Syllabus

**Basic Information:**
Class time: Wednesdays 7 block, 1:30 – 4:00
Class location: East Hall Lounge & Tisch Media
Instructor’s Office & Office Hours:
   East Hall 105, Mondays 1:30 – 2:30, Tuesdays 10:00 – 11:00
Phone: 7-5460
Email: jeanne.penvenne@tufts.edu

**Introduction:**
All people create, experience and interpret history as agents of change within the parameters of their social location. Among the most familiar criteria shaping social location are age, gender, sexuality, class, nationality, ethnicity, and race. Foundation Seminars wrestle with the overall problematic of experiencing and interpreting history, specifically the historiography, theory and methods appropriate to specific places and time periods. Our focus is Southern Africa in the 20th and 21st century. Thanks to its colonial and settlement heritage, Southern Africa has contending historiographies, theories and methods.

Our challenges this semester are: to retrieve women’s history from predominantly male centered historical sources, to engage contending viewpoints from race and class divides, to explore and evaluate digital primary sources and ‘new media.’ We focus on three skills: retrieving and evaluating sources, writing critical essays and constructing a good literature review. Course materials for discussion include scholarly essays, documentary and feature films, photographs, literature, poetry, interviews and a range of materials considered ephemera: pamphlets, newsletters, leaflets, buttons, posters, t-shirts etc. Each class will combine discussion, analysis of visual production, and work with digital or microform sources.

We will take a field trip to the African Studies Center and the African Studies Library at Boston University. It is the closest federal Title VI African Area Studies Center, specializing in African document collection and paid for by your tax dollars. You should know what your nickel purchased.

**Required / Recommended Reading & Viewing**
All required readings and viewings are available at Tisch Library through JSTOR or on reserve. The recommended reading list is for enrichment and guidance with the literature review. It will be distributed in class.

**Student Evaluation**
Map Exam – Self Challenge
Quality Class Discussion – 30%
Source Search & Evaluation - 2 at 5% = 10%
Critical Essay - 2 at 15% = 30%
Statement on Student Evaluation:

This is a once a week seminar. **Students are expected to complete required readings before class, attend and participate fully in class meetings.** Scholarly rigor depends upon building an intellectual community. We must all bring our energy to each class and assignment. **NO student will be allowed to submit extra work for extra credit.** Except for extraordinary circumstances, confirmed through the office of the Dean of Students, all students will be evaluated according to the above formula and guidelines. Due dates are firm. Any student who is apprehended in any form of academic or personal dishonesty in the course will be subject to the fullest university sanctions.

Schedule of Classes

**Class One 9 September**

Introductory Lecture – The Region, The Historiography, the Challenges
   Opening discussion - History and “New Media”
   Film: Generations of Resistance

**Required Reading for Week Two:**


**Class Two 16 September**

Dominant Narratives and Gender I / Discussion of Cooper & Worger

**Required Reading for Week Three:**


**Class Three 23 September**

Map Exam – Self Challenge
Dominant Narratives and Gender II / Discussion of Zelzea and Bradford
Exploration of ALUKA database / Brainstorming “New Media”
Discussion Format of Search & Evaluation Assignment 1

**Required Reading:**

**Class Four 30 September**
Oral History & Praise Poetry I: Discussion of Geiger, Penvenne & Sitoe
Film: Songs of the Adventurers / Discussion Praise Poetry & Gendered Migration

**Due:** Search & Evaluation Assignment 1 (3-5 pages)

**Required Reading:**

**Class Five 7 October**
Discussion of History/ Memory and the Creation of Invisible Histories
Jewsiewicki, Mudimbe and Feierman

**Choose Text for Critical Essay 1**

**Required Reading:**
Elsa Joubert, *Poppie Nongena* Reserve and Used Copies Part One

**Class Six 14 October**
*View A World Apart*
First Group Meetings on Digital Sources / Penvenne in Canada

**Required Reading:**
Elsa Joubert, *Poppie Nongena* Part Two for discussion 28 October

**Required Research:**
Locate and be prepared to report on reviews / discussions of *A World Apart*

**Class Seven 21 October**
Discussion of *A World Apart*  
2:30 GIS workshop  
Explore Michigan State University’s “African Activist Archive Project  
CAMP and Benjamin Pogrund’s Collection from Southern Africa  
DUE: Critical Essay 1

**Required Reading:**  

**Class Eight 28 October**  
History, Popular History, Literature and Personal Narratives. Ethical Issues in History  
Discussion of *Poppie Nongena*, Schalkwyk & Dalven  
**Required Reading:**  

**Required Viewing:**  
*Cry Freedom* – Scheduled outside class / Penvenne provides classy pizza

**Class Nine 4 November**  
View: Biko: Breaking the Silence  
Discussion – Cry Freedom / Breaking the Silence / Literature & Legacy Biko  
ALUKA and Michigan State African Activists collections – Information on Biko  
Confirm selection for Critical Essay 2  
**Required Reading:**  
**Recommended Viewing:** Long Night’s Journey into Day

**Class Ten 11 November**  
Discussion: Cohen, Miescher & White and Louise White.  
Lecture: Feminism / Womanism and Masculinities  
Confirm Topics for Literature Review  
Review Microforms US Foreign Policy on South Africa / National Security Archive / Truth and Reconciliation Commission Documents  
History and “New Media”  
DUE: Critical Essay, 2  
**Required Reading:**  
Marc Epprecht, "Enriching Gender Studies in Sub-Saharan Africa," *Canadian Journal of African

Class Eleven 18 November
Class Field Trip to African Studies Center / African Studies Library - Boston University
Karter-Gerhard Collection – Newspapers/ Freedom of Information Documentation / Ephemera
Confirm Literature Review Readings
Required Reading:
Student generated sources / developing literature reviews.

HAPPY THANKSGIVING

Class Twelve 2 December
Discussion: Epprecht, Morrell & Kolawole
Confirm Literature Review Readings
View: Chain of Tears
Required Reading:
Student generated sources / developing literature reviews.

Class Thirteen 9 December
Discussion: Gendered Perspectives in S’n Africa based on student generated bibliography
View Forgiveness
DUE: Source Search & Evaluation, 2
Choice of MSU “African Activists” or Karter-Gerhard Collection or US Foreign Policy on South Africa microfilm or TRC documents or student generated ‘New Media.’

Due December 15, Literature Review
Turn in HARD COPY in Penvenne Mailbox East Hall Room 10 by NOON