Course Syllabus
Spring 2015
HST 373 – History of Southern Africa
Times and Hours: MWF, 1:00 pm to 1:50 pm; Location: BR 200

Instructor: Dr. Nana Akua Amponsah
Office: MO 221
Office Hours: MWF, 11:00 am to 1:00 noon; and by appointment
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Course Overview
This course examines the histories of southern Africa, giving particular attention to the making of modern South Africa. Themes explored include early migrations and settlements; cultures of exchange, conflict and community; the Zulu and other kingdoms and the historiographical controversy over the “mfecane;” and mining, labor migrancy and Christianity. We will also explore European invasion of the region and imperial wars and its resultant segregation; Afrikaner nationalism and the apartheid state; strategies of resistance, including the ANC and Black Consciousness movement; decolonization in the region, regional conflicts and the Cold War; the fall of apartheid; and democratization and the “New South Africa.” Placing the history of Southern Africa in a regional context, students will be expected to examine the changing frameworks historians have employed to understand the history of southern Africa, including gender, race and ethnicity, class, youth, religion, colonialism and resistance.

Course Objectives:
Upon completion of this course, students should be able to:
1. Describe and explain the political, economic, social, and cultural transformations taking place in Southern Africa and their historical underpinnings.
2. Adequately analyze the major aspects of colonial rule in Southern Africa and African responses as well as the ways in which European colonialism and imperialism have influenced contemporary conditions in the region.
3. Effectively discuss the complexity and diversity of Southern African cultures

Learning Outcomes:
1. Students demonstrate awareness of interpretive differences
2. Students develop effective oral and writing communication skills

**Course Texts**

**Required**

3. Course Documents (Provided by Instructor and available on Blackboard)

**Recommended**

1. Nelson Mandela, *Long Walk to Freedom*
2. William Beinart, *Twentieth-Century South Africa*

**Course Evaluation**

The course evaluation will consist of a combination of a Map Quiz, a Reaction Paper, a Research Project, and a Final Exam. In addition, class participation will form a substantial part of the course evaluation. Written papers must utilize appropriate citation, grammar, punctuation, and must reflect students own understanding of course materials and analytical skills.

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<tr>
<th>ASSIGNMENT</th>
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<td>Map Quiz</td>
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<td>Class Participation</td>
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<td>Reflection Paper</td>
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<td>Research Paper</td>
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<td>Final Exam</td>
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<td><strong>TOTAL</strong></td>
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The grading scale for the course will be as follows:

93 – 100% = A; 90 – 92% = A-; 87 – 89% = B+; 83 – 86% = B; 80 – 82% = B-; 77 – 79% = C+; 73 – 76% = C; 70 – 72% = C-; 67 – 69% = D+; 63 – 66% = D; 60 – 62% = D-; 59% and below = F.

**Map Quiz**

To enable students connect historical events and peoples to places on the African continent, a map quiz is incorporated into this course. There is no make-up for this test, unless prearranged with the instructor or a student has a documented emergency excuse. A blank map of Africa will

Reaction Papers

Students will write a 2-3 page reaction/reflection paper on *I Write What I Like* based on class discussions and on questions drawn from the books. Students will be given the questions before hand. Students must combine synthesis and reflection on the ideas and issues presented in the books. Also, it is important to stay within the page limits as extra pages will not be graded! **Due dates are not negotiable; hence late assignments will not be accepted.** Please plan to submit your work on time.

Class Participation

Class participation is an essential part of this course. It forms 10% of your grade and it will be checked strictly. Keeping up with assigned readings and reading around scheduled topics/themes is the best way to participate in class discussions effectively. Participating in class discussions is also important to help students refine their selected research topics, and to talk about their research projects and to use the feedbacks and questions from their colleagues to strengthen their essays.

Final Exam

There will be a take-home final exam. The format will consist of short identification type questions and essay type questions. There will be an in-class review of the covered course materials prior to the finals.

Research Project/Term Paper

Students will undertake a Research Project on a topic of their interest in Southern African history, but staying within the general confines of the course outline. The research paper must combine both primary and secondary sources, which could be drawn from the course materials in the syllabus. Students will make a short presentation of their project at the end of the semester. There will be opportunities throughout the semester for students to talk about their work and their progress and get feedbacks from their colleagues and the instructor. The group must be creative in formulating a research topic for their project and this will be discussed in class. The project must provide the necessary background information, including sources, the basis of the project, and the focus group(s)/country. Arguments made in the final paper or the story of the project must be supported with evidence.

