

**ANALYSING HISTORICAL SIGNIFICANCE THROUGH THE  
REPRESENTATION OF COUPLES IN SOUTH AFRICAN  
HISTORY TEXTBOOKS.**

**BY**

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# DECLARATION

I Phumza Precious Mbobo declare that

(i) The research reported in this dissertation, except where otherwise indicated, is my original work.

(ii) This dissertation has not been submitted for any degree or examination at any other university.

(iii) This dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.

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a) their words have been re-written but the general information attributed to them has been referenced;

b) where their exact words have been used, their writing has been placed inside quotation marks, and referenced.

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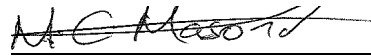
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## SUPERVISOR'S DECLARATION

As the candidate's supervisors, we agree to the submission of this dissertation.



Dr. M.T Maposa



Dr. C Kgari-Masondo

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## **DEDICATION**

I dedicate this Masters' thesis to my parents Nokuthula Doreen Mbobo and Mphumeleo Templeton Mbobo. Thank you for your constant and unconditional love. Your strength and support through this journey have been beyond phenomenal and I love and thank you very much for all that you have done and continue to do for me. As God has blessed me so will I bless you one hundred times more because I love you and I want to continue to make you proud.

## **ABSTRACT**

This study was motivated by the lacuna in academia on the concept of historically significant couples even though historical significance is one of the most cardinal second order concepts in History. Situated within the interpretivist paradigm, this study applies content analysis in answering the only research question in this study: How are historically significant couples represented in South African History textbooks?

The findings show that historically significant couples are represented in various ways in the analyzed South African History textbooks. They are represented as couples of contemporary historical significance; couples of pattern historical significance; couples of symbolic historical significance; couples of revelatory historical significance and couples of causal historical significance. Therefore, how are historically significant couples represented in South African history textbooks? They are represented as historically significant based on their influence as a couple in various historically significant events in South Africa.

Keywords: Historical significance; couples; History textbooks

## ACRONYMS

FET	Further Education and Training
CAPS	Curriculum and Assessment Policy Statement
MUFC	Mandela United Football Club
SAP	South African Police
C-10	A SAP unit that specialised in counter-insurgency
RE	Relationship Enhancement
ANC	African National Congress
ANCYL	African National Congress Youth League
IFP	Inkatha Freedom Party
CNE	Christian National Education
CP	Communist Party
NP	National Party
SADF	South African Democratic Front
BC	Black Consciousness
SASO	South African Student Organisation
UNNE	University of Natal Non-European
MK	uMkhonto WeSizwe
SACP	South African Communist Party
SA	South Africa

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# CHAPTER ONE

## AN OVERVIEW OF THE STUDY

### 1.1. Introduction: Background to the study and framing the context

This study focuses on how historically significant couples are represented in South African History textbooks in the Further Education and Training (FET) phase, which consists of grades 10, 11 and 12. The roles that historically significant couples play reveal gender relations as well as how History can be determined not only by individuals or by organisations but by couples as well. Regarding the former, South Africa, in similarity to other countries and continents globally, is a patriarchal society that privileges the works and abilities of men over those of women even if they have accomplished success together or have acquired a relatively equal amount of success (Goldberg, 2008).

Therefore, studying historically significant couples can help reveal these gender relations and how they are influenced by historical representation. On the latter, the concept of couples does not only denote romantic relations and it is paramount to comprehend how pairs of people worked together to influence history since the focus tends to be on individuals and organisations like the African National Congress (ANC) or the Pan Africanist Congress (PAC).

The Curriculum and Assessment Policy Statement (CAPS) is the current education curriculum policy applied in schools throughout South Africa. The country has advanced in terms of education. During the precolonial times, education was traditionally purposive as it targeted and solely prepared individuals for their designated purposes in society. Thereafter, with colonisation and the introduction of apartheid in SA, the roles of men and women changed to cater for the needs of the colonial government but remained heavily ridden with indoctrination informed by gender stereotypes and characterisations. History textbooks were already in use in schools as early as 1839, but as with international trends, History only became an

officially established school subject toward the end of the 19th century in South Africa. According to Chernis (1990), the first officially recognised South African History textbook was *History of the Cape Colony* authored by Wilmot in 1871. Toward the beginning of the 20th century, leading to the formation of the Union of South Africa in 1910, History textbooks in the Afrikaner republics were imported and according to Chernis (1990) those in the English colonies displayed strong imperial discourse and ties with the British Empire. In apartheid South Africa, History textbooks were used to reinforce racial separation and Afrikaner superiority through grand-narratives and master symbols (Da Cruz, 2005; Engelbrecht, 2006). South African History textbooks, according to Chisholm (2007), promote the incumbent government's democratic ideals in post-apartheid South Africa.

Education contributes holistically to learners' lives as it teaches them how to think, see, interpret and relate to the world. This further influences their relationships from their friends through to their immediate families and how they interpret what they see on a daily basis (Carstensen, 1993; Elder, 1998). Therefore, if women are represented as less significant than men in History textbooks, it is most likely that learners will interpret and implement this very same understating in real life situations such as at home, within their communities and at a later stage within their work environments when they are adults. Therefore, focusing on historically significant couples is important in order to give historically significant women due recognition in History. A suitable example of a significant couple is Nelson Mandela and Winnie Madikizela-Mandela.

However, the conceptualisation of couples is diverse and is inclusive of all genders, thus it goes beyond sexual intimacy. For example, one of the foregrounded couples in this study is Nelson Mandela and F.W De Klerk. Theirs was a relationship of convenience that paved the way for SA to transform from the oppressive apartheid system to a democratic system.

From the outset, it should be made clear that this study is neither about power nor about gender. I acknowledge that when discussing couples, issues of power or power relations surface, but this study focuses on historical significance as a concept. As much as this is not a gender study, the dynamics of gender relations pertaining to concept of couples in History should be acknowledged. This is because men and

women are not represented in the same light even if they had worked together to achieve certain goals as evidenced in this study.

## **1.2. Purpose and focus for the study**

Therefore, the focus of this study is on historically significant couples. The purpose of this study is to analyse and understand how historically significant couples are represented in South African History textbooks. Therefore, the objective is to interpret and understand how South African History textbooks represent the historical significance of couples.

## **1.3. Research question**

In order to interpret and understand how the South African History textbooks represent historically significant couples the question this study tries to unravel is: How do South African History textbooks represent historically significant couples?

## **1.4. Rationale and motivation for the study**

My reason behind focusing on couples regarding historical significance is because South Africa is a patriarchal society that privileges the works and abilities of men over those of women even if they have accomplished success together or have acquired a relatively equal amount of success (Goldberg, 2008). There is a tendency to study great men in History (Naidoo, 2015) and yet women are ignored. Men do not influence History on their own, instead they work with other people and sometimes they work as couples. One of the ways in which historically significant couples and women can be acknowledged in History is through this study.

At a professional level, textbooks are used as teaching tools for all genders since they are approved to serve the CAPS which aims for gender equality (CAPS, 2011). As a teacher, if I am to empower young boys and girls, the future generation leaders of this

country, then I am to teach my learners about historically significant couples as much as I teach about individuals and groups.

Academically, there is a lacuna in academia for the concept of historically significant couples. While historical significance is well conceptualised in History Education, there is no evidence of it being applied to couples. Yet the couple can be an important factor in how History unfolds. As noted earlier, the fact that Nelson Mandela and Winnie Madikizela-Mandela were a couple made them influence History in a uniquely significant way as compared to what would have been the case if they were not. Furthermore, my engagement with literature revealed to me that couples are not solely about husband and wife. As will be shown in Chapter 2, there are different types of couples, and it is necessary to understand how these different types of couples influence History. Therefore, this study was inspired by the need to explore how History textbooks represent this important dynamic of couples (Parsons, 1998; Bradshaw, 2006; Cercardillo, 2006; Partington, 1980; Counsell, 2004 & Dawson, 2003).

## **1.5. Conceptual framework for the study**

The conceptual framework for this study focuses on historical significance and couples. It foregrounds historical significance and looks at how couples are represented through the concept of historical significance.

### **1.5.1. Historical significance**

Historical knowledge can be considered to be organized in the form of first and second order concepts. Substantive knowledge, which may also be referred to as first order concepts are substantive facets of History; for example, being knowledgeable of the discipline structure and its various dispensations regarding historical explanations, and the historical techniques and proficiencies required to construct explanations about the past (Levesque, 2005; Hammarlund, 2012). Procedural knowledge that may also be referred to as second order concepts in laymen terms, are concepts that

provide tools to characterising and debunking the significance of historical enquiry (Levesque, 2005; Vansledright, 2009). One of these concepts that constitutes procedural knowledge is historical significance.

Historical significance can be studied with reference to people (Bradshaw, 2006; Dawson, 2003), events (Partington, 1980; Counsell, 2004) or both people and events (Parsons, 1998; Hunt, 2000; Bradshaw, 2006; Cercardillo, 2006). Historical significance can also be categorised into five types: contemporary significance (current), casual significance (spontaneous), patterned significance (linked), symbolic significance (representative) and revelatory significance (disclose) (Cercardillo, 2006; Parsons, 1998; Partington, 1980; Counsell, 2004; Dawson, 2006; Bradshaw, 2006). These different understandings of historical significance will be discussed in Chapter 2.

### **1.5.2. Couples**

Couples are relationships that are influenced by dynamics such as gender, race, culture and ethnicity. They can be understood according to their various types namely: couples who are in platonic relationships; couples who are jollying (*ukujola*); couples who are dating, couples who are married and three different types of marriages namely monogamy, polygamy and polyandry. These different types of couples will also be discussed in Chapter 2.

I would also like to acknowledge the veneer of issues regarding morality and state from the onset that this study is an academic study and as such, morality does not play a momentous role in characterising couples. Instead, morality is more of a personal feeling and expression based on an individual's background and personal experiences (Prinz, 2008). Therefore, this study seeks to historically significant couples based on their contributions in History through how they are represented in South African History textbooks and not on how moral or immoral they may have been considered. Henceforth, by focusing on historically significant couples the study is inclusive of diverse relationships including those of same sex individuals.

## **1.6. Research design and methodology**

This study adopted the interpretivist paradigm in qualitative research which is of the credence that there is more than one reality or truth about the societal world, thus there are customary veracities of and truths which are historical, local, specific and non-generalisable (Creswell & Miller, 2000; Guba & Lincoln, 1994). Researchers posit elucidations with the intention of understanding human agency, performance, approaches, beliefs and acuties which influence the methods that they choose (Christensen, Johnson, Turner, & Christensen, 2011; Christensen, 2012). Therefore, this study is interpretivist in that it aims to interpret and understand how historically significant couples such as Nelson and Winnie Mandela or Nelson Mandela and F.W. De Klerk for example, are represented in South African History textbooks. Furthermore, according to (Farzanfar, 2005) “in the interpretivist paradigm, the nature of inquiry is interpretive and the purpose of inquiry is to understand a particular phenomenon, not to generalize to a population” as cited in Tuli (2011, p. 100).

### **1.6.1. Interpretivist paradigm**

This study is set in the interpretivist paradigm which acknowledges multiple realities and truths which are historical, regional, precise and non-generalisable (Creswell & Miller, 2000; Guba & Lincoln, 1994; Farzanfar, 2005, Tuli, 2011). Researchers develop and interpret information with the intention of understanding human agency, attitudes, religions and experiences which influences the methods that they chose (Christensen, Johnson, Turner, & Christensen, 2011; Christensen, 2010). Therefore, my study is interpretivist in the sense that it aims to interpret and understand how historically significant couples are represented in South African History textbooks

Because of this paradigm, my epistemological assumption is that knowledge can be personally experienced and shared through personal experience, thus generating more knowledge in the process (Ramokgopa, 2013; Guba and Lincoln, 1994; Harding, 1987; Hesse-Biber & Leavy, 2010). In addition, my ontological assumption is that reality is socially constructed (Creswell & Clark, 2008; Ritchie et al., 2013;

Ramokgopa, 2013). Epistemology is conceptualised as the relation and understanding formed between the researcher and how reality is perceived and understood or known. Ontology is a hypothetical conviction about the disposition of social reality, what can be acknowledged and how. Researchers' ontological assumptions sways the focus of their subject, the formulation of research questions, and tactics for conducting research. Similarly, Ritchie et al. (2013) state that ontology concerns the "nature of the social world and what can be known about it" (p. 14). Thus, ontology is an assumption on the quintessence of societal happenings under reconnaissance.

### **1.6.2. Qualitative approach**

This study is qualitative in the sense that the findings are not generated by arithmetical dealings or other modification techniques (Ritchie, Lewis, Nicholls, & Ormston, 2013; Strauss & Corbin, 1990). It is also qualitative because it was set to find meaning in text (Creswell & Clark, 2017). The meaning that this qualitative research searched for is on understanding how historically significant couples are represented in South African History textbooks.

### **1.6.3. Research design**

This research is designed as a conceptual study (Maree, 2007). Maree (2007) notes that conceptual studies should not be muddled with the description of terminology so often used as part of an introductory chapter or with historical research. The crucial features of a conceptual study are that it is founded on secondary sources, that it unsympathetically engages with the understanding of notions, thus seeking to increase existing content, knowledge and understanding – it generates knowledge.

### **1.6.4. Research methodology**

The research methodology employed in this study is textual analysis. A textual analysis is frequently utilized to evaluate historical documents and narratives. Ifversen

(2003) infers that textual analysis, is focused on the visual or narrative ways of representations. A firm relationship between the emblematical sequence that links memory to evidence and evidence to writing is fundamental. Fairclough (2003) states that there are three prime categories of importance that are eminent for the justifications of textual analysis: “meanings which are text has as a part of the action in social events (actionable), meanings which appertain to the representation of the world in texts (representational), and meanings which relate to the textual construction of people’s identities (identificatory). These three types or aspects of meaning are always co-present in texts” (p. 225). This study falls under the representational meaning.

#### **1.6.5. Data generation**

The data was generated from a sample of six textbooks namely *New Generation History* and *Focus on History*: three grades namely grades 10, 11 and 12. This means that I analysed six textbooks in total. The chosen textbooks are prescribed and recommended for the CAPS (Dalton, McKenzie, & Kahonde, 2012).

#### **1.6.6. Data analysis**

I used Nicholls’ (2003) criteria for analysis: authors’ intentions; descriptive authors’ text (if specified); illustrations/photos; sources and exercises. I did not analyse the entire textbooks; instead I was led to the various topics which covered South African History and then looked for the mentioning of couples.

My method of data analysis is content analysis, which is a commonly applied qualitative research method (Hsieh & Shannon, 2005). It is defined as “the scientific study of content with reference to the meanings, contexts and intentions contained in messages” (Prasad, 2008, p. 1). It seeks to interpret information in a detailed manner with regards to how people formulate and interpret meaning (Klaus, 1980; Krippendorf, 2004). Although content analysis can be applied in either a inductive or deductive way, for the purposes of this study, I applied it in an inductive manner (Elo & Kyngäs, 2008).

Inductive analysis entails open coding which includes categorising concepts, defining and forming categories based on their characteristics and components (Elo & Kyngäs, 2008; Khandkar, 2009).

### **1.7. Outline of the Study**

Below I will provide a skeletal view of the various chapters in this study and how they will be presented. Some of the aspects to be covered have already been alluded to earlier.

Chapter one is an introductory chapter to this study and is inclusive of the background and context that informs this study, the rationale and motivation for the study, the research question, the conceptual framework followed by the research design and methodology for the study. This chapter briefly provides the reader with an insight into what this study is about and how it unfolds from the literature on concepts discussed and the methods employed to examine the information discussed.

Chapter two is the literature review which is organised in a thematic manner. The first main theme under which this literature review is presented is historical significance, which is further conceptualised under three subthemes: historical significance focusing on events, historical significance focusing on people and historical significance focusing on events and people. The second theme in the literature review is couples which is further developed and interpreted to advance understanding the focus of historical significance of couples in this study. The concept of couples is then further broken down to explain the various types of historically significant couples based on the nature of their relationships such as platonic relationships, jollyng/*Ukujola*, dating, and three different types of marriages namely, monogamy, polygamy and polyandry. The third theme is representation in history which explains visual and textual representation. The last theme is South African History textbooks which places emphasis on the History of South African History textbooks and research on South African History textbooks.

Chapter three explains the research design and methodology. The main sections are: the research paradigm, research approach, the research design, and the research methodology which is inclusive of textual analysis, sampling, data generation and data

analysis. The chapter also includes issues of ethics, trustworthiness, rigour and limitations of the study.

Chapter four presents the findings from my level one analysis. The findings are presented according to these five themes: contemporary historically significant couples, revelatory historically significant couples, pattern historically significant couples, causal historically significant couples and symbolic historically significant couples.

In Chapter five, I employed the level two analysis of data, which is presented in the form of a discussion. The same themes that were presented in Chapter four are used to structure Chapter five. This discussion is done concerning the literature that is reviewed in Chapter two.

Chapter six will consist of my conclusive remarks to this study which is inclusive of reflections on the study, summary of chapters, the contribution of my study to research, implications for future research, personal and professional growth and the conclusion.

## **1.8. Conclusion**

In this chapter, I have introduced the study by explaining its nature and significance. The next chapter is the literature review which reveals research previous conducted in relation to this research.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1. Introduction

A literature review deliberates information that is published on a certain topic, occasionally focusing on a certain time period. According to Boote & Beile (2005, p. 3) “a substantive, thorough, sophisticated literature review is a precondition for doing substantive, thorough, sophisticated research. Good research is good because it advances our collective understanding”. Moreover, Boote & Beile (2005, p.3) state that “to advance our collective understanding, a researcher or scholar needs to understand what has been done before, the strengths and weaknesses of existing studies, and what they might mean” . A researcher cannot conduct significant research in their field of study without first understanding the literature as this clearly puts the researcher at a disadvantage. Badenhorst (2008) and Mouton (2001, as cited in Janks, 2012) concur with Boote & Beile (2005) in affirming that writing a literature review will help in situating the study in the appropriate existing study field through the identification of a gap in the knowledge, thus avoiding mere duplication of another study, set up a theoretical framework for the study; hypothesise, explain and unpack the concepts related to the study, and set up and explain the methodological perspective that informs the study.

The literature review may also appraise various sources and guide the reader on the most applicable information (Vernon, 2000). Thus, in this chapter, information from various erudite scholars are utilised to succour with the conceptualised key concepts such as historical significance, couples and History textbooks.

