Course Description

This course explores some of the key political and socio-economic themes in Southern African history from the advent of colonial rule. Colonialism was a cataclysmic force, which directly and indirectly affected the daily lives of the colonized. How this new dispensation affected men, women and children and how the latter engaged with their new realities is the multi-dimensional story of this course. We will try to explore this story by focusing, as much as possible, on the everyday lives of the people of Southern Africa in their communities, workplaces and households. The voice of the colonized has traditionally been neglected, silenced and suppressed. We will try as much as possible to understand this history from the latter’s perspective because the colonized were not simply victims; they were also agents, witnesses and narrators of their own stories.

The course approaches the region as a vast, complex cultural commonwealth, concentrating primarily on South Africa, Zimbabwe and Mozambique with constant reference to the rest of the countries in the region. The course combines the thematic and chronological approaches, reading the historical template from the Mfecane Revolutions in the 19th century, the advent of white settler colonialism and African resistance, colonial industrialization and labor regimes, and nationalism through to decolonization at the close of the 20th century. In addition to secondary materials, the course also incorporates an array of primary sources that include memoirs, songs, newspapers and films to emphasize the multiplicity of perspectives and contestations that define the making and interpretation of history.

Instruction combines lectures, readings and discussions, viewing films and listening to songs. The films and music should be treated critically as historical sources rather than mere entertainment. Our discussions will center on readings and films listed against each week. Your preparation for these discussions is absolutely necessary, as is your careful, critical and timely engagement with the readings. You should have completed the reading assignments prior to the class meetings.

Attendance and Deadlines

Bar health emergencies, full attendance is expected. There is a high correlation between consistent attendance and good grades. Similarly, all deadlines are final except in extraordinary circumstances, which must be documented in writing. Assignments are due
at the end of class on the date listed on the class syllabus. You will lose 3 marks per day for late submission of assignments.

**Reading Materials**
You will be required to buy a novel, *Down 2nd Avenue, by Es’kia Mphahlele* from the UCSB Bookstore (confirmed on the way from South Africa; I will send an email when it arrives). Book chapters and articles make the core reading materials for this course. The chapters (and some older journal articles that are not available electronically) have been uploaded on the university library’s E-Reserve website (Login details in email). **Newer journal articles are readily accessible electronically from the library** website (Students are expected to know how to find these as part of their research experience). Songs, films and other primary materials will be provided in class. **Kevin Shillington’s History of Southern Africa is an OPTION** for those who want background reading. It can be ordered on Amazon.com and other vendors.

**Assignments and Examinations**
One map quiz, an in-class mid-semester exam, a research paper and an end-of-quarter exam constitute the writing requirements for this course. Detailed instructions for each of these assignments will be given in class.

**Research Paper**
Students’ critical and analytical skills develop by writing. To that end, you will be required to choose one topic from a list that I will provide or to formulate one yourself for the research paper. The latter should be double-spaced, and about 10 pages long. I must **approve** all topics by the 4th week. While **grammar** is not the focus of this course, poor prose can seriously undermine any piece of academic writing. Papers must therefore be **thoroughly revised** before submission. Plagiarized papers will not earn any marks.

**Grading**

The total mark is graded on a percentage scale system as follows:

<table>
<thead>
<tr>
<th>Numerical-Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 &amp; less</td>
<td>F</td>
</tr>
<tr>
<td>35 – 44</td>
<td>D</td>
</tr>
<tr>
<td>45 – 54</td>
<td>C</td>
</tr>
<tr>
<td>55 – 64</td>
<td>C+</td>
</tr>
<tr>
<td>65 – 74</td>
<td>B</td>
</tr>
<tr>
<td>75 – 84</td>
<td>B+</td>
</tr>
<tr>
<td>85 – 100</td>
<td>A</td>
</tr>
</tbody>
</table>
Academic Integrity
Students should acquaint themselves with the University policy on academic integrity, plagiarism, cheating, and other forms of academic dishonesty. Academic dishonesty can attract dire penalties that may include an automatic fail grade in the particular course and possible suspension from the university.

Punctuality: Please come to class in time to minimize disruptions

**Consultation:** please ask questions, see me after class, during consultation hours or email me with any queries regarding your progress. Don’t wait until after a poor grade.

**LECTURE THEMES AND READINGS**

**Introductions**

Tues. January 5:
- Geography and Peoples of Southern Africa
- General Introduction

**Southern African Historiographies, Sources and Methods**

Thurs., Jan. 7:

**Map Quiz**

**Nguni Expansion and the Mfecane/Difaqane**

Tues., Jan. 12:
Rise and Fall of Tshaka; Nguni dispersion; Ndebele State; the Gaza in Mozambique

**Historiographical Readings:**
- Norman Etherington, “Putting the Mfecane Controversy into Historiographical Context,” in *Mfecane Aftermath*.

**White Colonization: South Africa, the Zambezi Valley, Slave Trading; the Prazo System**

Thurs., Jan. 19:

Tues., Jan. 21: The British colonization of Zimbabwe; land alienation; taxation; wage labor; early resistance
- Song: Thomas Mapfumo, ‘Pfumvu Paruzevha’ (Trouble in the reserves)

Thurs., Jan. 26: African Anti-Colonial Resistance Movements and their Suppression
- Mutibwa, Malagasy Uprisings against the French
- **Please watch video before you come to class**: Germany’s Herero Genocide: http://www.youtube.com/watch?v=iXgIhSjWGhE

**The Minerals Revolution and Industrialization in South Africa**

Tues. Jan. 26: Discovery of gold and diamonds: white capital, Black labour
- Song: Hugh Masekela, ‘Stimela’ (The Coal Train)
- William Worger, “Workers as Criminals: The Rule of Law in Early Kimberley, 1870-1885,” in Fred Cooper (ed.), *Struggle for the City*.
Thurs., Jan 28: Fate of African Peasantry; Struggles over Land; Sharecropping; the 1913 Land Act

**Forced Cash Cropping, Resistance**

Tues., Feb. 2
- Songs: Dumisani Maraire, ‘Chemutengure’; Thomas Mapfumo, ‘Nhamo yemakandiwa.’

**Mid-Term Exam**

**The Making of an Urban Working Class**

Tues., Feb. 9: Proletarianization; Urban Drift
- **Short Film: Maids and Madams**

Thurs., Feb. 11: Urbanization: Geographies of Power
Urban Space: Terrain of Struggles

Tues., Feb. 16


Thurs., Feb. 18: Race, Space & Sex


Alcohol, Gender & Social Control

Tues., Feb. 23

Song: August Musarurwa, “Skokiaan.”


Apartheid Unveiled: Bantu Education, Colonialism’s Cultures

Thurs., Feb. 25:


**Short Documentary: The Color of Apartheid: Sandra Laing: A Spiritual Journey**
http://www.youtube.com/watch?v=eYzvxpsCjQ&feature=player_embedded (or full film “Skin.” Please watch before you come to class)

Protest Culture: Biography as Politics, African Humanism and Colonial Alienation

Tues., March 2
**Research Paper Due in Class**

**Anti-Colonial Nationalism and the Liberation Struggle**

- Es’kia Mphahlele, *Down 2nd Avenue*


**Thurs., March 4:**

**Defending the Laager: State Responses**


**Tues., March 9**

- **Film:** *Amandla! Revolution in Four-Part Harmony*

**Last Day of Class: Reviews, Take-Home Exam**

__________________________________________