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Spring 2-1-2017

### AAST 291.50 A History of South Africa

Gillian Beth Glaes

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**AAST 291:50****A History of South Africa****Spring 2017**

***This is a UM Online course offered through Moodle.***

**Instructor's contact information:**

[Professor Gillian Glaes](#)

History & African-American Studies

University of Montana-Missoula

Email: gillian.glaes@mso.umt.edu  
Phone: Please text me at 406-624-9571.  
Office: 259 Liberal Arts Building (history department wing/second floor/Mountain Campus)

- *Please maintain a professional demeanor in all interactions, including on email.*
- *Please remember to include the course number and title in your email subject line.*
- *Per UM-Missoula policy, students are required to communicate with professors via their UM email accounts. Please use your official UM email account in all correspondence.*

**Office hours via in-person meetings, email or web conference:**

Tuesdays and Thursdays, 2:00-3:00 p.m. MST and by appointment

- I am happy to meet with you via Blackboard Connect on Moodle, Skype, Google Hangout, Facetime, in person if you're in Missoula, or over the phone. I can also correspond with you via your official UM email account.
- *If you cannot meet with me during my office hours, please let me know and we can schedule an appointment.*

**Methods of communicating with students:**

Moodle, email, web conferences, in-person meetings when applicable, and phone

TWITTER: A Twitter hashtag is available: #aas291s. You can use it, for example, to Tweet out relevant and class-appropriate news stories about topics related to South African and African history and current events. See the Twitter feed under "course tools" on the course Moodle page. Remember to maintain a professional demeanor on Twitter as we'll all be able to see what you Tweet using this hashtag.

## Course overview:

Welcome to AAST 291: A History of South Africa. This is an online course in African-American Studies that looks at the history of South Africa from the early modern era to the present.

In this class, we will explore several key themes and developments, including:

- South African societies and European exploration and settlement in the early modern era
- South Africa as a British colony and the Boer War
- the rise of segregation
- the emergence of the apartheid state
- the impact of apartheid
- the fight against apartheid in and beyond South Africa
- Nelson Mandela and the ANC's struggle against apartheid
- the fall of apartheid
- the search for truth and reconciliation
- South Africa after apartheid & South Africa today

## Course objectives and learning outcomes:

This online course will assist you in understanding:

- the role of exploration, settlement, and colonialism in the rise of segregation and apartheid
- the historical origins of racism in South Africa
- the rise of apartheid
- the course of policies of apartheid
- the black African response to apartheid
- the dismantling and end of apartheid
- the transition to democracy in South Africa
- the journey to truth and reconciliation
- triumphs and challenges in post-apartheid South Africa

## Online Learning/Learning Online:

You might be someone who has taken many online courses or this might be your first online class.

Regardless of your background in online learning, I am excited that you are taking AAST 291. That said, while this is an online course, it will not necessarily be an “easy” class. It should challenge you intellectually and academically, just as a traditional class would.

Please be aware that you are responsible for reading and understanding the course syllabus and knowing the due dates for all assignments. Please keep in mind that changes to the syllabus can occur. Remember to look for announcements concerning the class on the course Moodle page and through the

news forum. Make sure that you check your *UM student email account* regularly for announcements, notices, etc.

To stay current with the class, I expect you to log onto the course Moodle page several times per week to access readings, videos, discussion forums, assignments, and other information. This will enable you to remain engaged in the course materials and corresponding forums and assignments each week and throughout the semester. Remember to communicate regularly with me as the instructor, especially if you are experiencing challenges with the course material or with the technology that we are using (Moodle and various features in Moodle). Technology should assist you in completing and succeeding in this course – it should not be a barrier, nor should it be used as an excuse for incomplete coursework.

### **Expectations for student conduct: “netiquette” in an online class**

There are rules and etiquette that apply to the online realm, just as there are in the rest of society. As such, it is important for you to maintain a friendly, open, and professional demeanor. The other students in the course and I are your colleagues and will serve as tremendous resources for you as we work through the course material together. To nurture your rapport with others in the class, remember to maintain a collegial and a professional demeanor throughout the semester. Here is a link to UM’s [Student Conduct Code](#) – please see especially the section on “General Misconduct.”

