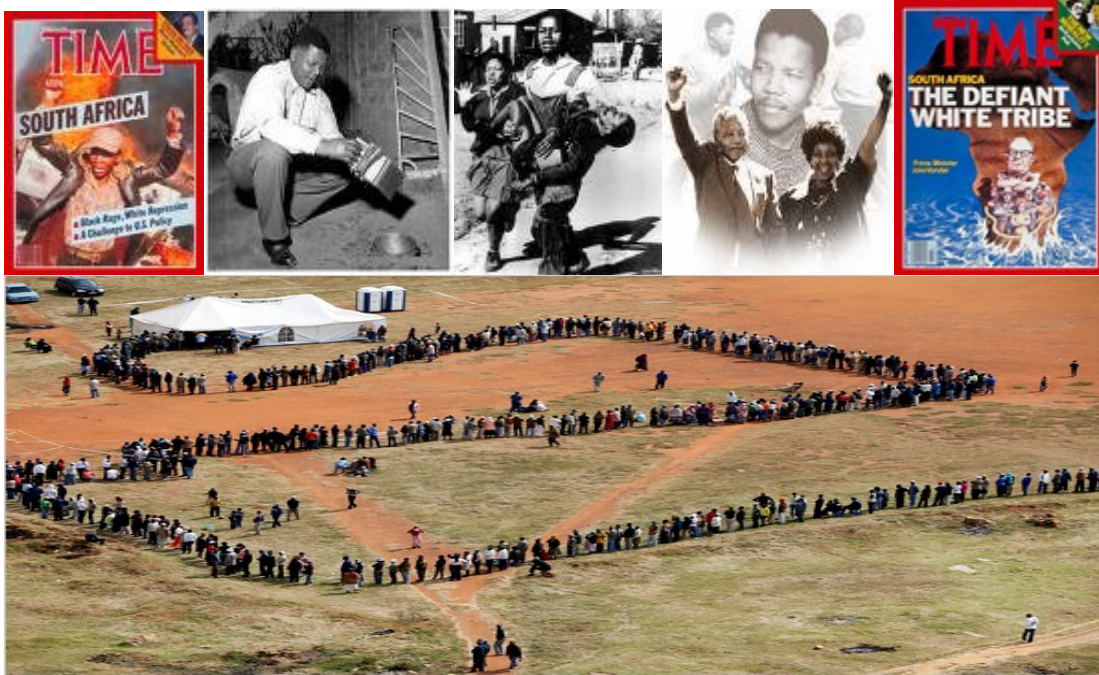


UNIVERSITY OF CONNECTICUT, Fall 2009
HISTORY 3422: History of Southern Africa
Instructor: Dr. Vernal, History Department
Class Times: 10-10:50 a. m. Room Monteith 233

Office: Wood Hall 332
Phone: 486-5538

Office Hours: Mondays 12-2 or by appointment
Email: fiona.vernal@uconn.edu (best way to reach me)



COURSE DESCRIPTION

This course surveys the history of Southern Africa from the pre-colonial to the contemporary period using South Africa as a case study. The themes we will explore in the lecture and in the readings include:

- The socio-economic and political structure of indigenous societies
- The cleavages in African communities on the eve of and in the aftermath of Dutch and then British colonial conquest
- The imposition of colonial rule; African perceptions and response to Dutch and British colonialism
- The impact and role of missions and missionaries
- Urbanization and segregation
- The colonial economy and migrant labor
- The history of apartheid as an intellectual and political idea
- The rise of nationalism (white and black) and resistance movements
- The transition to a non-racial democracy and the politics of Truth and Reconciliation
- The role of gender in shaping the African experience of conquest, imperial rule, apartheid and post-apartheid dilemmas

- The specific experiences of groups such as the Khoisan, Xhosa, Zulu, Sotho-Tswana, Afrikaner and Britons

Prerequisites: None required, but you do need to attend class, engage with the readings, have an open mind and a respectful attitude to your peers and faculty. Don't hesitate to ask lots of questions and come to office hours if you need help.

STRUCTURE

Lectures are delivered on Mondays and Wednesdays. Fridays are devoted exclusively to discussion of the assigned readings and individual case studies.

