HIST 419: AFRICAN REGIONAL HISTORY
(COLONIAL SOUTH AFRICA)
Spring Term 2013 – MW 12:00-1:20pm – Pacific 16 – CRN 37032
Version 1.10, 1 Apr 2013

Professor: Lindsay Frederick Braun
Office: 311 McKenzie Hall
Telephone: (541) 346-4838, x64838 on-campus.
Email: lfbraun@uoregon.edu
Office hours: MW 1:45-2:45pm, and by arrangement

Overview and Objectives

When people think about South Africa, they usually focus on its late twentieth century existence, a period dominated by the system of legal racial segregation known as apartheid. However, the South Africa of the twentieth century is, like all societies, a product of its earlier past as well. Before apartheid, and before even the creation of a single Union of South Africa under British auspices in 1910, a variety of important and often surprising processes and patterns of interaction were at work in the lands that would become South Africa and its neighbors. In the convolutions of the colonial history of South Africa, a variety of identities and mythologies had their origins.

This course is a survey of the South African subcontinent (south of the Limpopo River and Kalahari Desert) before 1914, with its focus mainly on the nineteenth century. Our running themes will be the development of inequities and the struggle between and within groups, however defined, over land, labor, sustenance, and sometimes simply raw power. Arbitrary political and temporal boundaries rarely effect real isolation, so we will also consider some areas that did not become part of South Africa (and why) as well as some of the early history and modern resonances of period events. This course neither presumes nor requires prior background in African history, cultures, or geography, but the learning curve may be steep without them. Ultimately, why does a South Africa even exist, given its eclectic origins?

By the end of this course, you will have a command of the major landmarks and themes in South Africa’s colonial history, and you will understand the trajectory that led to the political, social, and economic formation of southern Africa in the twentieth century. As a corollary, you will be better equipped to relate its history to broader global developments. You will also gain some feel for sources on the history of southern Africa, and a few of the major points of historiographical contention about the colonial era.

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. Therefore, the version posted on Blackboard at any given time should be considered the only truly holy version. I articulate virtually everything somewhere within this syllabus, so there should be no big surprises.

Key Policy Notes (explained more fully within):

NO LAPTOPS OR GADGETS BESIDES E-READERS (turn the cell phone off/set to silent).
ALL LATE WORK ACCRUES A 25% PENALTY PER CALENDAR DAY (including weekends).
ALL UNDOCUMENTED ABSENCES AFFECT YOUR FINAL GRADE.
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 the physical geography of southern Africa.

Participation: (15%) Participation in class is just that. Speaking in discussion and otherwise interacting with me and others in the context of the course is worth 15% of your grade. This also means that if you melt entirely into the scenery, an A will be nearly impossible to attain. Participation extends beyond set-piece discussions and includes impromptu conversations we enter during class periods. Ultimately it’s about being engaged and exchanging ideas. If you have a lot of absences, they will destroy this grade.

Response Papers: (10% each, total 40%) At four points during the term, you will be asked to tender 1000-1250 word (4-6 pages, double spaced, not including footnotes/etc) response papers on particular themes. The rough subjects are set (see p.8) but you will have broad 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 talked about; your grade will reflect the originality, insightfulness, and comprehension of your observations relative to the course material assigned. All must be typed (printed), double-spaced, and preferably tendered as hardcopies. Print sources must be cited correctly, as in any other paper. You may exceed the maximum word count moderately if you wish, especially on the third response paper.

Research Paper (3000–4500 words, or 12-15 pages, not including notes and bibliography) and Proposal (~2-3 pages, plus preliminary bibliography): (40%) 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 during the third week of the term. The paper ideally will use primary (original) sources to investigate some aspect of South African colonial history, although you may propose a subject instead that will employ a larger number of sources in making a clear case. Your paper will be a formal piece of writing subject to the citation standards of the Rampolla guide (see readings), using footnotes or endnotes and a bibliography. If you don’t know what those style guides refer to, or you have problems figuring out how to use them, come and ask.

The proposal is worth 5% of your final grade; the paper itself, 35%. Late paper proposals receive a zero, but failure to tender a proposal at all will earn a failing grade on the entire paper (and thus a failing mark for the course). Note the paper due date, and plan accordingly—do not let it sneak up on you!

If you are using this paper for the African Studies minor requirement, I may veto unsuitable topic selections. Let me know at the start of class if you intend to do so. Please see the end of this syllabus for further information about the paper and the proposal.

