

## **Fall 2009 HIST 387 (001): History of South Africa**

Dr. Benedict Carton, Associate Professor, Mon. 7:20-10:00 P.M., Rob B218  
Office Hours: Rob B355, Mon. 4:15-5:30 PM; or by appointment: **bcarton1@gmu.edu**

Modern South Africa is struggling to overcome centuries of turmoil sparked, in part, by slavery, colonialism, rapid industrialization, and legalized segregation. In this course we explore a range of pivotal processes (both local and global), from the first encounters between Dutch sailors and Khoe pastoralists along the Cape coast to the hinterland expansions of white and black political powers. We also trace the impact of Christianity on African societies and popular movements that challenged European rule. Our aim is to understand the interplay between conquest, resistance, and accommodation. More detailed descriptions of weekly themes appear in the “2009 Fall Schedule” below.

Historians use different frameworks of interpretation. Some scholars view South Africa’s past through the lens of gender relations; others focus on the dramatic effects of environmental calamities and millenarianism as well as racial and class dynamics. Over the past two decades historians have concentrated on ethnic (rather than “tribal”) nationalisms, which accelerated the demise of apartheid and advent democracy. A principal goal of this class is for you to engage in debates, using primary materials, articles, and books to construct your own arguments. Throughout the semester, you will be encouraged to consider how the issues we study in this course shaped global societies.

### **CLASSROOM CONDUCT**

- 1. Please do NOT arrive late to class.**
- 2. Please turn OFF cell phones and all hand-held communication devices in class.**
- 3. \*\*You are not allowed to surf the web and write emails during class.\*\***
- 4. Please do NOT eat or drink in class.**
- 5. When emailing your Professor, include the subject heading, “South Africa Class”**

### **READINGS**

The required readings include works of history and literature; some sources will need to be downloaded from the web. Supplemental writings such as **primary materials** will be made available during the semester. Four **required texts** are available in the GMU bookstore: 1) Aran MacKinnon, *The Making of South Africa*; 2) Mark Mathabane, *Kaffir Boy*; 3) Peter Abrahams, *Mine Boy*; 4) Gail Gerhart, *Black Power in South Africa*.

### **HONOR CODE, ADD/DROP/WITHDRAW & DISABILITY**

GMU’s academic policies, **particularly the sections on plagiarism**, apply to this course. The last day to add this course is Sept. 15, 2009; the last day to drop this course is Oct. 2, 2009; and the selective withdrawal period for this course is Oct. 5 – 30, 2009. Students need to check PatriotWeb regularly to verify their registration in classes. If you are a student with a disability and require academic accommodations, please see me and contact the Office of Disability Resources at (703) 993-2474. All academic accommodations must be arranged through this office at the beginning of the semester.

## COURSE REQUIREMENTS

The requirements for the course include an in-class written analysis of a primary source (15%); mid-term short-answer/essay exam (20%); another short-answer exam (20%); final in-class essay exam (30%); and class participation (15%). **Please note that if you are absent for an extended period (i.e., missing more than two or three classes during the entire semester), or if you stop attending class near the mid-semester mark, your final course grade will drop considerably.**

## METHODS OF EVALUATION

**Essay Standards:** A good analytical essay is concise and clear; it must answer the question posed, present an argument, and integrate important themes from assigned readings. Muddled prose and poor grammar will reduce your grade. We will discuss the specific features of an excellent history essay during our exam review sessions this semester.

**Exam Rules:** Professors in the Department of History and Art History re-schedule exams after receiving written documentation of a medical emergency or family emergency. Employment-related and personal/family obligations (i.e., business trips, personal holidays, graduation ceremonies, etc.) are not adequate excuses for re-scheduling an exam. **I cannot re-teach a missed class via email or in an office conference. I strongly advise that you take notes in class.**

To be considered for a good grade, you **must complete** the assigned readings **before** you come to class; receive solid grades for your exams and essays; and participate to the best of your ability in class discussions. **The due dates for the short-answer and essay exams appear in the “2009 Fall Semester Schedule” below.**