There are dissimilar kinds of literature reviews therefore, the objectives of this chapter and study require the use of a thematic approach to literature. With reference to

literature, the thematic analysis sourced for this study seeks to disinter outstanding themes in textual data at atypical levels (Attride-Stirling, 2001).

Thematic analysis seeks to critically evaluate narrative data by separating the text into relatively minor sections of content thus subjecting them to descriptive treatment (Smith & Sparkes, 2005; Janks, 2012). Furthermore, thematic analysis offers an opulent and extensive, yet convoluted account of the literature (Braun & Clarke, 2006). This is why the process of developing themes from textual literature and demonstrating them using a figurative tool is reputable in qualitative research (Attride-Stirling, 2001).

Building on the background and context developed in Chapter one on the conceptualisation of couples, this chapter comprehensively discusses scholarly literature related to analysing historical significance through the representation of couples in South African History textbooks. It is imperative to first explain the nature, purpose and role of my literature review.

The main themes under which this literature review will be presented are: historical significance, couples representation and South African History textbooks. The first theme focuses on historical significance which is in turn discussed by way of three subthemes namely historical significance focusing on events and people, historical significance focusing on events and historical significance focusing on people. These subthemes help provide a framework from which historical significance is applied as the heart of this study and from which couples in History are interpreted and understood as significant.

The second theme is on couples in History. This theme will discuss couples as relationships that are impacted by issues of gender, race and ethnicity Appleton (2007); Costa & Kahn (2004); Dribe & Stanfors (2010); Kurdek (2004); Lucchini, Saraceno & Schizzerotto (2007); Rigs (2011) and Treas & Tai (2012). By applying the criteria discussed on historical significance, I then discuss and give examples of historically significant couples thus explaining why they are historically significant by giving an example of an event that the couple/s influenced and changed historically.

The third theme is on representation in History. History provides narratives that provide explanations for the origins of humanity, with the intention of revealing the past but

also providing a spectre for the possible future. It describes a course which assists in constructing the core of a society's identity, how it connects to other societies, and establishes its perceptions in facing present challenges Liu & Hilton (2005). Hence a people's exemplification of its History will stipulate its self-perception, what it can and could be, and is thus essential to the formation of its distinctiveness, customs and principles.

The fourth theme is on South African History textbooks as they are the source of data in this study. There are two main subthemes to the main theme namely, the History of South African History textbooks and research on South African History textbooks. Historically significant couples have never been researched or written about. Therefore, when it comes to this topic, there is a lack of literature, which justifies the need for this study.

## **2.2. Historical Significance**

Historical knowledge can be considered to be organised in the form of first and second order concepts. Substantive knowledge which may also be referred to as first order concepts are substantive and syntactic dimensions of History for example being knowledgeable of the discipline structure, its various means of historical explanations, and the historical techniques and proficiencies required to compose explanations about past occurrences (Hammarlund, 2012). Procedural knowledge which may also be referred to as second order concepts in laymen terms are concepts which provide tools to characterising and debunking the significance of historical enquiry (Vansledright, 2009). Without substantial and procedural knowledge and understanding of the concepts, procedures, and competences, History would lose its scientific meaning and structure thus rendering History as a subject null and void (Barth, 2002; Moules, 2002; Levesque, 2005; Vansledright, 2009; Seixas, 2017). Substantive and procedural knowledge help in developing critical thinking skills such as the attainment and preparation of historical understandings, viewpoints, and meticulous judgment beyond more generic skills of critical thinking (Barth, 2002).

First order concepts are different to second order concepts. First order concepts include concepts such as change and continuity, cause and causation and historical

significance subliminally occur in the act of conducting historical inquiries (Levesque, 2005; Runia 2006; Yilmaz, 2009 and Hammarlund 2010). They are not the content” of History, but are indispensable when engaging inquires and when anchoring historical narratives or elucidations of the past (Levesque, 2005). They equip History students with critical skills for debunking resonance and relevance in historical inquiry (Hammarlund, 2012). Hence they are infrequently deliberated in text or expounded upon in the works of historians and they are highly understudied in school History. It is impossible to study everything in History. Therefore, this study engages with historical significance, a second order concept which can be regarded as one of the key tools used by historians to gain an understanding of the past (Seixas, 1994; Barth 2002 and Vansledright 2009).

Any individual may be passionate about insignificant occurrences from the past, thus historians characterise these instances as antiquarianism (Seixas, 1994). Significance is a key aspect in History, yet it is difficult to decide what should be considered historically significant. Decisions about significance are judgements and therefore they rest on various criteria that can be applied (Ford, 2004). Significance is the valuing criterion which historians utilize to assess which pieces of the entire corpus of the past can fit together into a meaningful and coherent story that is worthwhile (Seixas, 1994). “To say a phenomenon is significant is to say that it is worthy of historical study, thus states that one cannot escape from the idea of significance in history” (Lomas 1990, as cited in Seixas, 1994, p. 281).

To assist in ascertaining what historians regard as significant there are various criteria that need to be observed. Literature shows that some scholars emphasise the significance of historical people while some emphasise historical events and others focus on both. The focus on people and events indicates that events in History necessitate people to react to their circumstances (Parsons, 1998; Bradshaw, 2006; Cercardillo, 2006). The focus on events alludes to the impression that the events that took place are more significant than the people who participated in the events (Partington, 1980; Counsell, 2004).

The focus on people infers that without the particular individuals who reacted in the way that they did, History would have possibly unfolded in a different way, thus events

are significant because of the individual person or people involved (Dawson, 2003; Bradshaw, 2006). These viewpoints are discussed in more detail below.

### **2.2.1. Historical significance focusing on events**

Events are those points in History when an act, decision or natural occurrence changed or informed the direction of a society's evolution. Partington (1980) and Counsell (2004) focus on events as being historically significant and vindicate people as being influenced by the event as opposed to influencing the event, thereby rendering the role of the person or people insignificant.

The impact of historical significance can be determined by factors such as profundity, quantity and relevance. These events may have had consequences for people living at the time the event took place or over the time in which the event had taken place (Ford, 2004). Partington (1980) and Counsell (2004) only refer to significant events impacting those people living during the time of the events and do not make any reference to prior or later generations. This downplays the agency of people in events as human agency speaks to how individuals react to various circumstances and situations that they find themselves in, even as couples (Triandis, 1995). However, Bradshaw (2006) and Cercadillo (2006) make reference to significant events having such a far reaching impact that they not only affect the people living at the time but they have future impact.

Profundity and quantity of the event determine significance because they speak to how deeply peoples' lives were affected and how many peoples' lives were affected (Philips, 2002). For example, profundity may be referenced to the Black Consciousness Movement proponents led by Steven Biko in South Africa where he introduced the idea of identity and self-esteem amongst black South Africans and the profound influence this movement had and still has on many South Africans to this day (Magaziner, 2011). This example of the Black Consciousness Movement proponents may also be used with reference to quantity many people in South Africa were and still are black South Africans (Lewis, 2010; Mamdani, 2012).

Relevance of the said event concerns the degree to which the event has led to an increased comprehension of present life (Partington, 1980). This insinuates that the actions of the past directly impact present life and the future. For example, the Truth and Reconciliation Commission (TRC) hearings in South Africa, particularly regarding how people who had lost their loved ones found them or found out what happened to them, have influenced present day life (Graybill, 2002). As such, the TRC may be viewed as an example of relevance concerning the depth of the impact on large numbers of South Africans.

Another factor that makes historical events significant is remembrance. It is related to the above point more especially with regard to impact, but it refers to how the event is stored within the shared remembrance of a group or groups of people either in the country in which it has taken place or globally (Partington, 1980). Some historical events are remembered either through being taught and studied in educational institutions or as national holidays. For example, the Soweto Uprising of 1976 is celebrated as Youth Day in South Africa (Pohlandt-McCormick, 2000). It remains memorable and can be used as a day of reminiscence and reflection for present day South Africans.

Historically significant events also have to result in some remarkable change. An example is the first democratic elections that took place in South African in the year 1994. The elections were not dictated, predetermined or rigged by white supremacy as was the case prior to 1994. This time around, people got to democratically elect their leaders, as both men and women could vote and their votes were counted transparently (Berrisford, 2011). Thus, the result was the inauguration of Nelson Mandela as the first President democratically elected in South African (Ferch, 2003; Edigheji, 2010).

Historically significant events also have to be resonant, meaning that the lives of the affected people have to be altered in one way or another. Resonance also speaks to the aftermath that an event has on the country and at times, the world (Counsell, 2004). The resonance of the Soweto Uprising of 1976 has been evidenced through the various protests that have recently taken place in South African higher education institutions where university students are demanding affordable and accessible education (Monlander, 2016).

Furthermore, Counsell (2004) states that an event has to be revealing in some aspect of the past for it to be historically significant. This refers to what led to an event and what it resulted in. For example, the Soweto uprising of 1976 took place as a result of learners' resistance to being taught in Afrikaans. The manner in which the event unfolded and the results of the resistance is what Counsell refers to as revealing. It is revealing in the sense that the learners who stood up and fought against being taught in Afrikaans were able to pave the way for other learners in the future to not be subjected to unfairness and to show future learners that if they stand together they can be victorious in their endeavours.

The criticism of viewing events as historically significant is that they lack an individualistic and holistic representation in the amplification of historical significance (Philips, 2002). Notwithstanding, events are significant because people all over the world tend to remember or associate various countries with the events that have taken place within those countries. For example, some people talk about the Sharpeville Massacre of 1960 without linking it to Robert Sobukwe (Evans, 2014; Hayes, 2016) while some people talk about the arrest and release of Nelson Mandela without mentioning others like Govan Mbeki (Bundy, 2013), Walter Sisulu (Bhana, 2003; Dominy, 2012) and Ahmed Kathrada (Ellis, 1991; Chitwood, 2014) to mention a few. What follows is the criteria for classifying historical significance focusing on individuals or people.

### **2.2.2. Historical significance focusing on people**

Historical significance focusing on people seeks to emphasise the works of historical characters. Such people are recorded in History books or can be researched on the internet or their legacies continue to spread as folktales through oral History such that they are remembered even long after they have passed on. Inclusive to this notion is the thinking that people are more historically significant than events. This is because people are victims of their circumstances until they decide to react to their circumstances and take a stand, thus speaking to the necessity for agency (Triandis, 1995). Individuals differ and as such their response and reactions to any circumstance

may always be different and it is on this basis that some people end up being significant.

Dawson (2003) argues that for an individual to be historically significant, s/he needs to have changed events at the time they lived. Similarly, Bradshaw (2006) states that for an individual to be historically significant s/he needs to have impacted her/his country or the world in such a way that there is ground-breaking and stunning change. Examples of ground-breaking change would include for example Winnie Mandela who “was particularly well-known for her fierce advocacy of militant action in making townships ‘ungovernable’ and toppling the apartheid regime, which earned her widespread approbation, particularly from the militant youth who were in the forefront of the struggle” (Bridger, 2015, p. 446). Ground-breaking change could also be with reference to advances in technology or new weapons, new life experiences, roles, responsibilities and jobs for the people involved.

Some historical characters even influence and at times, change the way people think or do things both at the time they lived and afterwards. For example, the Black Consciousness Movement proponents influenced how some black men and women viewed themselves during the apartheid years and how they view themselves nowadays (Peberdy, 2008). Many historically significant people have changed the way people thought in the past and influenced the way people now think and would think in the future. Some continue to influence generations of people even after their deaths and are thus celebrated and remembered through History. The first South African President who was elected by the people after the first elections where all ethnic groups couple participate Nelson Mandela is an example of such an individual (Callinicos, 1999).

The historically significant individual, couple or group also needs to have improved, or made worse, the lives of people who lived at the time (Dawson, 2003). An example is Nelson Mandela and Winnie Madikizela Mandela’s sturdy commitment the African National Congress during the apartheid era and the hope and encouragement they gave fellow Africans in the fight against the apartheid regime that there will one day be liberation for all South Africans (Bridger, 2015).

Furthermore, historically significant individuals need to have had a long lasting impact on their country or the world. In fact, Bradshaw (2006) infers that the individuals need to be remembered by most. Winnie Madikizela Mandela is an example of such an individual who is remembered, if for different reasons. For instance, Goodman (2006) claims that Winnie had learned how to thrive on fear and terror to those she was fighting against. It is this militancy that made her a symbol of hope and possibility of a future that was not governed by apartheid. For many black people she was a beacon of hope and, later on in her life she would be called the mother of the nation. On the other hand, the same characteristics were viewed deleteriously by some people during the apartheid era as they feared what she was capable including the vast underlying aftermath of her acts. They feared that she would lead an uprising against the apartheid government and that she would be unstoppable (Ndebele, 2006). In these ways, she improved and in the same breath exacerbated people's lives thus having a lasting impact on her country.

Additionally, the historically significant individual or individuals need to be exemplary. This concerns the kind of impression they leave behind be it good or bad (Dawson, 2003). For example, when Nelson Mandela and Walter Sisulu were prisoners on Robben Island, the United Democratic Front was established, Walter Sisulu's wife, Albertina Sisulu was active thus ensuring that the Freedom Charter readopted was based on the foundations of the values of the United Democratic Front (Dominy, 2013). Because she was exemplary, her efforts were respected and, as a result, the United Democratic Front became instrumental in the struggle against apartheid whilst the African National Congress and Pan African Congress were banned.

Furthermore, Bradshaw (2006) states that terrifying individuals can also be viewed as historically significant. Terrifying in his instance may not be considered exemplary, but it depends on perspectives. As an example, Ruth First was considered by most white South Africans in apartheid South Africa as a terrorist which is why she had to flee the country and seek refuge in neighbouring Mozambique where she was assassinated in 1982 (Marks, 1983). Although she was hunted down for being terrifying, for some South Africans, she was a freedom fighter (Gentili, 2014).

In conclusion to this subtheme, historical significance focusing on people paints a portrait of human feelings and reactions that in turn resulted and influenced the future.

To follow is the combination of historical significance focusing on both events and people.

### **2.2.3. Historical significance focusing on events and people.**

In this section, I review literature that does not separate events from people concerning historical significance. As would be expected, some of the ideas in this section are similar to the ones in the foregoing two sections. The first point is Bradshaw's (2006) argument that the significance of people and events depends on the outcome resulting in ground breaking and stunning change.

Ground breaking in this context refers to the impact and resonance of said events through peoples' actions and reactions based on three criteria: the impact it has on the people living at the time and nowadays, the amount of people affected and the duration of the effect. A relevant example is the impact and feeling of millions of Africans when Nelson and Winnie Mandela walked out from prison hand in hand (Oppenheim, 2012). That experience effected and impacted many South Africans regardless of their ethnic and racial background. This is an example of an event which was made possible because of the couple involved. Hence, the couple and the event were ground breaking because of the effect and impact they had and still has on many people living at the time and even nowadays. The change that Bradshaw (2006) refers to could range between minimal to huge, for example the change could have been that black people were now allowed to vote in South Africa which had previously not been the case (Seidman, 1999).

Regarding being stunning, both the event and people involved need to have an explicitly long lasting and memorable impact on a huge scale. For example, when Nelson Mandela became the very first democratically elected president of South Africa many people all over the world were stunned at this great change that had taken place in South Africa and it paved the way for many other multi-party and national unity democracies that took place thereafter in other countries (Schaeder, 2001; Ferch, 2003; Choi, 2007; Tutu, 2012; Ellis, 1991; Cheeseman, & Tendi, 2010; Curtis, 2012).

In other cases, the said event and people involved sometimes become a relevant topic many years after the event has taken place and in some instances the event is included and studied in the school curriculum. An example of such an event is the rise and fall of apartheid in South Africa and the role of Nelson Mandela as a freedom fighter, going to prison on Robben Island and eventually becoming the very first President democratically elected South Africa in 1994 (Clark & Worger, 2013). For example, Walter Sisulu, Yusuf Dadoo, Ahmed Kathrada and Govan Mbeki to mention a few are some of the comrades who were arrested through the Rivonia trials and were sentenced to imprisonment on Robben Island where they, along with Nelson Mandela served years of prison time because of their fight against the apartheid government (Scott, 2014). Nelson Mandela became President and he liberated the nation along with his comrades who are celebrated years after their devotion and dedication to freedom and liberation for all.

It also happens that people can influence an event resulting in change. Nelson Mandela's previously mentioned ground breaking and stunning influence in South Africa may also be applied in this instance because when he became president he changed many policies (Mattes, 2012; Chisholm, 2012). The concept change is pertinent in History teaching (Philips, 2002; Seixas, 1994).

Some events and people can also be considered historically significant if they are considered to have been terrifying, thus speaking to the resonance. For example, conceivably the most notorious name of the "apartheid period is Eugene de Kock, also known as Prime Evil. De Kock was the commander of C-10, a South African Police unit that specialized in counter-insurgency and his Amnesty Committee testimony proves that he and C-10 were involved in some of the violence of the transitional period. Throughout the transitional period, the African National Congress and former President Nelson Mandela used the term third force to describe the violence perpetrated by de Kock, C-10, and other organizations that aimed to disrupt a transition to majority rule" (Grimes, 2012, p.1).

Following "South Africa's evolution to democracy in 1994, de Kock divulged all C-10 transgressions while testifying before the Truth and Reconciliation Commission. He was arrested in 1994 and in 1996 was condemned to 212 years in prison plus two life sentences for his role in apartheid terror and the murders he committed" (Flanagan

and Ajam, 2014, as cited in Freilich, 2014, p. 5). Eugene De Kock is viewed as terrifying because of the violence and killings he was accountable for during the apartheid he times in South Africa (van Zyl-Hermann, 2015).

The aforementioned criteria can be used as a benchmark in answering the questions; why are events and people significant and why do I, as the person asking the question feel that they are significant? (Cercardillo, 2006).

### **2.3. Conceptual framework for historical significance**

In summary of the theme on the historical significance, it is evident that both the people involved and the events that take place influence and form part of the criteria utilized to establish historical significance (Bradshaw, 2006; Parsons, 1998; Cercardillo, 2006; Partington, 1980; Counsell, 2004 and Dawson, 2003). Noteworthy is the notion that there are instances in which all three subthemes; namely historical significance focusing on people and events, historical significance focusing on events and historical significance focusing on people are in agreement with each other. For example, remembrance and impacting the future are two key factors that are mentioned in all the subthemes. Parsons (1998), Cercardillo (2006) and Bradshaw (2006) who are of the opinion that events and the people who participate in the events are equally significant stand in agreement with Partington (1980) and Counsell (2004) who state that it is only the event that can be regarded as significant and not the people who participate or have an impact on the event that are significant, whereas Dawson (2006) states that it is in fact the person or people who are more significant than the said event. All the above mentioned scholars are in agreement with each other with regards to the notion that historical significance requires remembrance, relevance and profundity and quantity of impact that has an effect on the people living at the time and future generations.

