History 3110: History of South Africa: from Jan Van Riebeck to Nelson Mandela

Fall 2011
T/Th: 11:30-12:45 pm
Venue: 286 University College

Professor Joy M. Chadya
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Phone: 474-8219
Office Hours: Th 12:45-1:45 pm
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WELCOME!

Course Description
This senior undergraduate course explores various intersections of statecraft, the economy, society and identity by looking at how conflict over resources, labor and political control have played out in changing mechanisms of power, accommodation and resistance in South Africa during the colonial and apartheid eras. Thus, we will look at the daily lives of ordinary people in their workplaces, communities, and households across time and space. We will better understand and appreciate the present world of South Africa by studying the myriad historical forces that helped to structure the lived experiences of people on the margins. To make this course more accessible to us we will also employ several themes as filters for the vast body of information that constitutes South African history. Attempt has been made where possible, to arrange the themes chronologically. By the end of this course students should have a command of the major landmarks and themes in South African history.

Requirements
We meet twice per week on Tuesday and Thursday 11:30-12:45. Instruction is passed through a combination of lectures, readings, discussions, films and songs (South Africans usually aired their grievances and expectations through song.) The films we are going to watch should not be seen as a form of entertainment but just as one of the historical sources available and should, therefore, be analyzed critically. Students are encouraged to take down notes during screenings, as well as to pass analytical comments or ask questions after the film. During lectures we will also have discussions focused on the readings and films for that week. Your preparation for these discussions is therefore absolutely necessary, as is your careful, critical and timely engagement with the readings. You should have completed the reading assignments prior to the lectures. While you are not required to do the recommended readings, it will be great if you can do them for further readings on the topic/s of the week. Preparation and participation (being engaged and exchanging ideas) in class constitutes 10% of your grade. Remember, active listening is an integral part of a productive discussion. Discussion will take a variety of forms, including debate, group work, and singing and dramatizing/empathizing. Please feel free to ask questions anytime in class or via email after class. If you have any problem or are in doubt of anything about the course, contact me and I will do all I can to help you.

Attendance and Deadlines: Attendance at all lectures is required. There is a high correlation between attending class on a regular basis and good grades. To that end, try to avoid late arrival, leaving the room excessively during class time or talking privately while someone has the floor as it undermines the collective atmosphere of mutual respect. As well, please turn off your cell phones to silent mode while in class – talking on the phone and texting is absolutely not cool. Please contact the professor if you are going to be absent. Absences will be excused only when
accompanied by appropriate documents. Similarly, all deadlines are final except where there are extenuating circumstances, and this must be documented in writing. Students who have conflicts shown on the preliminary exam schedule (i.e. have 2 exams scheduled for the same time) should inform the Registrar’s Office immediately.

**Important Note about the syllabus:** It is important that you read it carefully and return to it frequently. You are responsible for knowing its contents including all the weekly topics and due dates for assignments. The copy you have is the final version but if any changes are made they will be duly announced on the class notice board (JUMP) or in class. Be sure to constantly check the class notice board.

**Policy on late work:** Please plan ahead around the assignments that are listed in your syllabus. As a general rule extensions will not be granted for this class unless there are extenuating circumstances. Students should turn in their papers at the beginning of class of a specified date. Late papers will be penalized 2.5% per day.

**Required Texts:** The following books have been ordered at the Bookstore:


Allan Paton, *Cry the Beloved Country*, USA, Macmillan, 1948. (novel)

Judith Stone: *When she was White: The True Story of a Family Divided by Race*, Hyperion, 2007 (Biography)

**All the articles in the syllabus can be accessed through JSTOR via the University of Manitoba electronic library.**

**Written requirements include:** 1 map quiz, one primary document analysis, an in-class mid-semester exam, and a short research paper and the final exam. Detailed instructions for each of these assignments will be distributed in class.

**Map Quiz:** Because history makes little sense without geography, familiarity with African geography in general, and South African geography in particular, is absolutely essential. Students will take one in-class map quiz. No make-up quizzes will be provided unless a student has a documented official excuse for her or his absence.

**How to read a primary document:** This is an exercise that will help students to read and use a primary document in history essays. Primary sources will enable us to see how historical subjects viewed their society and status or why, for example, certain legislation was passed. Students have to use at least one primary source for their long paper. Detailed guidelines will be provided in class.

**Research Paper:** Students’ critical and analytical skills also develop by writing. To that end, you are expected to formulate a specific topic of your own interest for research, examining in more depth, one of the topics covered in class. Write a 5-10 page (1,250-2,500 word) paper. The paper
should be turned in right before the final week. One of the major aims of this course is to hone the skills students need to write a history essay. Therefore, where possible, you should strive to use primary and secondary sources when writing papers. Use at least one primary document for your paper. You can also use novels, films and songs on South Africa, where relevant, as sources.

