POSTMODERNISING HISTORY AND THE ARCHIVES: SOME CHALLENGES FOR RECORDING THE PAST

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Abstract

Social history has been an important force in intellectually discrediting the apartheid state. Postmodernist approaches are, however, challenging this hegemonic discourse as society re-orientates itself to democratic institutions and greater participation in politics and economics. This article discusses the effects of postmodernist impulses in recent South African historiography and attempts to show links between historical and archival practice as they seek new frames of reference. As history turns towards process and representation in terms of post-coloniality, it is confronted by public memory and commemoration, which undermine the academy’s control of the discipline. Increasingly, therefore, history and the archives become sites of political and intellectual struggle as part of society’s larger “heritage”. The focus is on how historians and archivists interpret the challenges of postmodernist theory for their respective professions.
were in a position to formulate a preliminary literature review of the phenomenon of postmodernism, i.e., in a position to set the stage for the following essays.

The discussion of postmodernism in the arts and sciences, in particular, is often framed in terms of a "New Journalism," a movement that emerged in the 1960s and 1970s. This movement was characterized by a rejection of traditional gatekeeping and a focus on the personal voice and experience of the writer. The New Journalism sought to blur the boundaries between art and science, and between fact and fiction, in order to create a more engaging and accessible form of communication.

As a result, the New Journalism was a critical factor in the development of postmodernism, as it helped to create a space for the expression of diverse and often controversial ideas. This movement paved the way for the development of postmodernism, as it encouraged a skeptical approach to traditional notions of truth and reality, and a recognition of the power of language and representation.

In conclusion, the New Journalism was a key factor in the development of postmodernism, as it helped to create a space for the expression of diverse and often controversial ideas. This movement paved the way for the development of postmodernism, as it encouraged a skeptical approach to traditional notions of truth and reality, and a recognition of the power of language and representation.
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The development of professional education in higher education is a complex process influenced by various factors, including the socio-cultural context, the needs of the society, and the specific goals of institutions. The role of higher education institutions in this process is crucial, as they are responsible for preparing students to become effective professionals in their fields.

1. The Importance of Professional Education

   Professional education is designed to provide students with the knowledge, skills, and values necessary to succeed in their chosen careers. It is a form of education that goes beyond the traditional academic curriculum, focusing on the development of practical skills and professional competencies.

2. Challenges and Opportunities

   Despite the growing importance of professional education, there are still challenges to overcome. These include the need for more flexible and adaptable curricula, the integration of technology and innovation, and the development of effective assessment methods.

3. Future Directions

   The future of professional education is likely to be shaped by technological advancements, changing labor markets, and the increasing demand for lifelong learning. Institutions will need to remain vigilant and responsive to these changes to ensure that their programs remain relevant and effective.

In conclusion, professional education plays a crucial role in preparing students for successful careers. As such, it is important that institutions continue to invest in the development and improvement of their programs to ensure that they meet the needs of the present and future workforce.
The University of the Western Cape, in 1969, articulated the following goals: to provide a broad and balanced teaching and research program of high quality in the fields of science, arts, and social sciences, and to foster the development of critical thinking and problem-solving skills among its students. The university was committed to promoting social justice, equity, and access to higher education for all eligible candidates. It was also dedicated to contributing to the economic and social development of the Western Cape and the broader region.

The university's mission was to offer programs leading to degrees and diplomas in various fields, including arts, sciences, engineering, and education. It aimed to prepare students for careers in a range of sectors, from academia to industry. The university also emphasized the importance of research, both for the advancement of knowledge and for addressing local and global challenges.

The university was structured into several faculties, each focusing on specific areas of study. These faculties included the Faculty of Humanities, the Faculty of Science and Engineering, the Faculty of Business and Economics, and the Faculty of Education. Each faculty offered a range of undergraduate and postgraduate programs, as well as research opportunities.

The university's commitment to research was reflected in its various research centers and institutes. These were dedicated to conducting cutting-edge research in fields such as environmental science, social sciences, and technology. The centers and institutes fostered collaboration both within the university and with external partners, including government agencies, industry, and international organizations.

The university was also committed to community engagement and outreach. It sought to build partnerships with local communities and organizations to address social and economic issues, and to provide services that would benefit the broader community. This included initiatives such as community service learning, which integrated learning with service to the community, and outreach programs aimed at increasing access to higher education for underrepresented groups.

Overall, the University of the Western Cape was dedicated to providing a high-quality education and contributing to the social and economic development of the Western Cape and beyond.
44. See, for example, Jennifer S.H. Brown and Elizabeth Vihert (eds), Reading Beyond Words: Contexts for Native History (Broadview Press, Toronto, 1996).
49. See, for example, Nancy Strydom, Memoirs of a Solitude: Reflections on my Political Activity in India and South Africa, as told by Ian Edwards (Mayibuye Centre, Bellville, 1995); Friede Bokwe Matthews, Remembrances (Mayibuye Centre, Bellville, 1995).
54. See the new journal, History and Computing, which first appeared in 1995; and Keith Breckenridge, “CyberHistory: Computers, the Internet and the Production of History”, paper presented at “The Future of the Past” conference.
59. Based on updated statistics originally collected by Elize van Eeden, Department of History, University of Port Elizabeth, who has been working on a profile of the history profession in South Africa.