

HIST 417: SOCIETY & CULTURE IN MODERN AFRICA

APARTHEID SOUTH AFRICA

Fall 2013 – MW 12:00-1:20pm, Lokey Education Building 276 – CRN 17306/17307

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Overview and Objectives

When people think about South Africa, they usually focus on its late twentieth century existence, a period dominated by the system of legal racial segregation known as *apartheid*. Between the creation of South Africa as a single state under the South Africa Act in 1910 and the legal end of *apartheid* in 1994, virtually every social class and cultural group experienced dramatic change connected to that legal system of controls and fought to direct it, destroy it, or simply survive it in a variety of ways. That system had a wide range of social and cultural influences and effects, which were inextricable from the political and economic elements that provided direction to it, and which often remain with us.

This course is therefore a survey of the era of *apartheid* in South Africa, with its focus on cultural and social formations but with a healthy background in political and economic struggles within the country and outside its borders. We will look at a number of roughly chronological themes to highlight the paradoxes of *apartheid*'s systems of control, understand how and why that system developed, and spot its sometimes surprising logical gaps. We will see the era through contemporary film, literature, and critical analysis from a number of viewpoints. By the end of this course, you will understand the “why” and “how” of South Africa’s recent history, and you will understand the deep roots of debates in the country up to the present day. This era’s relation to other African and global developments will also be evident.

This course neither presumes nor requires prior background in modern African history, cultures, or geography, but the learning curve will be steep without them. It is also an unapologetically reading- and writing-intensive course, which you may wish to consider relative to your overall workload this term.

A Note About This Syllabus

Everything on this syllabus is important; you should read it carefully and refer to it frequently. You are responsible for knowing its contents. The paper copy you receive at the beginning of the course is, ideally, the final version, but the unexpected can intrude and changes may be made. I articulate virtually everything somewhere within this syllabus and any changes in class and on Blackboard, so there should be no big surprises.

Key Policy Notes (explained more fully within):

NO LAPTOPS OR GADGETS except as noted (turn the cell phone off/set to silent).
ALL LATE WORK IS MARKED DOWN 20% PER CALENDAR DAY OR PORTION THEREOF.

Assignments

Map Quiz: (5%) Because history makes little sense without geography, we will have a map quiz at the beginning of the second week of class. This quiz will deal with city locations, major geographical features, and political subdivisions of the era between 1910 and 1994.

Participation: (15%) Speaking in class discussion and otherwise interacting with me and others in the context of the course is worth 15% of your grade. This means that if you melt entirely into the scenery, an A will be nearly impossible to attain. Participation also extends beyond set-piece discussions and can include impromptu conversations we enter during class periods, so feel free to raise questions. Ultimately participation is about being engaged and exchanging ideas. Absences will naturally destroy this portion of the grade most directly.

Response Papers: (10% each, 40% total) At four points during the term, you will be asked to tender brief 750-1000 word (3-4 pages, double spaced) response papers on particular themes. The rough subject is set (see page 10) but you will have broad latitude in the observations you may include in these papers. Their purpose is to get you to think about, and talk about, the context of **what we've read and seen**; your grade will reflect the originality, insightfulness, and breadth of your observations **relative to the course material assigned**. You may exceed the maximum word count moderately, and style requirements are more relaxed than the term paper.

Research Paper (3500-4500 words, not including notes and bibliography) and Proposal (~2-3 pages, plus preliminary bibliography): (40%) The final portion of your grade will be a short research paper due at the end of the term, and a proposal for same due during the third week of the term. The paper must address a topic relevant to South Africa and *apartheid* by employing primary (original) film or print sources, although you may propose a subject instead that will employ a larger number of sources in making an interpretative case. The paper will be a formal piece of writing **subject to the citation and formatting standards set in Rampolla 7th edition** (required) or the *Chicago Manual of Style* on which it is based, using footnotes and a bibliography. If you don't know what a style guide is, or if you have problems figuring out how to use one, ask me. Writing and citation style will constitute ¼ of your paper grade, so take it seriously.

