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GENERAL INFORMATION

PROFESSOR INFORMATION



Instructor: Lindsey Maxwell
Phone: (305) 348-0000
Office:
Office Hours: By Appointment
E-mail: lmaxwell@fiu.edu
Website: www.lindseymaxwell.com

Welcome to History of South Africa online! Hello, I am Dr. Lindsey Maxwell. Originally from Nashville, TN, I moved to Miami seven years ago to pursue a doctoral degree in Atlantic History. I have been researching and teaching at FIU ever since. I enjoy teaching courses in American and World History, as well as courses in particular fields of interest, 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 global print networks. My dissertation investigated the role of such print networks in the development of the Pentecostal movement in the United States and South Africa. Over the years, while teaching secondary school, I have developed an interest in how these associations have influenced education. My current research examines the growth of homeschooling around the world in the late twentieth century, and its influence on educational policy in the present day. More generally I am fascinated by the influence of religion in society and politics, and you can look over some of the research I am currently working on at www.lindseymaxwell.com.

COURSE DESCRIPTION AND PURPOSE

This course examines the development of the South African nation in terms of its African and European heritage from the early Khoisan societies through apartheid and Mandela's election. Topics include mining-centered industrialization, the emergence of Afrikaner and African nationalism, segregationist ideology, the construction of apartheid, migration movements, the establishment and promises of multi-party democracy, the AIDS epidemic, and the re-emergence of social movements in the contemporary period. We will pay particular attention to African experiences of slavery, colonialism, liberation struggles and post-independence nation building. Students will be introduced to established and emerging interpretations and themes within the history of this country.

This course neither presumes nor requires prior background in modern African history, cultures, or geography. It is a reading- and writing-intensive course, which students may wish to consider relative to their overall workload this term.

COURSE OBJECTIVES

By the end of this course, students will be able to:

- ✓ Demonstrate knowledge of the history of the pre-European era, colonization period, apartheid state, and post-independence nation building in South Africa.

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- ✓ Examine and critically analyze European and African primary sources ranging from written texts, material objects, images, film depictions, oral histories, memoirs, art, and museum displays.
- ✓ Improve critical argumentative and analytical writing skills.
- ✓ Acquire familiarity with the historiography of South African history, including the history of colonialism, the South African Wars, Apartheid and resistance movements, and independence.
- ✓ Recognize the role of historical memory in shaping contemporary political debates and race relations.

GLOBAL LEARNING OBJECTIVES

This is a Discipline-specific Global Learning course that counts toward your graduation requirement. One of the themes of this course will therefore be the ways that different groups of people interacted over the period covered. By the end of the semester, you will be able to:

- ✓ Recognize that South African history cannot be understood in isolation from people and events from around the world. (Global Awareness)
- ✓ Construct evidence-based arguments demonstrating both how local, national, and transnational processes contributed to shaping the interactions between two or more groups in southern Africa. (Global Awareness).
- ✓ Construct an evidence-based argument that integrates multiple perspectives related to the development, evolution, and eventual fall of the system of Apartheid. (Global Perspective).
- ✓ Consider different perspectives on a problem or controversy in the history of South Africa and attempt to reach a resolution about it. (Global Engagement).

IMPORTANT INFORMATION

POLICIES

Please review the [FIU's Policies](#) webpage. This webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Code of Conduct](#).

TECHNICAL REQUIREMENTS AND SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to get more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

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Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit the LMS Accessibility webpage for more information:

- [Canvas](#)

For additional assistance please contact FIU's [Disability Resource Center](#).

ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic resources; 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's work without 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.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

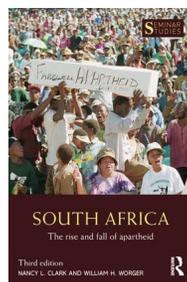
COURSE PREREQUISITES

None

PROCTORED EXAM POLICY

Proctored Exam Policy

TEXTBOOK



South Africa: The Rise and Fall of Apartheid

Nancy L. Clark and William H. Worger

Routledge, 3rd Edition, 2016

ISBN: 978-1-138-96323-8 (pbk)

ISBN: 978-1-315-62156-2 (ebook)

You may purchase your textbook online at the [FIU Bookstore](#).

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Note: I recommend purchasing the ebook version if you are comfortable reading via a screen. If not, be sure to order your book in advance to leave plenty of time for its arrival as you will need it the first week!

