

# HIST 417: SOCIETY & CULTURE IN MODERN AFRICA

## APARTHEID SOUTH AFRICA

Spring 2018 – MW 1600-1720, Lillis 175 – CRN 32619/32634  
Version 1.10, 17 Apr 2018

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When people think about South Africa's past, they usually focus on the late 20<sup>th</sup> century and the system of legal racial segregation and white supremacy known as *apartheid* ('apartness') that marked it. Between the creation of South Africa as a single state under the South Africa Act in 1910, through the inauguration of apartheid as a political ideology in 1948, to its legal end in 1994 (and beyond), virtually every social class and cultural group experienced dramatic change connected to the evolving system of coercion and control, and fought to direct it, destroy it, or simply survive it in a variety of ways. Although riven with logical paradoxes and unsustainable, apartheid and its forebears had a wide range of social and cultural influences and effects. These influences and effects are inextricable from the political and economic elements that provided direction to it, and which remain potent forces in southern Africa today.

This course is therefore one part a survey of twentieth-century South Africa and one part a critical examination of the system of white (settler) supremacy that dominated that period. We will look at a number of roughly chronological themes to highlight the paradoxes of apartheid's systems of control, understand how and why that system developed, together with its many logical gaps, through contemporary film, literature, and critical analysis from a number of viewpoints. Students successfully completing this course will, at minimum:

- Know the major historical developments and themes in South African history since 1910;
- Develop an understanding of the nature of white supremacist policies, the challenges they posed to everyday life, and resistance to this regime in twentieth-century South Africa;
- Analyze textual and visual sources to unpack the experiences and ideologies at work in this era;
- Demonstrate that analytical ability through regular writing that incorporates the relevant material;
- Learn to conduct deeper historical research and write effectively on an individual topic of historical interest within the ambit of the broader course.

This course neither presumes nor requires a prior background in modern African (or specifically South African) history, cultures, or geography, but your learning curve will be steeper without them. It is also an unapologetically reading- and writing-intensive course focused on analytical, thesis-driven papers. You may wish to consider these points relative to your overall workload this term.

### A Note About This Syllabus

**Everything on this syllabus is important; you should read it carefully and refer to it frequently. You are responsible for knowing its contents.** The paper copy you receive at the beginning of the course is, ideally, the final version, but the unexpected can intrude and changes may be made. I articulate virtually everything somewhere within this syllabus and any changes in class and on Canvas, so there should be no big surprises.

## Assignments

**Map Quiz: (5%)** Because history makes little sense without geography, we will have a map quiz at the beginning of the second week of class. This quiz will deal with city locations, major geographical features, and political subdivisions of the era between 1910 and 1994.

**Participation: (20%)** Speaking in class discussion and otherwise interacting with me and others in the context of the course is worth 20% of your grade. This means that if you melt entirely into the scenery, an A will be nearly impossible to attain. Participation includes our usual discussion of films and primary sources, but also extends to other impromptu conversations we enter during class periods, so feel free to raise questions. Ultimately participation is about being engaged and exchanging ideas. Absences will naturally annihilate this portion of the grade, but even perfect attendance alone can only net about half of the credit. Especially meritorious engagement can in theory result in totals over 80 points.

**Response Papers: (15% each, 45% total)** At several points during the term, you will be asked to tender three out of four brief 1200-1500 word (4-5 pages, double spaced) response papers on particular themes. The questions are set (see page 10) but you have some latitude in the observations you may include in these papers. Their purpose is to get you to think about, and talk about, the context of **what we've read and seen**; your originality, insightfulness, the breadth of assigned course material that you use, and style will together determine your grade. You may exceed the maximum word count moderately. Although style is more relaxed than the term paper, you still need to cite sources and list references/works cited.

**Research Paper (3000-4000 words, not including notes and bibliography) and Proposal (~2 pages, plus preliminary bibliography): (30%)** The final portion of your grade will be a short research paper due at the end of the term, and a proposal for same due at the start of the fourth week of the term. The paper must address a topic relevant to South Africa and apartheid by employing primary (original) film or print sources, although you may propose a subject instead that will employ a larger number of sources in making an interpretative case. The paper will be a formal piece of writing **subject to the citation and formatting standards set in Rampolla 8<sup>th</sup> edition** (required) or the *Chicago Manual of Style* 16<sup>th</sup> edition on which it is based, using footnotes and a bibliography. If you don't know what a style guide is, or if you have problems figuring out how to use one, ask me. Writing and citation style will constitute  $\frac{1}{4}$  of your paper grade, so take it seriously.

**The proposal is worth 5% of your final grade; the paper itself, 25%.** Although it is late after 23 April, failure to tender the proposal by the following week will trigger a zero grade on the entire paper and thus a failing mark for the course. Note the proposal and paper due dates, and plan ahead accordingly—don't let it sneak up on you! As always, you are solely responsible for your work reaching me in the format you intended before the deadline; Canvas is helpful that way. I generally acknowledge submissions that reach me by email.

Please see page 11 of this syllabus for more detailed requirements for the paper and the proposal.

**Graduate students enrolled in History 517** (CRN 32634) will have modified requirements: a longer paper (5000-6000 words) more dependent on primary sources, that also deals with the historiography and interpretation of selected events or themes from South African history; additional readings within and outside of class; and added group meetings (depending on numbers) for discussion. The specific content and scheduling of these requirements will be arranged between graduate registrants and the professor at the appropriate time. I wish to make the course as useful to you as possible without overwhelming you. As HIST 517 is officially a different class than HIST 417, some restrictions may also not apply to you.

