

# Yesterday & Today

No. 19, July 2018

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## EDITORIAL

The teaching and learning of History has recently been highlighted in the news with the release on Thursday 31 May 2018 of the long-awaited Report of the History Ministerial Task Team (MTT) to the Minister of Basic Education (See full report at: <https://www.naptosagp.org.za/index.php/documents-02/89-bulletin-board/902-executive-summary-of-the-history-ministerial-task-team-final>).

Appointed on 4 June 2015 the MTT recommended, amongst others, that as from 2023 History should be made compulsory at the FET phase and replace Life Orientation. Furthermore, History should be made a stand-alone subject in the GET phase, doing away with Social Sciences (History and Geography).

As expected, the proposals contained in the Report have been applauded by some while others were less excited about the news. Those who are sceptical fear that History might be abused as political propaganda. Others believe that the proposals will face steep challenges, one of the most important being the lack of enough well-trained History teachers to meet the demand. Another concern is the timeous availability of textbooks in schools to cater for the “overhauled” and “restructured” content. Furthermore, some voices for the Africanisation of the existing CAPS so that it contributes to a more “tolerant” youth seem to be too vague to be fully embraced as a way forward to an inclusive tolerance.

It must also be said that as a scientific document the MTT disappoints. Oddly enough, the mandate it was given was not fully complied with either. In 2015 the SASHT also responded to the request to offer advice and suggestions based on the MTT mandate. The MTT makes no reference thereto nor does it seem to have been acknowledged or considered. As long as a request for compulsory History is dictated from government level and expert inclusivity for a proper and sober discussion is absent, so long will it take to get the buy-in from all levels in the History profession.

This first issue of 2018 includes a good variety of contributions from South African as well as international scholars. The articles reflect on the topics of History textbooks and the use of technology in the teaching and learning of History.

In the first of two international contributions, entitled *Virtues in Danish History textbooks since Enlightenment*, Harry Haue focuses on the impact of virtues in a sample of five popular Danish History textbooks (dated 1777,

1858, 1893, 1985 and 2008) that were largely used in upper secondary schools over a period of three centuries. He selects two topics, namely Christianity in Denmark during the Viking era, and the Danish slave trade, for their moral/ethnic content. Using the rhetorical pentagram as methodological tool he is able to draw a comparison between the five History textbooks. Haue concludes by, inter alia, stating that the books had a variety of interdiscursivity and that striking corresponding attitudes on virtues were found in comparing the textbooks of 1777 and 2008. However, as from 2008 the concept “virtue” was not reused in History textbooks, which Haue ascribes to moral and linguistic changes over time.

In their article, entitled *Mobile concepts in a mobile environment: Historical terms in LSP lexicography*, Michelle van der Merwe and Karin Horn explore the practical value of a Language for Specific Purposes (LSP) mobile dictionary (called MobiLex) of historical concepts at tertiary level, and the results thereof for mobile LSP lexicography. By analysing the development of the two substantive concepts *nationalism* and *democracy* within different historical contexts, they found that the historical meaning of these concepts is complex and that the interpretation thereof is influenced by not only their specific historical period but also the geographical location of the historical events. For this reason they argue that a single definition for a substantive concept does not necessarily convey the historical meaning effectively and is therefore inadequate in fostering historical understanding. For Van der Merwe and Horn, MobiLex holds the potential to expand the historical understanding of terms and concepts by supplying more and appropriate context through adding links to more extensive definitions, adding podcasts and vodcasts to the application.

Another contribution on using digital technology in the History classroom is that of the international scholars Helena Vieira and Cláudia Pinto Ribeiro, entitled: *Implementing flipped classroom in History: The reactions of eighth grade students in a Portuguese school*. As a blended learning model, the flipped classroom is a relatively new educational model and is growing in popularity. In their case study with 80 learners averaging 13 years of age and distributed over three classes, Vieira and Pinto Ribeiro installed *apps* on the learners’ personal mobile phones, after which they were asked to develop some activities during and after class. The aim of the study was to analyse the learners’ experiences and opinions after they were introduced to the flipped classroom for the first time. With the three classes experiencing the flipped



classroom in different ways, the overall result of this case study showed that 51.1% of the participants considered the flipped classroom to be an effective practice of learning which they experienced as interesting, fun and different. Vieira and Pinto Ribeiro conclude by admitting that the flipped classroom as a teaching approach is still in its early stages of development, but definitely a strategy in the future where the teacher can promote learner-centred and self-directed learning in order to improve the teaching and learning of History.

In the article by Tarryn Halsall and Johan Wassermann, entitled *A comparative investigation into the representation of Russia in Apartheid and post-Apartheid era South African History textbooks*, the focus is on how and why Russia is represented the way it is in textbooks in the two ideologically different eras of Apartheid and post-Apartheid. Initially the authors provide an insightful overview of the relationship between Russia and South Africa over the past decades, indicating that despite ideological differences, a common history is shared. Adopting an interpretivist research philosophy within a qualitative approach and by using mostly convenience sampling for the three Apartheid era textbooks and only purposive sampling for the three selected post-apartheid textbooks, interesting findings are made, namely that the content on how Russia is represented has not, with the odd exception such as references to women, changed discernibly. This speaks to a persistence of a certain memory. However, what has radically changed is what, with the focus on History as a disciplinary discipline, teachers and learners in the post-Apartheid era do with the content when compared to the Apartheid era.

In his article in the hands-on section, entitled *Reimagining the journey – Expanding the History curriculum to teach for depth of understanding in the FET Phase*, Gordon Brookbanks argues the necessity of teaching and learning additional or extended topics in the last three years of the History learner's school career. With the support of historical content, he expertly demonstrates insight on how to teach additional or extended topics in Grades 10 and 11 in order to develop a greater contextualization and a deeper grounding for the learners in their understanding of the topics prescribed in the Grade 12 CAPS. Brookbanks concludes with practical recommendations for History educators to contribute towards a depth of understanding of the teaching and learning of History in the FET Phase, and through which he believes learners will develop a comprehensive knowledge of the past.

Apart from the above contributions, included in this issue are three interesting and worthwhile book reviews. The books under review were written by

Thembanani Hlatshwayo (*African muckracking: 75 years of investigative journalism in Africa*); Simphiwe Ngwane (*The rise of Africa's middle class: Myths, realities and critical engagements*) and Arend Carl (*Teaching and learning History and Geography in the South African classroom*).

This issue also contains more news on the 32th Annual Conference of the SASHT, which will take place from Friday 5 October to Saturday 6 October 2018 at the Cape Peninsula University of Technology, Mowbray Campus. The theme of the conference is: *Bridging the divide between theory and practice in the History curriculum and reflecting on the intended, enacted and assessed curricula as it is manifested in school classrooms*.

# VIRTUES IN DANISH HISTORY TEXTBOOKS SINCE ENLIGHTENMENT

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*Beaten down, sickly, virtue has now been allowed to enter in all its tatters and sit in the corner, as long as it doesn't raise its voice*

(A Solzhenitsyn, *The Gulag Archipelago*. London, Collins/Fontana, 1974, p. 175)

## **Abstract**

*The above quoted statement by the famous Russian author, Alexander Solzhenitsyn, can to my opinion be interpreted as a dream of revitalization of good, old Russian virtues, which the communist regime had silenced and placed in the corner. Then I reflected on the status of virtues in my own country, and especially what history education had done to stick to virtues, which I have encountered in my earlier research as dominant in the 18<sup>th</sup> century educational discourse? My provisional examinations are presented in this article, where I focus on the impact of virtues in a sample of more popular Danish history textbooks over three centuries.*

*Research in textbooks is closely connected to the societal context and a brief summary of the development in Denmark since the Enlightenment is appropriate, especially for the foreign reader, in order to understand the textbooks in a proper context.*

*In the 18<sup>th</sup> century the Danish king was the absolute ruler of Denmark, Norway and the North Atlantic islands. Moreover he was the sovereign in the deuces Schleswig and Holstein and of course in the colonies in India, Africa and Caribbean. This multicultural state was transformed in the 19<sup>th</sup> century; in 1814 Norway was ceded to Sweden, and in 1864 Schleswig and Holstein were after a bloody war, taken over by Prussia. Hence Denmark was one of the smaller countries in Europe, however now a national state. In 1814 compulsory seven-year school attendance was implemented for all girls and boys, and in the second half of the century agriculture and industry underwent a remarkable growth. In 1849 the absolute ruling king signed a constitution, which introduced partial democratic elections. Although literacy was acquired by nearly all Danish children, the development of secondary education was slow, illustrated by the fact that only 89 students in 1849 finished their upper secondary education in the Kingdom of Denmark. In 1921 it rose to nearly 2% of a year group, whereas today 75 %, equivalent to 60.000 teenagers are prepared for further studies. The upper*

*secondary education also consisted of lower secondary schools, which prepared the students for trade and public services.*

*Over the three centuries history education was mandatory for all upper secondary students. In this article I shall give some provisional answers to the questions: What happened to virtues in history textbooks over 300 years and why?*

**Keywords:** Virtues; History textbooks; Ethics; Moral; Historical consciousness; Anthropocene era.

## **Introduction**

My former examinations of Danish history textbooks from the 18<sup>th</sup> Century showed that they were focused on virtues; however in the 19<sup>th</sup> and most of the 20<sup>th</sup> century, it is my assumption that the emphasis on virtues were weakened, most likely under the influence of the positivist scientific approach to the rendering of the past. In the closing decades of the 20<sup>th</sup> century, philosophers reintroduced the concept of virtues as an appropriate way to cope with the overarching challenges in the late modern society. In the beginning of the 21st century a new moral and ethical attitude seems to be emerging – and this raises my research question: Are the modern history-textbooks influenced by the modern philosophy of virtues?

My empirical material consist of five history textbooks from respectively 1777, 1858, 1893, 1985 and 2008 which were widely used in secondary schools. In this article I have chosen two topics for examination: The introduction of Christianity in Denmark during the Viking era and the exposition of the Danish slave trade. These two topics have been selected because of their inherent moral /ethical content, which might inspire historians and authors of history textbooks to focus on this aspect.

The theoretical framework is a modified discourse theory which focuses on interdiscursivity. For a methodological tool I use the rhetorical pentagram. (Viby Gymnasiums skriveportal, n.d.), which was reinvented in the 1980s as an imitation of the model made by Marcus Tullius Cicero in the last century BC. The five points, which all are in correspondence with each other, i.e.: topic, sender, receiver, circumstances and language. These points and the connections between them make the pentagram a useful model also for the comparison of history textbooks in a diachronically manner.

## **Virtues – from Aristotle to McIntyre**

The classical concept of virtues was still dominant in the Enlightenment era

and the Aristotelean understanding of those virtues was, in the 18<sup>th</sup> century, a guideline for many authors of history textbooks. For example, the highly respected 18<sup>th</sup> century Danish author, Ludvig Holberg (1684-1754), wrote a widely used schoolbook in Latin in which he stated: "History is a narrative about the past, which aims at maintaining the memory of the events, from which we may deduct learning that leads to a happy life" (Holberg, 1749:2). But what are virtues? Aristotle (384-322 BC) has in his writings: *The Nicomachean Ethics* discussed the concept of Eudaimonia (happiness/flourishing) and examined the concept of areté (virtue/excellence) and concluded that if we use reason well we live well as human beings (Kraut, 2018). The Aristotelian concept of virtues in the late Enlightenment period was challenged by two other concepts: the utilitarian understanding of the good life and the Kantian concept of duty. The utilitarian thinking was advocated by, among others, John Stuart Mill (1806-1873) whereas the duty-based understanding of the good life was formulated by Emmanuel Kant (1724-1804). These two concepts placed virtues in the shadow for a long time. However, in the 1980s the Scottish philosopher Alasdair MacIntyre attempted to revitalize the concept of virtues (MacIntyre, 1981). His main argument was that virtues made it possible to understand the modern complex world in a more comprehensive way and make each person responsible to contribute to solve the global challenges. Virtues can be defined as personal traits or qualities that are deemed to be morally good and thus are valued as the foundation of principle and of moral being. There are at least four classical virtues: Temperance, Prudence, Fortitude and Justice. Together with the three Christian virtues of Faith, Hope and Love they form the seven cardinal virtues.

Since Cicero translated the Greek concept of ethics into Latin as moral a discussion is ongoing as to the relationship between the two concepts. In this article I shall treat them as equal. However in relation to virtue I understand this concept as overriding in relation to ethics and moral.

### **The selected textbooks**

Ove Malling (1746-1829) placed Christian religious virtue in the first chapter of his textbook from 1777: *Great and Good Deeds by Danes, Norwegians and Holsteinians*. In his foreword Malling wrote about the blessings of virtues:

*However, it is not sufficient for the monarch to encourage the now living generation. Future generations should also be acquainted with the virtues of their forefathers which would thereby become the virtues of the country and the throne, as with the former generation... These virtues should be researched, collected and*

*told. It should be easy for the young generation to know them, to take note of them and to value them* (Malling, 1777:3).

Malling's textbook was sponsored by the king's government, formally presided by the insane king Christian VII, in connection with a reform of the grammar school, which was to put more emphasis on teaching in the mother tongue (Danish) and on the history of the fatherland. The aim of this reform was to develop patriotic virtues. Malling's book was translated from Danish into English in 1807 and later into French and German.

In the 1840s Malling's book was gradually replaced by CF Allen's *Reader on the History of Denmark*, which adopted a nationalistic approach. Consequently the history textbook functioned as a tool in the nation building process. In the preface Allen (1811-1871) underlines that the textbook is written in an easy understandable language, which he meant was a precondition for its use in schools (Allen, 1858:2).

At the end of the 19th century a new type of history textbook became popular. It was written in 1893 by a progressive politician, Johan Ottosen (1859-1904), who had a scientific positivist attitude to the teaching of history in schools. In 1849 Denmark had a partial democratic constitution and his *History of the Nordic Countries* claimed to replace the nationalistic attitudes of former textbooks and to focus instead on a Pan-Scandinavian view with an emphasis on people's everyday lives. This textbook dominated upper secondary history education for three quarters of a century, from 1893 to 1968. However, new editions were written by other historians as Ottosen died in 1904. After a reform of the upper secondary school in 1935 it became mandatory to include source material in a couple of topics, which enabled the students, guided by the teacher, to draw their own conclusions. From 1900-1935 Ottosen's textbook was used by 85% of classes in Denmark (Møller, 1983:140).

After 1973, when Denmark (but not Norway, Sweden or Finland) joined the European Community, the next history of Denmark, *The old Denmark* (Haue, Olsen & Aarup-Kristensen, 1985), placed the national history in a European context. Emphasis was on the economic, democratic and social development with open questions to encourage discussions in classes.

By the turn of the millennium the global discourse inspired both the syllabus writers and textbook authors to integrate the national and European development within a global history. One of the most popular texts was written by Carl-Johan Bryld (2008). Apart from combining Danish and world history, *The world before 1914 – from a Danish perspective* had an interactive

online supplement which included working questions. In the preface the author stresses his hope that each chapter could inspire discussions in classes. The Danish history textbook was now transformed into a global agent with a reflexive aim (Bryld, 2008). Having presented the chosen history textbooks, I shall continue my examination of the textbooks. The focus will be on (a) the introduction of Christianity in Denmark in the Viking period (750-1050) and (b) on the Danish participation in the Atlantic slave trade. The two topics have been chosen because of their potential moral/ethical content.

### **Malling on religion and the slave trade**

Ove Malling, a well-educated Danish polyhistor, begins his first chapter with a bombastic dictum: “Religion is the mother of all virtues”. He explains: “Man only needs to see, think, and feel in order to be sure that God exists, who has created all things and governs them” (Malling, 1777:1).

The author follows the Aristotelian concepts of virtue: “if man is able to think and feel in the right manner, nothing is more important for him than to know God’s will and laws”. According to Malling the Christian religion presupposes prayers and obedience. Malling presents different personages (kings, noblemen and the clergy) to illustrate his points. An Icelandic Viking realizes that the heathen gods, Wotan and Thor, were insufficient so he turned to Christianity for salvation. So did the English-Danish king Canute the Great for whom the most important task was to safeguard true religious worship. Malling tells of Canute’s wisdom and humble attitude towards God. He stressed that: “Knowledge about Religion is the foundation of true wisdom and the sense of religion is the foundation of true virtue” (Malling, 1777:8).

In the 17<sup>th</sup> century the Danish monarch, Christian IV as part of a mercantile culture, founded companies and bought trading stations in India and, later colonies in the Caribbean and Africa. This trading gradually came into conflict with the Enlightenment attitudes of natural human rights. Malling, as a loyal servant of the king had to balance the ideas of mankind’s equality with the fact that thousands of Africans were caught, sold and transported to the Caribbean plantations. Malling solves this paradox by writing about how the African slaves were oppressed. “One got used to seeing human beings as slaves and slaves as dumb animals. One has bought them and sold them and generally treated them with harshness, which bestows on the cultivated Europeans little honour. Our Danish merchants cannot be said not to have taken part in this violence” (Malling, 1777:43).



However, in order to balance the Danish participation in the slave trade, Malling describes two Danish civil servants, Christen Cornelisen (1661) and Severin Schilderup (1735) who treated the African slaves with kindness. They regarded them more as friends and each behaved more like a father than a merchant. Consequently the African slaves loved them and some even named their children after them. When the two civil servants were called back to Denmark there was widespread sorrow.

Malling finishes his description thus: “In those years when the two civil servants ruled on the Danish part of the Gold Coast, the trade was so profitable that it was difficult to import a sufficient amount of merchandises from Denmark to meet the demand” (Malling, 1777:46).

So trade prospered; the slave trade flourished. On the one hand Malling could not condemn the slave trade, which would have caused problems with the government. But on the other hand he tried to show that this trade could be managed in a humane way. The role model for the students was the loyal and decent civil servant, who makes a virtue of necessity.

Virtues were Malling’s main focus when writing the history of Denmark. The young historian was loyal to king and government and determined to influence his young students to internalize the virtues in question. The language was adapted to boys’ fascination with the deeds of dutiful and courageous Danes, Norwegians and Holsteinians. The aim was the patriotic upbringing and socialization of the future Danish elite. The interplay between the five points in the rhetorical pentagram gives a comprehensive understanding of the intentions and power of penetration of this textbook.

### **Carl Ferdinand Allen – the nationalistic propagator**

In 1836, half a century after the publication of Malling’s *Great Deeds*, The Society for the right Use of the Liberty of the press, organised a competition on the writing of a history of Denmark, focusing on the relationship between the state and the people. The society was a liberal political body, whose members dreamt of a constitution which would restrict the power of the absolute monarch. A young historian, CF Allen (1811-71) won the prize and published his *Handbook on the History of the Fatherland with special emphasis on the development of the people and the state’s interior progress* (Allen, 1840). In 1843 the book was edited as a school textbook: *Reader on the History of Denmark*. In this article I have used the 8th edition (Allen, 1858). This textbook dominated history education in the second half of the 19<sup>th</sup> century (Haue, 2006:23).



Compared to Malling, religion played a different role in Allen's book, in which the Christianization of the Nordic countries is presented from a totally different perspective. After a long and well-informed description of the ancient history of Denmark, Allen gives an account of the changes in religion. It was about 200 years from the first missionaries' arrival (around 800) before Christianity was accepted as the people's religion. Although the king, Harold Bluetooth was baptized in 965, Allen focused on the people, who were reluctant to accept the new faith. The author explains this by pointing out that the Scandinavian people lived a wild and harsh life as Vikings, often solving conflicts with the sword. Christianity forbade single combat, along with suicide, polygamy, the eating of horse meat and work on Sundays. Instead, the Norse people were now expected to see themselves as sinners who had to do penance. Moreover, the church was against slavery and demanded the payment of tithes. In return for giving up their traditional way of life the Norse people were told about Jesus Christ, a peaceful God, who promised them an afterlife in paradise instead of in Valhalla, where drinking, fighting and sexual activities were believed to take place.

Allen argues that Christianity stood in sharp contrast to the traditional Norse way of life, which was founded on a free peasant community and with its values shared by all Scandinavian people. This point of view was undoubtedly influenced by the new Pan-Scandinavian movement which promulgated the ancient Norse history, documented in burial mounds and the Icelandic Sagas. But even Allen had to concede that Christianity was more advanced than the Norse mythological conception. Nonetheless the consequences for the peasants were hard; the Catholic Church supported the nobility, which afterwards suppressed the former free peasants. However, the fascination with the Pre-Christian life could inspire the students to cherish a renaissance of the old Nordic ideals of freedom and equality compatible with the visions of a new democratic nation.

The consequences for the teaching of history were fundamental. The nation-based concept of history was to be understood more by the heart than by the brain. Rote learning was either supplemented by, or substituted with engaging narratives. This glorification of the Nordic past was disseminated in the many folk high schools, and in literature. In the preface to his schoolbook he wrote that his intention was to arouse and nourish the student's national mind and way of thinking. He did not use the term "virtue"; however his description of the history of the fatherland was constructed to serve his idealistic liberal

political visions. Ranke-inspired historians opposed Allen's description of the pre-Christian period as idealistic and not compatible with the source material (Morhorst, 2005:137).

Allen's description of the slave trade is short an empathetic: "The Danish government's very positive indication of the humane values by which it was led by banning the Negro trade earlier than has happened in any other European state" (Allen, 1858:200). He refers to the Danish Governments ban on the slave trade in 1792. He did not speak of virtue, however the use of "humane values" could to my opinion be understood as an equivalent expression. Although the 8th edition of the *Reader* was published 10 years after Denmark's ban on slavery, this is strangely not mentioned. The syllabus of 1850 indicated that the national history should be upgraded. It was important that the small Danish elite became part of the nation building process.

Allen's textbook shifted the focus from patriotic to nationalistic attitudes and the main topic was not religion, but folk, language and nation. Norway was ceded to Sweden after the Napoleonic Wars in 1814, and Holstein wanted to be governed by Germany. As a young national-liberal Allen wanted a fatherland with a homogeneous national composition. Students were expected to learn to love their fatherland and, in that, history education had an important role to play. At the time Denmark was predominantly agrarian and the peasants were the backbone of the new constitutional nation; therefore it was important to give them a sense of a lost freedom and equality, which could be regained, albeit on a dubious interpretation of the past. The history text books used in the upper secondary school became a model for the teaching of history in the primary school.

Summarized according to the pentagram, the author formed his description of the history of Denmark with a certain aim: Nation building, which the coming Danish elite should internalise and communicate to the people: mainly the peasant community. The language in the textbook was adapted to the intended reader: Teenage boys, who were supposed to be brought to love their fatherland.

### **Nordic History by Ottosen 1893**

At the end of the 19<sup>th</sup> century Allen's textbook was gradually replaced by *Nordic History*, written by Johan Ottosen (1859-1904), a historian educated at the University of Copenhagen and a liberal member of parliament. Ottosen's approach was labelled as progressive and scientific. In the first edition of *Nordic History* (published in 1893) he pretended to focus on the life and culture of

the common people instead of on wars and big-politics, and included all the Nordic countries. In contrast to Malling and Allen he replaced their idealistic political views with a scientific approach. The new French and German positivist thinking influenced his description of the religious changes during the Viking period. One of his university professors had studied in Berlin and became familiar with the new method of source critics, which also brought a paradigmatic change to history research in Denmark. The new buzz word was borrowed from Leopold von Ranke: “wie es eigentlich gewesen” (Ranke:1824, Vorwort).

Ottosen was thus opposed to the uncritical use of source material such as the writings of Saxo Grammaticus and the Sagas, which both were written in the beginning of the 13<sup>th</sup> century, two centuries after the end of the Viking era. He relied more on archaeology and European contemporary source material, for example *Annales Francorum*. Religion in the Viking period, according to Ottosen, should be understood as a dual system, where the warrior upper class believed in Wotan and Thor and the other Asa gods, whilst the peasant majority was convinced that deities lived in rivers, woods, burial mounds and barrows. Christianity was mainly accepted by the warrior class, which had experienced Christian societies on their raids to England and France. According to the author the peasants, however, for centuries continued to worship their local elf-hills and the like.

Against this background it is understandable that the Nordic view of the past came to influence the syllabus for history teaching. In 1906 Danish history was changed to Nordic history and mother tongue teaching included knowledge of Norwegian and Swedish languages and, up to 1935, some insight into the old-Icelandic language. It was argued that the Danes had more in common with our northern brothers than with the rest of Europe, a conception which dominated until 1973 when Denmark became a member of the European Community (Haue, 2014:83).

Ottosen describes the ban on the slave trade in connection with other reforms: “It was not only in relation to the peasants of the kingdom that the government sought to remove the inequality and inhumane conditions of the past. The Jews gradually were given full citizens’ rights. Serfdom was abolished in Holstein and the southern part of Schleswig. Finally Denmark was the first state which forbade the Negro trade” (Ottosen, 1893:216). Compared to the textbooks of Malling and Allen the textbook of Ottosen used a scientific language and had a source critical attitude. This language had

at the time no room for virtues, although the authors were sympathetic to liberal, democratic reforms.

Ottosen's textbook had a long life in the Danish upper secondary school and, after his death in 1904 other historians were engaged to continue its publication. The syllabus emphasized objectivity in accordance with positivist attitudes in academia. The aim was to develop the students' scientific thinking and a sense of a Nordic commonwealth.

In short *Nordic History* was a well-written and illustrated textbook, which in a scientific way should convince the students – now also, the girls – of the values of Nordic cooperation and thereby inspired them to develop a Nordic cultural identity. No mentioning of virtues, however the textbook included certain values, which could strengthen the democracy and an objective understanding of the historical development.

