SOUTH AFRICA

History 311
Westminster College
Fall 2017

9:20-10:20 MWF
210 Patterson

Instructor: Patricia Clark
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Office Phone: 724-946-7248
Office hours: 8:15-9:15 a.m.T; 8:15-9:15 W; 12:50-1:50 W, and by appointment

Purpose
This course explores how South Africans have negotiated their past of racial inequality and injustice; formed a new non-racial, democratic nation; and confronted their challenges in the 21st century. The interactions of race, class, gender, and culture from the 17th century to the present will be examined to understand the interplay between history and memory in South Africa.

Objective
To understand the political, economic, and cultural development of South Africa from the 1600s to the present.

Goals
Through studying the political, economic, and cultural development of South Africa (with a focus on race, class, gender, and culture), students will gain an understanding of South Africa's history from the 17th century to the present.

Outcomes
Students will be able to identify political concepts (such as apartheid) and explain their importance to South Africa.
Students will be able to understand economic processes (such as migrant labor) and explain their importance to South Africa.
Students will be able to distinguish cultural practices (such as lobola) and explain their importance to South Africa.

Readings
Clifton Crais and Thomas V. McClendon, eds., The South Africa Reader: History, Culture, Politics [available through WISE, the McGill Library catalog]
Lily Moya, Not Either an Experimental Doll
selected articles, book chapters, and documents available online and through WISE

class participation 10%  A = 93-100  B+= 80-82  D+ = 68-69
group assignment 20%  A- = 90-92  C+= 78-79  D = 63-67
midterm exam 20%  B+= 88-89  C = 73-77  D- = 60-62
primary source paper 20%  B = 83-87  C-= 70-72  F = 0-59
final paper 30%

Regular attendance at and participation in class meetings is required. Students who merely attend each class meeting without contributing to class discussion will receive a failing grade for participation. Participation includes not only oral contribution to class discussion, but also completion of quizzes and other written work as assigned. Expectations for written work include proper documentation, good grammar, and clear, persuasive writing.

Absences are excused at the instructor's discretion. If you miss class for a legitimate reason, you must provide appropriate documentation in writing for the absence to be excused. E-mail or write the instructor within 24 hours of the absence regarding the reason for your absence and your plans for making up the work missed.

Late assignments will be penalized for each day the assignment is late.

Failure to complete all course requirements will result in an "F" for the course.

More information about assignments and exams will be forthcoming in a timely manner.
**Accommodations**
Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Faith Craig, Director of Disability Support Services, located in 209 Thompson-Clark Hall (phone: 724-946-7192, e-mail craigfa@westminster.edu).

Students who may need academic accommodations are encouraged to discuss options with their instructor no later than the second week of class.

**Academic Integrity**
Violations of the Westminster College Academic Integrity Policy include (but are not limited to) cheating, misconduct, plagiarism, and providing false information. All students are responsible for familiarizing themselves with the definitions of these infractions of academic integrity. Academic dishonesty will be penalized in accord with the procedures outlined on pages 21-23 of the Westminster College *Handbook for Students 2017-2018*. The instructor reserves the right to submit students' written work to turnitin.com, and encourages students to use the turnitin.com web site as a resource to learn more about intentional and unintentional plagiarism.

**Schedule**
Please read all assigned readings before the class for which they are scheduled, and bring an annotated copy of the week's readings (or your extensive notes on the readings) with you to each class meeting. The schedule is subject to revision by the instructor.

**Overview**
August 28  introduction to the course
August 30  "Introduction" in *The South Africa Reader*
September 1  "South Africa" in *Encyclopaedia Britannica*; read only the "History" section of the article
September 4  John A. Williams, "Introduction:  Studying South African History Through Documents"

**Slavery**
September 6  "A Rebel Slave" in *The South Africa Reader*
"The Cape Slave Code of 1754"
September 8  Nigel Worden, "The Changing Politics of Slave Heritage in the Western Cape, South Africa"
GROUP 1 LEADS DISCUSSION

