

# South African History

History 283/Black Studies 322

Spring 2023

Tuesday/Thursday 10-11:20

Classroom: TBA

Professor Sean Redding

Pronouns: She, Her, Hers

Office: Chapin 13

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The transition from white-minority rule in South Africa in 1994 ushered in a new era of independence and democracy in a troubled country whose name had become synonymous with “apartheid.” Yet that transition has not lived up to the high expectations of South Africans as many of the ruling structures built by the colonial and then apartheid regimes have endured, and economic and social inequality has increased in the nearly thirty years since Nelson Mandela was first elected President. Questions about whether South Africans can move beyond the legacy of the past haunt the current population.

New interpretations of South African history have emerged as new generations of historians write the past. This course will explore established and emerging themes in the history of this fascinating country. We will cover a broad period



from just before the beginning of white settlement in the mid-1600s to the present. The focus will be on understanding how South African populations have confronted and engaged with colonial rule, profound cultural changes, and the development of an oppressively unequal economic and political system. What are the roots of the current situation, and how do they shape and constrain future possibilities? How do people in contemporary South Africa confront the ideas that have shaped their understanding of their own country as they reconstruct their history?

[Photograph Credit: Veronique Tadjou for NPR].

## Course Objectives

By the end of the semester, students will have:

- critically analyzed a range of primary and secondary sources to investigate and craft arguments about South African history;
- engaged in both open and structured discussions with their classmates and professor
- written two short papers and eight Moodle posts in response to assigned readings, and

- written one 9 to 10-page research paper on an individually chosen historical topic relating to southern Africa.

## Learning Outcomes

Over the course of the semester, we will:

- Analyze the historical construction of social differences in South Africa from the early 1600s to the present, including the pre-colonial, colonial, apartheid, and post-apartheid eras.
- Identify how social categories, including class, race, and gender, changed over time and explain how these categories informed the experiences of people living in southern Africa.
- Identify different forms of discrimination and assess how structural racism, sexism, and classism have evolved and contributed to the development of political, social, and economic inequality.

## Required Books

The following books are required and are available at Amherst Books. Two texts (***The South African Reader*** and ***Anatomy of a South African Genocide***) are available as physical paperback books, as ebooks, and they are also on reserves. If you find it hard to take notes while reading an ebook, you should buy physical copies. Dlamini's ***The Terrorist Album*** will also be on reserve in Frost Library as a physical book (there is no ebook available at this time).

Jacob Dlamini, ***The Terrorist Album: Apartheid's Insurgents, Collaborators, and the Security Police*** (ISBN: 978-0-674-91655-5)

Clifton Crais and Thomas McClendon, eds., ***The South African Reader*** (ISBN: 978-0-8223-5529-8)

Mohammed Adhikari, ***The Anatomy of a South African Genocide: The Extermination of the Cape San Peoples*** (ISBN: 978-0-8214-1987-8)

All other assigned readings, including individual journal articles and the reading assignment for the first day of class, are available as e-reserves on the course's Moodle site. Don't hesitate to contact me directly if you have difficulty accessing individual readings or books.

## Class participation, assignments, and grading policies:

All class meetings will be in-person. You may use your laptop or tablet during class to access online readings or to refer to your notes. Cellphones can be a distraction: I ask that you turn them off or mute them and stow them away during class.

The class will be predominantly discussion-based, focusing on analyzing secondary sources and interpreting primary documents. I will give short lectures when appropriate to provide background. I have assigned readings for each class meeting, and all students should be prepared to discuss the readings. Your active participation in discussion is essential, and class participation will count for 25% of your final grade in the course. Please have the assigned readings available during class meetings, and be prepared to refer to specific sections of the readings when discussing them.

On average, it will take between two and three hours outside of class to finish the assigned readings (and videos, when assigned) in preparation for each class meeting (four to six hours outside of class

per week). Posts on the Moodle forum (explained below) will take approximately 30 minutes each. Written assignments will take additional time to draft and revise.

**Moodle forum posts:** The Moodle posts in this course serve several purposes. One is to start discussing the readings before the class meetings begin. The second purpose is to foster student engagement as you share insights and reactions to the readings. And the third purpose is to allow you to try out ideas and get (ungraded) feedback that might be helpful as you prepare to write your assigned papers.