### **Denmark in Europe 1973**

During the 1970s the argument for a Nordic history in schools was fading and the focus changed to Danish history with its European relations. The Old Norse mythology was no longer understood in a regional setting. However, research proved that Wotan was originally an Asiatic god and that many elements in Nordic Pre-Christian mythology were borrowed from Europe. For example, *The old Denmark* (Haue, Olsen & Aarup-Kristensen, 1985) used a scientific description of the change of religion in the late Viking age, without any moral preferences or arguments. The three authors all had a university degree in history. *The old Denmark* states:

*Behind the multifarious number of gods, it is possible to detect a three form structure, which is common among Indo-Europeans i.e. among Europeans and people from Asia Minor and India, who have common language roots: Authority – ruler good, mystique, magic, knowledge, Wotan. Strength - martial good, defence against enemies, Thor. Fertility – production, provision, Frey. Therefore there was no reason to consider Nordic Religion as something originally Nordic, but the result of influences over several centuries from very different places (Haue, 1985:46).*

This scientifically based description emphasizes political and strategic explanations for King Harold Bluetooth, who in 965, wanted to be baptized. However, there are no moral or ethical connotations and no mention of virtue. Secularization and internationalization have, of course, helped to reduce or even to remove from the Danish history textbook moral and ethical questions when it comes to religion. But the students were supposed to study source

material, which could conflict with the views put forward in the textbook.

The authors (Haue, Olsen & Aarup-Kristensen) of *The old Denmark* mention the abolition of the slave trade in neutral terms, without stating that Denmark was the first state to do so. Alongside the text an illustration depicts the enslavement of the Africans and the harsh treatment they were exposed to. However, at the end of the chapter the authors open up the discussion of the principal forces at work in the past. In a counter argument a liberal and a Marxist view are presented – the former from a humanist perspective whilst the latter focuses on the capitalist mode of production. Against this background the students could discuss the issues on a higher level, a systemic meta-level, which also might include their own moral and ethical attitudes. This technique gave the students an opportunity to develop their own ideas and not, as was common in the positivist era, just to reproduce the textbook. Since 1971 the syllabus gave the students a right to decide together with the teacher, which topics they wanted to work with and how the lessons should be organised.

Although, in the last decades of the 20s century, the textbook still had a vital role to play in history teaching in Denmark, supplementary material was widely used. Chronology was not seen as important and neither was the earlier wish to pursue scientific objectivity. Conclusions were arrived at in class after discussion and documentation. The new textbook became part of this dialogue and was now as much source material as many other types of texts. The aim was to develop the students' powers of reflections in connection with the multi-perspective organization of the subject matter. Moreover, it was considered important that the students saw themselves as both produced by history and co-producers of history, developing what became the buzz-word in history didactics as "historical consciousness" (Haue, 2007:71).

If *The old Denmark* is related to the rhetorical Pentagram the aim was not - as in Ottosen's textbook - Nordic but European; the language was still scientific, although the didactical aim now was a dialogue in classes. The new textbook was not a key to learn by heart, moreover the textbook was one opinion among other sources. The students in the upper secondary school grow from 10% of a year group in 1960 to 25% in 1985.

## **Bryld 2008**

Carl-Johan Bryld, in *The world before 1914 – from a Danish perspective* (2008) which is widely used in the upper secondary school, has a description of the Viking expeditions to England and France and the introduction of Christianity

in Denmark. The author writes of the baptizing of Harold Bluetooth in 965 and of the reign of Canute the Great (who was also King of England from 1017-35): “Canute the Great appeared as an influential Christian, medieval ruler. Denmark was now a part of Christian Western Europe and the Viking expeditions ended” (Bryld, 2008:74).

Bryld presents a thorough discussion of the slave trade and the triangular trade system. He writes:

*Also Denmark established and fortified slave trade stations on the Gold Coast of Africa, what today is called Ghana, in 1658, and in the West Indies three sugar producing islands were acquired, St. Thomas, St. Jan and St Croix...Many historians have emphasized that the slave trade had a destructive impact on Africa. African society was drained of its work force and consequently was disorganized because of the efforts of chieftains and tribes to acquire slaves for sale. There were, however, not very many Europeans who questioned the legitimacy of the slave trade. The Europeans were convinced that the intelligence of black Africans either had a totally different nature to that of the white man, or it was at least much inferior. The argument was that the slaves were taken by Africans in Africa. Those who sold their children ought - according to the understanding of the Europeans - to be condemned, rather than the buyer. Racism was taken for granted (Bryld, 2008:175).*

Denmark’s abolition of the slave trade in 1792 is mentioned as is the fact that many voices criticized the cruel way the slaves were treated on the ships and on the plantations. The text is accompanied by a drawing from 1680 depicting negotiations on the African coast between the European slave traders and the chieftains who deliver the slaves in exchange for money and merchandise. This highly moral and ethical description could inspire a class discussion and even help to form the student’s virtue in an Aristotelian way – that is, acquired by knowledge and a moral/ethical approach, as in the Enlightenment era. Bryld presents the reforms of the Enlightenment thus: “The adherents of the Enlightenment criticized the barbaric and cruel corporal punishments, which were common at the time. Many crimes were punished by death and, in some cases the condemned was exposed to terrible torments before the execution. Flogging was common and so was branding, which forever would expel the condemned from society” (Bryld, 2008:194). The people who supported the Enlightenment attacked the use of torture to procure a confession, “All that was an expression of an obsolete, primitive and brutal way of thinking” (Bryld, 2008:194). This text could lead the class to discuss moral and ethical aspects of the past, which might contribute to the formation of virtues like those from the 18<sup>th</sup> century.

If Bryld's text is related to the rhetorical pentagram, the two topics: Introduction of Christianity in Denmark and the Danish slave trade makes it possibly to make a systematic comparison of this book to the four others. The author treats Canute as an influential Christian, medieval ruler, and that he managed to make Denmark a part of Western Europe. Compared to the four other textbooks, an interdiscursive examination shows that the European perspective is more predominant. The readers must be supposed to take an interest in acquiring knowledge of the first relation at a state level between Denmark and Europe. The syllabus from 2005 indicates that the national history should be seen in a broader scope (Haue, 2007:76).

The author's treatment of the Danish slave trade has many moral/ethical considerations, and refers to the white man's prejudices to the African populations. This empathetic view on the attitudes on the slave trade makes it possible for the students to reflect on the differences between then and now. Compared to the former four textbooks, which are parts of this examination, the moral/ethical attitudes in the text of Bryld, and the text of Malling from 1777 have many formulations in common. However Bryld does not use virtues; the explanation must be that the concept of virtue has not yet entered the language of history didactics. The similarities between the texts from 1777 and 2008 are perhaps due to a revival of virtues in the sense of McIntyre. It is in his objective necessary to make people/students aware of their commitment the global development. A tendency which can be seen in the paradigmatic assumptions of the Dutch philosopher, Paul J. Crutzen (2010), who in 2002 put forward a remarkable thesis: The earth has passed into a new epoch, the Anthropocene era, which postulates that mankind now must take responsibility for the development of the globe. Up to the 1960s the globe was according to Crutzen in another era, the Holocene era, in which nature could repair the destructive consequences of mankind's activities. This is no longer possible, thus man must in order to survive do an effort.

## **Discussion and conclusion**

For a historian it is not surprising that each new generation poses different questions to the traces of the past than the former generation did. As already the Greek philosopher Heraclitus noted: A man does never swim twice in the same river (Kahn, 1979:168). However, it is more difficult fully to explain why exactly the specific questions were asked, and why the answers are as they are.



In this article a few questions on Danish history textbooks had been addressed, much used over three centuries in the upper secondary school. Some responses had been provided. This examination resembles a trial trench of the archaeologist. It is hoped that the research discussions and outcome will inspire further research – also in other countries.

Using the rhetorical pentagram the dominating topics were chronological presented in the textbooks: patriotism, nationalism followed by orientation towards the Nordic countries, the European scene and the global horizon. The senders, i.e. the authors of the five textbooks were all academic educated historians well acquainted with the teaching of history in the upper secondary school. The receivers/readers changed fundamentally during the three centuries from 100–400 boy-students a year before 1900. From the beginning of the 20s century girls were admitted to the upper secondary education. In 1960 the number of new students was 8 000, which rose to 24 000 in 1985, and in 2012 more than 60 000 students finished their examination. The Danish upper secondary school developed from elite to mass education (Haue, 2017:55, 60). In spite of the change of number of students the subject matter of history was in all three centuries a mandatory subject for all students. The language changed from the picturesque narrative to the scientific objective at the end of the 19s century. From the 1970s the textbooks were supposed to inspire to multi perspective approaches. The five examined textbooks had a variety of interdiscursivity. It is rather striking that corresponding attitudes were found in the comparisons between the textbook from 1777 and this from 2008. The virtues in the first book corresponded on the treatment of the slave trade to the ethical and moral attitudes of the later. The philosophical turn made by among others Alasdair McIntyre seem to have had some impact on the textbook from 2008, although the concept “virtue” was not reused in history didactics and history textbooks. The reason for that might be found in the moral and linguistic changes. The concept of virtue could be seen as a “flying signifier”, which on the one hand could change content, and on the other hand nonetheless lose its hegemonial status in the 19s century because it did not survive the Ranke dictum: “wie es eigentlich gewesen” (Ranke, 1824:Vorwort). The conflict between virtue as a moral normative understanding of the aim with history research and teaching did not survive the new scientific paradigm. When the moral normative aim of history teaching returned in the 21s century, the concept of virtue was seen as obsolete and difficult to use in a history textbook, albeit its revival in the philosophical world.



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# MOBILE CONCEPTS IN A MOBILE ENVIRONMENT: HISTORICAL TERMS IN LSP LEXICOGRAPHY

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## ***Abstract***

*Historical terms have a tendency to be “mobile” in terms of geographical space and historical time. The presentation of historical terms by means of a mobile dictionary enabling university students to access such terms by means of a smartphone, tablet or laptop adds to the dimension of mobility. The article describes the continuous change in meaning of historical concepts over time and space with reference to democracy and nationalism, which are known as substantive concepts. An analysis of the emergence and development of these concepts within different historical contexts indicates the extent to which static definitions are inadequate with regard to fostering historical understanding.*

*A tendency to continuous change in the meaning of the above-mentioned terms has important implications for the compilation of a Language for Specific Purposes (LSP) dictionary of historical terms at university level, and for the consequences thereof for mobile LSP lexicography. The LSP dictionary called MobiLex has a pedagogical purpose and changes in the design and features of the dictionary to enhance teaching and learning of historical terms have pedagogical consequences regarding the learning of such terms.*

*In an ever-changing environment, adaptations to mobile lexicography would be possible with the advancement of technology. Trends and development in technology offer the possibility of changing the face of lexicographical support in a mobile environment, motivated from a pedagogical theoretical point of view.*

**Keywords:** Historical terms; LSP lexicography; Mobile dictionary; Substantive concepts; Nationalism; Democracy.

## **Introduction**

This article seeks to find an answer to dealing with the mobility of historical terms. It is the result of an interdisciplinary collaboration between the humanities and education exploring collaboration between lexicography, specifically metalexicography concerning Language for Specific Purposes (LSP) dictionaries, and history teaching, in particular the teaching of historical terms at tertiary level. The ever-changing meaning of some historical terms is problematised.

The debate on the role of language in History education is an ongoing one. Caroline Coffin sees the “linguistically demanding nature of history” as one of the main reasons for the declining number of History learners (Coffin, 2006:1). She also believes History does not offer understandings of the past in a stable or fixed manner (Coffin, 2006:3). Historians seek to create knowledge about the past, relying on their research methods to present their readers with a version of the past which they believe to be reliable. However, as they compile their analyses and narratives, they select and discard sources of information on the basis of the thesis or research question. As such, readers and students are left with a variety of interpretations of the past (Donnelly & Norton, 2011:54-55).

While historians understand and apply the multiple understandings in their research, student teachers who specialise in history education do not seek to fill the knowledge gaps of the past. Their aim is to find ways in which to explain past events to learners, to help them understand historical significance, context and relevance. As such, there is a need for student teachers to understand the procedural concepts of history, as well as the substantive concepts. In addition, it is also crucial that student teachers recognise the malleable nature of substantive concepts. It is here that mobile lexicography may function as an educational aid.

The background and research problem with regard to the inclusion of historical concepts in mobile lexicography is posed in the article; the problem encountered with mobility of historical concepts is analysed; possible online lexicographical resources for solutions are investigated; and adaptations to mobile LSP lexicography are suggested within a pedagogical framework for the implementation of technology in teaching.

### **Background and research problem**

According to Alberts (2017:2), LSP signifies the language used by expert communities with a greater or smaller range of terminology and domain-specific or subject-specific linguistic conventions. LSP deviates to varying extents from language for general purposes (LGP) (i.e. the language used largely in everyday communication by any language community). LGPs therefore are the languages of individual language communities, whereas LSPs are the specialised languages used by expert communities within a broader language community.

MobiLex (<http://www0.sun.ac.za/mobilex>), a trilingual LSP dictionary, is currently being developed by University X. As MobiLex is designed as a mobile dictionary to be used on a smartphone, tablet or laptop, definitions are shorter and mostly restricted to being viewed on the small screen of a phone with the result that definitions of terms and concepts are quite brief and concise. Current definitions of the historical concepts *democracy* and *nationalism* in MobiLex are adequate for users, namely first-year students in education, to understand the meaning of the concepts, but they do not give an account of the development of concepts, as it is crucial for teaching of history at university level.

The main research question is how the lexicographer would make provision for the continuous development and change of historical concepts in a mobile LSP dictionary.

Sub questions to be answered in the article:

- What is the ever-changing nature of some historical concepts?
- Which online lexicographical resources could be consulted in the search for terms on History?
- How could encyclopaedic information be used in collaboration with technology in a mobile LSP dictionary in a pedagogically-motivated model for teaching?

The research methodology employed for this article comprised a detailed analysis of a single problem encountered during the compilation of historical concepts for MobiLex. A detailed analysis of concepts would be an example of a small-scale study (Punch & Oancea, 2014:47) with the advantage that researchers could go into considerable depth with the study. With a small-scale study, researchers could concentrate in depth on critical or challenging situations. The challenge to researchers described in the article pertained to the training, in particular the concept and language support via mobile technology of student teachers in History Education at University X and the problem of mobility of historical concepts encountered by the researchers in the compilation of MobiLex. An analysis of the problem regarding the mobility and flexibility of historical concepts was done, with reference to current online lexicographical resources, as well as the possibility of accommodating concepts in a meaningful manner.

## **Analyses of problem**

It is crucial for student teachers to understand both procedural and substantive knowledge of history to be able to think historically. In the National Curriculum and Assessment Policy Statements (CAPS) procedural knowledge is stated as “concepts” and aligned with the “skills” that learners are to acquire in the history classroom. For instance, the concepts include “multi-perspectivity”, which is described in the skills table as learners’ ability to “explain why there are different interpretations of historical events and peoples’ actions” (CAPS, 2011:9-10). Other concepts include “cause and effect”, “change and continuity”, “time and chronology”, and “historical sources and evidence” (CAPS, 2011:10). This procedural knowledge, according to Stéphane Lévesque (2008:29-30), is crucial for the construction of a coherent and nuanced argument about the past.

Substantive knowledge, on the other hand, is the content of history, or as David Neumann (2012:387) puts it, “substantive concepts provide the categories for the ‘stuff’ of history”. Compared to procedural concepts, substantive concepts have received relatively little research attention (Neumann, 2012:387). CAPS does not provide a definitive list of substantive concepts, but an examination of the content section provides a list that includes concepts such as “revolution”, “colonialism”, “communism”, “capitalism”, “nationalism”, and “democracy”. While there are countless more examples of substantive concepts within CAPS, the focus in this case falls on nationalism and democracy to illustrate the challenges and possible opportunities that an LSP dictionary such as MobiLex may offer. Meaningful historical knowledge depends on deep understandings of substantive terms such as these. Merely memorising set definitions do not allow for critical analysis, and as such students’ knowledge remain superficial, or worse, it may lead to misunderstandings and misconceptions which may render the subject of history irrelevant.

Many students who aim to become history teachers often enter teaching programmes from a variety of educational contexts. Some complete a degree before completing a one-year post-graduate certificate of education, while others enter education faculties upon leaving secondary schools. It is these students, who often have one-dimensional understandings of substantive historical terms as many may not recognise the nuanced and complex nature of history, nor of the subject’s substantive concepts. This is especially the case when students enter teaching programmes without any prior tertiary History education. More often than not, these student teachers have yet to develop the skill to employ

systemic functional linguistics (SFL) which allows for the use of language as a tool that makes knowledge socially and educationally useful; a crucial aspect of understanding and communicating the meaning of substantive concepts across different historical contexts (Coffin, 2006:11-12). As such, novice student teachers may rely on one conclusive definition of a concept such as democracy or nationalism. From a historiographical point of view, however, both of these terms are greatly flexible, with different historical periods or geographical areas determining the exact nature and meaning of each concept.

In his book *Nations and Nationalism since 1780*, Eric Hobsbawm (2012:9) makes the point that concepts are “socially, historically and locally rooted, and must be explained in terms of these realities”. Gavin Williams (2003:339) similarly states that “political concepts such as democracy are “essentially contested” [and the meaning] will depend on the ways in which they are used in specific historical contexts”.

The CAPS document does not offer explanations on the shifting nature of substantive concepts, but it assumes instead that teachers, and student teachers, understand how historical context may alter, or formulate, definitions. With regard to the concept of nationalism, CAPS alludes to the nuances of the term, stating that the “concept of nationalism needs to be studied as a phenomenon that changed form during the Second World War, but has a long history” (2011:22). With regard to the concept of democracy, however, no such indications are presented in the CAPS documents, yet there are references to democracy across different historical periods and geographical areas, including the “foundations of modern democracy” during the French Revolution of 1789 to 1799, the emergence of democracy in Africa during the 1960s and 1970s, and the democratic process in South Africa, among others (2011:15, 27, 30). As such, CAPS offers no clear explanation of substantive concepts and the way in which these concepts may change over time and place. For student teachers with an inadequate grasp of the nature of history, the guidance provided by CAPS with regard to the interpretation of substantive concepts is insufficient and inadequate.

It is clear, therefore, that there is practical value for mobile lexicography in the classroom, but the definitions that an aid such as MobiLex offers must accommodate the changing nature of the concepts. In order to illustrate the requirement of adaptability of a lexicographic teaching aid, the current MobiLex definitions for democracy and nationalism are analysed within a historical context.

## Democracy

At present, the MobiLex definition for democracy is as follows:

*A political system in which sovereign power resides in the people (:) who directly, as in ancient Athens, or indirectly, through representatives, decide the way they are governed. The term Democracy in its modern sense came into use in the course of the nineteenth century to describe a system of representative government in which the representatives are chosen by free competitive elections (MobiLex, <http://www0.sun.ac.za/mobilex>).*

While this definition takes into account some aspects of Hobsbawm's notion of concepts, that of the social, historical and geographical aspects that determine the exact meaning of the concept, it does not allow for Williams' idea of the contested nature of such concepts.

The MobiLex definition of democracy refers to a system that evolved in ancient Athens, yet the exact nature, and in some cases the very existence, of a democratic system is a matter of intense debate among specialist academics of the Classical World (Connor, 2018:165-175). The ongoing scholarly discussions create the distinct impression that, although the Athenian political system may have given birth the concept, democracy evolved to such an extent that the original ancient form had become all but unrecognisable by the nineteenth century when democracy came to be a representative form of government.

How changeable these concepts are becomes clear through analysing the way in which scholars seek to define the concepts of democracy and nationalism when writing about specific geographical areas, historical periods or social constructs. For instance, in writing about the emergence of democracy in Africa during the 1960s when many African states gained independence from their erstwhile colonial rulers, Maxwell Owusu (1992:370) makes the point that the manner in which the states gained freedom, and the purpose of adopting a democratic system, determined the state's unique democratic nature. In other words, the method of transition from colony to independent state defined that state's unique form of democracy. Democracy in Ghana, the first of the African colonies to gain independence thanks to Kwame Nkrumah's campaign of mass action, therefore, would be different from democracy in Namibia, where independence from South Africa was won in 1990 through the efforts of different nationalist groups, including the South West African National Union (SWANU) and the South West Africa People's Organisation (SWAPO), who had been working towards their goal since the late 1950s (Saunders, 2009:439).



## Nationalism

The current MobiLex definition for nationalism similarly fails to encompass the changeable nature of the concept. The definition is:

*1. The political belief that a group of people representing a national community sharing a language, culture, race and common history should live under one political system and be independent of others. 2. A devotion to the interests of one's own country. 3. A desire for national advancement. 4. The policy of asserting the interest of one's own nation, as separate from the interest of another nation and the common interest of all nations* (MobiLex, <http://www0.sun.ac.za/mobilex>).

Writing on the topic of Afrikaner nationalism, Saul Dubow (1992:209) points out that this concept is one that also changes and is not rooted in a so-called “timeless tradition”. Afrikaner nationalism was shaped to a large degree by the hardships endured, and defeat of the Afrikaners, in the South African War of 1899 to 1902. The recovery process following this war led to Afrikaner nationalism attaining a racist dimension in that Afrikaners adopted ideas of racial superiority in an effort to rid themselves of the perceived defects of defeat at the hands of the British (Dubow, 1992:209-210). The historical forces that shaped Afrikaner nationalism contributed unique characteristics to it, in a way similar to how the social and linguistic nature of the Zulus lends unique qualities to Zulu nationalism.

The role of the Zulu king was crucial in uniting groups who shared the Zulu language. Following the disorienting experience of colonialism, this new sense of unity led to a form of nationalism that was markedly different from the nationalism that characterised the nation during the pre-colonial era, when the Zulus had not yet identified themselves as a distinctive ethnic group (Choi, 2008:43). Zulu nationalism continued to change and adapt as the political context altered (Harries, 1993:112-113). According to Bozzoli (1990:238), nationalist political and social movements have long employed self-serving interpretations of the past to strengthen and justify their existence. So while Apartheid forced Afrikaner and Zulu nationalism to opposite sides of the political spectrum, both of these groups used history, or more specifically myth, to advance a sense of nationalism.

However, while there are similarities in how these two groups interpret the past, Zulu nationalism and Afrikaner nationalism remain two concepts that cannot be subjected to one definition because of each one's unique historical context. Modern forms of democracy similarly cannot share a single definition.

## **National democracy and democratic nationalism**

While concepts of both nationalism and democracy emerged during antiquity, more recent examples from history illustrate the complexities of these terms. The so-called Year of Revolutions in Europe, 1848, brought about significant political and socio-economic changes that held both short-term and long-term consequences.

Ideas on nationalism and democracy started to transform with the French Revolution of 1789, which overthrew the medieval Feudal system. In linking ideas of patriotism with citizenship, a form of democratic nationalism emerged. At the same time, another form of nationalism grew out of a greater emphasis on language and culture (Hahn, 2013:145). The manner in which countries such as France and Germany dealt with new ideas on nationalism, to a large extent determined the manner in which they interpreted democracy.

In France, for instance, the influence of the Enlightenment and the revolutionary notions of fraternity, equality and liberty steered ideas around nationalism towards an emancipatory goal by 1848. As such, nationalism and liberty became associated with one another as concepts that would bring about positive change. The French did not limit these ideas to France and the French Minister of Foreign Affairs in 1848 stated that his country would help people elsewhere who were striving towards national freedom (Kumar, 2015:596).

In Germany, however, nationalism and liberty were seen as opposing mind-sets and when the Germans became a unified nation in 1871, it was at the expense of liberal ideas, bringing about a form of government that lent authoritarian powers to the Kaiser (Berghahn, 2005:178). Individual freedom, which was central to French Revolutionary ideas, was certainly not the goal in Germany during the era of unification. Georg Wilhelm Friedrich Hegel, a German philosopher, is widely regarded as the “intellectual and spiritual father of German nationalism” (Avineri, 1962:463). However, from Hegel’s personal correspondence it was clear that he was an opponent to German unification, expressing relief when the Congress of Vienna put a temporary stop to it in 1815 (Avineri, 1962:462). Hegel did, however, also believe that personal liberty was of lesser importance than the needs of the wider community. By supporting this view of Hegel’s idea of personal freedom, supporters of Conservatism were able to oppose radical change of the state (Perry, 1997:373).

So, while both Germany and France each experienced a sense of nationalism, the way they approached it resulted in different forms of government. Following the revolutions of 1789 and 1848, France emerged with a democratic government because the population played a role in the changes within the country. In Germany, in contrast, the changes were brought about primarily by those in power, leaving the people largely voiceless (Berghahn, 2005:178).

### **Finding online lexicographical resources for students in History**

When compiling a LSP dictionary like MobiLex, it is common practice to consult subject experts in History Education, but also to consult established reference works on History, including LSP dictionaries. Theoretically speaking, one would expect the lexicographical resource for finding conceptual information on the terms *democracy* and *nationalism* to be a LSP dictionary of historical terms and online dictionaries of historical terms were also consulted in the search for a solution to the problem. It seemed that electronic resources for dictionaries of history are almost impossible to find, as a university library search found no such resources for a LSP dictionary of terminology for history. A quick search in *A Dictionary of World History, Oxford Online version 2015* clearly indicated why the user would not find explanations or definitions of the two concepts, as this dictionary functions more like an encyclopaedia. See the introduction below:

*This wide-ranging dictionary contains a wealth of information on all aspects of history, from prehistory right up to the present day. It includes biographies of key figures in world history, historical summaries for each country and entries on political and religious movements, international organizations, and key battles and places (Kerr & Wright, 2015, Dictionary of World History).*

Gouws and Prinsloo (2005:48) distinguish between encyclopaedic and linguistic dictionaries as follows: encyclopaedic dictionaries, often also known as encyclopaedias, are directed at the extra-linguistic features of the items to be treated whereas linguistic dictionaries focus on the linguistic and pragmatic aspects. According to this distinction made by the authors, it would appear that *A Dictionary of World History* (Kerr & Wright, 2015) functions as an encyclopaedia and should rather have been called an encyclopaedia, as the focus is on extra-linguistic information and not linguistic information at all. It does not even function as an encyclopaedic dictionary, as no linguistic information on historical terms is supplied.

A further university library search for the concepts *democracy* and *nationalism* turned out to be less successful. Although the concepts were found in

Pharos dictionaries (a well-known South African dictionary publisher of LSP dictionaries), the results in this case did not pertain to subject matter and descriptions of an academic nature, but only conveyed the general meaning of the term, as well as translations. Strangely enough, the search for *democracy* in Pharos online obtained 40 results, while the search for the Afrikaans equivalent *demokrasie* in Pharos online found 46 results.