The following are good practices and expectations for student conduct in this online class. To quote [onlinecollege.net](#): *“Like all professional endeavors, successful performance in an online course depends on following certain standardized rules to achieve clear communication.”*

Please follow the [Student Conduct Code](#) and these rules and expectations throughout the semester:

- Participate frequently. Studies show that the more students participate in an online class, the better they do. Put your ideas out there so that others may read them, understand them, and respond to them.
- Complete your work on time and make sure that you’re staying current with the syllabus each week.
- Conduct yourself on Moodle and in this online class as you would in real life. Respect others and remember that your fellow students are people. Be ethical, punctual, courteous, professional, compassionate, intellectually engaged, respectful, and enthusiastic.
- Remember that outside of a conference call, you cannot see facial expressions, gestures, and other mannerisms that are important in communication while on Moodle. Tread lightly – avoid all caps, exclamation points, and/or purposely provoking your fellow students (or the instructor). If you would not say it in person, please do not say it on Moodle, via email, or through other means of online, electronic communication.
- Represent yourself well online: make sure that your writing is grammatically correct and supported by sources offered through the class. Use clear, concise, academic, and professional language. Test for clarity – your paragraph might be clear to you, but it might not necessarily be clear to others. Stay focused on the topic at hand.

- Be collaborative and show a willingness to work with others. To quote [onlinecollege.net](http://onlinecollege.net): *“To be truly collaborative, it is important to share information, reveal tips you may have discovered, and respect the ideas of others.”*

Failure to abide by UM’s Student Conduct Code and these rules of “Netiquette” will result in the appropriate penalties.

For further resources on online etiquette, which inspired the above list, see the following links:

[Albion netiquette rules](#)

[UWC technology rules](#)

### **Technical Support:**

UMOnline contact information for technological issues:

Having trouble with Moodle? Unable to post or log in? Can’t submit assignments?

Avoid waiting until the last minute to [contact UM Online’s Help Desk](#) or me. If you are experiencing technical difficulties and need immediate assistance, contact [UMOnline](#):

Email: [umonline-help@umontana.edu](mailto:umonline-help@umontana.edu)

Phone: 406.243.4999 or 866.225.1641 (toll-free)

Web: [UM Online Technical Support](#)

[Note: Firefox is the preferred internet browser for Moodle. For more information go to UMOOnline.](#)

### **Academic honesty & academic integrity:**

Issues with academic integrity, plagiarism, and/or cheating will be addressed according to the University of Montana-Missoula’s [Student Conduct Code](#) and, specifically, its policies regarding academic misconduct.

The Academic Misconduct policy within the [Student Conduct Code](#) defines misconduct as plagiarism, misconduct during an academic exercise, unauthorized possession or examination of course material, tampering with course materials, submitting false information, submitting work previously presented in another course, improperly influencing conduct, submitting or arranging substitution for a student during an examination or other academic exercise, facilitating academic misconduct, or altering academic documentation (transcripts, etc.).

I assume that you have read and understand these policies. I also assume that you will abide by them and conduct yourself in an ethical manner throughout the semester. Instances of academic misconduct will be dealt with swiftly and in accordance with UM’s policies. If you have any questions, please contact me.

## Accessibility and accommodations:

The course materials, interactions, and policies are intended to accommodate all students. The University of Montana-Missoula assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, please contact me during the first week of the semester so that proper accommodations can be provided. For further information or if you feel that you have a disability for which you need accommodation, please contact:

### [Disability Services for Students \(DSS\)](#)

Lommasson Center, 154	Voice/text:	(406) 243-2243
The University of Montana	Fax:	(406) 243-5330
Missoula, MT 59812	Email:	<a href="mailto:dss@umontana.edu">dss@umontana.edu</a>
	Web :	<a href="#">Disability Services for Students</a>

## Required books:

(available for purchase at and through [The Bookstore at UM](#))

- Nancy L. Clark and William H. Worger, *South Africa: The Rise and Fall of Apartheid* (3<sup>rd</sup> edition)
- Sindiwe Magona, *To My Children's Children*

(all other course materials will be available through the course Moodle page)

## Assignments:

NOTE: Feedback on all assignments will be available through the Joule Grader on Moodle.

