Course Description
This is primarily a course on the practice of History. You will be learning about how historians think, research, construct and write history and will practice this yourself. This particular section of HST 200 explores the different historical methods and skills historians employ by focusing on struggles for civil and human rights in South Africa, with a focus on the anti-apartheid movements that led to the downfall of the white Afrikaner nationalist party, in power from 1948-1994. The political structures of apartheid ended just over sixteen years ago. This changed South Africa dramatically as well as how scholars construct its history. Many primary sources previously suppressed are now available to historians, thus this topic is fertile ground for learning the historian’s craft. Primary sources focused on in this class include photographs, organizational documents, songs, memoirs, and oral history. We will also watch a few films and discuss how the movements are remembered, since scholars and the public have debated and contested the post-apartheid production of history.

The course moves chronologically through South African history with assignments and in-class discussions that focus on how historians analyze historical sources and the elements of good writing. History is a reading and writing intensive field and this class is designed to improve your abilities in each of these areas so that you can become a successful historian. You should expect to devote a considerable amount of time to the reading and writing for this class, both for weekly assignments and the longer assignment you must work on independently throughout the semester. The short written assignments and in-class discussions give you opportunities to assess historical arguments, evaluate primary sources, and practice particular elements of writing. The major assignment for this course is an independent research paper that allows you to write your own history. You will research, write and present your paper to the class in the last part of the semester.

At the end of the course you will have improved your abilities in three major areas of historical study and research:

- Critical Analysis
  You should acquire the ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.

- Effective and Ethical Research
  You should demonstrate proficiency in using the historical method of research effectively by skillfully and honestly using primary and secondary sources.

- Effective Communication
  You should skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication.
**Required Texts**

John Lewis Gaddis, *The Landscape of History: How Historians Map the Past*  
ISBN: 9780195171570

William Worger and Nancy Clark, *South Africa: The Rise and Fall of Apartheid*  
ISBN: 9780582414372


Additional readings are found in the Blackboard course site.

**Assignments**

**Research, Reading, and Writing Journal: 30 pts**  
You will be required to keep a journal throughout the semester wherein you will take research notes, keep track of your progress in class, and respond to certain in-class prompts or activities. This requirement is mostly for your benefit – if you do not already keep a research journal or notes, it will help you practice writing, form the habit of expressing and storing your thoughts, and taking copious notes as you read and research for your final papers in the class. I will periodically ask to see your journals, so you should bring them to class each time we meet. You will be required to have 2-3 or more substantive independent entries each week consisting of research notes and/or exploratory writing on your research paper topic or what you are learning in the course. You will also be required to have responses or notes on certain in-class activities (a list of which will be posted on Blackboard as we go throughout the semester). If you are keeping up with the journal, you will receive full points at the end of the semester. You may purchase a notebook or keep your journal electronically. Please organize it according to the different types of entries you will be making (i.e. research, in-class activities, reflections).

**Participation: 25 pts**  
In-class discussions of your assignments and readings are important to help you learn from your peers, test your ideas, and think more deeply about the course material. I will take note of who makes comments and/or asks questions in class. If you regularly contribute you will receive the full 25 points, if you only contribute occasionally, 12 points, and so on.

**Source Analysis Papers: 100 pts (10 pts per written analysis)**  
You will be expected to come prepared to participate in class discussions by completing the required reading for each week and ten source analysis assignments, due Friday (or sometimes Wednesday) of each week, weeks 2-11. I will distribute the assignments at the beginning of the week and you will answer questions that will require you to analyze part of the week's readings in conjunction with a primary source related to the week's topic. (Primary sources involve participants in or contemporaries of historical events and include interviews, newspaper articles, memoirs or photographs.)

**Research Paper and Presentation: 175 points (paper = 150 pts, presentation = 25 pts)**  
12-15 pages (12 pt. Times New Roman/other standard font, 1 in margins, footnotes)  
You will be required to write a research paper about a specific topic of your choice related to South African liberation movements. You must use primary and secondary sources to produce an original argument. From the beginning of the course, look for a topic that interests you and would allow you to use primary sources. The sources available in the library and on the internet open up a range of topics to you. For example, in the past, students have written papers on the anti-apartheid sports movement, political prisoners, education, Christian resistance, and
women’s movements. You may also choose to focus on a particular organization, publication, event, aspects of resistance (such as debates about non-violent vs. violent resistance or resistance art), or aspects of the way history has been constructed. Keep in mind that the more specific your topic/research question is, the easier it will be to focus your readings and organize your paper.