A search for *democracy* at the University's Language Centre Terminology turned out to be successful, as the term is included in two glossaries. It is clear, however, that the definitions below do not provide an adequate academic description of the concept, but rather generalise the concept. As could be gathered from the titles of the glossaries, the target users are not students of history, but students of sociology and public and development management:

**Democracy** *system of government based on the principle of representing all people through the right to vote* (List for sociology terms, University of Stellenbosch, Language Centre).

**Democracy** *government of the people by the people, usually through their elected representatives. In our case it means government by the majority through votes* (List for public and development management terms, University of Stellenbosch, Language Centre).

Assistance in the meaning of the concepts of nationalism and democracy comes from an unexpected source, namely the comprehensive dictionary of Afrikaans, the *Woordeboek van die Afrikaanse Taal (WAT)*, 2003 available online. According to Gouws and Prinsloo (2005:49), comprehensive dictionaries have an overall-descriptive and informative approach and give an account of the full spectrum of the lexicon. Comprehensive dictionaries are typically historically oriented and are directed at lexicographic treatment of the past and present characteristics of the language. A chronological indication of the development of the form and meaning of a lexical item is given, and its origin and etymology is described. It is therefore not unusual that a very good description of the term *demokrasie* is found in the WAT, as well as a reliable account of the use of *nasionalisme*, especially in the sources cited in the dictionary, as is seen in the excerpts that follow. The citations in the WAT reflect the use of *nasionalisme* in a balanced way, making provision for different perspectives on nationalism in the South African context.

*Demokrasie s.nw.*

**a** *Regeringsvorm waarin die hoogste gesag by die volk berus en uitgeoefen word (1) direkte (absolute of direkte demokrasie, soos gedeeltelik toegepas in enkele Switserse kantons), of (2) indirek deur 'n stelsel van verteenwoordiging en gedelegeerde mag wat van tyd tot tyd*

deur middel van verkiesings verander kan word (indirekte demokrasie); regeeringsvorm waarin alle klasse van die samelewing, selfs die laagste, 'n stem het, direk of deur hulle gekose verteenwoordigers; dit berus op die grondslag van gelykheid van almal sonder erflike of arbitrêre verskille wat stand of voorregte betref – teenoor aristokrasie of outokrasie; verder word as essensiële beginsels o.a. beskou 'n groot mate van persoonlike vryheid, "reg op jou lyf en goed", algemene en geheime kiesreg, openbaarheid van staatsbeleid (sover prakties moontlik), reg tot opposisie, die wil van die meerderheid as beslissende faktor, vryheid van die pers, ondergeskiktheid van militêre gesag aan burgerlike gesag, ens.; volksregering: Hoofgedagte van die demokrasie is dat die definitiewe seggingsmag oor die staatsbeleid by die volk, d.w.s. by die volk se gekose verteenwoordigers, berus. Verskillende volke besit verskillende soorte demokrasie in die sin van regeertegniek wat by hul aard of opvatting aangepas is. Demokrasie is die bestuursvorm waaraan 'n groot aantal lede van die gemeenskap direk of indirek deelneem en waar die geestelike vryheid en gelykheid voor die wet gewaarborg is. Demokrasie is die sosiale orde waarin die beginsels op grond waarvan gesag uitgeoefen word, bepaal word deur hulle wat aan hierdie gesag onderwerp is en die uitoefening daarvan deur of namens hulle gekontroleer word (J. Bierens de Haan). *Ekonomiese demokrasie* – sien *EKONOMIES*, 2.

**b** mv. demokrasieë. Staat of gemeenskap wat so geregeer word: Die Unie van S.A. is 'n demokrasie.

Vgl. VOLKSDEMOKRASIE.

*Nasionalisme s.nw. (met mv. in bet. 2)*

**1** Gedagtesisteem, politieke beskouing of ideologie waarby die gemeenskaplike aspirasies, belange, kenmerke en waardes v.d. nasie (*NASIE 1*) eerste gestel word ten einde 'n bep. onderskeidende nasionale identiteit te verkry of te vestig, gekenmerk deur 'n liefde vir en verheerliking van die eie nasie, en i.d. geval van niesoewereine nasies, gemanifesteer in 'n strewe na nasionale selfstandigheid en politieke onafhanklikheid: Die begeerte van die mense om vry en onafhanklik te word (m.a.w. die opkoms van nasionalisme) (het) baie te doen gehad met die verswakking van die Weste se invloed (AJ van Rensburg in Afr. Kinderens. XI, 1962, 4869). Die volkere van die Ooste en van Afrika vertoon 'n stuwende nasionalisme, 'n groeiende drang om hulself te laat geld (S.J. Preller: Gemeenskap, 1960, 13). Die verbrokkeling van die Ottomaanse ryk het nasionalisme in die nuwe Islamstate laat ontwaak (ANJ Herholdt: N Afrika, 1970, 3).

**2** mv. Nasionalismes. Gedagtesisteem, politieke lewensbeskouing of ideologie van 'n bep. groep, bv. 'n bevolkingsgroep, etniese groep e.d., waarby die gemeenskaplike aspirasies, belange, kenmerke en waardes v.d. groep binne 'n bep. geografiese gebied gehandhaaf word m.d. doel om afsonderlikheid of uniekheid v.d. groep te bevorder, dikw. ter verkryging of vestiging v.d. groep se onafhanklikheid: Bruin, ekonomiese, kommunistiese, Oosterse, swart, wit nasionalisme. ≈ Elke bevolkingsgroep het 'n hegte eenheid gevorm wat deur sy eie nasionalisme saamgebind was – eie taal, eie kultuur, eie tradisie, ... met trou aan eie volk (U Jooste: Goud II, 1975, 128). Wanneer 'n mens nasionalismes vergelyk, is die groot moeilikheid dat elke nasionalisme ... uniek is ... In die Afrikaanse en die Joodse nasionalisme moet 'n mens geïmponeer wees deur die sentrale rol van ... die eie kulturele lewe (Buurman, Desember 1970, 4) (*Woordeboek van die Afrikaanse Taal*, 2003).

Another source consulted by the researchers was The *Dictionary of South African English* (DSAE) (Silva, 2010), another comprehensive dictionary. The DSAE does not include the terms *democracy* and *nationalism*, but the term *nationalist* could be found in the dictionary. Although a sufficient and comprehensive definition of the concept is not supplied, citations in chronological order ranging from 1911 to 1993 could be found. These citations demonstrate a one-sided definition of the term *nationalist*, though, by only referring to the case of the Nationalist Party and not encompassing a balanced view of the term used in the South African context. Please refer below:

**Nationalist** *n. and adj. Also occas. with small initial.*

**Origin:** *tr. Afk. Nasionalis a member of the Nasionale Party the National Party.*

**A. n.**

**a.** *A member of any of the successive (predominantly Afrikaner) National Parties; in pl., a collective name for the National Party or its government; Nat n. sense a; NP sense 2.*

**1911** *Farmer's Weekly* 4 Oct. 115 *The good party man, whether he be Nationalist or Unionist whose political attitude is one of humble worship and genuflection.*

**1919** *Illust. London News (U.K.)* 6 June *The Natives..kept loyal under strong temptation to make trouble for the Government from the Nationalists and pro-German Europeans.*

**1921** *E. Prov. Herald* 16 Feb. *General Smuts will out-face the Nationalists with a nationalism bigger, broader, prouder and more inspiring than their own.*

**1933** *Star* 2 May 5 *Mr Vorster said...he was still a Nationalist, but now supported General Smuts as strongly as any S.A.P. man.*

**1950** *H. Gibbs Twilight in S. Afr.* 237 *The Nationalists' anti-Semitism in the 1930s cannot be ignored, neither can Dr. Malan's attempt to ban Jewish refugees in 1937 as prohibited immigrants.*

**1953** *A.J. Luthuli in Drum* May 11 *As the Nationalists themselves have said, the laws which we oppose were not passed by them alone.*

**1964** *M. Benson Afr. Patriots* 211 *The A.N.C. still hoped they (sc. the United Party) might learn they could never return to power by trying to beat the nationalists at their own game.*

**1973** *Sunday Times* 27 May 17 *No Opposition group managed to break the increasing grip of the Nationalists on the 80 per cent or so of the Afrikaners who vote for them.*

**1979** *T. Pakenham Boer War (1982)* 576 *The party founded by Botha and Smuts had been replaced in 1948 by Malan and the Nationalists.*

**1984** *Frontline* Mar. 39 *Most English-speaking readers are easily [able] to remember the days when 'Nationalist' was virtually a synonym for 'Afrikaner'... English-speaking Nationalists were as rare as kudu in Eloff street.*

**1991** *Sunday Times* 10 Feb. 20 *Like Alan Paton's Liberal Party, the Nationalists now put forward the vision of a non-racial South Africa..as the only viable alternative to the revolutionary socialist vision of the ANC and its communist pilot fish.*

1993 K. Owen in *Sunday Times* 7 Nov. 22 *The Nationalists who destroyed South Africa's provincial system when it showed some timid independence from central government are now demanding a full-fledged federation* (Silva, 2010).

The results from both above-mentioned lexicographical resources could possibly mislead researchers and compilers of MobiLex. The question remains however, whether a student of history would consider the WAT and the DSAE as possible reference sources to find conceptual information on history terms as they are not LSP dictionaries and it may be co-incidental that both these terms are in the dictionary.

In the online environment many university students rely on a Google search for the explanation of a term, therefore a Google search on the term *nationalism* was performed. A timeline illustrating the use of the term in the form of a graph was found, as indicated below. Such a graph is meaningless, as the research paradigm is not described to the user. No context is provided for the use of the term and students as well as researchers should be critical of such information. More information is needed as to when the data were collected, which data were collected and how data were collected.

## A Google search for the explanation of a term nationalism

### *Nationalism*

Use over time for: Nationalism



Source: Available at [https://www.google.co.za/search?source=hp&cei=pq4oW68kxZjoBKm4tEg&q=nationalism&oq=nationalism&gs\\_l=psy-ab](https://www.google.co.za/search?source=hp&cei=pq4oW68kxZjoBKm4tEg&q=nationalism&oq=nationalism&gs_l=psy-ab). Accessed on 12 February 2018.

Searches related to definition of nationalism

- nationalism definition **history**
- **what is nationalism in history**
- nationalism **examples**
- nationalism **vs patriotism**
- **types** of nationalism
- nationalism **in a sentence**



- nationalism **synonym**
- **define patriotism**

Search strings like the above could provide students and researchers with contextual clues for possible search actions in order to find the appropriate meaning or use of a term. Once again, however, the criteria for data collection are not mentioned and users cannot be sure of how reliable the data may be.

Adaptions to mobile LSP lexicography within a pedagogical framework for the implementation of technology in teaching are suggested in the next section.

### **Lexicographical support for mobile History concepts within in a mobile environment**

According to Fuertes-Olivera (2011:96), specialised reference works must offer data for disambiguating the meaning and use of LSP terms in specific situations, typically in cognitive-oriented and communicative-oriented situations. This means (Fuertes-Olivera, 2011:96) that LSP dictionaries should be all-inclusive, i.e. a type of dictionary that adds conceptual data to the linguistic data normally provided. Tarp (2005:8) describes the pedagogical dimension of LSP dictionaries as follows:

*The pedagogical value of a dictionary is thus determined by its appropriateness to provide either linguistic or encyclopaedic knowledge, or both, to the users during the process of linguistic or encyclopaedic learning. Consequently, if the pedagogical value of a specialized dictionary is determined by its appropriateness to provide LSP and/or specialized encyclopaedic knowledge, then every dictionary which contains data representing true knowledge may, up to a certain point, display a pedagogical dimension, although only the dictionaries designed for this specific purpose would be of any real benefit to the users interested in assimilating specialized linguistic and encyclopaedic knowledge.*

MobiLex certainly displays a pedagogical dimension, as the purpose of the dictionary is to provide university students with conceptual, specialised and even encyclopaedic knowledge in a cognitive-oriented situation. It also provides linguistic knowledge on the translation of terms in at least two other South African languages in a communicative-oriented situation.

Bergenholtz, Nielsen and Tarp (2009:9) claim that the appearance of electronic dictionaries support function-based lexicographic theories that are centred on dictionaries and their users, with the aim to generate dictionaries based on functions needing to be fulfilled. Bergenholtz and Bothma (2011:60, 61) describe various e-information tools and come to the conclusion that paper-based products are not feasible for fulfilling the various information needs of users and that modern



information technologies are becoming more feasible for addressing those user needs. MobiLex uses mobile technology and could thus be viewed as a product using modern information technology to fulfil the needs of its target users. The demand for more encyclopaedic knowledge on terms of History to accommodate users could be met by making use of technology.

The Substitution Augmentation Modification Redefinition (SAMR) model, a model for evaluating integration of technology in teaching is applied to come up with a plausible solution to the problem that is posed. It could have the potential to change the face of language learning and language support for home language speakers, as well as additional language speakers. With the integration of technology in lexicography it would also be possible to make provision for adding conceptual knowledge to LSP dictionaries to fulfil the necessary information needs of users.

The SAMR model developed by Ruben Puentedura (2015) offers a method for seeing how computer technology might impact teaching and learning. It also shows a progression that adopters of educational technology often follow as they progress through teaching and learning with technology. On the first level, namely the one of substitution, it would mean replacement of paper by technology and, if applied to lexicography, it would mean having an electronic dictionary with no added features. On the second level, namely the one of augmentation, it would mean that technology acts as a direct tool substitute with functional improvement; if applied to lexicography, it could mean that a user could search for a word electronically without making use of alphabetical ordering to search for a word.

On the third level, namely the one of modification, technology allows for significant task redesign and, if applied to lexicography, it could mean that a user could search for a word by making use of intelligent predictions of the correct spelling of a word.

On the fourth and highest level, namely the one of redefinition, technology allows for the creation of new tasks previously inconceivable. If applied to lexicography it could entail the use of an interactive language game on the dictionary site to ensure user involvement. The success of the SAMR model lies in the fact that adequate technological features are utilized to ensure maximum user engagement in the process. Suggestions regarding better possible engagement of users with MobiLex are made in the conclusion.

## Conclusion

By analysing the historical context of two substantive concepts, nationalism and democracy, it is clear that the historical meaning is complex and nuanced. Not the historical period only, but also the geographical location of historical events influence the interpretation of the concepts. As such, it is clear that a single definition for any substantive concept is insufficient as it does not convey the historical meaning effectively.

Due to the nature of technology, the possibilities of MobiLex improving and expanding with time is likely. Some of these improvements may include supplying more and appropriate context by adding links to more extensive definitions, adding podcasts and vodcasts to the application. Users could listen to a podcast of a subject expert, for example a history lecturer, providing a thorough explanation of the concept of *democracy* in students' home language, whether Afrikaans, English or isiXhosa.

Podcasts could be added of a history lecturer explaining a substantive concept such as *democracy* or *nationalism* in students' home language in detail, whether Afrikaans, English or isiXhosa, with the aid of a world map to show the different interpretations of the specific substantive concept. In addition, the explanation of the concept should include historical context for the student to realise that the meaning of the concept may change as a result of historical time and geographical space.

Better user engagement would be ensured by better use of the potential of technology and using creative ways for students to be involved in the dictionary. A creative and new way of student involvement could entail students working collaboratively on a dictionary of History by compiling a dictionary in wiki format. Another possibility could be to design an interactive dictionary game concerning conceptual and linguistic knowledge, with reference to terms, their translations and definitions.

Due to the nature of many historical terms, as argued in the article, LSP dictionaries of History with rather lengthy definitions including encyclopaedic elements are needed to provide sufficient context in cognitive user situations. Citations also have an important role to play in creating context for the user. In all, it is clear that the format of traditional dictionaries is insufficient to provide a nuanced explanation of complex substantive concepts. As such, mobile dictionaries hold potential for greater scope in improving historical understanding of terms and concepts.

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# IMPLEMENTING FLIPPED CLASSROOM IN HISTORY: THE REACTIONS OF EIGHTH GRADE STUDENTS IN A PORTUGUESE SCHOOL

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## ***Abstract***

*Despite the difficulties of integrating every student, every teacher and every school in the digital revolution of the 21st century, there are new tendencies in education using digital technology that are trying to change the everyday life in schools.*

*The Flipped Classroom is one of them. This is a blended learning model that reverses the traditional teaching learning model, putting the student in focus, using digital technology (or not) to learn the contents for homework, usually in small videos, and spend the class time in the application of resources, usually in motivating activities.*

*Following this path, this paper is the result of a case study that we performed in the school year of 2015/2016, with about 80 students, with average ages of 13, in the classroom of History.*

*To complete this experience, we planned an inverted History class, pursuing the main ideas of this methodology, using apps installed in the students' personal mobile phones and asking students to develop some activities during the class and after the end of class time.*

*The outcome of this case study aims to be a contribution to the idea that Flipped Classroom can be an innovative strategy that reinforces the dialogues between Historical Education and the use of ICT, as well as an original and well-succeeded methodology in History teaching.*

**Keywords:** History Education; History Teaching; Flipped Classroom; Mobile Learning; Bring your own device (BYOD); New Information and Communication Technologies (NTIC).

## **Introduction**

This work is the outcome of a case study applied in the school year of 2015/2016 in three 8<sup>th</sup> grade classes, of the 3<sup>rd</sup> cycle of Portuguese Basic Education, in

the teaching of the subject Portuguese Liberal Revolution, implementing the teaching methodology and principles of the Flipped Classroom (FC), allied to the possibilities of Mobile Learning in classroom situations.

This paper is divided in two parts. The first one defines the concept of FC, its advantages and limitations. The second part presents a flipped History class, the way it was prepared and taught in three classes using apps installed in the students' personal mobile phones and we analyze the students' opinions, gathered at the end of the experience through a survey.

Through this case study, we were able to answer some important questions, such as:

- How can we implement the FC in History learning?
- Is the FC an active and motivating methodology for History learning?
- What are the students' opinions about the Flipped History Classroom?

This paper also shows how a History teacher can explore and use a relatively recent kind of teaching and learning methodology in History that showed itself, in this case study, as a creative, vibrant and efficient way to improve History learning. It also showed how teachers could use new 21st century technologies, especially the mobile applications, to engage students in the learning of History and to pursue efficiency in the teaching of History.

### ***The Flipping Revolution***

Steven Neshyba's expression – *Flipping Revolution* – is considered one that best reflects the changes inherent in the application of flipped classroom methodology in teaching, which changes the traditional model of education (Neshyba, 2015).

Studies on flipped classroom methodology have registered an evident growth in the last years, as the work of Robert Talbert shows (Talbert, 2016). The Talbert's statistic studies based on the number of peer-reviewed articles on flipped learning research between 2000 and 2017, using the search keywords "inverted classroom", "flipped classroom" and "flipped learning", showed a progressive increase of articles about these subjects, particularly from 2011, while its biggest increase occurred after 2014.

The concept of FC was first presented in 2000 by J Wesley Baker at the 11th International Conference on College Teaching and Learning. In the same year, an article by Lage, Platt, & Treglia about an experience of an inverted class in the discipline of Microeconomics at the University of Miami was published in

the *Journal of Economic Education*. In 2006, Jonathan Bergman and Aaron Sams applied this methodology in Chemistry in the US at Woodland Park High School.

In 2012, a non-profit organization was created: the Flipped Learning Network<sup>1</sup>, which is a repository of literature and resources for those who wish to learn more about this methodology.

Although most of the studies focus on subjects such as science, technology, engineering and mathematics, some works also appeared in the areas of humanities. Some of the papers that stood out during the last few years with regards to History and the Flipped Classroom are:

- Gaughan, JE 2014. *The Flipped Classroom in World History*;
- Zhao, Yiran & Ho, Andrew 2014. *Evaluating the Flipped Classroom in an Undergraduate History Course*;
- Rolo, C 2015. *Flipped Classroom: Educating for the 21st century in Portugal's History and Geography*.

In the last years, a website<sup>2</sup> dedicated to the flipped classroom in History has also appeared.

The recent character and multiplicity of theories and practices surrounding the flipped classroom still give rise to much controversy as to its usefulness and potential. Despite this, there is a common idea: the inversion of the traditional relationship between students and learning. The flipped classroom proposes that students, instead of being passive receivers of the knowledge transmitted by teachers in theoretical and expository classes, have access to the contents before the lesson. This allows the students to adjust their study in an environment that is familiar and favorable to them.

On their own time and space, students can read written materials, view teaching videos or listen to podcasts prepared and provided previously by teachers, and the contents and knowledge acquired can be mobilized in the classroom to solve problems, discuss significant issues or develop group work. Later, again outside the classroom, students can develop projects that allow them to consolidate learning and allow the teacher to evaluate them. The great “Flipping Revolution” consists on the inversion of the central focus of learning that is no longer the teacher, the source of knowledge, and becomes the student, the builder of his own learning.

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1 Flip Learning Board, 2012. (available at <http://flippedlearning.org/>, as accessed on 15 February 2018).

2 Anon., n.d. (available at <http://www.flipped-History.com>, as accessed on 15 February 2018).

Likewise, the times and goals of a traditional class are also changed. The class becomes a moment of practical, motivating and challenging activities, once the students have prepared and acquired the necessary knowledge to carry out the proposed activities.

On the other hand, research and project work, which were traditionally understood as homework, are now transferred to the classroom space.

Bergman and Sams (2012:15) also present the differences between a traditional class and a FC in terms of time management, as can be seen in the following table:

**Table 1: Comparison of class time in traditional versus flipped classroom**

Traditional Class		Flipped Classroom	
<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>
Warm up activity	5 min.	Warm up activity	5 min.
Go over previous night's homework	20 min.	Question & answer time on video	10 min.
Lecture of new content	30-45 min.	Practical and independent guided and/or lab. activity	75 min.
Practical and independent guided and/or lab. activity	20-35 min.		

Source: Bergman & Sams, 2012:15.

In this comparison of a 90 minutes class, the main changes are:

- The elimination of the periods of long speech by the teacher in the flipped classroom, since this was done before in the materials prepared and made available by the teacher.
- A considerable increase in the time devoted to practical activities guided by the teacher, which goes from 20 to 35 minutes in the traditional classroom, to 75 minutes in flipped classroom. This dialectic is essential for the realization of the ideals of learning in which the student, by solving problems, is actively structuring his own knowledge.
- The reduction of the time dedicated to the clarification of the doubts, since the clarified doubts are not related to the previous class, but on the contents that are going to be worked on in the following practical activities. In Teixeira's (2013:13) point of view, the added value of the flipped classroom method is not the videos themselves, but the time in classroom space that both teachers and students will have at their disposal to build and consolidate learning.
- The use of new technologies, mainly the digital and online ones, since the cloud allows to store in any device, fixed or mobile, the knowledge and activities that can be accessed anytime and anywhere.



According to the Flipped Learning Network (2013), Flipped Learning is based on four essential pillars. The first pillar being *Flexible Environment*. In a flipped classroom teachers can adopt several types of learning, gathering the learning needs of each class and each student. Teachers can change the physical structure of the traditional classroom, which arranges the students' desks in front of the board and the teacher, and may choose a different organization that makes group work or different types of individual activities easier.

The second pillar of *Learning Culture* in a flipped classroom is a new way of understanding teaching, since the teacher is no longer the main source of information and knowledge that makes him/her the main character of the learning process. Opposed to this idea, in the flipped classroom, the student becomes the leading character, since he becomes the constructor of his learning, counting on the teacher's orientation to learn and explore the subjects under study in a deeper way.

*Intentional Content* as a third pillar in a flipped classroom refers to teachers need to think and define in a very careful and conscious way the themes and contents that will be presented and explored with the students. Lesson planning is essential to determine what should be explored in the classroom and what students should consider at the time of self-study. Teachers use intentional content to maximize time in the classroom and adopt models focused on active learning, according to the level of depth of the topics covered.

*Professional Educators* as the last pillar in a FC, emphasizes the relevant important role of the teacher. Although this teaching methodology focuses on the student, it is the teacher that determines what students learn in the classroom and how it happens, following its role as a facilitator/guide of the process. On the other hand, he/she has a key role as an observer of students' reactions, and it is up to him/her to analyze the students' constant feedback, interfering whenever necessary to clarify doubts, which confirms the idea that the teacher continues to have a key role in the effective running of FC's.

An ideal flipped classroom is divided into three great moments (Bergmann & Sams, 2012):

<b>Before class</b>
• Students watch video-lessons provided by the teacher.
• Students learn new knowledge autonomously and have questions.

<b>During class</b>
• Students cooperatively solve activities/challenges put by the teacher.
• The teacher clarifies questions, provides feedback and assesses learning.
<b>After class</b>
• Students perform activities/challenges to apply knowledge.
• It implies a change in the process and in the traditional spaces of learning.
• It is a model based on the use of Information and Communications Technology (ICT) in the process of teaching learning.
• It changes the focus and mode of transmission of knowledge.
• It is an active pedagogical and didactic model, centered on the student, in solving problems and promoting cooperative work.
• The teacher assumes him/herself as a guide and facilitator of learning.

Based on these principles we can conclude that in the flipped classroom methodology, students are expected to continue the home-based learning process during and before the lesson, demonstrating mastery of the goals for which they should work as hard as the teacher (Bergmann & Sams, 2012).

Therefore, the flipped classroom methodology implies a change in the process and in the traditional spaces of learning. It is a model mainly centered on the use of ICT in the process of teaching and learning that has had many consequences in the focus and process of the transmission of knowledge. FC is also an active pedagogical and didactic model, which promotes cooperative work in solving problems.

A FC offers many possibilities, but there are also many disadvantages, e.g. (Herreid & Schiller, 2013; Keene, 2013): Many teachers offer resistance to new teaching strategies, including FC, with doubt and mistrust. It is idealistic to expect that taking ICT into schools will result in transformational learning experiences without also providing teachers with the training and support necessary to apply new strategies. Some students are also not comfortable with the use of ICT. It cannot be ignored that students have different learning styles and may prefer in class lectures over videos or other digital media

Another big disadvantage happens through all stages of education and is associated to the problem that occurs when a student does not do the homework as Kachka (2012:2) remarks: “As long as there has been homework, there have been students who fail to complete homework and simply show up for class unprepared”.

