CIEE Global Institute – Cape Town

Course name: From Rhodes to Mandela and from Apartheid to AIDS
Course number: HIST 3101 CTSA
Programs offering course: January in Cape Town
Open Campus Track: Language, Literature and Culture Track
Language of instruction: English
U.S. semester credits: 3
Contact hours: 45
Term: January 2020

Course Description

This overview course introduces students to key events, people and processes in South Africa’s social and political transformation. Topics covered include: industrialization and the British colonial period, Afrikaner nationalism and apartheid, African nationalism and anti-apartheid resistance, urban segregation, the political miracle of the 1990s, and the impact of HIV/AIDS. Students will visit venues such as the District Six Museum. By the end of the course, students will have a strong grounding in recent South African history and contemporary contexts.

Learning Objectives

By completing this course, students will be able to:

• articulate how apartheid gave rise to today’s structural poverty and enormous inequalities.
• critically evaluate the extent to which apartheid was a spatial project rather than a purely political and economic project.
• participate knowledgably in current debates around decolonisation in South Africa.

Course Prerequisites

Students should have at least a basic understanding of colonial history and apartheid.

Methods of Instruction

Learning will revolve around short lectures and in-class discussions of selected readings.

Students will take turns facilitating certain components of these discussions. Excursions to museums and guest speakers will add multiple viewpoints on the various themes that make up South African history.
### Assessment and Final Grade

1. Vocabulary Quizzes x 2: 20%
2. Class Presentations: 20%
3. Exam: 20%
4. Memorial Paper: 20%
5. Class Participation: 20%

**TOTAL:** 100%

### Course Requirements

#### Memorial Paper

During the last day of class, students will submit a memorial paper. This 2500-word essay narrates the experience of encountering a memorial around Cape Town and analyzing it by drawing from three (or more) readings of the course. Students will be assessed according to their ability to undertake independent research, to make connections to the various theoretical debates engaged within the course; and to articulate an original, coherent and well-informed response.

Students are encouraged to draw inspiration from the following readings:


#### Class Presentations

Students, working in pairs, or triads -- should critically evaluate ONE aspect about the TRC that has either been considered a failure or a success. The challenge here is to strictly limit the
presentation to one failure/success aspect and unpack all its ramifications. To avoid multiple presentations of the same failure/success aspect, each presentation topic will be confirmed after Week 1. To conclude the presentation, presenters are asked to contemplate what the United States could potentially learn from the TRC.

Where possible, but not as a priority, students are welcome to use creative aides as a part of the presentation. Each presentation should not exceed 15 minutes.

Exam

In preparation for the exam students are encouraged to research on South Africa’s response (i.e. various government administrations; TAC and/or other groups etc.) to the HIV/AIDS pandemic.

The exam will include select multiple choice questions, but mostly will comprise of a series of short questions requiring discursive answers.

Two foundational resources (but not limited to these) in preparation for this exam include:

a. A documentary entitled TAC: Taking Haart. 2011. Jack Lewis & Lucilla Blankenberg. Whilst an excerpt of this documentary will be viewed in class, you are encouraged to watch the full documentary online. It speaks to the denialism which surrounding HIV/AIDS in the past, along with the advocacy around this issue.


Vocabulary Quizzes

There will be two vocabulary Quizzes worth 10% percent each (but totaling 20% of the course mark) – which will cover key words and phrases used/found in the readings as well as referred to in class. These quizzes will be fulfilled via Canvas within class sessions. They will be an hour each.

Vocabulary Quiz One covers all knowledge from commencement of the course to include topics such as colonialism; the mineral revolution; the South African War and the formation of the Union of South Africa.
Vocabulary Quiz Two will cover the topic of apartheid and nationalism, along with its long--lasting impact and memoryscapes as seen in aspects such as forced removals, xenophobia etc.

**Citation Style**

Students are advised to cite using the **Chicago Style** for referencing. The footnoting referencing system involves two key components:

1. **Footnotes:** Footnote should be placed at the foot of the page in question (not at the end of the essay). Number footnotes consecutively.

2. **Bibliography:** This appears at the end of your work and lists all the sources used. Do not include items in the bibliography which have not been read or which have been read but not used for the essay. Students will be expected to show familiarity with all the items in the bibliography.

**Examples:**


**Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer--to--peer feedback, interaction with guest speakers, and attentiveness on co--curricular and outside--of--classroom activities. Relevant readings are to be completed before class and students should be prepared to discuss these readings in the classroom. Students will be assessed through in--class participation and will be expected to provide constructive contributions based on active engagement with the set texts. Such engagement will be expected to take the form of both observations and questions based on close readings of these texts, on active listening, and constructive participation in discussions with peers.
Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Equivalent Number of Open Campus Semester classes</th>
<th>Minimum Penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>1 content classes, or up to 2 language classes</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>2 content classes, or 3–4 language classes</td>
<td>Participation graded as per class requirements; written warning</td>
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<tr>
<td>More than 20%</td>
<td>3 content classes, or 5 language classes</td>
<td>Automatic course failure, and possible expulsion</td>
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**Weekly Schedule**

**Week 1**

**Orientation Week**

**Class 1.1**  From Colonialism to the Mineral Revolution

In this session, students will be introduced to a brief history of the area that would later become South Africa. Particular emphasis will be placed on the expansion of settler colonialism and the economic basis of colonial society during this period.

**Required reading**


**Suggested reading**


**Week 2**

**Mines (Minerals), Pathogens, the South African War and the rise of Apartheid.**
Class 2.1  
Minerals and their Socio–Economic as well as Political impact: the Medical construction of (African) labour

Co–Curricular Visit to the Slave Lodge (first 90 mins). Then class thereafter (90 mins).

