

RUTGERS UNIVERSITY  
Honors Program in Non-American History: A History of Southern Africa  
(21:510:396)  
Fall 2019  
Class Time/Location: T/R 4:00 pm to 5:20 pm Engelhard 209

Professor: Dr. Habtamu Tegegne  
Office: Conklin Hall, 329  
Office Hours: T/TR: 1: 00 PM-2:00 PM  
Email: [ht254@newark.rutgers.edu](mailto:ht254@newark.rutgers.edu)

### **Office Hours**

I am present, during office hours which are scheduled *for you*, to talk about any questions, or concerns regarding the course. Take advantage of these opportunities.

### **Course Description**

This course focuses on the social, political and economic changes in Southern 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 17<sup>th</sup> century

Instructional format combines lecture and discussion with audiovisual and electronic aids.

### **Course Requirements and Evaluation**

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

Reflections/Responses	20%
Participation in Discussion:	20%
Term Paper	40%
Class Attendance	10%
Presentation	10%

## 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).

<b>EVALUATION DETAILS</b>
---------------------------

### **Attendance (10%) (Ongoing)**

Attendance is required – and rewarded, since active engagement in class will contribute significantly to your final grade. University policy requires me to take attendance. Your attendance record can potentially affect your scholarship grants and other benefits. I will take attendance every week. One unexcused absence is acceptable. If you miss class more than once for reasons such as illness and family emergency, you need to produce a document explaining your absence. You will lose your attendance and participation grade every time you miss class without a valid reason. Five [5] consecutive, unexcused, absences will result in failure in this course. Take note also that a total of eight [8] excused and unexcused absences will result in failure in this course.

### **Participation (20%) (Ongoing)**

The second half of our class meetings will be devoted primarily to discussions of each week’s assigned readings. It is very important to come to class having read the required materials to be able to engage in discussions. Take notes as you read the textbooks and other assigned materials. You have to convince me that you have read the assigned materials for each week to earn the participation grade by actively participating in discussions. Good participation is displayed by comments, reflections and questions that are relevant to and informed by the assigned readings. Discussion questions will be posted to the course website in advance of class meeting. The questions will guide your reading and our class discussion. Also, during discussion bring to class the reading materials for each week. The discussion, along with the lecture, will provide you with the opportunities to analyze, synthesize and evaluate the material and engage with your classmates.

### **Response/Reflection ‘papers’ (20% course grade)**

Your evaluation is also based on writing response papers. Each student is required to **write** a one-to two-page response based on each week’s readings, due in the beginning of our Thursday meeting. Responses should be well thought-out and demonstrate your understanding of the assigned material. They should also refer to and build upon topics and themes we trace and develop in the course of the semester.

## **Presentations (worth 10% of course grade)**

One special feature of this course will be student mini presentations in class. Each student is required to present once (possibly twice) during the semester based on a sign-up sheet which will be made available in the beginning of the semester. Presentations will usually be held during the final twenty minutes of class time on Tuesdays. Student(s) should present for no more than 10 minutes on topics determined in consultation with the instructor. The topics must address an aspect of the materials covered by the Tuesday lecture “one week” prior to the presentation. The topics work best if they are narrow enough to be covered in a ten to fifteen minutes’ presentation. The most important thing to remember is that the presentation topic must be based on some aspect of the themes and issues covered in the lecture in the previous week. There should also be a short five-minute-long discussion (Q&A) following the presentation. In order to facilitate this short discussion, the presenter should come up with two to three open-ended questions.

## **Term Paper (40% of the total) Due Tuesday, December 3**

There is one assigned paper for this course which is 40% of your course grade. This is the exciting/fun part of the course. The term paper writing guideline will be given in the course of the semester. Each student will write a well-polished and argued research paper of 10-15 pages in length.

Term paper may address any topic covered by the course. The topics need to be approved by me. The paper must be based on both primary and secondary sources. Your paper must utilize **AT LEAST** three [3] primary sources and five [5] secondary sources. Of the secondary sources, one must be an article published in a peer reviewed academic journal. When you choose a research topic, be sure to choose well. That is make sure that you can find sufficient number of sources on the topic of your chose. If you find a topic poorly documented, choose another one on which you can find ample material.

The instructor of this course assumes that you know what primary and secondary sources are. If you are unsure about what makes a source primary source, ask me! You may also wish to consult the following site to learn more about the characteristic of a primary source: <http://www.archives.gov/education/research/history-in-the-raw.html>). If you do not know where to locate primary sources, go to ask questions at the library.

## **Late Policy**

Papers should be submitted on the official, syllabus stated, due date. **Five points will be deducted for each day your assignment, including the term papers, is late.** No assignments will be accepted after two days past their deadlines for any credit. In other words, if your paper is late by 2 days, you automatically receive a zero and a failure in the course. 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. 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. Once again, late papers will not be accepted for any credit if your paper is late by 2 days without any documented valid excuse.

