

SOUTHERN AFRICA

HIS 261-01, Spring 2012

T/Th 8:30-9:50, ARH 324

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Spring 2012 office hours: Wed 1-3 and by appointment

The Southern African subcontinent comprises a distinctive and richly diverse region by virtue of its geography, its peoples, and the particularities of its history of migration, colonization, and minority rule. In this class we will examine various intersections of statecraft, economy, society, and identity, by looking at how conflicts over resources and labor have played out in changing mechanisms of power, accommodation, and resistance. The course will focus particularly on the phenomenon of *apartheid* in South Africa by tracing its causes, character, and consequences and examining the narratives and testimonies of various participants, culminating in a historical role-play in which students will assume the persona of the different constituencies who had a stake in the complex transition to democracy that occasioned—and continues to merit—both hope and anxiety.

Course requirements and evaluation

Contribution to class discussions: 30%

Although class days will occasionally include short lectures and group work, the vast majority of our time together will be devoted to collective discussion. History happens in dialogue; therefore, I really do evaluate class participation. If you do not participate regularly and substantively, you will receive a significantly lower grade for the course. For each day of discussion, you may earn four potential points: one for being there, two for voicing your opinions, and three or four for engaging meaningfully with the texts under consideration in a way that helps advance the discussion. Note that this mode of evaluation assigns more worth to the quality than the quantity of your participation each day; offering one thoughtful, helpful, and well-substantiated comment will earn you more points than dominating the discussion with unfounded or tangential observations. Absences will be excused for personal issues, health issues, or extracurricular commitments only when accompanied by documentation from the appropriate office. An excused absence counts for one point. Late arrivals, leaving the room excessively during class time, and talking privately while someone else has the floor undermines a collective atmosphere of mutual respect and commitment, and will be duly noted when assessing participation grades.

To prepare for discussion, you should engage in two levels of inquiry with the reading (or film viewing). The first is to understand what the texts are saying. To that end, you should address the following questions about each source. Make a note of your answers in the margins of the text and/or keep a separate running record.

I. For primary sources (texts produced during the period under investigation, i.e. pieces of the historical record):

- 1) What was the writer's (or filmmaker's, or artist's) intent in creating that text?
- 2) Who or what is the subject of the piece? Whom does the author claim to represent or speak for?
- 3) Who was the intended audience? How does the author attempt to connect with that audience?
- 4) What kind of story is the author trying to tell, and how does he/she structure that narrative? What argument does the author seek to advance? Which passage best exemplifies the underlying point of the piece?
- 5) What rationale or evidence does the author employ to make his/her case? Which elements of the story are factual, and which are subject to interpretation?

6) What was the particular historical context in which the author was working?

7) What kind of background or bias shaped the author's message?

(Note: if any of above questions cannot be answered by the text itself, or if any textual references are unclear, do a little outside digging!)

II. For secondary sources (historians' analyses of the past):

1) What question is the writer (or filmmaker) posing?

2) How does the author answer that question? Which sentence(s) best state the writer's overall argument?

3) What other interpretation(s) does the author appear to be arguing against?

4) How does the author develop the argument throughout the piece? What are the sub-arguments that bolster the main argument? What kind of story is the author trying to tell?

5) How does the author use evidence to prove the argument?

You may be called upon to provide answers to any questions that apply on a given day, and to support your answers with specific points in the text.

The second level of inquiry in preparing for discussion involves extrapolating larger sets of implications from the readings and grappling with their significance. To that end, you are also responsible for addressing larger interpretive questions about the reading. Ask yourself how the texts for the day relate to one another and to the larger themes and other readings you have encountered in the course – do they reinforce or complicate a particular angle of interpretation? What overlaps or discrepancies emerge when you hold up these texts next to each other? What kind of story do they tell about continuity and change over time? Additionally, I will often email specific discussion questions in advance to help guide your analysis of the bigger picture. Be sure always to bring your copy of the assigned reading to class!

I do understand that speaking up in class is difficult for many people. As in honing any critical skill, contribution to group discussions requires preparation, practice, and feedback. The above requirements are designed to help you become more adept and more comfortable with posing and answering questions and responding to others' ideas. I will provide mid-semester participation grades and comments to give you a sense of how your participation is developing.

