



Course Syllabus
The History of South Africa
AFH 4450 Spring 2022
A Virtual Study Abroad Course
Online LIVE Modality



GENERAL INFORMATION

Instructor: Dr. Lindsey B. Maxwell
Phone:
Office: GL-484
Office Hours: Tuesdays 10:00am-12:00pm and by appointment via Zoom: https://calendly.com/dr_maxwell/student
E-mail: LMaxwell@FIU.edu
Online Class Meeting Times: Tuesdays, 2:00pm-3:15pm EST via Zoom
Zoom Meeting Link: <https://fiu.zoom.us/j/97073253467>

Introduction:

Hello all, I am Dr. Lindsey B. Maxwell. Originally from Nashville, I moved to Miami over a decade ago to pursue a doctoral degree in Atlantic History. I have since built a career as a historian, educator, and technologist. I teach courses in Early and Modern American History, and several topical courses in subjects such as this one. My research interests center on how people formed communities and associations along religious, gendered, and ideological lines in the twentieth century, specifically through the formation of globe-spanning information networks. My dissertation investigates transatlantic connections between Christian communities in the United States and South Africa. My current research examines the growth of homeschooling around the world in the late twentieth century. At the broadest level, I am interested in the influence of religion in society and politics, and if you like you can look at some of my work [here](#).

I hope that we will have an interesting and stimulating time in this course, and I am very much looking forward to reading, thinking, and discussing with you this semester. Welcome to class!

COURSE DESCRIPTION AND PURPOSE

This is a Virtual Study Abroad (VSA) designated course in which you will engage with the culture, people, and places of others with the aid of technology. This course is designed to assist you in developing global awareness, global perspective, and global engagement through the introduction of education abroad activities and experiences.

In this course we will explore the development of South Africa from the pre-modern period to the present day. Over the course of that period, the people of South Africa experienced a series of profound changes regarding social stratification (think urbanization and immigration), economic activity (particularly as a result of mining-centered industrialization), and developments triggered by colonial wars (that resulted in the establishment of white-minority control of the country). The emergence and growth of white supremacist ideology, systematic segregation, and Apartheid governmental policy constituted defining challenges for the young nation during the twentieth century, and it responded with black consciousness, liberation theology, and swelling social and political resistance. The eventual overthrow of the apartheid government and relatively peaceful establishment of a multi-party democracy

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elevated the country to the status of a continental beacon of democratic hope. Problems in recent decades, such as the eruption of class divides, the AIDS epidemic, and the heated debate over how to redress the legacies of apartheid, posed new questions about the country's path forward. Students in this course will learn about established interpretations of and emerging themes in the history of South Africa. In a larger context, we will discuss how our understanding of the past influences our view of the present. This course neither presumes nor requires prior background in modern African history, cultures, or geography. This is a reading- and writing-intensive course, which students may wish to consider against the backdrop of their overall workload in this term.

COURSE OBJECTIVES

In addition to receiving credit for passing this course, let us consider for a moment some very specific course objectives. Many of the skills you will develop in this course will help you in other contexts.

Learning and Skill Outcomes	How Learning will be Assessed	Corroborating Assessment
<ul style="list-style-type: none"> Assess key events, central themes, and questions pertaining to South African history. Understand and explain technological, economic, political, social, and intellectual factors that shaped the development of South Africa 	<ul style="list-style-type: none"> Learning will be assessed through participation in lecture activities, quizzes, and class discussion. 	Lecture activities (including pop quizzes) and Class Discussion
<ul style="list-style-type: none"> Access and critique the ideas and interpretations of peers in an informed and respectful manner. Understand, evaluate, and critique written arguments Create relevant open-ended discussion questions based on analysis of reading to prompt deep discussion of sources and topics Consider different perspectives on a problem or controversy in the history of South Africa and attempt to reach a resolution about it (Global Engagement) 	<ul style="list-style-type: none"> Learning will be assessed through collaborative discussions of sources via use of a rubric. Students will engage with their classmates in discussions about assigned text(s) Students will locate and share contemporary articles related to the assigned topic from African and non-African perspectives. Student comments, questions, and responses are evaluated for quality. 	"Read and Discuss" Online Perusal Assignments (12 total)
<ul style="list-style-type: none"> Locate, evaluate primary and secondary sources Construct a data set for a history project Write short articles that offer well-reasoned conclusions, present relevant evidence, and are enjoyable for a public audience 	<ul style="list-style-type: none"> These skills will be assessed via rubric 	Doing History Written Assignments (5)
<ul style="list-style-type: none"> Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems. (Global Perspective) 	Students conduct a multi-perspective analysis of contemporary social issues through one-page reflection journals	Reflection Journal (6)
<p>Skills</p> <ul style="list-style-type: none"> Locate, organize, and evaluate primary sources Use ArcGIS software to craft digital StoryMaps of publishable quality Cite evidence from sources and footnotes and bibliographies that reflect academic standards Demonstrate basic understanding of copyright and fair use principles <p>Knowledge</p> <ul style="list-style-type: none"> Construct evidence-based arguments demonstrating how regional and/or global processes shaped the development of a local topic in Southern Africa. (Global Awareness) Explain how local culture (including but not limited to religion, cuisine, and customs) developed over time reflected or developed in response to other local, 	<ul style="list-style-type: none"> Students will create will produce a digital Story Map that explains and illustrates the history of a specific topic in South African history. Students will write a complete bibliography of primary and secondary sources that demonstrates high-quality breadth and depth of research at the undergraduate level These skills will be assessed by a project rubric. 	Digital StoryMap Project

