

RUTGERS UNIVERSITY
History of South Africa
(21:510:385)
Fall 2020

Professor: Dr. Habtamu Tegegne
Office: Conklin Hall, 329
Office Hours: By appointment
Email: ht254@newark.rutgers.edu

Course Description

This course focuses on the social, political and economic developments and change in South Africa between the seventeenth and twentieth centuries. Thematically structured around two major themes—race and colonialism—the course traces the impact of European colonial domination in South African history through the era of the apartheid to the post-apartheid era. The course will also examine how categories of race, class, and colonialism created institutions, and shaped social relations between colonizers and indigenous peoples. Other topics explored by the course include: colonial encounter, white political, and economic hegemony, land alienation, African nationalism, and democratization.

Learning Goals: this seeks to:

- encourage the development of critical thinking and of writing skills.
- introduce students to basic concepts in the study of south African history
- provide them with a basic historical outline of South African history since the 17th century

Course Requirements and Evaluation

Grading in the course will be based on an evaluation of student performance in the term paper, participation in online discussion and exams. Points will be available as follows:

Final Exam:	30%
Midterm Exam:	30%
Term Paper:	15%
Participation in Discussion:	25 %

Grading Scale

In the final determination of the letter grades, I will use “+.” Grading for the course will be as follows:

- A grades (90-100);
- B grades (80-89);
- C grades (70-79);
- D grades (60-69); and
- F grade (below 60).

EVALUATION DETAILS

Participation in Discussions (worth 25% of your final grade):

Constructive and energetic participation in online discussion boards is a key element of the course and is worth 25% of your final grade. Everyone will be assigned to a discussion group. You are required to post discussion board messages for the Readings specifically assigned to your discussion group. **Three [3]** postings or discussion board messages are expected from you: **one [1]** posting in response to a question posed by the instructor, **two [2] replies** to the initial postings or replies of other students in the group. The discussion topics/questions are posted on the course website most Sundays. **You are allowed to make the initial postings only Monday through Thursday before 11:59 pm.** But the replies can be made any time between Monday and Sunday until 11:59pm.

The discussions are partly based on primary and secondary sources are found as excerpts in the *South Africa Reader*. The online discussion will provide you with the opportunity to learn how to synthesize, analyze, and evaluate information provided in primary sources. You are responsible for the online discussions. Both the **quality and the quantity** of participation are important. It is in your best interest to read postings and actively participate in online discussion. Your postings must be thoughtful and reasoned, clear, and written in complete sentences and in formal academic English. Avoid abbreviations and colloquial language. Your postings will also be evaluated for spelling, syntax, and punctuation. You must also be respectful to your colleagues when you reply to their postings. If you disagree with them, you must express your disagreement professionally and in a way that does not offend anyone.

Term Paper (15% of the total)

There is one assigned paper for this course which is worth 15 % of your course grade. The writing guideline and the topics will be given well in advance of the due date. You have to turn in your papers on the due date. Late papers will not be accepted for full credit without any documented valid excuse. Your paper is due **on Sunday, November 22**. Turn your paper on blackboard. In addition, please note, submission of a term paper and of a final exam are course requirements. Failure to submit them, regardless of total points accrued for other assignments, will result in an “I” grade for the course.

Late Policy

Turn your paper according to the official (syllabus stated) due date. Five points will be deducted for each day your assignment, including the term paper, is late. You may only ask for an extension at least 48 hours before the due date and only if you have a valid reason and valid documentation. None will be accepted after the end of the semester. Doctor’s notes that are dated either more than 24 hours after the onset of illness or after the due date will not be accepted. Even if you have obtained a doctor’s note, you will be penalized until the day I receive your doctor’s note.

Exams (60% of the course grade)

The midterm exam will be held on Friday, **October 25**. The final exam will be held on Wednesday, December 16. You are expected to take the exams based on the schedule indicated in the course syllabus.

Students are required to take the exams based on the schedule indicated in the course syllabus. The term paper and the exams are course requirements. Despite the total points you earned, absence from the exams will result in overall failure in the course. The final exam must be taken based on the university official final exam schedule. You may only ask for taking the midterm or final exam on a date different from the official (syllabus-stated) day at least 36 hours before the due date and only if you have a valid reason and documentation.