CLASS POLICIES

Attendance: Attendance is mandatory. Only *Medical* and *Athletic* absences will be excused with the appropriate paperwork from health services or coach. However it is your responsibility to make up the work when you miss class. Lectures are on Mondays and Wednesdays. Fridays are devoted to the discussion of the assigned readings. If you miss a lecture, be sure to get the notes from your classmates. If you miss a discussion on Friday for medical, athletic or any other reason, a 2-page report on that week's reading is due within one calendar week of your absence. You can bring the paper to class, or to my office.

GRADING & COURSE COMPONENTS

15% Paper #1: 4-5 pages on the Khoisan and slave communities, due September 25

10% Mid-Term Exam, Choice of Ids and essays, October 16 in Class

25% Paper# 2 8-10 Pages on racial and social tensions between 1860s-1940s, due December 7 in class

15% Oral Participation: The strength and quality of class discussion depend on your engagement with the assigned readings. While there will be time for discussion during lecture, Fridays are reserved for discussing the assigned readings. Please come to class prepared because you may be called on during class even if you have not raised your hand. Please see the weekly assignments section for discussion questions and themes that you should consider as you read

15% Weekly Reading Responses, of which there are 9 (weeks 2, 3, 5, 6, 8, 9, 10, 11, 12)

20% Final Exam: December 14th, 10:30-12:30 p.m. in our classroom

REQUIRED READINGS: Available for purchase from the COOP

John A. Williams, *From the South African Past: Narratives, Documents and Debates*

Alan Paton, *Cry, the Beloved Country*

Steve Biko, *I Write What I like*

All other readings are on HUSKYCT. It may be useful to try to download and print off the readings ahead of time so you don't have to do it at the last minute, or just in case the system goes down.

CITATION STYLE FOR PAPERS

Posted to HUSKYCT

Possible Movies (if snow days do not interrupt our schedule):

The Life and Times of Sara Baartman: "The Hottentot Venus," dir. Zola Maseko, First Run Icarus Films, 53 min. 1998

Sarafina! dir. Darrell James Roodt Hollywood Pictures and Miramax Films, 98 min. 1993

Long Nights Journey into Day, dir. Frances Reid and Deborah Hoffmann, 94 min. 2000

Week 1. August 31, Sept. 2, 4

Lecture will be held on Friday to accommodate the Labor Day Holiday

Introductions

Understanding Pre-colonial Southern African Societies

It may be advisable to download a copy of the syllabus to your own files so you can cut and paste the weekly questions into your word files

Readings: Leonard Thompson, *A History of South Africa*, Pages 1-30, ACCESS ON HUSKYCT

John A. Williams, *From the South African Past: Narratives, Documents and Debates*, Pages xx-xxiv (Please read the section entitled “Terminology which begins halfway on page xx and ends at the top of page xxiv) Purchase from the COOP.

Assignment: *These readings provide a general socio-economic and political overview of societies in Southern Africa, and explain the terminology that is necessary for understanding South African history. Begin to take notes on various ethnic groups and key themes in Southern African history as outlined in the readings. You should be able to answer basic questions about the economic bases and political structures of these societies and get a sense of what day to day life was like from the Thompson article. For example, what was the relationship between hunters and herders like? What is a mixed farming community? What is the role of cattle in these societies? What was daily life like for women and men? How was marriage structured? Begin to probe the relationship between politics and history; meaning that there are modern day considerations that impact the way we view history, the terms we use and what issues are explored by historians. The Khoisan will be the focus of our case studies for the next three weeks.*

There is no reading response due this week, but be sure to take notes on these keys questions outlined above, as you are responsible for the content; and pay attention to the explanation of the terminology. The textbook has two important glossaries that you can use as a reference to check dates, names and definitions

Though it is early, I would like to remind you that you have a paper due September 25 and it is not too early to begin a skeletal outline of information that will be included in your paper.