Examinations: Students will write one mid-term exam in the 7th week of the semester. The final requirement is the end of semester exam written in the December exam period.

Grading:
1. Class Participation – 10%.
2. 1 map quiz – 5%; September 22, 2011
3. Reading a Primary document – 10%; October 6, 2011
4. Mid-semester exam – 20%; October 27, 2011
6. Final Exam – 30% (TBA)

All papers are graded on a percentage point system:

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If you have any questions/problems feel free to contact the professor via email, phone or in person.

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Please note that it is a student’s duty to make sure that they meet all the course requirements in a timely manner.

Academic Integrity:
Students should acquaint themselves with the University policy on plagiarism, cheating, and other forms of academic dishonesty (see Section 8 of General Academic Regulations of the online University Calendar and Catalog). The common penalty in Arts for plagiarism in a written assignment, test or examination is F on the paper and F on the course. For the most serious acts of plagiarism, such as the purchase of an essay or cheating on a test or examination, the penalty can also include suspension for a period of up to 5 years from registration in courses taught in particular department in Arts or all courses taught in this Faculty. The Faculty also reserves the right to submit students work that is suspected of being plagiarized to internet sites designed to detect plagiarism.

Evaluative feedback will be provided to the voluntary withdrawal deadline of November 16, 2011.
Week 1, September 7: Introduction

Week 2: “Just a refreshment station!”: the Dutch the Khoi Khoi and the San – Appropriation, Dispossession and the Labor Question

**Required Readings**
- Nigel Worden, *The Making of South Africa*, South Africa before the Boers: The Khoi Khoi, the San (Bushman) and the Nguni
- Worden, *The Making of South Africa* White Settlement: Yan van Riebeck, the Boers and the British

**Recommended Readings**

**Film:** *The Life and Times of Saartj Baartman*
Week 3: Boer Nationalism vs British Dominance

Required Readings
- Worden, *The Making of South Africa*

Recommended Readings

Map Quiz, Thursday, September 22.

Week 4: The Mfecane, Industrial Imperialism and the Frontier Mythology

Required Readings
- Anthony Trollope: The Diamond Fields of South Africa, 1870 (primary document)
- “The Day the Zulus beat the British,” primary document
- John Young, “Dramatic Zulu Reversal at Khambula” primary document

Recommended Readings

**Week 5: Dispossession and Rural Struggles**

**Required Readings**

**Recommended Readings**

**Primary Document Analysis Due in class Thursday October 6**

**Week 6: The Minerals Revolution and Industrialization**

**Required Readings:**
- Nigel Worden, *The Making of South Africa*

**Recommended Readings**

**Week 7: Mid-semester exam on Thursday, October 20 – no class on Tuesday**

**Week 8: Engineered Dependency and Masculinity – The Making of the African Working Class, Urbanization and Sexuality**

**Required Readings:**

- Nigel Worden, *The Making of South Africa*: 73-103
- “Women in Hostel Accommodation”
- “Maids and Madams”
- “A Woman Spends Ten Years Down the Mine”

**Recommended Readings**


**Discussion:** Allan Paton, *Cry the Beloved Country*

**Week 9: In the Throes of Apartheid**

**Required Readings:**
- Nigel Worden, *The Making of South Africa* 105-133
- “Them and Us,” “United at Last”
- My eleven years as a Black woman” primary document
- “Triomf over Sophiatown”
- “Districts Six goes white,” “When Bulldozers Move in.”

**Recommended Readings**

**Week 10: In the Throes of Apartheid II**

**Required Readings:**
- Lilian Ngoyi’s 4018 days banishment
- “The Man who went to jail to keep a family together”
- “The World Must Learn that Color is Nothing,”

**Recommended Readings:**

**Discussion, Judith Stone, When she was White: The True Story of a Family Divided by Race**

**Film: You Struck a Rock**

**Week 11: The Rise of Mass African Nationalism**

**Required Readings**
- Dying in Detention

**Recommended Readings**

**Week 12: Armed Resistance, Urban Protesters, the Workers and the International Community**

**Required Readings:**
- “Taken for a Train Ride.”
- “Color Blind Yankees Blaze the Wage trail”
- “The Rise and Fall of Mixed Education,” “A Million kids on the streets”
- Aunt Gladys Demonstrator Extra-ordinary
- Ted Kennedy’s visit to South Africa

**Recommended Readings:**

**Week 13: Uhuru! Nelson Mandela and the ANC in power 1994.**

**Required Readings:**
- Nelson Mandela, Speech on release from jail, 1990

**Recommended Readings:**


**Research Paper Due in class Thursday December 1**

**Week 14, December 6 Final Class: Review Session**