These criteria can be used to understand types of historical significance. According to Cercardillo (2006) there are five types. The first one is contemporary significance, referring to the people involved at that particular time and context. Casual significance is a weighted cause of the event or that is caused by the person or people involved. Patterned significance as a blueprint of transformation or as a catalyst in steadiness.

Symbolic significance signifies an innovation in the overall progression of events. Finally, revelatory significance refers to events which divulge information about people or a society thus represent significance for our interests in the present and what is to come.

Each form of historical significance can be understood better if one applies Parsons' (1998) three aspects that inform historical significance and these are: the person/s, the point and the puzzle. An example of the puzzle being referred to by Parsons (1998) would be: How did slavery come about in South Africa? The people referred to in Parsons' viewpoint are historical characters that can come to be recognised as significant. In most cases, it is the role/s that they played that lead to their endorsement as historically significant. Furthermore, there are always significant reasons behind significant occurrences when studying History. For example, why did slavery take place in South Africa? Why study slavery in South Africa? Parsons (1998) infers that there is always a point or a reason for the reaction of people to events taking place thus their occurrence results in historical significance. Parsons (1998) deliberates historical significance as an occurrence which can only take place if the above mentioned criteria are met, that being the person/s who participate in the event, the point that they are getting across or the cause that they are fighting for and representing and thirdly the puzzle in which the person/s have inserted themselves in with the intention of solving the conundrum.

Therefore, the conceptual framework for this study entails the criteria for historical significance (e.g. relevance, remembrance, profundity and quantity), the types of historical significance (e.g. contemporary significance, casual significance, patterned significance, symbolic significance and revelatory significance) and the aspects in each type of historical significance (i.e. the person/s, the point and the puzzle).

In the following theme, couples are conceptualised and the aspect of relationships is extensively discussed as underpinned by attributes such as gender and gender roles, race, and ethnicity and relation.

#### **2.4. The historical significance of couples**

The purpose of this theme is to academically conceptualise the concept couples with the previously deliberated conceptualisation of historical significance. Therefore,

historically significant couples will be discussed, bearing in mind issues such as gender roles, race and ethnicity.

Couples and relationships go hand in hand and as such cannot be separated. In this theme, I firstly discuss historically significant couples who were in platonic relationships. These couples had no intentions of being intimately involved. Their relationship which may also be referred to as a friendship is purely based on their common interests and helping each other as partners in all the endeavours they face together and also at times issues involving the politics of the day. They are referred to as historically significant couples because they worked together for the greater good and their contributions to History have had a highly significant impact in the world more especially as we know it today. An example of such a couple is Nelson Mandela and his partnership with Mangosuthu Buthelezi (Dunning, 2010; Keller, 2013; Ellis, 2016).

Secondly, I discuss jollyng/*ukujola* with reference to what it means (Harrison, 2010; Fabricius & de Wet, 2002; Kepe, Cousins & Turner, 2000, 2001, 2002; Mhlanga, 2010). Thereafter I discuss historically significant couples who were dating through courtship and cohabitation (Holland, Fraley & Roisman, 2012; Sprecher & Regan, 2002; Cann, 2004; Morry, Kito & Ortiz, 2011; Mikulincer & Shaver, 2003; Hattori & Dadoo, 2007; Blackwell & Lichter, 2004; Gonzaga, Camps & Bradbury, 2007). Then historically significant couples who were married, be they monogamous, polygamous or polyandrous (Wardle, 2003, 2006; Larson, 2004; Archetti, 2013; Henrich, Boyd & Richerson, 2011; Falen, 2008; Mulder, 2009; Solomon, Rothblum & Balsam 2005).

A couple refers to two of the same sort or considered together, a pair, any two persons considered together. This is affirmed by El-Bassel et al. (2010) who assert that a couple based approach accentuates the relationship context for example commitment, love or trust "...between the two members of the couple protecting each other" (p. 98).

According to a study conducted by Burton, Darbes and Operario (2010) the characterisation of couples varies between studies. Three studies (Coates et al., 2000; El-Bassel et al., 2003, 2005; Harvey et al., 2004; Koniak-Griffin et al., 2008) "included participants with a main or regular sex partner for example, those with legal or common law spouses or regular girl/boyfriends, whereas another described couples' relationships as 'characterised by romantic and sexual intimacy'" (p. 4).

On the other hand, according to the attraction – similarity model referred to in Morry, Kito and Ortiz (2010) couples are more often than not, subject to the nature of their relationship, meaning that the forte of the relationship is based on the level of intimacy between the two individuals within the relationship. Furthermore, Morry (2005) “proposed the attraction - similarity model as an explanation for why individuals perceive similarity across a variety of attributes. According to this model, relationship quality leads to the expectation and perception that the partner will be similar to the self” (p. 125). Thus in various relationships research shows that all historically significant couples share various common features, goals and future expectations in life.

All couples have some sort of a friendship or relationship that brings them together (Owen, 1984; Morry, Kito & Ortiz 2010). Moreover, Feld (2004b) as cited in Ginsberg (2006, p. 84) “has emphasized the importance of using attachment and dyadic system theories to understand the couple relationship. From a relationship enhancement (RE) framework the key issue in couples’ relationships is their ability to maintain a context of intimacy and engagement that allows them to experience a sense of trust and security in which they can be safely vulnerable” (Ginsberg, 2006.p 84). Relationships can be in the form of a friendship which can develop between two individuals regardless of their sex or gender preferences. This kind of a relationship is often built on trust, understanding and shared beliefs or characteristics. Examples include paternal relationships involving a parent and child and sibling relationships.

Other types of relationships include jollyng, dating and marriage. Jollyng involves two consenting adults who are not committed to each other but are sexually involved and may or may not have other sexual partners outside of the said relationship. Dating entails commitment to each other as individuals within the relationship. Dating couples have the intentions of one day getting married and they may or may not be sexually active within the relationship, in which case if they are not sexually active then their dating is then referred to as courtship. Marriage as a relationship involves the lawful bringing together of two or more individuals as husband and wife, husband and husband or wife and wife.

These relationship types will be further discussed in detail below. Noteworthy is the insinuation that every couple has a type of relationship and moreover may be involved

in more than one relationship type with the same person at a time, for example a couple can share a friendship and a marriage. “Thus, once the relationship becomes significant, interpersonal reflexes become the signposts around which emotional engagement can deepen” (Ginsberg, 2006, p 84). As couples become closer and grow, their relationships strengthen with time and experience.

#### **2.4.1 Historically significant couples who are in platonic relationships**

Platonic relationships are relationships which involve no sexual activity, passion or desire between the two members within the relationship (Guerrero and Chavez, 2005). Although platonic friendships are vastly understudied, previous research has noticed the significance of communication proficiencies in friendships. Platonic relationships can be between same-sex or cross-sex friends. “Same-sex platonic friendship is a unique context given that past research has shown the abundance, importance, and preference for such relationships” (Arroyo & Segrin, 2011, p. 551). In an attempt to comprehend how cross-sex friends manage to maintain a platonic relationship Messman, Canary and Hause (2000) characterised “six maintenance strategies which are: positivity and openness, support, avoidance of flirting, sharing activities, and avoidance. As friends become more uncertain about the boundaries for acceptable behaviour, about their commitment to the relationship, and about the degree to which their friend has mutual feelings about the relationship, they become less willing to invest the time and energy required to maintain the relationship” (Weger & Emmett, 2009, p. 965).

Same-sex friendships or relationships are divergent and seem to be important all through people’s lives. Hence, same-sex friendships are viewed as normal for platonic relationships (Monsour, 2002). These relationships form and encourage people with similar interests and common goals to work together and trust each other purely based on their relationship. Contemporary research highlights the implications and inimitability of cross-sex friendships (Arndorfer & Stormshak, 2008; Fuhrman, Flannagan, & Matamoros, 2009) and postulate that same-sex relationships or friendships are rare if not non-existent (Deresiewicz, 2012), yet individuals have both kinds of friendships for similar reasons. For example, both types of relationships offer

similar incentives namely social interaction, emotional sustenance, credence, and chances for communal undertakings (Buhrke & Fuqua, 1987; Monsour, Harris, Kurzweil, & Beard, 1994; Reis, Lin, Bennett, & Nezelek, 1993). Thus, same-sex friendships are a prominent aspect of people's lives.

There are various examples of historically significant couples who were friends and as a result were in a platonic relationship. For example, Nelson Mandela and Oliver Tambo's relationship. Other examples include relationships between Nelson Mandela and various comrades with whom he went to the Rivonia Trials of 1963 and was later sent to Robben Island with, namely Govan Mbeki, Ahmed Kathrada, Raymond Mhlaba and Denis Goldberg (Scott, 2014; Albertyn, 2015). All these platonic relationships were functional and had a common interest in that they were fighting for liberation and emancipation of the oppressed in South Africa (Adebajo, 2010; Drew, 2011; Landau, 2012; Haasbroek, 2012; Oppenheim, 2012). Most, if not all the people previously mentioned under this subtheme were married and their relationships developed under the tough times of apartheid.

#### **2.4.2 Historically significant couples who were jollyng/*Ukujola***

There are various interpretations of the word *ukujola* or jollyng. This term is used more specifically in South African culture and society. Various scholars have deliberated their understanding and interpretations of the word and have to an extent used it in more ways than one. Harrison (2010) interprets *ukujola* as an unrecognized or hidden relationship since this understanding is adapted from popular vernacular South African word "jol", meaning "to have a good time" (p. 5). This practice, known as "ukujola, is locally interpreted to mean 'taking by stealth or cunning that which is rightfully yours'" (Fabricius & De Wet, 2002, p. 154).

On the other hand, Kepe, Cousins & Turner, (2001, 2000) explain their interpretation of *ukujola* as denoting that "the two lovers have reached an understanding, but do everything in their power to keep it secret because of the possible consequences" (p. 916). The above interpretations are similar to each other with essentially the same message, that *ukujola* refers to two individuals in a relationship and they are having fun or having a jol. This can be further interpreted as stating that the individuals in this

type of a relationship form an understanding between the two of them that they are just having fun, there is no sense of commitment or future plans of dating or even possibly, marriage. This may also lead to this type of relationship being an open one, where both individuals may be aware that their partner may be in a serious relationship with someone else or may be seeing countless other people (De Wet & Fabricius, 2010; Kepe, Cousins & Turner, 2000, 2001; Harrison & Cleland, 2010). Thus, Mhlanga (2010) states that the distinct courtship ritual that exists in the Zulu culture, traditionally referred to as *ukuqoma* and, lately, more colloquially referred to as *ukujola*, may be considered to be similar to dating, but it is in no way identical (p. 43). This is because *ukuqoma* refers to couples or a couple who are jolly and *ukujola* refers to couples who are dating.

An example of such a relationship is that between Steven Bantu Biko and Mamphela Ramphele. Their relationship began as platonic as they had common interests, that being the fight against apartheid and spreading the ideology of Black Consciousness (Ramphele, 1996; Ramphele & Richter, 2006; Maluleke, 2008). Another example is the alleged affair that Winnie Mandela had with Dali Mpofu, a lawyer who at the time was thirty years young than her, all this happening while she was married to Nelson Mandela and during the time he was in prison on Robben Island and even after he had been released (Trehwela, 1993; Healy-Clancy, 2014).

However, there is a distinct possibility of the individuals in this type of a relationship to end up romantically falling for each other thus deciding to change their relationship status from jolly or *ukujola* to dating (Hosegood, McGrath & Moultrie, 2009).

#### **2.4.3. Historically significant couples who are dating in relationships.**

Dating couples are two individuals who discuss and agree to form a relationship. First and foremost, it is based on physical attraction and once the discussion and agreement between the said individuals is underway, then a friendship develops thus leading to a relationship. "Compared with their friends, individuals expect higher levels of desirable traits in romantic partners (Sprecher & Regan, 2002); express more passion, intimacy, and commitment (Cann, 2004); and invest more time and attention

to relationship development and maintenance” (Baxter et al., 1997, as cited in Morry, Kito & Ortiz, 2011, p. 125).

Regarding dating, Powers, Pietromanaco, Gunlicks and Sayer (2006) affirm that when the individuals within the relationship feel safe, cared for and secure, their feelings grow and develop the foundations for a mature romantic relationship, which embodies various traits of affection. Just like with children and their parents and caregivers in times of danger and insecurity, these beliefs have been prolonged to mature romantic relationships exemplifying different aspect of a relationship (Hazan & Shaver, 1987; Mikulincer & Shaver, 2003). Demanding and intimidating experiences are believed to stimulate the attachment system (Bowlby, 1980; Mikulincer, Gillath, & Shaver, 2002; Simpson & Rholes, 1994). For example, Steve Biko and Mamphela Ramphele faced the adversities of the apartheid regime together, but still formed a union and even went as far as having children. Although Steve Biko was married at the time, this dating couple were brought closer together and formed a companionship because of the stresses they faced (Leib, 2016).

Some dating couples expect or plan on marrying their partners in the near future (Gonzaga, Campos & Bradbury, 2007). Other dating couples take it a step further and make the decision to cohabitate thus further leading and preparing them for marriage. Dating, cohabiting, and married couples appear to pair homogenously with respect to education, ethnicity, and creed. For example, before Winnie and Nelson Mandela married they started by dating, but even before that Nelson Mandela dated, married and divorced Evelyn Mase (Hollingsworth, 2012, Keller, 2013). He dated Winnie for months after which they married (Adebajo, 2010; Oppenheim, 2012; Healy-Clancy, 2014). There are also those who decide that their relationship will not involve any sexual activity thus leading to their relationship being a courtship (Blackwell & Lichter, 2004).

#### **2.4.4. Historically significant couples who are married in relationships.**

Marriage is the legal and integrative conjugal union of two individuals regardless of gender although it is overwhelmingly considered to be “the union of a man and a woman only” (Wardle, 2006, p. 48). But the meaning of marriage has evolved, is

evolving, and will continue to evolve (Wardle, 2003). Overtime there is continuous change in the societal concept of marriage (Wardle, 2006).

Marriage has a number of meanings which differ according to religious doctrine, faith tradition or contexts. Differences relate to issues such as sexual orientation, divorce, validity of civil matrimony, boundaries of incest and polygyny (Wardle, 2006). Blackwell and Lichter (2004) are of the opinion that married spouses are paired on a variation of social and demographic characteristics, such as education, ethnicity, cultural beliefs, professions and family socioeconomic upbringing (Schoen & Wooldredge 1989; Kalmijn 1991; Blackwell, 1998). There are various examples of historically significant couples who were married namely, Nelson Mandela and Graca Machel, Walter and Albertina Sisulu, Oliver and Adelaide Tambo, Govan and Epainette Mbeki (Trehwela, 1993; Kuper, 2007; Baloyi, 2012).

Probably the most contested views on marriage in Africa relate to monogamy and polygyny (Falen, 2008).

#### **2.4.4.1. Monogamous, polygamous and polyandrous marriages**

The following are different types of marriages that couples and sometime more than two individuals partake in. they are all constitutionally recognised in one way or another, be it traditionally or according to the laws and constitutions that govern South Africa.

- Monogamy

Monogamy in marriage refers to two individuals lawfully joined as husband and wife and they agree that they will not marry another or add other partners to their marriage (Archetti, 2013; Henrich, Boyd & Richerson, 2011; Falen, 2008; Mulder, 2009; Wardle, 2003, 2006). Examples of historically significant couples who were in monogamous marriages are Thabo and Zanele Mbeki, Joe Slovo and Ruth First and Robert and Zondeni Sobukwe (SACP, A. C. P. Ndlovu and Strydom 2016; Adebajo, 2010).

In sub-Saharan Africa and in developing countries all over the world monogamous marriages remain potentially polygamous (Solomon, Rothblum & Balsam, 2005). In relation to this is the point by Gibbs and Campbell (1999, as cited in Cook, 2007) on the practice known as man-sharing whereby women choose to have become romantically and in some instances sexually involved with a married man who has a job and can provide for them. implies that extra-marital relationships can also be considered as a form of polygamy.

- Polygamy and polyandry

Polygyny refers to marriage to more than one spouse concurrently. Thus, there are two types of polygyny: polyandry and polygamy. The former refers to when a woman has multiple husbands (co-husbands) and the latter to when a man has multiple wives (co-wives) (Falen, 2008; Mulder, 2009). Notwithstanding the knowledge that monogamy, polygamy, and co-wives are often known by distinctive terminology in African languages, most marriages are monogamous, polygyny is considered as the most distinctive feature of Sub-Saharan African marriage (Karanja 1994). In many texts, ranging from introductory anthropology to those on marriage and sexuality, one finds generalisations that polyandry is an exceptionally rare marital form (Starkweather & Hames, 2012).

An example of a historically significant polygamous marriage is of South Africa's former President Jacob Zuma and his spouses namely Nkosazana Dlamini Zuma, Gertrude Zizakhele Zuma, Kate Mantsho Zuma, Nompumelelo Ntuli Zuma, Thobeka Stacey Mabhija Zuma and Gloria Bongekile Ngema (Hunter, 2011; Mbatha, 2011; Okon, 2012). However there is no evidence of a historically significant couple who were in a polyandrous relationship. What is evident is that there are communities such as the Masai in Kenya where a form of polyandry is practiced (Anastasiu, 2012).

## **2.5. Representation in history**

This theme focuses on the nature and purpose of representation and its relationship to historically significant couples. Representation has a History in itself and is socially constructed and reinforced through past political and economic experiences of various nations. It is thus based on the experiences of the nation, whereby rules and regulations are set to help navigate a potential future championed by the people and the lessons of the past (Liu & Hilton, 2005).

Socially mutual exemplifications of History are significant in fashioning, preserving and altering a people's identity. Thus, Liu & Hilton (2005) affirm that History narratively informs us of our background and past, where we come from and where the future should lead us. It demarcates a route thus helping us to form a societal identity in relation to how we relate to other societies, thus ascertaining sentiments for tackling present disputes. A society's exemplification of its History will stipulate its concept of its past, present and eminent possibilities, and thus is central to edifice its distinctiveness, customs, and principles (Liu & Hilton, 2005). Representations in History aid in describing societal identities, more so in how they correlate to other populaces or nations and to global contemporary politics.

Representation is the construction of the meaning of the ideas in our minds through communication and linguistics. We provide meaning to possessions through linguistics; this is how we make sense of people and substances, thus we are able to communicate multifaceted thoughts about various affairs to other people or to communicate about them through linguistics in ways which others are able to comprehend (Hall, 1997). Representation means using linguistics to communicate, or exemplify, the world expressively to other people. It is therefore an important part of the process by which meaning is created and communicated (Hall, 1997).