The proposal is worth 5% of your final grade; the paper itself, 35%. Failure to tender any proposal by week five will trigger a zero grade on the entire paper and thus a failing mark for the course. Note the proposal and paper due dates, and plan ahead accordingly—don't let it sneak up on you! Final papers, unlike the response papers and proposals, may be sent via email, but you are solely responsible for your work reaching me in the format you intended. "Email glitches" or "corrupted files" have become common delaying tactics and so unfortunately can no longer be excused even when legit.

If you are using this paper for the African Studies minor research requirement, it must be at least 4000 words; I may veto unsuitable topic selections. Let me know at the start of class if you intend to do this.

Please see the end of this syllabus for further information about the paper and the proposal.

Graduate students enrolled in History 517 (CRN 17307) will have modified requirements: a longer paper (5000-7500 words) that deals with the historiography and interpretation of selected events or themes from South African history, additional readings, added group meetings (depending on numbers) for discussion, and ten weekly response papers instead of just five. The specific content and scheduling of these requirements will be arranged between graduate registrants and the professor at the appropriate time so as to accommodate everyone and make the course as rewarding as possible.

Grading (for HIST 417)

Your overall grade will be weighted as follows, out of a term total of 400 points. There is no final exam.

Map Quiz	20 pts	5%
Participation (Discussion/etc):	60 pts	15%
Response Papers (40 pts each):	160 pts	40%
Research Paper Proposal	20 pts	5%
Research Paper	140 pts	35%

Please pay close attention to the important due dates and times, which are recapitulated at the end of this syllabus. **Late papers lose 20% per day late, or portion thereof.** If you know you will have an issue with a deadline, you need to let me know as soon as possible so we can determine any necessary arrangements. There is no provision for extra credit in this course, and there is no “curve” up or down.

Final grades will be assigned according to percentages on the standard scale (90s = A range, 80s = B range, etc.), with fractional percentages rounded to the nearest full point. Please note that **I do not change assignment or course grades**, except in cases of arithmetical or clerical error. Although I am happy to explain a grade and offer assistance for the future, I will not accept petitions for such changes.

Course Texts: Bibliography and Availability

These books below are required reading, except for the last (Worden), which I recommend for a broad contextual background for people unfamiliar with South Africa. **Make absolutely certain to consult the exact editions indicated (or their e-pub equivalents) as the content and pagination vary greatly.**

- Abrahams, Marc. *Mine Boy*. Oxford: Heinemann, 1989 [1946]. ISBN 978-0-4359-0562-0.
- Brink, Elsabe, Gandhi Malungane, Steven Lebelo, Dumisani Ntshangase, and Sue Krige, comp. *Soweto 16 June 1976: Personal Accounts of the Uprising*. Cape Town: Kwela, 2001. ISBN 978-0-7957-0232-7.
- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 7th ed. Boston: Bedford/St. Martin's, 2012. ISBN 978-0-3126-1041-8.
- Welsh, David. *The Rise and Fall of Apartheid*. Charlottesville: University of Virginia Press, 2009. ISBN 978-0-8139-3056-5.
- Worden, Nigel. *The Making of Modern South Africa*. 5th ed. Malden, MA: Wiley-Blackwell, 2012. ISBN 978-0-4706-5633-4. (Recommended; UO actually has free online access.)

Copies of all the required books should be on reserve at Knight by week two, and all should be available for purchase at the Duck Store or your favored online retailer. **There are however many supplemental readings that are required, and which will be available on Blackboard or through links;** these essays will be accessible via the “Documents” section of the course site. Let me know if you have any problems with the site, or if a reading is not available as expected.

