

HIS 355 Re-Imagining the History of Modern South Africa

HIS 355

CB 331

MWF 11:00-11:50

Dr. Stephen Davis POT 1749

srda227@g.uky.edu (response time = 24-48 hours, longer on weekends and holidays)

Office Hours: M 12-1PM, W 12-1PM (or by appointment)

Course Description

South Africa is commonly known as the birthplace of apartheid, one of the most notorious forms of racial segregation in history. But apartheid was not the only form of 'apartness' inscribed onto this region over the past three centuries, nor was it the inevitable outcome of earlier interventions into migration, settlement and land use, nor the first instance of the exercise of state power through violence and coercion. This course traces the history of various forms of spatial intervention through South Africa from colonization to the post-apartheid present. We will begin our survey of this history with pre-colonial societies and the impact of colonization. Next we will explore the origins of informal segregation and discuss its long term effects. Once familiar with the history of segregation we will then turn to the specifics of apartheid ideology, planning, and implementation. Finally we will spend time discussing the history of organized resistance to apartheid, the transition to democracy, and conclude with a discussion of the contemporary challenges facing the "new" South Africa.

What makes this class different from many other survey courses in history is the means by which we will be exploring this content. We will be using simulations, games, self-authored fiction, film, and role-playing to learn about the past and interact with primary sources. Although the conventional research paper has been the tried and true method by which students have learned history for over a century, new technologies and teaching practices have opened possibilities for learning about the past in new and exciting ways. This class is an experiment in those media, technologies and practices. We will be conducting research in the usual way, and writing a research paper, but the bulk of the assignments require you to think in new ways about the past and express your gained knowledge in a variety of different ways which are not limited to standard academic prose. These assignments are intended to encourage lateral thinking, creative problem solving, and teamwork (when possible), all of which are not only essential life skills but are in high demand by employers in today's competitive job market.

Learning Outcomes

By the end of the course you will have;

- Developed a working knowledge of the history of 20th century South Africa
- Creatively represented historical circumstances and problems in a variety of media
- Critically evaluated a variety of primary and secondary sources
- Crafted persuasive arguments in different forms of writing
- Collaborated with a team to produce well-researched and original multimedia projects
- Gained a foundation for future coursework in African Studies and the non-Western world

Required Texts

Iris Berger, *South Africa in World History* (bookstores) Alan Paton, *Cry the Beloved Country* (ebook available) ESKIA Mphahlele, *Down Second Avenue* (bookstores) James Kantor, *A Healthy Grave* (I will provide this) Letlapa Mphahlele, *A Child of This Soil* (bookstores)

Required Materials

A bound composition notebook

General Policies

Google Docs

If an assignment requires you to use a Google Doc or Google Spreadsheet provided by me all drafts of that assignment must be completed in that document! In other words you are not allowed to write your assignments offline in Microsoft Word and then cut and paste your writing into Google Docs. Nor should you create your own Google Docs and share it with me. The reason for this is three-fold. First, Google Docs is an incredibly secure app that saves your work automatically and stores it remotely. These features mean that there is virtually no way to lose your work. Second, you may opt to work in groups and Google Docs makes this easier because you can collaborate in real-time without having to schedule a time to be in the same room. Third, Google Docs also allows me to grade you individually which ensures that everyone working in a group is contributing equally and that each group member receives the grade they earned.

Mutual Respect in Virtual Spaces

Please note that destroying, modifying or interfering with another group's project or sabotaging your own is a serious academic offense and comes with all of the usual penalties. This applies to existing structures in Minecraft as well as structures created by other groups. The servers keeps logs of most activity. Keep things civil online and respect everyone else's work.

Writing Requirements

All assignments must be footnoted using Chicago Manual of Style formatting. The Chicago Manual of Style Guide can be found [here](#). An example of what I'm looking for most sources is shown as a footnote at the bottom of a subsequent page. I will not accept any assignment that is not footnoted, or footnoted with the incorrect format.

Page requirements are measured in full pages, give or take a line or two of text. If a writing assignment requires that you write five pages and you turn in four pages and one line on the fifth page, expect a proportionately lower grade. On that note, I will not accept any paper that does not have page numbers. Please spell check. If you are unfamiliar with writing in a history class please consult Lynn Rampolla, *A Pocket Guide to Writing in History*.