Exam and Paper

Due Dates:

Midterm Exam:	Friday, 25 October
Term Paper:	Sunday, 22 November
Final Exam:	Wednesday, 16 December

Course Website

Blackboard is our best means of communication. You will need access to the website in order to complete some of the readings, to get paper topics, exams, participation in online discussion, announcements, and other information of interest and importance. By now everyone who is enrolled to this course should have access to the course site. You will need to be able to access the website at least three times a week; on the evenings before Tuesday and Thursday and on Sundays in order to download the weekly assignments, lectures, PowerPoints, and other relevant files.

Copyright

Lecture notes, slides, handout materials, examinations and assignments developed for this course are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination outside of the course. Posting, selling and providing course material to third-party websites violates an instructor's intellectual property rights, and the American Copyright Law. Failure to follow these instructions violates the university's Code of Student Conduct, and will result in disciplinary measures.

Decorum

I value and welcome all kinds of comments and opinions in online discussion. Feel free to express your opinion in a way which is professional and does not offend anyone. My important and simple course rule is that we respect each other. Avoid any rude, or inappropriate comments.

Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to [University Policy 10.2.7](#) for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence,

Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

- Link to “Technology Resources for Students” page: <https://coronavirus.rutgers.edu/technology-resources-for-students/>.
- Contact information for OIT-Newark Help Desk: <https://runit.rutgers.edu/hd/>.

Plagiarism

You are expected to follow the student guideline concerning academic honesty and conduct. All work must be your own. If you have questions about plagiarism, you can see me. Plagiarism is a serious offence and is punishable, under the university code of conduct. Any instance of plagiarism will result in failure in this course. There is a very good statement on plagiarism on the American Historical Association's webpage. The American Historical Association's definition of plagiarism can be found at:

http://historians.org/governance/pd/Curriculum/plagiarism_defining.htm

Be sure to read it carefully and closely. For a full discussion of Rutgers University's policies regarding academic integrity consult the following website: <http://www.ncas.rutgers.edu/oas/ai>.

According to the RU Academic integrity policy:

‘Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course.’

As stated in the academic integrity policy, some common instances of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources without proper attribution.

Academic Integrity

All students are required to sign the Rutgers Honor Code Pledge. The following pledge must be listed on every assignment or exam you submit: “On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.”

See: <https://www.sashonors.rutgers.edu/academics/integrity-pledge>.

Required Texts

There are two required books for this course:

Clifton Crais and Thomas V. McClendon, eds., *The South Africa Reader: History, Culture, Politics* (Duke University Press, 2013) ISBN 978-0822355298.

Leonard Thomson, *A History of South Africa*, 3rd ed. (New Haven, Yale University Press, 2001) ISBN 0-300-08776-4 (pbk.).

All of the required reading for the course is contained in the two books and the class notes.

The journal articles are available via the Rutgers library website (JSTOR).

SCHEDULE

Below is the course schedule that we will follow in the course of the semester. The schedule is

subject to revision. We might drop, add, or exchange readings according to our specific interests.

Week 1 (T/R, September 01/03): Introduction to the Study of South African History; Why Study South African History; History and Concepts; Lifestyles (foraging, farming, and pastoralism); Peoples and languages of Africa

Required:

Crais and McClendon, *The South Africa Reader*, 1-8; Thomson, *A History of South Africa*, 1-30.

Recommended: Anthony Atmore and Marks Shula, "The Imperial Factor in South Africa in the 19th Century: Toward a Reassessment," *Journal of Imperial and Commonwealth History*, 3, 1 (1974), 104-121; Anthony Atmore and Shula Marks, *Economy and Society in Preindustrial South Africa* (London 1981); William Beinart, *Twentieth Century South Africa*, 2nd ed. (Oxford, 2001); T.R. H. Davenport and Christopher Saunders, *South Africa: A Modern History*, 5th ed. (London, 2000); Sally Franketal and Owen B. Sichone, *South Africa's Diverse Peoples: A Reference Sourcebook* (Santa Barbara, 2005); Tim Keegan, *Colonial South Africa and the Origins of the Racial Order* (Charlottesville, 1996); Shula Marks and Richard Rathbone, eds., *Industrialization and Social Change in South Africa* (London, 1982), pp. 1-45; David Welsh, "Democratic Liberalism and Theories of Racial Stratification," in Butler, Elphick et. al., *Democratic Liberalism in South Africa* (London: 1986), 185-203; Nigel Worden, *The Making of Modern South Africa: Conquest, Apartheid, Democracy*, 5th ed. (Hoboken, 2012).