**Grading (for HIST 417)**

Your overall grade will be weighted as follows, out of a term total of 400 points. There is no final exam.

<b>Map Quiz</b>	<b>20 pts</b>	<b>5%</b>
<b>Participation (Discussion/etc):</b>	<b>80+ pts</b>	<b>20%</b>
<b>Response Papers, 3 of 4 (60 pts / 15% each):</b>	<b>180 pts</b>	<b>45%</b>
<b>Research Paper Proposal</b>	<b>20 pts</b>	<b>5%</b>
<b>Research Paper</b>	<b>100 pts</b>	<b>25%</b>

Please pay close attention to the important due dates and times, which are recapitulated at the end of this syllabus. **Late papers lose 5% per day late, or any portion thereof.** If you know you will have a valid issue with a certain deadline, let me know as soon as possible so we can make arrangements.

Final grades will be assigned according to percentages on the standard scale (93.0+ = A, 90-92.99 = A-, 87-89.99 = B+, 83-86.99 = B, 80-82.99 = B-, etc.). Please note that **I do not change assignment or course grades**, except in cases of arithmetical or clerical error. Although I am happy to explain a grade and offer assistance for the future, I will not alter scores.

**Course Texts: Bibliography and Availability**

The first four books below are required reading. I recommend Worden for a broad contextual background for people unfamiliar with South Africa, and Rampolla for those unfamiliar with conventions in writing history. **Make absolutely certain to consult the exact editions indicated (or their e-pub equivalents) as the content and pagination vary enormously.**

- Abrahams, Marc. *Mine Boy*. Oxford: Heinemann, 1989 [1946]. ISBN 978-0-4359-0562-0.
- Brink, Elsabé, Gandhi Malungane, Steven Lebelo, Dumisani Ntshangase, and Sue Krige, comp. *Soweto 16 June 1976: Personal Accounts of the Uprising*. Cape Town: Kwela, 2001. ISBN 978-0-7957-0232-7.
- Dubow, Saul. *Apartheid, 1948-1994*. New York: Oxford University Press, 2014. ISBN 978-0-1995-5067-8 (softcover).
- Magona, Sindiwe. *To My Children's Children*. New York: Interlink, 2006. ISBN 978-1-5665-6649-0.
- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History* 8<sup>th</sup> ed. Boston: Bedford, 2015. ISBN 978-0-4576-9088-4. (Optional. The Duck Store got the 9<sup>th</sup> somehow, but 8<sup>th</sup> costs FAR less.)
- (A short general history, to consult if you feel overwhelmed:) Worden, Nigel. *The Making of Modern South Africa*. 5<sup>th</sup> ed. Malden, MA: Wiley-Blackwell, 2012. ISBN 978-0-4706-5633-4. <http://alliance-primo.hosted.exlibrisgroup.com/UO:everything:CP71186886570001451>

Copies of all the required books should be on reserve at Knight by week two, and all should be available for purchase at the Duck Store or your favored online retailer. **There are however many supplemental readings that are required, and which will be available on Canvas or through links;** these essays will be accessible via the “Documents” section of the course site. Let me know if you have any problems with the site, or if a reading is not available as expected.

**Policies (the fine print):**

**Attendance:** I expect attendance at all class meetings and events, given that we meet only twice a week. Absences for reasons unrelated to illness, emergency, or University-recognized events will drop your final participation grade steeply. Poor attendance tends to result in poor grades in any case, because

lectures and discussions do not merely recapitulate the readings. Furthermore, I ask that you be as punctual as possible, because late arrivals and early departures are disruptive in small classes like this one. If you have insufficient time between classes to arrive on time due to the inhumane ten-minute gap, please do your best with it. On my end, I will do my best to start and end class on time.

**Special Needs and Gizmos:** Although I'm otherwise a technophile, gadgets in class have proven to be annoying and distracting not only for their users but for others around them as well; they are like magnets for your fellow students' eyes and thus attention. Laptop and tablet computers are particular problems, and they have a demonstrably negative effect on learning and participation.<sup>1</sup> In recognition of the fact that some students have learned note-taking by typing exclusively, however, I allow laptop use on a revocable probationary basis, provided that the user sit at the back of the room. Please also turn your phone to "silent" (or off), and resist the urge to text until later. If you absolutely must use a device (e.g., for registration), please leave the room discreetly to do it.

If you have physical or learning differences that require other special accommodations in seating, assignments, or technology, a note from the Accessibility Education Center ([aec.uoregon.edu](http://aec.uoregon.edu)) is **required**. I am not empowered to make such arrangements myself, but rest assured that I will do everything in my power to address your documented needs.