Graduate students enrolled in History 519 (CRN 37034) will have modified requirements: a longer paper (5000-7500 words) that deals with the historiography and interpretation of selected events or themes from colonial South African history, additional readings, and 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 so as to accommodate everyone and make the course as rewarding as possible.

There are no midterm or final examinations in this course.
Grading (for HIST 419)

Your overall grade will be weighted as follows, out of a term total of 400 points:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Quiz</td>
<td>20 pts</td>
<td>5%</td>
</tr>
<tr>
<td>Participation (Discussion/etc):</td>
<td>60+ pts</td>
<td>15%</td>
</tr>
<tr>
<td>Response Papers (4x):</td>
<td>160 pts</td>
<td>40%</td>
</tr>
<tr>
<td>Research Paper (Proposal 20 pts, Paper 140 pts):</td>
<td>120 pts</td>
<td>40%</td>
</tr>
</tbody>
</table>

Please pay close attention to the important due dates and times, which are recapitulated at the end of this syllabus. Late papers are marked down one-quarter (25%) per day late. If you know you will have an issue with a deadline, you need to let me know as soon as possible. Ex post facto excuses are unacceptable; I will reject them unless the matter was an emergency and you have documentation. You alone are responsible for your work being in order and reaching me on time.

Course texts and Availability

The first three books below are required reading; the third (Worden) is strongly recommended as a very accessible overview up to the modern day. In a rare moment of foresight, the UO signed a contract with several publishers whose books are essential for this course, but whose book prices are absolutely insane. In the case of the Cambridge History, you can print copies for far less than the $100+ cost of each book. Only Rampolla is at the Duck Store. Do not take this to mean that there is no reading; you must simply get it online, following the links below. If you live off campus, you will be able to authenticate using your email ID through the links below the titles.


All other readings (and there are a great many) will be available on Blackboard roughly one week before the session that concerns them. They will be accessible via links in the “documents” section of the course site. Let me know if you have any problems, or if a reading is not available as expected.

Policies:

Attendance: I expect 100% attendance at class meetings and events, given that we are meeting only twice a week. Absences for reasons unrelated to illness or emergency (that is, undocumented) will harm your participation grade dramatically. Beyond the point cost of absences, poor attendance tends to result in poor grades, because lectures and discussions do not merely recapitulate the readings, and getting notes from a classmate is a poor substitute. I ask that you be punctual, as late arrival and early departure—including “rustling”—are intensely disruptive. Besides, if you come in late you’ll miss the music! If you have insufficient time between classes to be on time and stay the entire period, please rethink your schedule and your enrollment in our course. I will however do my best to start and end class on time.
Special Needs and Gizmos: I’m a technophile myself, but gadgets in class are distracting for their users as well as others around them; independent research has shown them to have a detrimental effect on class environments. They are like magnets for your fellow students’ eyes and attention. Therefore, I do not permit the use of laptop computers or personal communications devices (text or voice) in the classroom without specific permission from me. The only exception is for e-readers and tablets that are laid flat, on a probationary basis. Please silence your cell phone or turn it off before you come in. Technological disturbances will negatively affect your grade. If you need to be reachable in class, or you have a special need that requires a laptop for typing notes, come and see me. Recording of lectures and discussions also requires express permission from me.

If you have physical or learning differences that require other special accommodations, notice from Disability Services (ds.uoregon.edu) is necessary. 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. I refer you, for your information, to Student Conduct and Community Standards at the Office of Student Life:

http://studentlife.uoregon.edu/StudentConductandCommunityStandards/tabid/68/Default.aspx

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://libweb.uoregon.edu/guides/plagiarism/students/

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. Therefore I always press for the maximum penalty for offenses of this nature, which means suspension or expulsion from the University. 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.

(This does not mean that you are barred from discussing papers or readings with one another outside of class, only that the work you turn for a grade must be your own writing and ideas, produced specifically for this class, with proper citation of all non-lecture source materials.)

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 use them properly and judiciously, and accept nothing from an unaccredited source like Wikipedia alone as reliable or authoritative. If in doubt, get in contact with me; your professors after all want to help you along before problems occur, and aid you in your academic journey.

Everything Else: In all other matters of classroom policy, I default to the Duck Guide or the relevant Departmental policy. If you’re not sure of something, please ask!

