

HIST 5424: Conflict and Interdependence in South Africa

Spring 2010

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Office hours: MW 1:00-3:30 or by appointment; Class W, 3:30-6:00, TLC 3205

Course Description and Learning Outcomes: In this course, graduate students will investigate the history and historiography of South Africa through selected issues in economic, environmental, social, cultural and political developments. The course aims to provide students with the ability to analyze the processes which shaped a society divided by class, gender, ethnicity and race. Students will examine a range of primary and secondary sources which will all them to critically evaluate the chronological developments of South African history. Students who successfully complete the course will be able to demonstrate through written assignments and oral presentations how they understand the course emphasis on the African contributions to the shaping of South African society. They will be able to compare and analyze select approaches to the historiography of South Africa, and explain the contrasts among them. The course will follow a loose chronology of South African history from the formation of early African societies through European conquest and white domination to the struggle for liberation and democratization and ending with the transition to full democracy and ANC rule.

DSW/WAC: Discipline Specific Writing/ Writing Across the Curriculum

This course accepts as a guiding principle the idea that writing is a valuable tool for learning and communication. Therefore, the writing components of this course so designated are designed to help you learn the material and communicate what you have learned. There are both formal (Writing to Communicate WTC) and informal (Writing to Learn WTL) components. The WTC component is based on the formal essay assignment (see guidelines attached below) and the WTL component consists of two different informal reports and in-class essay exams.

For further information go to: http://www.westga.edu/dsw/index_10083.php

This is planned as a seminar format course, supported by lectures. Students **MUST** complete the reading assignments and come to class prepared to discuss the topics listed. Students are reminded, however, that reading and writing are essential parts of the course. All students are expected to fulfill the reading assignments in order to follow the course, participate in discussions and complete written assignments. As graduate students, you are required to cover all additional reading assignments and to help lead discussions on each class topic. The recommended books and reading assignments are designed to provide students with a basic understanding of the course material. They are by no means an exhaustive list of what you should be reading. I will direct students to supplementary readings from time to time. The more you read, the more you learn. Students are expected to attend all the classes. If you miss more than two or three lectures, please ensure that you see me and get class notes from a fellow student. Missing more than 2 classes can adversely affect your grade.

Texts

Aran MacKinnon, *The Making of South Africa. Culture and Politics*

Nelson. Mandela, *Long Walk To Freedom*

John Williams, *From the South African Past*

Selection of Books available from Ingram Library for book reviews

Other readings will be assigned for each class and made available by the instructor

Course Requirements

Research Essay: 20%

Mid-Term Exam: 15%

Response Paper on Mandela's biography: 10%

Response paper on Ralph Bunche: 10%

Final Exam: 25%

Book reviews: 15% (five percent for each of three)

NB The final exam will be on Wed 12 Dec. from 5:30-7:30 p.m. All students must sit the exam in this scheduled time. Note also that the **exams may be given as take-home exams** which will be due at the end of the stated exam periods/times.

Essays

Essay topics and guidelines are attached below. Essays are to be approx 15 pages in length (4000-4500 words in length). NB Essays are to be type-written and in conformity with accepted University standards. If you have any queries or require any help writing your essay, please see me or go to the University Writing Center. Prior to final submission, I will read and comment upon draft copies of any student's essay. Please avail yourself of this offer as it is sure to improve your mark. Essays that are handed in late without prior consent will incur a severe penalty. In your analysis, you must address at least three different historiographical arguments relating to your topic, and explain how your argument relates to them.

