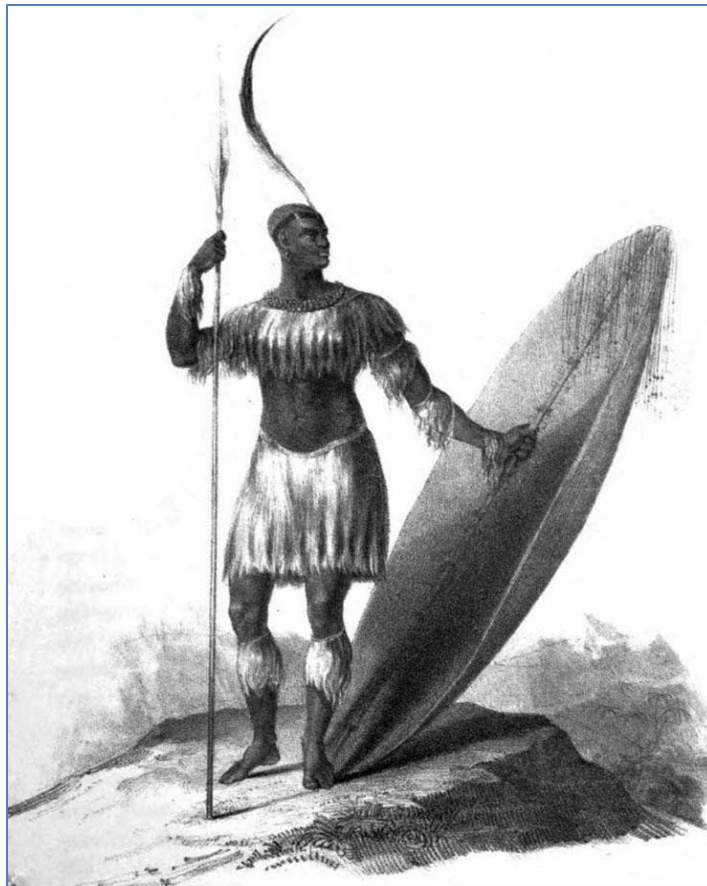


HIST 5005
SPECIAL TOPICS
South African History
(Decolonized)



Sketch of King Shaka (1781 - 1828) from 1824. Attributed to James King, it appeared in Nathaniel Isaacs' "Travels and Adventures in Eastern Africa", published in 1836.

FALL SEMESTER 2023
HISTORY DEPARTMENT
EAST CAROLINA UNIVERSITY

Instructor: Dr. Lynn B. Harris

Office: Eller House 200

Office Phone: 252-328-1967

Class Venue: Brewster Building B 201

Class: M & F 11:00 – 11: 50pm.

Cell Phone: 252-412-5493

Office hours: M & W 9-12pm

Email: harrisly@ecu.edu

Other times by appointment

Course Description

This is a writing intensive course which examines the experiences of people and groups in South Africa. The subcontinent of Southern Africa comprises a distinctive and richly diverse region by virtue of its geography, its peoples, and the particularities of its history of migration, colonization, and minority rule. In this class we will examine various intersections of statecraft, economy, society, and identity, by looking at how conflicts over resources and labor have played out in changing mechanisms of power, accommodation, and resistance. The course will explore South Africa history from prehistoric time periods to the 20th century. The focus is post 1800s. Themes cover indigenous Khoisan and Bantu communities, archaeological sites, indenture and slavery, colonial warfare, genocide, World War I and II, gold and diamond mining, medical, sport, and environmental history. It will include the pre- and post-apartheid era events like the military draft and border war, township insurrections, community and student activism, the peace and reconciliation trials, new monuments, and tourism initiatives. It features iconic African figures like mutineers Massavana and Koesaaj on the Dutch ship *Meermin*, King Shaka of the Zulu nation, Hendrik Witbooi chief of the Nama, and apartheid activists Steve Biko and Nelson Mandela. Another theme that adds to the complex and colorful fabric of South African history is gender with readings on colonial incarceration systems, women serving as secret radar station operators in World War II, and the political overtones of women in sports like soccer and men in rugby. Environmental history examines impacts of mining, farming, and wildlife poaching.

NOTE: THERE IS NO TEXTBOOK AND ALL READINGS ARE AVAILABLE IN CANVAS

Course Objectives:

Upon completion of this course, students should be able to:

- Describe and explain the political, economic, social, and cultural transformations taking place in Southern Africa and the prehistoric and historic underpinnings.
- Adequately analyze the major aspects of colonial rule in Southern Africa assessing African agency as well as the ways in which European colonialism and imperialism were influenced by the South African landscape and indigenous cultures.
- Effectively discuss the complexity and diversity of Southern African cultures
- Identify African communities and personalities and assess their contributions towards South African history
- Explain the challenges of using monuments and heritage sites as historic markers.
- Analyze the impact of industry on the environment and the environment on industry including fisheries, mineral mining, wine farming, and wildlife exploitation.

Learning Outcomes

- Students will demonstrate awareness of interpretive differences in historical accounts
- Students will competently analyze and interpret primary and secondary source historic documents – in addition to visual evidence, archaeological reports, and oral testimonies.
- Students will develop effective oral and writing communication

Course Structure

The class will be conducted in a seminar format. Each session will begin with a lecture by the professor followed by student perspectives of readings – which include articles, reports and primary sources. We may deviate from the syllabus from time to time to pursue other topics of interest to the students participating in the class. On occasion we may have guest speakers with expertise in specific areas of research.