Another issue concerns the student access to technology. While a majority of Portuguese public schools provide internet access to their students, the quality of that access is also low in the majority of schools, independently of their location.<sup>3</sup> The same idea is valid when we look to the home conditions of the common families: the lack of parental support and the difficult access to the internet or mobile devices cannot be overlooked.

### ***A Flipped Classroom of History***

This experience occurred during the 2015/2016 school year, in a Secondary School, within the scope of the History subject discipline, in three classes of the 8<sup>th</sup> year of the 3<sup>rd</sup> cycle teaching, with the same History teacher, and involving 83 students with an average age of 13.

It is also necessary to mention that the students involved in this case study had never participated in a flipped classroom, neither in the class of History nor in any other class. Neither had they been allowed to use their mobile phones and other mobile devices in the classroom context before this school year, in this subject.

Before applying the flipped classroom to the three classes involved in this case study, as a procedure of diagnosis, we conducted a survey with students to ask what they thought a flipped classroom was.<sup>4</sup>

The students' answers were diverse. Many stated that they did not know what it was. Some students following the logic of the word flip wondered if we were going to put the classroom upside down. Other students, curiously, asked if they were going to prepare and give the class instead of the teacher.

This flipped History classroom was developed in several steps: the lesson planning; the selection and/or the creation of the digital resources needed for the class; the application of the learning strategies defined and the analysis of the students' opinions collected at the end of the flipped classroom.

### **The Lesson Planning**

Underlying the principles of FC (Bergman & Sams, 2012: 15), Mobile Learning and BYOD (Bring your own device), the research project began with the design of a flipped History lesson planning, which is presented in Appendix 1.

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3 "Portugal: Escolas com PCs velhos e acesso à Internet lento" (available at <https://pplware.sapo.pt/informacao/escolas-pcs-velhos-acesso-internet-lento/>, 12 March 2018, as accessed on 22 May 2018).

4 We also assured that all students had mobile devices to work with (at least, one device for each pair of students) and internet access at their house (they could also use the computers in the library of the school, if necessary).

The subject selected for this class was *The Political Evolution of Portugal: From the French Invasions to the Triumph of Liberalism*. This content was chosen for two main reasons. In the first place students already had previous knowledge about the affirmation of liberalism in other countries, since they had already studied the American and the French liberal revolutions. Secondly the students had already approached this topic in the subjects of Environment Studies in the 4<sup>th</sup> year of the 1<sup>st</sup> cycle of Basic Education and in the subject of History and Geography of Portugal in the 6<sup>th</sup> year of the 2<sup>nd</sup> cycle of the Basic Education.

The planning presented the challenge of the lesson and the guiding questions; the identification of the curricular goals (contents, concepts, general ideas and descriptors); the choice of the best suitable learning strategies and the main digital resources and apps needed for its application; as well as the establishment of the assessment methods for the class.

### ***Materials given to students before class***

Four videos were selected to send to students before the class:

- The French Revolution (1:38 min.)
- Brazil's independence process (1:44 min.)
- The liberal revolution of 1820 (2:08 min.)
- The absolute monarchy returns (1:31 min.)

This selection tried to pursue some aspects such as the duration of the videos, the scientific quality of the content and the existence of the final synthesis of the contents in them.

Given the innovative character of the experience (it was the first time that they had a flipped classroom and they were not used to watch and learn by themselves from videos), we also provided a PowerPoint presentation that explicitly systematized the essential contents, as well as mentioning the adopted textbook pages where the contents of the lesson were.

### **Learning Strategies:**

For this Flipped History Classroom there were outlined learning strategies closely linked to the ICT's that implied the use of the mobile devices during the class, according to the principles of mobile learning and the ideas of the BYOD.

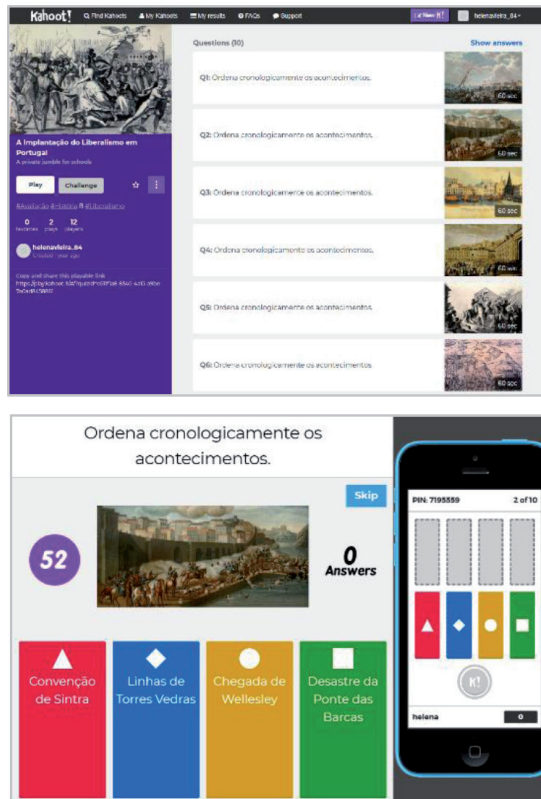
The first learning activity was an initial motivation/warm up that consisted in the observation of an animated video entitled "The incredible History of the

Lines of Torres Vedras” about the causes and consequences of the Napoleonic invasions to Portugal. After they watched that, there was a dialogue about the contents presented in the animated video and the videos sent previously.

The first practical activity proposed was the construction, in small groups, of a timeline with the remarkable events of the political History of Portugal between 1806 and 1820, using the mobile application “Timeline Rwt” on the students’ mobile devices.

The next activity was the playing in small groups of a game/quiz, using the “Kahoot” application (<https://kahoot.it/>),<sup>5</sup> about the Liberal Revolution of 1820 and the implantation of liberalism in Portugal. This strategy had several intents – it was a way of motivating the students, to make them learn and assessing their knowledge.

### Images 1 & 2: Examples of questions using Kahoot



Source: <https://kahoot.it/>

5 “Kahoot” is a fun learning game made by a series of multiple-choice questions.

After the class, the construction of a small e-book was proposed, using the “Book Creator” application (<https://bookcreator.com/>), which should include small stories referring to the main historical events addressed in the class. This e-book should be presented to the class in the following lesson.

**Images 3 & 4: Examples of pages made by students using Book Creator**



Source: <https://bookcreator.com/>

Direct translation from Portuguese to English:

THIRD TIME LUCKY !

With two defeats the French decided to return to Portugal and try their luck!

We will join our troops again to those of the British and build the “Lines of Torres Vedras”!

Marshal Massena, we are waiting for you! 1810

IN THE LAST HOUR! BONAPARTE DEMANDS THE CONTINENTAL BLOCKADE

“All countries must join or serious consequences will come” vow the French!

What will King D. John VI do? 1806

**Three classes, three different experiences**

In this case study, the same teacher taught the same lesson to three different classes. However, the students’ reactions and the results obtained were very different.

In *Class A*, constituted by 28 students, it was evident that most of the students worked individually on the materials previously provided. Throughout the class, the students were motivated and actively involved in all the planned tasks and they were able to fulfill all the challenges proposed. In this class, the planning was completely accomplished, without any type of behavior or evidence of indiscipline and the students showed themselves at ease in the performance of the proposed tasks.

The students of this class were very committed to the work after class, which was presented with enthusiasm in a very original way. Following the inverted class, the students were so motivated for the subject and the theme that they proposed to the teacher to carry out other activities. Extremely original works have emerged from the students' initiative, such as creating a video with a guided tour of a museum created by the students, recording a dramatization and creating a PowerPoint Quiz.

In *Class B*, constituted by 28 students, only twelve students worked individually on the materials provided.

In this class, there was a technical problem since the school internet was not available, an aspect that created diversion and demotivation in some students. However, this did not make the course unfeasible, since that all activities, except the Kahoot activity, could be performed offline. Although the students carried out all activities in an energetic way, the planning was not fulfilled, because, as previously mentioned, the game/quiz Kahoot was not completed. This happened in the following class, since the wireless internet of the school was then available.

Despite the low commitment of the students of *Class B* to the after class work, ten students produced original and historically accurate works using the Book Creator. This aspect made us think that, even though they were not very interested in doing what was planned for the lesson, they considered the final activity stimulating and worthy of doing it.

In *Class C*, constituted by 27 students, 25 students did not individually work through the materials provided at home, which is why they were clearly not prepared to carry out the planned and proposed activities. On the other hand, about half of the students did not take tablets or smartphones to class due to forgetfulness and/or temporary deprivation, which clearly conditioned the lesson. Nevertheless, students were involved in the proposed tasks, although there were two cases of use of smartphones for other purposes than those of



the class. Their smartphones were temporarily confiscated as a punishment for their behaviour. The students showed little investment in the work and in this class, but the planning was accomplished. The students in this class did not show any commitment to the work after class and only two students built the e-book.

### *The reactions of students to the flipped classroom*

In order to know the students' opinions regarding the flipped classroom experience, we applied a survey using the Google Forms application at the end of the lesson.

The first question was: "Did you study at home with the materials provided?" From the answers to this question, it was concluded that of the 83 students involved in the study, only 42 (50.6%) stated that they had previously studied the contents at home, confirming what had been evident during the lesson, highlighting here the honesty of most students' response to the question. *Class A* was the most committed and *Class C* was the least.

The second question sought to know the type of study materials preferred by students. From the responses of the students who said they had studied the materials sent (42 students), the preference for the videos and the PowerPoint presentation was emphasized, with 20 students preferring each of the materials. However, the distribution of the answers per class raises interesting aspects. The *Class A*, which showed greater commitment and enthusiasm in all the steps of the flipped classroom, chose the PowerPoint presentation as the preferred material of study, while the students of *Class B*, which presented medium results, preferred the videos.

The third question aimed to know which activities carried out in the context of the flipped classroom were more motivating. In the responses it was evident that the majority of students involved in this study preferred Kahoot, a naturally understandable option given the playful and competitive character of the game. It is also emphasized that the activity that motivated the students the least was the creation of the timeline, and it should be noted that all the students that pointed this answer belonged to *Class A*. We think that *Class A* was not very impressed with this activity because, comparing with the creation of the e-book that they had to do as a final "masterpiece", it was much more creative and inspiring than the timeline that was experienced as less stimulating.



The fourth question wanted to understand if the students considered the flipped classroom as an effective practice of learning.<sup>6</sup>

Interestingly, the results obtained show a great division between students, although there is a slight preference for the flipped classroom (51.1%).

The fifth question asked the students to express their opinion about the FC. From a content analysis of the answers obtained, it was evident that the students characterized this type of class as interesting, fun and different. Although most of the answers to this question have been succinct, using the adjectives previously mentioned, some students present more elaborated answers that allow us to draw some interesting conclusions. Some of the learner comments at the time of the research being done were:

*I liked it because I think it is an interesting process, it is easier to work with the smartphone because anything I do not know I will see on the web.*

*It was cool because we had another kind of interaction. We were not so clingy to the books, we had more communication between the students.*

*I thought it was a very interesting class. I had never done and I wanted to do it again.*

*I liked it but I prefer the other classes because with the teacher, I listen to him/her and I understand the subject better. I can write what the teacher says and then it is easier to study for the test.*

*On the one hand, I liked this class because we learnt in a more fun and "easy" way and, on the other hand, it is not good because most of the groups do nothing and sometimes in the Kahoot is a matter of luck.*

*I found it interesting but I like the lessons with PowerPoint because the teacher explains better and we get better understanding. Mobile phones are useful if it is for activities or tasks, but not always.*

## **Conclusions**

From this case study and the opinions of the students gathered, we were able to draw some conclusions. We concluded that FC is a strategy that can motivate students, but it is still a pedagogical and didactic model under construction. This teaching-learning process also requires an efficient and rigorous work of the teacher in order to promote the real autonomous study of the students.

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<sup>6</sup> We should clarify that, per usual lesson, a socio-constructive class requires active participation of students in the systematic analysis of historical sources and in the construction of historical knowledge. The teacher presents and works the contents, occasionally sending works of synthesis of knowledge for homework.

The FC implies that the teacher carefully selects the contents to be addressed; creates a set of resources to provide students and develops practical activities (preferably) using ICTs.

From this case study, we concluded that this methodology could present different results depending on the performance of the classes in which they are performed, and that larger studies is needed to be done to get conclusions that are more feasible.


However, the results of this experience confirm that FC is an innovative strategy that reinforces the dialogues between Historical Education and the use of new technologies and mobile learning principles. It showed itself as a creative and different methodology in History teaching in which the teacher can test different and creative ways to teach, in order to improve History learning.

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## Appendix 1: Planning of the Flipped History Classroom



**A Flipped History Classroom**  
**Step 1 - Planning**

Curricular Goals		Learning Strategies	Resources / Apps	Assessment
Contents / Concepts	General objectives / Descriptors			
<b>Subject:</b> History <b>Grade:</b> 8 <sup>th</sup> <b>Duration:</b> 90 min <b>Domain:</b> 7. The start of the "Industrial Revolution" and the triumph of conservative liberal regimes <b>Subdomain:</b> 7.2. Revolutions and Conservative Liberal States <b>Summary:</b> From the French Invasions to the Liberal Revolution of 1820 <b>Challenge:</b> It was urgent to establish Liberalism in Portugal! <b>Guiding Questions:</b> - Why did the French invasions take place in Portugal? - What were the consequences of the French invasions? - How was the introduction of liberalism in Portugal?				
<b>Contents</b> The Political Evolution of Portugal: From the French Invasions to the Triumph of Liberalism  <b>Concepts</b> - Continental Lock - Political Liberalism	General Objective 2 - To know and understand the evolution of the political system in Portugal  Descriptor 1 - To present the Portuguese political situation immediately before and during the period of the French Invasions, especially the withdrawal of the court to Rio de Janeiro and the strong British presence, relating it to the outbreak of the Revolution of 1820.  Descriptor 2 - Characterize the political system established by the Constitution of 1822.	1. Initial Motivation Observation of an animated video about the French invasions of Portugal, their causes and consequences.  2. Vertical and horizontal dialogue on the contents present in the video.  3. Construction of a timeline on the striking events of the political history of Portugal from 1806 to 1820 (group works).  4. Application of a game / Kahoot quiz about the liberal revolution of 1820 and the implantation of liberalism in Portugal (group works).	- Youtube  - App RWT Timeline  - App Kahoot 	- Registration of interest, participation in the dialogues and commitment of students to the tasks proposed  - Evaluation of the Timelines built by students  - Record of the results obtained by students in the Kahoot

# A COMPARATIVE INVESTIGATION INTO THE REPRESENTATION OF RUSSIA IN APARTHEID AND POST-APARTHEID ERA SOUTH AFRICAN HISTORY TEXTBOOKS

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## ***Abstract***

*In this comparative study we employed a quantitative approach, underpinned by the interpretivist paradigm, to analyse the content on Russia as found in Apartheid and post-Apartheid History textbooks. This was done by means of qualitative content analysis. The focus of the analysis was exclusively on the historical content or substantive knowledge as it related to Russia. What emerged was that the political eras Russia was studied under remained remarkably similar across the Apartheid and post-Apartheid eras. However, clear discernible similarities and differences were otherwise detectable. While big men dominated the content of both eras the approach adopted by the post-Apartheid era History textbooks towards them were generally more critical. While a fear of Communism was imbedded in the Apartheid era History textbooks, the opposite can be said of the post-Apartheid era textbooks. What this points to is that during both political eras the content on Russia was adapted to suit the prevailing identity politics, national narratives and ideology of the time – closed and insular under Apartheid and open and critical in the post-Apartheid era.*

**Keywords:** Russia; South Africa; History textbooks; Apartheid; Post-Apartheid; Ideology.

## **Introduction**

The traditional beginning of Russian<sup>1</sup> History is regarded as being 862, with the formation of a loose federation amongst East Slavic tribes. This federation spawned an Orthodox Slavic culture which in time embraced Tsardom. Expansion under the Tsars created a vast Russian Empire stretching from Eastern Europe to the Pacific Ocean. Tsardom and its feudal nature were eventually overthrown during the Russian Revolution of 1917. The Russian Revolution ushered in an era of Communist rule under the Union of Soviet

<sup>1</sup> Throughout the article the term Russia will be used to refer to Tsarist, Communist and post-Communist Russia.

Socialist Republics (USSR). Communist rule in Russia ended in 1992, when the USSR was replaced by the Russian Federation which embraced Capitalism and aspects of Western democracy.

South Africa has a long relationship with Russia which has been determined by three significant ideological eras: Colonialism, Apartheid and post-Apartheid. Especially during the latter two ideological eras significant connections developed between the two countries. Soon after the rise of Communism in Russia the South African Communist Party (SACP) was established in 1921. This served to strengthen ties between Russia and South Africa. This relationship was deepened when the African National Congress (ANC) formed an alliance with the SACP to oppose the racist Apartheid policies of the ruling National Party (NP). Despite Communism being banned by the NP in 1950, Russia continued to aid the SACP. This was done as part of a broader ideological struggle tied to the Cold War, which on the one side had the Western aligned NP overseeing white minority rule portraying Russia and Communist and it's in its opposition to Apartheid and Capitalism as the *Rooi Gevaar* (Red Peril), and on the other the liberation movements experiencing Russia and Communism as the antidote to racial oppression. In the end the demise of Communist Russia in 1992 also ushered in the fall of the NP and apartheid. This paved the way for the 1994 democratic elections in South African which brought the ANC and its ally the SACP to power. In time the new South Africa and Russia, both products of significant political shifts, formed with China, India and Brazil, an economic alliance called BRICS. This served to entrench relations between South Africa and Russia in a new way.

With reference to History Education Russia has been studied in the senior grades of schooling during both the Apartheid and post-Apartheid eras. This is significant in that the challenges posed by what Russia stood for to the NP's reign could have affected the way it was represented in the historical content within the Apartheid era History textbooks. Similarly, the support offered by Russia to the liberation movements opposing Apartheid, and the contemporary relationships within BRICS could again have affected the representation of Russia in in the historical content within the post-Apartheid era History textbooks.

Using the aforementioned background and context as a framework this article investigated the representation of Russia in South African History textbooks across, ideologically-speaking, two very different political eras. More specifically the focus fell on the historical content, or substantive knowledge,

as contained in the History textbooks (the programmatic curriculum) of the two eras. Differently put, the focus of the analysis fell on the written text. In the process visual images, paratext (textboxes), activities and exercises and historical sources were not engaged with. Although this meant a narrow focus we deemed, in terms of a comparative investigation, this a researchable undertaking. Outside of historical content it would have been extremely challenging to do a comparative study on how Russia was represented in the Apartheid and post-Apartheid era History textbooks. This is because the nature of History at school has changed radically from the Apartheid to the post-Apartheid era. During the former History at school level was mostly a memory discipline underpinned by passive forms of rote learning, and an Afrikaner Nationalist historiography that foregrounded white achievements. In line with the changes experienced by post-Apartheid society History at school has also transformed fundamentally. It is now a disciplinary discipline with active forms of learning that spoke to the constitutional democracy based on human rights that it serves (Wassermann, 2018). These changes are clearly visible when simply paging through the History textbooks of the two eras. However, such paging reveals very little about historical content. Therefore, room for this study exist since little to no research has been conducted on how the intricate relationships between South Africa and Russian over the past hundred-years affected the representation of the latter within the content of Apartheid and post-Apartheid era History textbooks.

### **Literature review**

It has been argued that the nature of History Education is to be found in the selection of national narratives. Many a time specific national narratives, based on the promotion of a selective memory, are promoted (Foster, 2011; Zajda & Zajda, 2003). Selected narratives are used and manipulated in order to link a desired ideology to a society so as to instil a common set of values and identities (Engelbrecht, 2006; Foster, 2011). Pratte (1977) and Zajda and Zajda (2003) further detail that selected historical narratives are part of a power play to assert ideological dominance within History with the aim of establishing a tangible identity for the dominant group.

A national narrative can be equated to a preferred national identity. The envisaged national identity is created by manipulating historical knowledge according to presentist cultural or societal needs and norms (Foster & Crawford, 2006; Porat, 2004). Foster and Crawford (2006) suggest that



nations select a desired past and a desired national identity that best represents the nation. The chosen national identity often manifests itself in a refashioned historical memory gleaned from desired historical conceptions (Porat, 2004; Stojanovic, 2001; Zajda, 2007). This thinking is furthered by Porat (2004), Stojanovic (2001) and Zajda (2007) who argues that the appropriation of desired historical concepts can redefine a national identity. However, this can often offer a tainted view of History as it supports and promotes a dominant culture which suppresses views not regarded as favourable (Apple, 2004).

The process of selecting agreed upon national narrative can be built upon the use of selected ideas to promote a distinct national consciousness (Zajda, 2007). According to Foster (2011), the purpose of selecting favoured ideas is to promote a collective memory which reinforces an entrenched national consciousness. The purpose of this would be to solidify political and societal norms so as to create a particular interpretation of History that is more desirable for the nation (Pingel, 2010). History textbooks are ideally suited to act as constructors and disseminators of national narratives and identities (Apple & Christian-Smith, 1991; Paxton, 1999; Wang, 2009).

Research on South African History textbook is a thriving field (Bertram & Wassermann, 2015). This research covers a plethora of topics including, a focus on how Apartheid era textbooks were used to promote Afrikaner masters symbols and racism (du Preez, 1983; da Cruz, 2005), and the ideological differences between textbooks of the Apartheid and post-Apartheid eras (Engelbrecht, 2006). Amongst this research is also to be found a study comparing specialised and everyday subject knowledge between Apartheid and post-Apartheid era History textbooks (Bertram & Bharath, 2011). In their study Bertram and Bharath found that contemporary Grade 6 History textbooks contained reduced substantive history knowledge when compared to the equivalent Standard 4 books of the 1980s dealing with the same topics. Additionally, the contemporary textbooks contained a more inclusive history and everyday knowledge and generic skills. In terms of History textbooks comparative studies with a South African focus are few and far between (Nishino, 2006; Chisholm, 2015). These comparative studies, furthermore, did not engage with the representation of the History of a specific country.

Internationally the available literature pertaining to the representation of Russia in History textbooks, other than Russian History textbooks itself, are also limited and contain no comparative studies. The literature that does exist is generally dated and promotes a common description of Russia as backward and ruled by



tyrannical rulers (Anderson, 1954; Burkhardt, 1947-1948; Paddock, 1998).

The literature reviewed, as outlined above, clearly leaves room for an article such as ours which focusses on the comparative representation of Russia in South African History textbooks of the Apartheid and post-Apartheid eras. Additionally, the importance of a comparative study such as ours is argued for by Cavalli (2016) who states that it enables researchers to deduce the similarities or the differences found in textbooks so as to come to a greater understanding of the History that is being taught.

### **Research design and methodology**

Research design and methodology are interlinked, with the former providing the planned structure, and the latter the means of data collection and analysis. For this article we employed an interpretivist paradigm. Interpretivists seek to understand truths constructed within a version of social reality. In this article this relates to the contrasting social realities of the ideological eras of Apartheid and post-Apartheid. The stark contrast between the two eras would therefore impact on the interpretation of Russia within these eras (Zhao, 2001). Since we employed an interpretivist paradigm we, to underscore our paradigmatic position, chose to use a qualitative approach. The rationale for using a qualitative approach is aligned to our research focus on the social construction of Russia during two very different ideological eras. In the light of this the need for our research approach to be qualitative in nature is imperative as it focusses on reality being a social construction (Bauer, Gaskell, & Allum, 2000; Denzin & Lincoln, 2008; Kahlke, 2014).

In order to gain a rounded understanding of the representation of Russia in Apartheid and post-Apartheid era textbooks a large enough sample was needed. For our research we chose to incorporate both convenience and purposive sampling. Cohen and Manion (1994) and Teddlie and Yu (2007) stipulate that convenience sampling is used to allow the researcher to select the most readily available and therefore the most convenient textbooks. From the outset we ensured that the textbooks selected were appropriate to the History curricula they were based on. For the Apartheid era textbooks we chose to employ mostly convenience sampling as it proved a challenge to find textbooks from this era. This was due to many schools no longer keeping them as they were outdated and for a different curriculum and political dispensation. Consequently, we were left with only a few textbooks from which to choose. We did, however, incorporate purposive sampling into the small selection of Apartheid era textbooks that

we did acquire. This was done because we only needed three textbooks. As a result we specifically chose textbooks that, for the most part, shared a common publisher with the sampled post-Apartheid era textbooks.

We chose to label the three selected books, for analysis and ethical reasons, as Book A1, A2 and A3:

- *Book A1: South Africa in the modern world (1910-1970), 1974, publisher: Shuter and Shooter, Standard 10 [Grade 12]:* Chapter 3 (pp. 40-62) is the unit under analysis. Chapter 3 is entitled: *The growth of totalitarian powers: Communist Russia to 1939.*
- *Book A2: Timelines, 1988, publisher: Maskew Miller Longman, Standard 10 [Grade 12]:* Chapter 1: *The rise of Soviet Russia* which falls under the heading: *The rise of the super-powers, 1917 to 1939* (pp. 1-24).
- *Book A3: History for today, 1989, publisher: Juta Standard 10 [Grade 12]:* Part One: General History is the section under study.

In terms of the selected Apartheid-era textbooks it is necessary to understand them contextually. The three chosen textbooks were published during three different phases of Apartheid: Book A1 was published in 1974, during the height of Apartheid. Book A2 was published in 1987, and although petty Apartheid was pretty much over, South Africa was still, despite global and internal resistance, an Apartheid state. Finally, Book A3 was published in 1989, when Apartheid, the Cold War and the Soviet Russia were winding down.

