

HIST 1722-Modern South African History



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GENERAL EDUCATION REQUIREMENTS SATISFIED: (A&S) International and Foreign Culture (Regional), Historical Change, Non-Western Foreign Culture, (Pitt Business) Social Science

COURSE DESCRIPTION: Apartheid South Africa captured the international imagination during the second half of the twentieth century as a so-called “pariah” state. This course connects events from earlier South African history (economic development, military conquest, popular protest, and state formation) with how things played out during and after the apartheid years. The course will be organized chronologically (but in reverse!) and use specific conflicts (strikes, political demonstrations, repression, etc.) to focus on key moments in South African history. It will utilize a large number of primary materials (ranging from manifestos to novels to film) as well as secondary readings from books and articles to generate discussion. This will further an understanding of the roots of conflict and the creation of identity in modern South Africa. No familiarity with African history is required.

COURSE GOALS: The course seeks to give students a general background in modern South African history. In addition to becoming more familiar with the chronological narrative, students will be exposed to the parallel processes of industrial development, identity formation, and political change and resistance.

COURSE OBJECTIVES: By the end of the semester, students should:

- Exhibit familiarity with the general trajectory of South African history since the 1870s.
- Be able to differentiate different interest groups in the South African political spectrum.
- Understand the role of those groups in the struggle for economic and political power, particularly between 1945 and 1994.
- Be cognizant of more recent political developments in South Africa
- Be capable of reading historical documents critically.
- Demonstrate the ability to identify and gather relevant sources for writing assignments.

- Illustrate critical analysis in written assignments.
- Show improvement in writing with the aid of feedback.

CLASSROOM RECORDING

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

ATTENDANCE/PARTICIPATION: Class attendance and participation are mandatory. Anyone who misses class needs to be in touch with me (preferably beforehand).

Your participation is also crucial to creating a rewarding learning environment. In terms of participation, you will engage in a variety of different activities including presentations, debates, in-class writing, journaling, etc.; I will regularly call upon students for their input. Students will have at least two presentations over the course of the four weeks. During each class, one or more students will lead the discussion of documents (some of their own choosing) being read for class that day. We will also have ongoing discussions about South African history.

CLASSROOM DECORUM: Regularly coming to class late is a disruption for all of us and will result in disciplinary action. Please be respectful during class; other disruptive behavior (cellphones, talking, etc.) will not be tolerated. I will discuss with you how best we can maintain a respectful and constructive environment in which everyone feels comfortable participating.

EXAMINATIONS: There will be NO examinations.

WRITING: Over the course of the term, you will engage in several different kinds of writing. You will do a number of in-class and out-of-class writing assignments that will count towards your final grade. You will also write one formal paper which will be due within three weeks of your return from South Africa. It will be approximately 7-8 pages. More specific information will be provided to you as the course continues. Your paper must be submitted in electronic (through the Assignments tab in CourseWeb) format. No paper which you have written for another course may be turned in for credit in this one. Any papers turned in late without a prior arrangement with me or a compelling and verifiable excuse will incur a penalty of one letter grade per day.

Should you need assistance with writing, please speak to me.

JOURNALING: Part of your writing assignment grade will come in the form of keeping a journal that reflects on your experience in South Africa, and will reflect your ability to contextualize your experience with what you are learning in each of your classes. In this sense, the journal has the opportunity to reflect not only on US foreign policy in Africa, but can also reflect what you are learning elsewhere.

I am primarily interested then in two things—what is striking you about being in South Africa on any given day and how that is impacted, complicated, enhanced by your learning in the two courses you are taking. I will ask you to start keeping a journal (either electronic or written) which will be due roughly a week after you return (you will need to do at least one journal entry AFTER you get back that reflects on what is striking you differently about being in the US or being American (if you are) since you've returned from South Africa.

Journaling Across Cultures (adapted and liberally copied from University of Kentucky journaling while abroad website <http://www.uky.edu/toolkit/node/17>)

Introduction:

One of the most valuable and relatively painless activities you can do to enhance your international and intercultural experience is to keep a journal. No matter how amazing and unforgettable your experience may seem, it doesn't take long before your memories begin to fade. Keeping a journal gives you a record of events, activities, and thoughts. More importantly, it actively engages you in your personal overseas journey through thinking, interpreting and analyzing intercultural experiences. It may also help you remember the academic content of the class and will help you articulate how this course is transforming you into a global citizen. Your journal will be read and graded periodically during and after the time abroad.

Goals:

The broad goal of this course is to support you in developing academically and as a global citizen. As you begin writing in your journal, keep in mind that writing of this nature is not just for displaying knowledge but can also be useful in acquiring knowledge, support, and expanding your initial perceptions of a new culture. Journaling encourages new ways of conceptualizing your international experiences.

