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Book of Abstracts



*“Teaching controversial and emotive topics  
in a diverse society”*

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**First Keynote address**

**Title:** Teaching Controversial Issues in Contentious Times: Cross-National Lessons

**Presenter:** Dr Judy Pace

**Biography:**

Dr Judith (Judy) Pace is professor of teacher education at the University of San Francisco's School of Education. A former social studies and English-language arts teacher, she worked on school reform efforts at Harvard Project Zero and earned her doctorate at the Harvard Graduate School of Education. Her research employs qualitative methods and has focused on curriculum, teaching, and classroom relationships with a focus on history/social studies, and how these are shaped by politics, sociology, and culture in schools and society.

She has published four books – *Classroom Authority: Theory, Research, and Practice*; *Educating Democratic Citizens in Troubled Times: Qualitative Studies of Recent Efforts*; *The Charged Classroom: Predicaments and Possibilities for Democratic Teaching*; and *Hard Questions: Learning to Teach Controversial Issues*. Her latest book is based on a cross-national research project that examined teacher education efforts in Northern Ireland, England, and the Midwestern U.S.

**Second Keynote address**

**Title:** Uncovering a forgotten history. Black concentration camps of the South African War (1899-1902).

**Presenter:** Dr Garth Benneyworth

**Biography:**

Dr Garth Benneyworth is the Head of Department of Heritage Studies at Sol Plaatje University. Dr Benneyworth has extensive experience in the global heritage sector and developed and curated numerous exhibitions including the Nelson Mandela National Museum, Liliesleaf: A Place of Liberation, Chief Albert Luthuli Museum, Magersfontein Battlefield Museum and the Voortrekker Monument.

His PhD research was on the black concentration camps of the South African War. During 1999 to 2018 he located thirteen of these historic camp terrains and pioneered the first ever-archaeological surveys on such camps in South Africa. He specialises in the Heritage of Conflict with a focus on the South African War (1899-1902) and the Armed Struggle of the South African Liberation Struggle. His research is published in several leading international journals, including *Historia*, the *South African Historical Journal*, the *Journal for Contemporary Affairs* and *éditions Academia L'Harmattan*, Université catholique de Louvain. Dr Benneyworth is also the recipient of a National Heritage Council Grant, a project involves an appraisal and analysis of an archaeological collection he created from excavations into Black concentration camps, together with archival and terrain work.

He is currently the Chairperson of the Council for the War Museum of the Boer Republics (2nd Term); Director on the Board of Directors of the Moral Regeneration Movement; and Member of the Institute of Directors of Southern Africa. Other affiliations include Senior Research Associate to the University of Johannesburg and Research Associate with the McGregor Museum.

**Authors:** Mr Allie Alexander and Dr Raymond Nkwenti Fru

**Affiliation:** Sol Plaatje University

**Title: A narrative enquiry of the forced removal experiences of Malay camp residents of Kimberley**

Discourses related to land ownership and possession are very topical in Africa because of the history of colonisation, but even more emotive in South Africa thanks to the unique nature of land dispossession through apartheid legislations. The Group Areas Act of 1950 is largely considered as the formal starting point of land dispossession based on racial classification in South Africa, probably because it was part of the apartheid ideology of the National Party that took over government two years earlier. In spite of this fact, it is also known that systematic forced removals on the basis of racially motivated segregation existed in many parts of South Africa throughout the nineteenth and early twentieth centuries. One of such forced removals is the history of the Malay camp. This racially mixed cosmopolitan dwelling developed into a densely populated slum around 1800 after the discovery of diamonds in Kimberley.

Through the use of the narrative enquiry methodology, this qualitative study applied snowball sampling method to explore the experiences and trace the trajectories of seven victims of the Malay camps forced removals whose lives were irrevocably altered by the events that surrounded them. The aim of these narrative accounts is to give a historical voice to the usually faceless and nameless ordinary people whose experiences as subjects and shapers of significant historical developments, are often distortedly documented or simply silenced.

**Key terms:** Apartheid; Kimberley; Malay camps; Segregation; South Africa

**Author:** Ms Marisa Lombard

**Affiliation:** University of Pretoria

**Title: A lived history on the cultivation of a white Afrikaner juffrou identity**

Racism is taught; no one is born a racist. That seems to be the general consensus in a world where we are still trying to make sense of the resilience of whiteness, ethnocentrism and the divided consciousness that accompanies it, but is it really that simple? The question becomes how and where does this educational transfer of whiteness take place? In this autoethnography I explore the specialised education of my whiteness as an Afrikaner juffrou in the context of South Africa. This qualitative research methodology presented me with the opportunity to reflect on, describe, analyse and interpret my personal lived experiences from pre-birth to adulthood. I disclose and extend my anthropology as a white, Afrikaner juffrou whilst taking the intersectionality between the privilege and inequality associated with race and gender into account.

