

## **Fall 2012 HIST 499 (001): Apartheid in South Africa**

Dr. Benedict Carton, Associate Professor, Tuesday 4:30-7:10 PM, Innovation Hall 208  
Office Hours: Rob B355B, Tues. 1:15-2:15 PM/Thurs. 11:00-11:45 AM.

Or by appointment: [bcarton1@gmu.edu](mailto:bcarton1@gmu.edu)

### **COURSE DESCRIPTION**

This seminar—the capstone course of your History major—requires you to write a research paper exploring some aspect of Apartheid rule in South Africa. When we hear the word Apartheid, we might consider Nelson Mandela’s triumphs: his Nobel Peace Prize and long struggle to transform South Africa into a democracy. In our class we examine Apartheid itself. This system of legalized racial and “tribal” segregation dominated South Africa from 1948 to the early 1990s. We trace historical processes that led to Apartheid and its forms of economic, political and social control. Along the way, we identify the global ideologies—e.g., Social Darwinism, eugenics, and other pseudo-sciences—influencing Apartheid laws. We also study the nationalist politics that determined the course of white supremacy in twentieth-century South Africa. Finally, our course focuses on well-known and unsung leaders, men such as Nelson Mandela and women such as Lilian Ngoyi. They shaped movements that opposed Apartheid, making anti-racism the cause of international human rights campaigns during the Cold War.

This Research and Scholarly Intensive Course is designed to teach students how to identify and analyze evidence that scholars use to interpret the history of Apartheid. To this end, we will work together to locate primary sources illuminating different dimensions of Apartheid; these sources include archival materials, web-based digitized papers, photographs, recorded music and video. In this class, your writing will benefit from an intensive process of “draft and revision.” I want your final paper to articulate clearly an original argument that critically evaluates scholarship and constructs contextual examples with diverse evidence. These important outcomes make HIST 499 a designated Synthesis Course and Writing Intensive Course. Subject to approval, you may develop **any topic** related to the themes in the first paragraph (above).

### **CLASSROOM CONDUCT**

- 1. Please do not arrive late to class.**
- 2. Please turn OFF cell phones and all communication devices in class.**
- 3. \*\*You are not allowed to surf the web, write emails, or text during class\*\***
- 4. Please do not eat or drink in class.**
- 5. When emailing your Professor, include “HIST 499” as your subject heading.**

### **READINGS**

- 1) Nancy Clark and William Worger, *South Africa: The Rise and Fall of Apartheid*; and
- 2) Sindiwe Magona, *To My Children’s Children*. Supplemental readings will be made available during the semester, either in class or via email attachment. **\*\*\*You are required to complete the specifically assigned readings before coming to class.\*\*\***

## **COURSE REQUIREMENTS**

The requirements for the course include: 1) a short-answer exam (15%); 2) a two-page in-class essay evaluating a primary source—an exercise that will be followed by a peer-review assessment (10%); 3) a two-page research outline and two-page “forensic” essay analyzing your sources—these four pages will inform your required oral presentation to the class (25%); 4) the final 20- to 30-page research paper with bibliography (35%); 5) class participation (15%). Please note that if you stop attending class near the mid-semester mark, you will fail the course. Passing HIST 499 requires solid attendance, good effort, and adherence to deadlines. **The due dates for the exam and essay assignments appear below in the “2012 Fall Semester Schedule.”**

**ALL PAPERS WILL BE PENALIZED ½ A GRADE POINT FOR EACH DAY LATE, including days on the weekend.**

## **RESEARCH AND SCHOLARLY INTENSIVE DESIGNATION**

Our university designates HIST 499 as a Research and Scholarship (RS) Intensive Course, which means that students are given the opportunity to participate in an active process of contributing scholarship to the discipline of History. We will fulfill the following RS outcomes: 1) create an original scholarly or creative project; 2) communicate knowledge from an original scholarly or creative project; 3) engage in scholarly inquiry by articulating and refining a research question; 4) follow ethical principles (<http://www.historians.org/pubs/free/ProfessionalStandards.cfm> and <http://www.historians.org/perspectives/issues/2010/1001/1001tea1.cfm>); 5) choose an appropriate discovery process for scholarly inquiry; 6) gather evidence appropriate to the research question; 7) apply appropriate scholarly conventions during critical inquiry; 8) assess the validity of key assumptions, evidence, and findings.