---

## HIST 419: COLONIAL SOUTH AFRICA

Meeting and Reading Schedule (subject to modification)

Complete all session readings before the meeting assigned, and be ready to discuss them, especially primary source documents. All readings not from the core books or coursepack are noted.

### FOUNDATIONS (weeks 1-2)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 1</td>
<td>Introduction to the Course (and Its Requirements)</td>
<td></td>
</tr>
<tr>
<td>M 8</td>
<td>Patterns of Colonization, c.1500-1800</td>
<td>Robert Ross, “Khoesan and Immigrants,” CHSA v.1, Chapter 4, 168-210.</td>
</tr>
<tr>
<td>W 10</td>
<td>“Frontiers” and Encounters in the Cape Colony</td>
<td>Martin Legassick and Robert Ross, “From Slave Economy to Settler Capitalism,” CHSA v.1, Chapter 6, 253-81.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thomas Pringle, <em>Narrative of a Residence in South Africa</em> (London: E. Moxon, 1840), 91-95. (Blackboard)</td>
</tr>
</tbody>
</table>

### TREKS (weeks 3-5)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Blackboard)</td>
</tr>
<tr>
<td>F 19</td>
<td>PAPER PROPOSAL DUE BY 5:00PM</td>
<td></td>
</tr>
</tbody>
</table>
W 24 Apr  The Boer Treks  
Reading: Martin Legassick and Robert Ross, “From Slave Economy to Settler Capitalism,” CHSA v.1, Chapter 6, 280-93.
Manifesto of Piet Retief, 2 Feb 1837, in Afrikaner Political Thought, ed. A. du Toit and H. Giliomee (Cape Town: David Philip, 1983), 213-14. (Blackboard)

M 29 Apr  Statecraft on the Highveld in the 19th Century  
Hendrik Teodor Bührmann, “Response to the Committee of Associated Evangelists,” in Afrikaner Political Thought, ed. A. du Toit and H. Giliomee (Cape Town: David Philip, 1983), 226-29. (Blackboard)

W 1 May  Kingdoms, Republics, and Colonies  
RESPONSE PAPER 2 DUE  
Reading: N. Etherington, P. Harries, and B. Mbenga, “From Colonial Hegemonies to Imperial Conquest,” CHSA v.1, Chapter 7, 335-70.

COLONIZATION (weeks 6-8)

M 6 May  The Extension of Cape Colonial Rule Before the Mineral Revolutions  
Reading: Martin Legassick and Robert Ross, “From Slave Economy to Settler Capitalism,” CHSA v.1, Chapter 6, 282-318.
N. Etherington, P. Harries, and B. Mbenga, “From Colonial Hegemonies to Imperial Conquest,” CHSA v.1, Chapter 7, 319-35.

W 8 May  Colonial Conflict, Prophesy, and Disaster on the Eastern Cape  
Reading: J. B. Peires, The Dead Will Arise (Johannesburg: Ravan, 1989), 104-44.

M 13 May  The Advent of Diamonds and Gold  
Reading: N. Etherington, P. Harries, and B. Mbenga, “From Colonial Hegemonies to Imperial Conquest,” CHSA v.1, Chapter 7, 370-91.

W 15 May  Struggles for Labor, Land, and Authority: Mechanisms of Dispossession  

M 20 May  The Proto-Industrial Order, 1880-1899

W 22 May Imperial Conflict and the Origins of the South African War

DOMINATION (weeks 9-10)

M 27 May MEMORIAL DAY; NO CLASS

T 28 May RESPONSE PAPER 3 DUE VIA EMAIL

W 29 May From the South African War to a New South Africa

M 3 Jun Contesting the Union
Reading: André Odendaal, The Founders: The Origins of the ANC and the Struggle for Democracy in South Africa (Johannesburg: Jacana, 2012), 390-446. (Blackboard)

W 5 Jun Legacies: The Natives Land Act (1913), and the Maritz Rebellion (1914)
RESPONSE PAPER 4 DUE

Th 13 Jun MAJOR PAPER DUE BY 12:00PM (Noon); you may however tender it sooner.