**Moodle tutorial:** 5% (due Monday, January 30)

Please complete the Moodle tutorial available on the course Moodle page under week 1 and under assignments by Monday, January 30 by 9:00 a.m. This will familiarize you with Moodle and online learning on Moodle and specifically with the "Snap" layout that we're using. If you have used Moodle before, please use this as a refresher course – this is a required assignment and will count toward your final grade in the course.

**Weekly discussion forum posts:** 25% (weekly)

The weekly discussion forums/threads are intended to give you the opportunity to discuss the assigned weekly course material, including readings and videos, with your fellow students. Each week, we will focus on the readings and online resources in the forum posts. In your forum posts and your responses to other students, you will draw on the course materials and discuss the readings and other materials specifically in your posts. There will be specific directions under each week's forums that you will follow. Each forum post should be at least a paragraph in length (at least 5-7 sentences) with evidence and examples drawn from the course materials to support your analysis. Remember to write with an academic tone and with the goal of positively and professionally engaging with your fellow students in an academic discussion.

**The weekly discussion forums will open by Monday morning.** Please complete your initial post by **Thursday at 11:59 p.m. MST** and the rest of the posts, including replies to other students, by the following Monday morning at 9:00 a.m. You will be evaluated in part on your promptness in posting to the forums, including making your initial post by Thursday. Please follow the specific instructions for each week's discussion forum.

**During the weeks that papers are due, you will be required to post an abstract of your paper that week and respond to another student's abstract so that students can see what others are working on.** Paper due dates are listed below under "essays." When you post your abstract, you are welcome to include illustrations and other visual resources with your summary of your paper, including your argument, approach, and sources. You are also welcome to post a full version of your paper if you would like to.

***Late forum posts will be docked points in the grading process. Please see below for specific details.***

***Assessment of the weekly forums:***

Your forum posts will be graded each week on the following 20-point grading scale:

**18-20: A**

**EXCEPTIONAL & EXCEEDS REQUIREMENTS SET FORTH:** The student's forum posts express critical thinking about the assigned readings for the week. The forum posts directly reference many of the readings and online course materials, bringing them together in a thoughtful, thorough, and exceptional manner. Forum posts further the discussion. The student has met and/or exceeded the required number of forum posts for that week, which often include pictures and additional resources. All forum posts are well-written using complete sentences and correct spelling and grammar. All sources are cited for each post using parenthetical citations. The forum posts are submitted on time.

**16-17: B**

**ABOVE AVERAGE & MEETS REQUIREMENTS SET FORTH:** The student's forum posts express critical thinking about the assigned readings for the week with direct references to some of the readings and other course materials, bringing the together in an above average manner. The student has met the required number of forum posts for that week. All forum posts are written in an above-average way in complete sentences and include correct spelling and grammar. Most forum posts are cited using parenthetical citations. The forum posts are submitted on time.

**14-15: C**

**AVERAGE: MEETS REQUIREMENTS SET FORTH:** The student's forum posts express critical thinking about topics from the week and adequately connects course concepts, but with few reference to the assigned readings and other course materials. The student meets the number of forum posts required for this week. Most forum posts are written in complete sentences with proper grammar and spelling. Some

forum posts are cited using parenthetical citations. The forum posts are submitted on time or one day late.

### **12-13: D**

**BELOW AVERAGE: DOES NOT MEET REQUIREMENTS SET FORTH:** The student's forum posts contain speculative comments without support from the content of the course (e.g., assigned readings, lectures, etc.) or comments are not relevant to the week's assigned materials. The minimum number of forum posts was not met. Forum posts are not properly written in terms of paragraphing, sentence structure, and/or grammar and spelling. Sources are not cited. The forum posts are submitted one or two days late.