## **WRITING INTENSIVE FULFILLMENT**

This class fulfills the writing-intensive requirement for the History major. It does so through one 500-word in-class essay, one 500-word research outline, and one 600-word (take-home) “forensic” essay analyzing your secondary and primary sources. You will also write a 6,000- to 9,000-word final paper. During the semester, I will provide extensive verbal and written commentaries on your outlines and papers. My constructive feedback will be designed to help you finish your research, write clear drafts, and revise your final paper. See the “2012 Fall Semester Schedule” for more information.

## **A KEY METHOD OF EVALUATION (CAREFULLY READ)**

In accordance with university regulations, professors in the Department of History and Art History re-schedule exams after receiving documentation of a medical emergency or family emergency; **often this documentation must be verified by the Dean of Student Life.** \*\*Work-related and personal/family obligations (business trips, personal holidays, graduation ceremonies, etc.), or sudden car troubles, **are not** adequate excuses for re-scheduling an exam or obtaining any kind of extension for a paper or oral presentation.\*\*

## **TEACHING AND LEARNING**

**I will not re-teach a missed class via email or in an office conference. Nor will I customize this course to fit a student's work or personal schedule.** These two statements are in accordance with pedagogical goals of George Mason University and your professor's social contract with his students.

To be considered for a good grade, you must receive solid grades and participate to the best of your ability in class discussions.

Please note that **CLASS PARTICIPATION** (15% of your overall mark) is a crucial component of this course. If you have poor class participation—due largely to absences, i.e., non-presence during discussions—your final grade will fall. In other words, if you average a B+ but have poor class participation, **your final mark will be C+ or lower.**

## **DROP/ADD**

<b>First day of classes;</b> last day to submit Domicile Reclassification Application; Payment Due Date	August 27
<b>Last day to add classes</b> —all individualized section forms due <b>Last day to drop with no tuition penalty</b>	September 4
<b>Last day to drop with a 33% tuition penalty</b>	September 18
<b>Final Drop Deadline (67% tuition penalty)</b>	September 28

## **GMU EMAIL ACCOUNTS**

Crucial assigned resources for HIST 499 will be sent through the university server to your GMU email accounts. Thus, students must use their Mason accounts—either the existing “MEMO” system or “MASONLIVE”—to receive important information, including timely messages and modified requirements related to this class. Please see <http://masonlive.gmu.edu> for more information.

## **ACADEMIC INTEGRITY**

GMU is an Honor Code university. Please see the *University Catalog* for a full description of the code and the honor committee process. The principle of academic integrity is taken seriously and violations, particularly cases of plagiarism, are treated gravely. What does academic integrity mean in this course? When you are responsible for a task, you will perform that task. When you rely on any aspect of someone else's work, you will give full credit in the proper form (e.g., academically accepted quotations and citations). Another aspect of academic integrity is the free play of ideas. Vigorous discussion and open debate are encouraged in this course, with the firm expectation that all aspects of our class will be conducted with civility and respect for different ideas, perspectives, and traditions. When in doubt of any kind, please ask for guidance and clarification.

## **OFFICE OF DISABILITY SERVICES**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

## **OTHER IMPORTANT CAMPUS RESOURCES**

WRITING CENTER: Rob A114; (703) 993-1200; <http://writingcenter.gmu.edu>

UNIVERSITY LIBRARIES: <http://library.gmu.edu/mudge/IM/IMRef.html>

COUNSELING AND PSYCHOLOGICAL SERVICES: (703) 993-2380.

