study of the history, development, and practice of lighting, sound and stage design and the work of key practitioners. This is explored through practical exercises, theatre visits, and individual hands on projects and practical design.

LEVEL II

SEMESTER II
Students will choose between **Directing and Choreography.**

HTPS 201: Theatre in Zimbabwe
The module explores the history of theatre in Zimbabwe, its origins and how it has developed over time. The module traces theatre in the pre-colonial era, under colonialism, post independence and in contemporary Zimbabwe. It looks at the theatre work of foremost playwrights and theatre companies and the place of community theatre and theatre for development in the development of Zimbabwean theatre.

HTPS 202: Playmaking and Performance III
The performance I and II modules introduce the students to the full range of theatre and performing arts, which they learn and practise at the elementary level. In Performance III and IV this process is taken to the next level – intermediate. This module extends the content of the Level 1 courses but concentrates on more advanced acting and dance performance. There is a sharper focus and a greater depth of analysis, practical skills acquisition and creative exploration as well as the understanding of acting in different genres and styles eg. comedy, tragedy, narrative and realism, farce etc. For instance, in dance more Zimbabwean traditional dances and others from the region are incorporated and form the basis of creative choreographic work. Acquisition of improvisation skills and exploration of their usage as a fundamental method for creating theatre and developing performance are enhanced. The module develops their acting technique through acting exercises, discussions, monologue work, scene work and lectures in encounters with work by different playwrights and increases the students' awareness of the specific challenges and potentialities of acting and performing for the stage.

An integral part of the course is the exploration of theatre games and exercises which are used in theatre facilitation and performance and introduces the analysis of play, game-structure and narrative, the performer's resources, actor-audience relationships, and rehearsal skills. An outcome of the module is an understanding of the structure of a natural, balanced and energised body.

Having already completed the two Playmaking modules, I and II, they are equipped to create dance dramas and to integrate acting, dance and poetry into performance. Thus a student is required to pass course Performance I and II in order for them to take up this course.

HTPS 203: Directing I
Students do either **Directing I** or **Choreography I**
This module is an introduction to the art and process of directing performance. It looks at the different functions of the director and how these functions can be performed. It considers alternative agencies in directing, for example, group directing, directing by consensus, individual and autocratic directing and the directorless performance. As the basic function of the director, the focus is on the rehearsal process, its organisation and its artistic demands. It aims to develop directing skills in the context of a series of relationships with text, movement, space, ideas, and technical elements but mostly with people. The course considers the role of the director, foregrounding the actor-director working relationship. Focus revolves around the discussion of traditional African directing practices as well as those of other world theatres and influential directors such as Stanislavski, Meyerhold, Brecht, Brook and others. Students are required to write reflective essays critically analysing the theories vis-à-visperformances students watch, highlighting which directorial theory or theories influenced the direction and assessing their effect.

HTPS 204: Choreography I

Students do either **Choreography 1** or **Directing 1**

Just as it is the Director who shapes a theatre or music performance so it is the choreographer who shapes a dance performance. Directors are not just shapers of performance, they can also create. The choreographer therefore even more than the theatre or music director, creates. Choreography is the art of creating dance, bringing it alive and preparing it for an audience. It can consist in 'arranging' for greater impact existing dances or creating new dance out of existing dances or from the imagination or physical memory. It is this art the Choreography module aims to teach. The Performance modules have assisted the student to develop a dance 'vocabulary' out of which the student choreographer is guided to create dance. In the process, the student choreographer learns the basic rules, techniques and practices associated with making dance. The dance vocabulary at the choreographer's disposal is not only the dance learnt, seen or experienced. The imagination and what can be called 'physical memory' is a prime source of dance creativity. The aim of the course is to unlock this creativity and encourage the student choreographer to create original and personal work.

HTPS 205: Theatre Administration, Management and Production I

Internationally, the arts and related fields such as entertainment and the media are a rapidly growing industry, accounting for large percentages of the GDP of many countries. For them to achieve this impact effective and efficient administration, management, promotion and production are required. This module is designed to equip students in the Theatre and Performance programme to access the opportunities and contribute to the growth of the industry in Zimbabwe. It looks at the challenges and demands of the operations, management, promotion and entrepreneurship of theatre and performance and uses case studies to test theories and ideas developed by the class. Upon completion of this module students should have acquired the basics of arts administration and be able to: identify, analyse and apply contemporary management discourse; challenge current perceptions of funding frameworks through examination of public and private funding and sponsorship; promote and profitably produce theatre and performance; and challenge current perceptions of the arts industry in society through practical and theoretical investigations.

HTPS 206: Research Methods and Techniques

The course is a preparatory module for writing of the research report and dissertation. Students critically engage with different theories and hone their writing skills through workshops on writing styles. The module introduces students to different research methods that are prominent in theatre and performance studies: for example, performance as research and ethnography of performance. This module provides major tools necessary to undertake rigorous research on dramatic texts, live performance, and theatre history. Students will study in-depth two methods for theatre research. Students will study different research methods and choose different approaches for their final research paper, which will be developed in a number of stages throughout the quarter, including locating sources, constructing an abstract and annotated bibliography, drafting, and re-drafting.

LEVEL II

SEMESTER II

HTPS 207: Directing II

Students must do either Directing II or Choreography II

Building on Directing I, this workshop-based module provides students with an opportunity to examine in more detail the multifaceted role of the director. The module will offer students a chance to interrogate what is understood as 'Directors' theatre'. Students will explore directing practices and processes as a means to understand the director's role as auteur, their function within the rehearsal room, and how they achieve the 'final product'. The module will focus on investigating various fundamental principles of performance-making and explore the various resources and skills employed by directors in a range of live performance contexts. This will include the analysis of text, working with performers, staging, mise en scene, staging

configurations, sound, light and scenography. A major component will be a short practical directing assignment.

HTPS 208: Choreography II
Students must do either **Choreography II** or **Directing II**
The module develops student's skills in observing dance and learning how to articulate responses to what they see through dance movements. They become familiar with the meanings of space, time, energy, and rhythm among other aspects of these dance elements. In addition to the above, intermediate students deepen their connection between improvisation and set movement patterns. Students will explore ways of moving that are unfamiliar to them in an effort to broaden their movement vocabulary. The module assist students to develop skills in observing dance, learning how to articulate responses to what they see both verbally and in writing. This module incorporates group improvisations, creating and performing dance studies, discussion, critical analysis and journal writing and culminates in individual choreography practical assignments.

HTPS 209: Introduction to Development and Communication
The world has become divided between so-called developed and un (der) developed countries. In the latter the major challenge has been 'catching up' and hence the foregrounding of development – seen as material development in most cases - as a national priority. As a result of painful experience, it has been discovered that communication is the key to the success of a development project. Theatre and performance is communication and it has established its place internationally as a communication tool in development**.** Hence the two fundamental elements – development and communication – are the subject of this module. The module deals with development theory and models and how communication functions in development. It looks at notable practice internationally and in particular takes the student through development communication processes – participatory communication (PRUCA) in particular - and introduces them to concepts such as desk review, baseline survey, AKAP research, gap analysis, campaign strategy, synergies and multi-faceted communication co-operation, monitoring and evaluation.

HTPS 210: Performance IV
This module is the final stage in the continuous training in and exploration of theatre and performance brings the skills, knowledge, theory and experience in theatre, dance, mime, and storytelling and performance poetry to a professional level. For this reason approaches to auditioning are explored so as to equip them for employment on graduation. By the end of this module the students are ready to undertake the final production in their fourth year. It also assists them to make the transition, where required, from acting and performing for the stage and that for radio, television and film, preparing them to move from performing in the theatre to performing in front of a microphone and before a camera. Development of skills in performance, script, and character development for on-camera acting is core to this module. Emphasis is placed on lecture/studio lab course work and project presentations which are designed to give the student actor a foundation in skills and techniques employed in acting and auditioning for the camera.

HTPS 211: Applied Theatre I
Applied Theatre is a term that refers to theatre and performance that is practised not in its artistic capacity but in its utilitarian i.e. useful form - in other words, theatre and performance where theatre is used as an instrument to achieve a non-artistic purpose, usually of a social and developmental nature. This module mediates the transition from theatre and performance as an art form to its applied forms. It enables students to analyse sociological and political definitions of 'community' and to examine how these have influenced the practice of community drama and theatre in Africa and elsewhere and investigates the ways in which community rituals and customs may be addressed in terms of a 'performative practice', analysing the work of specific 'communities' who use theatrical strategies to articulate a perceived cultural tension or to celebrate a valued local tradition. The module looks at the development of theatre in Africa, noting the application of African theatre forms in pre-colonial theatre, in the colonial era and then with regard to the development of people's theatre, theatre for development and theatre-in-education post-independence. It then explores the many adaptations of theatre and performance to educational and developmental purposes. The module takes an experimental learning approach, offering students both the practical tools and the theoretical

understanding required to facilitate community development. The emphasis of this module is on social change and the role of theatre in community-based settings. Students are required to devise an intervention of their choice, addressing a specific problem with a specific community.

HTPS 212: Theatre Administration, Management and Production II
Building on Theatre Administration and Production I, this module exposes students to Stage Management and Marketing. It examines the history of Stage Management, from pre-production to post-production and the duties and functions of the Stage Manager, including pre-production research and paperwork, running general and technical rehearsals, keeping up the artistic integrity of a production during the performance stage, and all post-production responsibilities. This module places emphasis the importance of the collaborative process necessary in putting on a successful performance, as well as an appreciation for Stage Management. It goes to focus on fund-raising and the marketing of theatre and performance. The aim is to enable students to appreciate and critique core marketing theories and principles and apply them with discernment to the arts sector. This will involve questioning the role and purpose of the arts; exploring the key drivers and impacts of the arts on audiences; and developing a sophisticated appreciation of the particular opportunities and increasing challenges faced by arts marketers all over the world.

LEVEL III

WORK RELATED LEARNING

HTPS 301: Academic Supervisor's Assessment

HTPS 302: Employer's Assessment

HTPS 303: Work Related Learning Report

LEVEL IV
SEMESTER I
CORE MODULES
HTPS 401: Advanced Theatre and Performance Laboratory I
Creativity and artistic expression require freedom within a framework of discipline to flourish. This module provides the students as young artists the space and freedom under supervision and guidance for limbering and honing skills, body, voice, imagination and creativity, drawing on ideas and inspirations derived from Performance I-IV. They are encouraged to use this space and freedom to create, explore and experiment fruitfully, seriously and originally.

HTPS 402: Theatre and Performance in Education
The two major areas in which applied theatre and performance can play – and in many parts of the world do play – are development and education. This module looks at education and the potential theatre and performance have to contribute positively. It looks at the history of theatre and performance in education, starting with the uses of theatre and performance in education in early societies in Africa and elsewhere. In the modern era, theatre and performance in education has come to be classified as drama in education, and theatre-in-education (TIE). The module explores how drama can be used by teachers not only in the school curriculum but across the curriculum in making subject topics more memorable, more engaging and often clearer through acting out, participation, improvisation and the production of scripts. It goes on to look at the role TIE companies can play in assisting teachers to add value to their lessons and to broaden the educational horizons of their students. In particular it introduces the student to process drama, 'Process drama is a dynamic teaching methodology in which the teacher and the students work together to create an imaginary dramatic world and work within that world to explore a particular problem, situation, theme, or series of related themes, not for a separate audience, but for the benefit of the participants themselves.' The module explores drama with particular emphasis on an integrated theoretical and methodological approach to process drama, role play techniques, play and improvisation

HTPS 403: Applied Theatre Project
This is the students' major Applied Theatre project at the advanced level.

HTPS 404: Research Methodologies in Theatre and Performance II
In Research Project II students are guided to write up the research data they gathered during their Work-Related Learning and planned and drafted in Research Project I. Students should plan to write a research report of not more than **9000** words.