Readings

Readings will serve as platforms for seminar presentations and class discussion. Some of these are listed on the schedule below, while others may be added (and some deleted) as needed from time to time to demonstrate particular issues or topics that arise throughout the semester. Articles listed will all be posted on ECU CANVAS

Class Participants

TBD

Semester Schedule and Readings (All readings are in CANVAS)

Week 1 Introductions and Pre-Historic Southern Africa

August 21 Syllabi, introductions, requirements

Marrengane, Ntombi, and Gerald Lenoir. "Chronology of South African History." *The Black Scholar* 24, no. 3 (1994): 40-43.

August 25

Marean, Curtis W., Peter J. Nilssen, Kyle Brown, Antonieta Jerardino, and Deano Styrder. "Paleoanthropological investigations of Middle Stone Age sites at Pinnacle Point, Mossel Bay (South Africa): archaeology and hominid remains from the 2000 field season." *PaleoAnthropology* 2, no. 1 (2004).

Arthur, Charles. "The archaeology of indigenous herders in the Western Cape of South Africa." *Southern African Humanities* 20, no. 1 (2008): 205-220.

Klatzow, Shelona. "Interaction between hunter-gatherers and Bantu-speaking farmers in the Eastern Free State: A case study from De Hoop Cave." *South African Historical Journal* 62, no. 2 (2010): 229-251.

Klein, Richard G., and Kathryn Cruz-Urbe. "Middle and later stone age large mammal and tortoise remains from Die Kelders Cave 1, Western Cape Province, South Africa." *Journal of Human Evolution* 38, no. 1 (2000): 169-195.

Wood, Marilee. "Ezakwantu: Beadwork from the Eastern Cape." (1994): 104-106.

Hall, Martin. "The burden of tribalism: The social context of southern African Iron Age studies." *American Antiquity* 49, no. 3 (1984): 455-467.

Week 2 Seafaring and Cultural Contact 1500s and 1600s

August 28

Johnson, David. "Remembering the Khoikhoi victory over Dom Francisco Almeida at the Cape in 1510." *Postcolonial studies* 12, no. 1 (2009): 107-130.

Hein, Jeanne. "Portuguese communication with Africans on the searoute to India." *Terrae Incognitae* 25, no. 1 (1993): 41-51.

Raper, P. E. "The Portuguese contribution to South African toponymy." *Scientia Militaria: South African Journal of Military Studies* 18, no. 3 (1988): 24-28.

Turner, Malcolm. "Six pre-colonial Portuguese shipwrecks identified on the South African coast." *Current Science* 117, no. 10 (2019): 1683-1686.

September 1

Yates, Royden, Anthony Manhire, and John Parkington. "Colonial era paintings in the rock art of the south-western Cape: some preliminary observations." *Goodwin Series* (1993): 59-70.

Solomon, Anne. "The death of trance: recent perspectives on San ethnographies and rock arts." *Antiquity* 87, no. 338 (2013): 1208-1213.

Prins, Frans E. "Secret San of the Drakensberg and their rock art legacy." *Critical Arts: A Journal of South-North Cultural Studies* 23, no. 2 (2009): 190-208.

Hall, Martin. "Social archaeology and the theatres of memory." *Journal of Social Archaeology* 1, no. 1 (2001): 50-61.

Coetzee, Carli. "Visions of disorder and profit: the Khoikhoi and the first years of the Dutch East India Company at the Cape." *Social Dynamics* 20, no. 2 (1994): 35-66.

Week 3 Settlement, Slavery, and Indenture

September 4

State Holiday (No classes)

September 8

Reidy, Michael Charles. "VOC Slave Trading Strategies on the Madagascar to Cape Slave Route, 1676-1781." *HumaNetten* 47 (2021): 14-55.

Alexander, Andrew. "Shipboard slave uprisings on the Malagasy Coast: The Meermin (1766) and De Zon (1775)." *Kronos: Journal of Cape History* 33, no. 1 (2007): 84-111.

Swartz, Rebecca. "Child Apprenticeship in the Cape Colony: The Case of the Children's Friend Society Emigration Scheme, 1833-1841." *Slavery & Abolition* 42, no. 3 (2021): 567-588.

Abrahams, Yvette. "Disempowered to consent: Sara Bartman and Khoisan slavery in the nineteenth-century Cape colony and Britain." *South African Historical Journal* 35, no. 1 (1996): 89-114.

Fourie, Johan. "The remarkable wealth of the Dutch Cape Colony: measurements from eighteenth-century probate inventories 1." *The Economic History Review* 66, no. 2 (2013): 419-448.

Adhikari, Mohamed. "A total extinction confidently hoped for: The destruction of Cape San society under Dutch colonial rule, 1700-1795." *Journal of genocide research* 12, no. 1-2 (2010): 19-44.

Schoeman, Karel. "A neglected era in Cape history brought to light Karel Schoeman, Twee Kaapse Lewens: Henricus en Aletta Beck en die Samelewing van hul Tyd, 1702-1755." *Historia* 60 (2015): 177-212.

Harris, Lynn. "'A Gulf Between the Mountains': Slavers, Whalers, and Fishers in False Bay, Cape Colony." *Sea Ports and Sea Power: African Maritime Cultural Landscapes* (2017): 27-41.

Cloete, Nicola. "Digestible memories in South Africa's recent past: processing the Slave Lodge Museum and the Memorial to the Enslaved." *International Journal of Heritage Studies* 27, no. 12 (2021): 1230-1244.

Swart, Sandra. "'Horses! Give Me More Horses!': White Settler Identity, Horses, and the Making of Early Modern South Africa." *The Culture of the Horse: Status, Discipline, and Identity in the Early Modern World* (2005): 311-328.

Week 4	Expansion of the Zulu Kingdom
---------------	--------------------------------------

September 11

Lye, William F. "The Difaqane: The Mfecane in the Southern Sotho Area, 1822–241." *The Journal of African History* 8, no. 1 (1967): 107-131.

