HIS 387/LIT 370: The History and Literature of Apartheid in South Africa

Meeting Times & Location TBA

Winter Term 2016

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**Course Description:** The course will focus on the phenomenon of apartheid in South Africa. We will briefly cover the pre-colonial and colonial histories of South Africa, and the origins of the apartheid system, and then focus mostly on the rise and effects of apartheid, ending the course with an examination of what post-apartheid South Africa looks like. This course is interdisciplinary, and over these three weeks, you will read both historical accounts and arguments regarding apartheid in South Africa as well as short stories and novels written during this period. Some questions we will consider are: What is the relationship between historical accounts and literature? Who has the authority to narrate history, and what differences do we see in literary and historical accounts? What narratives do the museums and memorials in South Africa privilege? Which ones do they silence?

Course Objectives:

 By the end of this course, students will

* understand modern South African history,
* understand modern South African literature,
* recognize the relationship between literature and history in South Africa,
* articulate their knowledge about the literature and history of South Africa through critical writing,
* demonstrate skills in critical reading and analysis through their papers and class discussion,
* acquire an appreciation of South African culture through the experience of sites that reflect upon the history and experiences of South Africa and its populations.

**Required Texts:**

Gordimer, Nadine *Burgher’s Daughter*

Paton, Alan *Cry, the Beloved Country*

Zoë Wicomb, *You Can’t Get Lost in Cape Town*

Mandela, Nelson, *Long Walk to Freedom*

Course Reader (available on Canvas and hard copy)

**Grade Breakdown:**

Participation: 10% Site Report: 15%

Reflection Journal: 20% Final Exam: 25%

2 Essays (1000 words each): 15% each/30% total

**Assignments:**

Participation: Participation is about more than just being in class. You are expected to be prepared and active in class. This means you should have your book, have done the reading, and are prepared to contribute to the discussion in substantive ways. Your participation will be based on your attendance, the quality and frequency of your contributions, and how attentive and prepared you are in class.

Reflection Journal: You will be required to keep a reflection journal over the course of the program. You will make regular entries into the journal reflecting on the material and/or experiential learning sites for that day. These reflections can focus on the discussion, readings, site reports, or guided tours. Their reflections should the thoughtful, detailed, and analytical, but don’t have to be driven by a thesis or argument about the material. Quality and detail is more important than length in these entries. You will be expected to make entries for each day that involves either class discussion or experiential learning. Reflection Journals will be checked at the end of each week, and be given a final grade at the end of the program.

Short Essays: Students will write two short analytical essays, one due at the end of the first unit (Origins), and one due at the end of the second unit (Apartheid). Potential essay topics will be distributed to students before we leave for the program. In 1000 words, you should prepare a convincing argument using close readings of course material, class discussion, and site visits. The assignments may be submitted in one of the following ways: neatly handwritten hard copy, printed hard copy, or via email attachment.

Site Report: Each of you will present a short, 15-minute report on one of the sites we will be visiting on the trip. These reports will provide the class the appropriate background and history of the site, as well as any critical commentary or analysis on the site you can make based on your research. Site report assignments will be given at the pre-departure meeting, giving you an opportunity to do any necessary research prior to departure. Your site report will be graded based upon accuracy, use of evidence and specific details, incorporation of course material (where appropriate), and quality of your reasoning and argument about the site.

Final Exam: The final exam will be comprehensive, and consist of passage identification, multiple choice, matching, and a final essay. The final essay will focus on the relationship between literature and history in post-apartheid South Africa.

**HSS, English, and History Learning Goals:**

* Written Communication (HSS, English, and History)
* Oral Communication (HSS, English, and History)
* Critical Analysis and Reasoning (HSS, English, and History)
* Intercultural Competence (HSS)
* Respect for Diversity (HSS)

**English Dept. Learning Goals:**

* Interpret Language and Symbol
* Understanding power of words
* Intellectual Independence

**History Dept. Learning Goals:**

* Analyze primary sources to explain connections between sources and their historical context.
* Critically read and analyze secondary sources; identify central questions addressed; compare and contrast different approaches to historical interpretation.
* Interpret ways in which people from the past understood their own present and the ways they responded to the issues that confronted them.
* Identify the temporal structure of a historical narrative and compare patterns of change and continuity across different civilizations, regions, and spatial dimensions.
* Use knowledge of the past to draw conclusions about contemporary situations.

**Grade Scale:**

 93-100 A 80-82 B- 67-69 D+

 90-92 A- 77-79 C+ 63-66 D

 87-89 B+ 73-76 C 60-62 D-

 83-86 B 70-72 C- 59 and below F

**Grading Standards:**

 ***“A” work is consistently superior.*** It commands attention on its own right, taking the assigned topic as an occasion for thoughtful and extended development of an original idea. It shows a clear familiarity with the ideas and works for the course and uses them to present an individual insight or viewpoint with enough fullness and cogency to command readers’ respect, if not their assent. “A” work is generally free of grammatical errors, and uses language clearly and with sophistication.

