

Spring 2017 HIST 499 (003): Apartheid in South Africa

Dr. Benedict Carton, Robert T. Hawkes Professor of History, Tues 7:20-10:00 PM, Research Hall, 202

Office Hours: Rob B355B, Tues. 4:30-5:45 PM/Thurs. 11:00-11:45 AM.

Or by appointment: 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, including its immediate aftermath. When we hear the word “apartheid,” we might consider Nelson Mandela’s long imprisonment, Nobel Peace Prize, and struggle to transform his country 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 the processes that led to forms of economic, political and social control underpinning apartheid. Along the way, we identify the global ideologies—e.g., white supremacy and anti-communism—influencing apartheid laws and mass protests against these laws. Finally, we study the politics determining support for and opposition to apartheid during the Cold War era. Diverse protests against apartheid, in particular, laid the foundation in newly democratic South Africa for an unprecedented Truth and Reconciliation Commission, a haunting historical inquiry into human wrongs and rights.

This Research and Scholarly Intensive Course is designed to teach students how to identify and analyze evidence that scholars use to interpret the legacies of apartheid. To this end, we will work together to locate primary sources illuminating different dimensions of apartheid. These primary 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.” At the end of this course, your final paper should articulate an original argument that critically evaluates scholarship and constructs contextual examples using diverse sources of 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.**

REQUIRED READINGS

1) Nancy Clark and William Worger, *South Africa: The Rise and Fall of Apartheid*, 2nd edition; 2) Pumla Gobodo-Madikizela, *A Human Being Died That Night*; 3) Mark Mathabane, *Kaffir Boy*; and 4) Michael Galgano, J. Chris Arndt, and Raymond M. Hyser, *Doing History: Research and Writing in the Digital Age* (I recommend an online seller for book #4, preferably the 2012 edition). **Other readings and materials will be available on Blackboard, online via a syllabus (embedded) link, or via email attachment.** ****You are expected to complete assigned pages before each weekly session and bring required reading(s) to class.****

COURSE REQUIREMENTS

The requirements include: 1) a short-answer exam (10%); 2) a three-page in-class essay evaluating a primary source and several secondary sources—this exercise will be followed by an in-class peer-review assessment and take-home work necessitating essay revision and typing (20%); 3) a two-page research outline and three-page “forensic” essay analyzing your sources—these five pages will inform your required oral presentation (20%); 4) final 20- to 30-page research paper with annotated 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 strict adherence to deadlines. **The due dates for exam and essay assignments appear in the “2017 Spring Semester Schedule.”**

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

THE RESEARCH AND SCHOLARLY INTENSIVE DESIGNATION

HIST 499 is a Research and Scholarship (RS) Intensive Course that seeks to create a “disciplinary-appropriate product.” To this end, HIST 499 develops key scholarly skills: 1) communicating knowledge; 2) articulating and refining a research question; 3) following ethical principles of historical research—see, more specifically: (<http://www.historians.org/pubs/free/ProfessionalStandards.cfm> and <http://www.historians.org/perspectives/issues/2010/1001/1001tea1.cfm>); 4) choosing appropriate discovery procedures for critical inquiry; 5) gathering evidence appropriate to the research question; and 6) assessing the validity of key assumptions, evidence, and findings. A bullet-point version of these RS goals appears below:

- Articulate and refine a research question.
- Justify that the original project will engage a particular audience.
- Gather evidence appropriate to the research question.
- Analyze sources to assess the validity of key assumptions and evidence.
- Present findings in an essay that uses the conventions of historical scholarship.
- Demonstrate awareness of the broader implications of historical research.
- Following appropriate ethical principles.

WRITING INTENSIVE FULFILLMENT

This class fulfills the writing-intensive requirement for the History major. It does so through one 750-word in-class essay, 750-word take-home revised essay, one 750-word research outline, and one 1000-word “forensic” essay analyzing your secondary and primary sources. You will also write a 6,500- 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 “2017 Spring Semester Schedule” for more information.

