

“THE MOST POWERFUL WEAPON:”
A BLENDED NARRATIVE ON THE BEGINNING OF THE UNIVERSITY OF
MISSOURI SOUTH AFRICA EDUCATION PROGRAM

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by
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TABLE OF CONTENTS

ACKNOWLEDGMENTS	ii
ABSTRACT	iv
KEYWORDS	v
CHAPTERS	
1. INTRODUCTION	1
2. FIELD NOTES	5
3. EVALUATION	60
4. PHYSICAL EVIDENCE	68
5. ANALYSIS	126
APPENDIX	
A. PROJECT PROPOSAL	133
B. ADDENDUM TO PROPOSAL	158
REFERENCES	159

BUYING A WHEEL: HOW ONLINE MAGAZINES USE ATAVIST TO CREATE
MULTIMEDIA WITHOUT THE FUSS

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ABSTRACT

This analysis shows the strengths and limitations of the Creatavist web-based content management system as illustrated by three online magazines. Created by the online media company, The Atavist, the Creatavist platform allows for magazine-style multimedia content. The Atavist, in turn, licenses its content management system to other magazines and journalists, solving the common problem that many online magazines share, namely a lack of resources to create their own content management systems. The California Sunday Magazine, Longform.org, and Tablet magazine all use the Creatavist content management system in different ways, and presented different challenges through the development of their online presence. Creatavist has enabled them to make more multimedia packages than they could have without it, and without hiring several developers.

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Keywords: University of Missouri, University of the Western Cape, Apartheid, Higher Education, Exchange Programs, Multimedia

Chapter One: Introduction

“The Most Powerful Weapon” is a long form blended narrative multimedia website that chronicles the beginning of the first academic partnership between an American university and a South African university. This partnership began while anti-apartheid demonstrations and violence shook South Africa and continues today. My project uses text, video, maps, and historic photographs to tell the story. I chose this story because of my belief that the academy can be used a powerful force for social change and liberation. This project will help me in goals to become a staff photojournalist at a newspaper by demonstrating that I can create complex multimedia.

When I first learned about the partnership between the two Universities, I thought the best way to share their story would be through a documentary film. I imagined a project similar to the other history documentary films that I love so much, with compelling interviews, shaky amateur footage from protests in the 1980s, and photographs I could slowly pan across and zoom into. I imagined American students hearing the voices and seeing the faces of academics that stood up against apartheid and built a new democracy. A half hour documentary film, mostly comprised of interviews, could be enough to educate Americans on apartheid and what the University of Missouri did to help fight it.

I thought making a medium length documentary would help me with my professional goals. Today, most newspapers and major magazines produce regular three to twelve minute documentaries for their websites. This is something we all know and every photojournalism student is expected to be able to do with some skill. However,

with Vice Magazine's successful HBO documentary series and Time Magazine's Red Border Films production house, I expect more magazines and newspapers will start making feature length documentaries. By making one on my own, in another continent no less, I would position myself well for what I imagine the next stage in multimedia journalism will be.

Besides caring about the medium I chose, I care very deeply about higher education and anti-racism. For much of history in the US and in South Africa, the academy has been a tool for reaffirming racism and perpetuating the mechanism is institutionalized racism in both countries. This does not have to be the case. Academics can use their position in society to speak truth to power and create new solutions. After hearing the history of the University of the Western Cape, I was inspired. They had done what I always wished more American universities would do. They took it on themselves to make social change a part of every facet of the University, and they succeeded. The University of Missouri recognized that, and agreed that it was every university's mission to fight for liberation. The idea that an American state university took a stand against racial injustice in such a meaningful, involved, and risky way was so inspiring that I had to make a project on it.

However, projects do not always go as planned. While I was in South Africa, I was not able to gather as much video as I anticipated. I was unprepared in every way. I did not know enough about the topic I was covering, I did not have an adequate plan for gathering interviews, and I hinged my entire idea what medium to present my topic as on film that did not exist.

So, once I returned to the United States, I continued working with the goal of making a documentary film. I wrote in my proposal that I would make a documentary, so no matter what I was going to make a documentary. After a few months of trying to fit the content I had into that mold, I realized that what I really had was enough to make a multimedia website.

In Keith Greenwood's Electronic Photojournalism class, we explored online multimedia packages for photojournalism. One of the projects we looked at John Branch's "Snow Fall," a long form multimedia presentation that earned him a Pulitzer and a Webby. The way video was mixed in right next to text, with full screen maps, and beautiful photographs captivated me. This was the highest form of the current trend in photojournalism to work with reporters and create short videos. Unlike most short videos I see on the Internet today, the videos felt part of the article, not adjacent to it. Just like in a successful print magazine layout graphics, photographs, and text all became one unit that elevated one another. Since I took that class in Fall of 2013 I knew I wanted to make such a project, and now I had the content that would fit in perfectly.

Creating a multimedia package that ties together video, photographs, maps, and a long form article better matches my career goals than preparing for a future that only exists in theory. Today, newspapers and magazines turn their blockbuster stories into multimedia presentations like what I made regularly. By making one on my own I would demonstrate to newspapers that I am capable of exceeding the typical role of daily shooting, story shooting, and multimedia shooting, and that I can produce a complex and expansive multimedia piece.

Through this project, I have learned the steps needed to plan and execute a long form project. I also reaffirmed that my first love is still photography and the daily grind of news photography. I cannot think of a time when I was happier than working at the Columbia Missourian. Connecting with so many people, telling so many different stories, and the quick turnaround was like nothing else I have ever experienced. While I learned a great deal from the experience of trying to make a documentary and then a multimedia website, my passion is daily news and still photography. While I did not work at a newspaper or create still photographs for my project, this project demonstrates my other abilities that are valuable to today's newspapers and the themes I am most passionate about. Letting future employers know that I have skills that will be valuable as media converges even more and who I am as a journalist is cannot be overvalued.

Chapter Two: Field Notes

May 18

After racing to get everything together, from gathering equipment to paying bills, I am finally on my way to Cape Town, South Africa. I managed to find a way to pack all of the video and photography equipment I am borrowing from the university safely and the extra bag fee was less than what I expected.

I am concerned about my general preparedness for this project. I have read a fair amount about the relationship between the University of Missouri system and the University of the Western Cape, but I am concerned I have not done enough research yet to get started immediately after I land. When I initially chose this day to fly out, I was under the impression I would have more time to prepare before flying out. All of my other commitments towards the end of my school year monopolized my time, and kept me from contacting UWC professors on my own, conducting interviews with Americans, or investigating in the University archives.

Luckily, from the reading I have done and what people have told me, the University archives does not have a lot of information about the University of the Western Cape, and that as soon as I arrive Harold Herman will want to speak to me and catch me up on the other people I will want to speak to.

May 21

Since arriving in South Africa, many of my fears and apprehensions about this project have dissipated. The Mayibuye Archive is indeed a vast and valuable resource. The people I've spoke to will make for great interviews. They are excited about my

project and willing to help. Right now everything seems to be as Rod Uphoff explained it would be.

On Tuesday I arrived at Cape Town's airport and was picked up by Steve, the driver for Randy Smith's group. Steve is an immigrant from Zimbabwe who moved to South Africa over 20 years ago. In the car, we spoke about the challenges the post-apartheid South Africa faces, from the challenges posed by waves of immigrants like him to the poor distribution of wealth. To him, the ANC is a disappointment. He feels disillusioned, but at the same time content. Even though the ANC has not accomplished all it promised, non-White South Africans are free, which means a lot.

That day I met with Harold Herman, who spoke to Smith's group and I about the history of UWC and apartheid. I can see what writers who called UWC "the home of the Left" meant. His vigor and passion are rare to find in the limited scope of the American political spectrum.

After lunch, we met with the four directors of the Mayibuye Archive. The archive holds far more than I ever expected. The photographic archive is a room densely packed with photographs ranging decades and sorted by general topics. They have published guides for topics most researchers are looking for, such as Nelson Mandela and other famous ANC leaders. We did not visit the video archive, but looking through window of it I saw tall steel shelves packed with VHS tapes. Stanley Sello, the audiovisual director, said that the main approach today for preservation is digitization. They do not have the resources for a massive climate controlled preservation system. This is truly a shame, as many of their materials I saw are in fine condition today, but without proper care could be gone within a decade.

Today, Wednesday 21, was not as productive but still a helpful day. The morning I spent doing some clerical work, such as assembling equipment I dismantled to fit in my luggage and purchasing a cellphone. I also spoke with Sello again and received the contact information for the archivist of the university. Nikiwe Momoti should know where the materials related to my subject are. She has not responded to an email, or the email I intended to send did not send. I will call her in the morning.

After lunch, I joined Smith's group on a tour of Cape Town. This jaunt was important for getting my bearings in the city, and also to have some real-world experience to help some of the reporters who are new to photography and video. Cape Town is one of the most beautiful cities I have ever visited. Everything from the varied architecture to the beautiful mountains made me so happy I have the chance to work here for two months.

This beauty is not without its cost. Everywhere we drove we saw Mercedes Benzes and Alfa Romeos, mostly driven by White people. It is very clear that even with the fall of legal apartheid, the income distribution is still unequal. The wealth in this town is restrained, but still rather obvious where ever we went. At the end of our tour we drove through Cape Town's township, which is boxed in on all sides by expensive schools and large houses. Our guide said that the township is overcrowded, and if it weren't so restricted it would have grown larger already.

I noticed as we drove vendors selling lettuce and corn. I did not find it odd that people were selling lettuce, which could easily grow on the cape. But the corn seemed odd. What Steve told me is that some people will take taxis to Johannesburg and come

back with a car full of corn from small farms to sell in Cape Town. I am going to investigate that further.

May 22

Today I was not able to get in contact with the archivist of the university's archive. However, I was able to go to Robben Island and hear testimony from a former prisoner.

On arriving at Robben Island, the tourists are corralled off the boat put onto a smaller bus. From there, a younger tour guide will give the history of the island as you drive around. He pointed out the leper colony administered by the British; the jails built by the earliest prisoners under the Dutch regime, and explained their role in the history of the island. Throughout the drive, the guide would add his own personal political beliefs about contemporary and historic South Africa. To him, the most important part of the post-apartheid era was the reconciliation and the fact that after apartheid Blacks felt so little anger towards White South Africans. Still, after he asked the bus where we all came from and one couple said they were Dutch, he said they had some apologizing to do.

Once we were off the bus, a former prisoner showed us around the prison. Before leaving for South Africa, David Rees and I spoke about possibly pursuing a story about one of the tour guides and how he lives today, a little more than 20 years after he was released. I tried talking to the tour guide, but he was uninterested. He also asked that I not record video during his tour.

During the tour, he showed us the terrible conditions they lived under and explained how the hardship he endured still affects his health today. He spoke about how during the hunger strike he could barely climb up to his top bunk, which was still in the

prison. The hunger strike damaged his liver, which has only recently started showing symptoms. He showed us the yard where Nelson Mandela and he broke rocks. Like Mandela, the bright sun, white stone, and long hours has hurt his vision. He ended his tour by telling us that while South Africa has a long way to go in terms of income inequality, reconciliation shows that much of the revolution was a success.

May 23

Today I went with Randy Smith's group to the District 6 museum, developed a closer relationship with Prof. Harold Herman, and directed the technical components of Randy Smith's group's interview with Andre Odendaahl. While today did not advance my project in any concrete way, it did help me gain a better understanding of Herman's motivation in the struggle against apartheid, helped me identify who would be a quality interview for my project, and I provided greatly needed technical support for Smith's group.

District 6 was a predominantly Colored neighborhood in Cape Town that was demolished in the 1950s by the White government of Cape Town. Before demolition, it was a vibrant community with Leftist high schools and a dynamic musical community. Many members of the Unity movement hail from District 6, and because of the demolition of their home dispersed across the region. Demolishing the neighborhood did more than destroy these people's homes; it destroyed the burgeoning resistance movement in the neighborhood. The museum and Herman's discussion of the neighborhood reminded me of something I've noticed about groups all over the world who are forced to live in ghettos; that when an oppressed group is forced to live in an area, it often does something positive that the oppressor never expected. It creates a

fertile ground for a group to develop class-consciousness and the amount of time together to develop a movement. Knowing this, the apartheid government destroyed everything except the churches and schools, and replaced them with either undeveloped fields or nice apartments for Whites.

After this conversation, Herman and I spoke about what District 6 really meant for him in his political development. Our conversation was cut short, but we continued talking later, mostly about my project and how to best organize going forward. He said because he is very busy lining up interviews for Randy Smith's group, and will not be able to help me identify other subjects over the next week. He did suggest that I interview Cape Town residents that were part of the Mizzou/UWC relationship and learn about their experience. I doubt that Smith's group will take that much time this week and am going to send him an email after I finish this field note.

May 24

Today I joined Randy Smith's group on a tour of wine country in Stellenbosch, about an hour north of Cape Town.

May 26

Today I again was not able to get ahold of the director of the university's archives, but I was able to talk frankly with Prof. Herman, and assisted Randy Smith's group with two interviews with important activists from the anti-apartheid era.

In the morning, we headed to the Newlands Cricket Stadium to interview, Dr. Andre Ordendaahl, the person who started the Mayibuye Centre and former CEO of the Robben Island Museum. Recently his historical research has shifted to looking at the history of cricket in South Africa and how it reflects the sociology of South Africa. In our

conversation, we touched on a range of topics, from starting the archive to his time as a professional cricket player, and his feelings as a White activist. He mentioned that White South Africans also needed to end apartheid for their liberation, albeit a spiritual liberation instead of legal or economic liberation. He spoke about the contradiction between his Christian upbringing and the racist ideology of white supremacy he was also taught. To him, holding onto an ideology where you dominate others so completely is an oppressive weight on the oppressor's soul. While I attempted to aid in the sound capture for the interview, the equipment I was handed by a member of Smith's group as the interview started was already broken. Meredith Turk, a broadcast major, was also recording, so the interview should have turned out great.

After that, we headed to Yusuf Gabru's home. Gabru is a former provincial parliament member and former Secretary of Education. Since he was young, he has been part of the public face of the ANC, going to jail and facing torture in the fight against apartheid. The fourteen of us interviewed him for over an hour on a variety of topics, including how the levels of secrecy within the ANC affected activists psychologically to how education policy has changed since apartheid. Afterwards, he read to us a thank you letter from Nelson Mandela for the fruit Gabru and teacher's union sent him for his birthday in the late 70's. In the ride over to his house from the stadium, I was able to repair the audio equipment and show several of the reporters what went wrong and what settings the wireless mikes should be on. Just in case, I still ran the recorder during the interview.

This week and next Prof. Herman will be unavailable to meet and talk about who in town I still should talk to for my project. I asked if he could even email me a few

contacts that I could call on my own and meet with, but we was adamant that he would like to make the first introduction. He suggested that in the mean time I identify resources at the university archive and speak with the director at the international programs office about recent students who have utilized the UWC/Mizzou connection. Tomorrow I will spend the day at the UWC campus and should be able to make those connections.

May 27

Today has made up for several days of unproductivity. Leolyn Jackson gave me an excel spreadsheet the name of everyone who either went to Missouri schools from UWC or vice versa, when they travel, who paid for it, and the purpose of their trip. This included everyone from before the relationship was formalized to today. Jackson also allowed me to use his computer to access the university email database so that I could copy the contact information for anyone still in the university email system. I was able to pull down information for 24 students and staff members.

Jackson also gave me the contact information for Diane Lamson, a member of the international relations department and one of the longest running employees of the university. Lamson was generally involved with the beginning of the Missouri/UWC relationship, and remembers many of the main actors of the early formations of the relationship. I emailed Lamson asking for contact information of students and teachers who are not in the current email system. She should respond by tomorrow.

Jackson also scheduled interviews for me at 3 PM with Jan Persens. Besides being pivotal for the meetings at UWC in the mid 1980s, he visited Missouri in 1987 to plan the Kellogg project and Missouri/UWC exchange. The interview may prove to be

challenging, as he is very soft spoken. He is a very engaging experience, and it will take some skill to make sure everything he says is on my recording.

On June 5 I will interview the rector of the university in his office. Before I do so I will look at the interview I recorded the audio for in the Cliff Edom Photo Lab this spring during his visit to Mizzou.

In the evening, I helped Randy Smith's group with organizing some files and instruction on how to use Final Cut Pro X for editing audio and photo slide shows. Their projects are starting to take form, and I expect will turn into wonderful narratives of various aspects relating to the Mayibuye Archive.

May 28

Today was my first interview for my project. Today I interviewed Jan Persens, a former activist and professor at UWC. He was one of the first Black professors at UWC from when it was run by conservative whites, until a few years ago. He spoke out against the apartheid government, encouraged his students to protest, and was occasionally jailed for his activism. He was also involved in finalizing some of the details of the UWC/UM link.

At 3 PM I arrived at his house. The quietest place in his house was also very dark, so I am glad that the convergence program was generous enough to allow me to bring LED light panels with me to South Africa. I set Persens up with a wireless lavalier microphone and continuously monitored the audio through the interview. Many of the problems we faced during the first interview were overcome with better microphone

placement and by conducting the interview in a room that isn't overlooking a construction site.

Persens is a fascinating man, and at times I did want to reel him back into my line of questioning. I had several specific questions that I knew would lead me to what I consider to be my story line now, but he first was adamant that he explain what the higher education system was like under apartheid. The apartheid government in the 50s and 60s started several schools for the education of Black, Colored, and Indian students. To him, the reason for this was to keep people of color out of the White education system, to teach them some parochial jobs so they could more effectively serve the White power structure, to control the elites of these different communities, and to look more humane abroad. In the end, to Persens, all that really happened was empower disadvantaged communities and give them a place to organize resistance. Even the dental school played a role in the struggle against apartheid.

Going into the interview, I expected to get to know a little more about what the process of founding the link was like. However, because of the unwelcome attention from the police he received and an opportunity to study at Cornell University in the US, he was out of South Africa in 85 and 86. Once he returned, however, he was one of the professors who helped formalize what exactly the two colleges would do with one another.

Another unexpected part of the interview is when Persens told me about the other universities UWC attempted to link with, and the other universities Missouri attempted to link with. Other American universities wanted to work with UWC, but in an unequal way; they wanted to help UWC. What made Missouri so appealing is that Missouri

wanted to work with UWC; they wanted the relationship to be mutually beneficial. Missouri wanted a very liberal university, and even after meeting with Stellenbosch University, who has a similar link with Princeton, and seeing their advanced resources, decided to work the impoverished UWC because of the attitudes of UWC's professors.

On many of the resources provided by the University of Missouri South African Education Program, they discuss the lack of trust at the beginning of talks between the two universities. Persens said many UWC professors were worried because they could not understand how people looking to do something so against the spirit of apartheid rule could even get visas without being secret police. Also, Missouri has a reputation of being a conservative place. With some of the professors being serious Marxists, they were worried that professors from a state college in the US would disagree at a fundamental level to continue any real work together.

The interview lasted an hour, and even if I only use a small amount in my project, his perspective has given me a much better idea of the direction I will take my film.

May 29

With the notion that I need to make sure I give the background of how apartheid affected the structure of higher education in South Africa, I joined Randy Smith's group on their jaunt to Stellenbosch University. Stellenbosch University is the leading university in South Africa, where most of the nation's prime ministers studied, where the majority of American students from America's leading colleges study, and is where the legal framework and sociological basis of apartheid was invented. In the 90s, the sociology building was renamed in order to stop celebrating the inventor of apartheid, but his statue remains overlooking the quad. Today, the school is still mostly White, but

serious reforms have changed the nature of what was once an incredibly conservative place. Smith's group interviewed the chair of the Theology department, who spent years in solitary confinement for his work for the MK.

While I was there, I accumulated b-roll footage that I will use to illustrate discussion of the racial divide in higher education in South Africa.

Afterwards, I finally had some time when both Smith's group and I were free for a more in depth lesson on basic photography. We started with basic camera functions, moved to what exposure actually is, how it is measured, and how things like shutter speed and aperture can impact how a photograph looks. They found the lesson useful.

May 31

I joined Randy Smith's group on a short trip to Cape Point. I originally meant to go after I finished my project and had a rental car, but with how behind I am I thought this might be the only chance I have.

In the morning, we first took a boat ride to a small island where seals rest and socialize. I was able to help some of the reporters take some pretty great photographs of the seals.

Afterwards, we drove to the Cape Point lighthouse. Going through the animal sanctuary was incredible. We saw all of the major animals of the area, including Springboks that are larger than I expected.

Climbing up the giant hill to the lighthouse I was overwhelmed with the impressive engineering and dangerous work that went into making this lighthouse. The high winds nearly knocked over some of the lighter members of our tour. I can't imagine working long hours building the little protection we had from the wind. At one time the

lighthouse prevented ships from crashing in some of the most dangerous waters in the world. Also, sitting on the southern tip of Africa put some perspective on my trip. Coming to South Africa to make a project would not have been possible twenty years ago for political reasons, and today was only possible because of the financial support of others. It is a privilege to be here and I am not going to waste this opportunity.

June 1

Since it was the last full weekend of the journalism study abroad group had in Cape Town, they decided to throw a barbeque. We stopped by the grocery store down the street and got boerwoers and pork chops. During the festivities Randy Smith said that he appreciated my help with some of the technical things during the interviews. I wished him and the rest of the students best of luck making their project.

June 2

Harold Herman took the journalism study abroad group to the Company Garden for an interview with a journalist who covers parliament for a national weekly newspaper. It was exciting to hear a South African journalist talk about contemporary politics and how the public views media. We also learned a little about how journalism training works in South Africa. Many older journalists did not go to a four-year university, but instead went to college. The distinction between the two is that university is typically of a higher quality and held in higher esteem, but was not available for all subjects or to all races until after 1994. While she did not go as far as to say that having more journalists with university degrees has helped the quality or professionalism of journalism, she did say that her university experience was helpful and worries that raising the bar may have a negative effect over time.

Harold Herman and I were supposed to discuss his research on the MU/UWC connection but he did not have time.

June 4

Today was very effective for Randy Smith's group. With only a few days left in Cape Town, they were in a hurry to get everything duplicated from the Mayibuye Archive. Some wanted to make multimedia pieces to communicate their stories, so wanted to have high quality duplicates for video. The reporters were unsure about how to use the copy stand with their cameras, so I guided them on proper white balancing, straightening the camera, and other things that I learned in Advanced Techniques in Photojournalism. Without access to a scanner this was the best way to turn news clippings and photographs into digital files.

I tried to talk to Harold Herman again about the project, and he left to go take care of something for one of his other projects.

After helping with duplication, I spent some time trying to schedule interviews and confirming an interview request with UWC's rector Brian O'Connell for tomorrow. I also spent some time double-checking if I had up to date contact information for possible interview subjects using a university computer.

June 5

It has been several days since I have written a field note, because it has been several days since I've made any meaningful progress on my project. With Internet issues, people still refusing to talk to me until the Randy Smith's group leaves, and transportation issues, I am becoming very frustrated and ready for them to leave on Sunday.

Today I was able to make meaningful progress on my professional analysis component. While I knew that in the wake of editor Alide Dasnois sudden removal in the middle of December 2013 might have some impact on larger issues across the newspaper, I did not expect it to have caused such a turnover of staff. While all that I read in the US before arriving in South Africa mentioned that she was fired and people protested in solidarity, I did not expect the amount of staff to either resign or also quit that week. When I called today, a journalist told me that every individual I asked about quit or was fired that week, and when I described other positions all that remained was Michael Walker, who is currently at home recovering from surgery for the next 3 weeks. Ian Landsburg is listed on some websites as a photo editor at the Cape Times, but on others is listed as one at the Cape Argus, another paper owned by the same media group.

This makes me question how generalizable this case study would be. This is not the story of a good, medium-sized newspaper in South Africa reporting on a world leader's funeral. This is the story of a newspaper in the middle of a tumultuous transition trying its best to report on a major news event with most of its editors gone.

Regardless, on Monday I'm going over to the Cape Times office to pick up a copy of the December 16th 2013 issue and hopefully while I'm there track down someone I can actually talk to.

Also today I had an interview scheduled with Brian O'Connell, but it was cancelled. It has been rescheduled for tomorrow and will last 90 minutes.

June 6

Today I interviewed Brian O’Connell, the rector of the University of the Western Cape. The interview was fantastic and inspiring. We touched on the history of higher education under apartheid through his own experiences, the slow creep that made UWC a center for political thought, and what exactly the link between Missouri and UWC meant for UWC in the post apartheid world. About an hour into the interview he asked when I was leaving for the US, and then asked for me to schedule a second interview after he returns from Brazil.

This interview will form the underlying structure for the film. It also made me more aware of what the success of this program has meant for other American universities. This style of engagement has been attempted before, but never with this amount of treating South African universities as equals. Missouri wasn’t some all-knowing patriarch coming in to bestow knowledge, Missouri came in looking for a partnership that was beneficial for both parties. O’Connell’s perspective on that was also fascinating, that this relationship wasn’t just about getting smart people together to make papers that are published in big name journals, but to do work that benefits both of our societies. The approach was a larger one, and in a way a radical one. I look forward to meeting with him again and discussing that philosophical dimension.