Otterbein, Keith F. "The evolution of Zulu warfare." *Kansas Journal of Sociology* 1, no. 1 (1964): 27-35.

Laband, John PC. "The cohesion of the Zulu polity under the impact of the Anglo-Zulu war: a reassessment." *Journal of Natal and Zulu History* 8, no. 1 (1985): 33-62.

Bowman, Joye. "Reconstructing the Past Using the British Parliamentary Papers: The Anglo-Zulu War of 1879." *History in Africa* 31 (2004): 117-132.

Lieven, Michael. "A Victorian Genre: Military Memoirs and the Anglo-Zulu War." *Journal of the Society for Army Historical Research* 77, no. 310 (1999): 106-121.

September 15

Webb, Denver A. "African women and the wars of resistance and dispossession in the Cape Colony and Xhosaland in the eighteenth and nineteenth centuries." *Safundi* 20, no. 3 (2019): 296-313.

Anderson, Catherine E. "Red coats and black shields: race and masculinity in British representations of the Anglo-Zulu War." *Critical Survey* 20, no. 3 (2008): 6-28.

Bowman, Joye. "Reconstructing the Past Using the British Parliamentary Papers: The Anglo-Zulu War of 1879." *History in Africa* 31 (2004): 117-132.

Pollard, Tony. "The mountain is their monument: an archaeological approach to the landscapes of the Anglo-Zulu War of 1879." *Fields of Battle: Terrain in Military History* (2002): 117-135.

Week 5	Mining: Gold and Diamonds
---------------	----------------------------------

September 25

Richardson, Peter, and Jean-Jacques Van Helten. "The development of the South African gold-mining industry, 1895-1918." *Economic History Review* (1984): 319-340.

Jooste, Graham. "The lure of the Reef: great tales." *Farmer's Weekly* 2016, no. 16024 (2016): 80-81.

Cohen, Alan. "Mary Elizabeth Barber, some early South African geologists and the discoveries of gold." *South African Journal of Economic History* 15, no. 1-2 (2000): 1-19

Breckenridge, Keith. "Fighting for a White South Africa: White working-class racism and the 1922 Rand Revolt The Rand Revolt: The 1922 Insurrection and Racial Killing in South Africa, Jeremy Krikler: book review." *South African Historical Journal* 57, no. 1 (2007): 228-243.

Kruger, Rod. "Struben treasures 'rediscovered' at Kirstenbosch." *Veld & Flora* 104, no. 1 (2018): 15-16.

September 29

Harris, Lynn, Jennifer Jones, and Kate Schnitzer
2012 Monuments in the Desert: A Maritime Landscape in Namibia. *Journal of Maritime Archaeology* 7(1):111-140.

Smalberger, John M. "The role of the diamond-mining industry in the development of the pass-law system in South Africa." *The International Journal of African Historical Studies* 9, no. 3 (1976): 419-434.

Schwirck, Harry. "Law's Violence and the Boundary Between Corporal Discipline and Physical Abuse in German South West Africa." *Akron L. Rev.* 36 (2002): 81.

Beinart, William. "Cape workers in German South-West Africa, 1904-1912." In *Collected Seminar Papers. Institute of Commonwealth Studies*, vol. 27, pp. 48-65. Institute of Commonwealth Studies, 1981.

Week 6	Southern African Wars in the 1800s
---------------	---

October 2

Blom, Ingeborg. "Defence of the Cape Colony under Batavian rule 1803 1806." *Kronos: Journal of Cape History* 17, no. 1 (1990): 19-35.

Maphalala, Jabulani. "The Zulus and the Boer War." *History Today* 50, no. 1 (2000): 46-51.

Thompson, Paul S. "A Fighting Retreat: The Natal Native Mounted Contingent after Isandlwana." *Journal of Natal and Zulu History* 13, no. 1 (1990): 27-32.

Thompson, Paul. "'Loyalty's Fair Reward': The Natal Native Horse in the Zulu Rebellion of 1906." *South African Historical Journal* 66, no. 4 (2014): 656-676.

Potgieter, T. D. "Nineteenth century technological development and its influence on the Anglo-Boer War, 1899-1902." *Journal for Contemporary History* 25, no. 2 (2000): 117-119.

Morgan, Kenneth O. "The Boer War and the media (1899–1902)." *Twentieth Century British History* 13, no. 1 (2002): 1-16.

Van Heyningen, Elizabeth. "The Concentration Camps of the South African (Anglo-Boer) War, 1900–1902." *History Compass* 7, no. 1 (2009): 22-43.

Jewell, James Robbins. "Using barbaric methods in South Africa: The British concentration camp policy during the Anglo-Boer War." *Scientia Militaria: South African Journal of Military Studies* 31, no. 1 (2003): 1-18.

October 6

Forsman, Tim, and Christian Louw. "Leaving a Mark: South African war-period (1899-1902) refuge graffiti at telperion shelter in Western Mpumalanga, South Africa." *South African Archaeological Bulletin* 71, no. 203 (2016): 4-13.

Smith, Keith I. "Major Graves and the Natal Native Contingent." *Journal of the Society for Army Historical Research* 86, no. 348 (2008): 297-309.

Nienaber, WC* & Steyn, M. "Exhumation and analysis of the remains of a black native participant in the Anglo-Boer War (1899-1902), KwaZulu-Natal." *South African Journal of Cultural History* 13, no. 2 (1999): 94-110.

JOURNAL LIST SUBMITTED

FALL BREAK OCTOBER 7-10

Week 7	World War I
---------------	--------------------

October 13

Grundlingh, Albert. "Mutating memories and the making of a myth: remembering the *SS Mendi* disaster, 1917–2007." *South African Historical Journal* 63, no. 1 (2011): 20-37.

