

**OHIO STATE GROUP STUDIES REQUEST**

College HUMANITIES

Department African-American and African Studies  
(e.g., Portuguese)

**A. Course Offerings Bulletin Information.** Follow instructions in the *OAA Procedures Manual*.

694 Post-Colonial Society in Southern Africa

Course No. Title of Course

Level U  P  G

Credit Hours: 05

Description (not to exceed 25 words): A critical examination of social, cultural and economic changes in the region and their impact on contemporary political landscape and the environment

Quarter Qtr/Yr: SU  AU  WI  SP  Distribution of Class Time: 2 cl, 2 hrs.

Prerequisite(s): None

Exclusion or limiting clause: N/A

Repeatable to a maximum of      credit hours.

General Information Statement N/A

**B. General Information (respond to all items):**

1  This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units and attach letters):

N/A

2  Attach letters indicating concurrence or objection from academic units that might have jurisdictional interests.

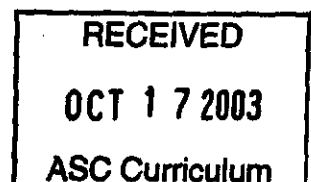
3. Previous quarter(s) of offering and enrollment: N/A

4.  Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives, methods of evaluation, off-campus field experience, and other items as stated in the *OAA Procedures Manual*.

5. Provide the rationale for proposing this group studies topic. This course will broaden the department courses on Africa and give our students an opportunity to critically examine the innovative non-Western ways people in the region have dealt with conflicts and struggles arising from the post-colonial condition

[over]

*to OAA  
10-20-03 rmdm*



**APPROVAL SIGNATURES** (As needed. All signatures on lines in ALL CAPS ( e.g. ACADEMIC UNIT) must be completed

*Kenneth W. [Signature]*  Approve  Disapprove 10-14-02 Da

Approve  Disapprove Da  
Academic Unit Undergraduate Studies Committee Chair (Undergrad course)

*J. M. Amazon*  Approve  Disapprove OCA '04, 2002 Da  
Academic Unit Graduate Studies Committee Chair (Undergrad/Graduate course)

Approve  Disapprove Da  
School /College Undergrad Curriculum Committee (Undergrad/Grad course)

Approve  Disapprove Da  
School /College Graduate Curriculum Committee (Undergrad/Grad course)

Approve  Disapprove Da  
School Director (If Appropriate)

*John W. [Signature]*  Approve  Disapprove Da  
COLLEGE DEAN

Approve  Disapprove Da  
Graduate School (If Appropriate)

Approve  Disapprove Da  
ASC Curriculum Committee Chair (If Appropriate))

Approve  Disapprove Da  
University Honors Center (If Appropriate)

Approve  Disapprove Da  
Office of International Education (study tour only)

Approve  Disapprove Da  
ACADEMIC AFFAIRS

**SCHEDULING INFORMATION**

Course No: 694    Limit: 12    Credit Hour: 05    Restriction Code:    Days: MW    Time: 3:30  AM  PM

Requested Bldg/Room: UH 38

Instructor: Lupenga Mphande    S25 Need Type & Characteristics [1-20, max of 5]    Qtr: Spring 2002     1st Term  2nd Term  
Non-Standard begin/end dates

Contact person: Lupenga Mphande    Phone number: 292-8734

**Post-Colonial Society in Southern Africa - AAAS 694**  
Lupenga Mphande, Instructor

**Course Objective:**

In 1980 the six Southern African countries formed the Southern African Development Community (SADC), aimed at fostering an economic and political integration of the region. Not only is Southern Africa famous for its rich agricultural lands and minerals, it is also historically linked to Australopithecus fossils, and to the ancient civilizations of Zimbabwe and Thulamela. It is also the location of some of the world's most important ecological sites, such as the Victoria Falls, Kruger National Park, and the Kariba Dam. The region also offers unique examples of the patterns of human migration, European colonization, and some of the most articulate nature conservation programs on the African continent. Southern Africa has recently come to the world's attention because of its innovative experiments in conflict resolution and its call for an African Renaissance and an empowerment of African cultural forms in dealing with African problems. This course is intended to critically examine the social, cultural and economic changes in the region and their impact on the contemporary political landscape and the environment. The course aims at broadening our graduate African Studies courses currently taught by the department, and offer students an opportunity to critically examine conflicts and struggles arising from Africa's post-colonial condition and discourse.

