

# Tutorial Letter 201/2/2018

## Africa in the World: Historical Perspectives

# HSY1511

## Semester 2

## Department of History

This tutorial letter contains feedback on the assignments for Semester 2 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). We expect you to begin to use different

sources to construct your answers, so Option 2 is incorrect. In History, we never require you to memorise the wording of the study material (Option 4), but we expect you to digest it and engage with it in your own words. See the discussion of the purpose of assignments on p 11 of Tutorial Letter 301.

- 2 **The correct answer is Option 1.** 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 1.** As you will have learnt from the discussion of assignment questions on pp 12–16 of Tutorial Letter 301, all of the skills listed are important for students of history. However, note the phrasing of the question: which are the most important? For this reason, Option 1 is certainly correct, as we always want you to approach assignment questions in a critical way; or, in other words, an approach that looks at the question from different angles. You need to do more than create a list of events (Option 2), while it is obviously impossible to include all details that relate to any question (Option 3), because you could never do that in an essay of 800 to 1000 words! It can be helpful to describe events (Option 4) and so this option could perhaps be correct, but the critical approach that Option 1 puts forward is clearly preferable, and thus Option 1 is the correct option.
- 4 **The correct answer is Option 4.** See the discussion of the requirements for writing answers to short questions on p 14 of Tutorial Letter 101. It would not be possible to write detailed explanations that take into account many different factors (Option 1). We make it clear, both from the discussion and the marking rubric provided, that you should answer in full sentences and not in bullet points, so Option 2 is therefore incorrect. Similarly, nowhere is there mention of separate sections with sub-headings, which are certainly not required for such answers, so Option 3 is also incorrect. Answers to short questions should always focus directly and succinctly on the main points raised by the question, and Option 4 is therefore correct.
- 5 **The correct answer is Option 2.** See the discussion of essay requirements on pp 15–17 of Tutorial Letter 101 and pp 10–16 of Tutorial Letter 301 (particularly p 16). We strongly emphasise in several places that essays should contain information and arguments that are relevant to the question, which makes Option 2 correct. Option 1 could be correct, except that we tend to discourage the use of headings in essays. Option 3 is incorrect because the mere downloading of information from websites would not be answering the particular question set (although the information could be relevant) and it is also plagiarism to download large chunks of information. Option 4 is incorrect because although a little background information can often be helpful, a great deal of it would show that you are not focusing on the particular question set.
- 6 **The correct answer is Option 4.** See p 16 of Tutorial Letter 101 and p 17 of Tutorial Letter 301. Here it is made clear that the purpose of the conclusion to an essay is to summarise the main arguments and points made in the essay briefly, which makes Option 4 correct. A conclusion never contains discussion of background to the essay (Option 1), nor does it contain a breakdown of key words (Option 2), and nor does it introduce new themes or topics (Option 3). All of these matters in the three incorrect options belong to other parts of the essay, never the conclusion.

- 7 **The correct answer is Option 3.** One must always acknowledge one's sources in order to avoid plagiarism, as our discussion on plagiarism on pp 17–18 of Tutorial Letter 101 and pp 18–20 of Tutorial Letter 301 makes clear. (This discussion is of course also relevant to all the questions on plagiarism that follow.) The mere use of quotation marks does not prevent plagiarism (Option 1), nor does the inclusion of a bibliography (Option 2) or the changing of the order of words (Option 4). Thus, Option 2 is another way of capturing the definition of plagiarism that we have provided (see Tutorial Letter 301, p 18).
- 8 **The correct answer is Option 2.** As the discussion on p 19 of Tutorial Letter 301 makes clear, lecturers cannot judge whether or not you have understood the work, because all a plagiarised assignment has done is reproduce the work of another source. All of the other options are incorrect, because plagiarism certainly does not encourage the development of independent arguments (Option 1). Option 3 is wrong because it does not flow logically from the statement, and in fact is a reasonably handy definition of plagiarism itself; while Option 4 is wrong because there is no link between plagiarism and the number of sources consulted.
- 9 **The correct answer is Option 1.** From our discussion, copying from another student and pretending that this is your own work is quite obviously an act of plagiarism. Options 2 and 3 do not constitute plagiarism, because in both cases, footnote referencing is being done and this acknowledges the source used in creating the answer. Option 4 is logically wrong.
- 10 **The correct answer is Option 2.** Information or facts that are common knowledge do not require footnotes, as such information is accepted as accurate and widely known. Examples of this could be that Nelson Mandela became president of South Africa in 1994 or that the United States was the world's leading economy in the second half of the 20<sup>th</sup> century. One must always provide footnote references when quoting someone (Option 1), when using the ideas of another person (Option 3) or when reworking the ideas of someone else in your own way (Option 4), so these three options are all incorrect.
- 11 **The correct answer is Option 3.** See the discussion of ethical behaviour on pp 18–20 of Tutorial Letter 301. The mere act of affixing a plagiarism statement to your work does not necessarily mean that plagiarism has not occurred, so Option 1 is incorrect. Writing in your own words is certainly part of avoiding plagiarism, but it also requires more than this: Option 2 is therefore also incorrect. It is certainly also important to use quotation marks if you are quoting, but an abundance of quotation marks will suggest that you are copying chunks of text, without digesting the material for yourself in your own words, and therefore you are also committing plagiarism (Option 4). To avoid plagiarism, you need to write in your own words as well as always acknowledge the sources you have used in your references.
- 12 **The correct answer is Option 3.** See the discussion of footnoting on pp 20–23 of Tutorial Letter 301, and particularly all the examples cited, where the answer is provided under the example of the citing of a book authored by a single author. Both Options 1 and 2 are incorrect because they provide the title of the book first, rather than the author. Option 4 is incorrect because it provides the initial of the author after the surname (had this been a bibliography, this order is correct; but in a footnote, the initial is placed first).