OPTIONAL MODULES
HTPS 405: Drama, Law and Ethics
This module will examine the history, theory and practice of drama, theatre and performance in relation to legal processes. In particular the module will explore issues where texts and representations seek to intercede polemically or provoke debate over the nature and extent of nation and state action, group or ethnic conflict, commercial, political or religious violence, repression and disorder and where they engage with narratives of cultural legitimation, of nationhood, trade and group identity. The module will also consider the processes of performance and representation at work in the public and private discourses engaged in courtroom, tribunal and governmental procedures and seek to allow students to engage critically with the processes of negotiation undertaken by bodies and organisations involved in these same.

HTPS 406: Theatre and Interculturalism
This module is designed to investigate intercultural theatre practice's development, effects and possibilities. Through engaging with key moments and figures in the history of theatrical intercultural development, it examines the adoption and appropriation of non-Western theatrical forms by Western theatre practitioners throughout the history of theatre, exploring the debates around discourses of cultural imperialism. It provides a critical analysis to Theatre Anthropology and Performance Theory, scrutinizing the work produced in these fields and at their intersections. It develops analytical frameworks to encourage students to place theatre within a global context, interrogating relationships with theatrical forms and traditions of the world. It explores intercultural theatre practices of the 1960s and avant-garde traditions, as well as key points throughout the twentieth into the twenty-first century and evaluates their changing effects and shifts in discourses used to describe them and considers possibilities of hybrid and postcolonial theatres.

HTPS 407: Site- Specific Theatre Productions
Students on this module will be engaged in mock stagings and simulations of site-specific performance events for the public audience. The aim of the module is to offer students a demanding, project-based opportunity to synthesise, develop skills and understandings acquired elsewhere on the programme, and do so in an intellectually challenging environment. The Module synthesises the analysis of dramatic and theatrical conventions with the development of rehearsal and research strategies to enable the production of stimulating and engaging performance. It is specifically concerned with the production of performance projects that are directed towards public presentation. The students will work through project-specific processes, though these necessarily entail engagement with some of the well-established principles of theatre and performance study and their application in a practical context. Students will develop their theoretical and historical understanding of theatre and drama, and in a way that is intensively focused on a specific set of challenges and with demonstrable sensitivity to the particularity of place and occasion. In the course of this work students will be encouraged to consider critically the significance of their performance work in the contemporary context, as well as relating this context to a wider historical formation.

LEVEL IV

SEMESTER II

HTPS 408: Theatre, Performance and New Media
This module will introduce students to practical and theoretical innovations in contemporary theatre and

performance, brought about by a consideration and response to new technologies and forms of information exchange available in the late 20th/early 21st Centuries. Through a combination of practical and theoretical exploration, students will consider how the live body on stage is commented upon, mediatised or celebrated through technological intervention. The module represents an attempt to contextualise theatre and performance practice in relation to contemporary media, art and related disciplines. Technologies of sound and music, virtual reality, video and digital media, web casting and email dialogue have all recently been incorporated into play texts and live performances, this module will introduce students to the reactive nature of selected practitioners of contemporary performance who could be seen to be responding to, and questioning the use-value of new technologies at the beginning of the 21st Century.

HTPS 409: Leisure Industries, Escape and Experience

This module offers students the opportunity to engage with a range of disciplines (including sociology, cultural studies, and archaeology, geography and performance studies) to examine the organisation and commodification of leisure in contemporary society. Of special relevant to Zimbabwe and Great Zimbabwe in particular is that the module analyses the production of various sites of leisure theme parks, heritage sites, tourist attractions, museums, and industrial regenerations and considers the ways in which these are understood within frameworks of 'free time', 'escape' and 'experience'. The Zimbabwe has a vast untapped potential in this regard. The module attempts to assess this. The impact of categories of gender, class, race and age on such frameworks is also explored. Students encounter both historical perspectives on the changing nature of leisure and contemporary representations of the tourist in a world characterised by mobility.

HTPS 410: Advanced Production

This module represents the culmination of the four years exploration, skills-acquisition and study in Theatre and Performance. They channel all this into the making of a major production. It offers students the opportunity for a practical exploration of theatre signifying systems at an advanced level. Students will experiment with practices such as scenography, theatre sound, the performing body, gesture and costume, and visual theatre. To facilitate specialised research at an advanced level, the course may, each time it runs, privilege the study of a particular aspect of theatre practice. The focus will be on theatrical semiosis, that is to say the making and unmaking of meaning in the theatre as a set of processes, exploring areas of ideological contestation, historical imagining, ambiguity, pleasure and displeasure, and the problematisation of knowledge. Course materials will set contemporary practices alongside historical practices, and encourage students to situate their understandings of the arts of theatrical persuasion in the context of specific theatrical and cultural economies. The process gives students opportunities to investigate, reflect upon and evaluate critically their experience of working on a performance project.

HTPS 470: Dissertation

Research project guides students through the process of writing following the guidelines/practices of Applied Theatre and Performance studies. Individualized attention is an integral part of this module. Students should write a research report of not more than **9000** words.

HTPS 410: Advanced Production

This module represents the culmination of the four years exploration, skills-acquisition and study in Theatre and Performance. They channel all this into the making of a major production. It offers students the opportunity for a practical exploration of theatre signifying systems at an advanced level. Students will experiment with practices such as scenography, theatre sound, the performing body, gesture and costume, and visual theatre. To facilitate specialised research at an advanced level, the course may, each time it runs, privilege the study of a particular aspect of theatre practice. The focus will be on theatrical semiosis, that is to say the making and unmaking of meaning in the theatre as a set of processes, exploring areas of ideological contestation, historical imagining, ambiguity, pleasure and displeasure, and the problematisation of knowledge. Course materials will set contemporary practices alongside historical practices, and encourage students to situate their understandings of the arts of theatrical persuasion in the context of specific theatrical and cultural economies. The process gives students opportunities to investigate, reflect upon and evaluate

critically their experience of working on a performance project.

HTPS 470: Dissertation

Research project guides students through the process of writing following the guidelines/practices of Applied Theatre and Performance studies. Individualized attention is an integral part of this module. Students should write a research report of not more than **9000** words.

HATP 411 Women in Performance: Gender and Sexuality
This module will provide an opportunity for students to consider in detail contemporary theories of sexuality and gender. The module is also designed to give students grounding in feminist and gender-based theatre studies, a body of research and theory that is now recognised as fundamental to theatre studies' critical and theoretical understanding, and continues to be in the forefront of new developments in the field. The module offers opportunity for wide-ranging and comparative exploration of key aspects of women's work and achievements in drama, theatre, and performance. Theoretical frameworks may include post-structuralist feminism, queer studies, transgender studies and men's studies. The work of Judith Butler is likely to inform an understanding of how gender roles can be understood to be 'performative' and 'performed' although the chosen case studies will primarily determine appropriate reading strategies. Students will undertake detailed reading of contemporary critical theory and consider the relevance of its application in relation to the designated case studies, an approach which necessitates close supervision of independent research. Case studies may include artists such as Deborah Levy, Tim Miller, Karen Finley, Helen Paris, Richard Maxwell, Robert Lepage, Kwame Kwei-Armah, Kate Bornstein and Luke.

OPTIONAL MODULES
HTPS 412: Special Studies: Theatre, Capacity Building in HIV and AIDS through Applied Drama and Theatre

Students who wish to follow up on their Advanced Applied Theatre Project and wish to specialise in HIV and AIDS could find this option attractive. The module provides another experience in devising a practical participatory theatre communication project in a comprehensive approach to HIV and AIDS.

HTPS 413: Theatre as Activism
Through an integrated theoretical and experiential approach, this module examines theatre as a force for personal and social development and educational change. The module requires the in-depth study of social, political, economic, cultural, racial and religious issues with the application of elements and forms of theatre. Students are required to create, facilitate, and perform an interactive theatre project for personal and/ or social change.

HTPS 414: Theatre and Performance with and for the Young
This module engages students in the history and contemporary development of drama written for children and young people, their participation in theatre and performance as audience and performers. It considers some of the main critical and theoretical ideas that have emerged in relation to this body of work, the significance of theatre in education, the adaptation of children's literature for theatre, and the work of professional theatre companies devoted to children's work. Students may have the opportunity to undertake fieldwork at organisations. The module extends knowledge and understanding of the subject area through study of a long-running but often over-looked aspect of drama and theatre, placing its development in historical context, introducing students to a selection of the texts and performances which have emerged, and to appropriate critical and theoretical perspectives.

BACHELOR OF ARTS SPECIAL HONOURS DEGREE [MUSIC](BLOCK)

SHMU 401 Advanced Theory of Music
The module focuses on harmonic practice in tonal music and other forms of rhythmic deviations as applicable to Western and non-Western music.
The module further engages students in exploring various forms of chord progressions and listening as well as identifying simple and complex intervals, chords, modulations and interprets these in both staff notation and tonic solfa.

SHMU 402 History And Analysis of Western Art Music
This module focuses on what in the West is conceived as classical simplicity which constitutes formally and artistically sophisticated music genres that stood the taste of time in the six periods of Western music history. Medieval, Renaissance, Baroque, Classical, Romantic and 20th Century.
The module studies the genres and style characteristics of each period in relation to Western culture.

SHMU 403 Musicology
The module exposes students to various definitions of musicology offered by different scholars. It further examines the criticism the discipline has and continues to be subjected to as a basis for generating ideas on and justifying its role and determining its future.
This module engages students in dialoguing the nature of musicology as a discipline; its origins, history, scope, founding scholars and their academic orientations.

SMHU 404 Ethnomusicology: Definitions and Theories
The module studies the origins and definitions of ethnomusicology. It also explores different approaches to the study of the discipline that have been grounded in theories drawn from various disciplines including anthropology, psychology, sociology, philosophy and biology as propounded by different scholars.
This module focuses on definitions of and theories for ethnomusicology that accounted for its dual nature as a method and a field of study.

SHMU 405 Keyboard Fundamentals
This module focuses on keyboard musicianship with particular emphasis on posture, fingering, playing techniques, aural skills, playing major scales up to three sharps and three flats, sight reading simple songs and keyboard accompaniment to singing to traditional, contemporary and classical music.
The module exposes students to an inquiry on the mechanics and manipulation of the piano and electronic keyboard as well as providing opportunities for observing professional performances and also staging own recitals.

SHMU 406 Music Production and Management
The module furnishes students with knowledge and skills relevant for the manipulation of recording equipment, sound recording, and mastering. Each student is expected to carry out a recording project resulting in a CD production which will constitute one of the major coursework assignments.
This module also promotes students' organisational and administrative knowledge about and skills in public performance and managing the artist, music as a commodity and music events.

SHMU 407 Instrument of Minor Specialisation
This module focuses on foundational knowledge about and basic skills in manipulation of a student´s choice instrument from either African or Western melodic instruments.
Each student is required to present a recital for the examination of this module following the production of a programme and the advertisement of the recital.

SHMU 408 Transcription And Analysis: Representation of Musical Text
This module examines musical performances as texts that demand both prescriptive and descriptive explication in order to provide the discourse for musical representation. The module further develops

students' interpretive and analytical skills of musical symbols. It also urges the students to devise methods of representing various musical arts.

SHMU 409 Popular Music

The module studies the emergence, development and dissemination of popular music in relation to the theory of diffusion. The module engages students in discussing and outlining factors that contribute to change and continuity as portrayed in world music cultures.

This module provides an overview of popular music comprising: its definition; origin; factors and institutions enabling its development; genres developed by era; style characteristics; prominent artists and the role and future of popular music in Zimbabwe. This module focuses on the effects of colonization on music of Africa in general and Zimbabwean indigenous music in particular by highlighting musical aspects that were drawn from different cultures and fused to form local popular music styles and/or genres.

