

# Tutorial Letter 301/3/2018

## HSYALLX

### Semesters 1 and 2

### Department of History

This tutorial letter contains important information relating to all modules and the writing of assignments in the Department of History.

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Dear Student

## **1 INTRODUCTION AND WELCOME**

Welcome to the Department of History! We are very pleased that you have chosen to study History and we hope that you will complete your studies successfully. We also trust that your study experience in the Department will be interesting and rewarding.

This tutorial letter contains important information that will assist you in your studies in the Department of History. Please read it carefully and refer to it when working through the study material, preparing the assignments, and communicating with your lecturers.

Read all tutorial letters you receive during the semester immediately and carefully. The information they contain is always important and sometimes is urgent. The tutorial letters often contain additional study material and many are very relevant in revision for examinations or for portfolios of work that you need to prepare.

Good wishes and enjoy your studies!

## **2 PURPOSE OF THIS TUTORIAL LETTER**

The purpose of Tutorial Letter 301 is to:

- orientate you to open distance learning (ODL) in the Department of History;
- outline some study skills that will enable you to study as independently and effectively as possible; and
- answer some of the common questions you may have.

In all of the modules in the Department of History, you will receive:

- Tutorial Letter 101/3
- Study material, either in the form of a study guide or in the form of tutorial letters numbered 501 (and perhaps 502).

You should immediately read the Tutorial Letter 101 of all the modules for which you are registered. This tutorial letter will provide you with all the essential information you need and how best to study the module, as well as the assignments set for the module. It will also tell you which prescribed books, if any, you need to buy.

The study guide or Tutorial Letter 501 covers the basic syllabus of each module. You should regard this study material as a set of lectures that covers the main themes of the module.

Take note of the submission dates of the assignments, listed in Tutorial Letter 101, for all the modules for which you have registered in 2018. Also note other important dates such as examination dates. Plan your study programme in such a way that you will be able to submit all your assignments on time.

### 3 LECTURERS AND STUDENT SUPPORT

For information on the various student support systems and services available at Unisa (for example, student counselling, tutorial classes, or language support), please consult the publication, *Study @ Unisa*, which you received with your study material, or access it at via the Unisa website [www.unisa.ac.za/brochures/studies](http://www.unisa.ac.za/brochures/studies).

#### 3.1 Lecturers and e-tutors

Tutorial Letter 101 for each module will contain the contact details of at least one lecturer assigned to the module. This could potentially change, and at the beginning of your semester of study, you will receive a Tutorial Letter 102 with the updated contact details of all lecturers assigned to each particular module.

You are welcome to contact any of these lecturers at any time during the semester for assistance, guidance and support.

If you are registered for any of the modules HSY1511, HSY1512, HSY2601, HSY2602 and HSY2603, you will also be placed within an e-tutorial group and assigned an e-tutor. Each e-tutor is expected to be in regular contact with you, as each will be online for at least six hours per week. E-tutors will offer online guidance and support via the myUnisa portal of the University. You will also be able to engage meaningfully with other students through your e-tutor sites.

Please activate your myLife account so that you can participate in your e-tutorial groups from the beginning of each semester. Details on how to activate your myLife account can be found in the brochure *Study @ Unisa*.

#### 3.2 Contacting the Department of History

If you have any difficulty in contacting your lecturers, you may contact the secretary of the History Department, Mrs A Theron, and leave a message for us. Contact her on:

Tel: 012 429 6842  
Fax: 012 429 6656

If you prefer to write to us, letters should be sent to:

The Module Coordinator (provide relevant module code)  
Department of History  
PO Box 392  
UNISA, 0003

If you do write to us or email us, please make sure you provide your student number as well as the module code. Lecturers work on a number of modules each, and you will receive a clear answer to your questions if you provide accurate details of your own student number, the particular module you are registered for and the nature of your query.

The Department of History has its own homepage on the Unisa website, and through it you can find out more about the Department's many activities:

<http://www.unisa.ac.za/sites/corporate/default/Colleges/Human-Sciences/Schools,-departments,-centres,-institutes-&-units/School-of-Humanities/Department-of-History>

The Department of History has active Facebook and Twitter pages. We do not cover anything that concerns our teaching or the direct content of our modules via these social media platforms, because these matters are covered via our various module websites on myUnisa. Rather, we post items related to general activities and interests of members of the History Department, or matters connected to the discipline of History and to historical studies, or indeed things of general interest that show connections between history and broader society.

Those of you who use social media might like to follow the Department and deepen your connection to us through these pages:

Facebook Page: History Department – Unisa

Twitter: @HistoryUnisa

Instagram: @historyunisa

### 3.3 Contacting the University

If you need to contact the University about matters not related to the content of this module, please consult the brochure *Study @ Unisa* that you received with your study material. This booklet contains information on how to contact the University (for example, to whom you can write for different queries, important telephone and fax numbers, and addresses and details of the times certain facilities are open).

There are many departments at the University which deal with different aspects of your student life, such as registration, study fees, study material, assignments, the library, examinations, and so on. This brochure will give you full information on all these services and support departments.

You can also access this publication at [www.unisa.ac.za/brochures/studies](http://www.unisa.ac.za/brochures/studies).

Always have your student number at hand whenever you contact the University.

### 3.4 Free computer and Internet access

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to enable you (as a Unisa student) free access to computers and the Internet. This access enables you to conduct the following academic related activities: registration; online submission of assignments; engaging in e-tutoring activities via your allocated e-tutor site; and participating in your module site. Please note that any other activity outside of these, such as printing and photocopying, are for your own costing.

For more information on the Telecentre nearest to you, please visit [www.unisa.ac.za/telecentres](http://www.unisa.ac.za/telecentres).

### 3.5 myUnisa

If you have access to a computer that is linked to the Internet, you can quickly access resources and information at the University. The myUnisa system is Unisa's online campus that will help

you communicate with other students, your lecturers and the administrative departments of the University.

We strongly urge you to activate your myUnisa account, in order to take advantage of the numerous resources available through myUnisa.

To go to the myUnisa website, start at the main Unisa website, <http://www.unisa.ac.za> and then click on the 'Login to myUnisa' link on the right-hand side of the screen. This should take you to the myUnisa website. You can also go there directly by typing in <http://my.unisa.ac.za>.

Please consult the publication *Study @ Unisa* for more information on myUnisa.

## **4 OPEN DISTANCE LEARNING AND THE DEPARTMENT OF HISTORY**

### **4.1 The nature of Open Distance Learning (ODL)**

You have chosen to register at Unisa, which is an open distance learning institution of higher education. What does this mean for you?

- First, you have been given access to Unisa because it is an 'open' institution. This means that you might not necessarily and immediately have all the skills to cope at a university: for example, you might not have studied formally for a long time. However, these skills can be learnt.
- Second, Unisa is a 'distance learning' institution. Distance education usually provides an independent study package. Many people are not used to studying completely in isolation from the institution, their teachers and their fellow students. Many distance education students feel lonely and drop out.

