History 327
Racism and Resistance in Southern Africa and the United States

“Racism, xenophobia and unfair discrimination have spawned slavery, when human beings have bought and sold and owned and branded fellow human beings as if they were so many beasts of burden.”
- Desmond Tutu

Instructor: Albertina Shifotoka

Augsburg General Education Requirements
This course fulfills a Humanities LAF (Liberal Arts Foundation) general education requirement at Augsburg University.

Humanities Liberal Arts Foundation Statement
This Humanities Liberal Arts Foundation will help you explore the range and possibilities of human experience. Depending on the course, you may investigate the diversity of human nature and culture, our forms of communication and persuasion, our powers of reason, sympathy, and imagination, our needs as individuals and roles as citizens, and our relationship to the beautiful, the transcendent, and the divine. As the philosopher Martha Nussbaum has written, however, all Humanities disciplines have something in common: they help students use reason and imagination to enter broader worlds of cultures, groups, and ideas.

Augsburg’s Humanities departments are Communication Studies, English, History, Modern Languages, Philosophy, and Religion. These six disciplines engage human experience from different perspectives using different modes of discourse, but they share a common goal of rigorous inquiry into the ways written and spoken language can record, discover, and creatively express the truths of human experience.

Course Description
This course explores historical parallels of the development in southern Africa and in the United States, strategies of resistance, the successes and limitations of political victories over apartheid and racism, and the lingering economic, social, political, and psychological effects of racism.

Purpose of the Course
Southern Africa (Namibia and South Africa) and USA all experience a history of apartheid and racism. In Southern Africa, this came to an end with Namibian independence and the democratization of South Africa in the early 1990s. In the U.S. the racist legislation came off the books as a result of the African American Civil Rights movement of the 1960s. Yet, all these societies both in the USA and southern Africa are being haunted by the legacies of this history. These societies (especially in southern Africa) are faced with the challenges posed by the rapid and unequal process of globalization in today’s world; the challenges posed by under and unequal development; and the long-term project of decolonizing the mind.

This course offers the opportunity to compare and contrast the southern African region with the United States. During this course, students will have the opportunity to directly see the legacies of colonialism and apartheid. Students will explore these crucial issues by meeting and interacting with leaders of government and civil society,
as well as seeing and experiencing the concrete results of these realities at the community level. A crucial part of the program will be exploring the parallels between these societies and the United States. Students will participate in a travel seminar in the Republic of South Africa. In addition, students will participate in a 5-day urban home stay in either the former black township of Katutura or the coloured community of Khomasdal followed by a 5-day rural home stay in north-western Namibia.

In addition, Southern Africa thus can be seen as a social laboratory to view effects of the very recent dismantling of racist legislation along with current challenges due to the legacies of colonialism and apartheid. Students will truly be witnesses to historical transitions.

The course offers an opportunity to explore in more detail the impact of previously racially segregated communities on people’s lives and society. Students will compare and contrast the history of racism and segregation in Southern Africa and in the USA. The course will examine the relationship between the Black Lives Matters movements in Southern Africa and the USA and the historical trauma associated with slavery and colonization. The aspect of police brutality as it relates to racial diversity in the two contexts will be examined, using different case studies such as the Soweto uprising in South Africa and the death of George Floyd in the USA. Students will further gain a good understanding of the legacy of colonization. Furthermore, this course will help students to deepen their understanding of the current socio-economic-political situation of Southern Africa and be able to reflect on their roles in perpetuating or confronting racial injustice.

Required Readings

Supplemental Reading


**Overarching Goals**

1. You will compare and contrast the history of racism in southern Africa and in the U.S.A.
2. You will develop a basic understanding of the contemporary history of resistance to colonialism, apartheid, and segregation in southern Africa and the United States.
3. You will deepen your understanding of the legacies arising from the history of apartheid and racism.
4. You will explore the impact of racism on your life and society.
5. You will reflect upon your role in perpetuating or confronting racism.

**Course Requirements (100%)**

- **Class Participation (10%)** Effective class participation includes regular attendance, completion of assigned readings before class sessions, participation in-class sessions, and a demonstrated effort to dialogue with speakers, ask probing questions, and relate assigned readings to class discussion topics. Please note that class participation is required for a passing grade. Absences for travel or visitors are not excused absences. Students are also responsible for getting notes, handouts, and information regarding announcements from other students if they arrive late to class or miss a class session.

- **Urban Homestay Synthesis-1 (15%)** After the completion of the urban homestay, you will write one analytical essays (3-4 pages) reflecting on your experiences and exchanges with homestay families and other contacts on historical, political and all related social issues.

- **Rural Homestay Synthesis-2 (15%)** After the completion of the rural homestay, you will write one analytical essays (3-4 pages) reflecting on your experiences and exchanges with homestay families and other contacts on historical, political and all related social issues.

- **Creative Project (25%)**
  - **Autobiography (10%)** - Prepare a 10 min. presentation (you choose the creative format!) and write autobiographical essay (approx. 3-4 pages) describing the development and evolution of your own understanding of race and racism through the study of Namibian history. After placing yourself in the context of your own history and socio-economic position, you may choose to speculate what your position would have been during a particular period of/event in Namibian history. You may also speculate where you see, or would like to see your autobiography heading in the future, as a result of this new understanding. You must also submit a detailed bibliography
  - **Historical comparisons (15%)** - Prepare a 20 min. group presentation (you choose the creative format!) Students will analyse an aspect of the histories of racism and the resistance to racism in the United States and southern Africa, as well as analyse the aspect of apartheid and segregation. This assignment should look at the gap between the formal victories over apartheid and racist legislation and the lingering economic, social, political and psychological effects of racism.