Recapitulation of Due Dates:
- Monday, 8 April: MAP QUIZ
- Monday, 15 April: Response Paper 1 due in class
- Friday, 19 April: PAPER PROPOSAL DUE BY 5:00 PM (email or in person)
- Wednesday, 1 May: Response Paper 2 due in class
- Monday, 27 May: Response Paper 3 due in class
- Wednesday, 5 June: Response Paper 4 due in class
- Thursday, 13 June: FINAL PAPER DUE BY 12:00PM (email or in person)
Response Paper Themes:

In these papers, try to cover these themes. Feel free to talk about anything related that is of particular interest, however—interpret these prompts somewhat loosely. Try to invoke as much of the reading material as you can; the standard for evaluation includes an appreciation for integrative thinking. I may however alter these a bit if our classroom interactions veer in interesting directions.

Paper 1. Cape Town and the more distant edges of its influence were in some ways the epitome of plurality—many groups of people sharing complex, multiple relationships with one another. Do you think that the roots of later stratification by race and class are present in this early era? Why or why not?

Paper 2. Do you think a basic difference existed between states that formed in the wake of the Zulu revolution and the settlements of the *trek* parties, beyond the connection of the latter to European ports of entry? What are the implications of adjudging the matter in either direction?

Paper 3. Was the subjugation of independent and even semi-independent African political power a precondition for the rise of industrial (mining) capital in South Africa? Why or why not?

Paper 4. What do you think is the reason that political alignments and broad identities coalesced between 1900 and 1910 to a degree they never had before, so that the basic blocs of the pre-1994 era were in place by the time of Union?
Further notes on the HIST 419 major paper, the proposal, and their process.

The major paper is designed to draw you into colonial South African history through the close analysis and contextualization of primary sources (memoirs, diaries, reports, newspapers, letters, and so forth). For most writers this will mean working from a single key source and employing secondary (derivative or analytical) sources that explain events in southern Africa that shed light on your particular source or sources. By branching out this way, you should be able to devise a thesis about the origins, intent, effect, or meaning of your source.

If you wish, you may instead choose a subject first and then employ primary sources to say something about an event, person, or phenomenon; this approach tends to be much more difficult for people new to South African history and society so we should consult more carefully if you choose to go that route.

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 topic that you like. Ultimately, you must tender a proposal by class time on 19 April that demonstrates the viability of a paper topic. I require this early start and approval process in order to prevent the scramble for hard-to-find resources or the belated discovery that a topic is unviable. Your thesis and even your focus may shift as you conduct research, but I want us to have a good starting point to prevent frustration, stress, and rushed work as the end of the term nears.

Proposal: The proposal for the major paper must include the following points:

- A statement of the subject or problem, and your tentative thesis with a clear thesis question or statement. Your thesis may change, perhaps radically, but it is important to start with a direction.
- A discussion of the significance of your subject or source as far as you can say. In short, why is your topic interesting or important to readers? 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 the primary sources you choose. Fortunately, the works of many South African authors and various key documents are available online, at Knight, or via ILL. It is not necessary that you read closely, or even obtain, all of your sources before writing the proposal, only that you have identified enough material to show the subject’s promise.

Do not overthink this part of the process—everything will be preliminary, but it will give us a place to start and something to discuss with one another. The proposal is only expected to be a few pages of text.

The Paper: Your finished paper must be 3000-4500 words not counting footnotes, bibliography, cover sheet, and so forth. The research paper is to be a piece of formal writing, in clear and concise college-level English, and your grade will be affected by matters of style. Writing assistance is available from the Writing Labs at the University’s Teaching and Learning Center; see <http://tlc.uoregon.edu/> for more information. For both proposal and paper, I ask that you use the citation style from our Rampolla Pocket Guide for Writing in History (7th ed.) or the Chicago Manual of Style (16th ed., available online via the Libraries) on which it is based. You are to use footnotes/endnotes and a bibliography, not in-text citation. Following a style guide’s prescriptions can save you from inadvertent failure to cite sources and the epic sadness that attends it, so this is a good opportunity to learn how to use one. MLA is not OK.

Plan ahead. The final draft of the paper is due Thursday of exam week, so mind your other papers and exams. You may submit your paper sooner, and I may even be able to look at draft versions and outlines if you have them ready early enough. I do not give extensions or incompletes unless you have a truly extreme (and fully documented) case.

Again, if you intend this paper to satisfy the African Studies Minor requirement, let me know early; not all topics in South African history are suited to the goals of the AFR minor.
TOPOGRAPHICAL MAP OF SOUTH AFRICA (For Map Quiz)