Week 2 (T/R, September 08/10): The Birth of a Violent European Colonial Frontier (1652-1800)

Required: Crais and McClendon, *The South Africa Reader*, 8-31; Thomson, *A History of South Africa*, 31-69.

Recommended: Julia C. Wells, "Eva's Men: Gender and Power in the Establishment of Cape of Good Hope," *Journal of African History* 39, 3 (1998), 417-437; Iris Berger, "Bitter Almond Hedges," Colonization, Slavery and Servitude," in *South Africa in World History* (Oxford, 2009), **Chap 2 (22-38)**; Shula Marks, "Khoisan Resistance to the Dutch in the Seventeenth Centuries," *The Journal of African History*, 13, 1 (1972), 55-80; Richard Elphick and Hermann Giliomee, "The Origins and Entrenchment of European Dominance at the Cape, 1652-1840," in *The Shaping of South African Society, 1652-1820*, Elphick and Giliomee, eds. (1979); Richard Elphick and Robert Shell, "Intergroup Relations: Khoikhoi, Settlers, Slaves and Free Blacks," in *The Shaping of South African Society, 1652-1820*, Elphick and Giliomee, eds. (Middletown, 1979), 184-242; Peter Kallaway, "Danster and the Xhosa of the Gariiep: Towards a Political Economy of the Cape Frontier 1790-1820," *African Studies*, 41, 1 (1982): 143-160; Nigel Penn, "The Orange River Frontier Zone, C. 1700-1805," in Andrew B. Smith, ed., *Einaqualand: Studies of the Orange River Frontier* (Cape Town: 1995), 21-109; Leonard Thompson

and Howard Lamar, eds., *The Frontier in History: North America and South Africa Compared* (1981).

Week 3 (T/R, September 15/17): Slavery in Dutch South Africa

Required: Crais and McClendon, *The South Africa Reader*, 33-54, and 64-65

Recommended: Robert Shell, "The Tower of Babel," "The Slave and Creolization at the Cape, 1652-1834," in *Slavery in South Africa: Captive Labor on the Dutch Frontier*, E. Eldredge and F. Morton, eds. (Westview, 1994), Chap 2 (11-39); James Armstrong, "The Slaves, 1652-1834," in *The Shaping of South African Society, 1652-1820*, Elphick and Giliomee, eds. (Middletown, 1980), Chap 3 (75-115); Devarakshanam Govinden, "The Indentured Experience of Indian Women," in *India in Africa, Africa in India: Indian Ocean Cosmopolitanism*, ed. John C. Hawley (Indianapolis, Indiana University Press, 2008), Chap 2 (55-76); Alan Lester, "The Margin of Order: Strategies of Segregation on the Eastern Cape Frontier, 1806-c.1850," *Journal of Southern African Studies*, 23, 4 (1997): 635-653; Robert Ross. *Cape of Torments: Slavery and Resistance in South Africa* (London, 1983); Robert C-H. Snell, *Children of Bondage: A Social history of slave Society at the Cape of good Hope, 1652-1838* (Hanover, 1994); Nigel Worden, *Slavery in Dutch South Africa* (Cambridge, 1985) and "Adjusting to Emancipation: Freed Slaves and Farmers in Mid-Nineteenth Century South Western Cape," in *The Angry Divide: A Social and Economic History of the Western Cape*, W. James and M. Simons, eds. (Cape Town, 1989), 31-39

Week 4 (T/R, September 22/24): The 'Great Trek': Origins and Legacies

Required: Crais and McClendon, *The South Africa Reader*; 55-63; 66-85; Thomson, *A History of South Africa*, 70-109.

Recommended: Philip Bonner, "The Great Migration' and 'The Greatest Trek,'" *Journal of Southern African Studies* 30, 1 (2004), 87-114; Norman Etherington, *The Great Treks: Transformation of Southern Africa, 1815-1854* (New York, 2001).

Week 5 (T/R, September 29/Thursday 01): Disposessions and Social Dislocation

Required: Crais and McClendon, *The South Africa Reader*, 89-122.

