

INTL 4684 - Repression and Dissent
Monday - Thursday* 10:45 am - 12:00 pm
Stellenbosch, South Africa Maymester 2023
University of Georgia

Instructor: Meredith LaVelle
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Office Hours: By appointment

Course Description:

What leads to domestic actors challenging those in power? How might governments respond to such challenges? This course is designed to introduce students to the concepts and dynamics of repression and dissent. We will talk about how governments interact with their challengers and challengers with their governments, how and when tensions escalate, violence and non-violence within contentious politics, and the various tactics/strategies that governments and challengers use in response (or in anticipation of) one another. To do this, the course will contextualize these dynamics and processes through the case of Apartheid in South Africa.

Course Objectives:

- Be able to conceptualize repression, dissent, and contentious politics
 - Develop a strong understanding of the dynamics between citizens and the state within the context of contention, specifically understanding collective action, the relationships between violent and non-violent forms of repression as well as dissent, and how these dynamics can conclude
 - Apply the objectives from above to contextualize how the dynamics of repression and dissent were central to Apartheid in South Africa
 - Identify and analyze issues of repression and dissent in the broader global context.
 - Understand why and how the apartheid regime came to power in South Africa as well as how the apartheid government's rule came to an end.
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Course Expectations and Policies:

Attendance and Participation:

- Because this is a study abroad course, you are expected to attend all lectures. However, if some circumstance arises where you are unable to attend class, you must let me know in advanced. Please email or text me and let me know what is going on, and I will do what I can to work with you.
- This class will involve a decent amount of in-class discussion. You will be expected to do the readings before class and contribute to the conversation in some way. There will be plenty of chances for you to participate and in different ways. Not everybody likes talking in front of the class or a particular topic may not resonate with you, and that's completely okay. The main point here is that I expect you to be conscientious in your participation regardless class discussion, group discussion and in your other assignments.
- Late assignments: Each assignment will have a hard deadline. If you miss a deadline, I will deduct 5 points from your assignment for each day that it is late. However, if there are some extenuating circumstances, I'm happy and willing to work with you. I understand struggling with mental health, being sick, losing friends and family while in school, etc. Also, we're abroad, and for some of you it's your first time, which can mean more anxiety. You do not have to give me specifics - you can tell me what is going on to the degree you are comfortable. However, I please ask that you do not lie. If you need an extension, please contact me over email or set up some time to talk with me.

Communicating with the Instructor:

- If you need to contact me about the class (e.g., questions about material, readings, assignments, etc.), then please reach out over email. Please don't message me on ELC.
- If there is an emergency, please call me. I'll share my South African cell number in class.
- If you want to set up office hours or do a short review for quizzes, I'm happy to do that! Just email me.

Academic Honesty:

- By being a UGA student, you have inherently agreed to the terms of the UGA Student Honor Code. This means that you agree to be “academically honest in all of [your] work and will not tolerate the academic dishonesty of others.” For more information, please see the link provided: <https://honesty.uga.edu/Academic-Honesty-Policy/Student-Honor-Code/>.
- Academic honesty explicitly refers to (among other policies) that your academic work must be your own. This means that plagiarism is forbidden and can result in being disciplined under the Student Code of Conduct. This also extends to the usage of AI tools/services to write papers for you, including (but not limited to) ChatGPT or other software that mixes, transposes, or reorganizes original texts used to disguise others’ work as your own.

Prohibition of Recording Lectures:

- Unless you have worked with the University of Georgia Disabilities Resource Center to receive the relevant accommodations, students are not allowed to make their own audio and/or video recordings of portion of the class.
- In the event that I provide some recording materials on ELC, these materials are NOT to be shared with individuals outside of our course.
- If I do provide recordings of course materials, students must abide by the following policies:
 - Recordings are only permitted to be used for student’s own academic use for the course at hand
 - Faculty members/instructors possess copyright interest in the materials created for the course and students must agree to not infringe on copyright
 - Faculty members/instructors and students are entitled to privacy rights and both sides agree to not violate these rights by recording materials for purposes outside of student’s own academic pursuits as they relate to this course
 - Students will not release, upload, transcribe, or share materials/recordings that I produce for the course.
 - Students also agree to not profit financially from the materials provided for you in this course
 - At the conclusion of the course, student will delete any recordings provided for you by the instructor.
- Violation of any of these policies will result discipline under the Student Code of Conduct and/or subject to criminal liability under US copyright laws.

