HIS 383
South Africa: Struggle for Freedom
Messiah College, Fall 2006

To be free is not merely to cast off one’s chains but
to live in a way that respects and enhances the freedom of others.
Nelson Mandela

Professor:
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Office hours:
Mon 1:00 - 3:00 p.m., Tues 2:35-3:35 p.m.,
Wed 1:00-3:00 p.m., and by appointment
Classroom: Boyer 235

Course Description
This course examines one of the most amazing freedom movements of the twentieth century. In 1994, black South Africans finally achieved majority rule after more than 100 years of struggle against white minority rule. This course will explore the peoples and societies of South Africa, and the ways in which they responded to the increasing pressures and expansion of white rule. Particular attention will be paid to the movements which fought against the most racist and one of the most exploitative and oppressive systems the world has seen: the Afrikaner apartheid regime established in 1948. The role of Christianity and the church and the role of the international community, particularly the U.S., in the anti-apartheid struggle will also be examined.

Course Objectives
Historical Knowledge: Students will gain a better understanding of South African history in general and the history of the anti-apartheid movement in particular. They will also gain an understanding of change over time.

Historical Methods: Students will gain an ability to conduct basic historical analysis using secondary sources and an ability to communicate that analysis in effective written and oral communication. This will develop their skills in comprehending and developing a reasoned argument, analyzing and providing its supporting evidence, and articulating its implications.

Historical Interpretation. Students will gain a better understanding of the ways in which the past influences the present and the ways in which the present influences our study of the past.

Historian’s Conviction: Students become more thoughtful, curious, and empathetic due to their evaluation of the historical complexity of human identities, cultures, and societies from the perspective of Christian faith.
Course Objectives specific to Non-Western Studies Gen-Ed Courses
1. Gain a foundational understanding of a culture or people whose heritage and/or present life has been significantly shaped by customs, practices, and systems of thought outside the European tradition.
2. Have the opportunity to become engaged with multiple aspects of the culture under study.
3. Gain understanding of the effects of contact between Western and non-Western people.

Required Texts
The three books required for the class are listed below. They are all available for purchase at the Messiah College Bookstore. They are also on reserve in Murray Library.
Lauretta Ngcobo, *And They Didn’t Die* (1990)
HIST 383 Coursepack of Readings

Course Requirements: Mastering the Material and Developing your Skills
The requirements in this course are designed to encourage your participation in class; to help you master the material; and to help you develop your all-important analytical thinking, writing, and speaking skills. These are some of the most important skills you will take with you from college.

Geography and Dates Quizzes: This quiz will test you on your ability to identify on a map each country in Southern Africa and to list their capitals. In addition, you will be required to know the contemporary and historical provinces of South Africa as well as the most important cities. You will also be required to identify key dates and events in the history of South Africa. I don’t think the study of history consists of dates, but in order to think about such larger questions as cause and effect, it is crucial to know when certain events took place. I consider all of this must-know, basic information which should be at your fingertips. In order to help move this information from your short-term memory to your long-term memory, this quiz will be given twice. (NB: Both quizzes will be counted. One will NOT be dropped.) The quizzes will be given at the beginning of class on Friday September 15th and Monday Dec 4th. The Geography and Dates quizzes together are worth 7% of your final grade.

Southern African Meals: As part of our learning about cultures and societies different from our own, we will intersperse through our semester three Southern African meals! We will eat lunch together in class on Wed Oct 11th, Fri Nov 10th, and Fri Dec 1st. Each of you will make one dish with a partner for one of the meals. This will be a (relatively) easy 100% for 3% of your final grade.

Class Participation: There will be significant opportunities for class participation in this class. And, in fact, talking with other people is one of the important ways in which we think and learn. To encourage you to participate in our shared learning, I have allotted 10% of your grade to class participation. Of this grade, 30% will be awarded based on attendance since you can’t participate if you’re not here! The other 70% will be based on whether you regularly contribute to the class discussion. If you fulfill the requirement listed below and bring your typed notes and
response papers to class, you will be prepared to contribute to our conversation. I encourage those of you for whom talking in class does not come easily to use this class to work on developing these essential skills. Why not make at least one comment in class based on the writing you brought with you to class? That’s all you need to do to receive an “A” for class participation!

Analytical Notes on Thompson Readings: In order to master the material, it is critical to do the reading. To encourage you to do so, 15% of your grade will be based on bringing with you to class a typed full page of single-spaced notes on each of the nine Thompson chapters. This will serve to foster your analytical thinking and writing skills and help you prepare for the final exam. (This is not something that can be handed-in after the class is over since they are also intended to help facilitate your participation in the class). This will account for 15% of your final grade.