## **UNIVERSITY POLICIES**

The *University Catalog*, <http://catalog.gmu.edu>, is the central resource for GMU policies affecting student, faculty, and staff conduct in academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

## 2012 FALL SEMESTER SCHEDULE

### Week 1

**Tues. Aug. 28<sup>th</sup> – Apartheid and the writing of history.** We review the class syllabus and course expectations. We begin watching “7-Up South Africa,” a 1992 documentary film about race relations and children in South Africa during the country’s historic transition from apartheid to democracy. Read for Sept. 4<sup>th</sup> class: “Talking about Tribe,” especially sections on the “Zulu” of South Africa (a pdf file will be emailed to class). Remember to bring the “7-Up map” to class on Sept. 4<sup>th</sup>.

### Week 2

**Tues. Sept. 4<sup>th</sup> – Apartheid in the eyes of South Africa’s children.** We finish viewing “7-Up South Africa” and discuss this documentary film and the “Tribe” article. Read for Sept. 11<sup>th</sup> class: Clark and Worger, *South Africa: Rise and Fall of Apartheid*, 3-15; **primary sources:** “Jan van Riebeeck’s journal: an exchange between VOC commander and Khoie chief after the 1660 war”; letters (home) from British troops in the colonial Cape: “memories of white soldiers in Xhosaland” (jpg and pdf files will be emailed to class). Also, view the “hobbling scene” in the film “Misery,” a cinematic adaptation of Stephen King’s novel: <http://www.youtube.com/watch?v=i5OlolbLXvw>



### Week 3

**Tues. Sept. 11<sup>th</sup> – Colonial conquests, “tribal”/“race” relations, and industrial revolutions: historical foundations of Apartheid.** Read for Sept. 25<sup>th</sup> class: Clark and Worger, *South Africa: Rise and Fall of Apartheid*, 15-45; **primary source:** go to <http://www.anc.org.za/show.php?id=4439>; click on “ANC Youth League Manifesto, 1944.”

### Week 4

**Tues. Sept. 18<sup>th</sup> – NO CLASS; this class period will be made up as a review session for the upcoming short-answer exam.** Read for Sept. 25<sup>th</sup> class: Clark and Worger, *South Africa: Rise and Fall of Apartheid*, 15-45; **primary source:** go to <http://www.anc.org.za/show.php?id=4439>; click on “ANC Youth League Manifesto, 1944.” **STUDY REVIEW SHEET FOR OCT 2<sup>ND</sup> EXAM.**

### Week 5

**Tues. Sept. 25<sup>th</sup> – White supremacy and black resistance: emerging and merging forces during early Apartheid.** We also review for the Oct 2<sup>nd</sup> exam. Read for Oct 2<sup>nd</sup> class: Galgano, Arndt, and Hyser, *Doing History: Research and Writing in the Digital Age*, 1-32.

## Week 6

**Tues. Oct 2<sup>nd</sup> – \*\*Short-answer exam (15% of course grade).\*\*** Immediately after the exam, we will hold class with Mr. Jason Byrd, GMU librarian, in the Johnson Center Library, room 228 (on the second floor). Jason Byrd will show you how to locate secondary scholarship and primary sources in our libraries/library databases, as well as repositories of South African history on the web. Review for Oct 16<sup>th</sup> class: *Doing History*, 33-80, particularly the sub-headings in these two chapters.

## \*\*Week 7 GMU is closed on Columbus Day\*\*

**Tues. Oct. 9<sup>th</sup> –\*\* NO SCHEDULED CLASS \*\* ACCORDING TO THE OFFICIAL GMU FALL 2012 CALENDAR.** Read for Oct. 16<sup>th</sup> class: Clark and Worger, *South Africa: Rise and Fall of Apartheid*, 45-66, (**primary source:** *Freedom Charter*), 148-152; **primary sources:** L Rubin, with foreword by A. Paton, *This is Apartheid* (a pdf file will be emailed to class); go to <http://www.anc.org.za/list.php?t=Articles&y=1952>; click on “We Defy, 1952”; <http://www.anc.org.za/show.php?id=3430>; click on “Nelson Mandela’s Statement from the Dock, Rivonia Trial, 1964.”

