**HIS200: GATEWAY TO HISTORY**

THE RISE AND FALL OF APARTHEID IN SOUTH AFRICA

**Spring 2022**

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Class Meets in Meliora 224 from 1400 to 1515

Course Description

This seminar is designed to introduce students to the skills and concepts necessary to study college-level history. It will emphasize research, interpretation, argument, and writing by investigating a series of problems in the historical study of apartheid in South Africa.

Whereas radical scholars view apartheid, or South Africa’s policy of racial segregation, as the workhorse of the country’s economic growth, liberals take the opposite view — apartheid has been an impediment to the creation of a free market. This course assesses the two positions as part of a study of key developments leading to the rise and fall of the apartheid regime.

Required Texts\*

William Beinart, *Twentieth-century South Africa* (Oxford, New York: Oxford University Press, 2001 [1994]).

Mary L. Rampolla, *A Pocket Guide to Writing in History* (Bedford/St. Martin’s, Boston/New York, 2012 [2004]).

\* The Kelly Family History Book Fund will give you money to purchase required textbooks in History; contact the History Department’s Administrator.

Requirements, Assignments, and Grading

1. Attendance and participation in seminar discussions are mandatory.

2. One Workshop Exercise: *Quotation and Citation, due* ***21 March***

*3:* Three reviews, due on ***February 2, Feb 23,***  ***April 6***

4. An essay, due ***April 20***.

**Research Paper** should be between 3,000 and 3,500 words exploring a topic in the general area of South African history since 1652. Students decide the specific subject they want to research and write about, but are encouraged to consult with the instructor if they run into difficulties identifying an issue that interests them.

The essay should be based on about ten “scholarly” works beyond the required material used in this course. Articles downloaded from online journals and electronic books are treated as “scholarly,” but those from the Worldwide Web are not, and are not therefore permitted to form part of your bibliography.

**200W**: Finally, students taking this course to fulfill their college writing requirement will revise the first and second reviews after getting feedback from the instructor on the original draft.

**Review:** In a review of a book, article, film, or any other text, you are expected to (1) summarize the main ideas and arguments; (2) and state the relevance of the work to the debate being discussed at that point in the course.

**Summary: Assignments and Due Dates**

* *Review1: February 2 (*Omer-Cooper, 1-17)
* *Review 2: February 23* ( Beinart, 114-169)
* *Review 3: April 6 (*“Gold Widows”)
* *Workshop: March 21 (*Rampolla, *Pocket Guide*, chapter 7).
* *Essay: April 20.*

**Grading:** Attendance and Participation: **25%**; Workshop Exercise, **5**%; Three Reviews, **30**%; Essay, **40**%.

Course Outline

**Jan 12: Objectives and Dimensions of the Course**

PART I: TOWARD AND AWAY FROM APARTHEID

**Jan 19: Indigenous Peoples: The Khoisan**

J. Omer-Cooper, *History of Southern Africa* (David Philip, James Currey, Heinemann, 1997),1-7.

**Jan 24: Indigenous Peoples: The Bantu**

Omer-Cooper, *History of Southern Africa*, 7-16.

***Review 1 (***Omer-Cooper, 1-16***) Due Today***

**Jan 26: The Cape Colony: From Dutch to British Rule**

Omer-Cooper, *History of Southern Africa*, 17-53

**Jan 31 No Class**

**Feb 2: Shaka and the Mfecane**

Leonard Thompson, *A History of South Africa* (Yale University Press, Revised Edition, 1996), 80-87.

* ***Review I (Omer-Cooper, 1-17 Due Today***

**Feb 7: The Great Trek**

Philip Curtin, et. alia, *African History From Earliest Times to Independence* (Longman, 2nd Edition [1978], 1995), 280-287.

## Feb 9: The Battle of Isandlwana, 1879

## Colin Webb, “Great Britain and the Zulu People 1879-1887,” in *African Societies in Southern Africa: Historical Studies*, “ed. L. Thompson (NY & Washington, Praeger, 1969): 302-323.

* Video 1: Day of the Zulu (60 minutes)

**Feb 14: Instituting Segregation**

William Beinart, *Twentieth-century South Africa* (Oxford, New York: Oxford University Press, 2001 [1994]), 88-113.

**Feb 16:**  **Fighting Segregation**

Video 2: “Generation of Resistance” (54 minutes)

**Feb 21: Rise of Apartheid**

Beinart, *Twentieth-Century South Africa*, 114-169.

