

Syllabus

Course Title:	Topics in Africana Studies: Mandela and Apartheid		
Course Number:	AFRS 3050	Section Number	A01
CRN Number:	14212		
Class Location:	Friday 385	Meeting Times:	T&R: 11am-12:15pm
Professor:	Brenda Tindal		
Term:	Fall 2015-80	XListed:	HIST 3002
Office Hours:	T&R: 1-2pm or by apt.		
Email Address:	bdtindal@uncc.edu		
Phone Number:		Office Room Number:	Garinger, Room 234



Nelson Mandela & Apartheid

HIST 3002-A01/Topics in Non-Western History:
(Cross-listed with AFRS 3050-A01: Topics in African Studies)

Fall 2015 | Course Meeting: Tu/R 11:00am-12:15pm, Friday 385
Instructor: Brenda Tindal | Email: bdtindal@uncc.edu
Office: Garinger 234 | Office Hours: Tu/R 1:00-2:00pm or by appt.

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Course Description

The period between 1948 and 1994 marked the rise and fall of South Africa's apartheid state. The years that followed signaled the emergence of what some refer to as the "New South Africa"—a nation on the frontiers of racial and ethnic reconciliation, healing, and a democracy-in-transition. In many ways, it is difficult to imagine the country's social and political milieu under an apartheid regime and its post-apartheid transformation without discussing Nelson Mandela. From anti-apartheid activist to political exile to President of South Africa to international icon of human rights, Mandela's political trajectory and public life offers a compelling vantage point to trace and understand the complex issues that shaped modern South Africa. This course will examine the life of Mandela and the evolution of, and struggle against, apartheid, while also exploring broader issues such as colonialism, civil disobedience, cultural resistance, freedom, racial theories, election processes, post-war negotiations, and social justice.

Course Objectives and Learning Outcomes

The objectives of this course are to:

1. Introduce you to modern South Africa, primarily through a single, central figure.
2. Develop insight into Nelson Mandela's ideas regarding a range of issues, including race, colonialism, apartheid, social justice, etc.
3. Understand concepts of race, gender, ethnicity, and class as categories of historical analysis.
4. Identify key issues in the social, political, and economic history of South Africa.
5. Develop critical questions and contribute to class discussions that are thoughtful, historically and intellectually sound, and indicative of your deep engagement with course readings and assignments.
6. Effectively summarize major ideas, concepts, and scholarly arguments

History Department Course Expectations Statement

3000 level courses

The 3000 level or advanced courses cover of specific topics, defined time periods and/or geographical areas in a detailed of specialist fashion. Emphasis is on student exposure to historical sources, analysis, and debate.

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Basic Course Expectations

- Course readings: Multiple primary or secondary readings containing primary source materials and specialist readings: 100-150 pages per week
- Writing: one substantial or multiple short analytical exercise(s) based on outside reading/source materials
- Assessment: Primarily written test/exam essays; writing assignment(s)

Required Texts

This course requires that you engage a broad range of texts, including overviews of major events and actors, analyses of specific issues related to Apartheid in South Africa. To assist in this approach, the Barnes & Noble campus bookstore has been asked to stock the following required texts:

1. Nelson Mandela, *Long Walk to Freedom: The Autobiography of Nelson Mandela* (**Note: A PDF version of *Long Walk to Freedom* will be available on the Moodle course page)
2. William Beinart, *Twentieth Century South Africa*, New Edition, (New York: Oxford University Press, 2001).
3. Clifton Crais and Thomas V. McClendon, eds. *The South Africa Reader: History, Culture, Politics* (Durham: Duke University Press, 2014)
4. Sindiwe Magona, *To My Children's Children* (New York, Interlink Books, 1990, 1994, 1998)

In addition to the above books, this course will also draw upon other book chapters, journal articles, and other primary and secondary resources. These materials will be made available electronically/via the Moodle course page. You are required to bring all readings to class on the day for which they are assigned.