### **0-11: F**

**DOES NOT MEET THE CRITERIA SET FORTH:** The forum posts have no bearing on the course, are without relevance to that week's topic, are completed after the due date(s), are poorly written, do not meet the criteria set forth, or are not completed for that week. The forum posts are not cited. Or, the forum posts were submitted more than 3 days late.

## **Essays/Assignments**

Essay 1:	20%	(due to Moodle <b>Monday, February 27</b> by 9 a.m.) Submit your paper under "assignments" and your abstract/summary of the paper to the week 5 forum.
Essay 2:	20%	(due to Moodle <b>Monday, April 3</b> by 9 a.m.) Submit your paper under "assignments" and your abstract/summary of the paper to the week 10 forum.
Essay 3/Final Project:	25%	(due to Moodle <b>Friday, May 12</b> by 5 p.m.) (finals week) Submit your paper or project under "assignments" and your abstract/summary of the paper or project to the week 15 forum.

Your essays will be graded on the following criteria:

- The student demonstrates an awareness of context, audience and purpose (15%)
- The student demonstrates critical and creative thinking (30%)
- The student develops ideas, claims, and arguments with specific information and detail (25%)
- The student finds, evaluates, integrates, and correctly cites information from appropriate primary and secondary sources (10%)
- The student creates an effective organizational structure (10%)
- The student creates clear, fluent, and correct prose. In other words, the paper is well-written and free of errors (10%)

CITATIONS:



- Please cite your sources using the [Turabian/Chicago style citation method \(endnotes\)](#).
- The Mansfield Library has [resources on Chicago-style citations](#).
- [UM's writing center](#) is a great resource when writing historical essays. So is Purdue University's [Online Writing Lab](#).
- See other resources for writing historical essays under the "resources" tab on the course Moodle page.

#### LATE POLICY:

- Late papers/assignments will be docked at a letter grade per day. Please plan accordingly.

NOTE: I will be using methods to check your essays and projects for originality. Please make sure that your content is original and that all sources are cited using the Chicago/Turabian style citation method (endnotes). Resources to help you with this citation format are available above and on Moodle.

#### Grade scale:

Based on your performance in this course, you will be evaluated on the following grade scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	59 and below

#### For students taking the course "credit/no credit":

From the UM catalogue: "Courses taken to satisfy General Education Requirements must be taken for traditional letter grade. Courses required for the student's major or minor must be taken for traditional letter grade, except at the discretion of the department concerned.

A grade of CR is assigned for work deserving credit (A through D-) and a grade of NCR is assigned for work of failing quality (F). CR and NCR grades do not affect grade point averages. The grades of CR and NCR are not defined in terms of their relationship to traditional grades for graduate course work.

Election of the credit/no credit option must be indicated at registration time or within the first 15 class days on CyberBear. Between the 16<sup>th</sup> day and the last day of instruction before finals week, a student may request a change from credit/no credit enrollment to an enrollment under the A-F grade system, or the reverse, by means of a Course Add/Change Form; note that not all such requests are approved."

To pass this class on the credit/no credit grade scale at UM, you need a “D” average (a minimum of a 60% overall). From my perspective, that means that *you need to pass all elements of the class – forums, essays, and other assignments*. Please contact me if you have any questions.

## COURSE OUTLINE

### WEEK 1: M 1/23-Sun 1/29 SOUTH AFRICA: AN INTRODUCTION

#### REQUIRED READINGS, VIDEO AND ASSIGNMENTS:

##### Textbook/secondary source reading:

Clark and Worger, *South Africa: The Rise and Fall of Apartheid*: (required for the course and available for purchase through [The Bookstore at UM](#))

- Look through the resources at the front of the book
- Setting the Scene and Ch. 1 – Introduction
- Ch. 2: Historical Background (“the peoples of South Africa”)

##### Primary source reading:

- Nelson Mandela, *Long Walk to Freedom* (Ch. 1: A Country Childhood) (PDF)

##### Documentary/film:

- Overview of South Africa (on Moodle)

#### FORUMS/ASSIGNMENTS:

- Please complete the week 1 discussion forum.

