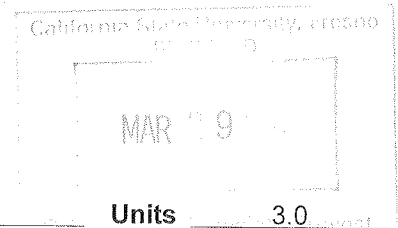


General Education Course Proposal



Proposed Course: AF AM 150 South Africa **Units** 3.0
Prefix No. Title

Department: Ethnic Studies **College/School:** Social Sciences

GE Category (Indicate one category only):

Foundation: A1 ___ A2 ___ A3 ___ B4 ___
Breadth: B1 ___ B2 ___ C1 ___ C2 ___ D ___ E ___
Integration: B ___ C ___ D ___ International/Multicultural

Existing Course ___ **Revised Course** **New Course** ___

Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

This course will provide an introductory analysis of the social, racial, political, and economic problems of the people of South Africa, both past and present.

Enrollment limit per section: 40

Expected number of sections per semester - Year 1 1-2 **Year 3** 1-2

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

James E. Walton 3/27/01
Department Chair Date

John Puyot 3/28/01
College/School Curriculum Committee Date

Max Stuebel 3/28/01
College/School Dean Date

Robert D. Merrill 10/12/01
General Education Subcommittee Date

J. Echeverria 10/12/01
Associate Provost Date

**Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S TA 54**

**CALIFORNIA STATE UNIVERSITY, FRESNO
AFRICAN AMERICAN STUDIES 150: SOUTH AFRICA**

GENERAL SYLLABUS

Instructor: Name
Phone/email: Instructor's phone and email address
Department: Ethnic Studies
OH: TBA, minimum 5 hours per week
Dept. Office: McKee Fisk, Room 243
Dept. Phone: 278-2832
Schedule #: = = = = =
Units: 3, no prerequisite

Catalog Description:

This course will provide an introductory analysis of the social, racial, political, and economic problems of the people of South Africa, both past and present.

General Education:

This course meets General Education requirements. AF AM 150 fulfills the upper-division M/I, multicultural/international requirement. Enrollment is limited to 40 students.

Required Texts: Author/Editor. *Title*, publisher.

Fees: There are no fees attached to this course.

Course goals:

- ❖ To qualitatively map the political, social and historical origins of apartheid
- ❖ To compare the variety of political strategies in the struggle against apartheid
- ❖ To utilize interdisciplinary methods to investigate the intersection between the arts and resistance politics
- ❖ To gauge the influence of apartheid from 1948-1990 on present-day South African society
- ❖ To measure the influence and progress made by multiculturalism in the new South Africa

Course Topics (1-2 weeks for each topic):

- ❖ The Legacy of Colonialism
 - ⇒ South Africa's colonial history/pre-20th century history – An overview
 - ⇒ Origins of the Apartheid regime – Afrikaner consolidation of power
- ❖ Violence Vs. Non-Violence in the Resistance Movement
 - ⇒ African resistance in the 50s & 60s – The ANC, the PAC

- ⇒ Black Consciousness in the 70s – Historical context, inspiration of Civil Rights Movement
- ❖ White Racism/White Supremacy Compared: the U.S. & South Africa
 - ⇒ American Segregation and Apartheid
 - ⇒ Prejudice, Discrimination, Racism
- ❖ Resistance Politics & the Arts
 - ⇒ Multiculturalism in South African Literature
- ❖ The Armed Struggle in the 1980s – the experience of the Frontline States
- ❖ Negotiations & the first democratic elections in 1994
- ❖ Multiculturalism in the new South Africa

The order and emphasis in coverage of these topics may vary according to the discretion of the instructor in light of the specific texts chosen for each section.

Assignments:

- ❖ Writing Requirement: The University General Education policy states that each course in upper division GE must have a 4,000 word writing requirement.
- ❖ Final Exam: Date, time, place.
- ❖ Criteria for grading assignments

Course Policies:

- ❖ University Policy regarding plagiarism/cheating
- ❖ Attendance policy, late-paper policy

**CALIFORNIA STATE UNIVERSITY, FRESNO
AFRICAN AMERICAN STUDIES 150: SOUTH AFRICA
SYLLABUS**

Instructor: Meta L. Schettler
Department: Ethnic Studies
Units: 3, no prerequisite
Dept. Office: McKee Fisk, Room 243
Dept. Phone: 278-2832

email: dr_schettler@yahoo.com
OH: TBA, McKee Fisk 215
Phone #: 278-4593
Schedule #: = = = = =

Catalog Description:

This course will provide an introductory analysis of the social, racial, political, and economic problems of the people of South Africa, both past and present.

