

UGA South Africa Study Abroad Program
INTL 4320S Political Development
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Stellenbosch
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The central goal of this course is to bridge theory and praxis of studying development. More specifically, the goal is to combine theoretical approaches of development taught in the lecture with your own, actual, on-the-ground experiences as you engage in service learning in the township of Kayamandi. You should bring what you observe in your practical work in the township into the classroom by asking questions and making informed contributions. Similarly, you should take what you read in the assignments and what you hear in the lectures back to Kayamandi and think about how the readings and lecture materials conform or not with what you observe on the ground. In fact, I will start our class every morning with the following question: “what have you observed yesterday during your community engagement that has a bearing on what we talked about in class?” This is a unique opportunity to actually DO “development work” and to get a first-hand look at the challenges of education in a developing society.

We will begin this class with basic questions such as: what does “development” mean? How can it be measured? How sustainable is development? Why is it that some societies are more and others are less developed? Are there “models” of development, i.e. is there such a thing as copying the experience of other “successful” societies?

This will be followed by a more detailed look at the colonial period in South Africa and how it created a society, economy and culture based on racial principles generating a highly unequal society. We also cover briefly the liberation struggle and its effect on economic and political development as well as attempts at reconciliation between white and black South Africans.

With this background in mind, and your personal experience in working in a township we apply the “big three” approaches to development to South Africa: how much room is there for “agency” for development? To what extent does culture or structure determine development paths. Is South Africa a “rent-seeking” society based on predatory rule, or simply a self service store for powerful elites? Finally, we wrap up by introducing “Ubuntu”, an indigenous form of development and an Africanist humanist philosophy and explore its capacity for development in South Africa.

More specifically, the learning goals for this course are:

- A. Introducing the fundamental concepts of “positive” and “normative” forms of development as applied to the South African case.
- B. Creating a deeper understanding of how the systematic racial segregation, called Apartheid, during its colonial period led to structural underdevelopment, making South Africa one of the most unequal societies in the world.
- C. Investigating the liberation struggle of Nelson Mandela and the ANC (African National Congress) in ultimately ending official Apartheid.
- D. Discuss the challenges, choices, and compromises by the post-Apartheid governments.

- E. Understanding the concept of “state capacity” and how predatory rule, rent seeking and corruption hampers development.
- F. Comparing culture, structure, and agency: the “big three” approaches to development and contrasting it with “Ubuntu” an indigenous form of development and an Africanist humanist philosophy.

The course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.

Required readings:

For this class we are using a number of articles that are available from the electronic course reserves at the UGA library and for others, electronic links are provided. This means that you can download (password: mandela) these articles and print them out anywhere around the world with a computer, internet access, and a printer. Ideally, locate the articles using the links, and download them to your computer. However you do it, make sure you have read them **BEFORE** class as they will be used as a basis for discussion. **The articles used for this class are listed in the detailed daily reading assignments below.**

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment.

Grades will be assigned as follows: A: 93% and above A-: 90%-92% B+: 87%-89% B: 83%-86% B-: 80%-82% C+: 77% - 79% C: 73%-76% C-: 70%-72% D: 60%-69% A grade of C- or lower will not count toward major coursework.

As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Recommended reading:

Mark Mathabane (1986). **Kaffir Boy. An Autobiography.** Free Press.

This is a most inspiring true story of a black South African youth who experiences the daily dehumanizing conditions of apartheid and who dreams of going to America to become a professional tennis player. I highly recommend this book as it paints a deeply personal picture of the indignities suffered by Blacks in South Africa during apartheid and conveys in vivid images the living conditions for most Blacks during the apartheid years.

Bryce Courtenay (1989). **The Power of One.** Ballantine Books.

This is the coming of age story of a white, English speaking South African boy, nursed by a black woman, and who grew up surrounded by Afrikaners (white, Afrikaans speaking descendants of the Dutch settlers). It highlights the tensions between the Afrikaner and English speaking South Africans and powerfully conveys the conflicts between various segments of South African society. The story unfolds against the background of the early 1930s to the beginning of the official Apartheid policies in 1948. Its beautiful prose will leave you with deeper insights in the troubled past of this country and the epic struggles of people to free themselves from the arbitrary fetters of race, language, and ethnicity. **Highly recommended!**

If you are into movies, I strongly recommend you check out these movies before you go on this journey: “Skin”. More info here: [https://en.wikipedia.org/wiki/Skin_\(2008_film\)](https://en.wikipedia.org/wiki/Skin_(2008_film))

Also, you may want to watch “Cry Freedom” which tells the story of Steve Biko, founder of the Black Consciousness Movement at https://en.wikipedia.org/wiki/Cry_Freedom

Finally, here are two other great movies you may want to watch to get in the mood for South Africa: “Cry, the Beloved Country” at [https://en.wikipedia.org/wiki/Cry,_the_Beloved_Country_\(1995_film\)](https://en.wikipedia.org/wiki/Cry,_the_Beloved_Country_(1995_film)),

and “Invictus” which is the story of how Nelson Mandela’s wearing of a Springbok jersey (the Springboks is the name of the South African Rugby team which at that time were all white and mostly Afrikaans speaking) was a powerful gesture aiding in reconciliation between the white minority Afrikaners and majority Black Africans. More info here at: [https://en.wikipedia.org/wiki/Invictus_\(film\)](https://en.wikipedia.org/wiki/Invictus_(film))

Course requirements:

- 1: Paper on your service learning experience based on a topic which will be provided later in the course (40 %). Deadline for submission of this paper is July 15, 2018.
- 2: Participation: (10 %)
- 3: Journal: (10%)
- 4: Final exam: (40 %)

Reading assignments:

You can find the reading materials with the direct links provided below. Should the link not work, or if there is not link provided, the materials are also available as electronic reserves in the UGA library and can easily be downloaded (again: password is: mandela).