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

COURSE DETAIL

COURSE COMMUNICATION

To stay current with the class, students are expected to log into Canvas several times per week to access readings, videos, assignments, discussion forums, and other information. This allows students to remain engaged in the materials and corresponding discussions and assignments each week and throughout the semester. Students should communicate regularly with the instructor, especially if they are facing challenges with the course materials or technology.

DISCUSSION FORUMS

Each week students are required to participate in the discussion forum. To receive full credit, you must post a minimum of one discussion post (approx. 100 words) related to the readings that includes a question about the week's readings that is open ended, thoughtful, and relevant. You must also post two replies to other posts throughout the week. Your initial post must be made by Wednesday every week. Your final post must be made by Sunday of the week. Your posts will be graded according to the discussion post rubric. Your overall score may drop two or more points if you do not follow the rules for posting outlined here.

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post. It is important that students maintain a friendly, open, and professional demeanor in their comments and discussions with the instructor and fellow classmates.

ASSESSMENTS

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

ASSIGNMENTS

Readings: In addition to the textbook, students will be required to review a number of primary and secondary readings each week. Students are required to thoroughly read, annotate, and take notes on these readings in order to be prepared for discussions and reflections. All primary sources from the textbook are indicated as [Doc #]. Others are provided as PDFs.

Films: Throughout this course, students are required to view films and video clips that accompany their documents. Access to these films will be available through youtube, FIU Library, and/or streaming services. For the film review, students will choose a film from the provided list.

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Reflection Papers: You have five mini reflection papers to complete. These are short, one-page reflections in which you summarize and react to all readings, internet sites, and films for the week. Each reflection should include ALL the readings, including primary sources. To receive full credit, you should familiarize yourself with the reflection rubric. The reading responses are due the Sunday at the end of every week by 11:59pm. Note: I have built in a "buffer" of 20 points in this category to account for one missed week, therefore use your "spare" points wisely!

Discussion Forum: Each week students are required to participate in the discussion forum. To receive full credit, you must post a minimum of one discussion post (approx. 100 words) related to the readings that includes a question about the week's readings that is open ended, thoughtful, and relevant. You must also post two replies to other posts throughout the week (**for a minimum total of three posts per week**). Your initial post must be made by Wednesday every week. Your final post must be made by Sunday of the week. The initial post counts for 15 points, and each response is worth 5 points. Your posts will be graded according to the discussion post rubric. Your overall score may drop five or more points if you do not follow the rules of posting outlined here. To encourage us to have a more personal discussion and to take full advantage of the technological capabilities of Canvas, I will award 1 point of extra credit if you make your post(s) via video. You can achieve a maximum of 10 extra credit points in total this way.

Papers: This course requires a substantial amount of writing divided up into four components. Each essay's due date is marked on the course calendar.

1) Colonial History Paper: This paper asks you to respond to a prompt related to the colonial history of southern Africa. It is a 500-1000 word paper (2-4 pages).

2) History of Apartheid: you will write a 750-1250 word (3-5 pages) paper that assesses the perspectives of at least two of the various groups involved in South Africa during the period of Apartheid. For this paper, you will need to investigate how each group's perspectives were influenced by international socio-cultural, political, and/or economic forces in the period you are studying.

3) Final Exam Historiographical Problem Paper: For this final exam, you will write a 1500-2000 word (6-10 pages) final exam paper that answers a fundamental question about South African history. For this paper, you will choose one of the weekly discussion questions from this class to investigate more thoroughly. You will need to develop a research question, conduct research in both secondary literature and primary sources, research the major historiographical argument(s) on this problem, and critically evaluate the scholarly debate while also offering your own argument as a solution to the problem.

ALL papers must be typed and submitted via Turnitin.com by the due date. Turnitin.com is an originality platform that scans the papers for similarity. Descriptions of each paper and rubrics for evaluation are available in the assignment section. Late papers will be docked a full letter grade for each day they are late. Papers submitted more than three days late will not be accepted. Failure to submit papers via Turnitin due to technical issues or incompetence are not acceptable excuses. You should leave yourself enough time to successfully submit your paper with extra time to account for technical problems. You MUST retain the Turnitin receipt for your submission.

All papers are to adhere to the following formatting rules:

1) The paper's title, student's name, the course number, and the date should appear on a separate first page for long papers and at the top of the first page of text for short papers.

2) The pages must be numbered.