June 7

Sports are a huge part of South African culture, and certain sports, while integrated, are highly racialized. Rugby for a long time was not only mostly played and watched by white people, but also came to be sort of emblematic of white life in South Africa. Now, the teams are integrated with a few people of color on local teams and on the national team, the Springboks.

Tonight I went to a match of the Springboks against the World XV, a team of the highest ranked players from other countries. This is the first professional rugby match I have ever seen. I was excited to see rugby, and to also watch the crowd and see how they behaved.

Walking through the massive crowd of people, I was not surprised to mostly see white people. I remember some older people throughout my time here say that there were few opportunities to play in neighborhoods with predominantly people of color. Although there were some Black rugby teams, in general soccer was more widely played among Black people.

The game was exciting. The Springboks won with ease, as one could expect from one of the worlds top teams playing against a collection of people who have never played with one another before this tour.

June 7

Randy Smith's group has left Cape Town for a safari in the north of South Africa. Because I was living with three other people from the journalism study abroad group, and now alone, Rod Uphoff suggested that I move to a smaller place to save the university and myself some money.

I also am starting to feel ill, but it might just be allergies. After I move into the new apartment a few blocks away I will pick up some allergy medication and see if that helps.

June 12

It feels odd to have a cold, which I normally get when it is very cold out, when it is between 70 and 80 degrees everyday.

June 13

Today I woke up feeling slightly better, only instead of aching throughout my whole body, my throat was incredibly sore. Still, I had a commitment to join an Israeli radio journalist named Daniela Bolanos to join her while she does a story on sanitation issues in Khayelitsha. Khayelitsha is one of the largest townships in South Africa, and houses range from improvised structures made of scrap aluminum and not connected to any kind of plumbing, to cement houses with multiple rooms and indoor bathrooms. In the newer sections that do not have sewage lines the city of Cape Town has installed chemical toilets like we have at outdoor music festivals or construction sites. In other parts that are older but are still predominantly informal dwellings, there are banks of toilets attached to sewage lines that multiple families will share. The families will lock the toilets to prevent people from damaging them, but because of how rarely they are serviced by the city, sometimes the locks are used to hide the embarrassment of having a broken toilet and having no way of fixing it.

Her story in Khayelitsha is about how many younger South African Jews are abandoning traditionally high paying careers so that they can work for NGOs with social justice missions. Much of the funding for the organization we visited comes from Jewish charities in South Africa and Israel, and one worker we spoke to is Jewish and turned down a job at law firm in order to support the social justice work of this organization.

My main goal for today was to get an insight on how radio journalists work. I have worked along side every other medium of journalist, but never radio. She said it was unlikely that the radio station would want photographs, but we could still work together on the story as though photographs would accompany the radio piece.

Walking and driving around Khayelitsha was important for understanding the realities of South African life. Up to this point I have only been to universities, vineyards, and the homes of retired academics.

What our guides found to be the most frustrating part of living in Khayelitsha is the difficulty of causing real positive change in their community. The city is slow to fix things, no one has the money to build infrastructure, and few people have the time to devote to social justice work. Even without much help from the city government, the people of Khayelitsha seem to have imposed order themselves in ways a municipal authority normally would, by installing their own speed bumps, organizing their own toilet systems, and centralizing cooking so as to avoid accidental fires in people's homes. While since 1994 governance has improved, just like in the rest of the world, local governments in South Africa have not been able to handle rapid urbanization.

After we walked around and talked to people about sanitation and what the NGO does, we visited the home of Daniela's grandmother's domestic servant's daughter. She has lived in Khayelitsha all her life, and built a cement home in 2002. They talked about their families and the class differences. It was fascinating.

June 18

Today I spoke with Harold Herman about his experience as a professor at UWC during the height of the violent protests against apartheid, his faculty exchange in 1990, and he helped me identify the rest of the people I will interview for the rest of my project, including what people in the United States I should speak to.

Harold Herman was the professor I was told I would work with once I arrived in South Africa. He has been busy helping Randy Smith's study abroad group, and was unable to talk to me until after they left.

This conversation was a major break through. His interview gave a clear idea of what kind of value this program has had for UWC professors, even if his exchange did come as the academic restrictions of apartheid were loosening. He spoke about how his experience at the Rolla campus helped him and the other comparative education theorists in South Africa publish more and become part of the international conversation on comparative education. His experience at the St. Louis campus also helped inform his work at the UWC nature reserve, which eventually led to the project investigating native plants in the Western Cape for their medicinal uses. This project is one of the ones most often told to me by the people I've interviewed as an example of what the linkage between the two campuses has done that could not have been done without the link.

We also went through each person on the spreadsheet of professors, and he explained what nearly everyone who went to or from Missouri did, and then either directed me to their office or if they are no longer at the university, let me know if they still live in the Cape Town area, or nearby. He is in the process of getting me those people's phone numbers and email addresses.

Afterwards, I went to the Alumni Relations office to see if they had any photographs from the 1980s I could use in my documentary. The 1980s class reunion is coming up in October, and the Alumni Relations office is preparing a huge presentation, a small book, and a week of talks and parties. When I asked if any students took any photographs of the protests, one professor who was in the office to discuss his part in

that week of celebrations, asked me “are you mad?”. According to him, no student ever brought cameras to protests so that they would not be pegged as an informer to the police. Instead, they would do whatever they could to help the local TV stations and police not do beat up English language papers by instructing them on how to navigate the maze-like campus and academic buildings. He suggested I go to the Cape Argus or Cape Times and check their archives, since no student will have photographs from this era.

June 20

Today I interviewed Renfrew Christie, the Dean of Research at the University of the Western Cape. While Christie did not take part in the Missouri exchange and was not involved in the planning process of the program, he was instrumental in taking the university from being the 25th in South Africa to being 5th in Africa as a whole. Jakes Gerwel, the Rector at the time, appointed Christie with the goal of having him inspire the faculty to start researching at an international level. Walking through the Life Sciences building, it is evident he was successful, with covers of Science and Nature on the wall with UWC professors work front and center. His interview will form the background of why it is so important for a university to be involved in research, especially why the internationalization of universities is so important.

Following the interview, I followed up with the professor who said it would be impossible to find any photographs taken by students. He handed me a package of newspaper clippings with photographs from local papers of protests at UWC. I plan on photographing these clippings, and also contacting the local papers to see if they still have originals of photographs taken at UWC. I believe my project may qualify as fair

use, so this should not be much of an issue. On Monday I plan on being on UWC campus, so I will go to the newspaper offices on Tuesday.

June 26

Today I emailed with Natasha Crow, a coordinator at the alumni relations office. Earlier in the week she helped me find photographs used in the materials for the 1970s class reunion and the upcoming 1980s class reunion. At UWC instead of having reunions for individual class years, the university organizes ones for each decade.

June 30

Today I went to the National Library of South Africa in downtown Cape Town to try and find photographs of UWC in the 1980s. I started by looking at the Cape Times and Cape Argus, the two leading local newspapers, for the month of October. This was from the assumption that the delegation from Missouri coming that October would have made the local news.

While I did not find any mention of Missouri, I did find articles that showed the anti-apartheid sentiments of the local colleges. In October of 1986, the University of Cape Town invited an Irish academic who lectured in support of apartheid. Students protested at all of his talks, and he was eventually removed from campus.

UWC was mentioned, but did not have any photographs. One of the senior administrators was fired in the second week of October for mismanaging university funds.

It takes three days for the library to make photocopies from microfilm. I decided to get photocopies of all articles that mention higher education and all front pages that mentioned sanctions and Ronald Reagan. If I decide to do a voice over that illustrates the

climate in the US in 1986 in relationship to apartheid, these will make for great illustrations. Assuming that the photocopies come out well.

July 1

My time here is ending quickly, and I can feel it encroaching. As of today, I have an interview every work day until I leave, however the former Rectors of the university have not yet confirmed a definite time yet. I am confident I will have enough interview to make this an excellent documentary film.

I am concerned about having enough photographs to make this more than just people sitting in their offices and home talking. I am yet to find anything from the National Library, and I have only a few photographs from the university's public affairs office.

I have not made much progress on my analysis component after I found out that it would be impossible to interview the editorial staff at the Cape Times the week Mandela died or even fully know who was working at any specific day during that week. I realized today that I could instead interview someone from the Cape Argus, another local newspaper. I could follow the same method with a different subject.

July 2

Today I interview Martin Hendricks and returned a pile of news clippings that showed cops harassing students on UWC's campus. Dr. Hendricks was not a full professor in 1986, and was not involved with the decision to start the linkage between UWC and Missouri. He was a lab assistant, and had the odd of place of being nearly the same age as the students, but was still employed by the university. He was a little involved in the student protests, but did not do so enough to risk his position at the

university. One of the main ways that he assisted the protestors was by helping younger children out of the university when they came to protest. School age children would sometimes come onto campus and throw stones at the train yard across the street. Hendricks and others would take the children out of campus in their cars so that they would not be arrested.

Hendricks gave me a tour of the campus, and showed me where the student protestors would have meetings, where they would go to throw rocks at the train yard, and where they would hide from the police. In our discussion I got a much better understanding of what the campus was really like during the time Ron Turner and the others from Missouri came. Others have told me that there was violence and the political discussion was vibrant, but Hendricks was able to show me.

July 3

Today I spoke with Shirley Walters. Walters was one of the professors who discussed the possible relationship with Ron Turner when he visited UWC. She spoke about how the at the beginning UWC was not sure how much UWC could gain from the relationship, and whether Missouri was really genuine with their claims.

One of the parts of the story Walters was able to illuminate for me that I had not fully considered before was the relationship between the more progressive professors and the ANC in exile. The majority of professors were very much in support of the academic boycott, but were tentatively convinced by Ron Turner that this relationship could help in building the new society. The ANC abroad was consulted, and after they gave their approval UWC signed the agreement.

We also spoke about the value of trust and a sense of equality in the relationship. Walters said that the trust that was built over time is what was the catalyst for the program.

July 4

Today I interviewed Pieter Le Roux, a close friend of Jakes Gerwel, the rector of UWC in 1986. Le Roux also was a professor at the University of the Western Cape until 2011.

Le Roux was not involved with the exchange program at all as a professor at UWC. He taught development studies, which has a close relationship with one of the leading development studies institutions in Germany. This link paid for travel and research for his program much like how Missouri has for the rest of UWC.

Even though Le Roux was not able to speak about his experience with the exchange, he is the closest thing I could get to speak with Jakes Gerwel, who died in 2012.

Le Roux also addressed the way apartheid affected higher education and gave reasons why the ANC would allow UWC to break the boycott. To him, the idea of creating a university for Coloured students was to deliberately isolate that group from mainstream academia. For some time, he and others worried that the boycott would further isolate universities. For this reason, the ANC, Jakes Gerwel, and other UWC professors agreed to the exchange program. One thing I found interesting was the Le Roux said that he was sure that Gerwel would not allow more conservative professors to go abroad. I will have to ask Jan Persens about this when I interview him again later.

July 14

Luckily I always pack a day or so before leaving anywhere, since today I had a very full day before getting on the plane to head back to the US.

At 8:30 am, I arrived at UWC for the opening of the Center for Green Nanotechnology. The Center focuses on work done by both the University of Missouri and the University of the Western Cape, using nanotechnology for everything from delivering pharmaceuticals to semiconductors. The reason why I went to this event is because all of the administration from UWC was there, as well as University of Missouri Chancellor R. Bowen Loftin and other representatives of the University of Missouri South Africa Education Program. The Center, besides culminating years of cooperation between the two schools, also is emblematic of a higher level of cooperation between the universities. Kattesh Katti now has a joint appointment with the two schools, and will spend half the year at either city. Katti is a leader in his field, and achieved mainstream notoriety when he developed a way to make nanotechnology out of gold salt and tea. The process for making the technology made no ecologically harmful waste, unlike much of nanotechnology, and these tiny pieces of gold delivered prostate cancer killing medicine more effectively and safely than any other method in dogs. I cannot imagine in 1986 Jakes Gerwel, Ron Turner, and the rest could have ever dreamed this linkage would have grown to this level.

After this, I met with Harold Herman, thanked him for his help with the project, and gave him a copy of the interviews conducted by Randy Smith's group, as Smith and Herman asked me to do, and also my interviews. Part of the agreement for receiving assistance for this project was that these interviews could be used for historical research

at the University of the Western Cape. If they wish to use them to promote the University they will first have to contact me.

Afterwards, I picked up my photocopies of dozens of black white photographs from the National Library. These photographs taken by Cape Times Staff Photographers should illustrate my documentary effectively. One of the librarians said there might be extra weeks wait on scanning the negatives and positives of the color photographs, but that still means I will receive the photographs before I am ready to start placing the images.

Then, I drove to the airport and gave my car back to the rental company. I'm not sure why, but he charged me half what I originally agreed to pay. I thanked him, and got onto the plane to start a 36-hour journey back to the US.

July 22

After crisscrossing the world and country, I am finally back in Columbia, Mo. Today I went to the Special Collections section at Ellis Library and gathered the trip reports for 1987, 1988, and 1989. I hoped to find the video and photo materials I was told are here at the University of Missouri, but nothing besides reports on the exchanges was in the Special Collection section.

From this information I was able to expand my set of questions for my interview tomorrow with Ron Turner. Hopefully he will know where I can find these resources.

July 23

Today I interviewed Ron Turner, Executive Vice President Emeritus of the University of Missouri, about his role in forging the relationship between the University

of Missouri and the University of the Western Cape. This was my first interview in the US for this project.

Before the interview began, Turner was surprised that I had not seen his video he made about the exchange program. A few months ago Rodney Uphoff told me about Turner's video, but I was unable to find it in the University's library. He has offered me his copy, which I will review before editing my project. He also told me about video and photographs, currently in the University's archives relating to the exchange. I was told at UWC video and photographs like the ones he described did not exist, and I am happy to learn that is not true.

The interview was illuminating. While I have talked about this subject nearly everyday for the last two months, I was finally able to get to the heart of why the University of Missouri would go through all of this effort when so many other colleges did not. He also remembered much more about the first few meetings than anyone else I have spoken to. This interview filled many blank areas in what I have been able to get from interviews.

We started the interview talking about who exactly pressured the university to divest from South Africa, and then why the university decided to begin the faculty exchange. He said the task force decided to start the faculty exchange because that was the best way to achieve the university's mission. Simply not supporting the apartheid regime was not enough, the university had to, according to Turner, do what they do best and help teachers teach. Engaging the university and helping the school operate at the level they are capable of was the goal.

He also was able to give more information about the conversations between the UDF, ANC, and UWC. Others had said there were conversations between the ANC abroad, but not everyone knew what was really discussed or did not remember. It was such a relief for him to tell about that part of the relationship.

After the interview, we arranged to meet again to go through his photographs and video, and see what I could use for my documentary.

October 2

A week ago I double-checked my grades to make sure I am on track to graduate, and I saw that my grade for my study abroad experience in Rwanda in the summer of 2013 was still an incomplete. I emailed Bea Gallimore, the professor for the Rwanda study abroad, to see what the problem was. Some how I lost my journal for my time in Rwanda, which is worth half of the grade. Prof. Gallimore asked that I rewrite the journal from memory. A week later, I have submitted it and now all I have left is my master's project.

Going through all of these interviews is far more time consuming than I ever expected. I thought I could get through half of the audio in the first week of September, but instead it took two weeks. Because I had to spend another week finishing off another class, I am only three quarters through rough transcription and gathering what I need to begin writing my script.

I am concerned. Is this supposed to take this long? How will I get everything done in the timeline I made for myself? Is this how documentaries actually made?

October 14

I am finding all sorts of things I forgot my interview subjects said while transcribing, and my sense of what exactly will go into the documentary is coming together. At times just how long this is taking is making me anxious, considering I thought I would be mostly done by now, but listening to the stories is inspiring and reminds me why this documentary is important.

Today I took a break from my rough transcripts to begin syncing audio and video and color correcting. I was very happy to see that Final Cut Pro X was able to sync multiple hour long video and audio files together with no need to adjust the timing later. For some interviews I had to stop recording video or audio while the other device ran. This means that at times I have video with no audio and vice versa. Final Cut handled this smoothly.

One problem I'm having is color correction. It appears as though the LED lights I used in South Africa shift colors after being on for too long. What I hoped I could just do one adjustment to all of the video from a certain interview, but by the end of a two-hour interview I need another color entirely. I wonder if there is a way to do a key frame animation for the color correction so that the color correction can change along with the lighting. While something like that would save me time, I'm not sure learning how would be the best use of my time right now.

October 16

This method of listening to every minute of every tape and writing out what they say, even generally, is taking far too long and is giving me mostly useless information and is not getting me much closer to my goal of making a film. It does not work with that way

I work. Huge tedious tasks are not the kind of thing that motivates me or encourages me to think deeply about a subject.

So, while what I have made already is marginally useful, now I'm going to go back to the method I have used in previous, shorter, multimedia projects. Normally what I do is listen to a tape in Final Cut Pro and cut while listening. Then, I organize the pieces into folders in Final Cut with descriptive names.

I have been told this is not a good way to make documentaries as it is difficult to have an idea of what all you have. It is almost impossible to write a script or really have much of a plan for how to assemble the final movie.

October 20, 2014

Today I spoke to David Rees over the phone.

One thing he suggested was to stop listening to the whole tape, but instead try and jump to the parts that are more relevant to the different themes of the documentary. He also suggested that I just work on one of the topics of the film, not work towards the whole film at once. I told him my method so far has been to try and have every piece organized, then write a script, and then assemble the movie. He thought it would make more sense to work on one portion and then discuss with my committee instead of spending months preparing every small part.

One of the reasons why I have tried to have transcripts for everything and listen to every tape is because of how little I remember from my interviews. It has been months since I conducted them. During the interviews I did not take that great of notes, because I was trying to give back as much energy as I could to my interview subjects so that they would appear more interesting on video. I don't really know what I have.

It is almost November, and I have almost nothing to show for my work. David suggested I rewrite my schedule for the project, but I have so little faith in my ability to do so accurately.

November 11

I looked up from my computer today and realized it is November 11. I have been editing for more than 3 months and I have nothing finished. I have gone through different methods, tried to teach myself new ways to edit a documentary, but still none have caught me up with my initial plan for defending in December of this year.

For the last month every day I've sat down at my computer and tried to edit my documentary. I listen to each interview and try to organize out the different themes for the different chapters of the documentary. Often times this ends up with a Final Cut Pro project with a series of clips and no organization. After speaking with David Rees a few weeks ago, I stopped focusing on trying to assemble the whole project together and instead focusing on assembling each chapter one at a time.

For a while that was helpful and I started getting the interviews that I had already cut into an order. Now that project file is an incoherent mess of files relating to the first meeting between UWC and MU. I keep adding to it and whenever I try to edit it down I feel lost and cannot hold all the different video files in my head. These methods worked when I made shorter videos in the past, but not now.

The cost to get every video file transcribed with time codes would be a little under \$3,000. Considering that it took me over a month to do the few rough transcriptions I did do, this cost is more tempting everyday. The ability to just write this like an essay sounds like a much easier way to keep all of this organized.

Perhaps a better method would be to combine the two methods. Starting today I will listen to an interview, and as I cut out parts that are useful I will write out what the subject said.

December 3

After three months of logging/making a rough transcription of my interviews, I am finally done. During that time I have tried three different methods. The last method finally was one that created a useful end product and was not overly time consuming to do. It took about 3 weeks this time, which is only one week longer than I expected this process to take over all.

In this method, I first devised six themes. They are, higher education under apartheid, commitment to the struggle at UWC before 1985, Mizzou before 1985, the initial meetings that lead to the creation of the partnership, who that turned out including individual exchanges, and how the partnership will continue into the future. I then listened to each of the interviews, and logged quotes that related to any of the themes along with a few sentences either about their importance or other clips that might work around the quote I am writing about. This is a much better method than just transcribing parts of the interview, and just cutting the movie and editing as I go.

Now I need to figure out what to do with these. Each clip from each of the 6 themes are on separate time lines, along with staying on the timelines they started on. What I will do now is watch one of the themes selection of clips all the way through. Then, I will take a scissors to the printed out copies of the logs and try and organize the clips in a way that can form a compelling narrative. After that I will write and record any voice-overs I need.

It was very disheartening once I realized I was so behind on my timeline that I would not be able to finish in time to defend before December graduation. I was very depressed and it negatively impacted my ability to work effectively. Partially because I made a little bit of peace with the fact I was not going finish on schedule, partially because I was starting to work in a way that made more sense, I started to feel better. Hopefully I will not succumb to more depression as I continue this project.

December 6

I found this quote comforting.

“Things rarely happen overnight. Filmmakers should be prepared for many years of hard work. The sheer toil can be healthy and exhilarating.”

-Werner Herzog

Yes, this has taken much longer than I expected. But, out of all that time I spent redoing my transcripts I have a better understanding of what is in each interview and how to put them together.

December 8

I printed out every quote from theme four, cut them apart, and hung them from a clothesline in my bedroom. I put them all in order chronologically. This means that when multiple people are all speaking about the same time, they are all together, not in terms of time code on the clip. Here are my notes for how to order these clips in my documentary.

first quote is important information, but must be cut down. boring and long. and divided in half, sort of about two topics.

there were no models. needs to be set up, and not there.

explains why it is a faculty exchange. cut in the middle, shorten. explain after why it is important to have the whole university in UWC and anyone from and UM campus could go. then follow up with “no, it’s going to be faculty to faculty.

then explains why he went. and why the professors went. last half talks about how they worked together in South Africa. move that towards the middle. So, I could describe what the planning was like after the Ratchford committee was assembled, then deciding it would be faculty enhance, then picking the people.

A first talk about the agreement, the day it was signed, then says that there was an international boycott on South Africa.

Harold Herman will need a lot color correcting and audio adjusting. he leads with they sent their retired president, addresses me, and said that they went to other universities first. and then why in a punchy way

Ron explains how they parachuted and had no experience. that people didn’t know him or them. This is a good way to enter into the section, should be earlier.

what he did once he got there. met with everyone and spent two weeks. and said what van der Ross said after 2 weeks. it is inspirational and quick.

talks about all of the great things UWC. working under oppression, etc. Constantly impressed. IT was inspiring. His expression looks a little intimidating while he says it so the clip is a little off.

Harold Herman cape said the reason was for the partnership was that UWC chosen because it was the center of the struggle. move this toward the beginning. it is short and he says it in a thoughtful way.

Shirley Walters. Describes how she became involved. She was in the first talks.
“We were skeptical.” Very seriously skeptical in her voice today.

Jan persons now. He is much nicer about MU. Interesting hand motions. Also talks about other institutions. Should be cut in the middle, keep the super knowledgeable part there, and move the part about other colleges somewhere else

Walters. Said that it was contested, and it was contested because of the boycott. this needs to be moved forward. there is an odd beep in the audio track.

“Academics are a powerful group.” I love this quote! “its not ok to go winging about the world” “trying to sharpen people’s analyses”

turner. No international experience. I’m not sure where this should go. not in the middle of this section, as this section is more about how UWC people reacted.

le roux talks about how people were convinced that it would be a good idea.

O’Connell moves around a lot and talks about the possible issues that did not happen, then the actual issues that were solved, and then the difference between Ratchford and turner.

Walters brings it back to paternalism “you want to do what?”

turner “who’s side are you on?” talks about a mass meeting getting heated.

Walters “what are they trying to do?”

persons. The campus was volatile and how did they come here, they must be spies. Then goes to when he get back from US to be on the committee. And then what he did on the committee. So, cut the middle of it and move it towards the end. “all of these things we had think about” is a good section in that quote. The quote ends with the reason

why people did not want to work with any Midwesterner. So move end and beginning of this clip together.

persons again. Goes more into why people do not want to work with Missouri or any Midwestern university. "Very few intact had studied abroad." And then mentions land grant. Cut land grant part, that theme hasn't been introduced yet.

So that is about 10 minutes of different people talking about why they did not want to work with Missouri. Now Ron again saying that they were there to listen and not to present solutions. Educators, colleagues. I cannot spell that word. This is choice quote.

Walters. They wanted to learn from us. Shows the arc of the whole thing.

Missouri was not trusted, and then was after facing off with very smart people. Drama.

le roux. Talks about how Jakes likes Ron. And then talks about how to Jakes were still committed to the boycott and wrote to Mbeki and got the ok. So I need to intermingle voice over maybe through out relating to the boycott? At the beginning, explain that there is a boycott, then while people are complaining about Missouri, say more about why a boycott, then Walters saying that impassioned thing about the power of academics, then after people have said their piece about the mistrust, then I talk about how Jakes went to the ANC abroad and asked permission? But what about when Turner said that van der Ross said that it could work as they left? Move this quote about Jakes after Turner talking about van der Ross saying that "they could work with Missouri." Then after "they could work with Missouri" voice over saying that first they would need to discuss it with people in exile. At end of clip talks about what Jakes said and did when he was in St. Louis signing

turner then talks about Own van der Berg. This leads into O'Connell and Wally morrow going to MU. cut in the middle to Bryan talking about his experience.

