

Form IA -1—Syllabus and additional material answering questions 1-9

**UNIV 392: Journey into the New South Africa
Fall 2014 (with travel in January 2015)**

Course Description:

This course is a comprehensive study of South African politics and society which includes travel to South Africa to observe historical areas studied in course, to interact with South Africans in various urban and rural settings, and to observe society in order to understand concepts and issues discussed in the campus-based portion of the class.

Specifically, this course explores the history of South Africa as a colony, the creation of the apartheid state, and the birth of the “New South Africa” (post-apartheid). After students learn how the unequal society was built, we’ll study the transitional process (democratization) and the experiment in creating the ideal society—the world’s most liberal constitution. We’ll learn about a unique experiment in conflict resolution, the Truth and Reconciliation Commission, and explore how this process might work in other torn societies. Other sections will focus on the AIDS crisis, and South Africa’s role in the region. As we cover these topics, lectures and discussion sessions will focus on the connections between the political and societal issues in this course with issues of creating a healthy economy and business environment. We will investigate pertinent issues in the study of political economy and international political economy that cut across South Africa’s history, its present, and its future.

Student Learning Objectives:

Objectives for the students in this course are

- to acquire historical knowledge about South Africa
- to explain how apartheid was structured
- to analyze how institutions can shape and change our ideas about social divisions
- to evaluate and confront tough issues about racial domination and social justice
- to assess how a society can transition from an authoritarian to a democratic regime
- to identify the roots of and possible solutions for contemporary challenges facing South African society
- to associate linkages between political/social issues and economic problems and solutions

Additional outcomes to which the travel contributes:

- to evaluate various sources of information (texts read on campus compared to speakers and others in South Africa) about South Africa’s democratic process and its contemporary social issues
- to appraise the historic areas in which the anti-apartheid

- struggle occurred (Robben Island, District Six, Soweto, etc.)
- to acquire a deeper sense of life in South Africa through a two day homestay with a family in a township
 - to reflect on the AIDS crisis as it impacts local areas, through the eyes of an AIDS clinic physician
 - to understand the political economy of tourism and the racial dimensions of profit from tourism
 - to experience the many and contrasting worlds of this country ranging from the poverty in townships to the vast wealth of other areas, from the urban settings to the beauty of the natural game parks
 - to comprehend the pros and cons of ecotourism in a developing country

These outcomes align very closely with the program outcomes and the University mission—the class is taught from an interdisciplinary view (history, sociology, political science), is clearly promoting international perspectives, focuses on the fact and issues arising with the country’s multicultural setting, and raises awareness about civic engagement as global citizens.

Program outcomes, listed below, match well with the outcomes above:

1. write clearly and with purpose on issues of international and domestic politics and public policy;
2. participate as a civically engaged member of society;
3. analyze political and policy problems and formulate policy options;
4. use electronic and traditional library resources to research key local, state, national and international policy issues and present results;
5. demonstrate competency with basic tools underlying modern social science research including competency in statistics and qualitative analysis
6. demonstrate critical thinking, including the ability to form an argument, detect fallacies, and marshal evidence, about key issues of public policy and politics;
7. discuss the major theories and concepts of political science and its subfields; and deliver thoughtful and well articulated presentations of research findings.

Credit hours/contact hours:

This course will be for three credits. The trip will be approximately 15 days (with full scheduling of those days), so it is suggested that the course meet for two hours per week during the semester. The travel portion will take place in early January, approximately January 3-17 (students will return to campus before classes begin).

Orientation session outline: (See attached)

Format of course: See below for classroom portion (primarily lecture and discussion based; also films). See itinerary for in-country format (tours, lectures, homestays, safari).

Evaluation of student performance:

Students must attend class, complete assigned readings before class, and participate in class discussions. Assignments also include answers to discussion questions, a midterm, a journal to be turned in after the trip, a term paper for which students will research a contemporary problem facing South Africa. Students will present the research for these papers during the final exam periods. Finally, students will prepare and engage in a group presentation about their experience in spring 2012.

Grades will be calculated as follows:

Attendance and participation in class	10%
Discussion questions	20%
Film reviews	10%
Midterm	10%
Term paper	15%
Final presentation	10%
Travel journal	20%
Group presentation	5%

Course Readings:

Beinart, William. *Twentieth-Century South Africa, New edition*. New York: Oxford University Press, 2001 or

Clark, Nancy, and William Worger. *South Africa: The Rise and Fall of Apartheid*. New York: Longman, 2004.

Sparks, Allister. *Beyond the Miracle: Inside the New South Africa*. Chicago: University of Chicago Press, 2009.

Mathabane, Mark. *Kaffir Boy: An Autobiography*. New York: Touchstone, 1986.

Supplemental readings (electronic reserves)

Online newspapers: So that students are up-to-date on current events in South Africa, they are required to read one of several online South African news sources. More information on those sources and how to find them will be distributed in class.

