

# HIST 419: AFRICAN REGIONAL HISTORY

## (COLONIAL SOUTH AFRICA)

Spring Term 2013 – MW 12:00-1:20pm – Pacific 16 – CRN 37032

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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*. However, the South Africa of the twentieth century is, like all societies, a product of its earlier past as well. Before *apartheid*, and before even the creation of a single Union of South Africa under British auspices in 1910, a variety of important and often surprising processes and patterns of interaction were at work in the lands that would become South Africa and its neighbors. In the convolutions of the colonial history of South Africa, a variety of identities and mythologies had their origins.

This course is a survey of the South African subcontinent (south of the Limpopo River and Kalahari Desert) before 1914, with its focus mainly on the nineteenth century. Our running themes will be the development of inequities and the struggle between and within groups, however defined, over land, labor, sustenance, and sometimes simply raw power. Arbitrary political and temporal boundaries rarely effect real isolation, so we will also consider some areas that did not become part of South Africa (and why) as well as some of the early history and modern resonances of period events. This course neither presumes nor requires prior background in African history, cultures, or geography, but the learning curve may be steep without them. Ultimately, why does a South Africa even exist, given its eclectic origins?

By the end of this course, you will have a command of the major landmarks and themes in South Africa's colonial history, and you will understand the trajectory that led to the political, social, and economic formation of southern Africa in the twentieth century. As a corollary, you will be better equipped to relate its history to broader global developments. You will also gain some feel for sources on the history of southern Africa, and a few of the major points of historiographical contention about the colonial era.

### 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. Therefore, the version posted on Blackboard at any given time should be considered the only truly holy version. I articulate virtually everything somewhere within this syllabus, so there should be no big surprises.

### Key Policy Notes (explained more fully within):

NO LAPTOPS OR GADGETS BESIDES E-READERS (turn the cell phone off/set to silent).

ALL LATE WORK ACCRUES A 25% PENALTY PER CALENDAR DAY (including weekends).

ALL UNDOCUMENTED ABSENCES AFFECT YOUR FINAL GRADE.

## 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 the physical geography of southern Africa.

**Participation: (15%)** Participation in class is just that. Speaking in discussion and otherwise interacting with me and others in the context of the course is worth 15% of your grade. This also means that if you melt entirely into the scenery, an A will be nearly impossible to attain. Participation extends beyond set-piece discussions and includes impromptu conversations we enter during class periods. Ultimately it's about being engaged and exchanging ideas. If you have a lot of absences, they will destroy this grade.

**Response Papers: (10% each, total 40%)** At four points during the term, you will be asked to tender 1000-1250 word (4-6 pages, double spaced, not including footnotes/etc) response papers on particular themes. The rough subjects are set (see p.8) 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 talked about**; your grade will reflect the originality, insightfulness, and comprehension of your observations **relative to the course material assigned**. All must be typed (printed), double-spaced, and preferably tendered as hardcopies. Print sources must be cited correctly, as in any other paper. You may exceed the maximum word count moderately if you wish, especially on the third response paper.

**Research Paper (3000-4500 words, or 12-15 pages, 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 ideally will use primary (original) sources to investigate some aspect of South African colonial history, although you may propose a subject instead that will employ a larger number of sources in making a clear case. Your paper will be a formal piece of writing subject to the citation standards of the Rampolla guide (see readings), using footnotes or endnotes and a bibliography. If you don't know what those style guides refer to, or you have problems figuring out how to use them, come and ask.

The proposal is worth 5% of your final grade; the paper itself, 35%. Late paper proposals receive a zero, but failure to tender a proposal at all will earn a failing grade on the entire paper (and thus a failing mark for the course). Note the paper due date, and plan accordingly—do not let it sneak up on you!

**If you are using this paper for the African Studies minor requirement, I may veto unsuitable topic selections. Let me know at the start of class if you intend to do so.** Please see the end of this syllabus for further information about the paper and the proposal.