**Academic Honesty:** The information in this subsection isn't necessary for 99% of the students in my courses, but unfortunate experience has prompted me to include it in my syllabi. See the Academic Misconduct section of the Dean of Students website for more information:

<https://dos.uoregon.edu/academic-misconduct>

You will find there a number of relevant headings to policies on academic honesty and conduct. In practice, the issues of academic honesty that arise most often are cheating and plagiarism. If you are unsure of what plagiarism is, a handy guide to it is available from a number of sources; The UO has one here:

<http://researchguides.uoregon.edu/citing-plagiarism>

It is a gross understatement to say that academic dishonesty will adversely affect your grade. At the very least, you will receive an automatic failing mark for the course. However, my personal view of the matter is that plagiarists and cheaters have no place in an institution of higher learning, and I will pursue sanctions accordingly. If you have any concerns or you're not sure whether something is plagiarism, ask me as soon as possible, *before* you turn it in for a grade. That said, by all means do discuss your papers or readings with other students outside of class—just make sure that what you tender is your own work, properly cited and specific to this course and section!

One final warning, regarding the tempting crutch of the Internet: if you can find it, so can I—so resist the temptation to cut corners. By all means use its tools, such as Google or Wikipedia, but do not you're your work there, and do not accept non-academic sources (even proper journalistic ones) as authoritative by default. We can usually find a better source that you can use and cite, if the information is correct. If in doubt about a source you've located or how to employ it, get in contact with me **before** problems occur.

**Everything Else:** In all other matters of classroom policy, I default to the Duck Guide or the relevant Departmental standard. If you're not sure of something, or have any concerns, please ask me!

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<sup>1</sup> See *inter alia* C. B. Fried, "In-class Laptop Use and Its Effects on Student Learning," *Computers and Education* 50, no. 3 (2008): 906-914; Pam Mueller and Daniel Oppenheimer, "The Pen is Mightier than the Keyboard: Advantages of Longhand over Laptop Note-taking," *Psychological Science* 25, no. 6 (2014): 1159-1168.

# HIST 417: APARTHEID SOUTH AFRICA

## **Class Schedule (subject to change based on pacing and class interest)**

Readings are to be completed *before* the class assigned, and be ready to discuss them (especially primary source documents). Readings marked with (Canvas) will be on Canvas the prior week.

### Week 1: Introduction

- M 2 Apr Apartheid and Race in South Africa: A Primer From the Past**  
 Reading (in-class) C. F. J. Muller, "Introduction," in *500 Years: A History of South Africa* (Pretoria: Acta Academica, 1969), xi-xiii.
- W 4 Apr South Africa's Fraught Genesis: From Colonization to Union (1910)**  
 Reading: George M. Fredrickson, "Liberty, Union, and White Supremacy, 1776-1910," ch. 4 in *White Supremacy: A Comparative Study in American & South African History* (New York: Oxford University Press, 1981), 137-98. (Canvas)  
 F. A. van Jaarsveld, "The Afrikaner's Image of His Past [1958]," in *The Afrikaner's Interpretation of South African History* (Cape Town: Simondium, 1964), 46-70. (Canvas)

### Week 2: Ethnonationalism, Industrialization, and Society, c.1910-1939

- M 9 Apr Afrikaner Nationalism Ascendant**  
**MAP QUIZ: 20<sup>th</sup>-C SOUTH AFRICA (see sample quiz on pp. 11-12)**  
 Reading: Hermann Giliomee, *The Afrikaners: Biography of a People*, 2<sup>nd</sup> ed. (Charlottesville: University of Virginia Press, 2009), 355-446. (Canvas)  
**Start reading Abrahams, *Mine Boy* (1946).**
- W 11 Apr Society and Industrializing South Africa: New Trends, New Challenges**  
 Reading: Saul Dubow, *Racial Segregation and the Origins of Apartheid in South Africa, 1919-1936* (London: Macmillan, 1989), 21-74. (Canvas)  
 Belinda Bozzoli, "Leaving Home: 1920-1935," in *Women of Phokeng: Consciousness, Life Strategy, and Migrancy in South Africa, 1900-1983* (Johannesburg: Ravan, 1991), 81-105. (Canvas)  
 "Clements Kadalie Explains the Aims of the ICU, 1928," in *From the South African Past*, ed. J. Williams (Boston: Houghton Mifflin, 1997), 233-35. (Canvas)

### Week 3: Politics, Society, and the Crucial Moment: Prelude to 1948

- M 16 Apr Political Reorganizations and Reckonings**  
 Reading: "The United Party Reviews Race Relations, 1946," in *From the South African Past*, ed. J. Williams (Boston: Houghton Mifflin, 1997), 248-51. (Canvas)  
 Andrew Crampton, "The Voortrekker Monument, the Birth of Apartheid, and Beyond," *Political Geography* 20, no. 2 (2001): 221-46. (Canvas)  
 "Congress Youth League Manifesto," March 1944, available online: <http://www.sahistory.org.za/archive/congress-youth-league-manifesto-issued-provisional-committee-congress-youth-league-march-194> and "Joint Declaration of Cooperation," 9 March 1947, available online: <http://www.sahistory.org.za/article/1947-joint-declaration-cooperation>

- W 18 Apr Migrancy, Urbanization, and Restriction at the Crossroads**  
 Reading: Phil Bonner and Noor Nieftagodien, *ALEXandra: A History* (Johannesburg: Wits University Press, 2008), 59-104.  
 Finish reading Abrahams, *Mine Boy* (1946).  
**Be ready to discuss Abrahams and our readings to this point!**

