



Tutorial Letter 101/3/2018

Globalisation and Social Change in South Africa

SOC2602

Semesters 1 and 2

Department of Sociology

This tutorial letter contains important information
about your module.

BARCODE

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Dear Student

1 INTRODUCTION

Welcome to the module, Globalisation and Social Change in South Africa (SOC2602)! We are very pleased that you have decided to study this module and hope you will find the subject matter, and the arguments and issues addressed, to be of interest and relevance to you now, and in the future.

In Tutorial Letter 101, you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments. This tutorial letter also provides all the information you need with regard to the prescribed study material and other resources and how to obtain it. Please study this information carefully and make sure that you obtain the prescribed material as soon as possible.

Right from the start we would like to point out that **you must read all the tutorial letters** you receive during the semester **immediately and carefully**, as they always contain important and, sometimes, urgent information.

Please note that the publication *my Studies @ Unisa* contains more detailed information on matters dealt with in this section. You receive this publication when you register. Keep it for further reference.

Please read Tutorial Letter **SOCAL36/301/2018** in combination with Tutorial Letter 101 as it gives you an idea of generally important information when studying at a distance and within a particular College.

We hope that you will enjoy this module and wish you all the best!

2 PURPOSE AND OUTCOMES

2.1 Purpose

This second level module is designed to meet a number of goals. The first is to facilitate your understanding of historical and contemporary South African society and the ways in which it is changing.

The second goal of the module, following from the first, is to assist you to develop an appreciation of the history that has shaped much of what constitutes contemporary South African society and which will continue to influence its future.

The third goal of the module is to help you to develop an awareness of the broader context within which local occurrences are located. Here we aim to show the importance of the interfacing between local and global relations (affairs) and the influence in social, economic, cultural and ideological changes in the modern era.

Lastly, a fourth goal of the module is to introduce you to a range of policy platforms that emerged during the course of the historical transition to a democratic South Africa and to those that became the foundations of the new policy landscape.

2.2 Outcomes

Upon completion of this module, you should be in a position to demonstrate the following competencies:

- An understanding of the history of South African society from the apartheid era to the present.
- An understanding of the nature of and extent of changes in contemporary South African society.
- Knowledge of the concept of and the ability to define “globalisation” and an appreciation of the implications it has or might have for a society like South Africa.
- Ability to evaluate the various policy platforms on how best to bring about social and economic development in South Africa.
- An ability to apply your insights drawn from all the above outcomes in order to map current trends and project future outcomes with respect to the likely trajectory of South African society in the future.

3 LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)

You will be notified in a separate tutorial letter early in the semester of the lecturers responsible for this module in 2018. Please direct your enquiries to the relevant lecturers in the department of Sociology.

PLEASE NOTE: Letters to lecturers may not be enclosed with or inserted into assignments.

3.2 Department

You can also contact the Sociology department for general queries through the departmental secretary. Her contact details are as follows:

Mrs. Petro Steyn
 Tel: 012 429 6301 (international: +27 12 429
 6301) Email: steynpw@unisa.ac.za

3.3 University

Contact addresses of the various administrative departments are included in *my Studies @ Unisa*, which you receive with your study package. The university’s official contact details are as follows:

Physical address

University of South Africa
 Preller street
 Muckleneuk
 Pretoria
 City of Tshwane

Postal address

University of South Africa
PO Box 392
Unisa
0003

Email: study-info@unisa.ac.za

Online address: <http://my.unisa.ac.za>

4 RESOURCES

4.1 Prescribed books

There is NO prescribed book for this module. However, you will notice that constant reference is made in the Study Guide to Hein Marais (2001) as the prescribed text in the module. That is no longer the case as the book is no longer available in bookstores. It is out of print and thus very difficult to find, so we have decided to change its status from prescribed to a recommended source in the event that you find second-hand copies. The main source of reference for this module is your Study Guide which offers insights into Marais's theoretical approach. The guide can be used on its own.

We advise you to ignore all the instructions referring you to Marais (2001) as the prescribed book. The Study Guide on its own contains sufficient information for the module but, we strongly advise that you also consult the other recommended sources available in libraries in order to enrich your studies.

4.2 Recommended books

The recommended texts books for this module in both semesters include:

Cohen, R & Kennedy, P. (2000). *Global Sociology*. (2nd edition). New York: Palgrave.