Responses

1. Graduate students are to read, analyze and give their comments on their choice of at least two themes and two notable people from Nelson Mandela's biography, *Long Walk to Freedom*. Please see handout for suggested topics/themes and people. Your paper should address the context in which the theme or person appears, how they are connected to Mandela, and how analyzing them helps you better understand Mandela and his role in South African history. Your paper covering all four items should be approx. 4 pages (1000 words).
2. You must also read and analyze at least two chapters/locations from Ralph Bunche's travel diary, *An African American in South Africa: the travel notes of Ralph Bunche, 28 September 1937-1 January 1938* (Edited by Robert Edgar, Ohio University Press, 1992). You must also first read the Editor's Prologue to the chapters. NB this is available from the University Library as an E-Book, electronic resource as well as a regular hard copy book. You can gain access to this book on-line through the University's Library Website. The response should be 4 pages (1000 words). Questions and guidelines will be handed out later

Book Reviews

You must read, write a review (500-750 words) of and discuss with the class three books to be selected from a range of options provided by the professor. You should choose books that reflect your interests as well as a range of times/topics from among those that we will be covering in class. A list of books to choose from will be provided in class.

Please Note: The syllabus is provisional and subject to change. From time to time, the instructor may need to change dates of assignments. Students are responsible for noting any changes made by the instructor and fulfilling their responsibilities on the dates the instructor indicates. **Students are responsible for coming to each and every class and they should not schedule anything that may conflict with this responsibility. You must write the exams in the time periods noted below (unless advised otherwise by the instructor)** No re-writes will be granted for any exams or assignments missed

unless in case of a verifiable and documented UWG business or a health matter.

A NOTE ON ACADEMIC HONESTY and other class policies

All students are expected to conduct themselves with honesty and to DO THEIR OWN WORK. Cheating, in whatever form not only does a disservice to you, fellow students and the University community, it is fraud and brings severe disciplinary action. I refer all students to the section on Academic Honesty in the University Catalogue. I reserve the right to fail any student for academic dishonesty, and further disciplinary action may be taken.

-No electronic devices of any kind may be used during exams.

-Students who are late to class, or who leave early (based on the instructor's determination of time) will be counted absent and they will not be permitted to write any tests, quizzes or exams in that class period.

-NO CELL PHONES IN CLASS. Students who use their cell phones in class will be asked to leave the class and an absence will be recorded for that class.

-There is no extra credit provided for this course.

-The instructor will not accept work that has been submitted for another course in this course.

-Students causing a disturbance or engaging in disruptive behavior will be asked to leave the class and be counted absent. Persistent disruptions may be cause for being dropped from the class with a grade of F.

-N.B. This syllabus is subject to change, and the instructor has final say regarding these changes and their implementation. Students are responsible for coming to class in order to make themselves aware of these changes Academic dishonesty is a serious offence. I reserve the right to fail any student from the course for acts of plagiarism or other forms of academic dishonesty. Further sanctions may be applied by the University. I refer all students to the Department of History Handbook for specific guidelines. If you have any questions about this policy please see me.

Assignments and Classes

6 Jan

Introduction to the South African environment; handout of syllabus, setting assignments

13 Jan.

Early settlement patterns. The Khoe, San and African farming societies

Readings: MacKinnon, chp. 1,

20 Jan.

Early Conflict and Interdependence: Foundations of the Cape Colony; European settlements: the introduction of intensive agriculture and slavery; Colonial expansion and Racial attitudes, Relations with the Griqua and Xhosa.

Film: Sara Baartman (Recommended Book Review: C. Crais and P Scully, Sara Baartman and the Hottentot Venus)

Readings: MacKinnon, chp. 2. Williams: Documents; Section A, #s 1,2,7; Section B #s, 2,4

27 Jan.

The British, the new political economy and the expanding 'Settler Cape'. Slavery, the Missionary enterprise and the Xhosa.

Readings: MacKinnon chp. 3. Switzer, >The Mission Enterprise=, PDF of J. Weir's "Chiefly Women" from Women in South African History and Williams: Documents Section C, #s 1,2,

3 Feb.

African Crisis and Transformation in early Colonial Society: Millenerianism, The Xhosa Cattle Killing and African Christianity. (**Recommended Book Review. J and J Comaroff, Of Revelation and Revolution**) **Readings:** Williams: Documents, Part I, Section C # 4, Part II Section B, # 7, Part III, Section A, #2,

10 Feb

The Making of New States and the Era of Mass Movements I; The >Mfecane= and the Southern African history, The Sotho-Tswana, Xhosa wars and African state formation

Readings: MacKinnon, chp 4 and on reserve: **E. Eldredge, >The Mfecane Reconsidered'**; Williams Documents: Part II, Section A, # 1 ; Williams: Documents Part II, Section B, #s 3,4,6.

