Race, Identity, and Trans-Nationalism in South Africa and the Unites States

Scholars interested in comparative history have recently draw attention to the similarities and differences between South Africa and the United States. Both countries have been shaped by European colonization, frontier expansion, slavery, and the development of official and unofficial forms of exclusion and exploitation based on racial classification. This course will examine the lives and writings of African Americans and black South Africans who traveled between South African and the U.S. starting in the 1890s. These figures not only noticed striking parallels between the two countries in terms of segregation and inequality, they sought to build on common experiences in order to transcend racial oppression. In this class we will explore topics including: the missionary work of the African Methodist Episcopal Church; self-help and industrial education initiatives; Marcus Garvey and the “Africa for the Africans” movement; the non-violent protest thought of M. K. Gandhi, Martin Luther King Jr., and the African National Congress; communism and trade unions; and the influence of the American Black Power movement on South Africa’s struggle against Apartheid. In written assignments and class discussion, students will be asked to consider how historical actors expressed unique understandings of race and identity when making political claims, and how these claims were informed by historical context.

Assigned Readings:

   However, if you chose download the book, please note that you are still be expected to bring your copy to class when indicated.
Ellen Kuzwayo, Call Me Woman (San Francisco: Aunt Lute Books, 1985)
Coursepack (See readings below marked CP)

Suggested Reading:


**Course Requirements:**

This course will require students to do extensive reading. Although the instructor will lecture on the material, in almost every class we will dedicate some time to small group discussions and short in-class writing exercises. Contributing to class discussion will require you to have read the assigned material. **Students should bring the assigned reading to class in order to facilitate discussion.**

You will write two short analytic papers (3-5 pages each) in which you discuss one or more of the assigned readings. The instructor will distribute topic questions for the papers well in advance. Due dates are indicated below. Papers should be typed, in 12 point font, double-spaced, with 1” margins. Electronic copies will not be accepted. Make sure to include your name, the date, and a title for your paper. Students who hand in their papers late will have their grade lowered and papers handed in well past the deadline will not be accepted.

The first objective for the papers is for you to develop an argument about the material. Equally important is for you to connect the author’s point of view to the historical context in which he or she was writing. Your success on the papers will depend on the following factors: the presence of a clear thesis or argument; whether you provide evidence from the text to support your argument; your use topic sentences and transition sentences; whether the paper has been carefully proof-read for spelling, grammar, and logic.

Students should pick one standard citation methods and use it consistently throughout their paper. For instance, see the Modern Language Association (MLA) Handbook or on the MLA website. **Plagiarism will not be tolerated and will result in a zero grade for the assignment. After review by the instructor and the program director, a student who plagiarizes may be referred to the student judicial review board.** (See back page for a definition of plagiarism and examples.)

There will be a midterm exam and a final exam. Both exams will include identification, multiple choice, and essay questions. The questions posed by the instructor for in-class discussion exercises will be very similar to the essay questions you will see on the exams.

**Grading:**

- Midterm (25%)
- 2 Short papers (20% each for a total of 40%)
- Final exam (35%)
Lectures and Reading Assignments:

Week 1

Mon 3/29  Introduction: South Africa and the United States in Comparative Perspective

Wed 3/31  Colonization, Slavery, and Independent Black Churches


Week 2

Mon 4/5  The African Methodist Episcopal Church in South Africa


Wed 4/7  Industrial Education and “Uplift” Ideology in the United States
Booker T. Washington, *Up From Slavery* (Pages TBA)

*Pass out Paper Topics

Week 3

Mon 4/12  Industrial Education and “Uplift” Ideology in South Africa


Wed 4/14  South Africa’s Black Elites and African Americans

Sol Plaatjie, *Native Life in South Africa* (Pages TBA)

Week 4

Mon 4/19  The National Association for the Advancement of Colored People and the South African Native Congress

Sol Plaatjie, *Native Life in South Africa* (Pages TBA)

Wed 4/21  Jim Crow in the American South and Territorial Segregation in South Africa

FIRST PAPER DUE


Week 5


Wed 4/28  Pan-Africanism and the Wellington Movement in South Africa


Week 6
Mon 5/3  MIDTERM EXAM

Theodore Rosengarten, All God’s Dangers: The Life of Nate Shaw (Pages TBA)

Wed 5/5  American Exceptionalism? The Alabama Sharecroppers Union and Black Trade Unions in South Africa

Theodore Rosengarten, All God’s Dangers: The Life of Nate Shaw (Pages TBA)

*Pass out Paper Topics
Week 7

Mon 5/10  World War II, the Civil Rights Movement, and the Rise of the National Party in South Africa


Wed 5/12  M. K. Gandhi and Non-Violent Protest Thought in South Africa and the U.S.


Week 8

Mon 5/17  Labor Migration in South Africa and the U.S.