Two short analytical papers: 25%

These essays will require you to engage critically with a specific historical issue or problem by synthesizing and analyzing primary and secondary sources. I will post the specific topics and instructions on Pweb about two weeks before each deadline. More general paper expectations and guidelines are also available on Pweb. All work must be typed and double-spaced, using 12-pt font and 1-inch margins. Citations must be in footnotes or endnotes using Chicago (or Turabian) Style – see document on Pweb for guidelines.

The first paper (due Feb 10) will be 2-3 pages, and will comprise 10% of your final grade. The second paper (due Mar 9) will be 4-5 pages, and will comprise 15 % of your final grade. You have the option of revising one of these two papers (your choice) based on my comments, for a new grade. If you choose this option, you must turn in summary of your revisions along with your revised paper, by no later than the last day of classes.

In-class exam (April 5): 20%

This exam will test your grasp of the material we have covered in weeks 1 through 9 of the semester. It will consist of three sections: 1) identifications, 2) short textual analyses, drawn from passages from the sources we have read in class, and 3) narrative timeline. More specific guidelines will be circulated closer to the exam.

Position paper and constitutional draft, Multiparty Negotiating Process: 10%

During the MNP, you will submit a 2-page statement of your party's position on April 12, and a group constitutional draft on April 25. Specific instructions will be distributed along with the roles at the exam.

Final essay (due May 17): 15%

This 6-7-page essay is a more sustained analysis of a broader issue, which will focus in particular on the material we have examined in the weeks since the exam, but will also require you to incorporate the themes and sources we have used throughout the semester and to do a small amount of outside research. I will distribute the essay topics and instructions about two weeks before the deadline. Your essay must be typed and double-spaced, using standard font size and margins and employing proper citations.

Policy on late assignments:

Each of you may take a free 48-hour extension on one of the following writing assignments: first paper, second paper, or final essay. (An extension is not an option for the roleplay assignments.) If choosing this option, you must notify me of your intent to take the extension no later than 24 hours before the deadline. For all other assignments, late submissions will receive a deduction of 1/3 letter grade per day, up to one week. Exceptions may be made for serious health or personal issues, at my discretion.

Note: absolutely NO final essays will be accepted after 5:00 on Friday, May 18. The college requires that ALL coursework be submitted by the end of exam week unless you are taking an incomplete in the class.

Disabilities:

If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know early in the semester. You will need to provide documentation of your disability to the Associate Dean and Director of Academic Advising, Joyce Stern, whose office is located in the Student Affairs office at the Rosenfield Center (x3702).

Course texts

The following texts are required and can be obtained at the college bookstore or on reserve at Burling Library:

- Nancy L. Clark and William Worger, *South Africa: The Rise and Fall of Apartheid* (Harlow: Pearson, 2004)
- Nelson Mandela, *Long Walk to Freedom* (New York: Back Bay Books, 1995)
- Sindiwe Magona, *To My Children's Children* (New York: Interlink Books, 2006)
- Mark Mathabane, *Kaffir Boy: The True Story of a Black Youth's Coming of Age in Apartheid South Africa* (New York: Free Press, 1986)
- Rian Malan, *My Traitor's Heart: A South African Exile Returns to Face His Country, His Tribe, and His Conscience* (New York: Grove Press, 1990)

Additional assignments are available on Pweb or in the coursepacks (as noted below).

Schedule of meetings and assignments

Terms, concepts, and context

Tues, Jan 24

- Peter Skalnik, “Tribe as Colonial Category,” in Emile Boonzaier and John Sharp, eds., *South African Keywords: The Uses and Abuses of Political Concepts* (Cape Town: David Philip, 1988) – Pweb

Thurs, Jan 26

- Leonard Thompson, “Southern Africa to 1795” and “Southern Africa, 1795-1870,” in Philip Curtin et al., *African History: From Earliest Times to Independence*, 241-96 (London: Longman, 1995) – coursepack
- Documents set 1 – coursepack

