**Section B: Cultural Reflection Paper (Due Wednesday, April 5th before 5 P.M.)**

You will write a 4-page, double-spaced essay; it must be typed in New Times Roman 12-point font. You are also required to consider the ideas of at least 5 assigned readings in this section. Please quote scholarly authors and properly attribute the ideas that you borrow from them. Finally, I ask that you use endnotes, and preferably one endnote per paragraph to indicate your sources of information and insight. This paper is due on 4/5 @ 5:30 P.M. Please consider the issues below.

While many Zulu people live in distinctly organized traditional rural communities, they also engage with many different cultural influences, including Western music and art, which they adopt according to their needs. I remind you that over many decades Zulu labor migrants have been at the forefront of this creative process, for they have steadily moved between countryside and city. In places of urban employment they stay in hostels, townships and suburbs. These sites are infused with many new trends; they also offer venues to perform ancestral rituals and practice traditional sports, which show theresilient dimensions of *ukuhlonipha* (meaning “respect” for Zulu social hierarchy and cultural history).

Choose at least 5 articles (see a list below/readings are in course documents, these are same readings from our presentations last Wednesday) that analyze the aspects of Zulu life discussed above, with this main question in mind: why do certain Zulu traditions continue to appeal to Zulu people, especially in this age of globalization? The following additional questions may help you formulate an answer: What subjects of Zulu tradition interest you the most? Why are these traditions important to Zulu people and to you?   What traditions stand out as especially vital to Zulu people, as they decide what rituals to uphold and what rituals to modify in a developing democracy? When considering these issues, I ask that you be mindful of the capacity of Zulu people to change and preserve their own culture.

**Reading List: You can add your own readings, but you are still required to use 5 articles from the classroom list. See our below.**

**Section II: Zulu Culture**

Below is a list of group reading assignment. Find your name in another document with students list and read articles next to your name. If your name is under group A, you are expected to read articles on GROUP A. If I left your name out by mistake, please read **Group G**.

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| **Your Group** | **Reading Assignment** |
| Group A | **Attached on email**: Benedict Carton & Robert Morrell “Zulu Masculinities, Warrior Culture and Stick Fighting: Reassessing Male Violence and Virtue in South Africa,” |
| Group B | 1.     **Chapter 22:** Peter Alegi, “The Sport of Zuluness: Masculinity, Class and Cultural Identity in Twentieth-century Black Soccer,” in ***Zulu Identities****.*  2.     **Chapter 49:** “A Modern Coming of Age…..”in ***Zulu Identities.*** |
| Group H | 1. **Chapter 36.** The secret of Zulu bead language– in ***Zulu Identities.*** 2. **Chapter** 34. Beauty in the hard journey: defining trends in twentieth-century Zulu art … in Zulu Identities. |
| Group C | **Attached on email:** Harriet Sibisi, “How Africa Women Cope with Migrant Labor in South Africa,” Women and National Development: The Complexities of Change,” *Signs*, 3, 1 (1977): 167-177 |
| Group D | **Attached on email:** Traditional Leaders,……………… |
| Group E | **1.**     **Chapter 37:** Liz Gunner   “………” in *Zulu Identities.*  **2.**     **Chapter 38:** Adrian Koopman, “Zulu Names” in *Zulu Identities.* |
| Group F | **Attached on email:**Caroline White: “Plotting Ritual:……..” |
| Group G | **Chapter 42:** Thenjiwe Magwaza, “…………..” **in in Zulu Identities.**  **Chapter 48:** Mark Hunter, “……….” **in Zulu Identities.** |
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**Grading Guide**

**Please consider the following guide lines or key points as you write your paper:**

1. Introduction is focused narrowly enough for the scope of this prompt. A thesis statement provides direction for the paper by statement of a position.
2. The paper ties together information from all sources (cohesiveness). Paper flows from one issue to the next without the need for headings and the author's (student) writing demonstrates an understanding of the relationship among ideas obtained from all sources.
3. In-depth discussion & elaboration in all sections of the paper is focused on addressing the prompt. The history of Zulu Kingdom must be very brief and should be discussed in the context of the prompt.
4. The paper demonstrates that the author fully understands and has applied concepts learned in the course (integration of knowledge).
5. Conclusion: Concepts & arguments are integrated into the writer’s own insights and the writer provides concluding remarks that show analysis and synthesis of ideas from lecture and reading materials. The student’s voice should stand out as oppose to summarizing articles without giving an opinion or analysis what the articles meaning in relation to the prompt.
6. The paper cites all information obtained from sources using *APA* citation style and *endnotes* or *footnotes*