Representation can take place in visual or textual form. Visual signs have a relationship with the appearance and texture of the substances which they represent. Thus "in the reflective approach, meaning is believed to linger in the object, person, notion or event in the real world, and language acts like a mirror, emulating the meaning as it already exists in the world" (Hall, 1997, p. 24).

### **2.5.1. Representation through visual data**

The rudimentary idea of visually representing information is to allow individuals to unequivocally interrelate with it, to acquire understanding, to reach conclusions, and to eventually generate informed resolutions. People may employ visual data evaluation methods and procedures to integrate evidence and obtain insight from substantial, vigorous, and often conflicting data by delivering timely, justifiable, and reasonable evaluations (Thomas & Cook, 2005, as cited in Lurie & Mason, 2007). According to Ware (2010), the term visualization is apprehended as a graphical representation of information or conceptions, whereas it was previously utilized to configure a mental appearance. The benefit of visual data analysis is that decision makers, readers and researchers may focus their full intellectual and perceptual competencies on the investigative procedures. Moreover, visual analysis is a frequentative practice that comprises gathering data, information pre-processing, information representation, communication, and decision making (Lurie & Mason, 2007).

Recognizing characteristics of appearances can advance object identification and categorisation as well as deliver valuable data for organizing compendiums of appearances (Berg, Berg & Shih, 2010).

Similarly, Thomas and Cook (2006) described visual data analysis as a multidisciplinary field tool and further state that visual analysis is the science of systematic persuasion expedited by shared visual interfaces. People use visual evaluative methods and techniques to synthesise data and gather insight from compact, vigorous, equivocal, and often contradictory information; expose the expected and uncover the unexpected; deliver timeously, explicable, and understandable assessments; and convey assessments efficiently for action.

Visual appearances are independent mechanisms of interactions that avoid merely replicating reality, instead they fabricate appearances of reality which are conjoined with the attractions of the social institutions (school and mass media) within which the depictions are manufactured, distributed and read (Kress & van Leeuwen, 1996). Consequently, this approach opposes the naïve realism that deems each visual appearance as a message without syntax and substitutes it with the position that the

visual images have particular conventions entrenched in their edifice (Dimopoulos, Koulaidis, & Sklaveniti, 2003).

An example of representation through visual data would be a picture of Nelson Mandela and Mangosuthu Buthelezi who were in different political parties but worked together as part of a coalition government from 1994 (Keller, 2013). A picture of them shaking hands could be interpreted as a form of their working together, their coalition and governance.

### **2.5.2. Representation through textual data**

The most habitually used data source for content analysis is written text according to Krippendorff (2012), thus Gephart (1993) inserts that meaning is generated in texts, and is fashioned by interrelations between texts. Furthermore, juxtapositions can be sought to disclose meanings structured by a meticulous word amalgamation. Textual data in this study primarily denotes the written word. The written word may also be expressed through images which has already been discussed above.

Visual and textual data usually work hand-in-hand and can aid the reader in better understanding the message embedded in the visual image (Berg, Berg & Shih, 2010). With reference to the previous example on Nelson Mandela and Mangosuthu Buthelezi, there may be a narrative text in a section dedicated to the alliance between the African National Congress and the Inkatha Freedom Party in 1994. The picture can then be used to crystallise what is in the narrative text.

## **2.6. South African History textbooks**

My research focuses on historically significant couples and more precisely on South African couples and this is why I have focused on literature on South African History textbooks. As far as my research shows, there have been a few scholars who have researched historical significance in History textbooks, but none have researched on couples. The two subthemes of this section will discuss the History of South African

History textbooks and the research that has been conducted on South African History textbooks.

### **2.6.1. Overview of the History of South African History Textbooks**

Studies have been conducted to understand the manner in which South African History textbooks underwent change since the days of the heavy influence of apartheid ideology to post-apartheid discourses (Polakow-Suransky, 2002; Engelbrecht, 2006). For example, Johnson (1982) explained how History textbooks played a part in “establishing and entrenching apartheid” (Waller, 2009, p. 31). In apartheid South Africa, History textbooks were used to reinforce racial separation and Afrikaner superiority through grand-narratives and master symbols (da Cruz, 2005; Engelbrecht, 2006). In post-apartheid South Africa, History textbooks, according to Chisholm (2007) promote the incumbent government’s democratic policy.

The significant implication of such research is that History textbooks were manifesting the changing forms of historical literacy as determined, partly, by the new political realities and the new curricula that they purveyed. Furthermore, apartheid and post-apartheid History textbooks were compared and found to have differences particularly in their content and tone (Polakow-Suransky, 2002; Engelbrecht, 2005). Thus concerning the history of South African History textbooks, Maposa (2014) found that:

there is evidence that the volume of History textbook research only increased after the end of apartheid although, according to Chernis (1990), the first officially recognised South African History textbook was *History of the Cape Colony* authored by Wilmot in 1871. In fact, History books were already in use in schools as early as 1839, but as with international trends, History only became an officially established school subject by the end of the 19th century in South Africa. By the turn of the 20th century leading to the establishment of the Union of South Africa in 1910, History textbooks in the Afrikaner republics were imported and those in the English colonies displayed strong imperial discourse and ties with the British Empire (Chernis, 1990).

### **2.6.2. Research on South African History textbooks**

The research by Auerbach (1965) opened the gates for only a few studies in the same field. According to Chernis (1990), FA Van Jaarsveld followed in Auerbach's footsteps and dominated the discipline of History textbook research in South Africa for about 30 years. However, in the view of Dean et al. (1983) Van Jaarsveld was a historian who was not dominant in History textbook analysis per se, but in the writing of History textbooks as he was, in fact, a target of textbook analysts. The major critics of Jaarsveld's textbooks were Taylor (1971) and Lewson (1975). As with the earlier research by Auerbach, the textbooks were criticised for containing content which was characterised by stereotypes and biases which were consistent with ruling government propaganda.

This criticism of the presence of apartheid ideology in the History textbooks spilled into the 1980s as the Soweto uprisings of 1976 and subsequent school boycotts further exposed the issues of ideology in South African school History (Chisholm, 1981). The subject of identity, stereotypes and prejudices as portrayed in History textbooks however remained topical. Issues of representation were also researched by Mazel and Stewart (1987) who analysed the portrayal of the San in History textbooks. Two of the then most comprehensive studies on History textbooks were conducted by Dean et al. (1983) and Du Preez and Home (1983) who analysed 42 and 53 textbooks respectively. They showed how the History in the textbooks continued to legitimate apartheid and racial prejudice through the occlusion of black people from the History of South Africa.

The most comprehensive research on South African History textbooks was conducted by Chernis (1990) who analysed approximately 100 History textbooks that were used in the country from 1839 to 1990. Chernis (1990) still maintained that by 1990, very little research on History textbooks had been conducted as evidenced by at most 10 postgraduate dissertations which, in his own opinion, mainly contained descriptive and little critical analysis. Examples of the theses include those by Du Plooy (1965), Motshabi (1972) and Raubenheimer (1944). Although the issues of race, stereotypes and master symbols in the apartheid context were important in contextualising the study, there was evidence of a shift of focus to other issues in History Education.

Matoti (1990) who analysed how the History textbooks enabled learners' conceptual development and how this correlated with the pass and/or failure rates in the schools. The same applied to Evans (1991) whose study examined the role of textbooks in knowledge production and reproduction. The post-apartheid period has witnessed comparatively increased publication of research on History textbooks, especially in the form of journal articles. This increase accompanied the paradigm shift in the South African History curriculum, thus informing the need for new textbooks (Siebörger, 1994; Siebörger & Reid, 1995).

Research on History textbooks is not a recent development, in fact:

In spite of the relatively early use of History textbooks in South African schools and their important role in legitimating the colonial establishment, research on the textbooks only materialised at a later date. My literature search found the earliest research to be by Raubenheimer (1944) and Du Plooy (1965) who wrote their dissertations in Afrikaans. The study that is recognised to be pioneering in the field of History textbook research was conducted by Auerbach (1965) and he noted that previously there had been virtually no research in History 90 textbooks (Dean, et al., 1983). From his textbook analysis, Auerbach (1965) found an increasing Afrikaner ethnocentrism being portrayed over time and the doctrines of Christian National Education (CNE) being promoted in the contemporary textbooks (Maposa, 2014).

The issues of content and representation that have been studied in South African History textbook research mainly pertain to the dominant discourses of the day such as issues of race and diversity. Other studies by Morgan (2012; 2014) focus on the representation of concepts such as empathy rather than content knowledge. Most studies have not been specific to concepts, but some have identified specifics, such as heritage (Fru, Wassermann & Maposa, 2013). Also acknowledging the importance of historical knowledge is Morgan (2014b) who analysed textbooks and found out that South African History textbooks focus more on values than scholarly ends.

Concerning values, Mashiya (2000) analysed the old History textbooks to see if they can be used in the post-apartheid dispensation to teach democratic values and

found that they can only be useful if they are in critical hands. The studies identified in this paragraph show researchers' attempts to formulate an answer to what school History, through textbooks, is meant to develop for learners from an educational knowledge stance.

The production process of History textbooks is also not very well-researched. This process was reviewed by scholars such as Hindle (2004) and Johannesson (2002) who criticise the system of producing poor quality textbooks and identify the challenges in textbook production, distribution and use in South Africa. In addition, Siebörger (2008) and Van Eeden (2010) studied issues related to the production of textbooks, although the production aspect was not the main focus of the studies. The respondents in Van Eeden's (2010) study complained that the textbook evaluation and approval procedure was neither rigorous nor transparent. Furthermore, Chisholm (2013) engaged with more than the process of textbook production but also included issues of distribution into the schools. Such research highlighted the need for the government to establish more robust and transparent structures for textbook evaluation and approval to avoid conflict amongst the concerned stakeholders.

Various studies have revealed that for many years South African textbooks were rooted with racism, sexism, stereotypes and historical inaccuracies (Auerbach, 1965; Du Preez, 1983; Esterhuysen, 1986; Sieborger, 1992; Bundy, 1993 as cited in Engelbrecht, 2005). Sieborger and Reid discussed their findings from their 1994 Workshop on School History Textbook Writing in their article entitled *Textbooks and the School History Curriculum* (1995).

Sieborger and Reid (1995) explain the challenges facing History as a school subject when they investigate the identity that textbooks promote. Engelbrecht (2004) discusses representation in a certain Afrikaner textbook series *Ruimland*. In Engelbrecht's later work (2008), she examines the impression of character volte-face in representation practices in History textbooks after apartheid. Her research on textbooks in South Africa focuses on aspects like 'ideology', 'representation', 'Eurocentricity' and 'apartheid prejudices'. Similarly, McKinney (2005, p.11) "considers aspects such as gender, class and disability in her analysis of how current textbooks

reproduce and reinforce a non-apartheid vision of a non-racist, non-sexist, equitable society”.

Existing research in the realm of knowledge representation in a South African context is limited. The local textbook audit by Kros (2002) involves a content analysis of Grade 12 History textbooks published in the late 1980s, revealing a clear apartheid bias. The audit showed that there were good textbooks available that made their historiographical and values framework explicit, encouraged thinking skills and avoided one-dimensional thinking, but that they were in the minority and difficult to access in the rural areas. Chisholm’s (1981) study on ideology in History textbooks argued that pupils should be taught how to recognise bias and propaganda by inculcating a critical attitude to all material given to them. Morgan (2011, p. 4) describes her textbook study as her “own hybrid of hermeneutic analysis, discourse analysis, visual analysis, question (pedagogic) analysis, critical analysis, and semiotic analysis”, undertaken to decode the strategy of textbook constructors. Her South African literature review showed study engagement with race, gender, bias and ideology and on the politics of curriculum transformation rather than theoretical and methodological problems of analysis. Amongst those she reviewed, were those focusing on old History textbooks which perpetuated segregationist ideals (Dean, Hartman & Katzen, 1983; Auerbach, 1965), those featuring a desertion of white Afrikaner History from textbooks (Pretorius, 2007; Visser, 2007; van Eeden, 2008) and those featuring white and black role reversal, showing the Afrikaner Nationalist being replaced by the African Nationalist (Engelbrecht, 2008).

While Bertram and Bharath (2011) interrogate History textbooks for disciplinary content, their study focus is on knowledge structures and how new History textbooks present everyday knowledge and procedural knowledge. They argue that some of the textbooks designed for the curriculum at the time of their investigation were limited in their representation of content, showing a prioritising of everyday content.

Waller (2009) applied Fairclough’s analytic instrument to determine that a range of Grade 10 South African textbooks were a far cry from international versions of historical literacy, historical literacy being the sum of a number of aspects which add to the mastery of the discipline. The bulk of studies in South African textbook research is thus engaged in themes that focus on topics such as prejudice and writing a new

History for South Africa (Bam & Visser, 1996), concept representation (Matoti, 1990; Ranchod, 2001), national narratives (Von Eden, 2008; 2010), ideology and citizenship (Chisholm, 1981; 2008), indigenous representation (Mazel & Stewart, 1987), xenophobia (McKnight, 2008; Duponchel, 2013), diversity (McKinney, 2005), gender and representation of women (Nene, 2014; Schoeman, 2009), methodological issues (Morgan, 2013), historiography (von den Stein, 1997; Bundy, 1993), History and morality/empathy (Von Borries, 1994), democracy and the representation of Mandela (Mashiya, 2000; Van Niekerk, 2014), heritage (Fru, 2012; Fru, Wasserman & Maposa, 2013), holocaust depiction in History textbooks (Koekemoer, 2012), cultural identity (Kwang-Su, 1999), race (Morgan, 2010; Engelbrecht, 2005, 2008; da Cruz, 2005; Dean & Hartman, 1983), nation building and values (Ndlovu, 2009), curriculum and knowledge (Bertram, 2009; Bharath, 2009, Bertram & Bharath, 2011; Firth, 2013), historical consciousness (Kwang-Su, 1999; Van Jaarsveld, 1989; Mazabow, 2003; 31 Van Beek, 2001) and historical literacy (Waller, 2009; Maposa & Wasserman, 2009; Wasserman, 2008). The studies mentioned above are focussed on History and its textbooks in South Africa.

In conclusion, Bharath (2015) argues that South Africa's vast experience and History of apartheid has left an indelible mark on its future education. While the damage can never be eradicated and its History can never be undone, its History can be told from a multitude of angles so that an unprejudiced interpretation of the past. That is then the task of present and future historians. Erstwhile, there are other stories to tell, and for me, the 'story' of History and progression is one I strive to tell. It is an interesting avenue of study that opens up discussions and debate on the newly published CAPS of 2011 History curriculum and how development in historical thinking is mirrored in textbooks.

## **2.7 Conclusion**

In closing, this chapter reviewed literature in relation to analysing historical significance through the representation of couples in South African history textbooks further foregrounded various terminology and categories in relation to the topic for this study. The succeeding chapter discusses the research design and methodology.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1. Introduction

This chapter contemplates the research design and methodology. I discuss the research design and research methodology and I explain how it will be employed to provide answers to my research question: how do South African History textbooks represent historically significant couples? I elucidate the significant themes to be discussed in this chapter and in so doing, I rationalise the choices and decisions I have made. Such decisions were founded up on the literature review which I conducted in Chapter 2 as well as the conceptual framework I used. In this chapter, I focus on the following themes: the research paradigm, research approach and the research assumptions, the research design, the research methodology and methods of sampling, data generation and data analysis. Conclusively, this chapter includes issues of trustworthiness, rigour and my limitations thus ensuring that the strengths and weaknesses of the methodology and methods employed are meticulously probed.

It is imperative to clarify the distinction between the research design and research methodology. According to Mouton (2001) the research design and research methodology are two dissimilar features of a study and researchers often confuse the two. Decisions regarding aspects pertaining to what, when, where, how much, by what means relating to an investigation or a research study represent a research design. Kothari (2004) explains the research design “as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure” (p. 31). This speaks to the research purpose and question of this study thus taking into cognisance the economic and socio-political context in which the textbooks that were analysed in this study were written and thus does not interfere with the intentions of the authors nor their intended message/s.

The research methodology is the conventional style the researcher procures in undertaking the research project and, to some degree, it determines the meticulous tools the researcher chooses (Leedy, & Ormrod, 2005). The methodology is a way to systematically solve the research problem and may be understood as a science of studying how research is done scientifically (Wahyuni, 2012). Therefore, the methodology guides a researcher in choosing one array of research methods over another to tackle the research question/s.

An analogy of how the research design and methodology pre-eminently work hand-in-hand is explained by Kothari (2004) who states that the research design is the conceptual structure within which research is performed; it comprises the plan for the gathering, dimension and evaluation of information. The research methodology and research method are idiosyncratic conceptions; analogically, a methodology is a domain or a map, while a method refers to an array of steps to pass through between two places on the map (Jonker and Pennink, 2010 as cited in Wahyuni, 2012).

### **3.2. Interpretivist paradigm**

Researchers maintain diverse notions “about the nature of knowledge and reality based on their own philosophical disposition. In any research endeavour, linking research and philosophical traditions or schools of thought helps clarify a researcher’s theoretical/conceptual frameworks” (Cohen, et al., 2000 as cited in Tuli, 2011, p. 105).

Interpretivists subscribe to the idea that there is no solitary reality or veracity about the social world, but rather an array of historical, native, distinctive and non-generalizable realities (Guba & Lincoln, 1994). Researchers make clarifications with the purpose of comprehending human activity, conduct, thoughts, principles and perceptions which influence the methods that they chose (Bertram and Christiansen, 2014). Therefore, my study is interpretivist in the sense that it aims to interpret and understand how historically significant couples are represented in South African History textbooks.

According to Tuli (2011) in the “Interpretivist paradigm, the nature of inquiry is interpretive and the purpose of inquiry is to understand a particular phenomenon, not to generalise to a population” (p. 100). “Researchers within the interpretivist paradigm

are naturalistic since they apply to real-world situations as they unfold naturally, more specifically; they tend to be non-manipulative, unobtrusive, and non-controlling” (Farzanfar, 2005 as cited in Tuli, 2011, p. 100).

Interpretive research pursues to comprehend morals, creeds, and denotations of social occurrences, thus procuring a deep and benevolent perception of human ethnic behaviours and practices. Interpretivists view such patterns as being influenced by progressive classifications that societies establish as they informally interact (Neuman, 2003).