Electronic Device Policy

No electronic devices (cellphones, smart phones, tablets, laptops, Apple Watch, etc.) may be used in class unless you have been specifically instructed to do so as part of an in-class exercise. All electronic devices must be switched off and stowed away in your bag, unless you have been specifically instructed to take them out for an in class exercise. I don't have time to constantly monitor all of you, but should I see someone using their electronic device I will take a picture of you and inform you outside of class that you are in violation of the policy. Should you violate this policy you will be subject to a penalty; you will be required to write a 6 page paper on the effects of excessive smartphone use on the brain, behavior and mental health of the user or the recovery process for internet addiction. That paper will be due one week after the documented infraction. Should you choose not to write this paper I will reduce your final grade by a half a grade for each infraction (i.e. if your average at the end of the semester is a C- and you've had one infraction then you will receive a D+. Numerically speaking I will reduce your final average by 5 percentage points). This policy will be enforced as uniformly as possible, but as noted above I have to teach so I can't be omniscient. Where I see a violation, and can document it, I'll enforce the rule. At the end of the day,

just be an adult and focus on class.

Notetaking

Instead of using electronic devices to take notes, I am requiring you to purchase a bound composition notebook. We will be looking at examples of good note taking, and try different styles. Periodically I will ask you to turn in your notebooks. I will then grade you for accuracy of content and style. This 'notebook check' will count as a quiz grade.

Projects

I expect that many of you will have questions while working on these unconventional assignments. I encourage you to read ahead, ask questions in class, and meet with me during office hours to stay on pace with the class. As always, the 'slow drip' method of project management yields the highest grade, especially for group projects. There is a strong statistical correlation between when you start working on a project and your final grade. As encouragement, you or your group must produce a project timeline two weeks before the due date of many of these projects and produce a complete rough draft of almost all a week prior to the due date. Both the project timeline and the rough draft are graded components of certain assignments.

You are required to pick three of the following assignments. You may either work in a group or individually on most assignments. Project descriptions with an asterisk indicate projects that were originally designed for groups and may be easier to complete as a group. But that is just my suggestion; you may work in a group or as an individual for assignments designated for both. Two assignments; the "Choose Your Own Adventure" book and the film diary must be completed individually. In a short time I'll be putting all project components online for those that are online-based. About a week after I do so, I'll pass around a 'project contract' after you've had a chance to look at all these materials. Once signed, the project contract is irrevocable without a legitimate excuse as outlined in subsequent sections of this syllabus. I should note that our version of Minecraft is a little buggy so if we cannot get it to work on your laptop with a modicum of effort then you may be forced to choose another option. But in 90% of cases I have been able to get it to work on most Macs, and PCs running Windows 7 or Windows 10. It may require us to get creative with Java drivers, but I'll talk you through that during one of the "Minecraft Bootcamps" that I'll hold outside of class. Those Minecraft Bootcamps are primarily intended to teach you the basic functions of Minecraft. One Minecraft Bootcamp will be devoted entirely to WorldEdit which is a Minecraft plugin that massively increases your capacity to build large structures very quickly without significant effort.

*Project Option A: Precolonial Cape Peninsula/Colonial Cape Colony Minecraft Replica **

You can do this project as an individual but it was originally designed for groups. Your assignment is to select a precolonial or colonial site of historical significance and reconstruct it in a Minecraft map of the Cape Peninsula in southwestern South Africa. This replica must be annotated with **7 ANNOTATIONS OF NO LESS THAN 150 WORDS**, with citations formatted according to the Chicago Manual of Style. To do this you must use the special information block provided in our version of Minecraft. I'll provide a tutorial on how to use information blocks during a Minecraft Bootcamp. Be on the lookout for the schedule of Minecraft Bootcamps, which will be available soon. You will then write a 6 page paper describing the origins of the site and its near term and long term historical significance(s).

YOU MUST CONSULT A MINIMUM OF FIVE BOOKS IN THE LIBRARY AND TWO ARTICLES FROM A PEER REVIEWED JOURNAL AVAILABLE ON JSTOR. The paper must be footnoted with citations formatted according to the [Chicago Manual of Style](#).