SHMU 410 Research Methods and Fieldwork in Music

This module furnishes students with fundamental knowledge of social science research in order to assist them to develop viable research proposals in music fields of their special interests. The module also equips students with knowledge on how to formulate research titles from research topics in order that they make appropriate choices of methodologies, methods, and techniques for data collection, analysis and presentation.

In addition, the module focuses on methods and techniques that can be employed in collecting data on live musical performances. The core methods applicable to music inquiry to be focused on are interviews and participant observation. The module also equips students with knowledge on how to establish rapport, explain the research concept, set appointments, do preliminary fieldwork, manipulate data collection equipment and make field notes.

SHMU 411 Secondary Piano Proficiency

The module will assist the students to accomplish the following: i) sight read a solo or vocal or instrumental part, together with the piano accompaniment; ii) sight read piano music or accompaniments to art songs or instrumental solos and compositions in the ´trio style`; iii) modulate to G from a key a 3rd, 4th, 5th or 6th removed and from any key, and iv) play a prepared keyboard composition or accompaniment with 48 hours´ preparation.

SHMU 412 Instrument of Major Specialisation

The module is undertaken by students who should have done a minor specialization for the same instrument or have passed an audition for major specialization. The module equips students with advanced knowledge and technical skills in instrumental performance through, among other approaches, exposure to top instrumental music scholars and artists nationally and globally. This is a practical module which urges students to reproduce or create musical works to be performed on instruments of major specialization through recitals.

SHMU 413 Ensemble Performance

This is a practical module in which each student selects colleagues who are familiar with and willing to perform contemporary music and/or dance styles of own choice. Thus, such a student will train his or her ensemble.

Each student is expected to precisely produce a recital outlining the stages of the performance. The final performance presentation will be examined for an hour. The module is an optional independent study of dance creativity that focuses on specifications of motion and form of designed sequences of movement incorporating artistic and cultural dance styles.

SHMU 414 Advanced Ethno-Organology and Archiving

The module studies musical instruments in relation to culture and the related preservation methods. In addition to challenging the students to rethink the classification of musical instruments in relation to the current computer and technological age, the module encourages the students to be creative and innovative by

designing and producing musical instruments for use in the music industry.

SHMU 415 Musical Aesthetics and Ethics
The module develops students' understanding of imagined and experiential values which are attached to the music of various cultures. The module also examines the unethical idea of categorizing indigenous music as public domain that is not protected by intellectual property rights incorporating the copyright laws.

SHMU 416: Contemporary and Traditional Dance Styles in Zimbabwe
This module exposes students to the theory and practice of any three selected Zimbabwean indigenous dances. The theory component constitutes 40% of the module weighting while the performance of dances is weighted 60%.
The module focuses on dance genres and style characteristics of the cultures understudy as well as the performance practices for each style. Each student is required to lead the performance of a selected dance.

SHMU 417: Sound Engineering
The module advances scientific understanding of audible and live sound mixing through the process of electrically blending together multiple sound sources at live, indoor and outdoor events.
The module studies audio signal processing, architectural acoustics, electro-acoustics, musical acoustics, psycho-acoustics and speech.

SHMU 418: Primary Piano Proficiency
The module prepares students to meet the following proficiencies: i) Play all major and harmonic minor scales, three octaves, hands together with a consistent tempo; ii) Play all major and minor white-key arpeggios, three octaves, hands together with a consistent tempo; iii) Given 48 hours, prepare an accompaniment for an assigned melody using I, IV, V7, V7/V, and V7/IV chords in original key and transposed to the following keys: C, D, E, F, G, A, B-flat, and E-flat; iv) Musically, prepare two contrasting pieces of the same difficulty, and v) Sight-read hymns and musical examples comparable in difficulty.

SHMU 470: Research Project
Research project guides students through the process of writing following the guidelines/practices of Special Honours in Music. Individualised attention is an integral part of the module.

DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES

BA HONOURS DEGREE IN RELIGIOUS STUDIES

LEVEL I: SEMESTER I

RSH 101: Introduction to the Old Testament
The module introduces students to the study of the Old Testament. It gives a general survey of the Old Testament including its geography, history, traditions and beliefs of Ancient Israel. The module also exposes students to the application of exegetical tools as well as a critical and scholarly understanding of the Hebrew Scriptures.

RSH 102: Introduction to the New Testament
The module introduces students to the historiography and canonization of the New Testament. The authorship and date of selected New Testament books will be covered as well as methods and procedures for Biblical studies.

RSH 103: Introduction to Theories and Methods in the Study of Religion
The module introduces students to the study of religion. It focuses on issues such as the definition of religion, theories of origin, history of religion, the insider/outsider perspectives and research ethics. The module also examines the characteristics, strengths and weaknesses of selected theories to the study of religion such as the anthropological, sociological, historical, phenomenological, psychological, psychological and feminist approaches.

RSH 104: Introduction to Religions of the World
The module introduces students to the study of religions of the world including ancient and relatively new ones. It focuses on the history and the major beliefs and practices of selected religions to enable students to appreciate the religious diversity of the world.

RSH 105: Introduction to Philosophy of Religion
This module offers an introduction to some of the key philosophical questions and perspectives born of religious thought. It focuses on whether religious discourse can be reasonably discussed from a standpoint of philosophy. In this regard, emphasis will be on the functions of philosophy of religion as a meta discourse.

LEVEL I: SEMESTER II

RSH 106: Introduction to African Indigenous Religion
The module introduces students to African Indigenous Religion (AIR). It focuses on the meaning, the plural/singular debate for AIR(s), spiritual terminologies, misleading terminologies, characteristics of AIR, the worship patterns and religious functionaries. In addition, the module tackles beliefs systems including the religious world views, spirit world, myths and rituals. The module seeks to cultivate an appreciation of African identity, religion and culture in the African context among students.

RSH 107: Introduction to Theology
The module is a survey of the various types of Christian Theology. It shall cover the following topics: Etymological and plausible definitions of the term theology; delineation and distinction of the several types of theology that include systematic, biblical, historical, philosophical, and liberation theologies; the relevance of theology in today's world especially the Zimbabwean context.

RSH 108: Introduction to Church History
The module provides a survey of the foundations and development of Christian history. It also highlights some landmark epochs and traces colonial church history in Africa, and specifically in Zimbabwe.

RSH 109: Elementary Hebrew
This module introduces Biblical Hebrew. Students would cover various aspects such as the alphabet, vocabulary, norms, prefixes, tenses and translations. The study of this language enables students to develop a better understanding of the Old Testament.

RSH 110: Elementary Greek
This module introduces students to New Testament Greek. It covers elements such as adjectives, nouns, verbs, vocabulary, tenses, the alphabet, transliteration and translation from English to Greek and vice-versa.

LEVEL II: SEMESTER I

RSH 201: African Indigenous Religion
This module builds upon RSH 106: Introduction to African Indigenous Religion. The module provides an in-depth study of African indigenous beliefs and practices in selected communities from the African continent. The module focuses on the belief structure of God, the spirit world as well as selected themes like witchcraft and sorcery, salvation, land question, HIV and AIDS, gender and sexuality. Examples are drawn from the Yoruba, Akan, Nuer, Shona, Ndebele, Tonga, Venda, Shangani, etc.

RSH 202: Old Testament Studies I: Pre-Canonical Prophecy
This module introduces students to the phenomenon of prophecy from the emergence of this movement in Israel in 1100BCE until 800BCE. Students study concepts of prophecy, activities of individual prophets and their message in the Pre-Canonical period.

RSH 203: New Testament Studies I: Gospels and Acts
The module focuses on the birth, life and ministry of Jesus and the emergence of the Early Church. The module covers some of the following issues: quest for historical Jesus, kingdom of God, miracles, ethics of Jesus, parables, Jesus' self-consciousness and the major communities of Gospel writers.

RSH 204: Early History of Islam
The module focuses on the history of Islam and development in Arabia including its expansion. It surveys social, religious, economic and political conditions of pre-Islamic Arabia; Muhammad's call to prophethood; the mission in Mecca; the campaign in Medina; the struggle against Meccan and Jews; the establishment of Arab-Muslim state and the making of the Islamic empire. It covers Orthodox caliphates, the rule of the Ummayad and Abbasid dynasties.

RSH 205: Sociology of Religion
The module surveys religious beliefs, practices and organizations from a sociological perspective, with a primary focus on religion in contemporary Zimbabwean society. It covers the role of religion in society, the emergence of new religious movements, intersection of religion and social issues and problems such as gender, HIV and AIDS, violence secularization within the Zimbabwean context.

RSH 206: Intermediate Hebrew
This module builds up on Elementary Hebrew. Students would cover various aspects such as vocabulary, tenses, reading and translations from Hebrew to English and vice-versa. Students are expected to translate some Old Testament passages from the Torah.

RSH 207: Intermediate Greek
The module focuses on conjugations, declensions and vocabulary and some tenses to enable students to translate New Testament passages from English to Greek and vice-versa.

RSH 208: History of Christianity in Africa
The module surveys the implantation of churches in Africa and the subsequent development of African

Christianity. Students will be exposed to the tension that developed resulting in the rise of African Instituted Churches.

RSH 209: African Christian Theology
The module is a historical and systematic presentation of the Christian faith in Africa. It explores the socio-political and cultural factors that have shaped the origins and subsequent development of African Christian Theology as an academic discourse.

RSH 210: Issues in the InterTestamental Period
The module seeks to expose the Jewish history during the Babylonian exile, Persian, Greek and Roman periods. It also focuses on the Jewish Apocalypticism. In addition, the module will expose students to the purity code and its praxis.

RSH 211: History and Doctrine of Hinduism
This module seeks to explore the history of Hinduism from its classical times to the modern period. The module also examines the principal forms, beliefs and practices of Hinduism in order to expose students to the unity and diversity of the Hindu tradition.
LEVEL II: SEMESTR II

RSH 212: Indigenous Religion and Culture in Zimbabwe
The module explores African Indigenous religion and culture with special reference to Zimbabwe. It treats in depth, a wide array of selected themes in order to cultivate a deep appreciation and understanding of the influence and importance of African indigenous religion, culture and knowledge in Zimbabwe.

RSH 213: History of Christianity in Zimbabwe
The module examines the penetration of Christianity in Zimbabwe from classical era of the Munhumutapa Kingdom to the present. It further delves into the critical church-state relation issues and also the role of the churches in the mitigation of contemporary challenges like HIV and AIDS, economic woes and political conflict in Zimbabwe.

RSH 214: History and Doctrine of Buddhism
The module explores the history of Buddhism from the earliest times to the present. The major forms, beliefs and practices of Buddhism are tackled to demonstrate the unity and diversity of religious experience in the tradition.

RSH 215: Islamic Theology
The module offers the study of the Islamic orthodox praxis and its origins. Emphasis is placed on the place of the Shariah, inspiration and structure of the Quran, fundamental beliefs and practices including tawhid, salvation, eschatology and fundamentalism.

RSH 216: Old Testament Studies II: Canonical Prophecy
This module builds up on Pre-Canonical prophecy. Students would study the phenomenon of prophecy from 800 BCE to 500 BCE. The module also examines the origin, identity and messages of individual canonical prophets and their relevance to the contemporary situation.

RSH 217: New Testament Studies 2: Epistles and Revelation
This module deals with the Apostolic Age focusing on the Epistles and Revelation. Students will be exposed to the genuine Pauline, Deutero-Pauline and non-Pauline letters. Catholic letters, the Johanine and Apocalyptic literatures will also be covered.