**F 20 Apr RESPONSE PAPER 1 DUE (by 5:00PM)**

**Week 4: Apartheid and the Rise of a Popular Opposition, 1948-1964**

- M 23 Apr Early Apartheid Policy, Philosophy, and Pushback, 1948-1955**  
 Reading: Dubow, *Apartheid*, 1-73.  
 H. F. Verwoerd, “The National Party Native Minister Explains Apartheid, 1950,” in *From the South African Past*, ed. J. Williams (Boston: Houghton Mifflin, 1997), 252-56. (Canvas)  
 FEDSAW, “Women’s Charter [1954],” in *The South Africa Reader*, ed. C. C. Crais and T. V. McClendon (Durham: Duke University Press, 2014), 305-9. (Canvas)  
 Congress of the People, “The Freedom Charter [1955].” (Canvas)  
**Start reading Magona, *To My Children’s Children*.**

- W 25 Apr From Kliptown to Rivonia: Protest, Resistance, and Reprisal**  
 Film: *The Anatomy of Apartheid* (1963), 20 mins. (DVD on reserve)  
 Note: this is propaganda, designed to defend South African policy.  
 Reading: Dubow, *Apartheid*, 74-98.  
 K. Breckenridge, *Biometric State* (Cambridge: CUP, 2014), 139-63. (Canvas)  
 “Petition for Repeal of the Pass Laws [1956]” in *The Anti-Apartheid Reader*, ed. D. Mermelstein (New York: Grove Weidenfeld, 1987), 138-45. (Canvas)  
 “Court Transcript of the Statement from the Dock of Nelson Mandela, Accused No. 1 [1964],” <http://www.sahistory.org.za/archive/court-transcript-statement-dock-nelson-mandela-accused-no-1>  
 (517 students): SKIM Speech of H. F. Verwoerd, 23 Mar 1961, in *Verwoerd Speaks: Speeches 1948-1966*, ed. A. N. Pelzer (Johannesburg: APB, 1966), 517-48. (Canvas)  
 (FYI but optional) The entirety of PM Macmillan’s famous “Wind of Change” speech, and Verwoerd’s response, are available in original audio online (at an hour, too long for class): <http://www.bbc.co.uk/archive/apartheid/7203.shtml>  
 The 1963 UN statement from Miriam Makeba (Mama Afrika), which led to her exile until the end of *apartheid*, is viewable on YouTube (albeit with French subtitles): <http://www.youtube.com/watch?v=uWP5mBJ4HWs>

**R 27 Apr PAPER PROPOSALS DUE, BY 5:00pm**

**Week 5: Separation and Dependency: The Unspeakable Paradox of the 1950s and 1960s**

- M 30 Apr Class, Work, and the Irreconcilabilities of Apartheid**  
 Film: *Dark Childhood* (1957), 30 mins. (DVD 04343)  
 Note: This is one of the earliest exposés of township conditions and had a significant effect, despite its generally paternalist tone.  
 Reading: Rebecca Ginsburg, *At Home with Apartheid* (Charlottesville: University of Virginia Press, 2011), 29-53, 138-63. (Canvas)

D. H. Reader, *The Black Man's Portion: History, Demography, and Living Conditions in the Native Locations of East London, Cape Province* (Cape Town: Oxford University Press, 1961), 70-102. (Canvas)  
 Tomlinson Commission Report Summary, U.G. 61/1955 (1956), ch. 25 & 50 (pts. 1 & 2), 101-8, 194-95. (Canvas)

**W 2 May The Realities of 'Separate Development': Displacement, Townships, and Bantustans**

Reading: Ernest Cole, *House of Bondage* (New York: Random House, 1967), 20-28, 40-54, 176-79. (Canvas; it's mostly images, but they complement the other readings.)  
 "The Destruction of Sophiatown, 1955," in *From the South African Past*, ed. J. Williams (Boston: Houghton Mifflin, 1997), 276-82.  
**Finish Magona, To My Children's Children, and be ready to discuss!**  
 (517 students) Anne Kelk Mager, *Gender and the Making of a South African Bantustan: A Social History of the Ciskei, 1945-1959* (Portsmouth, NH: Heinemann, 1999), 173-95. (Canvas)

**F 4 May RESPONSE PAPER 2 DUE (by 5:00PM)**

**Week 6: The Illusion of Control and Rising Challenges, 1964-1975**

**M 7 May Apartheid Victorious? Stabilizing Oppression in the 1960s**

**"DO OR DIE" DATE FOR LATE OR REDONE PROPOSALS**  
 Film: *The Work Seekers* (1966/68?), 15 mins.  
 Reading: Dubow, *Apartheid*, 99-155.  
 "Cosmas Desmond Deplores the Policy of Removal [*The Discarded People*], 1971," in *From the South African Past*, ed. J. Williams (Boston: Houghton Mifflin, 1997), 306-310. (Canvas)  
 Roger Southall, *South Africa's Transkei* (New York: Monthly Review Press, 1983), 20-57. (Canvas) This is a sort of exposé about Bantustans' nature.  
 (517 students) P. McDonald, *The Literature Police: Apartheid Censorship and its Cultural Consequences* (Oxford: Oxford University Press, 2010), 20-82. (Canvas)