**Graduate students enrolled in History 519** (CRN 37034) will have modified requirements: a longer paper (5000-7500 words) that deals with the historiography and interpretation of selected events or themes from colonial South African history, additional readings, and group meetings (depending on numbers) for discussion. 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.

**There are no midterm or final examinations in this course.**

## Grading (for HIST 419)

Your overall grade will be weighted as follows, out of a term total of 400 points:

<b>Map Quiz</b>	<b>20 pts</b>	<b>5%</b>
<b>Participation (Discussion/etc):</b>	<b>60+ pts</b>	<b>15%</b>
<b>Response Papers (4x):</b>	<b>160 pts</b>	<b>40%</b>
<b>Research Paper (Proposal 20 pts, Paper 140 pts):</b>	<b>120 pts</b>	<b>40%</b>

**Please pay close attention to the important due dates and times, which are recapitulated at the end of this syllabus. Late papers are marked down one-quarter (25%) per day late.** If you know you will have an issue with a deadline, you need to let me know as soon as possible. *Ex post facto* excuses are unacceptable; I will reject them unless the matter was an emergency **and** you have documentation. You alone are responsible for your work being in order and reaching me on time.

Course 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 (up or down). As a fair warning, **I do not change grades**, except in cases of arithmetical error. Exceptional participation may earn points above the 60 assigned to it. I do not normally award the contentious A+ grade, but I reserve the right to.

## Course Texts and Availability

The first three books below are required reading; the third (Worden) is strongly recommended as a very accessible overview up to the modern day. In a rare moment of foresight, the UO signed a contract with several publishers whose books are essential for this course, but whose book prices are absolutely insane. In the case of the Cambridge History, you can print copies for far less than the \$100+ cost of each book. Only Rampolla is at the Duck Store. **Do not take this to mean that there is no reading;** you must simply get it online, following the links below. If you live off campus, you will be able to authenticate using your email ID through the links below the titles.

- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History* 7<sup>th</sup> ed. Boston: Bedford, 2012.
- Ross, Robert, Bernard Mbenga, and Carolyn Hamilton. *The Cambridge History of South Africa* vol. 1 (to 1885). Cambridge: Cambridge University Press, 2010. [“CHSA v.1”]
- Ross, Robert, Anne Kelk Mager, and Bill Nasson. *The Cambridge History of South Africa* vol. 2 (1885-1994). Cambridge: Cambridge University Press, 2011. [“CHSA v.2”]  
<http://uolibraries.worldcat.org/oclc/671639161> (both volumes via Cambridge online)
- Worden, Nigel. *The Making of Modern South Africa*, 5<sup>th</sup> ed. Chichester: John Wiley, 2011.  
<http://uolibraries.worldcat.org/oclc/768732508> (Cascade Alliance e-text; recommended)

All other readings (and there are a great many) will be available on Blackboard roughly one week before the session that concerns them. They will be accessible via links in the “documents” section of the course site. Let me know if you have any problems, or if a reading is not available as expected.

## Policies:

**Attendance:** I expect 100% attendance at class meetings and events, given that we are meeting only twice a week. **Absences for reasons unrelated to illness or emergency (that is, undocumented) will harm your participation grade dramatically.** Beyond the point cost of absences, poor attendance tends to result in poor grades, because lectures and discussions do not merely recapitulate the readings, and getting notes from a classmate is a poor substitute. I ask that you be punctual, as late arrival and early departure—including “rustling”—are intensely disruptive. Besides, if you come in late you’ll miss the music! If you have insufficient time between classes to be on time and stay the entire period, please rethink your schedule and your enrollment in our course. I will however do my best to start and end class on time.