Now that you are registered, you will have access to resources that will help you to make a success of your studies. These include study guides and tutorial letters, assignments, the Unisa Library, lecturers, literacy centres, counsellors to assist with study skills and planning your degree, peer groups, the online learning management system *myUnisa*, and so on.

You need to use these resources wisely to help you in different ways. These resources are available to you to bridge this distance and to offer you support. Please use them!

### **4.2 What the Department of History expects of you**

In the Department of History, we expect students who register for our modules to be able to:

- learn from predominantly written material;
- communicate what you have learnt comprehensibly in English, the medium of instruction;
- interpret different kinds of documents and texts;
- contact your lecturers about your studies if you need assistance;
- with guided support, take responsibility for your own progress;

- take decisions about and responsibility for your own actions;
- take pride in your own work and in your intellectual achievements;
- transfer successful learning strategies across modules and courses;
- evaluate your own performance against given criteria, such as assessment guidelines and rubrics.

We also expect you to plan, monitor (including adapt) and evaluate your learning and your work strategies. Asking questions is one way of taking control of your own learning. In order to be successful in ODL, you must develop interactive strategies in communicating with the Department.

Never hesitate to approach us if you have any questions relating to your studies. Telephone or email us if you are in need of support or if you wish to discuss the content of your modules.

**Planning:** What do I already know that will help me to do this activity? What should I do first? How much time do I have and how much time do I need to learn this? What resources do I have and where can I go for help?

**Monitoring:** Am I on the right track? How am I doing for time? Do I need to speed up? Do I need to slow down? Do I need to (re)prioritise? What must I do because I don't understand? How can I revise my plan if it isn't working?

**Evaluating:** What could I have done differently? How well did I do? What did I learn that I could use in other tasks? How long did this take me? Could I have done it in less time? How?

### 4.3 What you can expect from the Department of History

You can expect the following from the Department of History:

- up-to-date study material that helps you to
  - prioritise the important information presented in that module
  - understand the main ideas and debates in the area of study
  - learn the terms and concepts important to your chosen field
  - apply what you are learning to relevant contexts
  - integrate other media where appropriate, such as the textbook, books, journal articles, Internet sources, and *myUnisa*
- regular tutorial letters that provide comment on important aspects of the modules
- personal assistance in answer to your questions directly or online
- guidance with literacy problems

- opportunities to submit assignments and receive constructive feedback before the examination
- guidelines for the examination
- respect for your opinions
- prompt attention to all your enquiries.

## **5 LEARNING STRATEGIES**

### **5.1 Estimate your time**

Students often register for more modules than they can handle, given their current life circumstances. Take some time to evaluate the time you have available for your studies. Each Unisa module expects 120 hours of study, spread across all the different activities required of you in that module. For a semester of 15 weeks, this means you need to have about eight hours a week available for each module, or roughly one hour per day. If you are registered for four modules in a semester, you therefore need approximately 32 hours per week for your studies, or four hours per day.

Keep up the number of hours required per week. One of the big dangers in distance education is that a crisis such as a sudden illness can throw you off track; then you fall behind and might even drop out. If such a crisis occurs, be flexible and recalculate your time so that you can catch up. This is easier to do if you were on track before the crisis. Consult your lecturer for advice immediately if you fall behind.

Once you have estimated your time, set some short- and long-term goals to ensure that you manage your work efficiently.

### **5.2 Reading for understanding**

You need to 'read' your study package so that you can navigate your way around it successfully. Check the titles of every document – your tutorial letters and study guide – you receive in the package. Look at the table of contents of your tutorial letters, study guides and textbooks, which give the high-level headings and will orientate you to the scope and content of each module.

Students have differing reading speeds and abilities. How good a reader are you? You need to develop your reading skills until you can read about 250 words a minute to manage your reading load for each module. You can easily learn your current reading speed by taking a textbook or study guide and getting someone to time you for a minute while you read. Then count how many words you have read in that minute.

One way to read more efficiently is to skim the text first, reading headings, the first sentence of every paragraph and looking at any diagrams and illustrations to build up an overall sense of the meaning. You can build a summary based on this strategy. Once you have the big picture or main ideas, you can read and understand the detail more easily. Other effective reading strategies are to self-question, re-read, paraphrase to understand, link to prior knowledge, look



for topic sentences, make outlines, draw diagrams, form study groups, or make a list of questions to ask a lecturer.

You also need to learn the skill of paraphrasing texts, through making your own notes and writing down your own ideas. We urge you to develop this skill from early on in your History studies. Also take careful note of the issue of plagiarism, which we cover fully in Section 7 of this tutorial letter.

### **5.3 Making your own glossary**

A glossary is like a dictionary: it gives you a word or a phrase and the meaning of that phrase. You could start to build up an alphabetical list of new terms that are explained in the study guide or textbook, and add examples to make the meaning even clearer. You might even wish to write an explanation in your own language if you are using English as a second or third language.

Create a glossary of words that are important to your field of study. Also do this for academic words or phrases such as 'data', 'phenomenon', 'critical thinking', and so on.

### **5.4 Re-using effective learning strategies**

Some learning strategies work and make you successful; others do not work, leaving you feeling that you will never understand and therefore you have to memorise and reproduce information.

However, memorisation is itself a strategy. If memorisation is your main strategy, and you keep failing, you need to realise that it isn't working. If writing your own glossary helps you to learn, use it in all your modules. If skimming helps you to learn more successfully, use it on all your texts.

Keep a note of strategies that work for you so that you can re-use them directly or in an adapted format.

### **5.5 Library services and resources information**

The Unisa library offers invaluable and essential services to all students.

For brief information about the Unisa library and all that it offers, go to [www.unisa.ac.za/brochures/studies](http://www.unisa.ac.za/brochures/studies)

For detailed information, go to <http://www.unisa.ac.za/library>.

For research support and services of personal librarians, click on "Research support".

The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>

- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist in doing research – [http://libguides.unisa.ac.za/Research\\_Skills](http://libguides.unisa.ac.za/Research_Skills)
- how to contact the library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

## 6 ASSIGNMENTS

The individual Tutorial Letters 101 provide specific guidelines for each module. The comments that follow here are general ones that apply to all modules in the Department of History.

### 6.1 General information on assignments

The importance of doing assignments cannot be over-emphasised. Assignments, like the activities in the study guide, form an extremely important part of the learning in the module. Assignments are important since they allow you to determine the standard the Department of History sets for its students and the quality of work it expects.

Comments from your lecturers on assignments are usually detailed (if you want more detailed feedback than that which you received, contact us at once and we will gladly discuss the assignment further). If you read these comments and relate them to what you wrote in your assignment, you will benefit when writing subsequent assignments and when revising the work for examination purposes.