(or)

Cohen, R & Kennedy, P. (2007). *Global Sociology*. (3rd edition). New York: Palgrave.

Hoogvelt, A M. (1997). *Globalization and the postcolonial world: the new political economy of development*. London: Macmillan.

Marais, H. (2001). *South Africa, limits to change: the political economy of transition*. CapeTown: UCT Press. [2nd hand copies, if available in 2nd hand bookstores.]

O'Meara, D. (1996). *Forty lost years: the apartheid state and the politics of the National Party, 1948-1994*. Randburg: Ravan; Athens: Ohio University Press.

Wolpe, H. (1988). *Race, class and the apartheid state*. London: James Currey.

Limited copies of these texts are available in the Unisa main library. You should consult the myStudies @Unisa 2014 brochure on how to request recommended sources from the Unisa library.

A comprehensive list of recommended sources for this module is also contained at the back of your Study Guide, Martin, R & Gelderblom, D. (2006). *Globalisation and social change in South Africa: Only study guide for SOC202-3*. Pretoria: University of South Africa, pages 220-223.

4.3 Electronic reserves (e-reserves)

There are currently no materials in the electronic reserves for this module.

4.4 Library services and resources information

For brief information, go to 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
- how to contact the library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

5 STUDENT SUPPORT SERVICES

For information on the various student support systems and services available at Unisa (e.g. student counselling, tutorial classes, language support), please consult the publication *my Studies @ Unisa* that you received with your study material.

5.1 Contact with fellow students

5.1.1 Study groups

It is advisable to have contact with fellow students. One way to do this is to form study groups. The addresses of students in your area may be obtained from the following department:

Directorate: Student Administration and Registration
PO Box 392
UNISA
0003

5.1.2 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* learning management system is Unisa's online campus that will help you to communicate with your lecturers, with other students and with the administrative departments of Unisa.

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 *my Studies @ Unisa* which you received with your study material for more information on *myUnisa*.

5.1.3 Tutorial Offerings online

Please be informed that, with effect since 2013, Unisa offers online tutorials (e-tutoring) to students registered for modules at NQF levels 5, 6 and 7, this means qualifying first year, second year and third year modules. Please log on to myUnisa to find out if any of the modules that you have registered for falls in this category.

Once you have been registered for a qualifying module, you will be allocated to a group of students with whom you will be interacting during the tuition period as well as an e-tutor who will be your tutorial facilitator. Thereafter you will receive an sms informing you about your group, the name of your e-tutor and instructions on how to log onto MyUnisa in order to receive further information on the e-tutoring process.

Online tutorials are conducted by qualified E-Tutors who are appointed by Unisa and are offered free of charge. All you need to be able to participate in e-tutoring is a computer with internet connection. If you live close to a Unisa regional Centre or a Telecentre contracted with Unisa, please feel free to visit any of these to access the internet. E-tutoring takes place on MyUnisa where you are expected to connect with other students in your allocated group. It is the role of the e-tutor to guide you through your study material during this interaction process. For you to get the most out of online tutoring, you need to participate in the online discussions that the e-tutor will be facilitating.

There are modules which students have been found to repeatedly fail, these modules are allocated face-to-face tutors and tutorials for these modules take place at the Unisa regional centres. These tutorials are also offered free of charge, however, it is important for you to register at your nearest Unisa Regional Centre to secure attendance of these classes.

6 STUDY PLAN

You need to carefully pay attention to all these tools (purpose, outcomes and activities) in organizing your study plan so that your learning can be both efficient and geared towards achieving the goals of the module.

The SOC2602 module, like all undergraduate modules in the department, is a semester module, meaning you have very limited time to work through the whole study guide. For that reason, it is very important that you develop your own individual study plan with clear and realistic time frames to make sure you complete the study material and adequately attend to all assignments.

The Study Guide for the SOC2602 module consists of eight (8) study units, all of which are important towards a successful accomplishment of the goals of the module. In its broad outline, the Study Guide deals with three distinct areas. The first is a conceptual and theoretical one addressing a political economy approach taken from Marais's approach and it also introduces the notion of globalisation. The second is a historical one detailing the origins, nature and consequences of apartheid; the deepening crisis of the apartheid capitalist system; and the transition to democracy in South Africa. The third addresses the policy context to the new South Africa and the rise of neo-liberalism in South Africa.