Moodle posts will be due on specific dates listed in the syllabus. There will be ten opportunities to post to Moodle discussion forums in the semester. You must post on at least eight of those forums, and each post should be a minimum of 150 words to receive full credit for participating in the forums. Individual posts will not be graded. If you participate in all ten forums, your class participation grade will be increased by one-third of a grade. If you participate in fewer than eight forums, your class participation grade will be lowered by one-third of a grade for each forum missed. Moodle posts are due several hours before the class discussion, as noted in the syllabus, to allow me to review them before the class meets. The Moodle posts are only one component of your overall class participation grade. Frequent, active, and relevant participation in class discussions (as well as being physically present in class) is also part of the participation grade.

**Written assignments (papers):** Each student will write two papers of five pages each and complete a final paper of approximately nine to ten pages. The first two papers will be in response to my prompts. I will distribute the prompts ten days before the due dates for these shorter assignments. For the final project, each student will write a 9 to 10-page research paper on an individually chosen topic. I will distribute guidelines and suggestions on how to pick a topic in the third week of class; you must submit a possible paper topic (the research question) and a one-page bibliography for the paper to me by April 14. A partial draft (at least four pages) of the final paper is due on May 8. The final version of the paper is due on the last day of the exam period. (This research paper **does not** fulfill the History Department's requirement for a History major's junior seminar paper.) You should submit all of your papers to me through the Moodle portal set up for each assignment. I do not ordinarily accept rewrites of papers that have already been submitted and graded.

I encourage you to talk over your ideas about your papers with me during office hours and/or arrange with me to read partial drafts and provide comments. You also might consider working with the staff at the Writing Center on drafts of your papers.

**Citations and intellectual honesty:** As a scholar, you should acknowledge your intellectual debt to other authors and historical sources in your papers. Citations should take the form of footnotes in the Chicago Manual of Style format; your final research paper should also have a Bibliography, again in the Chicago Manual of Style format. An online guide is available: [Chicago Manual citations](#).

Please take the time to read (or re-read) the College's [Statement of Intellectual Responsibility](#). Any plagiarized paper, whether plagiarized whole or in part, will result in failing the course and being reported to the Dean of Students. "Recycling" a paper written for another class is also unacceptable and will result in failing the course.

### Grace Period Policy for Written Assignments:

Every student may opt to take a two-day grace period on the two short, graded papers without penalty. (Because the final paper is due on the last day of the final exam period, no grace period is possible). If you would like to use the grace period on either of the first two papers, please email me by the paper's deadline. You do not need to provide a reason, just state that you are taking the extra 48 hours. If you cannot submit the paper by the end of the grace period, you should make an appointment with me to discuss whatever issues you may be having and we will talk about a reasonable deadline for you to submit the assignment. The pass/fail assignments connected to the final paper are also eligible for the grace period. Please note that Moodle posts may not be submitted late!

### Class attendance:

Your attendance in class is essential for the project of learning. If possible, you should inform me in advance if you must miss a class. In case of illness or another issue that prevents you from telling me in advance, please let me know on the same day if possible. If an extended emergency or illness will prevent you from attending several (more than two) classes in a row, please let me know.

### Summary of course requirements

In sum, the course requirements are as follows:

Class attendance and participation in discussions (including Moodle posts)	25%
First paper (5 pages), due February 24	22%
Second paper (5 pages), due April 7	23%
Final paper topic and one-page bibliography, due April 14	p/f
Partial draft of final paper (4 pages), due May 8	p/f
Final paper (9 to 10 pages), due May 19	30%

*By completing this course, you will have fulfilled one requirement for the Five College African Studies Certificate. To find out more about the certificate program and other Five College African Studies courses and events, please go to the website: [Five Colleges African Studies Certificate](#), or you can discuss your interest with me.*

### Accessibility Services

Students seeking general disability services and accommodations should contact Accessibility Services. You can reach them via email at [accessibility@amherst.edu](mailto:accessibility@amherst.edu) or phone at 413-542-2337. Once you have your accommodations in place, I will be glad to meet with you privately during my office hours or by appointment to discuss the best implementation of your accommodations. For more information, please visit [the Accessibility Services website](#).

