

Tutorial Letter 201/1/2018

Africa in the World: Historical Perspectives

HSY1511

Semester 1

Department of History

This tutorial letter contains feedback on the assignments for Semester 1 and on the examination.

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Dear Student

We trust that your semester has gone well so far. We know many of you have had difficulties with registration and obtaining your study material, and we hope that these problems are now over. Your lecturers have all done their best to accommodate all these complications.

This tutorial letter provides you with some feedback comments on the assignments that were set for the semester. They are not 'model answers', but rather suggest what we expected and what you should have concentrated on in your assignments.

We required you to submit at least two assignments for this module in order to obtain a full semester mark. As we explained in Tutorial Letter 101, this mark will count 20% of your final mark for this module. It is therefore an extremely important component of the final result that you will obtain.

Assignment 01 was a multiple-choice assignment, which we trust that you all managed to submit. Assignments 02 required you to answer some short questions and two paragraphs, while Assignments 03 and 04 required you to answer a mix of short questions, paragraph questions and an essay. You ought to have done at least one of these last three assignments. And we were pleased that many of you chose to submit more of them.

We believe that those of you who worked hard on preparing good assignments have given themselves the best chance of success in the examination at the end of the semester.

The best answers made good use of the study material as well as some additional sources. Although it is sometimes difficult to get hold of other sources, it really can be well worth your while. The extra reading provides different perspectives and further detail, and this helps to enrich answers greatly.

Although these precise assignment questions will not all appear in the examination in a few 'weeks' time, the themes covered by these assignments certainly will be there. A good knowledge of these themes will therefore be of great value in preparing for the examination.

Comment on each of the assignments now follows. Make sure that you work through them carefully.

1 COMMENTS ON ASSIGNMENT 01

The multiple-choice questions were designed to test your insight into the nature of plagiarism, as well as your understanding of the ways in which historians approach the past.

Some of the questions were fairly straightforward, while others required you to *apply* your knowledge to the question.

If you worked through Tutorial Letter 301 and Unit 1 in Tutorial Letter 501 thoroughly before attempting to answer the questions, you should have had little difficulty in doing well, and we were pleased that many of you performed well in this first assignment.

Comment on each of the questions follows.

- 1 **The correct answer is Option 3.** Assignments are set for different reasons, and Option 3 is certainly the most accurate of these. We never set assignments on topics that are not covered in the study material (Option 1). In History, we never expect you to memorise

the wording of the study material (Option 2), but we expect you to digest it and engage with it in your own words. We expect you to begin to use different sources to construct your answers, so Option 4 is incorrect. See the discussion of the purpose of assignments on p 11 of Tutorial Letter 301.

- 2 **The correct answer is Option 4.** As the discussion on pp 18–19 of Tutorial Letter 101 makes clear, the semester mark is calculated on the average of the two best assignment marks. The other options are all wrong. Make sure that you submit at least two assignments of good quality in order to obtain a good semester mark.
- 3 **The correct answer is Option 4.** See the discussion of assignment questions on pp 12–16 of Tutorial Letter 301. Note the phrasing of the question, and in particular the phrase ‘above all else’ in the stem of the question. For this reason, Option 4 is certainly correct, as we always want you to adopt a critical approach to the question, in other words, an approach that looks at the question from different angles. You need to do more than describe events (Option 1), while it is obviously impossible to include all events that relate to any question (Option 3), because you could never do that in an essay of 800 to 1000 words! It would be good to make a list of events that are relevant to the question (Option 2) and so this option could perhaps be correct, but the critical approach that Option 4 puts forward is clearly preferable, and thus Option 4 is the correct option.
- 4 **The correct answer is Option 2.** The discussion of the requirements of a good paragraph appears on pp 14–15 of Tutorial Letter 101, but see also our online tutorials on paragraph writing, which would assist you further. We never wish to use bullet points within a paragraph (Option 1), nor do we wish you to divide a paragraph into sub-sections (Option 3). Option 4 is therefore logically wrong, and Option 2, setting out the requirement of coherent sentences that flow logically from one to the next, is therefore the correct option.
- 5 **The correct answer is Option 2.** See the discussion of essay introductions on p 16 of Tutorial Letter 101 and p 17 of Tutorial Letter 301, as well as our online tutorial on essay writing. An introduction would never contain a detailed discussion of any theme (Option 1), as its purpose is to provide an introductory overview; the detail would appear in the body of the essay. An introduction would also never require comprehensive background (Option 3), as background should always be concise. The suggestion of Option 4 that one should have a breakdown of key words is incorrect, because this is best handled in a planning phase, not the introduction itself.
- 6 **The correct answer is Option 1.** The discussion on the components and the structure of essays on pp 15–16 of Tutorial Letter 101 and p 17 of Tutorial Letter 301 makes clear that essays should always contain relevant information and arguments that relate to the question. Background material should never be more than very brief, so Option 2 is not correct. We discourage the use of headings, so Option 3 is incorrect, despite its correct stress on good organisation of material and a range of different opinions. We never want information merely downloaded from websites, so Option 4 is also incorrect.
- 7 **The correct answer is Option 3.** See the discussion on plagiarism on pp 18–20 of Tutorial Letter 301. From this material, it is obvious that plagiarism is the act of pretending that the words and ideas used are one’s own rather than that of the source (Option 3). Option 2 appears also to be correct, but it is in fact incorrect because plagiarism involves more than just neglecting to cite sources; it involves deceit, pretence and theft of ideas and words. Using quotation marks for material that is quoted is good

academic practice (Option 1), while the honest inclusion of a plagiarism declaration ought to be a sign that there is no plagiarism (Option 4), so both these options are also incorrect.