My narrative is presented as short stories and poetry to make my experiences more relatable by aiming for the highest verisimilitude possible. The findings of this study imply that cultivated learning, as conceptualised in this reading, could be one of the educational phenomena that contributes to the transfer of whiteness from one generation to the next. Thus, this study may serve as an introductory conceptualisation of cultivated learning in the context of informal and societal education, which could be explored and enriched via future research endeavours. I hold that due to the complexity of

cultivated learning that the most feasible way to combat racial, gender or any other bias, lies within autoethnographic methods of study for pre-service teachers. The pedagogy of which will challenge future generations of teachers to put down the magnifying glass and pick up the mirror.

**Key words:** Whiteness, Teacher Identity, Cultivation, Education

**Author:** Dr Annie F. Chiponda

**Affiliation:** University of Malawi

**Title:** **the untold stories/silences in the secondary school history curriculum and textbooks in Malawi**

This article analyses the Malawi secondary school history curriculum and textbooks in order to unveil the untold stories and silences in these education documents. It also accounts for the gaps/silences identified. The article is based on empirical research in which a qualitative research design and document analysis methodology were employed. The secondary school history curriculum and some history textbooks were analysed qualitatively.

The article advances two main arguments; first, it contends that the Malawi secondary school history curriculum is largely silent on experiences of some notable individuals in the history of Malawi as well as some areas of history such as the history of disease, economic history and the history of marginalized groups. Second, it argues that two factors are responsible for the untold stories and silences in the curriculum. First, the power of the political elite to determine what constitutes the history of the nation and therefore the content that goes into the curriculum as this is a highly political endeavor. Second, even though the focus of history has shifted from the nationalist to more encompassing approaches, curriculum developers in Malawi have clung to political history.

**Key Words:** history curriculum; history textbooks; silences

**Authors:** Ms Amy Apollis; Mr Henk Conradie and Dr Francois Cleophas

**Affiliation:** Stellenbosch University

**Title:** **A critical reading of non-racial school sport movement literature. A case study of the Western Province Senior Schools Sports Union.**

Sport is an integral part of any learning institution and is therefore worthy of being part of a formal curriculum. This paper presents material relating to sport social movements that could be considered for this purpose. Starting in the 1950's, a non-racial sport movement in South Africa evolved that resisted racism and capitalism. This movement reached its peak with the formation of the South African Council on Sport (SACOS) in 1973. It was a movement that had structures from community to national levels. It also proved to be more than a school sport movement and provided a political home for the broader anti-Apartheid movement. The South African non-racial sport movement, under the aegis of the SACOS, was however destroyed in the 1990's by a new political regime. In the process, established school sport structures that existed since the 1950's and based on the principles of non-racialism and anti-capitalism were manouvered out of existence.

A huge corpus of literature appeared since 1994 that airbrushed the SACOS out of the public consciousness. In order to make sense of this development and to help students imagine an

alternative sporting past, this paper presents a literature review of published and unpublished works that could be used as reading material for a module on sport history at an institution of higher learning.

**Author:** Dr Nathan Moyo

**Affiliation:** University of Free State

**Title: ‘What must a people do to appease an embittered history’?: Rethinking a pedagogy of closure for national cohesion in Zimbabwe’s polarised past**

This paper draws on the triadic intersection of critical history, politics of trauma in education and difficult knowledge to rethink history teaching and learning as a pedagogy of closure for national cohesion in Zimbabwe’s postcolonial polarised history. In postcolonial Zimbabwe, the 1980s massacres of an estimated 20000 mostly Ndebele speaking citizens by an army brigade in the Matebeleland and Midlands provinces, now infamously known as the *Gukurahundi* atrocities, remain a festering sore in the nation’s memory and difficult knowledge for the school history curriculum that is yet to engage with the teaching and learning of this shameful past. History textbooks present sanitised versions of disturbances in ways that gloss over the horrific events alongside state attempts at sanitising this history and downplaying its significance. Still this shameful past will not go away.

It is against this backdrop that the paper poses the question: How may Zimbabwe’s bitter history be engaged with in pedagogically responsible ways that could lead to appeasement of an embittered history whose unhealed wounds have hitherto polarised the nation? The paper, cognisant of the inevitable trauma and breakdown that results from encounter with such difficult knowledge suggests a pedagogy of closure that is premised on healing and hope for a kinder world. The pedagogy of closure that the paper envisages requires a relational and humble engagement that is unflinchingly honest about the gruesome past, compassionate and non-vindictive in its search for that space in which we could re-exist in the full knowledge that violence tears us apart and that not finding closure to past hurt tears us apart even more. The pedagogy of closure requires that school history be rescued from the politicised narratives that are deeply polarising and be reconstructed to engender narratives that value our common humanity as inviolable.

**Key words:** Difficult knowledge; Embittered history; Gukurahundi; Pedagogy of closure; Politics of the past; Zimbabwe.