- **Interdisciplinary Blog Assignment (5%)**: All students will be responsible for preparing two blog entries complete with photos during the semester. During this first week of the semester there will be a sign-up sheet posted, along with information about probable course content for the rest of the semester so that you can choose themes that most interest you and times of the semester that work best for you. The blogs will usually be written in groups of three (except a few groups of four). A week begins on Monday and ends on Sunday. Length of Blog Entries: Approximately one page per group
Final Integrative Project (30%): Final projects will address the Development Process, Religion, Political Science, History and Internship courses: This project can be done individually or in groups of up to three students. Projects should be creative (a play, a calendar, musical piece, etc.), and should: 1) be rooted in critical analysis of issues important to Namibia and/or South Africa, 2) draw upon your own experiences, and 3) be a synthesis of your learning that can be used to educate others on key issues facing Namibia and/or South Africa. Although this is an integrative project, each instructor will grade the final projects separately.

Course Design

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<thead>
<tr>
<th>Sessions</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>Introduction, Namibian people and culture</td>
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<td>Session 2</td>
<td>Pre and post-colonial Namibia; Anti-racism and Diversity</td>
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<td>Session 3</td>
<td>German Colonialism and Early Resistance</td>
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<td>Session 4</td>
<td>The Liberation Struggle (Formation of Political Parties, the Exile Story)</td>
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<td>Session 5</td>
<td>Apartheid and Segregation (Institutionalized Racism)</td>
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<td>Session 6</td>
<td>Legacies of Apartheid and Segregation (Identity, Human Development, Land)</td>
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<td>Session 7</td>
<td>Legacies of Apartheid and Segregation (Group Presentation)</td>
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<td>Session 8</td>
<td>Wrap up</td>
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Teaching Methodology

The instructor uses a student-centered methodology. Teaching strategies include lectures by instructors; small and large group discussions of required readings and experiences; films and videos; journaling exercises; interviews, and guest lectures by members of parliament, liberation struggle veterans, and local historians.
Explanation of Grades
Augsburg University uses a letter grading system using the following definitions:

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<tr>
<th>Grade</th>
<th>G.P.</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>93-100%</td>
<td>Excellent. Highest standard of excellence; Goes above and beyond stated expectations; Deep integration of discussions, lectures, readings and/or service learning in assignments.</td>
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<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>3.33</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>3.00</td>
<td>83-87%</td>
<td>Good. Above basic course requirements. Some integration of class discussion, lecture, theory and/or service learning in assignments.</td>
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<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>2.33</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>2.00</td>
<td>73-77%</td>
<td>Satisfactory. Basic standards and expectations for course met; minimum integration of class discussion, lecture, theory and/or service learning in assignments. Course grades falling below 2.0 will not be accepted toward licensure into Augsburg licensure programs.</td>
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<tr>
<td>C-</td>
<td>1.67</td>
<td>70-72%</td>
<td></td>
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<tr>
<td>D+</td>
<td>1.33</td>
<td>68-69%</td>
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<tr>
<td>D</td>
<td>1.00</td>
<td>63-67%</td>
<td>Poor. Below basic standards and expectations.</td>
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<tr>
<td>D-</td>
<td>0.67</td>
<td>60-62%</td>
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<td>F</td>
<td>0.00</td>
<td>&lt;60%</td>
<td>Failure</td>
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<td>P</td>
<td>0.00</td>
<td></td>
<td>Pass*</td>
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<tr>
<td>LP</td>
<td>0.00</td>
<td></td>
<td>Low Pass*</td>
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<tr>
<td>N</td>
<td>0.00</td>
<td></td>
<td>No Pass</td>
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*The letter grade equivalent of a P grade is a C- or higher.

**The letter grade equivalent of an LP grade is a D-, D, or D+.
CGEE Grading Policy and Late Assignments
You must submit assignments on time. If you need an extension, you must talk to us in advance to negotiate a new deadline. If you have not been given an extension in advance and you turn in a late assignment, you will be docked half a grade. If you are more than one week late, you will be docked a full grade. No assignments will be accepted more than two weeks after the original deadline; a “0” will be given after that. Assignments due near the end of the semester will not be accepted after the last day of the semester.

Re-writing Assignments
If you receive a grade of C- or lower, you may revise a paper as long as you resubmit it within one week of the date it was returned to you. Your final grade will be an average of the two grades.

Augsburg University Honesty Policies
You are expected to follow the Augsburg University Honesty Policies. We assume that you have read the honesty policy, understand it, and are following it. Except when the assignment expressly encourages group work, it is assumed that all coursework will be your own. You may not copy other students’ work. The first occurrence of plagiarism will result in the failure of the assignment. A student who commits plagiarism a second time will fail the course.

Students’ Rights and Responsibilities
Students with formally diagnosed learning or physical differences have legal rights to course modifications. Those who qualify should identify themselves to the instructor as soon as possible in order to obtain extra assistance.

Accommodation and Adaptation
Augsburg University is committed to providing an environment where all students have the opportunity to equally participate in the academic experience, including students with disabilities. Students with disabilities have rights as determined by federal and state laws which require institutions to provide reasonable accommodations for the student’s disability in order to afford an equal opportunity to participate in the university’s programs, courses, and activities.

Non-Discrimination Statement
Augsburg recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all races, ethnicities, gender expressions and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from Augsburg’s community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.