Classroom Environment:

- The very nature of our class is inherently political, which means that discussions or debates can get heated. If/when we get to these points in our course, we need to keep it respectful. I will not tolerate discriminatory and harmful attacks towards individuals or social/cultural groups. Here are some general guidelines for how we can respectfully conduct debates and discussions in our class per SPIA’s Dr. Chad Clay:
 - “Listen respectfully, without interrupting.”
 - “Listen actively, with an ear to understanding others’ views, rather than simply thinking about what you going to say while someone else is talking.”
 - “Criticize ideas, not individuals.”
 - “Allow everyone a chance to speak.”
 - “Do not make assumptions about any member of the class or generalizations about social groups.”
 - “Do not ask individuals to speak for their (perceived) social group.”
 - “Never use discriminatory language or engage in personal attacks.”
- With this in mind, I also want to do my best to create an inclusive classroom environment where each students can succeed. I may fall short at times and want to learn and do better. This is not said to excuse any potential shortcomings, but rather to open the door to any of you who want to let me know how I can improve as an instructor, how I can help promote inclusivity in our classrooms, and to address any related potential issues that any one may be dealing with pertaining to our class.

Staying Informed:

- The topics that we will talk about this class are not just abstract, theoretical concepts that academics debate and discuss. These are processes, ideas, rules, and outcomes that are happening all across time and space - and they are changing (slowly) every day. Therefore, it is your responsibility as a student in this course to stay up to date on current events. Staying informed on what’s happening in the world will help give you more context to what we’re learning in the classroom.
- Mental health disclaimer: While it is your responsibility to stay in formed, please be cognizant of doom-scrolling and/or consuming too much news/media. It’s way too easy to over-do it with media consumption. Staying informed is important, but not at the risk of your mental well-being.
- A note on news sources: We all know there is a serious problem of misinformation, and it’s not going away any time soon. When you’re reading the news and keeping informed with what’s going on in the world, it can be easier than you think to accidentally consume misinformation and continue its spread. Here’s a link of a few useful tips when engaging with information: <https://research.asu.edu/seven-ways-to-protect-yourself-against-misinformation>.

- I've also included a list of good resources below in case you're looking for some suggestions of what news sources to check out. Keep in mind that our national news outlets may be limited in coverage of countries that may not be deemed "geo-politically relevant" to the West. For this reason, I strongly encourage you to also check out some regional news sources from around the world to know what is going on beyond what the powers that be deem important. I've included a list of reputable and reliable sources below:
 - Reuters <https://www.reuters.com/>
 - AP <https://apnews.com/>
 - The Hill <https://thehill.com/>
 - The Washington Post <https://www.washingtonpost.com/>
 - allAfrica <https://allafrica.com/>
 - El País (English) <https://english.elpais.com/>
 - Al-Jazeera <https://www.aljazeera.com/>
 - Deutsche-Welle (English) <https://www.dw.com/en/top-stories/s-9097>
 - Bangkok Post (English) <https://www.bangkokpost.com/>
 - New Zealand Herald <https://www.nzherald.co.nz/nz/>
 - BBC <https://www.bbc.com>
- There are also some useful academic/expert blogs that focus more on discussing/analysing political events:
 - Monkey Cage <https://www.washingtonpost.com/monkey-cage/>
 - Political Violence at a Glance <https://politicalviolenceataglance.org/>
 - The Conversation <https://theconversation.com/us>
 - Open Global Rights <https://www.openglobalrights.org>

Updates/Changes to Syllabus:

- The syllabus is a general plan for how this course will be taught this semester. However, if something comes up and I need to make some changes, I will let you know in advanced what these changes will be.

Course materials and submitting assignments:

- All course materials will be provided to you on ELC. This includes the syllabus, any slides I may use, videos, other resources, etc.
- You will submit all materials on ELC. This should be easier for both of us to work from one place. Please do not email me assignments.
- The one exception here is that if you do need to contact me, please email me directly and not through ELC.

Grades and Assignments:

Because this is a study abroad course, I want the focus of the course and your grades to be rooted in your experiences here in South Africa. My goal as your instructor is to help facilitate and structure the experiences you are having here in Italy, particularly in the context of repression and dissent. As such, the assignments will be far fewer than traditional courses back at UGA or your home institution. I do not plan to give any tests, however, I may start giving quizzes if I perceive that you and your peers are not showing up having prepared for class. For now, you will be assigned weekly reflections and a case study analysis to be submitted by the end of spring semester. You will also be graded on your participation in the course. Below are descriptions of each component of your overall grade.

Participation: (15 % of final grade)

For this portion of your overall grade, you are expected to show up to class, read the required readings before coming to class, complete assignments, and contribute thoughtfully to the discussion. Even if you have read and don't understand the material, this can even come in the form of simply showing up to class and asking relevant questions. This does not mean that you can come to class without reading and asking what the articles/chapters were about. At the end of the course, you will also have to complete a participation survey, which will count towards this portion of your grade.

Weekly Reflections: (30% of final grade [each reflection is worth 10%])

You will have three weekly reflections, each due at the end of the week, specifically by 5pm on Fridays. Exact dates will be indicated below on the course schedule.