RSH 218: Religion and Gender Studies
The module examines the interface between religion and gender with a bias towards feminist studies of religion. It explores the extent to which religious teachings and practices impact on issues and problems that

affect men and women. It also seeks to evaluate how gender, as a social construct, has impacted upon religious traditions. The historical experiences of men and women will be located in the frameworks of feminist discourses.

RSH 219: Religion and Heritage Studies
The module explores the interplay between religion and heritage in the African context. It also exposes students to theories, methods and historiographical issues on heritage studies. Focus is also placed on the tangible and intangible forms of heritage as espoused in selected religious traditions in Africa to provide a broader outlook with a regional and international appeal.

RSH 220: New Religious Movements in Africa
This module deals with the phenomenon of new religious movements concentrating on the history, course and nature of African Instituted Churches such as the Zionist, Ethiopian, Apostolic and Pentecostal types.

RSH 221: Religion, Culture and Health Studies in Africa

RSH 222: Ecumenism
The module examines the formation of the various national and international boards such as the Zimbabwe Council of Churches (ZCC), Evangelical Fellowship of Zimbabwe, Pentecostal Fraternity in Zimbabwe, Zimbabwe Catholic Bishops' Conference, Union for the Development of Apostolic Churches in Zimbabwe (UDACIZA), Associations of Christian Churches, World Council of Churches (WCC), World Alliance of Churches (WAC) and the Ecumenical Councils of various churches. It also evaluates the theological resolutions and issues of various boards and movements.

RSH: 223: Christian History and Thought up to the Middle Ages
The module focuses on the origin of Christianity and its development in the Greco-Roman World, formation of creeds, 'heresies', emergence of the Roman Catholic Church, the role of apologists and church fathers up to the Middle Ages. The emergence of universities in the renewal of the church, Renaissance and the Reformation movement will be considered.

RSH 224: Phenomenology of Religion
The module provides an in-depth study of the phenomenology of religion as a method in the study of religion. It also traces its history and major tenets with a view of inculcating students with a sense of appreciating the diversity of religious phenomena in different religions. The module also seeks to provide students with knowledge on an approach that promotes tolerance of the insider perspective.

PART III: WORK-RELATED LEARNING

RSH 301: Employer's Assessment
The host supervisor's assessment looks at the student's conduct and behavior, interpersonal skills development, operational competencies and leadership qualities.

RSH 302: Academic Supervisor's Assessment
The Academic Supervisor's assessment looks at the student's conduct at the work place. Focus will be on ability to link working and learning, being initiative, creativity, ingenuity and perseverance in identifying and addressing issues at the workplace as well as relating and communicating with colleagues.

RSH 303: Work-Related Learning Report
This is a report written by the student based on their activities and experiences during Work Related Learning. The report format is provided by the Department.

PART IV: SEMESTER I

RSH 401: Islam in North and West Africa
The module surveys the agents of Islamization and its contributions to human development. It also considers the role of the indigenous people in the propagation of Islam. The impact of Islam on African societies and the impact of African cultures on Islam will be explored. The nature of Islam during the pre-colonial period, the colonial period and the post-colonial period will also be covered.

RSH 402: Old Testament Studies III: Methods of Biblical Criticism
This module focuses on selected methods of Biblical Criticism in the Old Testament such as source, form, redaction, archaeological, feminist, liberation, serological and HIV and AIDS biblical criticism.

RSH 403: New Testament Studies III: Methods of Biblical Criticism
The module explores selected traditional and modern approaches to New Testament Interpretation. A brief survey and description of the history of interpretation are given. In the light of these approaches, strengths and weaknesses of the methods are explored with reference to Zimbabwean context.

RSH 404: Studies in Religions of the World
The module endeavours to provide an in-depth study of selected themes based on selected religions of the world. The themes that are explored include: soteriological beliefs; scripture; sacred places; the status of women; religious symbolism; creation, stewardship and the environment; human rights; sport; HIV and AIDS; tolerance and interreligious dialogue.

RSH 405 Studies in Interreligious Dialogue
The module explores the importance of dialogue and the models used in the study of interreligious dialogue in conflict resolution. It draws examples from African, oriental and occidental religions in order to show the vitality of tolerance among diverse cultures and traditions.

RSH 406 Studies in Liberation Theologies
The module is an examination of the historical development of Liberation Theology as a fresh paradigm of linking theology and society. It explores theological ideas and themes by way of tracing major events, movements and exponents of Liberation theology in the Third World, particularly in Latin America and Southern Africa.

RSH 407: Religion and Ethics
This module exposes students to normative ethical theories such as Ubuntu, Kantian, Utilitarian and Virtue in the context of various religious traditions. It equips students with the ability to appreciate how the normative dimensions inform human conduct.

RSH 408: Psychology of Religion
The module offers an indepth study of psychology as it is applied in the field of religion. Particular attention will be on the applicability of mainline psychological concepts, such as psychoanalysis, cognitive development, moral development, and conversion to the African context in general and that of Zimbabwe in particular.

RSH 409: Issues in Science and Religion
The module explores the controversial relationship between science and religion with regards to the truth claims raised by scientists and religionists/theologians. It also challenges students to evaluate whether science and religion have an enduring hostility or not.

RSH 410 Political Theology and Social Transformation in Zimbabwe

RSH 411: Philosophy of Religion
The module examines religious beliefs, concepts, doctrines and practices from a philosophical perspective. It engages the techniques of rational skills upon religious claims to make convictions reasonable.

PART IV: SEMESTER II

RSH 412: Old Testament Studies IV: Major Themes
The module explores major selected themes in the Old Testament. Students are exposed to themes such as patriarchs, Exodus, Covenant, settlement, prophecy and wisdom in the light of their relevance to contemporary context.

RSH 413: New Testament Studies IV: Major Themes
This module focuses on selected major themes in the Gospels and Acts, Pauline, Deutero-Pauline, non-Pauline letters and apocalyptic literature and how these themes are applicable to the Zimbabwean context.

RSH 414: Christian History and Thought from Reformation to the Present
The module traces the history and ideas of Christianity from the foundations of the Reformation to the contemporary ecumenical movement, secularization and the general development of the church.

RSH 415: Missiological Studies in Africa
The module offers paradigms which define contemporary missiology in Africa as opposed to traditional missiological approaches. The students will be exposed to the current Afrocentric approach to Missio Dei.

RSH 416: Islam in Eastern and Southern Africa
 The module explores the implantation, expansion and development of Islam in Eastern and Southern Africa. It also makes a survey of the agents of Islamisation such as trade and labour migration; the nature of Islam and its contributions to socio-political and economic development of the region.

RSH 417: Further Studies in Classical Hebrew
This module builds up on Intermediate Hebrew. Students will mainly focus on translation of biblical passages from the Nebiim and the Kethubum.

RSH 418: Religion, Politics and Human Rights in Africa

RSH 419: Religion, Culture and Development

RSH 420: Further Studies in Hellenistic Greek
This module focuses on tenses and how they are applied to reading, translation and exegesis of selected intra and extra-biblical texts.

RSH 421: African Religion in the Diaspora

RSH 470: Research Project
The project shall have a length of about 9 000 words. It consists of 4 chapters as follows: Chapter 1 focuses on the setting of the problem; Chapter 2 covers literature review and research methodology; Chapter 3 deals with discussion of findings and Chapter 4 is the concluding chapter.

BA HONOURS DEGREE IN PHILOSOPHY

LEVEL 1: SEMESTER 1

HPH 101: Introduction to Logic
This module introduces students to the science and art of correct reasoning. It equips students with skills to evaluate arguments in terms of validity and soundness.

HPH 102: Introduction to Philosophy
The module deals with elementary wide range of issues constitutive of the branches of philosophy namely ethics, epistemology, logic and metaphysics.

HPH 103: Introduction to Philosophy of Religion
This module offers an introduction key philosophical questions and perspectives born of religious thought. It focuses on whether religious discourse can be reasonably discussed from a standpoint of philosophy. In this regard, emphasis will be on the functions of philosophy of religion as a meta discourse.

HPH 104: Introduction to History of Philosophy
This module introduces students to the general history of philosophy. It focuses on the development of philosophical ideas and trends from the classical period through to the contemporary period.

HPH 105: Introduction to Philosophical Writing

HPH 106: Philosophy and African Heritage
This module deals with the interplay between philosophy and African Heritage. It emphasises the importance of African Heritage in the preservation of African identity, knowledge, culture and natural resources. It interrogates both tangible and intangible forms of African Heritage with a strong bearing on students' understanding of African humanity in its variant forms.

HPH 107: History of African Philosophy
The module examines the unique circumstances surrounding the history of the development of African philosophy. It traces the historical circumstances that constituted the basis upon which abstract thinking was denied to the African. It also introduces students to the Afrocentric philosophical thought that traces Africa's contribution to world civilisation as a way of responding to the negative conceptions about Africa peddled by non-African thinkers.

HPH 108: Introduction to Epistemology
This module introduces students to approaches to knowledge such as rationalism and empiricism. It investigates the possibility, nature and extent of human knowledge. The central question in this module is whether we can know anything of substance.

PART 1 SEMESTER II

HPH 109: Intermediate Logic
The module bridges the gap between Introduction to Logic and Advanced Logic. The module is designed to deepen the concepts, skills, principles and techniques acquired in the introductory logic course and at the same time it prepares the student for a further logic module.

HPH 110: A Survey of Major Philosophical Trends
This module lays the philosophical foundation for the study of different perspectives in philosophy. It equips students with the necessary history of philosophical movements that will enable them to engage in critical thinking and dialectical reasoning.

HPH 111: Philosophical Foundations of Human Rights

The module explores the ontological, epistemological, ethical and logical implications of human rights. It discusses historical development of the concept of human rights, beginning with a discussion of the earliest philosophical origins of human rights discourse.

HPH 112: Critical and Creative Thinking in Philosophy

The module seeks to inculcate creative and critical thinking in students by exposing them to situations that require such mental processes. It deals with definition of critical and creative thinking, clarifying ideas, everyday reasoning, argument analysis and construction, differentiating between facts and assumptions, recognizing and avoiding fallacies, contradictions, decision making process and mind-mapping.

HPH 113: Pre-Socratic Philosophy

This module focuses on the development and significance of the pre-Socratic philosophy era. Special attention is given to the Pre-Socratic philosophers' conceptions of cosmology, ethics, epistemology and metaphysics.

HPH 114: Introduction to Ethics

This module introduces students to normative ethical theories such as Ubuntu, Kantian, Utilitarian and Virtue ethical theories. It enables students to understand these normative dimensions as well as to appreciate how they inform human conduct.

HPH 115: Introduction to Philosophy of Art

The module studies the nature of art through concepts such as interpretation, representation, expression, and form. It is concerned with judgments of taste, sense, emotion in art. It is closely related to Aesthetics which is the philosophical study of beauty and taste.

HPH 116: Introduction to Metaphysics

The module introduces students to the fundamental theories of reality and existence. It focuses on the various conceptions of metaphysics. The debate on the possibility of metaphysics and issues raised in the discipline such as space, time, free will, determinism, identity, substance and essence are key in this module.

LEVEL II: SEMESTER 1

HPH 201: Moral Philosophy

This module focuses on critical analysis of normative moral theories and principles and how such moral theories and principles can be brought to bear on day to day existence. The module involves systematising, criticising, defending, evaluating and recommending concepts, principles and theories of right and wrong behaviour. The purpose is to make students appreciate various normative as well as meta-ethical dimensions and how they influence human conduct.

HPH 202: Epistemology

This module deals with critical evaluation of epistemological and theoretical genres covering African indigenous knowledge and Western knowledge systems. It exposes students to high levels of dialectical engagement through the analysis, interpretation and evaluation of various epistemological theories. It also evaluates epistemological issues such as the structure, sources, conditions and limits of knowledge.