17 Feb.

African States and Trekker republics, The Boers and British in Natal; The Shepstone System and the foundations of Segregation.

Readings: MacKinnon, chp. 5, **N. Etherington, >The >Shepstone System=**, Williams, Documents Part III, Section B, #s 3,4;

24 Feb. *****Mid Term Exam*****

3 March. **Film: Zulu Dawn** (recommended book review: **R. Cope, Ploughshare of War, [DT1875.C67 1999](#)**)

10 March

The First Phase of Industrialization: Mineral Discoveries British-South African politics; Boer and African resistance.

Readings: MacKinnon, chps. 6; H. Wolpe, >British Hegemony and the Origins of Segregation= in Beinart and Dubow *Segregation and Apartheid*; Williams, Documents Section III, Part C, #s 2, 8.

17 March

The Second Phase of Industrialization: Segregation and Industrialization; White political unity and African oppression

Readings: MacKinnon, chp. 7 Readings: H. Wolpe, >Capitalism and Cheap Labor Power in South Africa=, in Beinart and Dubow, *Segregation and Apartheid*, pp. 60-90 and S. Marks, >Natal, The Zulu Royal Family and the Ideology of Segregation=, in Beinart and Dubow, pp. 91-117 Williams Documents Part III, Section D, #s 2,4

24 March. *****Spring Break*****

31 March FILM: Come Back Africa

7 April *****Mandela Response Dues*****

From white Union to Apartheid and the rise of African Opposition; The ANC and *hamba kahle* politics Rural Opposition, the ICU and African worker consciousness.

Film Generations of Resistance (Recommended Book Review: G. Mbeki, South Africa. The Peasants Revolt, DT846.K2 M3)

Readings: MacKinnon, chp. 8, N. Mandela, Discussion of **Mandela=s biography and writing/speeches**; Williams Documents, Part IV Section A, # 3, Section B #s 5,8,9

14 April *****Bunche Response Due*****

Apartheid and South African Society; the National Party and Apartheid; Bantustans and Separate Development, Women and Rural Resistance

Readings: MacKinnon, chp 9; C. Murray, >Displaced Urbanization=, in Beinart and Dubow *Segregation and Apartheid* , PDF of L. Callinicos “Testimonies and Transitions” from *Women in South African History* and Williams documents Part IV Section C, #s 2,5, Part V, Section B, #s 1,6;

21 April *****Essay Due*****

The African Transformation of South Africa The failure of >Reform=, Uprisings and >ungovernability=

Readings: MacKinnon, chps. 10 and 11, PDF of R. Suttner Women in the ANC-led Underground, from *Women in South African History* and Williams, Part V, Section B, No. 1, 3,5, 6 The New South Africa, Truth, Reconciliation and Transition **Film TRC:** or **Film: Cry Freedom (Recommended Book review: D. Woods, Biko DT779.8.B48 W66)**

Final Exam: Friday April 30 @ 4:00-6:00 TLC 3205 NB –this may be provided as a take-home exam due at or before the stated exam time and date.

TERMS , CONCEPTS AND WORKING DEFINITIONS:

African History: The study of the processes and events which shaped the peoples and environment in the continent of Africa. We will be considering the underlying social, economic and political forces which changed Africa over time.

Africanist Historiography: The transforming paradigms and theories that shape our understanding of African history and which place an emphasis on the indigenous peoples of Africa. The term historiography also pertains to the body of historical literature on a given theme or region. Historiography reflects the debates among historians concerning the interpretation of historical facts and ideas.

Class: A complex theoretical system that defines social stratification on the basis of economic, social and productive attributes. Loosely speaking, the term class suggests that people operate in their own economic self interest according to their position in society. Although historians often see people operating according to their '>class interest,' class is not static and it is not the only defining feature of a person=s economic or social position. (See also Race, Ethnicity and Gender.) Some historians often see class conflict where producers oppose non-producers (those who own or control capital resources) who >exploit= them as an inherent feature of class relations.