regional, national, continental, and global events		
• Apply chronological thinking and global awareness to the study of history		

Global Learning Graduation Honors

This course is a discipline-specific Global Learning course that counts toward your graduation requirement.

FIU awards *Excellence in Global Learning Graduation Medallions* to students who complete at least four Global Learning courses, participate in a variety of global co-curricular activities, and complete a capstone course (that involves one of the following tasks: a substantial original research project and presentation on a global topic, extensive foreign language study, long-term study abroad, or a globally focused internship). Moreover, FIU confers the *Peace Corps Prep Certification* upon students who complete at least four Global Learning courses, extensive language study, and a global problem-solving project. To learn how you may qualify for these honors, check out the [Global Learning initiative's website](#).

ORGANIZATIONAL INFORMATION POLICIES

Every course has organizational rules that apply to all students in the same fashion, and I will have to enforce them throughout the semester.

Please review the general [FIU Policies](#) with care. The manual provides guidelines that apply to all FIU courses. Moreover, as a member of the FIU community you are expected to be familiar with the expectations outlined in the [FIU Student Code of Conduct](#).

University courses are all about exchanging thoughts, and this is in the nature of things that different people have different ideas. Therefore, please behave in a courteous and respectful manner towards one another.

TECHNICAL REQUIREMENTS AND ACCESSIBILITY

One of the greatest barriers to completing an online course successfully is lack of basic computer literacy. Computer literacy refers to students' ability to manage and organize computer files, and to use an operating system as well as programs competently and efficiently. Students enrolled in online courses need at least moderate computer skills.

When you take a look around the Canvas course website you will find that FIU Online have dedicated several pages to technical requirements. Please consider their advice on [Technical Requirements and Skills](#) in particular, and take a look at the [Canvas LMS Accessibility](#) section.

ACCOMMODATION

As your professor I want you to do well, and should you have documented need for special accommodations please go ahead and let FIU take care of it. To that end you have to go through the school's central Disability Resource Center (DRC), which provides students with disabilities the necessary support to successfully complete their education and participate in activities that are open to everyone. The DRC coordinates with students, faculty, staff, and community members to create diverse, equitable, inclusive, and sustainable learning environments. If you would like to make use of their services, please visit their [website](#), contact them by phone at (305) 348-3532, or drop by in person at GC 190.

Semesters can feel long and exhausting and, well, "life" does happen. That is to say: Initiatives like [Panthers Care](#) as well as [Counseling and Psychological Services](#) do exist, and you should not hesitate to tap those resources if you feel that you may need support.

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On a related note: It is always easier to address developing issues in advance than to solve problems that have already yielded consequences. Therefore, I would like to encourage you to reach out *as soon as you can foresee* difficulties in meeting course requirements, particularly with regard to timely submission of assignments. Chances are that he can help you more effectively before any damage is done.

ACADEMIC MISCONDUCT STATEMENT

Higher education and the university depend on academic honesty of all involved, faculty and students. I am very serious about enforcing ethical standards.

FIU provides comprehensive information on how to adhere to academic honesty and avoid academic misconduct. Please and by all means refresh your memory by reading up on [Forms of Misconduct](#) and [Rules of Integrity](#). Please feel free to consult with me at any time something does not seem clear.

Let us address two common issues here and now that FIU defines as follows:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism: The use and appropriation of another person's work with any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Academic honesty offenses provoke penalties that range from a "0" on the assignment to an "F" course grade. In this course, first offenses will result in a point grade of "0" on the assignment in question, and subsequent offenses will lead to an "F" on the course accompanied by a formal charge of academic misconduct to the university. There will be no exceptions to this rule, and no resubmissions of plagiarized assignments are allowed.

COURSE PREREQUISITES

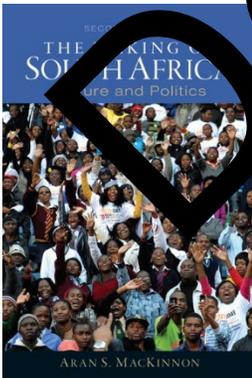
There are no prerequisites to taking this course.

