

Spring 2017 HIST 360 (001): History of South Africa

Dr. Benedict Carton, Robert T. Hawkes Professor of History

Tues/Thurs 12:00-1:15 PM, Planetary Hall 224

Office Hours: Rob B355B, Tues. 4:30-5:45 PM/Thurs. 11:00-11:45 AM

Or by appointment: bcarton1@gmu.edu

Today, South Africa is struggling to overcome centuries of turmoil sparked, in part, by colonial conquests, slavery and abolition, rapid industrialization, and legalized segregation. In our course we explore these dynamic processes, from the first Cape encounters between Dutch sailors and Khoe pastoralists to the influences of Indian Ocean commerce, expanding African states, and European imperialism. We also chart the frontier movements of white and black political powers, which gave rise to modern nationalist struggles. Some of these struggles promoted broader freedoms while others defended narrower goals. The principal aim of our course is to understand the complex interplay between accommodation and resistance in South African history. More detailed descriptions of weekly themes appear in the “2017 Spring Semester Schedule.”

Historians use different frameworks of interpretation. Some scholars view South Africa’s past through the lens of ethnic conflict, environmental change, class identity, racial divisions, and/or gender relations; others focus on the dramatic consequences of lethal epidemics and processes of globalization. In this class you will explore a range of interpretations using primary materials, journal articles, and scholarly books.

LEARNING OBJECTIVES

At the end of this course, students will be able to demonstrate knowledge of South African history. They will develop their critical reading skills and understand the variety of frameworks and sources (both primary and secondary) that historians use to interpret the past. They will also improve their critical thinking and writing skills through in-class discussions, essay exercises, and exams.

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. **Please do not surf the web (Facebook, etc.) 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 can be purchased from the GMU bookstore: 1. Aran Mackinnon, *The Making of South Africa*, 2nd edition; 2. Mark Mathabane, *Kaffir Boy*; and 3) Peter Abrahams, *Mine Boy*. **Other readings and source materials will be made available on Blackboard, online via a syllabus (embedded) link, or in an email attachment. ***You are required to complete the specifically assigned readings before coming to class.*****

COURSE REQUIREMENTS

The requirements for this course include a short-answer exam, with **essay component** (15%); midterm exam (20%); a short-answer exam (20%), with **essay component**; final in-class **major essay exam**, with short-answer section (30%); and class participation (15%). **Please note that if you are absent for more than four classes during the entire semester, your overall course grade will likely drop. If you stop attending class near the mid-semester mark, you will fail the course. Passing HIST 360 requires solid effort, hard work and prioritizing your university education.**

GLOBAL UNDERSTANDING

This course develops an understanding of global processes and their impact on societies in Africa and other continents. During our class discussions, you will be encouraged to identify, evaluate, and cite scholarship that enhances your awareness of the interconnectedness of a diverse global world. For further information on how “global understanding” fits within the Mason Core (University General Education) requirements, please see <http://masoncore.gmu.edu/general-education-at-mason-2/>

ACADEMIC INTEGRITY

GMU is an Honor Code university. Please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken seriously and violations are treated gravely. What does academic integrity mean in this course? When you are responsible for a task, you will perform that task. When you rely on any aspect of someone else’s work, you will give full credit in an academically accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and open debate are encouraged in this course, with the expectation that all aspects of our class will be conducted with civility and respect for different ideas, perspectives, and traditions.

GMU EMAIL ACCOUNTS

Crucial resources for HIST 360 will be sent through the university server to your GMU email, as listed in Patriotweb. Thus, students must use their Mason account to receive important information, including timely messages and modified requirements related to this class.

OFFICE OF DISABILITY SERVICES

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through ODS: <http://ods.gmu.edu>

EQUALLY IMPORTANT CAMPUS RESOURCES

WRITING CENTER: Rob A114; (703) 993-1200; <http://writingcenter.gmu.edu>

UNIVERSITY LIBRARIES: <http://library.gmu.edu/>

COUNSELING AND PSYCHOLOGICAL SERVICES: (703) 993-2380.