HPH 203: Classical Philosophy

The module focuses on the philosophical significance of ideas emanating from the ancient period up to the beginning of the medieval period. It analyses the general philosophical outlook of the classical period and examine how this outlook plays a formative role in the philosophical articulations found therein.

HPH 204: Advanced Logic

This module is designed to deepen the principles and skills acquired in Intermediate Logic. It gives an in-depth treatment of both philosophical and symbolic logic. The symbolic logic component provides a comprehensive coverage of both propositional and predicate calculi – the foundations upon which modern symbolic logic is built. The philosophical logic part focuses on logical theories as they apply to scientific issues.

HPH 205: Philosophy of Social Science

This module focuses on the logical, metaphysical, ethical and epistemological implications of social sciences, such as sociology, anthropology, and political science. It critically examines the differences and similarities between the social and the natural sciences, that is, causal relationships between social phenomena, the possible existence of social laws, and the ontological significance of the human individual.

HPH 206: Classical Thinkers in Social and Political Philosophy

The module critically traces and foregrounds some ideas from key social and political thinkers from the classical period that have influenced contemporary political thinking, thinkers and social and political institutions. It examines classical thinkers' conceptions of the various types of governments and the ultimate purpose and justification for the existence of any form of government.

HPH 207: History of Philosophy

The module surveys the history of Philosophy from the Pre-Socratic era to the contemporary period. Issues specifically related to history of philosophy and its development will be critically examined. The aim is to show philosophical trends as they unfolded in history, showing how these have influenced theory and practice in different spheres of life, for example, the appropriation of philosophical concepts to Christianity during the patristic period, rationalism as an aspect of modernity.

HPH 208: A Major Philosophical Text

This module focuses on a critical exposition and analysis of a chosen philosophical text in order to have a deeper understanding of it. The module also makes reference to the philosophical system of the philosopher whose work is being analysed in order to find out the underlying philosophical system of the selected text.

HPH 209: Africana Philosophy

This module focuses on philosophical debates that occur in Africa and the Diaspora. It focuses on central topics and themes such as the understanding of freedom and liberty, the question of identity in relation to history and culture, and the understanding of civilisation from a deconstructive perspective.

LEVEL II: SEMESTER II

HPH 210: Metaphysics

The module focuses on key questions that attempt to explain the nature of the universe and the characteristics of the concept of Being in general. It focuses upon questions unanswerable to scientific experimentation and analysis. Metaphysics attempts to explain universal elements of reality basing on the laws of thought.

HPH 211: Applied Ethics

The module focuses on the analysis of specific, controversial moral issues such as abortion, euthanasia, animal rights and freedom of speech using normative ethical theories such as Utilitarian, Kantian, Virtue and Feminist ethics.

HPH 212: Business Ethics

This module focuses on the evaluation of practical issues in business using Ubuntu philosophy and normative ethical theories such as Utilitarian, Kantian and Virtue ethics. It involves the extension of moral dimensions to business practices.

HPH 213: Contemporary African Philosophy

This module attempts to address contemporary postcolonial African issues and challenges such as communalism, liberalism and democracy. Contemporary African Philosophy is not static but dynamic in its scope as it deals with cultural diversity and other dialectical concepts found in the African continent.

HPH 214: Oriental Philosophy

This module explores philosophical thinking in the Asian continent. The module appraises students about the significant philosophical contribution of Asian philosophers since the classical period and its impact within the history and development of philosophy.

HPH 215: Philosophy of Mathematics

This module examines the philosophical assumptions, foundations, theories and implications of mathematics. It provides an account of the nature and methodology of mathematics and an understanding of the meaning of mathematics in people's lives. It accords special attention to ontological, epistemological and logical questions concerning mathematics..

HPH 216: Economic Philosophy

This module explores the philosophical implications of economic activity in relation to rational choice, the appraisal of economic outcomes, institutions and processes, and the ontology of economic phenomena and the possibilities of acquiring knowledge of them. The module examines the methods and results of economic thinking. It questions the worthiness of epistemological claims, the ethical implications involved and the metaphysical assumptions used in economic thinking.

HPH 217: Philosophical Methodology

The module examines methods, approaches and styles that are used in inquiry in the field of philosophy. It raises questions of plausibility and reliability of methods of studying philosophy. The module equips students with relevant methodological underpinnings used in the study of philosophy. It covers the following topics: general concepts of methodology, understanding philosophical investigations, relationship between theory and methodology, methods of qualitative and quantitative study of reality, research ethics, methodological presuppositions.

LEVEL III: WORK-RELATED LEARNING

HPH 301: Employer's Assessment

The host supervisor's assessment looks at the student's conduct and behaviour, interpersonal skills development, operational competencies and leadership qualities.

HPH 302: Academic Supervisor's Assessment

The Academic supervisor's assessment addresses the conduct of the student at the work place. The supervisor focuses on the student's ability to link working and learning, ability to be initiative, creative and ingenious. The assessment also looks at the student's competency on relating and communicating with colleagues at the work place.

HPH 303: Work-Related Learning Report

This a report compiled by the student based on their experiences and activities during the period of Work-Related Learning. The report format is provided by the Department.

LEVEL IV: SEMESTER 1

HPH 401: Medieval Philosophy

This module focuses on the philosophical thinking of the medieval period. It analyses the logical,

epistemological, metaphysical, political, social and ethical thinking of the philosophers of this period. It traces the link that exist between the two historical epochs.

HPH 402: Feminist Philosophy
The module puts to question traditional conceptions of philosophy that tend to perceive women and other oppressed creatures in a degrading light. The module helps the student to appreciate the contributions of feminists in questioning and asserting the place of women and the oppressed.

HPH 403: Environmental Ethics
The module seeks to heighten students understanding and appreciation of the importance of environmental ethics by introducing them to contemporary philosophical thinking about human beings' relationship with nature. It involves critical reflections on the possibility of the application of moral consideration to the relationship between human beings and nature.

HPH 404: Philosophy of Mind
The module explores both historical and contemporary philosophical attempts to discuss the functions of the mind. The module situates and discusses conceptions of the mind, introspectionism, psychological theories, logical behaviourism, identity theory, functionalism, subjectivism, instrumentalism, computationalism, eliminative materialism, and new mysterianism among the materialist formulations.

HPH 405: Rationalism and Empiricism
This module explores the contributions of philosophers who argue that knowledge of reality is discoverable by using reason independent of sense experience and those who argue that knowledge of reality comes from experience. The purpose is to enable students to get exposed to these major approaches to knowledge of reality.

HPH 406: Philosophy of Religion
This module employs philosophical techniques and insights upon religious claims. It critically examines religious claims, beliefs, concepts, practices and doctrines in order to establish their reasonableness and validity.

HPH 407: Philosophy of Education
This module examines, analyses, assesses and evaluates the nature of education from a philosophical standpoint. African and Western education are examined.

HPH 408: Philosophy of Science
This module is concerned with assumptions, foundations, methods, use and merit, and implications of science as well as technology. The module runs through various epochs highlighting philosophical trends that relate to scientific endeavour and its problems that are antecedent and influential to the current debate.

HPH 409: Marxist Philosophy
The module provides an overview of Marx's ideas that revolve around the idea of dialectical materialism. It begins with Marx' fundamental ideas and proceeds to its current philosophical articulations. This module equips students with a working knowledge of classical Marxism and going to its applied stage. It begins with the fundamentals of Marxism and proceeds to cover cursorily post-Karl Marx Marxism.

HPH 410: Medical Ethics
This module explores ethical theories arising in the field of medicine. Using normative ethical positions such as Ubuntu, Virtue, Utilitarian and Kantian ethics, the course critically examines a number of ethical issues that arise in the medical field such cadaveric organ transplantation, abortion, euthanasia and care of patients with chronic illnesses.

HPH 411: Selected Western Philosophers

The module discusses central ideas and arguments from key thinkers in the history of Western Philosophy. It focuses on the central philosophical problems of each thinker, the factors that contributed to the development of their philosophical ideas as well as an assessment of such views. These thinkers can be selected from any of the epochs such as Classical, Medieval, Modern and Contemporary Philosophy.

PART IV: SEMESTER II

HPH 412: Philosophy of Language

The module investigates the philosophical nature and significance of the language that is used in the communication of ideas. It focuses on the central questions in analytic philosophy like the problem of meaning, reference, private language, naming and necessity, theories of description and the language of thought. Overall, philosophy of language examines the extent to which the language used in different conversations could go towards carrying the meaning that it is intended to.

HPH 413: Contemporary Philosophy

The module traces the development of philosophical ideas from the 20th century to the present. It examines the philosophical contributions of contemporary philosophers. The module focuses on the different philosophical traditions such as the analytic and the continental tradition. Pragmatism, both American and non-American will also be covered.

HPH 414: Contemporary Social and Political Philosophy

The module focuses on philosophical issues from the 20th century to the present. It explores and exposes the main controversies connected to contemporary issues. Some of the issues to be discussed include the social contract theory, feminism, distributive justice, democracy and jurisprudence.

HPH 415: Aesthetics

This module provides an overview of ideas and concepts on aesthetics. It begins with fundamental ideas of definition of art and human attitude on art and proceed to its current philosophical articulations on issues such as evolution and/or change in art as expressed by the concept and theory of avant-garde. It also covers an area in human experience with its centre of study being beauty and sublime.

HPH 416: Philosophy of Law

The module focuses on an understanding into concepts and issues that are central to legal philosophy. The module aims at critically analysing accounts and assessment of legal structures through an analysis of texts that focus on rights, duties and responsibilities.

HPH 417: Philosophy of Human Rights

The module attempts to address, from a philosophical point of view, questions about the existence, content, nature, universality, justification and legal status of human rights. The module also examines the moral and legal bases of human rights in relation to particular geographical areas. The human and people's rights debate is topical in this module.

HPH 418: Philosophy of Culture

The module examines the essence, philosophical conception of the various states of evolving and meaning of human culture. It studies given systems of social relations and their influence on human perceptions of the world. It raises questions of cultural criticism and relativism in the globalised world and advances arguments for the reality otherness and pluriversality.

HPH 419: Selected African Philosophers

The module examines the main contributions of key figures in African philosophy focusing on their philosophical systems. The module shall critically explore ideas of both professional and ideological thinkers in the African context.

HPH 420: Media Ethics
The module examines the relationship between media and ethics. It makes use of ethical theories in order to make sense of issues in media. The module examines the different contexts in which different forms of media operate and the moral significance of the media to society as a whole.

HPH 470 Research Project
The length of the project shall be about 9 000 words. The project comprises three (3) chapters. The first chapter will focus on the context of the problem, covering justification and theoretical/conceptual framework. Chapter two discusses at length the issues at stake and the third and last chapter concludes the study. In the last chapter findings are summarised, conclusions are drawn and recommendations are made.

BA HONOURS DEGREE IN RELIGIOUS STUDIES AND PHILOSOPHY

LEVEL 1: SEMESTER 1
HPHRS 101: Introduction to Logic
This module introduces students to the science and art of correct reasoning. It equips students with skills that evaluate arguments in terms of validity and soundness.

HPHRS 102: Introduction to Philosophy
This module is an introduction to philosophical thinking in general. The module deals with elementary wide range of issues constitutive of the branches of philosophy namely ethics, epistemology, logic and metaphysics. The objective is to enable students to have a critical understanding of the nature of philosophy.

HPHRS 103: Introduction to Biblical Studies
The module introduces students to the study of the Old Testament and New Testament. It gives a general survey of the testaments including their geography, history, traditions, methods and procedures and beliefs of biblical Israel. The module also exposes students to the application of exegetical tools as well as a critical and scholarly understanding of the scriptures.