**Special Needs and Gizmos:** I'm a technophile myself, but gadgets in class are distracting for their users as well as others around them; independent research has shown them to have a detrimental effect on class environments.<sup>1</sup>. They are like magnets for your fellow students' eyes and attention. Therefore, **I do not permit the use of laptop computers or personal communications devices (text or voice) in the classroom without specific permission from me. The only exception is for e-readers and tablets that are laid flat, on a probationary basis.** Please silence your cell phone or turn it off before you come in. Technological disturbances will negatively affect your grade. If you need to be reachable in class, or you have a special need that requires a laptop for typing notes, come and see me. Recording of lectures and discussions also requires express permission from me.

If you have physical or learning differences that require other special accommodations, notice from Disability Services ([ds.uoregon.edu](http://ds.uoregon.edu)) is necessary. 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 experience has prompted me to include it in my syllabi. I refer you, for your information, to Student Conduct and Community Standards at the Office of Student Life:

<http://studentlife.uoregon.edu/StudentConductandCommunityStandards/tqid/68/Default.aspx>

You will find there a number of relevant headings to policies on academic honesty and conduct. In practice, the issues of academic honesty that arise most often are cheating and plagiarism. If you are unsure of what plagiarism is, a handy guide to it is available from a number of sources; The UO has one here:

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

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 plagiarists and cheaters have no place in an institution of higher learning. Therefore **I always press for the maximum penalty** for offenses of this nature, which means suspension or expulsion from the University. If you have any concerns or you're not sure whether something is plagiarism, ask me as soon as possible, *before* you turn it in for a grade.

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

One final warning, regarding the tempting 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 alone as reliable or authoritative. If in doubt, get in contact with me; your professors after all want to help you along **before** problems occur, and aid you in 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!

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<sup>1</sup> See *inter alia* 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).

# HIST 419: COLONIAL SOUTH AFRICA

## Meeting and Reading Schedule (subject to modification)

Complete *all* session readings before the meeting assigned, and be ready to discuss them, *especially* primary source documents. All readings not from the core books or coursepack are noted.

### FOUNDATIONS (weeks 1-2)

- M **1 Apr** Introduction to the Course (and Its Requirements)
- W **3 Apr** South Africa as a Subcontinent: Geography, Ecology, Demography  
Reading: Robert Ross, *A Concise History of South Africa* 2d ed. (Cambridge: Cambridge University Press, 2008), 5-21. (**Blackboard**)
- M **8 Apr** Patterns of Colonization, c.1500-1800  
**MAP QUIZ 1**  
Reading: Robert Ross, "KhoeSan and Immigrants," CHSA v.1, Chapter 4, 168-210.  
John Wright, "Sonqua, Bosjesmans, Bushmen, and abaThwa: Comments and Queries on Pre-Modern Identification." *South African Historical Journal* 35 no. 2 (1996): 16-29. (**Blackboard**)  
Kerry Ward, "Southeast Asian Migrants," in *Cape Town: Between East and West*, ed. Nigel Worden (Johannesburg: Jacana, 2012), 84-100. (**Blackboard**)
- W **10 Apr** "Frontiers" and Encounters in the Cape Colony  
Reading: Martin Legassick and Robert Ross, "From Slave Economy to Settler Capitalism," CHSA v.1, Chapter 6, 253-81.  
Thomas Pringle, *Narrative of a Residence in South Africa* (London: E. Moxon, 1840), 91-95. (**Blackboard**)

### TREKS (weeks 3-5)

- M **15 Apr** The "mfecane": Myths and Realities  
**RESPONSE PAPER 1 DUE**  
Reading: John Wright, "Turbulent Times," CHSA v.1, Chapter 5, 211-26.  
Norman Etherington, *The Great Treks* (London: Longman, 2001), x-xxv. (**Blackboard**)
- W **17 Apr** The Creation of kwaZulu  
Reading: John Wright, "Turbulent Times," CHSA v.1, Chapter 5, 227-35.  
"Shaka and the Princess Mkhyabayi," in *Intellectual Traditions of Pre-Colonial Africa* ed. Constance B. Hilliard (Boston: McGraw-Hill, 1998), 432-46. (**Blackboard**)  
Jennifer Weir, "Chiefly Women and Women's Leadership in Pre-Colonial South Africa" in *Women in South African History* ed. Nomboniso Gasa (Cape Town: HSRC Press, 2007), 3-20. (**Blackboard**)
- F **19 Apr** PAPER PROPOSAL DUE BY 5:00PM
- M **22 Apr** Fallout of the Zulu Revolution: Old Societies and New  
Reading: John Wright, "Turbulent Times," CHSA v.1, Chapter 5, 236-52.  
T. Arbousset and F. Daumas, *Narrative of an Exploratory Tour*, trans. J. C. Brown (Cape Town: A. S. Robertson, 1846), 285-98. (**Blackboard**)