COURSE MATERIALS

Required: There is a very informative book that provides a broad overview of South Africa, and we will use it as a textbook in this course:

Aran S. MacKinnon

The Making of South Africa: Culture and Politics [from here on abbreviated as *TMOSA*]



Publisher: Pearson
Year: 2012 (2nd Edition)

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ISBN-13: 978-0-205-79549-9

You can purchase the textbook through the [FIU Bookstore](#) or online.

In addition, in most weeks reading assignments include historical documents (primary sources) as well as articles from scholarly journals and documentaries (secondary sources). I will make them available through Canvas, or provide advice on how to access them in physical or digital form elsewhere. Please remember: All assigned materials matter. You will need to reference them for assignments.

Recommended: While not required, this book is a useful companion for writing in the historical discipline. I will occasionally reference it in the assignments as a resource for understanding conventions such as citing sources and analyzing documents.

Title: A Pocket Guide to Writing in History

Author: Mary Lynn Rampolla

Publisher: Bedford/St. Martin's

Year: 2017 (9th Edition)

ISBN-13: 978-1319113025

This book is available [online](#) or at the [FIU Bookstore](#).



AFFORDABILITY COUNTS

This course has been awarded the Affordability Counts Medallion. The Affordability Counts initiative at FIU seeks to make learning more affordable by reducing the cost of course materials to \$60 or less. Find out more by visiting the Affordability Counts initiative's [website](#).

ONLINE COURSE ADVICE

The modality of this course is Online LIVE, which means that coursework is completed asynchronously in a series of modules, and students must attend weekly synchronous online meetings.

Courses are hosted on the Canvas learning management system (LMS). It is the student's responsibility to have access to a computer that meets or exceeds the minimum requirements needed to participate before the end of the add/drop period. Students should consult [technical requirements for FIU online courses and the resources available](#) prior to the start of class. Expectations in online courses are very much on par with expectations in traditional courses. In fact, online learning requires of students a degree of self-motivation, self-organization, and technological skill that under circumstances may make them more demanding for different types of learners. The greatest challenge for most students is managing time. You will need to set aside several hours (depending on reading speed and writing ability) to complete the assignments in each week of the term. Meeting deadlines is very important.

Online services that you must use in this course may not be compatible with mobile devices such as phones and tablets. If you need further information, please consult with [FIU Online Support Services](#).

Taking an online course comes with the added value of convenience—you do not have to commute on Canvas and your work schedule remains more flexible—but it also comes with distinct characteristics you need to understand. This course is asynchronous, which means that there are no set meeting times. You will be expected to work through the modules and complete assignments by the stated deadlines.

COURSE DETAILS

COURSE COMMUNICATION

There are three main channels of communication for you to use in this course: Slack, Zoom Office Hours, and Canvas Messages.

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The first place you should go when you have a general question about an assignment, due date, or anything else related to the contents of the course is Slack. Use the “General” channel in the class for communication about the course. Your questions may be answered by me or one of your (especially helpful!) classmates. You can also send me a direct message via Slack if your question is specific to you. Slack is the preferred method of communication in this course. If you send me an email and/or Canvas message, I may remind you to resend your query via Slack. This simply ensures that I can answer questions in one place as quickly and efficiently as possible. I will generally respond to questions as soon as I receive them between the hours of 8:00am-4:00pm M-F. I may be available outside these times as well, though that is not guaranteed.

Zoom is a video conference tool FIU uses to facilitate office hours interactions in online courses. My office hours are listed on the front page of the syllabus and on the front page of the Canvas course. I encourage you to drop by any time during the hours posted to receive one-on-one assistance in the class, or just to say “hi”. Simply click the “Zoom Virtual Office” link on the Canvas course homepage to enter the “virtual” office!

Last, but not least, another option for more personal questions related to the course is Canvas Messages. You should use Canvas Messages to communicate with me or the teaching assistants. Barring unforeseen major disruptions, I will respond to inquiries via Canvas messages within 24 hours Monday through Friday between the hours of 8:00am and 5:00pm. In the interest of professional and respectful communication, I ask that you consider these [guidelines](#) when writing your messages.

Note: email was not listed as a communication option for a reason. My email typically takes several hours to work through per day, so it is not the most effective way of reaching me for students. Should you need to contact me after the semester has ended, my email is LMaxwell@FIU.edu.