Assignments also prepare you for the examinations or portfolios by giving you a chance to practise for final assessment.

Essentially, assignments and examinations have different purposes:

- An assignment is meant to help you to learn and often focuses on only one or two outcomes. Don't be afraid of making mistakes in assignments: that is often the way we learn.
- An examination is proof of mastery of the learning outcomes for the module.

All our modules require you to prepare written assignments, and many of them require you to write short or longer essays. Do not write your assignments until you have studied our guidelines for preparing and writing assignments set out below. It is important that you meet our requirements with regard to approach, layout and reference techniques.

In all the modules, it is compulsory that you submit your first assignment (Assignment 01) before the due closing date provided in Tutorial Letter 101. There are two main reasons for this:

- First, it is a requirement of the Department of Higher Education and Training that, before it provides universities with funding, students prove that they are active and that lecturers demonstrate that assessment of work is taking place.
- Second, you will only be admitted to the examination (or permitted to submit the final portfolio of work that replaces the examination in some of our modules) if you have submitted the compulsory Assignment 01.

You are also required to submit **at least** one additional assignment in all our modules, for the following two main reasons:

- First, your semester mark is dependent on the submission of assignments. In all our first and second-level modules, you need to submit two assignments for your semester mark, which counts for 20% of your final mark. The examination counts for 80% of your final mark.

In the third-level modules, your semester mark will be derived from the submission of the compulsory Assignment 01, which will count for 20% of the final mark. The remaining 80% of your final mark will be derived from the submission of a portfolio of work, details of which will be outlined in your Tutorial Letter 101, and which takes the place of a written examination.

- Second, it is our experience that students who work carefully through assignments cover the required work more thoroughly and perform significantly better in examinations than students who submit no assignments.

Therefore, to ensure success in your studies, it is preferable that you work through **all** the assignments that are provided in your modules. Indeed, we strongly encourage you to complete and submit as many of the additional assignments as possible, in addition to the compulsory assignment, as they cover core themes of the modules and serve as excellent preparation for the examination or the final portfolio.

Assignments are based on the main tutorial matter. Most of the modules also require you to complete further reading from prescribed and recommended books. You are also welcome and encouraged to consult other sources available to you. Follow the guidance given in the different modules in this regard. Assignments based on wide and relevant reading are invariably much better than those based only on one or two sources.

## 6.2 The purpose of assignments

Assignments are designed to initiate creative and independent thinking, and to find out what you know. In all History modules, you are required to master reading skills as well as to assimilate a certain amount of historical material. You are also expected to understand the ideas of historians and to be able to identify different debates and points of view.

Assignments therefore serve an important teaching function. When we mark your assignments, we provide you with feedback which will assist you to see whether or not you are on the right track. If you express yourself in your own words and not merely rewrite your sources, assignment writing will become a productive learning experience. You will achieve a better perspective on your subject and learn to formulate your ideas more clearly. You will also prepare yourself for examinations or final assessments, which you will not be able to do if you

merely repeat the sources. In this way, you will take full advantage of the tuition offered by the Department.

Thus, we set assignments for a variety of important reasons:

- to encourage you to engage with the study material actively
- to provide you with opportunities to understand, develop and explore ideas
- to expand your knowledge on selected specific topics
- to motivate you to study purposefully and independently
- to teach you to summarise and use sources effectively, as well as to write logically, which are essential reading and writing skills expected of a professional
- to provide you with feedback on your work and to teach you to learn from constructive criticism
- to improve your writing skills and to help you correct your mistakes
- to monitor your progress.

In the Department of History, we require you to present and structure your paragraph-type and essay-type assignments according to a particular method, or meet certain requirements for academic writing. The guidelines below are intended to help you to do this.

### 6.3 Understanding the question

Before you start reading for an assignment, make sure that you understand exactly what is required. Read the question carefully several times to make sure that you do not misinterpret it. Be certain that you understand what topic and which period is covered in the question.

**Key words** will provide information about the scope of the topic, the issues and key events and people involved, the period covered by the question, and so on. If dates are provided, restrict yourself to the period indicated. If no dates are given, you will need to deduce from the topic and from your reading which period should be covered.

Each key word in the question is important. To get to the crux of the question, look for **instructions** such as *discuss*, *explain* (or *account for*), *analyse*, *evaluate* (or *assess*), *compare*. The instruction word indicates the approach you should use.

An important skill is thus **topic analysis**. You will need to identify the content of the topic and work out how to approach it. For example:

**Question:** Discuss the factors that led to the establishment of Germany as a united empire by 1871.

- The content of the essay embraces the reasons for the unification of the German empire.
- The information you include in the essay will therefore be those factors which led to German unification.
- The approach you need to take is to show how each of these factors contributed to the unification of Germany.

## Essay questions

The type of essay question which is set can vary greatly and we cannot give advice which will cover all eventualities. Four common possible types of essay questions are dealt with here. You may, for example, be asked:

- (1) to discuss, explain, analyse, or evaluate (assess) an event or events
- (2) to give an opinion on a statement or quotation
- (3) to establish the relative importance of a number of factors
- (4) to make a comparison.

- (1) Four different instruction key words – discuss, explain, analyse and evaluate (assess) – are common in essay questions. Here are examples of questions using these key words:

***Discuss*** the reasons for the origins of the Industrial Revolution in England.

When faced with the word *discuss*, you are expected to adopt a critical approach to the topic, identifying and examining every point relevant to the question. In this essay, therefore, you should identify the various factors which caused the Industrial Revolution to begin in England. You should also be able to give your own opinion on each of these factors, showing how each one is relevant to the origins of the Industrial Revolution.

***Explain*** why the Arabs were able to conquer northern Africa after 640 AD.

The word *explain* (or *account for*) signals that you are required to make something clear by giving reasons why an event occurred, in this case the Arab conquest of northern Africa. You can also be asked to explain why a person or government initiated or followed a certain policy (for example, *explain why Gorbachev introduced perestroika in the Soviet Union in the 1980s*). Again, a critical approach is required, meaning that you must identify and examine every point relevant to the question.

**Analyse** the reasons for the unbanning of the liberation movements in South Africa in 1990.

When you are asked to *analyse*, you are expected to identify and discuss all the relevant aspects relating to an historical event or events, including the reasons why that event or those events occurred. You are not expected merely to give reasons for the event but to examine each aspect critically to ascertain the way in which it contributed to the event, and also the interrelationship between these factors.

**Evaluate** the role played by environmental factors in the rise of the Zulu polity (1800-1830).

When you are asked to *evaluate* (or *assess*), you are expected to weigh up the contribution of an historical event or set of events: how significant was the role of each? In other words, you need to make a reasoned judgement regarding the importance of a given factor or factors in relation to **all** relevant factors. In this question you cannot evaluate the role played by environmental factors without taking other factors into account (such as the role of the slave traders or the contribution of Shaka).

