

FYS 042, CRN 6979
Building Democracy in the Wake of Apartheid
Fall 2018

Course Meets: MW 12:30-1:45
Meredith Hall 102

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Office Hours:

Monday: 2:00-4:00

Tuesday: 11:00-1:00

Wednesday: 2:00-4:30

Thursday: Available online via Skype or FaceTime

And by appointment

Course Description:

This first year seminar explores issues in democracy and equity through Reacting to the Past pedagogy and research.

Reacting to the Past

This course situates students in the Multiparty Negotiating Process taking place at the World Trade Center in Kempton Park in 1993. South Africa is facing tremendous social anxiety and violence. The object of the talks, and of the game, is to reach consensus for a constitution that will guide a post-apartheid South Africa. The country has immense racial diversity--white, black, Colored, and Indian. Students are challenged to understand a complex political landscape to resolve the questions of democracy and equity in the new government.

Course Requirements:

- **Required Text:**
Eby, J. C. & Morton, F. (2017). The collapse of apartheid and the dawn of democracy in South Africa, 1993. Chapel Hill, NC: Reacting Consortium Press.

- **Attendance is required.** Because much of the class is more like a team working on a project and your peers/teams/factions will need the balance of your voice/perspective the entire class is affected if you are absent. So do your classmates a favor and come to class! **More than two unexcused absences will lower the final grade by one full grade level.** If you are ill or

have a serious problem preventing your attendance, please email me *prior* to class.

- **Assignment completion:** All assignments are due on Blackboard prior to class on the due date unless otherwise noted. **Late assignments** will result in a deduction in points: 20% will be deducted from your final grade on the assignment for each 24-hour period (or part thereof) that the assignment is turned in late (starting with the time of the due date). **In-class assignments, such as presentations and writer's workshop may not be made up if missed.**

Course Objectives:

The primary purpose of this class is skill development and the immediate application of those skills:

- Critical reading and analysis
- Effective writing for a variety of purposes
- Public speaking and debate
- Problem solving
- Leadership
- Teamwork, strategizing, collaboration, and compromise
- Working under pressure

Inclusivity: At Drake University, we strive for an inclusive classroom space that values everyone regardless of race, ethnicity, gender identity and orientation, faith practice, economic class, political views or anything else we use to divide ourselves.

Please help create an inclusive environment where:

- * Everyone feels safe, supported, included, and encouraged to be themselves
- * Each person is recognized as a diverse individual connected to a community
- * We can discuss divisive issues with the goal of true understanding of the views of others

Honor and Integrity: Give credit where credit is due to avoid academic dishonesty.

Academic dishonesty encompasses any activity that seeks to gain credit for work one has not done, provide assistance to others seeking to gain such credit, or deliberately damage or destroy the work of others. Academic dishonesty includes, but is not limited to:

- **Plagiarism:** Plagiarism is misrepresenting another's ideas, phrases, discourse, or works as one's own. Academic information and ideas are produced and owned by individuals. Using such products without giving credit constitutes stealing. This includes using information directly from the web or representing papers available on the web as your own work. Give credit where credit is due, **using APA format to cite your resources on**

writing assignments which require citation. Use the 6th edition of the American Psychological Association (APA) style manual to cite references when needed. Not crediting ideas or words of others is unacceptable scholarship.

- **An excellent APA Resource: The OWL at Purdue Formatting and Style Guide:**
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

- **Cheating:** Cheating is the act, or attempted act, of giving or obtaining aid and/or information by illicit means in meeting any academic requirements.
- **Fabrication:** Fabrication is intentional and unauthorized falsification or invention of any information or citation in an academic sense in any academic exercise. Any falsification of information or sources of information is not acceptable, including: copying from another, using unauthorized materials during a test or experiment, unauthorized collaboration with another student, use of materials written by others without giving credit, submission of the same paper to two or more instructors without prior approval, and failure to acknowledge assistance by tutors and others.

*** The penalty for engaging in any of these forms of dishonesty in relation to this class will result in, at a minimum, a zero on the assignment and may result in failure of the course and recommendation of suspension or expulsion.**

Electronic Devices: The ONLY electronic device permitted in this classroom is a laptop being used for taking notes, following a PowerPoint/visuals, or doing research or assignments pertinent to the class. Please turn off all other means of communication unless authorized for class participation. **Electronic devices will not be permitted during peer presentations. You are expected to *be present* and not have divided attention in class, if electronic devices distract from learning rather than enhance learning, the instructor will ask students to put away the technology.**

Accommodations: If a physical, mental, intellectual or emotional impairment makes necessary accommodations that are not already in place for this course, please let Prof. Crowe know, as well as Michelle Laughlin in Student Disability Services at 271-1835.

FYS Tentative Course Schedule: it is anticipated that we will follow the schedule below. Should there be a need for changes, the instructor will update the schedule in class and on Blackboard.