In this session, students will engage discussions on the impact of the discovery of diamonds and gold on the political, economic and social landscape. Particular attention will be paid to the ways in which this ‘mineral revolution’ acted as a watershed moment in Southern African history.

Thereafter, we examine the impact of the labor system that was set up due to the discovery of minerals. This system of labor gave rise to migration patterns in which men settled down in mining regions far away from their homes, thus necessitating the separation of family members. The ensuing labor regimes entailed black bodies entering the very core of the land in order to extract some of the most valuable substances on earth, then emerging again from the mines with damaged lungs and no living wage. Shockingly, this labor system has not changed much since its inception. By the end of this session, participants will have gained a deeper understanding of how the apartheid regime regulated the movement and availability of black labor through the establishment of hostels and passbook laws.

Required reading


Suggested Reading

Class 2:2  The South African War, and the Formation of the Union of South Africa

The mineral revolution played an important part in highlighting and exacerbating ruptures and discontinuities within and between various Southern African societies and led to a large and costly colonial war. We refer to this as the South African war, and take time to understand the causes and effects of this war. Specifically, we will explore a range of historiographical debates and the changing interpretations of these events. Required reading

Either


Or


DUE: Vocabulary Quiz 1

Class 2:3  South Africa’s Epidemic History (Human and Animal)

Having gained a rudimentary understanding of the causes for the South African war, this session emphasizes that the formation of the Union of South Africa ushered in a plethora of epidemics, both human and animal. It is in the context of South Africa’s epidemic history that we introduce the topic of HIV/AIDS. The lecture component of this session will provide students with all the direction needed to complete the research paper on responses to the HIV/AIDS pandemic.

Required reading


Class 2.4  
Apartheid – Systems which Enforced Segregation

Guest Speaker

This session consists of an interactive lecture that details the rise of the apartheid state. Students are already familiar with two major features of the apartheid regime, the labor system and the passbook;; now we turn to the devastating history (and afterlife) of forced removals and resettlement.

Required reading


Suggested reading


DUE: 1--hour Exam (on HIV/AIDS)

Class 2.5  
The Homelands/Bantustans (Rural Areas)

In this session we will discuss the existence of the Bantustans/Homelands set up in South Africa’s rural areas;; which were created as part of the isolation system.

Additionally, in class – we will begin a brief conversation in class about urban spaces and forced resettlement in preparation for the District 6 visit on the Monday.

Required reading


Suggested reading


Week 3  
Apartheid Cont'd: The Rise of Nationalism, and the Post--Apartheid Era
Class 3.1 Urban Spaces and Forced Resettlements

Co–curricular Activity: District 6 Museum

Through our site visit to the District Six museum we will listen to stories of the forced removals of 60,000 inhabitants during the Apartheid era, and learn about how the settler oligarchy created a legal framework for this forced migration. It continues to have implications in the post–apartheid era.

Suggested reading


Class 3.2 Colonial/Apartheid after lives -- Xenophobic Attacks

We will de--brief of our experience at District 6 Museum. Having understood the spatial ramifications of segregationist ideologies and the techno--political impacts it engendered, we will discuss the impact of apartheid’s spatial project in present day South Africa. This legacy of division manifests itself today in troubled urban spaces, which continue to be sites of conflict. For instance, the xenophobic attacks meted at black foreign nationals are an extension of these previously practiced and enshrined ideologies of seclusion. Students will stipulate what it would take to undo the effects of apartheid.

Required reading

Class 3.3  The rise of African Nationalism and the Fall of Apartheid

This section of the course places the South African liberation struggle within the broader frame of African liberation struggles against colonialism. We will analyze some of the reasons that have been put forward for the fall of apartheid and we will also interrogate whether the fall of apartheid (and the final remnant of colonialism in Africa it supposedly represented) has actually led to a process of decolonization. We will also draw attention to some founding Nationalist Icons in South Africa, including the famous Nelson Mandela.

Required reading


Suggested reading


Due: Vocabulary Quiz 2

Class 3.4 Memorializing sites of the nationalist struggle: Robben Island

Co-curricular Activity: Robben Island

As we continue to understand the spatial sites of memory as created by apartheid, we will refer to the example of Robben Island. Robben Island is iconic today as a tourist site, but it holds memory for many other things – including its role as a prison for the ‘black’ politically conscious nationalists. It also represents other isolations such as its former infrastructural use as a leper colony, and an animal quarantine zone.

Required readings

Class 3.5 The Truth and Reconciliation Commission (Healing and Memory)

Class Presentations – TRC (first 90 mins)

We take a closer look at the Truth and Reconciliation Commission (TRC), as a site of Memory and a Post Conflict Justice mechanism. We discuss its role as a platform for redress and reconciliation in the aftermath of the apartheid project.

Required reading


Week 4 Post Apartheid Afterlives Cont’d, and Course Consolidation

Class 4.1 #RMF/#FMF

Co–Curricular Activity : UCT Campus with Guest Speaker

With the help of a guest speaker, this session will offer multiple viewpoints on the #RMF and #FMF movements and how they recently acted as the epicenter of debates surrounding decolonization in South Africa.

Required reading


Class 4.2 Class Wrap--up and Consolidation of Course

The concluding lecture will offer a synthesis of the course and address any outstanding questions. Participants will reflect on what they learned in the course and how they will speak of their experience in Cape Town when they return to the United States.

DUE: Memorial paper (Tue 22 Jan)
Readings