Course Description:

This course will provide an introductory analysis of the social, racial, political, and economic problems of the people of South Africa, both past and present. Utilizing historical, political, autobiographical and literary texts students will gain a greater understanding and knowledge of the struggle against and triumph over apartheid. Per GE policy, course enrollment is limited to 40 students. Fulfills upper-division General Education Multicultural/International requirement.

Course requirements:

Students are expected to complete all readings in time for class discussion. Students will be required to write two papers. The first paper will be 5 pages in length, and the final paper, due at the end of the term, will be 10 pages in length. The first paper will focus on the question of violence vs. non-violence in opposition to apartheid. The final paper can be a broader exploration/comparative analysis and research project of your own making. There will also be a mid-term and a final exam. Secondary readings will be put on reserve in the library and will provide a good starting-point for the research paper. Attendance and participation are critical components of achievement and growth in the course. Additionally, throughout the semester we will complete 3 in-class writing response papers. In addition to our regular class schedule, we will pick the most beneficial schedule for film screenings. Students enrolled in the class will be required to watch at least 3 out of the 5 films shown.

Course goals:

- ❖ To qualitatively map the political, social and historical origins of apartheid
- ❖ To compare the variety of political strategies in the struggle against apartheid
- ❖ To utilize interdisciplinary methods to investigate the intersection between the arts and resistance politics
- ❖ To gauge the influence of apartheid from 1948-1990 on present-day South African society
- ❖ To measure the influence and progress made by multiculturalism in the new South Africa

Required texts:

1. Steve Biko, *I Write What I Like*, Capital Books, Inc. (new edition, 2001)
2. Denis Hirson, ed., *The Heinemann Book of South African Short Stories from 1945 to the present*, Heinemann (1994)
3. Leonard Thompson, *A History of South Africa*, Yale University Press (1996)
4. Sindiwe Magona, *Mother to Mother*, Beacon Press (2000)
5. Antjie Krog, *Country of My Skull: Guilt, Sorrow, and the Limits of Forgiveness in the New South Africa*, Times Books (2000)

Required films:

1. *Mandela: Son of Africa, Father of a Nation* (1996)
2. *Sarafina!* (1992)
3. *The Power of One* (1992)
4. *Cry Freedom* (1987)
5. *A Dry White Season* (1989)

Fees: There are no fees attached to this course.

Secondary readings & criticism on reserve (sample):

Bessie Head, *A Gesture of Belonging: Letters from Bessie Head, 1965-1979*

Bessie Head, *Tales of Tenderness and Power*

Hilda Bernstein, *For their triumphs and for their tears: conditions and resistance of women in apartheid South Africa*

Stephen Davis, *Apartheid's Rebels: Inside South Africa's Hidden War*. New Haven, Connecticut: Yale University Press, 1987.

Stephen Ellis and Tsepo Sechaba, *Comrades against Apartheid: the ANC and the SACP in Exile*. Bloomington, Indiana: Indiana University Press, 1992.

Frantz Fanon, *The Wretched of the Earth*. New York, New York: Grove Press, 1963.

Ruth First, *117 days: an account of confinement and interrogation under the South African ninety-day detention law*. London: Bloomsbury, 1988.

Gail Gerhart, *Black Power in South Africa: the evolution of an ideology*. Berkeley, California: University of California Press, 1978.

Tom Lodge, *Black Politics in South Africa since 1945*. Harlow, Essex, England: Longman, 1983.

All, Here and Now: Black Politics in South Africa in the 1980s. New York, New York: Ford Foundation-Foreign Policy Association, 1991.

Albert Luthuli, *Africa's Freedom*. London: Unwin Books, 1964.

Gordon Naidoo, ed., *Reform and Revolution: South Africa in the 90s*. Johannesburg: Skotaville Publishers, 1991.

Christine Qunta, ed., *Women in Southern Africa*. Johannesburg: Skotaville Publishers, 1987.

Allister Sparks, *Tomorrow is Another Country: The Inside Story of South Africa's Road to Change*. New York, New York: Hill and Wang, 1995.

Jacques Pauw, *In the heart of the whore: the story of apartheid's death squads*.
Johannesburg: Southern Book Publishers, 1991.
Stephanie Urdang, *And Still They Dance: Women, War, and the Struggle for Change in Mozambique*. New York, New York: Monthly Review Press, 1989.
Patti Waldmeir, *Anatomy of a Miracle: The End of Apartheid and the Birth of a New South Africa*. New York, New York: W.W. Norton & Company, 1997.
Cherryl Walker, *Women and Resistance in South Africa*. London: Onyx Press, 1982.