Rosengarten, Andrea. "'A Most Gruesome Sight': Colonial Warfare, Racial Thought, and the Question of 'Radicalization' during the First World War in German South-West Africa (Namibia)." *History* 101, no. 346 (2016): 425-447.

Gewald, Jan-Bart. "Colonization, genocide and resurgence: the Herero of Namibia 1890-1933." *History, cultural traditions, and innovations in Southern Africa* (2000): 187-226.

Onoszko, Peter W. *Horse-mounted troops in low intensity conflict*. Army War Coll Carlisle Barracks Pa, 1991.

Hull, Isabel V. "The military campaign in German Southwest Africa, 1904-1907 and the genocide of the Herero and Nama." *Journal of Namibian Studies: History Politics Culture* 4 (2008): 7-24.

Blackler, Adam A. "From Boondoggle to Settlement Colony: Hendrik Witbooi and the Evolution of Germany's Imperial Project in Southwest Africa, 1884–1894." *Central European History* 50, no. 4 (2017): 449-470.

Hillebrecht, Werner. "Hendrik Witbooi and Samuel Maharero: The Ambiguity of Heroes." *Re-Viewing Resistance in Namibian History* (2015): 38-54.

Week 8	World War II
---------------	---------------------

October 16

Grundlingh, Albert. "The King's Afrikaners? Enlistment and Ethnic Identity in the Union of South Africa's Defense Force during the Second World War, 1939–45." *The Journal of African History* 40, no. 3 (1999): 351-365.

October 20

Harris, Lynn. "The Special Signal Services (SSS) Women and Native Military Corps: Operators and Guards at the WWII Secret Radar Stations of the Western Cape, South Africa."

SUBMIT ABSTRACT AND ANNOTATED BIBLIOGRAPHY TODAY

Week 9	Medical and Sport History
---------------	----------------------------------

October 23

Van Heyningen, E. B. "Agents of empire: The medical profession in the Cape Colony, 1880-1910." *Medical History* 33, no. 4 (1989): 450-471.

Deacon, Harriet Jane. "Madness, race and moral treatment: Robben Island Lunatic Asylum, Cape Colony, 1846-1890." *History of psychiatry* 7, no. 26 (1996): 287-297. Glover, Lorri and Danie Blake Smith

Deacon, Harriet. "Midwives and medical men in the Cape Colony before 1860." *The Journal of African History* 39, no. 2 (1998): 271-292.

Deacon, Harriet. "Racial segregation and medical discourse in nineteenth-century Cape Town." *Journal of Southern African Studies* 22, no. 2 (1996): 287-308.

Bell, Morag. "'The Pestilence That Walketh in Darkness'. Imperial Health, Gender and Images of South Africa c. 1880-1910." *Transactions of the Institute of British Geographers* (1993): 327-341.

Van Heyningen, Elizabeth B. "The social evil in the Cape colony 1868–1902: Prostitution and the contagious diseases acts." *Journal of Southern African Studies* 10, no. 2 (1984): 170-197.

Williams, Gavin. "Slaves, workers, and wine: the 'Dop system' in the history of the Cape Wine industry, 1658–1894." *Journal of Southern African Studies* 42, no. 5 (2016): 893-909.

Van der Merwe, Alie Emily, D. Morris, Maryna Steyn, and G. J. R. Maat. "The history and health of a nineteenth-century migrant mine-worker population from Kimberley, South Africa." *The South African Archaeological Bulletin* (2010): 185-195.

Brink, Johan G., and Joannis Hassoulas. "The first human heart transplant and further advances in cardiac transplantation at Groote Schuur Hospital and the University of Cape Town With reference to: The operation. A human cardiac transplant: an interim report of a successful operation performed at Groote Schuur Hospital, Cape Town: historical review article." *Cardiovascular journal of Africa* 20, no. 1 (2009): 30-38.2008

October 27

Pelak, Cynthia Fabrizio. "Women and gender in South African soccer: A brief history." In *South Africa and the Global Game*, pp. 63-78. Routledge, 2013.

Steenveld, Lynette, and Larry Strelitz. "The 1995 Rugby World Cup and the politics of nation-building in South Africa." *Media, Culture & Society* 20, no. 4 (1998): 609-629.

Allen, Dean. "Beating them at their own game: Rugby, the Anglo-Boer War and Afrikaner nationalism, 1899-1948." *The International Journal of the History of Sport* 20, no. 3 (2003): 37-57.

Week 10	Environmental History
----------------	------------------------------

October 30

Russell, Jennifer, and David Ward. "Vegetation change in northern KwaZulu-Natal since the Anglo-Zulu War of 1879: local or global drivers?." *African Journal of Range & Forage Science* 31, no. 2 (2014): 89-105.

Dixon, Jacqueline, and Maano Ramutsindela. "Urban resettlement and environmental justice in Cape Town." *Cities* 23, no. 2 (2006): 129-139.

Ross, Robert. "The first two centuries of colonial agriculture in the cape colony: A historiographical review." *Social Dynamics* 9, no. 1 (1983): 30-49.

Pooley, Simon, and Simon Pooley. "Fire at the Cape: From Prehistory to 1795." *Burning Table Mountain: An Environmental History of Fire on the Cape Peninsula* (2014): 15-28.

Harring, Sidney L. "Diamond exploration and the San in Namibia: Toward a legal history." *Environmental Justice* 5, no. 5 (2012): 224-235.

Chimonyo, Goldberg Rindayi, Solomon Mungure, and Paul D. Scott. "The social, economic and environmental implications of diamond mining in Chiadzwa." (2016).

November 3

Haywood, Carl. American Contacts with Africa: A Bibliography of the Papers of the American Whalemen." *African Studies Bulletin* 10.3 (1967), 82-95.