HPHRS 104: Introduction to Theories and Methods in the Study of Religion
The module introduces students to the study of religion. It focuses on issues such as the definition of religion, theories of origin, history of religion, the insider/outsider perspectives and research ethics. The module also examines the characteristics, strengths and weaknesses of selected theories to the study of religion such as the anthropological, sociological, historical, phenomenological, psychological, psychological and feminist approaches.

HPHRS 105: Introduction to Philosophy of Religion
This module offers an introduction to some of the key philosophical questions and perspectives born of religious thought. It focuses on whether religious discourse can be reasonably discussed from a standpoint of philosophy. In this regard, emphasis will be on the functions of philosophy of religion as a meta discourse.

LEVEL 1: SEMESTER II

HPHRS 106: Intermediate Logic
Intermediate Logic is the science and art of reasoning. It deepens the concepts, skills, principles and techniques acquired in the introductory logic module and at the same time it prepares the student for a further logic module.

HPHRS 107: A Survey of Major Philosophical Trends
This module lays the philosophical foundation for the study of different perspectives in philosophy. It equips students with the necessary history of philosophical movements that will enable them to engage in critical thinking and dialectical reasoning.

HPHRS 108: Introduction to African Indigenous Religion
The module introduces students to African Indigenous Religion (AIR). It focuses on the meaning, the plural/singular debate for AIR(s), spiritual terminologies, misleading terminologies, characteristics of AIR, the worship patterns and religious functionaries. In addition, the module tackles beliefs systems including the religious world views, spirit world, myths and rituals. The module seeks to cultivate an appreciation of African identity, religion and culture in the African context among students.

HPHRS 109: Elementary Hebrew
This module introduces Biblical Hebrew. Students would cover various aspects such as the alphabet, vocabulary, norms, prefixes, tenses and translations. The study of this language enables students to develop a

better understanding of the Old Testament.

HPHRS 110: Elementary Greek
This course introduces students to New Testament Greek. It covers elements such as adjectives, nouns, verbs, vocabulary, tenses, the alphabet, transliteration and translation from English to Greek and vice-versa.

LEVEL II: SEMESTER 1

HPHRS 201: Moral Philosophy
This module focuses on critical analysis of normative moral theories and principles and how such moral theories and principles can be brought to bear on day to day existence. The module involves systematising, criticising, defending, evaluating and recommending concepts, principles and theories of right and wrong behaviour. The purpose is to make students appreciate various normative as well as meta-ethical dimensions and how they influence human conduct.

HPHRS 202: Epistemology
This module deals with critical evaluation of epistemological and theoretical genres covering African indigenous knowledge and Western knowledge systems. It exposes students to high levels of dialectical engagement through the analysis, interpretation and evaluation of various epistemological theories. It also evaluates epistemological issues such as the structure, sources, conditions and limits of knowledge.

HPHRS203: Classical Philosophy
The module focuses on the philosophical significance of ideas emanating from the ancient period up to the beginning of the medieval period. It analyses the general philosophical outlook of the classical period and examine how this outlook plays a formative role in the philosophical articulations found therein. Major philosophers and philosophical texts of this period are studied and analyzed with the view of establishing their core philosophical issues.

HPHRS 204: Classical Thinkers in Social and Political Philosophy
The module critically traces and foregrounds some ideas from key social and political thinkers from the classical period that have influenced contemporary political thinking, thinkers and social and political institutions. It examines classical thinkers' conceptions of the various types of governments and the ultimate purpose and justification for the existence of any form of government.

HPHRS 205: Africana Philosophy
This module focuses on philosophical debates that occur in Africa and the Diaspora. It focuses on central topics and themes such as the understanding of freedom and liberty, the question of identity in relation to history and culture, and the understanding of civilisation from a deconstructive perspective.

HPHRS 206: African Indigenous Religion
The module provides an in-depth study of African indigenous beliefs and practices in selected communities from the African continent. The module focuses on the belief structure of God, the spirit world as well as selected themes like witchcraft and sorcery, salvation, land question, HIV and AIDS, gender and sexuality. Examples are drawn from the Yoruba, Akan, Nuer, Shona, Ndebele, Tonga, Venda, Shangani, etc.

HPHRS 207: Old Testament Studies I: Pre-Canonical Prophecy
This module introduces students to the phenomenon of prophecy from the emergence of this movement in Israel in 1100BCE until 800BCE. Students would study concepts of prophecy, activities of individual prophets and their message in the Pre-Canonical period.

HPHRS 208: New Testament Studies I: Gospels and Acts
The module focuses on the birth, life and ministry of Jesus and the emergence of the Early Church. The module covers some of the following issues: quest for historical Jesus, kingdom of God, miracles, ethics of

Jesus, parables, Jesus' self-consciousness and the major communities of Gospel writers.

HPHRS 209: History and Doctrine of Islam

The module focuses on the history, development, and expansion of Islam in Arabia. Key aspects of Islamic doctrine to be considered include: inspiration and structure of the Koran, the pillars of Islam, sources of Sharia and the Islamic schools of jurisprudence.

HPHRS 210: History of Christianity in Africa

The module surveys the implantation of churches in Africa and the subsequent development of African Christianity. Students will be exposed to the tension that developed resulting in the rise of African Instituted Churches.

HPHRS 211: Studies in Religions in the World

The module endeavors to provide an in-depth study of selected themes based on selected religions of the world. The themes that are explored include: soteriological beliefs, scripture, sacred places, the status of women, religious symbolism, creation, stewardship and the environment, human rights, sport, HIV and AIDS, tolerance and interreligious dialogue.

LEVEL II: SEMESTER II

HPHRS 212 Research Methodology

This module examines methods, approaches and styles that are used in inquiry and fact finding in the fields of philosophy and religious studies. It investigates both qualitative and quantitative research methods and explore most of the aspects that are relevant in undertaking research projects.

HPHRS 213 Metaphysics

The module focuses on key questions that attempt to explain the nature of the universe and the characteristics of the concept of Being in general. It focuses upon questions unanswerable to scientific experimentation and analysis. Metaphysics attempts to explain universal elements of reality basing on the laws of thought.

HPHRS 21 Applied Ethics

The module focuses on the analysis of specific, controversial moral issues such as abortion, euthanasia, animal rights and freedom of speech using normative ethical theories such as Utilitarian, Kantian, Virtue and Feminist ethics.

HPHRS 215 Contemporary African Philosophy

This module attempts to address contemporary postcolonial African issues and challenges such as communalism, liberalism and democracy. Contemporary African Philosophy is not static but dynamic in its scope as it deals with cultural diversity and other dialectical concepts found in the African continent.

HPHRS 216 Oriental Philosophy

This module explores philosophical thinking in the Asian continent. The module appraises students about the significant philosophical contribution of Asian philosophers since the classical period and its impact within the history and development of philosophy.

HPHRS 217 Old Testament Studies II: Canonical Prophecy

This module builds up on Pre-Canonical prophecy. Students would study the phenomenon of prophecy from 800 BCE to 500 BCE. The module examines the origin, identity and messages of individual canonical prophets and their relevance to the contemporary situation.

HPHRS 218 New Testament Studies 2: Epistles and Revelation

This module deals with the Apostolic Age focusing on the Epistles and Revelation. Students will be exposed to the genuine Pauline, Deutero-Pauline and non-Pauline letters. Catholic letters, the Johanine and

Apocalyptic literatures will also be covered.

HPHRS 219 Religion and Gender Studies
The module examines the interface between religion and gender. It also considers the contribution of men and women scholars in the study of religion with a bias towards feminist studies of religion. It explores the extent to which religious teachings and practices impact on issues and problems that affect men and women such as HIV and AIDS, domestic violence. It seeks to evaluate how gender, as a social construct, has impacted upon religious traditions. The historical experiences of men and women will be located in the frameworks of feminist discourses.

HPHRS 220 Religion and Heritage Studies
The module explores the interplay between religion and heritage in the African context. The module exposes students to theories, methods and historiographical issues on heritage studies. Focus is also placed on the tangible and intangible forms of heritage as espoused in selected religious traditions in Africa to provide a broader outlook with a regional and international appeal.

HPHRS 221 New Religious Movements in Africa
This module deals with the phenomenon of new religious movements concentrating on the history, course and nature of African Instituted Churches such as the Zionist, Ethiopian, Apostolic and Pentecostal types.

HPHRS 222: Phenomenology of Religion
The module provides an in-depth study of the phenomenology of religion as a method in the study of religion. It traces its history and major tenets with a view of inculcating students with a sense of appreciating the diversity of religious phenomena in different religions. The module also seeks to provide students with knowledge on an approach that promotes tolerance of the insider perspective.

LEVEL III WORK-RELATED LEARNING

HPHRS 301 Employer's Assessment
The host supervisor's assessment looks at the student's conduct and behavior, interpersonal skills development, operational competencies and leadership qualities.

HPHRS 302 Academic Supervisor's Assessment
The Academic Supervisor's assessment looks at the student's conduct at the work place. Focus will be on ability to link working and learning, being initiative, creativity, ingenuity and perseverance in identifying and addressing issues at the workplace as well as relating and communicating with colleagues.

HPHRS 303 Work Related Learning Report
This is a report written by the student based on their activities and experiences during Work Related Learning. The report format is provided by the department.

LEVEL IV SEMESTER 1

HPHRS 401 Medieval Philosophy
This module focuses on the philosophical thinking of the medieval period. The module analyses the logical, epistemological, metaphysical, political, social and ethical thinking of the philosophers of this period. The module traces the link that exists between the two historical epochs.

HPHRS 402 Feminist Philosophy
The module puts to question traditional conceptions of philosophy that tend to perceive women and other oppressed creatures in a degrading light. The module helps the student to appreciate the contributions of feminists in questioning and asserting the place of women and the oppressed.

HPHRS 403 Environmental Ethics
The module seeks to heighten students understanding and appreciation of the importance of environmental ethics by introducing them to contemporary philosophical thinking about human beings' relationship with nature. It involves critical reflections on the possibility of the application of moral consideration to the relationship between human beings and nature.

HPHRS 404 Philosophy of Religion
This module employs philosophical techniques and insights upon religious claims. It critically examines religious claims, beliefs, concepts, practices and doctrines in order to establish their reasonableness and validity.

HPHRS 405 Philosophy of Education
This module examines, analyses, assesses and evaluates the nature of education from a philosophical standpoint. African and Western education are examined.

HPHRS 406 Marxist Philosophy
The module provides an overview of Marx's ideas that revolve around the idea of dialectical materialism. It begins with Marx' fundamental ideas and proceeds to its current philosophical articulations. This module will introduce the student to a working knowledge of classical Marxism and going to its applied stage. It begins with the fundamentals of Marxism and proceeds to cover cursorily post-Karl Marx Marxism.

HPHRS 407 Medical Ethics
This module explores ethical theories arising in the field of medicine. Using normative ethical positions such as Ubuntu, Virtue, Utilitarian and Kantian ethics, the course critically examines a number of ethical issues that arise in the medical field such cadaveric organ transplantation, abortion, euthanasia and care of patients with chronic illnesses.

HPHRS 408 Islam in North and West Africa
The module surveys the agents of Islamization and its contributions to human development. It also considers the role of the indigenous people in the propagation of Islam. The impact of Islam on African societies and the impact of African cultures on Islam will be explored. The nature of Islam during the pre-colonial period, the colonial period and the post-colonial period will also be covered.

HPHRS 409 Old Testament Studies III: Methods of Biblical Criticism
This module focuses on selected methods of Biblical Criticism in the Old Testament such as source, form, redaction, archaeological, feminist, liberation, serological and HIV and AIDS biblical criticism.

HPHRS 410 New Testament Studies III: Methods of Biblical Criticism
The module exposes students to selected traditional and modern approaches to New Testament Interpretation. A brief survey and description of the history of interpretation will be given. In the light of these approaches, strengths and weaknesses of the methods will be explored with reference to Zimbabwean context.