Ethnicity: Within African history the concept of ethnicity relates to groupings of people who share a common language, ideas, beliefs, social system and values. Although ethnicity is related to race (see below) the two terms are not necessarily defined by each other. While people cannot change their race, they can mold their ethnicity. Ethnicity should be distinguished from the largely defunct historical term >tribal= since this latter term relies too heavily on stereotypes imposed from outside observers. As we will see, ethnicity, and particularly ethnic nationalism can be reconstructed and changed.

Gender: The term gender relates to a recognized set of characteristics, and social and economic activities normally associated with either men or women. It should be distinguished from the physical classification of men and women by their sex since men and women can assume different gender roles or activities depending on their circumstances.

Mode(s) of Production: A theoretical term, now seldom used which was coined to express the concept of a system of production and its associated forms of social organization. A mode helps identify how a given society or part of a society organizes itself to procure the material goods needed for survival. The modes of production with which we will be concerning ourselves are, for example: Hunter-gatherer- where people organize their labor to procure their material needs from what is available to them in the natural world (the Khoisan of southern Africa are one example); communalism - where society organizes shared labor tasks such as agriculture and pastoralism with land and resources which are not privately owned, but rather held in trust for all the people; Capitalism where the >means of production= (the tools and resources necessary to produce material needs are >owned= by a particular group or class of people) operate according to market exchanges where people buy and sell goods and labor. According to the classical definition of capitalism, the market, including the sale of labor, is meant to be free from major political control or coercion. A mode of production is therefore partly determined by who owns the tools of production. The identification of any given economic system provides historians with an understanding of how other related social and political activities are organized. Within this overall theoretical construct there lies a notion of >progress= and development from one stage or mode to another. Thus, capitalism is seen to be a more efficient and refined set of economic relations used to secure material needs than hunting and gathering. Without attaching a value judgment to the different ways in which people procure their needs, try to consider capitalism as a system which may develop out of precapitalist (communalism and feudalism for example) modes of production. An important thing to

note regarding the development of capitalism in Africa -or in any in any area=s historical development- is that different people and societies often employ multiple strategies to satisfy their basic material needs (subsistence) and to accumulate a surplus for times of want, to expand and develop their mode of production, or to invest in improved or expanded production.

Peasant: Briefly stated, a peasant is a person who has one foot in the capitalist economy of market exchange and one foot in the precapitalist economy of >primitive= cultivation. Peasants generally produce enough food for their family to live on (subsistence) with varying amounts of surplus that can be sold or exchanged for other needs. A peasant=s ultimate security and satisfaction of material needs come from having rights to land and access to family labor. The term suggests that peasants are agricultural producers who are moving toward full integration with the market economy, but that they are sometimes constrained in this effort by dominant groups in society.

Race: The classification of people according to their physical characteristics (for example shape of eyes, color of skin, type of hair). In historical perspective, the term race has been used to explain why some groups of people have interests that differ or are, at times, in opposition to other groups. For our purposes, the term also implies a power dominance relationship between Africans and whites. As we will see, however, other social dynamics can come into play. For example, class, ethnicity and gender can also shape social, political and economic relations between races.

Tradition and Custom: African societies are sometimes referred to as >traditional= and are seen as wedded to ancient >tribal custom'. These terms suggest that African society was static, backward and inherently conservative. They are often used to refer to activities or stages of development that are considered precapitalist or >primitive.' Just because some features of African society may appear to be traditional and primitive does not mean they have lesser value. Indeed, historians are discovering that many indigenous African practices have significant merit, not only in the African context, but also in terms of the western >scientific= paradigm. Moreover, while many traditions and customs persist over time we must consider why this was the case. In some instances, traditions have been resurrected from the past or reinvented to serve new needs.