Consider the following focus areas when making your journal entries:

- *Social Responsibility.* What experiences have you had that have influenced your perceptions of global interdependence and social concern for others, to society and to the environment?
- *Global Competence.* In intercultural encounters, it is important to have an open mind while actively seeking to understand the cultural norms and expectations of others and leveraging this gained knowledge to interact, communicate and work effectively outside your comfort zone. What experiences have you had that have forced you to recognize your limitations to engage successfully in intercultural encounters?
- *Global Civic Engagement.* International experiences often encourage students to recognize local, state, national and global community issues and to respond through actions such as volunteerism, political activism and community participation. Have you had experiences that have made you want to do something about local or global community needs?
- *Academic Self-Concept.* International education opportunities can bring about a newfound awareness of one's academic abilities, for the better in most cases. How has this international experience influenced your academic abilities and confidence?
- *Academic Self-Efficacy.* Similarly, studying abroad can require modifications in your approaches to studying and completing course work. How has your academic learning style developed as a result of this international experience?

Journal Structure:

Please structure your journal as three distinct sections (in a given week, you should cover all three of these sections—you don't need to cover each on a daily basis)

1. *Expressives*—In this section, reflect on the focus areas listed above. While you may have described an event in one of the other sections of the journal, you may then make an entry in this section to record what you thought and felt about that event. Consider how this is influencing your academic learning and your development as a global citizen.
2. *Impressions*—This is the section of your journal where entries will be made chronologically. This section is for jotting down the places, people, events, concepts, ideas, smells, signs and other things you remember. Be detailed in this section with dates and the names of people, places, events, cities, etc. This is also a good place to attach brochures, maps, postcards and other meaningful materials.
3. *Narratives*—This section awakens/satisfies the storyteller in you. You will undoubtedly have many stories – good, bad, funny, and otherwise. Write about them in this section before you forget them. Tap into your descriptive abilities to create a vivid picture of what you experienced.

Evaluation:

The journal will be reviewed once a week during the abroad experience and then one other time at the end of the course. Specific submission dates will be announced.

Top Ten Tips for Keeping a Journal:

Adapted from John Sunnygard (IES Abroad)

1. Number your pages. Be sure to label which of the three sections you're addressing in a particular journal entry.
2. A hardcover book is the best. A loose-leaf binder would work, but it's not as sturdy and may not survive your travels. **(YOU MAY ALSO JOURNAL ELECTRONICALLY)**
3. Try to write at least one entry every day. Date each entry.
4. Carry around a little notebook to write things down that you want to remember – names, places, quotes, descriptive words as they come to mind – and transfer them later into your *Impressions* section.
5. Include impressions from classroom lectures, discussions and assignments. By recording your impressions of your academic environment, you are actively using classroom material to enhance your cultural experience. You can compare and contrast what you learn in class with what you learn outside of the classroom.
6. Experiment! Assign yourself different personal research exercises such as: Interview a local person, and/or take time to sit and observe how people interact in coffee shops, theatres, or public places.
7. Ethnocentric moments are reactions based on your own cultural assumptions, to local situations and events. Recording an experience at the post office or a restaurant will help you to analyze your own cultural values. Re-reading them later on can be a source of a good laugh.
8. Record how people respond to you. You may feel misunderstood, uncertain how to respond or relate, or lost because people do things differently. By imagining how your actions might be interpreted differently by others, you can begin to understand different points of view.
9. Make it your own. Include photos, sketches, song lyrics, whatever inspires you. Tape memorabilia to the cover or inside, attach articles, photographs, or other special mementos. You may also wish to write in the local language. Keep a vocabulary section of new slang terms and expressions you have learned.
10. Critique your notebook. How do your perspectives change? What do you choose to write about, and how does this change? How do you see yourself growing academically and as a global citizen?

Source: D. Morais & A. Ogden, 2009

For your journal, you must write something every day (within reason). Be sure that you cover each of the three areas described above in a one-week period. Feel free to cover more than one area at a time. Write at least one typed page or two written pages in a given day. As best you can, try to be sure that several of your entries in a week relate to how the class work you are doing is making you think of South Africa (or Africa more broadly) differently. In your final journal entry, be sure to reflect upon how the courses and your experiences interacted.

Gender-Inclusive language

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

These guidelines fulfill the best intentions of the University of Pittsburgh's Non-Discrimination Policy: <https://www.cfo.pitt.edu/policies/policy/07/07-01-03.html>. For additional information please visit the Gender, Sexuality, and Women's Studies Program: <http://www.gswstudies.pitt.edu/>

Approved by the GSWS Steering Committee, spring 2015.

