

Modern Southern Africa
Spring, 2009
MW 12:50-2:00 in Comenius 218

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Office location: top floor of Reeves Library near elevator in Video/DVD Collection Room

Office hours: I will announce my office hours and post them on my office door.

Topics

This is a course about the history and politics in six Southern African countries – Angola, Mozambique, Botswana, Namibia, Zimbabwe, and South Africa -- with a major focus on South Africa. The factor that unifies this region, besides its geography, is its 100-years-plus experience with heavy white domination and settlement. Thus it is different from most areas of Africa (except Kenya and Algeria), which experienced European domination but not major settlement. In order to understand this "settlement factor" we will study the history of the colonial period and the liberation struggle. We will also look at the post-independence experiences of the non-South African states as a way to reflect upon what might happen to South Africa as it too deals with majority rule.

Goals

- *Develop complex perspectives on
 - the history of apartheid and of colonialism in Southern Africa in general
 - how colonialism and apartheid ended and on the legacies of those systems of exploitation
 - how majority rule has worked since the end of colonialism and apartheid
- *Utilize skills in primary and secondary research to study a specific African topic
- *Distill research materials into an original thesis-driven paper
- *Effectively communicate historical and political science research
- *Give and receive constructive criticism related to scholarly communication

Texts

The texts for the course are

Clark, Nancy L., and William H. Worger, *South Africa. The Rise and Fall of Apartheid* (London: Pearson Education Ltd., 2004)

Bauer, Gretchen and Scott D. Taylor, *Politics in Southern Africa. State and Society in Transition* (Boulder: Lynne Rienner, 2005)

Lodge, Tom, *Mandela. A Critical Life* (Oxford UP, 2007)

Malan, Rain, *My Traitor's Heart: A South African Exile Returns to Face His Country, His Tribe, and His Conscience* (Grove Press, 2000)

In addition there are readings on reserve in the library or on Blackboard. I expect you to take notes on the reading and do the reading before each class. We will not always be able to discuss readings in class but you are nonetheless responsible for knowing their general arguments and general content. I will help those who ask to learn to take good notes.

Class

Reading assigned for a class is to be completed before that class. Reading the material before the class is essential for understanding and for useful discussions. I recommend taking notes and outlining (rather than highlighting or underlining). I also recommend spending time at every study session quickly reviewing lecture and reading notes.

Students are encouraged to speak to me about academic or other subjects. Office hours will be announced and they are posted on my office door. You may also make an appointment. If you try to call me in my office and there is no answer during weekdays, let my phone ring for voice mail. Or, call me evenings or weekends at home. I am also on the network during most weekdays.

Participation in class is an important part of this course and of college education; attendance will be taken regularly and your speaking in class is encouraged.

Evaluation

Evaluation will be based on reading quizzes (6%, 6%); dates, names, and places quizzes (6%, 6%); papers (13%, 13%, 13%); a project (15%); an essay on connections (5%); a group presentation (7%), and class participation (10%).

Late assignments will be penalized, but you still ought to complete them.

Attendance does not receive a grade, but after two unexcused absences each absence will result in points being subtracted from your final grade.

Plagiarism may result in failure in the course. As with all courses, you are expected to keep all notes, drafts, and returned work until the final grade is assigned.

Grading criteria on written assignments are as follows:

TREATMENT OF SUBJECT: The best papers show a full completion of the assignment, careful study and consideration of the topic, accurate information and citation, full development, originality, and ability to analyze and relate ideas. Weak papers tend to be incomplete, inaccurate, thin, and vague.

ORGANIZATION: In the best papers the logic of organization is always transparent so that the reader always knows what the task is and how the writer intends to accomplish it. A controlling thesis, stated at the outset, is systematically treated with arguments and support that always make sense. A weak paper tends to wander and get off the subject; it lacks a clear beginning, middle, and end.

PARAGRAPHS: Strong paragraphs are unified, coherent, and well developed. They have one controlling idea and give sufficient support to the idea to satisfy the reader that the subject has been adequately dealt with in an orderly fashion.

Weak paragraphs lack a single controlling idea, tight structure, and full development.

SENTENCES: Strong sentences are clear in meaning, easy to read, varied in style, and linked to neighboring sentences to maintain continuity. Weak sentences tend to be uniformly flat, awkward or in primer style, unclear, and unconnected to neighboring sentences.

