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 like the Robben Island Museum and 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:

1. articulate how apartheid gave rise to today’s structural poverty and enormous inequalities.
2. critically evaluate the extent to which apartheid was a spatial project rather than a purely political and economic project.
3. 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. Memorial Paper: 20%
2. Reading Presentation: 20%
3. Research Essay: 20%
4. Reflection Paper: 20%
5. Class Participation: 20%
TOTAL: 100%

Course Requirements

Memorial Paper, 20% of total grade

This 1500-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 with in the course; and to articulate an original, coherent and well-informed response.

Students are encouraged to draw inspiration from the following two readings:


Reading Presentations, 20% of total grade

In pairs or triads, participants will choose one reading from the course outline and prepare a 15-minute presentation of the material. This presentation should end with a set of stimulating text-based questions that will jumpstart a discussion. Students will be graded according to how well they demonstrate their understanding of the text, their ability to relay key points, and also the ability to draw on other relevant academic debates on a given issue.
Research Essay, 20% of total grade

For this 1500-word essay, participants are asked to do research on South Africa’s response to the HIV/AIDS pandemic. Participants may choose to focus on government response, or the various ways people have organized on behalf of those affected by HIV/AIDS in South Africa. If looking at government response, a student may want to focus on just one administration (for example, de Klerk’s, Mandela’s, Mbeki’s or Zuma’s), or perhaps on more than one, thus introducing a comparative aspect to the analysis. The research for this essay will most likely be archival research. Nevertheless, it is important to be particular about the research method used; what sources were consulted? What preferences were made when selecting sources of information? Furthermore, it is crucial to contextualize all sources of information. This means more than citing the author’s name; it might be relevant to know who commissioned a given publication or study, especially if it presents data or statistical analysis, and it always matters how a given author is affiliated.

While there is no strict format for this essay, students should include the above-mentioned methodology section, a reflective section (in which the writer situates her/his self), a presentation of findings section, and an analytical component.

Reflection Paper, 20% of total grade

This 1000-word paper should combine critical analysis and contemplation about the Truth and Reconciliation Commission (TRC). Students should critically evaluate ONE aspect about the TRC that has either been considered a failure or a success of the TRC. The challenge here is to strictly limit the essay to one failure/ success aspect and unpack all its ramifications. To conclude the essay, students are asked to contemplate what the United States could potentially learn from the TRC.

Participation, 20% of grade

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.

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:


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>
</tr>
</thead>
<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; <strong>written warning</strong></td>
</tr>
<tr>
<td>More than 20%</td>
<td>3 content classes, or 5 language classes</td>
<td>Automatic <strong>course failure</strong>, 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 week, 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. Students will then engage with detailed 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.

Required Reading


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Week 2  Minerals, Pathogens and

Class 2.1  In this session, we examine the impact of the mineral revolution and the labor system that it set up. 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 mineral revolution played an important part in highlighting and exacerbating ruptures and discontinuities within and between various southern African societies and led to the largest and most costly colonial war in Africa. These ruptures and discontinuities were often produced and/or exacerbated by various human and animal epidemics in the region. During this session, we consider the impact of various pathogens in southern Africa and the causes and effects of the South African War. Specifically, we will explore a range of historiographical debates and the changing interpretations of these events.

Required Reading


Class 2:3

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.


**DUE: Memorial Essay**

**Week 3**  
**The rise of apartheid**

**Class 3.1**  
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**


**Class 3.2**  
co-curricular activity: District 6 Museum

**Suggested Reading**

Class 3.3

We complete this week with a debrief of our experience at District 6 Museum and a discussion about how the Group Areas Act alone, not to mention other key apartheid legislation, has basically shaped both, the cities and minds of South Africa. Having understood the spatial ramifications of segregationist ideologies and the techno-political impacts it engendered, students then stipulate what it would take to undo the effects of apartheid.

Required Reading


DUE: Research Essay

Week 4  Post-Apartheid

Class 4.1

The final section of this 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. However, before we study how the Rhodes Must Fall movement recently acted as the epicenter of debates surrounding decolonization in South Africa, we take a closer look at the Truth and Reconciliation Commission (TRC) and what it prioritized in the process of decolonization.

Required Reading


4.2

With the help of guest speakers, this session will offer multiple viewpoints on the #RMF and #FMF movements.
Required Reading


4.3 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: Reflection Paper

Bibliography


