

**Princeton University  
Department of History**

**HST 468 - Senior Seminar: The History of Southern Africa**

Kim Worthington  
Wednesdays 9-12  
Aaron Burr Hall - Room 213

**Contact Information**

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Office Hours: Thursday 2:00-4:00 (or by appointment through WASS)

**Course Description**

This course aims to equip students with an understanding of the history of Southern Africa, focusing in particular on South Africa from the 18th to the 20th century. Southern Africa is a large and diverse region, with a rich and complex history dating back to the cradle of civilization. We will therefore only be looking at certain key moments and events.

We will consider how the history of the region has been written, and from whose perspective. The course will touch on a range of issues, from settlement and displacement, slavery, colonialism, and projects of empire, to institutionalized racism, industrialization and its implications for communities, workers, and migration, State control of people and movement, local political activism in a continental and global context, urbanization, and other topics. A key learning outcome will be to develop an understanding of historiographical debates: Who writes history? In what context? To what are historians responding? What are a scholar's aims, and what earlier historical understanding does s/he engage? Does s/he support or challenge accepted interpretations of the past? Students are not expected to have an in-depth grasp of any particular debates, but more to gain insight into how understandings of history and the events and people historical writings describe change over time.

The course is designed to challenge students to think of the past from multiple perspectives and engage the tools of critical thinking, both in broad terms and with the specificity that situations require. We will use a range of source materials, primarily scholarly articles but including documentaries, government reports and memoranda, newspaper articles, historical monographs, personal narratives, fictional representations of historical events, and others. Our focus will be on approaching all sources as historians, with a critical awareness of the current purposes that records and narratives serve, as well as the pasts from which they have emerged.

It is important to note from the outset that some of the events that we are studying may be upsetting, and that films may contain graphic images. Students with any concerns about content should please discuss their participation in the course with me within the first week, and all students should feel free to schedule an appointment to discuss any unease they have about course material at any stage.

Our time in class will consist of a lecture followed by a discussion of the assigned readings for that week, unless otherwise indicated. In developing our skill as historians, our sources are both primary and secondary.

While it is not a requirement, throughout the course, especially whilst preparing for the next lecture, students would benefit from noting points of interest, including historical assertions with which they might agree or disagree. Any ideas that you bring to class are welcome and will contribute to our discussion and learning.

### **Course Requirements**

Preparation and attendance: Each student is expected to come to class having completed all readings listed on the syllabus for that day. This is a 400-level course and requires a commitment to reading approximately 100 pages per week. Students should be prepared to discuss their ideas on work done in preparation for class. Regular attendance is also a requirement and students should notify me by e-mail of any absence. Students will be required to conduct some independent research and participate in group work for a presentation in class. There will be both a mid-term and a final examination. Should you need an extension on the mid-term paper please request one, via e-mail, in advance. A printed copy must be handed in in class on the due date. (Please note that no extensions can be granted on the final examination).

### **Grades will be determined as follows:**

Group project	15%
Class participation, including punctuality and regular attendance	20%
Midterm paper	30%
Final exam	35%

Group project: The class will be divided into groups of 3 to 5 people and you will be given time to research and present on one of the memoirs listed under readings, and its context (when and why it was produced, the possible aims of its author, what it addresses in that person's history and in what it says about southern Africa). Each member of the group should read the book. Groups will meet once in class and should meet at least once independently to decide on the research that will be done to support discussion of the book, and the group presentation. The group needs to work together to ensure cohesion in research content and the presentation. Presentations will be on April 18th, in class.

Class participation: Preparation for each class is essential and lays the groundwork for your engagement with course material, and with African history. Please complete assigned readings before classes: the readings form the basis of class discussion and knowledge development. The course is structured so that you can actively pursue knowledge on particular issues that interest you. Any relevant ideas that you bring to class are welcome and will contribute to the understanding of the group as a whole. You are encouraged to raise questions and points of discussion based on assigned readings and course materials as well as any independent reading that you engage in.

Midterm: There will be a take-home midterm given out on 28 February. A printed copy is due by Wednesday 14 March, to be handed in in class. Late submission will result in a grade-reduction penalty. Answers should be in the form of essays, appropriately footnoted. (You can access the Chicago Manual of Style online edition through the library for formatting examples).

Final: The final examination will be on Tuesday, May 9th, from 09:30-12:30pm in Aaron Burr Hall, Room 213. It will include three short essays, the first in response to a compulsory question and the other two from a choice of three.

**Princeton University takes the issue of plagiarism seriously.** Handing in any work that is not your own and is not appropriately credited may result in your failing the course and being reported to the necessary authority at the university.