Please note that **CLASS PARTICIPATION (15% of your overall mark)** is a crucial component of this course. If you have poor class participation—**due largely to absences, i.e., non-presence during discussions**—your final grade will fall dramatically. In other words, if you average a B+ on assignments and have poor class participation, your final mark will be C+ or lower. **If you are absent for more than two classes (and you do not provide an adequate excuse, i.e., you do not notify me after your second missed class), you will lose significant points from your class participation mark.**

## GLOBAL UNDERSTANDING

This course develops an understanding of global processes and their impact on societies in Africa and other continents, demonstrating the interconnectedness and diversity of an increasingly “global” world. During our class discussions, you will be encouraged to identify, evaluate and cite scholarship that enhances your awareness of global issues and individual responsibilities within global societies. **Some students may be chosen by the university to submit a portfolio of their work in this course.**

## **2009 FALL SEMESTER SCHEDULE**

**Week 1: Aug. 31<sup>st</sup> – South Africa through the Eyes of its Children and the World.**

In this first class meeting we review the syllabus and watch “7-Up South Africa,” a 1992 documentary film about race relations and young people in South Africa.

**Week 2: Sept. 7<sup>th</sup> – NO CLASS. UNIVERSITY IS CLOSED FOR LABOR DAY.**

**Week 3: Sept. 14<sup>th</sup> – Lecture and Discussion: “Sealed” v. “Unsealed” South Africa? The Myths and Realities of Hunter-Gatherers/ European Incursions at the Cape.**

To enhance our discussion of “7-Up,” read for Mon. Sept. 14, Mathabane, *Kaffir Boy*, 3-77; for the lecture, please read MacKinnon, *The Making of South Africa*, 1-33.

**Week 4: Sept. 21<sup>st</sup> – Lecture and Discussion: Atlantic and Indian Ocean Slavery, African Farming Societies, and Dutch Colonists/ Cape of Storms: The Ascendant British Empire and Era of “Total War” in Colonial South Africa.**

Read for Mon. Sept. 21<sup>st</sup> (an excerpt from the primary source) “Jan van Riebeeck’s Journal: 1660 Dutch War with Khoi” (the hard copy will be handed out Sept. 14<sup>th</sup>) and MacKinnon, *The Making of South Africa*, 32-70; read and discuss other primary sources in class, namely the “Testimony of Inkosi Makhana, Xhosa Leader Fighting British Forces” and “Testimonies of British Soldiers in Frontier Wars.” **Review for in-class writing analysis of primary source in week 5, Sept. 28<sup>th</sup>.**

**Week 5: Sept. 28<sup>th</sup> – \*IN-CLASS WRITING ANALYSIS.\* Lecture and Discussion: “White” Trekkers, African Defenders/ Prophecy of Deliverance or Death? Christianity, Nongqawuse and the Xhosa Cattle-Killing.**

Read for Mon. Sept. 28<sup>th</sup> MacKinnon, *The Making of South Africa*, 93 - (top) 102; (bottom) 106- (top) 111; (mid) 118- (top) 121; and J. Peires, “The Central Beliefs of the Xhosa Cattle Killing,” (PDF sent to class Sept. 21<sup>st</sup> PM).

**Week 6: Oct 5<sup>th</sup> – Lecture and Discussion: The Zulu Crucible and Colonial Response: Changing Traditions of Authority and Autonomy.**

Read for Mon. Oct. 5<sup>th</sup> MacKinnon, *The Making of South Africa*, 71-81; and Sifiso Ndlovu, “A Reassessment of Women’s Power in the Zulu Kingdom” (PDF sent to class Sept. 28<sup>th</sup> PM).

**Week 7: \*GMU is closed for the Columbus Day Holiday on Mon. Oct 12<sup>th</sup>, but we still meet week 7 on Oct 13<sup>th</sup> Tues.\* – Lecture and Discussion: Global Capitalism and Mining Revolutions/ Subjugation of African Societies and Modern British Imperialism.**

Read for Tues. Oct. 13<sup>th</sup> MacKinnon, *The Making of South Africa*, 129-170; we review for short-answer/essay mid-term exam on Oct. 19<sup>th</sup>.