**Author:** Prof Johan Wassermann

**Affiliation:** University of Pretoria

**Title: Teaching history in a pre-apartheid context – the case of Johann Rissik Primary School**

Although a general sense exists of what the teaching of history, and for that matter other subjects entailed during apartheid, less is known about what happened in white schools in the years immediately before 1948. In this paper I will investigate the teaching of history to Standard 4 (now Grade 6) learners at a white school in Johannesburg in 1945. The paper is underpinned by a single research question, namely: how was history taught in a primary school in a pre-apartheid context?

The historical evidence for this paper consists of a single document with the title: “PREPARATION AND RECORD OF WORK BOOK.” The work book belonged to teacher A.M. Kriel who was a Standard 4 class

teacher at Johann Rissik Primary School. The work book contains the day-to-day planning for 1945 for all subjects. However, for the purpose of this paper I will only focus on history. How the work book ended up in the University of Pretoria Archives is not clear, however, it provides a singularly unique and authentic insight into the teaching of history in a primary school in 1945. As a pre-existing primary source, the workbook was analysed by means of content analysis. What emerged from the analysis was the existence of a recontextualised history for 12-year-old learners that was rooted in white supremacy and Afrikaner nationalism, complete with extreme racial stereotypes with Africans being portrayed as troublemakers and disrupters of white society.

History was taught as a memory discipline by means of a narrow nationalist story which focussed on great personalities, politics and the formation of the South African nation state. Teaching history in this manner had the purpose of creating a civic identity focussing on a clear understanding of a national Afrikaner history with the purpose of getting the learners at Johann Rissik to understand their own history while instilling a sense in learners of where they came from and a sense of pride in South Africa and a white Afrikaner national identity. In so doing the history taught in 1945, served as a prototype for what was to follow in 1948.

**Authors:** Ms Nthathi L. Ntlama and Dr Walter Sengai

**Affiliation:** National University of Lesotho

**Title: Examining the possibility of integrating History and Citizenship Education in the curriculum: a case of three secondary schools in Maseru**

The promotion of patriotism and education for national cohesion has become a contemporary need in education. Most countries are faced with huge challenges such as political instability, violence, voter apathy and youth disintegration which are usually summarised as 21<sup>st</sup> century challenges. Among other measures which could be used to remedy these problems, Citizenship Education is anticipated to be an appropriate antidote. Many scholars have exposed the ability of Citizenship Education in inculcating values such as patriotism, active citizenship, social cohesion and tolerance among others. In Lesotho the above challenges are addressed through social science subjects mainly History.

Unfortunately, for some reasons the subject seems to be ineffective, therefore this study examined the possibility of integrating History with Citizenship Education in Lesotho Schools in order to enhance History's thrust in achieving the task. This qualitative study adopted the phenomenological design whereby three secondary schools in Maseru district were used. Six History teachers in the three schools were purposively sampled, two from each school. Semi-structured interviews and document review of the Education Sector Plan 2005-2015 and 2016-2026 were used as methods of collecting data. The major findings of the study were that, the integration of History and Citizenship education can lead to the inculcation of values which instigate active citizenship, patriotism, political stability and economic developments to mention but a few. It is therefore concluded that there are possibilities of integrating History with Citizenship Education. The study therefore recommends that the Ministry of Education and Training (MoET) should consider the integration of History and Citizenship Education in the curriculum.

**Key words:** integration; history; citizenship education; curriculum

**Authors:** Dr Maropeng Malebana and Dr Mahunele Thotse

**Affiliation:** University of Limpopo

**Title:** The place of Afrocentricity in a decolonized history curriculum in South Africa

The place of Afrocentricity in the history content, in spite of endless calls to decolonize education in South Africa has still not been clearly defined 27 years into democracy. None of the available literature addresses the nature of the curriculum to be guided by the principles of Afrocentricity. The aim with this presentation is to contribute to and perhaps raise a debate around some of the values to be taught in a history curriculum guided by Afrocentric principles. The conceptualization of such a curriculum requires a qualitative research approach that is most appropriately African grounded theory to achieve the aims and objectives to history teaching. Applied correctly, Afrocentricity as a culturally distinct and specific approach will offer a voice to the culture, history, traditions, and values that form a critical part of the South African education curriculum statements (CAPS). The presentation relies on the conceptualization of Afrocentricity, a theory for African development as Africans. South African history teachers and teacher educators must develop curricula build on the best knowledge, skills, values, beliefs and habits from Africa.

This type of approach would provide them, the type of educational access that addresses their emerging African centered humanness. Such a broad cultural intelligence embedded in Afrocentricity is a highly sought after aspect of post school education. Centering African-centric epistemology is at the heart of this educational reconceptualization. The presentation concludes that colonialism has deprived Africans of an African culturally-based agency, centered-ness, situated-ness and cultural fidelity needed to fight for the rescue, revitalisation and restoration of history envisioned in and characteristic of African Classical Civilisation. The presentation recommends for African historians to do away, *inter alia*, with historical amnesia, which weakens the struggles for decolonizing history teaching.