Project Timeline (10 pts)

Rough Draft of Minecraft Replica and Paper (20 pts)

Final Draft of Minecraft Replica (30 pts)

Paper (40 pts)

*Project Option B: Mineral Revolution Board Game/Role Playing Game**

You can do this project as an individual but it was originally designed for groups. This project is intended to incorporate the history of South Africa's "mineral revolution" into a board game or role playing game. As we shall see, the social and economic revolution that began with the discovery of diamonds and gold in the 19th century dramatically transformed the colonies, republics, chiefdoms and kingdoms that would later comprise the unitary nation-state of South Africa. Aspects of this transformation that you may want to consider incorporating into your game include; the migrant labor system, pass laws, the control of laborers in mine compounds, social life in mining towns, imaginings of individual biographies, consolidation of the mining industry into monopolies, and the geopolitical causes and consequences of the Anglo-Boer War.

After discussing possible designs, your first task will be to create a project timeline. If you are working in a group that timeline must indicate which individual or individuals will assume what task and when that task will be completed by that individual or individuals. As stated above, that timeline is due two weeks prior to the due date for this assignment and is a graded component of your final grade for this assignment. Next you will make a working prototype of the game. This prototype must include whatever else you need to play the game, such as a game board, cards, icons, game pieces, tokens, money, etc. You must also include a detailed rule book in your rough draft that outlines game play in a clear manner. This rough draft is due one week prior to the due date for this assignment. The final component of your rough draft will be a **FIVE PAGE PAPER** composed entirely on a provided Google Doc which annotates various aspects of your game and describes how those aspects represent actual historical circumstances. I will provide resources for you to use in addition to readings previously assigned. Your annotated explanation **MUST BE FOOTNOTED WITH CITATIONS FROM 3 LIBRARY BOOKS OR 4 JOURNAL ARTICLES FROM JSTOR!** The annotated explanation is where you point out specific historical processes, personalities, and events used in the game, so each one of those elements must be linked back to a source and a page using a footnote. Those footnotes must be formatted according to the Chicago Manual of Style.¹

Please keep in mind that if you work in a group your group's annotated explanation is intended to be a collaborative effort. I will require that each group member contribute **A MINIMUM OF TEN SUBSTANTIVE COMMENTS** and **AT LEAST TEN SUBSTANTIVE EDITS OR ADDITIONS** to their group's annotated explanation. To receive a good grade you should be making many more comments, edits and additions than this and they must be substantive contributions.

Lastly you or your group is required to record a video presentation of your project, upload that video to Youtube and include the link to the presentation at the end of your annotated explanation. This presentation must be no longer than 3 minutes. If you are working in a group each group member must contribute to the presentation.

The required components of this project will be graded according to the following breakdown using the conceptual criteria handed out in class.

Project Timeline (5pts)
Rough Draft (10 pts)
Youtube Presentation (15 pts)
Final Draft of the Game Prototype [board, pieces, cards, dice, etc.] (20 pts)
Final Draft of the Rule Book (20 pts)
Final Draft of the Annotated Explanation (30 pts)

Project Option C: Separate Development Simulation

You can do this as a group or as an individual, but groups are recommended. This is a two part assignment. Part one requires you or your group modify a simulated city map that I will provide that is hosted on Google Drive. Part two requires you to write a simulated document that either justifies

¹ Firstname Lastname, *Title* (Place of Publication: Publisher, Date of Publication), Page Numbers Referenced.

your modifications either to your fictitious superiors in the apartheid government, or uses features of this map to explain and critique apartheid to an international audience. Either piece of writing **MUST CITE THREE BOOKS IN THE LIBRARY AND TWO ARTICLES ON JSTOR**. Citations must follow the Chicago Manual of Style.

Part I

You or your group must plan a hypothetical apartheid city using the provided map simulation hosted on Google Drive. The map will automatically compile a budget and demographic statistics. You must crunch the numbers in a questionnaire that is located on an additional tab on the map simulation spreadsheet. You or your group must replicate the decisions taken by a hypothetical apartheid-era city planning board for a medium sized city in 1950s-era South Africa. So your map and plan must be consistent with the actual history of the implementation of apartheid. The year that you are composing your plan is 1955 but your plan is written to go into effect in 1957. You must understand what was going on then, to make sure your map is historically consistent.

Part II

The second part of this project will require you or your group to assume a historical identity. You or your group will then write an annotated explanation of their entire plan from the perspective of this historical figure. There are two identities that you or your group must choose from to write your annotated explanation of your map.