Lambrechts, D., & Goga, K. (2016). Money and marginalisation: The lost war against Abalone poaching in South Africa. *Politikon*, 43(2), 231-249.

Goodrich, André. "Enacting and stabilising the nature of colonial history through hunting in the South African Highveld." *Journal of Contemporary African Studies* 34, no. 1 (2016): 22-39.

Thondhlana, Gladman, Sheona Shackleton, and Edwin Muchapondwa. "Kgalagadi Transfrontier Park and its land claimants: a pre-and post-land claim conservation and development history." *Environmental Research Letters* 6, no. 2 (2011): 024009.

Büscher, Bram, and Maano Ramutsindela. "Green violence: Rhino poaching and the war to save Southern Africa's peace parks." *African Affairs* 115, no. 458 (2016): 1-22.

Week 11	Apartheid Era 1948-1994
----------------	--------------------------------

November 6

Washington, Shirley. "South Africa Obstructs Angola's Search for Peace." *The Black Scholar* 15, no. 6 (1984): 23-32.

Houser, George. "Relations Between the United States and South Africa." *The Black Scholar* 15, no. 6 (1984): 33-38.

Wright, Sanford. "Constructive Disengagement: US Sanctions Against South Africa." *The Black Scholar* 16, no. 6 (1985): 2-11.

Ungar, Sanford J., and Peter Vale. "South Africa: why constructive engagement failed." *Foreign Aff.* 64 (1985): 234.

Baines, Gary. "South Africa's Vietnam? Literary History and Cultural Memory of the Border War." *South African Historical Journal* 49, no. 1 (2003): 172-192.

Stapleton, Tim. "Bush tracking and warfare in late twentieth-century east and southern Africa." *Historia* 59, no. 2 (2014): 229-251.

Stapleton, Tim. "'Tracking, tracking and more tracking was their motto': bush tracking and warfare in late twentieth-century Southern Africa." *War & Society* 34, no. 4 (2015): 301-323.

Bolliger, Lennart. "Apartheid's transnational soldiers: The case of black Namibian soldiers in South Africa's former security forces." In *Transnational Histories of Southern Africa's Liberation Movements*, pp. 190-209. Routledge, 2020.

Forrest, Joshua. "Namibia--The First Postapartheid Democracy." *Journal of Democracy* 5, no. 3 (1994): 88-100.

Sapire, Hilary. "Township histories, insurrection and liberation in late apartheid South Africa." *South African Historical Journal* 65, no. 2 (2013): 167-198.

Kynoch, Gary. "From the Ninevites to the Hard Livings gang: township gangsters and urban violence in twentieth-century South Africa." *African Studies* 58, no. 1 (1999): 55-85.

Pirie, Gordon H. "Ethno-linguistic zoning in South African black townships." *Area* (1984): 291-298.

November 10

McClintock, Anne. "'No longer in a future heaven': women and nationalism in South Africa." *Transition* 51 (1991): 104-123.

Gish, Steven. "Reacting to Amy Biehl: Perspectives from South Africa and the United States." *Safundi: The Journal of South African and American Comparative Studies* 4, no. 2 (2003): 1-9.

Gish, Steven. "Amy Biehl and the ANC: A Scholar-Activist in South Africa, 1992—93." *African Historical Review* 45, no. 1 (2013): 1-21.

Pohlandt-McCormick, Helena. "Controlling woman: Winnie Mandela and the 1976 Soweto uprising." *The International journal of African historical studies* 33, no. 3 (2000): 585-614.

Week 12 Post-Apartheid Era Successes and Challenges 1994-2023

November 13

Soudien, Crain. "Nelson Mandela, Robben Island and the imagination of a new South Africa." *Journal of Southern African Studies* 41, no. 2 (2015): 353-366.

Suttner 1, Raymond. "(Mis) Understanding Nelson Mandela." *African Historical Review* 39, no. 2 (2007): 107-130.

Majavu, Mandisi. "Orania: A white homeland in post-apartheid South Africa." *Sociology Compass* 16, no. 7 (2022): e13004.

Trimikliniotis, Nicos, Steven Gordon, and Brian Zondo. "Globalisation and Migrant Labour in a 'Rainbow Nation': a fortress South Africa?." *Third World Quarterly* 29, no. 7 (2008): 1323-1339.

Wurz, Sarah, and J. H. Van der Merwe. "Gauging site sensitivity for sustainable archaeotourism in the Western Cape Province of South Africa." *The South African Archaeological Bulletin* (2005): 10-19.

Teulié, Gilles. "First World War memorial ghosts and the reshaping of South African identity: Remembering the SS Mendi in Delville Wood." In *Memory and Identity*, pp. 151-165. Routledge, 2022.

Moffett, Helen. "'These women, they force us to rape them': Rape as narrative of social control in post-apartheid South Africa." *Journal of Southern African Studies* 32, no. 1 (2006): 129-144.

November 17

Vora, Jay A., and Erika Vora. "The effectiveness of South Africa's truth and reconciliation commission: perceptions of Xhosa, Afrikaner, and English South Africans." *Journal of Black studies* 34, no. 3 (2004): 301-322.

Messtell, Lynn. "Trauma culture: Remembering and forgetting in the new South Africa." *Memory, trauma and world politics: Reflections on the relationship between past and present* (2006): 157-175.

Leslie, Michael. "Bitter monuments: Afrikaners and the new South Africa." *The Black Scholar* 24, no. 3 (1994): 33-39.

Strange, Carolyn, and Michael Kempa. "Shades of dark tourism: Alcatraz and Robben Island." *Annals of tourism research* 30, no. 2 (2003): 386-405.

Schutte, Gerhard. "Tourists and tribes in the "new" South Africa." *Ethnohistory* 50, no. 3 (2003): 473-487.