The course will be taught through lectures, group discussions, films, audiotapes, library searches, and computer systems intended to expose students to social, political, ecological and cultural realities of the region, and explore the wider cultural and social environment in which politico-cultural transformations occur. The course will have, as one of its primary objectives, the fostering of knowledge and appreciation of African societies and cultures. Students will be encouraged to work in groups to foster discussion and team work, and through group discussions, lectures and assignments. The organizing objective of the course will be to understand Southern African society through its culture and history, and there will be great use of material just acquired through the NEH sponsored "Southern African Praise Poetry Project" in order to foster an awareness of Africa's cultural aesthetics and heritage. There will also be a reading list to help students with their projects and assignments.

## SYLLABUS:

### 1.0 Course Books

#### Textbooks

Southern Africa since 1800	-Donald Denoon & Balam Nyeko
African Societies in Southern Africa	-Leonard Thompson
The grass is singing	-Doris Lessing
When My Brothers Come Home	-Frank Chipasula (ed.)
Emperor Shaka the Great	-Mazisi Kunene

#### Reading List

No Easy Walk to Freedom	-Nelson Mandela
Learning from Roben Island	-Govan Mbeki
African Nationalism	- Ndabaningi Sithole
The History of Southern Africa	-Kevin Shillington

### 1.1 Course Outline

#### WEEK I

Introduction: geographical, historical and cultural encounter between Africa and Europe. Early African civilizations of Khoi-San, Zimbabwe, Thululwane, etc. An exploration of the geographic, historical, and political origins of the current African condition. How did people deal with their environment and overcome constraints?

A background to the distribution of language groups in Southern Africa: a history of African migration, e.g., the Khoi-San, Sutho-Tswana, Nguni and other groups of Southern African people and their socio-economic organizations and cultures.

Thompson: Chapter 1 - The forgotten factor in Southern African history

Cooper: Chapter 1 & 2 - Khoisan peoples & Bantu settlement

Mazisi Kunene: Emperor Shaka the Great (epic poem), and segments of the film Shaka

video tape: Basil Davidson's documentary on Zimbabwe Ruins: Kings and Cities.

## WEEK II

African response to European penetration: Portuguese explorers, the ransacking of Zimbabwe, Dutch Cape settlement, the scramble for Southern Africa, and the empire builders (German, British, Cecil Rhodes, etc.).

Thompson: Chapter 2-3 - early iron-using people of Southern Africa

Cooper: Chapter 3 & 4 - Cape Colony; Mass migration of the Mfecane & the Great Trek

video tape: Basil Davidson's documentary on Zimbabwe Ruins: The Bible and the gun.

## WEEK III

Post-colonial society in Africa: the colonial structure left behind by colonizers and its exploitative and corrosive effects on African traditions, women, and workers. Political ideologies in post-colonial Southern Africa.

Distortion of African history by European colonizers, and African attempts to rewrite their own version of how Africa was conquered by European imperialism.

Thompson: Chapter 4 - Changes in social structure in Southern Africa

Denoon & Nyeko: Chapter 4 - African reactions to the Mfecane

Public Television documentray, Rhodes

## WEEK IV

The coming of European colonists and missionaries to Africa, and the divisions, tension and conflicts they create among the indigenous African population. The tragic confrontation: Traditionalists versus Modernists. The role of the new African elite that emerges with building of community schools as a way of bridging the gap between the two warring factions. The new African elite as a messiah. Women and African traditional practices like circumcision.