- 8 **The correct answer is Option 1.** Best academic practice is always to write in your own words and always to cite the sources from which you drew your ideas. Note that common to all the incorrect options (Options 2, 3 and 4) is the failure to cite sources, which is very common in all acts of plagiarism, although plagiarism can also involve more than this. Aim always to use your own words, and always cite sources in footnotes (references) and a bibliography.
- 9 **The correct answer is Option 4.** In some ways, this question is similar to the previous one, but it looks at the issue of best academic practice in a different way. All of the first three options provided are examples of good academic practice, so the correct choice here is Option 4.
- 10 **The correct answer is Option 2.** This question requires a bit of thought, because all of the four options provided have some validity. It is certainly true that people who commit plagiarism waste the time of lecturers and markers (Option 1), that software detection programmes pick up acts of plagiarism (Option 3) and that students who plagiarise often mislead themselves because they do not fully understand the material that they copy (Option 4). Despite all of this, Option 2 is clearly correct, because the most serious aspect of plagiarism is that it is an act of theft (of the work of someone else) and is an illegal act (which can result in very severe penalties).
- 11 **The correct answer is Option 1.** Section 8 of Tutorial Letter 301 (pp 20–24) should have been consulted to provide the correct answer to this question, and indeed you will find this at the bottom of p 21. We do not use authors when it comes to Unisa study material, because Unisa owns the authorship rather than individual lecturers (Option 2); Option 3 is incomplete; while Option 4 is vague and inaccurate. Aim to cite sources from your study material in the way that is illustrated by the correct option (Option 1) here.
- 12 **The correct answer is Option 1.** See the example of a bibliography on p 24 of Tutorial Letter 301. Options 2, 3 and 4 are all incomplete, inaccurate or vague.
- 13 **The correct answer is Option 3.** Again, consult the example of a bibliography on p 24 of Tutorial Letter 301, as well as the discussion that occurs before this example. Option 3 is correct because it contains full disclosure of all details to enable someone else to trace the source: the authorship, the title, the URL, and the date that you accessed the source. All of the other options (1, 2 and 4) are incorrect because for different reasons, they provide incomplete information. Remember that the main purpose of a bibliography is to show that you have fully disclosed all your sources, but it also enables others who read your work to trace your sources easily.
- 14 **The correct answer is Option 4.** As you have learnt by now, full citation is essential for the bibliography, and Option 4 is therefore correct. Option 1 does not provide the title, Option 2 does not provide the date that the student accessed the source, and Option 3 fails to provide the author of the article that was accessed.
- 15 **The correct answer is Option 3.** See the discussion of the requirements of a bibliography on pp 23–24 of Tutorial Letter 301, which makes it clear that Option 3 is the

correct option. The bibliography is always essential, even if footnotes have been used, so Option 1 is incorrect. Option 2 is incorrect because one must always cite all Unisa sources that have been consulted in any bibliography, while Option 4 is incorrect because page numbers are not necessary when giving the full bibliographical details of Unisa sources, books, and internet sources – although they are necessary for journal articles cited.

- 16 **The correct answer is Option 2.** The dates of the books by Coombes and Wilson & Thompson have been omitted, and for this reason, Option 2 is correct. The tutorial letter is correctly cited (Option 1), the bibliography is correctly arranged (Option 3), and the places of publication of all the books are provided (Option 4).
- 17 **The correct answer is Option 3.** This question again requires narrow technical analysis of the bibliography that has been provided. Option 1 shows that the sources are listed in the correct order, and the author of the tutorial letter does not need to be cited, so the tutorial letter is indeed correctly cited. Option 2 indeed reveals that initials of some of the authors are incorrect, but the place of publication of all the titles is indeed correct. The first part of Option 4 is correct, but the second is not – the bibliography should be arranged alphabetically according to author.
- 18 **The correct answer is Option 1.** Option 1 is the only example where plagiarism has not occurred, because the student has made a genuine effort at writing in her/his own words. Option 2 has merely rearranged the sentences of the original, and included one or two bridging words. Option 3 has essentially taken the original in its original form, and replaced a few words with others, but the effect is substantially the same as the original. Option 4 is identical to the original. Options 2, 3 and 4 are therefore all guilty of plagiarism.
- 19 **The correct answer is Option 4.** This is the only option where the student has made a genuine attempt to re-work the original in his/her own way. All three of Options 1, 2 and 3 reveal minimal effort on the part of the student, and all three are essentially entirely based on the original, with virtually no change of any kind.
- 20 **The correct answer is Option 2.** Option 2 is guilty of plagiarism because the student has essentially taken the original and changed a few words and the order of the second sentence (while retaining the original words at the same time). All of Options 1, 3 and 4 show genuine attempt at developing original writing and thoughts based on the original extract, and so they are not guilty of plagiarism.

I hope that you have done well in this assignment. It certainly would be very disappointing if you achieved less than 50%, as this kind of assignment lends itself to a good result if you carefully worked through Tutorial Letters 101 and 301.

Many students obtained very good results, which is certainly very encouraging! Well done on your efforts!

Learn from this exercise, by applying our requirements about writing paragraphs and essays, and by adopting good academic ethics by submitting your own work, with due acknowledgement to your sources, and by citing and referencing your work accurately.

Please note that the examination that you will write at the end of the semester will NOT contain multiple-choice questions.

We will also NOT set questions on essay writing skills, academic ethics and plagiarism in the examination.

Nicholas Southey

2 COMMENTS ON ASSIGNMENT 02

This is the first of the assignments that requires you to submit written answers to the questions provided (as opposed to the multiple-choice answers that you provided in Assignment 01).

The assignment was divided into two sections: short questions and paragraph sections.

I hope that you found the instructions clear. It is important that you understand the distinction between 'short questions', requiring a brief answer of about five lines of text, and 'paragraph questions', which require an answer of about half a page of text.

Make sure that you understand the two different kinds of questions, as well as what our expectations of you are from any answer to each kind of question:

SHORT QUESTIONS

Short questions are normally set on key concepts that appear in the different learning units in the module. We believe you need have a sound comprehension of these, so that it is clear to us that you understand the main elements of the study material well. Many of the short questions deal with definitions of key terms, or with important ideas and values that were significant in certain historical periods.

Good answers to short questions have the following characteristics:

- They are concise and focused answers that address the issue raised in the question directly. These brief, succinct answers normally can be handled in about five lines of text, although answers could sometimes be shorter. They should not, however, be very much longer than five lines or about 50-70 words.
- The questions must also be answered in full sentences. Sometimes answers might even be only a single sentence, although two- or three-sentence answers are certainly acceptable. Make sure they are full sentences, however. Ensure that the sentences connect logically to one another.

Writing in point form, the use of repetition and answers that do not focus on the requirements of the question will not score high marks, even if they have some relevance to the question.

PARAGRAPH QUESTIONS

As with short questions, a paragraph question is usually set to test your knowledge of a particular important concept, theme or idea – but the key difference is that the paragraph

question will require you to present more information than is required for an answer to a short question.