### Student Success

Providing support for all students in the course is important to me, and you are welcome to meet with me if you have any questions or concerns about your engagement and success in this course. If



you need additional support services, there are many available on campus, including your [Class Dean](#), the [Counseling Center](#), and student [resource centers](#).

## Schedule of course meetings: Black, White, Coloured, Asian: Race and ethnicity, culture and law

Tuesday, January 31

1. Posel, Deborah. "Race as Common Sense: Racial Classification in Twentieth-Century South Africa." **African Studies**

**Review** 44, no. 2 (2001): 87–113 (ereserves). <https://doi.org/10.2307/525576>.

2. Rian Malan, "In the Jungle: Inside the Long, Hidden Genealogy of 'The Lion Sleeps Tonight,'" **Rolling Stone**, May 14, 2000, access directly online: <https://www.rollingstone.com/feature/in-the-jungle-inside-the-long-hidden-genealogy-of-the-lion-sleeps-tonight-108274/> [Also available [here](#) but without working links to pictures and videos.]

*Questions to consider: What do we know about race as a set of legal categories in South Africa? How have South Africa's racial categories intersected with culture and politics? What does Posel mean by "race as common sense" in South Africa's history? Does the history of the pop song "The Lion Sleeps Tonight" tell us anything about how South African culture has been represented in the west?*

Thursday, February 2

*Watch and read before class:*

1. Kelly-Eve Koopman and Sara Summers, "Coloured Mentality," Episode 1: "What is a Coloured?" (January 11, 2017), 3:49 minutes. Access online: <https://www.youtube.com/watch?v=gCdqVL-ogio>
2. Kelly-Eve Koopman and Sara Summers, "Coloured Mentality," Episode 2, "Land" (September 10, 2018), 4:02 minutes. <https://www.youtube.com/watch?v=nomuPLCZaL4>
3. Clifton Crais and Thomas McClendon, **The South African Reader**, pp. 1–8 (buy or ereserves).
4. Jacob Dlamini, **The Terrorist Album**, Introduction and Chapter 1, pp. 1-49 (buy).

*Questions to consider: The term "Coloured" (note the British spelling) has been a racial and cultural category since the beginning of white settlement in South Africa in the mid-1600s. What are the broader implications of the term's meaning historically? Dlamini notes that racial characteristics became markers for "terrorist types." What does he mean by that? How have culture and science (or pseudo-science) affected political categories?*

## Indigenous Societies and Initial Contacts

Tuesday, February 7:

- 1) Crais and McClendon, **The South African Reader**, pp. 1–25 (buy or read on ereserves).

- 2) Adhikari, Mohamed. **The Anatomy of a South African Genocide: The Extermination of the Cape San Peoples**. Read the section titled “Definitions of Genocide,” the Introduction, and Chapter 1 (pp. 12-35) (buy or on ereserves).
- 3) Read about San rock art: The Rock Art of South Africa, Bradshaw Foundation: [https://www.bradshawfoundation.com/south\\_africa/san\\_rock\\_art/index.php](https://www.bradshawfoundation.com/south_africa/san_rock_art/index.php)

Questions to consider: What do we mean by “genocide”? Did the European colonization and settlement of southern Africa necessarily entail the genocide (including cultural genocide) of indigenous people? What is the best approach for understanding oral histories like “A Story is like the wind,” “God and the Ancestors,” and “Black People and Whence They Came”? Can we, as historians living in the 21<sup>st</sup> century, (re-)imagine the precolonial world?

## Slavery: Death, intimacy, and rebellion in 18<sup>th</sup> and 19<sup>th</sup> century South Africa

Thursday, February 9:

- 1) Crais and McClendon, **The South African Reader**, pp. 33-48, 64-65.
- 2) Pumla Dineo Gqola, “‘Like three tongues in one mouth’: Tracing the elusive lives of slave women in (slaveocratic) South Africa,” in **Basus’iimbokodo, bawel’imilambo/They remove boulders and cross rivers: Women in South African History**, ed. by Nomboniso Gasa, pp. 21-41 (ereserves).
- 3) Iziko Museums of South Africa, “Slavery in South Africa: The Work of Slaves,” access directly: [Slavery and the Work of Enslaved People in South Africa](#)



Questions to consider: Enslaved people of varied ethnic and cultural backgrounds were central to colonial society, not just as laborers but also as people who made substantial social and cultural contributions. For example, “Coloured” women, as Gqola points out, were at the heart of “white” families as wet nurses and cooks, while Krotoa (Eva), a Khoer woman, helped to establish the white settler colony at the Cape. How does that history complicate our understanding of colonial society? How do gender, culture, and race intertwine in our understanding of the development of colonial control?