Note that in all four of these examples, the question asks **why** something happened. Be very careful to distinguish between **why** and **how**:

*Explain **why** Hitler was able to rise to power in Germany in the early 1930s.*

This question expects you to select those factors (reasons) which enabled Hitler to become chancellor in 1933 (the depression, lack of support for the Weimar Republic, and so on).

*Discuss **how** Hitler consolidated his power in Germany between 1933 and 1936.*

This question asks you to select those factors which explain how Hitler set about eliminating opposition to his position (methods he used such as the suspension of the constitution, silencing of all opposition, and so on).

- (2) The **'statement-type'** question: A 'statement-type' question contains a statement which provides an opinion about an issue, sometimes in a provocative way. Here is an example:

*'The emergence of African nationalism was the main reason for the granting of independence to African states in the 1950s and 1960s.' Do you agree? Give reasons for your answer.*

When confronted with such a question, you must be very critical in your approach. Such a statement may be true, partly true or entirely false. In the light of your reading on the topic you must assess or evaluate the extent to which the statement is valid. The essay must then present arguments proving or disproving the statement. This is what is meant by 'substantiating your point of view'. In this question, therefore, you are not expected to examine only the emergence of African nationalism as a factor leading to independence but, by looking at the other factors (such as the weakening of the colonial powers and the Cold War), to reach a decision on the validity of the statement.

- (3) Sometimes you are asked to **establish the relative importance** of a number of factors. Here is an example:

*How important was Britain's decline as a factor in the USA's decision to remain involved in European affairs after the Second World War.*

In this case, you first have to identify all the factors involved and then evaluate them (weigh them up against one another) in order to establish their importance relative to one another. In other words, you need to place them in order of priority. In this case, was Britain's decline the most important reason for the USA's decision, or were one or more other factors (such as American imperialism) more important? The same applies when one factor is indicated in the question as the 'only', 'most important', 'primary' or 'decisive' factor. For example:

*'Britain's decline was the main reason for the USA's decision to become involved in Europe after the Second World War.' Discuss critically.*

In history, there is always a range of factors which influence events. Therefore, the one-sidedness of the statement given as an example above should be criticised, or viewed with a questioning mind. Moreover, you would have to assess the relative significance of all the factors involved, focusing special attention on the factor highlighted in the question.

(4) Questions sometimes require a **comparison**. Here is an example:

*Compare the leadership skills used by Moshoeshoe and Mzilikazi in the development of the 19th-century Basotho and Ndebele polities respectively.*

This should be approached in one of two possible ways. You might decide to discuss the leadership skills of Moshoeshoe first and then move on to those of Mzilikazi, pointing out the major differences and similarities. You could also approach the question thematically, by identifying all the relevant points and then evaluating and comparing these related points.

Whatever approach you use, do not fall into the trap of simply giving a factual account without drawing a comparison. Remember, too, that a comparison involves both similarities and differences, and should include both positive and negative features, or successes and failures.

As you will have seen by now, it is not sufficient to deal with any history topic in a purely descriptive manner, for example, only by mentioning a sequence of events. Whatever type of question you face, it is important that you explore causes and consequences and the many contradictions and tensions in human societies which make the study of history such an exciting field for intellectual exploration.

**These analytical skills are as essential for examination purposes as they are for writing essays and assignments. Aim to develop and improve these skills in all your modules.**

#### 6.4 Collecting sources for your assignments

In order to collect information on the assignment, begin by reading the appropriate section(s) of the relevant study material. This will give you a broad outline about a particular topic. Then consult your prescribed textbook (if there is one), any extracts from readings you may have been given, or the books, articles and Internet sites recommended for the assignment.

Always approach your sources critically. Be alert to the differences between a *fact* (a generally accepted truth) and an *opinion* (a deduction or point of view expressed by an individual historian). Different authors may hold different opinions, and in such cases you should decide which opinion is the most valid and indicate why you support a particular view. Don't merely repeat someone else's opinions, but engage with them. Even the work of respected historians may unleash robust debate!

While you are reading, you should take notes. Keep the question in mind constantly and take care that the information you collect is of direct relevance to the essay. Bear in mind that the sections you are consulting in study guides, tutorial letters, books, journal articles and other sources were not written in answer to the specific question you are answering and that they



may include details which are not relevant for your essay. Careful selection of material is thus very important.

When compiling your notes, remember to write down the author, title and page number(s) in each case, so that, when you are writing your essay, you can refer back to your notes and can compile footnotes where necessary. Also note down observations, ideas and interpretations while reading – these will help you make evaluations and draw conclusions when writing your essay.

## 6.5 Planning and writing an essay

Once you have completed your reading, it is vital to organise your notes and decide how best you can use them to answer the question. Remember that no one can write a good essay without the aid of a **plan**. Once you have drawn up your outline/plan you are ready to write your essay. This should be done very carefully.

Write out the question at the top of the assignment and keep to the original wording. This will serve as a heading and should help you to focus on the question.

Be careful with the use of subheadings. Only use subheadings if you are certain that they will clearly make the essay more accessible to the reader. Sub-headings frequently fragment the essay, which is undesirable, and students often include information irrelevant to the subheading, which betrays poor planning.

Avoid the use of point-form or numbering in your essay.

Adhere to the prescribed length of the assignment.

Every essay consists of three main sections: an introduction, a body and a conclusion.

- On the basis of the notes that you have made, write down a brief paragraph giving your point of view on the question set and the main issues you intend to discuss. Think of it as a preview which tells the reader what the essay will be about. This will be your **introduction**.
- Now write down the main reasons or arguments for your point of view. Each of these reasons forms the basis of a paragraph. First write the arguments down in rough, arranging them so that they follow a clear and logical order, building up to the final conclusion. Your arguments, clearly supported in your essay by the evidence you have collected, form the **body** of your essay.
- Finally, summarise or synthesise the main arguments presented in the essay. This is called the **conclusion**. Because it is essentially a summary, you must not include details or new material in your conclusion. Focus on the core aspects or arguments in your discussion. The conclusion should not be long.

In some modules, you will be asked to fill in a checklist relating to important technical aspects of essay writing. The purpose is to help you to make sure that you have complied with universally accepted standards of academic essay writing. This is an obligatory exercise, and you must attach the checklist to the submitted assignment in order to avoid losing percentage points.

## 7 ETHICAL BEHAVIOUR AS A STUDENT

All the assignments you submit should emerge from your own preparation and thought. We expect you to use a variety of sources in doing this (note, however, that Assignment 01 is often based on more limited reading). Your lecturers will recommend many sources to you, and you are encouraged to use other relevant sources that you may find yourselves. What we also expect is that you provide proper acknowledgment of the sources you use.