The semester grade will be calculated as follows:

Paper 1 --	10%
Paper 2 --	20%
In-Class Responses --	5% each (15% total)
Participation/Attendance --	10%
Midterm --	20%
Final --	<u>25%</u>
	100% TOTAL

Criteria for grading:

"A" (100-90%) will be awarded to work showing a high degree of competence, creativity, complete coverage of the question/issue, and thorough development of ideas.

"B" (80-89%) will be awarded to clearly competent responses, although there may be some weaknesses.

"C" (70-79%) will be awarded to competent responses, but much less developed and/or more superficial than the above. Responses that are primarily a restatement of the topic; lack focus or pertinent detail; remain general and undeveloped

"D" (60-69%) will be awarded to severely underdeveloped or incomplete work.

"F" (0-59%) will be awarded to work with little or no understanding of the question/issue.

CLASS SCHEDULE

PART I: THE LEGACY OF COLONIALISM

WEEK 1: Introduction to course. **Discussion of requirements**

WEEK 2: Leonard Thompson's *History of South Africa*
The origins of colonial power in South Africa

WEEK 3 *History of South Africa*, continued – **The origins of the apartheid regime**

WEEK 4: *History of South Africa*, continued – **The armed struggle: Mandela & the ANC in the 1960s; the frontline states in the 1980s**

CLASS SCHEDULE, cont.

- WEEK 5: **The negotiated revolution**, excerpt from Allister Sparks, *Tomorrow is Another Country: The Inside Story of South Africa's Road to Change*
Paper #1 due - Paper Topic: Violence vs. Non-Violence

PART II: APARTHEID, PREJUDICE AND PERSONAL RESISTANCE

- WEEK 6: Steve Biko, *I Write What I Like*, **Personal testimony and political resistance, Comparison of the American and South African experience with white racism**

- WEEK 7: Biko, continued, **The emergence of Black Consciousness, resistance in the 1970s; Black Power & Black Consciousness compared**

- WEEK 8: Midterm exam: take-home essay questions
Video in class

PART III: THE POLITICS OF THE NEW SOUTH AFRICA

- WEEK 9: Antjie Krog, *Country of My Skull: Guilt, Sorrow, and the Limits of Forgiveness in the New South Africa* – **The Work of Desmond Tutu and the Truth and Reconciliation Commission in the 1990s**

- WEEK 10: *Country of My Skull*, continued – **Multiculturalism in the New South Africa, white guilt & Black empowerment**

PART IV: HISTORICAL CONTEXT, HISTORICAL CONSCIOUSNESS: THE CHALLENGES OF MULTICULTURALISM IN THE NEW SOUTH AFRICA

- WEEK 11: Sindiwe Magona, *Mother to Mother*, **Confronting and understanding the consequences of apartheid, the case of Amy Biehl**

- WEEK 12: *Mother to Mother*, continued, **Pan-Africanism, gender, and the debate over hard/soft targets in the armed struggle**

- WEEK 13: **Multicultural perspectives in South African literature**, *The Heinemann Book of South African Short Stories from 1945 to the present*

- WEEK 14: *The Heinemann Book of South African Short Stories from 1945 to the present*, continued, **The Artist & Apartheid**

CLASS SCHEDULE, cont.

WEEK 15: Review for final exam, Paper #2 due (Open Topic – Independent research.)

Final Exam: Date, time, place.

The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

If you are absent from class, it is your responsibility to check on announcements/assignments made while you were away. In-class response papers that are missed can be made up.

Students with special needs and/or disabilities are responsible for identifying themselves to the university and myself so that reasonable accommodations for learning & evaluation within this course can be made. For more information, contact Services to Students with Disabilities in the Madden Library 1049 (278-2811).

POLICY ON PAPERS: In-class essays, essays for the midterm exam, and the 2 required papers will be evaluated on the following criteria: inclusion of evidence from course texts or from independent research, clarity of presentation (e.g. grammar, specificity of thesis statement), and demonstration of critical thinking & creativity in relation to the course topics and texts. Papers should be well-edited, typed, and double-spaced, with adequate citations given in your bibliography and the body of the paper.

POLICY ON PLAGIARISM: Plagiarism is a very serious academic offense. According to University policy, you could be put on probation, suspended, expelled, or receive an F for the course for cheating or committing plagiarism. All incidents of plagiarism and/or cheating will be reported to university authorities. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).