

# MANDELA'S SOUTH AFRICA

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## Contact information

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## Office hours

Monday 4-5  
 Tuesday 12:30-2:00, 3:30-5:00  
 Wednesday 11-2  
 Thursday 12:30-2:00,  
 3:30-5:00

## Required texts

Nigel Worden, *The Making of Modern South Africa: Conquest, Apartheid, Democracy*, 5th ed. (Wiley-Blackwell, 2013). ISBN: 978-0-470-65633-4.

Nelson Mandela, *Long Walk to Freedom* (Back Bay Books, 1995). ISBN 978-0316548182.



## Course description

This Special Topics course explores the history of South Africa – from colonization and apartheid to democracy – through the life of one of the twentieth century's greatest freedom fighters, Nelson Mandela (1918-2013). Examining Mandela's struggle for a democratic South Africa, we will examine the place of the anti-apartheid movement within larger global currents, of post-colonialism, pan-Africanism, trade unionism, and Communism, and in comparison to other twentieth-century struggles for political and social justice (the American Civil Rights movement, Quit India, the struggle for indigenous rights in New Zealand and Australia, etc).





## Student Learning Outcomes

- Students will be able to employ historical methods in the selection and use of a variety of resources (primary, secondary, historical and interdisciplinary) in the development of a research project that connects a contemporary issue to the South African past.
- Students will be able to analyze a variety of primary and secondary resources, to draw conclusions about historical occurrences across time and space in the history of southern Africa
- Students will be able to analyze and provide in-depth identification of motives, reasons and/or causes and effects of colonization, apartheid, and democracy.
- Students will be able to critically assess issues, events, ideas and theories across the history of South Africa while showing an ability to engage in differing interpretations regarding those issues, events, ideas and theories.

## Course requirements

	Value	Date
Participation	20%	ND
Course blogs	20%	Weekly, Friday
Quizzes	10%	As needed
Mid-Term Examination	15%	10 March
Research Project	20%	28-30 April
Final Exam	15%	TBA

## Participation

The study of history is not simply a passive process of remembering names and dates or of uncovering obscure or unknown facts (though these things are part of it). It is an active process – a full-contact sport, some say – of interpretation, disagreement, and argumentation. This said, all students will be



expected to offer informed and thoughtful participation.

## Course blogs

By Friday of each week, you should write 250-300 words in your course blog that summarize and respond to one or more of the week's readings or answer a specific question or question posed by your instructor.

## Quizzes

In class quizzes will be administered in class as needed (e.g. when students are unprepared to discuss the assigned readings).

## Mid-Term Examination

The mid-term examination will be administered on **Tuesday, 10 March**. It will consist of term identifications, short answer questions, and an essay. The exam study guide will be distributed at least one week in advance of the exam.

## Research Project

Students will complete a research project, the final project of which will be a documentary or website exhibit, on the historical origins or context of some contemporary issue in South Africa (witchcraft, AIDS, etc). The final project will be presented to the class during or final class sessions on **Tuesday, 28 April and Thursday 30 April**.

## Final Examination

The final examination is due by **11:59 pm on TBD (graduating seniors) or TBD (all other students)**. It will consist of term identifications, short answer questions, and one or more essays. The exam will be distributed at least one week in advance of the due date.



## Expectations

- Read the syllabus, and know what is expected of you. This is an upper-level History course that requires a significant amount of reading. You are expected to complete the readings and assignments as described in the syllabus.
- Mobile phones must be switched to silent mode during class (see me if you have some compelling reason to keep your mobile phone on). Text messaging will not be tolerated under any circumstances. Please keep your phone in your bag or pocket.
- During quizzes and examinations, all electronic devices (including, not limited to, mobile phones, iPods, and PDAs) must be put away.
- Notebook computers should only be used for instructor-approved activities and must be closed during class discussions.
- Be prompt to class. If you must be late, please quietly enter the classroom and find a seat. The instructor withholds the right to mark frequently tardy students absent from class.
- Observe the etiquette of the civil classroom, that is, demonstrate respect toward your classmates and instructor. Do not ridicule, raise your voice to, or interrupt others. Respect the ideas and opinions of your classmates, even if they are different from yours.
- The instructor will enforce a twenty-four-hour waiting period on all returned assignments.