**Feb 23: Popular Opposition against Apartheid**

Beinart, *Twentieth-Century South Africa*, 228-253

* ***Review 2 (Beinart, 114-169) Due Today***

**Feb 28: The ANC and Apartheid**

Video 3: “Spear of the Nation:” (1986, 52 minutes)

**March 2: Cuba’s Military Intervention**

Video 4: “Cuba: An African Odyssey,” Part II, Chapter 2 (60 Minutes)

Spring Break: No Classes on March 7, 9

**March 14: The End of Apartheid**

Beinart, *Twentieth-Century South Africa*, 254-285

PART II: RESEARCHING THE HISTORY OF APARTHEID

**March 16: Quoting and Documenting Sources**

Rampolla, *Pocket Guide*, chapter 7.

**March 21: Finding and Using Sources: A Library Tour**

M. L. Rampolla, *A Pocket Guide to Writing in History* (Bedford/St. Martin’s, Boston/New York, 2012 [2004]), chapters 1, 2.

* ***Workshop (Rampolla, Chapter 7) Due Today***

**March 23: Reading and Writing in History**

Rampolla, *Pocket Guide*, chapters 3, 4.

**March 28: Plagiarism**

Rampolla, *Pocket Guide*, chapters 5, 6.

PART III: APARTHEID’S IMPACT ON THE ECONOMY

**March 30: Transformations in South African Economy**

Martin Legassick, “Gold, Agriculture, and Secondary Industry in South Africa, 1885-1970: From Periphery to Sub-Metropole as a Forced Labour System,” in *The Roots of Rural Poverty in Central and Southern Africa*, eds., Robin Palmer and Neil Parsons (Berkeley and LA: University of California Press, 1977): 175-200.

**April 4: Who are Peasants?**

“Peasants in Africa.” (Notes)

**April 6: Strangulation of the South African Peasantry**

Colin Bundy, “The Emergence and Decline of a South African Peasantry,” *African Affairs* 71, 285 (1972): 369-388.

***Review 3 (“Gold Widows”) due Today***

**April 11: Capitalism and the Working Classes**

E.R. Wolf, *Europe and the People Without History* (University of California Press, 1982), 354-63, 366-68.

**April 13: Research Essay: Consulting with Lecturer**

**April 18: Reproduction of the Labor Force**

Video 4: “Gold Widows” (52 minutes)

**April 20: Liberals Interpret Economic Change**

Moll, Terence, “Did the Apartheid Economy ‘Fail’?” *Journal of Southern African Studies* 17, 2 (June 1991): 271-291.

* ***Research Essay Due Today***

**April 25: Radical Views of the Role of Apartheid**

H. Wolpe, “Capitalism and Cheap Labour-Power in South Africa: From Segregation to Apartheid.” *Economy and Society* 1, 4 (1972): 425-456.

**April 27: Can Radicals Make Peace with Liberals?**

Beinart, *Twentieth-Century South Africa*, 156-158, 170-179, 252-253.

College Policies

* **The College’s Credit Hour Policy** on undergraduate courses is to award 4 credit hours for courses that meet for the equivalent of 3 periods of 50 minutes each week. Students enrolled in HIS 383W are expected to devote at least one hour each week to identifying the main lines of argument in course readings, working alone or in groups, and to researching in depth their topics for the final seminar paper..
* **Students with Disabilities:** The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: disability@rochester.edu; (585) 276-5075; Taylor Hall. If you have any questions or concerns, please feel free to contact me as well.
* **Academic Honesty Statement**: All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. Cheating and plagiarism are serious offenses and will be treated as such. Anyone who engages in such activities will be turned over to the College Board on Academic Honesty for disciplinary action, as outlined at http://www.rochester.edu/College/honesty/. For a helpful discussion of plagiarism (including subtle instances), see the American Historical Association’s ‘Defining Plagiarism,’ <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/plagiarism-curricular-materials-for-history-instructors/defining-plagiarism>.”
* Grading scale:

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| --- | --- |
| A | 100-93% |
| A- | 92.9-90% |
| B+ | 89.9-87% |
| B | 86.9-83% |
| B- | 82.9-80% |
| C+ | 79.9-77% |
| C | 76.9-73% |
| C- | 72.9-70% |
| D+ | 69.9-67% |
| D | 66.9-63% |
| D- | 62.9-60% |
| F | Below 60% |

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* **Disclaimer:** The instructor reserves the right to change topics and assignments on the syllabus at any point in the semester. Any changes will be announced in class and posted on Blackboard.