- 13 **The correct answer is Option 4.** Again, consult the discussion of footnoting on pp 20–23 Tutorial Letter 301, and the example of how to cite study material, which shows that the title of the tutorial letter and the relevant page number should be presented. Both Options 1 and 3 give authors of the tutorial letter, so they are incorrect – note that the reason for this is that the authorship of tutorial letters is not provided on the cover, so authorship could be one person, but it could also be many; it is unclear. This is why authorship for tutorial letters is not required in the footnote. Option 2 is incorrect because it gives the shortened name of the module, not the title of the tutorial letter.
- 14 **The correct answer is Option 2.** See the discussion of the requirements of a bibliography on p 23 of Tutorial Letter 301 (Section 8.2), where the answer is provided. Both Options 1 and 4 are wrong because the date on which the source was created is not pertinent; you always cite the date on which you consulted the source. Option 3 is wrong because the order of the different items is incorrect.
- 15 **The correct answer is Option 1.** See the discussion of the requirements of a bibliography on p 23 of Tutorial Letter 301 (Section 8.2), where the answer is clearly stated. Option 2 is incorrect because works listed in the bibliography must be arranged alphabetically according to author, not title. Option 3 is incorrect because one must always cite all Unisa sources that have been consulted in any bibliography. The bibliography is always essential, even if footnotes have been used, so Option 4 is incorrect.
- 16 **The correct answer is Option 2.** The places of publication of three of the books listed, those by Abbott, Marks and McNeill, all have the place of publication omitted, and for this reason, Option 2 is correct. All the initials are cited (Option 1), the dates of publication are all present (Option 3), and the bibliography should not be arranged alphabetically by title, but by author (as has been done) (Option 4).
- 17 **The correct answer is Option 1.** This question again requires narrow technical analysis of the bibliography that has been provided. Option 1 shows that the sources are listed inconsistently, and the names of the authors of the books by Abbott and McNeill appear in the wrong place. The other options are all incorrect. Option 2 is incorrect because the tutorial letter is properly cited; Option 3 is incorrect because the titles of books are never abbreviated in the bibliography and the tutorial letter is also properly cited; and Option 4 is incorrect because although the publication details are indeed mixed up and should have been consistently done, the bibliography needs to be arranged alphabetically according to author, not titles of books.
- 18 **The correct answer is Option 3.** This is the only option which has taken the ideas expressed in the passage that was provided, and substantially re-worked and re-written the original. Options 1, 2 and 4 are all plagiarized, because they have made minor adaptations of the original, either swinging the phrases into a different order to try to deceive the reader, or else substantially copying the original with the very occasional amendment of one or two words.
- 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 4.** Option 4 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, 2 and 3 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 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 October 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 history**

History is the study of human society in the past. However, since society is always changing and never remains the same, history is also concerned with how and why society changes over time. History is also concerned with the ways in which people organized their lives in the past, and their changing lifestyles – for example, patterns of work and settlement, developments in technology, systems of social interaction, political organisation, cultural expression and religious belief.

