Welcome!
Nelson Rolihlahla Madiba Mandela, the international anti-apartheid icon incarcerated in the apartheid prison system for twenty-seven years was perceived differently by different people. To some he was a terrorist, a comrade and revolutionary anti-apartheid activist, a South African hero and father of the rainbow nation and across the globe as the global statesman and the man who became the symbol of any form of anti-oppression of one group by another. Drawing from a variety of sources – primary and secondary sources including speeches, letters, music, movies, etc. – this senior undergraduate course uses Mandela’s lived experiences and his influence as a window through which to explore the broader history of the anti-apartheid struggle in South Africa. 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 and their struggle against racial oppression. By the end of this course students should have a command of the major landmarks and themes in South African apartheid history.

Requirements
We meet twice per week on Tuesday and Thursday 8:30-9:45. 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 as just 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 on the specified date. Late papers will be penalized 2.5% per day.

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


**Other online visual sources**

Sonia Ruseler CNN on the colonization of South Africa
[http://www.youtube.com/watch?v=Q8538DdiKr8&feature=related](http://www.youtube.com/watch?v=Q8538DdiKr8&feature=related)

Sonia Ruseler CNN on Apartheid and the anti-apartheid struggle
[http://www.youtube.com/watch?v=jsOrKUfkh2k&feature=related](http://www.youtube.com/watch?v=jsOrKUfkh2k&feature=related)

[http://www.youtube.com/watch?v=fPofm50MHW8&feature=related](http://www.youtube.com/watch?v=fPofm50MHW8&feature=related)

Sonia Ruseler CNN on Nelson Mandela’s release from prison: February 11, 1990
[http://www.youtube.com/watch?NR=1&v=52DMSIE2jYg](http://www.youtube.com/watch?NR=1&v=52DMSIE2jYg)

Sonia Ruseler CNN on South African Transition from Apartheid to Democracy
[http://www.youtube.com/watch?v=SIFSLHwEy1E&feature=related](http://www.youtube.com/watch?v=SIFSLHwEy1E&feature=related)

Mandela Digital Story - (Created by N. Schroeder)
[http://www.youtube.com/watch?v=XhNNGuFHxYw](http://www.youtube.com/watch?v=XhNNGuFHxYw)
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 7-10 page (1,750-2,500 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 23, 2014
3. Reading a Primary document – 10%; October 7, 2014
6. Final Exam – 30% (TBA)

**All papers are graded on a percentage point system:**

- A+ 90-100% Exceptional
- A 80-89% Excellent work
- B+ 75-79% Very good
- B 70-74% Good
- C+ 65-69% Satisfactory
- C 60-64% Adequate
- D 50-59% Marginal
- F 0-49% Failure

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.

Feel free to contact the professor with any problems via email or in person.

**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’s regulations re: plagiarism, cheating and impersonation which can be found in the section on “Academic Integrity” of the General Academic Regulations in the online Academic Calendar, and Catalog and the Faculty of Arts regulation at [http://umanitoba.ca/faculties/arts/student/student_responsibilities.html](http://umanitoba.ca/faculties/arts/student/student_responsibilities.html), which reads:
The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.
The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.
The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Be Sure to familiarize yourself with the syllabus

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**Week 1: Introductions**
**Week 2: From Independence to Colonization**

**Required Readings:**

**Recommended Readings:**

**Week 3: The Boers, the British and the Rise of White Supremacy**

**Required Readings:**

**Recommended Readings:**

**Week 4: African Dispossession, Proletarianization and Urbanization**

**Required Readings:**

**Recommended Readings:**

Week 5: Apartheid and the South African Racial Politics

Required Readings:

Recommended Readings:
Week 6: Resistance, Incarceration and South African Prison Systems

Required Readings:

Recommended Readings:

Week 7: The Armed Dimension of the Anti-apartheid Struggle

Required Readings:

Recommended Readings:

**Week 8: Exam on Thursday. No class on Tuesday.**

**Week 9: Anti-Apartheid Sanctions Politics: Isolation, Trade Embargo, Divestment**

**Required Readings:**
- Anne R. Bowden, “North Carolina’s South African Divestment Statute Note,” Heinonline, 949.
- Christopher Merrett, “‘In nothing else are the deprivers so deprived’: South African Sport, Apartheid and Foreign Relations,” *The International Journal of the History of Sport*, 13, 2, 1996: 146-165.

**Recommended Readings:**
Week 10: The Mandela Influence: Trans-national anti-apartheid Activism

Required Readings:

Recommended Readings:

Week 11: Free at Last: From Prison release to presidency

Required Readings:

Recommended Readings:

Week 12: The Truth and Reconciliation Commission

Required Readings:

Recommended Readings:

Week 13: Post-presidency and Review