



HISTORY 600: The Global Anti-Apartheid Movement

Professor: Emily Callaci

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Course Time: Wednesday, 1:20-3:15

Class Location: Education L173

Office Hours: Tuesdays and Thursday, 2:30-3:30

Office: 5125 Mosse Humanities Building

Requisites: HIST 201 or HIST SCI 211

Canvas site: <https://canvas.wisc.edu/courses/414849>

COURSE DESCRIPTION:

In 1994, South Africa held its first free elections, ending decades of a system of racist white-minority rule known as apartheid. In the decades leading up to the first democratic elections, in support of the protracted struggles of activists within South Africa, members of the global community put pressure on the regime through economic means, including sanctions, boycotts and divestment. What role did the global anti-apartheid movement have in ending apartheid? What motivated Civil Rights leaders, students, labor unions, artists, and other activists around the world to organize and advocate for divestment from apartheid South Africa? How did they convince their elected officials and everyday people in their communities to also care about this issue? How did the strategy of boycott, sanctions, and divestment in the global community work in relation to the on-the-ground strategies of South Africans to free themselves? How has the anti-apartheid divestment campaign inspired and influenced other social justice movements?

In this class, we will explore the global anti-apartheid campaign starting from our own campus, the University of Wisconsin, Madison. We will begin with a broad exploration of histories of boycotts and divestment, from the sugar boycotts of the abolition movement through the fossil fuel divestment movement of recent years. We will consider the ideas and actions of writers and activists ranging from Virginia Woolf, to Mahatma Gandhi, to Dr. Martin Luther King Jr. to Cesar

Chavez. Next, we will spend several weeks building our knowledge of the history of apartheid in South Africa and the movement to overthrow it, both within and outside the borders of South Africa. Then, for the majority of the semester, we will convene a research collective devoted to uncovering the history of global Anti-Apartheid movement, starting with the records of the Madison Anti-Apartheid Coalition, held in the Wisconsin Historical Society. While we will work collaboratively to explore and discuss this history, each student will each complete their own individual project, based on rigorous and original historical research.

LEARNING OBJECTIVES:

This advanced level course meets the Humanities breadth requirement and counts as Liberal Arts and Science credit in L&S. By the end of this course, students will be able to:

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- Accurately summarize the history of apartheid and the global movement to overthrow it
- Place the global anti-apartheid movement within longer histories of boycotts and divestment, identifying similarities and differences
- Formulate strong research questions
- Craft an original research project using primary and secondary resources
- Develop and present in argument in written form
- Give and receive helpful, respectful feedback
- Lead and participate productively in purposeful discussion

FORMAT:

This course meets in person.

For weeks 1-5, we will work collaboratively to build a base of background historical knowledge on three related topics: the history of boycotts and divestment in general, the history of apartheid-era South Africa, and the global anti-apartheid movement. We will begin to keep a list of research questions to inform our research. By the end of this first module, students will pitch their own individual research topic.

For the remainder of the semester, we will run the seminar as a research workshop, where we share and get feedback on our ongoing work. The readings will be selected in real time, as research projects develop. (A list of readings related to this topic is available on Canvas). By the end of each class session, we will select what we would like to read and discuss the following week. (On some weeks, we may all decide to read the same thing, while on other weeks, different students may choose to read different things, depending on their research topics). I will update our weekly plans on the class Canvas page each week.

DIVERSITY AND INCLUSION STATEMENT:

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

As an historian, I recognize that my profession has privileged certain people and excluded others—both in terms of the people who hold jobs as history professors, and in terms of the perspectives and experiences that have been deemed worthy of historical inquiry. I also acknowledge that the University of Wisconsin-Madison itself occupies the ancestral lands of the Ho-Chunk, a place their nation has called Teejop. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. While we cannot undo all forms of historical injustice in a single course, we recognize our ongoing obligation to foster a more just and inclusive university, and within it, a more just and inclusive discipline of History.

We must start by educating ourselves about how our institution, UW Madison, fits into histories of exclusion. Towards that end, I encourage all students to take the time to visit the online exhibition [Sifting and Reckoning](#), which explores UW's history of exclusion and resistance.