**Authors:** Mrs Vanessa Mitchell and Dr Francois Johannes Cleophas

**Affiliations:** Robben Island Museum and Stellenbosch University

**Title:** Re-interpreting, Retelling and Rewriting Sport Narratives for the Robben Island Museum, 1961-1991

Robben Island (RI), commonly known as The Island, is well-known as a former penal atoll and a place of banishment for patients with leprosy. It was also a place of imprisonment for colonial and Apartheid activists. A vast body of literature exists that portrays its global significance as a symbol of political resistance against the oppressive Apartheid government.

The Island and its tangible and intangible memories have become a symbol of the triumph of the human spirit over adversity and pain for those who were incarcerated there, as well as for those who had and continue to have a relationship with it. It is against this backdrop that the RI was declared a Museum in 1996 and a World Heritage site in 1999. The RI primary narrative - of political imprisonment and the inhumane treatment of prisoners – currently overshadows other narratives, such as sport and recreation.



This paper intervenes in this vacuum by searching out literature from missing narratives. After a positional analysis of ourselves, we introduce our paper with a broad overview of Island literature around the Apartheid political imprisonment period 1961-1991. Next, we present a snapshot of our readings thus far on sport on during this period. We conclude with a critical theory summary of our readings in a way that re-interpret, retell and rewrite sport narratives for teaching at the Robben Island Museum.

**Author:** Dr Lloyd Melusi Maphosa

**Affiliation:** Stellenbosch University

**Title:** Faithpreneurship and Africa's religious corporations: A history of the evolution of Christian faith in Zimbabwe

This paper employs historical economic theory to understand the recurrence of controversies in Zimbabwean Christian ministries. These include Pastor Walter Magaya's trip to Israel with every Zimbabwean's sin in his backpack. The research question is how do Pastors convince their congregants with claims of supernatural powers? Although reports on media have suggested that some of these individuals acquire powers from dark forces, this paper proposes that there is a correlation between the acceleration of faith ministries and poor political and economic policies in Zimbabwe. The hypothesis is that when failed by the government, citizens often turn to the spiritual world for solace. This was the case centuries ago when slaves were introduced to Christianity in North America. They were promised paradise in the afterlife. However, these teachings have changed. Using Schumpeter's concept of dynamic transformation, this paper suggests that the traditional dogmas of Christian faith in Africa have evolved to suit the needs of contemporary society.

Teachings about "the promised land" in heaven after death have since been overtaken by those about healing and deliverance through miracles, and wealth creation in the present world. Thus, Christian ministries in this research belong to an emerging sector that provides faith and hope as services to societies who have been failed both politically and economically by their governments. This study uses global Christianity statistical data from the Center for the Study of Global Christianity.

**Keywords:** Faithpreneurship, religious corporations, dynamic transformation, Zimbabwe

**Author:** Dr Moses Siphon Mkhomi

**Affiliation:** University of Fort Hare

**Title:** Teaching democratic values in South African primary schools: Towards entrenched rule of law.

History teachers in South Africa are faced with a paradox and inconsistencies to explain where we come from as a nation and more importantly, where we are and whether the toils, struggles and bloodshed of our liberation struggle has yielded the desired results. Teaching of democratic values and principles in the era of fake news and conspiracy theories is a challenge in South African context of racially polarised, economic deprivation and heightened social inequality. These questions become more pronounced when the majority black South Africans are still marginalised, economically

excluded and forever in daily struggles for better life. There is an emerging concerted effort from some political groupings attacking South African democratic institutions such as the judicial courts, placing the rule of law under threat.

This paper there seeks therefore to investigate the role of teaching democratic values in primary schools as a means of transforming society to inculcate rule of law. The study will engage phenomenological data collection method as well content analysis method to analyse qualitative data from documented information in the form of texts, media and academic articles. This paper is underpinned by Horkheimer's critical theory (1938); which examines and critique society and culture. For this paper, critical theory will assist in explaining history democratic concepts in primary schools to facilitate social transformation albeit the prevalent paradox. Finally this paper, recommends a strong emphasis on the key democratic values as well as the separation of powers of the various arms of state.

**Key words:** Democratic values, social transformation, rule of law, social inequality, history teaching

**Author:** Dr Denise Bentrovato

**Affiliation:** University of Pretoria

**Title:** (Re)framing school history in a post(-)colonial, globalized world: Insights from empirical research in and on Africa

The proposed paper draws on multi-year, cross-national research I have conducted in and on Africa to reflect on the interplay of the local, national and global, and on specific applications of such perspectives in history education and their related tensions. The paper, embedded in heated debates on decolonising education, will frame this reflection within a discussion of representations of the global past and the place of Africa and local communities in this past, and of a related double-challenge of asserting Africa's place in world history and building new nations through history education.

By referencing insights from curriculum and textbook analyses and classroom studies carried out in various African contexts, the paper will thereby illustrate a tension, revealed by broader international scholarship, between, on the one hand, a rise in global educational discourses geared towards promoting a post-national, cosmopolitan citizenship and, on the other, the concomitant permanence and primacy of the nation and related concepts of citizenship, notably in highly diverse and deeply-divided post-colonial and post-conflict African societies that are confronted with the legacies of historical violence and injustice.