Connell is leaning very far forward and blocking his mike in this clip he is talking about them visiting UWC first. "We really gave it to them." Explains the boycotts well, cut the middle and move it to the beginning. Also "think about winning this battle" a great moment should move that forward. the only marker in the clip is when he spoke about his time in Missouri. Leave that at the end where the clip is now.

turner. now we are actually at the end. Jakes is now in Missouri about to sign.

Again talks about Jakes being a great leader. "didn't say mother may I. This should go earlier, near when le roux talks about this. Does this go before sending Brian to Missouri? Or after?

Harold Herman. Describes Owen first, so this goes by the Ron turner quote.

turner. institutional policy drove this. not going to use that quote.

Herman. brings up cost. not necessary yet?

turner. talks about grants, which is the next section.

December 22

Today I made a rough outline of the project.

1. Introduction
 - a. Lead that talks about the uniqueness of each colleges struggle against apartheid
 - b. What happened shortly

- c. Why a partnership like this is important for other universities to look at and think about. What is the point of their international engagement? What can they do?

2. Chapter 1, “Separate development”

- a. What is apartheid?
- b. A map of south Africa
- c. What is “colored”
 - i. Short video clip of Van der Ross or O’Connell talking about the imposition of a racial identity onto multiracial people
 - ii. Van der Ross, “the existence of colored people shows the impossibility of apartheid”
- d. A map of the Western Cape that shows where so-called colored people could live
- e. Creation of universities for different ethnic groups
- f. Map of South Africa with ethnic universities high lighted and the dates of their founding
- g. Photo gallery of Alpha magazine, the old government created magazine about and for the so-called colored people. I have old articles about the opening of UWC.
- h. Short video of people saying that the purpose of the university was to win over multiracial people to believe in apartheid.

3. Chapter 2, “Struggle University”

- a. People on campus started protesting in the 50s, more and more every year.

- b. So-called Colored people had more political rights than Black people and most UWC students went to Trotskyite schools.
 - c. The white rector stepped down in the late 70s, and Van der Ross stepped in
 - d. Video of Van der Ross talking about being brought to Pretoria and offered the job.
 - e. While Van der Ross was not a radical, the students grew more radical.
 - f. Photo gallery of protest photos
 - g.
4. Chapter 3, “From the Shanty Towns to the Chancellor’s Office”
- a. Around the world, people rallied behind the image of Nelson Mandela to demand companies and Universities to divest from South Africa and companies that worked in South Africa
 - b. University of Missouri students occupy the quad
 - c. Photo gallery of Missourian photos? Links to historical articles?
 - d. Appointment of new chancellor. His ceremony was interrupted by protests, and protestors invaded right after Jesse Hall.
 - e. And then he agreed to do something!
 - f. Video from the protest
5. Chapter 4, “An Appropriate Partner”
- a. He agreed to do something big! Something no one else had ever done before!

- b. Created committees, investigated policies, and as board policy decided to investigate finding a partner in South Africa.
- c. Video of Ron Turner talking about the importance of the statement appropriate partner
- d. The document, annotated. Something similar to how the Commercial Appeal did with the Ernest Withers documents?

6. Chapter 5, “Two Weeks”

- a. This is about the time in South Africa.
- b. Right away UWC people are unsure
- c. Not sure how many people I should have on video saying how little they trusted MU. Perhaps a grid? That way people could click and listen to what they wanted to?
- d. Their goal was to listen for two weeks. And they did.
- e. Photo gallery of some of Ron’s photographs, but not many. Most are not relevant.
- f. At the end Van der Ross agreed to send a group of UWC professors to MU and investigate further

7. Chapter 6, “An Abnormal Society”

- a. The main reason that UWC was not willing at first to create a partnership was they did not want to break the academic boycott
- b. Video of Shirley Walters explaining the purpose of the academic boycott

- c. The University of Stellenbosch was instrumental in the creation of apartheid. Really, the entire university system was about supporting the apartheid system.
 - d. Photograph of the statue to the inventor apartheid still in the public square at Stellenbosch
 - e. Le roux video about how Jakes spoke to ANC abroad
 - f. UWC professors and administrators spoke to ANC leaders in exile to see if it was all right to break the boycott in this way. The ANC agreed that it wasn't breaking the boycott, because it was really about building UWC's capacity to do research, and in the context of fighting the white dominated system.
8. Chapter 7, "Could We Work Together"
- a. Van der Ross sent his two most vocal critiques of the partnership to Missouri
 - b. Video of Brian O'Connell talking about his time in Missouri
 - c. Jakes Gerwel, the new rector, comes and signs the agreement
 - d. Le Roux talks about Gerwel's thoughts about signing the agreement
 - e.
9. Chapter 8, "No Longer Parochial"
- a. Now, UWC is one of the best universities in Africa
 - b. The research relationship has yielded articles over the years
 - c. Helped build the research capacity of UWC

- d. Video of Renfrew Christie talking about how it helped open people's world view and aided research
- e. Major projects between colleges
- f. Some writing, photographs, and links to articles about the cancer bush project and Nanotech School.
- g. Video from Nano tech school opening.

10. Conclusion

January 9

Since I emailed last I learned how to use Creatavist, travelled to Minneapolis, returned to Fort Myers, planned the next two months, wrote the introduction for the project, and was offered an internship at the Chautauqua Daily.

Creatavist is more powerful of a tool than I expected. Roxi showed me that you could embed JavaScript widgets or other sections you write yourself, but I did not see that you can also write specific CSS for each chapter. In theory I could have each chapter look completely different from one another, but that would be a bad idea. What I will use that feature for is changing some of the formatting for slideshows, without effecting the default fonts and colors for the rest of the project.

Traveling to Minneapolis was very important to me. The 20 days I was in Minneapolis is the longest I've been in Minnesota for almost five years. My cousin Ariana was two when I left for college, and I haven't been home for more than a few days here and there since she has learned to talk. I made sure to spend time with her and sister Maddie so that I wasn't just a person they see in pictures. I also began the process of collecting oral histories from my older relatives.

Returning to Fort Myers was a positive feeling. I had reconnected with family, rested, and felt ready to get back to work. After a few days of dealing with some financial aid issues, I was back to work.

The first thing I did was draw out a plan for the next month and half. My goal is to finish two chapters a week, for a total of eight chapters. This includes the video and other multimedia aspects, but I am focusing on the writing. If I can at least have the entire project written and know exactly what video and photo galleries I need to create, then I should be well on my way. I expect after the tenth of February I should need another week to finish off any polishing for the writing and finishing any video that I may not have finished. I also will drop whatever I am doing at 4 pm every Friday and write an email to you, my committee, saying what I did over the week. This is a much more sustainable mode of working than the daily notes I tried, and failed, to write.

I have finished the writing for the introduction of the project. I will press publish shortly if you would like to see it. In it, I explain what the project is about, briefly explain what the heck apartheid is, and sort of why this project is important and why the subject matter is so strange. As one of my family members said when I was in Minneapolis, “you don’t really think about Missouri when you think anti-racism.”

Today I spoke with Jordan Steves, and was offered an internship at the Chautauqua Daily, the newspaper that covers and is run by the Chautauqua Institution in Chautauqua, New York. I am still waiting to hear back from 23 other jobs and internships. Should I wait, or accept it? I feel Chautauqua is an environment where I could grow, but I am concerned about their lack of focus on news and the fact that the newspaper only exists for a few months out of the year.

January 16

This week was a busy week, and not just with my project. Doing my taxes, deferring my student loans, and applying for fall internships and jobs was time consuming.

For my project, I was able to finish writing my chapter that explains apartheid in relationship to this project. Most people that I will show this project to are unfamiliar with apartheid, and will need to understand some of its history to fully understand the importance of the faculty exchange.

I also made sure to explain the term “colored.” In South Africa, most people do not find this term offensive, as it refers to a specific ethnic group, the Cape Colored people. This group of people has ancestry from India, Malaysia, Europe, and Africa and predates some groups of White immigrants. I explain the reasons why the people that I interview use the term and self identify as Colored, and why some do not.

Mapping is an important part of this new medium that I am presenting the project in. Creatavist has built in mapping, but it looks terrible and is super clunky to use. I thought about just coughing up the money for a Google maps account and making custom maps with their paid service, but then I found Mapbox. Mapbox is powered by JavaScript and open source maps. It looks much better and allows for much more advanced mapping. This week I found out how to change the colors of the map to best suit the theme of the project, and how to make a map with markers for each of the universities designated for different ethnic groups. Next week I hope to teach myself how to draw boundaries so I can show the designated areas for Colored people in South Africa.

For the chapter explaining apartheid, I started making short videos with interviews that explain apartheid. I have the content laid down on a timeline, but the color and sound still need to be fixed. I am also not sure what the best way to embed the video is. I will have to talk to Roxi about how she embedded video in her presentation.

January 26

This last week was productive. I am now a week ahead of schedule. Last week I wrote three chapters, which leaves me with two left.

The method of setting a date that I would put everything down, no matter where I was in working on a chapter, has worked well. I have not felt as anxious about my lack of progress, which lead me to work less effectively this fall. Some earlier chapters do need more work with copy editing and polishing video portions, but all video as of now is at least scripted, if not color corrected and on the internet.

With these last three chapters, I have a much better idea how the writing will look on the Creatavist page. Before I did not have any of the complete writing, so now I have a much better idea how maps and photographs will look on the page.

February 6

I am done writing my first draft of the professional project skills component. I still have a great deal of editing left, and this week I gathered what I need to do still, and began editing.

While writing the text portion of the website, I also outlined the video segments on the page. Like in Snowfall by John Branch, the video portion will be inline with the text. These videos will be short and supported by the text. For half the chapters I have

outlines, and the rest I have scripts. Right now one chapter's worth of video are done including sound editing, color correction, and titles.

I'm also going through my interviews and double-checking for inconsistencies between the different people I interviewed. For example Ron Turner said he was in South Africa for two weeks, and others said three weeks. The documents from UMSAEP say two weeks, but I need to check again through other inconsistencies before I feel comfortable publishing anything.

After looking through what I've referenced and what visual resources I have, and I have almost everything I need. I do not have the historic photos of Missouri campuses yet. I know the Missourian digitized the images I'm looking for when I was a photo editor, but I did not see them on the website. Also I was told that these files are available in the University's library online database, but I cannot find it.

This last week I also reflected on what exactly went wrong with making this a documentary film. I saw "How I Came to Hate Maths," a French documentary about math and its role in society since the 1960s. It is all interviews with academics, like my project. All are incredibly passionate, or at least are while they are on screen.

What makes this movie so much more watchable than what I tried to create as a documentary film is that the interviewees are actively doing things. The mathematicians are not talking about the Fields Medal, they are on their way to Hyderabad for the ceremony. They are not talking about how international mathematicians work together; they are in the mountains of Germany writing on chalkboards late at night. Of course there were sit down interviews, but I was never able to reach the emotional level of these mathematicians in this film. I set out to make a historical documentary, but I did not have

the material to do so. I also wanted to make a film closer to the film I saw. I remember trying to ask questions in the interview that would illicit some more emotion, but it just didn't work.

A multimedia website is the best way to communicate the information I want to share. It is also the best way to show video I made. But, it is also a compromise between what I wanted to make and what I am capable of making.

February 25

I have been hard at work writing and editing my project. I am very close to being done, and would really appreciate your feedback back as I move forward in finishing the project.

Here are some thoughts I have about my project as it is now.

1. After I tried for months to make this project fit together as a documentary, I realized I did not have enough b-roll to connect my interviews together. In December, I decided to instead present my research as a multimedia website, similar to the Snow Fall package by John Branch for the New York Times. The means that the connecting tissue for my project is writing. The video and photographic part of my project is the supporting structure. My writing has lead the videos I am in process of uploading and producing. I feel this is the best way to present the story of the UWC and MU partnership and the content I have.

2. The videos are not 100% done. I have a few embedded in the project now. They are short videos right next to writing that relates to what my subject discusses in the video. This is the style I would like to carry throughout the project. The video adds to the

writing by showing how individuals feel and their own experience through their own words.

3. I would like your advice on how to use racial terms in my project. AP style says that white and black are lower case, like how one would describe a green apple. I do not believe that is what I am doing in my project. When I talk about race in my project, I am not describing individuals; I am talking about the racial categories created by the apartheid government. I am not talking about a group of black individuals; I am talking about the oppression of Black people in the way the race was constructed by law.

I have also decided to use the term Coloured. This is the term used by the apartheid government. In the US, if I were to talk about multi-racial people, I would use the term multi-racial, but under apartheid that was another category. People born from parents of different races were not considered Coloured under apartheid, and faced horrible discrimination because their very existence was illegal under apartheid. Also, by using the British spelling, I remind my readers that this is not the American context, and that word has a very different meaning than the term colored does here.

I have a small box in a chapter that explains the term Coloured and my choice to use it. Is that section sufficient? To understand UWC at all the reader needs to understand this concept. I would really appreciate your guidance here.

4. At the moment not every chapter has a photograph at the beginning above the chapter name. Those chapters I either do not have a photograph that I feel would fit or I am not sure what to place there. Do you have any ideas? I have dozens more photographs, but I am not sure what would fit.

At the moment I am still brain storming ideas for my research component. When I was in South Africa, I intended to do a case study on the photo editing decisions around the events held to commemorate Nelson Mandela's death. This proved to not be possible, as during that week nearly everyone involved was fired except one person who was in the hospital for the whole time I was in South Africa. I do have newspapers from the day he died and his funeral, and could do a content analysis of these photographs.

I am also interested in how we as journalists talk about multi-racial people and identity. In my research on how whether or not use Coloured in my project, I came across interesting discussions about AP style for racial terms and Martin Schoeller's Changing Faces of America project. Schoeller's work has always bothered me, as it reminds me of early anthropological photographs that were used for things like craniometry and other scientific racism. This idea is half formed, but a discussion of this could be useful to other journalists.

I do not expect, once I have a topic, for writing the professional research component to take very long. Do you think an early April defense date makes sense?

March 16

Last week I spoke with David on the phone about my project. We spoke about my research component and website.

We discussed ideas for my research. One of my ideas we discussed was looking at how magazines are using Creatavist. Longform.org, which is predominately used as a free iPhone app, uses Creatavist for content it reprints from other news outlets. Esquire magazine uses Creatavist to sell individual articles and uses that money for scholarship funds. The California Sunday Magazine is a supplement in Sunday editions of a few

California newspapers, but started on Creatavist and has a pay-wall subscription model. I'm curious how magazines leveraged the decision to use another companies content management system and how it has paid off. David seemed to think this topic was a good idea.

We also discussed a few changes that I should make to the project. One issue I have with the text of the project is that I am not sourcing my information enough. I'm going back through it all and adding which person I spoke to and where I read the different facts. What I can also do is include inline links to things like UN resolutions. Its unlikely that anyone would actually want to read a UN resolution, but I find this kind of sourcing adds credibility and in rare occasions can really teach the audience something new and valuable.

We also talked about formatting. Many of the photographs on the website do not have captions because Creatavist does not have a way to put them underneath the photographs in a way that doesn't mess up the formatting for the rest of the chapter. So, in Photoshop, I will put captions on the photographs. Also the embedded video has my user profile picture, the name of the video, and my name. The only way to remove this and still use Vimeo would be to have the video centered on the page or to rewrite the code for the Creatavist theme from scratch. Instead, last night I re uploaded all the video to YouTube, which by default does not have that distracting extra info on top of the video when it isn't playing.

I also need to finish making the video for chapter 8. I am almost done with that now.

David also suggested that I send a draft of my writing to Harold Herman and Ron Turner. Both of them have reached out to me in the last few days, and I have asked them if they would have a chance to look at my project before I move along any further.

I also had a chance to see my maternal grandparents last week. One of the nice things about being in Florida is that I get to see my family more than when I lived in Missouri and Vermont. I haven't had a one-on-one conversation with my grandpa in about five years. I hope that I have more of a chance after my project is finished to reconnect with the rest of my family.

March 19

This has been a productive week. I am moving forward with my research component and Ron Turner has gotten back to me with suggestions for the article portion of my website.

To research for magazines are using Creatavist, I reached out to Esquire, Longform.org, and the California Sunday Magazine. So far only the California Sunday Magazine has responded. I will interview Jim Ray, technology director at the magazine, on Friday.

I'm having a hard time finding out whom to talk to at Esquire. They don't have a traditional masthead on their website, don't list their online editor anywhere, and on their Creatavist page the only name they list is the author of the article and the editor in chief. I emailed the general support address and will do some more digging today.

Ron Turner found some major problems in my project. He said in an email that he found parts of it to be gross oversimplifications; parts of it misrepresent what actually occurred, and found the project erratic and confusing. He added that he is anxious to see

the final product. He wrote corrections in a Word document that I enabled track changes on. Many of his corrections related to the problems he wrote in the email, and others were clarifying parts of the interview I conducted with him last summer. He also gave me new information on the role the US Information Service played in the foundation of the partnership. During my interview with him I did not get the feeling they played much of a role until much later when they used the partnership as the model for engagement between American and developing universities. Richard Van der Ross did not mention it either.

I am taking his suggestions seriously and will revamp the writing considerably. I look forward to hearing back from Harold Herman who I also sent a draft. Perhaps I need to also speak with one of print/digital major friends to see what I can do about the style and flow of my writing.

March 23

The interview with Jim Ray at the California Sunday Magazine went well. Most of what he said I expected him to say, like how the Atavist are great partners, they chose the Creatavist platform because of the Atavist's history with journalism, and that a pay wall/featured content structure is the best way to operate a magazine like this.

I surprised by a few things. I did not know that the California Sunday Magazine pays California newspapers to include their magazine in the Sunday issues. I assumed this would be another source of revenue. Ray also spoke about how for certain times of long form narrative journalism, the only place to publish them is news outlets with the word "New York" in the title. The California Sunday Magazine wants to create a place for journalism that is more relevant to a west coast audience.

Today Creatavist announced that it will now go by Atavist, and announced a totally new interface. I had a chance to play around with it, and in many ways it is easier to use, and in other ways seems to take away what makes it a professional platform. It feels like a beefed up version of Medium, not the complex and robust CMS I signed up for. I'm worried that I will have to remake all my maps and the other custom iframes I have in the project. We'll see what happens when it switches over soon.

I haven't heard back from Longform.org or Esquire yet, so I am casting a wider net. The Atavist now has a featured project section that has helped me find projects I did not know about before. I am emailing more magazines to see if they would like to participate in the study.

April 4

I've read over Ron Turner's notes and made all the requested corrections. I double-checked for commas, spelling, and grammatical errors. All the videos are now embedded on the website. The website is done and ready for you to assess.

Please go to jboucher.creatavist.com to view the website.

Today I conducted my last interview for my research component. I spoke with Max Linsky of Longform.org. We spoke about how Longform.org uses Creatavist to publish their reprints section and why they use a pre-made CMS when they also have a team of developers. The reason was similar to the others I spoke with, that building a CMS is expensive and time consuming, and they are friends with people at Atavist.

I have conducted interviews with four people at three different magazines. I was able to speak to Eric Mace and Matthew Fishbane at Tablet magazine. I feel Tablet is a

more representative sample than Esquire. No one else uses Creatavist in the way Esquire does, by just selling individual articles with no option of subscribing to Creatavist hosted content. Tablet hosts multimedia projects on Creatavist.

I have already started writing and will have a completed article to you by Wednesday and I should have everything compiled and submitted to you for final review by Friday, April 10th. Would it be possible for me to defend my final master's project submission sometime between April 20th and 24th?

Chapter Three: Self Evaluation

This project was incredibly challenging. This project expanded every skill I have in reporting, from interviewing, to writing, multimedia production, and planning. At times it made me question myself as a journalist. After overcoming some serious challenges, I believe that I have come out of this project a better journalist.

I was not prepared enough when I landed in South Africa. I did not have a suitable plan of action before leaving, did not know the itinerary of Randy Smith's group well enough and how it would impact my interview plans, only had a limited knowledge of the topic I was covering, and assumed film and photographs of the era would be more plentiful than they were. This lack of preparation before going to South Africa led me to change which medium my project would occupy and sent me chasing dead ends when I could have been more productive.

One of the reasons I was so unprepared was because I chose to leave only a few days after class ended in May. David Rees and Greg Kendall-Ball were a huge help in April and May and provided me with a great deal of primary source documents about the University of Missouri South Africa Education Program. Conversations with Kendall-Ball about his life growing up in South Africa and South African history were invaluable. But, because of my other classes and duties at the Columbia Missourian, I did not have the time to comb through the University of Missouri archives or schedule interviews with Americans involved with the project before I left. Between classes, the Missourian, working as a teaching assistant, and doing a photo story in Kansas City, I only had time to research what was readily available on the Internet. What frustrates me is that I knew

my schedule was going to prevent me from doing more research before leaving for South Africa, but booked my flight anyway. I assumed that I could do enough research while in South Africa before interviewing, and then interview Missouri people after returning. This was not the case.

I went into this project thinking that since I know how to make a photo story and have made a multimedia video that everything I knew would be totally applicable. I thought that since I have done things I thought would be similar that I did not need to go overboard on planning. After all, I was going to another country. How could I plan with any certainty without meeting anyone first or getting a better understanding of the cultural context. This turned out to be the opposite of what I needed to do. What I should have done is spent a month in Missouri just on planning. I could have bought a South African phone number through Skype and conducted phone interviews and scheduled in person interviews. Any amount of pre interviewing would have helped me get a better understanding of the partnership outside of the documents I read.

Instead, for the first few weeks I was competing with Smith's group for the attention of Harold Herman and Leolyn Jackson. Because I did not have a comprehensive knowledge of who to speak to, I needed their help in finding interview subjects. I was able to interview Brian O'Connell and Jan Persens, two of the architects of the program, but because of my lack of preparation I did not know whom else to speak to or have any of their contact information.

While waiting for Herman and Jackson, I began working on my research component. I originally intended to make a case study of the Cape Times, a daily newspaper in Cape Town, South Africa, and its photographic coverage of the funeral of

Nelson Mandela. I wanted to discuss the decision making process for choosing which photographs to show in their sections about his life, his death, and his funeral. I knew that while he is broadly admired in South Africa, his life is still being interpreted. I wanted to know what photo editors and other decision makers thought would be the most important images to show and why.

This was not possible as everyone who was in charge of these decisions either quit or was fired that week. I could not do a case study on the coverage because there was no way of knowing who was even involved in the coverage that week. It would have been easier if everyone quit at once, but designers, section editors, the editor in chief, and the photo editors all quit on different days. The only person remaining at the Cape Times was the chief photographer, who was injured covering a protest shortly before I arrived in Cape Town. He was expected to recover in August, after I was scheduled to leave South Africa.

Instead of finding a new topic, I decided to put all of my effort into my documentary. Again, with more research done beforehand, I would have known that this project would not be possible. I also could have contacted the paper beforehand and perhaps gotten a better understanding of who was working when. I also did not put any effort into finding a new research topic until much later.

Once Smith's group left, and I rented a car and scheduling interviews was much easier. With Herman and Jackson's help, I found interview subjects that I would not have otherwise known were involved in UMSAEP. I also was able to spend more time with other parts of the University to try and find more photographs and video from the era.

It was only when I spoke to Martin Hendricks did it fully dawn on me how unlikely it was that I would find many photographs and video of UWC protests and the first meeting with the University of Missouri. UWC students were poor and could not afford cameras, and definitely not movie cameras he said. Those that did have cameras were not likely to bring them to protests or meetings because they were afraid of being labeled as an informant.

I was able to find some photographs taken at UWC in 1980s of protests at the National Library. The Cape Times gave all of their negatives and positives taken before 1986 to the library and allows them to license them however they please. I paid for hundreds of scans, but after looking at them back home, few were really relevant for anything more than the introduction part of the film.

Once I returned to the US, I made plans to interview Ron Turner and anyone else that I could before my lease ran out on my apartment and I moved to Florida. I met with him, and he wondered why I did not speak with him before I left. A few days after our interview, he and I went to the University archives and viewed some of his slides. We also went over some of the finer details of what we spoke about in the interview. After our meeting, I continued looking for relevant material in the Missouri archives and scanned some of his slides. For some of that time I was without an apartment.

Once I arrived in Fort Myers, Florida to live with my parents while I finished my project, I decided first I needed to organize my footage. Between August and December I tried three different methods. First, I tried transcribing the entire interview for each subject. This took several weeks, and the transcript that I had at the end was not much more helpful than the video itself. I decided to simply just start cutting the video and

placing it together by theme without a script and just a general outline of what the final product should be. After working for several weeks and having several minutes on a time line, I took a step back and realized what I had did not make sense.

