Modern Southern Africa  
Spring, 2010  
TTH 2:35pm-3:45pm

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Office location: Reeves Library 323 (top floor near the elevator)  
Office hours: M 3:00-4:30; W 4:00-5:00; TH 1:00-2:20

Topics  
This is a course about the history and politics in six Southern African countries – Angola, Mozambique, Botswana, Namibia, Zimbabwe, and South Africa – with a major focus on South Africa. The factor that unifies this region, besides its geography, is its 100-years-plus experience with heavy white domination and settlement. Thus it is different from most areas of Africa (except Kenya and Algeria), which experienced European domination but not major settlement. In order to understand this "settlement factor" we will study the history of the colonial period and the liberation struggle. The course will emphasize the development of political, economic, and social structures; current actors; and prospects for change. Specific topics will include: British, Afrikaner, and Portuguese colonial policies; the development of African nationalism and the transition to majority rule; and the policies and problems of modern Angola, Botswana, Lesotho, Namibia, Mozambique, South Africa, Swaziland, and Zimbabwe.

Goals  
*Develop complex perspectives on  
  -the history of apartheid and of colonialism in Southern Africa in general  
  -how colonialism and apartheid ended and on the legacies of those systems of exploitation  
  -how majority rule has worked since the end of colonialism and apartheid  
*Utilize skills in primary and secondary research to study a specific African topic  
*Distill research materials into an original thesis-driven paper  
*Effectively communicate historical and political science research  
*Give and receive constructive criticism related to scholarly communication

Texts  
The texts for the course are  
Mark Mathabane, Miriam’s Song: A Memoir (Free Press, 2001)  
In addition there are readings through the library databases. I expect you to take notes on the reading and do the reading before each class. We will not always be able to discuss readings in class but you are nonetheless responsible for knowing their general arguments and general content. I will help those who ask to learn to take good notes.

Class  
Reading assigned for a class is to be completed before that class. Reading the material before the class is essential for understanding and for useful discussions. I recommend taking notes and outlining (rather than highlighting or underlining). I also recommend spending time at every study session quickly reviewing lecture and reading notes.  

Students are encouraged to speak to me about academic or other subjects. Office hours will be announced and they are posted on my office door. You may also make an appointment. If you try to call me in my office and there is no answer during weekdays, let my phone ring for voice mail. Or, call me evenings or weekends at home. I am also on the network during most weekdays.  

Participation in class is an important part of this course and of college education; attendance will be taken regularly and your speaking in class is encouraged.
Evaluation
Evaluation will be based on reading quizzes (8%, 8%); dates, names, and places quizzes (8%, 8%); papers (10%, 10%, 10%); a project (20%); a group presentation (5%), and class participation (13%). Late assignments will be penalized, but you still ought to complete them.

Attendance does not receive a grade, but after two unexcused absences each absence will result in points being subtracted from your final grade.

Plagiarism may result in failure in the course. As with all courses, you are expected to keep all notes, drafts, and returned work until the final grade is assigned.

Grading criteria on written assignments are as follows:

TREATMENT OF SUBJECT: The best papers show a full completion of the assignment, careful study and consideration of the topic, accurate information and citation, full development, originality, and ability to analyze and relate ideas. Weak papers tend to be incomplete, inaccurate, thin, and vague.

HISTORIOGRAPHY AND THEORY: (for the project) The best papers use many quality sources, identify the arguments in the sources, show how the arguments relate to the topic of the paper, and demonstrate an understanding of the development of the arguments over time.

ORGANIZATION: In the best papers the logic of organization is always transparent so that the reader always knows what the task is and how the writer intends to accomplish it. A controlling thesis, stated at the outset, is systematically treated with arguments and support that always make sense. A weak paper tends to wander and get off the subject; it lacks a clear beginning, middle, and end.

PARAGRAPHS: Strong paragraphs are unified, coherent, and well developed. They have one controlling idea and give sufficient support to the idea to satisfy the reader that the subject has been adequately dealt with in an orderly fashion. Weak paragraphs lack a single controlling idea, tight structure, and full development.