SUBMIT RESEARCH PAPERS

THANKSGIVING BREAK NOVEMBER 22 – 26
--

Week 13. Research Presentations
--

November 27

Students TBD

December 1

Students TBD

CLASSES END DECEMBER 4

FINAL EXAMS BEGIN DECEMBER 6

Course Assignments & Grading

Assignment	Due Date	Points
Readings, Assignments and Participation	Every class	20%
Journal List	October 6	20 %
Paper Abstract & Annotated Bibliography	October 20	20%
Research Paper	November 17	20%
Research Presentation	November 27 and December 1	20%
TOTAL		100%

Weekly Topic Calendar

Week 1	Introductions and Pre-Historic Southern Africa
Week 2	Seafaring and Cultural Contact 1500s and 1600s
Week 3	Settlement, Slavery, and Indenture
Week 4	Expansion of the Zulu Kingdom
Week 5	Mining: Gold and Diamonds
Week 6	Southern African Wars in the 1800s
Week 7	World War I
Week 8	World War II
Week 9	Medical and Sport History
Week 10	Environmental History
Week 11	Apartheid Era 1948-1994
Week 12	Post-Apartheid Era Successes and Challenges 1994-2023
Week 13	Research Presentations
Week 14	Research Presentations

Grading Scale

A = 100 – 93%

B = 92 – 86%

C = 85 – 76%

Notes on Assignments

Participation: The classes will be a seminar format. The instructor will start the class with an introduction to the topic, followed by a lively class discussion about the readings and information covered. Students are expected to participate actively in discussions and adhere to professional standards of conduct and critical analysis. You are also expected to lead discussions based on the readings for that week. We will set up a roster so that you can prepare in advance.

Research Presentations: Speaking at conferences to your peers and to members of the public is a key component of a scholarly career. This is good practice. Presentations on your research should be no more than **15 minutes** in length, and should be delivered as you would give a paper at a professional conference. You are expected not just to present the information, but to critically analyze it in your concluding slide. The students are **expected** to respond to the presentations by asking questions and making comments or suggestions for future work on the topic. Be thorough and creative!

Term Papers (3 assignments):

1. Journal List (20 points)
List 10 journal articles you might use and write a short annotation for each.
2. Paper Abstract & Annotated Bibliography (20 points)
Write an abstract for your paper. This should be 200 words. Clearly identify your research question/s or argument. List twenty sources that may include journal articles, books, archaeological reports, newspaper articles, websites that list digital open access collections, film, and oral history. Follow the Chicago Style Guide for the bibliography
https://www.chicagomanualofstyle.org/tools_citationguide.html
3. Term Paper (20 points)
The topic should be a Southern African with research related to one of the module themes covered in course. Clearly state your research question or argument. The length should be 8000 words, Times Roman font, double-spaced. Remember to credit each image you use. Follow the Chicago Style Guide for footnotes and a bibliography
https://www.chicagomanualofstyle.org/tools_citationguide.html
You will be provided with examples and a template for formatting your term paper correctly.

Source Materials for Term Papers

Primary Source Collections Online (Full View)

Hollway, H. C. Schunke. Bibliography of Books, Pamphlets, Maps, Magazine Articles, & C., Relating to South Africa, With Special Reference to Geography: From the Time of Vasco Da Gama to the Formation of the British South Africa Company In 1888. [Cape Town: Royal Society of Africa, 1878.

<https://catalog.hathitrust.org/Record/100142716>

H. C. V. Leibbrandt, Jan van Riebeeck, and H. C. V. Leibbrandt. Precis of the Archives of the Cape of Good Hope. Cape Town: W. A. Richards & sons, 1896

<https://catalog.hathitrust.org/Record/002713746/Home>

<https://go.exlibris.link/qMHv77HF>

Theal, George. *History of South Africa [1486-1691]*. Vol. 1. London: Swan Sonnenschein, Lowrey, & Co, 1888.

<https://go.exlibris.link/2xLGJdJ6>

Theal, George. *History of South Africa [1691-1795]*. Vol. 2. London: Swan Sonnenschein & Co, 1888.

<https://go.exlibris.link/WpzYQS4L>

Theal, George McCall, 1837-1919. 1888. *History of South Africa*. London; Farmington Hills, Mich.; S. Sonnenschein, Lowrey, & Co.

<https://go.exlibris.link/qsKsMKCc>

Theal, George. *History of South Africa [1795-1834]*. Vol. 3. London: Swan Sonnenschein & Co, 1891.

<https://go.exlibris.link/pTDcYYt5>

History of South Africa: Visual Resources

Image Resources

- [Africa Media Online](#)
A good first stop for any project with more than 120,000 African pictures available online. The emphasis of the company is to enable Africans to tell Africa's story in the global arena. Remember to provide full captions and link back to their website.
- [ARTstor](#) **This link opens in a new window**
An extensive library of digitized images of paintings, photographs, drawings, and more.
- [Baileys African History Archive \(BAHA\)](#)
Holds 40 years of material from all the editions of Drum Magazine and its various sister publications: Golden City Post, Trust, True Love and City Press. Contains a wealth of information from politics to culture and complexities of the vast Anglophone African nations. Provide full captions and link back to this website; if the photographer is identified as Jurgen Schadeberg, then credit him, not BAHA.
- [Eliot Elisofon Photographic Archives](#)
A research and reference center devoted to the collection, preservation and dissemination of visual materials that encourage and support the study of the arts, cultures and history of Africa. Created by the National Museum of African Art, part of the Smithsonian Institution.
- [Jurgen Schadeberg](#)
Jurgen Schadeberg worked for Drum magazine, a pivotal South African magazine, in the 1950s. His photographs for the publication span the history of South Africa during Apartheid and include photos of many historical figures like Nelson Mandela, Walter Sisulu, Yusuf Dadoo, and many others. Remember to provide full captions and a link back to the website.