Policies:

Attendance: Attendance is expected at all class meetings and events, given that we are meeting only twice a week. Absences for reasons unrelated to illness, emergency, or University-recognized events will drop your final participation grade rapidly and steeply. Poor attendance tends to result in poor grades in any case, because lectures and discussions do not merely recapitulate the readings, and getting notes from a classmate is a poor substitute. Furthermore, I ask that you be as punctual as possible, because late arrivals and early departures are disruptive in small classes like this one. If you

have insufficient time between classes to arrive on time and stay the entire period, please rethink your schedule. On my end, I will do my best to start and end class on time.

Special Needs and Gizmos: Although I'm otherwise a technophile, gadgets in class have proven to be annoying and distracting not only for their users but for others around them as well; they are like magnets for your fellow students' eyes and thus attention. Laptop computers are particular problems, and they have a demonstrably negative effect on learning and participation.¹ **I therefore do not permit the use of notebook computers or other personal communications devices (whether text or voice) in the classroom. The only exception—on a revocable basis—is for e-readers like the Kindle.** Please turn your phone to “silent” (or off), and resist the urge to text until later. If you absolutely must use a device (e.g., for registration), please leave the room discreetly to do it.

If you have physical or learning differences that require other special accommodations in seating, assignments, or technology, a note from the Accessibility Education Center (aec.uoregon.edu) is **required**. I am not empowered to make such arrangements myself, but rest assured that I will do everything in my power to address your documented needs.

Academic Honesty: The information in this subsection isn't necessary for 99% of the students in my courses, but unfortunate recent experience has prompted me to include it in my syllabi. For reference, consult the Student Conduct and Community Standards at the Office of Student Life:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/tabid/68/Default.aspx>

You will find there a number of relevant headings to policies on academic honesty and conduct. In this course, the most pressing issue of academic honesty is plagiarism. If you are unsure of what plagiarism is, a handy guide to it is available from a number of sources; one of the best is right here at the U of O:

<http://libweb.uoregon.edu/guides/plagiarism/students/index.html>

It is a gross understatement to say that academic dishonesty will adversely affect your grade. At the very least, you will receive an automatic failing mark for the course. However, my personal view of the matter is that unrepentant plagiarists have no place in an institution of higher learning. Therefore you may receive a harsher penalty, including suspension or expulsion from the University. If you have any concerns or you're not sure whether something is plagiarism, ask me *before* you turn it in for a grade.

(This does not bar you from discussing your papers or readings with one another outside of class. It means only that the work you turn for a grade must be your own writing and ideas, produced specifically for this course, with proper citation of **all** non-lecture source materials whether text, film, or image.)

One final warning, regarding the alluring crutch of the Internet: if you can find it, so can I—so resist the temptation to cut corners. By all means use its tools (such as Google or Wikipedia), but use them properly and judiciously, and accept nothing from an unaccredited source like Wikipedia as reliable or authoritative. You pay for a strong research library here, after all. If in doubt, contact me as soon as possible. Your professors are ready for consultation, and we want you to enjoy your academic journey.

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

¹ See, for example, C. B. Fried, “In-class Laptop Use and Its Effects on Student Learning,” *Computers and Education* 50, no. 3 (2008): 906-914 (available online via the UO Libraries).

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Class Schedule (subject to change based on pacing and class interest)

Readings are to be completed *before* the class assigned, and be ready to discuss them (especially primary source documents). Readings marked with (BB) will be on Blackboard.

(Most reading citations in this schedule are in Chicago note style, not bibliographic format.)

Introduction

M 30 Sep Introduction: Apartheid and Race in South Africa

Reading (in-class) C. F. J. Muller, "Introduction," in *500 Years: A History of South Africa* (Pretoria: Academica, 1969), xi-xiii.