### What is plagiarism?

An assignment is designed to be a product of your own study and your own thought. It is not intended to be a piece of work which merely reproduces information or ideas from a study guide, from books or articles, or from the Internet. If you do this, you commit **plagiarism**.

Plagiarism involves copying, paraphrasing or summarising without appropriate acknowledgment the words, ideas, scholarship and intellectual property of another person or persons.

Plagiarism can take different forms:

- It can involve copying word for word (or copying with only minor changes) *without acknowledgment* from your tutorial letters and study guides, or from any other sources, such as extracts from books, articles, textbooks, other tutorial letters, or from the Internet.
- It can involve copying word for word from a source *without identifying the extracted section as a literal quotation* even if the source is acknowledged.
- It can involve copying the sentence structure of a source, or copying the original idea of a source, but changing its words *without acknowledging* the source.
- It can involve taking so many ideas and words from a source that it makes up the majority of your work.
- It can involve deliberately providing incorrect information about the source of a quotation, so that the reader is unable to trace its actual source.
- It can involve failing to put a quotation in quotation marks.
- It can involve handing in someone else's work as your own, even a fellow student's work. We do encourage you to form study groups or discuss aspects of your work with other students, but you are expected to prepare and submit your own assignments.

### Why is plagiarism not permitted?

- It is an illegal act, because the theft of another person's property (in this case, their ideas and their writing), is against the law.
- It is a self-defeating act, because your lecturers cannot give you marks for work that is not your own. You disadvantage yourself because your lecturer will not be able to judge whether or not you have understood your work, and so will be in no position to help you. This can also negatively affect your examination preparation.

- It is an immoral act, because you are stealing another person's words and ideas. It is therefore an act of dishonesty.

We want you to develop independent arguments on the basis of your understanding and analysis of the sources you use.

### **How do we avoid committing plagiarism?**

All writers and academics, including lecturers and researchers, adhere to systems and conventions in which they acknowledge the sources on which they base their ideas and their work. The same is expected of you in the preparation of your assignment work.

The way to avoid committing plagiarism is straightforward. You must express your ideas and the information you have obtained from your sources in your own words. In addition, you must acknowledge the information and the ideas you have used in the preparation of your written work. General ideas derived from other sources can be acknowledged in the source list or bibliography at the end of the assignment. Exact quotations will need a more precise reference. Follow the system set out by the History Department, in Section 8.1 of this tutorial letter.

When you express yourself in your own words as well as acknowledge your sources properly and fully, you will not be guilty of plagiarism.

### **A formal declaration will be required of you**

You will be required to submit a signed declaration with each assignment you send to Unisa, as follows:

#### **DECLARATION**

Name:

Student number:

Module code:

Assignment number:

I declare that this assignment is my own original work. Where secondary material has been used (either from a printed source or from the Internet), this has been carefully acknowledged and referenced in accordance with departmental requirements. I understand what plagiarism is and am aware of the department's policy in this regard. I have not allowed anyone else to copy my work.

Signature:

### **Your lecturers and plagiarism**

Your lecturers are not detectives, but we often are able to detect cases of plagiarism relatively easily. There are also software programmes available to us to assist us in detecting plagiarism. For this reason too, plagiarism should be avoided, as it is more likely than not to be detected.

We emphasise the point again: to avoid committing plagiarism, acknowledge properly all the sources you use in compiling your assignments.

## What is the University's official policy on plagiarism?

The University's official policy on plagiarism is contained in the disciplinary code which you received at registration. Please take note of it. Plagiarism in assignments or examinations can have serious consequences, because students who commit plagiarism may have to face disciplinary hearings which could even result in suspension from the university.

### Plagiarism

Plagiarism is the act of taking words, ideas and thoughts of others and using them as if they were your own. It involves a number of dishonest academic activities such as copying the work of other students, copying from textbooks or study guides without giving the source, or copying in the examination.

The *Disciplinary Code for Students* (2004) is given to all students at registration. You are advised to study the *Code*, especially Sections 2.1.13 and 2.1.14 (2004: 3-4). Kindly read the *University's Policy on Copyright Infringement and Plagiarism* as well.

## 8 REFERENCE TECHNIQUES AND CITING OF SOURCES

### 8.1 Reference techniques: footnotes

Footnotes are used to acknowledge the sources from which your information in your essay is derived. References and footnotes are important tools in creating transparency in academic debates. Professional referencing enables readers to engage with the discussion on the basis of sources used by the author.

We require that you use footnotes to acknowledge all information that you quote from other sources.

- Footnotes must be included in your essay when you quote directly from an author. When you do include a **quotation** from one of your sources, it must be in inverted commas and footnoted (see example below). You should only use quotations when they are particularly effective and when it seems almost impossible to convey the meaning in your own words. The inclusion of too many quotations creates the impression that you are merely linking together other people's ideas and that you are not capable of drawing your own conclusions.
- Footnotes are also necessary when you use an author's ideas, even when you do so in your own words. See the examples below for how this is done.

Details of the sources are provided at the bottom of the same page on which they appear in the text.

Footnotes must be numbered consecutively throughout an essay (1, 2, 3, and so on). The number must be placed at the **end** of a quotation or idea (preferably in superscript, as in the

example below). This same number must then be repeated at the bottom of the page.

After the number, the following details should appear, in the order listed:

- the author's initial(s) and surname;
- the title of the source; and the
- page number(s) from which you obtained the material.

Titles must always be underlined or put in italics. In a footnote, use the full title the first time you cite a particular source, but it is acceptable to use a shortened title for each subsequent reference to that source.

Here is an example of how to use footnotes:

A significant portion of South Africa consists of a vast interior plateau with ample grassland offering suitable grazing for livestock. The low-lying areas towards the eastern coast consisted of woodlands and forests.<sup>1</sup> The early iron age farmers who had settled in these areas practised a 'slash and burn' agriculture in which trees were felled and bushes were burnt so that the ash could fertilise the soil.<sup>2</sup>

Another environmental factor which influenced precolonial lifestyles was fauna. San men hunted a wide variety of small and large game, while women and children collected small animals such as birds, mice, tortoises and lizards. Ants' eggs were a favoured food, while caterpillars offered protein throughout the year.<sup>3</sup> In addition to being a source of food, wild animals also featured prominently in San rock art which, according to one school of thought, 'was closely associated with the trance experiences of medicine men, central in San society'.<sup>4</sup>

Game followed rainfall patterns which in turn influenced vegetation. Animals were found all over southern Africa, 'their exact location depending on their nutritional needs and the availability of water and vegetation'.<sup>5</sup> People encountered different kinds of game in different parts of the country, and as a result their diets were not identical. They exploited the resources available to them in different environmental zones.

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1. M Hall, *The Changing Past: Farmers, Kings and Traders in Southern Africa*, p 33.