HPHRS 411 Studies in Liberation Theology
The module is an examination of the historical development of Liberation Theology as a fresh paradigm of linking theology and society. It addresses some pertinent theological ideas and themes by way of tracing major events, movements and exponents of Liberation theology in the Third World, particularly in Latin America and Southern Africa.

HPHRS 412 Religion and Ethics
This module exposes students to normative ethical theories such as Ubuntu, Kantian, Utilitarian and Virtue in the context of various religious traditions. It equips students with the ability to appreciate how the normative dimensions inform human conduct.

HPHRS 413 Psychology of Religion

The module is designed to introduce students to the application of psychological concepts to the study of religion. A brief presentation of mainline psychology shall be presented as well as linking this to the African context. Theories such as behaviorism, humanism, existentialism, conditioning will be at the centre stage. The module will also look at how a person's cognitive, social and moral development has a bearing on the individual's religious development.

HPHRS 414 Intermediate Studies in Classical Hebrew

This module builds up on Intermediate Hebrew. It focuses on translation of biblical passages from the Nebiim and the Kethubum.

HPHRS 415 Intermediate Studies in Hellenistic Greek

This module focuses on tenses and how they are applied to reading, translation and exegesis of selected intra and extra-biblical texts.

PART IV: SEMESTER II

HPHRS 416 Philosophy of Language

The module investigates the philosophical nature and significance of the language that is used in the communication of ideas. It focuses on the central questions in analytic philosophy like the problem of meaning, reference, private language, naming and necessity, theories of description and the language of thought. Overall, philosophy of language examines the extent to which the language used in different conversations could go towards carrying the meaning that it is intended to.

HPHRS 417 Contemporary Philosophy

The module focuses on philosophical issues from the 20th century to the present. The module will also explore and expose the main controversies connected to the contemporary issues. Some of the issues to be discussed include the social contract theory, feminism, distributive justice, democracy and jurisprudence. The contributions of contemporary philosophers in the various discourses will be taken on board.

HPHRS 418 Aesthetics

This module provides an overview of ideas and concepts on aesthetics. It begins with fundamental ideas of definition of art and human attitude on art and proceeds to its current philosophical articulations on issues such as evolution and/or change in art as expressed by the concept and theory of avant-garde. It also covers an area in human experience with at its centre of study being beauty and sublime.

HPHRS 419 Philosophy of Law

The module focuses on an understanding into concepts and issues that are central to legal philosophy. The module aims at critically analysing accounts and assessment of legal structures through an analysis of texts that focus on rights, duties and responsibilities.

HPHRS 420 Philosophy of Human Rights

The module attempts to address from a philosophical point of view questions about the existence, content, nature, universality, justification and legal status of human rights. The module also examines the moral and legal bases of human rights in relation to particular geographical areas. The human and people's rights debate is topical in this module.

HPHRS 421 Philosophy of Culture

This module examines the essence, philosophical conception of the various states of evolving and meaning of human culture. It studies given systems of social relations and their influence on human perceptions of the world. It raises questions of cultural criticism and relativism in the globalised world and advances arguments for the reality otherness and plurality.

HPHRS 422 Selected African Philosophers

The module examines the main contributions of key figures in African philosophy focusing on their philosophical systems. The module shall critically explore ideas of both professional and ideological thinkers in the African context.

HPHRS 423 Media Ethics

The module examines the relationship between media and ethics. It makes use of ethical theories in order to make sense of issues in media. The module examines the different contexts in which different forms of media operate and the moral significance of the media to society as a whole.

HPHRS 424 Old Testament Studies IV: Major Themes

The module explores major selected themes in the Old Testament. Students will be exposed to themes such as patriarchs, Exodus, Covenant, settlement, prophecy and wisdom in the light of their relevance to contemporary context.

HPHRS 425 New Testament Studies IV: Major Themes

This module focuses on selected major themes in the Gospels and Acts, Pauline, Deutero-Pauline, non-Pauline letters and apocalyptic literature and how these themes are applicable to the Zimbabwean context.

HPHRS 426 Christian History & Thought from Reformation to the Present

The module traces the history and ideas of Christianity from the foundations of the Reformation to the contemporary ecumenical movement, secularization and the general development of the church.

HPHRS 427 Islam in Eastern and Southern Africa

The module explores the implantation, expansion and development of Islam in Eastern and Southern Africa. It also makes a survey of the agents of Islamisation such as trade and labour migration; the nature of Islam and its contributions to socio-political and economic development of the region.

HPHRS 428 Religion, Politics and Human Rights in Africa

The module evaluates the interface of religion, politics and human rights in society. It also explores selected religions such as Christianity, Islam ad African Indigenous Religion. The gist of the module is to analyse church-State relations in the backdrop of the socio-economic and political challenges. The module examines the contribution of religion to conflict resolution and management for sustainable development in light of the impact of globalization which is influencing governance and human rights issues in contemporary Africa.

HPHRS 429 Religion, Culture and Development

The module examines the links between religion and culture in the light of the quest for sustainable development in society. It explores the some of the traditional theories and new theories on development. The module examines the new trends on reconstruction theology as a panacea of contemporary challenges which are linked to neo-colonialism and globalization in contemporary Africa. The module will cover the following topics definitions of religion, culture and: the impact of religion on culture and vice versa, religious and cultural practices that foster or curb development, the impact of development on religion and culture.

HPHRS 430 African Religion in the Diaspora

The module focuses on the vitality of African indigenous religion and culture in the context of the Diaspora. It tackles the concept of the Diaspora, African diaspora religion as well as the role of religion and culture as a unifying force in identity formation of communities, movements and subcultures. The module also explores the influence of religion to experiences of Africans in various regions such as the Americas, Europe, Asia, the Caribbean Islands and on the African continent itself. Therefore, the module provides students with knowledge on how indigenous religion and culture have been affected and impacted upon in the different regions of the Diaspora. The module takes cognizance of issues such as xenophobia, migration, globalization and the African Renaissance. The module takes cognizance of the following religions in the Diaspora: Santeria in Florida, USA; Candomble in Brazil, etc. It also tackles contemporary challenges such as

xenophobia, migration, globalization and the African Renaissance.

HPHRS 470 Dissertation
The length of the project shall be about 9 000 words. Students will do projects in either Religious Studies or Philosophy and they will be guided by the synopses for the programme.

POSTGRADUATE DEGREE PROGRAMMES

MASTER OF ARTSDEGREE IN AFRICAN LANGUAGES

MAFL 701: INDIGENOUS KNOWLEDGE SYSTEMS AND DEVELOPMENT

This module explores the notion of indigenous knowledge systems as part of African culture as well as a source of sustainable development. This module advocates and advances the undisputable need to accommodate alternative knowledge systems into the African curricula as a way of fully equipping the African with the requisite knowledge for survival that is based on those facets of life that are natural and indigenous to them.

MAFL 702 ORAL LITERATURE IN AFRICA

This module explores the oral traditions in Africa which have been roundly dismissed as primitive, not worthy of any scholarly attention. The module traces the evolution of aspects of oral traditions from their original form, to the transcribed models and how modern day African writers incorporate these stylistic techniques into their works. Emphasis is placed on oral narratives such as myths, legends, epics, folktales, songs, proverbs, riddles and demonstrates how these form the basis of understanding African literature in general. It discusses the various forms of oral literature originating from different parts of the continent and brings to the fore how such literature can be taped today to shape the course of the continent's path of development.

MAFL 703 ADVANCED ONOMASTICS

This module exposes students to techniques and theories in onomastic studies, knowledge of African and world toponyms, anthroponyms, hydronyms and animal names and the kind of information that they convey. The module focuses on the linguistic and interdisciplinary aspects of onomastics by analysing methods and theory in name studies; semantics and pragmatics in name studies; historical development of names, names in language contact; names and history; names and society; names and law as well as literary onomastics. The module covers the following topics among others; approaches to the study of onomastics, anthroponomy, toponymy, toponomy change, names on the move, animal names, teknonyms, medical onomastics, business names, religious names, literary onomastics and politically motivated renaming.

MAFL 704 MATERIAL CULTURE OF ZIMBABWE

This module focuses on the material culture of indigenous Africans. It seeks to demonstrate the intricate nature of art, culture and history in the people's lives. It assesses the position of the spiritual world in the production of the material culture. It also examines the relatedness of the material culture of various indigenous African ethnic groups as a basis for Africans' oneness.

MAFL 705 HISTORY AND THEORY OF LITERARY CRITICISM

This module focuses on the history and development of literary-critical theory in its African, non-African and, or Western manifestations. The appreciation of the history and development of literary-critical theory in this module derives from the reality of the entanglement of the African and European cultural and intellectual trajectories. Put differently, the module explores the 'history and theory of criticism' with due cognisance of the contest for 'space', 'voice' and 'authority' in the characterisation of the meaning of the human experience in literature that defines relations between Europe and Global Africa.

MAFL 706 THEORETICAL LINGUISTICS

The module provides students with knowledge of a variety of theoretical models and analytical approaches to the major subdivisions of the field of linguistics such as syntax, morphology, semantics, pragmatics and phonology. It aims to develop a critical awareness of theoretical constructs in the current debates in the discipline. Emphasis will also be made on the appropriateness of specific theories for individual languages or aspects of languages.

MAFL 707 HISTORICAL LINGUISTICS

The module will describe and account for changes in languages. The change will be studied in the categories of sound change, meaning change, lexicology and time induced dialectology. The module will incorporate glottochronology and lexicostatistical methods in determining the history of languages. Methods of reconstructing the pre-history of languages will be employed in the module.

MAFL 708 GENDER AND CULTURE IN AFRICA

This module focuses on gender relations in African traditional culture. It seeks to demonstrate how male-female relations have been affected by the onset of colonialism, Islam, Christianity and codified customary law. It assesses the position of the traditional African woman in the context of a complementary gender system paying special attention to their participation in issues of development in both the private and public spheres.

MAFL 709 COMPARATIVE LITERATURE

The module exposes students to literatures within and across languages, time periods, national borders, genres and across boundaries between literature and other art forms. Students study literature and culture by examining the influence of individual cultures, historical factors and literary movements on literary forms and genres. The aim is to encourage students to examine themselves in relation to others in a globalising world.

MAFL 710 COMPARATIVE BANTU LINGUISTICS

This module is a comparative study of Bantu languages. The comparison is applied in all areas of theoretical linguistics. The module traces the history of Bantu languages from the early developments to the present day. The module will also include the methods of linguistic reconstruction which are the internal and the comparative methods. East African languages will be used as test cases in comparative syntax as they tend to behave differently from southern African languages.

MAFL 711 COMPARATIVE CULTURAL STUDIES

The module adopts a comparative approach to cultures of the language groups within and also beyond Zimbabwean boundaries. Shona, Ndebele, Venda and Xichangana cultures will be dialogued with each other and then juxtaposed to other African cultures. The module examines selected aspects of culture ranging from social, political, economic and religious organisation and practices, exploring the unity and diversity exuded. It intends to cultivate in learners a solid understanding and appreciation of Africanness and oneness in the context globalisation.

MAFL 712 LANGUAGE POLICY AND PLANNING IN AFRICA

This module will interrogate the language situation in Africa with special reference to nation-state language. The module will also examine the various language conferences, conventions and the significance of their resolutions to the language situation in Africa emphasising the importance of language in issues of development and cultural liberation. The module will also focus on functional and symbolic functions of language.

MAFL 713 TRANSLATION AND INTERPRETING STUDIES

This module focuses on translation and interpreting as both a profession and field of study. The module combines theory and practice in translation and interpreting studies. It examines the standards, principles and ethics that guide the translation practice as well as the various ways of evaluating translation and interpreting products. The module will also cover technological developments in translation and interpreting.