Another way to understand the concept of 'history' is to contrast it with the past. The past is all that has happened, 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, pp 9 and 10*

### **2 The historian and change in society**

History cannot be escaped. It is all around us and we are reminded of it through tangible things such as architecture and intangible things such as memory. All human beings are part of a community with a collective past, which gives us insight into where we come from. What the historian reconstructs as history can be an integral part of the processes of change in society and it even can motivate change within society. This is because having knowledge of the past creates an acute awareness of how different things have been in the past, which in turn makes us realize how different the future could be. In this way, history, written by historians, becomes an instrument of change within society.

*See Tutorial Letter 501, p 12*

### **3 History and propaganda**

History is not based only on facts, but it also provides room for interpretation of factual material. Different versions of history thus emerge, and this often leads to controversy and significant debate. History can also be used to legitimise certain actions by people who are determined to present the past in a particular way. Those who have political power in countries often have control over what kinds of history are produced, usually to benefit themselves. This is done by recording their actions and deeds in particular ways, often in order to foster and maintain a sense of loyalty towards those in authority. When history is used as propaganda in this way, it is usually done to maintain political control over a population.

*See Tutorial Letter 501, p 13*

### **4 Primary sources**

Historians conventionally divide the sources they use to write history into primary sources and secondary sources. Primary sources are those sources that were created during the period of the past which the historian is studying. For example, if the French Revolution of 1789 is the object of study, there are many documents that were created in 1789 that could tell us more about this period in question. These documents can be considered primary documents or sources. They could include official records of the government of 1789, diary entries which were written by a person living in France and experiencing the events of that year, and newspaper articles written at the time. Primary sources have traditionally been written sources such as official records, government documents, proceedings of courts of law, religious records, personal memoirs, letters and diaries, but it needs to be mentioned that in recent times historians have also made use of primary sources such as oral traditions, archaeological artefacts, and visual records such as paintings and photographs. In essence, anything that was produced at the time of the event that is being examined can be considered to be a primary source.

*See Tutorial Letter 501, pp 14–15*

### **5 The value of archaeology for historians**

Depending on their research interests, historians often have to consult with specialists in other fields to gain a better understanding of their topic. One such discipline is archaeology, which is the scientific study and classification of the physical remains of past human settlements. These remains include the bones of both humans and animals, as well as various artefacts, such as the remains of houses and village settlements, tools, pieces of pottery and various metals. Archaeologists are tasked with systematically digging through these remains on sites where different communities once lived, and through various scientific methods such as carbon dating, they are then able to accurately date these artefacts and determine when they were used. This enables archaeologists to inform us how these early communities were organised, what food they produced, the implements that they used, and trades and crafts that were practised. Archaeology has been of great importance in constructing the history of Africa in particular, and without archaeological work, knowledge of many societies would remain hidden.

*See Tutorial Letter 501, pp 16, 22*

## 6 The relationship between history and geography

When studying history, it is frequently beneficial to consider the geographical environment as a factor which played an important role in shaping the lifestyles of people in the past. Aspects of geography that should be considered when studying history, and African history in particular, include topography, climate and vegetation, as these determined settlement patterns of numerous communities. Therefore, it is critically important for historians to understand the work of geographers and those who study the physical environment, and integrate this into their own historical work, in order to best understand all factors that shaped the lives of those who lived in the past.

*See Tutorial Letter 501, p 17*

### PARAGRAPH QUESTIONS

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

#### 7 Explain briefly why knowledge of history can empower marginalised groups to challenge their position in society.

In communities where people have a very limited knowledge of their past, they are more likely to accept the authority of in power, and accept the way in which such powerful people legitimate their authority. This can render them relatively powerless against repressive power structures. If historians write about people who have limited power or who are marginalised in different ways, and thus provide them knowledge and understanding of their past, this can often instil a sense of pride, even create a sense of unity with other marginalised people, and fosters an awareness of alternatives to what was handed to them as 'the truth'. This can enable marginalised communities to question and even oppose those in authority. This demonstrates that knowledge of history can be an important tool for those who seek to free themselves from oppression.

*See Tutorial Letter 501, pp 12–13*

#### 8 Briefly outline the main ways in which historians of Africa have altered Eurocentric approaches to the study of history.