SOUTH AFRICAN HISTORY: TERMS, CONCEPTS AND WORKING DEFINITIONS:

African: This is the term currently used by historians to identify people of indigenous African origin in South Africa. It is distinct from the terms previously used to identify people >native= to South Africa and from the terms used to denote people of European extraction who also claim to be >African= because of their place of birth (they are known collectively as >white=). It is thought not to be as ideologically loaded a term as the other words used previously (see below under Race Classification). Ultimately, any label applied to any person or group of people must be used with caution so that there is no tendency toward discrimination on the basis of perceived or created stereotypes that may be associated with the term, as was the case in South Africa. No label is perfect. We will have to use the terms associated with apartheid only for the purposes of basic identification, distinction from other historically identified groups, and for ease in understanding and communication.

Afrikaners and Afrikaans: Afrikaners are people of northern European descent, predominantly Dutch and French Huguenot, who settled in South Africa from the mid-Seventeenth century. They are the group of people who later came to dominate South African politics, after a period of British hegemony, who are most often associated with the system of apartheid. As we will see, however, British settlers and the British Colonial Government played a crucial role in the development of South African segregation and oppression. Afrikaans is the language spoken by Afrikaners and it is based on Dutch, French and various African languages. Afrikaans is also spoken by many so-called >coloured= people. Until 1994, along with English, Afrikaans was one of the two official national languages, and most whites in South Africa

are moderately bilingual in these two European-based languages. Its association with the oppressive white state, and its enforced use in African schools was cause for much opposition and resistance from Africans.

ANC: The African National Congress. Founded in 1912, the ANC is the oldest and most influential African political party in South Africa. The ANC was at the forefront of the liberation struggle in South Africa until the state banned it and made it illegal, along with the PAC (Pan African Congress) from 1960 until 1993. Under Nelson Mandela's leadership, the ANC now holds power as the ruling party in South Africa.

Apartheid: This term refers to the South African legal and political system of racial discrimination and segregation. The term, which means >to be apart for separate development= and which was intended to disguise the racist and oppressive tactics of the white minority government was first used by D.F. Malan's Government after the 1948 National Party victory in the all-white parliamentary election. It was based on a series of laws and practices developed under a segregationist ideology in South Africa that long pre-dated the formal era of apartheid.

Bantustans, Reserves and Homelands: One of the pillars of segregation and apartheid. The white state set these areas of generally poor quality land aside for Africans during South Africa's recent history. The state developed this system of land segregation so it could control Africans and ensure that whites had access to productive land. These areas were only loosely based on pre-existing settlement patterns and fell far short of the carrying capacity Africans needed for subsistence

Languages: Currently, there are eleven officially recognized languages in South Africa. The most widely spoken are (in rough order of numbers) Zulu, English, Afrikaans, Xhosa, Northern and Southern Sotho, Ndebele, Pedi and Funagalar (a language melange of Zulu Xhosa, Afrikaans and some English used on the mines in South Africa). While language is bound up with culture and ethnicity in South Africa, it is not a determinant of a given person's political or cultural character. Thus, while *Inkatha*, the Zulu-based cultural and political movement (more properly known as the IFP or Inkatha Freedom Party) has a majority of Zulu speakers in its membership, there are more Zulu speakers who are not members, but who are members of the so-called Xhosa party, the ANC. We will consider this issue when we discuss nationalism in South Africa.

Mfecane: Term used to describe the massive upheaval and dispersion of African peoples throughout Southern Africa in the 1820s and 1830s. Although this series of events has been attributed principally to the rise and consolidation of the Zulu State in Natal, this theory has been contested in the recent historiography.

Racial Classifications: Much of South Africa's history was characterized by the use of terms and definitions that sought to classify people by their racial origins. The terms >Native=, >Tribal=, > Bantu= (which, in the Nguni languages of Southern Africa simply means >people=) and >Black= were used by whites and the state to refer to various African peoples in order to discriminate against them on the basis of race (although the term =Black= was also used by people to collectively identify all those who were oppressed because of the colour of their skin including Indians, >Coloureds= and Africans). Similarly, the state used the terms >European= and >white= to refer to the privileged and protected groups of a different race. In 1950, under the Population Registration Act, the state sought to refine its system of racial classification in order to play various groups off against each other. The new racial classifications of >Indian= and >Coloured=, denoting people of Asian Indian extraction and people of mixed race respectively, were then entrenched in South African law and society.