Option One

Assume the identity of a state bureaucrat in the 1950s. You are a member of the ruling National Party government and you are charged with implementing apartheid legislation to the letter of the law. As a city planner you must justify your changes to the map and explain how they satisfy the requirements of the actual Group Areas Act, the Separate Amenities Act, and the Prevention of Illegal Squatting Act. The acts will be provided in a Google Drive folder. You may refer to the information provided in the policy document to support your annotated explanation.

Option Two

Assume the identity of an anti-apartheid activist in the 1950s. Imagine that you have secretly slipped out of the country with a stolen draft of this city plan in your briefcase. Your task is to write a speech that you will deliver to the United Nations General Assembly in New York City. This speech must use elements of this city plan to highlight the damaging and discriminatory effects of apartheid. You should make reference to specific features of the map (forced removals, demolition of neighborhoods, relocation outside of the city center, etc.) to paint a picture of the reality of apartheid for those who may not know much about this system or its effects.

Whichever identity you or your group choose your writing assignment **MUST BE NO LESS THAN SIX PAGES** and written in the Google Doc in the provided Google Drive folder. Please keep in mind that if you choose to work in a group, your group's annotated explanation is intended to be a collaborative effort. If you are working in a group I will require that **EACH GROUP MEMBER** contribute **A MINIMUM OF TEN SUBSTANTIVE COMMENTS** and **AT LEAST TEN SUBSTANTIVE EDITS OR ADDITIONS** to their group's annotated explanation. To receive a good grade you should be making many more comments, edits and additions than this and they must be substantive contributions. If you are working individually I'll be looking for substantial edits and additions, but comments are optional.

Lastly you will record a presentation and upload it to Youtube. A link to the recorded presentation on Youtube must be included at the end of your writing assignment.

A project timeline is due two weeks before the due date of this assignment. If you work in groups the project timeline must indicate which individuals will be completing which tasks and what the deadlines are for each task. A complete rough draft is due one week before the due date of the assignment.

This is the breakdown of your final grade for this assignment:

Project Timeline (5 pts)
Rough Draft (10 pts)
Map and Budget (35 pts)
Writing Assignment (40 pts)
Youtube Presentation (10 pts)

*Project Option D: Reconstruction and Development Plan**

This project may be completed individually but it was designed for group work. Project 3 is a plan for reconstruction and development that uses a simulation to explore policy choices and dilemmas faced by Mandela's cabinet immediately after the first democratic elections.

Each group or individual will imagine that they are in Nelson Mandela's cabinet in early 1994. Using an interactive simulation similar to the previous project you or your group will then attempt to secure your legitimacy as the first democratically elected government by bringing about real change in the lives of disenfranchised South African citizens. To do this, you or your group must decide which levers of government to push and relax, which includes taxation and borrowing in order to free up funds for post-apartheid reconstruction and development, transforming the post-apartheid urban landscape by introducing new amenities to previously underserved communities, all while setting the government on a sound fiscal path and ensuring the political survival of your political party in the next election. The second part of this project is a **SEVEN PAGE** policy brief explaining and justifying your plan to President Mandela with **SPECIFIC REFERENCE TO TEN PROVIDED PRIMARY AND SECONDARY SOURCES**. These sources will be provided in a Google Drive folder. Citations of these sources must be in Chicago Manual of Style format and must appear as footnotes.

If you choose to work in a group please keep in mind that your group's proposal is intended to be a collaborative effort. **EACH GROUP MEMBER** contribute at the bare minimum **TEN SUBSTANTIVE COMMENTS** and at least **TEN SUBSTANTIVE EDITS** or additions to their group's proposal. To receive a good grade you should be making many more comments, edits and additions than this and they must be substantive contributions. If you choose to do this assignment individually, I'll be looking for edits and additions, but not comments.

A project timeline is due two weeks before the due date of this assignment. If you choose to work in groups the project timeline must indicate which individuals will be completing which tasks and what the deadlines are for each task. If you are working individually a project timeline with tasks and associated times of completion will suffice. A complete rough draft is due one week before the due date of the assignment.