3) All sources must be cited in Chicago-style footnotes. The Chicago Manual of Style website has specific examples of how to cite sources.

4) Papers must be typed, and double-spaced, with margins of standard width. Use standard fonts.

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Failure to adhere to these formatting rules will result in the docking of paper grades between 10-20 points on top of the grade given.

Discussion and Participation: Each student is required to post weekly responses to discussion prompts on the discussion board. To receive the full amount of points, students should read and take notes on the readings, films, and sources and provide written and/or verbal reflection and responses to their class peers via the discussion boards. See participation rubric for breakdown of grades.

Extra Credit: Students may receive up to 30 total points of extra credit in this course by utilizing the video feature on Canvas. Students may earn up to 1 point of extra credit for discussion posts via the video response feature (max 10 total). Students may also earn up to an additional 20 points of extra credit by attending a Global Learning Engagement event (see list of available events on Canvas) and posting a 5-10 minute video review & reflection of the event on our course discussion board.

ADOBE CONNECT PRO MEETING

I will be using Adobe Connect Pro Meeting to conduct appointments. If you need assistance understanding the material or have questions that cannot be resolved via email, I encourage you to schedule a meeting time for a virtual face-to-face chat.

GRADING

Most assignments in this course have attached rubrics. All students should carefully examine the rubric before beginning any assignment to know what is required and how the assignment will be assessed.

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
Reflection Papers	5	30	150	15%
Historiography Paper		100	100	10%
Midterm Review Essay	1	200	200	20%
Discussion Posts	6	25	150	15%
Final Exam	1	400	400	40%
Total	10	N/A	1000	100%

Letter	Range (%)	Letter	Range (%)	Letter	Range (%)
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

COURSE REQUIREMENTS

WEEKLY SCHEDULE

Summer A 2018	Tasks
Week 1 May 7-13	<ul style="list-style-type: none"> • Topic: Pre-Colonial Southern Africa and Historiography • Read: Textbook: Chapter 1 "Introduction and Historiography"; Wessel Visser, "Trends in South African Historiography and the Present State of Historical Research"; Leonard Thompson, Preface to A History of South Africa; Saunders, "The Making of the South African Past" https://www.marxists.org/subject/africa/saunders/making-past/ch16.htm • Review: Syllabus PPT overview • Watch: Welcome video

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- **Participate:** Complete the week 1 discussion forum.
- **Submit:** Upload your introduction video.
- **Complete:** N/A

Week 2
May 14-20

May 14
Add/Drop
Deadline

- **Topic:** Early European Contacts and African State-Building
- **Read:** Textbook: Chapter 2 "Historical Background"; Shillington, "Ch. 18: Pre-Industrial South Africa in the 19th Century"; Harriet Deacon, "Racial Segregation and Medical Discourse in Nineteenth-Century Cape Town," *Journal of Southern African Studies*, 22, 2, (1996): 287-308; Pamela Scully, "Rape, Race, and Colonial Culture: The Sexual Politics of Identity in the Nineteenth Century Cape Colony, South Africa," *The American Historical Review*, Vol. 100, No. 2 (Apr., 1995), pp. 335-359.
- **Primary Sources:** Native Administration Law no. 26, Natal, December 17, 1884 (PDF)
- **Watch:** *The Zulu Kingdom* <https://www.youtube.com/watch?v=luWvAKKhGOg>
- **Participate:** Complete the week 2 discussion forum.
- **Submit: Short Paper on Historiography Due May 20th, 11:59pm**
- **Complete:** Reading Reflection 2.

Week 3
May 21-27

- **Topic:** Afrikaner Nationalism: The Rise of White Supremacy and Origins of Apartheid Ideology
- **Read:** Saul Dubow, "Afrikaner Nationalism, Apartheid and the Conceptualization of 'Race'," *Journal of African History*, 33, 2, 1992: 209-237.; Philip Barrow, "The 'Great Migration' and 'The Greatest Trek,'" *Journal of Southern African Studies*, 30, 1, 2004: 87-114; Andre du Toit, "Puritans in Africa? Afrikaner Calvinism and Kuylerian Neo-Calvinism in Late Nineteenth Century," *Comparative Studies in Society and History*, 27, 1, 1985: 209-240.
- **Primary Sources:** Resolution Against the Native Lands Act of 1913 and the report of the Native Land Commission, Oct 2, 1916. (PDF) Constitution of the African Native National Congress, 1919. (PDF)
- **Watch:** *South Africa: The White Paper* [59 min] (via FIU Streaming <http://fiu.catalog.fcla.edu/permalink.php?lps=227FIPDA002951975>),
- **Participate:** Complete the week 3 discussion forum.
- **Complete:** Reading Reflection 3.
- **Submit:** N/A