ASSIGNMENTS AND ACTIVITIES

- 1) Class Attendance and Participation – 20%** Attendance is mandatory for this Online LIVE course. Students are expected to obtain reliable internet access and attend every session for the full class time. Students who are late or leave early will be marked as such and receive a reduced score. Participation in this course involves being actively present and engaged in discussion every week. To be actively engaged you must show up to each class (whether online or in person) having completed the readings and assignments for that day and you must contribute to the class discussion. This can be done in several ways including summarizing, appreciating, or critiquing the readings, or by helping to facilitate the discussion. You can also contribute by answering questions, sharing your thoughts, and making connections between the readings, lectures, discussions, and course materials. Each week you will receive a grade for attendance and a grade for active participation.
 - Note that a student who simply “shows up” to class each week but does not participate in the class will miss out on 10% of the course grade.
 - All students receive TWO excused no-questions-asked absences for both attendance and participation. These will show up as drops on Canvas. These can be used to cover for classes missed due to late joins, ill health, travel, or anything else including just needing to take a personal day for yourself. Please use your drops wisely as no other excused absences will be allowed barring serious (and documented) medical emergencies.
- 2) Reflection Journals - 10%** For each module you will submit a short reflection on the readings and materials. The goal of this journal is for you to reflect on some aspect of South Africa as portrayed in the media, film, exhibits, and/or popular culture. (Global Perspective). Each entry should include at minimum two sources: one from the module and one from recent news. You will be required to critically analyze the assumptions, biases, and messaging in each source. You will then compare these assumptions, biases, and messages to your own about the region. See Canvas for prompts and rubrics for evaluation.
- 3) Perusall Collaborative Discussions – 20%** We will be using Perusall to facilitate collaborative discussions of the sources in this course. Perusall is a social reading platform that allows you to hold conversations about texts and other media while you read/view them. You will highlight the text to leave short comments and you can respond to your peers’ comments as well. **Perusall discussions are always due the Saturday before the class meeting, so plan accordingly.**

To get started simply click on the Perusall link in Canvas.

See the document “How to Engage with Texts” to learn how to effectively engage with an author/reading/idea. This assignment works best when you start early and spread the reading out, thus giving yourself time to respond

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to ongoing conversations about the central ideas with your peers and your professor. Your grade is based on the quantity *and* quality of helpful, insightful, and engaging comments you leave in the text.

For each assignment, students should offer a *minimum* of three open-ended questions, three responses to peers, and three additional annotations. Meeting this minimum requirement will ensure a passing score. Going above and beyond by offering high quality annotations, questions, and responses and/or more than the minimum number will ensure full credit.

Here are some suggestions for high quality discussions:

- Highlight words, phrases, or ideas that you find unclear. Look up the meaning and post it for others.
- If an event, person, or story surprises or fascinates you, share it! (and tell us why)
- Ask questions when you do not understand something in the text. Be sure to use a question mark (?)
- Answer other's questions! Use the @ symbol to respond directly to others and grab their attention.
- Encourage others to clarify or expand ideas that might be foggy. Ask for more information or further explanation.
- Look for and highlight key points in the text(s): the author's thesis or main point, the arguments they make, any influences that you see in their writing, etc.
- Challenge politely if you disagree but be sure to clarify a difference of opinion first.
- If there is a lot of conversation on a section of text or image, feel free to summarize the various positions and arguments.
- Connect ideas in the primary sources to those found in the textbook or lecture. Use hashtags to connect to themes! Ex: #imperialism, #liberalism, #resistance, #slavery, #indianhistory
- Use the picture tool to connect to primary sources, the textbook, or to illustrate points.

See the Perusall module on Canvas for the rubric and instructions for discussions, an example of how annotations are scored, and helpful links for FAQs related to all things Perusall.

Finally, remember courtesy and respectful tone when you engage your classmates in online discussion on Canvas. Topics may engender a range of responses, so please keep all discussion and disagreement courteous and civil.

- 4) Final Digital StoryMap Project – 40%** This assignment invites you to apply your knowledge on how to locate information, evaluate sources, and construct a historical argument to craft a themed digital StoryMap using ArcGIS for public viewing. Over the course of the semester, you will design and produce an interactive and narrative digital map using the platform ESRI Story Maps. The assignment will be broken into several steps, but the final product will be an argument driven Story Map that explores the significance of space and geography to your given topic.

Write, edit, and design a digital StoryMap that thematically explains the significance of a topic in South Africa using space and geography.

There are multiple approaches to this assignment. You can choose a spatially-oriented StoryMap that documents change over time for a particular place. Examples include “Cape Town as a Jazz City”, “Rule and Resistance in the Drakensburg Mountains”, or “Farm Stall Histories.” You could instead choose a person as the topic, and chart their life in spatial terms using a StoryMap. Perhaps you are interested in a battle or other event. This too can be mapped using Story Maps. Telling the histories of these topics using spatial analysis can yield new understandings and make the history come to life in new ways. You'll also have a very cool digital project to add to your college portfolio upon graduation. Browse examples of what you can create [here](#).