SENTENCES: Strong sentences are clear in meaning, easy to read, varied in style, and linked to neighboring sentences to maintain continuity. Weak sentences tend to be uniformly flat, awkward or in primer style, unclear, and unconnected to neighboring sentences.

WORDS: The best words convey the exact meaning and unique voice of the author. Weak words are imprecise, inappropriate, and flat in style. A dictionary and thesaurus are essential tools of an author.

GRAMMAR: including spelling and punctuation: You can study or check accepted usage in grammar books and dictionaries.

PROOFREADING AND PRESENTATION: A velvet cushion or gold-embossed folder is unnecessary, and neither is a title page. But pride in your work will be evident in how you take care of the mechanics of presentation.

Papers
I am asking you to write three major papers related to class materials. These are major because except for the “names, dates, and places quizzes” they take the place of examinations. Therefore, I would urge you to take care that these papers are well written.

Each paper should be printed and double-spaced and at least 6 pages long (1800 words). You may submit your paper electronically via e-mail.

For each of the three papers I have provided a question (see below). These are intended to be the topics for your papers. There are no correct answers, meaning that you don’t have to try to guess what specific answer I am looking for, but there are good answers. Besides the appropriate use of our language as indicated under “grading” above, good answers demonstrate that you have understood and thought about (most of/all) the materials used for the class (readings, lectures, discussions, videos). Good answers also attempt to formulate complex responses to the questions.

You are welcome to come to me for help with your paper. After reading the first or second paper I may ask some students to work with me or get other academic help. However, since the papers serve the function of exams, you will not be allowed to rewrite the papers for a new grade.

Paper #1 -- February 18 -- How can we account for the development of apartheid in South Africa? (Note: I consider greed as a human constant, so greed is a “necessary but not sufficient” part of your answer.)

Paper #2 -- March 30 -- Can we extract lessons for or predictions about South Africa from studying South Africa’s neighbors? If yes, what lessons and predictions? If no, why? (Yes and no is also acceptable as an answer.)

Paper #3 -- May 5 -- Why did apartheid end? What obstacles must still be overcome?

Project
Each of you will become a sort of expert on one topic. We will work together to assign topics, the possibilities for which are listed on the schedule below.

Your project paper should be a ten-to twelve-page summary of your findings, complete with footnotes. I expect you to find at least ten substantial sources and provide a preliminary bibliography by March 16. For the most part, the best sources of information will be books, peer-reviewed journals, and trustworthy Internet sites. For some topics (e.g.,
politics in South Africa 2008-2010) the work will be mostly with current newspapers and journals. I can work with you
to help you find sources and so can the reference librarians.

For those who are taking the course as a history course, I expect attention to historiography in one three-or four-page
section of your paper. Thus I expect you to have a minimum of three of your sources be ones that make historical
arguments related to the argument that you are making in your paper. Your historiographic task is to explain the
arguments of your (three or more) related-argument sources, show how the arguments evolved over time, and show how
they relate to the thesis of your paper. Ideally you would find some point at which you disagree with all of your
argument-related sources and then use primary sources to construct a new argument. In a course of this nature,
however, that is not always possible because of the time we have and the material we need to cover. Therefore, it is
acceptable for you to agree with one of the argument-related sources in your historiographic section and use other
secondary sources to construct the argument of your paper…so long as you don’t ignore obvious primary sources that
are available to us or merely repeat the argument of one of your sources.

For those who are taking the course as a political science course, your writing task is similar except that you are to focus
on different political perspectives on your paper. Thus I expect you to have a minimum of three of your sources be ones
that make political arguments related to the argument that you are making in your paper. Your political science task is
to explain the arguments of your (three or more) sources, show how the arguments are made by different groups of
actors or represent different political science perspectives, and show how they relate to the thesis of your paper. As
with the historians, you would ideally find some point at which you disagree with all of your argument-related sources
and then use primary sources to construct a new argument. Given the time we have and the material we need to cover
in this course, however, we are not likely to write such papers. Therefore, it is acceptable for you to agree with one of
the argument-related sources in your political perspectives section and use other secondary sources to construct the
argument of your paper…so long as you don’t ignore obvious primary sources that are available to us or merely repeaqt
the argument of one of your sources.