Course Policies & Decorum

Grading Policy: Grades for this course will be evaluated based on the following:

Attendance and Participation: 10% (*Periodically reading quizzes will be administered as well as part of this grade)

Primary Source Analysis Worksheet & Reading Logs: 20%

Midterm Exam: 20%

Socratic Seminars: 20%

Final Research paper (including an abstract and annotated bibliography): 30%

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Additional graded items may be assigned accordingly

Letter grades will be awarded as follows:

95-100=A	80-82=B-	69-67=D+
90-94= A-	77-79=C+	60-66=D
87-89=B+	73-76=C	below 60=F
83-86=B	70-72 =C-	

Attendance Policy: Your routine participation and regular attendance is imperative to the class environment. A record of attendance will begin at the end of the drop/add period and will be taken every class session thereafter. Excessive tardiness or sleeping in class will be documented as an unexcused absence and will dramatically affect your grade. Excused absences should be supported by documentation provided by the Dean of Students Office. Please be advised that the Dean of Students Office can help verify the documented circumstance, such verification does not guarantee an excused absence, rescheduled coursework, make-up exam, or assignment of an Incomplete grade. **The final decision regarding the actual academic accommodation lies with the individual faculty member. More than THREE unexcused absences will result in automatic failure. Remember attendance and participation account for 10% of your final grade.**

Technology Stipulations: Laptops, iPads, and e-readers are permitted for taking notes and gaining access to course materials (e.g. electronic books/articles). Cell phones should be turned to the OFF position and text messaging is strictly prohibited. If any of the aforementioned stipulations are abused, students will lose these privileges.

Legalese: The Department of History strictly enforces the UNC Charlotte Code of Student Academic Integrity. This includes unauthorized sharing or selling of class materials. **Any violation results in penalty and may lead to failure of the course.** See: <http://www.legal.uncc.edu/policies/ps-105.html>. For guidance on how to avoid plagiarism and its consequences, please visit <http://history.uncc.edu/Student-Resources/plagiarism.html>

Non-Discrimination Statement: I strive for a class environment in which everybody regardless of age, gender, background, religion, orientation, preferences, or personal circumstance, feels

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included and free to express themselves; i.e. an optimal learning experience for all. I look forward to your contributions towards this goal.

Academic Accommodations: UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office at Fretwell 230.

Email Etiquette: Email communication with the instructor in this class should be considered formal, similar to other business-style email correspondence. Your email should address your instructor by title and name (Professor Smith, Mr. Jones) unless instructed otherwise. Please restrict your email correspondence to issues of class business and questions that are not answered on the syllabus. Please use appropriate capitalization, spell out words completely, and sign your complete name. I will usually be able to answer your emails within 24 hours [except on weekends]. Privacy issues prevent me from discussing grades via email. If you have substantive questions about course content, please see me during office hours when we can talk more productively.

DROP/ADD Addendum

Last Day to Cancel ALL classes with no charges	August 23, 2015
Last Day to Register, add, drop with no grade via the web	September 2, 2015
Unsatisfactory grades due by Noon	October 9, 2015
Unsatisfactory emails sent to students	October 12, 2015
Last day to withdraw from all course(s); grade subject to Withdrawal Policy	October 27, 2015

Assignments

Mid-term: This exam is meant to test your comprehension of the materials covered in lectures and readings through mid-semester. A study guide will be provided in preparation for the exam and a review session may be conducted time permitting, The Mid-term is 20% of your overall grade. Typically, powerpoints are posted 72 hours before the exam, thus taking lecture notes are highly recommended. *Taking photos of powerpoints or materials on the board are strictly prohibited unless the instructor has provided prior approval.* The Midterm exam will be administered on **October 8, 2015.**

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Socratic Seminar: The purpose of a Socratic Seminar is to achieve a deeper understanding about the ideas and values in a text. In the Seminar, students systematically question and examine issues and principles related to a particular content, and articulate different points-of-view. The group conversation assists participants in constructing meaning through disciplined analysis, interpretation, listening, and participation. In a Socratic Seminar, the participants carry the burden of responsibility for the quality of the discussion. Good discussions occur when participants study the text closely in advance, listen actively, share their ideas and questions in response to the ideas and questions of others, and search for evidence in the text to support their ideas. The discussion is not about right answers; it is not a debate. Students are encouraged to think out loud and to exchange ideas openly while examining ideas in a rigorous, thoughtful, manner. This assignment constitutes 20% of your overall final grade. More details regarding the Socratic seminar are forthcoming.