As a professor, I take seriously my responsibility to create a safe learning environment where all students can participate in open and honest dialogue with one another. I expect all members of the seminar to contribute to a learning atmosphere that is respectful and inclusive, and which recognizes the dignity of each member. I welcome disagreement and varying viewpoints as a productive and necessary part of intellectual inquiry, and I expect seminar members to express disagreement in a respectful way.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

REQUIREMENTS AND EVALUATION:

The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities, which include regularly scheduled meeting times during class and office hours, reading, writing, revising, conducting research, providing feedback to other students, and participating in self-assessment.

In this class, I am adopting a pedagogical practice known as “un-grading.” The idea is, where possible, to eliminate grades on individual assignments and instead foster an ongoing process of student self-assessment in dialogue with the instructors. If you are curious about some of the research on grades and “un-grading” as pedagogy, some of my favorite essays on the topic are by Dr. Jesse Stommel, which can be found [here on his website](#).

To be clear: I believe that all courses at UW Madison should be challenging and rigorous for students. I expect students in my courses to spend the required amount of focused time, free from distraction, to prepare for class. I expect students to complete all assignments and to be present and engaged in class. I also believe that courses should be opportunities for creativity, exploration, and for trying new ideas and skills.

In some instances, grades can be useful. I know from experience—both as a former student and as a professor—that at times, grades can provide useful information and can be a source of reassurance for some students, letting them know “where they stand.” However, for a course like this, in which the learning goals are more qualitative than quantitative, I find that grades can often get in the way of deeper learning. Here are my reasons for trying to find alternatives to conventional grading:

1. I believe that true life-long learning is driven by the internal motivation of students, rather than externally imposed criteria. Grades direct focus to the latter; I want this class to be an opportunity for students to re-center the former.
2. I believe that the best learning happens in a collaborative relationship between teacher and students. In my experience, grades are not the best way to foster this kind of collaboration and can sometimes hinder it.
3. I believe that university classes should be a space for experimentation and creativity, which sometimes means going out on a limb or trying new skills and ideas. By contrast, I find that grades can stifle creativity, creating incentives for students to stay in their comfort zone, trying to replicate what they think will please the professor, rather than taking intellectual risks.
4. I believe that one of the most important, lasting things we learn in college is *how* to learn. By de-centering grades, I hope to put more emphasis on the learning process, rather than just on the product.

In this class, we cannot do away with grades entirely: I am required to assign you a final grade for the course. However, my intention is that YOU will assign your own grade, based on empirical data, with my guidance. I will provide detailed criteria by which you will assign your grade, and you will be required to provide detailed evidence for the grade you assign yourself in your final portfolio. I still maintain authority over final grades and can overturn your self-assigned grade if the grade you assign to yourself is not consistent with the evidence you present. I believe that, in this course, students who put the time and work into this course can earn the grade they wish to attain.

GRADING CRITERIA

You may assign your grade based on a 100-point scale, which translates to the following letter grades:

96-100 A
90-95 AB
85-89 B
80-84 BC
75-79 C
70-74 D
<70 F

ASSESSMENT:

Your grade will be based on the following:

- Attendance and participation: 20%
- Reading responses, 5 points each: 20%
- Research Topic Pitch: 5%
- Annotated bibliography: 10%
- Draft of paper: 5%
- Peer review: 5%
- Presentation: 5%
- Final project: 25%
- Final Portfolio: 5%

ASSIGNED READINGS:

All required readings will be available through the course website.

RESOURCES AND POLICIES

Office Hours:

I encourage you all to come to my office hours to discuss any aspect of the course or your

academic program. These hours are set aside specifically for your benefit, and I really hope to see you there! I am available both in person in my office or remotely, via Zoom.

Academic Honesty:

The University of Wisconsin takes matters of academic honesty very seriously. Plagiarism in particular is a very serious offense that can pose a real threat to your success and to the integrity of our broader learning community. I will strictly enforce the university policies on academic honesty. The rules about plagiarism can sometimes be confusing. If you are unsure about them, please be on the safe side and check. You can start here:

http://writing.wisc.edu/Handbook/QPA_plagiarism.html

If you are still unsure about what constitutes plagiarism, and whether you are committing plagiarism, please come speak to me during office hours. Ignorance of the definition of plagiarism will not be an acceptable excuse. More detailed information about student codes of conduct may be found here:

<http://students.wisc.edu/saja/misconduct/UWS14.html#points>

Writing Resources:

I encourage you to make use of the resources and services available through the History Lab. The History Lab is a resource where expert PhD students work with you and your history/history of science projects 1-on-1. No matter your stage in the writing process—choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts—the History Lab staff will help you sharpen your skills and become a more successful writer. Visit our website <http://go.wisc.edu/HLAB> early and often to schedule an appointment with a Lab TA or to find writing tips, guides, and resources.