African historians have managed to alter Eurocentric approaches by placing an emphasis on non-traditional historical sources and approaches. First, advances in the past 50 years in the field of archaeology have made this a critical discipline in the recovering the history of ancient African societies and civilisations. Second, Eurocentric approaches to the study of African history have been changed through the study of oral traditions, as these have been found to contain an essential social and cultural record of many communities. Although oral sources can have biases, such as presenting certain people in the past in a heroic manner, these limitations are not really different from traditional written sources, which frequently do the same thing. Third, the study of linguistics has been a helpful tool to historians in their attempt to reconstruct African history. By recording and comparing languages, they are able to point out many connections between peoples and societies over time. Fourth, an openness to new trends in the discipline of anthropology have enabled historians to recognise the value of ways in which societies were structured over time. Essentially, historical writing about Europe has been overwhelmingly based on written records, but African historians have pioneered the use of non-written records to reconstruct the history of many parts of the continent. They have also rejected traditional European assumptions about the superiority of Europeans, and demonstrated the strength, vibrancy and creativity of numerous African communities over many centuries.

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

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.

**Ashrick Pietersen**

### 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 The Reformation

The Reformation was initiated by German monk, Martin Luther, and was an attempt to reform some of the practices of the Catholic Church. It ultimately led to a complete break with the Catholic Church and the formation of Protestantism. Unlike Catholicism, Protestants believed that the individual could have a relationship and understanding of God as revealed through the Bible without the need for priests or the Church as intermediaries.

*See Tutorial Letter 501, p 26*

##### 2 Despotism

This is related to absolutism and refers to the exercise of complete power by a ruler. It is a dictatorship where the power of the ruler is not restricted by law or parliament.

*See Tutorial Letter 501, pp 27, 31*

##### 3 Civil society

A civil society relates to an association or grouping of citizens who engage with societal social, economic and political issues and who may act together in order to bring about change in society.

*See Tutorial Letter 501, p 31*

##### 4 Liberalism

Liberalism is based on the notions of equality and freedom. It relates to the concept of 'natural rights' where individuals have the right to life, freedom and private property. It is thus also associated with capitalism. A liberal state acts both to protect and prioritise the rights of the individual so long as these rights do not come into conflict with the rights of another.

*See Tutorial Letter 501, pp 28, 31*

##### 5 Fascism

This political movement has its origins in the twentieth century in Europe, when Benito Mussolini became ruler of Italy in the early 1920s. Mussolini ruled Italy as a dictator and tolerated no opposition or dissent. A fascist state maintains complete social, political and economic control, and all that happens within the state has to conform to the principles of ruling body or party, generally led by a dictator. Another example of a fascist state was Nazi Germany, which is discussed in detail in the study material, and fascism and totalitarianism are closely related.

*See Tutorial Letter 501, p 39–40*

##### 6 Ujamaa

This philosophy was put into practice by Julius Nyerere in newly independent Tanzania. Nyerere was influenced by Jean-Jacques Rousseau's view of the 'common good' and initiated an African form of socialism where industry and agriculture fell under state control, which then used the benefits of this to provide housing and education and ensure that all citizens had a

decent standard of living. Collective villages were established where people shared work and resources equally.

*Tutorial Letter 501, pp 45–46*

## PARAGRAPH QUESTIONS

### **7 Discuss briefly the main features of absolutist states in Europe during the 17<sup>th</sup> century.**

An absolutist state is one that is very different from our understanding of a democratic state. Power is invested in a single ruler. This may be a monarch in the form of a king, queen or emperor. Your focus here needs to be on the 17<sup>th</sup> century where the monarch also ruled according to Divine Right, which means that he or she (like the ancestors before them) had been ordained by God to rule and were not chosen by the people in a democratic process of election. As they were not answerable to the people, absolutist rulers often felt that they had no responsibility to the people whom they governed and the wishes or needs of the people were not considered. The population was simply a source of taxation with which rulers were able to finance their wars or their lavish lifestyles.

*See Tutorial Letter 501, p 27*

Now that you have an understanding of the absolutist state, it would be a useful exercise for you to look at the ways in which the roles and responsibilities of rulers began to change as a result of the Enlightenment. Also consider the ways in which absolutist states differed from democratic states. Ensure that you understand the definitions of terms such as totalitarianism, liberalism, communism and democracy.