Interpretive researchers pursue to comprehend the doctrines, philosophies and significance of societal occurrences, thus obtaining sensitive information on experiences and viewpoints from insiders perspectives (Merriam, 1998) instead of challenging the decrees of human behaviour (Bryman, 2001; Farzanfar, 2005), “they use data gathering methods that are sensitive to context which enable rich and detailed, or thick description of social phenomena by inspiring participants to speak openly and understand the researchers request for insight into a phenomenon that the participant has experienced or contextualised” (Neuman, 2003, as cited in Tuli, 2011, p. 100). Therefore, this study is qualitative because it generated findings not attained by arithmetical techniques or other ways of computation (Strauss & Corbin, 1998, as cited in Ritchie & Lewis, 2003).

### **3.3. Qualitative approach**

The social understanding that people characterise as their encounters, environments, and circumstances, as well as the meanings people entrench into texts and other objects, are the emphasis of qualitative research. Creswell and Clark (2007) state that qualitative researchers are after meaning. More than a concept or a sequence of procedures that can simply be applied, qualitative research is an academic, innovative, and laborious craft that the practitioner not only masters but also develops through practice (Creswell & Clark, 2007). Therefore, concerning my study, the qualitative approach to research is most suitable as my research seeks to interpret and understand how historically significant couples are represented in South African History textbooks. According to Ritchie, Lewis, Nicholls and Ormston (2013)

philosophical, public, historical and religious influences are all significant in whittling people's knowledge and perception of their planet. Researchers conducting qualitative studies seek to collect as much data as possible so that they can capture all of the fundamentals of an event that took place in order to understand it better. They are obliged to consider as data whatever they observe when conducting research. Qualitative and descriptive research offers an all-inclusive day by day summary of events (Sandelowski, 2000).

Qualitative research, with its detailed explanations, does not simply portray reality, nor does it practise exoticism for its own sake. Instead it utilizes uncommon, deviant or unanticipated as a foundation of insight and a mirror whose image makes the unknown distinguishable in the known, and the known distinguishable in the unknown, thus allowing more possibilities for development (Flick, von Kardoff & Steinke, 2004). Therefore, the qualitative approach helps in covering the lacuna on historically significant couples from the known to the unknown.

Lastly, Lewis and Ritchie (2003) condition that it is crucial to acknowledge that there is no prescribed, singular method of conducting qualitative research. Certainly, the way in which researchers conduct their research is dependent on a variety of influences which are inclusive of their principles and their disposition on the social world and what can be known about it, otherwise known as their ontological beliefs and the nature of knowledge and how it can be acquired, otherwise known as their epistemological view.

### **3.4. Ontological and epistemological assumptions.**

Ramokgopa (2013) posits that epistemological assumptions involve the very basis of knowledge, its nature and forms and how it can be assimilated and communicated amongst humans. It regulates extreme positions on issuance pertaining to knowledge and understanding thus ascertaining if knowledge is something which has to be individually experienced (Burrell & Morgan, 1997). An epistemology is also a philosophical belief system about who can be a knower (Guba & Lincoln, 1994; Harding, 1987; Hesse-Biber & Leavy, 2004). According to Hudson and Ozanne (1988, as cited in Carson et al., 2001) epistemology is explained as the relationship between

the canvasser and the reality or how this reality can be known. Therefore, my epistemological assumption is that knowledge can be personally experienced and shared through personal experience, thus generating more knowledge in the process.

Creswell and Clark (2007) infer that ontology is a metaphysical conviction based on the nature of social reality, what can be known and how. For example, is the social world fashioned in a way that is habitual and anticipated, or is the social world continuously being created through human relations and practices? A researcher's ontological assumptions impacts area or focus selection, the construction of research questions, and approaches for conducting the research. Similarly, Ritchie et al. (2013) submit that ontology is concerned with the disposition of the social world and what can be known about it.

Therefore, my ontological assumption is that reality is socially constructed. Thus, the South African History textbooks as prescribed by CAPS (2011) influence both the teachers and the learners. Given the circumstance that my study is located in the interpretivist paradigm and that I will be following a qualitative approach, it stands to reason that the ontological assumption of this study is social constructivism. Social constructivism views social life and reality as constructed entities, which have been produced by and have their origins in the human mind. Reality is a social construct and as a result, the researcher cannot be an objective observer in research (Nieuwenhuis, 2007). Henning (2004) emphasizes this point by stating that ontologically speaking the interpretive paradigm discards the notion of an objective reality which exists outside the context of the researcher.

### **3.5. Research design**

Nieuwenhuis (2007) states that a research design is an approach or strategy which progresses from the fundamental philosophical assumptions, to data gathering techniques that will be used. The preference of research design is founded on the researchers' assumption, research skills and research practices, and it ultimately impacts the way in which the researcher gathers information (Wahyuni, 2012). Merriam (2002) states that research design addresses the questions of how to plan a study, while Maxwell (1996) stresses that the research design process is "elastic and

non-linear, and that the overall design will need to be modified in interaction with the research setting. Therefore, design in qualitative research is not a sequestered stage which is concluded early in the life of a study; instead it is a continuing process which calls for constant review of decisions and approaches. Nevertheless, this can never be a replacement for rigorous planning” (p. 128).

### **3.5.1 Conceptual study**

The research design for this study is a conceptual study. Maree (2007) states that conceptual studies should not be muddled with the characterisations of terminology so often used as part of an introductory chapter or with historical research. The significant features of a conceptual study are that it is founded on secondary sources that it unsympathetically engages with the interpretation of concepts, and that it seeks to increase our existing knowledge and understanding – it generates knowledge. With regard to the concept of historically significant couples, knowledge is generated through the characteristics that make up what renders a couple historically significant. Historically significant couples who are in various relationships are recognised according to their impact in History and the results of the said impact on many people and the world.

Similar to a conceptual framework, a conceptual study works with a organisation of conceptions, expectations, anticipations, dogmata, and theories that upkeeps and updates research, thus forming a significant part of the research design (Maxwell, 2005). Therefore, a conceptual study as a visual or written product, is one that seeks to explain, either graphically or narratively, the main issuances to be studied including the key factors, concepts, or variables and the reputed associations among them (Maxwell, 2005).

**Table 3.1. SUMMARY OF THE RESEARCH DESIGN**

Research paradigm	Interpretivist Paradigm
Research approach	Qualitative
Research design	Conceptual study
Time frame	Post-Apartheid South Africa since the implementation of CAPS.

### **3.6 Research methodology**

The research methodology used in this study is textual analysis. Textual analysis is a research methodology that necessitates the researcher to attentively evaluate the content of communication instead the structure of the content. Textual analysis is generally utilized to analyse historical documents and narratives. Ifversen (2003) infers that textual analysis is entailed with the visual or narrative characteristics of past representations. It must connect with the representational sequence that links memory to evidence and evidence to writing. Kothari (2004) postulates that when talking about research methodology consideration is given to the rationality informing the methods we employ in the setting of our research study and elucidate why we are utilizing or not using them. This ensures that the research results can be evaluated either by the researcher or by others.

Fairclough (2003) states that there are “three primary types of meaning that can be distinguished for purposes of textual analysis: meanings which a text has as a part of the action in social events (actionable), meanings which appertain to the representation of the world in texts (representational), and meanings which appertain to the textual construction of people’s identities (identificatory)” (p. 225). These three categories of meaning are always co-present in texts and are therefore applicable to this study.

### 3.6.1 Purposive sampling

Regarding sampling, Coyne (1997) states that “purposive sampling, also known as judgmental, selective or subjective sampling, is a type of non-probability sampling” (p. 626). In non-probability sampling, the components that are analysed are founded upon the discretion of the researcher. Purposive sampling does not aspire to arbitrarily hand-pick components from a populace to construct an illustration with the purpose of forming simplifications from that sample to the population of interest. Rather the main aim of purposive sampling is to concentrate on precise features of a populace that are important, which will most fittingly enable the researcher to respond to research questions (Marshall, 1996; Richie et al., 2013).

The sample for this study comes from two publishers namely New Generation Publishers and Maskew Miller Longman. For each publisher, I analysed three books, which are for Grades 10, 11 and 12. Thus, I analysed six textbooks altogether. I chose to use these textbooks because they are part of the prescribed and recommended textbooks for the CAPS by the Department of Basic Education (Dalton, Mckenzie, & Kahonde, 2012). These textbooks are used in various schools in South Africa. I chose a sample size that suits the size of a Master’s degree project as guided by previous research (Maposa, 2009; Fru, 2012; Fru, Maposa & Wassermann, 2013; Maposa 2014; Nene, 2014). Furthermore, a qualitative study is not about quantity with reference to the number of textbooks, but it is about the quality of the textbooks being analysed.

**Table 3.2. Research sample**

<b>GRADE</b>	<b>TEXTBOOK PUBLISHER</b>	<b>CAPS APPROVED</b>
10, 11, 12.	New Generation History. New Generation Publishers.	✓
10, 11, 12.	Focus On History. Maskew Miller Longman.	✓

### 3.6.2 Data generation

Generated methods include reconstruction and entail re-processing and the reiteration of approaches, principles, performances or other singularities. The experience, thought, event, behaviour, is mentally salvaged and narratively recounted by the researcher. Generated data give insight into people's own perspectives on and interpretation of their principles and behaviours – and, most crucially an understanding of the meaning that they attach to them (Bryman, 2001, as cited in Ritchie et al., 2013).

Based on Nicholls' (2003) criteria for analysis, data was generated from visual and narrative text which includes types of texts, author's intents, author's narrative account, pictures, tabulations, sources and activities from the selected History textbooks. I did not analyse the entire textbooks, instead I was led by topics which have couples represented in them through visual and verbal text. For example in the *New Generation History* textbook Grade 10, I focused on "Topic Four: Transformations in Southern Africa After 1750" (p. 114-149), "Topic Five: Colonial Expansion After 1750" (p. 150-193) and "Topic Six: The South African War and Union" (p. 194-233). The rest of the selections are shown in Table 3.3.

**Table 3.3. Selected sections for data generation**

History Textbooks	Grades	Year	Themes	Pages
New Generation History.	10	None	None	None
New Generation History.	11	None	None	None
New Generation History.	12	2013	Civil resistance in South Africa 1970s to 1980s.  The coming of democracy in South	218 221 233 291

			Africa and coming to terms with the past. The end of the cold war and a new world 1989 to the present.	323 345 389
Focus On History.	10	None	None	None
Focus On History.	11	2012	Nationalisms: South Africa, the Middle East, and Africa.	217 301
Focus On History.	12	2013	Civil society protests 1950s to 1970s. The coming of Democracy in South Africa and coming to terms with the past.	165 239 268 271 273 274 290

### 3.6.3. Data analysis

Conducting “data analysis on qualitative data basically involves dismantling, segmenting and reassembling data to form meaningful findings in order to draw inferences” (Boeije, 2010 as cited in Wahyuni, 2012, p. 75).

#### **3.6.4. Content analysis**

My method of data analysis is content analysis, which is an extensively utilized qualitative research method (Hseih and Shannon, 2005). It is described as the scientific study of content with regards to the interpretations, perspectives and objectives found in messages (Prasad, 2008). Content analysis is aboriginal to communication research and is possibly one of the most imperative research procedures in the social sciences. Its pursuit is to analyse data within an unambiguous context in view of the meanings a population or civilisation – attributes to them (Krippendorff, 2012). Content analysis is a technique that is applicable in the qualitative and quantitative approach to analysing data; thus, it may be utilized in an inductive or deductive manner (Elo and Kyngas, 2008). For the purposes of this study, it will be used qualitatively and in an inductive manner.

A general advance towards understanding interpretations from textual data is utilizing content analysis (Wahyuni, 2012). Qualitative content analysis distillates on depicting reality by ascertaining meanings from the textual data (Silverman, 2011) as cited in Wahyuni (2012). Qualitative content analysis which is accomplished through classifying patterns and themes within data is termed thematic analysis (Given, 2008).

In contrast to quantitative content analysis, in which the researcher methodically applies a previous set of codes to the data, Sandelowski (2000) infers that qualitative content analysis is data-derived meaning that codes are also analytically applied, but are generated from the data themselves in the progression of the study. That is why I followed open coding data analysis.

Coding simply means labelling (Wahyuni, 2012). Open coding entails labelling concepts, defining and developing categories founded upon their possessions and magnitude. It is used to analyse qualitative data (Khandkar, 2009). Open coding is conducted by disassembling texts and characterizing dissimilar themes and concepts found in the data. These fragments of information are then rearranged based on their pertinent content into classifications (Wahyuni (2012).

Open coding implies inductive data analysis. Induction looks for configurations and connotations gained from annotations of the world (Ritchie, Lewis, Nicholls & Ormston, 2013). If there is a lack in previous information about the occurrence or if this

information is disintegrated, the inductive approach is advocated (Laurie & Kyngas, 2005) as cited in Elo & Kyngäs, 2008. Through inductive data analysis, open coding assists in categorising data, forming themes and lastly applying abstraction. Abstraction means devising a conventional explanation of the research topic through generating classifications (Robinson, 1993; Burnard, 1996; Polit & Beck, 2004).

### **3.7. Ethical clearance**

I followed UKZN procedures and maintained the prescribed protocol and ethics procedures of the university for my study. As I am not working with people and am working with prescribed textbooks that are available to the public and are also available in the library on campus, I have access to all the information necessary to conduct research for my study. Therefore I have attained ethical clearance for this study as evidenced in Appendix A.

### **3.8. Trustworthiness and rigour**

Issuances of trustworthiness and credibility, as opposed to the positivist standards of validity, reliability and objectivity, are important deliberations in the interpretivist paradigm. Qualitative research that seeks to explore, reconnoitre, and interpret cannot apply similar conditions to critic research eminence and conclusions. Lincoln and Guba (1985) propose that the essential benchmark for qualitative reports is trustworthiness. How can a researcher ensure that the results of an analysis are worthwhile? For a study to be deliberated as reliable and genuine inquiries must be founded on a comprehensive rationale that substantiates the usage of selected methodology and the procedures concerned with data gathering and evaluation (Tuli, 2011).

Trustworthiness means that both the canvassers and the users of the findings can be as certain that the conclusions echo what the research aimed to answer, instead of replicating the prejudice of the researcher, or a very nonconforming group (Bricki & Green, 2007). The methodologies applied were the most suitable for this study which

is supported by the research deliberated in the literature review of this study as well as the limitations discussed later. To ensure trustworthiness, I compared and cross-checked the data, testing it through seminars and cohort presentations. Triangulation is a method employed by qualitative researchers to enquire and inaugurate credibility in the studies. Triangulation of methods was employed in the study.

### **3.9. Limitations**

My limitations stem from my personal background, my bias toward women and dearth of previous studies. My personal background relates to how I was raised as and still am a religious person and I struggled and still struggle with writing about mistresses and extra-marital relationships which are pivotal issues within my study that need my unbiased understanding and representation. The mere fact that I have identified these limitations means that as I research and write; I am fully aware of the information uncovered and work with what is being presented to me instead of being selective, as this would interfere with the rigour of my study.

My bias toward women is a limitation because I tend to favour and lean more on the woman's side or role in couples. This bias is averted and to an extent balanced as patriarchy is prevalent in the research conducted and as much as this study focuses on couples, there is more information on men instead of women in the relationship/s. Furthermore, the process and application of triangulation will assist in dealing with my limitations of being biased toward women to ensure balance in gender.

Dearth of literature of related studies is also a limitation. Instead, I look at this as a strength, because that further highlights the need for this study in academia.

### **3.10 Conclusion**

Conclusively, this chapter has deliberated the search design and methodology for this study thus explaining various strategies employed to answer the research question. The following chapter presents the findings for this study.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.1. Introduction

The previous chapter explained the research design and methodology. It indicated the methods used to generate and evaluate the data that is presented in this chapter. In this chapter, I present findings from the analysis that I conducted to answer the research question, which is: How do South African History textbooks represent historically significant couples? As explained in Chapter 3, the analytical framework that I used was informed by the conceptual framework for this study which is historical significance. Therefore, when deliberating the themes for the representation of couples found in the History textbooks, the criteria that was discussed in the literature and the research design proved to be useful.

This chapter is divided into five themes namely contemporary historical significance; revelatory historical significance, pattern historical significance; causal historical significance and symbolic historical significance which have all been explained in detail in Chapter two. Additionally, each of the themes has subthemes which provide further detail in answering the research question. All the couples represented in this chapter have been written in chronological meaning that for each couple represented in this chapter, the couples appear first or second depending on the first letter of their names, for example Nelson and Winnie Mandela or Albertina and Walter Sisulu. Nelson appears before Winnie Mandela because the letter N comes before the letter W, similarly for Albertina and Walter Sisulu, A appears before W. This is done so as to avoid confusion or issues of latent gender bias which may lead to misdirection of what this chapter aims to do.

It is imperative to state that some couples occur in more than one type of historical significance and as such, there may appear to be some overlapping of themes. However, what should be noted is that even when the couple appears in more than one theme, a different aspect of their relationship is discussed with reference to the

type of historical significance in question. In other words, some couples were represented as having more than one form of significance.

## **4.2. Contemporary historically significant couples**

One finding is that historically significant couples are represented in the contemporary form. This refers to couples who have worked together and have had an influence on people living at the time and even for future generations. The couples that were seen to be of contemporary significance included Chief Mangosuthu Buthelezi and Nelson Mandela, Nelson Mandela and Oliver Tambo, Nelson and Winnie Mandela, Albertina and Walter Sisulu, Nelson Mandela and P.W Botha, F.W De Klerk and Nelson Mandela, Nelson Mandela and Walter Sisulu and Adelaide and Oliver Tambo.

### **4.2.1. Chief Mangosuthu Buthelezi and Nelson Mandela**

As shown in Figure 4.1, Buthelezi and Mandela are represented as a couple in *New Generation History Grade 12* (p. 323). The caption states that, “this is a photograph shows [sic] Chief Mangosuthu Buthelezi, leader of the Inkatha Freedom Party and Nelson Mandela, leader of the African National Congress shake hands regarding a compromise deal on the IFP’s participation in South Africa’s first democratic election in 1994.” This means that the textbook considers Mandela and Buthelezi as two people who worked together to influence History.

However, the narrative text in the same book contradicts the nature of Mandela and Buthelezi as a historically significant couple. Instead, it claims that they worked as a trio, including De Klerk. For example, it says:

“A summit was initially held which was attended by De Klerk, Mandela and Buthelezi but no agreement was reached. A week before the election another summit was convened and consensus was reached amongst De Klerk, Mandela and Buthelezi. It was agreed that the Kingdom of KwaZulu would be recognised and the status and role of the Zulu Monarch to participate in the election were guaranteed” (*New Generation History Grade 12*, p. 323).