Good paragraphs usually contain the following elements:

- Paragraphs contain a number of sentences around one main theme or idea. This main idea is usually (but not always) reflected in the first sentence of the paragraph.
- All sentences in the paragraph should develop or expand on the main idea, by giving explanation, details and examples which support the main idea.
- Paragraphs should be well planned in order to create a logical flow between sentences.
- Well-written paragraphs will be clearly written, easily understandable to the reader, with good grammar, spelling and punctuation.
- Aim for writing paragraphs of approximately 150-200 words (about 15 lines of text), or about half a page each. This is a rough guideline, and there are often circumstances where they can be longer or shorter.
- A paragraph needs to be a single, coherent unit that flows well. It should not be a collection of points listed one after another.
- As our emphasis on plagiarism has made clear, sentences should also not be copied directly from your sources without acknowledgment, but should be expressed in your own words.

Why do we stress about paragraph writing? Essentially, paragraphs are the building blocks of history essays, which is another important form of assessment in the discipline of History. Essays consist of a succession of paragraphs – usually an introductory paragraph, a number of paragraphs that constitute the ‘body’ of the essay, and a concluding paragraph. Hence, writing good paragraphs will mean that you are well on the way to writing a good essay.

In compiling your assignments, keep referring to these guidelines if you are uncertain about what is expected of you. These kinds of questions will also feature prominently in the examination that you will write in May 2018.

* * *

Let us now look at the questions you were set. The commentary that follows stresses the main issues that you could have mentioned in your answers.

My answers are often longer than the actual requirements of each respective question, because of my need to explain different matters.

SHORT QUESTIONS

You should have noted that we had a general instruction that we wanted you to provide explanations of the following terms or concepts as they relate to African history. Some of these concepts are more obvious than others in this regard.

We did not mark you strictly on this, as many of you ignored the general instruction 'as they relate to African history' in your answers. However, those of you who made an effort to apply this instruction to examples from Africa were credited.

1 The concept of 'the past'

The 'past' is best understood as a term that implies all events that occurred before a certain point in time. As humans, we understand time as comprising three main phases, which all relate to one another: the past, the present and the future. As people in the present, we understand the past as comprising all the things that have occurred – both those which we can remember, as well as those which we cannot. The past is what has happened.

If we relate this to African history in general, the past would comprise all events and developments that have occurred on the African continent and that have affected African people.

Another way to understand 'the past' is to contrast it with the concept of 'history'. The past is all that has happened (as we have just learnt), whereas 'history' is always an attempt to recreate or reconstruct what has happened, based on a selection of different kinds of evidence and the particular interests and concerns of the historian producing history.

See Tutorial Letter 501, p 10

2 The relationship between the past and the present

The answer to this question is of course linked with the answer to the previous question, where I have already suggested that there is a relationship between the past, the present and the future. Essentially, we should all be able to accept that the past has significantly shaped the present (although we might disagree about the extent of this). We cannot fully comprehend and know our present circumstances without an understanding of the past and its impact on the present. I am not saying that the past is the sole 'cause' of the present, but the connection between past and present is very significant and needs to be understood as far as possible.

In a sense, historians act as a bridge between the past and the present – because the questions they ask of the past are shaped by their present situation and circumstances. Historians frequently use evidence from the past to provide an answer to current issues and concerns. Thus, present concerns affect our relationship with the past, because as the present changes, so do our questions that we ask about the past.

We could illustrate this with an example from Africa. Why do many Africans experience racism in the present? At least part of the answer – perhaps a large part? – would come from the experience of racism over a number of years, decades and centuries, bringing in subjects such as slavery and colonialism. The relationship between the past and the present is surely a close one.

See Tutorial Letter 501, p 10

3 Secondary sources

Historians conventionally divide the sources they use to write history into primary sources and secondary sources. Secondary sources are best understood as sources which are not first-hand accounts of events in the past. They are usually compiled from different kinds of primary sources (although they can also rely on other secondary sources). Many history books and scholarly articles are secondary sources, because they are compiled at a distance from the

events being discussed, and they provide an interpretation or analysis of those events, using primary sources to do so.

There can be a blurred line at times between a primary and a secondary source. For example, a book written in 1957 about the independence of Ghana in that year should be regarded as a secondary source because it is based on primary sources and eye-witness accounts of that set of events, and it interprets those events. However, today in 2018, we could partly also regard it as a primary source, because it was compiled at the time of those events and it gives a close reflection of the experience of people during that year.

See Tutorial Letter 501, pp 14–15

4 The value of official government documents for historians

Official government documents are very important for historians, because these are primary sources left by government officials and departments about their activities, and thus they give important insight into government policies, motivations and actions. More than a century ago, almost all historians believed that history writing should be based on government documents, because these records were deemed to be careful, accurate and reliable sources. We no longer accept this, because government records are only one type of numerous different kinds of records, and also their value and accuracy can be questioned (in the same way that any source can be questioned). Historians need to understand the bias and selectivity of any source at their disposal, and so government documents, however important, do not necessarily contain the 'whole truth' about any one matter.

See Tutorial Letter 501, p 15

5 Oral traditions

Oral traditions are essentially knowledge and information that is handed down from generation to generation by word of mouth. Most oral traditions deal with the cultural record and memory of societies, and encompass matters such as law, governance, folktales, stories and religious belief and expression. These were never written down in the past, but were transmitted orally from one generation to the next. Historians and others have begun to write these traditions down in recent years, in order to preserve them better. They are of vital importance in African history because they are the cultural and social record of many African communities and societies.

See Tutorial Letter 501, p 22

6 The relationship between history and anthropology

Fifty or more years ago, historians and anthropologists tended to ignore the work of one another, Anthropologists tended to focus on 'culture' and describing people in fixed categories, which were assumed always to have existed in an unchanging way. Historians tended to construct their work on existing written records, usually those of governments and churches, which seldom had much detail on how people actually lived.

This situation has changed markedly in the past 50 years, and both anthropology and history have changed a great deal, and for the better. The relationship between the two disciplines is often close, particularly in Africa. Anthropologists normally focus on matters such as how societies organise themselves, their kinship patterns, their cultural expressions and their religious beliefs, whereas historians tend conventionally to deal with broader social and political matters, and how these have changed through time. In Africa, anthropologists have looked in particular at the way in which oral traditions have functioned in holding societies together, as

well as the connections between such traditions and religion, economics and politics. Now, there is much greater recognition among historians of how anthropological concerns have historical dimensions that can enrich historical writing and insights.