**Author:** Dr David Morris

**Affiliation:** McGregor Museum & Sol Plaatje University

**Title:** More than a colonial mansion: Rudd House and the weaving of counter-narratives about Kimberley's pasts.

The discovery of South Africa's mineral wealth in the 1870s and 80s transformed what was a pastoral backveld amongst Britain's imperial possessions. Tent towns sprang up overnight in 1870-71 as diggers and labour migrants 'rushed' to the Diamond Fields, drawn by the prospect of sudden prosperity and myriad attendant opportunities. The colonial boundary was expanded rapidly to incorporate the new tracts, and conquest followed in the wider region. Narratives of Kimberley's early history tend to valorise colonial 'pioneers' and 'city fathers', their diamonds and their mining feats, in museums as in print and other media. A range of different readings are possible, however, partly through material traces dating from before and after Kimberley's formation.

This paper focuses on a heritage site known as Rudd House, a mining magnate's mansion in Belgravia, Kimberley, as an exemplar of how an interrogation of silences and a triggering of hidden stories may reposition such outwardly colonial heritage to weave unexpected counter-narratives. One thread looks to washerwomen who toiled in the heart of this colonial mansion, home to the family of C.D. Rudd, the business partner of C.J. Rhodes. A worn-out patch in the linoleum floor of the erstwhile ironing room is an archaeological trace from the routine pressing of shirts and sheets and table linen, one of the domestic rhythms of everyday life at Rudd House. Diverse other material signatures in and around the house point to ways in which Rudd House can become key to exploring multiple, intersecting social roles and relationships that extend well beyond the inner walls and garden fence.

A 'time travel' exercise at the site involving museum personnel and a school group, which involved role-play and follow-up historical discussion, brought further aspects to attention, enabling a 'remembrance' of 'small stories' otherwise concealed or erased. Rudd House is an example of many similar heritage places and traces that could be made central to critiques of received urban narratives in this country.

**Author:** Mr Edward Mboyonga

**Affiliation:** University of the Free State

**Title: Silenced and Invisible Historical Figures in Zambia: An Analysis of the Visual Portrayal of Women in Senior Secondary School History Textbooks**

Despite their significant contribution to historical development, women's influence is commonly underestimated and ignored in historical literature globally. Within the Zambian academic terrain, there is a dearth of studies on the nexus between gender and history in the secondary school curriculum, even though women have immensely contributed to historical development in the country. Subsequently, their role remains undocumented in secondary school textbooks to the extent that the sex blindness of traditional historiography, which sustains male dominance in history, remains unchallenged in learners' textbooks. Against this background, this paper examines the portrayal of women in learners' textbooks in Zambia, using a qualitative approach and purposive sampling of two secondary school Grade 12 history textbooks. Located within the decoloniality paradigm, it counters the coloniality of power manifested through the insularity of dominant patriarchal historical narratives entrenched in the secondary school history curriculum, reflecting the remnants of colonial epistemologies and historiographical traditions.

In so doing, it contributes to global discourses on decolonising power relations in history learning materials. Based on the findings, the central thesis advanced in this paper is that the female characters are very much marginalised and overshadowed by their male counterparts in both textbooks, reflecting the patriarchy hegemony in the secondary school Zambian history curriculum. Therefore, in decolonising the coloniality of power that exists in the curriculum, the paper recommends the mainstreaming of gender equality in the history curricular and the teaching and learning materials, mainly the learners' textbooks, to reflect the achievements of women.

**Keywords:** Curriculum, decoloniality, gender, text-books

**Author 1:** Ms Marj Brown

**Affiliation:** Roedean School, Johannesburg

**Author 2:** Dr Athambile Masola

**Affiliation:** University of Cape Town

**Author 3:** Onside Mtwá

**Author 4:** Dani Cooper

**Title: Creating a digital archive of women's histories: the story of Asinakuthul Collective**

*Asinakuthula umhlaba ubolile:* we cannot keep quiet while the world is in shambles. These are the words from Nontsizi Mqgweho's poetry written in isiXhosa in the newspaper Umteteli waBantu in the 1920s. Her words are behind the inspiration of work which challenges the erasure and marginalisation of black women in historiography. Asinakuthula Collective consisting of teachers, students, researchers and creatives aims to be custodians of black women's stories through public events, dialogues and publications. This includes an annual lecture and weekly Instagram posts which profile women.

The aim of the Mqgweho- Maxeke lecture is to highlight the contribution of SA women such as Charlotte Maxeke and Nontsizi Mqgweho and their contribution to SAs literary and political past. The weekly Instagram profiles which are micro-biographies have drawn a lot of attention towards important women in the past. The importance of creating digital archives of SA feminists cannot be underestimated. The online world gives access to narratives that make people currently feel validated. With their developing online platforms, including their website and Instagram page, Asinakuthula members are aiming to build a resource hub that can be used to educate people about the role African women have played in history.