To complete this project, you'll be using ArcGIS Online software, which is freely available to all FIU students. Several of our classes will be dedicated to workshops on getting started using this digital platform, how to locate sources, and how to publish.

Digital StoryMap Assignment Components and Schedule:

Below is a list of the general steps of the assignment and when each is due. You will receive a more detailed prompt for some of these individual components. Timeline:

1. Topic Proposal and Bibliography (February 9)

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- You will turn in a paragraph-long project proposal. This should include your general topic, a central spatially driven question, some possible locations to focus on, and how you plan to incorporate maps to make your argument.
- You must also include a short bibliography of primary sources to draw from and secondary literature to guide your research (minimum 5 sources).

2. Zoom Workshop and StoryBoard (March 8)

- This class will be reserved for you to enter your tabular spatial data into ArcGIS online and to start moving forward with the mapping process.
- You are **required** to submit 2 items PRIOR TO CLASS on March 8:
 1. a **.CSV. spreadsheet file**
 2. a **Storyboard (see below for link to template/instructions)**
- A **Storyboard** is a tabled outline describing the proposed subject, locations, and text of each section of the Story Map. **Examples link below.**
- A **.CSV file spreadsheet** is a tabular data set that can place points on a map. This should be created in Excel or Google Sheets, but **must be saved as a .CSV file**. This need not be complete, but should include each place's name, GPS coordinates, and description.
- In class, you will download your files into ArcGIS Online and begin creating your map.

3. Draft map (April 5)

- You will turn in a full draft of your Story Map in order to receive feedback for polishing up the final product. This draft **must** have the following:
 - i. All points or features have been mapped
 - ii. You have a complete text, paired with other maps in the story panel
 - iii. Intro and Conclusion sections included
 - iv. Complete bibliography
- Focus on having complete maps that are paired with a thorough thesis-driven text. Don't worry as much about stylistic edits, as you will be graded on the following:
 - i. Detailed content
 - ii. Well-researched text (**with citations, guide below**)
 - iii. Clear argument
 - iv. effectiveness of maps (symbols, scale, relevance of points)

4. Student Presentations and Work Day (April 19)

- This class period is dedicated to showcasing the (almost) final project, and will allow time for working through your revisions. We will provide time to get feedback from other students and receive technical help.

5. Final map (April 25)

- This final draft should be shared either by email or as a link in a Canvas post.

To find your map link, go to ArcGIS Online, then "my content," then select your story map. Once it is in its details interface, locate the map's URL on the right, copy it, and paste the link in the assignment box on Canvas.

Your maps should also be shared with the class group, which you will be invited to by the instructor.

Resources

Here are links to some specific resources you will need for this assignment:

[Creating a .CSV Data Spreadsheet](#)

[StoryMap Citation Guide](#)

[Storyboard Template](#)

For more aids related to GIS, Story Map design, data selection, and other research needs, see this [Resources Guide](#).

Grade Breakdown and Requirements:

Story Map Project (45% of final grade)

- Topic Proposal/Bibliography (10 points):
 - Graded on completion and effort
- Live Zoom Workshop, prepared spreadsheet, and Story Board (15 points):
 - Graded on attendance at the workshop, completeness of spreadsheet, and well-thought-out StoryBoard.
- First Map Draft (15 points):
 - Graded on similar standards to Final draft (see below)
- Peer Research Evaluation (10 points)
 - Throughout the semester, students will provide feedback on peer projects in break groups and during Online LIVE classes. Each student will evaluate the quality of their peer's feedback at the end of the term. This grade reflects the average evaluation score from the student's peers. In other words this grade will reflect the helpfulness of your feedback to your peers)
- Final Map Draft (50 points):
 - See Digital StoryMap Project rubric on Canvas to see how your final Story Map will be assessed.

5) **Final Course Reflection - 5%** The final assignment allows you to creatively reflect on your work and thinking in the course. You will choose from an assortment of reflection prompts to write or create this assignment. Follow the full assignment details, provided on Canvas.

LATE POLICIES AND EXTENSIONS

The submission deadline is 11:59pm on every day on which an assignment is due.

You should leave yourself enough time to account for unforeseeable technical problems, and technical problems are not an acceptable excuse for late assignments. If you find yourself in an unforeseeable situation such as undergoing a medical emergency that prevents you from submitting an assignment you need to contact me as soon as possible.

Late Policy: Unless otherwise noted below, assignments lose a letter grade (10%) for each day they are late. The points are deducted hourly at the rate of approximately .41% per hour, so an assignment submitted 12 hours late would receive a deduction of 5%. Written assignments submitted more than seven days late will not be accepted except for documented medical emergencies. Note: all writing assignments must be submitted in either Microsoft Word or Adobe PDF format (.docx, .doc, or .pdf) Submissions of any other file type will not be accepted and will be counted as missing, with the appropriate late penalties applied, until the correct format is submitted.

