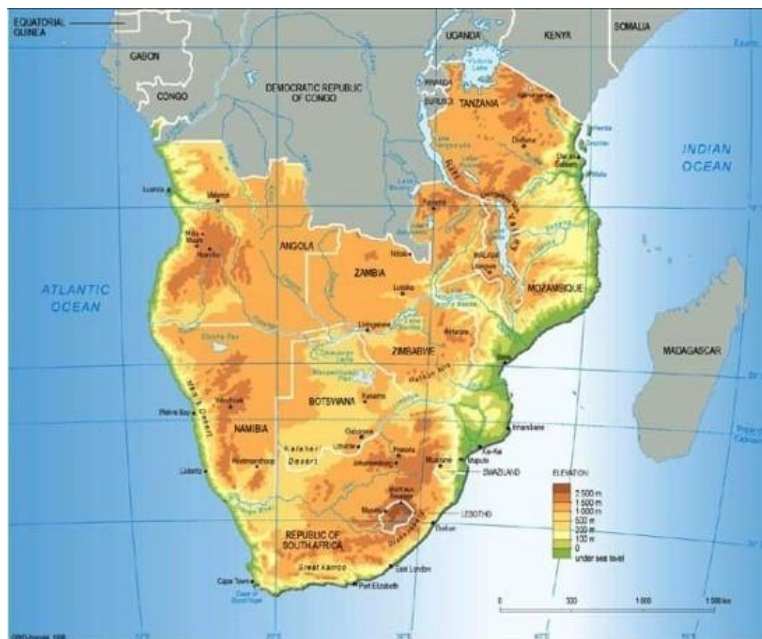


AFR 372C (30507); HIS 350L (39595); WGS 340 (47775)¹
Becoming African: Europeans in Southern African History
Meets on W, 4:00-7:00 PM in MEZ 1.120
Office Hours: Wednesdays 2:45-3:45pm; and By Appointment
Instructor: Ruramisai Charumbira; r-c@austin.utexas.edu



Description: This course is a study of Europeans as they turned into “white Africans” in Southern Africa beginning with the Portuguese in the late fifteenth century through to the present. Of importance are the contingencies in global history that led to European trade, immigration, settlement, conquest, and uneasy peaceful relations with Southern Africans in the period under study. Of particular importance to this study of “becoming African” by people of European descent, are African responses to European presence in that region of Africa, especially what it tells us about African and European entanglements in global histories and cultures. The course will also use a comparative lens to study some of the similarities and differences in other regions of the world, especially North America. **Objective:** The main objective of the course is to introduce students to a dimension of the cultural history of Southern Africa through identity formations, those identities’ change over time; and complexities in the present. This being an upper division course, it is advisable that students be juniors and seniors, and if sophomore, to have taken an introductory and or another course in African History/Studies as it is an intensive reading and writing course. Those with less preparatory background will find it most challenging – to grasp content and the demands of this upper division level course.

¹ NB: Syllabus may be subject to slight modifications

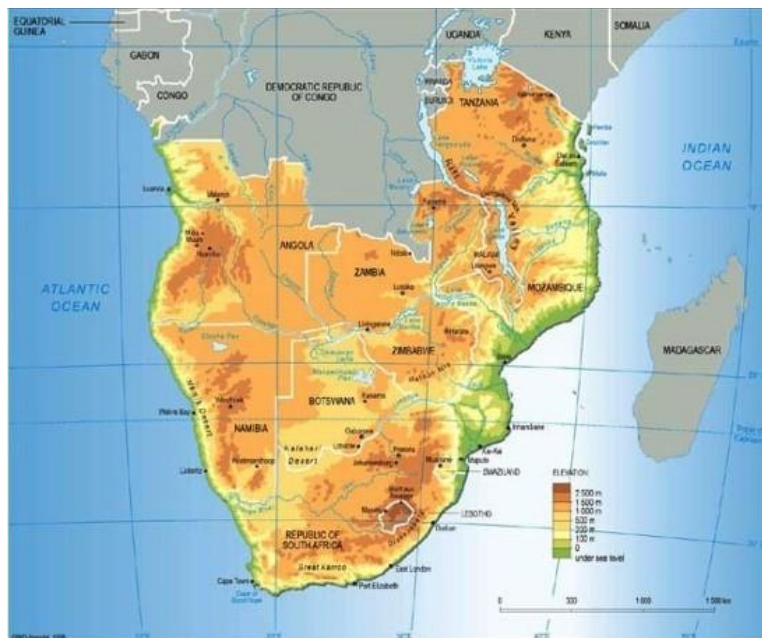
Required Texts: All books available at the PCL on Reserve - and through the Co-op.