Both of my parents are quantitative researchers. After months of failing to get my video organized in a way that was useful, I asked them for some guidance. I then figured out what the overarching themes of my project are. I then rewatched the interviews, and listened only for parts that I could use in my documentary. I organized each clip with the topic number and the time code for each clip. This meant I was no longer fishing through the entire transcript while writing out the script and could easily find each quote on the time line with the time code. This is how I plan to organize my next long video project.

I then printed out the coded transcripts and cut them apart. I sorted them by topic and hung them on a clothesline. I was able to look at the interview snippets in chronological order across interview subjects. This made it much easier to assemble the documentary.

After a few weeks of trying this method and it working, I was starting to see what was really wrong with the project. I was missing enough connecting material to make this documentary flow. Some subjects say things that are just incorrect. I did not ask the right follow up question sometimes to move the narrative forward. Also, because of how few photographs I have, it was people sitting in offices talking. It was unwatchable.

This caused me a small crisis. I had spent thousands of dollars and months travelling to South Africa and making this project. I could not figure out a way to pull it together into anything worth watching. I felt as though I had failed. I felt like I was not ready to be the journalist I wanted to be.

I eventually realized that I needed to stop thinking about the ways that I had failed to make the project I wanted to make and instead look at what I have, and then figure out how make something worthwhile from what I have. What I saw was nearly a days worth of interviews that could work as shorter sections, but did not have enough connecting material to work as a continuous unit. I had hundreds of photographs that could be whittled down into solid slide shows. I also knew the story of the beginning of UMSAEP. All of that, and a little bit of CSS could be a website.

Shortly before visiting Missouri, I realized I had enough to make short videos, slide shows, maps, and use a long article to tie it together.

I sat down with some butcher paper and started to sketch out what the project could look like. I spent some time online looking at other multimedia projects that incorporate assets like what I had to work with. I was already familiar with Snow Fall, by John Branch and how Vox media's website The Verge uses parallax scrolling and curtains to create the illusion of layers lifting and changing as the user scrolls. While fun, I thought less movement would work better for my project. I wanted to make essentially a magazine layout on the web.

A few days after this realization, I went back to Columbia to walk at graduation. During the few days I was in Columbia I spoke with my committee and other professors. David Rees suggested I try using Creatavist for my project. He demonstrated how it worked, and suggested I speak with Roxi Pop, a graduate student who just finished her masters project made with the Creatavist. We spoke about some of the technical aspects like how much custom CSS I could add, and about how she structured her narrative. The limitations of the software in some ways helped impose a form to the narrative.

Creatavist works in a chapter structure, and the only way to have a full window video or photograph is to have a video chapter. We spoke about how she decided to structure the video and photographs along with the text. After our conversation I had a much better idea of how to put together my project and use multimedia effectively.

Once I returned to Florida, I felt better about myself and the project. All of the setbacks made me question myself as a journalist. I was really depressed. Having a new, better direction helped me be more productive. My first order of business was to plan out what I was going to make. At this point I understood that one of the main problems so far was not having an adequate plan and feeling lost or chasing dead ends. I decided that I would write each of the eight chapters first, and then plan multimedia around what I wrote. I decided this would be the best way to make a cohesive project. I knew that with the layout I could make using Creatavist, the video would end up playing a supporting role to the text, just like in Snow Fall. I first needed to know what those videos would support.

As I wrote, I put in small parenthetical reminders as to what multimedia should accompany each section. I also kept a running list of what I needed to make. Once I finished writing the article, I knew what videos needed to go where. Because I had useful transcripts, I was able to sift through interviews quickly. What I decided to do stylistically was to have each video just be one person. Each video shows one person speaking about one topic and are mostly around a minute and a half. The popular wisdom says that few people will watch a video longer than three minutes, so I decided short and not very complex would engage the reader the most and fit in the most with their level of

patience. These videos would then be placed next the article like how photographs or graphics are placed in magazine articles.

I also constructed maps using Mapbox. The default map tool on Creatavist was MapQuest, and was terrible. In order to override this, I had to add an iframe and place the map. This meant I could not use the regular formatting tools Creatavist has for photographs and text. Any iframe element had to be in the center of the page and could not wrap around the text.

This limitation became a problem later on. I wanted to create a grid of videos all on the same theme with different narrators. The three videos would all be next to one another in one row and would scale in size and spacing depending on how large the users browser window was. I was able to code this with the help of Anna Kroll, a web designer and friend from college. It did work fine on the page, but did not work with the “theme” CSS. I tried making a theme without the offending paragraph styles, but it made the other elements not work properly either. Without much more help from the company, neither Kroll nor I could fix it. Now the videos go down the left side of the page.

Overall, I am happy with my final website. The writing is engaging, the videos are informative, the layout is intuitive, and the project as a whole expresses what happened effectively. I think that people will see this project and appreciate what the University of Missouri and the University of the Western Cape did and continue to do today. Some may even be influenced to look at how their University acts in relation to countries that oppress their citizens. I made a good piece of long form journalism that is supported by well made multimedia that I feel will inform and inspire others.

Chapter Four: Abundant Physical Evidence

Yusuf Osman

South Africa – Director of Dentistry School in UWC

UWC trains 45% of all dentists in SA. He traveled to the University of MO to study oral biology and people came from the University of MO system to study oral biology in South Africa.

(Theme 5)

2:14-2:26

“The problem was that it was person driven, not university driven. And, we didn’t have enough surrounding him to sustain it.”

This in regards to UMKC dental school. It says that there problems and that this was not a perfect system set up.

(Theme 5)

3:06-3:18

“I think we gave more to UMKC than we got from UMKC but that was the good thing about the relationship. There were strengths on both sides.”

This sentence denotes how what was intended to be put in place didn’t actually happen in reality. However, they still look on the partnership fondly because each side got something from the partnership.

(Theme 4)

3:53-4:27

“In 1991, it was still a small school training no doctoral students at that stage. Our teaching and learning was well-placed but our research was lagging behind.....couple with UMKC to expand the research especially as far as dental materials go.”

And:

5:24-5:33

“Teaching and learning, research, administrative, and service rendering components”

This was the beginning of the partnership where UWC looked to UMKC as a place where they could look to for ways to improve their own dental school and to improve their research, etc.

(Theme 4)

8:50-9:35

“.....grew from the relationship with UMKC furthering the materials research....it allowed us an opportunity to send protocols to David and his team.....it gave us a sounding board.....and opinion on possible studies....it was guidance and that was appreciated.”

The motion detector lights go off

Theme 4)

9:46-9:56

“Any difficulties we had in our projects it was always possible to find somebody and he was always available.”

These quotes deal with why the relationship was so important to UWC dentistry school. One of the reasons was because there was always someone available to assist them and was willing to listen to their ideas and to help them.

Theme 5)

11:31-12:28

Talks about what he learned in Missouri. Find a clip to discuss the social aspect and what he did when he went to MO.

(Theme 5)

15:19-16:04

“he would bring along enough lecturing materials for both the graduates and undergraduates and he would be involved in seminars on topics other than his subject, dental materials. He would also discuss other topics. He was the chair person of the department of oral biology, which is almost a leading department of research in the faculty. So it wasn't just one area.

he was in a good position to discuss research topics with all researchers, whether it was related to materials or oral biology or not. that was his strength. He could look at a proposal and tell you what needed to be done with that proposal.”

This quote deals with what happens once the partnership gets created and the role that everyone played.

(Theme 6)

17:15-17:49

“...I think we need to pick up the pieces...there are opportunities and now that we have this broad-based faculty. We need to explore the links with UMKC again....get things going again.

This quote deals with where to go here from now. Here he specifically states that because of their department growing and more researchers and qualified faculty, they can begin the relationship again and further it again.

(Theme 5)

22:23-23:05

“Look I think, UMKC has been influencing a lot of what has happened here. The fact that they were there and they were supportive has assisted in a lot of things. Individuals have individual contacts with people but that came after the contacts were established...grew specific areas.....others became deeper.

This talks about why it was important to have UMKC’s support.

(Theme 5)

27:43-27:54

“We have the combination of the first world and the third world....and hopefully we can find a way to benefit the continent, if not the world.”

Goals for UWC’s future

Richard van der Ross

South Africa – First Coloured Rector of UWC.

Van der Ross was the first “colored” rector of the university. He was chosen because he was one of the only colored people with a PhD in South Africa, and was pragmatic in dealing with politics. Published a great deal about the history of South Africa and multiracial people. Now, he remembers only a few things from this part of his life.

(Theme #1)

1:59 – 2:36

“when I arrived the place was in a turmoil. They had no head because he resigned. There was a...”

Talks about the situation leading up the rector before his resignation.

(Theme #1)

2:41 – 3:41

“I understudied him. I was running a preschool. In a township. And he ran the university and initiated me into university work because I never ran a university. I just happened to be what I was.”

Explains how he transitioned from prek to higher ed

(Theme #1)

4:28 – 5:05

“ we must remember at that time the university was in a very precarious position. Was it going to succeed or fail. I was called in with my lack of knowledge to run it.”

Says this very emphatically. He really has a fantastic voice.

(Theme #1)

5:55 – 7:03

“The people that put me in there were all government people. They were not the university. It was a government institution out and out. I had education experience. I have been a teacher, a principle of a teachers college. I had a doctors degree with none of the others had. That’s what they said.”

Explains how exactly he became rector and why he was chosen.

(Theme #1)

7:31 – 8:12

“They were forced to think that it was time to have a colored person as the head.... I think what it was that we put in a colored man in. He’s sure to fail. We take him out and put a white man back in. ”

This is the kind of tokenism and racism that motivated hiring anyone of color.

(Theme #2)

10:17 – 11:14

“People knew about my community work, I never spoke about it. The students knew about it, which was important to them because they were getting quiet rowdy... banner.. having a bloody good time for students. When I came that didn’t stop. But it was never focused at me. They focused on the university as part of a government institution. And government meant apartheid.”

He is so emphatic, but also downplays his role so much. Such an interesting dude.

(Theme #1)

11:24 – 12:08

“If you were a colored person and you wanted to go to Western Cape, you had to get a permit to go to western cape. And that permit had to say that the classes you wanted take were not available at western cape.... For instance African studies.”

He meant that if you wanted to go to UCT you needed a permit.

(Theme #1)

13:27 – 14:00

“Adam Small had a lot of problems from the white professors and lecturers.... We were generally looked at as a third rate university, and many of the best students did not go because they did not want to have the UWC brand on them. ”

This sets up O’Connell’s piece about not wanting to go and eventually going under protest.

(Theme #1)

21:04 – 21:23

“it was a colored place for colored people, but the./.. were all white. ”

When asked if UWC was meant to create a sense of colored identity, this is what he said.

(Theme #1, 2)

27:45 – 28:51

“They were all for apartheid. Not that they were eak, some were quiet good attheir subject. A definite move at the UWC when it started that this university was where the leaders of the future would come from. They were to be indoctrinated, wonderful “this is what thgey’ve done for us.’ But they were wrong. The university turned out to be anti apartheid themselves. “

The government wanted this university to be the main place for indoctrination for colored people.

(Theme #1)

49:26 – 51:19

“I said to him here am I, a colored man, the first person of color being talked to by this felelow. What can I say, what can I do... what can I say to my community. It is against anything that comes from government. Then it struck me. My own daughter had gone there and studied in social work.... I’m going to be a social worker, then I will work for colored people.... ”

Here he describes the conversation he had in Pretoria before being appointed rector at UWC. Also says why he almost didn’t take it and why he did.

(Theme #1)

52:17 – 54:23

“The colored people responded well, of those with lower education. When you got to the higher educated... anti apartheid people. And the blacks... but the people the colored people accepted me. To them it was a lift. One of our people is head of the university. I’m talking about lower level educated people. They packed the city hall of cape town to the rafters. I told them there is a position that we have here. I cannot accept this position. But I can accept this job to people out of this position. Something higher and better.”

Becoming rector UWC was a massive deal. People really felt strongly about it. Mentions that it was in Alpha afterwards/

(Theme #1)

58:59 – 1:00:12

“They were Trotskyites!... it was a small group here. They were anti government. But they didn’t go with the other groups, they created the UNITY movement.... And they held meeting after meeting... but the crowds didn’t support them. The crowds wanted to hear the stuff but wouldn’t follow them. They were (professionals). The whole thing died.”

This is regarding the people who didn’t support him.

(Theme #1)

1:04:21 – 1:05:21

“The working people were mainly working for whites. They were not going to put their jobs on the line. I
m a lorry driver... most firms employed colored people. The working class had their mind divided. They would sometimes go to unity meetings. And they’d shout. And then on Monday ‘yes boss.’ In the end that moving is pretty well dead.”

Adds context, could go with previous quotes to describe who was criticizing UWC and the rector.

(Theme #1)

1:10:13 – 1:11:02

“my political views they have always been what they are now. Anti apartheid but I must admit we never had any issues...”

I hoped that he would have gone more into his belief in John Dewey’s pragmatism but...

Shirley Walters

South Africa – Director of Division for Life Long Learning. Involved in the beginning of the relationship. In 1986, professor of adult education and continuing education and director of the center of adult education and continuing education.

She was one of the architects of the exchange program. Also an important academic involved in rethinking the goals of higher education.

(Theme #4)**1:51 – 2:50**

“What happened was the idea of the partnership with UM came up.... It was the time of the academic boycotts. It was contested as to whether people should have these relationships or not. The academic boycott was about getting ride of the apartheid government. So we did not want to go into a relationship with anybody tat would jeopardize that kind of pressure. ”

Describes why this exchange was problematic.

(Theme #4)**2:50 – 4:03**

“I was invited by the then rector... but at the time of having this discussion, he brought me in as one of the core groups of academics. To discuss whether we should be doing this or not. We were skeptical. We really gave, ron turner was involved from the beginning. We gave them a hard time... In what ways could it help build a democratic society. They were quiet heated. They were robust.”

In what ways could it help build a democratic society is an important line.

(Theme #2)**4:47 – 6:15**

“Academics are a powerful group. And powerful in the sense of they circulate ideas. and If academics feel the pinch. Remember that many were in support of apartheid. And some of the strongest universities were vehicles for the ideology. So building resistance to open flow of ideas, and saying, ‘ no, can’t go winging around the world, you have to be accountable.’ Major major arguments in these international conferences as to if you would allow south Africans to be part of it or not. Which south Africans would allow. ...its trying to sharpen people’s analysis and say that no, you’ve got to take a stand. ”

Excellent reason why the boycott was important. Also why this topic is important. Academics support ideas, and without support ideas become weak.

(Theme #2)**6:24 – 6:34**

“The academic boycott was about bringing the struggle to people that didn’t think they had to engage with it.”

Less complex than previous quote, but maybe easier to fit in.

(Theme #2)

6:34 – 6:50

“We asked permission from the ANC in exile to travel abroad.”

Professors asked permission from an illegal political party in other countries.

(Theme #2)

7:26 – 7:58

“and I think that what happens is that ideas just flow freely across. Well no. Ideas are supported. Some ideas have all kinds of interest; all ideas have interest behind them. And in this case it was about apartheid interests. And trying to bring attention to people saying, that you are supporting the apartheid government.”

People don’t know the kind of role academia has in culture around the world, and in particular South Africa. Or how ideologies are formed. Maybe I could work Gramsci into this part?

(Theme #4)

8:21 – 9:11

“What were they trying to do. Who was behind it. What were they trying to get passed. So in what way were they trying to because people were divesting. And many companies divesting. So why would someone come here? What would they be getting from it? What points could they be scoring.”

This shows the reasons for the distrust and confusion.

(Theme #4)

9:51 – 10:06

“What do you think we need? It was challenging any sort of paternalistic intent? What are you trying to teach us.”

And then after MU said what they wanted to do, this was the response.

(Theme #4)

10:46 – 11:16

“I think that they were coming with the idea that we didn’t need to learn anything. They needed to learn from us. I think that the way they came towards this relationship was

saying we would like to do what ever we can do to support the struggle against apartheid.”

And after intense questioning, this is what she remembers MU saying.

(Theme #4)

11:57 – 12:22

“I think that kind of attitude is what built the relationship. So it was really saying, it’s not about what we can teach you. It’s about what you can teach us. And if you are willing, and if we behave, we hope that you will teach us.”

A little better clip to say what MU wanted, and how it was received after they could explain.

(Theme #2)

14:16 – 14:23

“There have been many times when we’ve said, we’d rather god without, because we don’t trust you.”

A concise way of saying how UWC has dealt with other groups of Americans.

(Theme #5)

17:06 – 17:31

“it has to be both sides that want this to happen. If its not going to be like that it’s not going to happen. And anyone that knows anything about a good partnership knows that it takes both sides to come together.”

Brings the discussion to a more personal level that a school relationship won’t work unless it works in a similar way to a personal relationship.

(Theme #5)

19:13 – 19:19

“I didn’t even want to go to the United States.”

Even though she helped forge the partnership she did not think she could get much out of it.

(Theme #5)

19:45 – 20:57

“I was interested in the fact that Missouri was a land grant university... so now it was about building the new society. And I Was interested in the tradition of the land grant universities... because Ron Turner’s specialty was continuing education...”

This is where she says what she individually got from the partnership.

(Theme #5)

24:28 – 25:18

“it was building at the institutional level. It was about policies, it was about practices. It was about seeing in what way we could utilize the exchange. It was very much about organizational development. And university wide development...”

This is what my original thesis was, that the exchange program enabled UWC to build up the total institution.

(Theme #5)

27:31 – 27:52

“There was a real sense of being accountable to the communities they served”

The fact that MU is a land grant college is a huge deal to UWC people. The mission of a land grant university follows their ideals.

Ron Turner

America – Former special assistant to the president’s office. Sent from the University of Missouri President’s office to investigate a faculty exchange program with a South African university.

Universally heralded as an all around great guy who this exchange program would not exist without. Through patience and understanding he was able to settle fears about MU. Believes this program was a small part of helping UWC become the powerhouse it is today.

(Theme #3)

7:40 – 8:08

“there was an international effort that materialized in Columbia around the investment portfolio of the university of Missouri. So the people that were protesting the university of Missouri investment policy vis-à-vis south Africa, were students, staff, citizens, etc.”

This is who encouraged MU to become conscious of apartheid.

(Theme #3)

8:34 – 11:34

“At the reception of Peter McGraw, the protestors took over that reception. And after discussion with the new president in April of 1985 he agreed with the board of curators to establish a task force on the university policy on investing in US companies investing in South Africa. The president appointed the task force... he asked me to study the investment policy. I worked with that task force which was made of curators, faculty, some students activists on the task force, hearings over 8 months across Missouri, and at the end of 8 months of hearing all kinds of views, pros and con divestment, the committee recommend a policy that proposed that the board should divest in American companies doing business in south Africa by date certain.... In addition though the task force begged the question, if we really care about south Africa, we should do what we do best. Which is not make symbolic investment decisions, but try and do more. So we suggested to the board, and its in the policy that was adopted and is in the policy that was adopted on December 5th, 1985, that the university of Missouri should establish a link with an appropriate partner. The university approved that policy which included divestment, but more importantly as we look back as board policy that the university would find a partner with which we could work closely.”

This is long, and I will cut it down, but this covers the reason for the linkage, how it was formed, and why.

(Theme #4)

13:59 – 15:05

“pres. Peter McGraw appointed what he called the university of Missouri south African program committee. At that time we had no partner. McGraw asked former president c. Bryce Ratchford to chair the committee. McGraw asked me to direct that committee... operated out of the presidents office... and the first question was your question, which partner... at that point we contacted (everyone)... everyone we spoke with said that if there is one university that is prepared to work in a post apartheid manner its UWC. So they called Dick van der Ross.... Said we were looking for a partner... in April 1986 four of us went. (lists them) ”

Explains in detail who worked for whom

(Theme #4)

15:05 – 16:25

“When we got there we met with rector van der Ross and his executive staff... and spent two weeks. At the end of two weeks he met with his executive council and said there’s something different about Missouri. He said we’ve had a steady stream of American educators, who come here, say they want to help, and then we never hear from them again. There’s something about Missouri. First you sent 4 people. Second you stayed here. Tried to get to know us.... I think we can work with Missouri. And then we reported back to Bryce Ratchford and the committee that I think we have found a partner.”

Explains the meetings from the first visit. Much better delivered than how it reads.

(Theme #4)

16:33 – 17:06

“van der ross sent his successor Jakes Gerwel to Missouri in June 1986 peter McGraw and jakes Gerwel signed the first ever academic agreement between a south African university and an American university.”

Transition from this to le Roux speaking about being there.

(Theme #4)

17:45 – 18:37

“I went because I was an executive of the university and an emissary of Peter McGraw. The professors went because we always wanted campus participation in decisions relating to university policy.... teamwork ”

I'm not sure if this will make it in, but it is important to know why these people went.

(Theme #4)

18:46 – 19:33

“We were impressed by the commitment... resources... oppression... it was inspiring.”

This is why MU chose UWC.

(Theme #4)

21:07 – 22:08

“so we get off the plane, 4 Midwesterners, sort of parachute into a... political situation where we have no experience. And the people we are meeting... question our purpose and some of them said it was some sort of PR thing and offset some of the protests we were engaged in... most did not know what to think. ”

Right before he spoke about seeing Crossroads township burning from the plane. Right after goes into more detail about UWC trying to learn more.

(Theme #4)

22:34 – 23:14

“We worked hard for two weeks to listen. We weren't there with a solution. And not there to present the idea that we had solutions. We came as educators. As collogues. With other educators and that was our paradigm. Educator to educator... not university to university at that point. ”

This could transition well between some of what Shirley Walters said.

(Theme #4)

24:56 – 25:25

“and since what we were doing had never been done before. And there were no models, particularly under an apartheid regime and the university from the US... there was no pattern for this....”

This is a crucial piece. From he says later, this relationship signaled a major shift in how universities deal with the third world.

(Theme #4)

30:33 – 31:03

“In one of those mass meetings a young math teacher pointed his finger at me and said, ‘whos side are you on, the government or the ANC?’ I said I’m on UWC’s side. Whose side is UWC on?”

This cuts to the point of why people trusted him. He was committed to their university and their university only. No patriarchal approach to trying to fix South Africa, just be a resource for knowledge.

(Theme #4)

31:43 – 32:14

“they received... which was probably at that time was their largest (grant). We also helped them with (other grants) and again these are funds that went directly from American foundations to UWC at a time when other South African universities did not have access to American funds.”

It wasn’t just that UWC benefitted from MU’s money, it benefitted from the connections and credibility given to UWC. Right after he said that they weren’t that helpful since UWC’s proposals were excellent on their own. They just needed an opportunity to compete.

(Theme #4)

33:27 – 33:55

“When the link was established formally there was an international boycott of South Africa that said we will have no relations with any aspect of South Africa.”

Concisely says what the reach of the boycott was. Shortly after he says emphatically that people wanted to honor the boycott.

(Theme #3)

34:17 – 34:46

“they didn’t want to cross that line either. The people on the international side wanted to honor the boycott and put pressure on the South African government. How do you reconcile that with a formal link between an American and a South African university?”

This could be a good transition.

(Theme #4)

35:33 – 37:05

“as the signator of this agreement, he did not go to the South African government. And say is this ok? He went to the UDF, to the ANC his colleagues through the struggle. He informed them of what happened and asked for his opinion. He said this is not an opening between the UM and the government.... A link between Missouri and the progressive movement.... If you say its ok, we say its ok...”

Explains what Jakes did, and what he said in his communication with the ANC abroad.

(Theme #5)

38:44 – 40:02

“The first time we brought Dick van der Ross here... at one of the receptions a UM professor said you know he is a double agent. You realize he’s working for the South African government. He is here on behalf of the government... who didn’t trust any official from UWC because it was funded by the government ”

It wasn’t just UWC that didn’t trust people, it was also UM profs

(Theme #2)

41:15 – 42:58

“we were on campus one day, and the students were protesting... and van der Ross standing at the gate in academic regalia confronting the police... and so (someone) said he have to get you out of here... so we drove out. It was not unusual for students to be in conflict with police. ”

Could this be how I transition to Martin Hendricks? The audio in that is so bad, and it looks so different than anything else in the film. Luckily I’ve got great scans of this event.

(Theme #4)

45:29 – 47:42

“Owen van den Berg was my counter part at UWC... Owen and I established a good working relationship from the beginning... one of Owen’s proposals was that he would send two of the most critical professors to Missouri. They were Brian O’Connell and

Wally Morrow... they wanted to understand (the university) we were happy to link them with everyone they wanted to meet with... this would be ok. ”

UWC was interested in governance and how MU works with companies.

(Theme #6)

48:56 – 49:26

“In fact, I would say in the 18 years I directed it I don’t think we sent out a press release. Because we weren’t doing it to promote public opinion about us... we were doing it because we are educators.”

Which is why I am making this movie.

(Theme #4)

50:48 – 51:14

“when we started in 86, UWC had no international experience. It had no councils, no committees... that would support international exchanges. Because it was isolated by design and by the academic boycott. ”

This could then transition from Herman talking about the idea of having the college out in the bush and then into Renfrew. The committee was called the Rector’s committee on the University Missouri. Eventually says they built the capacity to deal with us.