***“B” work is good, meeting all the assignment’s expectations with competence.*** It states a substantive thesis and develops it with evidence from the text(s). While it may not have the subtlety or sophistication of “A” work, it provides a thoroughly developed response to the question, demonstrating a command of the material and a well-thought-out argument. The structure and development of the “B” essay should also be competent, demonstrating the writer’s ability to focus, select supporting details and organize them effectively, and write concisely and clearly.

***“C” work is adequate.*** It states a thesis that can be supported with evidence; however, it may not use evidence as flexibly or state as adequate a thesis as work receiving higher grades. Often “C” work has only negative virtues—that is, it is not seriously flawed but has no striking insights either. Generally, “C” work demonstrates mastery of the material or of an argument, but usually not both; often it lacks stylistic sophistication, thorough development, and/or sufficient use of supportive evidence.

***“D” work falls short in one or more of the following categories: thesis, development with evidence, style, structure.*** It is clearly inadequate, failing to answer the question fully or to express a substantial thesis. Usually “D” work also demonstrates serious errors in grammar or usage; persistent minor errors alone will not usually elicit a “D” except in combination with other problems.

***“F” denotes clear failure to understand either the assignment or the conventions of written work.*** This grade usually indicates that the student cannot competently perform the tasks required in the course: either analysis, argument, or both.

**The course will also adhere to these TCNJ policies:**

***Academic Integrity Policy*:** <http://policies.tcnj.edu/policies/digest.php?docId=7642>

 The College of New Jersey is a community of scholars and learners who respect and believe in academic integrity. This integrity is violated when someone engages in any of the dishonest behavior described below.

 *Academic dishonesty* is any attempt by the student to gain academic advantage through dishonest means, to submit, as his/her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral.

***Americans with Disabilities Act Policy***: http://affirm.pages.tcnj.edu/key-documents/ ***Attendance Policy*:** <http://policies.tcnj.edu/policies/digest.php?docId=8162>

***Final Exam Policy*:** <http://recreg.pages.tcnj.edu/269-2/>

**TCNJ Fourth Hour:** The students are assigned additional learning tasks that make the semester’s learning experience more deeply engaged and rigorous, and no other additional classroom space is needed.

History and Literature of Apartheid

Itinerary and Reading Schedule

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| --- | --- | --- | --- |
| Date  | Reading/Discussion Assignment  | Off-site activity, if any | Travel, if any |
| Saturday, Jan. 2nd  | N/A |  | Depart from USA |
| Sunday, Jan. 3rd  | N/A |  | Arrive in Johannesburg  |
| **Unit One: Origins** |
| Monday, Jan. 4th  | Selections from reader | Cradle of Humankind |  |
| Tuesday, Jan. 5th  | *Long Walk to Freedom,* pt. 1-3 | Voertrekker Museum |  |
| Wednesday, Jan. 6th  | Unstructured Time for Exploring Johannesburg in small groups |
| Thursday, Jan. 7th  | *Cry, The Beloved Country* | Mine Visit  |  |
| Friday, Jan. 8th | *Cry, The Beloved Country*, selections from reader | Apartheid Museum |  |
| **Unit Two: Apartheid** |
| Saturday, Jan. 9th  | N/A | Pilanesberg Game Reserve (Overnight) |  |
| Sunday, Jan. 10th  | N/A | Pilanesberg Game Reserve |  |
| Monday, Jan. 11th  | *Long Walk to Freedom,* pt. 4-7; selections from reader | Soccer Match |  |
| Tuesday, Jan. 12th  | N/A |  | Depart Johannesburg for Cape Town  |
| Wednesday, Jan. 13th  | *Long Walk to Freedom*, pt. 8-9; selections from reader | Township Tour |  |
| Thursday, Jan. 14th  | *Burgher’s Daughter* | District 6 Museum  |  |
| Friday, Jan. 15th  | *Burgher’s Daughter*  | Attend Play (TBD based on what is being performed) |  |
| Saturday, Jan. 16th  | N/A | Stellenbosch and Paarl – Afrikaans Museum and optional wine Tasting. (All Day) |  |
| Sunday, Jan. 17th  | N/A | Boulder’s Beach/Cape (All Day) |  |
| **Unit Three: Post-Apartheid** |
| Monday, Jan. 18th  | Selection of Zoe Wicomb short stories from *You Can’t Get Lost in Cape Town* (available in course reader and on Canvas) | Table Mountain |  |
| Tuesday, Jan. 19th  | Unstructured Time for Exploring Cape Town in small groups |
| Wednesday, Jan. 20th  | *Long Walk to Freedom*, pt. 10-11, selections from reader | Robben Island Museum (Possibly Overnight) |  |
| Thursday, Jan. 21st | Guest Lecture by RI expert (on island)/Final Exam |  |  |
| Friday, Jan. 22nd  | Final Exam (If RI overnight is arranged) |  | Depart Cape Town for USA |