The significance of creating such a digital archive, is not only to store and preserve the histories and resistance of these women but to make them accessible. Using Instagram and twitter, the profiles of the women created by the collective have drawn a wide range of responses from writers, researchers and the general public. This paper aims to discuss the ways in which platforms such as Asinakuthula are reshaping the public sphere and digital archive of women's histories.

**Author:** Mr Kopano N.L More

**Affiliation:** Bakwena Ba Mogôpa Community

**Title: Conversation With My Elders: The Untold Stories Of The Remarkable Courage & Proud Legacy Of Bakwena Ba Mogôpa, 1901-1984**

The March 03<sup>rd</sup> 1901 meeting held in Heilbron's at the then Orange Free State, led by Matladi Thomas More, who would later be the first King in Mogôpa, signified a daring march to freedom. The Heilbron's resolution declared the end to cheap labour and oppression from White farmers. This was the self-determination journey of what will become a century old tribe. Between 1901 and 1903 meagre wages and livestock from 105 families were clubbed to buy Zwartrand Plot no. 605 IP in Ventersdorp. Mogôpa village was born. However, it is February 14<sup>th</sup> of 1984's brutal forced removal from the very land that will consume people's memory.

In 1913, the Apartheid government passed Native Land Act, no. 27 followed by the Native Affairs Act (1920) amongst many others to oppress and dispossess Africans. But, after losing Mogôpa, with the help of the Transvaal Rural Committee (TRAC) an estimated R3million was raised to buy land (Holgat farm) for Bakwena, only for the Government to expropriate it on the 07<sup>th</sup> July 1986. In their declaration of "The Birth-right And Decent Living of Man", Bakwena vowed to settle for nothing-else but, their Ancestral land. Unsuspectingly Bakwena obtained the cemetery cleaning permit from the local court, a strategy that they stubbornly used to refuse to leave the graveyard because the permit had no deadline. This tug war carried on until the 1989 Bloemfontein High Court ruling favoured Bakwena to return home. This paper considers the history of Bakwena and the use of courts, culture and oral history to address the lawful but unjust laws.

The paper aims to inspire communities to be in conversation it's elders, embrace oral history and dare write their own story because *"until lions have their own historians, tales of the hunt will always glorify the hunter."* (African proverb).

**Authors:** Dr Byron Bunt and Dr Pieter Warnich

**Affiliation:** North West University

**Title: Utilizing a Historically Imbedded Source-Based Assessment Model (HISBAM) in the History classroom**

This paper aims to elucidate upon a model that imbeds historical concepts and categorizations into a source-based analysis approach utilizing levels of cognitive complexity, by combining different types of sources into a coherent system. In this paper, concepts such as cause and effect, chronology and similarity and difference will be explored, as well as historical categorizations of social, economic and political history.

The taxonomy of source-based questioning will also be highlighted, as well as the variety of sources that could be used in a history classroom. Various theories and perspectives have emerged in the field of History, and these will also be explored to better understand the model in question. Such topics include History as an applied science versus History as a fundamental science, Great Man Theory, linear versus cyclical History, People's History as well as the value of History. The paper will conclude with a thorough explanation as to how this model could be used in the history classroom and the potential benefits that this model holds.

**Key concepts:** Historiography, source-based assessment, levels of questioning, cognitive complexity

**Authors:** Dr Valencia Mabalane and Prof Maropeng Modiba

**Affiliation:** University of Johannesburg

**Title:** Challenges in teacher education provision during the covid 19 pandemic

This paper reports on a study that was conducted to capture the work integrated learning (WIL) experiences of South African Post Graduate Certificate in Education (PGCE) and Bachelor of Education (B.Ed.) student teachers (n=96) studying History as a specialisation. Like many other student-teachers, the students had to do their teaching practicum during the Covid 19 lockdown period. Covid 19 was disruptive and chaotic resulting in the adjustment and remodelling of education programmes, in particular, teaching and learning to the restrictions of the pandemic. The study looked at how the student-teachers were supported in adapting their lesson plans to the new conditions within schools without distorting the essence of the teaching theories and skills they had been taught.

The sudden change of teaching conditions in schools due to the pandemic presented unexpected challenges to teacher educators in preparing students for this new context. For example, the programme for history teaching had to be adapted and ensure that different opportunities are created for the students to learn to design lessons that had to be presented online. Content and discourse analysis were used to analyse the data collected from the adapted teacher education programme and the student-teachers' lesson plans and reflective interviews on their WIL experiences. The argument in the paper reflects on how the significant integration of technology in the WIL programme and online tuition has now affected the design of current and future teacher education programmes. In the face of the imperatives of the 4IR, it has become important that while preserving the attributes of high-quality technology driven education provision, new instructional methods and designs in higher education do not underplay the importance of the attributes of traditional quality mechanisms.

The article concludes by emphasising the urgent need for teacher educators to embrace blended learning and imaginatively teach students how to design lessons that also preserve the traditional value of knowledge-driven curricula and, specifically in the context of South Africa, continue to compensate for the inadequate teaching and learning resources in the public schools.