For the post-Apartheid textbooks, we only used purposive sampling as Cohen and Manion (1994) and Teddlie and Yu (2007) suggest that this type of sampling allows a cherry picking of textbooks for a specific purpose. Since we chose to use current in-circulation Curriculum in Assessment Policy (CAPS) History compliant History textbooks for our post-Apartheid textbook selection, there were numerous textbooks available to us. However, based on a need for as much continuity as possible we selected post-Apartheid era textbooks based on having, for the most part, the same publishers as the Apartheid era textbooks.

We have chosen to label the three selected textbooks, for analysis and ethical reasons, as Book B1, B2 and B3:

- *Book B1: Top class, History, 2012, publisher: Shuter & Shooter, Grade 11 [Standard 9]:* The textbook is divided into terms and the term being analysed was *Term 1: Communism in Russia 1900-1940* with the sub-heading: *How was communism applied in Russia under Lenin and Stalin?* (pp. 1-51).

- *Book B2: Focus, History*, 2012, publisher: Maskew Miller Longman, Grade 11 [Standard 9]: The textbook is divided into terms. The term analysed was Term 1. The unit being analysed was *Unit 1: Communist Russia, 1900 to 1940* (pp. 12-90).
- *Book B3: Viva History*, 2012, publisher: Vivlia, Grade 11 [Standard 9]: The textbook is divided into terms and the term being analysed was *Term 1: Communism in Russia, 1900-1940* (pp. 3-56).

As part of our research methodology we chose to use qualitative content analysis, a subsection of content analysis. This allowed for the use of an open-coding system of analysis. Qualitative content analysis allows for the identification of patterns by means of codes thus allowing for an interpretation based on the emerged patterns (Elo & Knygäs, 2008; Hsieh & Shannon, 2005). It must, however, be borne in mind that qualitative content analysis permits a subjective interpretation of the patterns based on the contextual nature of the text. This is in contrast to content analysis which tends to allow for a more objective interpretation (Denzin & Lincoln, 2008). Following the structure of qualitative content analysis our data analysis process was broken down into three distinct phases: preparation, organising and reporting.

In the preparation phase we divided the historical content on Russian History into the three main historical eras as found in the selected History textbooks. The three eras were: Tsarist Russia, Bolshevik Russia and Communist Russia. During the organising phase that followed categories were created through the use of open-coding. Finally, during the reporting phase, our created categories, and the patterns that emerged, were interpreted.

Using a comparative methodological approach, we have analysed the content related to the representation of Russia in the six textbooks from two different ideological eras. This was done by using the interpretivist paradigm and a qualitative approach to underpin the qualitative content analysis employed. The findings that emerged from the analysis process as outlined will be discussed next.

### **Analysis – Findings on the representation of Russia in the content of Apartheid era History textbooks**

We have chosen to organise our analysis broadly along the historical eras as found in the sampled History textbooks: Russia under the Tsarist Regime, Russia during the Bolshevik Revolution, Russia under Lenin and Russia under Stalin.

The main overall finding that was that Books A1 (1974) and A2 (1987) offered, throughout, a strong anti-Tsarist, anti-Communist and pro-West discourse. In contrast Book A3 (1989) offered a less critical approach to Communism, albeit still presenting an anti-Tsarist and pro-West positioning. The suggestion for the change in approach by Book A3 (1989) is that South Africa was nearing the end of Apartheid. At the same time the Cold War and Communist Russia, and by extension the “Red Scare”, was winding down. Consequently there was, ideologically speaking, no longer any real need to maintain the same ideological position as in the past. In contrast, Books A1 (1974) and A2 (1987) both needed to adopt a critical approach towards Communism in keeping with the political sentiments as espoused by the National Party at the time.

Another finding that permeated all the historical eras in all three Apartheid era textbooks was the focus on big men. Whilst there was some difference in the representation of the various big male characters in terms of the amount of space allocated to each, Tsar Nicholas II, Vladimir Lenin, Leon Trotsky and Joseph Stalin, dominate the historical content. According to the three Apartheid-era textbooks these four men were instrumental in shaping Russian History. Consequently, other historical characters were under-represented or simply omitted.

Lenin and Stalin were across the analysed Apartheid-era History textbooks represented as being the masterminds behind Communist Russia. All three textbooks tended to perpetuate a similar image of Lenin - a good leader that can be admired. In contrast, Books A1 (1974) and A2 (1987) strongly associated Stalin with violence, brutality and absolute oppression. The representation of Stalin softened in the Book A3 (1989), perhaps in keeping with the changing circumstances in Soviet Russia. Where the three textbooks differ relates to the human cost of Stalin’s rule. Book A1 (1974) condemns Stalin’s cruelty and the great cost of human life during the purges but skims over the loss of life during industrialisation. Books A2 (1987) and A3 (1989), in contrast, see the modernisation of Russia as necessary and therefore the human cost as necessary collateral damage. As a result both textbooks focussed more on the economic and industrial successes of Russia under Stalin than on the cost to human life. In comparison to Lenin and Stalin, Trotsky is backgrounded. However, his consistent presence in all three Apartheid era History textbooks signifies his importance in the establishment of Communist Russia.

As mentioned above, there is a discernible anti-Tsar sentiment running through all three the Apartheid era History textbooks serving a Republican orientated NP regime. Tsar Nicholas II is represented in all three textbooks as oppressive and being indifferent to the needs of the Russian people. At the same time he is accused of contributing to Russia remaining a backward country. Additionally, he is considered weak and ill-equipped to deal with Russia's problems and is blamed for, not only the fall of Tsarist Russia, but the rise of Communist Russia.

Book A3 (1989) were especially vitriol in its representation of the Tsar and presented Communism as being a respite from his oppressive rule. In so doing Book A3 (1989) adopted a less critical approach to Communism when compared to Books A1 (1974) and A2 (1987). South Africa had outlawed Communism in 1950, and the ideology of the ruling NP was diametrically opposed to it. Consequently, both textbooks A1 (1974) and A2 (1987) highlighted the dangers of a revolutionary party by adopting an anti-revolutionary stance. In so doing the books offered a veiled warning against extra parliamentary groups. This was done by highlighting how a revolutionary party, such as the Bolsheviks, can ruin a country. In contrast, Book A3 (1989), by dint of the fact that it was published when radically political changes were facing South African and Russia, adopted a less critical approach to Communism. However, what all three textbooks did was to rile against Communism while, since it was illegal to do so, failing to provide a description of what Communism actually entails. As a result neither History teachers nor learners were offered a balanced understanding as to what Communism entailed.

In conclusion, the Apartheid era History textbooks outlined the same turn of events that created a Communist Russia and foregrounded the same male historical characters. Apart from minor differences the representation of Russian History within all three Apartheid textbooks remained largely similar.

### **Analysis – Findings on the representation of Russia in the content of post-Apartheid era History textbooks**

The sampled post-Apartheid History Textbooks were written for the CAPS-History curriculum currently in use. Contextually the post-Apartheid textbooks were published in a South Africa where Communism was no longer banned but closely intertwined with the ruling ANC government. The historical periods selected, Russia under the Tsarist Regime, Russia during the

Bolshevik Revolution, Russia under Lenin and Russia under Stalin mirrored those of the Apartheid era. This in itself demonstrates continuity in terms of historical content.

The three post-Apartheid era History textbooks, B1 (2012), B2 (2012) and B3 (2012) displayed a clear anti-Tsarist sentiment. As with the Apartheid era textbooks Tsar Nicholas II was represented as weak, oppressive, backward and perpetuating an oppressive and unsuccessful reign.

In the post-Apartheid era History textbooks big male characters, Tsar Nicholas II, Vladimir Lenin, Leon Trotsky and Joseph Stalin, similar to those found in the Apartheid era textbooks, dominated the historical content. However, a significant change is the portrayal of Trotsky in much more detailed than under Apartheid. However, the main focus was still on Lenin and Stalin. In textbooks B1 (2012) and B 2 (2012) Lenin emerges as a hero and an admirable leader. Especially Book B2 (2012) offered a balanced portrayal of Lenin and called into question his actions and debated his hero legacy. In contrast, Stalin and his legacy were debated and questioned by all three post-Apartheid era textbooks. In the process he was presented as either a hero or a tyrant. For example, Book B1 (2012), denied Stalin a hero status because of the human cost to his rule which was deemed unjustifiable. In contrast, Book B3 (2012) perceived the human cost under Stalin to be worthwhile since it resulted in a modern Russia. However, the most radical departure by the three post-Apartheid from the past is sections on the role of women during the Russian Revolution. This constituted a mighty blow to the male hegemony the Apartheid era textbooks tended to attributed to the Russian Revolution.

In line with the changes that took place in post-Apartheid South Africa all three textbooks analysed offered a basic description of the origins of Communism and what the ideology entailed. This is a radical departure from the Apartheid era and is indicative of how much South Africa and History at school, has changed since 1994. At the same time none of the post-Apartheid era History textbooks displayed an anti-Communist outlook. Instead, Books B1 (2012) and B2 (2012) offered a somewhat positive representation of the Bolsheviks as a revolutionary party. This did not prevent Book B2 (2012) from also offering a critical perspective on Bolshevism and totalitarian rule.

Despite the afore-mentioned, all three textbooks (B1, B2, B3) still adopted a pro-Western lens to understand Russia. For example, although Russia was represented as having modernised, this was linked to aid offered by the West as well as the need for forms of Capitalism within Russia's economy.

Although the three post-Apartheid History textbooks offered content to that found in the Apartheid era textbooks, in other ways the content had radically changed. This includes the adoption of a more critical approach, the appearance of women as leading historical characters and the normalisation of Communism as an ideology. As such the representation of Russia in post-Apartheid History textbooks exhibits both sweeping changes and moments of continuity.

## **Discussion**

To society at large, and many a time to teachers and learners as well, historical content or substantive knowledge is what constitutes History at school. Although this is a dated idea it powerfully maintains currency. Looking at the historical content used to represent Russia in South African History textbooks across the Apartheid and post-Apartheid eras was, therefore, an exercise in trying to understand what has changed and what has remained the same. This was done against a backdrop of radical political changes in South African which also ushered in fundamental changes to the teaching and learning of History at school level.

What then has changed and what has continued in terms of the representation of Russia in South African History textbooks across the Apartheid and post-Apartheid eras? First and foremost the historical periods studied, the Tsarist Regime, Russia during the Bolshevik Revolution, Russia under Lenin and Russia under Stalin, remained remarkably similar across the two political eras. Consequently, the general historical events and characters also maintained a certain similarity. The rationale for this is relatively simple – the eras as outlined and the historical characters as identified are the benchmarked historical content on modern Russia. Reason being that these were the events and characters that birthed an alternative ideology and economic and political order, the like of which the world has never experienced before. How it unfolded and why it happened in Russia is therefore standard historical fare. The result was a certain transferability of historical content between curricula and educational material of the two very different political eras. Such a transfer is not necessarily a strange practice especially since textbook producers are generally under pressure to present a commercial product to a government textbook vetting committee and the market. Additionally, most textbooks authors are not experts on Russian History and are relying on academic History publications which are recontextualised as school History.



Many a time the available historical publications will also have a certain pro-Western bias. Inevitably, considering the aforementioned, a certain similarity in terms of textbook content are to be found between the Apartheid and post-Apartheid publications.

However, it would be fair to say that Russia was not portrayed uniformly across the Apartheid and post-Apartheid era History textbooks. Internationally the limited literature we came across about Russia in History textbooks presented the country uniformly as backward and ruled by tyrannical rulers (Anderson, 1954; Burkhardt, 1947-1948; Paddock, 1998). However, apart from Russia under Tsar Nicholas II, both the Apartheid and post-Apartheid era textbooks did not necessarily view Russia as backwards. Especially the large scale modernisation and industrialisation processes that took place under Communism were presented in a relatively positive light. And although Tsar Nicholas II and Stalin were seen as tyrants, Lenin was presented in the textbooks of both the Apartheid and post-Apartheid eras as anything but that. A telling departure from the international literature and the Apartheid era textbooks is the critical engagement with both Lenin and Stalin by the post-Apartheid era books (B1, B2 and B3). At the same time women as historical characters who played an important role in the Russian Revolution were foregrounded. This constituted a radical departure from the male hegemonic Russian History found in the Apartheid era textbooks and the international literature.

The most telling change in the representation of Russia in the Apartheid and post-Apartheid era History textbooks is the engagement with Communism as an ideology. In the Apartheid era textbooks, in line with the political ideology of the NP and within the context of the Cold War, Russia and Communism was the “Red Peril”. Communism was foregrounded as a threat to especially Capitalism and the white way of life. Such was the fear of this peril that it was illegal to explain the nature of Communism or say anything positive about it. This ideological position permeated the representation of Russia in the Apartheid era textbooks. In contrast, post-1994, Communism and Russia has both been liberated and normalised. Not only is the SACP part of the ruling government but Communism, and what it entails as an ideology is unpacked, be it at a rudimentary level, in the History textbooks. At the same time Russia is no longer a place to be feared because of an ideology it once embraced, but rather a place inhabited by people who faced their own challenges in the past.

The above-mentioned is the most deep-seated change in content on Russia between the Apartheid and post-Apartheid era History textbooks. Since



History textbooks are both educational and political constructions it carries selected narratives linked to a desired ideology with the aim to instil a common set of values and identities (Engelbrecht, 2006; Foster, 2011). This was, with reference to Russia done under Apartheid and is also happening in a post-Apartheid context. Consequently Russia was, and still is, a refashioned historical memory gleaned from desired historical conceptions (Porat, 2004; Stojanovic, 2001; Zajda, 2007) as History at school level moulded itself to the political order of the day (Apple, 2004; Apple & Christian-Smith, 1991). In all of this History textbooks were employed, with reference to Russia, during both political eras, as constructors and disseminators of national narratives and identities.

With reference to the above, school History under Apartheid was a memory discipline underpinned by a white supremacy ideology and based on a master narrative that was not to be contested. As an ideology it was forcefully dispensed and resulted in a very specific identity and consciousness – both in general terms and how it related to Russia. In contrast, in the post-Apartheid context, school History is seen as a disciplinary discipline that welcomes critical engagement and different perspectives. This is part of what it means to be living in a constitutional democracy and means that Russia, as represented in History textbooks, as well as the ideology and identity politics at play, can be challenged and contested. This is singularly the most important differences between engaging with the content on Russia in History textbooks in the Apartheid and post-Apartheid eras.

## **Conclusion**

This article, comparative by nature, allowed for a reflection on change and continuity and similarities and differences (Cavalli, 2016; Nishino, 2006) as it related to the representation of Russia in History textbooks of the Apartheid and post-Apartheid eras. What emerged is, that while the overarching structure of the representation of Russian History generally remained uniform across the two eras certain discernible did exist on how Russia were viewed. In the context of the Apartheid era History textbooks Russia was, for the most part, a country equated to Communism and all the negativity the Apartheid state associated with this ideology. It was also a place where tough men generally ruled in either an incompetent or tyrannically manner. However, between 1974 and 1989, the timeframe the analysed Apartheid era textbooks spans, a more empathetic tone started towards Russia started to emerge. This in

itself was a reflection of the political changes that were taking place in South Africa and which started to pave the way for a different narrative on national identity.

The post-Apartheid era History textbooks, while covering the same historical eras and similar content to their Apartheid era counterparts, were clearly a product of the new South Africa and all it entailed. Russia and Communism were no longer the “Red Scare” but a country whose History was engaged with critically. In the process different perspectives were expressed about the Russian leaders studied and women appeared as historical characters in their own right. Overall, school History, as it related to Russia were starting to reflect the social realities of the post-Apartheid political and educational order with new national narratives and identities being promoted by the History textbooks studied.

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## HANDS-ON ARTICLE

# REIMAGINING THE JOURNEY – EXPANDING THE HISTORY CURRICULUM TO TEACH FOR DEPTH OF UNDERSTANDING IN THE FET PHASE

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### ***Abstract***

*While the NSC CAPS does prescribe topics to be taught in the FET Phase of schooling, it does not restrict an educator from teaching additional topics or extending topics. It will be argued that there is a necessity for learners to develop a deeper understanding of prescribed CAPS topics in Grade 12, which includes the Research Task. It is suggested additional topics in the Grade 10 curriculum, such as aspects of the “American War of Independence” and the “Abolition of Slavery” in both the British Empire and United States of America need to be taught, and the sub-topic in Grade 11 on Pan-Africanism needs to be extended for this purpose. In asking why history educators do not extend aspects of the curriculum, this paper explains what and how expanding the history curriculum should be undertaken through the three-year programme of the FET Phase. More importantly, it is suggested this approach provides learners with insights to engage and contribute to current debates in South Africa and the world at large. The paper will conclude with recommendations on how this in-depth understanding can be incorporated into the curriculum.*

**Keywords:** FET Phase; Additional Topics; Depth of Understanding; Background Context; Educator; Pan Africanism; History; Current Debates.

### **Introduction**

In posing the rhetorical question as to why history educators do not extend aspects of the curriculum in the Further Education and Training (FET) Phase, this paper intends to explain what and how expanding the history curriculum in the FET Phase is undertaken at a co-educational Quintile 5 government school, through what amounts to a three-year programme.

There is little doubt history educators may maintain the existing curriculum is overloaded, argue they are given limited teaching time for the subject, and they do not have the time to go into this proposed depth of teaching and learning. It is also acknowledged that there is a major challenge in getting

learners to voluntarily read. However, it is important to note that in the site of study where educators are encouraged to develop a comprehensive knowledge of the past, of the 186 learners in Grade 10 (2018), there are 115 who elected to study history. This is an indicator of the interest in the subject. Similarly, at the end of 2017, of the learners who wrote Grade 12 History, the seven year average of 81.4% for the subject was maintained<sup>1</sup>. This is also an indicator of the understanding of the subject.

While the National Senior Certificate (NSC) Curriculum and Assessment Policy Statement (CAPS) (DBE, 2011) does prescribe topics to be taught in the FET Phase of History in schooling in South Africa, it does not prevent an educator from teaching additional topics or extending others.

Topics which it is suggested should be taught in Grade 10, and which were clustered under the “Quest for Liberty” theme in the previous curriculum, include aspects of the “American War of Independence” and the “Abolition of Slavery” in both the British Empire and United States of America. These additional topics are necessary to ground a deeper understanding for learners of prescribed CAPS (DBE, 2011) topics in both Grades 11 and 12. While introducing each additional and extended topic through the use of a timeline, which places events in chronological order for the learner, they are taught with a focus on the actions of ordinary people and their agency to seize freedom, where people themselves make history, as opposed to those in power making it happen. The primary focus on Clarkson as opposed to Wilberforce, when discussing the “Abolition of Slavery” in the British Empire, is a case in point. This topic is not included in the CAPS (DBE, 2011).

Without the benefit of having learnt the background context in Grade 10, the learners’ limited understanding becomes apparent by Grade 12. In the November 2017 NSC final History examination, most candidates in the Western Cape province elected to answer Paper One Question Six for their essay choice – the “Civil Rights Movement” topic.<sup>2</sup> Irrespective as to which explicit question they are responding to, candidates are expected to show an understanding of the various forms of civil rights’ mobilisation and acts of civil disobedience. The 1963 March on Washington and Martin Luther King’s “I have a dream” speech serve as an example here. King’s speech requires an

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1 The school is well resourced in terms of both teaching staff and teaching aids. The school, while aspiring to provide an environment in which learners develop as well-rounded and potentially active citizens, the FET Phase options are offered to ensure learners have the opportunity to continue with tertiary studies.

2 At the start of each academic year the Subject Head of History at a high school receives a diagnostic analysis of the learners’ choice of questions answered and the average results per choice. This argument is premised on this diagnostic analysis of 2017 provided by the Department of Basic Education.

understanding of both aspects of the “American War of Independence” and the “American Civil War”, with its aftermath. King’s observation in his speech that “When the architects of our Republic wrote those magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir” (US National Archives & Records Administration, n.d.) has little meaning for a learner, as does “Five score years ago a great American in those symbolic shadow we stand today signed the Emancipation Proclamation” (US National Archives & Records Administration, n.d.), without the additional background context

### Grade 10: Teaching for depth of understanding – the Declaration of Independence, the American War of Independence, and the USA Constitution

Image 1: American War of Independence in context



Source: Designed by the author.

In order to teach the significance of the “American War of Independence” and the iconic wording of both Common Sense and the Declaration of Independence, a brief introduction is required that includes the initial arrival of the British puritans, the increasing disposition of land from Native Americans, the introduction of slavery, and the Seven Year War with its aftermath. The British colonies being considered “royal property” and the colonists wanting a similar form of representation that existed for people in Britain is explained. This contextualises the teaching of the 1<sup>st</sup> Continental Congress in September

1774, the forming of a Continental Army under George Washington and with revolution in the air, the circulation of Thomas Paine's Common Sense and the endorsing of the Declaration of Independence during the Second Continental Congress on 4 July 1776.

The assertion by Thomas Paine that republicanism is the only choice that makes "common sense" and the wording of the Declaration of Independence are discussed in class. An understanding of both documents is necessary for learners when studying topics in the Grade 11 and 12 curricula. For example, the following words from the Declaration of Independence (US 1776) are claimed by and inspire African American civil rights activists in their 100 year struggle for first class citizenship in the United States (National Archive, Americas' Founding Documents, n.d):

*We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.*

From 1877, when laws of segregation were being implemented in the Southern States they were challenged by activists, culminating in the Supreme Court ruling of Plessy v. Ferguson in 1896 (Duignan, n.d). This ruling, arguing "separation" does not mean "unequal", resulted in a long struggle to achieve the rights enshrined in the Declaration. King refers to these words in 1963. Learners need this in-depth knowledge and contextual understanding for the Grade 12 Civil Rights Movement topic (DBE, 2011).

Similarly an understanding of the Declaration of Independence is relevant for learners to engage with the Grade 12 Black Power Movement topic (DBE, 2011). The 10<sup>th</sup> point of the Black Panthers "10 Point Programme" is a direct extraction from the opening two paragraphs of the 1776 Declaration of Independence (Black Panthers' Ten-Point Programme, Marxist Internet Archive, 2002):

When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness – That to



secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, – That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.

We teach the decisive battle at Yorktown in October 1781, where Cornwallis was defeated by Washington's forces (half of whom were French soldiers aided by a French fleet of 24 ships and 1 700 guns off the coast), as well as the granting of independence to the former British colonies in 1782 as a helpful introduction to the CAPS-prescribed Grade 10 "French Revolution" topic (DBE, 2011). It helps to emphasise that independence did not translate into emancipation for slaves. We explain to our learners that slavery remained in the Southern States for another 100 years. It took a further 100 years to get legislated equality for all. Native Americans lost land with the westward expansion, political power remained in the hands of the wealthy (businessmen in the north and plantation owners in the south and only in 1830 was there political equality for all white men) and women had no political rights and their property was owned by their husbands.

This topic is concluded with our discussing in class the 1787 drafting of the US Constitution, George Washington being sworn in as the 1<sup>st</sup> President of the United States of America in 1789, and Congress adding 10 Amendments to the Constitution in 1791 which is explained to our learners is collectively known as the Bill of Rights protecting individual rights and freedoms. During the Constitutional Convention of 1787 contestation arose as to how the number of representatives from each state in Congress would be determined – i.e, would congressional representation be based on the total number of inhabitants of a state and, if so, are the number of slaves in a state included in the calculation even though they had no political rights? Eventually a

compromise was reached in what became known as the “three-fifths clause” (Article 1, Section 2, of the US Constitution of 1787) which stated that for purposes of representation in Congress, enslaved blacks in a state would be counted as three-fifths of the number of white inhabitants of that state. The compromise gave slave-holding states of the South more representation than if only the free white population was counted and therefore a disproportionate influence on the Presidency, the Speakership of the House of Representatives, and the U.S. Supreme Court. We explain to our learners that these factors had a bearing on the consequent civil rights struggle.

An understanding of this 1787 compromise gives the learner the context of the speech of Stokely Carmichael in July 1967 in the Black Power Movement topic in Grade 12 in which he argued (Stokely, 1967, n.p.):

*In the writings of the glorious Constitution, guaranteeing ‘life, liberty, the pursuit of happiness’ and all that other garbage, these were rights for white men only, for the black man was counted only as three fifths of a person. If you read the U.S. Constitution, you will see that this clause is still in there to this day – that the black man was three fifths of a man.*

It is explained in class to our learners that the three-fifths clause remained in force until after the American Civil War. It was after the Civil War that the adoption of the 13<sup>th</sup> Amendment freed all enslaved people in the U.S., the 14<sup>th</sup> Amendment gave all African Americans full citizenship and the 15<sup>th</sup> Amendment granted African American men the right to vote. These amendments, we then explain to our learners, provided constitutional guarantees and the right for which the 100 year civil rights struggle was based on.

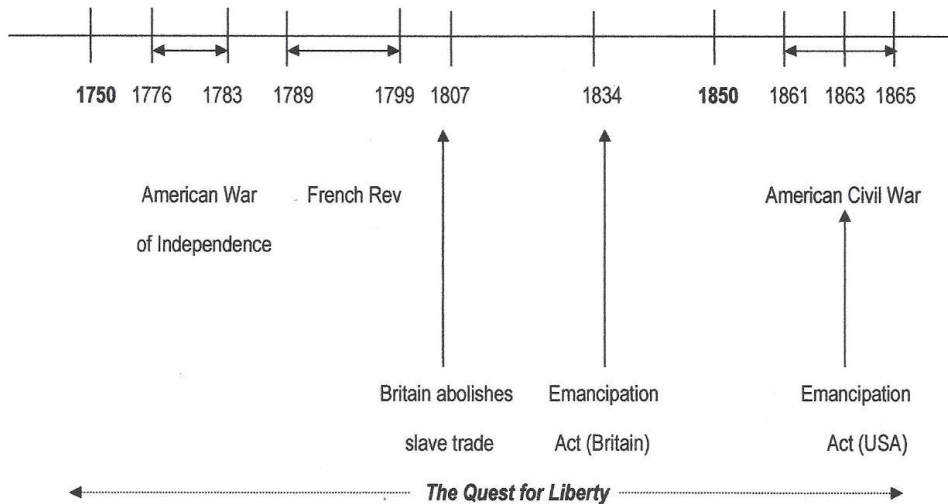
The U.S. Constitution also devolved political power to the lowest possible form of civic representation in the form of tiers of government - from a town level, up through the State, eventually to a federal level. This understanding is important for learners to grapple with answering the question why, following the “period of Reconstruction”, laws of segregation could be passed in different towns and states in the South and which African American civil rights activists had to challenge in order to claim their constitutionally guaranteed first class citizenship.

