Modern South African history is most often equated with the system of racial exclusion and oppression known as apartheid that was implemented and administered by the National Party government from 1948 to 1994. This course traces the roots of apartheid from the beginning of the mineral revolution in the 1870s, examines how various groups of South Africans coped with segregation and apartheid and considers the challenges facing South Africans in the post-apartheid era.

OSAA Statement on Accommodation:

Students may request accommodation as a result of barriers experienced related to disability, religious obligation or any characteristic protected under Canadian human rights legislation. Students who require academic accommodation for either classroom participation or the writing of tests, quizzes and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see www.studentaccessibility.dal.ca for more information and to obtain Form A, Request for Accommodation. A note taker may be required as part of a student’s accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information.

Academic Integrity Statement:

All students in this class are to read and understand the policies on academic integrity and plagiarism referenced in the Policies and Student Resources sections of the academicintegrity.dal.ca website. Ignorance of such policies is no excuse for violations.

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even to the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Online Dalhousie website. The Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer-readable format, and to submit any paper to be checked electronically for originality. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

If you are ever unsure about ANYTHING with regard to academic integrity, contact me.
Required Texts:

Alan Paton: *Cry, The Beloved Country*
Sindiwe Magona: *Mother to Mother*
Both required texts are available at the Dalhousie bookstore in the Student Union Building.
Online readings are available through Dalhousie’s electronic journal subscription.
Hard copy readings will be posted on Blackboard.

Course Requirements and Evaluation:

All assignments, including the exam, must be double-spaced and in font-size twelve. Just as the content of your work is important, so is your ability to communicate ideas. Thus, spelling, grammar and clarity, along with strength of argument and analysis, will be considered in the grading of your assignments. If you miss a presentation date, your grade will be 0 unless you present me with a doctor’s note specifying a condition that prevented you from meeting your obligations, or an equally compelling justification. Assignments submitted after the in-class deadline will incur a late penalty of 5% per day subject to the same conditions. Exams will be accepted after December 14 only under exceptional circumstances. **Computer related difficulties are not acceptable excuses for late or unfinished assignments.**

1) **Participation and Presentations (15%)**

You are expected to come to class ready to discuss the required readings. In addition, groups of two to four people will be responsible for leading the discussion/activity on a week’s readings. This presentation should not simply be a summary of the readings. Feel free to use your imagination to enliven discussion and debate – role playing, simulations etc. with follow-up questions. Plan for the presentation/activity/discussion to take approximately fifteen minutes per article. Groups will be chosen and dates assigned during the first two classes.

2) **Cry, The Beloved Country Assignment (20%)**

4 – 5 pages (approx. 1000 – 1250 words) Due October 20th in class.

Using only references from Alan Paton’s novel, *Cry, The Beloved Country*, complete the following:

Discuss at least three ways in which black people’s lives were affected by white rule in South Africa, even before the implementation of apartheid.
3) **Dry White Season Assignment** (15%)  

3 pages (approx. 750 words)  Due November 3rd in class.  

A majority of white South Africans voted for the system of apartheid from the 1950s through the 1980s. Drawing from the depiction of Afrikaner society in the movie, complete the following:  

a) Using specific examples from the film, explain the factors that made white dissent against apartheid in general and security force atrocities in particular, unlikely. (2 pages)  

b) How is it that so many whites, when confronted with past human rights abuses following the end of apartheid, could claim that they had no idea such acts had been committed? (1 page)  

4) **Mother to Mother Assignment** (20%)  

4 – 5 pages (approx. 1000 – 1250 words)  Due December 1st in class.  

Using references from Sindiwe Magona’s book, *Mother to Mother*, as well as the film *Long Night's Journey Into Day*, complete the following:  

Mongezi Manqina, the man upon whom the character of Mxolisi is based, applied for amnesty for the murder of Amy Biehl. Assuming he gave full disclosure, the TRC must believe the murder was politically motivated to grant amnesty. Write a recommendation either for or against amnesty as if you were one of the TRC Commissioners hearing the case of Mongezi Manqina. Would you recommend amnesty? Why or why not? Use references from the book and the film to defend your decision.  

5) **Take Home Exam** (30%)  

The final exam will be distributed in class on December 1. Electronic submission in Word format must be submitted to my email (bpearce@dal.ca) by midnight, December 14, 2014. Barring documented emergencies, late submissions will not be accepted.
Topics and Reading Schedule:

September 8: Introduction – South Africa from 1652 to 1860

September 15: Industrialization and Urbanization
   b) Belinda Bozzoli, “Leaving Home” in *Women of Phokeng*. (Blackboard)

September 22: Rural South Africa in the Segregation Era

September 29: The National Party and Apartheid

October 6: Township Life

October 13: No Class

October 20: White Perspectives on Apartheid
*Cry, The Beloved Country* Assignment due in class.
Film: *Dry White Season*

October 27: The Anti-Apartheid Struggle
Film: *Amandla: A Revolution in Four Part Harmony*
   a) Nelson Mandela, *The Long Walk to Freedom*. (Blackboard)
November 3: The Fall of Apartheid

**Dry White Season Assignment due in class.**


November 10: No Class

November 17: The Truth and Reconciliation Commission

Film: *Long Night's Journey Into Day*


November 24: Law and Order in Post-Apartheid South Africa

a) Lars Buur, “Crime and Punishment on the Margins of the Postapartheid State.” (Blackboard)

December 1: Contemporary Challenges

**Mother to Mother Assignment due in class.**

a) Catherine Campbell and Brian Williams, “Briefing: Riding the Tiger: Contextualizing HIV Prevention in South Africa,” 2001. (Online)

**Final Exam will be distributed in class.**