The link to the UGA electronic reserves library is: <http://www.libs.uga.edu/access-services/course-reserves>

5/9 Approaching the Topic: development theories in broad strokes.

How to write about Africa: a sarcastic look.
<https://granta.com/how-to-write-about-africa/>

Hagopian (2000) Political Development - revisited

Can be found here: <http://158.121.110.113/~pubpol/documents/Hagopian--Week4.pdf>

David S. Landes (2006) [Why Europe and the West? Why not China?](#) *Journal of Economic Perspectives*, 20:3-22.

5/10 Structural, cultural, and ecological constraints of development

Hausman: Prisoners of Geography: can be found here:

<http://foreignpolicy.com/2009/11/20/prisoners-of-geography/>

Marglin: Development as poison. Can be found here:

<http://hir.harvard.edu/development-and-modernizationdevelopment-as-poison/>

Exercise: Do the “ecological footprint” quiz. Can be found here:

<https://www.earthday.org/take-action/footprint-calculator/>

Be ready to discuss the findings of the quiz tomorrow!

5/14 Western Enlightenment meets African humanist philosophy

On Modernization Theory: ON Modernization theory

<https://revisesociology.com/2015/09/27/modernisation-theory-development-and-underdevelopment/>

Sumphorian Ntibigarirwa (2009). Cultural Values, Economic Growth, and Development. *Journal of Business Ethics*, Vol: 83 (3) p. 297-311

Nathan Nunn and Leonard Wantchekon, “[The Slave Trade and the Origins of Mistrust in Africa](#)” *American Economic Review* 101 (December 2011): 3221–3252

5/15 The invaders arrive (1652); the rise of the Afrikaners and the South African War 1899-1902

Readings: **Encyclopedia Britannica:** South Africa
From “Pastoralism and early agriculture” to “The South African War 1899-1902”

5/16-17 1948-1976 Rise of Apartheid, Apartheid legislation, and the Sharpeville and Soweto revolts

Readings: **Gilliomme:** The Making of the Apartheid Plan 1929-1948

- 5/21 The liberation struggle continues: Nelson Mandela's release February 11, 1990 and the first democratic election in South Africa: April 27, 1994.

This may look like a lot of reading – but it's actually not! These are very short pieces!

Ann Paton (1998): "Why I am Fleeing South Africa"

<http://www.jacanaent.com/Library/Articles/Why%20I'm%20Fleeing%20South%20Africa.htm>

The Role of the Dutch Reformed Church in South Africa:

<http://berkeleycenter.georgetown.edu/interviews/a-discussion-with-fanie-du-toit-of-ijr-on-the-role-of-the-dutch-reformed-church-in-south-africa-rsquo-s-history>

On the Decline of the Dutch Reformed Church:

<http://mg.co.za/article/2012-04-05-the-slow-and-steady-death-of-dutch-reformed-church>

Who killed Hani? Can be found here:

<https://www.nelsonmandela.org/omalley/index.php/site/q/03lv02424/04lv02730/05lv03005/06lv03006/07lv03051/08lv03053.htm>

The End of Apartheid and the birth of Democracy: can be found here:

<http://overcomingapartheid.msu.edu/unit.php?id=65-24E-6&page=3>

- 5/22 Revisiting "normative" and "positive" development. What development strategy would you apply? The importance of human capital for Development.

James A. Robinson (2002) States and Power in Africa: Comparative Lessons in Authority and Control by Jeffrey I. Herbst. Can be found here:

http://www.jstor.org/stable/2698386?seq=3#page_scan_tab_contents

Markus M. L. Crepaz (2008) Reflections on a recipe for Democracy in Africa, in: *Democracy and Culture*. An African Perspective. Abbey and Adonis, UK.

- 5/23 A constructivist view of South Africa:

Anthony W. Marx, "Race Making and the Nation State". Can be found here:

http://muse.jhu.edu/journals/world_politics/v048/48.2marx.html

If the link doesn't work: here's the information: *World Politics*, January 1996, Vol: 48/2.

- 5/24 Predatory rule, "rent-seeking" and capturing the South African state:

M. Martin and H. Solomon (2017) [Understanding the Phenomenon of 'State Capture' in South Africa](#). *Southern African Peace and Security Studies*, 3:21-34

K. M. Murphy, et. al. (1993) [Why is rent-seeking so costly to growth?](#) *American Economic Review*, V 83: 409-414.

Alex Bavister-Gould (2011). [Predatory leadership, predatory rule, and predatory states](#). Development Leadership Program, Concept paper.

5/28 The “big three”: agency, culture and structure, perhaps “Ubuntu”?

R.A. Badeeb, et. al. (2016). [The Evolution of the natural resource curse thesis: a critical literature survey](#). *Resources Policy* 51:124-134.

Peter Gourevitch (2008) [The Role of Politics in Economic Development](#), *Annual Review of Political Science*, 11:127-159.

[Understanding the Essence of Ubuntu](#) (Historyplex): \

5/30 Final exam and farewell lunch

6/1 Depart for Johannesburg and Apartheid Museum

6/2 Depart from Johannesburg to Victoria Falls, Zimbabwe

6/4 Depart from Victoria Falls to Kasane, Botswana (Chobe National Park)

6/6 Return from Kasane via Victoria Falls to Johannesburg and return to Atlanta, Georgia.