Tuesday, February 14:

Moodle post opportunity #1 for Tuesday’s class.

- 1) Crais and McClendon, **The South African Reader**, pp. 49-63.
- 2) John Mason, **Social Death and Resurrection: Slavery and Emancipation in South Africa**, Chap. 6: “‘Words will not suffice’: Violence and Resistance,” pp. 144-175 (ereserves).

## African societies in contact with white settlers: Political and spiritual power among the Zulu and the Xhosa

Thursday, February 16:

- 1) Watch the discussion by historian Jeff Guy: “What are the different interpretations of the Mfecane?”: <https://www.choices.edu/video/what-are-the-different-interpretations-of-the-mfecane/> (3 minutes).
- 2) Mahoney, Michael R. “The Failure of Zulu Ethnic Integration in the Precolonial Zulu Kingdom,” in *The Other Zulus: The Spread of Zulu Ethnicity in Colonial South Africa*, pp. 21–46. <https://doi.org/10.2307/j.ctv11sn3n8.6> (ereserves).
- 3) John Omer-Cooper, “The Mfecane Survives Its Critics,” in *Mfecane Aftermath: Reconstructive Debates in Southern African History*, ed. by Carolyn Hamilton, pp. 277–98. <https://doi.org/10.18772/21995012521.19> (ereserves).

*Questions to consider: Most origin stories about the Zulu as a distinctive people focus on Shaka and his actions. What do we know about him as a historical person? Can we disentangle the person from the layers of historical work on the “Mfecane”? Looking at the three interpretations of the Mfecane that Guy outlines in the video, which do you find most likely as an explanation? Why?*

Tuesday, Feb. 21:

*Moodle post opportunity #2 for Tuesday’s class.*

- 1) Benedict Carton & Robert Morrell (2012) “Zulu Masculinities, Warrior Culture and Stick Fighting: Reassessing Male Violence and Virtue in South Africa,” *Journal of Southern African Studies*, 38:1, pp. 31-53, DOI: [10.1080/03057070.2011.640073](https://doi.org/10.1080/03057070.2011.640073) (ereserves).
- 2) Chidester, David. “Dreaming in the Contact Zone: Zulu Dreams, Visions, and Religion in Nineteenth-Century South Africa.” *Journal of the American Academy of Religion* 76, no. 1 (2008): 27–53 <http://dx.doi.org/10.1093/jaarel/lfm094> (ereserves).
- 3) Crais and McClendon, *The South African Reader*, pp. 87-89, 95-99, 103-104.



a panel from The Keiskamma Tapestry. Read about it at: <https://www.mrxstitch.com/the-keiskamma-tapestry/>

*Questions to consider: How should we interpret Nongqawuse’s visions? Were they a tragic reaction to imperialism? Or an attempt to reconfigure Xhosa culture in an imperial age? Wenzel raises several*

interesting questions about the ways that literacy among Xhosa people intersected with orality in the telling of “Nongqawuse stories,” including a question about whether “authority figures” (most of whom were men) substantially altered the narrative in the aftermath of the cattle-killing. How were African women marginalized on the political and cultural frontier?

The first paper is due on Friday, February 24, 5 p.m. I will distribute a prompt in advance. (The grace period extends to Monday, February 27, 5 p.m.) Graded.

## Labor Migration, Crime, and War

Tuesday, Feb. 28:

Moodle post opportunity #3 for Tuesday’s class.