DoIT Help Desk – If you have questions about Canvas, BBCollaborate, Zoom or other platforms supported by UW, you can contact the DoIT Help

Desk: <https://it.wisc.edu/services/help-desk/>. They can also guide students to resources for help with bandwidth issues.

SCHEDULE:

Week 1, Jan 22: Introductions

Listen:

[WPR, Wisconsin Today, “UW-Madison’s anti-apartheid and divestment history,” May 22, 2024](#)

Week 2, Jan 29: Boycotts, Divestment and Consumer Activism in Comparative Historical Perspective

Read:

1. Lisa Trivedi, *Clothing India’s Nation*, Chapter 1 (1-37)

2. Clare Midgeley, "Sugar Slave Boycotts, Female Activism and the Domestic Base of British Anti-Slavery Culture," *Slavery and Abolition* 17 (3), 1996, 137-162
3. Andrew Phemister, "'The Surging Tide of Pauper Democracy: Irish boycotting and Anglo-American Liberalism,'" *Radical History Review*, 2019

Due Tuesday by 9pm: reading response #1

Week 3, Feb 5: Boycotts, Divestment and Consumer Activism in Comparative Historical Perspective

Read:

1. Dr. Martin Luther King Jr. "The Montgomery Bus Boycott," (1955 speech)
2. Danielle McGuire, *At the Dark End of the Street*, 84-134
3. Matt Garcia, "A Moveable Feast: the UFW Grape Boycott and Farm Worker Justice," *International Labor and Working Class History*, (2013)
4. Tehila Sasson, "Milking the Third World? Humanitarianism, Capitalism, and the Moral Economy of the Nestlé Boycott," *The American Historical Review* 121 (4), 2016

Due Tuesday by 9pm: reading response #2

Week 4, Feb 12: Background to Apartheid (asynchronous)

Read:

1. Nigel Worden, *The Making of Modern South Africa*, Chapters 4, 5, and 6

Watch:

1. *Have You Heard from Johannesburg?* Episodes 1-3 (available to stream on library website)

Due Tuesday at 9pm: reading response #3

(note: this week, class will not meet in person. The reading response will relate to the readings. Please use the time we would have spent in class watching the documentary episodes listed above. A guide with questions will be provided.)

Week 5, Feb 19: Oliver Tambo and the Global Anti-Apartheid Campaign

Watch: episodes 4-7, *Have you Heard From Johannesburg?*

Due Tuesday at 9pm: response #4

Research Workshop: during the second of class, we will discuss research questions and peruse finding aids of archival collection to help identify potential research topics.

Week 6, Feb 26: Pitches

Due Tuesday at 9pm: your “pitch” for your research topic
In class: be prepared to present your “pitch” to the class

Week 7, March 5: Research Workshop
Readings: TBA

Week 8, March 12: Research Workshop
Readings: TBA

Week 9, March 19: Research Workshop
Readings: TBA

Due Tuesday at 9pm: Annotated Bibliography

SPRING BREAK

Week 10, April 2: research and peer review

Week 11, April 9: research and peer review

Week 12, April 16: research and peer review

Week 13, April 23: Presentations

Week 4, April 30: Presentations and Final Discussion

Final papers Due: May 9th, 9am

Appendix I: Primary Sources

Wisconsin Historical Society Collections:

Madison Anti-Apartheid Coalition Papers:

<https://search.library.wisc.edu/catalog/9911125109802121>

Marcia P. Cogg Papers, 1977-1992

<https://search.library.wisc.edu/catalog/9911125015102121>

Alexander Defense Committee Records, 1962-1971

<https://search.library.wisc.edu/catalog/9911124546902121>

Prexy Nesbitt Papers, 1956-2021

<https://search.library.wisc.edu/catalog/9911125142902121>

Beate Klein Becker Papers, 1977-1980

<https://search.library.wisc.edu/catalog/9911125764502121>

William Nessen Papers, 1978-1995

<https://search.library.wisc.edu/catalog/9911125661102121>

Digital Archives:

Adam Matthews *Apartheid South Africa, 1948-1994*:

<https://search.library.wisc.edu/catalog/9913727861002121>

African Activist Archives, Michigan State University:

<https://africanactivist.msu.edu>