DESCRIPTION:
This course examines the political history of South Africa in the post-apartheid period from 1994 to the present. During this period, South Africa has changed dramatically from the ‘Rainbow Nation’, a country brimming with potential and democratic fervor, to a country struggling to navigate the complex terrain of democracy. After more than two decades, some of the foundational ideas underpinning the post-apartheid present, such as the very idea of the Rainbow Nation, as well as economic empowerment, equality and access to education, are being interrogated—especially by students—in ways that suggest the transition from white-minority rule to democracy was incomplete.

By examining the history of post-apartheid South Africa, this course will equip students to contemplate the ways in which history can be understood in relation to narrative, along with the dynamics of voting patterns, changing demographics and the significance of how national outlook will determine the trajectory of South Africa’s journey into the 21st century. Using a diverse range of sources, the course examines the narrative frame of the Rainbow Nation, and how the history of this frame both does and does not align with the realities of post-apartheid South Africa. While the course surveys the political history of post-apartheid South Africa, it also looks at how that history might be assembled by tracing the development of the idea of Rainbow Nation. The course focuses on the development of different political viewpoints and shifting party allegiances during the post-apartheid period, which are tied to key historical, social and economic contexts in South Africa. Additionally, students will explore these different contexts in Course Related Trips, geared towards facilitating experiential learning that brings to life elements of South Africa’s recent political history.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:
• Lectures and presentations
• Facilitated class discussions and debates
• Guest lectures
• Excursions

REQUIRED WORK AND FORM OF ASSESSMENT:
• Course-Related Trip Papers - 20%
• Midterm Exam - 25%
• Reaction Paper - 15%
• Final Essay - 40%

Course-related Trip Paper 1
You are required to write 750 words (double-spaced; 3 pages) on our visit to the South African Parliament. This Course-Related Trip will provide students with an opportunity to see where South Africa’s governmental decision-making takes place and hear from members of parliament discuss the inner-workings of government and parliamentary processes. After the Course-Related Trip, you will reflect on your experience by discussing any important aspects of the visit and reflect the continuity between the “old” and “new” South Africa. In addition, you are required to use coursework and readings to reflect on the history, chambers and how the inner-workings of parliament differ from the United States. More specific requirements will be given later in the course.

Due Date: Session 9
Course-related Trip Paper 2
You are required to write 1,000 words (double-spaced, 4 pages) based on our visit to the Institute for Justice and Reconciliation (IJR). This Course-Related Trip will provide students with exposure to an organisation that ensures lessons from the transition to South African democracy are considered. In addition, it will demonstrate the challenges of building a fair, inclusive and democratic society in South Africa through presentations from IJR staff. You are expected to reflect on your experience at the IJR by discussing this organisation’s role in navigating the complexities of South African society. More specific requirements will be given later in the course.
Due Date: Session 24

Midterm Exam
The midterm exam will consist of a section of multiple-choice questions that cover important dates and individuals involved in South Africa’s colonial, apartheid and post-apartheid history. The exam will also include one short answer question (half a page) focused on the significance of the removal of Thabo Mbeki as President of the African National Congress and South Africa. The last section will ask students to write a one-page (maximum) essay on the significance of the Truth and Reconciliation within the post-apartheid period. Students will be assessed on their ability to summarise the events leading up to and surrounding the removal of Mbeki, as well as the development of their thinking in relation to the significance of this event in post-apartheid South Africa. The length of this exam will be 50 minutes and count for a total of 100 marks.
Date: Session 18

Reaction Paper Essay
You are required to write one 1,000 words (double-spaced, 4 pages) reaction paper after watching the documentary Miners Shot Down (2014), about the Marikana Massacre in 2012. This reaction paper gives students the opportunity to reflect on the broader themes of the course in relation to the Marikana Massacre that took place on 16 August 2012. This paper requires that you make use of at least two readings or other course materials to formulate your reaction in conjunction with the aim of the course examining the wider post-apartheid narrative of South Africa and the Rainbow Nation.
Due Date: Session 28

Final Essay
At the end of the course, students will submit a 3,000 word (double-spaced, 12 pages) final research essay. As the course is based on examining the political history of post-apartheid South Africa, this research essay must consider the narrative of the Rainbow Nation, and how it has meant different things to different people at different periods of time. More specifically, you are expected to develop a research essay that addresses the following question:

- Post-apartheid South Africa is often described as the Rainbow Nation. However, more than twenty years after the end of apartheid, many are questioning the value and sustainability of this idea. Taking into consideration the ways in which history can be produced as a narrative, as well as our examination of the development of the idea of the Rainbow Nation during the course, is the concept of a rainbow nation an effective frame for organising a narrative of post-apartheid political history? Making use of at least 8 sources in your essay, explain and develop your reasoning.

After the mid-semester break, you will begin planning your essay in consultation with the lecturer. Time slots will be made available for you to sign up for. The research essay must include:

- An introduction and thesis statement that outlines the topic and your position in relation to it;
- A literature review that contextualises your position on the topic;
- Your analysis;
- Summary of the significance of your analysis;
- Conclusion;
- Bibliography.

Due Date: One week after the final session.

LEARNING OUTCOMES:
By the end of the course, students will be able to:

- Evaluate the relationship between apartheid and post-apartheid South Africa;
- Critique South Africa’s transition from white minority rule to democracy;
- Explain how voting patterns in South Africa have changed since 1994;
- Connect historical inequalities to contemporary South African society;
- Assess the significance of national identity in South Africa.