This then contradicts the idea in the visual text that the two characters worked together to impact South African History.



**Figure 4.1. A picture showing Buthelezi and Mandela as a historically significant couple, p. 323 in the New Generation History Grade 12 textbook.**

In spite of the contradiction noted above, the textbook acknowledges that Nelson Mandela and Mangosuthu Buthelezi worked together as a couple although their relationship was one of convenience. For example, the textbook notes how “the first democratic elections in South Africa appeared to be in some jeopardy because important political stakeholders, namely the IFP and the Communist Party refused to participate” (*New Generation History Grade 12*, p.323). The convenience is therefore reflected in the fact that the two may not have been friends, but they had to work together and reach an agreement that would see them continue working together in the future.

#### **4.2.2. Nelson Mandela and Oliver Tambo**

Another example of a couple who are of contemporary significance is Nelson Mandela and Oliver Tambo. One of the analysed textbooks shows that the two worked together

on various campaigns. For example, the caption for the picture shown in Figure 4.2 says that Mandela and Tambo “played a very important role in the formation of the African National Congress Youth League and the subsequent rise of a new generation of leaders of South Africa’s black population” (*Focus on History Grade 11*, p. 217).



**Figure 4.2. Nelson Mandela and Oliver Tambo pictured as a couple (*Focus on History, Grade 11*, p. 217).**

The narrative text in relation to the picture in Figure 4.2 shows that Nelson Mandela and Oliver Tambo worked together and developed a friendship that kept them together as they continued to work together from the formation of the ANCYL until South Africa’s black population leadership was driven by the new generation of leaders of which they were part.

#### **4.2.3. Nelson and Winnie Mandela**

Nelson and Winnie Mandela are another couple who are represented to have been of contemporary historical significance in the selected textbooks. All the analysed textbooks show the same picture of Nelson and Winnie Mandela walking down the road holding hands and with the other hand they are showing clenched fists (Figure 4.3). In *Focus on History Grade 11* (p. 301) the caption says “Nelson Mandela was released from prison after almost 30 years in jail. On 10 May 1994, he became South

Africa's first black President, after our first democratic election. His philosophy of reconciliation helped to create a new inclusive South African identity". This shows that they worked together and remained a strong and intrinsically connected couple even when they were separated by the apartheid government. This also shows that they remained faithful as a couple to the struggle against apartheid.



**Figure 4.3. A picture of Nelson and Winnie Mandela walking down the road hand in hand in Focus on History Grade 11, p. 301.**

In *Focus on History Grade 12* (p. 271) the caption says "Nelson Mandela takes his first steps as a free man after 27 years of imprisonment. He is accompanied by his then wife, Winnie Mandela". In the third textbook (*New Generation History Grade 12*, p. 291) the caption says:

"Iconic photograph: The release of Nelson Rolihlahla Mandela. A photograph of Nelson Mandela and his second wife Winnie Madikizela Mandela leaving Victor Verster prison. Nelson Mandela takes his first steps to his long awaited freedom. Both Nelson and Winnie Mandela gave the clenched fist black power salute as they walk out of the prison gates. It symbolises a sign of victory".

The above quote gives further evidence that Nelson and Winnie Mandela had been working together throughout their struggle to liberation. He could have walked down that road alone, instead he chose to walk hand in hand with his wife and partner in the struggle against apartheid. Moreover, their clenched fists are as a sign of victory which further attests to both the narrative and visual text, further showing that they had been working together. Thus the significance of this day in History further shows that indeed Nelson and Winnie were a couple of contemporary historical significance.

Thus, as a married couple during the apartheid years, Nelson and Winnie Mandela were harassed by the apartheid government with both Nelson and Winnie Mandela being imprisoned. Winnie was sometimes released and imprisoned again whereas Mandela would spend many years in prison for an elongated period of time. Nonetheless, “Mandela declared himself “a loyal and disciplined member of the ANC’ and recommitted himself to the armed struggle” (*Focus on History Grade 12*, p. 271). This also attests to Mandela’s significance in terms of his participation and loyalty to the battle for freedom in South Africa.

#### **4.2.4. Albertina and Walter Sisulu**

Albertina and Walter Sisulu are another couple who are represented in the textbooks as having contemporary significance. Figure 4.4 shows a picture of Albertina and Walter Sisulu with a caption that says “Albertina and Walter Sisulu, famous anti-apartheid activists, at their home in Soweto in 1989” (*Focus on History Grade 12*, p. 165). This caption from the textbook claims that Albertina and Walter Sisulu worked together as it refers to them as “famous anti-apartheid activists.” This attests to their characterisation of a contemporary historically significant couple because not only did they fight against apartheid, but they were actually famous for their role.



**Figure 4.4. A picture of husband and wife, Albertina and Walter Sisulu (*Focus on History Grade 12*, p. 165).**

The narrative text further illustrates the roles that they played because of their relationship even in times when they were not together. In the case of Albertina Sisulu, the textbook states she was “considered by many to be the mother of South African’s struggle, she was hounded and jailed many times by the Apartheid government” (*Focus on History Grade 12*, p. 165). This evidence shows Albertina’s significance in the struggle against apartheid both in her own right and in support of her husband. In the case of her husband, Walter Sisulu the textbook claims that he “was imprisoned for twenty-six years” in his fight against apartheid (*Focus on History Grade 12*, p. 164). The textbook further illustrates the couple’s significance by showing how their children were affected by their parents being activists against the apartheid laws in South Africa. It quotes Albertina Sisulu to have “said I did not mind going to jail myself, and I had to learn to cope without Walter. But when my children went to jail, I felt that the Boers [Afrikaners] were breaking me at the knees” (*Focus on History Grade 12*, p. 165). The above mentioned incidents involving the couple together, as separated and including their children and family life further attests to Albertina and Walter Sisulu being a couple of contemporary historical significance.

#### 4.2.5. Nelson Mandela and P.W Botha

One other finding is that Nelson Mandela and P.W. Botha are also represented as a couple of contemporary historical significance as shown in Figure 4.5, referring to “a much-later meeting between Mandela and Botha, when the former had become President of South Africa” (*Focus on History Grade 12*, p. 268). The caption makes it clear that the two worked together by further stating that “Mandela seemed to prefer Botha’s straightforwardness to De klerk’s more indirect approach” (*Focus on History Grade 12*, p. 268). This means that the two were also a couple of convenience as they worked toward a particular goal. This is further evidenced by the narrative text that states that “Mandela decided that the time was ripe to try to open negotiations with the government in order to work towards a peaceful settlement of the conflict” (*Focus on History Grade 12*, p. 268).



**Figure 4.5. A picture showing Nelson Mandela and P.W Botha (*Focus on History Grade 12*, p. 268).**

The textbook represents Botha and Mandela as a couple of convenience by referring to how Mandela “flatly” refused Botha’s offer for “conditional release from prison” (*Focus on History Grade 12*, p. 268). It was because of this relationship of convenience that, after countless meetings between Mandela and Botha, an understanding was reached when, in “August 1989 the Organisation of African Unity adopted the Harare

Declaration that stated that a ‘conjuncture of circumstances exists’ possibly ending apartheid, provided there was an agreement to build a ‘united, democratic and non-racial state’” (*Focus on History Grade 12*, p. 269). This was of contemporary significance because it would then lead the way to Nelson Mandela working alongside the National Party government and the State President after Botha, F.W De Klerk.

#### **4.2.6. F.W De Klerk and Nelson Mandela**

Nelson Mandela is represented as having worked in many couples. He and F.W. De Klerk are shown in the textbooks as a couple of contemporary significance. For instance, “in May 1990, three months after Mandela’s release, the two main sides – the NP government and the ANC – met officially for the first time” (*Focus on History Grade 12*, p. 273). This narrative text shows that F.W De Klerk and Nelson Mandela worked together, although their platonic relationship is also one of convenience as they were not friends and did not see eye to eye on various matters concerning the running of the state and its people at the time. At this point in History, various attempts by both parties were made in order to reach a peaceful understanding to work together so that negotiations would take place between the two main parties.

What makes their relationship historically significant is that it led to several significant reforms as the government agreed to “allow exiles to return; release political prisoners; remove repressive laws and lifting the state of emergency” (*Focus on History Grade 12*, p.273). Although there is evidence of the involvement of other characters in the negotiations, the role of Mandela and de Klerk as the leaders of the parties is shown to be significant as evidenced in the visual text below.



**Figure 4.6. A picture showing F.W De Klerk and Nelson Mandela with their joint Nobel Peace Prize award (*Focus on History Grade 12*, p. 270).**

#### **4.2.7. Nelson Mandela and Walter Sisulu**

Another finding of a couple represented in a contemporary historically significant form in the analysed textbooks is Nelson Mandela and Walter Sisulu. The couple are shown in Figure 4.7 as they were political prisoners on Robben Island. This visual text shows that the couple worked together and that their relationship was based on friendship and common causes such as the battle for freedom in South Africa.

In reference to the two, one textbook makes reference to as Nelson Mandela and Walter Sisulu political prisoners on Robben Island, along with other political prisoners, “they were isolated from the rest of South Africa by being denied newspapers and radio, their mail was censored and visits from family members restricted” (*New Generation History Grade 12*, p. 218). The narrative text in the analysed textbook further shows that they are of contemporary historical significance in terms of their contribution against apartheid. For example, *New Generation History Grade 12* (p. 218) states they were part of an ANC political structure known as the High Organ which “dealt with internal discipline and communication between prisoners”. In this

way, isolated political prisoners were continuously updated about the outside world and this also gave them zeal to continue the fight against apartheid laws. This shows the couple's significance during their time on Robben Island.



**Figure 4.7. A photograph of Nelson Mandela and Walter Sisulu on Robben Island (*New Generation History Grade 12*, p. 218).**

#### **4.2.8. Adelaide and Oliver Tambo**

One other finding of a contemporary historically significant couple is Adelaide and Oliver Tambo who are shown in Figure 4.8 (*New Generation History Grade 12*, p. 221). The caption infers that “Adelaide followed her husband, Oliver, into exile with their three children. As a registered nurse she worked at St Georges Hospital in London to support her family” (*New Generation History Grade 12*, p. 221). This shows how Adelaide and Oliver Tambo worked together in the struggle against apartheid even when they were in exile.



**Figure 4.8. A photograph of Adelaide and Oliver Tambo (*New Generation History Grade 12*, p. 221).**

The narrative text further states that “Adelaide made many sacrifices in the name of the liberation struggle and was affectionately known as Ma Tambo” (*New Generation History Grade 12*, p. 221). Aside from following her husband into exile with her children, and being the only breadwinner to support her family, she “hosted and supported ANC members arriving in London as exiles” (*New Generation History Grade 12*, p. 221). This further shows the evidence of significance that this couple had on the struggle to liberation for South African society. Their sacrifice is further illustrated by the fact that exiled “families had to adapt to living in foreign countries and those in African States faced the dangers of SADF attacks on ANC bases” (*New Generation History Grade 12*, p. 221). Such sacrifices were significant both for that time and also for future generations of South Africans.

#### **4.3. Revelatory historically significant couples**

The second theme of the findings relates to couples that are represented in the textbooks as having revelatory historical significance. This means that couples are characterised according to events or processes which reveal something about themselves or broader society. The couples characterised in this subtheme are

Nontsikelelo and Steve Biko, Nelson Mandela and Walter Sisulu, Nelson Mandela and Winnie Mandela, Albertina and Walter Sisulu, Nelson Mandela and P.W Botha, F.W De Klerk and Nelson Mandela, Chief Mangosuthu Buthelezi and Nelson Mandela and Adelaide and Oliver Tambo. As is evident, some of the couples under this theme were also represented as having another type of historical significance.



**Figure 4.9. A photograph of Nontsikelelo and Steve Biko with their son.**

#### **4.3.1. Ramphele Mamphela and Steve Biko**

Although the narrative text in the textbook mentions that Steve Biko had a wife, Nontsikelelo, with whom he had two children. It does not show anything historically significant that they did together, instead it shows Mamphela Ramphela and Steve Biko as being historically significant. The narrative text also states that Steve Biko and Mamphela Ramphela were also a couple of revelatory historical significance as it states that “...he also had two children with Dr Mamphela Ramphela, a fellow Black Consciousness activist” (*New Generation History Grade 12*, p. 233).

Steve Biko fought against the laws of apartheid in a different way as he was an educated young man who “became the founder and first president of SASO” (*New*

*Generation Grade 12*, p. 233). This shows that his influence was one that reached the masses and had a huge impact on South African society because the narrative text states that the apartheid government reacted because “Biko was expelled UNNE in 1972 for his poor scholastic performance and his political activism” (*New Generation History Grade 12*, p. 233). This narrative text from the analysed textbook shows the depth of the impact that Steve Biko had as an activist and the premise that he posed a serious threat to the apartheid government.

This is further evidenced by the narrative text in the (*New Generation History Grade 12*, p. 233) as it states that “Biko was banned by the apartheid government and was restricted to the King Williamstown managerial district. He was not allowed to write publicly, make speeches or be quoted” (*New Generation History Grade 12*, p. 233). This further speaks to the influence that Steve Biko had as an advocate of Black Consciousness and a fellow anti-apartheid activist. Unfortunately, seven years after his marriage to Nontsikelo, he was arrested and “beaten to death during interrogation” (*New Generation History Grade 12*, p. 233).

#### **4.3.2. Nelson and Winnie Mandela**

The textbooks also represented Nelson and Winnie Mandela as a married couple with revelatory historical significance. As noted earlier with reference to Figure 4.3, they are shown in all four textbooks walking down the street hand in hand. One of the textbooks has a caption which states that “both Nelson and Winnie Mandela gave the clenched fist black power salute as they walk out of the prison gates. It symbolises a sign of victory” (*New Generation History Grade 12*, p.291). This representation revealed a continued commitment to continue working together and fighting for liberation even after 27 years of separation.

*Focus on History Grade 12* points out that later that day, Mandela addressed the people at Cape Town’s Grand Parade by feverishly stating that he “at no time entered into negotiations about the future of our country, except to insist on a meeting between the ANC and the government” (p. 271), thus reaffirming that he is a member of the ANC and is in full agreement with their policies and strategies. He did this because as the leader of the ANC he wanted to reassure his followers and fellow comrades that

he was on their side even when facing the apartheid government and that he would not let them down nor would he stand down and he taken advantage of as he was representing an entire nation and not just himself. This reveals that although the couple is represented as historically significant, one is made to be more significant than the other.

### **4.3.3. Albertina and Walter Sisulu**

Another couple of revelatory historical significance is Albertina and Walter Sisulu. Figure 4.4 depicts them as a married couple who underwent various struggles in the name of liberation and striving for an end to apartheid laws. *Focus on History Grade 12*, claims that on their wedding day, Nelson Mandela described Albertina “as a wise and wonderful presence” (p. 164). The narrative text also reveals that Mandela said “Albertina, you have married a married man: Walter married politics before he met you” (*Focus on History Grade 12*, p. 164) and this was later evidenced by the life they lived and the sacrifices that their family had made in the name of the struggle against apartheid. But she was well aware that she “was marrying the liberation movement” (*Focus on History Grade 12*, p. 164) as the years would pass and Walter would end up being imprisoned for twenty six years and she would also bear a similar fate although with her it was episodic. This then reveals that the couple was well aware of the climate of their relationship in working together and they were willing to make whatever necessary sacrifices in the name of the liberation struggle. They married and remained faithful to each other and the liberation struggle. They realised the end of apartheid and the dawn of democracy as dedicated anti-apartheid activist.

Furthermore, the narrative text reveals that Albertina “combined her work as a nurse with the distribution of political pamphlets” (*Focus on History Grade 12*, p. 165) whilst Walter was underground. This further reveals that even when the couple was not physically together, they continued the struggle against apartheid and each did their part as a contribution to the end of the apartheid laws. This then demonstrates revelatory historical significance as both Albertina and Walter Sisulu remained committed to each other and to the liberation struggle.

Furthermore, they had children that needed them in their lives and who from time to time would also find themselves imprisoned because of who their parents were as previously stated above. However, with the end of apartheid and Nelson Mandela becoming the first democratically elected President of South Africa, they would live a life where they would grow to see their children who had endured so much under the apartheid laws “assume leadership roles in a democratic nation” (*Focus on History Grade 12*, p. 164). Hence, Albertina and Walter Sisulu were indeed a couple of revelatory historical significance to the end of apartheid and they got to experience the fruit of their dedication and hard work.

#### **4.3.4. Nelson Mandela and P. W Botha**

Nelson Mandela and P.W Botha are also a couple of revelatory historical significance in the textbooks. In Figure 4.5 they are having a conversation which is ironically the basis of their relationship. Secret negotiations between Nelson Mandela and P. W Botha commenced when resistance to apartheid had intensified in 1985 (*Focus on History Grade 12*, p. 268). This reveals that indeed Botha and Mandela were a couple of revelatory historical significance.

Furthermore, the narrative text in the analysed textbook states that “In 1988, a special government committee was set up to meet with Nelson Mandela. Forty-seven meetings in all were held” (*Focus on History Grade 12*, p. 268) all in which no resolution was not met as both leaders did not reach common ground regarding various issues that affected the people whom they each represented. Regardless of the fallout between them, Mandela continued to pursue conversations with the NP government and eventually in 1989, Botha agreed to a secret meeting with Nelson Mandela. In the meantime, “Afrikaner leaders also met with ANC leaders secretly in Britain” (*Focus on History Grade 12*, p. 268). They discussed South Africa’s potential future should negotiations between Nelson Mandela and the NP government be successful. This eventually led to the “Harare Declaration” (*Focus on History Grade 12*, p. 269). This reveals that even though Botha and Mandela did not see eye to eye and they disagreed in most of their discussions, they did not give up and they

continued negotiations in order to resolve the violence that had taken place in South Africa with the armed struggle and the South African Police.

Moreover, the narrative text also states that “a much-later meeting between Mandela and Botha, when the former had become President of South Africa. Mandela seemed to prefer Botha’s straightforwardness to De Klerk’s more indirect approach” (*Focus on History Grade 12*, p. 268). This shows that even after Nelson Mandela was State President of South Africa, they still had conversations which also reveals the platonic, yet convenient nature of their relationship. This relates to revelatory historical significance because it reveals a relationship that for years had seemed unlikely between former President Botha and then President, Nelson Mandela. It also reveals that they continued to meet even after the democratic elections in South Africa and that Mandela preferred his relationship with Botha over that of his with De Klerk.