See Tutorial Letter 501, pp 16, 22

PARAGRAPH QUESTIONS

We then asked you to compile paragraph answers to the two following questions:

7 Discuss briefly why history can be a valuable weapon for political elites to justify their power.

Some students appeared to struggle with the term ‘political elites’. Political elites are best understood as people who hold power within societies – they are the decision makers and the people who exercise authority in different spheres, particularly in governance and in political life. Political elites generally have a great deal of power (and in some societies close to complete power), even though they are usually numerically very small in relation to the whole population.

Political elites are generally in positions which enable them to exercise significant power, as well as use different resources to maintain and to justify their power. In this regard, control over history can be very important. It is often claimed that ‘history is written by the victors’, and although this is a stereotype, the statement does reflect that history is often the record of the successful, the powerful, and those in authority. History often deals with the actions and the successes of such people. In so doing, history can be used to explain and justify their power, as well as to praise their achievements and win loyalty from society. At its most extreme, history can be used in a biased way, as propaganda for certain political programmes or to glorify particular leaders. These leaders often fear that alternative interpretations of the past might potentially be used by people to undermine their authority, and so it is in their interests to control knowledge of history (among other things) in their societies.

See Tutorial Letter 501, pp 12–13

8 Briefly outline why historians in Africa can benefit from the research of archaeologists.

Historians of Africa benefit immensely from the research of archaeologists. Indeed, we can say that a considerable amount of the history of Africa has been produced by archaeologists rather than by historians. Few historians are trained in archaeological research methods and techniques, and the majority of historians are much more comfortable working with different kinds of documentary and written sources and with oral traditions and evidence. This presents a problem in the case of Africa – because most African societies before the 19th century did not produce written records of any kind. Therefore, we are reliant on the work of archaeologists, who study and classify the physical remains of human settlements in the past, to provide us with insights into how people lived in earlier periods. Through their careful and systematic work at many different sites, and their sifting through human, animal and plant remains, archaeologists have enabled us to learn far more about the African past than we would have known without them.

See Tutorial Letter 501, pp 16, 22

We hope that you handled these questions well. Use these suggestions above to supplement your work.

What other paragraph questions could be set on Learning Unit 1? There are many potential paragraph-type questions, and here are some examples that could be asked:

- 1 Explain the difference between 'history' and 'the past'.
- 2 Briefly outline reasons why the study of history is important.
- 3 Explain briefly why knowledge of history can empower marginalised groups to challenge their position in society.
- 4 Briefly outline reasons why it is important for historical research to be carried out.
- 5 Explain what a primary source is, and provide at least three examples of primary sources to illustrate your answer.
- 6 Using at least three examples, explain the difference between a primary source and a secondary source.
- 7 Critically assess the importance of oral tradition in enabling historians to reconstruct the history of African societies.
- 8 Briefly outline major ways in which historians of Africa have altered Eurocentric approaches to the study of history.

We urge you to work through these questions in preparation for the examination, as these will provide a good basis for the kinds of questions you could face then.

Nicholas Southey, Melanda Blom and Wendell Moore

3 COMMENTS ON ASSIGNMENT 03

This assignment required you to answer three different kinds of questions: short questions, paragraph questions (both of which you encountered in Assignment 02) and an essay question.

SHORT QUESTIONS

1 Absolute monarchy

This refers to a state where the ruler or monarch has complete authority over the state and its inhabitants, and the monarch is not limited by the legal system or parliament. Power was usually passed along the royal line, and monarchs were believed to have the Divine Right to rule, meaning that they had been given their authority by God.

See Tutorial Letter 501, p 28

2 The concept of 'natural rights'

Natural rights are similar to the contemporary notion of human rights. They referred to the rights with which people were born and were able to exercise so long as these rights did not come into conflict with the natural rights of others. These rights included the right to life, liberty and the right to own property.

See Tutorial Letter 501, p 29

3 Enlightenment

The beginning of the Enlightenment can be dated to the period between the middle of the 17th to early 18th centuries in Western Europe. It refers to a period of intellectual thought that was underpinned by reason, and it sought to understand the way in which society operated in terms of politics, culture and economics. By so doing, it hoped to initiate change and improvement.

See Tutorial Letter 501, pp 28–30

4 Utilitarianism

Put simply, utilitarianism can be described as ‘the greatest happiness of the greatest number’. It is most associated with English philosopher Jeremy Bentham, and it promotes the notion of the ‘general will’ or the wellbeing of the majority which takes precedence over that of the individual. For Bentham, a state should be judged based on its ability to promote the happiness of the majority of its citizens through the formulation of law and representing their interests in the form of a democracy.

See Tutorial Letter 501, p 30

5 Socialism

This is an economic philosophy, associated with Karl Marx, that prioritises society as a whole over the individual. In a socialist state, the means of production are owned by society as a whole, which is in contrast to the individual right to private property. Socialism can also be seen as the intermediate state between capitalism and communism.

See Tutorial Letter 501, p 45–46

6 Holocaust

This refers to the German extermination of those people considered ‘inferior’ during the Second World War. It is usually associated with the killing of six million Jews who were singled out by the Nazi state for extermination based on their religion which was associated with their race. Jews were physically isolated from the rest of the population in concentration camps where they were subject to forced labour and eventually execution.

Tutorial Letter 501, p 39

PARAGRAPH QUESTIONS

7 Explain briefly the contradiction between Enlightenment ideas and the maintenance of the slave trade.

The abolition of the slave trade brought to light two contradictory issues. The Enlightenment thinkers had emphasised life, liberty and property, yet slaves were both human beings (and thus allocated natural rights) but were also legally considered to be private property. There were two ways of resolving this contradiction. The first was to support slavery, but using Social Darwinism to argue that slaves were, in fact, less than human and thus not deserving of natural rights. The other was to highlight the horrific nature of the slave trade and conditions under which slaves laboured. By doing this and drawing upon principles of Christian morality as well as the natural rights and equality derived from the Enlightenment, abolitionists were successfully able to argue for the end of the slave trade.

See Tutorial Letter 501, p 32

8 Briefly discuss whether or not Sierra Leone in West Africa proved a successful society for liberated slaves in the 19th century.