WORDS: The best words convey the exact meaning and unique voice of the author. Weak words are imprecise, inappropriate, and flat in style. A dictionary and thesaurus are essential tools of an author.

GRAMMAR: including spelling and punctuation: You can study or check accepted usage in grammar books and dictionaries.

PROOFREADING AND PRESENTATION: A velvet cushion or gold-embossed folder is unnecessary, and neither is a title page. But pride in your work will be evident in how you take care of the mechanics of presentation.

Papers

I am asking you to write three major papers. These are major because except for the “names, dates, and places quizzes” they take the place of examinations. Therefore, I would urge you to take care that these papers are well-written.

Each paper should be printed, double-spaced, and at least 6 pages long (1800 words). You may submit your paper electronically via e-mail.

For each of the three papers I have provided a question (see below). These are intended to be the topics for your papers. There are no correct answers, meaning that you don’t have to try to guess what specific answer I am looking for, but there are good answers. Besides good use of our language as indicated under “grading” above, good answers demonstrate that you have understood and thought about (most of/all) the materials used for the class (readings, lectures, discussions, videos).

You are welcome to come to me for help with your paper. After reading the first or second paper I may ask some students to work with me or get other academic help. However, since the papers serve the function of exams, you will not be allowed to rewrite the papers for a new grade.

Paper #1 -- February 18 -- How can we account for the development of apartheid in South Africa? (Note: I consider greed as a human constant, so greed is a “necessary but not sufficient” part of your answer.)

Paper #2 -- March 25 -- Can we extract lessons for or predictions about South Africa from studying South Africa’s neighbors? If yes, what lessons? Predictions? Evidence? If no, why not? (Yes and no is also acceptable as an answer.)

Paper #3 -- May 6 -- Why did apartheid end? What obstacles must still be overcome?

Project

Each of you will become a sort of expert on one topic. We will work together to assign topics, the possibilities for which are listed on the schedule below. When the end of the term arrives, you will present your work in four teams, each one being responsible for an entire class period. The expectation is that the team will make an integrated presentation, not four or five separate ones held together only by PowerPoint. The key to success is planning and one or two questions which each presenter addresses. I will work with each group to help it make an excellent presentation.

By the time we are at that point in the term we will be familiar with the South African scene and with each other so I hope that presentations will be somewhat informal.

You project paper should be a seven- to eight-page summary of your findings, complete with footnotes.

I expect you to find eight to ten excellent/solid sources and provide me with a bibliography by March 11. For the most part, the best sources of information will be books, peer-reviewed journals, and trustworthy Internet sites. For some topics (e.g., politics in South Africa 2008-2009) the work will be mostly with current newspapers and journals. I can work with you to help you find sources and so can the reference librarians.

Schedule

I. INTRODUCTION			
Jan 19 20	Darius Rejali -- plus lecture		Darius Rejali, "Why Social Scientists Should Care How Jesus Died" ALSO: Lecture by Darius Rejali, Ph.D. Tuesday, January 20, 2009 at 7 p.m. Prosser Auditorium, Haupt Union Building Darius Rejali, one of the world's leading experts on torture, will examine the long history of modern torture, from the late nineteenth century to the aftermath of Abu Ghraib as well as the controversial question whether torture really works. Rejali is professor and chair of political science at Reed College. <i>Torture and Democracy</i> (Princeton, 2007), his most recent book, won the 2007 Human Rights Book of the Year Award from the American Political Science Association.
21	Syllabus / Political Science and History / Geography		Gretchen Bauer and Scott Taylor, <i>Politics in Southern Africa</i> , 1-17
26	Pre-modern Southern Africa		Carolyn Hamilton, "The Character and Objects of Chaka': A Reconsideration of the Making of Shaka as 'Mfecane'" <i>Journal of African History</i> , 33,1 (1992) 37-63 http://www.jstor.org/stable/pdfplus/182274.pdf
II. WHITE DOMINATION AND AFRICAN RESISTANCE IN SOUTH AFRICA			
28	The Rise of Modern Southern Africa		Nancy Clark and William Worger, <i>South Africa. The Rise and Fall of Apartheid</i> , 3-31
Feb 2	The Rise of Modern Southern Africa		
4	Apartheid		Nancy Clark and William Worger, <i>South Africa. The Rise and Fall of Apartheid</i> , 35-61 Document 1 "Verwoerd explains apartheid, 1950"
9	"South Africa, the White Lager"	PRACTICE QUIZ	Nancy Clark and William Worger, <i>South Africa. The Rise and Fall of Apartheid</i> , 62-86
11	Resistance		Document 2 "Mandela speaks on the need to challenge apartheid, 1953" Document 3 "The Freedom Charter, 1955" Rian Malan, <i>My Traitor's Heart</i> , 1-72
16	Resistance: "Spear of the Nation"		Document 4 "Stephen Biko explains 'black consciousness,' 1971" Document 7 "An ordinary policemen explains his involvement in the killing of Stephen Biko, 1977" Rian Malan, <i>My Traitor's Heart</i> , 73-112
18	Apartheid summary thoughts	PAPER DUE	
23	Failed Reforms of the 80s	READING QUIZ ON MY TRAITOR'S HEART	Nancy Clark and William Worger, <i>South Africa. The Rise and Fall of Apartheid</i> , 87-110 Rian Malan, <i>My Traitor's Heart</i> , 216-222, 265-277
25	Failed Reforms of the 80s	QUIZ ON NAMES, DATES AND PLACES	Document 8 "F. W. De Klerk announces the unbanning of the ANC and the freeing of Mandela, 1990" Document 9 "Eugene De Kock talks about killing people, 1990"
Mar 2	Spring Break		
4	Spring Break		