- ✓ Herman Giliomee, *The Afrikaners: Biography of a People*
- ✓ David M. Hughes, *Whiteness in Zimbabwe: Race, Landscape and the Problem of Belonging*
- ✓ Doris Lessing, *The Grass is Singing*
- ✓ J.M. Coetzee, *Boyhood*
- ✓ Nadine Gordimer, *July's People*
- ✓ Melissa E. Steyn, *Whiteness Just Ain't what it Used to Be: White Identity in a Changing South Africa*
- ✓ Alexandra Fuller, *Don't Let's Go to the Dogs*

Assessment:

- ✚ 60% – 12 Weekly Reflection Essays at 5% each
- ✚ 20% – Participation and Attendance
- ✚ 20% – Final Essay

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



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

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.

Class Attendance and Participation: This is not a MOOC course or one by correspondence. To that end, your physical and intellectual presence is expected and required each week class meets. However, cognizant of other life factors, you have two (2) classes you can miss without penalty to your attendance and participation grade. If you miss more than 2 classes, that portion of your grade is calculated from 50% down.

Disability Statement: Any student who feels he or she may need 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 for 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, everyone has a laptop, smart phone, or whatever; so except on designated days please *turn off/silence* and store away your gizmos during class.

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

Class Schedule

Chapters and Journal Articles available through Class Webpage

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

NB: Every week, save Week 1, your reflection essay is due at the beginning of class

- Week 01:** Introduction to (Southern) African History, Christopher Ehret, *The Civilizations of Africa*, Chapter 1
- Week 02:** The Portuguese since 1498; the Dutch since 1652 – the slow European settlement of Southern Africa, Northrup, *Africa's Discovery of Europe*, Chapter 1; Thompson, *A History of South Africa*, Chps 1 & 2; Raftopopoulos and Mlambo, *Becoming Zimbabwe*, Chps. 1 & 2.
- Week 03:** At Once Foreign while Becoming African – Giliomee, *The Afrikaners*, Chapters 1-7 (team assigned readings of chapters)
- Week 04:** Claiming the Land, Declaring Identity while Marginalizing the Autochthons; Giliomee, *The Afrikaners*, Chapters 8-11
- Week 05:** Unwanted African-ness, Lessing, *The Grass is Singing*
- Week 06:** Nervous Whiteness; Giliomee, *The Afrikaners*, Chapter 14; Coetzee, *Boyhood*
- Week 07:** Nature as Shield for Belonging; Hughes, *Whiteness in Zimbabwe*, Part I
- Week 08:** Nostalgia and Belonging; Fuller, *Don't Let's Go to the Dogs*
- Week 09:** Nature no Shield from Reality; Hughes, *Whiteness in Zimbabwe*, Part II
- Week 10:** African or European Identity?; Dubow, "Afrikaner Nationalism: Apartheid and the Conceptualization of 'Race,'" Gordimer, *July's People*
- Week 11:** Letting go while Holding On; Steyn, *Whiteness Just Ain't what it Used to Be*, "Preface" through Chapter 4
- Week 12:** Letting go while Holding On; Steyn, *Whiteness Just Ain't what it Used to Be*, Chapter 5 through "Conclusion"
- Week 13:** Final Essay Writing Workshop I
Revise and Resubmit One Reflection Essay of your choice Due
- Week 14:** Final Essay Writing Workshop II
- Week 15:** Final Essay due in Class.