A KEY METHOD OF EVALUATION (PLEASE READ CAREFULLY)

In accordance with university regulations, professors in the Department of History and Art History re-schedule exams after receiving documentation of a very serious 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** excuses for re-scheduling an exam, or obtaining an extension for a paper or oral presentation.**

TEACHING AND LEARNING IN THIS COURSE

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 very poor class participation—due largely to frequent 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.**

GMU EMAIL AND THE DISSEMINATION OF HIST 499 RESOURCES

Crucial assigned resources for HIST 499 may be sent through the university server to your GMU email as listed in Patriotweb. Thus, students must use their Mason email to receive important information, including timely messages, some course materials, and modified requirements related to this class. Finally, in keeping with university policy your professor will communicate electronically with you via your gmu.edu email address.

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://ds.gmu.edu/>

OTHER IMPORTANT CAMPUS RESOURCES

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

UNIVERSITY LIBRARIES: <http://library.gmu.edu/>

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.

2017 SPRING SEMESTER SCHEDULE

Week 1:

Tues. Jan 24th – MANDATORY CLASS with required reading (please do your best). We review the course syllabus and expectations; then we discuss *A Human Being Died That Night* and *Kaffir Boy*. We begin watching “Long Night’s Journey into Day,” a documentary film about apartheid legacies and the Truth and Reconciliation Commission. **Required reading for Jan 24th FIRST class and for Jan 31st SECOND class:** begin to read assigned pages: William Worger and Rita Byrnes, “A Short History of South Africa,” 1-16 (the MSWORD file will be on Blackboard); Mark Mathabane, *Kaffir Boy*, 3-77, and Pumla Gobodo-Madikizela, *A Human Being Died That Night*, 1-47, 143-148.

Week 2:

Tues. Jan 31st –Writing South African history in the shadow of apartheid. We discuss the assigned pages in *A Human Being Died That Night* and *Kaffir Boy*. We finish watching “Long Night’s Journey into Day,” **Required reading and youtube viewing for Feb 7th THIRD class:** Clark and Worger, *South Africa: Rise and Fall of Apartheid*, 3-15; Galgano, Arndt, and Hyser, *Doing History*, Chapter 1; **primary sources:** Letters (home) from British troops in the Cape colonial frontier: “Memories of white soldiers during ‘total war’ in Xhosaland” (the jpg file will be on Blackboard). In addition, please view the youtube “hobbling scene” in the film “Misery,” a cinematic adaptation of Stephen King’s novel: https://www.youtube.com/watch?v=2pbfkNI2d_A



Week 3:

Tues. Feb 7th – Framing histories: African independence, colonial conquests, “tribal”/“race” relations, and industrial revolutions: sourcing the foundations of apartheid. We explore major theme in the assigned pages of *South Africa: Rise and Fall of Apartheid* in our lecture and discussion. **Required reading for Feb 14th FOURTH class:** Clark and Worger, *South Africa: Rise and Fall of Apartheid*, 15-45; **primary source:** go to <http://www.ancyl.org.za/show.php?id=4439> click on “ANC Youth League Manifesto, 1944.”

Week 4:

Tues. Feb 14th– White supremacy and black resistance: emerging forces of apartheid. **In this class we also review for the Feb 21st exam.**
Required reading for Feb 21st FIFTH class: Galgano, Arndt, and Hyser, *Doing History*, Chapter 4.

Week 5:

Tues. Feb 21st – **Short-answer exam (10% of course grade) Library research class follows.** Right after the exam we begin research and topic formulation with Dr. George Oberle on Fenwick Library, exploring relevant secondary scholarship and primary sources in libraries, digital databases, and archival repositories. **Required reading for Feb 28th SIXTH class:** Clark and Worger, *South Africa: Rise and Fall of Apartheid*, 45-66; Deborah Posel, “What’s in a Name: Racial Classifications Under Apartheid and Their Afterlife,” *Transformation* 47 (2001), 50-74; **primary sources:** Leslie Rubin, *This is Apartheid* (the pdf files will be on Blackboard); go to <http://anc.org.za/content/womens-charter> click on “Women’s Charter” (Lilian Ngoyi); go to <http://anc.org.za/content/what-women-demand> click on “What Women Demand, 1955”; go to <http://anc.org.za/content/nelson-mandelas-statement-dock-rivonia-trial> click on “Nelson Mandela’s Statement from the Dock, Rivonia Trial, 1964.”

