

<b>TITLE</b>	South Africa in the Twentieth Century
<b>SI MODULE CODE</b>	77-6682-00S
<b>CREDITS</b>	20
<b>LEVEL</b>	6
<b>JACS CODE</b>	V100/ QV31
<b>SUBJECT GROUP</b>	History
<b>DEPARTMENT</b>	Humanities
<b>MODULE LEADER</b>	Laura Evans

<b>MODULE STUDY HOURS (based on 10 hours per credit)*</b>			
<b>Scheduled Learning and Teaching Activities</b>	<b>Placement (if applicable)</b>	<b>Independent Guided Study</b>	<b>Total Number of Study Hours</b>
36	n/a	164	200

### **MODULE AIM**

This module aims to provide a multi-layered understanding of South Africa's history in the 'long' twentieth century. It examines a wide range of literatures and topics to explore key shifts in South African politics, economy and society, including: the impacts of the discovery of mass gold deposits in 1886; the rise of the migrant labour system; the development of segregationist policy; the apartheid project; nationalism and the rise of mass resistance to apartheid; the transition to democracy, and the inheritances and challenges faced by the new democracy. The module will pay particular attention to the history of apartheid and the impacts of rapid social change upon the development of this system of white supremacy and resistance to it.

### **MODULE LEARNING OUTCOMES**

By engaging successfully with this module you will be able to

- demonstrate nuanced and informed understandings of key historical processes (economic, social and political), identities and political movements in twentieth century South Africa;
- demonstrate an understanding of a range of key historical concepts as they relate to particular contexts in the history of twentieth century South Africa;
- situate South Africa's colonial regime within a wider understanding of empire, colonialism and decolonisation in the twentieth century;
- analyse and reflect critically on a variety of historical texts on twentieth century South Africa and show an awareness of a range of sources and their strengths and weaknesses.

### **INDICATIVE CONTENT**

Topics may include:

- The gold mining economy
- The South African war
- The 1913 and 1936 Land Acts and the makings of segregation
- Urbanisation and social change
- The rise of Afrikaner and African nationalisms
- The Apartheid project
- From protest to challenge- the rise of mass resistance and the turn to armed struggle
- State Repression: mass arrests, forced removals and the making of the Bantustans

- Exile politics and the International Anti-Apartheid Movement
- Black consciousness and the Soweto uprising
- The States of Emergency, 1985-1986
- The transition years: negotiated settlement
- The Rainbow Nation: Mandela's presidency
- Mbeki's presidency and the 'African renaissance'
- The Zuma years: new political fissures, new social challenges
- Nelson Mandela: critical biography

## **LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

The module will be delivered by lectures and seminars. The lectures will provide an overview of the chronology and main themes of the topic and an introduction to key historical debates. Seminars will explore a particular aspect of the topic in greater detail: this may involve interrogating a point of historiographical debate, or examining a set of primary documents alongside secondary literature. Use may also be made of video materials. The module will be e-supported through the provision of lecture slides, electronic reading lists, digitised readings and, where relevant, other learning resources via the module Blackboard site.

The module is assessed by two tasks:

Task 1 (50%): A 2,000 word essay, based on material covered in the first few weeks of the module.

Task 2 (50%): An unseen 2 hour examination (3 questions) covering the entire module.

## **ASSESSMENT TASK INFORMATION**

<b>Task No.</b>	<b>Short Description of Task</b>	<b>SI Code EX/CW/PR</b>	<b>Task Weighting %</b>	<b>Word Count or Exam Duration**</b>	<b>In-module retrieval available</b>
1	Essay	CW	50%	2000 words	No
2	Exam	EX	50%	2 hours	No

## **FEEDBACK**

You will be provided with written feedback for module tasks on standardised proformas. Oral feedback will be available for those who request it. On-going advice on the development of research and writing skills will also be given by the Module Leader in seminar sessions.

In classroom discussion you will be given the opportunity to express and develop your own ideas and will receive informal feedback from the tutor and other students on this. This will be further facilitated by small group discussion which will enable you to share your ideas as well as to learn from others.

## **LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

Resources for the module will draw on extensive pre-existing Learning Centre materials (books and journal articles) and will be augmented by purchasing some new publications. Links to digitised readings will also be available via the module Blackboard site.

Sample reading list:

- Beinart, W., *Twentieth Century South Africa* (Oxford, 2001).
- Beinart, W. and S. Dubow (eds), *Segregation and Apartheid in Twentieth Century South Africa* (London, 2003).
- Bonner, P., P. Delius and D. Posel (eds), *Apartheid's Genesis, 1935- 1962* (Johannesburg, 1993).
- Lodge, T., *Black Politics in South Africa Since 1945* (London, 1983).
- Marais, H., *South Africa: Limits to Change: The Political Economy of Transition* (London, 2001).
- Marks, S. and S. Trapido (eds), *The Politics of Race, Class and Nationalism in Twentieth Century South Africa* (London, 1987).
- Posel, D., *The Making of Apartheid, 1948- 1961: Conflict and Compromise* (Oxford, 1991).
- Ross, R., *A Concise History of South Africa* (Cambridge, 1999).
- Ross, R., A. K. Mager and B. Nasson (eds), *The Cambridge History of South Africa, Volume 2* (Cambridge, 2011).

**SECTION 2 MODULE INFORMATION FOR STAFF ONLY**  
**MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION**

**MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

NEW MODULE	N
EXISTING MODULE - NO CHANGE	Y
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	<b>09/2015</b>

**MODULE DELIVERY PATTERN -**

	<b>Module Begins</b>	<b>Module Ends</b>
<b>Course Intake 1</b>	30/09/2015	30/01/2016
<b>Course Intake 2</b>	31/02/2016	31/05/2016
<b>Course Intake 3</b>	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

**MODULE ASSESSMENT INFORMATION**

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

**SUB-TASKS**

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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**FINAL TASK**

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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**NON-STANDARD ASSESSMENT PATTERNS**

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%. NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance notes.	
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**REVISIONS**

Date	Reason
May 2017	Modification DB3HU34-1617
July 2017	Operational change approved by Humanities Departmental Board 21/06/17