### **Grade 10: Teaching for depth of understanding – Abolition of slavery in the British Empire**

Having taught aspects of the additional topic of the “American War of Independence”, followed by the CAPS prescribed topic of the “French Revolution”, we introduce the “Abolition of Slavery” in the British Empire

where developments towards two seminal legislative interventions of 1807 and 1833 are discussed – a topic which is not included in the CAPS (DBE, 2011).

**Image 2: Locating the topic in context**



Source: Designed by the author.

The 1700s was the century of the The Enlightenment, the upwelling of ideas about human rights that eventually led to the “American War of Independence” and the “French Revolution”. Yet surprisingly few people at the time, nor our learners today, saw or see a contradiction between freedom for whites and bondage for slaves (Hochschild, 2006). As Hochschild emphasises, the philosopher John Locke, whose ideas about governments arising from the consent of the governed had done so much to lay the foundation for the wording in the Declaration of Independence, invested £600 in the Royal African Company, whose RAC brand was seared onto the breasts of thousands of slaves. In France, Voltaire mocked slaveholders in *Candide* and other works, yet when a leading French slave ship owner offered to name a vessel after him, he accepted with pleasure. Hochschild clearly argues that Europeans did not link freedom for whites with slavery for black until the response to press gangs in England provided the hook for people who were mobilised by abolitionists.

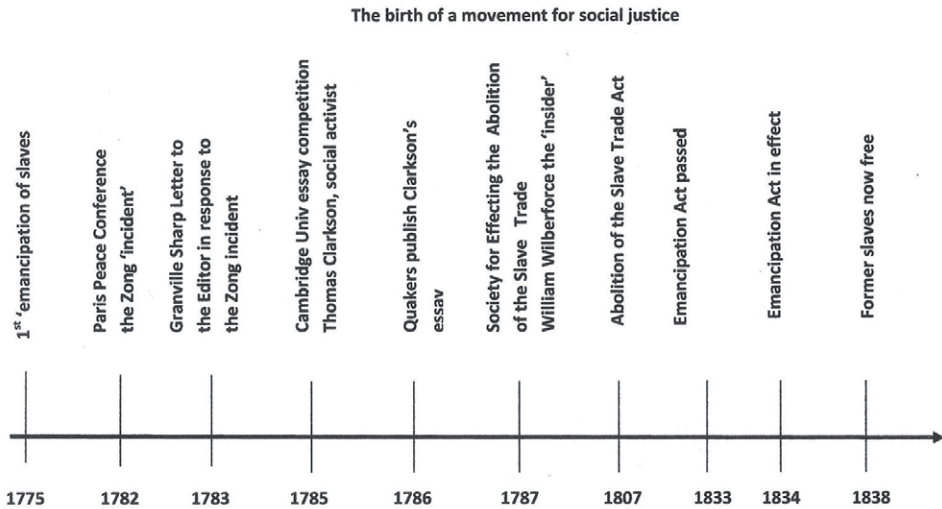
This topic is therefore taught from the perspective that abolitionists were pioneers in forging a central tool of modern civil society, through a committee, to agitate for a humanitarian cause (Hochschild, 2006:106).

Having taught the “American War of Independence” to the Grade 10s, it is now possible to highlight that the ‘first emancipation’ of slaves by the British took place in this context. As Hochschild eloquently explains, when the first stirrings of rebellion came in 1775, the British were desperate to cause problems for the rebels and so they promised freedom to any American slave who deserted a rebel master and joined the British Army. The first 300 blacks who arrived were enlisted into the Royal Ethiopian Regiment and given British uniforms emblazoned with the provocative words “liberty to slaves”. “The promise by the British did not come from wanting an end to slavery, but was a strategic maneuver to deprive the enemy of property” (Hochschild, 2006:98). A later British proclamation broadened the promise, pledging freedom to any slave, male or female, who deserted a rebel owner by crossing into British-held territory. When the war came to an end, with Britain losing, a key question on the table in Paris in late 1782 during peace talks was “what to do with the freed slaves” who had been evacuated to Nova Scotia (Canada)? This issue was only resolved through arbitration by the Tsar of Russia in 1826, when Britain agreed to pay the American slave owners or their heirs half the market value of their former slaves (Hochschild, 2006:103).

We highlight the “Zong” incident (1782) serving as a spark to ignite a response to slavery within Britain. In response to it and in outrage, Granville Sharp wrote a Letter to the Editor. This letter was read by Dr Peter Pickard who set the “questioning of slavery” as the subject for an essay competition, written in Latin, at the University of Cambridge. A student, Thomas Clarkson, submitted an essay and won the competition. He became impassioned with the issue, and was able to get support and assistance from the Quakers, who then gave organisational direction to what became a social movement grounded in a series of brilliant alliances. As Hochschild (2006) explains, the social structure of British society meant they needed an “insider”, and William Wilberforce, the Member of Parliament for Hull, became that “insider”.

Having taught the “French Revolution”, it is emphasised that the inherently conservative British establishment feared sedition during this period which delayed progress for the abolition movement. A long struggle ensued and only in 1807 was the Slave Trade abolished and in 1833 the Emancipation Act passed, effective from 1834. We explain to our learners that by that time, of the 12 members of the original Society for Effecting the Abolition of the Slave Trade which began its campaign fifty one years earlier, only Thomas Clarkson was still alive.

Image 3: The birth of a social movement for justice



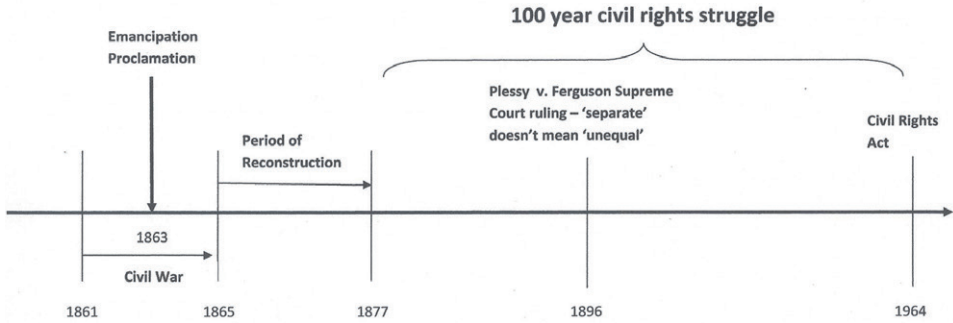
Source: Designed by the author.

It is emphasised, in our class, that the real victory came on 1<sup>st</sup> August 1838, when nearly 800 000 black men, women and children throughout the British Empire officially became free – including here, in the Cape Colony. This provides helpful background context to the Grade 10 teaching of the CAPS (DBE, 2011) prescribed “Movement and Migration” topic of the curriculum as it relates to southern Africa. Slavery was still in place in the southern United States, in the Caribbean colonies of other European countries, in most of South America, and, in different forms in Russia, parts of Africa and the Islamic world.

Just as we had explained Hochschild's (2006) view that that few people saw a contradiction between freedom for whites and bondage for slaves in the context of the period of The Enlightenment, it is also important to contextualise that view in response to the passing of the Emancipation Act and people of Dutch descent moving into the interior of Southern Africa to seize their freedom, but at the expense of occupying land which had been inhabited by African ethnic groups.

## Grade 10: Teaching for depth of understanding – the American Civil War, passing of the Emancipation Proclamation, and its aftermath

Image 4: Placing key events in chronological order



Source: Designed by the author.

Aspects of the additional topic of the “American Civil War”, with a particular emphasis on resistance by slaves which lead to the “Abolition of Slavery” in the United States with the passing of the Emancipation Proclamation (1863) as well as the position African Americans found themselves in its aftermath, is also taught in Grade 10. This topic is taught after the teaching of the “American War of Independence”, the “French Revolution” (a prescribed CAPS topic which builds on insights gained through an understanding of the “American War of Independence”) and the “Abolition of Slavery” in the British Empire.

When introducing this topic, learners need to understand when African slaves were first introduced into America (1619); where and how they were used; how slaves became part of Southern landowners’ wealth; the resistance by slaves to achieve their freedom, and the knowledge that by 1860 there were 4 million slaves of African descent in the Southern States of the USA. They also need to understand that in the Northern States, which had industrialised, the economy was based on wage labour.

A visual depiction of those States which had the highest percentage of the slave population is useful for learners. It reinforces the impact and legacy of slavery on African Americans in the Southern States.

Once the “American War of Independence” with both westward expansion and the forming of new states has been taught, then the tension over the

balance of power which resulted in the establishment of the Republican Party, with the specific goal of preventing the extension of slavery, can be explained. A description of over 300 slave rebellions before 1860, the emergence of the abolition movement in the North in the 1830s, the significant role of former slaves in gradually igniting a moral consciousness through the voices of people such as Frederick Douglass and Sojourner Truth, and the role of the Underground Railroad are elaborated on in class. This gives a context for the secession of South Carolina and ten other Southern States forming the Confederacy in 1861. This kick-started the Civil War. We then briefly discuss the conflicting opinions about what caused the secession and Civil War itself.

Following on from this, emphasis is given to explaining Lincoln's changing views on slavery between his First Inaugural Address on 4<sup>th</sup> March 1861 and the passing of the Emancipation Proclamation on 13<sup>th</sup> December 1863 (The American Presidency Project, 1999, n.d.):

*I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so.*

It is highlighted that at this early stage of his presidency Lincoln supported a pro-slavery Bill. This Bill could have become the 13<sup>th</sup> Amendment to the US Constitution. It is discussed in class that this could have resulted had the Civil War not broken out. Lincoln agreed to admit New Mexico to the Union as a slave state, he supported ideas for the deportation of African Americans to Central America, and he returned escaped slaves to their Southern owners early on in the Civil War.

As the Civil War progressed, Lincoln's stance on slavery shifted, based on military rather than moral considerations (Foner, 2011). The explanation of this shift is addressed in the context of his August 1862 statement (*New York Times*, 1862:1):

*My paramount object in this struggle is to save the Union, and is not either to save or to destroy slavery. If I could save the Union without freeing any slave I would do it, and if I could save it by freeing all the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that. What I do about slavery, and the colored race, I do because I believe it helps to save the Union.*

We explain to our classes, the passing of the Emancipation Proclamation on 1<sup>st</sup> January 1863, which stated that slaves were "forever free", was therefore rationalised on both military grounds, as well as for foreign relations reasons. Lincoln hoped it would spark a slave uprising in the South, which it did. Many slaves did flee to the North which did drain the South of a labour source,



and it also prevented Britain, in part, from recognising the Confederacy as a trading partner. Here we draw on the learners' background knowledge to the "Abolition of Slavery" in the British Empire and the passing of the Emancipation Act through the British House of Commons in 1833.

Reasons for the industrialised North winning the Civil War by 1865 are summarised in our classes as follows: the North had double the population of the South with industries better able to supply its army; a good railway network transported troops, goods and military equipment; and a navy to blockade ports of the Confederacy cut supplies to the South.

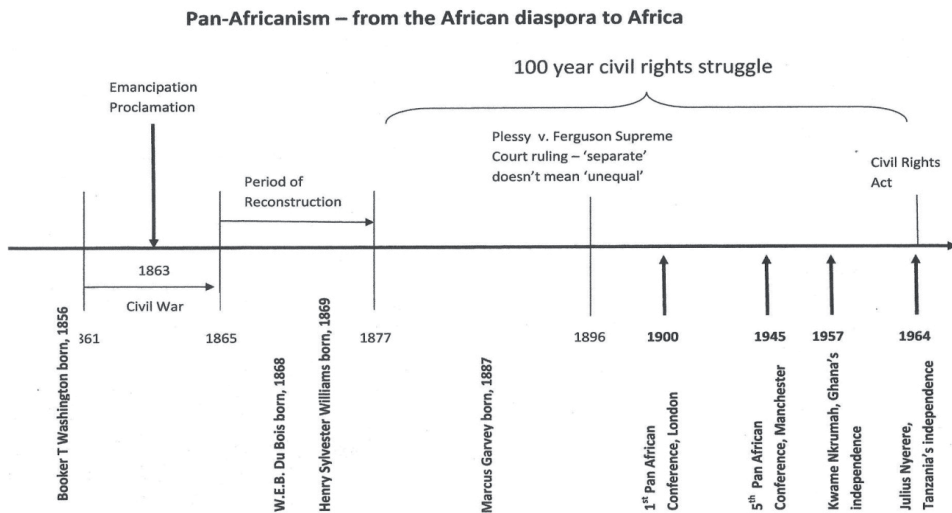
The aftermath of the Civil War, particularly in relation to the position of African Americans in the Southern States, then becomes the link into both the Grade 11 and 12 curricula. It is explained to our learners that the end of slavery did not bring an end to poverty or discrimination for African Americans in the Southern State or the forming of the Ku Klux Klan in Tennessee in 1866. The relatively brief "period of Reconstruction" (1865-1877), during which Northern officials (referred to as "Carpetbaggers") oversaw the rebuilding of the economy in the Southern States, organised elections for new state governments and helped with establishing schools for now free African Americans is described in class. After this "period of Reconstruction" and the return to the North of the seceded officials, we explain in class that conservative Southerners were again elected into positions of civic authority where laws of segregation (referred to as Jim Crow Laws) were passed.

An explanation that the passing of laws of segregation in the southern states were challenged by African Americans, in what becomes a 100 year civil rights struggle in the United States for first class citizenship rights, rounds off our teaching of this topic. African Americans argued their right to equality was entrenched in both the Declaration of Independence and the US Constitution – "all people are born equal". One legal challenge in the civil rights struggle against laws of segregation went before the Supreme Court of the United States in 1896 (Williams, n.d). The Court arrived at a decision in what is known as the Plessy v. Ferguson judgment. To the chagrin of civil rights activists the US Supreme Court found that "separate" did not mean "unequal", and therefore concluded that the laws of segregation were not in conflict with the US Constitution. Learners are then informed that in their Grade 12 curriculum ("Civil Rights Movement" topic) the eventual reversal of this Supreme Court ruling through the commitment of civil rights activists will be discussed.

## Grade 11: Drawing on the Grade 10 foundation to develop on the Grade 11 curriculum

We introduce the first topic of the Grade 11 curriculum (DBE, 2011) in the 4<sup>th</sup> term of Grade 10. In addressing the question “What were the consequences when pseudo-scientific ideas of Race became integral to government policies and legislation in the 19<sup>th</sup> and 20<sup>th</sup> centuries?”, we unpack the theory of pseudo-Scientific Racism, Social Darwinism and Eugenics. We then use the case studies of Namibia, Nazi Germany, Australia, and South Africa to explain the application of the theory of pseudo-Scientific Racism as serving to justify and rationalise colonialism, race-based policies and legislation as well as the agency of response thereto.

Image 5: Locating Pan-Africanism and its ideas in previous understanding



Source: Designed by the author.

We extend the topic of “Pan-Africanism” in the Grade 11 curriculum. Voices from the African diaspora in response to the “Colonial Question”, race-based policies and legislation are explored.

We have elected to focus on four voices from the African diaspora - Booker T. Washington, WEB Du Bois, Henry Sylvester Williams, and Marcus Garvey. In the case of Washington and emphasising the geo-political circumstances of the time we consider his gradualist economic strategy, establishment of the Tuskegee Institute grounded in the doctrine of economic advancement, acceptance of disenfranchisement, and conciliation with the white South, and

his Atlanta Compromise speech of 1895. This leads on to a discussion of Du Bois's gradualist political strategy, his initial support of Washington's Atlanta Compromise speech, involvement in the 1<sup>st</sup> Pan-African Conference in 1900, 'double consciousness' and the notion of the "talented tenth", and founding of the National Association for the Advancement of Coloured People (NAACP) in 1909. We discuss the contribution of Henry Sylvester Williams and his involvement in the 1st Pan-African Conference, emphasising his meeting Alice Victoria Kinloch in the United Kingdom which Ngcukaitobi (2018) highlights, a black woman from South Africa, and the insights she gave him which placed Southern Africa and the conditions of blacks on the agenda for the nascent Pan-Africanism movement. It is this meeting and engagement which led Williams to travel to Southern Africa in 1903 to practice law. He was the first black person to be admitted to the bar in the Cape Colony. We then teach about Marcus Garvey and his founding of the Universal Negro Improvement Association (UNIA), his belief in African economic and political independence and his call on all in the African diaspora to return to Africa, with the slogan "Africa for the Africans".

The 5<sup>th</sup> Pan-African Conference in 1945, and the background to and involvement of Kwame Nkrumah in organising the Conference, becomes the link between voices from the African diaspora and voices out of Africa. We explain Nkrumah's launch of the secret organisation known as the Circle, which was dedicated to the liberation of Africa and the establishment of a Union of Socialist African Republics, his return to the Gold Coast, establishment of the Convention People's Party (CPP), and his becoming the first sub-Saharan African leader of decolonised Africa with Ghana's independence in 1957. Nkrumah's statement at the time of independence, that "our independence is meaningless unless it is linked up with the total liberation of the African continent" (Ghana, 2017, n.p.) and his advocating Pan-Africanism provides the context in which the significance of the 1958 All-African People's Conference to the organisational form of African Nationalism in South Africa is discussed. Having introduced both Anton Lembede and Robert Sobukwe to our classes, we explain that some members of the African National Congress (ANC) were uncomfortable with the endorsement of the 1955 Freedom Charter in South Africa. Nkrumah's views and the 1958 Conference which advocated Pan-Africanism contributed to the breakaway by Africanists to form the Pan Africanist Congress (PAC) in 1959. This forms part of the Grade 11 topic addressing Apartheid South Africa in the 1940s to 1960s.

## **Grade 11 to 12: The expanded Pan-Africanism topic creates a foundation to develop the Research Task for the Grade 12 curriculum**

We believe that by introducing both Pan-Africanist voices from the African diaspora and those out of Africa during and after the 5<sup>th</sup> Pan African Conference, a solid foundation is provided for introducing our Research Task as a CAPS (DBE, 2011) prescribed part of the Grade 12 curriculum.

This Research Task, as we have formulated it, requires the learner to identify any person from the African diaspora or out of Africa, research the person's historical context and explain the person's philosophy or articulated ideas. They then argue the extent to which the person's views influenced the philosophy of Black Consciousness as expressed by Steve Biko (Paper Two, Question 1). The learners work in pairs to research both the person and his / her ideas from the African diaspora or out of Africa, as well as the philosophy of Black Consciousness as expressed by Steve Biko and the extent to which their subject of research influenced such thinking. They present their findings in the form of a PowerPoint presentation to the class. This part of the task is assessed by a rubric out of 50 marks. They then take the research they have done together and individually write an analytical essay in answer to the following explicit question, which is assessed according to the Gr 12 CAPS (DBE, 2011) essay marking matrix out of 50 marks: *In what ways did (your person researched) influence Black Consciousness thinking as expressed by Steve Biko?*

In order to assist the learners in meeting the requirement of the Research Task we do teach an additional module referred to as "Black Consciousness Movement: Its philosophical foundations and political influence", which draws on the work of Mabogo P More (2017).

The three-year programme of teaching the curriculum through inclusion of additional and extended topics provides the learners with a depth of understanding of the past, enabling them to engage and contribute to current debates in South Africa and the world at large. It is this understanding of the past which enables them to engage with insight, into their Grade 12 Research Task and other forms of Assessment.

## **Recommendations**

The following recommendations are offered to contribute towards a depth of understanding of the teaching and learning of history in the FET Phase through which learners develop a comprehensive knowledge of the past:

- History educators need to read, read, and undertake more reading. The more we read into different topics, the more we are able to draw the past into the present and form linkages between different topics. A reliance on textbooks does not enable us to teach for depth.
- In South Africa we are gifted post-1994, and more particularly in the recent past, with people writing their own stories. These stories about the past need to be incorporated into the teaching of the history curriculum in the FET Phase. Copies of the books, as they become available, must not only be on the shelf of our school libraries, but relevant extracts should be included in both learner notes and assessments.
- While many individual stories are being published, the authors of such stories should be approached to tell their stories in our history classrooms. Learners enjoy nothing more than a 'new face' in the classroom where an individual's story makes history seem that much more real to them. This requires of the individual history educator knowing the story and making contact with the author.
- As we individually prepare learner notes on additional or extended topics, it is important for us to understand our collective responsibility in the teaching and learning of history. This requires of us to make available such learner notes to other educators. It is suggested this could be best facilitated through the respective Districts, provincial Education Departments, or the Department of Basic Education (History). Through the use of Google Drive we do share learner notes, in the form of PowerPoint presentations, which are available to those who wish to use them in our District.
- Whether the depth of understanding through teaching of the three year programme in the FET Phase is easily transferable between Quintiles, where the language of instruction becomes an issue, requires further investigation. While the learner notes and assessments have been tested and implemented in our Quintile 5 school, they have also been used this year as part of an intervention for Grade 12 history learners at a nearby Quintile 2 co-educational government school. In the teaching of the Grade 12 learners, their lack of depth of understanding soon became apparent, which required the glaring omissions in their previous Grade 10 and 11 years being synthesised and then taught. The results of their assessment in the June exams have yet to be analysed.
- The why of teaching for depth of understanding requires regular conversation and engagement between educators of history at an FET Phase.

## **Conclusion**

While the NSC CAPS does prescribe topics to be taught in the FET Phase

of schooling, it does not restrict an educator from teaching additional topics or extending topics. It is suggested that by expanding on the what, why, how in the history curriculum, learners are provided with useful insights that provided a deeper grounding for their understanding of Grade 12 topics and will equip them to engage with and contribute to current debates in South Africa and the world at large.

### Example of a Grade 12 Research Task, which draws on the additional and expanded topics taught in Grade 10 and 11

#### Grade 12 Research Project

Your task is to create a research project looking at any **African** or member of the **African Diaspora** whose political philosophy influenced **Black Consciousness** thinking as expressed by Steve Biko.

Your figure could be, for example, a **NOVELIST** (eg. Wole Soyinka), **POST-COLONIAL AFRICAN LEADER** (eg. Thomas Sankara), **CULTURAL FIGURE** (eg. Bob Marley), **ACADEMIC/PHILOSOPHER** (eg. Frantz Fanon), **PRE-COLONIAL AFRICAN LEADER** (eg. Mohlomi).

**Black Consciousness** is defined by Steve Biko in this way:

*“Black consciousness is in essence the realisation by the Black man of the need to rally together with his brothers around the cause of their oppression – the blackness of their skin and to operate as a group in order to rid themselves of the shackles that bind them to perpetual servitude. It seeks to demonstrate the lie that black is an aberration from the normal which is white.*

*It is a manifestation of a new realisation that by seeking to run away from themselves and to emulate the white man, blacks are insulting the intelligence of whoever created them black.*

*Black consciousness therefore takes cognisance of the deliberateness of God’s plan in creating black people black. It seeks to infuse the black community with a new-found pride in themselves, their efforts, their value systems, their culture, their religion and their outlook to life.”*

**From an address by Biko in Pietermaritzburg, August 1971**

Your project will take the form of:

- 1) A group presentation (done in pairs) of your research on your African figure and how their thinking/philosophy/actions influenced Black Consciousness thinking. You should create a PowerPoint presentation to accompany your oral presentation.
- 2) An analytical essay which presents your research as a response to the question: ***In what way did [YOUR FIGURE] influence Black Consciousness thinking as expressed by Steve Biko?*** This will be handed in individually.

To clarify:

- You will do research in pairs.
- You will present the research in an oral presentation with a PowerPoint presentation. You will hand in two printed copies of your presentation (words and slides).
- You will each take the research you have done together and individually write an essay in response to the above question. Your group will produce two individual essays.

The project is out of 100 marks, 50 for the presentation and 50 for the essay.



## Example of the rubric used in assessing the PowerPoint presentation of research undertaken

	5	4	3	2	1-0
<b>Theorist Context (5)</b>	The theorist has been placed in context in a clear and excellently explained manner.	Context has been established clearly and well.	Context is established but not fully.	Context is shaky.	Context is barely established, if at all.
	10-8	7-6	5-4	4-3	2-0
<b>Theorist Theory (10)</b>	The ideology of the theorist has been clearly explained and has obviously been understood by the presenters.	The ideology of the theorist has been well explained and has been understood by the presenters.	The ideology is presented in an adequate manner but has not been fully understood by the presenters.	The ideology has been presented in a partial or muddled manner. It has not been understood by the presenters.	The ideology has not been explained adequately and understanding is problematic.
	5	4	3	2	1-0
<b>Biko' BC Context (5)</b>	Biko's BC has been placed in context in a clear and excellently explained manner.	Context has been established clearly and well.	Context is established but not fully.	Context is shaky.	Context is barely established, if at all.
	10-8	7-6	5-4	4-3	2-0
<b>Biko's BC Content (10)</b>	Biko's ideology of BC has been clearly explained and has obviously been understood by the presenters.	Biko's has been well explained and has been understood by the presenters.	Biko's ideology is presented in an adequate manner but has not been fully understood by the presenters.	Biko's ideology has been presented in a partial or muddled manner. It has not been understood by the presenters.	Biko's ideology has not been explained adequately and understanding is problematic.
	10-8	7-6	5-4	4-3	2-0
<b>Link Between Theorist &amp; Biko's BC (10)</b>	A clear and relevant link has been well established.	A link has been established.	A link has been established but relevance is questionable.	A link is not entirely clear although an attempt has been made.	There is little evidence of a link.
	5	4	3	2	1-0
<b>Presentation (5)</b>	Presenters show an excellent understanding of how to present research in a structured manner.	Presenters show good understanding of how to present research in a structured manner.	Presenters show an understanding of how to present research in a structured manner.	Presenters have attempted to present research in a structured manner.	Presenters show little or no understanding of how to present research in a structured manner.
	5	4	3	2	1-0
<b>Referencing (5)</b>	There is clear evidence of referencing in a correct and appropriate manner.	There is evidence of referencing in a correct and appropriate manner.	There is an attempt to reference in a correct and appropriate manner.	Referencing is present but is not appropriately done.	There is a lack of referencing.



