History 274: The Rise and Fall of Apartheid in South Africa
T/R 10:30am, Denny 311

Instructor: Jeremy Ball, Ph.D.  Office: Denny 019  Email: ballj@dickinson.edu  Office Hours: Thurs. 1-4pm

Course Overview
The peaceful transition from apartheid to democracy in South Africa in the early 1990s was widely hailed the “South African Miracle.” This course asks why such a transition should be considered miraculous. In order to answer our question, we will begin with South African independence from Britain in 1910 and study the evolution of legalized segregation and the introduction in 1948 of apartheid. After reviewing opposition movements we will move to a discussion of the demise of apartheid and the negotiated political order that took its place. We will examine the machinery and the deliberations of the Truth and Reconciliation Commission, and debate its accomplishments. The course ends with an examination of memory and history. This story, and the individual stories of thousands of South Africans, will explain why today South Africa is in the words of Irish poet Seamus Heaney “a place where hope and history rhyme.”

Books
De Klerk, F.W., The Last Trek–A New Beginning.
Mathabane, Mark, Kaffir Boy: The True Story of a Black Youth’s Coming of Age in Apartheid South Africa.

 Reserve Reading

Film & Multimedia
Amandla!
Day of the Zulu
Long Night’s Journey Into Day

• Dickinson’s Africana Studies Subject Guide: http://lis.dickinson.edu/Library/Research/Subject%20Guides/Africana%20Studies/
• Aluka, a digital library of scholarly resources from and about Africa: www.aluka.org
• The Stanford University African Studies Center: www-sul.stanford.edu/depts/ssrg/africa/guide.html
• The African Studies Center at the University of Pennsylvania: www.africa.upenn.edu/
Grading
All graded work received on time will be returned as promptly as possible. Late work will receive a reduced grade (1/3 of a letter grade a day) unless you make arrangements with me well in advance. Any student who receives below a “C” on the first paper is required to re-write the paper. Re-writes for all other grades on the first paper are optional. For information about how to cite sources using Chicago format consult Diana Hacker, A Writer’s Reference; or http://www.dianahacker.com/resdoc/p04_c10_s1.html

Paper #1 20%
Paper #2 25%
Mid-term 10%
Final Exam 20%
Group Power Point 10%
Weekly Questions 15%

Writing Assignments
First Essay (7-9 pages). Due Monday March 24 by 5pm; please submit as an email attachment.
Discuss the causes of the Soweto Uprising. You must refer to a minimum of 2 primary sources. [Note: www.aluka.org contains a valuable collection of primary document relating to the Soweto Uprising of 1976]

Second Essay (10-12 pages). Due Friday May 2 by 5pm; please submit as an email attachment.
What caused the end of Apartheid?

Group Presentation: Due Week 14, April 22 & 24.
In groups of 4-5 you will research a challenge faced by post-apartheid South African society. Define and explain the challenge (for example: economic inequality, the AIDS pandemic, the housing shortage), and then make recommendations about how to deal with the challenge. You will present your research and recommendations in power point format to the class.

Weekly Questions and/or Quiz
Each Thursday you will either: a) hand-in weekly questions, or b) write a quiz.

Accommodations for Disabilities
In compliance with the Dickinson College policy and equal access laws, I am available to discuss appropriate accommodations than may be recommended for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester (except for unusual circumstances) so that appropriate arrangements can be made. Students are required to register with Academic Resource Services in the Advising Office on the first floor of Biddle House (contact ext. 1080 or waybranj@dickinson.edu) to verify their eligibility for appropriate accommodations.
Academic Honesty
Students are expected to do their own work. Work submitted in fulfillment of academic assignments and provided on examinations is expected to be original, by the student submitting it, and for the course. Collaboration must be noted in writing and requires the consent of the professor. Normally, a paper may be submitted in fulfillment of an assignment in only one course. Exceptions require permission from the instructors. Violations of the standards include cheating and plagiarism. Academic dishonesty may result in an “F” in the course or other additional disciplinary actions. For clarification and details of the official College statement on cheating and plagiarism, please see the Dickinson Writing Program’s website: www.dickinson.edu/departments/writing/plagiarism.html

Class Schedule

Week 1: African Societies, Contact, and Conquest
Jan. 22: Introduction
Electronic Reserve [Blackboard]
• Shula Marks, “Khoisan Resistance to the Dutch in the Seventeenth Centuries”

• Worden, Chpts 1 & 2, pp. 1-37.