Project Timeline (10 pts)
Rough Draft of Map, Budget and ~~Policy Brief~~ Proposal (30 pts)
Final Draft of Map, Budget and ~~Policy Brief~~ Proposal (60 pts)

*Project Option E: Post-Apartheid Housing Minecraft Prototype**

Although you may complete this project individually, this project was designed for groups. This assignment requires you or your group to imagine that you are a contemporary architectural firm competing for a government contract to build a prototype of housing for South Africans currently living in inadequate housing. This means that you or your group are working in the year 2017 for implementation in 2018. The purpose of this exercise is to challenge you to think about how South Africa might address the inequities rendered in the urban landscape, in light of their constitution and bill of rights. Your task is twofold;

Part I

You or your group must design a prototype of community housing in Minecraft. You or your group

must build cost-effective, aesthetically satisfying, environmentally sustainable housing that is designed to meet the new challenges facing present-day South Africa, while recognizing the social, political and economic impacts of apartheid that continue to be felt today. More details, requirements, and objectives will be provided in a formal “call for bids” which I will hand out later on. This “call for bids” should serve as a catalyst for discussion and debate within your group during the design phase of the project.

Part II

Your group must then write up a proposal that explains the features of your Minecraft prototype within the context of the historical legacies of apartheid faced by ordinary South Africans today and contradictions between their lived reality and the rights guaranteed under the new constitution. Your proposal must be supported by relevant primary and secondary documents assigned earlier this semester, as well as assigned readings specifically focused on contemporary debates about the housing crisis in South Africa. Essentially what you are trying to do is identify present-day problems that have their roots in apartheid, address them in the design of your prototype, and explain that design through reference to our assigned readings. These proposals must be **SEVEN FULL PAGES** with footnotes and with page numbers and must be written in the Google Doc that I will provide to you or your group. If you choose to work in a group please keep in mind that your group’s proposal is intended to be a collaborative effort. **EACH GROUP MEMBER** contribute at the bare minimum **TEN SUBSTANTIVE COMMENTS** and at least **TEN SUBSTANTIVE EDITS** or additions to their group’s proposal. To receive a good grade you should be making many more comments, edits and additions than this and they must be substantive contributions. If you choose to do this assignment individually, I’ll be looking for edits and additions, but not comments.

A project timeline is due two weeks before the due date of this assignment. If you work in groups the project timeline must indicate which individuals will be completing which tasks and what the deadlines are for each task. A complete rough draft is due one week before the due date of the assignment.

Lastly you must record a three minute presentation of your proposal and prototype and upload that recording to Youtube. You are required to include a link to that Youtube video in the Google Doc you will use to write your proposal.

Here is the grade breakdown for this assignment Project timeline (5 pts)

Rough Draft (20 pts)

Final Draft of Minecraft Housing Prototype (30 pts) Final Draft of Minecraft Proposal (40 pts)

Youtube Presentation (5 pts)

Project Option F: Anti-Apartheid Struggle Choose Your Own Adventure

This one has to be completed individually. No groups! You will write a “Choose Your Own Adventure” book by assuming the identity of either a member of one or another antiapartheid group or a member of the security state. This book must be no less than 50 pages in length. This “Choose Your Own Adventure” must ring true with the history of the antiapartheid struggle and/or the government’s attempts to suppress it. We will be reading a lot about the security state and anti-apartheid activists so you should have ample material to base your fictional adaptation on. A rough draft is due one week before the due date of this assignment.

Rough Draft (30 pts) Final Draft (70 pts)

Project Option G: Film Diary

This one has to be completed individually. No groups! You select and watch 8 films from a list of over 35 films on course reserve or available online (some online films are free others you may have to rent on your own dime from places like Amazon Instant Video and Google Play, etc.). You will then write responses of no more or less than three pages for each film in a Google Doc that I will provide. I will also provide a Google Drive folder that will contain writing prompts and some additional required readings that will accompany many but not all films. I’ll be looking for some references to the

additional required readings in your responses. A schedule of suggested dates to watch these films and how these films relate to one another will be provided relatively soon. Many films won't make much sense until we read the material for a given week. You are welcome to read ahead however.

There is no rough draft required for this assignment. But may the good lord help you if you wait to the last two weeks of the semester to complete this assignment.

Final Draft of Film Diary (100 pts)

Reading Quizzes

Pop quizzes on the reading will be administered throughout the semester. If the final average of your pop quiz grades are **85% OR HIGHER BY THE FINAL WEEK OF CLASS YOU MAY OPT OUT OF THE FINAL EXAM**. If you **FAIL FIVE OR MORE READING QUIZZES YOU AUTOMATICALLY FAIL THE CLASS**.