I first recommend that you carefully read the text, marking in a variety of ways (underlining, starring, writing notes in the margins) the points and details that you think are particularly important. Then you will be prepared to write-up your markings. To begin your notes, put the following information at the top of the page:

1) On the first line put your name and the Thompson chapter
2) Then write a 2-3 line summary of the chapter
3) The rest of the page is your analysis of the chapter: What are the most important points, arguments and events described in this chapter? What are the key details and pieces of information that should be included in your South African history? 

You are not required to write in complete sentences or paragraphs. You can have “jotted” notes, but they must be comprehensible! Your notes must be a full single-spaced page, but not more. Use 12 point Times Roman font with all your margins being one inch.

I am looking for evidence that you read the chapter and analyzed it for the most important points and details. If it’s clear that you did both of those, you will receive a 93% which is an “A.” If it’s clear that you did not read the chapter you will receive an “F,” in this case a 40%. (If you don’t hand in anything, you will obviously receive a “0.”) If it appears that you did read the chapter but blew-off the analysis, you will receive a 79% which is a C+. If someone has a really exceptional page of analysis, then they could receive as much as a 100%. I will send your grade by email – your grade is a reflection of whether you did the work. It is not a comment on the “correctness” of your analysis – use class-time to determine whether you need to add or subtract from your analysis.

Response papers to Coursepack Readings: One of the most important aspects of a Gen Ed non-Western studies course is reading works written by people from the cultures and societies that are being studied. All the readings in your coursepack are written by or about specific South Africans. For each of these readings or set of readings, write a typed one-page, single-spaced response paper that responds to both of the following two questions: “What does it teach me about South African history and/or the anti-apartheid struggle, and what do I personally find
compelling about this reading?"

Like your Thompson notes, your response paper must be a full single-spaced page, but not more and you should use 12 point Times Roman font with all your margins being one inch. Unlike the Thompson notes, you are required to write in complete sentences or paragraphs.

As with the Thompson notes, I am looking for evidence that you read the readings and reflected on them. If it’s clear that you did both of those, you will receive a 93% which is an “A.” If it’s clear that you did not read the readings you will receive an “F,” in this case a 40%. (If you don’t hand in anything, you will obviously receive a “0.”) If it appears that you did read the readings but blew-off the reflection, you will receive a 79% which is a C+. If someone has a really exceptional response paper, then they could receive as much as a 100%. I will send your grade by email – your grade is a reflection of whether you did the work. It is not a comment on the quality or “correctness” of your reflection. The response papers together are worth 15% of your final grade.

Movie/Film Analysis paper: For this paper you will watch two film movies about South Africa – one will be a Hollywood movie and the other a movie from South Africa. In your two page, single-spaced paper, you will compare and contrast the Hollywood movie with the South African movie. What were the similarities and differences between the two films? Did you find one or the other more compelling? Did you feel like you learned more from one or the other? If so, what? Would you recommend either one to someone else? Why or why not? You will be graded on the thoughtfulness and thoroughness of your discussion of the book. This paper should be emailed to the professor by 5:00 p.m. on Fri Sep 22nd. You will receive a separate sheet about the movies.

As referred to, this paper should be two full single-spaced pages (not 1 ½ pages or 2 ½ pages). In addition, use 12 point Times Roman font with all your margins being one inch. For this assignment, use a cover page to put your name and all other relevant information – do NOT put this information on the text of your paper itself. This paper will be graded based on the quality of your work. You will be graded on the thoughtfulness and thoroughness of your discussion. The movie/film analysis is worth 10% of your final grade.

Ngcobo Analysis Paper: In addition to Thompson and the coursepack, you are also required to read Lauretta Ngcobo’s novel, And They Didn’t Die about rural women living under apartheid. Similar to the response papers, although with 2 full single-spaced pages rather than one, answer both of the following two questions: “What does this novel reveal about the anti-apartheid struggle and the struggle to live under apartheid” and “what did I personally find compelling about this novel”?

As referred to, this paper should be two full single-spaced pages (not 1 ½ pages or 2 ½ pages). In addition, use 12 point Times Roman font with all your margins being one inch. For this assignment, use a cover page to put your name and all other relevant information – do NOT put this information on the text of your paper itself. This paper will be graded based on the
quality of your work. You will be graded on the thoughtfulness and thoroughness of your discussion. The paper is due at the beginning of class on Mon Oct 23rd. The Ngcobo analysis paper is worth 10% of your final grade.