WITS University Historical Research Archives

This site includes the two major research archives at the University, namely the Historical Papers Research Archive (HPRA), and the South African History Archive (SAHA). In addition it incorporates our partner institution, the Robert Mangaliso Sobukwe Museum & Learning Centre, and the projects AFRAPIX and MEDU. This multi-institutional setup allows for searching across these institution's online finding aids and searchable digital items.

<http://researcharchives.wits.ac.za/historical-papers-research-archive-library-university-of-witwatersrand>

University of Cape Town Digital Collections

UCT Libraries Digital Collections represent a selection of material available through UCT's archival holdings, primarily held in UCT Libraries Special Collections, but also gathered through academic field recordings, primary data collation and UCT departmental collections.

This is a growing resource as we are committed to the responsible generation of content rich collections that are curated in active support of research and teaching.

<https://digitalcollections.lib.uct.ac.za/>

<https://digitalcollections.lib.uct.ac.za/humanitec/iziko>

Dissertations & Theses at South African Universities: Catalogs and Selected Electronic Full-Text

[Rhodes University](#)

[University of Cape Town Libraries--ETDs](#)

[UPeTD: University of Pretoria](#)

[University of South Africa--Electronic Theses and Dissertations](#)

[University of the Western Cape ETD](#)

[WIReDSpace: ETDs at the University of the Witwatersrand](#) (Johannesburg)

District Six Museum Online (Cape Town, South Africa)

This site offers general information about the museum and its collections. "In 1989 ex-residents of District Six envisaged a museum to commemorate the area and honour the people who fought against the forced removals and Group Areas Act. On 10 December 1994, the District Six Museum opened with its first exhibition 'Streets - Retracing the Past'. The Museum provides a space for the community to come together and share their experiences and retrace their memories."

The Ruth *First Papers* (Institute of Commonwealth Studies, University of London, UK)

In partnership with the UWC-Robben Island Mayibuye Archives and the Centro de Estudos Africanos, Universidade Eduardo Mondlane, Mozambique.

[Gandhi-Luthuli Documentation Centre, University of KwaZulu-Natal at Westville, South Africa](#)

An extensive listing of holdings--the bulk of which is concerned with Indians (and other South Asians) in South African history, with some on Luthuli and other Africans...featuring online documents--including research papers, MA and Ph.D. theses, bibliographies; plus, related lin

[A Treasure Trove of Photographs of Cape Town in the 1960s](#)

<https://www.theheritageportal.co.za>

The Catacombs **nightclub**

South African Books (Extra Reading or Review)

Biko, Steve. *I write what I like: Selected writings*. University of Chicago Press, 2015.

Courtenay, Bryce. *The Power of One: A Novel*. Ballantine Books, 1996.

Gasa, Nomboniso, ed. *Women in South African History: They remove boulders and cross rivers*. HSRC Press, 2007.

Grundlingh, Albert M. *Fighting their own war: South African blacks and the First World War*. Ravan Press of South Africa, 1987.

Grundy, Kenneth W., and Kenneth William Grundy. *Soldiers without politics: Blacks in the South African armed forces*. Vol. 33. Univ of California Press, 1983.

Hall, Martin. *Archaeology and the modern world: colonial transcripts in South Africa and Chesapeake*. Routledge, 2015.

Mandela, Nelson, and Jon Cartwright. *Long walk to freedom*. Royal New Zealand Foundation for the Blind, 1961.

Mathabane, Mark. *Kaffir boy: The true story of a black youth's coming of age in apartheid South Africa*. New York: Macmillan, 1986.

Nasson, Bill. *Abraham Esau's war: a black South African war in the Cape, 1899-1902*. No. 68. Cambridge University Press, 2003.

Noah, Trevor. *Born a crime: Stories from a South African childhood*. Doubleday Canada, 2016.

Nkomo, Mokubung O. "Student culture in black South African universities: some factors contributing to student activism, 1960-1980." (1983).

Theroux, Paul. *The Last Train to Zona Verde: My Ultimate African Safari*. Houghton Mifflin Harcourt, 2013.

Trotter, Henry. *Sugar Girls & Seamen: A journey into the world of dockside prostitution in South Africa*. Jacana Media, 2008.

Wieder, Alan. *Ruth First and Joe Slovo in the war against apartheid*. NYU Press, 2013.

ECU and Class Policies

Plagiarism:

In college classes, we are continually engaged with other people's ideas: we read them in texts, hear them in lectures, discuss them in classes, and incorporate them into our own writings. As a result, it is very important that we give credit where it is due. Plagiarism is using the words and ideas of others without clearly acknowledging that source of information.

To Avoid Plagiarism:

1. Put in quotation marks everything that comes directly from a text, especially when taking notes.
2. Paraphrase but be sure you are not just rearranging or replacing a few words. Be sure to check your paraphrase against the original text to be sure you have not used the same words or phrases.
3. You should document your information whenever you use: another person's idea, opinion, theory, facts, statistics, graphs, drawings, quote another person's actual spoken or written words and paraphrase another person's spoken or written words.

[*http://media.lib.ecu.edu/libguides/tutorial/plagiarism/story.html](http://media.lib.ecu.edu/libguides/tutorial/plagiarism/story.html)

[*https://libguides.ecu.edu/c.php?g=543684&p=5213435](https://libguides.ecu.edu/c.php?g=543684&p=5213435)

*Citation Guides

https://www.youtube.com/watch?v=ZDGDUOi_92A

https://www.youtube.com/watch?v=_ODakMMqvIs

<https://www.youtube.com/watch?v=0NdT4Y620nE&t=83s>

Plagiarism Example

Source: Frick, T. (1991). *Restructuring Education Through Technology*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Original Source Material: Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate -- yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.