- 1) Crais and McClendon, **The South African Reader**, pp. 123-136, 141-151.
- 2) Van Onselen, Charles. "Crime and Total Institutions in the Making of Modern South Africa: The Life of 'Nongoloza' Mathebula, 1867-1948," **History Workshop**, no. 19 (1985): 62-81. Accessed June 12, 2021. <http://www.jstor.org/stable/4288623>. (ereserves).
- 3) Waetjen, Thembeisa. “Poppies and Gold: Opium and Law-Making on the Witwatersrand, 1904–10,” **Journal of African History** 57, no. 3 (2016): pp. 391–416 <https://www.jstor.org/stable/44509272> (ereserves).

Thursday, March 2:

- 1) Crais and McClendon, **The South African Reader**, pp. 160-168, 178-191.
- 2) British National Army Museum, “The Boer War,” access online: <https://www.nam.ac.uk/explore/boer-war>
- 3) Zoë Denness, “Women and Warfare at the Start of the Twentieth Century: The Racialization of the ‘Enemy’ during the South African War (1899–1902),” **Patterns of Prejudice** 46 (3/4) [2012]: 255–76. doi:10.1080/0031322X.2012.701497 (ereserves).

Questions for consideration: What was the Anglo-Boer War about? Gold mines? National identity? Imperial hegemony? How were Afrikaners (Boers) portrayed as the Other? Was this a “total war” in the contemporary sense of involving civilian populations as well as armies? Is the concept of cultural extermination relevant to this conversation?

Tuesday, March 7:

Watch **Bhambatha: War of the Heads** on video reserves (73 minutes).

- 1) Mahoney, Michael R. “The Poll Tax Protests and Rebellion, 1905–1906.” In **The Other Zulus: The Spread of Zulu Ethnicity in Colonial South Africa**, 182–216 (ereserves) <https://doi.org/10.2307/j.ctv11sn3n8.11>.
- 2) Crais and McClendon, **The South African Reader**, pp. 192-195, 197-200, 208-210.

Questions to consider: Many Africans assisted the British in the war against Afrikaners in the Anglo-Boer War; why? What trade-offs were involved? The Bhambatha Rebellion started only a couple of years after the end of the Anglo-Boer War. How important was the poll tax as a motivation for the revolt? What other motivations were there?

## Segregation and White Supremacy

Thursday, March 9:

- 1) Crais and McClendon, **The South African Reader**, pp. 201-207, 211-222, 226-231.



- 2) Ivan Evans, **Cultures of Violence: Lynchings and Racial Killings in South Africa and the American South**, Chapters 1 and 2, pp. 1-57 (ereserves) [Amherst College: Link to resource](#) .

Questions to consider: *Racial segregation was not a new concept in the newly formed Union of South Africa post-1910. But segregation did become more strictly defined and legalized, and seizure and control of Africans' land was at the center of this effort. Other ethnic and national groups, including people of Indian descent, faced increased levels of discrimination and oppressive laws. How did Africans and Indians resist this new phase of white domination? What kinds of state violence did they encounter?*

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### Spring Break

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Tuesday, March 21:

Moodle post #4 for Tuesday's class

- 1) Evans, **Cultures of Violence**, Chapter 4, pp. 89-122, and Chapter 8, pp. 208-237 (ereserves).
- 2) Crais and McClendon, **The South African Reader**, pp. 208-210, 226-239.
- 3) Krikler, Jeremy. 1999. "The Inner Mechanics of a South African Racial Massacre." **Historical Journal** 42 (4): 1051-1075 (ereserves). doi:10.1017/S0018246X99008791.

### Structures of Apartheid, Repression and Resistance

Thursday, March 23:

Watch before class: **Have you heard from Johannesburg, Episode 1: "The Road to Resistance"** on video reserves, approximately 55 minutes.

- 1) Crais and McClendon, **The South African Reader**, pp. 248-277, 285-292.
- 2) Ginsburg, Rebecca. "Come in the Dark: Domestic Workers and Their Rooms in Apartheid Era Johannesburg, South Africa," **Perspectives in Vernacular Architecture** 8 (2000): 83-100 (ereserves).
- 3) Jacob Dlamini, **The Terrorist Album**, Chapter 2, pp. 50-75.

