ENL 139/AAS 157 is designed to introduce American students to the literature, history, and cinema of South Africa. In studying the history of South Africa, students will be introduced to the various phases of the country’s past: its pre-European history, colonial settlement, the apartheid era, and post-apartheid South Africa. The literature focuses on themes of place, dislocation, and change and includes novels by prize-winning writers Nadine Gordimer, Zakes Mda, and J. M. Coetzee. We’ll also read sections from Nelson Mandela’s autobiography. The last twenty years have witnessed a flowering of South African cinema, and we’ll watch a selection of films that address the recent changes in South African politics and culture.

AAS/ENL 198 will introduce students to the rich cultural and natural histories of South Africa. The course is built around field trips to museums, places of historical interest, and botanical and zoological parks in and around Cape Town. The last week of the course takes place at Karongwe Bush Lodge, a private game reserve near Kruger National Park, the gem of South Africa’s extraordinary network of national parks. The time at Karongwe will be spent closely observing plants, birds, and mammals in their natural habitats.

**Required Texts**

- Thompson, Leonard. *A History of South Africa*. Fourth Edition (important to buy this one!)
- Coetzee, J. M. *Disgrace*.
- Gordimer, Nadine. *July’s People*.
- Stuart, Chris and Tilde. *Southern Central and East African Mammals*.
- Various short readings that will be provided for you as pdf files.

**Course Work**

**Responses for ENL 139/AAS 157**

Students will write, either in longhand or by computer, three short papers (750-1000 words) on assigned topics in response to course readings. Read each prompt carefully before you begin writing. If you have questions about the prompt, please raise them in class.

**Exams for ENL 139/AAS 157**

Students will write an essay examination in response to questions about principle themes in the course. The exam will be in two parts, on July 11 and July 18.
Grades for ENL 139/AAS 157 will be based on the following components:

- Three short papers 45%
- Two Exams 40%
- Class discussion 15%

(The class discussion component will also include leading a discussion of a Mandela reading.)

Grades for Humanities 198 will be P/NP, based on the field notes and journal.
Schedule
(Texts that are underlined are pdfs that I sent to you)

WEEK 1
Sat June 30  Arrival in Cape Town; Orientation—5 PM, Graça Machel Common Room
Sun July  1  Afternoon Field Trip: Cape Town Introduction; welcome dinner
Mon July  2  Reading: Thompson, Chps. 1–2; Mandela, Pt. 1 (all); LaFraniere
Tues July  3  Reading: Thompson, Chps. 3–4, Mandela, Pt. 2 (all); Commando; Newman, “Identifying Birds”; Binoculars
   Evening video: Sarafina!
Wed July  4  Reading: Thompson, Ch. 5, Mandela, Pt. 3 (95-140)
   Afternoon Field Trip: Townships
Thur July  5  Reading: Coetzee, Disgrace
   Writing Assignment: Reading Response #1 due at the beginning of class
Fri July  6  All Day Field Trip: Cape Point (Shuttle pickup: 7:30 AM)
Sat July  7  All Day Optional Field Trip: Great White Sharks

WEEK 2
Mon July  9  Reading: Thompson, Ch. 6; Mandela, Pt. 4 (Chps. 15-20, 22); Matlou, “Man Against Himself”; “Freedom Charter”
   Afternoon Field Trip: Kirstenbosch Garden (Pickup at 1 PM)
Tues July 10  Reading: Thompson, Ch. 7; Mandela, Pt. 5 (Chps. 23, 26-28, 30-31, 33-34, 39), Pt. 6 (Chps. 40-42,45-46, 48) Pt. 7 (Chps. 49 to “They already had.”, 53-54, 57-58)
   Evening video: Mapantsula
Wed July 11  Reading: Thompson, Ch. 8; La Guma, “Coffee for the Road”
   Afternoon Field Trip: District Six Museum (shuttle pickup: 1 PM)
Thur July 12  Reading: Mda, The Heart of Redness
   Writing Assignment: Reading Response #2 due at the beginning of class
   Guest Lecturer: Harry Garuba, UCT
Fri July 13  Afternoon Field Trip: Table Mountain (Pickup at 1 PM)
Sat July 14  Field Trip: Winelands