Paper #1: *What role did gender play in shaping the African experience of colonialism? Keep in mind gender is not a synonym for women. What I am looking for here is how African men and women experienced colonialism as men and women. We have had case studies of slaves and the Khoisan and that should be your main focus. Draw on and cite materials from weeks 1-3, including the movie and the stories of Sara Baartman, Eva and Doman. Use citation guideline posted on HuskyCT.*

Week 2. September. 7 (LABOR DAY, HOLIDAY), 9, 11

Pre-colonial Southern Africa Societies II: The Khoisan

Film, *Life and Times of Sara Baartman* (Wednesday)

Readings: Julia Wells, “Eva’s Men,” *Journal of African History* Volume 39, No 3, (1998), Pages 417-437. (Please access online via JSTOR on the library’s full text database; Go to HOMER. You can search by **e-journal locator** and look up the name of the journal, or you can go to the **JSTOR database** and search by author, or title)

Richard Elphick, “The Khoisan to 1828, Pages 3-53, in Richard Elphick and Hermann Giliommee,

eds, *The Shaping of South African Society* Middletown, Conn., Wesleyan University Press, 1989).
Access via HUSKY CT on the class website

John A. Williams, *From the South African Past: Narratives, Documents and Debates*, “Jan van Riebeeck Describes his Khoikhoi Servant Eva, 1658,” Pages 6-9; and “Colonel Richard Collins Recommends Imperial Benevolence Towards the San” pages 30-33.

It may be advisable to have your computer around as you read for the assignment below. The better notes you take, the less you will have to rifle through the articles for the exam. The set of readings for this week are challenging as it's the first time you are really delving into the material. Please try to divide the readings over the week and pace yourself. It is not a good idea to try to do this late Thursday night. You may answer the questions as I have written them—which means you should cut and paste it into a word document directly from HUSKYCT, or from your own files; another format for the reading response is to write it in narrative form. The questions are interrelated so it should be fairly easy to do this and it is good practice for your papers. Both formats are acceptable; do what works best for you and what is most efficient. The criteria for these reading responses are: *to show that you have done the reading* and that *you have engaged with the discussion questions in a meaningful way*.

Assignment: Reading response #1 due at the beginning of class on Friday. *These readings provide a case study of the Khoisan, the earliest group of Africans to experience European colonialism. Consider: 1. In what specific ways the subjugation of the Khoisan was effected, (2) What legal and other steps were taken to mitigate this subjugation, and (3) what individuals, organizations or institutions were involved in trying to ameliorate the condition of the Khoisan. 4. What can Eva's story tell us about (a) the experience of Khoi women and (b) the experience of the Khoisan in general? Please pay attention to the chronologies in the articles—for example, (5) at what time period did Eva's story take place, (6) when were the various wars fought between the Colony and the Khoisan; (7) when did the missionaries arrive? (8) What are the different “frontiers that Elphick outlines? (9) What is the Khoisan experience on farms? On the missions? (9) What does emancipation mean for the Khoisan? What are the limits of emancipation?*

Week 3. September 14, 16, 18, Servitude and Ideologies of Respectability and Emancipation

Readings:

John A. Williams, *From the South African Past: Narratives, Documents and Debates*: Pages 34-48
(See the titles for the documents from the book below)

“Captain D.M. Pasques de Chavonnes Urges an End to Slave Importation, 1717, pages 34-36

“Abstracts of Convictions before the Court of Justice in the Castle of the Cape of Good Hope, 1769-1782,” pages 37-40

“A Swedish Physician Decries South African Slavery, 1776,” 40-43

“A Slave is Tried for Rebellion and Murder, 1825,” 43-48

John Edwin Mason, “The Slaves and Their Protectors: Reforming Resistance in a Slave Society, the Cape Colony, 1826-1834,” *Journal of Southern African Studies*, Vol. 17, No. 1 (March 1991), Pages 103-128 (access online via JSTOR on the library's full text database).

Robert Ross, “Missions, Respectability and Civil Rights: The Cape Colony, 1828-1854,” *Journal of Southern African Studies*, Vol. 25, No. 3 (September 1999), Pages 333-345. (access online via JSTOR on the library's full text database).