[photo: from the collection of the Apartheid Museum, Johannesburg]

Questions to consider: *Everyday life for Africans living in Johannesburg and other urban areas could be a brutal and alienating experience. It could also be exhilarating and liberating. What drew people to Johannesburg? Were the experiences different for men and women? In Dlamini's telling, how did politically active Africans become defined as "enemies of the state"?*





Tuesday, March 28:

[Moodle post #5 for Thursday's class](#)

- 1) Crais and McClendon, *The South African Reader*, pp. 279-284, 292-304, 339-344.
- 2) Tom Lodge, *Sharpeville: An Apartheid Massacre and Its Consequences*, Chapters 1 and 3, pp. 1-27, 74-109 [Amherst College: Link to resource](#) (ereserves).

[Picture: Graves of the 69 people killed by police at Sharpeville, March 21, 1960: By Andrew Hall - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=56177562>].

## The Cold War and International Considerations

Thursday, March 30:

Watch before class: **Have you heard from Johannesburg, Episode 2: "Hell of a Job"** on video reserves, approximately 57 minutes.

- 1) Crais and McClendon, *The South African Reader*, pp. 310-324, 329-338.
- 2) Anna-Mart Van Wyk, "Apartheid's Bomb and Regional Liberation Movements." *Journal of Cold War Studies* 21 (2019), 1: pp. 151-165 (ereserves) <https://muse.jhu.edu/article/723556>
- 3) Dlamini, *The Terrorist Album*, pp. 145-190.

*Questions for consideration: The height of the Cold War and Apartheid governance in South Africa extended over roughly the same period (from the late 1940s through the early 1990s). To what degree do you think apartheid directly resulted from the Cold War? How did Cold War rivalries impact South African politics and South Africa's regional policies? Why did South Africa want an atomic bomb? How significant were the international community's responses to apartheid? Did they aid or impede African political protest?*

## African Politics in the 1970s: Black Consciousness and the murder of Steve Biko

Tuesday, April 4:

[Moodle post #6 for Thursday's class](#)

- 1) Crais and McClendon, *The South African Reader*, pp. 357-370.
- 2) Frank Talk [Steve Biko], "I Write What I Like--Fear: An important determinant of South African politics," in Millard Arnold (ed.), *Black Consciousness in South Africa*, pp. 331-338 (ereserves).
- 3) Magaziner, Daniel. 2009. "Black Man, You Are On Your Own!": Making Race Consciousness in South African Thought, 1968-1972." *International Journal of African Historical Studies* 42 (2): 221-40  
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=aph&AN=44638996&site=eds-live&scope=site>. (ereserves).



Thursday,  
April 6:

The second paper is due Friday, April 7, 5 p.m. I will distribute a prompt. (The grace period extends to Monday, April 10, 5 p.m.) Graded.

- 1) Crais and McClendon, *The South African Reader*, pp. 371-375.
- 2) Dlamini, *The Terrorist Album*, Chapter 9, pp. 215-233 (buy).
- 3) Zithulele Cindi, "White Carnations and the Black Power Revolution: They Tried Us for Our Ideas," in *We Write What We Like: Celebrating Steve Biko*, C. Van Wyk, ed., pp. 101-9  
<https://doi.org/10.18772/22007114648.14> (ereserves).
- 4) Steve Biko Foundation, "Steve Biko—The Inquest," access directly online:

<https://artsandculture.google.com/story/TAWBwqmVZxgA8A?hl=en>

[Picture: Front page story of Biko's death in the *Daily Dispatch*, the East London (South Africa) newspaper for which Biko often wrote opinion pieces under the pseudonym "Frank Talk." From the *Daily Dispatch*'s Twitter feed: #Biko40 (2017)]

*Questions for consideration: What made the ideas of Biko and Black Consciousness so dangerous to the white-controlled state? What were some specific motivations behind students' protests in June 1976? Why did the police kill Biko? What long-term effects did Biko and BC have on the politics of resistance?*

## MK, the Township Revolts, and Apartheid's Endgame

Tuesday, April 11:

Watch before class: *Catch a Fire*, 2006, 111 minutes, video reserves.

- 1) Crais and McClendon, *The South African Reader*, pp. 384-400.
- 2) Nomavenda Mathiane, "Diary of Troubled Times," *Frontline*, November 1986, pp. 1-15:  
<http://www.coldtype.net/frontline/Frontline.Diary.pdf> (access directly or on ereserves).
- 3) Dlamini, *The Terrorist Album*, Chapter 10, pp. 234-252 (buy).