UNIVERSITY POLICIES

The University Catalog, <http://catalog.gmu.edu>, is the main resource for GMU policies affecting student, faculty, and staff conduct in academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

METHODS OF EVALUATION

Exam and Essay Themes: Short-answer and essay questions will explore the impact of European conquests on African societies; the rise of industrialization; racial ideologies and social inequalities; and the nationalist forces that influenced liberation movements.

Writing Standards: A good essay is concise, clear, and documented. It must answer the question posed, present an argument, and integrate relevant details from assigned readings. Muddled prose and poor grammar will reduce your grade.

(READ CAREFULLY): Exam Rules and Deadlines: in accordance with university regulations, professors in the Department of History and Art History re-schedule exams after receiving documentation of a medical emergency or family emergency. **Often this documentation must be verified by the Dean of Student Life.** ****Work-related and personal/family obligations (business trips, personal holidays, graduation ceremonies, etc.), or sudden car troubles, are not adequate excuses for re-scheduling an exam or obtaining any kind of extension.****

TEACHING AND LEARNING

I will not re-teach a missed class via email or during an office conference. Nor will I customize this course to fit a student's work or personal schedule. These two statements are in accordance with pedagogical goals of George Mason University and your professor's social contract with his students.

To be considered for a good grade, you must receive solid marks on exams and participate to the best of your ability in class discussions. **The due dates for the short-answer and essay exams appear below in the "2017 Spring Semester Schedule."**

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 essays/exams and have poor class participation, your final mark will be C+ or lower. **If you are absent for more than four classes (and you do not provide an adequate excuse, i.e., you do not notify me after your second missed class), you will lose points from your class participation mark.**

2017 SPRING SEMESTER SCHEDULE

Week 1:

Tues. Jan 24th– Mandatory attendance: review course syllabus & expectations. **Required reading for Jan 26th and Jan 31st classes:** Mark Mathabane, *Kaffir Boy*, 3-120. Also, please browse this website: <http://archive.nelsonmandela.org/home>

Thur. Jan 26th–South Africa in local, national and global contexts. Analyze for Jan. 31st class: South African “7-Up” map (the jpg will be on Blackboard). ****Bring a copy of this map to the Jan. 31st class**.** **Required reading for Jan. 31st class:** Mark Mathabane, *Kaffir Boy*, 3-120; **please bring a copy of *K Boy* to the Jan. 31st class.**

Week 2:

Tues. Jan 31st–Apartheid South Africa through the eyes of its children and the world. We discuss Mathabane’s *K Boy*, 3-120, and begin watching “7-Up South Africa,” a 1992 documentary film about race relations and young people in South Africa during the country’s momentous transition from apartheid to democracy. **The South Africa “7-Up” map data is very important for the Jan. 31st and Feb 2nd classes.** **Required reading for Feb 2nd class:** “Talking about Tribe” (the pdf will be on Blackboard). I ask that you particularly read the section on the “Zulu tribe” and bring a copy of this article to the Thurs Feb 2nd class so you can refer to it during our discussion.

Thur. Feb 2nd– Discussion: youth history and lessons of the new “modern” and old “tribal” South Africa. We finish viewing “7-Up” and discuss “Tribe” article. **Required reading for Feb 7th class:** MacKinnon, *The Making of South Africa*, 1-19.

Week 3:

Tues. Feb 7th –Lecture and discussion: hunter-gatherers, farming communities and politics of *amakhosi* (kings/chiefs): regional histories and Indian Ocean links. **Required reading for Feb 9th class:** MacKinnon, *The Making of South Africa*, 24-45; **primary source:** “Jan van Riebeeck’s journal: an exchange between VOC commander and Khoe chief after the 1660 war” (the jpg file will be on Blackboard).

Thurs. Feb 9th–Lecture: Dutch East India Company (VOC) in global trade and the Cape: Africa-Asia-Europe commercial networks, colonial settlement, slavery, and Khoe life. Prepare for first in-class exam review session: review lecture notes, Jan van Riebeeck’s journal entry and MacKinnon, *Making of South Africa*, 1-45.