W 2 Oct South Africa's Fraught Genesis: From Colonization to Union (1910)

Reading: George M. Fredrickson, "Liberty, Union, and White Supremacy, 1776-1910," ch. 4 in *White Supremacy: A Comparative Study in American & South African History* (New York: Oxford University Press, 1981), 137-98. (BB)

F. A. van Jaarsveld, "The Afrikaner's Image of His Past [1958]," in *The Afrikaner's Interpretation of South African History* (Cape Town: Simondium, 1964), 46-70. (BB)

The Road to Apartheid, 1910-1948

M 7 Oct Society and "Industrializing" South Africa

MAP QUIZ: MODERN SOUTH AFRICA (see Welsh, facing p. 1, and sample quiz form on Blackboard)

Reading: Saul Dubow, *Racial Segregation and the Origins of Apartheid in South Africa, 1919-1936* (London: Macmillan, 1989), 21-74. (BB)

Belinda Bozzoli, "Leaving Home: 1920-1935," in *Women of Phokeng: Consciousness, Life Strategy, and Migrancy in South Africa, 1900-1983* (Johannesburg: Ravan, 1991), 81-105. (BB)

Start reading Abrahams, *Mine Boy* (1946).

W 9 Oct Afrikaner Nationalism Ascendant

Reading: Welsh, *Rise and Fall*, ch. 1.

Hermann Giliomee, *The Afrikaners: Biography of a People*, 2nd ed. (Charlottesville: University of Virginia Press, 2009), 355-402. (BB)

Andrew Crampton, "The Voortrekker Monument, the Birth of Apartheid, and Beyond," *Political Geography* 20, no. 2 (2001): 221-46. (BB)

Th 10 Oct SPECIAL SHOWING 7-9pm, **TBA**

Film: *Bou van 'n Nasie [They Built a Nation] (1938), 120 min. (DVD 04377)* This film is **required**, whether or not you can attend the time specified; it's also on reserve. See it before the weekend, for your papers.

- M 14 Oct Tightening the Chains and the Decisive Moment, 1934-1948**
RESPONSE PAPER 1 DUE
 Reading: Giliomee, *Afrikaners*, 403-446. (BB)
 J. Laband, ed., *The Native Bills and Native Views on the Native Bills* [1935], Colin Webb Natal and Zululand Series, no. 8 (Pietermaritzburg: University of Natal Press, 1995), 31-61. (BB)
 Finish reading Abrahams, *Mine Boy* (1946).

- W 16 Oct Pushback, 1910-1955**
PAPER PROPOSALS DUE IN CLASS, 12 NOON
 Film: *Civilisation on Trial in South Africa* (1948), 24 mins. (DVD 04384)
 Reading: Welsh, *Rise and Fall*, ch. 2.
 “Congress Youth League Manifesto,” March 1944. Available online:
<http://www.sahistory.org.za/archive/congress-youth-league-manifesto-issued-provisional-committee-congress-youth-league-march-194>
 “Joint Declaration of Cooperation,” 9 March 1947. Available online:
<http://www.sahistory.org.za/article/1947-joint-declaration-cooperation>
Be ready to discuss Abrahams and our readings!

An Illusion of Control, 1948-1976

- M 21 Oct The Philosophies and Cultural Mythologies of Early Apartheid**
 Reading: Leslie Witz, *Apartheid’s Festival: Contesting South Africa’s National Pasts* (Bloomington: Indiana University Press, 2003), 84-179. (BB)
 Saul Dubow, “Christian-National Ideology, Apartheid, and the Concept of ‘Race’,” in *Illicit Union: Scientific Racism in Modern South Africa* (Johannesburg: Witwatersrand University Press, 1995), 246-83. (BB)
- W 23 Oct Legal Regimes and “Grand Apartheid” Schemes**
 Film: *The Anatomy of Apartheid* (1963), 20 mins. (DVD on reserve)
 Reading: Welsh, *Rise and Fall*, ch. 3.
 Tomlinson Commission Report Summary, U.G. 61/1955 (1956), ch. 25 & 50 (pts. 1 & 2), 101-8, 194-95. (BB)
 Modikwe Dikobe, “Dispossessed,” in *Town and Countryside in the Transvaal*, ed. B. Bozzoli (Johannesburg: Ravan, 1983), 48-51.
- M 28 Oct The Pretensions and Realities of “Separate Development”**
 Film: *The Work Seekers* (1968?), 15 mins.
 Reading: Ernest Cole, *House of Bondage* (New York: Random House, 1967), 20-28, 40-54, 176-79. (BB)
 Roger Southall, *South Africa’s Transkei: The Political Economy of an “Independent” Bantustan* (New York: Monthly Review Press, 1983), 20-57. (BB)
 Anne Kelk Mager, *Gender and the Making of a South African Bantustan: A Social History of the Ciskei, 1945-1959* (Portsmouth, NH: Heinemann, 1999), 173-95. (BB)