Plagiarized Version: In examining technology, we have to remember that computers are not the first technology people have had to deal with. The first technology was the primitive modes of communication used by prehistoric people before the development of spoken language.

Family Rights and Education Privacy Act

<https://registrar.ecu.edu/wp-content/pv-uploads/sites/651/2018/01/FERPA-Flyer.pdf>

Statement of Inclusion/Non-Discrimination

East Carolina University prohibits unlawful discrimination based on the following protected classes: race/ethnicity, color, genetic information, national origin, religion, sex (including pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, disability, political affiliation, and veteran status.

ECU Policy on Disabilities:

East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to Disability Support Services, located in Slay 138, to verify the disability before any accommodations can occur. The telephone number is 252-737-1016.

ECU Campus Resources

Dr. Lynn Harris. I am here to support you and make your class understandable as possible.

Center for Counseling and Student Development. <http://www.ecu.edu/counselingcenter/>

Dean of Students. <https://deanofstudents.ecu.edu/>

Office of Victim Services. <http://www.ecu.edu/cs-studentaffairs/victimservices/index.cfm>

Department for Disability Support Services. <https://dss.ecu.edu/>

ECU Police Department. <http://www.ecu.edu/police/>

ECU Class Attendance Policy:

A student's participation in the work of a course is a precondition for receiving credit for the course. Students are expected to attend punctually all lecture and laboratory sessions and field experiences and to participate in course assignments and activities as described in the course syllabus. Absences are counted from the first-class meeting after the student registers. Students registering late are expected to make up all missed assignments in a manner determined by the instructor.

Each instructor shall determine the class attendance policy for each of his or her courses as long as the instructor's policy does not conflict with university policy. The instructor's attendance policy will be provided to the class on a syllabus distributed at the first-class meeting. Class attendance may be a criterion in determining a student's final grade in the course if the instructor provides a written statement to this effect in the course syllabus.

Students should consult with their instructors about all class absences. It is the responsibility of the student to notify the instructor immediately about class absences, to provide appropriate documentation for an absence, and discuss any missed class time, tests, or assignments. Except in the case of university excused absences, it is the decision of the instructor to excuse an absence or to allow for any additional time to make up missed tests or assignments. Excused absences should not lower a student's course grade, provided that the student, in a manner determined by the instructor, is able to make up the work that has been missed and is maintaining satisfactory progress in the course.

Student Health Services does not issue official written excuses for illness or injury but will upon request at the time of the visit, provide a note confirming that the student has received care. In the event that the student is seriously ill or injured at the time of final examinations, Student Health Services on request by the student, may recommend a medical incomplete. A student who receives medical care from another licensed medical provider may take his or her instructor a note from that provider indicating that the student was too ill or injured to attend class and listing the date(s) for which the student was unable to attend. The instructor may choose to accept these notes as evidence of excused absences.

The Dean of Students may authorize a university-excused absence in the following situations:

1. Student participation in authorized activities as an official representative of the university (i.e. athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances).
2. Participation in other activities deemed by the Dean of Students to warrant an excused absence, such as required military training.
3. An extreme personal emergency or serious medical condition.
4. The death of an immediate family member (such as parent, sibling, spouse or child).
5. Student participation in religious holidays.

It is the student's responsibility to obtain verification of a university-excused absence by contacting the Dean of Students. Requests for university-excused absences should be submitted, whenever possible, to the Dean of Students at least a week prior to the scheduled absence. Requests submitted after the fact will be disapproved unless circumstances made prior approval impossible.

Instructors are expected to honor valid university excused absences and to provide reasonable and equitable means for students to make up work missed as a result of those absences. Students who anticipate missing 10% or more of class meeting time as a result of university-excused absences are required to receive approval from the instructor at the beginning of the semester. Student experiences that cannot be made up should be discussed at the onset of the course to ensure that continued enrollment is feasible while there is still the opportunity to withdraw the course within the schedule change period.

A student who believes that he or she has been treated unfairly concerning absences or has been misinformed by the instructor regarding that instructor's absence policy shall have the right to appeal. The appeal shall be in writing to the instructor's department chair or school director, and in the event the resolution is not satisfactory, the final decision rests with the academic dean.

Class Organization:

Students should organize notes and materials in a manner which he or she can effectively understand.

Class Discussion and Participation:

Students are expected to be present and on time to all class meetings in order to effectively and fully participate in class discussion. Participation is essential to your final grade; please let the instructor know if you cannot attend class.

Class Evaluation:

The only way the instructor can evaluate students is by some proven method of testing. This may take various forms--map assignments, essays, oral presentations, written summaries as well as class

discussion and participation. Any combination of these evaluation methods is left to the discretion of the instructor. In addition, students should take careful lecture and reading notes.

ECU Academic Integrity Statement:

Students have a responsibility to uphold the principle of academic integrity in all of their academic work. The ECU Academic Integrity Policy prohibits cheating, plagiarism, falsification, multiple submissions, and attempting or assisting others with violations of the policy. Penalties for violating the Academic Integrity Policy and an explanation of the process is found at http://www.ecu.edu/osrr/faculty_staff-process.cfm.

ECU Grading Policy

Incomplete (I) Grade Policy:

A grade of I must be removed during the next semester (not counting summer session) in which the student is enrolled in the university or it automatically becomes an F. For more information regarding the removal of an incomplete, please review Removal of Incomplete under the Academic Regulations section of the University Catalog.

ADA Compliance

East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Support Services located in Brewster A-114 to verify the disability before any accommodations can occur. The telephone number is 252-328-6799.