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Course Description for Graduate Credit

This two-week course explores a tropical region of South Africa during the summer in the southern hemisphere. We invite students to go on an academic and experiential journey through the province of KwaZulu-Natal (KZN) on the Indian Ocean coast. We will live in rural and urban Zulu communities, where students will observe infrastructure projects, community councils, schools and sports, cultural performances, and traditional rituals. Zulu historians will introduce students to King Tembe (we attend a royal audience in his palace), the challenges of nation-building in the wake of “Mandela’s Miracle,” and the legendary stories of Shaka and his Zulu empire. In addition our group will visit world heritage sites from Gandhi’s famous Durban commune to Umfolozi/Hluhluwe game reserve (the home of Africa’s “Big Five”).

Our deep immersion in KwaZulu-Natal will enable us to explore the impact of past European colonialism and recent constitutional change on commercial development, civic involvement, land restitution, and conservation policy. To this end, we will participate in local educational initiatives at Bhekabantu School, with the goal of understanding how the lives of ordinary people have changed since the first democratic election in 1994 brought Nelson Mandela to power.

Books Read During Trip

The following required books offer different scholarly interpretations of South African history and Zulu culture (you can buy copies of these books on the Web):


Graduate Course Texts Read Before Departure


**Course Requirements and Methods of Evaluation**

**Course participation:** you are required to contribute in substantive ways to seminar discussions (20% of the overall grade).

**Journal writing:** you are required to write a total of 3000 words in your journal (20% of the overall grade). The journal entries must integrate your analysis of required readings and on-site experiences. For a schedule of your journal-writing obligations, please see the “Itinerary and Assignments” section below. **Please send a scanned and saved (pdf) version of your entire journal when you submit the MSWORD file of your final research paper to bcarton1@gmu.edu.** The journal deadline for 3-credit students is 4:00 PM, Jan. 24, 2015.**

Two 4-page book reviews (10% for each book review for a total of 20% of course grade): you must read all four “graduate course texts” and choose two of these four books to review well before our departure for South Africa. The two 4-page book reviews must be turned in by Dec. 23, 2014. During our trip, we will critically discuss all four graduate course texts.

**In-country oral report on community project in Bhekabantu School:** (10% of the overall grade).

**Final research paper:** 15-page research paper (30% of the overall grade). We will review paper topics during our mid-December (GMU) orientation session and by email. **The due date for the 7-10-page research paper is 4:00 PM, Jan. 24, 2015.** Your paper must be submitted in an attached MSWORD file to bcarton1@gmu.edu and dmthethwa@yahoo.com.

**Essay Standards:** A good analytical essay is concise and clear; it must answer the question(s) posed, engage with key scholarship relevant to your topic, present an argument, and critically use evidence. We will discuss the features of an excellent research paper during our study-abroad trip.

To be considered for a good grade, you must complete the assigned readings and writing obligations in a timely fashion; receive solid grades for your oral report and final paper; and participate to the best of your ability in seminar discussions. **YOUR FINAL JOURNAL AND PAPER WILL BE PENALIZED ½ A GRADE POINT FOR EACH DAY LATE, including days on the weekend.**

**Student Code of Conduct**

George Mason University’s academic policies, particularly the sections on plagiarism, apply to this study-abroad course.

**A note on learning through community service in KwaZulu-Natal:** students in this program will have a unique opportunity to participate directly in the lives of individuals and families in South Africa. Our community-service projects are designed to offer firsthand cultural experiences. We will discuss the expectations of respect and reciprocity during our first orientation session at GMU (and throughout our journey in South Africa).

**Pre-trip Orientation**

In mid-December (TBA), we will hold a 3-hour orientation session on the GMU campus.
## Itinerary and Assignments

<table>
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<tr>
<th>Readings/Journal Entries</th>
<th>Daily Logistics</th>
<th>Study Activities</th>
<th>Evening Seminar</th>
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<tr>
<td><strong>WEEK 1</strong></td>
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<td><strong>Day 1, Dec. 26:</strong></td>
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<td>By takeoff, you <em>are required</em> to read chapters 2, 3, and 4 in <em>South Africa: The Rise and Fall of Apartheid</em>; the “Introduction” and M. Buthelezi, “The Empire Talks Back” in <em>Zulu Identities: Being Zulu, Past and Present.</em></td>
<td>Takeoff from Dulles Airport for Johannesburg and Durban, South Africa</td>
<td>We informally discuss South African politics and history.</td>
<td>No seminar.</td>
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<td><strong>Day 2, Dec. 27:</strong></td>
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<td>On the plane, you <em>are required</em> to read B. Freund, “Zulu Identity in the International Context” in <em>Zulu Identities.</em></td>
<td>Arrive in Johannesburg; fly to Durban; stay in St. Lucia Wetlands Park on the Indian Ocean coast, northern KZN.</td>
<td>Global and local South Africa</td>
<td>Time and cultural adjustments. Informal discussions.</td>
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<td><strong>Day 3, Dec. 28:</strong></td>
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<td>You <em>are required</em> to read C. Walker, “Claiming Community” and D. Mhethwa, “Two Bulls in One Kraal”; in <em>Zulu Identities.</em></td>
<td>St. Lucia Wetland Park morning tour on foot and by boat; safe viewing of hippos and crocs in their habitat. Afternoon travel to Maputaland near Mozambique border, and evening meeting with Mayor Solomon Mkhombo of Manguzi town, northern KZN. Six overnight stays in Manguzi Thobeka Lodge.</td>
<td>Ecological symbiosis? Local African environmentalism and changing Zulu heritage in St Lucia</td>
<td>Global tourism, packaging African nature, and local environmental politics: conservation and prosperity?</td>
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<td><strong>Day 4, Dec. 29:</strong></td>
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<td>You <em>are required</em> to read L. Gunner and J. Gunner, “Where’s It Gone?” and T. Magwaza, “So that I will be Marriageable”; in <em>Zulu Identities in Zulu Identities.</em> Chpt. 6 in <em>South Africa: The Rise and Fall of Apartheid.</em></td>
<td>Visit Bhekabantu School and Orphanage in the deep-rural area outside Manguzi; begin service learning with Bhekabantu students.</td>
<td>Rural education, public health, and community development in democratic society</td>
<td>Dialogue with Bhekabantu principal and teachers facilitated by “memory-box” specialists (Sinomlando).</td>
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**Journal entry:** write 300 words.
### Day 6, Dec. 31:
You *are required* to read P. Alegi, “The Sport of Zuluness” and M. Mchunu, “A Modern Coming of Age”; in *Zulu Identities*.