Union: Term used to refer to the consolidated white state of South Africa following the Act of Union in

1909. It is generally used to refer to the white-dominated federal government of the merged states of the Cape of Good Hope, Natal (previously British colonies) and the Afrikaner Republics of the Transvaal and the Orange Free State.

Witwatersrand: The region centering on Johannesburg (Now in Gauteng Province) in which much of South Africa=s mining and industry developed. The area is now known as Gauteng.

ESSAY GUIDELINES

The essay is to be a scholarly piece of writing 4000-4500 words in length. It must have a topic, an introductory paragraph, an argument and a conclusion. The introduction should be a statement of purpose; it should explain what you are going to discuss, what questions you are going to address, and what framework (such as the theoretical approach) you will use. The main body of the essay puts forward your argument by presenting evidence and analyzing it. For example, do you agree or disagree with the topic statement and show why and how you agree/disagree. Similarly, if asked to discuss a topic or an issue, you must critically analyze the topic and what others have said about it. You need to put forward **your own ideas** based on reading and research, not simply regurgitate what you have read. The conclusion should not simply be a reiteration of the topic, such as: >And so, in conclusion, it can be seen from the above that Europeans invaded Africa.= The conclusion should sum up your argument and explain what you have discovered. For graduate-level course you must consider at three of the main historiographical debates which are involved in writings on the particular issue, region or time period you are analyzing. You may should critically engage the various authors=s points of view on a topic and present your own view. This can be done by considering other works on the same topic.

Format: The essay should be typewritten. It must be clear, concise, and understandable. The essay must be written with correct grammar and spelling, and in plain English. Avoid obscure terminology and ambiguous phrases.

Citations: The essay must give credit where it is due. It is academically dishonest to present someone else=s work as your own. This includes the use of ideas, extracts or verbatim copying of another=s work, including all texts, journal articles and monographs. The proper format for history citations is as follows:

In the text, ideas, direct quotations, facts and figures that are not in the realm of general knowledge and references to other works should have a sequentially marked footnote¹ (see below). The citation should read as follows, for example:

For Books

B. Warren, *Imperialism: Pioneer of Capitalism* (London, 1985), pp (for pages, or p. for page) 1-3

For articles

B. Freund, >Rural Struggles and Transformations in South Africa=, *South African Historical Journal* (hereafter *SAHJ*), Vol. 19, No. 1, 1987, pp. 23-45 (for the pages the article is found on), p. 25 (for the specific page you are referring to).

For articles from books

¹ Such as this. You may also use endnotes, where the actual citation occurs at the end of the essay, but before the bibliography

S. Marks, 'Natal, The Zulu Royal Family and the Ideology of Segregation', in W. Beinart and S. Dubow, *Segregation and Apartheid* (New York, 1995), pp.91-117

You may use underlining for book titles, rather than italics.

Bibliography: All essays must have a bibliography which lists the books and articles you consulted for the work. Books and articles should be listed under separate headings. The bibliography should be in alphabetical order, listing the author's surname first and their initials second:

Bibliography

Books

Elphick, R. and Giliomee, H. (eds.) *The Shaping of South African Society, 1652-1840* (Middletown, 1979)

Articles

Guy, J., 'The destruction and reconstruction of Zulu society', in S. Marks and R. Rathbone (eds.), *Industrialisation and Social Change in South Africa* (London, 1982), pp. 167-194.

If you have any questions, need guidance, or would like me to make comments on a draft version of your essay, please see me during office hours, or by appointment.

A NOTE ON ACADEMIC HONESTY

All students are expected to conduct themselves with honesty and to DO THEIR OWN WORK. Cheating, in whatever form not only does a disservice to you, fellow students and the University community, it is fraud and brings severe disciplinary action. I refer all students to the section on Academic Honesty in the University Catalogue.