(Theme #5)

53:04 – 53:29

“that institution was developing policies... on an international basis... and when the government changed and the other institutions had been forbidden from having international linkages UWC was 5 years ahead.”

Back to the idea that MU helped prepare UWC for a post apartheid world.

(Theme #4)

53:42 – 54:29

“... academic development... so we had in Kansas city a program on academic development... we exchanged professors focusing on student success.”

This is one part, out of many, and partially what Shirley Walters did.

(Theme #5)

54:49 – 55:40

“one of the unique contributions that would come out of this linkage would be in research development.... Global issues, global talent, lets work together... I’m happy to say... competitive project... indigenous medicine... competed.”

He’s talking about that indigenous medicine institute that still exists.

(Theme #4)

59:11 – 1:00:44

“When the Ratchford committee met for the first time... one of the campus representatives came in that we would be immediately exchanging students... it was clear... we were not ready to send students to south Africa... so we set aside that this would be a student exchange. So the next logical exchange was faculty.... Faculty in any department... faculty to faculty.”

His response to “why a faculty exchange?”

(Theme #5)

1:00:50 – 1:02:09

“Initially when I would go to South Africa I would meet with faculty members and they would give me short proposals. I would propose them to people in those areas... and find corresponding interests... then I would work with Jan Persens... and make our decisions jointly... all of our decisions were made together from the very beginning.”

THIS IS HOW THE PROGRAM ACTUALLY WORKED. Right after he spoke about funding.

(Theme #4)

1:03:16 – 1:03:23

“Institutional policy drove this from the beginning from both sides.”

Which is the opposite of what everyone else says.

(Theme #5)

1:04:23 – 1:04:44

“It wasn’t dependent on one person ever on either side. If it had it would have died long ago... it was institutional...”

The dental program part did die out for that reason. Around that quote he speaks more about this, but that is the best quote of that bit

(Theme #6)

1:13:08 – 1:15:51

“USIA couldn’t believe it that a) we had a partnership in South Africa. And here we were, ready made.... About USIA... in 1986 we went to the embassy in Cape Town just to let them know we were in Cape Town. Bob Gusindy said to our little group of 4, and he said if you don’t want trouble don’t come here. That was the USIS message.... So we listened to that politely and did our own thing... years later (same guy) is head of the USIA office in DC.... So he called you to Washington... so he called all his international office directors to a meeting... I just want you to know it is the most successful academic exchange program in the history of the agency all over the world.”

*In case the viewer forgot why this is important, I will trot this out at the end. No one thought to do this before. No had the guts to actually treat a non-white university as an equal partner.
Bureau of educational and cultural exchange in the department of state.*

(Theme #5)

1:16:55 – 1:18:17

“I always knew if this program was a concern for the south African government they would stop issuing visas. (Describes a visit from a south African from the Chicago consulate.)”

I’m not sure if this is totally necessary, but it could pair with some of what Shirley Walters said.

(Theme #5)

1:24:28– 1:24:39

“We would wait weeks for DHL packages for minutes from (meetings)”

This shows just how isolated South Africa is from America and the rest of the world.

(Theme #5)

1:25:16 – 1:25:56

“people collected tons of books, journals... to send to UWC... professors there didn’t have access to journals in their field because of the boycott.”

This shows how the boycott negatively impacted UWC

(Theme #4)

last few seconds

“My role in this is that I was just doing my job.”

Maybe this could work along with people talking about how great he is?

Renfrew Christie

South Africa – Current Dean of Research at UWC

Where they arrived to as a university — explains to the viewer why one of the poorest universities in nation wanted to become, and worked to become, a first class research institution. After apartheid has fallen.

(Theme 6)

8:57 – 9:13

“O’Connell said, ‘I’ve got scientists in my building. This funder started asking question”

This quote deals with the current Dean’s commitment to furthering research and making this university a premier research institution

(Theme 2)

10:28 – 11:09

“Let’s talk about the history of the university founded in 1960 to be a university for so-called colored people under the apartheid scheme.....”

11:21-11:22

“It was a racially bound university.”

These two quotes deal with how UWC was different from other institutions with regard to addressing Apartheid. Students protesting, etc.

(Theme 6)

14:17-15:12

“When I got to this campus in 1990.....”

This quote deals with where the campus moved with regard to academic research. He required professors to have Ph.D.;s -- comparing it to Stanford.

(Theme 4)

19:52-20:00

“All leadership is about persuasion, role modeling, showing things are possible.”

20:34-22:21

“And, one of the reasons it markedly improved was the link to the University of Missouri system.”

These two quotes deal with how the UWC became involved with UM and why this relationship was important to the development of UWC’s campus. Missouri said that it was disinvest from all of the companies that are profiteering....and find a black university on a political cusp. Try to invest in new

South Africa.

(Theme 4)

23:00-23:49

“What we also found was visiting American universities came to tell us what was going to happen.....in the 1990s I had one American campus...we had a huge grant from USAID...and I read the thing he wanted me to sign and 98% of those dollars went back to his campus.”

No other colleges and universities really wanted to help with the movement but many American universities wanted to sign their name to get aid money and were opportunistic.

24:06-25:10

“And then there was the University of Missouri. They came for three weeks. They hardly said a word. We’re here to listen.....”

25:43-26:22

“He wasn’t trying to tell us what to do. He said I would like to see if we could work together.....slowly, slowly trust was built. It was agreed. It was a wise decision by the Missouri system.....”

Discussion about Ron Turner and how they came about choosing MU. Building of both the Missouri and UWCs systems by working together.

(Theme 5)

28:16-28:41

“Missouri got more out of it than South Africa. Although it was Missouri spending the money. In the sense of expanding the horizons of the Missouri faculty.”

29:43-29:59

“It was money very well spent. And, for us, it gave us a link into a great Midwestern university.”

This quote deals with how the implementation of the partnership affected faculty from both institutions.

(Theme 6)

32:42-33:03

“There’s a bush calledthe cancer bush. And, there’s a huge amount of research to try and find.....”

This quote deals with continuing the partnership in the idea of researching cancer through the botanical gardens in both universities.

(Theme 4)

32:18-34:43

“There were heroes on both sides of the story. Ron Turner is the great hero on your side. One our side theand he was the other end of the telephone between Ron Turner and our campus.”

Delete the boring part about math and jumbo jets and Jake Gerbwel.

This deals with the two men who communicated with one another to create the partnership (one end of the telephone and the other.

(Theme 1)

38:29-39:07

“If you’re at the bottom tip of Africa until the late.....you had to buy books by subscribing to the journals.....sending people over seas to libraries.....and bring the stuff back.”

This quote shows UWC’s seriousness of the academic boycott, they had no resources, no journals, no textbooks, not reading any papers, completely isolated from the academic community.

(Theme 6)

52:40-54:01

That was the link with Bill Falk and with the Missouri Botanical garden. Falk had the very, very advanced scientific machinery.....Let’s be careful. There’s no quick fix.....but there was significant opportunities to look at some of the South African plants which we are continuing to do.”

This furthers the information on the cancer drug research (keeping the partnership going or the focus of both schools trying to further research.

(Theme 4)

58:35-59:03

“But, I come back to listening. It’s what Ron Tuner could do. He could hear what a poor, black campus in 1986 wanted in the new South Africa....work out how the University of Missouri could put its money in rather than dis-inventing it.”

Again, this deals with beginning of the partnership and how Ron Turner facilitated the beginning.

(Theme 6)

1:00:59-1:03:13

"it goes back to a german named von humblodt, in the who said there must be a marriage of teaching and research, because they inform one another..... but it has to be up to date, modern and international. the apartheid system locked out so much of world thought. it was solid 1950s stuff in the 1980s.... so research is essential for the renewal of curriculum "

This goes with the idea of why we are even making research in the beginning. why does a college that is meant to support the poorest South Africans doing research? Well this is why.

Pieter Le Roux

South Africa – Former director of the institute for social development, UWC professor, friend of Jakes Gerwel

Was able to speak about Gerwel’s ideas regarding the partnership.

(Theme #4)

3:51 – 4:35

“Jakes and I were really good friends.... And when had been approached he asked me. I said the Midwest the people are very friendly... I met as many people in 6 months in Princeton as I did in a weekend at university of St. Louis when I was there. ”

I can’t speak to Gerwel, but speaking to one of his friends that he looked to for help in finding out information about Missouri is great.

(Theme #4)

4:57 – 5:42

“And I think he just liked ron. Sometimes theres chemistry between people he just was a committed person. But he was also committed to the ANC. And the boycott. But he made contacts. I know he had contact with Mbeki, I don’t know which channels, and they said ok we can go ahead.... ”

I really need to mention that working with the ANC abroad is a major part of this story. He is talking about the Mbeki who became president.

(Theme #4)

6:12 – 6:45

“He thought it was a massively good opportunity for the university, he liked the university, but he was worried about the political context. The anc thought South African

academics should be in isolation because many were inclined to support apartheid. And then he got the ok.”

Not as great of a quote, but he said it slightly differently and might fit better depending on time.

(Theme #2)

7:44 – 8:30

“But the fact is that we were a society where a lot of people were excluded because of their race. Where they didn’t have the same rights. But when you are living in an apartheid society, you say, oh, that’s normal. The whole idea was to make people feel that this society is not accepted by most of the world. Look, I don’t think the academic boycott was crucial in about the change. The financial part and the collapse of the communist party were two crucial things that made the change. But to create an awareness among south Africans, that our society was not ok.”

Apartheid society was not ok and not normal. That was the mission of all of the non-economic boycotts. The economic angle was to starve the state, and the rest was to fight the idea that everything was fine.

(Theme #2)

8:31 – 9:21

“It also meant that for us who supported it I never went to a conference, where the professors from more conservative universities did. The first conference I went to was in Sweden and I said no I cant and they said, ‘yes you can the ANC would like you to come.’ ... I think those conversation in 86 opened up the discussion later on in the ANC.”

Bringing in other universities adds context. It also adds context to see how things changed for liberal academics.

(Theme #2)

9:48 – 10:28

“in 1985, we had tear gas every week. The ANC only had indirect contact, but with large issues like breaking the boycott, especially after Jakes Gerwel became rector wouldn’t have done that with them oking that. But on day to day issues he would have had more conversations with the UDF and people like Desmond Tutu.”

This comparison clarifies the role the ANC played in how UWC was run.

(Theme #4)

12:08 – 12:35

“I think people were generally positive about linkages, but no one knew about UM. I was the only one who knew because I spent a year of school there. ”

This is a much more concise way of saying why he was in ST. Louis, knows this stuff, etc. than what he said before.

(Theme #5)

12:47 – 13:27

“The problem we had after 1986 was that we were isolated. More conservative universities like Stellenbosch and Pretoria had connections to institutions not committed to progressive change. That gave us a chance to go over seas and still not break the academic boycott”

Other universities were benefitting from international linkages while UWC was not. This program allowed UWC to develop as an institution in a way that did not break the boycott.

(Theme #5)

13:52 – 14:27

“St. Louis was a much better place for us because of the focus on first generation student, not world class research. Some things did contribute to research, but a lot of it helped prepare us for first generation students like what we have at UWC.”

This could transition well into Shirley Walters talking about adult ed.

(Theme #2)

19:10 – 19:30

“it was amazing how people internalized it. Friday afternoon were the time when the stones were thrown. My white friends would ask me, how can you go there? And I would say I was very safe, the students would be on that side and I’d drive into my office.”

This is how professors got around the violence on campus.

(Theme #1)

19:58 – 20:36

“The south African regime always had the approach of trying to win the hearts and minds of the people. They were brutal, but they did not try to just destroy the university. They wanted to give it some space to work.”

It is important to understand the kind of oppression. If you stepped out of line to far you would get killed, but if you were just academic and critical you could be fine.

Leolyn Jackson

South Africa – Director of International Relations Office at UWC

Currently is the administrator involved with university linkages abroad. While MU is not the only program he deals with, it is the largest.

(Theme #6)

2:16 – 3:01

“When I took over from Jan Persens, the University of Missouri stood out... I came to know of it when I was still in the SNC office, and I met with Jan Persens about how can we use different networks to strengthen our relationship with the rest of the world.”

A little bit of his history

(Theme #5)

3:21 – 4:17

“The Missouri campuses brought a wealth of not only relationships but also research output. That was something I wanted to further developed so that our relationship is always in a good standing. It is a difficult thing when its different time zones... when Rod Uphoff... we find ways of talking to one another.”

Describes why the relationship is still relevant and how it works today.

(Theme #6)

5:33 – 5:58

“the idea was how do we nurture all these processes. We hope that a good model to follow through Missouri and piggy back on that and help all of the other relationships.”

This addresses the fact that the Missouri relationship helped build the university’s capacity to have international relationships.

(Theme #6)

7:08 – 7:47

“80%of what we have achieved from the university of Missouri is what we would like to achieve with other universities in terms of our partnerships. So when we set up whop it is we would like to partner with it must be long term and accountable. IS it a fly by night? OR is it a relationship what will stand through thick and thin.”

Shows an example of how Missouri has shaped how UWC vets partners.

(Theme #6)

8:11 – 8:54

“So in these relationships we would like to talk about, what is that we both can benefit from this. WE refer to this as the UMSEAP model. It is a model that we’ve been

following; it's a workable model.... If you are only in this for five years let me know up front so that I can move on."

The first person to say UMSAEP, but it is a little jumbled of a quote. I could cut it into something that makes sense, but I'm not sure.

(Theme #5)

9:57 – 11:05

"Perhaps one should define it. At the moment the deputy vice chancellor manages all academic activity in the institution. So he would identify core issues that need to be developed. For example curriculum development. So, lets link with our colleagues abroad. Missouri would normally come up, and lets start with them and see what they have to offer. They might say, 'we just started that 5 years ago, we've gone through the pains, so this is what we suggest could happen.' That kind of collaboration. Tap into a resource that is not always monetary. Human resources on both sides."

I asked him to describe how the partnership works and this is what he said. Right after he gets a little more involved with who answers to whom.

(Theme #5)

12:41 – 13:30

"The research collaborations are picking up, not just research, but also capacity in our faculty and curriculum... our funding is dependent on how much we have published. If we have more output, then we have more income."

I'm not sure why I picked this I should move to something else.

(Theme #5)

16:25 – 17:14

"the reciprocal model that we like. Whenever we enter into a relationship we enter it as equal brothers and sisters... normally we think, oh the US they have everything, but they do have things to gain here."

Right before this we spoke about the magnetic imaging machine, but he sort of stumbled about it. A few other people spoke about it, that could be a segment?

(Theme #6)

17:32 – 18:33

"it used to be uncommon. It used to be that donors would say... it would be top down. They would come and then leave. More and more things have changed. Donor agencies are realizing to they can't come in and dictate... that includes universities"

This is important to say how common the relationship is. Also to have someone who knows say it

(Theme #1)

18:33 – 18:54

“(Someone) in a conference said once, ‘Africa is a center for research. Everyone comes to Africa. And they take the knowledge and leave. So, knowledge was a one sided thing.’”

This addresses why MU’s partnership was so important. MU actually treated them like partners; no one else has done that.

(Theme #6)

21:22 – 21:57

“at least between 70% do not have the funds, they do not have access to banks that would give them loans. Many of the parents are poor. Banks can only give you money if you have collateral.”

This is still a poor school with many disadvantages.

(Theme #5)

28:41 – 29:22

“Research for a South Africa university, especial a HBU was especially important. You must have heard the history of UWC. Being a university established for collared people with no research intention. Now we are clustered amongst the best in South Africa. It says quite a lot in 50 years that we have become one of the institutions that universities want to partner with.”

This could be one of the quotes I close with. This ties together why research, international connections, and the history of the college are important.

(Theme #5)

31:12 – 31:40

“We are the first historically black university to be in the research cluster with the historically white universities.”

This is true.

(Theme #2)

39:58 – 40:46

“one of the blessings for UWC was.... UWC was seen as the university where people were mobilized against the apartheid.... We were referred to as the stone throwing university...”

This could transition into people discussing specific events where students threw stones at cops. Right after he spoke about the quality of education at UWC during that time, but it is a little scattered. 42:41 talks about how other college’s rector’s came from UWC.

(Theme #4)

46:23 – 48:10

“In 1986 I was a student, it was 4 years plus 2 years. I learned a little more about it when I was a sophomore. In 1999 I joined the senate. From the faculty of theology. But at that point it was still fresh and new. People were travelling. I wasn’t introduced to it up front. It was people traveling and they had huge talks about what’s happening. Remember this in the heart of the struggle. So how do we get students engaged in the broader struggle.”

Describes what it was like for a student at the college at the beginning of the conversations around the partnership, and then as a young faculty member, and then why students didn’t care so much.

(Theme #1)

52:34 – 53:23

“So the funding infrastructures for the different racial groups was completely different. One meant that having 5 and having 1 and the bulk of the ones are much greater. Dividing all that meant that you would have 1.5 per kid, whether you are white or black or yellow. I think preferential treatment was the order of the day. That was how they divide and rule, were we give you some extras and we don’t give them, so that you will be with us and not them.”

Right before this he sort of botched O’Connell’s metaphor for apartheid. This part is important, as it shows the purpose for creating a higher ed system for POC.

(Theme #2)

57:27 – 58:00

“what people never thought was that this would be the melting pot, where people would exchange ideas and consciousness people and they would go back to their communities with the ideas on the struggle”

This is important for showing what “The Home of the Left” actually means in terms of how students lived their lives.

Jan Persens

South Africa – Former at UWC

One of the main organizers of the partnership. Also spoke about the history of apartheid and its affects on higher education.

(Theme #1)

10:14 – 11:18

“For there you could no longer serve all black people, you could serve Xhosa people. If you were Zulu speaking you had to go to a Zulu speaking university... ”

This quote shows how apartheid was not just meant to keep blacks away from whites, but blacks separate and unable to organize.

(Theme #2)

5:24: – 5:50

“So much so that no one could sit back and not say anything. We had a situation where faculty protested side by side with students. ”

He spoke for a while about how the protest movement worked at UWC, including how the government didn't approve of how the staff and students worked together. This is the most cogent quote. Ties in with Martin Hendrick's interview about student protests at UWC

(Theme1

5:59 – 6:17

“up to 1982, uwc like all the other institutions could only enroll the black students. It was a university for only colored students.”

Right before he touches on how UWC ignored the law saying that UWC could only accept colored students. This explains how apartheid applied to higher ed.

(Theme 1)

15:14 – 16:07

“There was some logic for why we needed all these universities. They wanted to do their best to show that they were educating black people and doing their best to help them. The most sinister of course is that every time they do that is they lower the quality. ”

This is why apartheid is bad. The goal was to prove other races inferiority by giving them inferior schools. In the case of the colored group, the apartheid government wants

(Theme #1)

25:02 – 25:34

“We can't say we had any say in any university business...”

Here he talks about how little control UWC had over what subjects it taught. And therefore, what colored people could learn.

(Theme #1)

25:55 – 26:39

“There was a control act. In other words, you had to apply... permits... and the government could reject you...”

How they kept all but the wealthiest colored people from going to white schools.

(Theme #4)

37:28 – 40:29

“but of course the campus was still very volatile. In fact people were saying these people must be spies. They must be spies for both the American and South African government... I was asked to serve on a committee investigating a link with Missouri. I was asked to come on board because I just had some international experience... What kind of activities... They did not think it was a very progressive area.”

The link! And conflict!!

(Theme #5)

44:38 – 45:34

“What I’ve learned is that some people were happy about MU becoming a partner, and others were unhappy. Particularly some of the white folks were unhappy. I think the university made it clear that this is not a willy-nilly decision. They wanted to help with UWC’s stature.”

This explains UWC professors’ reactions in a more detailed way. It also shows what UWC professors perceived MU’s goals to be.

(Theme #4)

45:57 – 46:50

“There were always those you said, no, no no, these guys from Missouri are so conservative. Its not the ‘best’ place in the US. You can understand why they were resistant. Very few had studied abroad. So they don’t know the bulk what a land grant university looks like, what it can do, etc.”

Succinctly explains what the problems some liberal faculty members had with the partnership.

(Theme #3)

52:46 – 53:47

“the US government was not open as the European governments in opposing South Africa in the UN. And therefore most people said they would never ever support blacks or work against whites. Some of this has to do with Americans being viewed as conservative.”

While the MU group was visiting, Reagan was in the news for supporting South Africa while the American people opposed involvement.

(Theme 4)

58:56 – 1:00:19

“The Missourians did try to seem super knowledgeable. They didn’t have ideas that they knew South Africa inside and out. They went so far as to say to other institutions that if they want to work with us, you have to go through UWC... In fact they spoke to Stellenbosch, but they did not want to take up.”

This non-patriarchal approach is what made this partnership so unique and powerful. Also touches on how MU wanted to only work with this struggle university.

(Theme #5)

1:04:04 – 1:05:31

“He used to say that one thing that Missouri did was keep UWC academically active. There was no way we could do the work we did and so in terms of concrete stuff we had people from Missouri who could work as external examiners. People who could grade our thesis for us. People who could add an international stature to our work. Things we could only dream of before that period”

This is why this is whole thing is important. It helped UWC become the research powerhouse it is now.

Harold Herman

South Africa – Retired professor and dean at UWC.

Went on an exchange, writing a book about the history of UWC, which includes a chapter about the partnership. Talkative.

(Theme #1)

17:03 – 17:39

“the west was really not prepared to relinquish South Africa. The American presidents use to talk about constructive engagement. The idea was not to completely boycott South Africa because the economy was booming. Apartheid was a great way to make a capitalist economy work.”

Shows why apartheid existed, also why Americans were not trusted.

(Theme #4)

21:04 – 21:59

“so in 1985 the university of Missouri sent their retired president to come to south Africa... and what they did is they went to different universities... because they were considering linking with a south African university. ”

Slightly different take on what happened.

(Theme #4)

23:57 – 24:16

“I think the reason was that UWC was in the center of the struggle for the liberation of south Africa, for the country, and in particular higher education.”

And everyone else agrees.

(Theme #2)

31:38 – 32:11

“Van der Ross and Gerwel... were part of the first group of black people, who had always rejected ethnic institution were using it as an instrument for change. ”

Concise way to say this aspect of the story.

(Theme #4)

37:03 – 37:49

“the assumption was that Missouri would assume most of the financial resources... our currency dropped enormously...”

I don't think anyone else has said this at this point.

(Theme #4)

40:20 – 40:49

“UWC because of its unique position here could provide the kind of... which would be good for Americans... how we deal with issues of race... creating alternatives for higher education.”

How UWC helped MU

(Theme #5)

42:52 – 43:45

“Missouri was fascinated. You will provide intellectual capital, we might be able to provide financial capital for the exchange... that is what happened. We found that most... they were fascinated... this developing university and the kind of discourse we had here.”

So it was agreed that Missouri would put up the money, and that UWC would teach MU professors.

(Theme #2)

44:33 – 45:36

“the chances of schools changing societies are limited because you are trying to replicate the culture... UWC see our selves as a progressive institution opposing the current discourse...”

Hey, now we have Gramsci in here. I have now come full circle.

(Theme #5)

54:51 – 55:46

“I remember the first dinner I had in Columbia... 1990... commented that this was a rather stiff dinner... these deans they come from conservative Missouri had heard about this radical institution so were pretty defensive... cautious”

This is one of the more interesting accounts of what happened during an exchange.

(Theme #4)

1:01:19 – 1:03:15

“Gerwel... took over the project... appointed the dean of the faculty of education Owen van der Berg... I took over for him as dean of education... he was dynamic, energetic... very progressive... predecessor of Jan Persens... set up this link.”

Explains Owen more than Turner did in his interview.

(Theme #5)

1:05:35 – 1:09:47

“(describes at length the planning of his program at Rola and St. Louis)”

Yusuf Osman is the only one to get into much detail about what he did in Missouri, but this is much more detailed on how his program was planned.

(Theme #5)

1:12:02 – 1:13:53

“(discusses his interaction with students, academics with other academics, and cricket)”

most of this is very scattered, but could be edited into something that illustrates his experience.

(Theme #5)

1:19:20 – 1:20:42

“...comparative education... You can learn from others, and that’s what we did on this exchange.”

Here he addresses some of the philosophy behind why faculty exchanges work

(Theme #5)

1:22:45 – 1:25:10

“(discusses going to a black Methodist church in St. Louis)”

It is an interesting story that touches on issues of race and how Americans understood South Africa.

(Theme #5)

1:41:50 – 1:42:36

“(henry Mitchel brought barbeque sauce)”

A fun cultural misunderstanding. Kansas city has great BBQ but so does South Africa!

Brian O’Connell

South Africa – Current Rector of UWC

Was a student at UWC in the 60’s, followed Jakes Gerwel as Rector. Spoke about the history of apartheid and higher education. Wasn’t really involved with the first visit, but was one of the first people to go to Missouri.