*No journal entry on New Year’s Eve.*

Visit Behkabantu School and Orphanage; service learning projects continue with local students and teachers. Co-ed soccer (football) friendly with Bhekabantu team. New Year’s Eve festivities at Easter Beach, Kosi Bay nature preserve on Indian Ocean coast, the UNESCO World Heritage Site.

**Rural education, sports, and gender relations in the New South Africa**

(Early evening): The social world of a Zulu/Thonga/Tembe community and the making of traditional/modern African ethnicities in northern KwaZulu-Natal, from colonial times to the present.

### Day 7, Jan 1:

*No reading and no journal entry.*

**NEW YEAR’S DAY**: Easter Beach picnic, coastal walk-about, and other Indian Ocean activities in Kosi Bay.

**Living off the sea and land in the Kosi Bay region**

Living off the sea and land, procuring for local consumption, selling to global markets: a community dialogue with fish trappers, farmers, and livestock traders from the Kosi Bay region.

### WEEK 2

#### Day 8, Jan 2:

**Journal entry**: write 300 words.

Phuza coastal post, South Africa-Mozambique international border, northern KZN.

**Legacies of African movement and colonial rule: local, national and global crossings**

The political economy of historical migrations in South Africa.

#### Day 9, Jan 3:
You *are required* to read J. Wright, “Revisiting the Stereotypes of Shaka’s ‘Devastations,’” S. Brooks, “Royal Precedents and Landscape Midwives” and Thembisa Waetjen and G. Mare, “Shaka’s Aeroplane: The Take-off and Landing of Inkatha, Modern Zulu Nationalism and Royal Politics”; in *Zulu Identities*.

**Journal entry**: write 300 words.

Depart for Hluhluwe-iMfolozi Game Reserve; take safari tour of this huge bush park in an open vehicle; view Big Five: lion, elephant, rhino, etc. Travel to Eshowe and stay for two overnights at historic colonial George Hotel, near the royal capitals of 19th-century Zulu kings.

**Zulu politics, safari wildlife and colonial conservation**

Deconstructing myths of modern Africa: sourcing stereotypes of Zulu power and the Big Five.
### WEEK 2

#### Day 11, Jan 5:

**Journal entry:** write 300 words.

Depart for Mahatma Gandhi’s commune and John Dube’s Ohlange school, the Tuskegee Institute of South Africa; visit Stanger (Shaka’s Rock) and Prophet Shembe’s Nazareth Shrine. Stay for four overnights at the Bush Lodge, Pietermaritzburg (Mgungundlovu Municipality), KZN provincial capital.

The global dimensions of modern South Africa’s freedom movements and religious transformations

The special historical relationship between the United States and South Africa.

#### Day 12, Jan 6:
You *are required* to read P. Denis, “Are Zulu Children Allowed to Ask Questions?” and S. Leclerc-Madalala, “AIDS in Zulu Idiom” in *Zulu Identities.*

**Journal entry:** write 300 words.

Visit University of KwaZulu-Natal, Pietermaritzburg, and its Sinomlando’s Centre for Oral History and Memory Work; tour Mphophomeni rural township and observe Sinomlando “memory box” project.

Healing the wounds of Apartheid: peace-building initiatives and community-based therapy in former war-torn townships

The violent end to Apartheid and negotiated birth of South Africa’s democracy.

#### Day 13, Jan 7:
You *are required* to read P. Bonner and V. Ndima, “The Roots of Violence and Martial Zuluness on the East Rand” in *Zulu Identities.*

**Journal entry:** write 300 words.

Tour Mbali township, former site of civil conflict; safari adventure in Lion Park; both destinations are in Pietermaritzburg city limits.

Mapping community initiatives in and around Pietermaritzburg

The NGO sector and South African civil society.

#### Day 14, Jan 8:
You *are required* to read F. Rankin-Smith, “Beauty in the Hard Journey” in *Zulu Identities.*

**Journal entry:** write 300 words.

Tour Durban; visit its urban beaches and Shaka Marine World Park, as well as cultural attractions such as Dalton Road Zulu Workers’ Trading Centre.

Zulu metropolis: the local, national and global influences of Durban, a destination in Indian Ocean commerce

From Zulu outpost and segregated town to world hub: fascinating histories of Durban.
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