ACADEMIC HONESTY: Students (and faculty) are subject to the university's policy on academic integrity; its terms can be seen at <http://www.provost.pitt.edu/info/aistudcode1.html>. Violations of that policy can take many forms; we will have a discussion about plagiarism and how to protect against it. Verified incidences of plagiarism or other forms of academic dishonesty will be dealt with harshly and could result in failure of the course and disciplinary action at the university level. All of your writing will be submitted to TurnItIn, a service integrated with CourseWeb which compares student work to that of websites and other sources.

Per the university's code: "Academic Integrity Policy: Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, noted below, will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz, exam or paper will be imposed." (See <http://www.provost.pitt.edu/info/ai1.html>)

Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers.

STUDENTS WITH DISABILITIES: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 216 William Pitt Union, 412-648-7890/412-383-

7355 (TTY), as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course. A comprehensive description of the services of that office can be obtained at www.drs.pitt.edu.

GRADING:

Attendance/Participation	30%
Presentations	10%
In-class writing	5%
Journaling	30%
Paper #1	30%

Students will be provided with a grading rubric which is used to evaluate writing in the course. There will also be a discussion about how participation is evaluated.

TEXTS: There is one required text for this course. All other course readings will be made available to you (by Courseweb). If you have any problems accessing the texts, contact me as quickly as possible.

Clifton Crais and Thomas McClendon, eds., *The South Africa Reader: History, Culture, Politics* (Durham: Duke University, Press), 2013.

SCHEDULE OF CLASSES: (Readings should be completed by the date listed)—because of the experimental nature of this iteration of the course, we will be working on the syllabus collectively as a group and thinking through what we should and can cover based on your interests and knowledge.

May 14--Class 1: Introduction

Acclimatizing/adjusting

Issues surrounding South African History

Assignment—READ/SKIM the South African Constitution you got at Constitution Hill. Pick one of the clauses that interests you, be prepared to talk about why it interests you, and what it makes you wonder about (this isn't a formal presentation and you can certainly come with more questions than answers).

WEEK 1

May 15--Class 2: Where is South Africa today?

- **Exercise—READING HISTORICAL DOCUMENTS—what we know, what we don't know, and what we need to know**
- Come to class prepared to talk about one news item that intrigues or confuses you and discuss what you don't understand about it and what you would need to know in order to better understand that issue.
- Malema, "Nationalize the Mines," Crais and McClendon (hereafter C&M), 561-564
- Geffen, "Xenophobic Violence," C&M, 565-572
- Mpe, "Welcome to Our Hillbrow," C&M, 573-577

May 16—Consulate Visit—No class—depart for consulate no later than 12:15

- Mike's class will meet at 9:00 (to be confirmed)
- Everyone should come to the consulate prepared to ask one question (you don't necessarily have to ask it while there) of the consular officials with whom we meet.

May 17--Class 3: Reconciling the old and new South Africas

- Robins, "Zuma's Rape Trial," C&M, 524-530
- Khumalo and Peacock, "Lessons Learned," C&M, 531-534
- Ekurhuleni Pride Organizing Committee, "Murder of Noxola Nogwaza," C&M 535-536
- Crais and Scully, "Ghosts of Sara Baartman," C&M, 537-546
- Ashforth, "Witchcraft in Soweto," C&M, 552-560

WEEK 2

May 21--Class 4: The challenges of the "new" South Africa

- Merrett, "The World Cup," C&M, 578-582.
- Mbeki, "AIDS and Poverty," C&M, 515-520.
- Treatment Action Campaign, "Global Day of Action," C&M, 521-523.
- Wainana, "How to Write About Africa," <https://granta.com/how-to-write-about-africa/>
- Brooks, "The Myth of Timeless Africa," C&M, 509-514.

May 22--Class 5: (possible walk downtown) How to come to terms with apartheid

- Krog, "The Rape of Women," C&M, 490-494.
- Mamdani, "Amnesty or Impunity," C&M, 502-504.
- TRC, "The Cradock Four," C&M, 495-501.
- Exercise: Pick a piece of testimony from the TRC Amnesty hearings transcripts. It doesn't have to be long. Think about what you find compelling about that testimony and what you'd need to know to better understand the context surrounding the testimony. Be prepared to come to class to talk about it.

May 23--Class 6: (possible walk downtown) Making a peaceful transition

- Callinicos, "Mass Struggle, Negotiations, and the 1994 Elections," C&M, 481-489.
- Mbeki, "I am an African," C&M, 475-480.
- Mandela, "Inaugural Address," C&M, 470-472.
- Mandela and de Klerk, "Record of Understanding," C&M 467-469.
- Mandela, "Release from Prison," C&M, 459-464.