**Keywords:** Work integrated learning, History teaching, Covid 19, Lesson planning, Teacher education, Blended learning

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**Affiliation:** National University of Lesotho

**Title:** History at crossroads'. Interrogating the value and place of school History from the perspectives of students at one institution of higher learning in Lesotho

Traditionally history was considered as one of the core subjects of the school curriculum, but the recent global policy changes have tilted towards subjects considered more immediately useful for fostering employment, particularly in technical and scientific fields. The primacy of school history appears to have diminished as a priority area in Lesotho and around the world. This has triggered

contestations around the value and place of history in the school curriculum. This has also been necessitated by the vigorous competition among subjects for space in the school curriculum.

In response to the concerns highlighted, this qualitative study was carried out using history students at one institution of higher learning in Lesotho. The whole class of eleven history student teachers were purposively sampled for semi-structured interviews for this study since it directly affected them so their perceptions were considered as invaluable. What makes this study significant is the thrust to build a thesis from the views of history students who are normally side-lined in such discourses. The major finding from this study is that school history is a significant public concern in Lesotho and indeed many places around the world. The teaching of history is now more important than ever.

History, if funded and taught well, can teach a tolerance for ambiguity, provide people with strategies to help them think through complex issues and possesses immense utilitarian values. The study recommends the active involvement of tertiary history students in discourses on their subject in order to enlighten and propagate wider justification of its value and place in the school curriculum.

**Keywords:** school history; history education; value and place; perspectives

**Authors:** Mr Graham West and Mrs Laura van Houten

**Affiliation:** Brescia House School, Johannesburg, South Africa

**Title: Global connections in COVID-19**

Utilising the familiarity with communication and collaboration technology gained through COVID-19, Brescia House School has established a number of virtual connections with overseas schools in its global Ursuline network. These connections have allowed pupils to connect with their peers in another school and work together on History and global issue projects.

Our Grade 10-12 History classes each partnered with a different school, focused on a different topic, and ran the project in a different format. Grade 12s, partnered with a school in Missouri, USA and had a number of combined, facilitated conversations on topics such as the Black Lives Matter movement, gun control and civil rights. A smaller group of pupils, with their teacher, presented a lesson to the American pupils on the Truth and Reconciliation Commission and had a discussion comparing legacies of Apartheid with those of Slavery. Grade 10 and 11 pupils were placed into groups, incorporating pupils from both schools, and tasked with preparing a combined presentation. Grade 10s, partnering with a school in Delaware, were each assigned a case study related to either colonialism, slavery or nationalism. Grade 11 pupils, partnering with a school in New York, examined and compared inequality in their respective cities. Each group focused on explaining a specific aspect of inequality such as housing, education and employment opportunities.

Brescia House School is formalising this programme under the banner of Education Beyond Borders, where we intend to take our pupils into classrooms, and learn new perspectives, from all over the world. This presentation may be of interest to History educators interested in enhancing engagement and connecting the past with the present in a global context.

**Authors:** Mr Graham West and Mr Kevin Smart

**Affiliation:** Brescia House School, Johannesburg, South Africa

**Title: Connecting with untold stories**

Earlier this year, Brescia House School created a week long interdisciplinary, inquiry based learning project for its Grade 7 and 8 pupils on the topic of 'untold stories'. The project aimed to help pupils appreciate how, although history remembers the famous few, that there are many lesser known and forgotten figures. The project started by telling the story of Bettie du Toit, who fought for worker rights in South Africa from the 1930s to 1960s. Bettie du Toit has had some recognition from the government for her contribution and yet is still a largely unknown figure. Pupils, in cross-grade groups, were then assigned lesser known anti-apartheid figures to research. This phase of the project required them to create a simulated Instagram profile, if Instagram had existed when they were active.

This activity helps pupils connect with the individual in a less abstract way. Each day began with the telling of a different story but, although grounded in History, incorporated other subjects such as English and the Creative Arts. As the week developed, pupils had to research and tell their own untold story of someone who has had some kind of impact, no matter how small. Many pupils chose family members and found interesting stories among their family that they did not know. The final stories were presented as short stories. The project was successful in building an appreciation for the lesser known figures in History and challenging the narrative that only a few can bring about change. We believe this presentation will be useful for History teachers in exploring how to foster connections to untold stories in the past.

**Author:** Ms Sharon Gabie

**Affiliation:** Rhodes University

**Title: The first cut is the deepest: - The wound needs healing**

In 2018, driving back from an event in the Northern Cape with Khoe-San activists, Mr August narrated a story of the glass and the river. He started his story by saying "one afternoon I stepped onto a piece of glass while trying to cross a low-level river". The blood was gushing out from the opening the glass pierced through my skin. Strangers came to assist, placed a plaster on the wound and bandaged it. I felt temporary relief from the pain but after a while, the pain was back. I thought the wound was healing until my father said son "the wound will not heal; you have to remove the object causing the pain and bleeding". The glass, plaster and bandage are metaphors for the historical injustices and invisibilisation of pain caused to the Khoe-San people of South Africa.