### WEEK 2: M 1/30-Sun 2/5 EARLY MODERN SETTLEMENT

#### REQUIRED READINGS:

##### Textbook/secondary source reading:

- Kevin Shillington, *A History of Africa*, Chapter 15: Southern Africa to the 18th Century (PDF)

##### Primary source readings:

- “In support of the continued importation of slaves into South Africa (1797)” (PDF)

**SUGGESTED READINGS:****Textbook/secondary source readings:**

- "Khoisan Resistance to the Dutch in the 18th and 19th Centuries" (PDF)

**Primary source readings:**

- Diary of Jan Van Riebeeck (PDF)

**FORUMS/ASSIGNMENTS:**

- Please complete the week 2 discussion forum.
- Begin thinking about a topic for essay #1.

**WEEK 3: M 2/6-Sun 2/12 SOUTH AFRICA IN THE 19<sup>TH</sup> CENTURY****REQUIRED:****Textbook/secondary source reading:**

- Shillington, "Ch. 18: Pre-Industrial South Africa in the 19th Century" (PDF)

**Primary sources:**

- "A Slave Revolt in South Africa" (PDF)
- "Cetshwayo describes Zulu Society" (1881) (PDF)

**Documentary/film:**

- *The Zulu Kingdom* (on Moodle)

**FORUMS/ASSIGNMENTS:**

- Please complete the week 3 discussion forum.
- Work on essay #1, which is due Monday, February 27 to Moodle.

**WEEK 4: M 2/13-Sun 2/19 THE BOER WARS AND EARLY SEGREGATION****REQUIRED:****Textbook/secondary reading:**

- "Diamonds, Gold, and British Imperialism" from *A History of South Africa*

**Primary sources:**

- “Cecil Rhodes’ Dreams of Empire” (1877) (PDF)
- Punch cartoons on the Boer War

**Film/documentary:****Required: (on Moodle)**

- BBC documentary on the Boer War, Part 1
- BBC documentary on the Boer War, Part 2

**Suggested: (on Moodle)**

- BBC documentary on the Boer War, Part 3
- BBC documentary on the Boer War, Part 4
- BBC documentary on the Boer War, Part 5

**FORUMS/ASSIGNMENTS:**

- Please complete the week 4 discussion forum.
- Continue working on essay #1.

**WEEK 5: M 2/20-Sun 2/26 THE ARCHITECTURE OF APARTHEID****REQUIRED:****Textbook/secondary source reading:**

- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*, Ch. 3: The Basis of Apartheid

**Primary sources:**

- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*, Document 2, “Verwoerd Explains Apartheid, 1950”
- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*, Document 4: “Mrs. Dumani describes how segregationist and apartheid laws destroyed her family, 1957”
- Begin Sindiwe Magona, *To My Children’s Children* (pgs. 1-88)

**Film/documentary: (on Moodle)**

- BBC: Apartheid -- 46 Years in 90 seconds

**SUGGESTED:****Primary sources:**

- "The National Party's Colour Policy, 1948"
- A.L. Geyer, "The Case for Apartheid"

#### FORUMS/ASSIGNMENTS:

- Please complete the week 5 discussion forum.
- Complete and submit essay #1, which is due Monday, February 27 by 9:00 a.m. to Moodle.

### WEEK 6: M 2/27- Sun 3/5 EARLY PROTESTS AGAINST APARTHEID

#### REQUIRED:

##### Textbook/secondary source:

- Peter Walsh, *The Rise of African Nationalism in South Africa* (Ch. 1/PDF)

##### Primary sources:

- Finish Sindiwe Magona, *To My Children's Children* (pgs. 89-167)
- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*: Document 3: "Mandela Speaks on the Need to Challenge Apartheid, 1953"
- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*: Document 5 "The Freedom Charter" (1955)
- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*: Document 6: "Frances Baard described how women organized to protest the pass laws 1956"
- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*: Document 7: "Robert Sobukwe, 'My Idea of Africa 1973' (1959)

##### Film/documentary: (on Moodle)

- Mandela's courtroom speech – "An ideal for which I am prepared to die"

#### SUGGESTED:

##### Textbook/secondary source:

- Edward Feit, "Generational Conflict and African Nationalism in South Africa" (PDF)

##### Primary source:

Clark and Worger, *South Africa: The Rise and Fall of Apartheid* : Document 1: "Manifesto of the ANC Youth League" (1944)

#### FORUMS/ASSIGNMENTS:

- Please complete the week 6 discussion forum.
- Remember to submit essay #1 to Moodle by Monday, February 27.