Each study unit contains a set of aims and outcomes with activities to enable you to gauge for yourself the extent to which you have grasped the learning materials. The study units also contain a conclusion which summarises everything covered in that particular study unit. Lastly and most importantly, each study unit ends with an activity containing a list of possible assignment and examination questions and instructions.

7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practicals for this module.

8 ASSESSMENT

8.1 Assessment criteria

In terms of the UNISA assessment policy, there are two main forms of assessment tools for the SOC2602 module: namely the formative assessment, which is the assignments and summative assessment, which is the examination. In this section we discuss formative assessment. Summative assessment is discussed in sub-section 8.8 below.

8.2 Assessment plan

The university's Assessment Procedures Manual differentiates between two kinds of assignments – compulsory and credit bearing optional. According to the Manual, compulsory assignments, are required for examination admission while credit bearing optional assignments contribute to a semester mark, which will be added to your final exam mark. Therefore, both assignments are important and worth doing well.

For both semesters, assignment 01 is the one that is required to give you permission to sit for examination whilst assignment 02 is the one that contributes towards your semester mark.

8.3 Assignment numbers

8.3.1 General assignment numbers

Assignments are numbered consecutively per module, starting from 01. Accordingly, assignments for both semesters will be numbered 01 and 02.

8.3.2 Unique assignment numbers

The unique numbers for the assignments for both semesters are indicated on top of each assignment. These numbers must always be included in the answer sheets.

8.4 Assignment due dates

Please make sure that the assignments reach us on or before the following dates:

Due dates for first semester assignments:

Assignment 01: 15 March 2018

Assignment 02: 20 April 2018

Due dates for second semester assignments:

Assignment 01: 17 August 2018

Assignment 02: 19 September 2018

8.5 Submission of assignments

For information on how to submit your assignments, please consult the myStudies @UNISA brochure.

For the SOC2602 module, assignment 01 is a multiple choice type assignment that you need to submit to guarantee your admission to the examination. Assignment 02 is an essay type assignment and constitutes your semester mark, which in turn contributes directly to your final semester mark. The final mark is a combination of the assignment mark and the examination mark. The assignment mark contributes 20% and the examination mark 80%. Hence, a mark of say 50 out of 100 in the assignment means that we convert that 50 to 20%. While a mark of say 50 in the exam means that we convert that mark to 80%. Then the final mark is constituted. Therefore, it is not simply a case of adding together your assignment mark and the exam mark as a final mark. Be careful to study for your examination and not spot based on what your assignment mark yielded! It is imperative that you submit both assignments, as the first gives you permission to sit for examination while the second contributes a percentage towards your final assessment.

Once your assignment is submitted and marked, you will receive individual comments in the assignment answer book as well as general commentary in the form of a feedback tutorial letter on both the assignments that will be sent to all students registered for the module in that semester.

These two kinds of feedback, both individual and collective, are meant to guide you on the general and specific requirements of the assignments and you need to study them carefully as part of your learning process as well as for general preparation for the examination.

8.6 THE ASSIGNMENTS IN 2018

Assignments for the First Semester

Assignment 01 – Semester 1

MCQs – for Exam admission
Closing date: 15 March 2018
Unique number: 662560

Instructions

Consult Tutorial Letter SOCAL306/301/2018 on how to answer Multiple Choice Questions. The following assignment is compulsory for examination admission.

Answer ALL the questions.

Question 1

Choose the most **CORRECT** option from the following options.

The aim of this module is to ...

1. understand the short-medium and long-term changes in South African society and how this influences its future.
2. emphasise the history of interrelationships between the economy, politics, ideology and the state.
3. understand how relationships in the local and the global social levels have shaped the past and present circumstances of South Africa.
4. understand the concept of globalisation, among others things.
5. All of the above options.

Question 2

Choose the **CORRECT** option from the following options.

According to the Study Guide (2006), Marais believes that ...

1. most accounts of South Africa's transition to democracy tend to neglect the methodological and theoretical emphasis on politics and ideology.
2. most accounts of South Africa's transition to democracy are accurate.
3. the liberal theorists reduce the 'race-class debate' to racism and apartheid following the needs and dictates of capitalism.
4. the 'race-class debate' in South Africa describes the competing views between radical and revisionists (neo-Marxists) on the one hand and functionalist liberal theorists on the other hand.
5. only socio-economic (i.e. social and economic) factors can adequately and fully explain

South Africa's historical transition.