### **8 Briefly outline the ways in which Adolf Hitler prioritised the power of the state over individuals in Nazi Germany after 1933.**

You should begin your answer by pointing out that the Nazi state was a totalitarian state that prioritised the 'general will' of the people over that of the rights of the individual or minority groups. This is a notion that can be traced back to Enlightenment philosophers Jean-Jacques Rousseau and Jeremy Bentham. The remainder of your paragraph should then illustrate the ways in which the Nazi state, by claiming to represent the 'general will' of the German people, discarded liberal rights that protected the individual. This included the abolition of other political parties so that there was no political opposition to Nazi policies. Propaganda was used to compel obedience to the German state. The state also actively intervened at the level of individual bodies, as German women were denied access to birth control to foster the growth of the ideal German population. Nazi policies were directed in particular at minorities where those deemed unsuitable were forcibly sterilised. The Jewish population bore the brunt of these policies and had to wear a Star of David which highlighted their ethnic difference and singled them out for persecution. This persecution took on a legal form where they were denied the rights of German citizenship, had their property seized by the state with no compensation and were forced to marry Germans. Violent acts could be committed against Jews without fear of legal punishment. Finally, Jews were physically isolated from the rest of the population and were forcibly removed to ghettos and then concentration camps where a policy of extermination was carried out against them. These camps also housed other 'undesirables', including gypsies and homosexuals.

*See Tutorial Letter 501, pp 39–41*

## 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 main reasons for the decolonisation of Africa and Asia from the 1940s.**

Your essay should begin with an introduction that engages with the question and briefly demonstrates the way in which you will construct your argument.

An important influence on decolonisation was the Second World War and its aftermath. The Second World War ended in 1945, with Allied victory over the Axis powers. There were several ways in which the war led to decolonisation and you should address each in turn (preferably in separate paragraphs).

The first is ideological. Part of the reason for this wave of decolonisation lay in an event that occurred relatively early in the war. This was the signing of the Atlantic Charter by Britain and the United States in 1941. The Charter was based on liberal principles, acknowledging that the Allied powers were engaged in a conflict against totalitarianism and that they represented freedom and democracy for all. While Allied countries such as Britain and France were still colonial powers, the principles of the Atlantic Charter could just as easily apply to the colonies under their control.

Financial factors also played a considerable role. At the end of the Second World War, despite their victory, Allied countries such as Britain, France and the Soviet Union were left devastated by fighting and bombing raids. Concerned with rebuilding, they had little of the resources required to maintain their colonies.

You should also address the assertion of African and Asian rejection of colonialism and desire for independence. The impetus for decolonisation also came from colonised peoples, many of whom had played active roles in the war and believed that their loyalty should be rewarded. They also pointed out that colonial domination on the part of Allied countries contradicted the liberal principles for which the war was fought (as also evident in the Atlantic Charter).

Finally, the United States had emerged as an economic and political force after the war, with the balance of power shifting away from Europe. The United States, however, was not a colonial power and promoted decolonisation. The same applied to the Soviet Union and, with the end of the Second World War, came the beginning of the Cold War. During the period of decolonisation, both the USA and USSR promoted the independence of colonised countries and intervened in these states in order to foster their ideologies of capitalism and communism respectively.

You may also find it useful to bring in your knowledge of the Enlightenment here in terms of the principles of liberalism and democracy which underlay the ideology of the Allies (with the exception of the Soviet Union). Recall, for instance, the work of John Locke who believed that all human beings were born with 'natural rights' and identified the 'social contract' whereby the state is charged with maintaining the natural rights and freedoms of the individual and should be overthrown if it fails to do so. Apply this to imperialism in order to determine the ways in which the liberties of the colonised were limited, thus giving them the right to demand their independence.

In this module it is important for you to see connections across study units and, to answer this question, it may assist you to look at Learning Unit 3, and specifically Section 3.6 'Nationalism and Decolonisation', which addresses the origins of the nation-state and importance of nationalism in creating a sense of identity that promoted independence movements. This is evident in Pan-Africanism for instance.

You should therefore be able to conclude that the reasons for decolonisation were varied, and they emerged from different interests. At the end of your essay, you must remember to incorporate this into 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 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 Liberalism**

Liberalism is an ideology connected with the ideas of liberty and egalitarianism, in other words freedom and equality. Liberalism specifically focused on enhancing individual freedom. During the Enlightenment, these ideas were implemented through the concept of liberalism. The Enlightenment in fact refined the ideas of liberalism. In recent history, this ideology has evolved into several diverse forms, including classical, economic and democratic liberalism, to name but a few. Liberalism is important, because it had an impact on both the American and French Revolutions. The Enlightenment and the American and French Revolutions utilised liberalism as harbingers of progress within their respective societies. Subsequent to this, it also affected notions of progress (discussed below) which Europeans had at the time when they colonised vast areas of land across the globe. As you can see, liberalism is a broad ideology which had a profound effect on our world today.