**ATTENDANCE POLICY:**
Attendance is mandatory for all IES Abroad classes, including all course-related trips. Excused absences are permitted in the cases of documented illness, a family emergency, or when class is held on a recognized religious holiday traditionally observed by a particular student. In this case, an IES Abroad Excused Absence Form and supporting documents must be submitted to the Academic Manager at least 24 hours before the class. For illness, the Excused Absence Form must be submitted to the Academic Manager within 24 hours after the class with a doctor’s note.

More than two unexcused absences will result in two percentage points (2%) being deducted from the final grade for every additional unexcused absence thereafter. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies. If a test is missed during an unexcused absence, they cannot be made up. It is the student’s responsibility to contact the lecturer and request information on the missed class as well as any relevant reading or homework information.

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<th>Session 1: Introduction to and overview of the course</th>
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<td>History and narrative</td>
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<td>Origin of ‘Rainbow Nation’</td>
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*Additional Reading:*
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| **Week 2** | **Session 4: Negotiating the transition and competing visions for South Africa**  
- Release of Nelson Mandela  
- National Peace Accord and CODESA  
- Township wars and political violence  
| **Week 2** | **Session 5: Nelson Mandela, nation building, and the Rainbow Nation part 1**  
- Assassination of Chris Hani  
- 1994 election  
| **Week 2** | **Session 6: The Rainbow Nation part 2**  
- The concept of a ‘rainbow’  
- Metaphor  
| **Week 2** | **Course-related Trip 1:**  
- Visit to South Africa’s Parliament | **Course-related Trip Paper 1 due in Session 9.** |
| **Week 3** | **Session 7: The Truth and Reconciliation Commission pt 1**  
| **Week 3** | **Session 8: The Truth and Reconciliation Commission pt 2**  
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<td>• Class discussion on types of justice, and reflecting on the TRC</td>
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| | • “I am an African” speech  
• Foreign policy | |
| | • GEAR  
• BEE  
• South Africa looks to BRIC | |
| | • Denial of HIV  
• Lack of education | |
| | • Strategic Defence Package  
• The players  
• Zuma’s involvement and firing | |
| | • Polokwane, 2007  
• Mbeki’s resignation  
• A conspiracy against Zuma? | |
| | • What is xenophobia?  
• Afrophobia?  
• Economic inequality  
• South Africa’s relationship to the African continent | |
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| Week 6 | Session 17: The formation of COPE, and factions with the ANC |  - Why did COPE split and form?  
- COPE’s focus on socio-economic development, constitutionalism and morality  
| Week 6 | Session 18: The rise and approach of the Jacob Zuma Administration |  - Shift towards more state intervention  
| Week 7 | Session 19: Who is Jacob Zuma? |  - Life in Exile  
- Zulu identity  
| Week 7 | Session 20: Khwezi, and the Zuma rape trial |  - Who was Khwezi?  
- Khwezi’s death  
- Sexual politics  
| Week 7 | Session 21: The seeds of populism and the 2009 election |  - What is populism?  
- Populism in South Africa  
- Challenging populism  
| Week 7 | Course Related Trip 2: |  - Visit to the Institute for Justice and Reconciliation  
- Course Related Trip Paper 2 due in Session 24 |
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<td>• Foregrounding the youth</td>
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<td>• Revolution</td>
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<td><strong>Session 23: The Marikana massacre</strong></td>
<td>• Documentary to watch (will be provided to students): Desai, R. (2014). Miners Shot Down. South Africa: Uhuru Productions</td>
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<td>• How did it happen?</td>
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<td>• Continuation of “apartheid-era” tactics</td>
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<td><strong>Additional Reading:</strong></td>
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<td>Week 8</td>
<td><strong>Session 24: Discussion of Miners Shot Down, and the ongoing legal battles surrounding the Marikana Massacre</strong></td>
<td>• Essa, A. (2018). Six years on, still no justice or closure for Marikana victims. Mail &amp; Guardian, 16 August.</td>
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<td><strong>Reaction paper on Miners Shot Down due in Session 28</strong></td>
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<td>• A radical voice</td>
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<td>• Aligned with broader tradition of African revolutionaries</td>
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<td>• Emerging middle class</td>
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<td>• Unemployment</td>
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<td>• The dynamics of the ‘old’ and ‘new’ South Africas</td>
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<td>• The role of opposition parties, and especially the EFF</td>
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| Week 13 | **Session 37: The resignation of Zuma, and Cyril Ramaphosa’s ‘new dawn’**  
• What is a motion of no confidence?  
• Does the “new dawn” echo the sentiments of the ‘Rainbow Nation’?  
| Week 13 | **Session 38: The 2019 election**  
• The ANC  
• The DA  
| Week 13 | **Session 39: Post-election South Africa**  
• Implications of general election  

**Final essay due after Session 39.**

**COURSE-RELATED TRIPS:**
- South African Parliament: South Africa’s parliament is located in Cape Town, and handles the making of laws, debating government policies and issues, consulting with people and budgetary approval, among other responsibilities. This CRT will expose students to an alternative governing institution that directs national affairs in South Africa, and allows them to hear from various politicians from various political parties.
- The Institute for Justice and Reconciliation: This institute began operating in 2000, in the aftermath of the Truth and Reconciliation Commission. The IJR conducts research and analysis, promotes advocacy and sustained dialogues, all aimed at building fair, inclusive and democratic societies in South Africa.

**REQUIRED READINGS:**


• Gachago, D and Ngoasheng, A. (2016). South Africa’s ‘rainbow nation’ is a myth that students need to unlearn. The Conversation, 19 October.


• Southhall, R. (2016). *The New Black Middle Class in South Africa*. Johannesburg: Jacana


**Documentaries**


**RECOMMENDED READINGS:**