Sierra Leone was a site for the resettlement of the slaves whom the British had freed from slave ships following the abolition of the slave trade in 1807. Sierra Leone was thus envisaged as a colony that would follow the humanitarian principles advocated by the abolitionists, which included the 'natural rights' of life and liberty. Also important was the notion of waged labour, where people would be paid for their work and would be free to choose where and for whom they wished to work. It proved, however, to be difficult to implement the Enlightenment ideals fully. On the one hand, slaves were successfully converted to Christianity and were educated, thus becoming a new middle class that saw themselves as British subjects and adopted British dress, education and trade. At the same, it was not easy to make the transition from slavery to waged labour, and slaves were sold as apprentices where they were forced to work for a particular employer for a contracted period of seven years. While this was not slavery but indenture (as it was not a permanent state), it was also not the idealised vision of free waged labour either. Despite this, Sierra Leone can ultimately be seen as successful in terms of assimilating British values, and it attracted large numbers of settlers. It also served as an example for the establishment of another settlement in West Africa called Liberia.

See Tutorial Letter 501, pp 33–34

ESSAY QUESTION

When answering this question, please note that essay writing requires a very specific structure in order to write a well-constructed and focused argument. Avoid unnecessary detail but also ensure that your essay is able to cover all the requirements of the question. For guidelines on essay writing, please refer to Tutorial 101 as well as our online tutorials and podcasts. Every essay should have the following broad structure: an introduction, the body which takes the form of paragraphs, each addressing a separate theme, and a conclusion. You will find it useful to draw up a rough outline of your argument before you begin writing your essay. Please ensure that all your work is referenced, and you should preferably have a reference at the end of every paragraph.

9 Discuss the importance of imperialism in world history during the 18th and 19th centuries, and use any two examples from Africa and Asia to illustrate your argument.

Your introduction should engage with the question, pointing out that imperialism was very significant in world history – particularly in parts of Asia in the 18th century and then the era of 'high imperialism' in Asia and Africa in the 19th century, which gathered force as the century progressed. Your introduction should also briefly discuss the points that you will make in your essay.

You could begin by briefly considering the factors that led to the imperialism in Africa and Asia, as this is related to its importance and benefit for the European powers involved. There are several factors that contributed to the acquisition of colonial empires. One of these was the abolition of the slave trade. The abolition of slavery was tied to a desire to inculcate the European Enlightenment values of civilisation to people outside of Europe and the United States. When the slave trade was abolished in 1807, missionaries were provided with the opportunity to go to Africa and assist freed slaves. This allowed them to introduce Christianity, first to slaves and then to indigenous Africans. They also become adept at speaking African languages and acquired knowledge regarding the various customs of the African groups with whom they interacted. They sent reports back to Europe regarding the indigenous inhabitants of

Africa as well as the potential natural resources that could be obtained on the continent. In addition, as missionaries moved further into the interior, they required land in order to set up permanent mission stations and protection from hostile groups. This provided Europeans with the pretext for a greater military presence on the continent.

Imperialism was also made possible by advances in European technology and knowledge such as weapons, the use of quinine to combat malaria, and the rapid growth of communication and transport technology.

Another factor was the industrial revolution, which meant that European factories could produce manufactured goods cheaply and in large quantities. Once European markets were exhausted, the rest of the world could potentially provide new markets. Colonies were also a source of raw materials required by industry and used for domestic consumption such as rubber and cocoa. Rich mineral resources, such as gold in southern Africa, were also exploited.

Colonies were also acquired for their strategic value, such as the Suez Canal, which allowed the British access to India for trading purposes, as well as islands in the Indian Ocean, where fuelling bases were established to provide coal to the new steamships that crossed the oceans.

Nationalism was yet another major motivation for imperialism. European nations competed with each other for colonies – the greater the amount of territory controlled, the greater the prestige of the imperial power.

You should now focus on the impact of imperialism in Asia and Africa. A detailed case study in this regard is that of India which had been subject to European intervention since the mid-18th century.

India had been ruled by the Mughals but, by the 1750s the Mughal Empire had weakened which allowed the British and the French to gain greater economic access to India. British involvement was in the form of the East India Company (EIC) which was a concession company that had been granted specific rights to operate economically and politically in the area. The EIC was able to acquire revenue from the taxation of Indian agriculture. This money was used to expand the British army in India which in turn was employed to bring even greater areas of India (and its revenue) under British control, as well as other parts of South-East Asia.

In addition to the economy, British involvement in India had other repercussions. Early British leaders were considered Orientalists, who believed that India had once had a great civilisation that needed to be restored. To this end, they learned Indian languages and attempted to reform the legal system in an attempt to recreate this glorious past. The example of Warren Hastings could be cited. Unlike Orientalists, Occidentals such as Thomas Babington Macaulay believed that there was very little in Indian society, government or education that was worth preserving. For Macaulay, Indian society needed to be completely reformed along British lines with the implementation of British legal, economic, political and education systems.

Indian intellectuals also considered reformation. Raja Rammohan Roy sought a compromise between Indian and British values, believing that Indians could reform their society in certain ways by abolishing practices that were not considered “civilised” such as *sati*. Indian society could also benefit from knowledge of western science and mathematics. Simultaneously, Roy also believed that Indians should retain the unique aspects of their culture such as art and literature. Indian responses were varied and complicated – they were neither a complete acceptance nor a rejection of British values.

The Mutiny of 1857 saw Indians rebelling against EIC rule after a century of EIC corruption and enrichment, and they attempted to return the Mughal emperor to power. This marked a turning point in British rule in India that was to last until independence in 1947. After the British ended this Indian rebellion, the Mughal emperor was exiled. EIC rule in India was replaced by direct rule of the British Crown, with Queen Victoria becoming the Empress of India.

You should also consider other case studies from Asia and/or Africa. Some examples include:

- China: Britain traded textiles for tea with China during the 19th century. Over time, however, the Chinese lost interest in British textiles while the British demand for tea continued. The British then turned to the opium trade. Opium was produced in India and traded with the Chinese for tea and then silver. The Chinese became increasingly addicted to the drug, and the Chinese government attempted to halt the trade. In reaction, the British used military force to continue the trade in opium. Britain's superior military strength meant that the Chinese were forced to surrender much of their independence to Britain and other European powers. European states also took control over states that had fallen under the Chinese sphere of influence: for instance, France dominated Indochina which comprised Vietnam, Laos and Cambodia.
- Japan: From the mid-17th to the mid-19th centuries, Japan had experienced a period of political stability and, with this stability, came greater prosperity. There was an increase in agricultural production that led to an increase in population. Cities expanded until the Japanese capital of Edo (later to be renamed Tokyo) was one of the largest in the world. The economy was monetised and there was a growth in trade and prosperity. Japanese society underwent rapid modernisation in terms of education, a bureaucracy and national military service. In the 1870s, a Japanese delegation went to the United States and the Japanese state underwent further changes by adopting what they saw as the strengths of the American system in terms of government and, in particular, industrialisation. Through this process of adoption and adaptation, the Japanese were able to maintain a position of strength when dealing with the Western powers, and were also able to capitalise on Chinese weakness by acquiring Chinese territory. Between 1904 and 1905, the Japanese were engaged in a war with Russia and ultimately emerged victorious, the first Eastern country to do so in modern warfare. Japan would later attempt to build its own empire in China and south-east Asia.
- Scramble for Africa: Beginning in the 1880s, Europeans began to vie for colonies in Africa in what became known to historians as the Scramble for Africa. This competition was given a sense of structure when the chancellor of Germany, Otto von Bismarck, held a conference in Berlin in 1884 to organise the territorial division of Africa among the various European powers. The conference laid down the rules for the acquisition of colonies – European powers had to take control over a territory in order to claim it for their own. This stimulated European expansion into the African interior and the continent was rapidly colonised until, by 1914, only Ethiopia and Liberia retained their autonomy.
- The Congo: The period of the 1880s and 1890s when the Belgian Congo was under the direct control of the Belgian King, Leopold II. This was an era marked by appalling human rights abuses as Leopold and the concession companies that he allowed to operate in the Congo exploited the indigenous population. The Congolese people were forced to work in conditions akin to slavery in order to collect rubber and were subject to extremely harsh punishment if they failed to comply. An international outcry was raised until Leopold was forced to surrender control of the Congo to the Belgian government in

1908 – which marks the second phase of Belgian involvement in the Congo. As a Belgian colony, the Congo continued to provide raw materials, and the Katanga province in particular provided rich mineral resources for Belgium.

At the end of your essay you must remember to have a conclusion that briefly summarises your argument in relation to the essay question.

Surya Chetty

4 COMMENTS ON ASSIGNMENT 04

As with the previous assignment, the format of Assignment 04 required you to engage in three forms of history writing – definitions (short questions), paragraphs and essays.

Assignment 04 was designed to broaden your insight into new concepts, revolving mainly around ideology, which included the Enlightenment, Religion, Social Darwinism and resistance to western ideology and expansion.

SHORT QUESTIONS (DEFINITIONS)

Short questions allow for a brief and direct description of a given concept. Avoid unnecessary content – keep your explanations brief and to the point.

1 Social Darwinism

It is important to note when discussing Social Darwinism that Charles Darwin himself DID NOT theorise it. His theories were merely adapted by others to suit an alternative philosophy. Many of Darwin's contemporary intellectuals adapted his hypothesis of natural selection to apply it to people. The most famous of these contemporaries was Herbert Spencer, whose theory of Social Darwinism was most discussed and considered. This form of Social Darwinism entails that a certain group of people is superior to another, that this superiority can be proven scientifically, and that this justifies the oppression of the so determined 'lesser' group.

See Tutorial Letter 501, p 51

2 'Civilising mission'

The 'civilising mission' was the justification behind colonisation (or foreign intervention). It was based on the belief that Europeans were superior to all other societies, especially indigenous peoples, and thus they felt that it was their duty to 'civilise' indigenous people across the world. To 'civilise' an indigenous society was to convert and westernise it. This essentially aimed to transform people in different parts of the world into copies of Europeans. One of the ways in which they achieved their 'civilising mission' was through the implementation of Christianity. Although colonisation and Christianity are two very different things, they assisted each other in their aims. Colonialism enabled the spread of Christianity through the various Christian missions and the spread of Christianity led to a more 'acceptable' and 'civilised' indigenous population from the coloniser's perspective.

See Tutorial Letter 501, pp 51–52

3 Nationalism

There are many different historical interpretations and varieties of nationalism, which include civil, cultural, religious and anti-colonial nationalism. However, the root of nationalism remains in the identification with and devotion to one's country or nation. Often nationalism also means that those who identify with and devote themselves to one group, country or nation foster feelings of superiority over another group or nation.

See Tutorial Letter 501, p 66

4 Communism

Communism is an ideology relating to social, economic and political aspects of governance. As an ideology, it advocates for a social organisation in which all property is owned by the community and each person contributes and receives according to their ability and needs. In this way, a society that is economically and socially equal and classless is created. Within a communist country, the state is in complete control of property, resources, production, finances and industry. A pure communist society is also one which does not have a class system. Academics believe that communism was a reaction to industrial capitalism and its associated problems in the west, specifically the ever-growing system of classes and inequality.

See Tutorial Letter 501, p 62

PARAGRAPH QUESTIONS

5 In what ways were the ideas of the Enlightenment present in the American Declaration of Independence of 1776?

Remember to: always read the question carefully; break it down into sections, as it is easy to get lost in the question, and thus misinterpret it and lose marks. Here you were asked to look at how the ideas of the Enlightenment were present in the American Declaration of Independence. Thus, which Enlightenment ideas or philosophies were found within the text that was the Declaration?

The United States has often been identified as a state born out of the Enlightenment. This is because the ideals that the American revolutionaries fought for were steeped in the ideas of the Enlightenment. These ideals included the natural rights of man, the notion that every man is born free, the concepts of democracy, the idea of the separation of powers, the notion that a parliament should represent the will of the people, and the concept of liberalism. But how were these ideas represented in the Declaration of Independence? It is the broad term that is liberalism which is found here. The Enlightenment was a period of new and radical ideas, that were focussed on creating a more rational and humane society. Out of this came liberalism, an ideology connected with the ideas of liberty and egalitarianism, in other words freedom and equality. The Enlightenment refined the idea of liberalism, which in turn had had an impact on the ideals of the American Revolution.

The key figures in the Enlightenment and its formation of liberalism were Hume, Stewart and Rousseau, and it was their interpretations of liberty which specifically influenced Thomas Jefferson, the author of the Declaration and founding father of the United States. Jefferson himself contributed to the development of the Enlightenment and as such, the author of the Declaration was linked to the Enlightenment. The following extract from the Declaration of Independence clearly emphasises liberty and equality: '*We hold these truths to be self-evident,*

that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.'

Therefore, liberalism (and all that accompanied it) as an idea of the Enlightenment was clearly visible within the Declaration of Independence of 1776, and was a building block and a foundation for the American Revolution and what would become the United States Constitution.

