English 139 and Humanities 198
Cape Town and Edeni Bush Lodge, South Africa
Dr. Eric Schroeder, Instructor

English 139 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 fifteen 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.

Humanities 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 Edeni Bush Lodge, a private game reserve near Kruger National Park, the gem of South Africa’s extraordinary network of national parks. The time at Edeni will be spent closely observing plants, birds, and mammals in their natural habitats.

Required Texts
Coetzee, J. M. *Disgrace.*
Gordimer, Nadine. *July’s People.*
Stuart, Chris and Tilde. *Southern Central and East African Mammals.*
*Course Reader* (This should be mailed to you by the Summer Abroad Office)

Course Work

Responses for English 139
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 English 139
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 14 and July 20.

Grades for English 139 will be based on the following components:

- Three short papers 45%
- Two Exams 40%
- Class discussion 15%
Grades for Humanities 198 will be P/NP, based on the field notes and journal.
Schedule

***NOTE: This schedule is subject to change***

(Texts that are underlined are found in the Course Reader)

**WEEK 1**

Sat  June 22  Check in at Cape Town
Sun  June 23  Orientation – 5 PM, Graca Machel Common Room
Mon  June 24  Reading: Thompson, Chps. 1–2, Mandela, Pt. 1 (3-59); LaFraniere, “A South African Journey”
              Afternoon Field Trip: Cape Town Introduction
Tues June 25  Reading: Thompson, Ch. 3, Mandela, Pt. 2 (63-92)  **Evening video: Sarafina!**
Wed  June 26  Reading: Thompson, Ch. 4, Mandela, Pt. 3 (95-140)
              Afternoon Field Trip: TBA
Thur June 27  Reading: Coetzee, *Disgrace*
Fri  July 28  Optional All Day Field Trip: Great White Sharks (Shuttle at 10 AM)
Sat  July 29  All Day Field Trip: Cape Point with Laurence Kruger (Shuttle pickup: 7:30 AM)

**WEEK 2**

Mon July  1  Reading: Thompson, Ch. 5; Mandela, Pt. 4 (143-76, 189-96); Matlou, “Man Against Himself”; Newman, “Identifying Birds”
              Afternoon Field Trip: Table Mountain with Laurence Kruger (Pickup at 12:30 PM)
Tues July  2  Reading: Thompson, Ch. 6; Mandela, Pt. 5 (199-205, 213-23, 227-32, 236-41, 257-61), Pt. 6 (265-76, 282-92, 302-307) Pt. 7 (311-15, 337-350, 372-378)  **Evening video: Mapantsula**
Wed  July  3  Reading: Thompson, Ch. 7; Hope, “Learning to Fly”; Havemann, “A Farm at Raraba”
              Afternoon Field Trip: Kirstenbosch Garden (Pickup at 1 PM);
Thur July  4  Reading: Mda, *The Heart of Redness*
              **Writing Assignment:** Reading Response #2 due at the beginning of class
              Guest Lecturer: Harry Garuba, UCT
Fri  July  5

**WEEK 3**

Mon July  8  Reading: Thompson, Ch. 8, Mandela, Pt. 8 (381-88, 444-47), Pt. 9 (483-88, 505-510), Pt. 10 (517-26, 531-33, 543-46, 549-58); Reading: Ndebele, “The Music of the Violin”
              Afternoon Field Trip: District Six Museum (shuttle pickup: 1 PM)
Tues July  9  Reading: Thompson, Ch. 9, Mandela, Pt. 11 (561-67, 574-576, 585-89, 592-99, 601-607, 611-12, 617-625); Samantha Power, “The AIDS Rebel”  **Evening video: Forgiveness**
Wed  July 10  Morning Field Trip: Robben Island (Shuttle pickup at 8 AM);
Thur July 11  Reading: Wicomb, “You Can’t Get Lost in Cape Town”; Brutus, “Letters to Martha”; Exam
Fri  July 12  Free Day

**WEEK 4**

Sat July 13  Transfer to Johannesburg (Depart Cape Town 5:30 AM); Apartheid Museum field trip
Sun July 14  Transfer to Edeni; Evening game drives
Mon July 15  Game drives at Edeni
              **Writing Assignment:** Reading Response #3 due at the beginning of class
Tues July 16  Kruger Park Trip
Wed July 17  Game drives at Edeni
              **Reading:** Gordimer, *July’s People*; **Evening Video:** TBA
Thur July 18  Exam; Farewell Dinner
Fri   July 19   Return to Johannesburg
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Reading Response #1

Read the prompt below and respond to it carefully. Use the text as a reference 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 Manas “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?

Due at the beginning of class on Thursday, June 27.

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!

Due at the beginning of class on Thursday, July 4.

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 Monday, July 15.
Nature and Culture 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 should record 6 entries in your field journal. These entries should be descriptions of things you observed during the week. Your own interests will partly determine the observations that you record. For instance, if you are interested in the natural world, your observations might be descriptions of 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 art, you might describe a painting. 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. Your field observations will be good if you are objective, precise, exact, and concretely descriptive in your language. Create an accurate verbal picture. Plan on taking notes of field trips—you can use these as the basis of many of your journal entries.

2. Weekly reflective essays. At the end of each 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.

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.)

<table>
<thead>
<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>Edeni</td>
<td>Pink eyelids; size</td>
</tr>
</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).

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.