

Modern Southern Africa

Spring, 2010

TTH 2:35pm-3:45pm

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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. The course will emphasize the development of political, economic, and social structures; current actors; and prospects for change. Specific topics will include: British, Afrikaner, and Portuguese colonial policies; the development of African nationalism and the transition to majority rule; and the policies and problems of modern Angola, Botswana, Lesotho, Namibia, Mozambique, South Africa, Swaziland, and Zimbabwe.

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)

Mark Mathabane, *Miriam's Song: A Memoir* (Free Press, 2001)

In addition there are readings through the library databases. 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 (8%, 8%); dates, names, and places quizzes (8%, 8%); papers (10%, 10%, 10%); a project (20%); a group presentation (5%), and class participation (13%).

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.

HISTORIOGRAPHY AND THEORY: (for the project) The best papers use many quality sources, identify the arguments in the sources, show how the arguments relate to the topic of the paper, and demonstrate an understanding of the development of the arguments over time.

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 related to class materials. 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 and 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 the appropriate 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). Good answers also attempt to formulate complex responses to the questions.

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 30 -- Can we extract lessons for or predictions about South Africa from studying South Africa’s neighbors? If yes, what lessons and predictions? If no, why? (Yes and no is also acceptable as an answer.)

Paper #3 -- May 5 -- 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.

Your project paper should be a ten-to twelve-page summary of your findings, complete with footnotes. I expect you to find at least ten substantial sources and provide a preliminary bibliography by March 16. 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 2008-2010) 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.

For those who are taking the course as a history course, I expect attention to historiography in one three-or four-page section of your paper. Thus I expect you to have a minimum of three of your sources be ones that make historical arguments related to the argument that you are making in your paper. Your historiographic task is to explain the arguments of your (three or more) related-argument sources, show how the arguments evolved over time, and show how they relate to the thesis of your paper. Ideally you would find some point at which you disagree with all of your argument-related sources and then use primary sources to construct a new argument. In a course of this nature, however, that is not always possible because of the time we have and the material we need to cover. Therefore, it is acceptable for you to agree with one of the argument-related sources in your historiographic section and use other secondary sources to construct the argument of your paper...so long as you don't ignore obvious primary sources that are available to us or merely repeat the argument of one of your sources.

For those who are taking the course as a political science course, your writing task is similar except that you are to focus on different political perspectives on your paper. Thus I expect you to have a minimum of three of your sources be ones that make political arguments related to the argument that you are making in your paper. Your political science task is to explain the arguments of your (three or more) sources, show how the arguments are made by different groups of actors or represent different political science perspectives, and show how they relate to the thesis of your paper. As with the historians, you would ideally find some point at which you disagree with all of your argument-related sources and then use primary sources to construct a new argument. Given the time we have and the material we need to cover in this course, however, we are not likely to write such papers. Therefore, it is acceptable for you to agree with one of the argument-related sources in your political perspectives section and use other secondary sources to construct the argument of your paper...so long as you don't ignore obvious primary sources that are available to us or merely repeat the argument of one of your sources.

Presentations

When the end of the term arrives, you will present your work in four teams, each team being responsible for 50 minutes of a class period. The expectation is that the team will make an integrated presentation with each student participating, but not as five or six separate presentations held together only by PowerPoint. The key to success is planning and one or two questions that each presenter addresses. By the time we are at that point in the term we will be familiar with the Southern African scene and with each other so I hope that presentations will be somewhat informal.