2. Reader's Digest, *Illustrated History of South Africa: The Real Story*, p 28.

3. HJ Deacon and J Deacon, *Human Beginnings in South Africa: Uncovering the Secrets of the Stone Age*, pp 144, 145, 157.

4. Hall, *The Changing Past*, p 62.

5. *Study Guide for HSY1501*, p 25.

Here are examples of how you acknowledge different types of sources in your footnotes:

- A **Tutorial Letter (Study Unit)** or a **Study Guide** is listed as follows:

Tutorial Letter 501 for HSY1511, Study Unit 1, p 15.

Study Guide for HSY2603, p 49.

Tutorial Letter 101 for HSY3704, pp 12–14.

- **A book written by a single author:**

K Shillington, History of Africa, p 128.

TRH Davenport, South Africa: A Modern History, pp 195–198.

S Dubow, A Commonwealth of Knowledge, pp 144, 146, 149–151.

- **A book written by two authors:**

PM Martin & P O'Meara, Africa, p 189.

JS Bergh & AP Bergh, Tribes and Kingdoms, pp 56–58, 64.

- If a book has **more than two authors**, give the name of the first author followed by 'et al', for example:

M Perry et al, Western Civilization: Ideas, Politics and Society, p 297.

- **A book which is edited by a single editor:**

C Hamilton (ed), The Mfecane Aftermath, p 55.

- **A book which has two editors:**

M Wilson & LM Thompson (eds), The Oxford History of South Africa, vol 1, pp 234–236.

- A case in which **the source you are quoting is itself quoting another source:**

C Saunders, The Making of the South African Past, p 45, quoted by TRH Davenport, South Africa: A Modern History, p 151.

- When you use a **journal article**, the initials and surname of the author of the article appears first, followed by the title of the article placed within quotation marks, the full title of the periodical or journal – which must be underlined (or italicised) like the title of a book – the publication details of the journal – volume number and date – and the page number. For example:

R Turrell, 'Rhodes, De Beers and Monopoly', Journal of Imperial and Commonwealth History, vol 10 (1982), p 31.

- **An Internet source:**

When citing online sources it is important to identify the website as clearly as possible, especially when you retrieve information from websites which are not connected to academic or professional domains, such as private discussion forums. If possible indicate the name of the author(s), the title of the publication, and the title of the website. Please also indicate in square brackets when last you accessed the website. This is important because sometimes the content of web pages changes or websites may even expire after some time. You must also list the so-called URL, the web address, in brackets.

Here are some examples:

J A Carney, 'African Rice in the Columbian Exchange', Journal of African History, vol 42, no 3 (2001), pp 377-396. (<http://links.jstor.org/sici?sici=0021-8537%282001%2942%3A3%3C377%3AARITCE%3E2.0.CO%3B2-9>) [accessed 8 February 2018]

Author unknown, Article on Nelson Mandela, SA History Online, [www.sahistory.org.za](http://www.sahistory.org.za) [accessed 16 March 2018]

F Chothia, 'Profile: Rwanda's President Paul Kagame', [www.bbc.com](http://www.bbc.com) [accessed 21 January 2018].

Please note that when using Internet sites, not all are of the same reliability or validity. For instance, we discourage the use of Wikipedia, as the material is frequently not properly referenced and is often inaccurate.

## 8.2 Reference techniques: bibliography

At the end of each essay you must provide a list of works you have consulted. This may be headed either **source list** or **bibliography**.

Even if you have given proper references in your footnotes, you must still provide a separate bibliography.

The works must be arranged in **alphabetical order** with the author's surname preceding his or her initials.

- For books, you must include the full title (underlined or italicised), place of publication, publisher and date of publication **in that order**.
- For journal articles, provide the full title of the article, the full title of the journal (underlined or italicised), its volume and number, its date, and the page numbers.
- Study guides should appear with the title of the guide, and its publication details.
- Tutorial Letters should be cited with the full tutorial letter name and numbering.
- Internet sources should be fully cited, with the name of any author, title of any listing, posting or blog, the full URL, and the date that the source was consulted or accessed.

Here is an example of a bibliography:

### Bibliography

Chothia, F, 'Profile: Rwanda's President Paul Kagame', [www.bbc.com](http://www.bbc.com) [accessed 21 January 2018].

Coombes, AE, History after Apartheid: Visual Culture and Public Memory in a Democratic South Africa (Johannesburg: Wits University Press, 2004).

Davenport, TRH, South Africa: A Modern History, 4th edition (London: Macmillan, 1991).

Dooling, W, 'The Origins and Aftermath of the Cape Colony's "Hottentot Code" of 1809', Kronos: Journal of Cape History, 31 (2005), pp 50–61.

Hamilton, C, Mbenga, BK and Ross, R (eds), The Cambridge History of South Africa, volume 1: From Early Times to 1885 (Cambridge: Cambridge University Press, 2010).

Kros, C, 'Experiencing a Century in a Day? Making More of Gold Reef City', South African Historical Journal, 29 (1993), pp 28–43.

Stolten, HE, History Making and Present Day Politics: The Meaning of Collective Memory in South Africa (Uppsala: Nordiska Afrikainstitutet, 2007).

Study guide for HSY2601 (Pretoria: Unisa, 2014).

Tutorial Letter 501/3/2018 for HSY1512, Study Unit 1.

Wilson, M & Thompson, LM (eds), The Oxford History of South Africa, vol 1 (Oxford: Clarendon Press, 1969).

[www.sahistory.org.za](http://www.sahistory.org.za) [accessed 31 January 2018].

[www.theartofafrica.co.za](http://www.theartofafrica.co.za) [accessed 28 January 2018].

## 9 FREQUENTLY ASKED QUESTIONS

We receive many calls from students asking the same questions over and over again. We have therefore decided to include these frequently asked questions in this tutorial letter, in the hope that you do not need to make unnecessary telephone calls.

- **What is Tutorial Letter 101?**

You will receive Tutorial Letter 101 for every module for which you are registered. Tutorial Letter 101 contains essential information such as information on administrative matters, assignment details such as submission dates, the assignments themselves, and the prescribed and recommended readings for that specific module.



It is essential that you read carefully and regularly refer to Tutorial Letter 101 for each module.

- **Are there assignments I need to complete? Do I have to submit the assignments?**

Each module has a compulsory assignment that needs to be completed and submitted by the due date stipulated in Tutorial Letter 101 in order for you to be admitted to the examination. Check each Tutorial Letter 101 for further assignments that need to be completed and what the submission dates are.

Your lecturers strongly believe that the submission of as many assignments as possible – provided you have worked hard to ensure that they are of good quality – are an extremely effective way to master the content of key themes of your modules.