## WEEK 7: M 3/6-Sun 3/12 THE VIOLENCE OF THE APARTHEID STATE

### REQUIRED:

#### Textbook/secondary reading:

- Tom Lodge, *Sharpeville: A Massacre and its Consequences* (Introduction and Chapter 1) (PDF)

#### Primary sources:

- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*: Document 9, "Dan Montsisi Testifies as to the Origins of the Soweto Uprising, 1976"
- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*: Document 10, "Dan Montsisi is Tortured by the Police, 1977"
- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*: Document 11, "An Ordinary Policeman Explains his Involvement in the Killing of Stephen Biko, 1977"
- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*: Document 13: "Margaret Freidman talks about the assassination of her partner"
- Trevor Noah, *Born a Crime*, Chapters 1 & 2

#### Film/documentary: (on Moodle)

- Sharpeville massacre CBS news story

### SUGGESTED:

#### Primary sources:

- "Verwoerd reaffirms South Africa's commitment to white supremacy" (1958) (PDF)
- "Sharpeville and After" (1960) (PDF)
- Mandela: letter from prison 1969

#### Web-based resource:

- Google Cultural Institute: Robben Island Prison

#### Film/documentary: (on Moodle)

- Brief documentary on the Sharpeville massacre
- Soweto uprising

**FORUMS/ASSIGNMENTS:**

- Please complete the week 7 discussion forum.
- Start thinking about a topic for essay #2.

**WEEK 8: M 3/13-Sun 3/19 VIOLENT VS. NON-VIOLENT RESISTANCE****REQUIRED:****Textbook/secondary reading:**

- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*, Chapter 4: Growing Contradictions

**Primary sources:**

- “The African National Congress (ANC) Adopts a Policy of Violence” (1961) (PDF)
- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*: Document 8: “Stephen Biko Explains ‘Black Consciousness’, 1971”
- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*: Document 12: “Declaration of the United Democratic Front”
- Trevor Noah, *Born a Crime* (Chapters 3 & 4)

**Film/documentary: (on Moodle)**

- BBC documentary: "Nelson Mandela and the Fight for Freedom"

**SUGGESTED:****Primary sources:**

- [Archbishop Tutu \(1984\)](#)
- [Mandela's letters from prison \(PDF\)](#)

**FORUMS/ASSIGNMENTS:**

- Please complete the week 8 discussion forum.
- Continue working on essay #2, which is due Monday, April 3.

**WEEK 9: HAPPY SPRING BREAK! (M 3/20-Sun 3/26)****WEEK 10: M 3/27-Sun 4/2 THE INTERNATIONAL RESPONSE TO APARTHEID****REQUIRED:**

**Textbook/secondary source:**

- Hakan Thorn, *Anti-Apartheid and the Emergence of a Global Society*: Introduction & Chapter 1 (PDF)

**Primary source:**

- Julius Nyerere, "On the Boycott of South Africa" (Tanzania)

**Film/documentary: (on Moodle)**

- BBC documentary: Sport, South Africa, and the Boycott

**FORUMS/ASSIGNMENTS:**

- Please complete the week 10 discussion forum.
- Complete and submit essay #2, which is due Monday, April 3 by 9:00 a.m. to Moodle.