WEEK 3
Mon July 16  Reading: Thompson, Ch. 9; Hope, “Learning to Fly”; Havemann, “A Farm at Raraba”
   Evening Field Trip: Township overnight
Tues July 17  Reading: Mandela, Pt. 8 (59, 70), Pt. 9 (Chps. 80, 85 beginning “In 1980…”, 86), Pt. 10 (Chps. 88-89, 91, 95, 97-99); Reading: Ndebele, “The Music of the Violin”
   Evening video: Forgiveness
Wed July 18  Reading: Thompson, Ch. 10, Mandela, Pt. 11 (Chps. 100, 103, 105, 107 from “In July 1991,” 108, 110, 112 to “becomes one’s partner,” 114-115)
   Guest Speaker: Lionel Davis, artist and former political prisoner on Robben Island
   First Exam
Thur July 19  Morning Field Trip: Robben Island (Shuttle pickup at 7 AM)
   Afternoon Field Trip: Tea at the Mount Nelson
Fri July 20  Transfer to Johannesburg (Depart Cape Town 5:30 AM); Apartheid Museum field trip
Sat July 21  Field Trip: Soweto Township tour (Bus pickup at 8 AM)
Sun July 22  Transfer to Karongwe; Evening game drive
WEEK 4
Mon July 23 Karongwe morning and evening game drives
   Evening Video: TBA
Tues July 24 Game drives at Karongwe
   Reading: Gordimer, *July’s People*
   Writing Assignment: Reading Response #3 due at the beginning of class
Wed July 25 Kruger Park Trip
Thur July 26 Game drives; Exam; Farewell dinner
Fri July 27 Early game drive; return to Johannesburg (arriving by 5 PM); flights home

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*Each of these responses should be 750-1000 words*

Reading Response #1

*Read the prompt below and respond to it carefully. Don’t simply answer the questions, but formulate a central thesis to organize your response. Use references from the text to support your thinking.*

In their final conversation Manas Mathabane urges David Lurie to compromise with the hearing committee and exhibit a “spirit of repentance.” But Lurie decides to leave the University on his own terms and tells Mathabane “Repentance is neither here nor there. Repentance belongs to another world, to another universe of discourse” (58).

In the course of the novel just what *is* it that Lurie seeks?

You might consider some of the possibilities—to make reparation (77), to be forgiven (79, 178). Or does he simply accept his fate to live in a state of disgrace (85, 172)?

In what way does your view of Lurie change in the course of the book?

Or, to put it differently—what do you think he’s doing after leaving Cape Town the first time, why do you think he does it, and how do you feel about him by the end of the book?

Make sure that you consider what he’s doing in the last chapters of the book—don’t finish your analysis based on what he does only halfway (or three quarters of the way) through the book. Make sure you consider the end.

*Due at the beginning of class on Thursday, July 5.*

Reading Response #2

In your opinion, why does Zakes Mda construct his novel using a double narrative? (If you aren’t sure what’s meant by a double narrative, make sure you ask before it’s too late!) You will answer this
question most effectively if you limit your focus to one or two main points and develop these in detail rather than on offering many reasons for this.

Due at the beginning of class on Thursday, July 12.

Reading Response #3

Our primary point of view in Nadine Gordimer’s *July’s People* is through the eyes and thoughts of Maureen Hetherington. Much of her thinking is about July. How does she see him? Why? What does Gordimer gain by using this point of view? What does she lose? Your goal here isn’t necessarily to simply answer the questions but rather to discuss the point of view in the novel and its effect on our reading of the text.

Due at the beginning of class on Tuesday, July 24.
ENL 198/AAS 198 Requirements

For the group study portion of the course you will be observing both the natural and human-created environment around you and keeping a record of those observations in a field journal. You will do this in three ways.

1. Field journal entries. Each week you will record 6 entries in your field journal. These entries should be *descriptions of things you observed during the week with the focus each day primarily on one particular thing*. Observations will be a mix of assigned topics and topics of your own choice. For those that you choose, your own interests can determine the observations that you record. For instance, if you are interested in the natural world, you might write about particular animals, birds, reptiles, or plants that you saw that week and any additional memorable information about the organism. If you are more interested in architecture, you might describe a particular building that you saw and what made that building so memorable. If you are interested in food, you might write about food. And so on. Note that you don’t need to limit yourself to one of these topics but that you can write about a variety of topics if you choose (but each day’s entry should have a particular focus). Your field observations should be objective, precise, exact, and concretely descriptive, using language you are comfortable with. Create an accurate verbal picture. Plan on taking notes during field trips—you can use these as the basis of many of your journal entries. Each entry should be a **minimum** of about 200 words (or about as long as this paragraph).