When writing your reflections, think about the readings, the course discussions, films we watch in class, guest lecturers, and most

importantly, the experiences you're having here in South Africa. Also important to consider would be current events as they relate to South Africa and its citizens more broadly, conversations you may have with people you encounter in Stellenbosch or Cape Town, and content you learn about in your other courses. Here are some general questions to consider as you write your reflections:

- What are the key concepts or ideas that have come up in readings, discussions, and/or through interactions and experiences you've had this week both in and outside of the classroom?
- What topics, concepts, or ideas are new to you? What are your thoughts on these topics?
- What are some of the key arguments/takeaways from your readings this week that you feel are important to address?
- Through your time in Stellenbosch (and South Africa more broadly), have you come across any kinds of discourse related to repression and/or dissent? If so, in what context? For example, you may have read about something in the news that pertains to repression and/or dissent in South Africa, or you may have heard something from one of the tour guides on an excursion.
- Keeping the concepts of repression and dissent in mind, reflect on what you've learned and experienced in and out of the classroom this week. What questions or topics do you still have and/or would like to learn more about?

Quizzes: (15% of final grade)

You will be assigned 2-3 quizzes during the course. These are designed to mainly to make sure that you are doing the readings. As long as you read, pay attention in class, and do your best to understand the material, you will be fine. These will be announced in advanced.

Event Study Analysis: (40% of final grade)

Instead of a final exam, for your final assignment you are going to submit a case study analysis that will focus on one of the key events of Apartheid in South Africa. This case study will need to be approximately 3-5 pages double-spaced. I am less concerned about length and more focused on making sure that you meet the requirements of the assignment. We will talk more about this during the first and final days of the course. **This assignment will be due on July 19, 2023 by 5:00 pm eastern on ELC.** Below is a list of requirements that you will need to meet for the assignment:

- The topic/case must center on some major event that occurred within the context of the apartheid rule in South Africa
- Your analysis should address each of the following:
 - A *brief* background of the particular event (i.e., what circumstances led to the event at hand)
 - Discuss the event itself, making sure to include how repression, oppression, and/or dissent arose in this case (i.e., what forms of repression did the government use against challengers? Did dissidents/protesters use non-violent or violent tactics to challenge the state?)
 - Which individuals/groups were targeted with rights violations and why these individuals/groups in particular become targets?
 - Did the event have some subsequent impact on later events during the Apartheid regime?

Grading Scale:

Your final grade will be determined based on the scale below. If you are on the cusp of one of these grades, I will look at your semester holistically and if you have demonstrated that your work is more in line with an A rather than A-, then I will use my discretion to make that adjustment. This policy will NEVER be used against you. In other words, I will never round down grades.

- 94 to 100: A
- 90 to 93.9: A-
- 87 to 89.9: B+
- 84 to 86.9: B
- 80 to 83.9: B-
- 77 to 79.9: C+
- 74 to 76.9: C
- 70 to 73.9: C-
- 60 to 69.9: D
- 59 and below: F

Required Readings:

You will be assigned readings throughout this course, but **you do not need to buy any books for the class.** Any assigned readings (either required or recommended) will be provided for you on ELC or can be accessed to read for free online through the UGA library (indicated below). I've provided a list below of the books that I will pull from in case you are interested in buying the books. Please do not share the readings I provide for you with people outside of the course.

- Butler, Anthony. (2017). *Contemporary South Africa: Contemporary States and Societies*. 3rd Edition. United Kingdom: Palgrave. (Available online through UGA library)
 - Mason, T. David. (2004). *Caught in the Crossfire: Revolutions, Repression, and the Rational Peasant*. Oxford: Rowman and Littlefield Publishers (Available online through UGA library)
 - Tarrow, Sidney. (2011). *Power in Movements: Social Movements and Contentious Politics*. 3rd edition. New York: Cornell University Press. (Available online through UGA library)
 - Thompson, Leonard. (2014). *A History of South Africa* Revised by Lynn Berat. 4th ed. New Haven: Yale University Press. (Available online through UGA library)
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Additional Information:

Covid Information and Face Masks

- Our course will be taught-in person this semester. I plan to wear a mask and encourage you to wear one also.
- If you test positive for Covid or are sick, I encourage you to please not come to class. Again, I will be happy to work with you to make up any assignments due to prolonged illness.

Financial or Economic Hardships: UGA has several resources to help students who are facing economic/financial hardships. Some of these resources include UGA's Emergency fund, food pantry, assisting students with getting access to professional clothing, on campus employment, and food scholarships. If you are experiencing financial hardships and need help, go to <https://financialhardship.uga.edu/> to find out more.