**Paper Components (50 pts):** You will be required to turn in three different assignments at different stages of your research paper: 1) a statement of your research topic with a list of five annotated secondary sources and three primary sources (10 pts); 2) introduction and thesis statement, paper outline, and bibliography (20 pts); 3) complete draft (20 pts). These three components will not be graded; however, if you do not submit them, you will not receive any points.

**Paper Presentations:** In the last week of the semester, each student will make a short in-class oral presentation of their research paper. Presentations should cover the main argument and points of the paper and evaluate the sources used. Classmates will be given an opportunity to comment and ask questions.

**Final Exam:** 20 pts
The final exam will be a take-home, 2-page exploratory essay (12 pt. Times New Roman/other standard font, 1 in margins, etc) on your understanding of the historian’s craft and how you have improved your historical skills throughout the course.

Detailed instructions for each assignment will be distributed in class and I am always available to offer guidance.

**Grading**

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Grade Scale:

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Note: Grades will be recorded in gradebook, the university’s online system, but the percentages listed above may not be the same as appear in gradebook. The above grading scale will apply to final grades regardless of the letter grade assigned in gradebook.

**BYU Grade Values:**

- A – Excellent
- B – Good
- C – Satisfactory
- D – Minimum Passing
- E – Failure

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Guidelines and Policies

No late work will be accepted unless due to extenuating circumstances regarding a student’s health or family emergencies, proven by documentation. If you need to miss class, see me beforehand.

Classroom etiquette: Please show respect to everyone in the class during discussions and debates. Use respectful language and disagree agreeably. Please listen while others are speaking and refrain from reading the newspaper, texting, or otherwise communicating electronically with others during lectures and discussions. Please help keep disturbances to a minimum by turning off your cell phones during class.

Email etiquette: Your communication with your professors should be professional and respectful. When communicating by email, always begin by writing, “Dear ___” and address the person with the appropriate title. Explain clearly the issue or subject of your email and always sign your name (preceded by “Sincerely,” “Thanks,” etc).

Academic Honesty: Academic dishonesty is presenting someone else’s work, writing, or ideas as your own (see university honor code for further explanation). Please use correct citation (see handouts and style guides) and present your own ideas and writing. Do not turn in assignments prepared in part or in full by others, fail to quote entirely the words of others, or fail to cite the source of the writings and ideas of others.

Violations of academic honesty may result in a failing grade in the course and additional disciplinary action by the university.

Honor Code Standards and Preventing Sexual Discrimination or Harassment: Students are expected to abide by all Honor Code standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment.

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and university policy. If you feel you are being subjected to sexual discrimination or harassment, please talk to me or lodge a complaint with the Equal Employment Office (D-240C ASB) or the Honor Code Office (4440).

Students with Disabilities: If you have a disability that may affect your performance in this course, please speak with me and contact the office of Services for Students with Disabilities so we can assess your needs and arrange for reasonable accommodations.

Course Schedule

Introductions: What is History and What does a Historian do?

Week 1:
Aug. 29: Introduction to the course, history, and South Africa

Aug. 31: Historical Thinking and Inquiry
Sept. 2: Mapping the Past and the Past of South African History
Reading: Gaddis, Chpt 1; Worger and Clark, pp. xv-9.

What is Resistance?: Finding and Making a Historical Argument

Week 2
Sept. 5: NO CLASS – LABOR DAY

Sept. 7: Time, Space, Structure and Process and European conquest of South Africa
Reading: Gaddis, Chpts 2-3; Worger and Clark, pp. 10-15.

Sept. 9: Zulu military resistance and subjugation of the Xhosa
Reading: Turabian, Chpt 1; Marius and Page, “Writing and History,” pp 11-28.

Assignment: Review Article Analysis

Week 3
Sept. 12: Reading History and its complexities; Industrialization, the Union of South Africa, and African Responses
Reading: Gaddis, Chpt 5, Worger and Clark, 15-31.