*See Tutorial Letter 501, pp 48–50*



## 2 Progress

The concept of progress is closely linked to liberalism (discussed above) within the context of the Enlightenment and colonialism. The ideas of progress first emerged during the Enlightenment. It is the concept that advancements in a society's technology, education, knowledge and social structure can improve the lives of the broader society and can eventually be spread to other societies or civilisations. It is the belief that these advancements will eventually improve the general realms of social, political and economic structures. The ideas of progress were used as motives by the European powers during colonialism and thus this concept of the Enlightenment spread across the world.

*See Tutorial Letter 501, pp 48–50*

## 3 Pacifism

Pacifism is an ideology which relates to the peaceful resistance to an event (such as warfare) or any display of aggression or violence. This means that a pacifist will resist oppression or militarism through peaceful, non-violent ways. Opposition to colonial powers, for example, was not always violent. Some instances of peaceful resistance can be classified as pacifism. Amadou Bamba and Mahatma Gandhi were pioneers of pacifism and had successes through the ideology. However, although Bamba and Gandhi successfully used pacifism it was a hard fought road nonetheless with both being arrested several times and experienced many setbacks.

*See Tutorial Letter 501, p 60–61*

## 4 Pan-Africanism

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, as it was constantly being adapted by political intellectuals and thinkers, such as Garvey, Du Bois and 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 be united for the betterment of the continent and its people. Pan-Africanism first emerged in the United States, with African American and Afro-Caribbean intellectuals taking the lead in formulating the early philosophy. They identified the commonalities between African Americans and Africans, and believed that Africans could only prosper among other Africans and should thus form their own 'nation' in Africa separate from the United States and from whites.

*See Tutorial Letter 501, p 67*

## PARAGRAPH QUESTIONS

### 5 Discuss briefly the reasons why the black population of Haiti rebelled against French colonial rule in the 1790s.

*Remember to:* always read the question carefully; break it down into sections, as it is easy to get lost in the sentence, and thus misinterpret it and lose marks. This was a straightforward question where you needed to discuss the reasons for the Haitian revolution.

The Haitian revolution was a violent and bloody conflict that began in 1791 and ended in 1804. The revolution was influential in that Haiti became the first independent country under black leadership in the wake of colonialism, and other leaders were inspired by the events in Haiti and this would lead to various liberation struggles such as those in South America. The reasons for the revolution were a combination of the oppressive nature of colonial life on the island and the ideological changes and revolutions in Europe, particularly France. The majority of the black population of Haiti were slaves or former slaves who endured a harsh life under colonialism. The oppression under which they lived would in itself have created a strong desire for freedom. The slave population enjoyed relative social cohesion, which means that they had a sense of unity. This unity was formed through their practice of voodoo, which was a combination of different indigenous African religions from West Africa (where the slaves originated from). This could be seen as the slaves' attempt to bridge social differences and to maintain a connection to their homeland. This unity can be seen as an indirect reason for the revolution, as the black population of Haiti were united in religious practice and in the social sphere. This made their joint determination against French colonial rule that much stronger. A more direct reason can be found within the another element of the black population, the intelligentsia, who were affected by the ideologies of the Enlightenment, as well as the American and French Revolutions. One such an individual is the famous rebel leader of the Revolution, General Toussaint L'Ouverture. The Haitian Revolution started after France's National Assembly withdrew its previous decree of 15 May 1791, which provided mulattoes and manumitted blacks with limited rights. This can be regarded as a catalyst for the Haitian Revolution. After knowledge of the decree's withdrawal became widespread, slaves participated in a voodoo ceremony and planned their first violent uprising against their oppressors. A number of violent and often brutal conflicts between the black and white population ensued between 1791 and 1804.

*See Tutorial Letter 501, p 58–59*

### 6 How did communism change in Russia during the 1920s and 1930s?

*Remember to:* again break down the question. Here you were asked to discuss how communism changed Russia during the 1920s and 1930s. This gives you a time period of 20 years, and asks you to look specifically at the changes that Russia went through due to communism.