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## BOOK REVIEWS

*African muckracking: 75 Years of investigative journalism in Africa*

(Jacana Media, 2017, 347 pp. ISBN 978-1-4314-2586-0)

**Anya Schiffrin & George Lugalambi**

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The relationship between journalism and history has always been acknowledged, although with reservations. Indeed, some have gone as far as labelling journalists “historians of the present”. While these two disciplines are obviously distinct, there is no reason to question the assertion by Yves Lavoine that “journalists and historians know that they have one point in common: they both play a part in defining how events are presented in society.” This is the thought that came to me as I read *African muckracking: 75 Years of investigative journalism in Africa*. The book reminded me of the important arguments on how journalists play a significant role in shaping history as much as historians themselves do. That is why I read this book with great interest, even though I am in the field of history.

From reading the title of the book alone, the reader obtains an idea of its contents while also creating positive curiosity. Some of the questions I immediately had to do with which countries are featured in the book and what kind of corruption was investigated. Indeed, the cover gives a hint of some of the journalists in the book – some identifiable titans in African journalism. The table of contents presents the structure of the book which further addressed my curious questions before I even started reading.

*African muckracking* contains over 7 chapters organised into themes that give an idea of the kind of issues that were investigated. The themes are “The struggle for independence”, “The struggle for democracy”, “Health, rural affairs and the environment”, “Corruption”, “Mining”, “Women” and “Human rights”. As evident from the themes, most of the cases of muckracking are from post-colonial Africa. The editors admit this fact and claim that this is so because journalism as a field in general is still developing and not much muckracking would have been done during the colonial period.

The seven themes cover over 40 sections, each dealing with a specific case of journalism that exposed the hidden facts on a particular topic. Each of the themes has an introduction done by expert journalists on the issue under focus. The introductions create a very useful contextualisation for the themes. The cases present excerpts of or full articles on the exposé. The different articles not only show different writing styles and genres but also reveal some of the major challenges journalists have faced in trying to provide news on sensitive issues.

In its efforts to cover the continent, the book has cases from over 20 countries. Admittedly, the book could not have possibly covered all 54 African countries. Still, there is an admitted bias in the choice of countries – with South Africa having most of the cases (eight) while Nigeria is second with six. Such a decision is not well explained, leaving the reader to speculate whether South Africa has the most number of cases because it has a lot of corruption, because it may be easier to operate there or because the book is published in the country.

The first case in the book is an excerpt from Sol Plaatje's *Native life in South Africa*. It is introduced by Catherine Higgs who quotes Plaatje's biographer Brian Willan to have described the book as "the classic black political statement." Clearly, this was not a classic case of investigative journalism, but he being a journalist can be considered to have informed his writing of the book. It therefore conceptualises some of the first critical anti-colonial journalism in Africa, and certainly in South Africa.

The last case is the harrowing case of how a Tanzanian father sold his son, Adam Robert, for US\$6 000. Sadly, this is just one case amongst many showing the travails of people living with albinism in many African countries. The case of Adam reveals some how people living with albinism are condemned even by their parents from birth, yet they are highly sought after by superstitious people who believe that their body parts can be used to enhance supernatural powers. This case also claims that Tanzania has the highest rate of attacks on people living with albinism. Richard Mgamba's investigative report led not only to the arrest of the perpetrators, but government action such as appointing people with albinism in positions of political power.

Although the book is thick, it is easy to access for the ordinary reader. Since most of the writings are little excerpts, the book does not become a huge and cumbersome dossier on one issue. Instead, the editors managed to find stories that get straight to the point to get the reader's attention. Yet, the short cases

leave the reader not only intrigued but also curious to conduct their own further research on the cases that are covered. The reader can also pick themes of personal interest and does not have to read the entire book, although I would recommend it.

African Muckracking is a book that can be very valuable for history teaching and learning. Its content covers not just political, but also economic and social topics. The major advantage of such journalism-rooted writing is that it provides alternative narratives on topics that may seem to be glossed over in official history books, particularly school textbooks. This gives history teachers and students a chance to expose themselves to multiple narratives and engage with them critically. Schiffrin and Lugalambi's book is definitely worth reading.

*The rise of Africa's middle class: Myths, realities and critical engagements*

(WITS University Press, 2017, 219 pp. ISBN 978 1 77614 082 4)

**Henning Melber**

Simphiwe Ngwane

*Institutional Researcher at the Gauteng Provincial Legislature*

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*How people categorise themselves influences the ways in which they experience their social location, and many have important consequences for political actions (p. 19).*

Henning Melber and his contributing authors in their 2017 book, *The rise of Africa's middle class: Myths, realities and critical engagements* have produced a well-considered contribution to the much popularised research foci that is Africa's middle class. The collection is notably limited in its continental reach as it primarily focused on east coast and Southern African states. However, it still has distinct sediments; yet, common understandings permeate through the layers, although some layers have more depth than others do. Overall, the book's contribution broadens the African middle class debate, moving beyond income-based markers of class and placing vivid focus on boundary work as a contextual theoretical frame to understand Africa's middle class.

The introduction by Melber provides a critical framework and reference point for the contributions in the book. It recapitulates parts of the debate emerging on the middle class(es), its intricacies and contradictions, and looks

for a critical explanation regarding the sudden appearance of such a debate, as if classes were a new phenomenon (p. 1).

The introductory chapter begins by foregrounding more economically inclined markers of class, citing various international reports that bracket the middle class on differing income brackets. Melber argues that, what is most problematic beyond fiddling with figures is the deficiency of a rigorous definition of middle class. “Middle class” tends to be used in an inflationary manner to cover almost everything without any further internal differentiations that exist within a very broad band of income groups, thereby signifying little to nothing (p. 2). Melber argues that these examinations hardly bother to engage with the more methodological aspects of the analysis of classes, which has a long tradition in social sciences and should have an integral part of the engagement with the phenomenon now under deliberations and discussed (p. 3).

Chapter 1 by Lenz engages with the history and theory of the terms elite and middle class on the African continent. Lenz argues that the changing scholarly usages of elite and class concepts echo the socio-economic development of the continent where middle-income groups, sharing certain ‘middle-class’ values and lifestyles, have only rather recently come to the fore. Both terms were initially coined by societal actors and have since the end of the eighteenth century, become catchwords in political discourse, well before scholars defined them in any systematic fashion (p. 18).

Lenz then warns that scholars should therefore be sensitive to the complex feedback process between social science and political-cum-social practice. In order to do so in a comprehensive manner, however, scholars also need to go beyond folk terminologies, develop their own analytical categories, and critically engage with the baggage that received theoretical concepts with them (p. 19).

A pertinent concept, which Lenz foregrounds in his chapter, is that of boundary work. An important aspect of the middle class’s boundary work is the reference groups on which people draw when defining their social location (p. 27). The sometimes surprisingly diverging definitions of who belongs to the “middle” can be seen as resulting from the different frames of reference that people adopt (p. 27). The concept is contextual in its drafting, allowing it to be transplanted to different localities instead of imposing, sometimes-foreign concepts onto divergent localities.

The second chapter by Stoffel, just like all the previous and forthcoming chapters, begins the chapter by laying out the unsettled discourse with income-based markers of class. He argues that, “The arbitrariness of the different thresholds has been criticised most prominently by some scholars, trying to define middle class on a cross-country level (p. 54). The assumption that middle class living standards begin when poverty includes all people in the middle class who are not poor according to the median of the national poverty lines of 70 developing countries, which lies at US\$2 per day at 2005 PPP” (p. 55).

Stoffel’s Human Development argument supported by new assets in the Multidimensional Poverty Index mentions this proposed approach but does not detail how it would work or offer any case study to propel the argument.

Chapter three by Akinkugbe and Wohlmuth examines the role of the African middle class as a base for entrepreneurship development. The authors argue that there is a huge gap in entrepreneurial activities between the informal sector microenterprises and the large formal sector enterprises, just as there is a huge credit-granting gap between the microfinance institutions at the low end and the big commercial/merchant banks, at the high end in most of the African countries (p. 74).

The authors put forward a well-considered and aptly relevant argument on the needed minimum conditions for a transformative middle class in Africa. The authors highlight the need for a “collective identity,” which may be called “class consciousness”. In addition, Africa’s middle class needs to demand a more strategic role from the state in terms of public goods provision, and lastly; their interest should be compatible with the interest of the broader society.

Chapter 4 by Hellsten challenges the assumptions that the expansion of the middle class will somehow “automatically” steer Africa towards democracy and good governance (p. 95). The chapter promises to deconstruct the myth of the African middle class but generically focuses on the political loyalty of the African middle class, without delving deep to any empirical sources.

Chapter 5 by Neubert, highlights the scepticism regarding the democratic attitude of the middle class leads us to ask whether the members of the middle class share a common political vision and how this is related to the middle class consensus (p. 110). Although large parts of the middle-income stratum cannot be sure whether they will keep their position, and this stratum is marked by upward and downward mobility – there is a group living in moderate prosperity and a group is less well-off. They lack joint class consciousness,

but share an important feature: they have the ability to consumer above and beyond the fulfilment of their basic needs (p. 118).

Neubert further argues that the middle class shares with the poor a feeling of uncertainty because the social position of the largest part of the middle class is not secured and they risk falling down the social ladder, even when there is at the same time the chance to climb (p. 123). Against this background the Kenyan middle class does not develop particular political interests because they lack a peculiar structural position that many be the foundation for a distinct joint political orientation (p. 124).

Chapter six by Orji, contributes to the understanding of the role of the role of the new middle class in African by looking at the political activism of the Nigerian middle class. The new middle class in Nigeria has embraced new digital technologies, particularly social media and is using them to widen the boundaries of political participation. The chapter lacked in illustrating how the Nigerian middle classes usage of social media made them activist.

Chapter seven by Schubert presents the experiences of some inhabitants who might be termed part of a new, emerging urban middle class, to interrogate the analytical and conceptual usefulness of the term in a context like Angola (p. 147). The chapter comes across as sporadic and its construction does not aid the reader understanding the sample selection and how their realities can be seen as political subjectivities.

Chapter eight by Sumich examines the middle class of Mozambique and further traces the formation and political embeddedness of a middle class in Mozambique from independence to present (p. 161). The middle classes of Mozambique and Africa more generally do not necessarily act autonomously from the political system, checking its overweening ambitions, but are largely an outgrowth of the state that created them. The middle class is dependent on political structures they do not trust and are vulnerable to be a volatile economic situation (p. 166).

Chapter nine by Ngoma examines South Africa's black middle class professionals and it is empirically based on a qualitative study that explores how such black professionals construct their class and political identities (p. 170). Importantly, the dominant and underlying analytical point in these arguments is that class has superseded race as a social and identity marker (p. 171). The second analytical outcome derives from the pervasive argument that the ANC's aggressive new affirmative action policies, BEE and EE have directly, if not singularly, created



the new black middle class resulting in its support of the ANC (p. 171). The chapter argues that the high intra-racial inequality maintain the Black Middle Classes' (BMC) racial alliances rather than class alliances (p. 177). Instead, it seems more plausible that segments of the new BMC have an identity that is historically defined and that might be reinforced by the continued dominance of white capital (p. 177). Income allows a person to be middle class, but debt strips away affordability and therefore, middle class status. Credit access was a defining marker in being middle class (p. 179).

Chapter 10 by Shule is truly lacking and is very disappointing. The author cobbles together a weak argument about Tanzania's middle class-elite unwillingness to consume Kiswahili video-film and Bongo movies and this lack of consumption will shrink the industry. There is no ethnographic analysis of the sample, why the Tanzanian middle class should consume the movies, the significance of them consuming or not consuming this genre and what this all tells us.

The conclusion by Melber draws the books multiple threads and illustrates that what is lumped together as middle classes represents at best an opaque awareness if not about themselves, then at least about society and their position, aims and politics (p. 202). Melber is upfront about the books limitation and future angles that the topic should be directed towards.

Virtually all historical and anthropological studies on the global middle classes agree that economic definitions of the middle class through its location in the occupational structure or its income and expenditure do not suffice, and can even be misleading (p. 27).

*The rise of Africa's middle class* offers itself as a multiple lens to examining Africa's middle class. It prompts the reader to always enquire who is doing the defining of middle class and what their intentions are. The book furthers what Deborah James in her 2014 book, *Money from nothing*, contends as; "a young middle-class aspirant today is burdened with multiple expectations" (p. 26). The proffered boundary work framework, which the book foregrounds as being innately sensitive to context, is a much-needed nuance. Melber and the contributing authors have foregrounded key insights into Africa's middle class debate, primarily the east coast of Africa. It would have been worthwhile to also hear voices from West African and the interior regions.



*Teaching and learning History and Geography in the South African classroom*

(Van Schaik Publishers, Pretoria, 2018, pp. 488. ISBN 978 0 627 03502 9)

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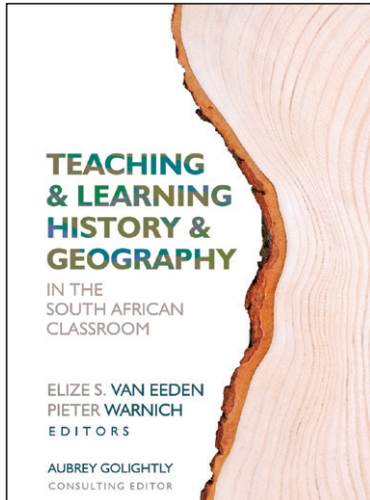
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When I started my academic career in 1983, I was also involved in the training of potential History teachers. This book, a first of its kind, is unfortunately 35 years too late for me, but it currently addresses in a scholarly way a much-needed and long overdue need for the training of History and Geography teachers in the South African context. It covers both the pre-1990 and post-1990 era and brings together a most valuable body of knowledge which is necessary for the training of Social Science, History and Geography teachers.

In the present era of decolonisation, this book is very opportune for the South African context. The value of this multi-authored book also lies in the fact that it was compiled and edited by experts in their respective fields. This book is not a practical tool or a manual on how to train History and Geography teachers, as it provides a sound theoretical underpinning in each chapter on what the teaching and learning of Social Sciences (as well as History and Geography in the FET phase) is all about. The scholarly approach as well as the in-depth research that was done makes this a most valuable resource in the training of Social Science, History and Geography teachers. The book is based on relevant research and makes a rich contribution to the body of knowledge on the teaching and learning in these disciplines. The practical aspect and the theory complement each other and are finely balanced. This useful aspect will certainly help potential teachers to engage in a critical way with the curriculum they need to teach.

A strong point of the book is the emphasis on teaching and learning as an integrated process. The focus is not just on the teacher, but also on the learner and how both these role players can collaboratively engage with the Social Science, History and Geography curriculums.

NEW PUBLICATION



**Teaching and Learning History and Geography in the South African Classroom**

Editors: Elize van Eeden & Pieter Warnich  
 Consulting editor: Aubrey Golightly  
 ISBN: 978 0 627 03502 9; R555.00  
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 Page extent: 520  
 Publication date: January 2018

This book guides readers through developments in the History and Geography fields, new focus areas and some teaching and learning possibilities unlocked by technology. Drawing on prodigious research, experts in these fields impart recommendations for teaching, understanding, learning and assessing these subjects purposefully.

*Teaching and learning History and Geography in the South African classroom* is aimed at scholars, educators and prospective educators in Social Sciences, History and Geography programmes.

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ACCESSIBLE · AFFORDABLE · AFRICAN

The structure of the book is very logical and coherent. The book starts off by giving a theoretical underpinning and then provides contextualisation by giving a very sound foundation of the current school curriculum field (CAPS). A positive aspect of the publication is the logical structure. The different sections and chapters provide a strong coherence and there is a golden thread throughout, from Chapter 1 up to the final chapter. The extensive and impressive reference lists at the end of each chapter contribute to the strong theoretical underpinning.

The book is divided into two sections, namely Section A (p. 25) for History and Section B (p. 263) for Geography. Both Sections A and B are then divided into thematic sub-sections, with appropriate chapters under each section. This structure provides a clear roadmap for the reader. The List of Figures and the List of Tables could perhaps have been placed directly after the List of Contents, instead of after the section with the biographical information of all the authors. Each chapter starts with a description of the intended outcomes and the key terms and ends off with reflective exercises. In some cases, these exercises could perhaps have been more extensive. What is also very helpful is the name of the section at the top of the left-hand page and the chapter title at the top of the right-hand page. This helps when navigating through the book. The technical aspects of the book are thus of a high standard.

This book contributes to the debate on how to teach Social Sciences as an independent curriculum field and discipline. Teachers often claim that they teach Social Sciences, but in reality, they teach History and Geography as completely separate school subjects. This book helps to increase one's understanding of this subject discipline, without forfeiting the identity and uniqueness of each specific subject field.

The topics included in this book, as per section, address current thinking and new developments regarding the teaching and learning of Social Sciences, History and Geography and how to deal with these disciplines in the classroom. Some of the intermediate, senior and FET themes in Section A (History) include remembering one's own history and how to teach it (which includes a most valuable section on the writing and teaching History in South Africa), the teaching of local and regional history, facing and teaching controversial issues, and the teaching and "doing" of History. In Section B (Geography) a similar approach is followed in addressing relevant issues such as space, places and maps (with appropriate chapters), facing Geography, and the teaching, "doing" and assessment of Geography.

The comment made in the Acknowledgements that “History and Geography are dynamic and diverse disciplines ... have always displayed integrative abilities and combined potential in teaching and learning because human actions in spaces and places matter equally”, is evidence of the scholarly approach of this publication.

This book, a first of its kind in South Africa, will be of value to specialists in Social Sciences, History as well as Geography and contribute to the empowerment of future and potential specialists. This publication brings together and disseminates research and new developments in the teaching and learning of the above-mentioned subjects which will enhance the quality of teacher training and prepare teachers for the classroom.

I recommend very strongly *Teaching & learning History and Geography in the South African classroom* for every teacher involved in the teaching and learning of Social Sciences, History and Geography.



## SASHT CONFERENCE 2018

### THE SOUTH AFRICAN SOCIETY FOR HISTORY TEACHING

invites you to the

**32th ANNUAL CONFERENCE 5-6 October 2018**

Hosted by the SASHT, in conjunction with the Faculty of Education of the  
*Cape Peninsula University of Technology* (CPUT)

#### **SECOND CALL FOR PAPERS AND ABSTRACTS:**

**Deadline: 15 AUGUST 2018**

This is a conference for all involved in History education.

*Theme: Bridging the divide between Theory and Practice in the Curriculum*  
(The History Teacher's Craft)

We are calling upon academic historians, history educators involved in the practical teaching of History in primary and secondary schools, and post-graduate students doing research on topics that relate to the conference theme and sub-themes to submit proposals for paper, workshop or poster presentations for the upcoming SASHT conference. The organisers, particularly, are encouraging proposals that offer practical workshops and panel discussions where school teachers can explore issues related to *bridging the divide between theory and practice*.

#### **The conference is structured around three broad sub-themes:**

- *History teaching in the Intermediate Phase* (Grades 4-6)
- *History teaching in the Senior Phase* (Grades 7-9)
- *History teaching in the Further Education and Training Phase* (Grades 10-12)



Topics to be explored include but are not limited to:

- » *The use of sources and evidence.*
- » *Ways to bring archaeology into the classroom.*
- » *Sensitive topics in history.*
- » *What teachers do with local history.*
- » *Beyond the classroom: excursions, museums, monuments and heritage*
- » *Assessment: Driver or Measure?*
- » *Novels, storytelling and orality in the history classroom*

Proposals should be tailored to speak to one of the three broad sub-themes.

### TYPES OF PRESENTATIONS

1. Paper Presentations: These will be allocated 20 minutes each, plus a 10 minute question/discussion time.
2. Workshop Presentations: Workshop presentations will be allocated 45-60 minutes each, inclusive of question and discussion time.
3. Poster Presentations: Posters will be displayed in a public area and time programmed for a 5-10 minute discussion during a walk-about.

### HOW TO SUBMIT A PROPOSAL TO PRESENT

An abstract of 150 – 200 words should be submitted as an email attachment to the conference committee, c/o Prof Rob Siebörger – (Rob.Sieborger@uct.ac.za)

#### **Abstract Guidelines:**

- Use MS-Word, Arial 11pt font, 1.5 spacing.
- The maximum length is 200 words including keywords or phrases.
- Authors must provide full contact details and details of the institution to which they belong, and indicate clearly the type of presentation proposed.

**DEADLINE FOR PROPOSALS** Abstracts must reach us no later than **WEDNESDAY 15<sup>th</sup> August 2018** (deadline). The SASHT conference organizers will let prospective presenters know by 31 August whether or not their proposals have been accepted.

### FUTURE PUBLICATION OF PAPERS

We strongly encourage you to prepare your paper or presentation with a view to possible publication in the SASHT accredited journal, *Yesterday&Today*.

An electronic version which can be downloaded for peer review should be a maximum of 20 pages in length, double spaced and in Arial 11pt font. See examples of *Yesterday&Today* articles on Scielo open access ([http://www.scielo.org.za/scielo.php?script=sci\\_serial&pid=2223-0386&lng=en](http://www.scielo.org.za/scielo.php?script=sci_serial&pid=2223-0386&lng=en)), the [www.SASHTw.org.za](http://www.SASHTw.org.za) website or <http://dspace.nwu.ac.za/handle/10394/5126>

## REGISTRATION

Registration for the conference can be done at the following link: <https://goo.gl/forms/JnIMx0acZLvaAr1q1>

See you in Cape Town!

*Barry Firth*

*on behalf of the organising committee.*

SASHT in partnership with CPUT presents

# The 2018 History Teaching Conference

**WHEN** 5 – 6 October 2018  
**WHERE** CPUT Mowbray

## THEME

- Bridging the divide between theory and practice in the History curriculum
- Reflecting on the intended-, enacted and assessed curricula as it is manifested in school classrooms

Contact: Barry Firth

**t** 021 680 1522

**c** 076 835 1859

**e** [firthb@cput.ac.za](mailto:firthb@cput.ac.za)

SOUTH AFRICAN SOCIETY  
FOR HISTORY TEACHING  
(SASHT)



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**w** [www.cput.ac.za](http://www.cput.ac.za)

**f** [www.facebook.com/cput.ac.za](http://www.facebook.com/cput.ac.za)  
**t** @cput  
**@** @wearecput

 Cape Peninsula  
University of Technology  
creating futures

Consult the CPUT website or faculty for more information. Every effort has been made to ensure the accuracy of the information; however the University reserves the right at any time, if circumstances require to make changes to any of the published details.

ATHLONE BELLVILLE CAPE TOWN GEORGE GRANGER BAY MOWBRAY WELLINGTON WORCESTER



## MINUTES

### SASHT ANNUAL GENERAL MEETING

Riverside Sun Hotel, Cnr Wenning & Emfuleni Drive, Vanderbijlpark  
1900 SOUTH AFRICA

15 SEPTEMBER 2017 (13:30-14:30)

#### **1. Welcome, personalia, members present and apologies**

Everyone is warmly welcomed by Prof Elize van Eeden. She expressed the hope that this joint conference with the International Society of History Didactics (ISHD) will be successful and fruitful to all.

#### **2. Previous minutes (6 October 2016) and matters from the minutes**

The previous minutes are accepted as correct.

#### **3. Combined feedback on SASHT activities, 2016-2017 (Prof ES van Eeden)**

##### **3.1. Membership & correspondence (Dr SJ Bester)**

There are currently 120 paid up and other members on the SASHT member list. In this regard it is suggested that members should be reminded individually of outstanding membership fees. Members at the various institutions are encouraged to assist in recruiting new members.

##### **3.2. SASHT Website & Facebook (Ms R Kroon & Mr P McMahan)**

Rika Odendaal-Krone is responsible for the uploading of items on the SASHT Website. She took over from Mr P McMahan.

### **3.3. Marketing – DoE and other podiums** (Mr J Manenzhe & Mrs S Glanvill-Miller)

The SASHT Website could play an important role in marketing the SASHT, because upcoming events and other news can be put on the Website. Members must also use meetings as a platform to promote and market the SASHT.

### **3.4. *Yesterday&Today*** (Dr PG Warnich & Dr M Maposa)

The *Yesterday&Today* journal is linked to Boloka, which is an the open access Institutional Repository of the North-West University

From first edition in April 1981- July 2017 online

Received 180 citations since April 1981 (158 since 2012)

From 1981 - June 2017 (50 editions; nothing published in 7 editions) during the 80's due to financial constraints): 585 articles published.

Our articles are also available in the e-journal editions which are available on the SASHT website (since 2006).

### **3.5. SASHT History Olympiad – *MadeSA*** (Ms R Kroon)

It is the 3rd year of the Olympiad, and the expectation is that it will expand. Rika Odendaal-Kroon stated that financial support is necessary to be sustainable. The entry fee is R100-00 per school, and it will help if a sponsor could come on board.

### **3.6. History and the DBE & DoE (History as compulsory subject)** (Prof R Siebörger)

Prof R Siebörger reported that the task team is still working on this matter and we are awaiting further inputs.

### **3.7. History textbook developments** (Mr B Firth)

There are no reports regarding this matter.

### **3.8. SASHT Finances (and the Y&T page fees)**

#### **3.8.1. SASHT Membership fees**

It is decided not to increase the membership fee. It will stay R400 per year for institutions and R200 per year for individuals.

#### **3.8.2. Report on hosting the 2017 Joint ISHD-SASHT conference.**

### **3.9. Conference 2018: Western Cape** (Mr B Firth)

Barry Firth reports that he and his team are already busy with planning and arrangements. They are looking forward to welcome all.

### **3.10. SASHT constitution**

The SASHT constitution was sent to the SASHT Executive & Regional representatives to give feedback.