III. SOUTH AFRICA'S NEIGHBORS			
9	Mozambique		Gretchen Bauer and Scott Taylor, <i>Politics in Southern Africa</i> , 109-138
11	Angola	BIBLIOGRAPHY FOR PROJECTS DUE	Gretchen Bauer and Scott Taylor, <i>Politics in Southern Africa</i> , 139-167
16	Botswana, Namibia		Gretchen Bauer and Scott Taylor, <i>Politics in Southern Africa</i> , 81-107, 205-236
18	Zimbabwe		Gretchen Bauer and Scott Taylor, <i>Politics in Southern Africa</i> , 169-204
23	Zimbabwe	QUIZ ON NAMES, DATES AND PLACES	"Jit" Gretchen Bauer and Scott Taylor, <i>Politics in Southern Africa</i> , "The AIDS Crisis in Southern Africa," 277-302
25	Two issues in Southern Africa: HIV/AIDS and women in politics	PAPER DUE	Gretchen Bauer and Scott Taylor, <i>Politics in Southern Africa</i> , "Women and Politics in Southern Africa," 303-328
IV. THE TRANSITION IN SOUTH AFRICA			
30	Nelson Mandela	PRESENTATION GROUPS MEET	Tom Lodge, <i>Mandela. A Critical Life</i> , ix-xiii, 1-80
Apr 1	Nelson Mandela		Tom Lodge, <i>Mandela. A Critical Life</i> , 81-146
6	Negotiating the end of apartheid, 1989-1994	MANDELA READING QUIZ	Gretchen Bauer and Scott Taylor, <i>Politics in Southern Africa</i> , 245-248 Tom Lodge, <i>Mandela. A Critical Life</i> , 146-203 Document 10 "Nelson Mandela cautions that the struggle for freedom remains to be won, 1990" Document 11 "Mandela speaks of freedom attained at his inauguration as president of South Africa, 1994"
8	The Transition in South Africa Truth and Reconciliation "Long Night's Journey Into Day"	PROJECT DUE	
15	The Transition in South Africa Politics and Economics		Gretchen Bauer and Scott Taylor, <i>Politics in Southern Africa</i> , 249-274 Nancy Clark and William Worger, <i>South Africa. The Rise and Fall of Apartheid</i> , 113-120 Tom Lodge, <i>Mandela. A Critical Life</i> , 204-225
V. GROUP PRESENTATIONS			
20	The Transition in South Africa: Mfecane, Great Trek, South African War, Afrikanerdom	GROUP PRESENTATION	TBA
22	The Transition in South Africa: Pan African Congress, Black Consciousness, United Democratic Front, Inkatha	GROUP PRESENTATION	TBA
27	The Transition in South Africa: Truth and Reconciliation Commission, Afrikaaner legacy, poor blacks legacy, minority legacy, the HIV/AIDS crisis	GROUP PRESENTATION	TBA
29	The Transition in South Africa: Politics 1994-2008, Politics 2008-2009, International affairs 1994-2009, Legal system 1994-2009, Economic policies and successes 1994-1009	GROUP PRESENTATION	TBA
5 May	Final Examination	PAPER DUE PLUS ESSAY ON CONNECTIONS	