The Individual Term Paper:

Each class member will research, analyze, and write a paper on a subject (related to a specific contemporary challenge (of their choosing) in the South African economy, and/or society (most likely your topic won't neatly fall into one of these categories to exclusion of the other). Topics

will be turned in early in the semester. The paper should follow standard research paper writing format (see the professor if you have any questions). The final product is not to be simply a regurgitation of the published facts but rather a presentation of data and information that ultimately leads to a thoughtful and thorough analysis of the topic from the perspective of the author. During the final exam sessions, students will share the research, using visual aids, in substantial presentations.

The Travel Journal:

Students will keep a journal during the entire travel portion of the course. The journal may take any (neat, legible) form that you choose. It will be returned at the beginning of the spring semester. Students are encouraged to be creative, but the following items are mandatory:

1. Summarize briefly the activities for each day (this can be very brief)
2. Reflect on the connections between the activities that day and readings/other experiences in class
3. Share with the professor reactions about the day: were the activities worthwhile, in terms of increasing your knowledge, understanding, and experience of South Africa?

Students will turn in the journals when we return to the Los Angeles Airport. This provides time on the flights home to wrap up your reflections.

General Course Policies:

Due to the discussion format of this course, attendance and participation in all sessions is not only expected but also required. The professor reserves the right to amend any or all of the above requirements and attached agenda topics as needed.

Academic Honesty

Plagiarism, cheating, and any other forms of academic dishonesty and theft will not be tolerated. As stated in the university catalog, academic dishonesty includes “such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess”. The catalog describes the process for evaluating cases of dishonesty and assignment of appropriate penalties <http://www.csuci.edu/studentlife/judicial-affairs/academic-dishonesty.htm>

Proper methods of citation must be followed. Use the library’s guide:
<http://www.library.csuci.edu/research/cite-sources.htm>

Using any ideas not your own without citation constitutes plagiarism. Failing grades or no grades will be assigned until proper citation is followed. Another helpful resource is available from the library, guidelines for the “Ethical Use of Information” at <http://alacarte.library.csuci.edu/subject-guide/55-Ethical-Use-of-Information>

Disabilities Accommodation

Students who have disabilities or special needs and require accommodations in order to have equal access to classrooms and materials must register with the designated staff member in Student Affairs. This communication allows us to better accommodate special needs. Students will be required to provide documentation of a disability when accommodations are requested.

Schedule of Topics and Reading Assignments (subject to change)

Note on reading of *Kaffir Boy*: This is a book that tells the true story of a black South African boy growing up in a township during apartheid. Many of the processes and circumstances we are learning about in the first several weeks of the course are reflected in his life and story, giving us a greater understanding of the “facts” you hear in class and in the Beinart text. You should be halfway through the book by mid-October, so you are able to demonstrate your understanding of the book in class discussions. The remainder of the book should be finished by the end of the semester.

Weeks 1 and 2

Introduction to Course and Overview of Contemporary South Africa

The Colonial History and Its Legacy

Reading: Beinart, Chapters 1 and 2 (pp. 9-61)

Supplemental Readings on Mining and Labor Migration. Leonard Thompson, *A History of South Africa*, 3rd ed., New Haven: Yale University Press, 2001 (Ch. 4, pg. 110-153).

Weeks 3 and 4

Independence and the Pre-Apartheid Era

Reading: Beinart, Chapters 3, 4, 5 (pp. 62-140)

Supplemental Readings on the Segregation Era. Leonard Thompson, *A History of South Africa*, 3rd ed., New Haven: Yale University Press, 2001 (Ch. 5, pg. 154-186).

Week 5

Apartheid

Reading: Beinart, Chapter 6 (pp. 143-169)

Supplemental Readings on Apartheid.

Weeks 6 and 7

Rebellion and the Long Struggle

Reading: Beinart, Chapters 9 and 10 (pp. 228-285) plus “understanding the Freedom Songs.”

Supplemental Readings on the fall of Apartheid. Suggested: Mandela, Nelson. *Long Walk to Freedom*.

Week 8

Films: *Cry Freedom*, *Catch a Fire*

Week 9

Business and Economics: Living the Lie During Apartheid

Reading: Beinart, Chapters 7 and 8 (pp. 170-227)

“You and Khayalitsha,” Government Announcements: September/October 1984

Supplemental Readings on the Apartheid Era. Suggested: Leonard Thompson, *A History of South Africa*, 3rd ed., New Haven: Yale University Press, 2001 (Chpt. 7, pg. 221-240).

Week 10

Transition to Democracy, the Constitution

Reading: Beinart, Chapter 11 (pp. 289-308)

and “The Afrikaners After Apartheid,” by Ben Schiff

Supplemental Readings on the New S. Africa. Suggested: Leonard Thompson, *A History of South Africa*, 3rd ed., New Haven: Yale University Press, 2001 (Chpt. 8, pg. 241-264).