## Week 8

**Tues. Oct. 16<sup>th</sup>– Apartheid and its enemies.** Read for Oct. 23<sup>rd</sup> class: Sindiwe Magona, *To My Children’s Children*, 1-73.

## Week 9

**Tues. Oct. 23<sup>rd</sup> –Apartheid memoir. \*\*In an essay written during our class period, you will analyze *This is Apartheid*, 8-15; a peer-review assessment immediately follows this exercise (10% of your course grade).** Read for Oct. 30<sup>th</sup> class: Sindiwe Magona, *To My Children’s Children*, 74-167; **primary sources:** go to <http://www.anc.org.za/show.php?id=9465> click on Lilian Ngoyi; <http://www.anc.org.za/show.php?id=2583&t=Women%60s%20Struggles> click on “women’s anti-pass protests, 1956”; <http://www.anc.org.za/show.php?id=2601&t=Women%60s%20Struggles> click on “What Women Demand, 1955.” **\*\*We begin to discuss and formulate research topics.\*\***

## Week 10

**Tues. Oct. 30<sup>th</sup> – Apartheid and women’s protests.** Read for Nov. 6<sup>th</sup> class: Clark and Worger, *South Africa: Rise and Fall of Apartheid*, 67-83, (**primary sources**) 154-164; go to <http://www.justice.gov.za/trc/report/finalreport/Volume%202.pdf> and search *Truth and Reconciliation Report, Volume Two*, for words “Soweto Uprising.” **\*\*We continue to discuss and formulate research topics.\*\***

### Week 11

**Tues. Nov. 6<sup>th</sup>– Grand Apartheid, its contradictions, and youth opponents: Black Consciousness and school resistance.** We view the documentary “Soweto,” featuring clips of the 1976 student revolt and post-uprising interviews with protestors, parents and officials. Read for Nov. 13<sup>th</sup> class: Clark and Worger, *South Africa: Rise and Fall of Apartheid*, 94-119; go to the “Digital National Security Archive” in our library database (<http://nsarchive.chadwyck.com/quick/executeSearch.do>); search for the word “Apartheid” and read official US documents (1960s-1970s) assessing the capacity of international (diplomatic/popular) anti-apartheid protests to influence the racial policies of South Africa during the Cold War. Also, read victims’ testimony in the *Truth and Reconciliation Commission*; go to <http://www.justice.gov.za/trc/> and search “human rights violations.” \*\*We continue to discuss and formulate research topics.\*\*

### Week 12

**Tues. Nov. 13<sup>th</sup>– Apartheid’s last gasp: surging national and international protests, and witnessing the end of white supremacy in South Africa. WE BEGIN STUDENT ORAL PRESENTATIONS (25% of course grade).** \*\*Each presenter must submit her/his two-page research outline and two-page “forensic” essay analyzing sources on the day of his/her presentation.\*\*

### Week 13

**Tues. Nov. 20<sup>th</sup> – The legacies of Apartheid. STUDENT ORAL PRESENTATIONS (25% of course grade).** \*\*Each presenter must submit her/his two-page research outline and two-page “forensic” essay analyzing sources on the day of his/her presentation.\*\*

### Week 14

**Tues. Nov. 27<sup>th</sup> – STUDENT ORAL PRESENTATIONS (25% of course grade).** \*\*Each presenter must submit her/his two-page research outline and two-page “forensic” essay analyzing sources on the day of his/her presentation.\*\*

### Week 15

**Tues. Dec. 4<sup>th</sup> – STUDENT ORAL PRESENTATIONS (25% of course grade).** \*\*Each presenter must turn in her/his two-page research outline and two-page “forensic” essay analyzing your sources on the day of his/her presentation.\*\*

→ **YOUR FINAL 20- TO 30-PAGE RESEARCH PAPER (35% of your course grade) IS DUE DECEMBER 17<sup>TH</sup> NO LATER THAN 4:00 PM. PLEASE EMAIL YOUR MAJOR ESSAY IN AN MSWORD ATTACHMENT TO [bcarton1@gmu.edu](mailto:bcarton1@gmu.edu).** ←