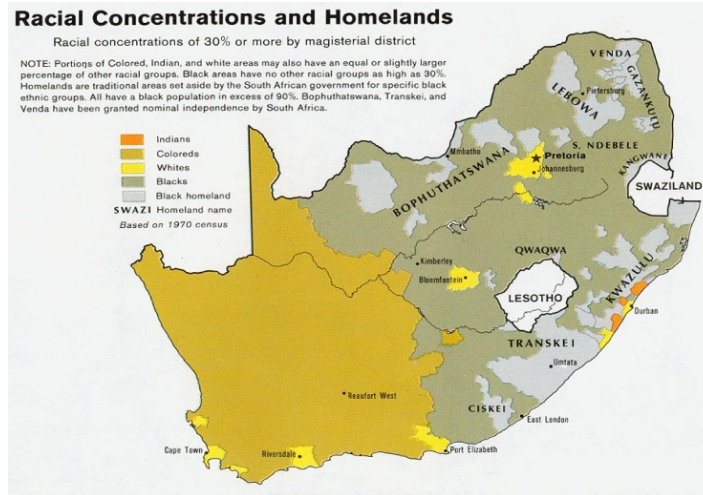


**HIS F364G (85525)/ AFR F374C (81725)/WGS F340 (89195)**  
**APARTHEID and RESISTANCE IN SOUTH AFRICAN HISTORY**  
**Summer 2013 • Meets: MTWThF, 10:00-11:30 AM; GAR 1.126**  
**Instructor: Ruramisai Charumbira; [r-c@austin.utexas.edu](mailto:r-c@austin.utexas.edu)**  
**Office Hours: W: 11:30-1:30; GAR 0.134**



### Course Description

This course is a study of one of the most traumatic periods in South African history. It is also a study of a people's agency and resilience in the face state sanctioned terror. With a brief detour into the deeper past of South Africa to contextualize the rise of apartheid, the course will predominantly focus on the period since 1948. We will study the social, political, economic, and cultural history of a nation in the grip of legalized oppression from the perspectives of women, children, and men - of all "racial" backgrounds - who lived through that particular period. The course will NOT cover everything, but aim for a deeper understanding of some of the key moments that illuminate apartheid – and especially resistance to it – in the history of South Africa through a historian's lens (Ross), autobiography (Mandela), historical fiction (Ngcobo), and multimedia, especially film. *Samukele, Kamohelo, Welcome!*

### Required Texts:

Robert Ross, *A Concise History Of South Africa*, (2nd Edition)

Nelson Mandela, *Long Walk to Freedom: The Autobiography of Nelson Mandela* (Unabridged version)

Lauretta Ngcobo, *And They Didn't Die*

### Course Requirements and Assessment

20% - Attendance and Participation

30% - Two Analytical Essays (15% each, 3 double-spaced pages,)

30% - Three Reflection Essays (10% each, 2 double-spaced pages)

20% - Final Essay (5-6 double-spaced pages).

**Grading scale:** A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-70; D 61-66; F 60 and below

**Academic Integrity/Honor Code:** The History Department and The University of Texas at Austin take Academic integrity, also known as Plagiarism, very seriously. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. For an overview of the University and Department's policy regarding scholastic dishonesty, see these websites:

<http://www.utexas.edu/cola/depts/history/about/academic-integrity.php>

[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

**Religious Holy Day Policy:** In this course, we follow the UT Policy for observance of any religious holiday. The Student should inform the Professor as far in advance as possible to make arrangements.

**Course Grading Policy:** The grades come in the +/- and straight range, as in: A+, A, A-, and so on. An A range grade signifies "exceptionally high achievement". The B range denotes "superior achievement". Students who receive a C range grade achieved a "satisfactory" mark. Then there are the lower marks- the D range calls attention to the students who achieved a "passing but unsatisfactory" mark. Likewise, an F range means "failure", and an "I" is an "incomplete" for the course. **See the key above.**

**Class Attendance and Participation:** This is not a course by correspondence. To that end, your physical, intellectual, and whole self is expected in class each day in this summer class. Missing more than two classes – for whatever reason – means you will automatically lose 50% of your attendance and participation grade (20%).

**Disability Statement:** Any student who needs an accommodation based on the impact of a disability should contact me privately as soon as possible to discuss his or her specific needs. I rely on the College of Liberal Arts' Policy on the need for reasonable accommodation based on documentation on file in their offices. Please act early as retroactive accommodation is not an option.

**Classroom Etiquette:** Respect is important both in and outside the classroom. In the classroom it means raising your hand, waiting your turn, and being respectful of different points of view on different issues. Also, almost everyone has a laptop, smart phone, or iWhatever; so except on designated days when gizmos will be learning tools, please *turn off and store away* your gizmos during class. Those who do not respect this policy will have points deducted from the participation grade at 20% per infraction.