Believe it or not, I like getting to know my students. If you come and chat with me during office hours I'll forgive one failing quiz grade.

Exams

There will be a midterm and a final (for those of you ineligible to opt out). The midterm covers the material assigned in the first half of the course. The final covers the material in the second half of the course. These exams will consist of (A) a map or timeline, (B) identifications, and (C) a short answer essay.

Final Grade

If you are ineligible to opt out of the final your final grade will be computed according to the following breakdown:

- Quizzes 5%
- Midterm 15%
- Final 20%
- Project 1 20%
- Project 2 20%
- Project 3 20%

In the event that you are eligible to opt out of the breakdown of your final grade will be adjusted accordingly:

- Quizzes 5%
- Midterm 20%
- Project 1 25%
- Project 2 25%
- Project 3 25%

Attendance

I have a "five strikes and you are out" attendance policy. **IF YOU HAVE FIVE OR MORE UNEXCUSED ABSENCES YOU WILL AUTOMATICALLY RECEIVE AN E FOR THE ENTIRE COURSE!** A good portion of the material for this class will be delivered and discussed in class, so it is imperative that you be there to receive that information in lectures and films I'll show as well as engage in conversation when we have discussions.

There will be no make-up quizzes, exams, or papers without appropriate verification

according to S.R.5.24.2. With excused absences, the instructor will help students stay caught up with class materials. However, any extended absences affect the final outcome and will be dealt with as an academic issue. Excused absences must have appropriate verification: written doctor's excuse, obituary notice for immediate family member's only, University related trips with documentation, or major religious holidays.

Students' Rights and Responsibilities

Students have rights and responsibilities that are clear and well-defined. All rules and regulations set forth in the Senate Guidelines and Student Handbook will be followed in this course.

Classroom Behavior

Please respect the rights of all others in the course. It is important that you come to class on time and if you must be late, enter the room quietly and take the first available seat. I assume that you are here to learn, so please be attentive. If you engage in any of the forbidden behaviors outlined above, I will ask you to leave the room, and if violations continue, I will notify the Dean of Students. If you have a question, please raise your hand and ask me.

Plagiarism and Cheating

The University of Kentucky and the Department of History take plagiarism and cheating very seriously. Plagiarizing any assignment or exam as defined in the UK Code of Student Conduct it will result in a range of disciplinary action according to University policy. The maximum penalty is expulsion from the University.

According to the UK Ombudsman's Office using someone else's work (texts, lectures, articles) without citing the source, passing off someone else's work as your own (e.g., borrowing a paper from another person who has handed it in another class previously), copying someone's answers during exams, and using materials from the Internet without properly citing the website/source/author are all examples of plagiarism/cheating. If you have ANY questions regarding this subject, please talk with me at any time. It is always better to be overly cautious than risk destroying your university career. Intent is not always the issue, it is the result that is judged!

Even suspicion of plagiarism/cheating is enough cause to begin an investigation, so be careful to follow instructions at all times. As you submit written work, a copy of it may be submitted and compared to publicly available previously submitted works. Your work will also become part of this public collection.

Reasonable Accommodation

A request for reasonable accommodation **MUST BE ACCOMPANIED WITH DOCUMENTATION** from the Office of Disability Resource Center. Contact them at 257-2754, Room 2, Alumni Gym. If you have special needs or considerations in terms of lectures, assignments, or testing please notify the instructor at any time during the semester. If you have a letter, please give it to me as soon as possible!

Withdrawal and Incomplete Policy

Official withdrawal from the class is required by the registrar's office to avoid a failing grade for this class. The instructor will not automatically withdraw a student from the class simply because he/she stops attending class.

Disclaimer

I reserve the right to make reasonable and minor adjustments to the schedule of readings and assignments.

Schedule of Readings and Due Dates

Note: Readings with an asterisk will be provided by me in a digital format.