- W 30 Oct Domesticity, Dependency, and their Paradoxes**
RESPONSE PAPER 2 DUE
“DO OR DIE” DATE FOR LATE PROPOSALS, 12 NOON
- Film: *Dark Childhood* (1957), 30 mins. (DVD 04343)
- Reading: Rebecca Ginsburg, *At Home with Apartheid* (Charlottesville: University of Virginia Press, 2011), 29-53; 138-63. (BB)
- D. H. Reader, *The Black Man’s Portion: History, Demography, and Living Conditions in the Native Locations of East London, Cape Province* (Cape Town: Oxford University Press, 1961), 70-102. (BB)
- M 4 Nov Removal, Restriction, Resistance, and Reprisals, 1952-1961**
- Film: *You Have Struck a Rock!* (1981), 28 mins. (Video 00558)
- Reading: Welsh, *Rise and Fall*, ch. 4.
- Congress of the People (Kliptown), “The Freedom Charter [1955].” (BB)
- “Petition for the Repeal of the Pass Laws [1956]” in *The Anti-Apartheid Reader*, ed. D. Mermelstein (New York: Grove Weidenfeld, 1987), 138-45. (BB)
- Tom Lodge, “The Destruction of Sophiatown,” *Journal of Modern African Studies* 19, no. 1 (1981): 107-132. (BB or Library)
- (Optional:) Deborah Hart, “Political Manipulation of Urban Space: The Razing of District Six, Cape Town,” in *The Struggle for District Six*, ed. S. Jeppie and C. Soudien (Cape Town: Buchu, 1990), 117-42. (BB)
- W 6 Nov Sharpeville, the Republic, and Rivonia: Apartheid’s Apex**
- Reading: P. McDonald, *The Literature Police: Apartheid Censorship and its Cultural Consequences* (Oxford: Oxford University Press, 2010), 20-82. (BB)
- Speech of H. F. Verwoerd, 23 March 1961, in *Verwoerd Speaks: Speeches 1948-1966*, ed. A. N. Pelzer (Johannesburg: APB, 1966), 517-48. (BB)
- “Court Transcript of the Statement from the Dock of Nelson Mandela, Accused No. 1 [1964],” <http://www.sahistory.org.za/archive/court-transcript-statement-dock-nelson-mandela-accused-no-1>
- Notes: The entirety of Macmillan’s famous “Wind of Change” speech, and Verwoerd’s response, are available in original audio online (at an hour, too long for class): <http://www.bbc.co.uk/archive/apartheid/7203.shtml>
- The 1963 UN statement from Miriam Makeba (Mama Afrika), which led to her exile until the end of *apartheid*, is viewable on YouTube (albeit with French subtitles): <http://www.youtube.com/watch?v=uWP5mBJ4HWs>

The Soweto Uprising and Its Context

- M 11 Nov Priming the Fuse: “Bantu” Policies**
RESPONSE PAPER 3 DUE
- Reading: Welsh, *Rise and Fall*, ch. 5 (to 156).
- Brink et al., *Soweto*, 1-26.
- Nozipho Diseko, “Prelude to 1976: The Implementation and Response to Bantu Education, 1955-76,” in *Repression and Resistance: Insider Accounts of Apartheid*, ed. R. Cohen, Y. Muthien, and A. Zegeye (Munich: Hans Zell, 1990), 117-41. (BB)