Abstract and Annotated Bibliography: In preparation for your research paper, you will be responsible for submitting an abstract and annotated bibliography. Below is a brief description of the abstract and annotated bibliography. **DUE: October 22, 2015**

Abstract (250-300 words max.):

An abstract is a self-contained, short, and powerful statement that describes a larger work, in your case, a research paper. The abstract functions as a “teasers” to your actual papers and should outline What (What are you writing about)? Why (Why is it important?), and How (How do you plan to execute the proposed research project? In some disciplines, this is referred to as methodology).

Annotated Bibliography (Each entry should be 100-150 words)

The annotated bibliography is a listing of sources (in alphabetical order, using Chicago citation formatting) that is accompanied by a brief synopsis of the source. This synopsis should be at least 3-5 sentences or longer if necessary. Here, you should provide a brief summary of the source and the ways in which it is useful for your research paper. For this component of the assignment, you must identify at least 5 scholarly (academic) sources (refereed journal articles and books). At least three of the sources should be books.

Questions to consider in preparing your annotated bibliography:

1. What is the purpose/scope of the research?
2. Who is the author’s intended audience?
3. How does the source relate to your research?

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4. Were there particular features, elements, or perspectives that were useful and unique?
5. Did the author incorporate a theory into their analysis?
6. Can you detect any bias in the author's writings?
7. Does the evidence provided by the author support their argument?
8. What are the results of your findings and conclusions?

Research Paper

Students will write a 10-15 page research paper (typed, double-spaced, using 12pt Time New Romans font) on an approved topic related to course content. This assignment is 30% of your final grade. More details for this assignment are forthcoming. **DUE: December 8, 2015**

Reading Literacy Logs:

Reading literacy logs are meant to empower students to engage course readings with a critical and thoughtful lens, while also developing active reading and writing skills. The logs will allow you to reflect on and identify key themes, ideas, and arguments being made in the context of course readings. Each student is required to complete weekly reading literacy logs throughout the semester. Please see master schedule on our Moodle course page for specific due dates.

Sample Reading Literacy Log

Name:

Date:

Log #:

Title:	Author:
Source:	Publication Date:

Key Themes, Concepts, Vocabulary Used in Reading:

- 1.
- 2.
- 3.
- 4.
- 5.

Identify & Respond:

Relevant Excerpts (4)	Responses/Importance/Questions
1.	
2.	
3.	

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4.	
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Primary Source Analysis Worksheets:

This course will require students to engage and analyze rare and iconic primary document materials. Primary sources are the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources which are accounts or interpretations of events created by someone without firsthand experience. Examining primary sources will provide a powerful sense of history and the complexity of the past. The primary source analysis worksheets are meant to help guide you toward higher-order thinking and better critical thinking and analysis skills as we trace the history of Nelson Mandela and Apartheid in South Africa. This will be particularly useful as you examine documents in Crais and McClendon’s *The South African Reader*.

Course and Assignment Schedule

Living Document Caveat: This schedule is subject to change at the instructor’s discretion

Please see Moodle Course Page for Master Course Schedule

**Supplemental readings are not mandatory but are useful sources to consult for further contextualization of course modules and topics.

Weeks & Modules	Schedule of Readings and Assignments
<p>Week 1: Introduction & The Politics of South African Historiography</p> <p>Questions: What is historiography? Why is historiography important to understanding history writ large, and South African history, in particular? What are the various historiographical schools of thought? How do the various interventions in South African historiography affect our understanding of Apartheid?</p>	<p>August 25: Introduction & Course Overview</p> <p>August 27: South African Historiography Readings: Wessel Visser, "Trends in South African Historiography and the Present State of Historical Research"; Paul Maylam, "South Africa’s Racial Order: Historiographical and Historical Reflections"</p>
<p>Week 2: Overview of Pre-Colonial and Colonial South Africa</p> <p>Questions: Who were the indigenous peoples of South Africa prior to European Settlement? How did European settlers interface with indigenous people? How did European settlement transform the Cape Colony? Who were the key players in</p>	<p>September 1: South Africa’s Indigenous Peoples and European Settlement Readings: Leonard Thompson, "Chapter One: The Africans" and Chapter 2: The White Invaders” in <i>A History of South Africa</i></p> <p>**Supplemental readings: Clifton Crais and Thomas McClendon, eds. “Part 1: African</p>