See Tutorial Letter 501, p 49

6 Explain why religious songs and hymns often known as 'Negro spirituals' were significant among slaves in North America during the 18th and 19th centuries.

Remember to: again break down the question; you had to explain why 'Negro Spirituals' were important among slaves. Therefore, you had to identify the impact (whether positive or negative) that the religious songs had on the slave communities of North America, beginning with how Christianity was first introduced to the slaves. Always be aware of the time period given.

The colonial process of conquest and expansion had many social approaches for the purpose of assimilating, indenturing or 'civilising' indigenous societies. One such approach was the efforts of missionary programmes which set up mission stations in the more remote and rural areas of the unfolding colonies. However, Christian activities in colonies such as America were not limited to mission stations. Slaves in North America were already in physical bondage and Christianity would lead to a level of psychological bondage as well. Slave owners took further measures to deepen this nonphysical form of confinement. They would regularly read scriptures from the Christian Bible to their slaves, often using passages that discussed slavery, in an attempt to justify the practice to their slaves. Sections selected would emphasise the virtue of hard work, obedience and servitude. The Bible was also used to justify the harsh treatment of slaves and in this way slave owners tried to ensure that their slaves were cooperative, docile and submissive.

Yet slaves eventually found a connection with and comfort in Christianity, identifying with the hardships that certain Biblical characters went through and the idea of receiving a heavenly reward at the end of one's life, after years of hardship, also encouraged them. Christianity soon became an important part of slave society and they began holding their own church services in what they called 'praise houses'. It was in these houses that slaves created their own hymns, named Negro Spirituals. These songs were significant because they entered all spheres of slave life, as they would not only be sung in the praise houses, but during work (e.g. while picking cotton), other daily activities and social occasions. Negro Spirituals alleviated the boredom of work, while also strengthening a sense of community with other slaves with shared experiences. The spirituals further strengthened the sense of community, as the songs were sung in large groups where everyone participated. Negro Spirituals were not only an escape from the harsh realities of being a slave, but they also created a connection with other slaves. A sense of community that would become crucial once slavery was abolished and Christianity, which had first been used to subdue the slaves, would become an important emancipator.

See Tutorial Letter 501, pp 53–55

7 Explain why Mahatma Gandhi is regarded as an influential person in the history of the 20th century.

Remember to: once again, break down the question. Here you were asked to explain why Gandhi was considered influential during the 20th century. Thus what made Gandhi important, what did he do, why did people think so highly of him?

Mahatma Gandhi was born and raised in India, trained as a lawyer in London, and practised law in southern Africa. It was his time in Africa that had the greatest impact on him. His first-hand experiences here of racial discrimination awakened a sense of activism, particularly with regard to civil disobedience and passive resistance. And it was particularly his passive resistance that would endear him with people around the world. Gandhi championed passive resistance, in other words a non-violent approach, to challenging the existing system of government, as well as to combat imperialism. After limited successes in South Africa, Gandhi returned to India in 1915, where he applied his developed ideology of peaceful resistance. He joined the Indian National Congress (INC) and became its leader. The organisation aimed to achieve, among other causes, self-governance in India from British rule, a goal which was eventually achieved through the efforts of Gandhi and the organisation. Thus Gandhi's methods of passive resistance gained a victory on a large scale, the first time that such a feat had been achieved through predominantly non-violent means. Gandhi also undertook several hunger strikes to express not only religious obligations but also self-sacrifice, and these acts further won him respect around the world, particularly among his fellow Indians. Gandhi's world image was therefore of a humble and peaceful man who took on the might of the British empire using non-violent means. His pacifist ideology of non-violence also affected several activists in recent history, including respected individuals such as Nelson Mandela and Martin Luther King Jr., and influenced their approaches to civil resistance.

See Tutorial Letter 501, p 61, for a brief profile of Gandhi

ESSAY QUESTION

Take note of the guidelines for essay writing outlined in Tutorial Letters 101 and 301, as well as in the essay writing podcast on MyUnisa, which we hope will provide you with strong assistance in developing your essay writing skills. Also consult the assessment criteria that we use to evaluate your assignments, as well as guidelines on how to reference. These are also in Tutorial Letter 101, while guidelines on how to reference are in Tutorial Letter 301.

8 What is your understanding of the ideology of Pan-African nationalism, and explain why it developed as a significant force in Africa during the 20th century?

The question above is reasonably straightforward, and asked you to do two things:

- to give your opinion of Pan-African nationalism – that is what you understand of it, having read the section regarding the ideology in Tutorial Letter 501, p 67.
- to explain why it developed as a force in Africa – emphasis on 'why'.

The development of Pan-African nationalism as a 'force' entails that it would have been a reaction to something – imperialism or perhaps colonialism. Note: the 20th century is your time period.

After introducing your essay and stating your aim, you can delve into your understanding of Pan-African nationalism, after which you should expand on the reasons why it developed as a

force in Africa. Thus the body of your essay will consist of these two discussion areas. At the end of your essay, you give your conclusion, which will re-emphasise your argument and where you summarise your main points.

In short, Pan-African nationalism was a form of resistance towards colonialism and colonial expansion. As an ideology, it was not a tangible form of resistance, but rather, it developed and influenced political activists and intellectuals of predominantly African descent. It is important to note that Pan-African nationalism never stopped evolving. It was constantly being adapted by political intellectuals and thinkers, such as Marcus Garvey, William EB du Bois and Frantz Fanon. Pan-Africanism emerged from the ideas of anti-colonialism and reclaiming Africa for Africans. It evolved into the belief and advocacy that all indigenous inhabitants of Africa should be joined together in a social and political union. In other words, the ideology defends the independence of Africa from foreign rule and wishes for Africans to unite for the betterment of the continent and its people.

Pan-Africanism first emerged in the United States, with African American and Afro-Caribbean intellectuals leading the charge. They identified the commonalities between African Americans and Africans, and they believed that Africans could only prosper among other Africans. They should therefore form their own nation in Africa separate from the United States and from white people. You may give any other points that explain what you understand Pan-African nationalism to be, as well as examples you see fit to use.

Moving now to why Pan-African nationalism developed as a force in Africa, we will start in the 20th century, because in the previous century (the 19th century), Africa was colonised, divided and ruled among the European powers. Colonisation affected the indigenous population in many negative ways, and it would lead to the desire for independence and freedom. As Pan-African nationalism was rooted in anti-colonialism and in reclaiming Africa for Africans, it was natural that this ideology would be at the forefront of the fight for African independence. Historians have argued that nationalism and decolonisation are closely linked. Thus, it can be seen that as the fight for decolonisation intensified, so did the reliance on and advocacy for Pan-African nationalism.