Week 6:

Tues. Feb. 28th – Apartheid and its enemies: race, class and gender in popular resistance. **We discuss the readings and **review for the primary-source in-class essay on Mar 7th.** ** **We begin to formulate final research topics.**

Week 7:

Tues. Mar. 7th: –In an essay written during the class period,** analyze two laws documented in the booklet *This is Apartheid*, contextualize these laws (using *Rise and Fall of Apartheid* and the assigned journal article by Deborah Posel), and properly cite quoted sources at the foot of the page. The in-class peer-review assessment of your essay will immediately follow this writing exercise; then you must complete the take-home revised/typed essay for the Mar 21st deadline (20% of your course grade).** **Required reading for Mar. 21st NINTH class:** Gobodo-Madikizela, *A Human Being Died That Night*, 117-139 (review previous pages required for Jan 24th and 31ST), and Mathabane, *Kaffir Boy*, 78-119 (review previous pages required for Jan 24th and 31st).

Week 8: **Tues. Mar 14th NO CLASS DURING SPRING BREAK.** **Please develop your preliminary paper topic during this week.**

Week 9:

Tues. Mar 21st –Apartheid in autobiography: history, memory, retribution, and forgiveness. **Apartheid essays due in class**. **Required reading for Mar. 28th TENTH class:** Clark and Worger, *South Africa: Rise and Fall of Apartheid*, 94-119; go to “Digital National Security Archive” in the GMU library database; search for the word “apartheid” and read accounts by US officials (1960s-1970s) assessing the capacity of international anti-apartheid protests to change racial policies in South Africa during the Cold War. Also, read testimony in the Truth and Reconciliation Commission; go to <http://www.justice.gov.za/trc/report/finalreport/Volume%202.pdf>; search “Soweto.”

Week 10:

Tues. Mar 28th – Grand apartheid and its youth and global opponents: Black Consciousness movement, Soweto children’s rebellion and Cold War politics. We discuss the required readings and view a documentary film titled, “A History of Soweto,” featuring clips of the 1976 student revolt and post-uprising interviews with protestors, parents and officials. **Required reading for April 4th ELEVENTH class:** Njabulo Ndebele, “Of Lions and Rabbits: Thoughts on Democracy and Reconciliation,” in Wilmot James and Linda Van de Vijver, eds. *After the TRC: Reflections on Truth and Reconciliation in South Africa* (Athens: Ohio University Press, 2001), 143-156 (the pdf file will be on Blackboard).

Week 11:

Tues. April 4th – Unbanning arch rivals, negotiating the “rainbow” nation: uneasy co-existence between truth and reconciliation. We discuss the required reading **(also, please bring Gobodo-Madikizela, *A Human Being Died That Night* to class).**

Week 12:

Tues. April 11th– WE BEGIN STUDENT ORAL PRESENTATIONS (20% of course grade); each presentation will be followed by student and professor feedback. **Every student must submit her/his two-page detailed research outline and three-page “forensic” essay analyzing sources on the day of his/her presentation.**

Week 13:

Tues. April 18th – STUDENT ORAL PRESENTATIONS (20% of course grade); presentations will be followed by in-class student and professor feedback. **Every student must submit her/his two-page research outline and three-page “forensic” essay analyzing sources on the day of his/her presentation.**

Week 14:

Tues. April 25th – STUDENT ORAL PRESENTATIONS (20% of course grade); presentations will be followed by in-class student and professor feedback. **Every student must submit her/his two-page research outline and three-page “forensic” essay analyzing sources on the day of his/her presentation.**

Week 15:

Tues. May 2nd – Course Wrap-up and Remaining STUDENT ORAL PRESENTATIONS (20% of course grade); presentations will be followed by in-class student and professor feedback. **Every student must submit her/his two-page research outline and three-page “forensic” essay analyzing sources on the day of his/her presentation.**

→YOUR FINAL 25- TO 30-PAGE PAPER WITH ANNOTATED BIBLIOGRAPHY (35% of your course grade) IS DUE NO LATER THAN MAY 14TH AT 4:00 PM. PLEASE EMAIL YOUR MAJOR ESSAY IN AN MSWORD ATTACHMENT TO bcarton1@gmu.edu ←