The communist policies introduced by Vladimir Lenin after the successful Bolshevik Revolution of October 1917 – such as establishing a one-party state, placing the economy under state control, nationalising all land and banks, and suppressing all opposition – were ambitious, and he struggled to implement them. Lenin quickly realised that these policies were not immediately viable in Russia at that time. He subsequently rather implemented the New Economic Policy (NEP). This reformed policy essentially aimed to restore incentives to farmers by allowing them to hold markets and to sell their surplus goods at a profit. Thus, Lenin's policy focus was on agriculture, and agricultural production increased significantly as farmers were given incentives again to produce goods. The NEP did have elements of capitalism to it, because farmers could

produce goods at a profit, although the state still controlled banks and large industries.

Despite this success in agricultural production, Russia was still not able to compete with other nations in terms of their industrial development. Joseph Stalin took over as leader of the Union of Soviet Socialist Republics (USSR) in 1923. Stalin replaced the NEP with a series of Five Year Plans. As far as agriculture was concerned, the main change was the implementation of large-scale collectivisation of agriculture (where small peasant farms were consolidated into large farms). Stalin placed the entire agricultural sector under complete state control, diminishing the incentive for farmers to produce goods.

Even more significant, however, was that Stalin placed the main emphasis of his Five Year Plans on industrialisation. He improved the country's railways and re-established a centralised economy in Russia. Stalin desired for the USSR to contend with other European powers in terms of their modernity and industrial strength. As a result, the policy of industrialisation under his Five Year Plans focused on the development of heavy industries such as steel and coal. Workers were rigidly regulated, had targets set for them and were subjected to propaganda as a means of motivating them to work harder.

Another change that you could have mentioned was that although there was considerable state violence against opponents of the communist government peasants throughout the 20-year period of the question, Stalin proved to be extremely ruthless in suppressing opposition. It is estimated that millions of civilians were murdered, tortured or exiled to labour camps during Stalin's rule. Despite this, under Stalin's leadership, the USSR had become a leading industrial nation by 1940.

*See Tutorial Letter 501, pp. 62–64*

## **7 Outline briefly why the Cold War was significant in world history.**

*Remember to:* once again, break down the question; Here you were asked to outline the significance of the Cold War, which would entail discussing its emergence and its effects on world events and public perception.

The period known as the Cold War came into existence shortly after 1945, and was, loosely, a struggle between western capitalist nations (led by the United States and Western European countries) and the eastern communist bloc (the Soviet Union and its allies). On some levels, it was an ideological war, in which the west actively resisted communist power and its encroachment. Both sides actively intervened in newly independent states in different parts of the world in order to foster their respective ideologies. New states that came into being ranged from democracies to military dictatorships, and many were drawn into a global struggle for ideological supremacy. The Cold War saw considerable tension between the two divided worlds, and had a powerful impact on political, social and economic developments globally. The Cold War is generally regarded as having ended in 1989, when the Berlin Wall, separating the western and eastern parts of the city under their respective governments, was broken down. The Cold War was of immense importance historically, as it represented both a real and an ideological struggle (a war of ideas) between the east and the west, that dominated the second half of the 20<sup>th</sup> century.

*See Tutorial Letter 501, pp 64–65*

## 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 Discuss the impact of Christian missions in north America and southern Africa during the 18<sup>th</sup> and 19<sup>th</sup> centuries.**

The question above is reasonably straightforward, and contained three components:

- The focus of the question and of your argument was the impact or the effects of Christian missions
- Your subjects were north America and southern Africa, and
- Your time period was during the 18<sup>th</sup> and 19<sup>th</sup> centuries.

To focus your argument, you should have discussed specific examples within the two regions, such as the case studies of Christian missions in North Dakota and Bechuanaland, found in Activity 5.2 on myUnisa. The impact of the missions in these cases studies did not only vary from one another but from other similar cases around the world. However, by discussing the finer details of these case studies one can identify the nuances of the colonial system, specifically the civilising mission through the use of religion.

The colonial process of conquest and expansion had a highly significant impact, aimed as it was to assimilate, indenture or 'civilise' indigenous societies. The effort of missionary programmes which set up mission stations in the more remote and rural areas of the unfolding colonies was one major example of this. Religion was seen as an effective tool in 'civilising' indigenous societies, and thus could bring them into the colonial world, usual in roles of subordination roles.