In your essay, you could have constructed this section as follows: after the initial advocacy of Pan-African nationalism from intellectuals such as Garvey and Du Bois, the ideology found itself on the African continent, where its impact had a resounding effect on those wanting independence from European colonial powers. As such, Pan-African nationalism occupied a broad historical context of many African countries fighting for independence. Pan-African nationalism is essentially an anti-colonial ideology, but it also applies to all aspects of society and incorporates political, institutional, cultural and psychological features. You could also have mentioned the Bandung Conference of 1955 (Indonesia), where the subject of decolonisation first became a contentious issue. Delegates at the conference were inspired by the possibilities of independence, and this ignited their committed to achieving independence as well as working together to do so.

You could also have brought in Fanon's influence on Pan-African nationalism during the 20th century. His perceptions of decolonisation and decoloniality influenced several generations of individuals who struggled with the legacy of colonialism and were committed to the process of liberation of individuals and societies from colonial influences.

This section of the essay was straightforward, as you merely had to unpack how the desire for African independence and decolonisation followed and linked with Pan-African nationalism. As

can be seen, the two could not be separate in this context. Pan-African nationalism therefore developed as a significant force in Africa during the 20th century because the fight for decolonisation became a tangible force on the African continent during this century.

Garth Ahnie

5 GUIDELINES FOR THE FORTHCOMING EXAMINATION

We wish to provide you with some guidelines about what to expect in the forthcoming examination. We have provided these guidelines in Tutorial Letter 102, but this tutorial letter only appears on the module website, so we have chosen to repeat them here.

Introductory general guidelines

The examination for this module comprises a two-hour question paper.

You will receive final confirmation of the precise date and time of the examination, as well as your examination venue, from the Examinations Department of the University.

Any queries about examination arrangements should be directed to the Examinations Department. Please note that the History Department cannot handle any administrative queries around the examination, so please do not direct queries to us such as the date of your examination, your examination venue, or related matters.

You may rest assured that the examination focuses on the most important themes in this module, that is, the themes that have been emphasised throughout this semester. There are no trick questions and no questions on obscure details or aspects of the study material. We are primarily interested in testing your knowledge and insight about the main themes and issues covered in the assignments in this module, and the examination has been set with this in mind.

Format of the paper and themes to be covered

The question paper has been divided into three sections: Section A, Section B and Section C.

- **Section A** requires you to answer **six short questions** from a choice of ten questions. The short questions are derived from Learning Units 1, 2 and 3.
- **Section B** requires you to answer **three paragraph questions** from a choice of seven questions. The paragraph questions are derived from Learning Units 1, 2 and 3.
- **Section C** requires you to answer **one essay question** from a choice of four questions. The essay questions are drawn from Learning Units 2 and 3.

The questions in the examination will be similar to those that are asked in Assignments 02, 03 and 04. These assignments therefore serve as excellent preparation for the examination.

Short questions, paragraphs and essays will also be assessed in ways similar to those that you wrote for assignments.

Please note that there are no multiple-choice questions in the examination (as you had for Assignment 01). The examination paper consists of short questions, paragraph questions and essay questions, divided as indicated above.

Also please note that the examination paper differs in format from the past examination papers that are on the module website. Those papers from 2017 had only paragraph and essay questions; this semester, we have introduced short questions as well.

- **Section A** contains the short questions. Each short question requires an answer of approximately five lines, and each carries 5 marks. Section A requires you to write six short question answers, so this section is worth 30 marks.
- **Section B** contains the paragraph questions. Each paragraph question requires an answer of roughly 10 to 15 lines, and each carries 10 marks. Section B requires you to write three paragraphs, so this section is worth 30 marks.
- **Section C** contains the essay questions. Each essay question requires an answer of about two to three pages in length, and each carries 40 marks. Section C requires you to write one essay, so this section is worth 40 marks.

The whole examination paper therefore counts for 100 marks.

A good knowledge of the material covered in Learning Units 1, 2 and 3 is required for success in the examination paper:

- Doing History: How Historians Approach the Past
- Political Transformation in Africa and the World
- Ideological and Religious Change in Africa and the World

General hints in approaching the examination

- At the start of the examination, read the entire paper slowly and select the questions carefully that you plan to answer (six short questions, three paragraph questions and one essay). It is worth taking time at this stage to avoid making a poor choice and having to restart with other questions.
- Make brief notes on the key points you intend to discuss in each answer, or draw a mind map to plan your answers, particularly the essay. This can be very useful to keep you focused while you write each answer.

- Pace yourself. Allocate about 40 minutes to each of the three sections (although if you know the material well, Section A and Section B should not take you quite so long to complete each). Be aware that you will be at a serious disadvantage if you spend much more than 40 minutes of any of the three sections. Leave yourself enough time to complete all sections properly. If you leave questions out, you lose those marks automatically, which could jeopardise the possibility of a positive result in your examination.
- Note that the questions will not be absolutely identical to those of the assignments, but if you have written the assignments, you will have done essential preparation for the examination.
- It is important that your examination essays are well structured and logically presented in the same way as the assignment essays. Every essay should have an introduction, a body and a conclusion. In this regard please follow the guidelines for writing essays that we emphasized during the semester, and as outlined in some detail in *Tutorial Letter HSYALLX/301*.
- In the examination, of course, we do not require footnotes and a bibliography, as you will not have sources at hand to which to refer and from which to quote.
- Please number questions as they are numbered on the examination paper. You are welcome to answer the questions in any order, but number your answers accurately.
- The examination is set in both English and Afrikaans. You may answer in either of these two languages.

We certainly appreciate that the examination situation is often a stressful one. Remember that your examiners are interested in finding out what you know, and are not setting out to deceive you in any way! If you have worked steadily through the indicated learning units and have worked out the assignment topics (even if you did not submit all of them), you will be very adequately prepared and will not have any unpleasant surprises in the examination. Be assured of this!

6 IN CLOSING

We hope that you have found your studies interesting and enjoyable. Please do not hesitate to contact us, or your e-tutor, if you need assistance or guidance as you prepare for the examination.

Good luck for your final preparations and the examination!

Regards and good wishes,

The HSY1511 lecturers in the Department of History