Covid-19: Illness from Covid will be treated the same as any other illness-related concern. If it is serious enough to be a medically documented emergency that prevents you from submitting an assignment, you need to contact me as soon as possible. A positive test alone does not automatically grant an extension on an assignment. Minor illnesses are accounted for in the weekly assignments by dropping the lowest scores in the Perusall assignments and the two lowest scores in the participation/attendance categories for the term.

Discussion Assignment Late Policy:

- There is a three-day late period past the deadline for Perusall collaborative discussions in which students may still earn partial credit for comments and replies. Note: credit declines linearly; comments earn full credit at the deadline and no credit by the end of this late annotation period. No credit allowed past three days late.

Extensions: Extensions will not generally be permitted, but if you think you are subject to an exceptional circumstance, please contact me as soon as possible so that we can find a solution together before issues become major problems. **Extension requests must be made at least 48 hours prior to the assignment deadline.**

SUPPORT

FIU students can draw on a variety of support services to ensure they succeed in their coursework. The two most helpful resources dedicated to help students hone their writing skills are:

Writing in History Tutoring Program

FIU’s Department of History offers free tutoring for undergraduate students who are enrolled in History courses through its *Writing in History* tutoring program. Students may meet with tutors online and in person to discuss all aspects of their work on written assignments. I highly recommend using this resource, which has helped hundreds of undergrads to complete assignments (and, therefore, courses) successfully. Visit [the program’s website](#) to set up an appointment at your earliest convenience.

FIU Green Library Support

FIU’s library runs a Center for Excellence in Writing that offers tutoring sessions. The library also provides a number of services for remote learners such as support via chat, advice on working with library resources, and one-on-one assistance from a distance learning librarian. They are in the process of restructuring their website. In the meantime, you may call Green Library’s Distance Learning division at (305) 919-2222 to obtain information and set up an appointment.

GRADING

Graded Assignments		Weight			
Class Attendance and Participation		20%			
Reflection Journals (x5)		10%			
Perusall Collaborative Reading and Discussion (x 12 – lowest score dropped)		20%			
Final Digital StoryMap Project		45%			
Course Reflection		5%			
Total		100%			
Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	94+	B	83 - 86	C	70-76
A-	90 - 93	B-	80 - 82	D	60-69
B+	87 - 89	C+	77-79	F	59 or less

**COURSE CALENDAR
WEEKLY SCHEDULE**

The schedule below tells you what will happen in the weeks and months ahead. Please note that there will be supplementary materials for you on Canvas that are not listed below. These are not required to complete the course, but may be useful to you as you prepare your final project.

Note: Some assignments, such as the Perusall discussions, will have due dates within the modules. Always follow the due dates listed in our Canvas course!

Time Range	Course Content and Tasks

Topic

Course Overview and Organization
Southern Africa & Its Peoples
Chronology: Pre-History to 1800

Week 0: Course Orientation and Introductions

- Attend class on 1/11
- Read the syllabus!
- Familiarize yourself with the Canvas course website
- Familiarize yourself with Perusall

Module 1

Jan 11 – Jan 25

** January 18 - Last day to drop/add without financial penalty**

Week 1: The Setting: Climate, Geography, and People in South Africa

- *TMOSA*, Preface, Chapters 1 (1-2 hours)
- Watch spoken word poet Siphokazi Jonas explain what it means to call South Africa home in “[South Africa: A Place of Many Names](#)” (3 min)
- Watch via [YouTube](#) Chimamanda Adichie “The Danger of a Single Story” (18 min)
- Watch a promotional video for the [Cradle of Humankind](#)

Week 2: Early Conflict and Interdependence

- *TMOSA*, Chapters 2 (1-2 hours)
- Watch via YouTube a video on the current debate over recognizing the Griekwa, Korana and Khoi People to be recognized as the First Nation in South Africa (5 min)
- Watch Miriam Makeba perform [Gingqothwane](#) and pay attention to her introduction (2 min)
- Browse the [Dorethea Bleek collection](#) of San Photographs at the University of Cape Town

Tasks:

- (1/15) Annotate and discuss on Perusall for week 1 readings
- (1/22) Annotate and discuss on Perusall for week 2 readings

Submissions

By Wednesday, 1/26 11:59pm

- Submit reflective Journal entry #1

Topic

Imperialism and Resistance
Chronology: 1800-1940

Week 3: The British and the Expanding Cape

- *TMOSA*, Chapter 3 (1-2 hours)
- Listen to this [song](#) ‘Eighteen Twenty’ - a song about 1820 British settlers (3 min)
- Explore this genealogy [site](#) about the 1820 settlers (15 min)
- Watch The Life and Times of Sara Baartman [Documentary](#) to learn about this Khoi woman’s story and how it illustrates the impact of colonialism, enslavement, scientific racism, and beauty standards of the time. (53 min)
- Browse this [BBC website](#) on slavery and the abolition movement to learn about British abolitionist efforts in the 19th century (20 min)