W 13 Nov The 16 June Rising and Its Meaning
 Reading: Welsh, *Rise and Fall*, ch. 5 (157-71).
 Brink et al., *Soweto*, 27-116.
 Steven Bantu Biko, “What is Black Consciousness?” in *I Write What I Like: Selected Writings*, ed. A. Stubbs (Chicago: U. of Chicago Press, 2002), 99-119. (BB)

M 18 Nov The Futility of Containment
 Film: *Soweto the 16th of June* (1976), 28 mins.
 Reading: Welsh, *Rise and Fall*, ch. 6
 Brink et al., *Soweto*, 117-end.
Be ready to discuss the Soweto accounts!

W 20 Nov Rise of the Securocrats and the Bush Wars
 Film: *A Visit to the Border* (1981), 18 mins.
To Act a Lie (1980), 20 mins.
 Reading: Welsh, *Rise and Fall*, ch. 7.
 K. W. Grundy, “Pax Pretoriana: South Africa’s Regional Policy [Apr 1985],” in Mermelstein, ed., *Anti-Apartheid Reader*, 297-306. (BB)

States of Emergency: The Collapse of Apartheid

M 25 Nov The Resurgence of Liberation Ideologies
 Reading: Welsh, *Rise and Fall*, ch. 8.
 Mohammed Adhikari, “The Emperor’s New Clothes,” in *Not White Enough, Not Black Enough: Racial Identity in the South African Coloured Community* (Cape Town: Juta, 2005), 131-61. (BB)

W 27 Nov Ungovernable South Africa, at Home and Abroad
RESPONSE PAPER 4 DUE
 Reading: Welsh, *Rise and Fall*, ch. 9.
 “Dear Eartha Kitt” and “Boycotting Apartheid,” in Mermelstein, ed., *Anti-Apartheid Reader*, 414-20. (BB)

M 2 Dec “Cultivating” Democracy
 Reading: Welsh, *Rise and Fall*, chs. 10-13.

W 4 Dec Post-Apartheid Society in South Africa: Persistence and Change
 Reading: Welsh, *Rise and Fall*, Conclusion.
 Alec Russell, *Bring Me My Machine Gun* (New York: Public Affairs, 2009), 133-80. (BB)

--END OF THE REGULAR TERM--

M 9 Dec FINAL RESEARCH PAPER DRAFTS DUE, 5:00pm.
 The final papers may be emailed directly to me or handed in under my office door. You must make sure they reach me in time!

Recapitulation of Key Due Dates:

Monday, 7 October 2013:	Map Quiz
Monday, 14 October 2013:	Response Paper 1 Due, 12:00 noon
Wednesday, 16 October 2013:	Proposals Due, 12:00 noon
Wednesday, 30 October 2013:	Response Paper 2 Due, 12:00 noon
Wednesday, 30 October 2013:	“Do or Die” for Late Proposals
Monday, 11 November 2013:	Response Paper 3 Due, 12:00 noon
Monday, 25 November 2013:	Response Paper 4 Due, 12:00 noon
Monday, 9 December 2013:	Final papers due, 5:00pm

Response paper questions (750-1000 words)

These are questions to guide your writing. Ideally you should build your response paper around your answers to these questions, but you may modify your focus so long as your work retains coherence. Your engagement with our readings/films and classroom experiences determines the grade for these papers. Incorporate as much of the important information (and film/readings) we’ve encountered in this course as you can, and indicate your response to it as an analytical, historical thinker. In short, how do the readings and films fit into your evolving understanding of *apartheid* South Africa?