**Week 8: Oct. 19<sup>th</sup> – \*SHORT-ANSWER/ESSAY MID-TERM EXAM\*.**

**Week 9: Oct 26<sup>th</sup> – Lecture and Discussion: Civil War between the Whites (A Myth?) and its Aftermath/ The Creation of a White State and Legal Segregation.**

Read for Mon. Oct. 26<sup>th</sup> MacKinnon, *The Making of South Africa*, (mid) 170-195.

**Week 10: Nov. 2<sup>nd</sup> – Lecture and Discussion: South African Urban Life in *Mine Boy*.**

Read for Mon. Nov. 2<sup>nd</sup> Abrahams, *Mine Boy*, 1-114; we view segments of the documentary film “Soweto.”

**Week 11: Nov. 9<sup>th</sup> – Lecture and Discussion: South African Urban Life in *Mine Boy*/ The Integration of National and International Ideologies: Rising Nationalisms and Radical Movements.**

Read for Mon. Nov. 9<sup>th</sup> Abrahams, *Mine Boy*, 115-184; and MacKinnon, *The Making of South Africa*, (mid) 195-209; Gerhart, *Black Power in South Africa*, 21-44; go to [www.anc.org.za/ancdocs/history](http://www.anc.org.za/ancdocs/history), click on “Constitution of the African National Congress” and read the 1919 “Constitution of the South African Native National Congress.” We review for short-answer exam on Nov. 16<sup>th</sup>.

**Week 12: Nov. 16<sup>th</sup> – \*SHORT-ANSWER EXAM\*. Lecture and Discussion: Generational Shifts in South African Politics/Dawn of Apartheid and the Arc of Modern White Supremacy.**

Read for Mon. Nov. 16<sup>th</sup> Gerhart, *Black Power in South Africa*, 45-82; go to [www.anc.org.za/ancdocs/history](http://www.anc.org.za/ancdocs/history), click on “ANC Historical Documents Archive,” and read “ANC Youth League Manifesto, 1944”; also read *The Making of South Africa*, 210-231; Mathabane, *Kaffir Boy* (“Bantu Education”) 123-155, (pass laws) 328-330.

**Week 13: Nov. 23<sup>rd</sup> – Lecture and Discussion: International and National Opposition to Apartheid/Divided Protests and Government Crackdowns in the Cold War Era.**

Read for Mon. Nov. 23<sup>rd</sup> Gerhart, *Black Power in South Africa*, 85-211; MacKinnon, *The Making of South Africa*, 232- (bottom) 236; go to [www.anc.org.za/ancdocs/history](http://www.anc.org.za/ancdocs/history), click on “Major Campaigns and Struggles- I” and read two 1952 primary documents on Defiance Campaigns; also click on “Women’s Struggles” and read 2 primary documents about women’s protests from 1954 to 1955.

**Week 14: Nov. 30<sup>th</sup> – Lecture and Discussion: From Sharpeville to Soweto 1976.**

Read for Mon. Nov. 30<sup>th</sup> Gerhart, *Black Power in South Africa*, 212-256; MacKinnon, *The Making of South Africa*, (bottom) 236-245; go to [www.anc.org.za/ancdocs/history](http://www.anc.org.za/ancdocs/history), click on “United Nations in the Struggle Against Apartheid” and review primary documents, especially the “Special Committee Against Apartheid”; also read Mathabane, *Kaffir Boy*, (Soweto Uprising) 259-286. We will view the documentary “Soweto,” featuring clips of the student revolt and interviews with protestors. We begin to review for final essay exam on Dec. 14, 2009.

**Week 15: Dec. 7<sup>th</sup> – Review for the final in-class essay exam on Dec. 14, 2009.**

**\* FINAL (ESSAY) EXAM: DEC. 14, 2009 in our classroom, Robinson B218, @ 7:30-10:15 PM.\***