Assignment: We are continuing with the theme of missions and examining how slavery and race

shaped the social structure at the Cape. The key concern here is to understand how slavery operated as a social and as a labor system and the various ideologies that informed the attempts to ameliorate/improve the condition of slaves and Khoisan who were not legally enslaved but were treated like slaves. There is also the major question of identity: slaves, whites and Khoisan have been interacting for several generations, the end product of these relationships being a blurring of color lines and the evolution of a mixed race whose descendant come to be called “coloured.” This kind of interaction impacted the kind of racial ancestry and religious affiliation that Khoi and slaves could claim and their life chances in the Cape Colony.

1. Captain D.M. Pasques de Chavonnes suggested an end to the slave trade. What are his reasons for suggesting this path? 2. Criminal records obviously provide a skewed picture of Cape society; while keeping this in mind, what kind of relationships existed between slaves and their masters and how did the courts treat slaves compared to Khoikhoi and Europeans? 4. What was Sparrman’s impressions of slavery; provide two examples he cites. 5. What conditions of slavery are underscored in Galant’s rebellion? 6. What kind of rumors did slaves hear about emancipation? 7. What did slave resistance look like? 8. What was the scope of the slave protector’s job? 9. What kind of complaints came through the protector’s office and what kind of resolutions were attempted? 10. What were the limits of slave amelioration and emancipation? 11. Thinking of the Ross article, what kind of promise did mission ideology and emancipation hold out to the Khoikhoi? 12. What is the content of respectability? What were the limits and possibilities of respectability?

Week 4. September 21, 23, 25
The Eastern Cape Frontier
Xhosa and other Frontiers

Paper Due September 25 in class.

NO READING RESPONSE THIS WEEK. LECTURE ON FRIDAY

For the next two weeks we will turn our attention to the Xhosa. The story of the Xhosa overlaps chronologically with that of slave and Khoisan subjugation at the Cape so we will be looking at developments between the 18 and 19th centuries. It may be useful to review the chronology at the beginning of the Williams book. The geographical area the Xhosa occupied came to be known as the Eastern Cape. This Eastern orientation is in relation to Cape Town—i.e. looking east from the Cape. For the Xhosa however, from their vantage point, they considered the Cape their western frontier and as Dutch settlers were moving east, the Xhosa were moving west. Considering that both groups were pastoralists whose primary concern was to find pasture and water for their cattle, conflict seemed inevitable. Obviously there are racial issues underpinning the relations between the colony and Africans, yet it is important to keep in mind what specific circumstances (access to land, water and labor) precipitated conflict, and what factors tipped the power to whites.

Readings: John A. Williams, *From the South African Past: Narratives, Documents and Debates*, Pages 49-67. These readings will introduce you to some of the primary sources that are used to reconstruct Xhosa history and then next week we will look at two historians debate on the cardinal event that hastened the destruction of Xhosa society

See the titles for the documents from the book below

“Anders Sparrman and His Companions Nervously Trade with the Xhosa, 1776,” 49-53

“Reverend John Campbell Describes the Eastern Frontier after the War of 1812, 1815,” 53-56

“An English Writer Protest Frontier Policies of the Cape Government, 1835,” 56-63

“Xhosa Writer William Gqoba Recounts the Great Cattle Killing of 1857,” 64-67

Week 5. September 28, 30 and October 2
The End of Xhosa Independence

Readings: (This is a debate between two historians on the subject of the Xhosa Cattle Killing of which you got a preview in William Gqoba's description)

Timothy J. 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* Vol. 24, No. 2 (1991), Pages 383-392. (access online via JSTOR on the library's full text database)

J. B. Peires, "[The Central Beliefs of the Xhosa Cattle-Killing](#)," *The Journal of African History*, Vol. 28, No. 1 (1987), Pages 43-63. (access online via JSTOR on the library's full text database).

Assignment: *This week provides an in-depth look at the experiences of the Xhosa from their early encounters on what was defined as the eastern frontiers of the Cape Colony (and came to be called the Eastern Cape), their encounters with missionaries, their never-ending war with the Cape Colony and the tragic cattle killing that undermined the political and economic integrity of their society. You should be familiar with the who's and why's of the cattle killing from the Xhosa side as well as the narrative of colonial contact up to that period and the impact of missionaries.*

What is Peires' main argument? What is the role of lung sickness? What is the role of the drought? What is the role of Christianity and colonialism? What is the role of the chiefs he discusses in detail and what is the role of Nongqawuse? How does Peires account for inconsistencies?