*Questions for consideration: The United Democratic Front (UDF) and Desmond Tutu promoted the use of non-violence to protest state actions and policies, while the ANC and other nationalist organizations pushed in the 1980s for broad engagement in armed struggle. Were these competing or complementary strategies? Did the state have different responses to different types of protests? Did political violence become normalized? How did individual Africans become politicized?*

Thursday, April 13:

Moodle post #7 for Tuesday's class

- 1) Crais and McClendon, *The South African Reader*, pp. 400-436, 445-454, 473-74, 481-489.
- 2) Simpson, Thula. 2009. "'Umkhonto We Sizwe, We Are Waiting for You': The ANC and the Township

The topic or research question and a one-page bibliography for the final paper is due on Friday, April 14, 5 p.m. (pass/fail)

Uprising, September 1984 - September 1985.” *South African Historical Journal* 61 (1): 158–77. (ereserves) <https://doi.org/10.1080/02582470902812327>

- 3) Dlamini, *The Terrorist Album*, Chapter 11, pp. 253-274.

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April Break

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Thursday, April 20:

- 1) Kynoch, Gary. “Reassessing Transition Violence: Voices from South Africa’s Township Wars, 1990–94.” *African Affairs* 112 (2013): 283–303 <http://www.jstor.org/stable/43817190> (ereserves).
- 2) TRC, *Truth and Reconciliation Commission Final Report*, vol. 1, pp. 24-30, 59-65, 110-117 (ereserves). [The full volume can be downloaded as a PDF [at this website](#)]
- 3) Dlamini, *The Terrorist Album*, Conclusion, pp. 275-285.
- 4) Crais and McClendon, *The South African Reader*, pp. 433-435.

Questions to consider: How did individuals experience the township wars and other violent acts of the early 1990s? How do their experiences fit into the “transition to democracy” narrative? What is the relationship between the different kinds of “truth” discussed in the TRC’s report?

Coming to Terms with the Past: the 1994 Election and the Truth and Reconciliation Commission

[Cartoon by Zapiro; See Zapiro’s archive here: <https://zapiro.org/>]



Moodle post #8 for Tuesday’s class

Tuesday, April 25:

- 1) Crais and McClendon, *The South African Reader*, pp. 473-474, 490-505.
- 2) Jolly, Rosemary. “Spectral Presences: Narrating Women in the Context of South Africa’s Truth and Reconciliation Commission.” *Canadian Journal of African Studies / Revue Canadienne Des Études Africaines* 38, no. 3 (2004): 622–37. <https://doi.org/10.2307/4107258> (ereserves).
- 3) Sean Jacobs, “No more caricatures—Winnie Mandela,” *Africa is a Country* blog post, April 16, 2018, access directly: [No More Caricatures](#)
- 4) Watch in class: TRC Special Report Episode 71, part 4 on reparations for victims of abuses (18 minutes): <https://www.youtube.com/watch?v=97AbkTSdp2Y>

## The Politics of Sexuality and HIV-AIDS in Post-Apartheid South Africa

Thursday, April 27:

- 1) Crais and McClendon, *The South African Reader*, pp. 515-530.
- 1) Mark Hunter, “Gender and AIDS in an Unequal World,” pp. 1–18 (<http://www.jstor.org/stable/j.ctt16gzmmw.6>) and “Independent Women: Rights amid Wrongs, and Men’s Broken Promises,” In *Love in the Time of AIDS: Inequality, Gender, and Rights in South Africa*, pp. 130–54, (<http://www.jstor.org/stable/j.ctt16gzmmw.12> [ereserves]).

Questions for consideration: In South Africa, AIDS has been strongly associated with poverty and gender, with women and poorer people facing higher infection rates. Hunter sees this as an outcome of historical circumstances within African (specifically Zulu) culture and historical experiences that, combined with rising economic inequality in the post-1994 period, allowed the virus to spread quickly. In contrast, Mbeki saw the AIDS epidemic in South Africa as evidence of the global exploitation of African populations, a phenomenon he believed to be unconnected to HIV. How do we talk about AIDS as an



epidemic in the context of economic and gender inequality? Why did Mbeki deny that HIV caused AIDS? Can we discuss the impact of African ideas about gender on the spread of the disease without, ultimately, blaming the victims?