Schedule

I. INTRODUCTION			
Jan 19	Introduction		
21	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 Through JSTOR: 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	"South Africa, the White Lager"	DRAFT 1 BIBLIOGRAPHY FOR PROJECTS DUE	
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	Apartheid	PRACTICE NAMES AND DATES 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” Mathabane, <i>Miriam’s Song</i> , 15-130
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” Mathabane, <i>Miriam’s Song</i> , 131-248
18	Apartheid summary thoughts	PAPER DUE	
23	Failed Reforms of the 80s	READING QUIZ ON <i>MIRIAM’S SONG</i>	Nancy Clark and William Worger, <i>South Africa. The Rise and Fall of Apartheid</i> , 87-110 Mathabane, <i>Miriam’s Song</i> , 249-315
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”
III. SOUTH AFRICA’S NEIGHBORS			
Mar 2	Mozambique		Gretchen Bauer and Scott Taylor, <i>Politics in Southern Africa</i> , 109-138
4	Angola		Gretchen Bauer and Scott Taylor, <i>Politics in Southern Africa</i> , 139-167
9	Spring Break		
11	Spring Break		
16	Zimbabwe	DRAFT 2 BIBLIOGRAPHY FOR PROJECTS DUE	“Jit”
18	Botswana, Namibia		Gretchen Bauer and Scott Taylor, <i>Politics in Southern Africa</i> , 81-107, 205-236
23	Zimbabwe	QUIZ ON NAMES, DATES AND PLACES	Gretchen Bauer and Scott Taylor, <i>Politics in Southern Africa</i> , 169-204
25	Zimbabwe	PAPER DUE	
IV. THE TRANSITION IN SOUTH AFRICA			
30	Two issues in Southern Africa: HIV/AIDS and women in politics		Gretchen Bauer and Scott Taylor, <i>Politics in Southern Africa</i> , “The AIDS Crisis in Southern Africa,” 277-302 Gretchen Bauer and Scott Taylor, <i>Politics in Southern Africa</i> , “Women and Politics in Southern Africa,” 303-328
Apr 1	Nelson Mandela	PRESENTATION GROUPS MEET	Tom Lodge, <i>Mandela. A Critical Life</i> , ix-xiii, 1-80
6	Nelson Mandela		Tom Lodge, <i>Mandela. A Critical Life</i> , 81-146
8	Negotiating the end of apartheid, 1989-1994	<i>MANDELA</i> 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”
13	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</i>

			<i>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, The Cape c.1800-1994, South African War, Afrikanerdom	GROUP PRESENTATION	Lauren Ploch, "South Africa: Current Issues and U.S. Relations," <i>Congressional Research Service</i> , 1-17, 23-24 at: http://www.fas.org/sgp/crs/row/RL31697.pdf
22	The Transition in South Africa: Pan African Congress, Black Consciousness, United Democratic Front, Inkatha, role of sanctions, Asian resistance	GROUP PRESENTATION	Jeffrey Herbst, "South Africa After the Age of Heroes," <i>Current History</i> , 107, 708 (April 2008) 161-166.
27	The Transition in South Africa: Truth and Reconciliation Commission, Afrikaaner legacy, poor blacks legacy, labor unions, rise of a black middle class, the HIV/AIDS crisis	GROUP PRESENTATION	"Skin-deep," <i>Economist</i> , 386, 8570 (3/8/2008) 55-56 Through Academic Search Elite: http://web.ebscohost.com/ehost/detail?vid=3&hid=105&sid=8c35d4e1-07ea-448f-8f6d-19ddb9d9df8%40sessionmgr111&bdata=JnNpdGU9ZW hvc3QtbG12ZSZzY29wZT1zaXRl#db=afh&AN=31254897
29	The Transition in South Africa: Politics under Mandela 1994-1999, Politics under Mbeki 1994-2008, Politics under Zuma 2008-2010, International affairs 1994-2010, Legal system 1994-2010, Economic policies and successes 1994-2010	GROUP PRESENTATION	Carolyn Bassett and Marlea Clarke, "The Zuma Affair, Labour and the Future of Democracy in South Africa," <i>Third World Quarterly</i> , 29, 4 (2008) 787-803. Through Academic Search Elite: http://web.ebscohost.com/ehost/resultsadvanced?vid=4&hid=105&sid=26cf5574-644f-4b35-b93c-046d134794e2%40sessionmgr110&bquery=(the+zuma+affair)&bdata=JmRiPWFmaCZjbGkwPVNPJmNsdjA9dG hpcmQrd29ybGQrcXVhenRlcmx5JnR5cGU9MSZzaXRl PWVob3N0LWxpdmUmc2NvcGU9c2l0ZQ%3d%3d
7 May 6:30 pm	Final Examination Due	PAPER DUE	