What is the nature of Stapleton's critique of Peires? What does the cattle killing have to do with the relationship between chiefs and their subjects? What is the nature of chiefly power? What is the role of colonialism according to Stapleton? What is the role of crop cultivation?

Here are some web definitions of terms that appear in the reading that may be of help

Epistemology (Greek *episteme*, "knowledge"; *logos*, "theory"), branch of **philosophy** that addresses the philosophical problems surrounding the theory of knowledge. Epistemology is concerned with the definition of knowledge and related concepts, the sources and criteria of knowledge, the kinds of knowledge possible and the degree to which each is certain, and the exact relation between the one who knows and the object known. This is quite a definition but think of it in terms of Xhosa knowledge and Xhosa culture A key issue is whether there are universal definitions of rationalism and the importance of understanding the cultural context that shapes knowledge, truth, belief and therefore action

Millenarian : relating to the second coming of Christ; a final conflict in which good may triumph over evil, the end of the world , belief in the coming of some new age or a new era. Think of why the Xhosa would be welcoming a new era.

Cosmology: the nature of the universe

Your mid-term examination is coming up;
Please start organizing your notes
Please see me for exam conflicts and accommodations

Week 6. October 5, 7, 9
From the Great Trek to the Mineral Revolutions

Readings: Cheryl Walker, "Gender and the Development of the Migrant Labor System. C.1850-1930," in Cheryl Walker, ed., *Women and Gender in Southern Africa to 1945* (Cape Town: David Philip, 1990), Pages 168-96. (Access on vista/HuskyCT)

Assignment: *The article focuses on the migrant labor system that developed after the discovery of gold and diamonds in the 1860s and 1880s. These migrations were different in scope and rationale than the earlier migrations we have been discussing these last few weeks. This article discusses the role of gender in the migrant labor system. Keep in mind that gender is not a synonym for women. 1. How were the roles of African men and women conceived in the migrant labor system? 2. What was the impact on African men and women, and on African households? 3. How did urban-rural dynamics shape the system?*

Week 7. October 12, 14, 16
Late 19th Century Disposessions,
Afrikaners on both sides: Victims and Perpetrators

NO READINGS

Lectures will focus on late 19th century disposessions. Many of the other ethnic groups in South Africa saw themselves drawn into the colonial nexus in a similar fashion as the Xhosa. In this period, Afrikaners also felt the wrath of British imperialism, even as they were engaged in their own conflicts with other African groups. We will review these developments and resume the themes after the mid-term. The mid-term exam will cover material from week 1 through week 6, and will consist of a choice of IDS, short answer, a timeline, and an essay. IDS and essay themes will be distributed to you via vista/HUSKYCT, email, or in class

Mid-term Examination: Friday October 16

Week 8. October 19, 21, 23 South African War, Union and the Aftermath

Readings:

Jan Smuts, "A Century of Wrong," in Robert O. Collins, ed., *Central and South African History* (New York: Marcus Weiner Publishing, 1990) 205-209 (HuskyCT-listed under author's name)

John A. Williams, *From the South African Past: Narratives, Documents and Debates*:
Read the documents drawn from the Williams books below.

"James Bryce Attacks British Imperialism, 1900," Pages 168-171

"Dudley Kidd Argues Against African Suffrage, 1908," Pages 171-173

"Maurice Evans Defends an Active, Paternalistic Policy Towards Africans, 1911, Pages 173-178

"A White Farmer Deems Blacks Inferior," 1904, Pages 178-183

African Workers Discuss a Variety of Concerns, 1904," Pages 190-196

These readings represent a range of views on British relations with Afrikaners, and African relations with both these groups.

1. How does Smuts characterize the relationship between Boer and Briton? 2. In what ways are his sentiments justified? 3. From the Bryce selection and given the themes of subjugation and sovereignty we have been exploring up to this point, are the Afrikaners and Africans in the same boat? 4. Is the

rhetoric used to justify Afrikaner subjugation in the same vein as the justification for the subjugation of Africans? 5. Give a detailed explanation of why Dudley Kidd is advocating the denial of suffrage to Africans? 6. How does Maurice Evans' ideas and proposals differ from Kidd's? 7. What was the view of the raw native in relation to the Christian native? 8. What are the concerns about Africans making progress at first and then regressing? 9. What does Kidd have in mind as a viable solution? What kinds of sentiment did the white farmer reveal in his testimony in relation to Kidd's and Evans' views? 10. What do Africans have to say about what their concerns and grievances are?