Recommended: Adam Ashforth, "The Xhosa Cattle killing and the Politics of Memory," *Sociological Forum*, 6, 3 (1991), 581-592; Colin Bundy, "The Emergence and Decline of the South African Peasantry," *African Affairs*, 71 (1972), 8-41; Jack Lewis, "The Rise and Fall the South African Peasantry: A Critique & Reassessment," *Journal of Southern African Studies*, 11, 1 (1984), 1-24; Jeff Peires, "Suicide or Genocide? Xhosa Perceptions of the Nonqawuse Catastrophe," *Radical History Review*, 46, 7 (1990), 47-57; Edward Cavanagh, "Introduction" and "Conclusion," in *Settler Colonialism and Land Right in South Africa: Possession and Dispossession on the Orange River* (New York, Palgrave, 2013), 1-23, and 90-100; Sheila Boniface Davies, "Raising the Dead: The Xhosa Cattle-

Killing and the Mhlakaza-Gliat Delusion,” *Journal of Southern African Studies*, 33, 1 (2007), 19-41; Tim Keegan, *Rural Transformations in Industrializing South Africa: The Southern Highveld to 1914* (London, 1987); Jeremy Krikler, *Revolution from Above, Rebellion from Below: The Agrarian Transvaal at the Turn of the Century* (Oxford, 1993); Timothy Keegan, “The Sharecropping Economy on the South African Highveld in the Early 20th Century,” *Journal of Peasant Studies*, 10, 2-3 (1983), 201-226; Jack Lewis, “Materialism and Idealism in the Historiography of the Xhosa Cattle Killing Movement 1856-7,” *South African Historical Journal*, 25, 1 (1991), 244-268; J.B. Peires, *The Dead Will Arise: The Great Xhosa Cattle-killing Movement of 1856-7* (London, 1989); T. Stapleton, “They No Longer Care for their Chiefs”: Another Look at the Xhosa cattle Killing of 1856-1857,” *The International Journal of African Historical Studies*, 24, 2 (1991), 383-392.

Week 6 (T/R, October 06/08): Shaka: Images and Realities

Required: Carolyn Hamilton, “Shaka as Metaphor, Memory, and history in Apartheid South Africa,” in *Terrific Majesty: The powers of Shaka Zulu and the limits of historical invention* (Cambridge, 1998), Chap 5 (168-205).

Recommended: N. Etherington, “Barbarians Ancient and Modern,” *The American Historical Review*, vol. 116, 1 (2011), 31-57; Julian Cobbing, “The Mfecane as Alibi: Thoughts on Dithakong and Mbolompo,” *Journal of African History*, 29, 3 (1988), 487-519; John Laband, *Rope of Sand: The Rise and Fall of the Zulu kingdom in the Nineteenth century* (Pietermaritzburg, 1995).

Week 7 (T/R, October 13/15): Race and the Anglo-Boer War

Required: Crais and McClendon, *The South Africa Reader*, 146-195; Thomson, *A History of South Africa*, 110-153.

Recommended: Ian Loveland, “Securing a White Peace,” in *By Due Process of Law: Racial Discrimination and the Right to Vote in South Africa 1855-1960* (Oxford, Hart Publishing, 1999), Chaps 3 (62-98); Paula M. Krebs, “Interpreting South Africa to Britain,” in *Gender, Race, and the Writing of Empire: Public Discourse and the Boer War* (Cambridge, Cambridge University Press, 1999), 109-142; Harriet Deacon, “Racial Segregation and Medical Discourse in Nineteenth-Century Cape Town,” *Journal of Southern African Studies*, 22, 2 (1996): 287-308; Jenny de Reuck, “Social Suffering and the Politics of Pain: Observations on the Concentration Camps in the Anglo-Boer War 1899-1902,” *English in Africa*, 26, 2 (1999), 69-88; Albert Grundlingh, “The War in Twentieth-Century Afrikaner Consciousness,” in *The Impact of the South African War*, ed. David Omissi and Andrew S. Thomson (New York, 2002), Chap 1 (23-37); Shula Marks, “War and Union, 1899-1910,” in *The Cambridge History of South Africa 1885-1994*, ed. Robert Ross, Anne Kelk Mager, and Bill Nasson (Cambridge, 2011), vol.2. Chap 4 (157-210); Bill Nasson, *The South African War, 1899-1902* (London: Arnold, 1999).

Week 8 (T/R, October 20/22): The Foundations of Apartheid

Required: Crais and McClendon, *The South Africa Reader*, 197-239; Thomson, *A History of South Africa*, 154-186.