**W 9 May New Consciousness and Resistance Movements in the 1970s**

Reading: Dubow, *Apartheid*, 156-79.  
 Brink et al., *Soweto*, 1-26.  
 Steven Bantu Biko, "What is Black Consciousness?" in *I Write What I Like: Selected Writings*, ed. A. Stubbs (Chicago: U. of Chicago Press, 2002), 99-119. (Canvas)  
 Nozipho Diseko, "Prelude to 1976: The Implementation and Response to Bantu Education, 1955-76," in *Repression and Resistance: Insider Accounts of Apartheid*, ed. R. Cohen, Y. Muthien, and A. Zegeye (Munich: Hans Zell, 1990), 117-41. (Canvas)

**Week 7: The 1976 Soweto Uprising and Its Effects**

**M 14 May The 16 June Rising and Its Meaning**

Reading: Dubow, *Apartheid*, 179-94.  
 Brink et al., *Soweto*, 27-116.  
**Be ready to discuss the Soweto accounts!**

**W 16 May The Futility of Containment**

- Film: *Soweto the 16<sup>th</sup> of June* (1976), 28 mins.  
 Reading: Brink et al., *Soweto*, 117-end.  
 Khotso Seatlholo, “Students and the Soweto Uprising [1976],” in *The South Africa Reader*, ed. C. C. Crais and T. V. McClendon (Durham: Duke University Press, 2014), 376-83. (Canvas)  
 “Joyce Sikakane Opens a Window on Soweto, 1977,” in *From the South African Past*, ed. J. Williams (Boston: Houghton Mifflin, 1997), 349-51.  
**Be ready to discuss the Soweto accounts and related readings!**

**Week 8: Defending Apartheid on Foreign Fields: The Armed Struggle and the Cold War**

**M 21 May Rise of the Securocrats: The Total Strategy and the Fallacy of Reform**

- Reading: Dubow, *Apartheid*, 195-210.  
 P. W. Botha, “Crossing the Rubicon [1985]” *and* Joe Slovo, “‘Reforms’ and Revolution in South Africa [1984],” in *The South Africa Reader*, ed. C. C. Crais and T. V. McClendon (Durham: Duke University Press, 2014), 401-6, 436-44. (Canvas)

**W 23 May The Struggle Across Southern Africa, 1966-1989**

**RESPONSE PAPER 3 DUE (by 5:00PM)**

- Film: *A Visit to the Border* (1981), 18 mins.  
 Reading: K. W. Grundy, “Pax Pretoriana: South Africa’s Regional Policy [Apr 1985],” in *The Anti-Apartheid Reader*, ed. D. Mermelstein (New York: Grove Weidenfeld, 1987), 297-306. (Canvas)  
 Gary Baines, *South Africa’s ‘Border War’: Contested Narratives and Conflicting Memories* (London: Bloomsbury, 2014), 89-119. (Canvas)

**Week 9: States of Emergency:**

**M 28 May MEMORIAL DAY – NO CLASS SESSION**

**W 30 May Ungovernable South Africa, at Home and Abroad (to 1990)**

- Reading: Dubow, *Apartheid*, 210-35.  
 Francis Meli, *South Africa Belongs to Us: A History of the ANC* (Harare: Zimbabwe Publishing House, 1988), 194-201. Note: Official ANC history.  
 “Dear Eartha Kitt” and “Boycotting Apartheid,” in *The Anti-Apartheid Reader*, ed. D. Mermelstein (New York: Grove Weidenfeld, 1987), 414-20. (Canvas)

**Week 10: Dismantling Apartheid**

**M 4 Jun Negotiating an End and a Beginning, 1985-1994**

- Film: [TBD]  
 Reading: Dubow, *Apartheid*, 235-74.  
 Alex Callinicos, “Mass Struggle, Negotiations, and the 1994 Elections [1995],” in *The South Africa Reader*, ed. C. C. Crais and T. V. McClendon (Durham: Duke University Press, 2014), 481-89.



- W 6 Jun Persistence and Change in Post-1994 South Africa**  
 Reading: Dubow, *Apartheid*, 274-301.  
 Rural People’s Movement, “Repeal the Black Authorities Act [2010],” *and*  
 Julius Malema, “Nationalize the Mines,” in *The South Africa Reader*, ed. C.  
 C. Crais and T. V. McClendon (Durham: Duke University Press, 2014), 505-  
 508, 561-64. (Canvas)  
 Alec Russell, *Bring Me My Machine Gun* (New York: Public Affairs, 2009),  
 133-80. (Canvas)
- F 8 Jun RESPONSE PAPER 4 DUE (by midnight)**

**--END OF THE REGULAR TERM--**

- R 14 Jun FINAL RESEARCH PAPERS DUE (before midnight, via Canvas)**

**Recapitulation of key due dates:**

Monday, 9 April 2018:	Map Quiz
Friday, 20 April 2018:	Response Paper 1 Due, 5:00 pm
<b>Thursday, 27 April 2018:</b>	<b>Proposals Due, before 5:00pm</b>
<b>Monday, 7 May 2018:</b>	<b>“Do or Die” for Late / Revised Proposals</b>
Friday, 4 May 2018:	Response Paper 2 Due, 5:00 pm
Wednesday, 23 May 2018:	Response Paper 3 Due, 5:00 pm
Friday, 8 June 2018:	Response Paper 4 Due, midnight
<b>Thursday, 14 June 2018:</b>	<b>Final papers due, midnight (no extensions!)</b>

**And last, the University mandated statement on undergraduate student workloads:**

The University of Oregon mandates that an undergraduate course require three (3) hours of total engagement per credit hour per week, including course meetings. In our course, that works out to 120 hours of work over the course of the term. Our breakdown is designed to be, on average:

3 hours/week	Class sessions
4 hours/week	Course readings
5 hours/week	Research and writing (response papers and term paper)

During some weeks, the work will not seem very pressing in a certain category. I do, however, strongly encourage you to keep up with the third of those categories as they relate to your final term paper. Starting earlier shakes out problems earlier; papers written in a flurry at the end of the term tend to be very shallow and lacking, points that reflect in the final grade.