Paper Theme:

The paper must draw on material from weeks 6, 8, 9, 10, and 11 and is due week DECEMBER 7. All materials on and between those weeks must be cited/included for the paper to receive full credit

Urban, Rural and Gendered Dimensions of South Africa's Racial Tensions

The course themes and readings between weeks 6 through 11 explore the **urban, rural** and **gendered** dimensions of South Africa's racial tensions and social problems in the aftermath of the mineral revolution. The time frame is the 1860 up to the 1940s, on the eve of apartheid. Using the materials from weeks 6 through weeks eleven, write a 8-10 page paper that investigates the relationship between the urban and rural areas and underscores how gender shaped the African and white experiences and perceptions of these tensions from the 1860s up to the 1940s.

Here are a few questions to get you started: How did men fit into the migrant labor system; what roles were women supposed to play? Where did the rural areas figure into plans for the mining areas? What were the characteristics of the rural areas? What kind of life chances or prospects did Africans face there? What were the characteristics of the urban areas--especially Johannesburg and what was so seductive about Johannesburg? What kind of life chances did Africans have in Johannesburg--what was the pull and why did so many people stay? A good starting point is to take the men of the Kumalo family as a case study and to compare Jarvis Jr. and Jarvis Sr. as well as whites in Johannesburg. What are the key political issues for whites and Africans—and what are the divisions within the groups?

Keep in mind that neither whites nor Africans are monolithic groups with the same interests. White farmers and white mine-owners for example vie with each other for African laborers. And there are varied political views on segregation and urbanization. Meanwhile Africans from a variety of background share different opinions about how to confront racial and social issues. Consider all of the individuals, personalities, and organizations which have contributed their views on these issues: Solomon Plaatje, Ernest Stubbs, Maurice Evans, DDT Jabavu, Hendrik Verwoerd, Jan Hendrik Hofmeyr, Ernest Stubbs, H.M Nel, Dudley Kidd, Edgar Brookes, Alfred Hoernle, Nelson Mandela, the Native Affairs Department, missionaries, and all of the organizations (*SABRA, FAK, AHI, SAAU*) discussed by Deborah Posel in her article.

This paper challenges you to integrate your readings for the last few weeks into a coherent exploration of the changing political and social landscape of South Africa. From these readings I would like you to appreciate that South Africa's future was not necessarily predetermined and apartheid was not inevitable, but emerged from a specific convergence of forces. There was a chorus of African and White voices weighing in on South African's future and it is important to understand which arguments came to dominate the political discourse and why.

Week 9. October 26, 28, 30

The Aftermath of War

Readings: Saul Dubow, "Holding 'a Just Balance between White and Black': The Native Affairs Department in South Africa c.1920-33," *Journal of Southern African Studies*, vol. 12, no. 2 (April 1986), Pages 217-239 (Please access online via JSTOR on the library's full text database).

Jan Hendrik Hofmeyr, "The Representation of Natives Act, 1936," in Robert O. Collins, ed., *Central and South African History* (New York: Marcus Weiner Publishing, 1990) HUSKYCT under the author's surname

John A. Williams, *From the South African Past: Narratives, Documents and Debates:*

"Solomon Plaatje Observes the Impact of the Native Land Act, 1913, Pages 216-220

"Ernest Stubbs Deems Race Mixing a Threat, 1925, Pages 221-224

"DDT Jabavu Advocates Liberalism over Segregation, 1928," Pages 224-227

"A Leading Liberal Asks, Will White Policies Allow Black Self—Development, 1935," 228-232