### **Readings:**

These are the required textbooks, available at Labyrinths Bookstore and through online retailers. All other readings will be available through *Blackboard*. Links to online sources are, in many instances, provided in the syllabus. Films shown in class or recommended in the course syllabus will be available through the Reserve Desk at Firestone Library.

Additional material: To complement students' learning in the course, some optional material is included in the syllabus. It is not a requirement of the course that students read or watch resources listed 'Optional,' but these materials will certainly add value to your learning experience and enhance your understanding of the region that we are studying and debates about its history.

Links to useful archival platforms, respected online history sites, and historical databases from Southern Africa are included on my teaching website, as is information on course requirements and answers to questions frequently asked during office hours. I have also provided links to some of the main newspapers from the region for students who have an interest in reading about contemporary developments there.

**You will need to obtain the following books**, listed in the order in which we will read them through the course of the semester:

Hall, Martin, *Farmers, Kings, and Traders: The People of Southern Africa, 200-1860*. University of Chicago Press ed. Chicago: University of Chicago Press, 1990.

Beinart, William. *Twentieth-Century South Africa*. Oxford: Oxford University Press, 1994.

Ross, Robert, *A Concise History of South Africa*. Cambridge: Cambridge University Press, 2008.

In addition to the set readings each week, there will be a class discussion on how individuals, organizations, and States remember and record history. Over the course of the semester please ensure that you read at least ONE of the following books:

Biko, Stephen, and Aelred Stubbs. *Steve Biko -- I Write What I Like: A Selection of His Writings*. San Francisco: Harper & Row, 1986. OR

Gobodo-Madikizela, Pumla. *A human being died that night: a South African woman confronts the legacy of apartheid*. Boston: Houghton Mifflin, 2004. OR

Krog, Antjie. *Country of My Skull: Guilt, Sorrow, and the Limits of Forgiveness in the New South Africa*. New York: Times Books, 1998. OR

Malan, Rian. *My traitor's heart: a South African exile returns to face his country, his tribe, and his conscience*. New York: Grove Press, 2000. OR

Mandela, Nelson. *Long Walk to Freedom: The Autobiography of Nelson Mandela*. Boston: Little, Brown, & Co., 1994. OR

Noah, Trevor. *Born a crime: stories from a South African childhood*. New York: Spiegel & Grau, 2016.

*A list will be circulated in the second lecture period on which you can indicate which book you intend reading.*

## Class Schedule

### January 24 Introduction - Southern Africa before 1600 and Dutch settlement at the Cape

#### Readings:

Hall, Martin, Chapter 10, "Kings and conquistadores, merchants and markets," and Chapter 11, "Warriors, adventurers and slaves," in *Farmers, Kings, and Traders: The People of Southern Africa, 200-1860*, pp.117-141

Worden, Nigel. "Space and Identity in VOC Cape Town," *Kronos*, no. 25 (1998): 72-87.

<http://www.jstor.org/stable/41056428>.

#### Optional:

Watch, SABC, "Heritage Day: Mapungubwe is a pre-colonial state in Southern Africa,"

<https://www.youtube.com/watch?v=FD4WviFXucl>

Watch, Scholars and Publics, "New Fossil Discovery Redefines What It Means to Be Human! Steven Churchill explains Homo naledi,"

<https://www.youtube.com/watch?v=ubYfwyyDj-M>

### January 31 Slavery, identity, and Abolition; Sarah/Sara/Saarah Baartman/Bartmann

#### Readings:

The 1785 account by a German living in the Cape in the 1730s, Otto Mentzel, of the work of slaves on a farm, in Worden, Nigel, *The Chains that Bind Us: A history of Slavery at the Cape*. (Cape Town: Juta), pp. 50-51.

Harries, Patrick, "Negotiating Abolition: Cape Town and the Trans-Atlantic Slave Trade," *Slavery & Abolition*, 34:4, 2013, 579-597

Gordon, Robert J., and Stuart Sholto-Douglas. From Chapter 22, only the sections, "The Changing Image of Bushmen: Recent pasts and present" and "On forgetting and anthropological arrogance," from *The Bushman Myth: The Making of a Namibian Underclass*. 2nd ed. Boulder: Westview Press, 2000.

Mbeki, Thabo. 2002. Text of speech at the funeral of Sarah Bartmann, 9 August 2002.

<https://www.sahistory.org.za/archive/speech-funeral-sarah-bartmann-9-august-2002>

Qureshi, Sadiya. 2004. "Displaying Sara Baartman, the Hottentot Venus." *History of Science* 42(2): 233-257. <https://doi-org.ezproxy.princeton.edu/10.1177/007327530404200204>.