**Communication:** Updates about the class will be mainly through **Blackboard and email**. Please make sure you have either an active UT email and/or your preferred email so you receive class emails. Ignorance of important class information is inadmissible as an excuse.

*Documentary and Feature Films are part of course material, class, and homework.*

**Week 01- June 6: Introduction to South Africa**

Thursday: Christopher Ehret, *The Civilizations of Africa*, Chapter 1

Friday: Robert Ross, *Concise History of South Africa*: “Introduction,” and Chapter 1, “Settlement of the Country”

**Week 02-June 10: Colonialism to the Rise of Afrikaner Nationalism**

Mon: Ross, Chapter 2, “Colonial Conquest”

Tues: Ross, Chapter 3, “Unification”

Wed: Ross, Chapter 4, Consolidation”

Thu: Dubow, “Afrikaner Nationalism: Apartheid and the Conceptualization of ‘Race’”

Fri: Dubow, “Afrikaner Nationalism: Apartheid and the Conceptualization of ‘Race’”

**Week 03-June 17: Legislating for Everyday Resistance under Apartheid and its Consequences**

Mon: Ross, Chapters 5 & 6: “Apartheid” & “The Cost of Apartheid”

Tue: Ngcobo, *And They Didn't Die*, Chapters 1-6

Wed: Ngcobo, *And They Didn't Die*, Chapters 7-8

Thu: Ngcobo, *And They Didn't Die*, Chapters 9-11

Fri: Ngcobo, *And They Didn't Die*, Chapters 12-14

See also: Congress of the People: <http://scnc.ukzn.ac.za/doc/HIST/freedomchart/freedomch.html>

<http://www.genderlinks.org.za/topic/federation-of-south-african-women;>

<http://www.sahistory.org.za/organisations/federation-south-african-women-fedsaw>

**Sunday: SOWETO Youth Uprising, June 16, 1976 (Now Youth Day)**

**Week 04-June 24: Legislating for Grand Politics against Apartheid and its Consequences**

**(NB: Due to its length, this text read in assigned parts and teams)**

Mon: Mandela: *Long Walk to Freedom*,

Tue: Mandela: *Long Walk to Freedom*,

Wed: Mandela: *Long Walk to Freedom*,

Thu: Mandela: *Long Walk to Freedom*,

Fri: Mandela: *Long Walk to Freedom*,

(See also: <http://www.nelsonmandela.org/>; Dubow, *The African National Congress*)

**Week 05-July 01: Growing Up under Apartheid: Resistance and Complicity**

Mon: Black Consciousness Movement-Biko, *I Write What I like* - Selected Essay

Tue: Black Consciousness Movement-Biko, *I Write What I like* - Selected Essay

Wed: Black Consciousness Movement-Biko, *I Write What I like* - Selected Essay



Thu: **NO CLASS – Independence Day, July 4<sup>th</sup>**

Fri: **NO CLASS – Writing Reflection Essay**

**Week 06-July 08: Post-Apartheid Challenges and Opportunities**

Mon: Single Hero or Many Heroes? – Sihlongonyane, “The Nelson Mandela Museum”

Tue: AID/DEVELOPMENT/AIDS, Johnson, “Between Self-Help and Dependence”

**Wed: NO CLASS – Writing Final Essay**

**Thu: Final Essay Due in Class at 10:00am**

**Assignments Deadlines – ALL ESSAYS DUE IN CLASS unless otherwise noted.**

**Dr. Charumbira does not accept late assignments, so please plan accordingly.**

**Essays are due on the following Monday (that is, Wk 1 due in Wk 2..., save Wk6, due Thursday)**

**Week 01:** [Reflection Essay #1](#): on “I want to study African History because....”  
(2 double-spaced pages)

**Week 02:** [Reflection Essay #2](#): What did you learn about the genesis of apartheid? What was most surprising to you? Why?

**Week 03:** [Analytical Essay #1](#): Pick any chapter (or two) from Ross that corresponds with what resonated for you in Ngcobo’s text and use that as a basis for analyzing the impact of apartheid on everyday life.

**Week 04:** [Analytical Essay #2](#): Pick any chapter (or two) from Ross that corresponds with what resonated for you in the section you read about Mandela’s life and use that as a basis for analyzing the impact of apartheid on grand political activism – such as the ANC, PAC, etc..

**Week 05:** [Reflection Essay #3](#): What did you learn about the genesis of youth resistance through the Black Consciousness Movement? What was most surprising to you? Why?

**Week 06:** **Final Essay – Prompts Provided in Class**

**REMEMBER: NO LATE ASSIGNMENTS ACCEPTED.**