Question 3

Choose the **CORRECT** option from the following options.

According to the Study Guide (2006):

1. many liberal theorists, on South Africa's inherent crises in its capitalist economy, tended to over-emphasise the irrationalities of racialism and apartheid as leading causes of the crisis.
2. liberal theorists believe that a free-market economy with its rationalising tendencies would overcome and replace the racial apartheid system and finally encourage a flourishing economy in South Africa.
3. like neo-Marxist theorists, liberal theorists also tended to underemphasise the complexities in the relationship between apartheid and capitalist development in South Africa's history.
4. liberals and radicals both neglected the contingent nature of the relationship between apartheid and capitalism in South Africa evidenced in the changes in this relationship over time.
5. All of the above options are correct.

Question 4

Choose the **CORRECT** option from the following options.

According to the Study Guide (2006):

1. Marais believes that a political-economy approach to understanding South Africa's history and transition to democracy is the most adequate theoretical position.
2. in Marais's view, most accounts of South Africa's history and transition correctly focused on the capturing of the apartheid state that would bring about the kinds of change needed in the country.
3. a historically informed analysis of the interrelationships between the economy, political and ideological forces that shape South African society is only necessary to undertake at the local level of theorising.
4. liberals and radicals both neglected the contingent nature of the relationship between apartheid and capitalism in South Africa evidenced on the changes in this relationship over time.
5. according to Cohen and Kennedy (2000:377) ideologies are always irrational sets of beliefs, practices and assumptions held by some social groups that lead to obscuring power relations in societies.

Question 5

Choose the **CORRECT** option.

The Marxist approach to political-economy ...

1. includes a critique of the works of other political-economists such as Adam Smith.
2. is concerned with the effects of competition, liberalism and free market capitalism and in fact rejects these three mentioned.
3. does not support competition, particularly in free market capitalist society, on the basis

that it is based on unfair principles and that there is no efficient and just allocation of goods and rewards in this society.

4. proposes that free market capitalism leads to socioeconomic, political and ideological crisis and breakdown.
5. All of the above options are correct.

Question 6

Choose the **INCORRECT** option.

1. There are a number of different approaches within the broad context of a political-economy perspective.
2. The three most prominent approaches in the political-economy perspective are mercantilism, colonialism and Marxism.
3. The mercantilist approach is ascribed to a period of intense competition and conflict between emerging countries and between newly emerging modern nation-states.
4. The focus for many political-economists is on the role of the state in the capitalist economy and what the state actually is.
5. The mercantilist approach supports the argument that the state should actively promote its capacity to engage in profitable warfare and trade with other states.

Question 7

Choose the **INCORRECT** option.

A neo-Marxist point of view proposes that ...

1. capitalism is exploitative and destructive because it privileges profit over people, resources and the environment.
2. capitalism is inherently unstable and contradictory and tends towards periodic crisis of profitability.
3. competition in free and open markets tends to benefit many who have been historically disadvantaged.
4. neo-liberalism should be rejected because it advocates and justifies practices like reduced public spending, privatisation, deregulation and minimal state intervention.
5. capitalism tends to benefit a few who are already powerful and privileged.

Question 8

Choose the **CORRECT** option.

We can best associate the concept of globalisation with ...

1. an increasingly closer interconnectedness and interdependence.
2. a 'global village' or a 'shrinking world'.
3. advances in transportation and information and communications technologies.
4. a form or variant of post-industrial, post-capitalist society.
5. All of the above options are correct.

Question 9

Choose the **INCORRECT** option from the following options.

1. Some authors believe that contemporary advances in transport, communications and information technologies are caused by developments in industrial capitalism, and that globalisation is merely the latest phase in a more global industrial capitalism.
2. Some authors believe that globalisation is a completely new phenomenon that is completely changing the world.
3. According to the Study Guide, Cohen and Kennedy (2000) believe that globalisation can be explained and associated with changes in patterns of consumption, the world of work and levels and distribution of inequality and poverty, among other things.
4. According to the Study Guide, Hoogvelt (1997) believes that globalisation is a completely new development unrelated to prior historical processes such as industrialisation or colonialism.
5. Authors like Gunder Frank, Wallerstein and Amin identify a first, second, third and fourth world existing within the global world system.

Question 10

Choose the **CORRECT** option from the following:

According to the Study Guide (2006) ...