MAFL 714 CORPUS LINGUISTICS

This module traces the history of corpus linguistics paying special attention to aspects such as theoretical concerns as well as key concepts involved in making a corpus based analysis of linguistic data. It discusses the various process followed in compiling and analysing different corpora. Students will also be introduced to the

use of computer software compilation and applications on corpora. The module will also pay attention to the introduction of technology in dealing with linguistic data on aspects like tokens, concordance lines and the use of corpora in applied language studies.

MAFL 870 DISSERTATION
Candidate will be expected to write a dissertation of approximately 25 000 words in the field of culture, language or literature in font type Times New Roman size 12 in double spacing.

MA IN AFRICAN HISTORY

MAAH 701: Oral Tradition in African History
This module examines the transmission of Africa's unwritten history by word of mouth. It explores the various methods through which this history was generated and assesses its usefulness and limitations. In the process, the course enables students to compare oral traditions with other sources of history.

MAAH 702: African Historiography
This module is designed to expose graduate students to a broad range of approaches, and their respective influences, in the writing of African history. It traces major trends in historical writing since the colonial period and critically examines the strengths and weaknesses of colonial, nationalist, revisionist, social and gendered historiographical approaches.

MAAH 703: History of African Civilisations
This module problematises the concept of civilization by exploring the contestation between Afro-centric and Euro-centric viewpoints. It traces the development of African civilisations in social, political, economic and technological terms since the pre-colonial period. It informs students that Africans have always been innovative in their local contexts even though they did not shun positive exotic influences.

MAAH 704: Research Methods in African History

The module aims to encourage critical thinking about research methods in history in particular the different themes, approaches and theories. Lectures will include quantitative analysis, archival work, research ethics, ethnographic field techniques and presentation skills. This module is focuses on social research methodologies such as survey and field research, questionnaire design, content analysis, analysis of existing data, focus group, individual and group observation (including participatory observation) etc. It is meant to empower students to plan, conduct and present research findings. It also focuses on important research aspects such as ethics in research. It prepares students to execute fieldwork and the general planning of their dissertations at the end of the module.

MAAH 705: Nationalism and Liberation Struggles in Africa
This module explores the rise of nationalism in Africa. It also focuses on the decolonisation processes in Francophone, Anglophone and Lusophone Africa. It devotes considerable attention to the racial, class, ethnic and gender dimensions of resistance. It also examines the academic controversy over the roles of the armed struggle and constitutionalism in the attainment of independence.

MAAH 706: Historical Perspectives on Gender in Africa
The module explores African history from a gender perspective using a theoretical framework of contemporary gender studies. Students will be introduced to the challenges of applying a gendered perspective to the study of African history. This is achieved not only by examining how gendering African history allows the re-integration of African women into historical narratives – 'women' not being synonymous with gender but also and above all by engaging in an epistemological re-thinking of the categories, methodologies and sources we use to write Africa history. The module will analyse gender in relation to other

concepts such as class, race, ethnicity, imperialism and sexuality and how these categories shaped the historical experiences of African women and men. The module focuses on how politics, economics and law in Africa have maintained and forced and produced gender across time and space; and how these dimensions have also been affected by the shifting landscapes of power and specific discourse on gender and how certain patterns of femininities and masculinities have been constructed, rejected and appropriated.

MAAH 707: Political Economy of Land in Africa

The module seeks to familiarise students with issues of land and agrarian reform in Africa. Land has been at the centre of conflict in colonial and post colonial Africa. The study examines the nature of agrarian reforms and their impact on the African continent. Case studies shall be drawn from different parts of Africa.

MAAH 708: Military History of Africa

The module explores the military history of Africa since the pre-colonial period paying particular attention to militarism and its various manifestations such as weaponisation; military intrusions; coups and military regimes; militarisation of state apparatus and processes; arms trafficking; and liberation, civil and interstate wars. It also interrogates ways in which military developments have shaped Africas social, political and economic landscape.

MAAH 709: African Migrations and the diaspora

Experiences of free and forced migration have transformed the political, economic, social and cultural identities of modern societies around the globe. This module explores migration as lived experience and examines socio-cultural and political dimensions to transnational spaces and diasporic identities. It further examines the nature of African migrations and diasporan communities and their political, economic and social impact on Africa and the rest of the world.

MAAH 710: Colonialism and African Response

This module focuses on colonial rule from the late 19[th]century paying particular attention to its effects on Africa. It also examines the primary and secondary resistance movements to colonialism. This course provides students with a useful background when analysing colonial egacies and nationalist projects in the post-colonial period.

MAAH 711 History of Contemporary Africa (Dr. S. Dombo PhD)

History of Contemporary Africa focuses on topical issues that are prevalent in post colonial Sub-Saharan Africa today. The module empowers students of Africa in general and African history in particular to understand the dynamics of these issues, their repercussions on the continent and how such issues can be addressed. Some of the topical issues to be studied include: wars and insecurity, famine in Africa, democracy and elections as well as corruption among others.

MAAH 712: Race, Class and Ethnicity in Africa (Dr. F. Duri PhD).

This module examines race, class and ethnic relations in Africa since the pre-colonial period. It also determines the extent to which these relations shaped the history of the continent. In addition, this module enables students to employ race, class and ethnicity as tools of analysis in the study of African history.

MAAH 870: Dissertation

In this module, students work on a topic related to African History and compile a dissertation of 15000-25000 words under the guidance of a supervisor. The research methodology should employ both primary and secondary sources. Research findings should reflect originality.

MA DEGREE IN DEVELOPMENT STUDIES

MADVS 701 – Theories and Strategies in Development and Social Change
The module examines the dominant paradigms and theories for development, measurement of development, the making of the global economy, human rights, democracy and conflict, political economy and resources, oil- and mineral- led growth, labour migration and development, industrialisation and technology, household survival strategies, employment and the informal sector, sustainable development and environmental movements.

MADVS 702 – Agricultural and Rural Policies in Africa
The module examines the theory and practice of agricultural and other rural policies and transformation. Major issues to be examined include the agrarian question, peasants, capitalism and paths of transformation, production and reproduction, technical changes, the green revolution, integrated rural development and land [re]settlement patterns and land reforms. Other issues include the impact of markets/ marketing, genetically modified foods, MNCS, as well as post-colonial government intervention policies in agriculture.
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MADVS 703 – Research Methodologies and statistics for Development
The module stresses the significance, logic and parameters of both qualitative and quantitative research processes. Primary focus concerns issues of theory and practice, ethics and epistemology in the research process. Students will be exposed to a range of participatory and research data collection methodologies which are frequently used in current development practice and research, including Participatory Rapid Appraisal, questionnaires, focus groups and oral testimonies.

MADVS 704 – Globalisation and development in Africa
The module examines the origins and impact of development processes of the Post-World War II on Africa. It focuses on major changes in the global political economy in relation to globalisation, trade patterns and trade regulation, transnational corporations, global finance and debt crisis.

MADVS 705 – Social Policies Analysis in Africa
The module provides students with skills to analyse social policies in both national and international contexts. It seeks to establish the link between social policy and economics. The module explores the scope of social policy and the various themes including the elements of the policy process, gender, and the vulnerable groups in the society, the informal workers, and the intervention role of social scientists.

MADVS 706 – Development Management Techniques
The module covers both theoretical and practical principles of key planning approaches including logical frameworks, budgetary submission and financial management. It also explains the methods of evaluation of projects from different perspectives and ensures that participants are able to apply planning and evaluation skills in professional development contexts.

MADVS 707 - Conflict Management and Development in Africa
Drawing on a number of examples, from both Africa and other developing countries as well as from the developed countries, the module explores the role of different actors and agencies, as well as the usefulness of contemporary conflict resolution strategies to conflict situations drawn from Africa and the international world. The module also seeks to develop practical skills in conflict resolution and analysis.

MADVS 708 – Poverty and Inequality in Africa
The module deals with theoretical conceptualisation of poverty in Africa. It also assesses the valence of

various policies and strategies for poverty reduction. It targets to equip students with basic skills of measuring poverty and of evaluating the impact of development interventions on poverty.

MADVS 709 – Managing Environment Change in Africa
The module examines the impact of the main approaches (regulatory and market-based) to environmental management. It exposes students to theories and practical application of environmental regulations and laws, and environmental economics. Other major focus areas will be the application of these approaches and techniques to management of global warming and its impact on natural environment.

MADVS 710 – Development Accounting and Finance
The module examines key accounting and financial concepts. It explores the interpretation, application and critique of alternative financial reporting methods for assessing financial performance and effective governance of organisations and development projects. It will examine the managerial, behavioural, organisational and governance problems implementing and maintaining control systems and possible means of resolving them.

MADVS 711 Gender and Development
The module, informed by feminist theories, explores the main conceptual issues and debates on gender as a social construct affects societal development. Furthermore, the module analyses the importance of the theoretical foundations for gender equality of the United Nations Universal Declaration of Human Rights of 1948 and the African Charter on Human Rights, as well as other conventions on gender equality. The module also delves on equipping students to develop practical skills in addressing gender and social development in analysis and in policy design and implementation.

MADVS 712 Remittance Economies, Migration and Development
Cognisant of the findings of the Global Economic Report of 2006 that aver that the remittances economy has become the next biggest source of funds for the Developing world after Foreign Direct Investment (FDI) , and noting the various emerging debates pertaining to the African diaspora's impact on sustainable development, the module takes an in-depth study of the remittance economies and migration.

It will also explore emerging issues of family aid in the form of remittances which has become a significant political economy issue in Zimbabwe and the developing world.

MADVS 713 Post-Colonial Development Discourses in Africa
This module critically analyses the post-colonial African development philosophies Ujamaa, harambe, humanism, structural adjustment, privatisation, nationalisation, and indigenisation, among others. Using the case-study and thematic approaches, the key focus will be on their overall on Africa's development processes. Case-studies will be drawn from, among others, Tanzania, Zambia, Zimbabwe and Kenya.

MADVS 870 – Dissertation
The dissertation should demonstrate an awareness of – and articulate a - post-colonial African problematic that should be methodologically detailed to clearly help to solve it at both the abstract and empirical levels. It should be based on primary field research in other relevant research sources that demonstrates a thorough comprehension of the research process. The dissertation should be approximately between 15 000 and 25 000 words in length.

KWAME NKRUMAH CENTRE FOR AFRICAN AND ASIAN STUDIES [K-NCAAS]

The Kwame Nkrumah Centre for African and Asian Studies **[K-NCAAS]** is a semi-autonomous centre of excellence of the Great Zimbabwe University [GZU] whose vision is to be the world's leading Pan African University Centre for the study of Africa, Asia and the Middle East. Its mission is to provide knowledge about Africa, Asia and the rest of the world with a view to equip people for a global economic, social and political environment.

The K-NCAAS aim to:
- Advance our understanding of Africa, Asia and the rest of the world.
- Provide global public knowledge and education through seminars, workshops and conferences. NB: Outreach events, seminars and conferences will bring leaders in business, government, the media and academia to GZU to share experiences and make a long term impact.
- Function as both a national and international centre in the field of African and Asian studies and to contribute to the education and teaching of culture and heritage studies.
- Promote the dissemination of knowledge and understanding of African and Asian studies in the wider public sphere.
- Function as a think tank, knowledge hub publishing centre of leading academic research for African and Asian scholars.
- Coordinate collaborative research and strengthen research cultures in Africa through the support of partnerships and research collaboration between K-NCAAS and other African Universities.

The K-NCAAS plays a role of organizing and/or facilitating guest lectures, seminars, conferences, training workshops, annual events [like Dzimbabwe Arts Festival]. It works with all faculties, schools, and centres of the GZU.

UNIVERSITY OF CHOICE