Recommended: Saul Dubow, "Afrikaner Nationalism, Apartheid and the Conceptualization of 'Race'," *Journal of African History*, 33, 2 (1992), 209-237; Hermann Giliomee, "The Making of the Apartheid Plan, 1929-1948," *Journal of Southern African Studies*, 29, 2 (2003), 373-392; Paul Rich, "The Origins of Apartheid Ideology: The Case of Ernest Stubbs and Transvaal Native Administration, c.1902-1932," *African Affairs*, 79, 315 (1980), 171-194; Harold Wolpe, "Capitalism and Cheap Labor-Power in South Africa: From Segregation to Apartheid," *Economy and Society*, 1, 4 (1972), 426-456; Peter Alexander, *Workers, War and the Origins of Apartheid* (Oxford, 2000); Philip Bonner, Peter Delius, and Deborah Pose, *Apartheid's Genesis, 1935-1962* (Johannesburg, 1993), 252-274; Saul Dubow, *Racial Segregation and the Origins of Apartheid in South Africa, 1919-1936* (Oxford, 1989); Saul Dubow, "The Elaboration of Segregationist Ideology," in *Segregation and Apartheid in Twentieth century South Africa*, ed. William Beinart and Saul Dubow (London, 1995), 145 -175; Saul Dubow, *Scientific Racism in South Africa* (Johannesburg, 1995); Hermann Giliomee, "Western Cape Farmers and the Beginnings of Afrikaner Nationalism, 1870-1915," *Journal of Southern African Studies*, 14, 1 (1987), 38-63; Deborah Posel, "Race as Common Sense: Racial Classification in 20th Century Africa," *African Studies Review*, 44, 2 (2001), 87-113; David Welsh, *The Roots of Segregation: Native Policy in Colonial Natal, 1845-1910* (Oxford, 1971).

Week 9 (T/R, October 27/29): Afrikaner Nationalism and Racial Entrenchment

Required: Crais and McClendon, *The South Africa Reader*, 240-277; Thomson, *A History of South Africa*, 187-220.

Recommended: Alan Baldwin, "Mass Removals and Separate Development," *Journal of Southern African Studies*, 1, 2 (1975), 215-227; Alan Mabin, "Origins of Segregatory Urban Planning in South Africa C1900-1940," *Planning History*, 13, 3 (1991), 8-16; P. Rich, "Ministering to the White Man's Needs: The Development of Urban Segregation in South Africa, 1913-23," *African Studies* 37, 2 (1978), 177-192; Hilary Sapire, "Apartheid's 'Testing Ground': Urban 'Native Policy' and African Politics in Brakpan, South Africa, 1943-1948," *The Journal of African History*, 35, 1 (1994), 99-123; William Beinart and Saul Dubow, eds, *Segregation and Apartheid in Twentieth Century South Africa* (London, 1995); Owen Crankshal, "Squatting, Apartheid and Urbanization on the Southern Witwatersrand," *African Affairs*, 92 (1993), 31-51; P. Maylam, "Explaining the Apartheid City: 20 Years of South African Urban Historiography," *Journal of Southern African Studies* 2, 1 (1995), 19-38; Dan O'Meara, *Forty Lost Years: The Apartheid State and the Politics of the National Party* (Johannesburg, 1996); Deborah Posel, *The Making of Apartheid, 1948-1961: Conflict and Compromise* (Oxford: Clarendon, 1991, 1997); Robert Ross, Anne Kelk Mager and Bill Nasson (Cambridge, 2011), vol.2, Chap 7 (319-368).

Week 10 (T/R, November 3/5): Segregation and racism in comparative focus

Required: Shula Marks, "White Supremacy: A Review Article," *Comparative Studies in Society and History*, 29, 2 (1987), 385-397.

Recommended: George Reid Andrews, "Comparing the Comparers: White Supremacy in the United States and South Africa," *Journal of Social History*, 20, 3 (1986), 585-599; George Fredrickson, "The South and South Africa: Political Foundations of Segregation," in *The Arrogance of Race: Historical Perspectives on Slavery, Racism, and Social Inequality* (Middletown, Wesleyan, 1988), Chap 17 (254-269); John Cell, *The Highest Stage of White Supremacy: The Origins of Segregation in South Africa and the American South* (Cambridge, 1982), Chaps1 and 2; Ivan Evans, *Bureaucracy and Race: Native Administration in South Africa* (Berkeley, 1997); George Fredrickson, *White Supremacy: A Comparative Study in American and South African History* (1981); Anthony Marx, *Making Race and Nation: A Comparison of the United States, South Africa, and Brazil* (Cambridge: CUP 1998); Stan Greeberg, *Race, State and Capitalist Development: Comparative Perspectives* (New Haven: Yale, 1980).