Module 2

Jan 25 – Feb 8

Week 4: The Making of New States

- *TMOSA*, Chapter 4 (1-2 hours)
- Watch this [reenactment](#) of the Great Trek on its 100th anniversary to see how Afrikaanders remembered the event. (1 min)
- Explore [Royal National Park](#) in KwaZulu Natal
- Watch a Zulu youth dance ensemble give a modern twist on traditional [Zulu dances](#) (15 min)
- Read this South African [magazine article](#) to learn more about Xhosa culture and what connection it holds to the blockbuster film Black Panther

Tasks

- (1/29) Annotate and discuss on Perusall for week 3 readings
- (2/5) Annotate and discuss on Perusall for week 4 readings

Submissions

by Wednesday, 1/9, 11:59pm

- Topic Proposal and Bibliography
- Submit Reflection Journal Entry #2

Topic

The Mineral Revolution, the Labour “Problem” and War
Chronology: 1840s-1900

Week 5: Africans, Afrikaners, and the British in the Interior, 1830-1870

- *TMOSA*, Chapter 5 (1-2 hours)
- Check out the maps of the Orange River Colony [here](#)
- Check out the maps of the Natal Colony [here](#)
- Read about the history of [Indian immigrants](#) in South Africa (20 min)
-

Week 6: The First Phase of South African Industrialization

- *TMOSA*, Chapter 6 (1-2 hours)
- Listen to a military historian explain the importance of the [Battle of Sandlwana](#) on this LivingHistory podcast episode (30 min)
- Browse photos from sites of the Anglo Zulu War [here](#) (5-10 min)
- Take a [360 degree tour](#) of the East Rand Mall in Johannesburg (5-10 min)
-

Tasks

- (2/12) Annotate and discuss on Perusall for week 5 readings
- (2/19) Annotate and discuss on Perusall for week 6 readings

Submissions

by Wednesday, 2/23, 11:59pm

- Submit Reflection Journal Entry #3

Topic

Statehood and Separatism
Chronology: 1890s-1948

Materials

- Browse this [site](#) on Mohandas Gandhi which offers information on the Indian nationalist leader and his formative years in South Africa.

Week 8: Spring Break!

Week 8: Zoom Workshop and StoryBoard (March 8th)

- Work on your project!

Week 9: The Second Phase of South African Industrialization

- *TMOSA*, Chapter 7 (1-2 hours)
- Read this [article](#) to learn more about the legacies of gold mining in Johannesburg.
- Read this [article](#) to learn more about the history of gold mining in South Africa.
- Browse this [site](#) on the South Africa War and review how the war and its material culture is being discussed today in the discussion forums
-

Tasks

- (3/6) This class will be reserved for you to enter your tabular spatial data into ArcGIS online and to start moving forward with the mapping process. You are

Module 3

Feb 9 – Feb 22

Module 4

Feb 23 – March 5

Spring Break: Feb 28 – March 5

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required to come to class with **2 items**: must come to class with **1) a .CSV. spreadsheet file** and **2) a StoryBoard.**

- (3/12) Annotate and discuss on Perusall for week 9 readings

Submissions

by Wednesday, 3/16, 11:59pm

- Submit Reflection Journal Entry #4

Topic

Challenges to Apartheid

Chronology: 1910-1970s

Week 10: From Union to Apartheid

- *TMOSA*, Chapter 8 (1-2 hours)
- Browse this [site](#) by Michigan State University called “Overcoming Apartheid” for interviews, photos, and documents related to early protests.
- Check out this [project site](#) to learn about Enoch Mgijima
- Review this [site](#) on the Race Classification Board to learn more about how people were classified and divided by race under apartheid.
- Browse this [collection](#) of documents and interviews related to the *Voederbond* and other political leaders and organizations.
- Browse this [site](#) by the South African Communist Party for historical documents related to the organization.

Week 11: Apartheid and South African Society

- *TMOSA*, Chapter 9 (1-2 hours)
- Browse the collections at [Digital Innovation South Africa](#) for photos, documents, and academic works related to the 1950-1990 period.
- Watch this [clip](#) on anti-apartheid international resistance efforts. (50 sec)
- Watch [You Have Struck a Rock](#) to learn more about the role of women in the anti-apartheid movement. (28 min)
- View this [site](#) that discusses the influence of the anti-apartheid movement on modern day protest movements.
- Listen to this musical [playlist](#) of anti-apartheid songs of the era.