Date	Topic	Assignment	Readings
13 January	Setting the stage		<ul style="list-style-type: none"> <li>• Syllabus</li> </ul>
15 January	<b>Film:</b> <i>Mandela: Long Walk to Freedom</i> (Chadwick, 2013)	<b>Blog #1</b>	<ul style="list-style-type: none"> <li>• Worden, 1-8</li> </ul>
20 January			
22 January	African politics beyond the tribe	<b>Blog #2</b>	<ul style="list-style-type: none"> <li>• Worden, 9-11</li> <li>• Terence Ranger, from <i>The Invention of Tradition</i></li> </ul>
27 January	VOC, Boers, and British		<ul style="list-style-type: none"> <li>• Worden 11-15</li> <li>• Excerpts from Hermann Giliomee, <i>The Afrikaners</i></li> <li>• Piet Retief, Manifesto of the emigrant farmers</li> </ul>
29 January	Frontiers	<b>Blog #3</b>	<ul style="list-style-type: none"> <li>• Worden, 15-30</li> <li>• Excerpts from Nigel Penn, <i>The Forgotten Frontier</i></li> <li>• Excerpts from Richard Price, <i>Making Empire</i></li> </ul>
3 February	Cape Town, the "liberal tradition," and the Cape Coloured		<ul style="list-style-type: none"> <li>• Worden, 73-80</li> <li>• Excerpts from Vivian Bickford-Smith, <i>Ethnic Pride and Racial Prejudice in Victorian Cape Town</i></li> </ul>
5 February	Shaka, the Great White Chief, and the Zulu	<b>Blog #4</b>	<ul style="list-style-type: none"> <li>• Excerpts from Thomas McClendon, <i>White Chief, Black Lords</i></li> <li>• "Making colonialism appear 'traditional'"</li> </ul>
10 February	Mineral revolutions and labor, The Americans are coming!		<ul style="list-style-type: none"> <li>• Worden, 39-64</li> <li>• "Organizing African workers"</li> <li>• "Charlotte Maxeke describes..."</li> </ul>

Date	Topic	Assignment	Readings
12 February	The South African War and Union, Gandhi in Natal	<b>Blog #5</b>	<ul style="list-style-type: none"> <li>• Worden, 30-38</li> <li>• The Natives Land Act (1913)</li> <li>• Constitution of the South African Native National Congress (1919)</li> </ul>
17 February	African National Congress, A Country Childhood		<ul style="list-style-type: none"> <li>• Mandela, Part One</li> </ul>
19 February	Prologue to Apartheid, Johannesburg	<b>Blog #6</b>	<ul style="list-style-type: none"> <li>• Worden, 64-71, 80-9</li> <li>• Mandela, Part Two</li> </ul>
24 February	The Revolution of 1948?, Birth of a Freedom Fighter		<ul style="list-style-type: none"> <li>• Worden, 95-103</li> <li>• Mandela, Part Three</li> <li>• Anton Lembede, "Freedom in our lifetime"</li> </ul>
26 February	Constructing Apartheid, Struggle is My Life	<b>Blog #7</b>	<ul style="list-style-type: none"> <li>• Worden, 104-117</li> <li>• Mandela, Part Four</li> <li>• "Hendrik Verwoerd explains apartheid"</li> <li>• The Freedom Charter</li> </ul>
3 March	The Treason Trial and Sharpeville		<ul style="list-style-type: none"> <li>• Worden, 117-128</li> <li>• Mandela, Part Five</li> <li>• "Verwoerd reaffirms SA's commitment to white supremacy"</li> </ul>
5 March	Rivonia	<b>Bog #6</b>	<ul style="list-style-type: none"> <li>• Mandela, Parts Six and Seven</li> <li>• "ANC adopts a policy of violence"</li> </ul>
10 March		<b>Mid-Term Examination</b>	