These are the set response paper questions. All course members must tender three out of the four. Read the requirements carefully; you are responsible for meeting them. If they're unclear, please ask me!

The questions are meant to be guiding, but not imperious. You should build your response paper around a thesis, which would be your answer to the question given. You may modify your focus a bit so long as your work retains coherence and relevance. **Your breadth of engagement with our readings/films and classroom experiences, together with your analysis and insight, will determine the grade for these papers.** There is no standard rule, but normally it's a good idea to include half or more of our readings in a meaningful way. Incorporate as much from the primary sources (and films/other readings) we've encountered in this course as possible, and indicate your take as an analytical, historical thinker. In short, how do the readings and any films fit into your evolving understanding of apartheid in South Africa?

1. Based on what we've read, seen, and talked about, how do you think the challenges of the era of segregation, as well as the views of political parties and even some specific authors like Peter Abrahams (*Mine Boy*), interacted to make an absolutist vision of segregation—apartheid—seem like an attractive idea to so many people in 1948? One subpoint you **must** consider: how might this vision, despite its clear repugnance in hindsight, seem attractive to those whom we might expect to oppose it? Yes, you **MUST** reference the Abrahams book meaningfully in your response, but please include other material we've read through week 3 (18 April).
2. What sorts of problems dogged early apartheid implementation, and how did people on all sides of South African society try to overcome (or exploit) them? Did it seem like such a system could ever possibly work, if indeed it really was one system at all? Use and cite readings to support your contentions. Class sessions up to 2 May are relevant here.
3. Of all the policies of the apartheid state that invited challenge, why was it the language of instruction for certain subjects, in Soweto, in June 1976, that became the flashpoint for a truly pivotal rising? If your reading suggests some combination of factors, be as clear in your analysis as possible. You may call out to the wider regional conflict as well, so 21 May's material should be included. (Yes, you **MUST** make use of the Brink book and other primary sources, and cite accordingly!)
4. Using our readings and films, where (or with whom/what) do you put credit for the transformation of the situation in apartheid South Africa from one of apparent government victory in the early 1960s to one of chaotic scrambling by the late 1980s? Were these forces external, internal, or ultimately endemic to apartheid (or some combination)? Use and cite readings/film to support your contention. This paper runs up to the final readings of the course.

These short papers must be 1200-1500 words, and may employ any style you're comfortable with, as long as you are actually using a style of some sort. **Make sure I know which style it is (and what edition),** lest I grade you based on Rampolla! If your style uses a works-cited list, include that (no, it won't figure into the word count). Yes, style and prose do count for a small bit of the grade—about 10/60 at most.

Again, **I expect you to use at least half of our sources in some meaningful way—ideally more.** You are not required to do any outside research for these short papers, but if you opt to do so, such additional sources do not supplant the assigned readings in terms of grading requirements.

**Detailed requirements for the HIST 417 major paper, the proposal, and their process.**

The major paper is designed to draw you into the apartheid era through a topic that employs primary sources (memoirs, diaries, reports, newspapers, letters, tracts, films, and so forth). There are two common ways to pursue a topic: you may ask a question about a source you've found, or about a particular subject that you'd like to know more about. Writing a simple descriptive (expository) paper using secondary sources is unacceptable. See Rampolla, chapter 2, on the types of sources and their analysis.

**The Proposal:** You must tender a proposal by midnight on Monday, 23 April 2018, that describes a research question and supports its researchability. We can discuss subjects and sources during my office hours, by appointment, or even via email. Feel free to run ideas by me, ask questions, or talk about the things that interest you (in history or in other fields) so that we can settle on a tentative topic that you like; Worden is helpful here. This early start prevents the scramble for hard-to-find resources or the belated discovery that a topic is unviable, and opens a dialogue between us that can help in refining your paper ideas and producing the best possible work. Your thesis position and even your subject itself may shift as you conduct research, but I want us to have a good starting point to prevent frustration, stress, and rushed substandard work as the end of the term nears. **If I do not receive an acceptable proposal by class time on 2 May, you will receive a zero on the paper.**

Your proposal must be **over 300 words of text** and include the three following elements:

- A statement of the subject or problem, and **a question your eventual thesis will provide an answer to**. Your focus may change as you work, but it is important to start with a direction.
- A quick description of the significance of your question as far as you can say. In short, **why is your topic interesting and important?** If you know contextual information, share it here.
- A preliminary bibliography (annotation optional, but feel free to comment on sources) of at least ten potential sources, including **at least two primary sources**. The works of many South African authors, parties, and various key documents are available online, at Knight, or via ILL. **It is not necessary that you read, or even obtain, all of your sources before writing the proposal**, only that you have identified enough to show the subject's promise. Divide entries by primary and secondary sources, and follow the formats in Rampolla or the *Chicago Manual*.