Date	Assignment(s) Due	In-class content
Mon 8/27		Course syllabus, outcomes, and

<p>Wed 8/29</p>	<p>Online search—South Africa’s history</p>	<p>expectations Writing 1: on democracy and equity</p> <p>South Africa’s history A Reacting activity and post-game debrief</p>
<p>Mon 9/3</p> <p>Wed 9/5</p>	<p>No class, Labor Day</p> <p>Reading from the Rise and Fall of Apartheid and spreadsheet (both posted on Blackboard)</p>	<p>Early SA history and population diversity; racial categorization, inequality, and colonialism</p>
<p>Mon 9/10</p> <p>Wed 9/12</p>	<p>Readings in Gamebook: Verwoerd on apartheid and Mandela: Verwoerd’s Grim Plot Reading strategy: click or clunk</p> <p>Readings: Freedom Charter (in Gamebook) and How the Freedom Charter betrayed Africans (linked on Blackboard) Writing 2: Using both resources, discuss the strengths and weaknesses of the Freedom Charter</p>	<p>Partner work with Click or Clunk Apartheid and Institutional racism</p> <p>Apartheid and the Freedom Charter</p>
<p>Mon 9/17</p>	<p>Readings: In Gamebook: UN Declarations on Human Rights And Mandela, “I am Prepared to Die” (in book</p>	<p>All week: The Resistance Movement</p>

<p>Wed 9/19</p>	<p>and video: The ‘I am prepared to die speech’ from the Rivonia trial https://www.youtube.com/watch?v=-Su6d6X8rn4</p> <p>Sharpville video: https://www.youtube.com/watch?v=wldD-Q9wmfY</p> <p>Writing 3: democracy and equity</p>	
<p>Mon 9/24</p> <p>Wed 9/26</p>	<p>Readings and reflection: In Gamebook: Biko excerpts, Biko on Black Consciousness</p> <p>Readings and reflection: UDF Statement, Kairos Document</p>	<p>All week in class: Cry Freedom</p>
<p>Mon 10/1</p> <p>Wed 10/3</p>	<p>Reading and reflection: In Gamebook: Reddy, “The Significance of the African and Indian Joint Struggle” (155-165)</p> <p>Readings and reflection: In Gamebook: pages 27-54, Address by DeKlerk (pg. 109-116) and negotiation agreements (pp. 133-139)</p>	<p>Government</p>
<p>Mon 10/8</p> <p>Wed 10/10</p>	<p>Readings: Role sheets and related readings Writing 4: write a bio of your role for your introduction speech</p> <p>Readings: In Gamebook: Inkatha Documents Violence and the Security Forces</p>	<p>Overview of game structure Introduction speeches and faction meetings ‘in character’</p> <p>Game session 1 Game sessions consist of: faction</p>

		meetings, party talks, news, deliberations, and constitutional proposals
Mon 10/15	No class, Fall Break	
Wed 10/17	Readings: as required by role Writing 5: reaction to the day 1 news and deliberations (in 'character')	Game session 2
Mon 10/22	Video and reflection: conducting an interview	Game sessions 3 and 4
Wed 10/24		Interview someone from an opposing faction
Mon 10/29	Writing 6: interview write-up	Game sessions 5 and 6
Wed 10/31		
Mon 11/5	Resource and reflection: Pieter Dirk Uys interview	Game debrief Research project parameters
Wed 11/7	Readings: SA today Research topic proposal due at the end of class	The dangers of a single story; examining multiple perspectives
Mon	No face-to-face class* —in lieu of class: 1:1	Research

11/12	meeting with Dr. Kieran last week or this week	planning, goal-setting
Wed 11/14	Research day	More info to follow
Mon 11/19	No face-to-face class, writing 7: by class time, email an update of your research progress (details posted on BlackBoard)	
Wed 11/21	No Class Thanksgiving Break	
Mon 11/26		Continue with storytelling and multiple perspectives
Wed 11/28	Writing 8: a summary of 3-4 resources, connection to equity and democracy	Writer's and presenter's workshops in class
Mon 12/3	All week: Research presentations in class—topics perspectives, and understandings; class celebration	There will be treats...
Wed 12/5		
Mon 12/10, 9:30-11:20	Finish with presentations during our final exam time Writing 9: final paper on equity and democracy, informed by your research	I'll have treats here too...

Grades: +/- grade system

This course uses outcomes-based grading. You begin the course with zero points and earn points through quality work throughout the semester. Here are the assignments you will turn in to earn your grade. All assignments should be turned in on BlackBoard prior to class unless otherwise indicated by the instructor.

This course utilizes plus/minus grading. Here is the breakdown. Please check the

BlackBoard gradebook frequently so you know what your current grade is.

Most importantly, remember that I do not give grades. You earn your grade.

- A+: 97.5-100%
- A: 92.5-97.4%
- A-: 90-92.4%
- B+: 87.5-89.9%
- B: 82.5-87.4%
- B-: 80-82.4%
- C+: 77.5-79.9%
- C: 72.5-77.4%
- C-: 70-72.4%
- D+: 67.5-69.9%
- D: 60-67.4%
- F: 59.9% or lower

Anticipated Points: points may be subject to change if assignments change

Assignment	Due Dates	Points
Resources (readings, videos, etc.) with reflections	8/29 9/5 9/10 9/17 9/24 9/26 10/1 10/3 10/22 11/5	10 @ 5 points each = 50 points total
Writing assignments:		
1	8/27	4
2	9/12	4
3	9/19	8
4	10/8	8 (4 writing, 4 speech)
5	10/17	8
6	10/29	8
7	11/19	4
8	11/28	12

9	12/10	32 = 88 points
Participation: Game sessions 1-6 1:1 meeting with instructor Writer's workshop Research Presentation	10/10-10/31 1 st 2 weeks of Nov 11/28 12/3	4 per game day, 24 pts 6 pts meeting/goal setting 12 pts workshop 20 pts presentation = 62 points
	TOTAL	= 200 points