Date	Topic	Assignment	Readings
12 March	Soweto and Robben Island  <b>Film (clips):</b> <i>Have you seen Drum recently?</i> (1989)		<ul style="list-style-type: none"> <li>• Worden, 128-130</li> <li>• Mandela, Part Eight</li> <li>• Steve Biko, "Black consciousness"</li> <li>• "The rebellion begins"</li> <li>• Ellen Kuzwayo, "A task which shook my whole being"</li> </ul>
17 March	<b>Spring Break – no class</b>		
19 March			
24 March	Mature apartheid and the West		<ul style="list-style-type: none"> <li>• Worden, 131-144</li> </ul>
26 March	Robben Island again	<b>Blog #7</b>	<ul style="list-style-type: none"> <li>• Mandela, Part Nine</li> </ul>
2 April	Talking to the Enemy		<ul style="list-style-type: none"> <li>• Worden, 144-155</li> <li>• Mandela, Part Ten</li> </ul>
7 April	<b>Reacting to the Past:</b> The Collapse of Apartheid and the Dawn of Democracy in South Africa, 1993	<b>Blog #8</b>	<ul style="list-style-type: none"> <li>• <i>The Collapse of Apartheid</i> game book</li> </ul>
9 April			<ul style="list-style-type: none"> <li>• Character role sheet</li> </ul>
14 April			
16 April	After Mandela	<b>Blog #9</b>	<ul style="list-style-type: none"> <li>• Worden, 156-169</li> <li>• Thabo Mbeki on AIDS and poverty in Africa</li> <li>• Jacob Zuma at Solidarity Union National Congress</li> </ul>
21 April	Final Project workshopping		
23 April			
28 April	Final Project presentations	<b>Final Project</b>	
30 April			
		<b>Final Examination</b>	

**Late Policy**

Assignments should be submitted in a timely manner. Students will be penalized one-half letter grade (½%) per school day for any assignment submitted late.

## Submitting and Retaining Work

All work must be submitted through the Blackboard course site as explained in the assignment instructions. **E-mailed assignments will not be accepted under any circumstances.**

**Retain electronic and hard copies of all work until the instructor has posted your final grade and you have reviewed it.** Save them to a USB drive or external hard drive, attach them to an e-mail message to yourself, or use the services of an online “cloud” provider.

If you believe that a grade has been erroneously or unfairly assigned, you must discuss the matter with the instructor first. Only if you fail to reach a satisfactory resolution with the instructor should you contact the department chair about your problem. It is the chair’s responsibility to review any grade disputes and refer them, if necessary, to the dean.

## Academic Dishonesty

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The following list is merely illustrative and is not intended to be exhaustive.

**PLAGIARISM.** Plagiarism is presenting another person’s work as one’s own. It includes paraphrasing or summarizing the works of another person without acknowledgement, including submitting another student’s work as one’s own.

**CHEATING.** This involves giving or receiving unauthorized assistance before, during or after an examination.

**UNAUTHORIZED COLLABORATION.** Submission for academic credit for a work, product or a part thereof, represented as being one’s own effort that has been developed in substantial collaboration with or without assistance from another person or source is a violation.

**FALSIFICATION.** It is a violation to misrepresent material or fabricate information in an academic exercise or assignment.

**MULTIPLE SUBMISSIONS.** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases where there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable or even required.

## Support Services and Accommodations

The **Center for Special Needs Students in the Counseling and Testing Center, Ridley Student Complex 121**, provides an academic support program designed to assist students with visual, physical, hearing, and learning disabilities. The goal is to make the University accessible to all students with disabilities.

ECSU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

The university is required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation each semester. For further information, contact the Counseling and Testing Center at **(252) 335-3273**.