Thompson: Chapter 6 & 8 - The tradition of the Natal 'Nguni;' The trade of Delagoa Bay as a factor in Nguni politics

Cooper: Chapter 2 - Early establishment of Cape Colony

Nelson Mandela: No Easy Walk to Freedom

## WEEK V

The situation of women in pre-colonial, colonial, and post-colonial Africa. The role of women in a changing Africa, Islam and women, women and monogamy/polygamy, divorce and the family in Africa, racism.

The Western and African views on individual, ideologies of progress and change, equality, hierarchy, etc. European impositions: hierarchies of gender and labor, women and education, agriculture labor. The mother-son, and mother-daughter relationships, motherhood and women's' collectives or sisterhoods as empowering socio-political structures in the African society.

Thompson: Chapter 10 - Aspects of political change in the nineteenth century  
Mfecane

Denoon & Nyeko: Chapter 5 - Pastoral expansion and the formation of new societies

Doris Lessing: The grass is singing

## WEEK VI

Southern Africa: population mobilization for cheap slave labor for the gold/diamond, copper mines, farms, economic projects, etc., and the consequences. Portrayal of the poverty of the slum squatter camps and the theme of the break up of rural communal existence.

Rhodes and his imperial dreams for Southern Africa - commerce and the extension of colonial rule. Gold and diamonds and the mining revolution in Southern Africa. Rhodes scholarships and the goals of empire building.

Thompson: Chapter 13 & 14 - The passing of Sotho independence 1865-70; Great Britain and the Zulu people

Denoon & Nyeko: Chapter 6-9 Commerce and the extension of colonial law; Imperial control

Dickinson (ed.): When bullets begin to flower

## WEEK VII

The Boer Wars and the introduction of racial separation in Southern Africa. The Portuguese assimilationist policy and the African reaction.

UNESCO General History: Chapter 6 - African Initiatives and Resistance In Southern Africa

Cooper: Chapters 5-7 - Boer Republics, African States & the British

Denoon & Nyeko: Chapter 11 - Agricultural development and rural underdevelopment

#### WEEK VIII

Agriculture development and rural underdevelopment. The political, social and cultural environment: illiteracy, lack of basic social facilities, press, human rights, etc. End of apartheid: social, cultural and political changes in Southern Africa today - what does the future? Democracy, conflict resolution and racial reconciliation, educational system - a comparison with the United States.

The post-colonial state and regional integration - Southern African Development Community (SADC) and the future of the sub-continent. The post-independence Africa: political corruption, poverty, man-woman relationships, political commitment, protest and action, etc.

Denoon & Nyeko: Chapter 13-15 - Entrenching the post-colonial state, regional hegemony & internal opposition

Ndabaningi Sithole: African nationalism

#### WEEK IX

Southern Africa today: themes of exploitation and resistance, political corruption, moral degradation, the environment, the language issue African indigenous languages and ex-colonial in European languages? The African idiomatic expression and the question of literary expression and language choice.

#### WEEK X

Africa and its future: economic, political and cultural

UNESCO General History: Chapter 27 - Politics and Nationalism in Central and Southern Africa

- Revision

Final Exam:

**Assessment and Evaluation:**

There will be at least four short essay (3 pages) assignments on a selected set of topics worth a total of 20 points of the total grade. At the end of the course students will be required to write a twelve-page term paper, typed and double spaced, analyzing a particular topic in history, culture, politics, economics or ecology relevant to the region. The term paper will be worth 40 points of the final grade. The aim of this exercise is to enable the student to display his/her critical skills, appreciation of the particular topic and appropriate writing skills acquired on the course. Essay assignments should present discussions that reflect a close and critical appreciation of the topic and clear evidence of library/field research.

There will also be a final exam, essay type, which will be worth 25 points. The class will sometimes be divided into groups for more thorough discussion of specific topics and for group assignments, and there will be 15 points for class participation, which will include quizzes and class presentations

The following is a summary of the assessment:

One essay (12 pages)	40
Tests & quizzes	20
Class attendance & participation	15
Final exam	25
Total	<hr/> 100 <hr/>
Study Tour project (12 pages)	100