Week 11

The Truth and Reconciliation Process

Film: *Long Night's Journey into Day*

Week 12

Land Reform: Impact on the Economy

Supplemental Readings: The Commission on Restitution of Land Rights (2002-2003 Annual Report).

Weeks 13 and 14

The New South Africa: Challenges of Crime and HIV/AIDS

Reading: Beinart, Chapter 13 (pp. 328-347); Love, selected chapters.

Week 15

The New South Africa: Economic Issues and Regional Relations

Readings: Beinart, Chapter 12 (pp. 309-327); Love, selected chapters.

Early spring semester: Student presentation to campus

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Fall 2014 (Travel portion in January 2015)

Instructors: Dr. Andrea Grove and Dr. Chris Scholl

Itinerary, Costs, Recruitment of Students

Students will be recruited through advertising on campus, through the Political Science program (announcements to majors, etc.), and through an informational session open to campus. As required, students will submit form IA-3 with a faculty recommendation.

Tentative Itinerary, Jan 3-17, 2015

Jan 3, 2012: Depart LAX

Jan 4: Arrive in Cape Town, S.A. @ 8:00 a.m.; meet Prof. Toni Sylvester (our trip guide/organizer); Walking Tour of Historic Cape Town in the afternoon (Company's Garden, District Six museum, other historic sites)

Jan 5: University of Cape Town: tour of campus and speaker on South African politics – Professor Keith Gottschalk

Visit the Townships in the afternoon: Langa and Khayelitsha will be our primary destination with stops including a local elementary school, a facility for the handicapped, a small crafts market

Jan 6: Tour of the Cape Peninsula Area – all day: Visit the Cape of Good Hope National Reserve and Cape Point –view where the Indian and the Atlantic oceans meet, Hout Bay, Camps Bay – view the “Twelve Apostles” rock formations, The Boulders – come face to face with the famous “Jackass” penguins

Jan 7: Speakers on AIDS (with AIDS clinic doctor); immigration; human rights/Truth and Reconciliation Commission (all at the University of Cape Town); meet homestay families (stay with family)

Jan 8: Day with families (stay with family); visit Table Mountain, and/or Kirstenbosch National Botanic Gardens

Jan 9: Tour of Parliament; meet with government ministers; Dinner at the Africa Café: Traditional African food and culture, and a remarkable example of entrepreneurship

Jan 10: Tour of Robben Island (where political prisoners were held, including Mandela); Farewell dinner (gather with families and speakers, other locals invited by Prof. Sylvester)

Jan 11: Leave Cape Town, arriving in Johannesburg @ 8:00 a.m., meet guide and depart for a half day tour of Johannesburg and a half day tour of Pretoria (South Africa's capital)

Jan 12: Visit Soweto, including the Apartheid Museum, Mandela's former home, other historic sites; lunch at famous Wandie's in Soweto

Jan 13: Lecture at University of South Africa; visit additional Joburg sites

Jan 14-16: Kruger National Park: truly the flagship of the South African national parks, the world-renowned Kruger National Park is home to an impressive number of species: 336 trees, 49 fish, 34 amphibians, 114 reptiles, 507 birds, and 147 mammals. It also is famous for the opportunity to view the "Big Five" (Buffalo, Elephant, Leopard, Lion and Rhino) in their natural habitat. Furthermore, it includes five natural/cultural features (Letaba Elephant Museum, Jock of the Bushveld Route, Maserini Ruins, Stevenson Hamilton Memorial Library and Thulameia). Established in 1898 to protect the wildlife of the S. African Lowveld, this national park of nearly 2 million hectares is unrivalled in the diversity of its life forms and a world leader in advanced environmental management techniques and policies.

Jan 14: Fraser's African Destinations collects us from Johannesburg accommodation and proceeds directly for the Kruger Park. This transfer takes approximately six hours. Spend the afternoon game viewing. Night viewing tour. Overnight at a "camp" in the park, Skukuza or similar, with air-conditioning, en-suite facilities, full bedding and towels. Dinner provided in the form of a barbeque.

Jan 15: Early rise for best game viewing opportunities. Spend the day game viewing. Overnight Skukuza as before.

Jan 16: Early rise and spend the morning game viewing. Exit the park at approximately midday and return to Johannesburg, arriving early evening for flight home to LAX; may return on Jan 17, depending on flights.

Logistical arrangements: The tour is completely arranged by Prof. Toni Sylvester, a colleague at the University of Western Cape, who I have worked with previously to set up similar tours. He arranges all transportation in country; all lodging; most meals; lectures with area academics, NGO representatives, government representatives, AIDS clinic physicians, tour guides, etc; homestays with families in Cape Town area; tour guides; etc.

Synopsis of security based on State Department's report: South Africa is a country with relatively high crime statistics, not surprising in a place with such a brutal history. Travelers are advised to be vigilant, but crime tends to occur in areas we will not be anywhere near. In fact, Cape Town is a premier tourist destination. Students will not have time to spend wandering about on their own, and we will be accompanied by guides and hosts almost the entire trip.