Week 2: the Zulu, the Mineral Revolution, and British Imperialism
Jan. 29
Electronic Reserve
• Nathaniel Isaacs, Travels and Adventures in Eastern Africa Descriptive of the Zoolus, Their Manners, Customs with a Sketch of Natal, pp. 146-159.
Film: Day of the Zulu

Jan. 31
• Worden, Chpt. 3, pp. 38-73.
Electronic Reserve
• Eileen Jensen Krige, “Girls’ Puberty Songs and Their Relation to Fertility, Health, Morality and Religion among the Zulu.”
• Rev. Josiah Tyler, Forty Years Among the Zulus.
Film: Day of the Zulu
Week 3: Anglo-Boer War and Afrikaner Nationalism  
Feb. 5: Lecture Afrikaner nationalism  
• De Klerk, *The Last Trek*, pgs. 1-33.  
*Electronic Reserve* [also available via JSTOR]  

Feb. 7  
*Electronic Reserve*  
• Hofmeyr, “Building a nation from words: Afrikaans language, literature and ethnic identity, 1902-1924.”  

Week 4: African Nationalism  
NOTE: PLEASE PRINT AND BRING FOLLOWING DOCUMENTS TO CLASS. All of these documents are available on the ANC Web site: [www.anc.org.za/](http://www.anc.org.za/)

Feb. 12: Lecture African Nationalism  

Feb. 14  

Week 5: Segregation  
Feb. 19: Lecture Segregation  
• Worden, Chpts. 3 & 4, pp. 38-106.  
*Electronic Reserve*  
Feb. 21

*Electronic Reserve*

**Week 6: Apartheid**
Feb. 26:
• Worden, Chpt. 5, 107-136.

Feb. 28
**MID-TERM EXAM**

*Electronic Reserve*

*For your reference* [Not required reading]

**Week 7: Amandla!**
March 4
• Congress of the People, “The Freedom Charter,”
  [www.anc.org.za/ancdocs/history/charter.html](http://www.anc.org.za/ancdocs/history/charter.html)

Film: *Amandla!*

March 6
• African National Congress, “Manifesto of Umkhonto we Sizwe”
• Nelson Mandela, “I am prepared to die.”

Film: *Amandla!*

**Week 8 SPRING BREAK**
Week 9: Grand Apartheid, Black Consciousness, and the Soweto Uprising  
March 18  
• De Klerk, *The Last Trek*, Chpts. 5-8.  
*Electronic Reserve*  

March 20  
• Mark Mathabane, *Kaffir Boy*. Parts 1 & 2, pp. 3-211.  

Week 10: The Decline and Fall of Apartheid  
**First Paper Due Monday March 24 by 5pm. Please submit the essay electronically via email attachment.**  

March 25  
• Worden, Chpt. 6, pp. 137-168.  
• De Klerk, *The Last Trek*, Chpts. 9, 10 & 11.  

March 27 [Read De Klerk first]  
*Electronic Reserve*  

Week 11: Constitution Making  
April 1: Lecture Negotiating a new order  
*Electronic Reserve*  

April 3:  
• De Klerk, *The Last Trek*, Chpts. 31-32.  
*Electronic Reserve*  

Week 12: Truth and Reconciliation  
April 8: DEBATE
April 10
Lecture: Creating the TRC
For your reference
Film: Long Night’s Journey Into Day (first half).

Week 13: Truth and Reconciliation
April 15
Film: Long Night’s Journey Into Day (second half).
• De Klerk, The Last Trek, Chpt. 34.
Electronic Reserve
• Desmond Mpilo Tutu, “We Did Not Know,” No Future Without Forgiveness. New

April 17: Apartheid’s Legacy
Electronic Reserve

Week 14:
April 22
GROUP PRESENTATIONS

April 24
GROUP PRESENTATIONS

Week 15: Apartheid’s Legacy and History
April 29
Electronic Reserve

May 1
Conclusions & Final Exam Review

Essay #2 due by 5pm, Friday May 2, via email attachment.

Final Exam: Thursday May 8, 2pm, Denny 311.