1. Marais (2001) believes that South Africa's transition to political democracy is likely to bring about prosperity and equality for all.
2. Amin (2001) believes that South Africa is a Third World country similar to Brazil and South Korea.
3. both Marais (2001) and Amin (2001) share the same views on the prospects for development in post-apartheid South Africa, that it will enjoy global competitiveness and productivity.
4. Marais (2001) rejects the commonly held belief that South Africa, since the beginning of apartheid had been completely cut-off from the global capitalist system, at least in terms of its economic ties.
5. Marais (2001) believes that if South Africa becomes more industrialised, productive and competitive that it will catch up with and finally emulate development in the First World countries.

Assignment 02 – Semester 1

Essay Type Question – Credit bearing for semester mark
Closing date: 20 April 2018
Unique number: 796721

Write an essay in which you discuss Marais's view that the negotiated settlement created constraints and limits to social change and transformation in South Africa. In your discussion, indicate whether you agree or disagree with Marais's views and why.

Please note: This assignment must be a well-structured essay with your own arguments based on the study material.

Plagiarism (of any kind) is not tolerated – read *SOCAL36/301/2018*

Length: 5 to 7 pages [\pm 1500 words], depending on your writing style.

Consult: Study Guide (2006): study unit 5 (The transition to liberal-democracy in South Africa), Study unit 6 (The policy context of the new liberal-democratic government in South Africa: Focus on 6.3, 6.5, 6.6, and 6.7), Study unit 7 (From political democracy to neo-liberalism in South Africa), this will help you build a critical perspective of contemporary South Africa; and any of the recommended sources.

Please submit this assignment so that it reaches us by the due date.

Assignments for the Second Semester

Assignment 01 – Semester 2

MCQs – for Exam admission
Closing date: 17 August 2018
Unique number: 662706

Instructions

Consult Tutorial Letter SOCAL306/301/2018 on how to answer Multiple Choice Questions. The following assignment is compulsory for examination admission.

Answer ALL the questions.

Question 1

Which one of the following is the macro-economic policy adopted by the South African government in 1996?

1. The Reconstruction and Development Plan (RDP)
2. The Industrial Strategy Project (ISP)
3. Growth, Employment and Redistribution strategy (GEAR)
4. Macro-Economic Research Group (MERG)
5. Normative Economic Model (NEM)

Question 2

Which one of the following is NOT a characteristic feature of the neo-liberal policy prescriptions?

1. Fiscal discipline and low inflation
2. Large budget deficit
3. Privatisation
4. Deregulation
5. Liberalisation

Question 3

Choose the CORRECT option.

In the Study Guide (2006), Marais' reactions to the capitalist crisis of overcapacity and overproduction in the early 1970s included ...

1. active state intervention to minimise effects of overcapacity and overproduction.
2. strengthening the welfare system and encouraging social partnerships.
3. lowering interest rates and increasing budget deficits.
4. lowering of input costs by depressing real wages.
5. the adoption of incomes policies to boost consumption.

Question 4

Which of the following statements is **TRUE** about Marais' characterisation of the state that emerged out of the negotiations process in South Africa, according to the Study Guide (2006)?

1. A national parliament with three houses, namely, the National Assembly, Council of Provinces and House of Traditional Leaders.
2. A federal state, albeit with some peculiar feature like the nine semi-autonomous provinces.
3. A state founded on the principle of separation of powers between the three arms of the state.
4. A one party state, with only the ANC being in power since 1994, with no threat to its hold on power.
5. Participatory democracy with the electoral system allowing for direct accountability of elected representatives to the electorate.

Question 5

The Study Guide (2006) lists a number of constitutional provisions that Marais (2001) regards as 'limits to change' and hindering social transformation in his critique of the compromises reached during the negotiations in South Africa. Which of the following is **NOT TRUE** about such provisions?

1. Protection of private property.
2. Sunset clause.
3. Independence and impartiality of the Reserve Bank.
4. Recognition of traditional leaders.
5. Creation of nine provincial parliaments.

Question 6

Which of the following is part of the measures implemented during the first phase of reforms undertaken by the apartheid government in the period 1977 – 1982?

1. Urban rights granted to some Africans, with the rest confined to the homelands.
2. Job reservation ended.
3. African unions allowed registration and participation in the Industrial Council system.
4. All of the above
5. None of the above.

Question 7

Which of the following is **NOT** a characteristic feature of the organic crisis in South Africa as seen by Marais?