(Theme #2)

1:20 – 2:05

“I came here under protest... There was an acute understanding of the need to reject the concept of race and ethnicity... UWC was formed to separate the colored people”

People watching this need to understand how race was interpreted by UWC people

(Theme #1)

3:08 – 4:32

“We did not want to belong to anything called colored... the schools were Trotskeit, and rejected the labels, and vilified anyone who embraced the labels. So coming here meant you accepted the labels.”

The struggle was a deep part of many UWC students from the time they were small children. They didn't just go to integrated schools, they went to Marxist schools.

(Theme #1)

4:37 – 5:42

“It was an alien place. 90% of the teaching staff were white south Africans. And one or two black lecturers. And it had a sense of mission. I got a sense of mission. We were their captives. Many were kindly good people who wanted to be of service to us. ”

This could set up what UWC was at the beginning quiet well.

(Theme #1)

15:42 – 16:31

“The teaching wasn't bad. Like I said, many of them came with the missionary spirit. They were going to assist these colored boys and girls. Many were kindly. I can't say that that relationship wasn't good. It was the management that wasn't good. Especially when I was in the student representative council. ”

More description about what exactly the issue was with UWC at the beginning.

(Theme #2)

20:38 – 21:21

“There is something different about what this university is trying to be.... If your goal is to live so that others may live, you can find you space here.... If your goal is to get a lot of equity... that isn't the story of this university.”

The university doesn't have a lot of money, but people really believe in it because they believe in the way things can be run when ran cheaply.

(Theme #1)

21:21 – 24:03

“what happened was there was a meeting of councilors, and they decided they would allow open enrollment. Before that they could allow in Indian students, on a permit method... because before then they could only go to school in Durban, 2,000 miles away. Because that's where the Indian university was. There wasn't a huge influx of people but it was hugely symbolic. There were a few people that came.... Colored affairs department... drama comes later in the 1980s and people came flooding in... symbolic but truthful.... The state pays the subsidy... so you have to be careful.”

During all that O'Connell touches on several points. First, that UWC has never been a 100% racially homogenous. Second, at the beginning of their breaking the mold, the state didn't care that much. Third, the University of the Western Cape act caused trouble the state didn't anticipate.

(Theme #1)

28:07 – 29:00

“They were looking for a way to convince the colored community that their future laid in accepting this separation. By living with their own people. By creating this sort of ‘coloredness’ and nation. And the apartheid gov. would support that. And then they would reward you for embracing it. The nit strengthens our argument with the west.”

This is an important part of understanding apartheid, and UWC and why it could be so free. Universities create culture. An education was also part of the award for following the rules.

(Theme #1)

31:16 – 31:49

“What happens now is that UWC is under a new dispensation with the state at it is now under colored affairs. It is a less aggressive relationship. Because the people who were in charge are no part of the house of representatives in the tricameral parliament.”

Depending on how deep I want to get into the history of apartheid I may want this. As the general policy towards colored people turned to winning them over, they received more self-determination than other racial groups. The Tricameral parliament was the ultimate example of that, in terms of the little power it had but huge scope of authority. It was also on UWC campus.

(Theme #1, 2)

32:29 – 32:58

“So we were then able to open up. More and more. And more. And then we declared this university the intellectual home of the left.... Of the left meaning of that spirit, of that ideology.”

There we go. Because of the loosened restriction on UWC they could start breaking from that old mold.

(Theme #1)

33:28 – 34:09

“The campus had more Black African students than colored in the late 80s, early 90s. Why? Because they were coming from the north because the school in the north were

much more restrictive than ours. They couldn't give full expression to their political thoughts... not just theoretically but also practically."

Apartheid higher ed made Black universities very restrictive places, but colored ones were rather free.

(Theme #2)

35:25 – 36:00

"IT showed itself in the variety of ideas expressed here. (Lists different Left ideologies). And then we battled one another."

I asked him to show me the vibrancy. This is how he did.

(Theme #4)

42:26– 46:59

"It was Peter McGraw's brain child... he was under a lot of pressure from the board of curators. Lots of pressure to disinvest, but why not give something back. Ron Turner came, under the tutelage of Bryce Ratchfield. They came and they stayed for two weeks. And we really gave it to them. We thought it was the government trying to break the intellectual boycott. So when we got this invitation and we were very sceptical. I grilled Ron Turner and told him I really don't like him at all. He said think about the future and what you need. You can be against but you must also be for. Against apartheid, but for knowledge. That was his argument. We had people going over, and I was one of those. MY job was to suss out whether you were genuine or not. IT was... I just found lovely people who were anxious to be helpful. Then the Missourians sent another group to see if our university is the activist university we are told about... Eugene Robinson. He experienced the real thing. He said to him Uncle Tom you sold out. "

Yes this is long, but this is the only real part where he spoke about the beginning of the partnership. He covers the lack of trust on both sides, a key player that no one else brings up, and his experience going to Missouri.

(Theme #4)

47:28 – 48:51

"Well how to make such a thing work. To see if there was a way to become partners. Could we trust them enough. Will they patronize us. It was a whole series of things trying to get a foot in each other's culture. So that when someone says something you don't start yelling, because it was meant in another way from another context. Also figuring out the money and who does what, lots of engagements. Some were very tough and very hard when we thought they were arrogant. Bryce Ratchfield I particularly was sort of a slipped speech. It wasn't soft. Ron Turner was soft. His was very, 'get this done.' That's more or less initially."

Describes the personality of Ratchfield and Turner and gives a more intimate view of the early talks.

Mannie Regal

South Africa – Executive director of finances.

I thought there was a connection with the administration. There isn't. He doesn't know much about UMSAEP. He has worked on some linkages that are inspired by UMSAEP, but not much.

(Theme #6)

15:23 – 16:06

“but we the difficulty for us was the sustainability of the knowledge exchange program. So we have changed to name to the free knowledge exchange program so as to not get into the cost argument. It is in the in spirit of staff development for the administrative realm.”

This the limited way the administrative side is imitating UMSAEP.

Article as it appears on website

Introduction

Two universities 8,660 miles apart were under protest by their students for the same reason. On one campus, students demanded freedom and were met with smoke bombs and rubber bullets. On the other, students demanded accountability and joined a movement. The common enemy was apartheid, and the role universities played in supporting it.

Apartheid was a set of laws in South Africa that segregated every level of society. Apartheid laws limited where South Africans could live, work, go to school, who they could marry and stripped non-Whites of the right to vote. One of the most egregious of the apartheid laws was the Population Registration Act of 1950, which required everyone to carry an identification card with their racial group. Classifying each person into a racial category at birth was the mechanism for the rest of the apartheid laws. The system

led to the daily abuse, dehumanization and deprivation for anyone who was not White in South Africa.

To reinforce apartheid in the minds of non-White people, the apartheid government created a racially segregated higher education system. The university for the so-called “Coloured” people, or people with ancestry from more than one race, were only allowed to go to the University of the Western Cape in Belville, a suburb of Cape Town. By making a university for Coloured people, the government hoped they would buy into the racist system. For the students, having a university degree opened up new opportunities in government and professional careers that would not be possible with only a college degree or by matriculating from high school.

UWC instead became a center for resistance. Because of the work of committed activists, the University of the Western Cape became a center for the fight against apartheid. Richard van der Ross became the first person of color to head a South African university when he became Rector in 1975. At UWC, anti-apartheid protests rocked the campus daily. Even professors fought against apartheid, even when it meant losing their jobs. Over time, the University became known as “The Struggle University” and “as an intellectual home for the Left.”

Inspired by the imprisonment of Nelson Mandela, student activists around the world became conscious of apartheid. As part of the boycott strategy, across Europe and North America, student movements demanded their Universities to divest from companies doing business in South Africa. The goal was to isolate South Africa from the world economy, international politics, sports, culture and academia. In 1985, the University of Missouri was one of the hotbeds for protests and student organizing, when

students occupied the newly elected university president, Peter Magrath's, office. The protestors demanded Magrath divest from American companies that do business in South Africa.

Magrath agreed, and worked with the University's Board of Curators to make a plan for divestment from American companies doing business in South Africa. After several months of public hearings by a university investment policy task force, Magrath proposed and the board of curators of the University of Missouri approved a phased divestment policy. In addition, the board of curators' policy called for the development of a link with an "appropriate" South African university. After months of negotiation, this resulted in the University of Missouri South Africa Education Program (UMSAEP) and was the first faculty exchange program between an American and a South African university.

Activism at places like the University of Western Cape was one of many factors that contributed to the downfall of apartheid. In 2003, Nelson Mandela said, "Education is the most powerful weapon we can use to change the world." University of the Western Cape academics used their knowledge and position to further the struggle against apartheid, and the University of Missouri was there to support them in any way they could.

Today, the University of the Western Cape is one of the leading Universities in Africa, and the one of the only historically oppressed universities in the top ten South African universities. The University of Missouri South African Education program is still strong today, with yearly faculty exchanges, joint research and a joint appointment at the University of Missouri and the University of the Western Cape.

Chapter 1 “Separate development”

Apartheid, or “separateness” in Afrikaans, was more than a system of segregation laws, it was the ideology of White supremacy codified. Under apartheid, the thought was that races must be kept separate to ensure tranquility and economic development. The laws created social strata based on race, with different racial groups receiving different amounts of political rights. The near-total subjugation of the majority Black population in South Africa led to South Africa being pushed out from much of international politics, trade and academia as part of a sweeping boycott of South Africa by nations and organizations around the world.

Since early colonial times, White immigrants to South Africa have found ways to segregate themselves from native South Africans and non-White immigrants. Today’s South Africa was at one time a Dutch colony and later a British colony. After the British granted South Africa independence in 1909, the Afrikaner government passed the Natives Land Act of 1913. This law limited so-called Natives to “homelands” where they were allowed to own land. The majority of the people in South Africa could only own land in less than 10% of the country.

In 1948, the dominant political party, the United Party, was voted out. Under its successor, the Reunited National Party, a new level of conservatism had taken control of the House of Assembly and Daniel François Malan, a Dutch Reformed clergyman, was elected Prime Minister. The Reunited National Party was deeply religious, believed in promoting Afrikaner culture over British culture and wanted to expand racial segregation. Referred to as “grand apartheid,” these laws made race an immutable legal classification, made interracial relationships illegal, kept non-Whites out of White designated areas and

banned non-Whites from employing White people. This segregation meant people of color were relegated to “homelands,” rural areas, or “townships,” neighborhoods of makeshift houses often on the periphery of major cities. Laws that limited business ownership meant that it was impossible to create wealth or develop at the same rate as White South Africans who had access to the world economy. White supremacy had taken over every aspect of society and would take a new constitution to change the laws.

Under apartheid, there were four racial categories: Native, Coloured, Asian, and White. Native referred to the native Black African population. Coloured referred to the multiracial people, who mostly live in the Western Cape. This group of people has ancestors from India, Europe, Malaysia and Africa. To some, this community of multiracial people became a racial identity distinct from other races. Asian South Africans have ancestry from slaves imported by the Dutch and from immigrants from other British colonies. White South Africans were afforded the most political rights, including voting and owning property, however were still not allowed in “group areas” without approval.

Each level of government service was separated by race, with Whites receiving the most funding and the Blacks receiving the least. Asian and Coloured groups received more funding for schools and municipal services than Natives, but not as much as Whites. The apartheid system also created bureaucratic strata for each racial group. The Department of Coloured Affairs, for example, dealt only with services for Coloured people, including education and a separate parliament that offered Coloured people limited political rights.

The term Coloured has a problematic history. Today, many people refer to themselves as Cape Coloured, or just Coloured. To some it is an identity that proved the impossibility of apartheid. By forming a new identity born from many, Cape Coloured people created their own language, cuisine and resisted the apartheid system that oppressed them. To others, this term is born out of a need to categorize multi-racial people so that they can be understood and oppressed. Many of the people I interviewed referred said “so-called Coloured,” and believed the identity was invented by the apartheid regime and therefore must be renounced. By using the terms created by the oppressor, they said, they would give power to the underlying philosophy of separation.

Education for non-Whites was limited. In the 1950’s only three universities admitted non-Whites, and overall few non-whites attended universities. The Extension of University Education Act of 1959 officially segregated higher education, and made it a criminal offense for a non-white student to register in a White designated university without permission from the Minister of Internal Affairs. This led to the creation of four new universities and changing one university into a university for Xhosa speaking Black people. Each of these universities was limited to one ethnic group or language. While these universities were placed near the majority of each group’s designated areas, some students traveled hundreds of miles to attend their designated university, a cost that prohibited many from attending.

Growing the higher education system for non-whites served two roles, to keep non-Whites out of the White education system, and to enable non-Whites to continue the apartheid system on their own. “[The apartheid government was] looking for a way to convince the Coloured community that their future laid in accepting this separation. By

living with their own people. By creating this sort of ‘Colouredness’ and nation. And the apartheid government would support that. And then they would reward you for embracing it,” said Brian O’Connell. Universities like UWC, the government hoped, would give people of color a reason to support apartheid.

Chapter 2 “Struggle University”

Fridays in the 1980s at the University of the Western Cape were tumultuous. Students would take over an unused lecture hall to listen to anti-apartheid lectures to plan a new South Africa. After a few hours, the students would start chanting, “na die poort” which means “to the gate,” referring to the gate of the University. The group would then rush the gate of the college and throw stones across the highway at the government-owned train station. Shortly after, police in their armored vehicles would come and shoot the students with rubber bullets and tear gas.

This was the pace of life on UWC’s campus, since opening in 1959 the student movement against apartheid was active and vocal. What started as demonstrations became clashes with the police. Because of the near constant demonstration against apartheid, UWC was referred to as the Struggle University. But UWC did not protest in a vacuum. Because of different restrictions for Coloured people and the commitment to the struggle of Coloured people in Cape Town, UWC was uniquely able to mobilize against apartheid.

While still oppressed, Coloured people had more political rights than other racial groups under apartheid. Even at the height of state violence against protestors, students at the University of the Western Cape were allowed more freedom of expression than at majority Black schools. After the Soweto uprising those classified as Native were limited

in their right to assembly, which included students at universities. Other racial groups' rights' were not curtailed as severely. This racism allowed for other racial groups to organize against apartheid with less, but still considerable, risk.

Coloured people in Cape Town had a civil society that predated UWC and fed into its growth as a place for political action. Trafalgar High School was the alma mater for many of UWC's radical students and teachers, including the Coloured rectors. Serving Coloured students in the Coloured-majority District 6 neighborhood and some Black students, the high school was known for its rigor and political education. "They were Trotskyites," said Rector Brian O'Connell, a former student of the high school. Many of the teachers were Marxists, and specifically followed the beliefs of Leon Trotsky. Harold Herman, a former student at Trafalgar High School and a professor at UWC said that, while he is not a Trotskyite, his experience at Trafalgar shaped his political beliefs as a young man. Professors at Trafalgar encouraged him to pursue a university education instead of going to a teacher's college, and encouraged other students also.

When UWC was first opened, activists were skeptical of the all-White staff and administration. Would it be a good idea to participate in a government institution that is clearly trying to indoctrinate students with the ideology of apartheid? This question motivated some young Coloured students to not attend UWC, and instead went to vocational schools.

Distrust of a White-run university dissipated after Richard Van der Ross was hired as rector. Van der Ross is the first Coloured person to earn a PhD from a South African university. He was active in labor union politics, and regularly wrote in White

and Coloured newspapers on issues of race and politics. He also is one of the central writers on Coloured history and Coloured identity. His books chronicle the otherwise ignored history of early Cape Coloured people. His books “100 Questions About Coloured South Africans” and “Myths and Attitudes: An Inside Look at the Coloured People” and his newspaper editorials in White newspapers meant to give a Coloured perspective on his identity.

Because Van der Ross was viewed to be a moderate voice, the government thought that he would be the perfect compromise between what activists at UWC wanted, and their desire to maintain the political system. Instead, Van der Ross stood with the students against police violence and paved the way for more revolutionary leaders at UWC.

Chapter 3: From Shanty Towns to the President’s Office

Around the world, people rallied behind the Free Mandela movement and pushed companies and universities to divest from South African companies and other companies that worked in South Africa. Universities have investment portfolios that contribute to the annual budget and employee retirement funds. Some universities investment portfolios are large enough that a decision to sell certain stocks could influence a company’s policies. Activists in Europe and North America could not use direct action to fight against apartheid because of distance, but could use passive resistance by divesting from companies doing business in South Africa. In England, Sweden and the United States, this movement was popular with college students in the 1980s. Some consider the foreign pressure to divest to be a factor that led to the economic downturn in South Africa, which was a motivating factor in the collapse of the apartheid regime.

The international boycott encompassed all relations with South Africa. South African activists wanted South Africa to be as isolated from the world as possible, to show those in power that apartheid was not acceptable in the modern world. South Africa was expelled from the International Olympic Committee in 1970 after refusing to integrate the teams it sent to the Olympics. Many musicians refused to perform in South Africa. Archbishop Desmond Tutu, who was the chancellor of the University of the Western Cape, was a major advocate for the international boycott of South Africa. Tutu also was a firm believer that South African academia must be boycotted as well. This meant foreign academics would stop going to South Africa to research and not allow South African academics to present research at international conferences. In 1980, the United Nations passed a resolution requesting all member states to boycott all exchanges with South Africa, including academic exchanges.

The University of Missouri was particularly involved in the antiapartheid movement. In 1978, Doug Liljegren, the president of the Missouri Students Association, wrote to the board of curators asking them to divest from American companies doing business in South Africa. Later, Missouri students would interrupt board meetings and call for divestment.

In April 1985, a new university president was appointed at the Columbia campus. Peter Magrath was president of the University of Minnesota before coming to the University of Missouri. Protestors were so disruptive at his commencement ceremony it ended early. As he left for his office, a crowd of protestors followed him and invaded the Chancellor's office in Jesse Hall.

When Magrath was with the protestors in Jesse Hall, he agreed to study the issue. So, he asked and the board of curators approved the formation of an investment policy task force to study the possibility to divest from American companies doing business in South Africa.

Not satisfied with the partial divestment completed in 1986, even after the University signed an agreement with the University of the Western Cape, on October 10, 1986, student activists took over the Francis Quadrangle in the center of the University of Missouri's Columbia campus. Protestors thought the agreement was a way to avoid full disinvestment. To symbolize the strife of non-White South Africans and educate Americans about apartheid, activists created a "shanty town" until February the following year and lived there continually. 58 people were arrested throughout the protest, and some beaten by counter protestors. The protestors commitment to divestment could not be shaken by the University's plan for engagement or by violence.

This protest educated students and the community at large. Information about South Africa was not easy to come by. By disrupting board meetings and daily life at the University of Missouri, the protestors made the public confront issues they would not normally.

Chapter 4: "An Appropriate Partner"

Peter Magrath agreed to investigate how the University of Missouri could divest from American companies doing business in South Africa. In April of 1985, he formed a committee with the board of curators of the University of Missouri that would research the possibility of divestment, how that could be carried out and what else the university could do to stop supporting apartheid. Magrath assigned Ron Turner, then special

assistant to the president, to work with the committee in researching a strategy for divestment and other options. The committee spoke to experts and also toured Missouri holding town hall discussions. This process took 8 months, and on December 5, 1985, the board of curators approved the Magrath recommendation, based on the task force recommendation to divest from US corporations doing business in South Africa. They created a plan, and set a date two years in the future when all assets detailed must be sold. In addition, “the task force recommended and Magrath agreed that if we truly care about the future of South Africa, we should do what we do best. We should work on an educational linkage with an appropriate South African partner,” said Ron Turner. Under the curators policy there was an immediate need to find “an appropriate partner.” This was unprecedented for an American university. There were no models for a partnership of this kind. So Magrath appointed former University President C. Brice Ratchford to chair a committee directed by Turner to identify an “appropriate partner.

The committee reached out to a broad range of people with knowledge of South Africa. Because of the boycott of South African business and academics, little was known in America about the South African higher education system. The committee spoke with people from American companies the university just divested from, such as Monsanto Corporation. They also spoke with Daniel Purnell who was associated with Reverend Leon Sullivan. Sullivan is know most prominently for writing the Sullivan Principles, a guide for what companies should demand for equal treatment of employees, specifically in regard to race. These principles were inspired by his experience as an American civil rights activist and applied to companies doing business in South Africa.

“Everyone we spoke with said that if there were one university with the potential to operate in a post apartheid manner it would be UWC,” said Turner.

After months of research, Brice Ratchford called rector Richard Van der Ross and asked if he could send a team from Missouri to explore a possible linkage. Even though Van der Ross was not completely sure as to what the University of Missouri’s real intentions were, he agreed.

Chapter 5: Two Weeks

In 1986, the University of Missouri President Peter Magrath called then-rector Richard Van der Ross to ask if he could send a team of American professors and administrators to come and investigate a possible faculty exchange program. Van der Ross was a little unsure, but did not see any harm in it, so invited them to come in April of 1986.

So, Peter Etkorn from the University of Missouri St. Louis, Otis Jackson from the University of Missouri Columbia, Henry Mitchell from the University of Missouri Kansas City and Ron Turner from the UM president’s office flew to Cape Town, South Africa. On arrival in Cape Town, Turner spoke to a BBC journalist. When asked what he was going to South Africa to cover. The journalist pointed to the billowing smoke coming from Crossroads Township, a Black majority township near the Cape Town airport. He said, “that.”

UWC professors were unsure about the committee from Missouri. When Shirley Walters first spoke with them, she was quick to get at the heart of UWC faculty’s concerns. “What do they think we need? What are you trying to teach us?” said Shirley

Walters about the questions she and others had. “[We] were challenging any sort of paternalistic intent,” she said.

This suspicion did not scare away the Missouri group. They spent time with professors from all over the university. While the Missouri group did get a tour of Cape Town and the campus, what the Missouri group did most was sit and listen. The goal of the trip was not to deliver a plan for UWC. The goal of the trip was to listen.

“People thought they were spies,” said Jan Persens. Because of their professed interest in UWC and their ease in traveling to South Africa, some professors thought the Missouri group was Americans spies working with the South African government to break the boycott.

Ron Turner and the Missouri group surprised everyone with their open mindedness. “They did not try to seem super knowledgeable,” said Jan Persens. Instead, they acknowledged that there was a lot they did not know, and asked if UWC could teach them. If UWC professors thought Missouri could help in any way, the Missouri group wanted to be of service. The Missouri group also wanted to hear what UWC felt they could offer an American university. From the beginning it was not the patriarchal relationship Walters feared. Ron Turner was clear that this relationship was going to be academics working together on equal footing, or Missouri was not going to engage at all.

Still, some were not convinced international engagement was in the best interest for UWC. They asked, why should they dilute their commitment to the struggle against apartheid by engaging with an American university, a country that is so allied with their oppressor? Brian O’Connell, then professor at UWC and current rector, recalls Ron Turner saying, “It is one thing to be against. But you must also be for. You can be against

apartheid, but you must be for building the new South Africa.” With this in mind, Brian O’Connell and others initially opposed to the linkage were convinced.

In a meeting with in a lecture hall with staff from all over the University, one professor asked Turner, “Whose side are you on, the government, or the ANC?” This question hit at the core issue of the University of Missouri’s mission. Turner said, “I’m on UWC’s side. Whose side is UWC on?” The University of Missouri decided to stand with academic colleagues working against apartheid, but was not in the position to oppose the government of South Africa. The University of Missouri was not acting against the apartheid government; they were seeking to working with an educational partner committed to building a new South Africa.

After two weeks, the Missouri group headed home. During their stay they spoke candidly with some very pro-apartheid people, and met with revolutionaries living in townships. They listened, and found that the University of the Western Cape was the most appropriate partner for working towards a new South Africa. As the Missouri group was leaving, Ron Turner spoke with Richard Van der Ross. Turner remembers Van der Ross saying, “ We have had a long train of American educators come to visit, they have tea, offer to help and we never hear from them again. There is something different about Missouri; first, you came as a team of four, you did not flit about the country, you stayed here and tried to get to know us. Yes, there is something different about Missouri. I think we can work with Missouri.”

Following the Missouri team visit Van der Ross sent the new UWC Rector designate Jakes Gerwel to Missouri in June 1986. Before this visit, both sides worked on a draft memorandum of agreement that would outline the University of Missouri South

Africa Education Program. Jakes signed the agreement with Magrath in Missouri on June 1986. After, Van der Ross agreed to send a team of UWC professors to Missouri so that they could see what they could gain from a relationship with Missouri, and to see if Ron Turner was as sincere as he seemed.

Chapter 6: “An Abnormal Society”

After the team from the University of Missouri left, and after rector designate Jakes Gerwel’s visit to Missouri in June 1986, UWC professors and administrators had to decide if they trusted Missouri, and if so, if they were willing to break the academic boycott. The University of the Western Cape decided they did trust Missouri, and with some discussion with the ANC abroad, decided an academic partnership with Missouri would not be considered breaking the boycott.

In addition to a boycott on businesses working in South Africa, there was a boycott on South African academics. South Africans were not allowed at some international conferences, international journals were not imported to South Africa, and only the most conservative South African universities sent their professors abroad. Even when offered, professors at UWC that were committed to fighting against apartheid refused to speak at international conferences.