**Gender**
September 11  "An African Woman at the Cape:  Krotoa (c. 1642-74)" in *The South Africa Reader*
September 13  *The Life and Times of Sara Baartman* (in class)
September 15  “Ghosts of Sara Baartman” in *The South Africa Reader*
GROUP 2 LEADS DISCUSSION

**The South African War**
September 18  "Bill Nasson, "Martyrdom, Myth and Memory:  Abraham Esau's War"
September 20  "Concentration Camps" in *The South Africa Reader*
September 22  Leslie Witz, Gary Minkley, and Ciraj Rassool, "No End of a [History] Lesson:  Preparations for the Anglo-Boer War Centenary Commemoration"
GROUP 3 LEADS DISCUSSION

**Origin Stories**
September 25  "The Black People and Whence They Came" in *The South Africa Reader*
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 27</td>
<td>&quot;Manifesto&quot; in <em>The South Africa Reader</em></td>
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<td>September 29</td>
<td>review for exam</td>
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<td>October 2</td>
<td>MIDTERM EXAM</td>
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<td>October 4</td>
<td>&quot;The Story of the Diamond Fields&quot; in <em>The South Africa Reader</em></td>
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<td>October 6</td>
<td>&quot;Industrial Johannesburg&quot; in <em>The South Africa Reader</em></td>
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<td>October 9</td>
<td>research workshop</td>
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<td>October 11</td>
<td>“The 1913 Natives’ Land Act” in <em>The South Africa Reader</em></td>
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<td>October 13</td>
<td>Nigel Worden, &quot;White Supremacy, Segregation, and Apartheid&quot;</td>
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<td>October 16</td>
<td><em>Have You Seen Drum Recently?</em> (in class)</td>
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<td>October 18</td>
<td>Vivian Bickford-Smith, &quot;Mapping Cape Town: From Slavery to Apartheid&quot;</td>
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<td>October 20</td>
<td>Felicity Swanson and Jane Harries, &quot;Ja! So Was District Six! But It Was A Beautiful Place’: Oral Histories, Memory and Identity”</td>
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<td>October 23</td>
<td>FALL BREAK</td>
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<td>October 25</td>
<td>Lily Moya, <em>Not Either an Experimental Doll</em> PRIMARY SOURCE PAPER DUE</td>
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<td>October 27</td>
<td>Lily Moya, <em>Not Either an Experimental Doll</em>, continued</td>
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<td>October 30</td>
<td>Excerpts from Nelson Mandela, <em>Long Walk to Freedom</em></td>
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<td>November 1</td>
<td>“Women’s Charter” and “Freedom Charter” in <em>The South Africa Reader</em></td>
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<td>November 3</td>
<td>Nigel Worden, &quot;The Heyday of Apartheid”</td>
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<td>November 6</td>
<td>&quot;White Racism and Black Consciousness” in <em>The South Africa Reader</em></td>
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<td>November 8</td>
<td>“Reporting from Soweto 17 June 1976” and “Students and the Soweto Uprising” in <em>The South Africa Reader</em></td>
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<td>November 10</td>
<td>Helena Pohlandt-McCormick, &quot;I Saw A Nightmare . . .' Violence and the Construction of Memory (Soweto, June 16, 1976)&quot;</td>
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<td>November 13</td>
<td>research workshop</td>
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<td>November 15</td>
<td>“I Am an African” and “AIDS and Poverty” in <em>The South Africa Reader</em></td>
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November 17  "Mass Struggle, Negotiations, and the 1994 Elections" in *The South Africa Reader*
GROUP 9 LEADS DISCUSSION

Truth and Reconciliation
November 20  "The Cradock Four" in *The South Africa Reader*

November 22, 24  THANKSGIVING BREAK

November 27  *Long Night's Journey Into Day* (in class)

November 29  *Long Night's Journey Into Day*, continued (in class)

December 1  “Amnesty or Impunity?” in *The South Africa Reader*
GROUP 10 LEADS DISCUSSION

The Present
December 4  "Nationalize the Mines" in *The South Africa Reader*

December 6  “Xenophobic Violence” in *The South Africa Reader*

December 8  *Amandla!* (in class)

Thurs. Dec. 14  Final period, 8:00-10:30 a.m.
FINAL PAPER DUE