**Week 4:

Tues. Feb 14th–First in-class exam review session: short-answer section and writing analysis of Jan van Riebeeck’s 1660 journal entry.****

Thurs. Feb 16th– **FIRST IN-CLASS SHORT-ANSWER AND ESSAY EXAM (15% of course grade).**

Required reading for Feb 21st class: MacKinnon, *The Making of South Africa*, 68-74; **primary sources:** Letters (home) from British troops during “total war” in the Cape colonial frontier: “Memories of white soldiers in Xhosaland” (the pdf will be on Blackboard).

Week 5:

Tues. Feb 21st – Lecture and discussion: Cape regimes of the British Empire, “total war,” and emerging “civilizing missions” in frontier South Africa.

Required reading for Feb 23rd class: MacKinnon, *The Making of South Africa*, 101-102, 128-131; **article to download:** J. Peires, “The Central Beliefs of the Xhosa Cattle-Killing,” *Journal of African History* 28, 1 (1987).

<http://www.jstor.org.mutex.gmu.edu/stable/181448>

Thurs. Feb 23rd – Lecture and discussion: prophecies of deliverance and death: Boer movements during the Great Trek/Great Xhosa Girl Prophet and Cattle-Killing. Required reading for Feb 28th class: MacKinnon, *The Making of South Africa*, 83-89, 122-128, 163-168; **article to download:** B. Carton and R. Morrell, “Warrior Culture, Zulu Masculinities, and Stick-fighting: Reassessing Male Violence and Virtue in South Africa,” *Journal of Southern African Studies* 38, 1 (2012).

<http://www.tandfonline.com.mutex.gmu.edu/doi/pdf/10.1080/03057070.2011.640073>

Optional reading: Sifiso Ndlovu, “A Reassessment of Women’s Power in the Zulu Kingdom” in B. Carton, J. Laband, and J. Sithole, eds. *Zulu Identities* (New York: Oxford University Press, 2009) (the pdf will be on Blackboard).

Week 6:

Tues. Feb 28th – Lecture and discussion: King Shaka, Zulu power, and British Natal. **We begin to prepare for midterm exam: please review lecture outlines and readings for weeks 3-6.**

Thurs. Mar 2nd —In-class midterm exam review session****

Please prepare by reviewing lecture outline notes and readings for weeks 3-6.

**Week 7:

Tues. Mar 7th —IN-CLASS MIDTERM EXAM (20% of course grade)**.**

Required reading for the Mar 9th class: delve into Abrahams, *Mine Boy*, and finish at least the first 100 pages, or a little over half the novel.

Thurs. Mar 9th – Lecture: Primary industrialization in South Africa.

****Week 8: NO CLASSES Mar 14th and 16th. GMU SPRING BREAK****

Required reading and youtube viewing for Mar. 21st class: MacKinnon, *The Making of South Africa*, 141-151; consult websites: <http://www.debeers.com/the-de-beers-difference/story/> and <http://www.debeersgroup.com/en/our-story/our-history.html#1860>. View the youtube “hobbling scene” in “Misery,” a cinematic adaptation of Stephen King’s novel: https://www.youtube.com/watch?v=2pbfkNI2d_A



Also required reading during spring break: Abrahams, *Mine Boy*, finish the first 100 pages, or a little over half the novel.

Week 9:

Tues. Mar 21st– Lecture: diamonds are forever: glimmering global capitalism, Cecil Rhodes, and De Beers Consolidated. Required reading for Mar 23rd: MacKinnon, *The Making of South Africa*, 173-184.

Thurs. Mar 23rd –Lecture: gold revolution in South Africa: industrialization and urbanization in the Johannesburg (Rand) region. We view “A History of Soweto,” a documentary portraying mining wealth and township life. Required reading for Mar 28th class: MacKinnon, *The Making of South Africa*, 185-197.

Week 10:

Tues. Mar 28th– Lecture and discussion: civil war between the whites? Old conflict and new union in South Africa. Required reading for Mar 30th class: MacKinnon, *The Making of South Africa*, 200-212; primary source: “Building Blocks of Segregation” (the jpg file will be on Blackboard). ****Also required reading for Mar 30th and April 4th classes:** Abrahams, *Mine Boy*, second half of the novel.**

Thurs. Mar 30th– Lecture: the dawn of national segregation (twentieth-century white supremacy). We begin mandatory discussion: urban life and racial segregation in *Mine Boy*: origins of popular resistance to white supremacy. Required reading for April 4th class: Complete second half of Abrahams, *Mine Boy*.