1. Based on what we’ve read, seen, and talked about, why did *apartheid* seem to white South Africans to be a reasonable response to South Africa’s historical and demographic issues, when other groups of people did not clearly share that view?
2. What sorts of problems dogged early *apartheid* efforts, and how did people on all sides of South African society try to overcome them (or exploit them)? Did it seem like such a system could work, if indeed it really was a system at all?
3. Did the apparent victory of *apartheid* forces by 1966 give any hint of the system’s sustainability or lack thereof, based on our readings? What problems do you see?
4. Those who were involved in the explosive Soweto uprising of 16 June 1976 and its aftermath note various, often deeply historical, trends and ideas leading towards it and helping to guide it. What do you think the students were trying to achieve, what did government think the students sought to achieve, and what did they actually achieve? (You may extend this to the aftermath, and the question of whether Soweto really did signal the end of *apartheid*.)

Further notes on the HIST 417 major paper, the proposal, and their process.

The major paper is designed to draw you into the *apartheid* era through a topic that employs primary sources (memoirs, diaries, reports, newspapers, letters, tracts, films, and so forth). **For many writers this will mean working from a single major primary source and employing secondary (derivative or analytical) sources that explain events or sociocultural developments** and so shed light on your particular source or sources' meaning. By branching out this way, you should be able to devise a thesis about the origins, intent, or effects of your source within modern South African history. Alternately, you can center on a particular subject, but this approach tends to be much more difficult for people new to South African history and society so we should consult more carefully if you choose to go that route. Writing a simple descriptive paper using secondary sources is unacceptable. See Rampolla, chapter 2, on the types of sources and their analysis.

The Proposal: You must tender a proposal by class time on 16 October that demonstrates the viability of a paper topic. We can discuss subjects and sources during my office hours, by appointment, or even via email. Feel free to run ideas by me, ask questions, or talk about the things that interest you (in history or in other fields) so that we can settle on a tentative topic that you like; Worden is helpful here. This early start prevents the scramble for hard-to-find resources or the belated discovery that a topic is unviable, and also opens a dialogue between us that can help in refining your paper ideas and producing the best possible work. Your thesis position and even your subject itself may shift as you conduct research, but I want us to have a good starting point to prevent frustration, stress, and rushed substandard work as the end of the term nears. **If I do not receive a workable proposal by class time on 30 October, you will receive a zero on the paper.**

Your proposal must be **over 500 words of text** and include the three following elements:

- A statement of the subject or problem, and **the question your eventual thesis statement will provide an answer to.** Your focus may change later, but it is important to start with some kind of direction.
- A discussion of the significance of your subject or source as far as you can say. In short, **why is your topic interesting and important?** If you know contextual information, share it here.
- A preliminary bibliography (annotation optional, but feel free to comment on sources if you like) of at least ten potential sources, including **at least one major primary source.** The works of many South African authors, parties, and various key documents are available online, at Knight, or via ILL. **It is not necessary that you read, or even obtain, all of your sources before writing the proposal,** only that you have identified enough to show the subject's promise. Any bibliographic format is OK at this stage.

Do not overthink this part of the process—everything will be preliminary, but it will give us a place to start and something to discuss with one another. I only expect the proposal to be about three pages long in total. It may be longer if you have more to write, and some of that writing may provide you with text for the paper too.

The Paper: Your finished paper must be **3500-4500 words not counting footnotes, bibliography, cover sheet, and so forth.** The paper must be formal writing, in clear and concise college-level English, and ¼ of your grade is based on style. Basic writing assistance is available from the Writing Labs at the University's Teaching and Learning Center; see <<http://tlc.uoregon.edu/>> for more information. The final paper has the same source requirements as the proposal, but good papers will have many more than ten sources.

For the final paper, **you must use footnotes and a bibliography, not in-text citation,** ideally following Rampolla's *Pocket Guide*, 7th edition, or the *Chicago Manual of Style*, 16th edition (on which it is based). If you wish to use a different style guide, clear it with me first, lest I grade you based on *Chicago*.

Plan ahead. The final draft of the paper is due at the start of exam week (**5pm, Monday, 9 Dec**), although you may submit it sooner, and I am happy to read outlines or drafts if they come in early enough. **I do not give extensions or incompletes for this course** without valid medical or University documentation.

Let me know if you intend to use this paper for the AFR minor research requirement; not all topics are suitable.