**W 24 Apr The Boer Treks**

- Reading: Martin Legassick and Robert Ross, "From Slave Economy to Settler Capitalism," CHSA v.1, Chapter 6, 280-93.  
 Manifesto of Piet Retief, 2 Feb 1837, in *Afrikaner Political Thought*, ed. A. du Toit and H. Giliomee (Cape Town: David Philip, 1983), 213-14. (**Blackboard**)  
 Anna Elizabeth Steenkamp, "The Great Trek" (1876), in *African History in Documents: Central and South Africa*, ed. R. O. Collins (Princeton: Markus Wiener, 1990), 182-88. (**Blackboard**)

**M 29 Apr Statecraft on the Highveld in the 19<sup>th</sup> Century**

- Reading: Hermann Giliomee, "Settling in the Deep Interior" from *The Afrikaners: Biography of a People* (Cape Town: Tafelberg, 2003), 161-92. (**Blackboard**)  
 Hendrik Teodor Bührmann, "Response to the Committee of Associated Evangelists," in *Afrikaner Political Thought*, ed. A. du Toit and H. Giliomee (Cape Town: David Philip, 1983), 226-29. (**Blackboard**)

**W 1 May Kingdoms, Republics, and Colonies****RESPONSE PAPER 2 DUE**

- Reading: N. Etherington, P. Harries, and B. Mbenga, "From Colonial Hegemonies to Imperial Conquest," CHSA v.1, Chapter 7, 335-70.

**COLONIZATION (weeks 6-8)****M 6 May The Extension of Cape Colonial Rule Before the Mineral Revolutions**

- Reading: Martin Legassick and Robert Ross, "From Slave Economy to Settler Capitalism," CHSA v.1, Chapter 6, 282-318.  
 N. Etherington, P. Harries, and B. Mbenga, "From Colonial Hegemonies to Imperial Conquest," CHSA v.1, Chapter 7, 319-35.  
 [n.s.], "Newspaper Account: The Governor and the Tembookies" in *African History in Documents: Central and South Africa*, ed. R. O. Collins (Princeton: Markus Wiener, 1990), 195-200. (**Blackboard**)

**W 8 May Colonial Conflict, Prophecy, and Disaster on the Eastern Cape**

- Reading: J. B. Peires, *The Dead Will Arise* (Johannesburg: Ravan, 1989), 104-44.  
 William Gqoba, "The Cause of the Cattle-Killing of the Nongqawuse Period" (1857), in *Intellectual Traditions of Pre-Colonial Africa* ed. Constance B. Hilliard (Boston: McGraw-Hill, 1998), 452-55. (**Blackboard**)

**M 13 May The Advent of Diamonds and Gold**

- Reading: N. Etherington, P. Harries, and B. Mbenga, "From Colonial Hegemonies to Imperial Conquest," CHSA v.1, Chapter 7, 370-91.  
 Charles van Onselen, "The World the Mine Owners Made" in van Onselen, *New Babylon, New Nineveh: Everyday Life on the Witwatersrand, 1886-1914* (Johannesburg: Ravan, 2001), 1-46. (**Blackboard**)