### February 7 New frontiers: Rebellion in 18th century South Africa/ The Great Trek

#### Readings:

Guy, Jeff, 'Ecological factors in the rise of Shaka and the Zulu Kingdom,' in Shula Marks and Anthony Atmore, eds, *Economy and Society in Pre-Industrial South Africa*, 102-119

Saunders, Chris, "Great Treks?," *South African Historical Journal*, 46:1, 2000, 300-307.

*Please be sure to have chosen and begun reading a book chosen from the Biko, Gobodo-Madikizela, Krog, Malan, Mandela, and Noah options.*

### February 14 The Mfecane; The Xhosa Cattle Killing

#### Readings:

Etherington, Norman, "Putting the Mfecane Controversy into Historiographical Context," in Hamilton, Carolyn. *The Mfecane Aftermath: Reconstructive Debates in Southern African History*. (Johannesburg: Witwatersrand University Press, 1995), pp. 13-21.

Hamilton, Carolyn Anne. "'The Character and Objects of Chaka': A Reconsideration of the Making of Shaka as 'Mfecane' Motor." *The Journal of African History* 33, no. 1 (1992): 37-63.

Peires, J.B. *The Dead Will Arise: Nonqawuse and the Great Xhosa Cattle-Killing Movement of 1856-7*, pp. 78-186.

#### Optional:

Etherington, Norman, "A Tempest in A Teapot? Nineteenth-Century Contests for Land In South Africa's Caledon Valley and the Invention of the Mfecane," *The Journal of African History* 45, no. 2 (2004): 203–19.

Hamilton, Carolyn. *The Mfecane Aftermath: Reconstructive Debates in Southern African History*. (Johannesburg: Witwatersrand University Press, 1995).

### **February 21 Blood, Diamonds, and Gold: The South African War, The Herero-German War, and the Consolidation of the Union**

Readings:

Beinart, William, "Chapter 3, "War, Reconstruction, and the State from the 1890s to the 1920s," in *Twentieth Century South Africa*, (Oxford: Oxford University Press, 2001), pp.62-88

Gewald, Jan-Bart, "The Road of the Man Called Love and the Sack of Sero: The Herero-German War and the Export of Herero Labour to the South African Rand," *Journal of African History* 40(1999): pp.21-40.

Read these review articles:

Holdridge, Chris, "Worlds at War: The Local and the Global in New Histories of the South African War," *African Historical Review*, September 2018

Marks, Shula, "The Concentration Camps of the Anglo-Boer War: A Social History," *Journal of Southern African Studies*, 41:5, 2015, 1133-1136.

### **February 28 Rural Struggles, migration, and Urban Segregation**

Readings:

Beinart, William & Peter Delius, "The Historical Context and Legacy of the Natives Land Act of 1913," *Journal of Southern African Studies*, 40:4, 2014, 667-688.

Feinberg, Harvey M., & André Horn. "South African Territorial Segregation: New Data on African Farm Purchases, 1913–1936." *The Journal of African History* 50, no. 1 (2009): 41–60.

Thomas, Lynn, "The Modern Girl and Racial Respectability in 1930s South Africa." *Journal of African History* 47, 3 (2006): 461-490.

*Midterm questions given out in class.*

### **March 7 Indirect Rule by Britain and Labor Coercion by the Portuguese: Bechuanaland and Mozambique**

Readings:

Bender, Gerald J., "Degredados and the 'Civilizing Mission'", in *Angola Under the Portuguese: The Myth and the Reality*. (Berkeley and Los Angeles: University of California Press, 1978), pp.86-92.

Isaacman, Allen, "Coercion, Paternalism and the Labour Process: The Mozambican Cotton Regime 1938-1961," *Journal of Southern African Studies* 18(3), 1992: 487-526.

Crowder, Michael, "Tshekedi Khama and Opposition to the British Administration of the Bechuanaland Protectorate, 1926-1936," *Journal of African History* 26 (2), 1985: 193-214.

### **March 14 The Entrenchment of separate development, and Resistance to Politics of Race**

Readings:

Beinart, William, "Chapter 6, "Apartheid, 1948-1961," in *Twentieth Century South Africa*, (Oxford: Oxford University Press, 2001), pp.143-170.

Look through the Group Areas Act, Act No 41 of 1950, available at Digital Innovation South Africa (DISA) online archive,  
[http://disa.ukzn.ac.za/sites/default/files/pdf\\_files/leg19500707.028.020.041.pdf](http://disa.ukzn.ac.za/sites/default/files/pdf_files/leg19500707.028.020.041.pdf)

Read "The Freedom Charter, 1955," available through the WITS Historical Papers Archive,  
[http://www.historicalpapers.wits.ac.za/inventories/inv\\_pdf/AD1137/AD1137-Ea6-1-001-jpeg.pdf](http://www.historicalpapers.wits.ac.za/inventories/inv_pdf/AD1137/AD1137-Ea6-1-001-jpeg.pdf).