“The academic boycott was about bringing the struggle to people that didn’t think they had to engage with it,” said Shirley Walters. Academics, in particular White academics, were able to avoid the repercussions many in the business community felt from the international boycott.

White South African universities were instrumental in the creation and continuation of apartheid. To this day, Stellenbosch University honors the Afrikaner

Nationalist D.F. Malan with the D.F. Malan Memorial Centre. D.F. Malan was Prime Minister in 1948 and was the architect of the grand apartheid. Under his leadership the racial categories were created, the Group Areas Act was passed and interracial marriage was banned. Even into the 1980s White universities perpetuated the logic of apartheid and prepared White South Africans for careers in maintaining the system. South Africans encouraged international conferences and foreign universities to not invite any South African academic, to contain apartheid ideology.

This did not work as well as activists in South Africa and abroad had hoped. Conservative White universities still sent professors to international conferences and published papers. Not every international conference could be persuaded to exclude South Africans. This left UWC and other universities in South Africa that were committed to the struggle against apartheid at a comparative disadvantage. While Stellenbosch and Pretoria were growing in international clout, UWC was stagnating.

The consequence of this was not lost on UWC professors. They were convinced that with the resources they received from the South African government they were not prepared to expand in a post-apartheid South Africa. They saw that potential internationalization could invigorate professors and expose them to new ideas. Having access to the libraries and advanced technology at the Missouri universities would help with their research. A linkage could help with the examination of PhD candidates, meaning their graduates would be even more prepared for research at an international level. But, most were not willing to break the boycott.

Richard Van der Ross was set to retire in 1986, and his replacement was already beginning some work at UWC. Jakes Gerwel was a well-known activist and lecturer at

the Hewat Teachers' Training College and later at UWC. Because of his activism, he was in contact with the African National Congress in exile. Through secret letters, the ANC organized attacks on government infrastructure and protest in South Africa. Gerwel sent a secret letter to Thabo Mbeki, an ANC leader who became a post-apartheid President in 1999, explaining the situation. Gerwel also spoke with the United Democratic Front members, a political party in South Africa that opposed apartheid but was not banned by the apartheid government. Because of UWC's commitment to the boycott and Missouri's commitment to stop supporting apartheid, the ANC and UDF supported an international linkage and did not consider it breaking the boycott.

Chapter 7: "Could We Work Together?"

On June 19, 1986, rector designate Jakes Gerwel arrived in Missouri to sign the memorandum of academic cooperation. This document says the cooperation will include, "student interchange, selected cooperative academic programs, joint faculty appointments, faculty exchanges, financial aid support, manpower support to assist in tutorials, internships and academic research development and training opportunities." Pieter Le Roux happened to be in St. Louis, Mo. at the same time as the Gerwel. He spoke to Gerwel after signing the agreement. Gerwel said he was hopeful for the partnership, with Missouri's tradition as a land-grant university and with Ron Turner's commitment to UWC.

After the agreement was signed in 1986, the two partners still had work to do to build trust and learn more about one another. The following year, Richard Van der Ross sent Brian O'Connell to Missouri to tour the different campuses and see if Missouri was as committed to the struggle against apartheid as Ron Turner and the group of

representatives were. O'Connell was one of the most vocal critics of America's involvement in apartheid and most resistant to a linkage with an American university, but became convinced of Missouri's sincerity. When he toured the Missouri schools, he found some professors had the same reservations he had, but about UWC. One professor accused him of being a spy from the South African government trying to break the boycott. This was not the case, and over time Missouri professors came to see the commitment UWC professors had to the struggle and to their students.

Chapter 8: The partnership continues

In 1990 apartheid began to fall apart in South Africa. Following President Botha's resignation, Fredrik Willem de Klerk took office. In a surprise move, de Klerk unbanned the African National congress and other Black political parties, ended the Land Act and released political prisoners, including Nelson Mandela. He began the steps to end apartheid and in 1991 began negotiations with Mandela and other Black political leaders to transition the country to majority rule. In 1994, Nelson Mandela won the first open and democratic election in South Africa and in 1995 the new constitution was ratified.

Today, the University of the Western Cape is now one of the top universities in Africa. UWC is one of the only historically non-White universities to compete with the wealthy, historically White universities in South Africa. While the University of Missouri South Africa Education Program is not what caused that high ranking, the partnership between the two universities has helped the University of Missouri in its understanding of South Africa, provided support for the University of the Western Cape as they expanded and yielded exciting research projects.

Before the University of Missouri, the University of the Western Cape was only approached by American universities that wanted short-term, one-sided relationships. Usually these offers involved funding that mostly benefited the American university, were not meant to be long lasting and were patriarchal in nature. Missouri saw UWC for what it was, a school in a difficult situation with gifted academics, and wanted to learn from them and research with them. At the beginning of the partnership, it was hard to learn a great deal about South Africa, so because of the exchange program Missouri professors had access no other American university had. After apartheid ended and the country returned to the international community, this partnership gave Missouri a leg up on engaging with South African academics and learning about South Africa.

Missouri approached UWC at a time of transition. It was, by design, a university at the periphery of South African academia. Jakes Gerwel's mission to make UWC "an intellectual home for the Left" did not just mean introducing Left politics throughout the University. It meant reinvigorating the University across the board. In 1990 Gerwel hired Renfrew Christie as Dean of Research. Christie was a collaborator with the military wing of the ANC. His research for his Doctorate of Philosophy at Oxford University on uranium enrichment and power generation was used to orchestrate bombings on nearly every power plant in South Africa. As Dean, he required professors to have PhDs when they previously were not required to. He enabled professors who had not published before to publish in international journals. UWC began making landmark strides in scientific research and funding began pouring in. Because of hard work and innovative research, UWC is beginning to match its historically advantaged neighbors.

In the mid-1980s, UWC had some PhD graduates each year, but not as many as the White designated universities. Yusuf Osman, the director of the Dentistry program at UWC said in the early 1990s only twenty people graduated a year with degrees in dentistry and there was no doctorate level program. The focus of the program was more on training practitioners, not investigating policy or creating new materials. Osman and the dental faculty became close with David Eick, a professor of Oral and Craniofacial Sciences at the University of Missouri Kansas City. “It made it so real for them. Reading something in the textbook, listening to what you’ve got to say... when David Eick came they put a face to the name and suddenly all this came alive to them. At that stage... materials research was major and made great strides in this faculty,” Osman said. Eick would come to UWC every year, give lectures and look over PhD work. Eick was not the only one. Having external review for PhD candidates helped increase the output of the university. Today, UWC’s dental school is the largest in Africa.

The University of Missouri South Africa Education Program is more than just an exchange program. The universities have research projects together. The South African Traditional Medicines Research Group is a project started in 1997 out of UWC’s School of Pharmacy that looks to analyze the safety and effectiveness of African traditional medicines. Bill Folk, a biochemistry professor and senior associate dean at the MU School of Medicine worked with Quinton Johnson, the head of the South African Traditional Medicines Research Group, on researching the effectiveness of *Sutherlandia frutescens* on boosting the immune systems of people with HIV/AIDS. The clinical trial started in 2008 was one of the largest and most thorough of any test of a traditional medicine in South Africa.

In 2014, UWC and Missouri took a step farther in their partnership. The Green Nanotechnology Centre at UWC takes a novel approach to nanotechnology research. Creating Nano particles can create a great deal of hazardous waste. This program looks to take the environment into consideration throughout the process of making nanotechnology and its application. Dr. Kattesh Katti received international notoriety after prostate cancer treatment with gold Nano particles made from green tea showed promise for treating cancer in a safer way than chemotherapy or radiation. Katti has taught Radiology, Physics and Biological Engineering at the University of Missouri since 1990 and directs the University of Missouri Nanoparticle Production Core Facility. He is also the first professor to have a dual-appointment at both UWC and the University of Missouri.

The University of Missouri did not set out to end apartheid. Instead, they sought to enable one university to achieve its potential. They did this by working as partners, and not patrons.

Videos are in the media folder that accompanies this project.

Chapter Five: Analysis Component

Buying a wheel: How online magazines use Atavist to create multimedia without the fuss

Starting a magazine is hard. In the past, a publisher needed an army of copy editors, reporters, designers and printers to create the magazine. Even after all that, to get a magazine started today you still need a team of computer programmers. And if all of that doesn't come together just right, no one will buy it.

Atavist is one company that hopes to change that. With a free account, journalists can make rich multimedia stories full of text, maps, videos, audio and photos. For a monthly fee, users also get a hosted website with a pay wall, integrated subscriptions and an app for tablets and smartphones. Instead of paying for a team of developers to reinvent the wheel, *Atavist* will sell you a wheel.

Atavist isn't the first company to offer a content management system for magazines. Systems like *Django* and *Ruby on Rails* are used by newspapers and magazines all over the world for publishing articles and providing structure to a news outlets website. However, these platforms are not by default ready for complex multimedia layouts. After the *New York Times* published John Branch's Snow Fall in 2012, journalists and developers saw how multimedia could work online with long form story telling. The story won a Pulitzer and a Webby award, and inspired developers to create platforms that could create very similar looking stories. Cody Brown, the co-founder of *Scroll Kit*, a web design tool, created a layout so similar to Snow Fall that the *New York Times* sent him a cease and desist letter in May of 2013. Jill Abramson, the

executive editor of the *New York Times*, said in 2013 at the Wired Business conference in May, 2013 that *Times* journalists were using “Snow Fall” as a verb, saying they wanted to “Snow Fall” their stories. Snow Fall showed everyone what multimedia could be, and everyone wanted part of it.

Creatavist

Atavist is a technology and publishing company started in 2011 by Evan Ratliff, Jefferson Rabb and Nicholas Thompson. All three are familiar with the problems facing long form journalism today, and decided what they needed to do is create a platform that would best present long form writing and multimedia content. They also decided they would show how this platform could be used with their own magazine, *The Atavist Magazine*. Originally *Atavist* called its software *Creatavist*, but in March of 2015 changed the name to *Atavist*. People saw in 2012 that *Creatavist* could create stories very similar to Snow Fall, with full window photographs, powerful maps and video that sits right next to a paragraph of text. Journalists and editors saw the stories published by the *Atavist Magazine* and saw that they could very easily “Snow Fall” their next story. And, with their pay wall feature, the entire publication could be “Snow Fall”ed. Today, journalists have published thousands of stories using *Atavist* software and *The Atavist Magazine* is the first digital-only publication to win the National Magazine Awards Feature Writing award in 2015.

The California Sunday Magazine

Different magazines use *Creatavist*, now *Atavist*, in different ways. *The California Sunday Magazine* started January 29, 2014 with a small staff and big ambitions. By using *Creatavist*, *California Sunday* was able to avoid hiring engineers and

still have a pay wall, apps and a multimedia rich CMS. *California Sunday* grew out of two things. The *Los Angeles Times* and *Sacramento Bee* stopped producing weekly Sunday magazines and there was a need for a West coast centric magazine in the same vein as *The New Yorker* or *The Atlantic Monthly*. Chas Edwards and the team from *California Sunday's Pop-Up Magazine* event series decided they could fill that role. *California Sunday* does not have an editorial partnership with any of the newspapers that distribute the magazine, and they pay standard insert rates to distribute it.

Jim Ray, the technology director at California Sunday, said it was important for Douglas McGray, the editor in chief, to have a West coast arts and politics magazine. Oftentimes to pitch a long-form story about a West coast issue, McGray would have to call an editor in New York or Washington, D.C. “Part of the idea was to create a place where you could tell stories from the West, or Latin America, or Asia. A place where you could call an editor that isn’t in Washington, D.C. Tell a story from the where we are,” Ray explained.

To achieve this goal, *California Sunday* needed a content management system that would allow them to make rich layouts for their articles, did not take a lot of backend coding and had a pay wall. *Creatavist* had all of the features they needed, except the pay wall. A pay wall would make it much easier to manage subscriptions to the online edition of the magazine. “That pay wall feature wasn’t one that was built in by default,” said Ray. “We worked with them. It was something they wanted to do because it was a direction people were going.” Ray and the Atavist worked together on the beta version of the pay wall. Now the pay wall is a feature any user can have for \$250 a month. Because *California Sunday* is using *Atavist's* pay wall, “instead of us having to hire 4-5 designers,

instead we have a technology staff of one,” said Ray, who is the entire technology staff. This means the organization as a whole can run in a much leaner fashion.

Tablet Magazine

Other magazines use *Atavist* to supplement their existing content management system. *Tablet Magazine* publishes multimedia stories using *Creatavist* that would not be possible to create on their existing content management system. *Tablet* is an online magazine about Jewish art and life. Matthew Fishbane is a senior editor at *Tablet* and first tried *Atavist* when *Tablet* partnered with *The Atavist Magazine* to publish his story, “Solomon’s Island.” After seeing the way audio, photographs and text were used together, Fishbane encouraged *Tablet* to use *Atavist* for an upcoming multimedia story, “Soon there will be no survivors.”

“Soon there will be no survivors” is a story about the quality of life of the few remaining American survivors of the Holocaust. The project features portraits by Jason Florio, an article and the audio from interview with survivors about their experiences surviving the Holocaust and their lives now.

“Soon there will be no survivors” could not be made with *Tablet’s Wordpress* based CMS without a huge overhaul. “There is only so much we can do without a major redesign,” said Fishbane. “To add more multimedia tools we looked around at different pieces of software.” *Tablet’s* website wasn’t suitable for the kind of multimedia Fishbane hoped to present. “Images just don’t get as much love as they should. They come out small and covered in stuff, said Fishbane. “So we were just looking for a way to clean things up and let things breath.”

Fishbane knew that making a new way to present multimedia would take hiring several programmers and several weeks to build. After seeing how well his story “Solomon’s Island,” came out, Fishbane saw that *Creatavist* was a powerful and easy to use tool that could make immersive multimedia. So, instead of starting from scratch, he opted to use *Creatavist* and have Erik Mace design the project. *Creatavist* at that time was more limited in its built in design tools, and allowed users more access to the technical underpinnings. Fishbane, was under the impression going in that *Creatavist* would be a nearly drag-and-drop tool, but found it was more complicated. “I wouldn’t say their tool is the easiest thing to use,” said Erik Mace, a freelance designer on the project. “I know programming and everything, and there were a lot of times when I was frustrated because I’m like, ‘why won’t it let me do this really simple task that if I could just hand code this.’” Towards the end of the project Fishbane worked with *Atavist* to clean up some remaining bugs before publishing the project. After the most recent update, *Atavist* has limited how much access to the backend users at lower subscription levels have.

Longform

Longform uses *Atavist*, but not for extensive multimedia long form journalism. *Longform* is famous for its iPhone app that allows for easy reading of curated long form articles. Reprints is a section where *Longform* partners with writers and publishers to reprint articles for easy reading on the *Longform* app. *Longform* partners with magazines and journalists to republish articles that may not appear online otherwise or articles that were published a while ago and deserve to be seen again.

Reprints articles mostly feature one or two photographs and custom typography. Max Linsky, one of the founders of *Longform* wanted a tool that would easily make well-designed articles. “We want to make sure that we gave people just a really distraction free beautiful reading experience and it didn’t take us forever to build those pages and design them,” said Linsky. It also doesn’t hurt that *Longform* and *Atavist* share an office and coproduce a podcast together.

Lessons learned

There are a number of different platforms that have similar functionality. What made these magazines choose *Creatavist* was that *Atavist* is run by journalists. They understand the needs of an online magazine because they use the tool themselves for their own magazine. Evan Ratliff, the CEO of *Atavist*, is a magazine writer and a finalist for the National Magazine Award for feature writing. *California Sunday* chose to work with *Atavist* because, “its not just tech guys who think they are going to solve the problem of journalism,” said Ray.

Another reason all three magazines agreed on was the importance of *Google* analytics integration. “[*Google* analytics] was a deal breaker for us,” said Fishbane. “We had to have that; we couldn’t publish something without knowing how many people were reading.” This feature gave *Creatavist* an edge over other platforms when it was first released. When the CMS was called *Creatavist*, *Google* analytics integration was available for all users. After the update and name change to *Atavist* *Google* analytics integration only comes with the \$50 a month plan.

Using a platform like this is not without challenges. Unlike *Django* and *Ruby on Rails*, *Atavist* is not something a developer can completely take apart and put back

together again. In earlier versions, there was a compromise between easily adding different kinds of media and complete creative control. That compromise made building with *Creatavist* at times more complex than the journalists and designers originally hoped.

Today, *Atavist* is a much easier to use tool. Tools for placing videos and images are much more intuitive to use. The interface is friendlier. But, users on the cheaper or free subscription levels no longer have access to the source code of the page. While in earlier versions there may have been too much access to the back end for a non-programmer to use, now unless a user pays \$140 per month, they have no access. “Their redesign is really optimized for a good long piece of writing that has a little bit decorative multimedia, but it isn’t really built for a multimedia experience that is focused on the multimedia itself,” said Fishbane.

Even at \$250 a month, *Atavist* is one of the cheapest and least time consuming ways to make a magazine with a pay wall. For would-be publishers that are intimidated by the high cost of hiring developers or of a banner ad business model, *Atavist* could be the answer. *Atavist* is a great tool for starting your magazine from scratch and monetizing it. But, since *Atavist* started in 2011, dozens of services have come to market that help journalists make blended narrative stories. Services like *Medium*, *Storehouse* and *Maptia* do not offer ways to monetize projects, but are easy to use and are more integrated with social networks than *Atavist*. Also, for journalists with some web development experience who want to create a standalone project, *Adobe Muse* and *Racontr* are excellent tools that offer extensive customization. For the right magazine, *Atavist* is the right tool for the job.

Appendix A: Original Project Proposal

Introduction

South African University and the University of Missouri

In April of 1986, the University of Missouri sent a delegation of professors to the University of the Western Cape in Cape Town, South Africa. While many American universities have sent groups of professors to African countries, this group was different. This group did not intend to study the university, or simply use their resources to do their own research. Instead, Missouri hoped to forge an equal relationship, one where Missouri would partner with Western Cape as fellow academics, not use the locals as subjects to be studied.

Today, that goal seems like a small and simple gesture, but, in the era of South African Apartheid it required immense effort from both Missouri and Western Cape. At that time, the United States had imposed academic sanctions restricting American universities from researching with South African universities. Across America, student protests and other public figures called for divestment and sanctions against South Africa to deprive the White power structure of the tools used to maintain their oppressive system, including not participating in the segregated university system. Originally formed in 1960 as a “Colored only” university, Western Cape was a hotbed for resistance to apartheid. In 1959, the Extension of University Education Act segregated higher education, meaning multiracial people, or people of Asian or Indian decent, commonly referred to in South Africa as “coloreds,” had few options for higher education, even with their higher legal standing than Black South Africans. In 1982, the university appointed

its first colored rector, Richard E. van der Ross, and shortly after, publicly rejected apartheid.

In my professional project, I will interview the professors and students related to the relationship between Missouri and Western Cape and other Western Cape activists and create a documentary film. My film will tell the story in the voice of those involved of the two Universities' struggle against apartheid. It is crucial I tell this story now, before the remaining characters in the story die from old age and their stories are lost to history.

My preparation to study South African Apartheid activism

Early preparation. Since I was very young, historical documentary films have fascinated me. I participated in National History Day and made three historical documentary films that placed at the state competition. While most National History Day projects rely heavily on secondary sources, occasionally using interviews from local academics, I consider my first foray into journalism a film on the 1972 racial integration of Hale and Field elementary schools in south Minneapolis. This was an important milestone in the effort to desegregate Minneapolis schools, and I was able to interview all of the key players, including one that opposed the integration, and create a cohesive narrative that told the story of one neighborhood's efforts to do justice and right a historical wrong.

Workshops. Before attending the University of Missouri, I attended two photojournalism workshops, the Mountain Workshop and the Missouri Photo Workshop. Both workshops are hosted by some of the top photojournalism schools in the nation and both are intensive crash courses in creation of photo stories. The Mountain Workshop

was my first experience in photojournalism, and I learned a great deal. I photographed Masayo Emke, a Japanese immigrant who is in the early stages of dementia. My story focused on her life living in an assisted living facility and the feeling of isolation she has felt since her husband died in 2002. While constructing my narrative, I spoke with her over several days about her feelings as the only immigrant in the facility, and she revealed that her husband and children were the only things that tied her to America.

The following year I attended the Missouri Photo Workshop. This was a life changing experience, because of the connection I made with my subject and because the experience helped me decide to come to the University of Missouri for graduate school. I photographed Sam Morrow, a fourth grader overcoming ADHD and a chaotic home life. Sam had trouble in school his whole life up until fourth grade, when he and his mother were finally able to figure out the right mixture of specialized education plans, home activities, and medication. He was finally doing well at school. My story focused on what Sam was doing then to succeed when before he did not, and the challenges he still faced. It was hard to leave Clinton and go back to Bennington, but I hope my document will provide insight for other children and parents going through a similar struggle.

Preparation from my time abroad. I have lived in two developing nations where I have independently pursued my own projects. In 2011, I lived for five months in Pune, India, where I interned at a local English language newspaper. There, I lived independently and worked along with professional journalists. In 2013, I worked with the Rwanda Men's Resource Center in Kigali, Rwanda, to create a photo essay about the work they do to engage men in the fight for women's rights. My photo essay illustrated reports sent to various international women's rights organizations. I have proven that I

can work successfully in an international environment, especially in environments without the infrastructure we find here in America. There are things that will happen while making this documentary that are impossible to plan for, and I am qualified to deal with the peculiarities of developing nations.

Preparation from the University of Missouri. I have made at least one video project every term as part of my photojournalism courses. This video experience has prepared me for my professional project by improving my narrative building skills, my video and audio gathering technique, and taught me how to conduct better interviews. In Electronic Photojournalism with Prof. Keith Greenwood, I made a multimedia video and website on a local coffee roaster. For the video, I first interviewed Dale Bashing using multiple cameras, multiple microphones, and LED lights. After interviewing him, I followed him through his coffee roasting process, practicing my ability to gather a wide variety of video that I could effectively edit into a video that properly illustrated his interview.

I am confident that in my technical video skills and my journalism skills to allow me to create a video that draws from the many interviews and historical file video. From my previous work, I have learned how to piece together a narrative from interviews and video, how to effectively cover a scene with video, and create a narrative that could not be communicated the same way in writing or still photography. I learned how to interview for video effectively by asking broad questions and then addressing points in what my subjects say after to guarantee I am able to edit precisely. I have also learned how to plan shots to enable an effective accumulation of b-roll footage.

My photojournalism training has also prepared me to create this project. My skills as a visual storyteller are not restrained to the still image. What I have learned creating photo stories for the *Missourian*, classes, and before coming to Missouri will now be applied to the moving image. I have learned effective framing to create beautiful compositions and provide information, how to photograph in a way that allows me to edit together a narrative, and how to edit down the photos into a coherent narrative.

At this point in my education, it is time to apply the skills I have learned at the University of Missouri to a historical project that will both inform and become a historical record. This film project will explain the history of the anti-apartheid movement and will make news in that it will reveal perspectives on the current state of South Africa from the founders of the post-apartheid “Rainbow Nation”.

Professional goals and the South Africa Project. Professionally, I hope to become a staff photographer at a newspaper. American newspapers are assigning their photojournalists to create multimedia pieces; with some photojournalists making half-hour long videos chronicling the lives of local people with interesting stories, and some newspapers are completely changing the workflow of their photo department to video-centric jobs. This is an exciting opportunity to engage readers in new ways, and this project will allow me to demonstrate that I can work in this new variation of photojournalism.

Showing that I can create a large-scale multimedia project will show I am ready for the future of digital journalism. At the moment, most city newspapers are creating short day-turn videos. Magazines like *Time* are creating video production houses like Red Border Films, which airs its documentaries on cable television channels. It is

possible that future newspapers will look to invest in longer video pieces as a new way to inform readers and draw in revenue. This would separate me from the majority of graduating photojournalists who have only made short videos.

It is not just that photojournalists are now expected to create multimedia documentaries and the excitement of doing something new that inspires me to do a video documentary for my skills component. This is the way this story must be told. The audience must hear the voices and see the moving images I create and find in the Mayibuye Archive. The Mayibuye Archive, hosted at the University of the Western Cape, is the national archive of the anti-apartheid movement. The archive holds materials ranging from photographs from South Africa to protest signs made by western college students. While the work the archive does is important for the preserving the history of South Africa, it is not enough to read and see still images of these activists who risked imprisonment so that others could find freedom from oppression. This method serves the audience, those I interview, and myself as a professional the best of all possible methods.

Professional skills component

Journalistic Method of the video project

While in South Africa, I will conduct in-depth interviews (Hannabus, 1996; Hollway & Jefferson, 1997) with University of the Western Cape students and professors related to the anti-apartheid movement and to partnership with the University of Missouri. The principle narrators for the video will be the people I interview, and their voices and experiences will move the narrative along. This style of filmmaking will create the most effective document of the era I am covering. Having the characters in the

story narrate it is the most effective way to engage the audience in an authentic way and to give the video an unmediated feel.