**W 15 May Struggles for Labor, Land, and Authority: Mechanisms of Dispossession**

- Reading: C. H. Feinstein, *An Economic History of South Africa* (Cambridge: Cambridge University Press, 2005), 22-46.  
 John Laband and Paul Thompson, "The Reduction of Zululand, 1878-1904" in *Natal and Zululand from Earliest Times to 1910: A New History* eds. A. Duminy and W. Guest (Pietermaritzburg: University of Natal, 1989), 193-232. (**Blackboard**)

**M 20 May The Proto-Industrial Order, 1880-1899**

Reading: Shula Marks, "Class, Culture, and Consciousness in South Africa, 1880-1899," CHSA v.2, Chapter 3, 102-156.  
Testimony of John X. Merriman (Treasurer and Commissioner of Lands, Cape Colony), 7 Mar 1893, in CPP G.39-'93, "Labour Commission: Minutes of Evidence and Minutes of Proceedings," 141-48. (**Blackboard**)

**W 22 May Imperial Conflict and the Origins of the South African War**

Reading: Stanley Trapido, "Imperialism, Settler Identities, and Colonial Capitalism: The Hundred Year Origins of the South African War," CHSA v.2, Chapter 2, 66-101.  
F. W. Reitz, *A Century of Wrong* (London: Review of Reviews, 1900), Conclusion. (<http://www.gutenberg.org/files/15175/15175-h/15175-h.htm#CONCLUSION>) I recommend the preface by W.T. Stead as well.

**DOMINATION (weeks 9-10)**

**M 27 May MEMORIAL DAY; NO CLASS**

**T 28 May RESPONSE PAPER 3 DUE VIA EMAIL**

**W 29 May From the South African War to a New South Africa**

Reading: Shula Marks, "War and Union, 1899-1902," CHSA v.2 Chapter 4, 157-210.  
"Questions Affecting the Natives and Coloured People Resident in British South Africa" [1903], in *From Protest to Challenge* vol. 1, ed. T. Karis and G. Carter (Stanford: Hoover Institution, 1972), 18-29. (**Blackboard**)  
Peter Warwick, "The Myth of a White Man's War," in *Black People and the South African War, 1899-1902* (Cambridge: Cambridge University Press, 1983), 1-27. (**Blackboard**)

**M 3 Jun Contesting the Union**

Reading: André Odendaal, *The Founders: The Origins of the ANC and the Struggle for Democracy in South Africa* (Johannesburg: Jacana, 2012), 390-446. (**Blackboard**)

**W 5 Jun Legacies: The Natives Land Act (1913), and the Maritz Rebellion (1914)**

**RESPONSE PAPER 4 DUE**

Reading: Sandra Swart, "'The Five Shilling Rebellion': Rural White Male Anxiety and the 1914 Boer Rebellion," *South African Historical Journal* 56, no. 1 (2006): 88-102. (**Blackboard**)  
Solomon T. Plaatje, "The Natives Land Act in the Cape Colony," "The Passing of Cape Ideals," and "The Boer Rebellion," in *Native Life in South Africa* (Johannesburg: Ravan, 1982 [1916]), 172-91, 366-86. (**Blackboard**)

**Th 13 Jun MAJOR PAPER DUE BY 12:00PM (Noon); you may however tender it sooner.**

**Recapitulation of Due Dates:**

Monday, 8 April  
Monday, 15 April  
Friday, 19 April  
Wednesday, 1 May  
Monday, 27 May  
Wednesday, 5 June  
Thursday, 13 June

MAP QUIZ  
Response Paper 1 due in class  
PAPER PROPOSAL DUE BY 5:00 PM (email or in person)  
Response Paper 2 due in class  
Response Paper 3 due in class  
Response Paper 4 due in class  
FINAL PAPER DUE BY 12:00PM (email or in person)

**Response Paper Themes:**

In these papers, try to cover these themes. Feel free to talk about anything related that is of particular interest, however—interpret these prompts somewhat loosely. Try to invoke as much of the reading material as you can; the standard for evaluation includes an appreciation for integrative thinking. I may however alter these a bit if our classroom interactions veer in interesting directions.