One specific form of cheating which may require elaboration is plagiarism. Plagiarism is the act of stealing and passing off as one's own another person's work or ideas. This includes presenting an entire piece of work done by someone else as your own, deliberate copying of another person's work, whether verbatim or through paraphrasing, and the inability or failure to cite a source. I will diligently and relentlessly check students' work to ensure that it is their own.

For many students, new and experienced alike, some aspects of plagiarism are not entirely clear. While it is obvious that copying or using another person's work is not acceptable, how to use citations to show where research was done or to refer to a specific piece of text or idea is perhaps not as clear a concept. The best rule is to ALWAYS GIVE CREDIT WHERE IT IS DUE. For students writing the formal essay, follow the guidelines set for citations and bibliography in the essay handout. If in doubt, refer to the instructor. As E. H. Carr stated, 'Accuracy is a duty; not a virtue.'

Essay Topics

1. Discuss how interdependence and plurality gave way to white domination on the early Cape frontier with the Khoesan. You should consider economic, political and social issues.
2. The *Mfecane* (southern African diaspora) was an orienting series of events for all African people in South Africa. Agree or disagree, and briefly comment on the historiographical debate concerning the *Mfecane*.
3. The South African frontier was a shifting zone of wars and exploitation. Discuss with reference to either the Highveld or the Eastern Cape.

4. Consider African reactions to the imposition of colonial rule with reference to the Zulu or the Xhosa.
5. Discuss the origins of segregation and its relationship to capitalism in South Africa.
6. Discuss the origins and development of the ANC (African National Congress).
- 7 How did African opposition organizations unite and win independence in South Africa?

Suggested texts in the Library (as a starting point). You should also consult with the instructor for extra readings.

Oxford History of South Africa, Vols. 1 and 2, [DT.766.W762]

M. Hunter, *Reaction to Conquest* [DT.764 P6 W5 1961]

G. Mbeki, *The Peasants Revolt* [DT.836.K2 M3 1964]

S. Jingoos, *A Chief is Chief By The People* [DT.787.2 J56 A33 1975]

N. Mandela, *Long Walk to Freedom* [DT.1949 M35 A3 1994]

Karis and Carter, *From Protest To Challenge* (Documents) [DT.763 F73], Vol.s 1,2,5

L. Thompson, *The Political Mythology of Apartheid* [DT.763.T523 1985]

A. Lester, *From Colonization To Democracy*

A. Butchart, *The Anatomy of Power*, [GT497.A35 B87, 1998]

T. Keegan, *Colonial South Africa and the Origins of the Racial Order* [DT1756.K44 1996]

I. Evans, *Bureaucracy and Race* [DT 1798.E83 1997]

P. Delius, *A Lion Amongst The Cattle* [DT1768.P44 D45 1996]

J and J. Comaroff, *Of Revelation and Revolution* [DT1058.T78 C66 1991]

A.H. Jeeves and J. Crush, *White Farms and Black Labor* [HD 2130.W48 1997]

S. Dubow, *Scientific Racism in Modern South Africa* [DT1756.D84 1995]

B. Freund, *Insiders and Outsiders* [HD8801.Z8 D8725 1995]

P. Landau, *The Realm of the World* [BV3630.B25 I36 1995]

S. Dubow, *The African National Congress* [JQ1998.A4 D83 2000]

R. Harvey, *The Fall of Apartheid* [DT 1757.H37 2003]

C. Crais, *The Culture of Power in Southern Africa* [JQ2720.A91 C85 2003]

H. Giliomee, *Afrikaners: Biography of a People* [DT 1768.A57 G55 2003]

[Elbourne, Elizabeth](#). *Blood ground : colonialism, missions, and the contest for Christianity in the Cape Colony and Britain, 1799-1853*: [DT1768.K56 E53 2002](#)

Peter Walshe [Rise of African nationalism in South Africa: the African National Congress, 1912-1952](#).
JQ1998 .A4 W34

T.R.H. Davenport, *South Africa a Modern History*