Tasks

- (3/19) Annotate and discuss on Perusall for week 10 readings
- (3/26) Annotate and discuss on Perusall for week 11 readings

Submissions

by Wednesday, 3/30, 11:59pm

- Submit Reflection Journal Entry #5

Topic

The Transition to Democracy and Beginning of a New Era

Chronology: 1994-present

Materials

Week 12: The African Transformation of South Africa, 1976-1994

- *TMOSA*, Chapter 10 (1-2 hours)
- Browse the Nelson Mandela Foundation [website](#) for essays, materials, photos, and videos of Mandiba’s life and projects.
- View this promotional [video](#) for the Nelson Mandela bridge.
- Take a [virtual tour](#) of the District Six museum to learn more about this community that was displaced under apartheid. Visit the museum site [here](#).

Week 13: The New South Africa, 1994-2004

- *TMOSA*, Chapter 11 (1-2 hours)

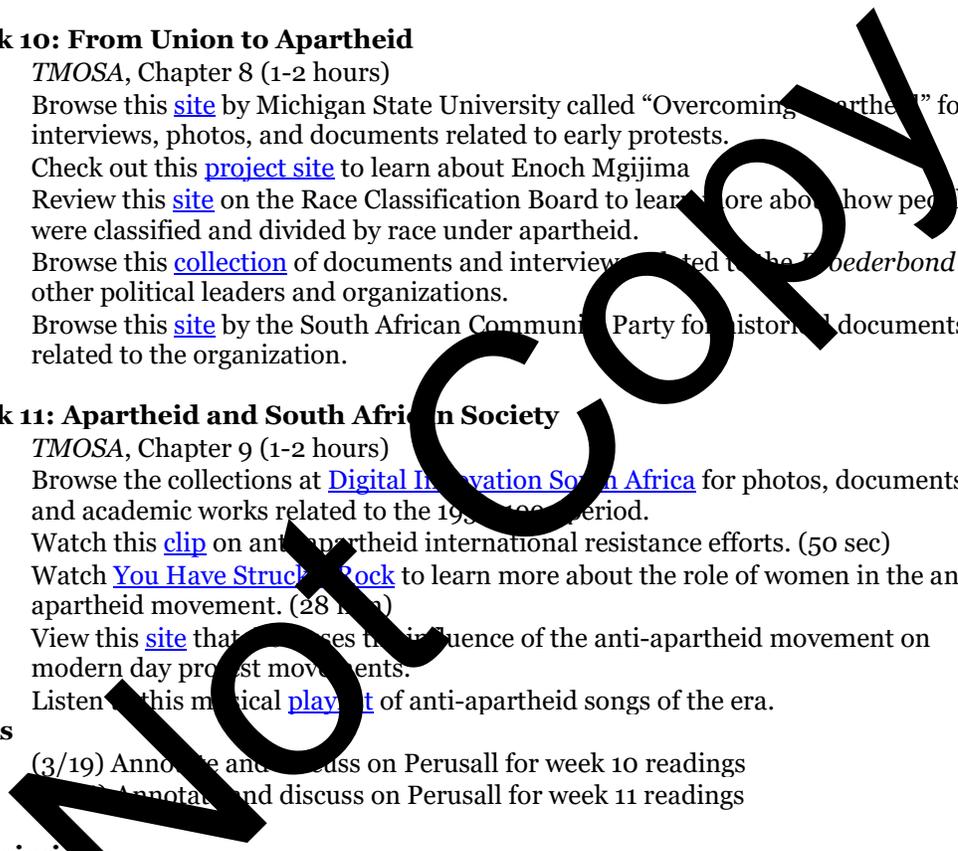
Module 5

March 16 – March 29

Module 6

March 30 – April 6

**Finals Week
April 25-30**



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- Browse the Aids Foundation of South Africa [site](#) to learn more about the efforts to address the AIDS epidemic.
- Take a 1 minute tour of Cape Town in this promotional [video](#).
- Take a virtual reality [tour](#) of Capetown from the skies!
- Watch Long Night's Journey Into Day to learn about the role of the Truth and Reconciliation Commission.

Week 14: Growing Pains in the Rainbow Nation

- *TMOSA*, Chapter 12 (1-2 hours)

Week: 15: Student Presentations (Finals Week)

Tasks

- (4/2) Annotate and discuss on Perusall for week 11 readings
- (4/9) Annotate and discuss on Perusall for week 12 readings
- (4/16) Annotate and discuss on Perusall for week 13 readings

Submissions

by April 5, 11:59pm

- Draft StoryMap Due

by April 26, 11:59pm

- Submit Digital StoryMap Project

by April 29, 11:59pm

- Submit Peer evaluation
- Submit Course Reflection

*** This syllabus is subject to change at the discretion of the professor. Last revision: January 25, 2022 ***

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