**Paper 1.** Cape Town and the more distant edges of its influence were in some ways the epitome of plurality—many groups of people sharing complex, multiple relationships with one another. Do you think that the roots of later stratification by race and class are present in this early era? Why or why not?

**Paper 2.** Do you think a basic difference existed between states that formed in the wake of the Zulu revolution and the settlements of the *trek* parties, beyond the connection of the latter to European ports of entry? What are the implications of adjudging the matter in either direction?

**Paper 3.** Was the subjugation of independent and even semi-independent African political power a precondition for the rise of industrial (mining) capital in South Africa? Why or why not?

**Paper 4.** What do you think is the reason that political alignments and broad identities coalesced between 1900 and 1910 to a degree they never had before, so that the basic blocs of the pre-1994 era were in place by the time of Union?

### **Further notes on the HIST 419 major paper, the proposal, and their process.**

The major paper is designed to draw you into colonial South African history through the close analysis and contextualization of primary sources (memoirs, diaries, reports, newspapers, letters, and so forth). For most writers this will mean working from a single key source and employing secondary (derivative or analytical) sources that explain events in southern Africa that shed light on your particular source or sources. By branching out this way, you should be able to devise a thesis about the origins, intent, effect, or meaning of your source.

If you wish, you may instead choose a subject first and then employ primary sources to say something about an event, person, or phenomenon; 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.

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 topic that you like. **Ultimately, you must tender a proposal by class time on 19 April that demonstrates the viability of a paper topic.** I require this early start and approval process in order to prevent the scramble for hard-to-find resources or the belated discovery that a topic is unviable. Your thesis and even your focus may shift as you conduct research, but I want us to have a good starting point to prevent frustration, stress, and rushed work as the end of the term nears.

**Proposal:** The proposal for the major paper must include the following points:

- A statement of the subject or problem, and your *tentative* thesis **with a clear thesis question or statement.** Your thesis may change, perhaps radically, but it is important to start with a direction.
- A discussion of the significance of your subject or source as far as you can say. In short, **why is your topic interesting or important to readers?** If you know contextual information, share it here.
- A preliminary bibliography (annotation optional, but feel free to comment on sources) of at least ten potential sources, including the primary sources you choose. Fortunately, the works of many South African authors and various key documents are available online, at Knight, or via ILL. **It is not necessary that you read closely, or even obtain, all of your sources before writing the proposal,** only that you have identified enough material to show the subject's promise.

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. The proposal is only expected to be a few pages of text.

**The Paper:** Your finished paper must be **3000-4500 words not counting footnotes, bibliography, cover sheet, and so forth.** The research paper is to be a piece of formal writing, in clear and concise college-level English, and your grade will be affected by matters of style. Writing assistance is available from the Writing Labs at the University's Teaching and Learning Center; see <<http://tlc.uoregon.edu/>> for more information. For both proposal and paper, I ask that you use the citation style from our Rampolla *Pocket Guide for Writing in History* (7<sup>th</sup> ed.) or the *Chicago Manual of Style* (16<sup>th</sup> ed., available online via the Libraries) on which it is based. **You are to use footnotes/endnotes and a bibliography, not in-text citation.** Following a style guide's prescriptions can save you from inadvertent failure to cite sources and the epic sadness that attends it, so this is a good opportunity to learn how to use one. MLA is not OK.

Plan ahead. The final draft of the paper is due Thursday of exam week, so mind your other papers and exams. You may submit your paper sooner, and I may even be able to look at draft versions and outlines if you have them ready early enough. **I do not give extensions or incompletes unless you have a truly extreme (and fully documented) case.**

Again, if you intend this paper to satisfy the African Studies Minor requirement, let me know early; not all topics in South African history are suited to the goals of the AFR minor.

TOPOGRAPHICAL MAP OF SOUTH AFRICA (For Map Quiz)