#### **4.3.5. F.W De Klerk and Nelson Mandela**

One other finding under revelatory historical significance is the commencement of the lengthy and complicated relationship between Nelson Mandela and F.W De Klerk. The narrative text thoroughly explains the circumstances that led to the relationship between De Klerk and Mandela, that being De Klerk being sworn in as President as a result of Botha’s resignation (*Focus on History Grade 12*, p. 270). Although De Klerk was appointed President of the State, he was not President of the ruling party which created a “unique situation of dual leadership” (*Focus on History Grade 12*, p. 270). In his opening speech as President, De Klerk envisioned a new era for South African history as he declared that “the season of violence is over. The time for reconstruction and recompilation has arrived” (*Focus on History Grade 12*, p. 270). Thus began his long and tedious relationship with Nelson Mandela leading to the unconditional release of Nelson Mandela. This reveals the intricate circumstance and the situation that eventually led to the relationship of convenience between De Klerk and Mandela. As State President, De Klerk had a vision of his own for the country this is what led him to the many talks that he had with Mandela.

Furthermore, the event in Figure 4.6 took place in 1993 where Nelson Mandela and F.W De Klerk “were jointly awarded the Nobel Peace Prize for their efforts in

negotiating a political settlement in South Africa. Ironically, their relationship was very strained at the time” (*Focus on History Grade 12*, p. 290).

This shows that their relationship and their collaboration was recognised nationwide and was an admirable one as they jointly received awards for working together. This reveals that even though they did not agree with each other most of the time and their relationship was a strenuous one; the results of their conversations would affect the political state of South Africa holistically. They were not friends, hardly got along or agreed on anything but they put their differences aside for the betterment of the country, which attests to the revelatory historical significance of the relationship between De Klerk and Mandela.

#### **4.3.6. Chief Mangosuthu Buthelezi and Nelson Mandela**

Another example of a couple of revelatory historical significance is Nelson Mandela and Mangosuthu Buthelezi. Leading to the 1994 elections and with just a few days until elections were scheduled to take place, the IFP refused to participate in the elections until “a compromise deal on the IFP’s participation in South Africa’s first democratic election in 1994” (*New Generation History Grade 12*, p. 323) was reached. The IFP had many supporters in South Africa and they were loyal to their leader; Chief Mangosuthu Buthelezi, they also participated in the armed struggle and had underground meetings just as the ANC. Their participation in the 1994 elections was significant as it represented their voices and it meant that they were in agreement with the results of the elections. Had they not participated, the elections may have not taken place as they did because the IFP, similar to the ANC at the time, also used violence to get their point across. It is possible that they would have disrupted the elections. This reveals the historical significance of the relationship between Chief Mangosuthu Buthelezi and Nelson Mandela.

This is supported by the narrative text which states that “the Interim Constitution was amended and ballot papers that were already printed, excluded the IFP. Stickers which included the IFP’s logo and other details had to be stuck onto almost eighty million ballot papers” (*New Generation History Grade 12*, p. 323). This narrative text further supports the notion that shows that Chief Mangosuthu Buthelezi and Nelson Mandela

had decided to come and work together for the sake of society. Hence their relationship being one of revelatory historical significance.

#### **4.4. Pattern historically significant couples**

Another theme on the findings relates to couples that were of pattern historical significance, which typically refers to historical significance as an element of a pattern of change, or a crossroads. There is one couple represented in this form namely Nelson Mandela and F.W De Klerk.

##### **4.4.1. F.W De Klerk and Nelson Mandela**

F.W De Klerk and Nelson Mandela are an example of a couple who are of pattern historical significance. As previously mentioned above, the narrative text in the analysed textbook states that in 1990 the two main sides, that being the ANC and the NP government met for the first time. The main reasons behind the meeting were so that the ANC would reconsider the armed struggle while the government would agree to negotiate by “allow exiles to return; release political prisoners; remove repressive laws and lifting the state of emergency” (*Focus on History Grade 12*, p.273). However, this understanding was short lived and the armed struggle continued as did the apartheid laws governing South Africa at the time. This shows that their platonic relationship of convenience was one that brought about much change and altered the history of South Africa significantly.

In his opening speech as President, De Klerk envisioned a new era for South African history as he declared, according to the narrative text in the analysed textbook that “the season of violence is over. The time for reconstruction and recompilation has arrived” (*Focus on History Grade 12*, p. 270). One may argue that the turning point in history can be seen through the speech that De Klerk delivered which had resulted from the negotiations with Nelson Mandela.

#### **4.5. Causal historically significant couples**

The textbooks also represent couples who are of causal historical significance. This type of historical significance infers that the relationship between the couple/s was important and resulted in subsequent change in the general status of South Africa. The couples that form part of this type of historical significance are Chief Mangosuthu Buthelezi and Nelson Mandela, Nelson and Winnie Mandela and F.W De Klerk and Nelson Mandela.

##### **4.5.1. Chief Mangosuthu Buthelezi and Nelson Mandela**

One example of a couple of causal historical significance in the textbooks is Chief Mangosuthu Buthelezi and Nelson Mandela. With reference to Figure 4.1 above Buthelezi and Mandela are represented as having had to work together, resulting in the IFP supporters being able to participate in the 1994 elections. Had they not collaborated or reached an agreement in which both parties were happy with the negotiations, the IFP may not have participated in the elections of 1994 and KwaZulu-Natal may be in a different political state altogether. However, the narrative text in the analysed textbook states that “it was agreed that the Kingdom of KwaZulu would be recognised and the status role of the Zulu monarch to participate in the election was guaranteed” (*New Generation History Grade 12*, p. 323). This further shows the impact that the relationship between Buthelezi and Mandela had on the subsequent change in status of South Africa and KwaZulu-Natal by far.

##### **4.5.2. Nelson and Winnie Mandela**

Nelson and Winnie Mandela are also represented as an example of a couple of casual significance. The picture that shows Nelson and Winne Mandela leaving Victor Verster prison represents the first step towards a subsequent change in the general status of South Africa. Thereafter, Nelson Mandela became the first President that was democratically elected in South Africa as previously mentioned. This change is one that had a huge impact and still resonates as a momentous revolution in South African History.

### **4.5.3. F.W De Klerk and Nelson Mandela**

The relationship between De Klerk and Mandela is represented as having influenced South African History and contributed to the change that took place in the country. The narrative text in the analysed textbook states that “In January 1989, President P.W. Botha suffered a minor stroke. In February he announced his resignation as leader of the ruling National Party (NP), but remained President of the country. F.W. De Klerk, who was seen as a conservative at the time, replaced him as leader of the NP. This created a unique situation of dual leadership that led to a power struggle within the National Party” (*Focus on History Grade 12*, p. 270). The textbook shows this as the first sign that change was coming, when the state leadership changed from Botha to De Klerk.

Furthermore, De Klerk is represented as having announced that the government would “unban all opposition political organisations, including the ANC, Pan Africanist Congress and South African Communist Party, release all political prisoners not guilty of violent crimes, suspend executions, release Nelson Mandela unconditionally and negotiate with all political groups towards the creation of a new and democratic constitution” (*Focus on History Grade 12*, p. 270). This further attests to the subsequent change in status of the country of South Africa. The textbook shows that as a result, “just a week later, on Sunday 11 February Nelson Mandela was released from Victor Verster prison” (*Focus on History Grade 12*, p. 271). All the above findings from the narrative text show signs of change in South Africa.

### **4.6. Symbolic historically significant couples**

The last theme of the findings is that of couples who are represented as having symbolic historical significance. This means that the couples in question represent milestones in the general course of events. Only one couple is represented to be of contemporary significance and that was F.W De Klerk and Nelson Mandela.

#### **4.6.1. F.W De Klerk and Nelson Mandela**

Evidence of symbolic historical significance is shown in Figure 4.6 whereby Nelson Mandela and F.W De Klerk “were jointly awarded the Nobel Peace Prize for their efforts in negotiating a political settlement in South Africa” (*Focus on History Grade 12*, p. 290). This represents De Klerk and Mandela in a different light as it shows that they did indeed work together to bring about change in South Africa and that their efforts were duly noted and accordingly awarded. This also shows a characteristic of selflessness on both individuals as De Klerk and Mandela were not friends and most of the time they did not get along.

This is further evidenced by the speech De Klerk made prior to Mandela’s release from prison when he had stated that the season for violence was over (*Focus on History Grade 12*, p. 270). This demonstrated a willingness to work with Nelson Mandela when Mandela was freed from prison to the time that he became the first President to be democratically elected in South Africa. All the above mentioned information confirms that F.W De Klerk and Nelson Mandela were indeed a couple who were of symbolic significance.

#### **4.7. Conclusion**

In conclusion to this chapter, as the findings from the analysed textbooks were presented, there is a prominent feature that creeps up in most of the relationships with the couples that were presented. This feature is that for each couple, although they are seen as significant; one is made to be more significant than the other. The male partner seems to be more significant in the couple, except in the singular case of the Tambo’s. However, the textbooks do show how historically significant each of the couples were because of their assiduousness in the struggle to liberating South Africa and to bring about change and continuity for a democratic South Africa.

## **CHAPTER FIVE**

### **DISCUSSION**

#### **5.1. Introduction**

In chapter four, I answered the research question by presenting the findings from the level one analysis of the selected sample of History textbooks. All the themes that were generated were derived from the analytical framework that was used for the study. Consequently, the purpose of this chapter is to discuss and appraise the findings in the previous chapter by comparing them to literature reviewed in Chapter two of this dissertation. Therefore, the structure of this chapter is similar to that of the previous chapter.

#### **5.2. Contemporary historically significant couples**

The first finding that I came across regarding couples who are of contemporary historical significance is that they are couples who have worked together and have had an influence on people living at the time and even for future generations. The following couples were characterised as being of contemporary historical significance; Chief Mangosuthu Buthelezi and Nelson Mandela, Nelson Mandela and Oliver Tambo, Nelson and Winnie Mandela, Albertina and Walter Sisulu, Nelson Mandela and P.W Botha, F.W De Klerk and Nelson Mandela, Nelson Mandela and Walter Sisulu and Adelaide and Oliver Tambo.

##### **5.2.1. Chief Mangosuthu Buthelezi and Nelson Mandela**

One of the findings is that Chief Mangosuthu Buthelezi and Nelson Mandela are a couple of contemporary significance. This is because they had worked together and reached a compromise regarding a deal on the IFP's participation in South Africa's first free election in 1994 thus influencing the status of the people living at the time of

their dealings and future generations. According to Cercardillo (2006) contemporary historical significance refers to the people involved at that particular time and context and the influence that they have on future generations. Moreover, Parsons (1998) and Bradshaw (2006) are in agreement with Cercardillo (2006) and they further infer that couples of contemporary historical significance are couples who have had ground-breaking and stunning change on the people living at the time and future generations. Additionally, they are couples of relevance as Chief Mangosuthu Buthelezi was representing the IFP and Nelson Mandela was representing the ANC at the time this compromise took place.

Therefore, with regard to the above statement and supporting evidence from the previous chapter; there is an agreement between the literature and the textbook with regards to Chief Mangosuthu Buthelezi and Nelson Mandela being a couple of historical significance.

However, in the same textbook there is a contradiction that compromises Buthelezi and Mandela as a couple. The narrative text states that it was a trio of De Klerk, Mandela and Buthelezi who had worked together for the agreement to be reached concerning the IFP's participation in the 1994 elections. This contradicts the idea in the visual text presented in the textbook that Buthelezi and Mandela are a couple that worked together to impact South African history. However, their representation is still in concord with Cercardillo (2006); Bradshaw (2006) and Parsons' (1998) characterisation of contemporary historical significance.

### **5.2.2. Nelson Mandela and Oliver Tambo**

Another finding of a couple who are of contemporary historical significance is the platonic relationship between Nelson Mandela and Oliver Tambo. The analysed textbook states that Nelson Mandela and Oliver Tambo worked together and were crucial to the foundation of the African National Congress Youth League and the successive birth of a contemporary generation of leaders of South Africa's black population. This representation tallies with the characterisation of contemporary historical significance which refers to the people involved at that particular time and context and the influence that they have on future generations (Cercardillo, 2006).

Nelson Mandela and Oliver Tambo's platonic relationship is further established as being of contemporary historical significance as Bradshaw (2006) and Parsons (1998) further agree with Cercardillo (2006) in further stating that they were relevant historical characters at that time and for future generations and in that their collaboration resulted in ground breaking and stunning change. Furthermore, this couple is represented as having worked together to influence the lives of the people living at the time and even future generations as previously declared that they were crucial to the establishment of the ANCYL which is still in operation until this day.

### **5.2.3. Nelson and Winnie Mandela**

One other finding of a couple of contemporary historical significance is that of the then married couple, Nelson and Winnie Mandela. They are represented as having been in a monogamous marriage (Archetti, 2013; Henrich, Boyd & Richerson, 2011; Falen, 2008; Wardle, 2003, 2006). According to the textbooks analysed, they worked together to influence society at the time and for future generations as evidenced in one of the textbooks analysed which states that when Nelson Mandela was freed from prison, Winnie Mandela was with him, hand in hand as they walked down the road together. Soon after Nelson Mandela was set free from prison on 10 May 1994 he became South Africa's first democratically elected black President. Their relationship was a force to be reckoned with as its relevance resulted in ground breaking and stunning change not only for their lives but also for the lives of the people living at the time and for future generations (Bradshaw, 2006; Parsons, 1998). Thus this representation is in cohesion with Cercardillo's (2006) interpretation for a couple of contemporary historical significance.

### **5.2.4. Albertina and Walter Sisulu**

Another finding of a couple of contemporary historical significance is that of the married couple, Albertina and Walter Sisulu. According to the findings in the previous chapter, Albertina and Walter Sisulu were famous anti-apartheid activists. Even when they were apart they continued to work faithfully in the struggle for liberation as

evidenced in the findings that state that Albertina had amalgamated her vocation as a nurse with the circulation of political pamphlets.

This resonates with contemporary historical significance as characterised by Cercardillo (2006) who states that contemporary historical significance refers to the people involved at that particular time and context and the influence that they have on future generations. Moreover, it is in agreement with Bradshaw (2006) and Parsons' (1998) characterisation of couples of contemporary historical significance as their relationship was relevant and resulted in ground breaking and stunning change.

#### **5.2.5. Nelson Mandela and P.W Botha**

One other finding of a couple who are of contemporary historical significance is Nelson Mandela and P.W Botha. Theirs was a platonic relationship of convenience. According to the findings, while Botha was president of South Africa, Nelson Mandela decided that the time was right for him to approach Botha concerning negotiations to reach a peaceful resolution amid the conflict that riddled South Africa. This was because of the violence that had been taking place in South Africa. The couple are represented as of contemporary historical significance because they had met on various occasions to discuss the future of the country, which was dependent on the release of Nelson Mandela, a political prisoner. In light of this representation, it is fair to state that Nelson Mandela and P.W Botha are a couple of contemporary historical significance as characterised by Cercardillo (2006), Bradshaw (2006) and Parson (1998).

#### **5.2.6. F.W De Klerk and Nelson Mandela**

F.W De Klerk and Nelson Mandela are another couple of contemporary historical significance in the textbooks. Their relationship was a platonic one of convenience because they were not friends but they had to work together (Guerrero & Chavez, 2005). Their significance is evidenced by the analysed textbook that states that De Klerk and Mandela had met to discuss a way forward that would result in peace in South Africa. They had been working together in order to find common ground where

both parties would be able to co-exist without any fighting or bloodshed. This is further evidenced by the narrative text which states that they had discussed and reached a point where they had agreed that the State government would allow exiles to return; free political prisoners; eradicate oppressive laws and revoke the state of emergency.

Their representation as Nobel Peace Prize winners confirms that they had worked together to influence people living at the time and future generations. Furthermore, it shows how relevant they were. This is in line with Cercardillo (2006); Bradshaw (2006) and Parsons' (1998) characterisation of a couples who are of contemporary historical significance.

#### **5.2.7. Nelson Mandela and Walter Sisulu**

One other finding of a couple of contemporary historical significance according to the findings in Chapter four, is the relationship between Nelson Mandela and Walter Sisulu. Theirs was a platonic relationship that had formed many years ago even before Walter Sisulu married Albertina. The textbooks show that they were political prisoners on Robben Island and continued to work together, thus having an influence on the people living at the time and future generations (Cercardillo, 2006). Their relationship is further characterised as being of contemporary historical significance by Parsons' (1998) criterion on relevance at the time they lived and for future generations.

#### **5.2.8. Adelaide and Oliver Tambo**

Another finding of a couple of contemporary historical significance is Adelaide and Oliver Tambo. According to the analysed textbook in Chapter four, Adelaide followed her husband, Oliver, into exile with their three children. As a registered nurse she worked at St Georges Hospital in London to support her family. While Oliver Tambo was in exile and could not financially support his family, Adelaide took on that responsibility not just for her husband and children but she also accommodated other ANC exiles who came to London as evidenced in the narrative text which states that Adelaide Tambo had hosted and supported ANC member arriving in London as exiles.

Similar to Albertina, she continued to work in the struggle for liberation even when her husband had been in exile and would go away for weeks at a time to attend underground meetings with fellow exile comrades.

Adelaide and Oliver Tambo are a couple of contemporary historical significance because they are represented as having worked together to influence the livelihoods of the people back then and future generations. This is in keeping with the characterisation of contemporary historical significance according to Cercardillo (2006). They are shown to have been a relevant couple at the time they worked together and for future generations thus it resulting in ground breaking and stunning change (Bradshaw, 2006; Parsons, 1998).

### **5.3. Revelatory historically significant couples**

The second finding that I came across are couples of revelatory historical significance. This type of historical significance simply characterises the couples according to events or processes which reveal something about the couples or society. The couples characterised in this subtheme are Mamphela Ramphele and Steve Biko, Nelson Mandela and Oliver Tambo, Nelson Mandela and Walter Sisulu, Nelson Mandela and Winnie Mandela, Albertina and Walter Sisulu, Nelson Mandela and P.W Botha, F.W De Klerk and Nelson Mandela, Chief Mangosuthu Buthelezi and Nelson Mandela and Adelaide and Oliver Tambo.

#### **5.3.1. Mamphela Ramphele and Steve Biko**

One of the findings was that Steve Biko and Mamphela Ramphele were a couple of revelatory historical significance. Although the narrative and visual text in the textbook references Steve Biko had a wife, Nontsikelo [sic], with whom he had two children, it does not show anything historically significant that they did together. Instead, it shows Mamphela Ramphele and Steve Biko as being a historically significant couple. According to the evidence in Chapter four, Steve Biko and Mamphela Ramphele had worked together as Black Consciousness activists and they had two children together.