Some of the people I will interview were imprisoned at Robben Island. Others were part of Nelson Mandela's presidential cabinet. Rodney Uphoff, the director of the University of Missouri South African Education Program and Elwood Thomas Missouri Endowed Professor of Law at the University of Missouri's Columbia campus has contacted many of these people and arranged dates for me to interview most of the more important people to tell this story. In between interviews and scheduling, I will go to the Mayibuye archive at the University of the Western Cape review what materials are available in the archive that are relevant to my project. I will also work with Dr. Jenny Bossaller, a professor of Information Sciences at the University of Missouri who is organizing a group of School of Information Science and Learning Technologies students who are headed to Cape Town in July and August this year to learn archiving practices. To better budget my time, I will work with them and they will digitize some material for my final presentation. This research will inform my interviews, and also illustrate the points made in the people I interview in my final video.

My process for gathering interviews and other footage will be lengthy but focused. Upon arriving in South Africa, I will first meet with a University of the Western Cape graduate student that Rod Uphoff has arranged to assist me in arranging interviews to tell the story of the Missouri and Western Cape connection. That week, I hope to organize my interview schedule for the next month. In between arranging times with the characters in my story, I will identify the resources in the Mayibuye Archive that I need to digitize. I will digitize any video showing the delegation from Missouri meeting with

Western Cape professors and students, general video the protests against apartheid in Cape Town, and video of those I will interview. I will make these digital copies available to Western Cape, and find contact information for the videographer and request to use them in my final video.

After the initial work identifying the available resources and arranging interviews, I will begin the process of gathering what I need to make the project. Most of the characters I intend to interview live in Cape Town, which will make the interviewing process much easier to organize. As I interview these key players I will learn more about the topic I could not possibly know from my research here in Missouri, and may lead me to new information I may have to interview people about again. For this reason, I plan on scheduling all of my interviews for the first half of my time in South Africa, so that I can have the chance to have a second interview if it proves necessary.

This time at the end will also prove necessary for gathering footage contemporary Cape Town. Cape Town has such a rich history in terms of the anti-apartheid movement. My video will need more than just historical footage. Showing contemporary Cape Town will give context and show the progress of South Africa in the post-apartheid era.

In the final report to meet the requirement of abundant physical evidence of advanced professional work, I will include a copy of the finished documentary, my field notes, photographic portraits of those I interview, and all related material I make in South Africa. I will provide each members of my committee a DVD and a file on a small hard drive of the documentary, so they can either watch it on their television or computer.

In addition to providing my committee with these materials, I will bring with me to South Africa a four terabyte hard drive that I will give to the Mayibuye Archive. On

this hard drive I will include copies of the full interviews and all the materials I digitize at the archive. Once I finish my video, I will donate a copy of it to the archive. I will also work with Rodney Uphoff on how best to use the material I gather in South Africa to promote the University of Missouri South African Education Program and to further their mission.

The journalism emphasis

While a tradition photojournalist would create a still photography project for this skills component, today as a profession we have grown into visual journalists who work both in still and moving images. The research and reporting for this project is the same as if I were to create a book of photographs. I would still need to interview all of these people in very much the same way. The only substantive difference is the style of the final product.

Still, the style of the project grows out of the photojournalism tradition. While some graduate students doing similar projects may consider their project to be more related to the broadcast journalism track, what I plan on creating will relate more to documentary photography. Broadcast news is stylistically very different from video projects created by photojournalists. Photojournalists tend to use digital single lens reflex cameras, which despite other limitations create video that looks more like what a cinema camera because of the size of the sensor and the way light travels through the lens. Stylistically, this means the videos photojournalists make look closer to the cinematography of cinema than of television because cinema cameras and DSLRs have nearly the same size sensors and lenses. The smaller lenses on television cameras at times can give a very flat style more associated with straight broadcast journalism. This is not

to say that the look of broadcast television is inferior, but a more cinematic style, which comes more naturally to a photojournalist, will achieve the goals of this project better.

Photojournalists often do not use narration or show the journalist in the video in the way many broadcast documentaries do. The reporter in a broadcast journalism style video will act as the principle narrator, guiding along the audience while other principals give more background information or reaffirm what the report is saying. In the style I will use, the people I interview will guide the audience through the narrative.

My professional and educational experiences have prepared me for this project. In my photojournalism courses and at the Missouriian I have created several video projects. While these have been shorter projects on things currently happening, they have informed my workflow and video planning skills.

Dates

I will depart from Kansas City on May 18, and return to Kansas City on July 15. While in South Africa, I will work every day either arranging interview, conducting interviews, collecting b-roll video at various historic sites, or digitizing historical video to use as b-roll. Once I return, I will spend one week with family in Minnesota, then return to Columbia to edit the video until September 1. Editing often takes more time than shooting the project, but through proper organization throughout the shooting process, including post-interview transcription, should move the editing process along smoothly.

Work schedule

This project will take more hours than the 420-hour minimum requirements for the project. While I will only be in South Africa for 57 days, I will work for more than the suggested 30 hours a week while there, and will take roughly 41 days to finish editing

the documentary. While in South Africa, I plan on completing all of my interviews within the first 30 days of my time in South Africa. These interviews will take several hours, including time setting up and tearing down the video, audio, and lighting equipment. Once I return to my apartment, I will ingest and log of the video I shot during the day. That will take roughly twice the amount of time of video I shoot in one day, as I will watch the entire interview and then organize the clips along topic areas and create a rough transcript of select portions. Shooting one hour of video could take as much as five hours of work. For the first three weeks of interviewing I expect to work a minimum of 147 hours. It will likely be far greater than that, because one-hour interviews with each subject will not be sufficient for my project.

After the interview stage of my time in South Africa, I will spend time at the Mayibuye Archive combing through the archives, looking for relevant material relating to the relationship between Missouri and Western Cape and going around Cape Town filming other footage relevant to the documentary. I will also use this time to schedule follow-up interviews in the event I find that I need more information from some of the people I interview. Working at the archive may take even longer than interviewing each day. For the remaining 36 days I expect to work 288 hours.

Once I return from South Africa, I will utilize the iMacs in the photo lab and Final Cut Pro to edit the documentary. Upon returning home, I will have a fresh perspective on the interviews and historic footage I gathered, and will be able to edit my documentary effectively. I plan on editing eight hours a day until I leave Columbia in late August for a total of 232 hours. The minimum amount of time I expect to work on this project is 667 hours over four months.

Because this is a history themed documentary, this could serve as a material for high school teachers teaching about apartheid. I will promote my video after it is finished to education magazines and online resources. While I do hope to sell copies of the video and license it to magazines to help recoup the cost of pursuing this project, I believe using this as an educational material is more important.

Supervision

David Rees, Rita Reed, and Brian Kratzer will supervise my project. Because I will not be able to physically meet with my committee during the most crucial stages of my project when I am South Africa, emailing detailed field notes is of the utmost importance. In my field notes that I will send weekly, I will send my schedule for the upcoming week, the progress I made in the following week, and rough outlines of what was covered in my interviews. This will give my committee an idea of my next location and the progress I have made, and be able to redirect me if I head off track. This communication will make sure this experience that cannot be duplicated is a success. I will also Skype with my committee whenever possible, considering the possibly unreliable Internet connection and my committee members' schedules.

Professional analysis project

For my professional analysis project, I will interview photo editors at three publications in South Africa about how they chose to frame the funeral and other celebration of life events for Nelson Mandela, specifically how they chose the photographs they published in their print editions following Mandela's funeral, December 16, 2013. My interviews will focus on how photo editors chose to frame the life of Nelson Mandela and the event itself through the use of photographs. Investigating

the photo editing decision-making process is an important topic. Nelson Mandela is a historic figure, so choosing certain images to represent his funeral will carry the weight and symbolism of his entire life. Learning how photo editors framed the funeral in photography will give insight into South Africa's conceptualization of Mandela, and about how editors in general cater to their audience.

Research Questions

RQ1: How did the editorial staff at The Cape Times take public perception of Nelson Mandela into account when making decisions about the photographic coverage of events surrounding his death?

RQ2: What criteria did the editorial staff at The Cape Times use to choose photographs for their print editions following Nelson Mandela's funeral on December 15, 2013?

Theory

For my research component I will research the role of South African photo editors on the framing of the funeral and other celebrations of Nelson Mandela's life after he died this year. I will pursue this as a professional analysis article, and will rely on interviews with photo editors at The Sunday Times, The Daily Sun, and The Cape Times. Interviewing these photo editors will allow me to gain a deeper understanding of the visual framing of Nelson Mandela.

My theoretical framework for the professional analysis is framing theory. Framing theory is psychological model applied to communication theory that claims that changes in how people present a fact can alter others' opinion on that fact (Chong & Druckman, 2007). Chong and Druckman wrote, "the expectancy value model's general assumption that an individual can place different emphases on various considerations

about a subject is a useful abstraction for discussing the psychology of framing” (p. 105). While some models that seek to anticipate the public’s method for forming their attitude about certain topics by looking at how they weigh values they hold dear, framing theory intends to evaluate how people decide what values can be applied to certain issues. By focusing on this method I can learn how editors came to choose the photos they chose and the thought processes they hoped to elicit in their audience.

Entman (1993) applies framing, a theory that originates in psychoanalysis, to communication. To Entman, “To frame is to select some aspects of a perceived reality and make them more salient in a communicating text, in such a way as to promote a particular problem definition, causal interpretation, moral evaluation, and/or treatment recommendation for the item described” (p. 52). In mass communication, this means that to frame is to select a part of the total truth, and present that part in the context of other truths to direct the audience in a particular way. Framing can cause real world change, as Entman illustrates with an example of the build up to the Gulf War, and how framing made it seem war was an inevitable. While framing can cause audiences to understand the world in certain ways, often times the goal is not to make the audience follow a certain worldview. Often news is framed so that audiences have an entry point, a way to package new information in their own mind and understand it.

D’Angelo (2002) critiqued Entman’s assertion that there should be one unified theory of framing for media research.. D’Angelo references Entman’s idea that framing, while fractured, has only one paradigm from which to analyze. This mode of thinking relates to the idea of the research program, which can be overly empirical and ignore data that falls outside of normal methodological analysis. To D’Angelo, some researches use

framing theory to analyze how media alters thought patterns by, “mak[ing] a topic and frame accessible to an individual” (p. 875). While this paradigm is the most useful for my study and commonly used by other researchers, D’Angelo suggests a multiparadigmatic approach to framing analysis. In his research program, discourse units such as newspaper articles or photographs can be analyzed by their framing devices and what news frames they carry, and then how those frames interact with official discourse, the frames the audience creates, and audiences’ prior knowledge.

de Vreese (2005) explained in more detail how these frames are conventionalized and used. News frames often skew towards narrative constructions around winning and losing and conflict. Scheufle (1999) finds that framing theory is an attempt to understand how the mass public processes meaning from mass media. He writes, “mass media actively set the frames of reference that readers or viewers use to interpret and discuss public events” (p. 105). According to Scheufle (1999), Media will frame issues in certain ways so that they make narrative sense, and then individuals will take the clusters of information and frame them so that they become orderly in their minds.

Greenwood and Jenkins (2013) find that visual framing is very effective in emphasizing certain aspects of news events and how audiences understand the news. Because of the mechanical nature of making a photograph, audiences tend to believe photographs are more trustworthy than other mediums. While the viewer believes the photograph, the photo editor has the power to frame the news how they seem fit. Greenwood and Jenkins write, “Photographers may determine one aspect of a situation to be more salient as they work, but the editors who ultimately choose the photographs for publication may identify a different aspect to highlight, affecting how an issue or event is

represented to the viewing audience” (p. 3). Marland (2012) focused on the framing of the Prime Minister of Canada Stephen Harper. He found that world leaders are now in tight control of the way they are visually represented. Marland found that the photos distributed by the Prime Minister’s office were framed positively, and that journalists were frustrated by that uniformity. Law-Viljoen (2010) wrote about the transition from a primarily violent frame in South African newspaper photography before 1994, and the transition away from violent news images. Law-Viljoen began by analyzing the content of the Bang-Bang Club era of violent newspaper photography in South Africa, saying at times White South Africans’ photojournalism skewed toward “Afro-pessimism” and beautiful images of horrendous violence (p. 219). Law-Viljoen concluded by explaining, “Contemporary South African photographers are having to negotiate the two kinds of violence that they have inherited: the violence of South African society, now taking new and unprecedented forms, and the violence of the photographic medium,” (p. 235). By this she means while violence is still very present in contemporary photojournalism, the explicit nature is no longer in vogue.

This theory is appropriate for my research because I am interested in what photo editors chose to show and how they hoped to the photographs would be perceived. By showing certain photos, photo editors choose certain symbols that frame narratives in specific ways (de Vreese, 2005; Greenwood & Jenkins, 2013). In order to portray Mandela in certain ways, editors had to choose certain images to frame that narrative. Whether that is showing traditional Zulu dancers to evoke the conflict between the Inkatha Freedom party and the African National Congress, or showing people living in townships crowded around an old television, editors had to weigh the shared history and

how it would frame Mandela's life in their visual coverage of the event. Analyzing use of certain frames will give a better understanding of how photo editors wish the audience will perceive Nelson Mandela.

Review of Literature

There is very little in the literature about South African media analyzing framing content in the post-apartheid era. What little there is analyzes the post-apartheid media discussion about HIV/AIDS, and does not analyze how contemporary media is reframing itself after apartheid. Research on photo editing and framing often focuses on Western media outlets. My research will show how photo editors filled the gap between the apartheid era and today in images. It also will aid future researchers investigating the end of the Mandela era in South Africa, which is regrettably under investigated.

Berger (1999) found four main narratives from which to analyze media as a whole. The first is that media in South Africa was a factor in transmitting the racist perspective of the state. The second is that some media, like the liberal White Cape Times and the Black press, worked as a fourth estate in the liberal democratic tradition, and contributed to liberation and the development of democracy. These contrasting perspectives are controversial, as many in South Africa will prescribe to one belief while ignoring the situations where the black press contributed to illiberal actions or the white press cooperated with post-apartheid democratic reforms instead of reinforcing the white power structure.

This conflict between two different concepts of history paves the way into the third narrative. In the third perspective, Berger found that media outlets that had power during apartheid "discovered a profound and vigorous interest in the importance of being

critical once that privilege was scrapped” (p. 85). The fourth perspective recognizes that as part of the Truth and Reconciliation Committee, journalists apologized too late, and this critiquing the old regime ignored the continuing problems leading into the new regime.

Durrington (2009) wrote about the perceived violence in South Africa, and how a distorted perspective lead to a boom in gated communities. In his ethnographic study, he found gated communities to be mostly white, with some of the new black middle and upper class, and created because of the perception that violent crime is out of control. Durrington blamed this skewed perception on media coverage that outweighs the actual statistics (p. 76). To Durrington, the belief is that if one is not perpetuating crime, or has not been a victim of it directly, people might eventually resort to it out of necessity or psychosis, and therefore individuals must constantly be on guard to possibly prevent its occurrence” (p. 76). Media is framed in a way that emphasizes a degree of danger and class struggle when crime statistics do not support that frame.

Continuing with the analysis of violent frames in South African news frames, Pretorius (2013) performed a content analysis of newspaper reports in South Africa about women who commit murder. Pretorius found that media uses biographical narrative devices, and focus on the relationship she had with the victim. The stories reported were typically women killing their husbands or children, either to escape domestic violence or poverty. From the articles analyzed, Pretorius found that women often murder their husbands because of abuse, and often murder their children to be able to afford to take care of their other children. Pretorius noted that while murder is common in South Africa, it is not as common as it is made to seem in media.

Much of the research on media effects in South Africa relates to HIV/AIDS education. Nicola Jones (2013) analyzed the frames used in reporting on HIV/AIDS in South Africa, and proposed an ethical framework for reporting on this public health issue. Jones found that journalism is important for helping de-stigmatize HIV/AIDS, help inform audiences about how HIV/AIDS is spread, and help those with HIV/AIDS live healthy, productive lives. To do this, Jones says journalists often have many conflicting goals, and must “choose alternatives that balance their responsibility as story (truth) tellers and their responsibility to minimize harm to vulnerable individuals” (p. 314). While that is the ideal, Jones instead found frames that characterized the epidemic as a conflict, as a mostly black problem, and relies on official sources instead of those with HIV/AIDS (p. 319-326).

Chasi (2011) recognized the cultural changes underway in South Africa and theorized on the future of communications and media studies in South Africa. Chasi asserted that the South African public is following leaders and falling into the worn cliché of a post-colonial society’s discourse (Chasi, 2011 p. 194). To escape that cycle, Chasi encouraged the public to engage each other authentically and critically enquire where their government and society is going. He says, “genuine enquiry cannot take place among those who misanthropically play out the game of life in such ways that some are deemed fit to only ‘walk behind,’ to barely survive, to exist as human beings alienated from their own decision-making” (p. 195-196). To Chasi, media and communication studies are the tools necessary to engage the public, break down the last remaining vestiges of apartheid, and lead South Africa into a new era of critically engaged democracy.

The Daily Sun is the most read newspaper in South Africa (Daily Sun). It circulates 5.5 million newspapers in 2012 (Moodie) and its readership is 94% Black (Daily Sun). The Sunday Times had 3.4 million readers in 2012, but dropped 9.8% from 2011 to 2012 (Moodie). While White people and women are not reading the Sunday Times in as great of numbers as in recent years, it is still the most read weekly paper in South Africa. The Cape Times has faced troubles in recent years, because of new competition from other daily newspapers and issues of leadership. In 2009, executive editor Alide Dasnois was fired because of the drop in circulation. Performance under her replacement, Gasant Abarder, was even worse with a drop in readership of 25% (Mchunu, Forrest).

Method

In this case study of a South African metro newspaper, The Cape Times, I will use the deep interview to begin to understand the decisions photo editors and other editors made and the frames used to choose the photos in the newspaper after the death of Nelson Mandela. I will interview the photo editor at this newspaper with a few loosely scripted questions, so that the subject has the most amount of space to fill with his own unique opinions on photo editing the coverage of a person widely regarded as a hero. My questions will also investigate the value of objectivity in situations like this, which will require the subject and I to interact in a fluid way. Hannabus (1996) writes, the researcher will use this method if they “want the respondents’ own perspective to emerge, explore the ways in which people working together share common understandings, get insight into particular experiences, find out motives behind decisions, get a view of informal procedures, consider apparent contradictions between attitudes and behavior, and allow

respondents time to provide their answers” (p. 23). This is precisely the correct method to understand photo editing decision-making.

There is precedent to use a qualitative, interview driven analysis of framing and photo editing. Researchers have used the unique fact that subjects are allowed to illuminate what might not be evident from looking at the photographs chosen (Hannabus, 1996). In his 1996 article on research interviews, Hannabus (1996) wrote, “We want the respondents’ own perspective to emerge, explore the ways in which people working together share common understandings, get insight into particular experiences, find out motives behind decisions, get a view of informal procedures, consider apparent contradictions between attitudes and behavior, and allow respondents time to provide their answers” (p. 23). This philosophy is ideal for researching something as thoughtful as photo editing. Hollway and Jefferson (1997) found in-depth interviews as the ideal way to get past the limitations of qualitative surveying; because it allowed them to inquire why participants held the opinions they held in a psychoanalytical way (p. 54). By interviewing the subject with this method, the researcher is able to discover more about the subject than the subject may be able to reveal on their own.

These interviews will take place within the context of my case study. To Stake (1995), a good case study observes a “specific, complex and functioning thing” that studies a “bounded system” (p. 2). Patton (2002) stated, “Well constructed case studies are *holistic* and *context sensitive*” (p. 447). Patton (2002) explained, “The case study approach to qualitative analysis constitutes a specific way of collecting, organizing and analyzing data: in that sense it represents an analysis process” (p. 447). It allows the researcher to understand fully how a particular system is able to come to the conclusions

it comes to. Small (2009) finds the main problem with the case study approach to be the lack of empirical validity of the researcher's claim, without adequate research beforehand to find a representative sample. It will be important to note in my final paper that this research does not say anything empirical about South Africa as a whole or funerals for world leaders as a whole, but instead as something to inform a theoretical model of the South African media and deaths of important politicians.

Subjects/sampling

To recruit subjects, I will approach The Cape Times with my project and my interest with discussing with photo editors, layout editors, and managing editors decision making process for the day following Nelson Mandela's death. Photo editors are ones most in charge of photographic representation of the news, so I will contact the photo department first. When I contact the photo department, I will describe my project and arrange a time to interview the photo editors in charge of the photographic representation of the funeral. No editing decision happens in a vacuum, so it will be important to speak to other parts of the newspaper as well.

The Cape Times is the local morning newspaper in Cape Town, and will offer me a perspective on local news coverage of national news in the city where Mandela was imprisoned for his political rebellion.

It is important, I speak to the photo editor who worked on the day of Mandela's funeral and chose the photographs used to report on his funeral and others involved in the decision making process. Before interviewing, I will look at the photo editing in the print edition for the time between Mandela's death and funeral for context. During the interview, I will follow a loose set of questions and ask about the type of narrative they

hoped to portray and how they hoped to frame the event, how they hoped the images would be interpreted by the audience, if the editor intended the photographs to reference the broader arch of Mandela's life, and under what criteria they chose photographs to fill the roles mentioned earlier in the interview. The loose set of questions will be included in the appendix of the final project.

The reason to choose one newspaper for this professional analysis is to limit my research to one newspaper. Seeing how the newspaper works together to frame such an important story will prove to be a valuable resource for professionals editing similar events in the future. By only speaking to the one photo editor with the most involvement I will have higher quality interviews and better data to analyze, especially in the context of the opinions of other editors at the paper. Hannabus (1996) suggested establishing rapport with the subject before interviewing, avoiding closed questions, knowing when to interrupt and when to use silence, and to be non-judgmental during interviews. Hannabus (1996) writes, "All these can and should be practiced: they are not natural skills researchers are born with, but they can be learned and become instinctive and intuitive" (p. 26). After the interview I will organize my interview along themes so that analyzing the interviews will be easier closer to the time I write my professional analyses article.

Informing my professional project

After my experience as a photo editor at the Columbia Missourian, I have become more interested in the role editors play in framing stories and even the narratives of historical events. As a photo editor, I had a few opportunities where I could direct the audience's perception of a story depending on the photos I chose. Each time, I worked with the photographer, writer, and the director of photography Brian Kratzer to make sure

I moved the narrative in a way that was truthful and beneficial for the community. While I had experience wrangling with the most ethical and accurate way to frame a story, nothing in my experience compares with the task of framing the life and funeral of a major historical figure. Investigating framing of historic figures will build upon my experience as a photo editor.

This professional analysis also will inform my professional project. While the long walk to freedom for many South Africans is far from over, Mandela's death marks the end of one era in South African history. My interviews for the professional analysis will not fit in with the rest of my documentary work for my professional project, but will inform my understanding of the "end" of my story. The documentary is a historical documentary, and photo editors at this event created the visual record that encapsulates the end of Nelson Mandela's journey. Learning the thought process behind framing the narrative of Mandela's life will inform my process in framing the relationship between UWC and Missouri and the struggle against apartheid.

The purpose of a research interview is to understand the thought process behind selecting certain photographs. By allowing the editors to explain their thoughts to me, other photo editors and photographers will have a better understanding of the thought process behind framing the final chapter in Mandela's life.

Possible venues for publication

After I finish the video, I will give copies of the interviews and my final project to the Mayibuye Archive and the University of Missouri's library. I will retain copyright on my interviews and final project, but they will have access to the interviews I conduct for research and anything else that constitutes fair use. I hope that the unedited interviews

will be useful for researchers investigating the anti-apartheid movement, as academics in the United States may not have the resources to conduct original interviews. Having copies of the interviews at the Mayibuye Archives, the University of Missouri, and in my personal archive will ensure that these testimonies to history will not be lost. I will also work with Rodney Uphoff on how to best present my final project so that it be used to share the history and mission of the University of Missouri South African Education Program.

In addition to publishing my professional analysis article on the Missouri Journalism School's website, I will also pitch this story to Editor and Publisher, News Photographer Magazine, and the New York Times Lens blog. I believe this article will prove informative to photo editors and photographers nationwide.

Appendix B: Explanation of Changes

My final project submission is different from the proposal that was submitted in May 2014. Several things occurred over the past year that prevented me from carrying out my project exactly as I planned in the previous document. The causes for this change are described in detail in the self-evaluation chapter. It was not feasible for me to conduct a case study on the Cape Times and I changed the format of the final project after reflection on the interviews I gathered in South Africa. My final submission is now a multimedia website and not a documentary film. For the analysis portion, the method has remained the same and is now a case study on the Atavist publishing platform. For the skills component, the topic has remained the same but the medium is now a multimedia website. So, while the ideas and focus of research concerning the analysis portion and the skills component of this project are similar in nature to what I originally envisioned, the end result was a different product. It is my belief, however, that both of these creations will be more useful and accessible to the general public than the original concept.

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