"The Limits of Liberalism, 1939," Pages 246-247

Assignment

1. How did the Native Affairs department (NAD) work within the larger state apparatus to balance its role as protector and as enforcer? 2. How was the NAD organized from 1910-1923 and how was it restructured after 1923? 3. Why was the NAD dominated by English speaking officials? 4. What is the "Transkei tradition"? 5. What is the Native Administration act and what impact did it have on the NAD and its work? 6. What is Hofmeyr's objection to the 1936 bill? 7. What is the political context of the various segments of the bill which Hofmeyr is outlining? 8. From Solomon Plaatje's writings, what is the impact of the native land act of 1913 on Africans, especially sharecroppers? 9. On what grounds does Ernest Stubbs argue that race mixing is a threat? 10. What is the specific content of the liberalism that DDT Jabavu is advocating? 11. How does Alfred Hoernle deal with the question of black self-development? 12. What are Edgar Brooke's views on segregation?

Note: Last day to drop a class is 11/02/09 and to change your grading option from pass fail to a letter grade

Week 10. November 2, 4, 6

Post Union South Africa: Politics between 1912 and the 1940s

Readings: *Cry the Beloved Country* (Purchase from the COOP)

Assignment

This week we are reading a book that is a classic in South African literature and history—a tale of the Jarvis and Kumalo families, a tale of urbanization and race relations, a tale of fear and redemption.

1. What is the history of the Kumalo family—all of the members that are mentioned in the book? 2. What is their past and what is their current trajectory? 3. How do you view the *umfundisi* as a character? 4. How is Christianity represented in the book? 5. How do you view the actions and beliefs of Jarvis Sr and Jarvis Jr? 6. How is the relationship between whites and blacks represented in this book? 7. Note four instances in which the character or the narrators says, "it is not the custom"? What do these specific instances mean? 8. What is the significance of the title? 9. What does the elder Jarvis think of his son's exploits? 10. Note four instances of fear in the book? What is the significance of these moments? 11. How is Johannesburg described?

Week 11. November 9, 11, 13

Turning Points and New Nationalisms, 1940s -1960s

Your paper is due November 30

Readings: Deborah Posel, "The Meaning of Apartheid before 1948: Conflicting Interests and Forces

within the Afrikaner Nationalist Alliance,” *Journal of Southern African Studies*, vol.14, no. 1 (October 1987), Pages 123-139 (Please access online via JSTOR on the library’s full text database)

John A. Williams, *From the South African Past: Narratives, Documents and Debates:*

“The United Party Reviews Race Relations, 1946,” Pages 248-251

“The National Party Native Minister Explains Apartheid, 1950,” Pages 252-256

H.M. Nel, “Apartheid,” in Robert O. Collins, ed., *Central and South African History* (New York: Marcus Weiner Publishing, 1990) HUSKYCT under the author’s surname

Nelson Mandela, “Verwoerd’s Tribalism,” in Robert O. Collins, ed., *Central and South African History* (New York: Marcus Weiner Publishing, 1990) HUSKYCT under the author’s name

Assignment: *The goal here is to understand that apartheid as intellectual concept, as a political tool and propaganda was quite a malleable phenomena and that like any other political ideology it had its coalition, strategies and weaknesses. The second goal is to understand the African response between the late 1940s and the 1960s. We will continue with these themes next week: the evolution of apartheid and the African responses*

1. Posel's argument is an engagement with another historian, Dan O'meara. What is O'meara's particular argument--on what grounds does Posel question his assertion and what does she think are the weaknesses of his argument? 2. On what issues were Afrikaners divided? 3. Explain what the following organizations/institutions were and what their platform/agenda was: SABRA, FAK, AHI, SAAU—making a mini chart may be useful? 4. What is the specific content of the Sauer report in terms of its findings and recommendations and what do they have to do with Posel's critique of O'meara? 5. What are the views of the United Party on “total” segregation, urbanization and the franchise? 7 What are Verwoerd’s views on racial mixing and how does he envision apartheid working as a solution? What are HM Nel’s views on apartheid? How does Mandela respond to the explication of Verwoerd’s tribalism?