May 24—Class 7: Apartheid holds on—State of Emergency and making South Africa ungovernable

- Slovo, "Reforms and Revolution in South Africa," C&M 436-444.
- Malan, "Politics and Violence," C&M, 445-454.
- "The Funeral of ANC Guerilla Thanduxolo Mbethe," C&M, 424-432.
- Treurnicht, "Never Give In," C&M, 407-409.
- Buthelezi, "The Future of South Africa," C&M, 410-416.

WEEK 3

May 28--Class 8: Many fight Apartheid

- P.W. Botha, "Crossing the Rubicon," C&M, 401-406
- Desmond Tutu, "The Church and the Struggle," C&M, 396-400

- Oliver Tambo, "Sanctions and the Armed Struggle," C&M 391-395
- Boesak, "The United Democratic Front," C&M 384-390
- Ismail Mahomed, "Cheaper than Roses," (PDF sent by email)

May 29--Class 9: Soweto and Black Consciousness

- Khotso Seatlholo, "Students and the Soweto Uprising," C&M 376-383
- Serache and Thema, "Reporting from Soweto, 17 June 1976," C&M 371-375
- Steven Biko, "White Racism and Black Consciousness," C&M, 361-370
- Exercise: Find a document from sahistory.org.za that addresses one of the two student movements in South Africa (NUSAS—National Union of South African Students or SASO-South African Student Organization). Come prepared to talk about how the document you chose illuminates the other reading for today or complements the reading in some way.

May 30--Class 10: The Rise of post-war Resistance to apartheid

- Mandela, "Statement from the Dock," C&M, 345-355.
- Robert Sobukwe, "The Pan Africanist Congress," C&M, 339-344.
- Cosmas Desmond, "The Discarded People," C&M 335-338.
- Congress of the People, "Freedom Charter," C&M, 320-324. (Think about comparisons between the Freedom Charter and the SA Constitution)
- Frances Baard and Barbie Schreiner, "My Spirit is Not Banned," C&M, 310-319.

May 31--Class 11: The Rhythms (and Resistance) of apartheid South Africa

- ANC Youth League, "Programme of Action," C&M, 301-304.
- ANC Women's League and Federation of South African Women, "Repeal the Pass Laws!", C&M, 298-300.
- Can Themba, "Requiem for Sophiatown," C&M, 285-292.
- Es'kia Mphahlele, "Township Life, Marabastad, Pretoria," C&M, 248-260.

WEEK 4

June 4--Class 12: Apartheid and before

- Naboth Mokgatle, "The Journey to Pretoria," C&M, 240-247.
- Mohandas K. Gandhi, "The Persecution of Indians," C&M, 232-239.
- William Urquhart, "Workers of the World, United and Fight for a White South Africa," C&M, 226-231.
- Olive Schreiner, "Women's Labour," C&M, 223-225.
- Anonymous, "Mine Workers' Songs," C&M, 219-222.

June 5--Class 13: The South African (Boer) War and Imperial Dreams

- Msime ka Beje, "Bhambatha Rebellion," C&M, 208-210.
- Solomon Plaatje, "The 1913 Natives' Land Act," C&M, 201-207.
- S.M. Molema, "Africans in the South African War," C&M, 192-195.
- Emily Hobhouse, "Concentration Camps," C&M, 185-191.
- Deneys Reitz, "A Boer Commando," C&M, 178-184.

June 6—Class 14: All That Glitters: Diamonds, Gold, and Freedom

- Violet Markham, “Industrial Johannesburg,” C&M, 146-151.
- Cetshwayo kaMpande, “The Coming of the Anglo-Zulu War,” C&M, 141-145.
- British Parliamentary Papers, “The Trial of Langalibalele,” C&M, 137-40.
- Anthony Trollope, “The Story of the Diamond Fields,” C&M, 127-136.
- Nonkosi, “Statement of the Prophetess Nonkosi,” C&M, 111-112.

June 7—Class 15: **FINAL CLASS!**

- F. Owen, “Dingane’s Killing of Retief,” C&M, 103-105.
- Enoch Sontonga and Samuel Mqhayi, “Nkosi Sikelel’iAfrika (God Bless Africa), C&M, 100-102.
- Robert Moffat, “The Problem of God,” C&M, 92-94.
- Piet Retief, “Manifesto,” 75-77.
- Julia Wells, “An African Woman at the Cape: Krotoa (c. 1642-1674),” C&M, 37-45.

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