

**HIS 350L (39305); AFR 372C (30145); WGS 340 (46895)
FALL 2016**

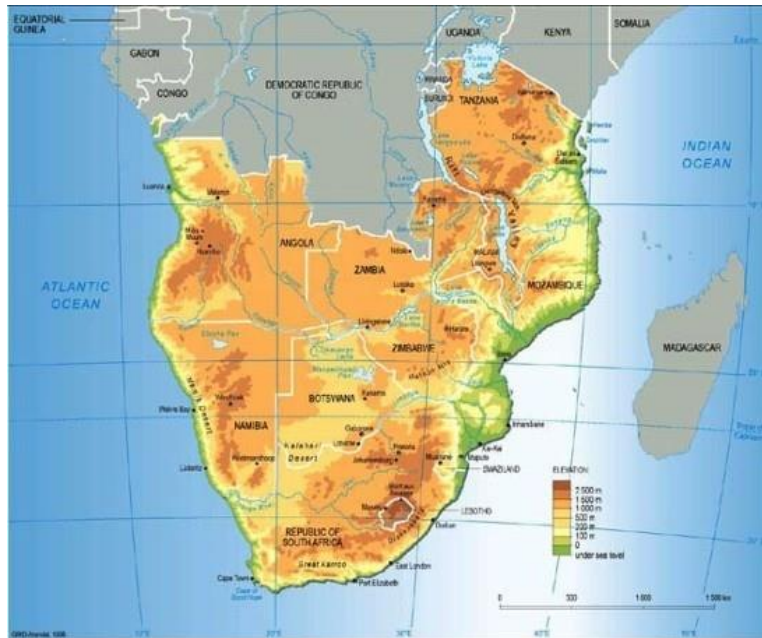
BECOMING AFRICAN: EUROPEANS IN SOUTHERN AFRICAN HISTORY

Flags: Writing, Independent Inquiry

Meets on W, 3:00-6:00 PM in WAG 208

Office Hours: Tuesdays 1:50-3:50pm

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DESCRIPTION: This course is a study of Europeans becoming Africans in Southern African 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 relations with indigenous Southern Africans in the period under study. Of particular importance to this study of “becoming African” by people of European descent, are the makings of identity as well as African responses to European presence in that region of Africa. 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.

OBJECTIVES: The main objective of the course is to introduce students to the cultural history of Southern Africa and its complexities through **reading, research, and writing**. Because most students will take the course with little background in the history of (Southern) Africa, the course is set up to introduce students to some of the key debates, so students can find their way to a research topic of interest to them. To that end, and in concert with the department’s core objective for History majors, the course will teach students “to identify and develop key steps of a research project” from beginning to end. We will use primary source material from the University Libraries, in particular the Harry

Ransom Center, to work through all stages of the reading, research, and writing processes. To that end, by the end of the semester, students should and will be able to demonstrate their fluency and ability to:

1. Define a research question/problem
2. Articulate an historical argument/thesis
3. Select primary source evidence from the archives
4. Manage and Organize the collection of evidence in writing
5. Analyze primary sources for key patterns and themes
6. Present Interpretation of research findings for a wider audience through an essay

REQUIRED TEXTS: Also available at the PCL on Reserve or for purchase at the University Co-op. Chapters and Journal Articles available through Canvas/JSTOR.

- David M. Hughes, *Whiteness in Zimbabwe: Race, Landscape and the Problem of Belonging*
- Doris Lessing, *The Grass is Singing*
- J.M. Coetzee, *Scenes from Provincial Life: Boyhood| Youth| Summertime*
- Nadine Gordimer, *The Conservationist*
- Andre Brink, *The Side of Silence*
- Henning Mankell, *A Treacherous Paradise*
- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*
 - Highly Recommended: Ruramisai Charumbira, *Imagining a Nation: History and Memory in Making Zimbabwe*

ASSESSMENT:

This class carries **two important flags** for your undergraduate education: the [writing flag](#) and the [independent inquiry flag](#). Assessment is as follows:

- ✚ **20% – Reflection Essay on Reading and Emerging Research Issue**
 - *Defining Research Question & Articulating Argument*
- ✚ **20% – Research Proposal and Annotated Bibliography**
 - *Selecting and Managing Primary Sources*
- ✚ **30% – Draft of Research Essay (Teacher & Peer Feedback + Revision)**
 - *Analyzing Sources for Patterns and Themes*
- ✚ **30% – Final Research Paper (15-20 pages)**
 - *Research Interpretation and Presentation*

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

COURSE POLICIES

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, and you will have more independent work time alone. To that end, your physical and intellectual presence is expected and required when class meets. However, cognizant of the fact that life happens, you can miss one class without penalty. If you miss more than one (1) class, your final grade will lose 5% for each missed class. E.g. 95% becomes 90%, 90% becomes 85%, and so on.

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 **Canvas and email**. Ignorance of important class information is inadmissible as an excuse.

CLASS SCHEDULE

Documentary and Feature Films are part of course material, class, and homework¹

PART I: READING THE HISTORIOGRAPHY (DEFINE PROBLEM & ARTICULATE ARGUMENT)

Week 01: August 24, 2016: Introductions.

Week 02: European settlements: Northrup, *Africa's Discovery of Europe*, selected chapters; Giliomee, *The Afrikaners*, selected chapters (Canvas)

Week 03: Land and Identity: Hughes, *Whiteness in Zimbabwe*, All

Week 04: Redefining African-ness: Lessing, *The Grass is Singing*

Week 05: The Defiant Immigrant: Andre Brink, *The Other Side of Silence*
Class Visit by HRC Expert Dr. Andrea Gustavson

Week 06: The Chance Settler: Henning Mankell, *A Treacherous Paradise*

Week 07: Defining African-ness: Coetzee, *Scenes from a Provincial Life: Boyhood* –

PART II: VISITING THE ARCHIVES (SELECT, MANAGE, AND ORGANIZE THE COLLECTION OF PRIMARY SOURCE EVIDENCE)

Week 08: Nadine Gordimer, *The Conservationist*
Class Visit to the HRC – Introduction to Archival Research

Week 09: Coetzee, *Scenes from a Provincial Life: Youth*, Individual Research
Class Visit to the HRC – Working with Primary Source Materials

Week 10: Coetzee, *Scenes from a Provincial Life: Summertime*
Class Visit to the HRC – Individual Archival Research

PART III: ANALYZE PRIMARY SOURCES FOR KEY PATTERNS AND THEMES; PRESENT INTERPRETATION OF RESEARCH FINDINGS FOR A WIDER AUDIENCE

Week 11: Individual Consultation/Research

Week 12: Team Work – Peer Feedback on Research Findings

Week 13: Individual Consultation/Writing

WEEK 14: THANKSGIVING – FALL BREAK – NO CLASS

Week 15: Nov 30: Final Research Paper Due at 3:00pm in Class.

¹ **NB: NO Late Assignments Accepted. No exceptions.**

SAMPLE RECOMMENDED READINGS TO ENHANCE YOUR RESEARCH & WRITING

- Herman Giliomee, *The Afrikaners: Biography of a 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*
- Tsitsi Dangarembga, *Nervous Conditions*
- Nelson Mandela, *Long Walk to Freedom: The Autobiography of Nelson Mandela*
- Jeremy Foster, *Washed with the Sun: Landscape and the Making of White South Africa.*
- Terence Ranger, *Voices from the Rocks: Nature, Culture, and History in the Matopos Hills of Zimbabwe.*
- Mamdani, "Beyond Settler and Native as Political Identities"
<http://www.jstor.org/stable/2696665>
- Steyn, *Whiteness Just Ain't what it Used to Be*