Do not overthink this part of the process—I only expect the proposal to be about three pages long in total. It may be longer if you wish, and that writing may be useful within papers later.

**The Paper:** Your finished paper must be **3000-4000 words (about 12-15 pages) not counting footnotes, bibliography, cover sheet, and so forth**. Students in HIST 517 have a stricter requirement. The paper must be formal writing, in clear and concise college-level English, and ¼ of your grade is based on style. Basic writing assistance is available from the University's Teaching and Learning Center; see <<http://tle.uoregon.edu/>> for more information. The final paper has the same source requirements as the proposal for 417 (10/2), but good papers will have many more than ten sources. Your primary sources should also be of central importance to your paper in order to achieve an A grade.

For the final paper, **you must use footnotes and a bibliography, not in-text citation**, following Rampolla's *Pocket Guide*, 8<sup>th</sup> edition, or the *Chicago Manual of Style*, 16<sup>th</sup> edition (on which it is based). Do not use MLA or other majors' style guides for the research paper.

Plan ahead. The final draft of the paper is due near the end of exam week (**midnight, Thursday, 14 June 2018**), although you may submit it sooner. I am happy to read outlines or drafts if they come in early enough. **I do not give extensions or incompletes in HIST 417** without valid medical or University documentation.

**SOME TOPIC IDEAS:** In response to past requests and in recognition of the large percentage of non-majors in history enrolled here, I have compiled a non-exhaustive list of topic areas. You will have to determine a focal area for your paper, but these may start you off. If you wish to look at a comparative US/SA phenomenon, we can discuss it, but the SA portion alone must approach the 3000-word minimum.

**SEGREGATION ERA:**

The economic effects of segregationism (or the economic rationale behind it?)  
The collapse of worker unity (Industrial & Commercial Union / Clements Kadalie; Rand Revolt)  
The role of the Second World War in ‘weaponizing’ apartheid ideas  
Destruction of the black middle classes and their (Cape Province) voting franchise in the 1920s and 1930s  
The rise of female domestic labor and the the expansion of migrancy  
Social effects of increasing labor migrancy, especially in terms of gender and generational dynamics  
Development of the townships (in themselves, or as labor reservoirs)

**IDEOLOGY:**

Scientific racism and the roots of ‘separate development’ policy  
Pro-Nazi sympathies (Ossewabrandwag, etc) among the first generation of apartheid leaders  
Economic rationales for, or effects of, apartheid measures  
SABRA (South African Board of Racial Affairs) or SAIRR (South African Institute on Race Relations)  
The role of religious institutions (or individuals) in advancing, or fighting, apartheid  
Settler mythology and the foundational untruths of apartheid  
Gender divisions and sexuality (esp. homosexuality) intersect with all segments of apartheid ideology  
Influx control and boundaries: pass laws, etc. (and/or circumvention)

**POLITICAL ISSUES:**

The development of specific political organizations  
Links between the ANC, PAC (later), and/or other opposition organizations, at home or abroad  
South African foreign policy towards various nations and its meaning (one country or group is best)  
Various nations’ foreign policies towards South Africa and their meaning (ideally pick one country)  
The Nasionale Party, or opposition parties within Parliament; maybe certain national elections  
Women’s organizations for, or against, the regime (regardless of demographics)  
Specific Acts of Parliament or other legal impositions, causes and effects  
The Bantustans: political, social, economic, and possibly cultural development (usually of just one)

**REGIONAL CONTACT AND CONFLICT**

The experiences of Lesotho/Basutoland, Swaziland, Botswana/Bechuanaland, or Zambia  
The case of the Kaunda regime in Malawi and its relations with apartheid South Africa  
Topics within the ‘Border War’ and conflict in South-West Africa (Namibia); lots of memoirs here  
Namibian experiences of segregation, apartheid, and resistance under South African rule; many possible topics from 1919-1990  
Rhodesia/Zimbabwe, Mozambique, or Angola and the Struggle