Presentations
When the end of the term arrives, you will present your work in four teams, each team being responsible for 50 minutes
of a class period. The expectation is that the team will make an integrated presentation with each student participating,
but not as five or six separate presentations held together only by PowerPoint. The key to success is planning and one
or two questions that each presenter addresses. By the time we are at that point in the term we will be familiar with the
Southern African scene and with each other so I hope that presentations will be somewhat informal.

Schedule

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<td>BIBLIOGRAPHY FOR PROJECTS DUE</td>
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<tr>
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<td>Nancy Clark and William Worger, South Africa. The Rise and Fall of Apartheid, 62-86</td>
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| Page | Resistance | Document 2 “Mandela speaks on the need to challenge apartheid, 1953”  
Mathabane, Miriam’s Song, 15-130 |
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Document 7 “An ordinary policemen explains his involvement in the killing of Stephen Biko, 1977”  
Mathabane, Miriam’s Song, 131-248 |
| 18   | Apartheid summary thoughts | PAPER DUE |
| 23   | Failed Reforms of the 80s | READING QUIZ ON Miriam’s Song  
Nancy Clark and William Worger, South Africa. The Rise and Fall of Apartheid, 87-110  
Mathabane, Miriam’s Song, 249-315 |
| 25   | Failed Reforms of the 80s | QUIZ ON NAMES, DATES AND PLACES  
Document 8 “F. W. De Klerk announces the unbanning of the ANC and the freeing of Mandela, 1990”  
Document 9 “Eugene De Kock talks about killing people, 1990” |

## III. SOUTH AFRICA’S NEIGHBORS

Mar 2 Mozambique  

4 Angola  
Gretchen Bauer and Scott Taylor, Politics in Southern Africa, 139-167

9 Spring Break

11 Spring Break

16 Zimbabwe  
DRAFT 2 BIBLIOGRAPHY FOR PROJECTS DUE  
“Jit”

18 Botswana, Namibia  
Gretchen Bauer and Scott Taylor, Politics in Southern Africa, 81-107, 205-236

23 Zimbabwe  
QUIZ ON NAMES, DATES AND PLACES  
Gretchen Bauer and Scott Taylor, Politics in Southern Africa, 169-204

25 Zimbabwe  
PAPER DUE

## IV. THE TRANSITION IN SOUTH AFRICA

30 Two issues in Southern Africa: HIV/AIDS and women in politics  

Apr 1 Nelson Mandela  
PRESENTATION GROUPS MEET  
Tom Lodge, Mandela. A Critical Life, ix-xiii, 1-80

6 Nelson Mandela  
Tom Lodge, Mandela. A Critical Life, 81-146

8 Negotiating the end of apartheid, 1989-1994  
MANDELA READING QUIZ  
Gretchen Bauer and Scott Taylor, Politics in Southern Africa, 245-248  
Tom Lodge, Mandela. A Critical Life, 146-203  
Document 10 “Nelson Mandela cautions that the struggle for freedom remains to be won, 1990”  
Document 11 “Mandela Mandela cautions that the struggle for freedom remains to be won, 1990”  
Document 11 “Mandela speaks of freedom attained at his inauguration as president of South Africa, 1994”

13 The Transition in South Africa Truth and Reconciliation “Long Night’s Journey Into Day”  
PROJECT DUE

15 The Transition in South Africa Politics and Economics  
Gretchen Bauer and Scott Taylor, Politics in Southern Africa, 249-274  
Nancy Clark and William Worger, South Africa. The
V. GROUP PRESENTATIONS

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7 May 6:30 pm Final Examination Due PAPER DUE