## **Due Dates:**

Paper Proposal: Thursday, October 10

First Draft: Thursday, October 31

Term Paper: Tuesday, December 3

## **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, 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 TR and on Saturdays 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 discussion and lecture sessions. 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 and disruptive activity. Arrive promptly and remain in classroom for the entire lecture or discussion. Turn off all noisy devices including cell phones during class sessions.

## **Disruptive Activities**

You have the right to be in class, but take note also that you have the obligation to respect the right of others to be in class and refrain from any disruptive activity. A disruptive activity as stated in the Student Code of Conduct include "[e]ngaging in classroom conduct prohibited by the faculty member or in violation of the law or University policy." Texting and walking in to classroom late and leaving classroom during discussion and lecture is unacceptable and very disruptive. You need to respect the course rules stated in the syllabus and conduct yourself within the bounds of the University Student Code of Conduct. Here is the link to the code:

<http://studentconduct.rutgers.edu/disciplinary-processes/university-code-of-student-conduct/>

## **Students with Disabilities**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact the Office of Disability Services in the Paul Robeson Campus Center, in suite 219, by phone at 973-353-5375 or by email at [odsnewark@newark.rutgers.edu](mailto:odsnewark@newark.rutgers.edu)

## **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](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>

All assigned books are on reserve in the Library, and are available for purchase in the bookstore.

### **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*, 4<sup>th</sup> ed. (New Haven, Yale University Press, 2014) ISBN 9780300189353.

Additional articles and chapters will be placed on course reserve. All of the required reading for the course is contained in the two books, the readings on course reserve, 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 3/5: Introduction**

**Required:** Syllabus.

**Recommended:** Crais and McClendon, *The South Africa Reader*, 1-8; Anthony Atmore and Shula Marks, "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*, 2<sup>nd</sup> ed. (Oxford, 2001); T.R. H. Davenport and Christopher Saunders, *South Africa: A Modern History*, 5<sup>th</sup> 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*, 5<sup>th</sup> ed. (Hoboken, 2012).

**Week 2, T/R, September 10/12: The Birth of a Violent European Frontier (1652-1800)**

**Required:** Crais and McClendon, *The South Africa Reader*, 8-31; HSA, pp. 31-69; 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.

**Recommended:** ; 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 Gariep: 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 17/19: Slavery in Dutch South Africa**

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

**Recommended:** 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 24/26: The ‘Great Trek’: Origins and Legacies**

**Required:** Crais and McClendon, *The South Africa Reader*; 55-63; 66-85; HSA, Chapter 3.

**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, October 1/3: Disposessions and Social Dislocation**

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

**Recommended:** 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 8/10: 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); N. Etherington, "Barbarians Ancient and Modern," *The American Historical Review*, vol. 116, 1 (2011), 31-57.

**Recommended:** 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).

**Paper Proposal on Thursday, October 10**

### **Week 7, T/R, October 15/17: Race and the Anglo-Boer War**

**Required:** Crais and McClendon, *The South Africa Reader*, 146-195; HSA, Chapter 4.

**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 22/24: The Foundations of Apartheid**

**Required:** Crais and McClendon, *The South Africa Reader*, 197-239; HSA, Chapter 5.

**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 20<sup>th</sup> 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 29/31: Afrikaner Nationalism and Racial Entrenchment**

**Required:** Crais and McClendon, *The South Africa Reader*, 240-277; HSA, Chapter 6; Alan Baldwin, “Mass Removals and Separate Development,” *Journal of Southern African Studies*, 1, 2 (1975), 215-227.

**Recommended:** 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 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).

**First Draft due on Thursday, October 31**

### **Week 10, T/R, November 5/7: 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; 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).

**Recommended:** John Cell, *The Highest Stage of White Supremacy: The Origins of Segregation in South Africa and the American South* (Cambridge, 1982), Chaps 1 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 12/14: African Nationalism**

**Required:** Crais and McClendon, *The South Africa Reader*, 279-324, 357-370; HSA, Chapter 7.

**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 Mgevebi, "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* (Berkeley, 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 19/21: Dismantling Apartheid (1985-1994)**

**Required:** Crais and McClendon, *The South Africa Reader*, 371-416, 459-469; HSA, Chapter 8.

**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.

**Week 13, T/R, November 26:** Mandela’s South Africa (1994-1999)

**Required:** Crais and McClendon, *The South Africa Reader*, 470-508; HSA, Chapter 9.

**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 28: Thanksgiving Recess**

**Week 14, T/R, December 3/5:** Currents: Legacy of Apartheid

**Required:** Crais and McClendon, *The South Africa Reader*, 515-581; HSA, Chapter 10

**Week 15, T/R, December 10:** Review, Evaluation and Valediction

\*\*The final paper is on Tuesday, December 3 at 11: 59 pm.

## Contract

By returning to class on Thursday, January 23 after the first meeting and signing this document, I acknowledge that I have heard, read, understand, and agree to respect and follow the policies and expectations of the course.

Name Printed \_\_\_\_\_

Name Signed \_\_\_\_\_