- **Do I have to buy prescribed textbooks?**

If you are required to buy prescribed textbooks for modules for which you are registered, particulars are given in Tutorial Letter 101. Most of our modules do not require you to buy a prescribed book.

- **What recommended reading material do I need?**

Recommended readings are listed clearly under the assignments in Tutorial Letter 101. All recommended reading (books and articles) can be obtained from the Unisa Library. A great deal of this material is available via the e-Reserves collection of the Library, which is easily accessible and downloadable. Full instructions on accessing this material are provided in Tutorial Letter 101.

- **I have not yet received my study material. Can you send it to me?**

No, unfortunately not. The History Department does not post material to students. Study material is kept at a different department at Unisa (the Department of Despatch).

Consult the brochure *Studies @ Unisa* for the contact details of the Department of Despatch and ask whether or not the specific item you are missing has been dispatched to you. If it has been dispatched and you have not received it after a reasonable period, ask for another copy to be sent to you.

All study material is also available and can be accessed on *myUnisa*. Consult the brochure *Study @ Unisa* or your Tutorial Letter 101 on how to access *myUnisa*. This is often the easiest way in which to access all your study material.

- **What is *myUnisa*?**

*myUnisa* is the University's online learning management system. You can find your study guides and tutorial letters in PDF format on the website for your module. You can use *myUnisa* to communicate with your lecturers, e-tutors, other students and with the administrative

departments of Unisa. You need to have an Internet-enabled computer in order to use *myUnisa*.

To go to the *myUnisa* website, start at the main Unisa website, <http://www.unisa.ac.za>, and then click on the 'login to *myUnisa*' link under the *myUnisa* heading on the screen. This should take you to the *myUnisa* website. You can also go there directly by typing in <http://my.unisa.ac.za>.

Please consult the publication *Study @ Unisa* which you received with your study material for more information on *myUnisa*.

We strongly recommend that you access *myUnisa* on a regular basis. It is the most efficient platform through which lecturers and students may communicate with one another.

- **What can I do if I experience problems with the content of the study material?**

Contact one of the lecturers or e-tutors responsible for the module immediately. Please do not hesitate to contact us. You can telephone us during office hours, make an appointment to come and see us personally, write a letter or send an e-mail. Our contact details are available in a separate tutorial letter.

- **When do classes begin at Unisa?**

Unisa offers distance learning and is not a residential university. We do not, therefore, offer regular classes to our students on a daily basis. As soon as you register and receive your study material, you can begin to study. Distance education offers you the flexibility to study at times convenient to yourself.

- **Do I have group discussion classes (that is, visits from lecturers to regional centres)?**

The Department of History may perhaps offer discussion classes in regional centres for some of the modules, depending on demand and the number of registrations in a particular region. Details will be made available to you in good time. In general, however, the *myUnisa* sites of the modules offer a platform for you to have regular contact with your lecturers and other students, and the discussion forums are a 'virtual discussion class'.

- **Will I be offered tutorial support in the Department of History, and what is an e-tutor?**

E-tutorial support will be offered to all students doing our first-level modules (HSY1511 and HSY1512) and our second-level modules (HSY2601, HSY2602 and HSY2603) during 2018.

You will be allocated an e-tutor who will be in regular contact with you throughout the semester, and offering much practical support in guiding you through the study material. You will not be part of a physical tutorial group, but rather you will become a member of an e-tutorial group which will have its own module website maintained by your e-tutor. Thus, access to e-learning and your e-tutor will assist you greatly during the semester.

You will receive more details about tutorial support and e-tutors at the beginning of the semester, shortly after your register.

Naturally, you may also contact your lecturers for support and guidance at any time, in all first, second and third-level modules. Lecturers are always willing to assist you in your studies.

- **When and where am I writing the examination?**

When you register, select an examination centre that is convenient for you. If you need to change venues, inform the Directorate: Student Assessment Administration in good time so that they can make provision for you at another centre that is most convenient for you.

Your provisional examination dates are also made available to you at registration, and you will be sent final confirmation of venues, dates and times of your examination during the semester.

For all queries about examination arrangements, contact the Directorate: Student Assessment Administration.

Note that HSY3701, HSY3702, HSY3703, HSY3704 and HSY3705 do not have a formal written examination. Consult your Tutorial Letter 101 for details on the alternative arrangements for the submission of your final portfolio of work.

- **When will the results of the examination or final portfolio be released?**

Examination results and final portfolio results are released as soon as all scripts and portfolios have been examined, moderated and approved.

Lecturers may not release final results to students. Consult the brochure *Study @ Unisa* for details about the release of the final results.

Please note that examination results may not be made available by telephone.

- **What do I do if I am not happy with my results, or if I wish to have my examination script remarked or rechecked?**

Refer to the back page of your official results (which you will receive by post) for the different options. Also, consult the brochure *Study @ Unisa*.

- **When do supplementary or aegrotat examinations take place?**

Supplementary examinations are awarded if you did not pass the examination but received at least 40% for a module.

Aegrotat examinations are granted in the case of genuine medical or family emergency. You need to apply for the aegrotat examination shortly after the scheduled date of the examination (within ten days) that you were forced to miss.

Consult the brochure *Study @ Unisa* for more details on supplementary and aegrotat examinations.

Aegrotat and supplementary examinations normally take place during the examination session at the end of the next semester.

- **What is Recognition of Prior Learning (RPL)?**

Recognition of prior learning (RPL) is the recognition by Unisa of any non-accredited learning on tertiary level related to a Unisa discipline which occurred before you decided to register for an academic qualification. RPL makes it possible for you to earn credits towards a Unisa qualification, thereby shortening your study time. For further information, consult the brochure *Study @ Unisa*.

- **I want to transfer credits from another university. How do I do this?**

Consult the brochure *Study @ Unisa* for information.

- **I want to work with other students. How do I do this?**

You could ask to be connected to other students in your area so that you may form a study network. Consult *Study @ Unisa* for details of how this can be done. You can also form contacts with other students through your module site on *myUnisa*, for example in the discussion forums that are established on the respective sites, as well as in your e-tutorial groups. We urge you to use these particular channels of communication.

Some students like to form networks with one another through platforms such as What's App, and we certainly encourage this kind of contact.

- **What can I do if I am not a confident reader or writer?**

The Bureau for Counselling, Career and Academic Development offers literacy support at many of the regional learning centres. They can also assist you to improve your study skills.

- **Where can I obtain financial aid?**

Contact the Financial Aid Bureau at Unisa for information about assistance that is offered.

## 10 MODULES OFFERED IN THE DEPARTMENT OF HISTORY

We often receive enquiries about our undergraduate programme. We therefore provide you with an outline of our modules here. We welcome further enquiries from you about our offerings.