**Book Analysis Paper:** For this paper, you will analyze a book on South African history that you chose from a list of 15 (there will be a sign-up sheet handed-out in class). Like the Ngcobo paper, this paper should be two full pages (not 1 ½ pages or 2 ½), single-spaced, using Times Roman 12 point font with all the margins one inch. Each paper should have a cover page which contains your name and other pertinent information, and this information should NOT appear on paper itself. This paper is an analysis of the book, not a summary. Ask yourself, “What is important about this book, why is it important, and what does it add to my understanding of South African history?” You will be graded on the thoughtfulness and thoroughness of your discussion of the book. This paper should be emailed to the professor by 5:00 p.m. on Fri Nov 17th. This book analysis paper is worth 10% of your final grade.

**Final Exam:** The final exam will be a take-home exam. You will be required to bring to the beginning of the final exam period 10 double-spaced, typed pages of a South African history primer (introduction to a topic). You want to fulfill the following statement: “What my mother, best friend, pastor, aunt, brother, neighbor, or grandfather should know about South African history and the anti-apartheid movement.”

If you have done the required work during the semester, all you will have to do when it comes time to write your primer is sit down with your class notes; your typed Thompson notes; your coursepack readings response papers; and your Ngcobo paper; and write away! Okay, not exactly, but it is a valuable skill to be able to clearly and concisely communicate a significant amount of information within a limited parameter. Your primer will be graded on its narrative structure (are you telling a story?) and its coherence; its comprehensiveness, thoroughness, evidence and detail; and its understanding of change over time and the key issues and developments in South African history and the anti-apartheid movement. As with everything else, you should use 12 point Times Roman font with all margins being one inch. Put your name and all other relevant information on a cover page, not the text itself. The Final Exam is worth 20% of your final grade. With everyone handing-in their exam at the beginning of class, we will spend the exam period chilling out with a movie and refreshments!

**Policy on make-ups and late papers:** Only if you were seriously ill or there was a family emergency may quizzes be made-up at a later date and papers handed-in late. Alternative arrangements can be made for other reasons, if it is discussed ahead of time with me. Otherwise failure to take a quiz will result in a zero, and papers will lose a full grade for every day that they are late.

**Course Grading**
Below is the percentage of your grade that the various tests and assignments represent.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Two Geography and Dates Quizzes</td>
<td>7%</td>
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</table>
Half of One Southern African Dish for one of the Fests 3%
Analytic Notes on Thompson chapters 15%
  9 chapters x 1 page
Response papers to Coursepack readings 15%
  8 sets readings x 1 page
Class participation 10%
  (attendance 30%; participation 70%)
Ngcobo Book Analysis Paper 10%
Additional Book Analysis Papers 10%
Movie/Film Analysis Paper 10%
Final Exam or “What my mother, best friend, pastor, aunt, brother, neighbor, or grandfather should know about South African history and the anti-apartheid movement” 100%

The grading scale for the course is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>93 – 100</td>
<td>A</td>
</tr>
<tr>
<td>90 – 92</td>
<td>A-</td>
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<tr>
<td>87 – 89</td>
<td>B+</td>
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<tr>
<td>83 – 86</td>
<td>B</td>
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<tr>
<td>80 – 82</td>
<td>B-</td>
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<tr>
<td>77 – 79</td>
<td>C+</td>
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<tr>
<td>73 – 76</td>
<td>C</td>
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<tr>
<td>70 – 72</td>
<td>C-</td>
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<tr>
<td>67 – 69</td>
<td>D+</td>
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<tr>
<td>60 – 66</td>
<td>D</td>
</tr>
<tr>
<td>59 &amp; below</td>
<td>F</td>
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Disability Services

Any student whose disability falls within the American with Disabilities Act (ADA) guidelines should inform me within the first two weeks of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services (Hoffman 101). If you have any questions please call Keith W. Drahn, Director of Disability Services or his staff at x5387.