Ellen Kuzwayo, *Call Me Woman*  (Pages TBA)
Wed 5/19   The Rise of the International Anti-Apartheid Movement
Ellen Kuzwayo, *Call Me Woman* (Pages TBA)

**Week 9**

Mon 5/24:   Youth Activism: The Black Power Movement in the U.S.
SECOND PAPER DUE


Wed 5/26   Youth Activism: The Black Consciousness in South Africa


**Week 10**

Mon 5/31   MEMORIAL DAY - NO CLASS

Wed 6/2   Review Lecture: South Africa and the United States in Comparative Perspective

FINAL EXAM
Note: The instructor reserves the right to adjust the syllabus as necessary during the course of the term.

PLAGIARISM

For information on the Universities Student Code of Conduct see:
http://studentlife.uoregon.edu/judicial/conduct/code.htm

Offenses 571-21-030
Disciplinary action may be initiated by the University and sanctions imposed against any student or student organization found guilty of committing, attempting to commit, or intentionally assisting in the commission of any of the following prohibited forms of conduct:

(1) Dishonesty, including academic cheating, academic plagiarism (submission of the work of others for academic credit without indicating the source), or knowingly furnishing false information to University faculty or staff.

** A Statement on Plagiarism from the M.A. Guide for Writing Research Papers Based on Modern Language Association (MLA) Documentation

Prepared by the Humanities Department
and the Arthur C. Banks Jr. Library
CAPITAL COMMUNITY COLLEGE
Hartford, Connecticut
http://webster.commnet.edu/mla/index.shtml

Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. "Ideas or phrasing" includes written or spoken material, of course — from whole papers and paragraphs to sentences, and, indeed, phrases — but it also includes statistics, lab results, art work, etc. "Someone else" can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; a paper-writing "service" (online or otherwise) which offers to sell written papers for a fee.

Let us suppose, for example, that we're doing a paper for Music Appreciation on the child prodigy years of the composer and pianist Franz Liszt and that we've read about the
development of the young artist in several sources. In Alan Walker's book Franz Liszt: The Virtuoso Years (Ithaca: 1983), we read that Liszt's father encouraged him, at age six, to play the piano from memory, to sight-read music and, above all, to improvise. We can report in our paper (and in our own words) that Liszt was probably the most gifted of the child prodigies making their mark in Europe in the mid-nineteenth century — because that is the kind of information we could have gotten from a number of sources; it has become what we call common knowledge.

However, if we report on the boy's father's role in the prodigy's development, we should give proper credit to Alan Walker. We could write, for instance, the following: Franz Liszt's father encouraged him, as early as age six, to practice skills which later served him as an internationally recognized prodigy (Walker 59). Or, we could write something like this: Alan Walker notes that, under the tutelage of his father, Franz Liszt began work in earnest on his piano playing at the age of six (59). Not to give Walker credit for this important information is plagiarism.

Some More Examples

Here is our original text from Elaine Tyler May's "Myths and Realities of the American Family":

Because women's wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children adequately. And because work is still organized around the assumption that mothers stay home with children, even though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate.

Here are some possible uses of this text. As you read through each version, try to decide if it is a legitimate use of May's text or a plagiarism.

Version A:
Since women's wages often continue to reflect the mistaken notion that men are the main wage earners in the family, single mothers rarely earn enough to support themselves and their children very well. Also, because work is still based on the assumption that mothers stay home with children, facilities for child care remain woefully inadequate in the United States.

Plagiarism In Version A there is too much direct borrowing in sentence structure and wording. The writer changes some words, drops one phrase, and adds some new language, but the overall text closely resembles May's. Even with a citation, the writer is still plagiarizing because the lack of quotation marks indicates that Version A is a paraphrase, and should thus be in the writer's own language.

Version B:
As Elaine Tyler May points out, "women's wages often continue to reflect the fiction that men earn the family wage" (588). Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still "woefully inadequate." (May 589).
Plagiarism The writer now cites May, so we're closer to telling the truth about our text's relationship to the source, but this text continues to borrow too much language.

Version C:
By and large, our economy still operates on the mistaken notion that men are the main breadwinners in the family. Thus, women continue to earn lower wages than men. This means, in effect, that many single mothers cannot earn a decent living. Furthermore, adequate day care is not available in the United States because of the mistaken assumption that mothers remain at home with their children.

Plagiarism Version C shows good paraphrasing of wording and sentence structure, but May's original ideas are not acknowledged. Some of May's points are common knowledge (women earn less than men, many single mothers live in poverty), but May uses this common knowledge to make a specific and original point and her original conception of this idea is not acknowledged.

Version D:
Women today still earn less than men — so much less that many single mothers and their children live near or below the poverty line. Elaine Tyler May argues that this situation stems in part from "the fiction that men earn the family wage" (588). May further suggests that the American workplace still operates on the assumption that mothers with children stay home to care for them (589).
This assumption, in my opinion, does not have the force it once did. More and more businesses offer in-house day-care facilities. . . .

No Plagiarism The writer makes use of the common knowledge in May's work, but acknowledges May's original conclusion and does not try to pass it off as his or her own. The quotation is properly cited, as is a later paraphrase of another of May's ideas.