1. It is a result of the model of capitalist development based on cheap and unskilled African labour.
2. As a multi-dimensional phenomenon, it covered the socio-economic, political and ideological factors.
3. It signifies a disjuncture between the regime of accumulation and the mode of regulation.
4. Like most capitalist crisis, it was also marked by crisis in the financial sector.

5. Its impact gave rise to high levels of resistance in the workplaces, schools and townships.

Question 8

Which of the following is **NOT** part of the approaches to political economy mentioned and discussed in the Study Guide?

1. Regulation theory
2. System approach
3. Mercantilist approach
4. Socio-cultural approach
5. Marxist approach

Question 9

Marais believes his political economy approach helps generate important insights about the transition to democracy in South Africa. Which of the following is **TRUE** about his approach?

1. It makes the case why the ANC had no other option but to adopt pro-capitalist and neo-liberal policies.
2. It shows that constraints to change and social transformation are not structural but results of the personal limitations of individuals in society.
3. It helps us understand how the ANC came to adopt a neo-liberal policy orientation and constrained social transformation.
4. It helps us better understand how the transition to democracy has helped to revitalise civil society.
5. It demonstrates that objective understanding of society is only possible when the economy, politics and ideology are studied in isolation from each other.

Question 10

Which one of the following is **NOT TRUE** about the development of capitalism in South Africa?

1. It has its roots in the political, social, economic and institutional practices that emerged during the mineral revolution.
2. It was based on the political domination and economic exploitation of cheap African labour.
3. It secured the supply of labour to the mines by dismantling the African peasantry and employing various methods of reproducing such labour.
4. It entered the global economy as an importer of capital goods (machinery) and an exporter of primary goods (raw materials).
5. Like elsewhere in the world, capitalist development in South Africa relied on a lesser role of the state in the economy.

Assignment 02 – Semester 2

Essay type Question – Credit bearing for semester mark
Closing date: 19 September 2018
Unique number: 765468

Write an essay in which you discuss Marais's perspective on the 'roots' of the apartheid system in the emergence of capitalism in South Africa in the 19th century. In your essay, touch on the long-term developments that the emergence of capitalism initiated in South Africa.

Please note: This assignment must be a well-structured essay with your own arguments based on the study material.

Plagiarism (of any kind) is not tolerated – read *SOCAL36/301/2018*

Length: 5 to 7 pages [\pm 1500 words], depending on your writing style.

Consult: Study Guide (2006): study units 3 and 4, and any of the recommended sources.

Please submit this assignment so that it reaches us by the due date.

8.7 Other assessment methods

None.

8.8 The examination

For general information and requirements as far as assignments are concerned, see the publication *My Studies @Unisa* which you received with your study material.

8.8.1 Examination admission

As previously indicated, remember that you need to submit assignment 01 to guarantee your right to sit for examination whilst you also need to submit assignment 02 to secure your semester mark that contributes 20% towards your final mark.

8.8.2 Examination period

This module is a semester module. This means that there will be an examination at the end of each semester. The examination for the first semester will take place in May/June and for the second semester in October/November. Students who qualify for supplementary examinations will write this in the next examination of the semester immediately thereafter. For example, students who qualify for supplementary examination after writing the May/June examination will

only sit for their supplementary examination in the October/November examination.

Lastly, the Examination Section of the university will provide you with an examination timetable containing information on venues, place and time for your examination.

8.8.3 Examination paper

Your examination paper will consist of four questions (50 marks each) of which you have to select and answer **TWO**. The total of the examination paper is therefore 100 marks. You can expect long 'essay type' questions. You will have 2 hours in which to complete the examination paper. This implies that you should spend approximately one hour on each question.

9 FREQUENTLY ASKED QUESTIONS

The *myStudies @ Unisa* brochure contains an A-Z guide of most relevant study information.

10 SOURCES CONSULTED

See list of recommended sources above.

11 IN CLOSING

The SOC2602 TEAM wishes you a successful academic year and hopes that you will find the study material interesting and engaging. We also value your feedback therefore please complete any feedback questions that we might send you over the semester.

12 ADDENDUM

None.

WE TAKE THIS AS AN OPPORTUNITY TO WISH YOU EVERY SUCCESS IN YOUR STUDIES FOR THE YEAR. REMEMBER, **PREPARATION IN ALL THINGS IS THE KEY TO SUCCESS!**