Tuesday, May 2:

Before class, watch “Zenele Muholi, ‘In My World, Every Human is Beautiful’” (approx. 7 minutes):

<https://www.youtube.com/watch?v=oEgf1XmtWCo>

- 1) Hunter, “The Politics of Gender, Intimacy, and AIDS.” In *Love in the Time of AIDS: Inequality, Gender, and Rights in South Africa*, pp. 205–26. <http://www.jstor.org/stable/j.ctt16gzmmw.15> (ereserves).
- 2) Marcus Low, “Spotlight on HIV: Six Graphs that Tell the Story,” *Spotlight*, 26 July 2022, access directly online:

<https://www.spotlightnsp.co.za/2022/07/26/spotlight-on-hiv-six-graphs-that-tell-the-story/>

- 3) Crais and McClendon, *The South African Reader*, pp. 524-536.

Questions for consideration: The Jacob Zuma trial dragged the issues of gender inequality and sexual violence into a harsh spotlight. The facts of the case are disturbing, but perhaps equally distressing is how normalized gender inequality and sexual violence had become. Are gender inequality and violence 21<sup>st</sup>-century phenomena that are faced by all countries, or has South Africa’s past led directly to these problems? To what extent has the “othering” that accompanied AIDS contributed to the issues?

## The Legacies of the Past and the Activism of the Present

Thursday, May 4:

Moodle post #9 for Thursday’s class

Watch before class: “Cape Town District Six—Worlds of English (4/4),” OpenLearn from The Open University (October 18, 2011), [https://www.youtube.com/watch?v=Hh54Dp\\_YO64](https://www.youtube.com/watch?v=Hh54Dp_YO64), 11:54 minutes.

BBC interview with South African musician Abdullah Ibrahim in 1987 on his song “Mannenberg”:  
<https://www.youtube.com/watch?v=FSPq4AZ2GAI> [approx.. 6 minutes]

- 1) Crais and McClendon, **The South African Reader**, pp. 537-564.
- 2) Coombes, Annie E. “District Six: The Archaeology of Memory.” In *History after Apartheid: Visual Culture and Public Memory in a Democratic South Africa* (ereserves)  
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,sso&db=edspmu&AN=edsppmu.MUSE9780822384922.10&site=eds-live&scope=site>.
- 3) Gevisser, Mark. 2004. “From the Ruins: The Constitution Hill Project.” **Public Culture** 16 (3): 507–18. doi:10.1215/08992363-16-3-507. (ereserves).
- 4) Constitution Hill Museum, Number 4 prison: <https://www.constitutionhill.org.za/sites/site-number-four>

Partial draft (4 pages) of the final paper is due on Monday, May 8, at 5 p.m. (pass/fail).

Tuesday, May 9:

*Moodle post #10 for Tuesday’s class*

Listen before class: Ladysmith Black Mambazo and the Mint Juleps sing “The Lion Sleeps Tonight”:

<https://www.youtube.com/watch?v=XJuEuRCKq1s>

- 1) Crais and McClendon, **The South African Reader**, pp. 565-581.
- 2) Schneider, Geoffrey E. “The Post-Apartheid Development Debacle in South Africa: How Mainstream Economics and the Vested Interests Preserved Apartheid Economic Structures.” **Journal of Economic Issues** 52, no. 2 (2018): 306–22 (ereserves)  
doi:<http://www.tandfonline.com/loi/mjeizo>.
- 3) Pumla Gobodo-Madikizela, “Why Memories of the South African Truth and Reconciliation Commission Still Ache,” **The Conversation**, November 29, 2018. Access directly online:  
<https://theconversation.com/why-memories-of-the-truth-and-reconciliation-commission-still-ache-107721>
- 4) Thuso Khumalo, “The Stubborn Xenophobia in South African Society,” **DW** online, 18 August 2022, access directly online: <https://p.dw.com/p/4FXZx>

[Photo: Thom Pierce: <https://www.cdc.gov/globalhealth/countries/southafrica/default.htm> ]



The final paper is due on the final day of the exam period, May 19, at 5 p.m. Graded.

Republic of South Africa



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