Week One Introduction and Geography

Aug 23
Introductory Remarks

Aug 25
Berger, Chapter 1
HIS 355 Syllabus

Week Two Prehistoric Southern Africa

Aug 28
Berger, Chapter 2

Aug 30

Sep 1

Week Three Colonization, Settlement and the Frontier Wars

Sep 4
Labor Day – No Class

Sep 6
Early Cape- Primary Source Reader*
Berger, Chapter 3
Keegan, "The Great Leap Forward"*

Sep 8
Thompson, The Covenant*
Lady Anne Barnard, Selections*

Week Four The Mineral Revolution

Sep 11
Berger, Chapter 4

Sep 13
Callinicos, The Change to Wage Labour*

Sep 15
Van Onselen, The World the Mine Owners Made*

Week Five

The Boer War and Its Consequences

Sep 18

The War Diary of Johanna Brandt, "That Hell On Earth—Irene, 12 May 1901 to 7 June 1901"*

Sep 20

In Class Film: Breaker Morant

Sep 22

In Class Film Breaker Morant

Week Six

Afrikaner Nationalism and Black Protest in the Interwar Years

Sep 25

Berger, Chapter 5

Sep 27

Thompson, Afrikaner Nationalist Mythology*

Sep 29

Callinicos, Protest and Resistance* Keegan, Facing the Storm, selections* Sol Plaatje, Native Life in South Africa*

Week Seven

Urban Culture and Mass Protest

Oct 2

Callinicos, The Struggle for a Place*

Oct 4

Paton, Cry the Beloved Country, Book I (Chapters 1-17)

Oct 6

Paton, Cry the Beloved Country, Book II (Chapters 18-36)

****Project Option A: Precolonial and Colonial Cape Colony Minecraft Replica Due 5PM****

Week Eight "Petty" Apartheid

Oct 9

Berger, Chapter 6

Eskia Mphahlele (1st third)

Oct 11

Eskia Mphahlele (2nd third)

Oct 13

Eskia Mphahlele (3rd third)

~~***Project Option B: Mineral Revolution Board Game Due 5PM***~~

Week Nine**Congress Politics and the Armed Struggle****Oct 16**

Congress of the People, "The Freedom Charter"* Manifesto of Umkhonto we Sizwe*
Mandela, The Case for a Violent Resistance Movement*

Project Option B: Mineral Revolution Board Game Due 5PM

Oct 18

Berger, Chapter 7

Oct 20

Midterm Exam

Week Ten**Grand Apartheid and the Bantustans****Oct 23**

Lelyveld, "Forced Busing"*

Oct 25**Oct 27**

Film: Last Grave at Dimbaza

Project Option C: Separate Development Simulation Due 5PM

Week Eleven**Growing Contradictions****Oct 30**

Beinart, "Economy and Society in the 1960s and 1970s"*

Nov 1

Biko, selections*

Nov 3**Week Twelve****Popular Revolt and Shifting Geopolitics****Nov 6**

In Class Film: Have You Heard from Johannesburg? Letlapa Mphahlele (1st Third)

Nov 8

In Class Film: Have You Heard from Johannesburg? Letlapa Mphahlele (2nd Third)

Nov 1

Birmingham, Destabilizing the Neighborhood* Letlapa Mphahlele (3rd Third)

Week Thirteen
Negotiations, Truth, and Reconciliation

Nov 13

Berger, Chapter 8

Mandela - Cape Town, Town Hall (2/11/1990): http://www.youtube.com/watch?v=-Qj4e_q7_z4

Nov 15

Deegan, "The New South Africa"*

Inauguration (5/10/1994): <http://www.youtube.com/watch?v=grh03-NjHzc>

Nov 17

Cherry et al, "Researching the 'Truth'"*

Week Fourteen Catch-Up and Break

Nov 20

Digital Consultation Day

Nov 22-Nov 26

Thanksgiving Break – No Class

Week Fifteen HIV-AIDS

Nov 27

Carton, "We Are Made Quiet by This Annihilation"*

****Project Option D: Reconstruction and Development Plan Due 5PM****

Nov 29

In Class Film: Yesterday

Dec 1

In Class Film: Yesterday

****Project Option E: Post-Apartheid Housing Minecraft Prototype* Due 5PM****

****Project Option F: Liberation Struggle Choose Your Own Adventure Due 5PM*** ***Project Option G: Film Diary Due 5PM****

Week Fifteen

"Born Frees" and Growing Pains

Dec 6

In Class Film: South African Shack Dwellers Find a Voice

Dec 7

Dec 8

McClenaghan, "Marikana Tip of Iceberg"* Hall, "Symbolic Statue Dividing University"*

Final Exam