### **3.11. SASHT election 2017**

This is the first time that SASHT members vote electronically. The new elected SASHT Executive Committee will elect the Chairperson and Deputy Chair.

### **3.12. Regional Representatives**

Knysna Motumi is the new Free State Regional Representative and Valencia Mabelane is the new Gauteng Regional Representative

### **3.13. SASHT Constitution** (standing agenda matter)

Prof Van Eeden reports that the SASHT Working Committee has added to the SASHT constitution the possibility of electronic voting. After formulating the suggested change all members were informed and encouraged to respond if they are not satisfied. This process ran for two weeks of July 2017 through email and the SASHT website. The available Internet programme of *Election Buddy* was successfully used.

## **4. Regional activities** (Ms HJ Lubbe)

See Addendum.

## **5. Presidential speech** (Prof ES van Eeden)-*See Yesterday&Today Dec 2017*

## **6. Announcement: 2017 election results SASHT Executive (2017-2020)** (Ms HJ Lubbe)

Dr Kate Angier  
Ns Marj Brown  
Mr Barry Firth  
Ms Michelle Friedman  
Mr Jake Manenzhe  
Dr Marshall Maposa  
Ms Lea Nasson

Ms Rika Kroon  
Ms Gill Sutton  
Dr Pieter Warnich

It is reported that the new Executive will in the week after the conference elect for the positions of President and Vice-President.

### **Closure**

After thanking all members for their loyalty over the years, Mr Barry Firth and Mr Jake Manezhe also extends a special appreciation to Ms Henriette Lubbe for her years of devotion to ensure that the SASHT's regional representatives are supported with utmost loyalty and timeless support.



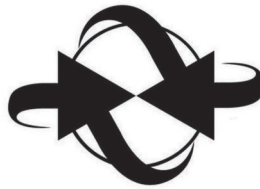
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**Prof Elize S van Eeden**  
(SASHT President, 2014-2017)

**Dr SJ Bester**  
(SASHT Secretariat, 2014-2017)



*Occasionally the SASHT Executive requests that the SASHT constitution is displayed in an Yesterday&Today edition to inform and/or update their members. Members are invited to request a review of any section of the SASHT constitution at an SASHT General Meeting. Prior consent of a section review must be received in written form by the Secretariat of the SASHT or the Chairperson/vice Chairperson of the SASHT (see communication details in the SASHT AGM-minute)*



## SASHT CONSTITUTION

### THE SOUTH AFRICAN SOCIETY FOR HISTORY TEACHING (SASHT)

**(An Association of History Educators, Organisations, Publishers and People interested in History Teaching as well as the educational dissemination of historical research and knowledge)**

#### **1. CONSTITUTION**

1.1 There shall be constituted a body known as the SOUTH AFRICAN SOCIETY FOR HISTORY TEACHING (SASHT). The provisions herein contained shall be known as the Constitution of the Society, which provisions may be altered by a majority of those members present at a general meeting of members, considering that:

1.1.1 the precise terms of any proposed alteration shall be set out in a notice prior to convening the meeting and/or Circulated to members via electronic medium at least a month before the meeting;

1.1.22 the purpose and objects of the Society shall not be altered without the consent of 66% of the members (via electronic medium and formally communicated/confirmed at the AGM that follows the approved/disapproved alteration.

#### **2. OBJECTIVES**

The objectives of the Society (since date of founding in 1986) shall be to assist its members in every possible way and in particular:

- 2.1 To improve the contact between educators of History training at tertiary level and teachers in the broad educational field.
- 2.2 To renew a training in the didactics of History education.
- 2.3 To utilise the expertise of educators teaching History to assist with the training of future History teachers.
- 2.4 To continuously debate the content of basic and advanced educational programmes in the training of History educators with the intention to continue to improve quality.
- 2.5 To make history educators and student teachers aware of the relationship between History as an academic discipline and the didactics and teaching of History at school level in order to keep abreast with educational development and academic debates.
- 2.6. To encourage educators of History to strive towards achieving and sustaining high academic standards in the teaching methodology and in the general knowledge of History as a discipline.
- 2.7 To make educators of History and student teachers in History aware of the relevance or “value” of History for communities and the nation at large.
- 2.8 To explore, if the SASHT grows in membership, the idea of identifying and organising committees that can explore and develop certain fields in History to benefit all the educators of History in South Africa.

### **3. MEMBERSHIP**

3.1 Membership shall consist of three types:

3.1.1 Individual membership (History educators or other academically-focused members from institutions) who are fully paid up members of the Society (Annual fees will be determined by the Executive each year and communicated timeously to members and potential members). The individual members representing an educational, institution will be eligible to vote or serve on the SASHT Executive and any committees/portfolios, and will receive electronic correspondence as well as a copy (twice annually) of the peer reviewed and DHET-indexed reviewed SASHT- connected Journal, *Yesterday&Today*.

3.1.2 Group membership (schools, academic institutions, private organisations & publishers): Will pay an annual membership fee determined by the Executive Committee on a yearly basis which will include a membership provision of more than one individual. These members will be eligible to vote but not all be eligible to serve on the committees. Electronic correspondence will be received as well as a copy (twice annually) of the SASHT-connected *Yesterday&Today* Journal obtained.

3.1.3 Individual membership outside the borders of South Africa: Will pay the annual fee as determined by the Executive Committee in Rand or in another currency as indicated on the SASHT membership form.

The individual members outside the borders of South Africa will be eligible to vote but not serve on the Executive Committee (these members could serve on other committees as occasionally identified, as well as on the *Yesterday&Today* editorial board) and will receive electronic correspondence as well as a copy (twice annually) of the SASHT-connected Journal, *Yesterday&Today*.

3.2 The following persons are eligible as members of the Society:

3.2.1 any History educator/organisation/publisher who subscribes to the objectives of the Society; and

3.2.2 is approved by the Executive Committee as a member.

3.3 Any member may resign by notice to the chairperson, the vice chairperson or the secretariat/treasurer.

3.4 Membership will be held confidential, and it is up to individual members to disclose his or her membership to the general public.

#### **4. MANAGEMENT**

4.1 The interests of the Society shall be managed by at least a ten-member Executive Committee consisting of a chairperson, a vice chairperson (when required), a secretariat and a treasurer (this position can also be combined into a secretary-treasurer position) and six to seven additional members as portfolio members and/or regional representatives. These members in the leading position of the SASHT shall hold the respective positions for a maximum of three years, after which they may be re-elected at an annual general meeting (usually to be held in September-October). Two additional members (the guest hosting a conference during the following year and a History educator abroad) may be nominated.

The temporary Executive member hosting the next conference may be nominated fully on the Executive as well, but if not he/she only has a temporary executive position to smooth the conference organization process with efficient communication.

4.2 An election of new Executive Committee members for the SASHT Executive during every third Annual General SASHT meeting should be conducted by one of the SASHT members or an executive member who has been nominated to undertake the task (and not the current chairperson or vice chairperson).

4.3 A process of nomination and election becomes necessary if Executive Committee members have served a three-year term. Both new nominees and retiring committee members are eligible for re-nominating in a re-election. Electing the new SASHT Executive of 10 members through Internet will be conducted at least two weeks prior to an annual SASHT conference. The secretariat manages the term of office of the SASHT Executive, sends out notifications to retiring/re-election status members and invites new nominations, to be done formally and on a standard SASHT nomination form.

4.4 Only fully paid-up members of the SASHT (and preferably only one member per institution in the Society having served in the Society for at least one year) are eligible for election as Executive Committee members. A nominator of a nominee and the seconder (inclusive of the nominee) must all be paid-up members of the SASHT.

The newly elected SASHT Executive from the nominations received will be formally revealed during an annual AGM meeting of the SASHT.

From the ten nominees, fully elected by secret vote and accepted, the positions of chairperson and vice chairperson should be voted for by the newly elected SASHT Executive Committee. This voting process will normally be done after the AGM meeting in the year of election.

4.5 The SASHT Executive Committee may co-opt a member to the Committee in the event of a vacancy occurring for the remaining period of the term of office of the person who vacated the position OR the opening of a vacancy due to any other reason and with the consent of the rest of the SASHT Executive.

4.6 The Executive Committee of the Society may appoint sub-committees as it deems fit.

4.7 Each sub-committee or portfolio of the Executive Committee shall be chaired by a committee member and may consist of so many members as the committee may decide from time to time.

4.8 A sub-committee may co-opt any SASHT member to such sub-committee or portfolio.

## **5. MEETINGS**

### **5.1 Executive Committee Meetings**

5.1.1 Committee meetings shall be convened by the secretariat/secretary-treasurer on the instructions of the chairperson or vice-chairperson or when four committee members jointly and in writing apply for such a meeting to be convened. Three committee members shall form a quorum. Most of the correspondence will be done via e-mail.

5.1.2 SASHT Executive Committee meetings will take place BEFORE an annual SASHT conference and AFTER the conference.

5.1.3 Committee decisions shall take place by voting. In the event of the voting being equal, the chairperson shall have a casting vote.

5.1.4 Should a committee member absent himself from two successive committee meetings without valid reason and/or not replying twice on e-mail requests in decision making, he/she shall forfeit his/her committee membership.

### **5.2 General Meetings**

5.2.1 The Annual General Meeting (AGM) of the Society shall take place during the annual SASHT Conference.

5.2.2 A special general meeting may be convened by the Executive Committee upon the receipt of a signed, written request of at least ten registered members of the Society which request must be accompanied by a full motivation for requesting such a meeting.

5.3 The Executive Committee may call a general meeting as it deems fit.

5.4 The following procedures shall apply to all general meetings:

5.4.1 A minimum of ten members will form a quorum. In the absence of such a quorum, the members present may adjourn the meeting for a period of seven days where the members present at the adjourned date will automatically constitute a quorum.

5.4.2 Decisions shall be taken by a majority vote.

5.5 Finances

5.5.1 All the income of the Society shall be deposited in an account at a bank and/or other approved financial institution. One to two members, consisting of either

the chairperson and/or the vice-chairperson and/or the secretary-treasurer if so arranged, shall be empowered to withdraw and deposit funds for the use of/on behalf of the Society.

5.5.2 Any amount that must be withdrawn, and exceeds the amount of R3 000 should beforehand be properly communicated among the two to three empowered Executive members (namely the chairperson, the vice chairperson and, if a position of treasurer exists, the treasurer). All these aforesaid empowered executive members should be able to exercise their signing right (to withdraw and deposit funds) on behalf of the SASHT in the absence of a/ the treasurer, but with the consent and approval of the core SASHT Executive.

5.5.3 Proper accounts shall be kept of all finances of the Society as set out in the regulations published in terms of the Fundraising Act, 1978.

5.5.4 A financial report shall be produced by the Executive or Secretary-treasurer (the latter if appointed as such) at the annual general meeting or upon request from the SASHT Executive Committee. Otherwise a full general account at least should be provided in the Chairperson's report.

5.5.5 Financial contributions will be collected from all persons and/or organisations, worldwide, which support the objectives of the Society.

5.5.6 Guest SASHT conference organiser(s)/Society member involved, shall be accountable for transferring the remaining income obtained from organising an annual conference into the SASHT bank account, as part of the effort to strengthen the SASHT's financial capacity. Any contributions, towards the covering of conference expenses by the Society are on a strictly voluntary basis.

## **6. RIGHT TO VOTE**

Each individual subscribed member (and one member of a subscribed institution) has one vote at any meeting.

## **7. CONSTITUTIONAL AMENDMENTS**

Any amendment to this Constitution shall only be effected by a two-thirds majority decision at a general meeting or via proper E-mail communication prior to a general meeting; or a special general meeting, and further provided that seven days' prior notice was given of the proposed amendment.

Notice is to be given in the same manner as a notice for a general meeting.

## **8. DISSOLUTION**

8.1 The Society may dissolve, or merge, with any other association with a similar purpose and objectives in each case only:

8.1.1 On a resolution passed by the majority of members present at a duly constituted general or special general meeting of members; or

8.1.2 On an application to a court of law by any member on the ground that the Society has become dormant or is unable to fulfil its purpose and objectives,

8.1.3 On a merger, the assets of the Society shall accrue to the Society/Association with which the merger is affected.

8.1.4 On dissolution, the assets of the Society shall be realised by a liquidator appointed by the general meeting or the court, as the case may be, and the proceeds shall be distributed equally amongst such Societies/Associations with similar objectives as may be nominated by the last Executive Committee of the Society.

## **9. MISCELLANEOUS**

9.1 Every Executive member/ordinary member of the Society shall be entitled at all reasonable times to inspect all books of account and other documents of the Society which the custodian thereof shall accordingly be obliged to produce.

# The Yesterday & Today (Y&T) Journal for History Teaching in South Africa and abroad

## Editorial policy

1. Y&T is a scholarly, peer-reviewed journal (accredited since the beginning of 2012).
2. The Y&T journal is a journal for research in especially the fields of history teaching and History discipline research to improve not only the teaching, but also the knowledge dissemination of History. The Journal is currently editorially managed by the North-West University and published under the auspices of the South African Society for History Teaching (SASHT).
3. Contributions may be either in the humanities (historically based theoretical discourses), or from education (best practice workshops, or focused content research with a fundamental theoretical basis reflecting History or other histories). Articles, in which interdisciplinary collaborations between the humanities and education are explored, are also welcome.
4. Regional content mostly considers quantitative and qualitative research in Southern Africa, but international contributions, that may apply to History teaching and research in general, are equally welcome.
5. Authors may submit individual contributions or contributions created in teams.
6. All manuscripts are subjected to a double-blinded review process.
7. The language of the journal is English. However, abstracts may be in any of the 11 official languages of South Africa.
8. Contributions must be accompanied by an abstract of not more than 250 words.
9. The titles of articles should preferably not exceed 20 words.
10. The names of authors and their institutional affiliations must accompany all contributions. Authors also have to enclose their telephone and fax numbers and E-mail and postal addresses.
11. The Harvard or the Footnote methods of reference may be used (see the last pages of the journal for the reference guidelines for more detail on the Harvard and Footnote reference methods). The authors' choice of which reference method will be respected by the editorial management. References must be clear, lucid and comprehensible for a general academic audience of readers. Once an author has made a choice of reference method, the Y&T guidelines for either the Harvard reference method or the Footnote reference method must be scrupulously followed. The guidelines for referencing according to the Harvard method are provided on the last pages of the journal. The most recent *Yesterday&Today* journal articles could also serve as guideline.



12. Editorial material with images (illustrations, photographs, tables and graphs) is permissible. The images should, however, be of a high-density quality (high resolution, minimum of 200dpi). The source references should also be included. Large files should be posted in separate E-mail attachments, and appropriately numbered in sequence.
13. Articles should be submitted to the editor electronically at: pieter.warnich@nwu.ac.za and also to his administrative assistant, Ronelle van Staden at: 20505957@nwu.ac.za. Notification of the receipt of the documents will be done within 48 hours.
14. The text format must be in 12pt font, and in single spacing. The text should preferably be in Microsoft Word format.
15. The length of articles should preferably not exceed 8 000 to 10 000 words, or 15 to journal pages.
16. Articles which have been published previously, or which are under consideration for publication elsewhere, may not be submitted to the *Yesterday&Today* journal. Copies of the Journal is also electronically available on the SASHT website at [www.sashtw.org.za](http://www.sashtw.org.za).
17. For scientific research articles, page fees of R220.00 per page (for 10 pages R2 200) will be charged from the author's institution. However, in the end it remains the responsibility of the author to ensure that these fees are paid.
18. The journal utilizes the Portico digital preservation system in order to create permanent archives of the journal for purpose of preservation and restoration.
19. *Yesterday&Today* is an Open Access journal which means that all content is freely available without charge to the user or his/her institution. Users are allowed to read, download, copy, distribute, print, search, or link to the full texts of the articles, or use them for any other lawful purpose, without asking prior permission from the publisher or the author. This is in accordance with the Budapest Open Access Initiative (BOAI) definition of Open Access.
20. The journal has a registered deposit policy with SHERPA RoMEO. This policy indicates to institutions whether they are allowed to upload a duplicate copy of an article by an author affiliated with the home institution, into their institutional repository (Green Open Access). The following link to SHERPA RoMEO can be followed: <http://www.sherpa.ac.uk/romeo/issn/0038-2353/>.
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## Yesterday & Today

### Template guidelines for writing an article

1. **Font type:** Adobe Garamond Pro (throughout document)/Arial (if the first font type is unavailable).
2. **Font size in body text:** 12pt.
3. **Author's details: ONLY provide the following:** Title, Campus & University and E-mail address

Title:10pt, regular font; Campus & University: 10pt, italics; and E-mail address: 10pt, regular font. (Consult previous articles published in the Y&T journal as an example or as a practical guideline).

Example: Pieter van Rensburg, *Vaal Triangle Campus, North-West University*, p.vanrensburg@gmail.com.

4. **Abstract:** The abstract should be placed on the first page (where the title heading and author's particulars appear). The prescribed length is between a half and three quarters of a page.

The abstract body: Regular font, 10pt.

The heading of the *Abstract*: Bold, italics, 12pt.

5. **Keywords:** The keywords should be placed on the first page below the abstract.

The word '**Keywords**':10pt, bold, underline.

Each keyword must start with a capital letter and end with a semi-colon (;).

Example: Meters; People; etc. (A minimum of six key words is required).

6. **Heading of article:** 14pt, bold.
7. **Main headings in article:** 'Introduction' – 12pt, bold.
8. **Sub-headings in article:** '*History research*' – 12pt, bold, italics.
9. **Third level sub-headings:** '**History research**' – 11pt, bold, underline.
10. **Footnotes:** 8pt, regular font; **BUT** note that the footnote numbers in the article text should be 12pt.

The initials in a person's name (in footnote text) should be without any full stops. Example: LC du Plessis and **NOT** L.C. du Plessis.

11. **Body text:** Names without punctuation in the text. Example: “HL le Roux said” and **NOT** “H.L. le Roux said”.
12. **Page numbering:** Page numbering in the footnote reference text should be indicated as follows:  
Example: p.space23 – p. 23. / pp. 23-29.
13. **Any lists** in the body text should be 11pt, and in bullet format.
14. **Quotes from sources in the body text** must be used sparingly. If used, it must be indented and in italics (10pt). Quotes less than one line in a paragraph can be incorporated as part of a paragraph, but within inverted commas; and **NOT** in italics. Example: An owner close to the town stated that: “the pollution history of the river is a muddy business”.
15. Quotes (**as part of the body text**) must be in double inverted commas: “...and she” and **NOT** ‘...and she’.
16. **Images: Illustrations, pictures, photographs and figures:** Submit all pictures for an article in jpeg, tiff or pdf format in a separate folder, and indicate where the pictures should be placed in the manuscript’s body text. All visuals are referred to as Images.  
Example: **Image 1: ‘Image title’** (regular font, 10pt) in the body text.  
Sources of all images should also be included after the ‘Image title’.  
Example: **Source: ‘The source’** (regular font, 9 pt). Remember to save and name pictures in the separate folder accordingly.  
Important note: All the images should be of good quality (a minimum resolution of 200dpi is required; if the image is not scanned).
17. Punctuation marks should be placed in front of the **footnote numbers** in the text. Example: the end.<sup>1</sup> **NOT** ...the end<sup>1</sup>.
18. **Single and left spacing** between the sentences in the footnote.
19. **Dates:** All dates in footnotes should be written out in full. Example: **23 December 2010; NOT 23/12/2010 [For additional guidelines see the Yesterday & Today Reference guidelines].**
20. Language setting in Microsoft Word as **English (South Africa); do this before starting with the word processing of the article.** Go to ‘Review’, ‘Set Language’ and select ‘English (South Africa)’.

## The footnote or Harvard reference methods – some guidelines

Both the footnote reference method and the Harvard reference method are accepted for articles in *Yesterday & Today*. See some guidelines below:

### The footnote reference method

Footnote references should be placed at the bottom of each page. Footnotes should be numbered sequentially throughout the article and starting with 1. Archival sources/published works/authors referred to in the text should be cited in full in the first footnote of each new reference. Thereafter it can be reduced to a shorter footnote reference. Do not refer to the exact same source and page numbers in footnotes that follow each other.

The use of the Latin word “Ibid” is **not** allowed. Rather refer to the actual reference again (or in its shortened version) on the rest of a page(s) in the footnote section.

The titles of books, articles, chapters, theses, dissertations and papers/manuscripts should NOT be capitalised at random. Only the names of people and places (and in some instances specific historic events) are capitalised. For example: **P Erasmus, “The ‘lost’ South African tribe – rebirth of the Koranna in the Free State”, *New Contree*, 50, November 2005, p. 77;**

### NOT

P Erasmus, “The ‘Lost’ South African Tribe – Rebirth Of The Koranna In The Free State”, *New Contree*, 50, November 2005, p. 77.

**PLEASE NOTE:** Referencing journal titles imply that every word of the journal must start with a capital letter, example: Yesterday&Today Journal.

### Examples of an article in a journal

R Siebörger, Incorporating human rights into the teaching of History: Teaching materials, *Yesterday&Today*, 2, October 2008, pp. 1-14.

S Marks, “Khoisan resistance to the Dutch in the seventeenth and eighteen centuries”, *Journal of African History*, 3(1), 1972, p. 76.

### **Example of a shortened version of an article in a journal**

**From:**

P Erasmus, “The ‘lost’ South African tribe – rebirth of the Koranna in the Free State”, *New Contree*, 50, November 2005, p. 77.

**To:**

P Erasmus, “The ‘lost’ South African tribe...”, *New Contree*, 50, November 2005, p. 77.

**[Please note: ONLY the title of the article is shortened and not the finding place.]**

### **Examples of a reference from a book**

WF Lye & C Murray, *Transformations on the Highveld: The Tswana and the Southern Sotho* (Cape Town, David Phillip, 1980), pp. 7, 10.

JJ Buys, *Die oorsprong en migrasiebewegings van die Koranna en hulle rol in die Transgariet tot 1870* (Universiteit van die Vrystaat, Bloemfontein, 1989), pp. 33-34.

**[Please note: The reference variety to page numbers used.]**

### **Example of a shortened version of a reference from a book**

**From:**

JA Conforti, *Samuel Hopkins and the New Divinity Movement: Calvinism, the Congregational Ministry, and reform in New England between the Great Awakenings* (Washington, Christian University Press, 1981), p. 23.

**To:**

JA Conforti, *Samuel Hopkins and the New Divinity Movement...*, p. 23.

### **Example of a reference from a chapter in a book**

S Brown, “Diplomacy by other means: SWAPO’s liberation war”, C Leys, JS Saul et.al, *Namibia’s liberation struggle: The two-edged sword* (London, Oxford University Press, 1995), pp. 19-39.

**Shortened version:**

S Brown, “Diplomacy by other means...”, C Leys, JS Saul et.al, *Namibia’s liberation struggle...*, pp. 19-39.

### **Example of a reference from an unpublished dissertation/thesis**

MJ Dhlamini, "The relationship between the African National Congress and the Pan Africanist Congress, 1959-1990" (Ph.D, NWU, 2006), pp. 4, 8, 11.

### **Examples of a reference from a newspaper**

P Coetzee, "Voëlvlugblik ATKV 75 op ons blink geskiedenis", *Die Transvaler*, 6 Januarie 2006, p. 8.

or

*Zululand Times*, 19 July 1923.

### **Archival references:**

#### **• Interview(s)**

Provide at least key details such as: Name of interviewee and profession; the interviewer and profession and date of interview

#### **• Example of interview reference**

K Rasool (Personal Collection), interview, K Kotzé (CEO, Goldfields, Johannesburg Head Office)/E Schutte (Researcher, NWU, School of Basic Science), 12 March 2006.

#### **• Example of shortened interview reference** (after it has been used once in article)

K Rasool (Personal Collection), interview, K. Kotzé/E Schutte , 12 March 2006.

#### **• Example of an Electronic Mail - document or letter**

E-mail: W Pepler (Bigenafrika, Pretoria/E van Eeden (Researcher), 22 October 2006.

#### **• National archives** (or any other archive)

National Archive (NA), Pretoria, Department of Education (DoE), Vol.10, Reference 8/1/3/452: Letter, K Lewis (Director General) / P Dlamini (Teacher, Springs College), 12 June 1960.

**[Please note: After the first reference to the National Archives or Source Group for example, it can be abbreviated to e.g. NA or DE.]**

### **A source accessed on the Internet**

A Dissel, "Tracking transformation in South African prisons", Track Two, 11(2), April 2002 (available at <http://ccrweb.ccr.uct.ac.za/two/11-2transformation.html>, as accessed on 14 Jan. 2003), pp. 1-3.

### **A source from conference proceedings**

#### **First reference to the source:**

D Dollar, "Asian century or multi-polar century?" (Paper, Global Development Network Annual Conference, Beijing, January 2007), p. 7.

B Sautmann, "The forest for the trees: Trade investment and the China-in-Africa discourse" (Paper, Public Seminar: China in Africa: Race, relations and reflections, Centre for Sociological Research, University of Johannesburg, 28 July 2007), p. 7.

#### **Shortened version:**

D Dollar, "Asian century..." (Paper, GDN Conference, 2007), p. 7.

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- **Books**

Surname(s) and initials of author(s) or editor(s), year of publication, title of book, volume, edition, place of publication and publisher: e.g. Mouton, J 2001. *Understanding social research*. Pretoria: JL van Schaik.

- **Chapters in books**

Surname(s) and initials of author(s), year of publication, title of chapter, editor(s), title of book, place of publication and publisher: e.g. Masterman, L 1992. The case of television studies. In: M Alvarado & O Boyd-Barrett (eds.). *Media education: an introduction*. London: British Film Institute.

- **Unpublished theses or dissertations**

Fardon, JVV 2007. Gender in history teaching resources in South African public school. Unpublished DEd thesis. Pretoria: Unisa.

- **Anonymous newspaper references**

*Daily Mail* 2006. World Teachers' Day, 24 April.

- **Electronic references**

Published under author's name:

Marshall, J 2003. Why Johnny can't teach. *Reason*, December. Available at <http://www.reason.com/news/show/29399.html>. Accessed on 10 August 2010.

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