Presentation of Research
Each will have 10 minutes of class period to present their final research project. Students are allowed to use power point presentation, podcast, and other technological mediums that they find appropriate for their particular case. The presentations will be scheduled toward the end of the semester and the research paper is due on the day of the presentation.

**Writing a Superior, Good, and Basic Paper**

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<th>Criteria</th>
<th>Basic Paper</th>
<th>Good Paper</th>
<th>Superior Paper</th>
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<tr>
<td>Timeliness</td>
<td>Submitted minutes before due date/time or submitted late; limited self-initiative</td>
<td>Submitted within a 24 hour period prior to due date/time</td>
<td>Submitted at least 24 hours prior to due date/time; demonstrates good self-initiative</td>
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<td>Critical Thinking</td>
<td>Generally competent, information is thin and commonplace, focus may not address the topic, extensive use of direct quotes from literature without analysis</td>
<td>Substantial information; thought, insight, and analysis has taken place, some weakness in focus and cohesiveness, use of direct quotes sparingly from literature</td>
<td>Rich in content; full of thought, insight and analysis, well focused arguments, cohesive, use of paraphrasing rather than direct quotes from literature</td>
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<td>Stylistics</td>
<td>Obvious grammatical or stylistic errors; errors interfere with content (5 or more), grossly negligent of page count. Difficult to understand due to writing taking away from clarity. Several inconsistencies with APA and writing guidelines</td>
<td>Some grammatical or stylistic errors (3 or more), incorrect page count. Some awkwardly phrased sentences and poor transitions between paragraphs, discrepancies in citations</td>
<td>Few grammatical or stylistic errors (2 or less), correct page count. Structure conforms to guidelines. Sources are cited correctly in text and on reference page. Excellent transitions from point to point. Paragraphs support solid topic sentences</td>
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**Writing Expectations**

✔ Use correct grammar, sentence structure, punctuation, and spelling
✔ Margins are to be 1 inch on all sides, papers are to be double-spaced
✔ One space between sentences
✔ Cite all sources
✔ General paper structure: title, introduction, sections, conclusion, references
✔ Use headings (use the assignment to help determine general headings)
✔ There should be no contractions such as: don’t, I’m, or can’t in professional writing (except in direct quotes)
Course Policies

Emailing: I encourage all students to email me with questions and/or concerns anytime for a much quicker response outside of my office hours. However, emails sent over the weekend will be responded to during the following weekday. I strongly advice that you keep your emails to me very formal (proper salutation, body and end) in order to generate a response from me!

Cell Phone Policy: Students are not permitted to conduct phone conversations (including text messaging) during class time. Students found conducting phone conversations will be asked to leave class and will be noted absent for the rest of the class period.

Academic Honor Code: Plagiarism and other forms of academic dishonesty will not be tolerated in any of the assignments in this course, and will result in failing the course. By accepting admission to this university, each student also accepts the standards of conduct, both in the classroom and outside of the University community. One of the most important of these standards is academic honesty. You are expected to know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at the University and in this course.

http://uncw.edu/stuaff/odos/honorcode/index.html

Attendance Policy: Attendance is critical to a student’s success in this course. There are no opportunities to earn extra credits/make-ups/incompletes/extensions in this course, except in cases allowed by university policy. It is important that students attend classes on regular bases and keep up with the assigned readings. Unless a student has the permission of the instructor to be absent from class, students are expected to attend all class sections in order to fulfill the class requirements. Attendance will be checked strictly in this course. Missing three (3) class periods without a prior permission of the instructor or without a documented emergency will result in a drop in grade, five (5) unexcused absences with result in a failure in the course. Students are responsible for any material covered in class at the time for which they were absent.

Classroom Behavior: Please plan to be in class on time and avoid wandering in and out of class as a courtesy to your colleagues and to the instructor. Please come to class prepared to listen and to participate. Refrain from bringing food into the classroom. Please come on time and keep to your seat until class is over. If you absolutely need to leave early, make sure you let me know before class begins. Disruptive behavior will result in dismissal from the class.