**RESISTANCE AND RELATED**

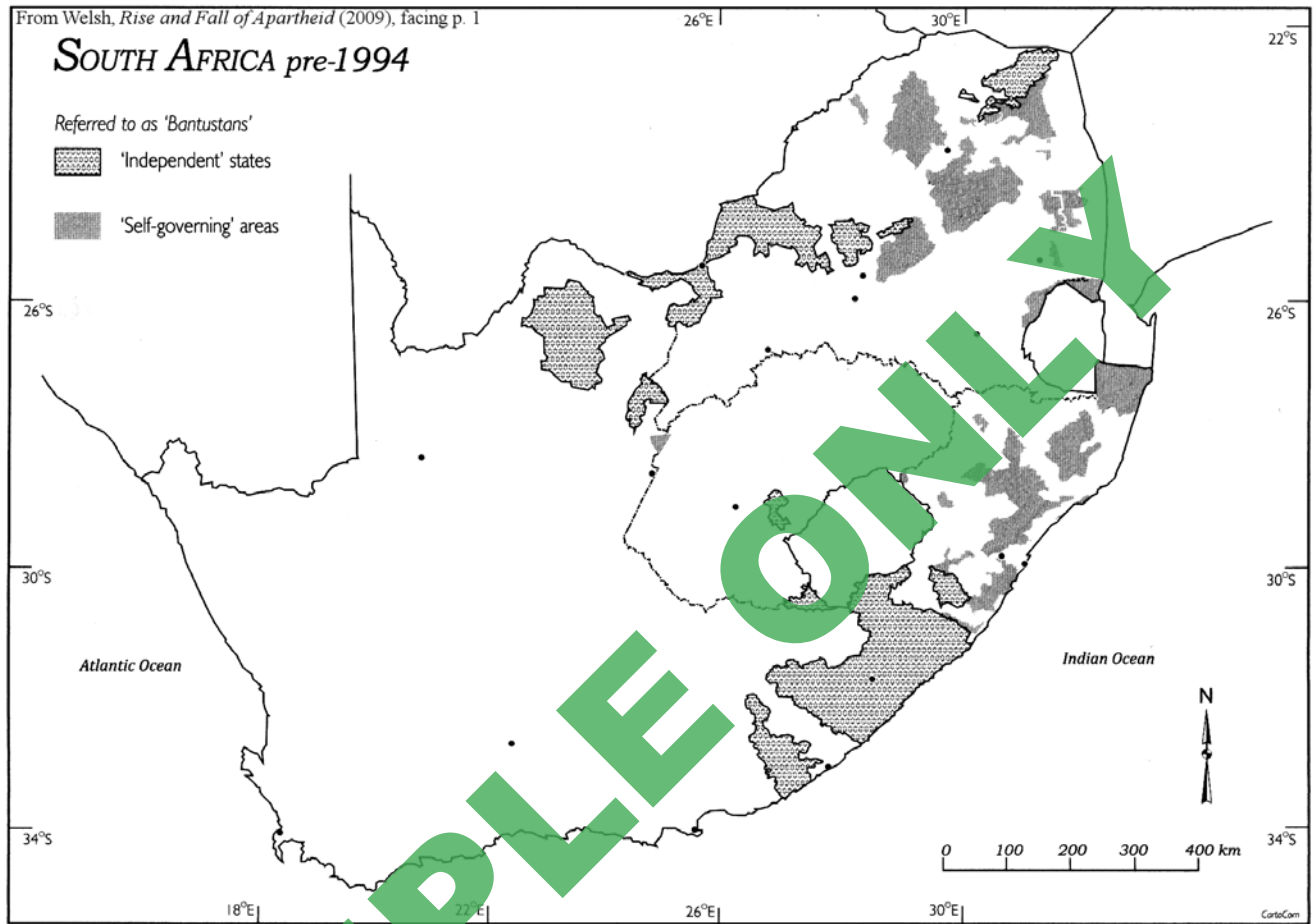
Development of new resistance tactics and radicalization of organizations  
Labor unions and legal (or illegal) organization  
‘Bantu Education’ policy and pushback  
Journalism (print, photo, or video)  
South African cinema during the pre-1994 era (topics)  
Censorship of media  
Medicine under the apartheid regime

**KEY FIGURES WHO AREN’T MANDELAS** (Branch out a little!)

Sol Plaatje, Charlotte Maxeke, John L. Dube, Clements Kadalie, Albert Luthuli, A. B. Xuma, Albertina and Walter Sisulu, Oliver Tambo, Hosea Kutako, Rahima Moosa, Sophie du Bruyn, Govan Mbeki, Steve Biko, Chris Hani, Joe Slovo, Helen Joseph, Lilian Ngoyi, J. B. M. Hertzog, Robert Sobukwe, Jan Smuts, Hendrik Verwoerd, P. W. Botha, Beyers Naudé, Desmond Tutu, F. W. de Klerk, etc., etc...

HIST 417 Soc/Cult Mod Afr: Apartheid SA  
 Map Quiz, 9 April 2018

NAME \_\_\_\_\_



On the map above, locate five (and only five) of the following six cities, provinces, nations, or “Bantustans,” by letter only. In the case of the Bantustan category, many of them cover multiple areas; try to be as comprehensive as possible in indicating them (circles, arrows, etc) but “close” is good enough.

- |           |           |           |
|-----------|-----------|-----------|
| A. (Term) | B. (Term) | C. (Term) |
| D. (Term) | E. (Term) | F. (Term) |

FORM X

**Map Study List**

**COLONIES/OTHER NATIONS:**

Namibia (South West Africa; a SA "dependency" until 1990)  
Botswana (Bechuanaland)  
Lesotho (Basutoland)  
Swaziland  
Mozambique  
Zimbabwe (S. Rhodesia)

**‘BANTUSTANS’ or homelands of all categories** (localities can be approximate, as their boundaries were really odd and many were fragmentary):

Venda  
Lebowa  
Gazankulu  
KaNgwane  
KwaNdebele  
KwaZulu  
Transkei  
Ciskei  
Boputhatswana  
QwaQwa (this one's so small, it almost doesn't appear on the map. It's the shaded bit at the tip of Natal that wedges between Lesotho and the Free State.)

**PROVINCES:**

Cape Province  
Natal  
Orange Free State  
Transvaal

**CITIES:**

Cape Town  
Port Elizabeth  
East London  
Umtata (Mthatha)  
Durban  
Pietermaritzburg  
Bloemfontein  
Kimberley  
Beaufort West  
Upington  
Mmabatho  
Klerksdorp  
Johannesburg  
Pretoria (Tshwane)  
Nelspruit  
Pietersburg (Polokwane)

**No bodies of water will be asked (aside from the Indian and Atlantic Oceans, there aren't any).**