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<p>the colonization of South Africa in the 17th, 18th, and 19th centuries? What strategies did each player employ to colonize South Africa? How did the South African Wars and the Union shape the scrimmage/competition, among these players, to colonize South Africa?</p>	<p>Worlds, African Voices” in <i>The South Africa Reader</i></p> <p>September 3: The Germ of Apartheid—Colonialism in South Africa Readings: Leonard Thompson, "Chapter Three: The Africans" in <i>A History of South Africa</i></p> <p>**Supplemental readings: Clifton Crais and Thomas McClendon, eds. “Part II: Colonial Settlement, Slavery, and Peonage” in <i>The South Africa Reader</i></p>
<p>Week 3: Industrialization , War, and Union, 1860-1910</p> <p>Questions: How did the discovery of gold and diamonds influence the colonial conquest of South Africa? How did it change South Africa’s town and countryside? How did the South African War and subsequent Union shift the balance of power between the British and Boers?</p>	<p>September 8: The Mineral Revolution, 1860s-1880s Readings: Leonard Thompson, “Chapter 4: Diamonds, Gold, and British Imperialism” in <i>A History of South Africa</i>; Williams Beinart, Chapter 1: African Rural Life and Migrant Labour, pgs. 27-35; Crais and McClendon, Selections from “Part IV: All that Glitters” in <i>The South Africa Reader</i></p> <p>September 10: The South African War & Union, 1890s-1910 Readings: William Beinart, “Chapter 3: War Reconstruction and the State from the 1890s-1920s” in <i>Twentieth Century South Africa</i>; Crais and McClendon, Selections from “Part V: United and Divided” in <i>The South Africa Reader</i></p>
<p>Week 4: Segregation Era & Early Organized Resistance, 1910-1948</p> <p>Questions: How did South Africa become a society in which racial discrimination was so deeply entrenched? What is the difference between white supremacy and segregation? How was segregation enforced? How did segregation policies affect the residential, workplace, mobility, and political rights of whites, blacks, and other non-white populations in South Africa? What were the key segregationist legislation?</p>	<p>September 15: Policing Segregation Readings:</p> <p>September 17: Resisting Segregation Readings: William Beinart, “Chapter 4: Black Responses and Black Resistance” in <i>Twentieth Century South Africa</i></p>

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<p>Week 5: Afrikanerdom & The Rise of Apartheid</p> <p>Questions: How was segregation a foundation for apartheid? What are the tenets and ideas that shape Afrikaner Nationalism and who are its key purveyors? How did the National Party and United Party differ in their approach to African urbanization and the implementation of apartheid? Why did the Nationalist Party prevail in the 1948 election?</p>	<p>September 22: Readings: Deborah Posel, "The Meaning of Apartheid before 1948: Conflicting Interests and Forces within the Afrikaner Nationalist Alliance"; Saul Dubow, "Afrikaner Nationalism, Apartheid and the Conceptualization of 'Race'"; Nadine Gordimer, "Apartheid"</p> <p>September 24: In-class screening of <i>Fatherland</i></p>
<p>Week 6: Apartheid Proper and Lived Experiences</p>	<p>September 29: Readings: Sindiwe Magona, <i>To My Children's Children</i></p> <p>October 1: Readings: Sindiwe Magona, <i>To My Children's Children</i></p>
<p>Week 7: Review and Midterm Exam</p>	<p>October 6: In-Class Review Session October 8: Midterm Exam</p>
<p>Week 8: Fall Recess & Library/Research Workshop</p>	<p>October 13: NO CLASS—Fall Recess</p> <p>October 15: Research Visit to Library w/ Amanda Binder (Tentative) Readings: TBD</p>
<p>Weeks 9-16: Nelson Mandela's Long Walk to Freedom & Socratic Seminars</p>	<p>Please see Moodle Course Page for extended/master course schedule</p>

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