It is a fact that colonization, segregation, and Apartheid happened under three successive governments. With each governing institution, a new first aid kit is prepared to treat the wound, stop the bleeding from gushing but never removing the object causing the pain. The glass has caused and is still causing damage to society because it has not been removed from the skin where it penetrated. In this paper, I address the notion of confronting controversial topics in history unpacking the question of whose history counts? Where does the South African story start? Is it in 1488, in 1510, in 1652, in 1912 or 1948?

**Keywords:** Colonisation, segregation, Apartheid, Khoe-San, South Africa



**Authors:** Ms Mutale Mazimba and Ms Yvonne Kabombwe

**Affiliation:** University of Zambia

**Title:** **Teach us history that is relevant: Youths, social media and school History curriculum appraisal in Zambia**

This study attempted to capture the young people's views on the school history curriculum in Zambia. Learner's views are an important aspect in curriculum development. Social media, in the form of Facebook and WhatsApp have become platforms which the youth of Zambia are using to challenge the traditional education system they are offered.

This paper used a qualitative approach design by monitoring e- documents in form of comments of focus groups and individuals on Facebook and WhatsApp on what the Zambian youth thought about the history curriculum. The research revealed that Zambian society has transformed and social media is now valid media platform that is used to engage with the youth on issues directly affecting their lives such as education content. This is because it provides an environment which removes traditional inhibitions of authority figures and meets the youth in their own comfort zone, making them free to discuss otherwise sensitive topics.

The study also found that the youth in Zambia have been side-lined in discussions centring on curriculum development. They have been placed into the straitlaced role of consumers and their feedback has never been sought. It was observed that youths found the content in the syllabus to be irrelevant not only to their present but also to the future they envisioned for themselves. The study recommends that the content in the school history curriculum should be revisited so that it should reflect learner's needs and be relevant in society. Curriculum developers should also pay attention to the voices of the youth in society.

**Keywords:** *Youths, School History Curriculum, Social Media, Curriculum Development and Society*

**Author:** Mr Boitshoko Immanuel Mboweni

**Affiliation:** University of Pretoria

**Title:** **This Mournable body: Un-silencing the narratives of women in the construction and teaching of history**

Tsitsi Dangarembga carefully knits the lived experiences of women in her sequel *This Mournable body* whilst Makhosazana Xaba confesses her burning desire to write epic poetry about women like Saratje Baartman and concludes her poem "Tongues of their mothers" by stating that although this is her wish, there are no archives that construct women's narratives and histories. In my study of history thus far, I have noticed the vast omission of women's narratives and the silencing of ordinary women. The select few that have been given a voice are often found behind male figures such as the Mandela's and the Sisulu's.

This paper seeks to highlight the importance of the history classroom as a site of constructing and curating history and how it can be used to give agency to the narratives of women in history. The data used in this paper will be drawn from both personal encounters with history and existing literature on the representation of women in history textbooks.

**Key terms:** *History textbooks, women, liberation movements, women archives, representation, South Africa, 1980s-1994*

**Author:** Mr Roderick Willis

**Affiliation:** University of Stellenbosch

**Title:** **A political-historical narrative of high school athletics in Cape Town, South Africa with special reference to Western Province Senior School Sports Union, 1956 -1972.**

This article provided a political-historical overview of school athletics in Cape Town during the second half of the 20th century. It did so by identifying the prominent administrators, outstanding athletes and participating schools. In the process new historical South African school athletics narratives were created that shifts previous privileged paradigms to the margins and centres those which have been written out of the mainstream.

The study revealed that organised school athletics in Cape Town's marginalised community was influenced by the political thinking of the Teachers' League of South Africa. It also showed how school athletics was a mirror of the social and political landscape of broader Cape Town. Owing to the specific nature of the inter-schools' athletics meetings, this article also looked at the inter-schools' competitions and the results thereof.

**Keywords:** *Athletics, Western Province Senior School Sports Union, non-racialism, non-collaboration.*

**Author:** Dr Mbusiseni Celimpilo Dube,

**Affiliation:** University of Zululand

**Title:** **Online learning challenges Postgraduate Certificate in Education History students faced during COVID19 at the University of Zululand**

This paper was undertaken to explore challenges that Postgraduate Certificate in Education (PGCE) History students face during COVID19 pandemic. COVID19 was characterised by, amongst other things, social distancing which put lectures on hold in favour of online learning. A group of 32 students participated in the study, data was collected through narrative inquiry and thematic data analysis method was used to analyse data.

The study reveals that PGCE History students faced challenges of adapting to and accessing online learning, and library materials, expectation to do lot of academic work, individual learning, unconducive home learning space, lack of parental support and financial constraints. Therefore, this study concludes that students struggle to cope with online learning and recommends that institutions of higher learning should consider above challenges when undertaking online learning for it to be effective.

**Keywords:** *Online Learning; Challenges; PGCE History Students; COVID19*