### Required Weekly topics

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
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<tbody>
<tr>
<td>• downtown Cape Town</td>
<td>• Table Mountain</td>
<td>• District Six</td>
</tr>
<tr>
<td>• township visit</td>
<td>• Kirstenbosch garden, film <em>Forgiveness</em></td>
<td>• first game drive</td>
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<tr>
<td>• film <em>Sarafina</em></td>
<td>• film <em>Mapantsula</em></td>
<td>• Robben Island field trip</td>
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<td>• Cape Point field trip</td>
<td>• Township overnight</td>
<td>• Kruger Park field trip</td>
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2. Weekly reflective essays. At the end of the week when you’ve finished your observations, you’ll write a short informal reflective essay on what you’ve been looking at that week. Whereas the field observations are primarily descriptive, in this essay you’ll analyze and reflect on what you’ve been looking at. Think of your prompt as “What I’ve been noticing and why I’ve been noticing it.” That is, reflect on the nature and category of things you have noticed—the patterns, if any, in your observations—and reflect on why these things have seemed noticeable, striking, worth recording, or notable to you personally, given your interest, values, training, or background. These essays should be a **minimum** of 500 words.

3. Lists of birds and mammals. At the back of your field notebook keep two running lists—one of the birds and one of the mammals—that you have seen. Number the list and record each bird’s (or mammal’s) name, the date you saw it, where you saw it, and the characteristic(s) that made identification certain. (See the example below.) **PLEASE NOTE THAT THIS COURSE REQUIRES YOU TO PURCHASE FIELD GUIDE AND BRING BOTH THESE AND ALSO A PAIR OF BINOCULARS WITH YOU TO SOUTH AFRICA.**

### Bird List

<table>
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<tr>
<th>No.</th>
<th>Name</th>
<th>Location</th>
<th>Distinguishing Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Red-winged Starling</td>
<td>College House</td>
<td>Distinctive wing color; shape</td>
</tr>
<tr>
<td>2</td>
<td>Giant Eagle Owl</td>
<td>Karongwe</td>
<td>Pink eyelids; size</td>
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</tbody>
</table>
Those of you who are interested in the natural world may also wish to keep a list of plants or reptiles. *At the end of the course there will be prizes for the students who have kept the best lists* (“best” here is a function of quantity and quality and is partly determined by your own individual effort, as opposed to a group effort or lots of help from either your instructor or local experts/guides).

I’ll collect your journals a couple of times during the course to see how you are doing—I’ll give you a day’s warning before I do this.

This journal forms the basis of your grade for the 198 course.
Program Rules & Etiquette

Rules

1. Always travel in groups of 4 or more (that way if there’s a problem two can go for help.) (But don’t feel compelled to go out always as a huge group—unless you want the unnecessary attention that you will attract.) Armed robbery is not a joke in Cape Town—it’s an everyday occurrence (in the past students on this program have been robbed—once at knifepoint and once at gunpoint).

2. Americans are sometime perceived in a negative light abroad. Part of the perception is that they are loud and obnoxious. Don’t contribute to this stereotype. Monitor the level of your voice. Don’t shout to your friends unnecessarily. And don’t be an obnoxious drunk—you may drink (legal age in South Africa is 18) but drunken behavior can get you dismissed from this program and sent home. Never use drugs in South Africa—you can be jailed for even minor offences and your teacher can’t get you out.

3. Use approved transport—during the day the train is fine. You can use Al and his drivers to go anywhere you need to go (they have taken students as far as Hermanus to go whale-watching. If you want to go somewhere in particular, just ask him what the cost will be.) Please use only Al and his drivers—do not use unknown drivers. And don’t use informal transport (i.e. the minivans that go up and down Main Road).

4. Only carry with you what you need for that particular outing. (Avoid wearing clothes that identify you as a tourist. Avoid wearing expensive jewelry, etc.) Carry the cash you need. Never carry your passport unnecessarily—the only time you might need it in Cape Town is when you buy a mobile phone.

5. Be particularly careful when at ATMs. There are many, many scammers in Cape Town.

6. Be on time for class and field trips. If you are genuinely ill, let me know immediately.

7. Remember that you are required to bring textbooks AND BINOCULARS for this program. This seems like an obvious reminder (certainly regarding the books) but a few students have shown up for the program without any books or binoculars.


Etiquette

1. Remember that field trips are class time, just like labs or discussion sections would be at home. So please be quiet when guides are speaking. Don’t be texting or making phone calls. Ask questions. And when we’re on a walking tour, walk briskly—stay with
the guide. Please also remember that field trips are class time when we are in Karongwe and riding around in the vehicles looking at animals.

2. **Turn off mobile phones at group meals.** Have a conversation with your classmate. Have a conversation with your teacher. Have a conversation with your host/guide/new South African friend.