We review for upcoming *Mine Boy* in-class exam, with essay component

**Week 11:

Tues. April 4th–Mandatory discussion (continued): urban life and racial segregation in *Mine Boy*: origins of popular resistance to white supremacy.

****In-class review for *Mine Boy* exam, with essay component****

Thurs. April 6th –IN-CLASS EXAM, WITH ESSAY COMPONENT (20% of course grade).** Required reading for April 11th class: MacKinnon, *The Making of South Africa*, 212-221; primary sources: excerpts of John Dube “A Talk Upon My Native Land”: <http://www.sahistory.org.za/archive/talk-upon-my-native-land-pamphlet-rev-john-l-dube-1892-extract> ; excerpts of “1919 Constitution of the African National Congress”: <http://www.anc.org.za/content/constitution-south-african-native-national-congress>**

Week 12:

Tues. April 11th–Lecture and discussion: surging popular politics: national and international dimensions of reform and radicalism. Required reading for April 13th class: MacKinnon, *The Making of South Africa*, 221-227; primary source: go to <http://www.ancyl.org.za/show.php?id=4439>; read excerpts of “ANC Youth League (YL) Manifesto 1944.”

Thurs. April 13th–Lecture: racial segregation and world war: generational shifts in global and South African politics. Required reading for April 18th class: MacKinnon, *The Making of South Africa*, 230-252; primary source: Leslie Rubin, *This is Apartheid* (the pdf of this pamphlet will be on Blackboard).

Week 13:

Tues. April 18th– Lecture and discussion: apartheid. Required reading for April 20th class: MacKinnon, *The Making of South Africa*, 252-256; **primary source:** go to go to <http://anc.org.za/content/womens-charter> click on “Women’s Charter” (Lilian Ngoyi); go to <http://anc.org.za/content/what-women-demand> click on “What Women Demand, 1955.”

Thurs. April 20th– Lecture and discussion: national and international opposition to apartheid: African women, divided protests, and state crackdowns. Required reading for April 25th class: MacKinnon, *The Making of South Africa*, 256-265; **primary source:** go to <http://anc.org.za/content/nelson-mandela-statement-dock-rivonia-trial> click on “Nelson Mandela’s Statement from the Dock, Rivonia Trial, 1964.” **Optional reading:** Jabulani Sithole, “ANC President Chief Albert Luthuli and Bantustan Politics,” in *Zulu Identities* (New York: Oxford University Press, 2009) (the pdf will be on Blackboard).

Week 14:

Tues. April 25th–Lecture: Sharpeville 1960 to Soweto 1976. Required reading for April 27th class: Mathabane, *Kaffir Boy*, 259-289, 296-298; MacKinnon, *The Making of South Africa*, 269-286.

Thurs. April 27th– Lecture and discussion: Soweto explosion and “the numbered days of apartheid.” We view the documentary “Soweto,” featuring clips of the 1976 student revolt and post-uprising interviews with protestors, parents and officials. **Required reading for May 2nd class:** MacKinnon, *The Making of South Africa*, 286-297; William Worger and Rita Byrnes, “A Short History of South Africa” (the MSWORD file will be on Blackboard).

Week 15:

Tues. May 2nd–Lecture: the collapse of apartheid and rise of democracy. Review the current South African Constitution, particularly the Preamble, Chapter One and Chapter Two: <http://www.gov.za/sites/www.gov.za/files/images/a108-96.pdf>

****We begin to review for final essay exam.****

Thurs. May 4th– Lecture and discussion: apartheid legacies and democratic changes in contemporary South Africa: gains and challenges.

****We review for final essay exam.****

*****FINAL IN-CLASS ESSAY EXAM, WITH SHORT-ANSWER SECTION (30% of course grade): THURSDAY MAY 11, 2017 (10:30 AM- 1:15 PM) IN OUR CLASSROOM*****

PLEASE NOTE AGAIN THE ASSIGNED EXAM TIME!

May 11th 10:30 AM- 1:15 PM