Week 11 (T/R, November 10/12): African Nationalism

Required: Crais and McClendon, *The South Africa Reader*, 279-324, 357-370; Thomson, *A History of South Africa*, 221-241.

Recommended: George Fredrickson, "Ethiopia Shall Stretch Forth Her Hands," Black Christianity and the Politics of Liberation," *Black Liberation: A Comparative History of Black Ideologies in the United States and South Africa* (Oxford, Oxford University Press, 1995), Chap 2 (57-93); Nigel Gibson, "Black Consciousness, 1977-1987: The Dialects of Liberation in South Africa," *Africa Today*, 35, 1 (1988), 5-26; Snail Mgewebi, "The Black Consciousness Movement in South Africa: A Product of the Entire Black World," *Historia Actual Online* (2008), 51-68; Steve Biko, *I Write What I Like: Selected Writings* (London, 1978); Robert Fatton, *Black Consciousness in South Africa: Dialectics of Ideological Resistance to White Supremacy* (New York,1986); Gail Gerhart, *Black Power in South Africa: The Evolution of an Ideology* (Berkley, 1979); Karen Jochelson, "Reform, Repression and Resistance in South Africa: A Case Study of Alexandra Township, 1979-1989," *Journal of Southern African Studies*, 16, 1 (1990), 1-32; Nelson Mandela, *A Long Walk to Freedom The Autobiography of Nelson Mandela* (London, 1995); Patrick Walshe, *The Rise of African Nationalism in South Africa: The African National Congress, 1912-1952* (London, 1970).

Week 12 (T/R, November 17/19): Dismantling Apartheid (1985-1994)

Required: Crais and McClendon, *The South Africa Reader*, 371-416, 459-469; Thomson, *A History of South Africa*, 241-264.

Recommended: A.J. Christopher, "Dismantling Apartheid," in *The Atlas of Changing South Africa* (London, Routledge, 1994), Chap 8 (196-231); Steven Mufson, "South

Africa in Transition: The Influence of the Political Personalities of Nelson Mandela and William de Klerk,” *Foreign Affairs*, 70, 1 (1990-1991), 120-141; Morris Szeftel, “‘Negotiated Elections’ in South Africa, 1994,” *Review of African Political Economy*, 21, 61 (1994), 457-470; Alex Callinicos, “South Africa: End of Apartheid and After,” *Economic and Political Weekly*, 29, 36 (1994), 2355-2363; Robert Harvey, *The Fall of Apartheid: The Inside Story from Smuts to Mbeki* (London, 2001); David Welsh & J.E. Spence, *Ending Apartheid* (London, 2011); Stephen Zunes, “The Role of Non-violent Action in the Downfall of Apartheid,” *Journal of Modern African Studies*, 37, 1 (1999), 137-169.

Term Paper due November 22.

Week 13 (T, November 24): Mandela’s South Africa (1994-1999)

Required: Crais and McClendon, *The South Africa Reader*, 470-508; Thomson, *A History of South Africa*, 265-289.

Recommended: Fiona C. Cross, “On Having Voice and Being heard: Some after-Effects of Testifying Before the South African Truth and Reconciliation Commission,” *Anthropological Theory*, 3, 3 (2003), 325-341; Gunnar Theissen and Brandon Hamber, “A State of Denial: White South Africa’s Attitude to the Truth and Reconciliation Commission,” *Indicator South Africa*, 15 (1), *Autumn*, pp. 8-12; Jay A. Vora, “The Effectiveness of South Africa’s Truth and Reconciliation Commission: Perceptions of Xhosa, Afrikaner, and English South Africans,” *Journal of Black Studies*, 34,3 (2004), 301-322; Lyn S. Graybill, *Truth and Reconciliation in South Africa: Miracle or Model?* (Boulder, 2002); Mahmood Mamdani, “Amnesty or Impunity? A Preliminary Critique of the Report of the Truth and Reconciliation Commission of South Africa (TRC),” *Diacritics*, 32, 3-4 (2002), 33-59; Aletta J. Norval, “Memory, Identity and the (Im)possibility of Reconciliation: The Work of the Truth and Reconciliation Commission in South Africa,” *Constellations*, 5, 2, 1998: 250-265.

November 26-29: Thanksgiving Recess

Week 14 (T/R, December 01/03): Currents: Legacy of Apartheid

Required: Crais and McClendon, *The South Africa Reader*, 515-581

Week 15 (Tuesday, December 08): Review, Evaluation and Valediction