Sept. 14: Indian Passive Resistance
Turabian, Chpt 2

Come prepared to talk about your ideas for a topic

Sept. 16: The establishment of the SANNC/ANC
H-SAfrica Discussion Thread on term “National Liberation”

Assignment: Document Analysis

Using Your Evidence Part 1: The Congress Movement and Women Working Together in the 1950s

Week 4
Sept. 19: Finding the evidence
Reading: Turabian, Chpt 3
Start searching the Library Resources for sources on your topic

Sept. 21: The rise of Afrikaanerdom and the pillars of Apartheid
Reading: Worger and Clark, pp 35-53
Sept. 23: Pass laws and women’s resistance

Assignment: Photo Analysis

Week 5
Sept. 26: Engaging your sources and taking notes
Turabian Chpt 4
Bring in a primary source related to your topic

Sept. 28: The ANC Program of Action
Reading: Worger and Clark, pp 53-73

Sept. 30: Congress of the People and the Freedom Charter
Reading: “The Freedom Charter” in Worger and Clark, pp 134-137
Excerpts from Nelson Mandela’s Long Walk to Freedom
Excerpts from Ahmed Kathrada’s Memoirs

Assignment: Memoir Analysis

Week 6
Oct. 3: Citations and Where do we go from here?
Turabian, Chpt 5, and browse Chpts 15-17
*Research Paper Topic Statement with Sources Due

Oct 5: Internal Tensions – The founding of the PAC and the Sharpeville Massacre

Oct. 7: The “armed struggle” and Freedom Songs

Assignment: Song Analysis

Using Your Evidence Part 2: The Black Consciousness Movement

Week 7
Oct. 10: The Place of the Black Consciousness Movement in South Africa’s History
Reading: Worger and Clark, pp 73-83.

**Oct. 12:** Philosophy and Theology

**Oct. 14:** State Repression and Archival Research
Reading: collection of correspondence

*Assignment:* Correspondence Analysis

**Week 8**

**Oct. 17:** Oral History and Black Consciousness at the grassroots: A different view

**Oct. 19:** Oral History and Black Consciousness cont.

*Assignment:* Interview Analysis

**Oct. 21:** NO CLASS – WORK ON RESEARCH PAPERS

**Week 9**

**Oct. 24:** Tracking the intangibles: the spread of ideas

**Oct. 28:** Chronology and Who done it?

*Assignment:* Newspaper Article Analysis

**Oct. 26:** Causation, Contingency, and Counterfactuals

*Research Paper Thesis, Outline, and Bibliography Due*

**History in Its Many Forms: The End of Apartheid and Post-Apartheid Histories**

**Week 10**

**Oct. 31:** What ended apartheid? International anti-apartheid movements vs. the internal
Reading: Worger and Clark, 83-101; AND...
Excerpts from *From Protest to Challenge Volume 6*, and *Road to Democracy, Volume 3: International Solidarity*

**Nov. 2:** Documentary: *Amandla! A Revolution in Four Part Harmony*

**Nov. 4:** Film Making and Historical Fiction vs. History
Reading: Review of *Invictus* and excerpt from *Playing the Enemy*

*Assignment: Video Analysis*

**Week 11**  Dealing with an ugly past
**Nov. 7:** Negotiations and Reconciliation
Reading: Worger and Clark, 101-110

**Nov. 9:** Film: *A Long Night’s Journey into Day*

**Nov. 11:** Memory and Testimony

*Assignment: Court Hearing Analysis*

**Week 12**  Public History and Other Historical Professions
**Nov. 14:** Monuments, Commemorations, and “Living History”

**Nov. 16:** Museums, Archives, and Family and Community History

**Nov. 18:** NO CLASS – WORK ON RESEARCH PAPERS
*Research Paper Draft Due by Friday, Nov. 18th, 5:00 pm in my box*

*Finishing Up: Revising, Rewriting, and Presenting*

**Week 13**
**Nov. 21:** Individual Meetings with Dr. Hadfield

**Nov. 22:** Individual Meetings with Dr. Hadfield - FRIDAY CLASS INSTRUCTION ON TUESDAY

**Nov. 23-25:** Thanksgiving Holiday

**Week 14**
**Nov. 28 & 30:** Individual Meetings with Dr. Hadfield
Dec. 2: In-class Paper Presentations

Week 15
Dec. 5 & 7: In-class Paper Presentations

Dec. 9: NO CLASS – EXAM PREPARATION DAY

*Final Research Paper Due Last Day of Class, December, 7, in class.

Final Exam Time: Thursday, December 15, 7:00-10:00 a.m., MARB 348; submit final exam papers by 10:00 a.m.

*This syllabus may be changed as needed.*