**WEEK 11: M 4/3-Sun 4/9 DISMANTLING APARTHEID****REQUIRED:****Textbook/secondary source:**

- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*, Chapter 5: The Collapse of Apartheid

**Primary sources:**

- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*: Document 14, "F.W. de Klerk Announces the Unbanning of the ANC and the Freeing of Mandela, 1990"
- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*: Document 16, "Nelson Mandela Cautions that the Struggle for Freedom Remains to be Won" (1990)

**Film/documentary: (on Moodle)**

- Nelson Mandela's release from prison (Associated Press footage)
- Excerpt from Mandela's speech upon his release from prison

**FORUMS/ASSIGNMENTS:**

- Please complete the week 11 discussion forum.
- Remember to submit essay #2, which is due Monday, April 3 by 9:00 a.m. to Moodle.



## WEEK 12: M 4/10-Sun 4/16 NEGOTIATING DEMOCRACY

### REQUIRED:

#### Textbook/secondary source:

- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*: Chapter 6: A Legacy of Inequality

#### Primary source:

- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*: Document 17, "Mandela Speaks of Freedom Attained, at his Inauguration as President of South Africa, 1994"
- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*: Document 18 "South Africa's Bill of Rights, December 1996"

#### Film/documentary:

- Nobel lecture by F.W. DeKlerk
- News coverage of the 1994 presidential election in South Africa (on Moodle)
- Mandela's inaugural address (excerpt) (on Moodle)

### FORUMS/ASSIGNMENTS:

- Please complete the week 12 discussion forum.
- Start thinking about a topic for essay/project #3.

## WEEK 13: M 4/17-Sun 4/23 TRUTH AND RECONCILIATION

### REQUIRED:

#### Textbook/secondary source:

- Jay A. Vora and Erika Vora, "The Effectiveness of South Africa's Truth and Reconciliation Commission: Perceptions of Xhosa, Afrikaner, and English South Africans" (PDF)

#### Primary sources:

- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*: document 15 "Eugene de Kock Talks about Killing People, 1990" (pgs. 166-168)
- Testimony at the Truth and Reconciliation Commission: Deborah Vuyelwa Jokazi

#### Tertiary source:

- The Truth and Reconciliation Committee website

Film/documentary: (on Moodle)

- "Truth, Justice, Memory: South Africa's Truth and Reconciliation Process"

**SUGGESTED:**

Primary sources:

- Truth and Reconciliation Commission: Special Hearings (select a few and read them)

**FORUMS/ASSIGNMENTS:**

- Please complete the week 13 discussion forum.
- Continue working on essay/project #3, which is due during Finals Week (Friday, May 12 by 5:00 p.m.) to Moodle.

## **WEEK 14 M 4/24-Sun 4/30: CHALLENGES AFTER APARTHEID**

**REQUIRED:**

**Textbook/secondary source:**

- Jo Beall, Stephen Gelb, and Shireem Hassim, "Fragile Stability: State and Society in Democratic South Africa" (PDF)

**Primary source:**

- *28 Stories of AIDS in Africa: A South African story* - Zackie Achmat
- Clark and Worger, *South Africa: The Rise and Fall of Apartheid*: Document 19 "Joyce Sikhakhane reflects on the legacy of apartheid, 1997"

**Film/documentary: (on Moodle)**

- *South Africa's Post-Apartheid Generation*

**FORUMS/ASSIGNMENTS:**

- Please complete the week 14 discussion forum.
- Continue working on essay/project #3, which is due Friday, May 12 by 5:00 p.m. to Moodle (Finals Week).

## **WEEK 15: M 5/1-Sun 5/7 SOUTH AFRICA TODAY**

For the last week of the semester, please complete the following:

1. Please find a news story from a reputable news organization about contemporary South Africa (which we'll define at 2010 to the present). Post it to the week 15 discussion forum. In your post, provide a brief summary and response to the article. Please post your article by Thursday.
2. Then, respond to one other student's article by Monday.
3. Also, please post your abstract for essay/project #3 to the week 15 discussion forum by Thursday.
4. Finally, respond to one other student's abstract by Monday.

This week, then, you should have a total of 4 forum posts.

### **ESSAY/PROJECT #3:**

Essay/project #3 is due to Moodle by Friday, May 12 by 5:00 p.m. (the end of finals week).

Please see the instructions for this assignment on the course Moodle page.