Both the London Missionary Society (LMS) and the American Board of Commissioners for Foreign Missions had a shared purpose – the establishment of mission stations for the spread of Christianity and 'civilisation'. During the time of colonial conquest, it was suggested that religion was one of the most effective ways to 'civilise' an indigenous society. The impact of initial dealings was relatively peaceful and non-confrontational in both situations.

Both communities would come to view the missionaries as a 'means to an end'. In the case of the Tswana, the missionaries were an access to goods such firearms, tobacco, handkerchiefs and beads. The missionaries could also be channels through which political, economic and even military leverage could be accessed. The same usefulness can be seen in the case of the Dakota Mission, where the 'western knowledge' of the missionaries was used to assist the community during a smallpox epidemic, through the provision of medicine. This can be seen as a positive impact for the Tswana and the Dakota people, but ultimately was a negative for the missionaries, because although they were helping the community, the community had no intention of converting, which was the main aim of the missionaries. This interplay between positive and negative aspects for the role players ties in well with the theme of 'impact'.

Both missions set up schools as a vehicle through which to spread civilisation ('civilisation through education'). However, these schools were not at first an overwhelming success. In the case of Bechuanaland, parents saw the skills being taught to their children as impractical and not useful to their way of life. Boys would contribute to the community through the herding of cattle, and parents were reluctant to remove them from this important role. Therefore, the

majority of pupils at the missionary schools were girls, who in turn would only attend the schools until their initiation.

With regard to North Dakota, mission schools were also present, however as most of the community were not interested in conversion, they would have not been interested in education as it was another attempt to 'civilise' them. Some, however did convert and westernise and thus would have sent their children to school. This can be seen as mostly a negative for both sides, as the schools failed to take off in the way the missionaries would have liked and the communities felt it was a waste of time or were not interested at all.

The attitude towards the missionaries was also that of suspicion and reservation. In Bechuanaland, Chief Mothibi remained reserved, as he was aware that the missionaries could attempt to undermine his authority, and he had good reason to feel this. Yet this reservation remained passive, as the chief still understood the usefulness of the missionaries.

In the case of the Dakota, they were far more suspicious of the missionaries, and labelled them as bringers of bad luck, worsened by the fact that a drought had struck the region. This can be interpreted as another negative for both sides, as the attitudes of the indigenous communities had been altered into a negative opinion of the missionaries. This would mean that the missionaries' work was made more difficult and the communities felt vulnerable in a way.

There were eventual cultural clashes between the Christian way of life, the beliefs of the missionaries and the beliefs and traditional practices of both communities. The Tswana and Dakota communities did not appreciate the way in which their customs were viewed by the missionaries, and this had an adverse effect on their interest in converting and their attitudes towards the missionaries. This was a negative aspect for all involved and led to low conversion figures for the missionaries – with only five conversions from a population of 3 000 in the case of Bechuanaland, and only two conversions after four years in the Dakota case study. It can also be seen that tangible interest in conversion was not widespread in both communities and attitudes towards conversion were influenced by several factors.

The Dakota episode ended more violently than the case of the Tswana in Bechuanaland. The disagreements between the Dakota community and the missionaries were more salient than those between the Tswana and the mission station, and became more hostile. During the conflict between the Dakota community and the settlers, a handful of the Native Americans did convert to Christianity and afterwards followed a western lifestyle; however, there is no reference in the Bechuanaland case study that the Tswana undertook such drastic changes.

Expanding on the conflict between the Dakota and the missionaries/settlers would have meant discussing land encroachment. While the missionaries were concerned with matter of spreading the faith, their settlement also coincided with increasing encroachment on the land of the Dakota. In short, the encroachment onto land belonging to the Dakota, as well as the series of ill-conceived bureaucratic decisions relating to land dispossession and the mismanagement of Native Americans' annuities, led to significant discontent, which would culminate in violence and numerous deaths.

The main impact would thus come in the form of the eventual approaches of the mission stations and their ability to adapt. The LMS in Bechuanaland reassessed and adapted their approaches in interacting with the Tswana, and thus gained relative successes in the area. The mission stations in the case of the Dakota did not do so, and thus the situation only became worse, culminated in the encroachment of Dakota land and eventual violent confrontations.

Overall, the Bechuanaland and the North Dakota situations resulted in profound social, economic and political change for the communities there. Lives were transformed permanently – a highly significant impact.

**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**