Week 4
May 28 -
June 3

May 28
Memorial Day
University
Closed

- **Topic:** The Structure of Apartheid
- **Read:** Textbook: Chapter 3-4 "The Basis of Apartheid" and "Growing Contradictions"
- **Articles:** Adam Christopher, "'To Define the Indefinable': Population Classification and the Census in South Africa," *Area*, 34, 4, 2002: 402-408; Alan Baldwin, "Mass Removals and Separate Development," *Journal of Southern African Studies*, 1, 2, 1975: 215-227
- **Watch:** BBC: Apartheid -- 46 Years in 90 seconds; Apartheid in South Africa Laws, History: Documentary Film - Raw Footage (1957) <https://www.youtube.com/watch?v=MOA66AOG52M>
- **Primary Sources:** Verwoerd Explains Apartheid, 1950 [Doc 2], Charlotte Maxeke "Social Conditions Among Bantu Women and Girls," 1930. (PDF)
- **Participate:** Complete the week 4 discussion forum.
- **Complete:** Reading Reflection 4.
- **Submit: Film Review Essay Due May 27th, 11:59pm**

Week 5
June 4-10

- **Topic:** The African Freedom Struggle and the Downfall of Apartheid
- **Read:** Textbook: Chapter 5 "The Collapse of Apartheid"; Helena Pohlandt-McCormick, "I saw a Nightmare ... Soweto, June 16, 1976:" <http://www.gutenberg-e.org/pohlandt-mccormick/>; Orkin, Mark. "'Democracy Knows No Colour': Rationales for Guerrilla Involvement among Black South Africans." *Journal of Southern African Studies* 18, no. 3 (1992): 642-69; Hakan Thorn, "Solidarity across Borders: The International Anti-Apartheid Movement," *Voluntas: International Journal of Voluntary and Non-profit Organizations*, 17, 4, 2006: 285-301.
- **Primary Sources:** Freedom in Our Lifetime, 1946 (PDF), Nelson Mandela Presidential Address to the ANC (1953) [Document 3]; Mrs Dumani Interview, 1957 [Document 4]; Freedom Charter, 1955 [Document 5]; Nelson Mandela's first television interview, June 1961:

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<https://www.youtube.com/watch?v=fPofm50MHW8&feature=related>; Nelson Mandela “An ideal for which I am prepared to die” <https://www.theguardian.com/world/2007/apr/23/nelsonmandela>

- **Watch:** *You Have Struck a Rock!* – Streaming via FIU Library (57 min). 1963 UN statement from Miriam Makeba (Mama Africa), via YouTube (with French subtitles): <https://www.youtube.com/watch?v=uWP5mBJ4HWs> Soweto Uprising: The Story Behind Sam Nzima's Photograph | 100 Photos | TIME: <https://www.youtube.com/watch?v=gOU15CQL2Mc>
- **Participate:** Complete the week 5 discussion forum.
- **Complete:** Reading Reflection 5.
- **Submit:** N/A

Week 6
June 11-
17

- **Topic:** Truth and Reconciliation: The Legacy of Apartheid
- **Read:** Textbook: Chapter 6 “The Legacy of Apartheid”; Paul van Zyl, “Dilemmas of Transitional Justice: The Case of South Africa’s Truth and Reconciliation Commission,” *Journal of International Affairs*, 52, 2, 1999: 1-21
- **Primary Sources:** Montsisi Interview, 1977 [Doc 10]; Murder of Steve Biko Testimony, 1977 [Doc 11]; Margaret Friedman Interview, 1989 [Doc 13]; de Kock Statement [Doc 15]; South Africa Bill of Rights, 1996 [Doc 18].
- **Watch:** *Is there a future for White Afrikaners?* - BBC Our World <https://www.youtube.com/watch?v=YH329UbQokY>, *Long Night's Journey to Day*, FIU Library Streaming: http://fiu.catalog.fcla.edu/permalink.jsp?27FILE_A002954302
- **Participate:** Complete the week 6 discussion forum.
- **Submit:** Final Exam Essay Due Friday, June 11, 11:59p

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