Citation: All students enrolled this course are required to use the Chicago or Turabian citation style. You will lose points in writing assignments if you do not use these citation styles. Chicago/Turabian manuals can be purchased in the bookstore. There are copies at the University library. Also, refer to the Library resource for Chicago style manual.

► ATTENTION: THIS SYLLABUS IS SUBJECT TO CHANGE. CHANGES WILL BE ANNOUNCED IN CLASS AND STUDENTS ARE RESPONSIBLE FOR KEEPING TRACK OF ANY CHANGES ◄
WEEKLY COURSE SCHEDULE

Week 1 – Introduction & the Geography of History
- Jan 12: Course Introduction and Discussion of Syllabus
- Jan 14 & 16: Physical Context of African history: features of the continent, challenges of the African environment, and cultural diversity
- Readings: Africa, chapter 1, pgs. 4-13 [available on blackboard]
- African Map: http://www.lib.utexas.edu/maps
- Start reading: I Write What I Like

Week 2 – Southern Africa before Europeans
- Jan 21 & 23: Climate, Geography & People
- Readings: History of Southern Africa, Ch. 1
- Continue reading: I Write What I Like

Week 3 – European Incursions at the Cape
- Jan 26, 28 & 30: First European settlements; slave labor; expansion of farming; colonial rule; development of racism
- Continue reading: I Write What I Like
- Jan 26: Map Quiz

Week 4 – The Cape Colony
- Feb 2, 4 & 6: The first British occupation of the Cape; Christian missionaries; the Batavian Republic; expansion across the Orange river
- Readings: History of Southern Africa, Ch. 3
- Feb 6: Research topic and proposal due in class
- Finish reading: I Write What I Like

Week 5 – Mass Migration of the Mfecane and the Great Trek
- Feb 9: Discussion of I Write What I Like
- Feb 11 & 13: Rise of the northern Nguni states; effects of the mfecane; the 6th Xhosa war of resistance and the Great Trek

• Feb 13: Reflective/Reaction paper due on blackboard

**Week 6 – Boer Republics, African States and the British**

• Feb 16, 18 & 20: The British colonizing frontiers; the Orange Free State; Unification of South African Republic; conflicts in the region

**Week 7 – Diamonds and the attempt at unifying South Africa**

• Feb 23, 25 & 27: Mining; Xhosa war; Zulu war; Sotho resistance, Industrial revolution and Social Change

**Week 8 – Gold and the Unification of South Africa**

• March 2, 4 & 6: Gold mining; capitalism; uprisings; reconstruction; political and economic developments; white political unity
• Readings: *History of Southern Africa*, Ch. 7
• March 6: Draft research paper due on blackboard

**Week 9**

• Spring Break!

**Week 10 – From Union to Apartheid**

• March 16, 18 & 20: Mobility, union governments; segregation, apartheid, African nationalism; WWI & WWII; Afrikaner nationalism
• Readings: *History of Southern Africa*, Ch. 8; Teresa Barnes “‘Am I a Man?’ Gender and the Pass Laws in Urban Colonial Zimbabwe, 1930-80;” Saul Dubow, “Afrikaner Nationalism and the Conceptualization of Race” [available on blackboard]

**Week 11 – Early Resistance and “Grand Apartheid” in the Era of Decolonization**

• March 23, 25 & 27: Baaskap apartheid; from baaskap to separate development
• Film Screening: “Come back Africa”
Week 12 – The Final Phase and Collapse of Apartheid

- March 30 & April 1: International politics; township resistance/rebellions; abandonment of apartheid

Week 13 – Order or Anarchy?

- April 6, 8 & 10: Toward the new South Africa: AIDS, Memory and Reconciliation

Week 14 – The Enclave States (Botswana)

- April 13 & 15: Botswana
- April 17: film screening – “Namibia: the Struggle for Independence”
- Readings: *History of Southern Africa*, Appendix 1

Week 15 – Namibia

- April 20 & 22: Inter-ethnic conflict and European intervention; German administration; Namibia under South Africa rule
- Readings: *History of Southern Africa*, Appendix 2
- April 24: Research Presentations

Week 16 – Research Presentations

- April 27 & 29: Research Presentations
- Research papers due after presentation

Week 17 – Finals Week!