This type of relationship is characterised as ukujola because at the very same time, Steve was married to Nontsikelo [sic] (Kepe, Cousins & Turner, 2001, 2000).

The representation of the two working together characterises them as a couple of revelatory historical significance. According to Cercardillo (2006), revelatory historical significance refers to occurrences that disclose information about people or the public and show significance on behalf of our interests in contemporary life and the future. Furthermore, Mamphela Ramphele and Steve Biko are a couple of revelatory historical significance as characterised by Partington (1980) and Counsell (2004) who state that the events in which the couple participated in impacted the people who lived at the time as seen evidenced by resonance of the Black Consciousness Movement even today. The said event/s have to be resonant in the livelihoods of society or persons who lived at the time which speaks to the results of the Black Consciousness Movement and their relationship has to reveal something that people did not know about the couple as evidenced by the couple having two children together whilst Steve Biko was married to Nontsikelo [sic] at the time.

### **5.3.2. Nelson and Winnie Mandela**

Another finding of a couple of revelatory historical significance is that of the married couple, Nelson and Winnie Mandela. The narrative text in Chapter four revealed that when Nelson Mandela was freed from prison he walked down the road hand in hand with his then wife, Winnie Mandela and they both gave the clenched fist black power salute. As Cercardillo (2006) states that revelatory historical significance refers to occurrences that unravel information about persons or the general public and current significance for our interests in the present and the future. The clenched fist black power salute is revelatory in that it reveals that they had worked together throughout the years and that they would continue to do so until they were victorious in their endeavours in the struggle for the end of apartheid. Applying Bradshaw's (2006) and Parsons' (1998) argument, Nelson and Winnie Mandela were a couple of revelatory historical significance as their working together resulted in relevant, ground breaking and stunning change.

### **5.3.3. Albertina and Walter Sisulu**

Albertina and Walter Sisulu are also a couple of revelatory historical significance as represented in the textbooks. This is evidenced by the narrative text that reveals that they had been in the struggle for liberation before they wedded, and Mandela had told Albertina that she was marrying a previously committed man, implying that Walter had been committed to politics before he had married her. Albertina's response to this was that she was well aware and prepared as she was marrying the liberation movement. This is a representation of revelatory historical significance as characterised by Cercardillo (2006) since it revealed that they were committed to each other and the liberation struggle simultaneously. Moreover the work they did impacted the lives of the people living at the time thus it resonated with and was remembered by those people (Partington, 1980; Counsell, 2004).

### **5.3.4. Nelson Mandela and P.W. Botha**

Another example of a couple of revelatory historical significance is Nelson Mandela and P. W Botha. The findings in Chapter four reveal that even after Nelson Mandela had been elected democratically as democratically elected President of South Africa, he would still meet with Botha. Mandela seemed to prefer Botha's straightforwardness to De Klerk's more indirect approach. This further attests to the notion that Nelson Mandela and P.W Botha were a couple of revelatory historical significance since this representation reveals something about both Mandela and Botha (Cercardillo, 2006; Partington, 1980; Counsell, 2004).

### **5.3.5. F.W. De Klerk and Nelson Mandela**

One other example of a couple of revelatory historical significance is F.W De Klerk and Nelson Mandela. The textbooks show that it was a result of their engagement that reforms such as the homecomings of outcasts, freeing political prisoners, banishing repressive laws and the lifting of the state of emergency leading to them jointly winning the Nobel Peace Prize. Ironically, their relationship was very strained later on in their lives. This reveals that F. W De Klerk and Nelson Mandela were a couple of revelatory

historical significance as characterised by (Cercardillo, 2006; Bradshaw, 2006; Parsons, 1989; Partington, 1980 and Counsell, 2004) in the literature review chapter.

### **5.3.6. Chief Mangosuthu Buthelezi and Nelson Mandela**

Chief Mangosuthu Buthelezi and Nelson Mandela are also an example of a couple of revelatory historical significance. As noted earlier, they are represented as having reached a compromise deal on the IFP's participation in the 1994 elections. This further shows that Mangosuthu Buthelezi and Nelson Mandela were indeed a couple of revelatory historical significance as characterised by Cercardillo (2006) who states that revelatory historical significance refers to proceedings which uncover information about people or society and presents significance for our interests in the present and the future. This deal is represented in the textbooks as revealing how the two were prepared to compromise their positions.

## **5.4. Pattern historically significant couples**

The third finding that I came across are couples of pattern historical significance. This type of historical significance which characteristically represents historical significance as part of a process of change, or as a breakthrough. The one example of a couple represented in this form of historical significance is Nelson Mandela and F.W De Klerk.

### **5.4.1. F.W. De Klerk and Nelson Mandela**

One finding of a couple who is of pattern historical significance is on F.W De Klerk and Nelson Mandela. This is evidenced in one of the textbooks which states that in May 1990, three months after Mandela's release, the NP government and ANC had met officially for the first time. Although this infers that it is possible that this was not their first meeting, it represents a transformation in South African History as it states that this was their first official meeting showing a change in the status. Even the reforms identified earlier such as the freeing of political prisoners and removing the state of emergency are represented as a change of the pattern of History as a result of

Mandela and De Klerk's efforts. This finding therefore tallies with pattern historical significance as part of a pattern of change (Cercardillo, 2006).

### **5.5. Causal historically significant couples**

The fourth finding that I came across are couples of causal historical significance. This type of historical significance simply means that the relationships between the couples were important and caused subsequent change in the general status of South Africa. The couples that form part of this type of historical significance are Chief Mangosuthu and Nelson Mandela, Nelson and Winnie Mandela and F.W De Klerk and Nelson Mandela.

#### **5.5.1. Chief Mangosuthu and Nelson Mandela**

One finding is that Chief Mangosuthu Buthelezi and Nelson Mandela are a couple of causal historical significance. The findings show that their relationship caused change in South Africa by enabling the go-ahead of elections in 1994. This is in agreement with the characterisation of causal historical significance as explained by Cercardillo (2006) that casual historical significance refers to relationships that were important and resulted in subsequent change in History.

#### **5.5.2. Nelson and Winnie Mandela**

One other couple of causal historical significance in the textbooks is Nelson and Winnie Mandela. Their collaboration was causal in that it eventually led to Nelson Mandela's release from prison and Winnie was there to walk out with him. It is represented in the textbooks as resembling an important change that would transform South Africa, leading to the first egalitarian elections. Furthermore, Nelson Mandela became South Africa's first black President, and his philosophy of reconciliation helped to create a new inclusive South African identity. This is all conclusive to the notion that Nelson and Winnie Mandela are a couple of causal historical significance as

characterised in the literature review section by Cercardillo (2006); Dawson (2003) and Bradshaw (2006).

### **5.5.3. F.W. De Klerk and Nelson Mandela**

One other couple that was found in the textbooks to be of casual historical significance is F.W De Klerk and Nelson Mandela. According to the textbooks, change occurred did so when De Klerk was working with Nelson Mandela. Therefore, F.W De Klerk and Nelson Mandela are characterised as a couple of causal historical significance as understood in the literature by Cercardillo (2006). They are a couple who had a huge influence on the people living at the time and future generations as they paved the way and were an example of what negotiations and discussions can result in if people work together with understanding (Dawson, 2003; Bradshaw, 2006).

## **5.6. Symbolic historically significant couples**

The last type of historical significance that was manifested in the findings was symbolic historical significance. This means that the couple in this type of historical significance represented a milestone in the general course of events (Cercardillo, 2006). The couple that was found to be of contemporary significance was also F.W De Klerk and Nelson Mandela.

### **5.6.1. F.W. De Klerk and Nelson Mandela**

F. W De Klerk and Nelson Mandela are represented as a couple of symbolic historical significance especially with reference to the findings on them being awarded the Nobel Peace Prize together for their efforts in negotiating a political settlement in South Africa. This is shown to have had a huge impact on South African history as they were recognised and awarded a Nobel Peace Prize for their efforts in transforming South Africa from an apartheid country to a democratic one. This was also symbolic for South Africa as a country and is recognised as a milestone in South African History.

Therefore, in light of this statement and all that was discussed above, one may conclude that indeed F.W De Klerk and Nelson Mandela are a couple of symbolic historical significance as characterised by Cercardillo (2006).

## **5.7. Conclusion**

In conclusion, this chapter discussed the findings from the previous chapter in comparison to the literature that was reviewed in Chapter two of this dissertation. In this chapter I acknowledged the key findings from all the historically significant couples represented from the previous chapter, then I discussed what each of the couples did that led to them being characterised as historically significant. I then cross-referenced the evidence in Chapter four to the literature in Chapter two to further interpret and support the characterisation of these historically significant couples.

In most cases the evidence in Chapter four and the literature in Chapter two were in agreement with each other, albeit there were instances where there were discrepancies between the two and those discrepancies were recognised and addressed accordingly.

## **CHAPTER SIX**

### **CONCLUSION**

#### **6.1. Introduction**

In the previous chapter I discussed my findings in comparison to literature in chapter two of this study. In doing so, I answered the research question and highlighted discrepancies where they had appeared thus finalising chapter five. In this conclusive chapter, I reflect, make recommendations and discuss the limitations in this study amongst other reflections. I will first do this by conducting a summary of this study in which I briefly discuss the chapters and their purpose. There after I will discuss the contribution of this study to research and the implications this study has for future research in academia. Lastly, I will discuss my personal and professional growth and conclude this chapter thereafter.

#### **6.2. Reflections on the study**

This study has been a very demanding and highly informative study for me. I went into the study on couples and historical significance thinking that my number one intention was to highlight the “glass ceiling” in academia and education by asking the question how are historically significant couples represented in South African history textbooks? By the time I had reached chapter five of this study I realised that all the historically significant couples that were characterised in the textbooks were important hence they were represented within the analysed textbooks. But I also noticed that many other prominent historically significant couples had not been mentioned in the textbooks like Robert and Zondeni Sobukwe for example which poses a serious question on CAPS criteria of significance.

The limitations of this study is that because of the characterisation of historical significance that being that couples are historically significant if they display characteristics of contemporary historical significance, pattern historical significance, symbolic historical significance, pattern historical significance and causal historical significance; many other significant couples were not included in the study like Miriam Makeba and Stokely Carmichael, Nelson Mandela and Archbishop Desmond Tutu and

Moss Mabhida and Monty Naicker who are included in the textbook but do not meet the criteria of historical significance as characterised in this study.

I also found that some of the textbooks are misleading and can provide information that is incorrect, for example in the grade 10 Focus on history textbook, there is a photograph of two actors who, according to the clip, photograph and information provided are King Shaka had a wife; which is contradictory to most of the folktale and verbal history generationally shared in South Africa which states that he never married. So this tells us that textbooks are not written by South Africans or people who are knowledgeable of folktale or oral history content.

Furthermore, in one of the textbooks, prominent historical characters are represented but they are silenced within the textbook as they are nameless, this leads to confusion and makes it extremely difficult to track down the actual people that are represented in the textbook. This is in reference to the grade 10 New Generation history textbook where there is a photograph labelled the Tlhaping chief and his wife. The king and the wife have no name, what is significant according to the textbook is the people they led. The silence of such significant leaders poses a colonial style of writing whereby democratic principles as advocated in the CAPS document are not accorded significance thus they are pushed to the periphery as it is done with these significant leaders.

I also found that some couples names were spelled incorrectly and coupled with a few grammatical errors in the textbook. For example Nontsikelo is supposed to be Nontsikelelo Biko and the role she played is not mentioned at all in the textbook, it just says that she was Steve Biko's wife nor is there any prominent or shall I say significant information. The role that is discussed is the one that Steve Biko and Dr Mamphela Ramphele played in South African history, once again the textbook simply states that Steve Biko had two children with her. Her significant role in the fight against apartheid and her contributions in Black Consciousness and working with Steve Biko were completely over-looked, hence they were deemed as insignificant whereas this is not the case. This states that women's role within couples in history are still undermined or overlooked. It indicates that some textbook writers are still using patriarchal

standards to document historical narratives instead of democratic principles as prescribed in the CAPS document.

### **6.3. Summary of chapters**

The study comprises of six chapters focusing on historically significant couples in South African history textbooks. Chapter one is the introductory chapter of this study where I discuss my background and motivation for this study which includes my personal and professional perspective I move on the purpose of the study and the research questions, the conceptual framework for this study and conclude by mentioning what is to be expected in the following chapter. Chapter two of this study is the literature review which is inclusive of what other scholars have said about various aspects of this study and where it begins to take shape. Chapter three of this study is the research design and methodology chapter in this study which is inclusive of a map along with tools which guides one with regards to how this particular study is done from how the data is generated and represented to the conceptual framework and how it is most applicable to this study. Chapter four is about the findings in this study as it represents what was found in the textbooks analysed thus answering the research question. Chapter five is the discussion chapter of this study where the findings in chapter four are compared to the literature in chapter two. Chapter six is the conclusive chapter in which I reflect on this study and discuss the study's contribution to academia and its implications for future research as well as my personal and professional growth.

### **6.4. Contribution of my study to research**

This study contributes to research as it fills a lacuna in which historical significance and couples are now academically represented. Most of the data in this study was generated from other fields in academia whereas this study is routed in history education and the data represented in this study is from various fields.

Historically significant couples are prominent in history and education and as such should be represented in a way that illustrates their contributions to the history of this nation to the future generation of leaders who are to take this country from glory to glory.

This study seeks to contribute to academia through providing more information on couples and historical significance thus expanding research in its respective field of study, thus the search that I have done thus far shows no evidence of previous studies on historically significant couples.

Moreover, this study not only exposes various unlined issues with the curriculum and the implementation of said curricula with regards to gender inequality in currently used history textbooks in schools, it also proposes a possible solution to this problem as it suggests that both the individuals in the relationship should be represented and acknowledged for their contributions. This should be done so that both the men and women are represented for their contribution and celebrated for such. As a result the study also by and far contributes to social transformation in education in that it discusses issues of historical significance and couples in history. These are prominent features in the Further Education and Training phase as they encapsulate democratic and gender principles are prescribed by CAPS.

#### **6.5. Implications for future research**

There is a lacuna for this study to be further developed in the sense that it can move from being textbook orientated to the application of these textbooks in schools in South Africa. For example, now that we know how historically significant couples are represented in South African history textbooks researchers can now delve in other spheres of the topic like - , how are teachers in schools teaching the very content within these textbooks? What are their perspectives on the representation of historically significant couples in the textbook that they use to teach in class? Moreover, the very learners who are taught this information, what do they think about these couples and what are their perspectives on the representation of these couples in the textbooks? Learners perspectives are significant because their young minds are able to interpret information and apply it in other situations in their lives to better understand or solve issues that they may come across. This information comes across as a planted seed that will at times subconsciously influence many decisions that they make in the future, what they think about women and where women “belong” in this great big world.

## **6.6. Personal and professional growth**

Personally, I have noticed the issue of patriarchy in South Africa and have always wondered where it all started, hence my passion for history, couples and education. This passion was first pursued at Honours level where I dedicated my Independent Research Proposal to finding out the ideas of fourth year history education students on historical characters. I found that they mostly knew prominent characters like Nelson Mandela and Steve Biko to mention a few, the most prominent woman they knew was Winnie Madikizela-Mandela. These students were in their final year where they would go out into the world and teach learners the following year and they were history major students so this raised many more questions for me. Hence my continuation of this pursuit at Master's level where I looked at how are historically significant couples represented in South African history textbooks.

Professionally, for my PhD (doctorate) I plan on taking the next step in my pursuit to inform myself and initiate a social transformation that will see historically significant couples being equally represented for their contributions in history and not lagging behind or being silenced by their male counterparts. I personally believe that this is well overdue as we are now celebrating over 20 years of democracy and more and more women are on the rise and they are also changing the world one day at a time, just as their male counterparts.

## **6.7. Conclusion**

In this chapter I have reflected on my studying, presenting and explain the limitations to my study and a few recommendations for future reference. Such recommendations are linked with the topical issues of decolonisation of History narratives whereby the textbooks we use in classrooms have to look at historical content from the lenses of all people who were historically disregarded like, blacks and women. Meaning that, this thesis is a springboard on understanding how other researches can take issues pertaining couples in History and critically augment research on how researchers can write a balanced History of couples. Thus, I have also reflected on the chapters in this study and discussed this study's contribution to research. I continued by discussing

the implications of this study for future research and ended with discussing my personal and professional growth.

Allow me to reiterate that it was never my intention to disempower historically significant males in this study, my intention was to bring to light that women worked side by side with these men who should be viewed and regarded as prominent in the same history textbooks as their male partners. The Department of Basic Education in South Africa has included gender equality in their policy which is the CAPS document. This policy should be fully implemented even in schools where it is applied on a daily basis, and not just fade away as a desired idea that was implemented in the policy but not applied where it is most needed, in schools.

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**Ethical Clearance**

## **Appendix A**

23 May 2018

Ms Phumza Precious Mbobo (210509076)  
School of Education  
Edgewood Campus

Dear Ms Mbobo,

Protocol reference number: HSS/0457/018M

Project Title: Analysing historical significance through the representation of couples in South African History textbooks

**Approval Notification – No Risk / Exempt Application**

In response to your application received 16 May 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Dr Ronicka Mudaly/Dr MT Maposa and Dr C Kgari-Masondo  
Cc Academic Leader Research: Dr SB Khoza  
Cc School Administrator: Ms Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee

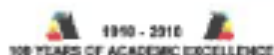
Professor Shenaka Singh (Chair)

Westville Campus, Gurner Mkhel Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3567/3558/4657 Facsimile: +27 (0) 31 260 4809 Email: [smbao@ukzn.ac.za](mailto:smbao@ukzn.ac.za) / [svmsicm@ukzn.ac.za](mailto:svmsicm@ukzn.ac.za) / [mburp@ukzn.ac.za](mailto:mburp@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



Four/ive Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

## Appendix B

Turn it in Report

**ANALYSING HISTORICAL SIGNIFICANCE THROUGH THE  
REPRESENTATION OF COUPLES IN SOUTH AFRICAN  
HISTORY TEXTBOOKS.**

**BY**

**PHUMZA PRECIOUS MBOBO**

**<sup>1</sup> Submitted in fulfilment of the requirements for the Degree of  
Masters in Education (History Education)**

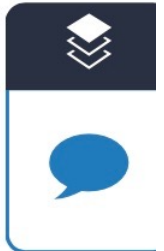
**At the**

**University of KwaZulu-Natal**

**2018**

**Supervisor: Dr MT Maposa  
Co Supervisor: Dr MC Kgari-Masondo**

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