Statebuilding, colonialism, and segregation

Tues, Jan 31 (statebuilding & migration)

- Documents set 2 – coursepack

Thurs, Feb 2 (capitalism & Boer War)

- Clark & Worger, *South Africa: The Rise & Fall of Apartheid*, pp. 10-21
- Documents set 3 – coursepack

Tues, Feb 7 (segregation)

- Mandela, *Long Walk to Freedom*, parts 1 & 2
- Clark & Worger, *South Africa*, pp. 21-31
- Documents set 4 – coursepack

Thurs, Feb 9 (gender)

- Documents set 5 – coursepack
- Magona, *To My Children's Children*, part I

Fri, Feb 10

Paper due on P-web by 4:30

The architecture of apartheid

Tues, Feb 14 (official policy and organized dissent)

- Clark & Worger, *South Africa*, chap. 3 & document 1 (pp 123-7)
- Verwoerd, “Explaining Apartheid,” and Mandela, “Verwoerd’s Grim Plot” – Multiparty Negotiating Process (MNP) packet
- Mandela, *Long Walk to Freedom*, parts 3-5

Thurs, Feb 16 (everyday experience)

- Magona, *To My Children's Children* (remainder)

The radicalization of power and protest

Tues, Feb 21 (adoption of violence)

- Mandela, *Long Walk to Freedom*, part 6
- Documents set 6 – coursepack

Thurs, Feb 23 (Rivonia)

- Mandela, *Long Walk to Freedom*, parts 7 & 8
- Mandela, “I am Prepared to Die” (full transcript of opening defense statement at Rivonia trial) – MNP packet

Tues, Feb 28 (multiracialism v BC)

- Clark & Worger, *South Africa*, chap. 4 and Documents 2-5 (pp. 127-43)
- Documents set 7 – coursepack
- Biko speeches and Statement by UDF National Executive Committee – MNP packet

Thurs, Mar 1

- Mathabane, *Kaffir Boy*, part 1

Tues, Mar 6

- Mathabane, parts 2 & 3

Thurs, Mar 8

- Clark & Worger, *South Africa*, pp. 87-101
- Discuss *Mapantsula* (film screening TBA)

Fri, Mar 9

Paper due on P-web by 4:30

Dismantling apartheid

Tues, Mar 13

- Malan, *My Traitor's Heart*, parts 1 & 2

Thurs, Mar 15

- Malan, part 3

(SPRING BREAK)

Tues, April 3

- Frederick Cooper, “The late decolonizations: Southern Africa 1975, 1979, 1994,” in *Africa Since 1940: The Past of the Present* (Cambridge Univ Press, 2002) – coursepack

Thurs, April 5

In-class exam

Negotiating democracy and forging the “New South Africa”

From April 10 to May 1, we will engage in a historical role-play centered on the Multiparty Negotiating Process in April 1993. Separate instructions, schedules, and materials will be distributed in advance, but know that you will be required to do regular reading and to submit one individual position paper (due April 12) and one group constitutional draft (due April 25) in conjunction with your role (to be assigned at the exam).

Truth and Reconciliation?

Thurs, May 3

- Clark & Worger, chap. 6
- Discuss *Facing the Truth* (film screening TBA)

Tues, May 8

- Clark & Worger, Docs 6 & 7 (pp 143-6)
- TRC transcripts from Roy L. Brooks, ed., *When Sorry Isn't Enough: The Controversy over Apologies and Reparations for Human Injustice* (NYU, 1999) – coursepack
- Mahmood Mamdani, “A Diminished Truth”; Van Zyl Slabbert, “Truth Without Reconciliation, Reconciliation without Truth”; Alex Boraine, “The Language of Potential”; and Njabulo Ndebele, “Of Lions and Rabbits: Thoughts on Democracy and Reconciliation,” in Wilmot James and Linda Van de Vijver, eds., *After the TRC: Reflections on Truth and Reconciliation in South Africa* (Ohio Univ Press, 2001) – coursepack

Thurs, May 10

- Videoconference with Ilan Lax, a member of the TRC

Exam week

Thurs, May 17

Final essay due on P-web by 12 noon