Week 12. November 16, 18, 20

**Turning Points II, 1960s-1980s and documenting it through the Truth and Reconciliation Commission (TRC)
Film Sarafina**

Thanksgiving Recess November 22-November 28, Classes resume Monday, November 30

Your Paper is coming up on DEC 7

Steve Biko, *I write What I like*, (chapters 1,2,3,4,5,6, 9,11, 12, 13 15), Purchase from the COOP
Diana E. H. Russell, *Lives of Courage: Women for a New South Africa*, “Winnie Mandela, A Leader in her Own Right,” (New York: Basic Books, 1989), and “*Ruth Mompati: The Most Powerful Woman in the African National Congress*” Pages 94-105, and 106-120. (Access via HUSKYCT)

Assignment. (Biko makes reference to Hegel and Cesaire—there is a wealth of info on these individuals so look them up online

What is black consciousness? (this is defined in several places throughout Biko’s writing)? What specific social and economic conditions does Biko identify as a problem? How has the term black and white been used linguistically? Growing up, in what specific ways did Winnie Mandela became conscious of the problems Africans faced? Give an example or two? What is Biko’s critique of the “liberal establishment”/ white liberals? What approach does he advocate they should adopt instead? What was Winnie Mandela’s exposure to the migrant labor system? How did her political consciousness evolved and how did it inform her political activity? Why was she arrested and in addition to her arrest, how did

the South African state try to silence her? What was her experience of balancing motherhood, marriage and political activism? What was Mompati's background and how did she become conscious of the particular problems and challenges Africans faced? What is the genesis of her political activism and what specific issues did she focus on? How did Mompati balance marriage, motherhood and political activism? How does she summarize the role of women in the anti-apartheid struggle? How did she become the most powerful woman in the African National Congress?

Week 13. November 30, December 2, 4

Turning Points II, 1960s-1980s and documenting it through the Truth and Reconciliation Commission (TRC)

Readings Reading, Antjie Krog, *Country of My Skull*, chapters 1-12, 14-16, 20 and the epilogue (This book is long, dense and complicated; please start reading it early.

Assignment: *This is as much the author's story as it is the story of the hundreds of informants in this book. The key here is to try to put yourself in the position of the various characters in the book: the victims, the perpetrators, and the journalists reporting on the hearings. Which stories stay with you? What did you learn about apartheid from these different perspectives? What does reconciliation entail? How is the question of political violence and amnesty dealt with? How does gender shape the experience of violence and the experience before the truth commission? What is the role of the international media? What does it mean to be an Afrikaner here in this historical moment? Is Afrikaner culture on trial? How do you apportion blame and responsibility? How do you deal with the icons such as Winnie Mandela who are put in the same categories as leaders of death squads? Should someone like W. Mandela be treated the same as the perpetrators of apartheid? Are there any circumstances under which the use of violence is just? What are the limits of forgiveness? How do you deal with ordinary Afrikaners who say they did not know? How do you deal with willful ignorance? Are all whites complicit? Are all black victims?*

Week 14. Dec 7, 9, 11

LAST day of Class is December 11

**New Challenges, New Terms, Conflict in the ANC
"Post-Apartheid South Africa;" "The New South Africa"**

NO READING RESPONSE, PAPERS DUE DEC 7

Readings:

Cherryl Walker, "The Limits to Land Reform: Rethinking the Land Question," *Journal of Southern African Studies*, vol. 31, December 2005, Issue 4, Pages 805-824. *Access via academic search premiere on HOMER*

Renee C. Fox, "They Call it Patient Selection in Khayelitsha: The Experience of Medecins Sans Frontieres-South Africa in Enrolling Patients to Receive Anti-Retroviral Treatment for HIV/AIDS". *Cambridge Quarterly of HealthCare Ethics*, July 2006. vol. 15, Issue 3, Pages 302-312. *Access via academic search premiere on HOMER*

These two readings look at the issue of AIDS and land reform in South Africa, two policy areas that bedeviled the post apartheid government. The major questions for discussion are how did the new government approach these key issues of land reform and AIDS? What sorts of practical problems did Medecins Sans Frontieres confront in trying to deal with the HIV/AIDS epidemic? What were the particular problems when dealing with land reform? We will discuss these problems in the larger context of other problems in contemporary South Africa like crime and governance.

Your Final Exam will have the same format as the mid-term with IDs, short answer, essay and a timeline

Final Examinations: December 14, 10:30am-12:30pm
Please see me for bunched exam conflicts and accommodations