All our modules are designed around the following principles:

- To help students understand world events and the genesis of our multi-cultural society;
- To integrate politics, economics, culture, law and ideologies to provide as full an understanding of the past as possible;
- To teach students to think critically and logically;
- To encourage students to read constructively;
- To promote a spirit of enquiry and curiosity;
- To develop research, writing and analytical skills and to organise material in order to communicate well in speech and in writing;
- To cultivate core values such as tolerance;
- To assist in the detection of bias and propaganda;
- To broaden perspective;
- To develop a personal and social memory.

## LEVEL 1 MODULES

HSY1511	Africa in the world: historical perspectives	<p>This module looks at some key developments in the history of Africa and the world from the 17<sup>th</sup> century to the present. The module examines some important issues relating to the political, economic, ideological and religious change, as well as gender relationships. It is also concerned to introduce students to ideas about how historians approach the past.</p> <p>Through our tutorial matter and other material, we introduce you to ways in which historians understand African and world history. You are assessed through a variety of different assignments and an examination at the end of the semester.</p>
HSY1512	Southern Africa till the early 1800s: encounters and transformations	<p>This module deals with the history of southern Africa from the earliest times until the early 1800s. It focuses initially on the early inhabitants of southern Africa who lived by hunting, herding and mixed farming, before examining Dutch settlement in the 1650s and the impact of this development on local peoples, both in the south-western Cape and the interior of the sub-continent. We also explore the introduction of foreign-born slaves into this society, and their impact, and how a new society emerged out of the relationships that were forged between the diverse peoples who encountered one another. This new society had a profound impact on the shape of modern South Africa.</p> <p>Through our tutorial matter and other material, we introduce you to ways in which historians continue to learn about the early history of southern Africa. You are assessed through a variety of different assignments and an examination at the end of the semester.</p>

## LEVEL 2 MODULES

HSY2601	Themes in 19 <sup>th</sup> century history: power and the western world	The module's purpose is to help you to gain an understanding of some important trends in the history of the 19 <sup>th</sup> century. We want to make you aware of some of the important transformations which changed the world of many people in this century, both in Europe as well as in other parts of the world. Thus, you will understand the dynamics of some significant economic, political, social and cultural trends which evolved in the nineteenth century and which continue to influence the world in which we live. The module consists of six study units, each of which covers a specific theme in the history of the 19 <sup>th</sup> century. You can study them in any order but you will see that there are various links interconnecting the different themes. The main themes are: (1) Empire; (2) Race; (3) Nationalism; (4) Industrialisation; (5) Liberal Democracy; (6) Autocracy.
HSY2602	Early state formation, slavery and colonial conquest in Africa	This module deals with the making of African identities through the experience of migration, state formation, religion, trade, slavery, conflict and European colonisation in the period up to the early 20 <sup>th</sup> century. The five main themes that are covered are: (1) The construction of African history; (2) Islamic Africa; (3) Africa and the slave trade; (4) The Scramble for Africa; (5) Africa under colonial rule.
HSY2603	Transformation in southern Africa in the 19 <sup>th</sup> century: colonisation, migration, mining and war	This module follows chronologically from HSY1502. The 19 <sup>th</sup> century saw major changes to the political configuration of the southern African interior and the geographical distribution of its people, as is evident in the rise of African chiefdoms and precarious centralised settler states. The discovery of diamonds and gold drew southern Africa into the international world, and saw a decisive shift in the balance of political and economic power, as well as active imperial involvement in the interior, which culminated in the South African War. This module focuses on these various interconnected developments, and aims to provide a clear understanding of the major formative events of the turbulent decades of the 19 <sup>th</sup> century.

### LEVEL 3 MODULES

HSY3701	Decolonisation, independence and social change in modern Africa	Modern African history has had a profound effect on world events but detailed understanding of trends and events is often lacking. This module explains the process of decolonisation in Africa, the rise of one-party states and military rule, and the role of ethnicity. The effects of urbanisation and the rise of popular culture, the impact of HIV/Aids and the reasons for Africa's underdevelopment also form part of our study.
HSY3702	Themes in 20 <sup>th</sup> century world history: towards globalisation	The module consists of seven study units, each of which covers a specific theme in the history of the making of a global world in the 20 <sup>th</sup> century. Once you have worked carefully through the study units and completed the assignments and the examination successfully, you should have an understanding of the following: (1) How the international economy evolved from 1900 to 2000; (2) The reasons for the First World War; and how its ideological and political consequences resulted in the eruption of another world war in 1939; (3) The rise and collapse of the Soviet Union; (4) The confrontation between the superpowers during the Cold War; (5) The rise of modern Japan, and the reconstruction of Japan after the defeat of Japanese imperialism in 1945; (6) The economic and political reconstruction of Europe after the Second World War; (7) The emergence of Communist China after the Second World War.
HSY3703	Globalisation	Globalisation is a core feature of our modern world and this module unpacks many of the aspects of world history and transnational history. After an introduction to the interesting theories of globalisation we offer specific discussions around the historical and geographical perspectives of globalisation and thereafter investigate its political and cultural consequences. This module is not examination-based and students have the opportunity to write a research essay that covers areas of particular interest instead of an exam. There is no prescribed textbook but students are provided with a substantial interdisciplinary study guide to direct their studies and suggest a wealth of further reading.



HSY3704	Modern South Africa: Afrikaner power, the politics of race and resistance, 1902 to the 1970s	This module will give you insight into the earlier events that contributed to the development of South Africa as a democratic country. This challenging period in the history of South Africa saw the development of Afrikaner and African nationalism, which affected the political direction of the country. This module provides study material dealing with the rise and consolidation of Afrikaner power, the ideologies and policies of segregation and apartheid, and resistance to white supremacy up to the 1970s. No textbook is prescribed. A study guide, together with a list of useful recommended reading, is provided. Students are afforded the opportunity to engage with the study material by completing four assignments and writing an examination.
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HSY3705	Modern South Africa: from Soweto to democracy	This module deals with a crucial period in the history of 20 <sup>th</sup> -century South Africa: the pinnacle and subsequent decline of apartheid and the road to political transformation. Some of the most important themes that feature in this module are: (1) The growing crisis of Afrikanerdom; (2) National and international circumstances from the mid 1970s that exerted pressure for change on the apartheid state; (3) Attempts to reform apartheid; (4) South Africa's relations with the rest of the continent. We look at how the liberation struggle and the nature of exile politics, trade union growth and worker and student mobilisation contributed to the demise of apartheid. Finally we analyse the post-apartheid government's responses to new challenges, political leadership and political alliances after 1994, democratic reforms, policy directions and national reconciliation.
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## **11 IN CLOSING**

Once again, we are glad that you have decided to study in the History Department, and we hope that you have a productive and enjoyable experience with us.

Do not hesitate to contact us if you require information, support and guidance about your History modules.

Please accept our best wishes for your studies. We wish you every success!

**Nicholas Southey**  
**on behalf of all lecturers in the History Department**

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