Mental Health and Wellness:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
 - The University Health Center has additional resources for students who are seeking mental health services <https://www.uhs.uga.edu/bewelluga/bewelluga> as well as resources specifically for students who are enduring some form of crisis <https://www.uhs.uga.edu/info/emergencies>
 - BeWellUGA also has additional offerings for ways to help with managing stress and anxiety. These include free workshops, classes, mentorship, and health coaching by licensed clinicians and health educators at UHC.
 - UGA Counseling and Psychiatric Services (CAPS) - CAPS is located on the second floor of the UGA Health Center and provides affordable and confidential services for UGA students as well as eligible partners. To reach by phone, call 706-542-2273 between 9-5pm. If you need help after business hours, you can call CAPS's after hour line at 706-542-2200.
 - UGA Christie Campus Health - Services are free to students - no cost telehealth and in-person options are available.
 - Relationship and Sexual Violence Prevention (RSVP) - You can reach their 24-hour sexual assault hot line at 706-542-7233. This is a free and confidential service. You can also visit them on the first floor of the UHC.
 - Georgia Crisis and Access Line: This service is available 24/7/365 to anyone enduring a crisis. Their phone number is 1-800-715-4225.
 - National Suicide Prevention Lifeline: This is free, 24/7 service that provides confidential support for people who are experiencing distress and/or crisis. You can contact them by phone at 1-800-273-8255
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Tentative Course Schedule:

Week 1: Introduction to Concepts of Contention, Dissent, Repression, and Human Rights + South African Historical Context

Monday May 15: Stellenbosch Orientation

Required Readings:

- No readings - be at Stellenbosch orientation at 9am

Tuesday May 16: Course Overview + Historical Context of South Africa

Required Readings:

- INTL 4684 Syllabus
- Butler, Anthony. (2017). *Contemporary South Africa: Contemporary States and Societies*. 3rd Edition. United Kingdom: Palgrave. Pages 6-13.

Suggested Readings:

- "Race and Ethnicity in South Africa" *South African History Online*
<https://www.sahistory.org.za/article/race-and-ethnicity-south-africa>

Wednesday May 17: Repression and Dissent in the context of Human Rights

Required Readings:

- Tarrow (2011) - Introduction
- Davenport, Christian. (2007). "State Repression and the Political Order." *Annual Review of Political Science* 10: 1-23. (Read pages 1-4, at minimum)
- Donnelly and Whelan (25-35)

Thursday May 18: Explaining motivations to engage in (collective) dissent

Required Readings:

- Mason Chs 1-2

Friday May 19: Collective action and non-violent protest

Required Readings:

- Mason Ch 4
- Meredith, Martin (2008). *Gold, Diamonds, and War: The British, the Boers, and the Making of South Africa*. New York: Public Affairs. Introduction.

Reflection #1 due on ELC by 5pm on Friday May 19

Week 2: State Repression and the Rise of Apartheid

Monday May 22: Decisions to repress: why do states choose to engage in (violent) repression?

Required Readings:

- Moore, Will H., and Ryan Welch. (2015). "Why Do Governments Abuse Human Rights?" *Emerging Trends in the Social and Behavioral Science: 1-16*.
- Butler (2017): 13-15

Tuesday May 23: The role of gold, diamonds, and mining in South Africa

Required Readings:

- Thompson Ch 4 (pgs. 110-132)

Wednesday May 24: British Imperialism

Required Readings:

- Thompson Ch 4 (pgs. 132-153)

Thursday May 25: Segregation and the pre-Apartheid Era

Required Readings:

- Thompson Ch 5

Reflection #2 due on ELC by 5pm on Friday May 26

Week 3: The Apartheid Era

Monday May 29: The Rise of the Apartheid Government

Required Readings:

- Thompson Ch 6

Tuesday May 30: Steve Biko and the Black Consciousness Movement

Required Readings:

- No readings - we will watch *Cry Freedom (1987)* in class

Wednesday May 31: Guest Lecture

Required Readings:

- Guest Lecture #1: Dr Schalk van der Merwe (Stellenbosch Uni Faculty) on Role of Music in the anti-Apartheid Movement

Thursday June 1: Apartheid in South Africa

Required Readings:

- Thompson Ch 7

*****Reflection 3 due Friday June 2 by 5pm on ELC*****

Week 4: End of Apartheid

Monday June 5: End of Apartheid

Required Readings:

- Thompson Ch 8

Tuesday June 6: Guest Lecture

Required Readings:

- Guest Lecturer #2: Dr Schalk van der Merwe (Stellenbosch Uni Faculty) on Transitioning away from Apartheid and Where South Africa Stands Today

Wednesday June 7: Course Wrap-up

Required Readings:

- No readings - Instead, we will reflect on the course, talk about the final project, and we'll talk about any lingering questions related to the course

*****Event Analysis due by 5 pm on July 19, 2023 - Submit on ELC*****