Academic Integrity

As a faith community as well as an academic community, Messiah College places a high value on academic integrity. This means that academic dishonesty is a serious violation of our life together. It is forbidden and results in significant penalties. Messiah College considers academic dishonesty (see the Student Handbook) to include plagiarism, cheating on papers and exams, helping others to cheat, depriving fellow students of academic resources and sabotaging their work, and misrepresenting academic records. Plagiarism is not only using someone else’s words without giving them credit, but also someone else’s idea (even if you are not quoting them directly). In this course, the penalty for plagiarism is a zero for the test or paper. In addition, the student’s Academic Dean would be informed and a report on the incident would then be part of the student’s file until graduation (see the Student Handbook).
# Course Schedule

## Week One
- **Wed Aug 30**: Introducing the course
- **Fri Sep 1**: Introducing each other

## Week Two
- **Mon Sep 4**: Thompson, Ch 1 “The Africans,” pp. 1-30
- **Wed Sep 6**: Thompson Ch 1 continued
  - Excerpt from Henry Louis Gates, Jr.’s video on *Lost Cities of the South*
- **Fri Sep 8**: Thompson Ch 2 “The White Invaders: The Cape colony, 1652-1870,” pp. 31-69

## Week Three
- **Mon Sep 11**: Thompson Ch 2 continued
- **Fri Sep 15**: Thompson Ch 3 continued
  - **First Geography and Dates Quiz**

## Week Four
- **Mon Sep 18**: Thompson Ch 4 “Diamonds, Gold, and British Imperialism, 1870-1910,” pp. 110-153
- **Wed Sep 20**: Thompson Ch 4 continued
- **Fri Sep 22**: Professor at Conference
  - **Email movie/film analysis paper to prof by 5:00 p.m.**

## Week Five
- **Mon Sep 25**: Thompson Ch 5 “The Segregation Era, 1910-1948,” pp. 154-186
- **Wed Sep 27**: Thompson Ch 5 continued
- **Fri Sep 29**: Response paper to Coursepack Readings #s 1-6

## Week Six
- **Wed Oct 4**: Thompson Ch 6 continued

## Week Seven
- **Wed Oct 11**: **First Southern Africa Meal**
- **Fri Oct 13**: Mid-Fall Recess
Week Eight
Mon Oct 16  

Wed Oct 18  
Conclusion of the “high” apartheid era

Fri Oct 20  
Thompson Chapter 7 “Apartheid in Crisis, 1978-1989,” pp. 221-240

Week Nine
Mon Oct 23  
Lauretta Ngcobo, *And They Didn’t Die*  
**Two page book analysis due**

Wed Oct 25  
Lauretta Ngcobo, *And They Didn’t Die* continued

Fri Oct 27  
Videos on women and the struggle against apartheid

Week Ten
Mon Oct 30  

Wed Nov 1  
Christians and the struggle against apartheid

Fri Nov 3  
Response paper to Coursepack Reading #11: The Kairos Document, 1985, pp. 1-15

Week Eleven
Mon Nov 6  
Response paper to Coursepack Readings #12-19: *Sojourners* magazine articles on South African Christians and the anti-apartheid struggle

Wed Nov 8  
The U.S. and the struggle against apartheid

Fri Nov 10  
**Second Southern Africa Meal**

Week Twelve
Mon Nov 13  

Wed Nov 15  
Conclusion of the Political Transition

Fri Nov 17  
Professor at Conference

**Email Book analysis paper to prof by 5:00 p.m.**

Week Thirteen
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Wed Nov 22</td>
<td>Thanksgiving Recess</td>
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<tr>
<td>Fri Nov 24</td>
<td>Thanksgiving Recess</td>
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**Week Fourteen**

<table>
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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Mon Nov 27</td>
<td>Response paper to coursepack reading #25: Desmond Tutu, Ch 7 “We do want to forgive, but we don’t know whom to forgive,” in <em>No Future without Forgiveness</em> (New York, 1999), pp. 123-159</td>
</tr>
<tr>
<td>Wed Nov 29</td>
<td>The New South Africa</td>
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<tr>
<td>Fri Dec 1</td>
<td>The New South Africa</td>
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**Third Southern Africa Meal**

**Week Fifteen**

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<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Mon Dec 4</td>
<td>Videos on the New South Africa</td>
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<tr>
<td></td>
<td><strong>Second Geography and Dates Quiz</strong></td>
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<tr>
<td>Wed Dec 6</td>
<td>Videos on the New South Africa</td>
</tr>
<tr>
<td>Fri Dec 8</td>
<td>Video on the New South Africa</td>
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<td>In-class writing assignment on the videos on the New South Africa series</td>
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**Final Exam**

<table>
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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Thur Dec 14</td>
<td>10:30 to 12:30</td>
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<td></td>
<td>Hand in Take-Home Exam at the beginning of the exam period</td>
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<tr>
<td></td>
<td>“What my mother, best friend, pastor, aunt, brother, neighbor, or grandfather should know about South African history and the anti-apartheid movement”</td>
</tr>
<tr>
<td></td>
<td>Then chill-out with a movie and refreshments!</td>
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