Stephen Clingman, "Bram Fischer and the question of identity," *Current Writing: Text and Reception in Southern Africa*, 16:1, 2004, pp. 61-79.

Wednesday 14 March mid-term paper due to be handed in in class.

**March 21** no class – spring break

**March 28 New challenges to white rule from the youth: Black Consciousness, the Soweto Uprising, the churches, and the UDF – The 1970s and 1980s**

Readings:

Biko, Steve, *I Write What I Like*, [ed. Aelred Stubbs], (Portsmouth: Heinemann, 1985): pp.19-32, & 48-53.

Ellis, Stephen, *External mission. The ANC in exile* (Oxford: Oxford University Press: 2013), chapter three, "The Party Triumphant."

And then read: Shubin, Vladimir, "Review: Stephen Ellis, *External mission. The ANC in exile* (Jeppestown: Jonathan Ball Publishers: 2012), ISBN 978-1-86842-530-3. xii, 384 pages," *Journal for Contemporary History*, Volume 39, No.2, (2014), pp.276-281.

Karis, Thomas and Gail Gerhart, "The 1976 Soweto Uprising," Chapter 6 in *From Protest to Challenge: A Documentary History of African Politics in South Africa, 1882- 1990*. Volume V, Nadir and Resurgence 1964-1979. (Bloomington: Indiana U. Press, 1997).

Macmillan, Hugh, "Debating the ANC's external links during the struggle against Apartheid." *Africa: The Journal of the International African Institute* 85, no. 1 (2015): 154-156.

Optional:

Magaziner, Daniel, "'Black Man, You Are on Your Own!': Making Race Consciousness in South African Thought, 1968-1972," *The International Journal of African Historical Studies*, Vol. 42, No. 2 (2009), pp. 221-240.

View, "Africa: States of independence - the scramble for Africa," Al Jazeera English, published September 2, 2010, <https://www.youtube.com/watch?v=CgzSnZidGuU>

View, "Soweto Uprising: The Story Behind Sam Nzima's Photograph | 100 Photos | TIME," <https://www.youtube.com/watch?v=gOU15CQL2Mc>

Time will be given at the end of this class for groups to meet to begin planning presentations for the group projects on selected memoirs.

**April 4 - South Africa in Postcolonial Africa, Africa and post-apartheid South Africa**

Readings:

Bamba, Abou B. "An Unconventional Challenge to Apartheid: The Ivorian Dialogue Diplomacy with South Africa, 1960–1978." *The International Journal of African Historical Studies* 47, no. 1 (2014): 77-99. <http://www.jstor.org/stable/24393330>.

Fanon, Frantz, *The Wretched of the Earth*: Pref. by Jean-Paul Sartre. Translated by Constance Farrington. New York: Grove Press, 1965. Chapter, "The Pitfalls of National Consciousness", pp.148-205.

Macmillan, Hugh, "Plus ça change? Mining in South Africa in the last 30 years – an overview," *Review of African Political Economy*, 44:152, 2017, pp.272-291

Williams, A. Susan. "Mercenaries under Apartheid," Chapter 17 in *Who Killed Hammarskjöld?: The UN, the Cold War and White Supremacy In Africa*. London: C. Hurst & Co Publishers, 2011., pp.207-217

Zezeza, Paul Tiyaambe. "Africa's Struggles for Decolonization: From Achebe to Mandela." *Research in African Literatures* 45, no. 4 (2014): pp.121-39.

**April 11 South Africa in Africa (redux)**

Hofmeyr, Isabel. "African History and Global Studies: A View from South Africa." *Journal of African History* 54, no. 3 (2013): 341-349.

Film (shown in class): *Long night's journey into day* (San Francisco: California Newsreel, 2000).

### **April 18 Remembering Apartheid**

Class discussion on memory, memoir, and national identity. This is the group project that counts towards 15% of your grade.

Please come prepared to discuss the book your group has been assigned from the selection of Biko, Gobodo-Madikizela, Krog, Malan, Mandela, or Noah. Please do an online search on the author and read a little about her/his history and current life story.

### **April 25 Is there a South African History?**

Readings:

Delius, Peter. "E.P. Thompson, 'Social History', and South African Historiography, 1970–90." *The Journal of African History* 58, no. 1 (2017): 3-17.

Hofmeyr, Isabel. "South African Remains", *Historical Reflections/Réflexions Historiques* 41, 1: 99-110, accessed Oct 18, 2018, <https://doi-org.ezproxy.princeton.edu/10.3167/hrrh.2015.410108>

**May 9** FINAL EXAM 9:30-12:30