

# HIST 419/519: AFRICAN REGIONAL HISTORY

## COLONIAL SOUTH AFRICA (TO 1914)

Fall Term 2018 – MW 10:00-11:20am – 360 Condon – CRN 16746/16747

*Version 1.00, 19 Sep 2018*

Professor Lindsay Frederick Braun  
Office: 365 McKenzie Hall  
Telephone: x64838 on-campus (email preferred)  
Email: lfbraun@uoregon.edu  
Office hours: MW 3:40-5:00pm, and by arrangement

### 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 various lands that would become South Africa and its neighbors. Many of today's social, political, and economic issues had their origins in the convolutions of the colonial history of South Africa, as did a variety of identities and myths.

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.

In successfully completing this course, students will be expected to, at least:

- Know the major historical landmarks, themes, and disputes in South African history before 1914;
- Develop a basic understanding of the evolving relationship between race, class, and gender;
- Analyze the mechanisms of colonial power that operated within the context of southern Africa, to create new political, social, cultural, and economic orders;
- Demonstrate, through discussion and analytical writing, an engagement with these particular historical contexts and developments in colonial South Africa; and
- Learn to conduct deeper historical research and write effectively on a topic of historical interest within the ambit of the broader course.

### 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.

## 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. Physical geography and important points will be included; see p.10.

**Participation: (15%)** Speaking in discussion and otherwise interacting with me and others in the context of the course material is worth 15% of your grade. This means that if you melt entirely into the walls, an A will be nearly impossible to attain. Participation extends beyond set-piece discussions, and I try to take an expansive view of it, but ultimately it's all about being engaged and exchanging ideas. If you have more than a couple of absences, they'll destroy this grade.

**3 out of 4 Response Papers: (15% each, total 45%)** In this course, you must tender three 1250-1750 word (4-7 pages, double spaced, not including footnotes/etc) response papers on particular questions (**see page 8**). Everyone in the course must tender Paper 1 and Paper 2, but you may select which of the remaining two (3 or 4) you will write. The rough subjects are set, but may be subject to change depending on our journey together; you will in any case have broad latitude in the directions you may pursue in these papers. Their purpose is to get you to think about, and write about, the meaning of all that we've read and talked about; your grade measures the originality, insightfulness, and comprehensiveness (that is, integration) of your observations **relative to the course material assigned**. All must be typed (printed) and double-spaced, and tendered via Canvas in MS Word (.doc or .docx) or Adobe PDF format. Sources must be cited diligently, as in any other paper, per your style guide. You may exceed the maximum word count moderately if you wish. As per UO Dead Week policy, the Paper 4 option can exist because it's on the syllabus on day one, but that same policy exists to ease your end-of-term crush. Please think *very* carefully before skipping Paper 3.

**Research Paper (3500-4500 words, roughly 12-16 pages, not including notes and bibliography) and Proposal (~2 pages, plus preliminary bibliography): (35%)** 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 proposal's goal is to get us talking and thinking about topics early, and to prove the viability of a possible research paper. The paper itself must use primary (original) sources in some way 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 case about the writing of history, interpretation, or so forth. 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 talk with me as soon as possible—style is a significant chunk (1/4) of your final paper grade.

The proposal is worth 5% of your final grade; the paper itself, 30% (90 pts content, 30 pts style). Late paper proposals receive a zero, but failure to tender an acceptable proposal at all by the “do or die date” given in the syllabus will result in an F for the paper and course. Note the due dates, and plan accordingly—don't let them sneak up on you! Please **see page 9** for further information about the paper and the proposal.

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

**Graduate students enrolled in History 519** (CRN 16747) will have modified requirements, although they will include all readings and participation with HIST 419. The main changes are two: first, the paper is longer (around 6000-7000 words, with more sources) and I expect that it will be historiographically aware of issues from colonial South African history, though the overall paper may include comparative work; second, there will be a few graduate discussion meetings and additional readings for them. Graduate registrants and the professor together will determine the specific content and scheduling of 519 requirements as fully as possible by the end of week two, in order to make the course as rewarding as possible for graduates' particular goals. As HIST 519 is ultimately a different class than HIST 419, it may be subject to different assignments and policies in keeping with the norms for graduate coursework.

**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 (3x 60 pts):</b>	<b>180 pts</b>	<b>45%</b>
<b>Research Paper (Proposal 20 pts, Paper 120 pts):</b>	<b>140 pts</b>	<b>35%</b>

**Please pay close attention to the important due dates and times, which are recapitulated at the end of this syllabus.** Late response papers are marked down one full grade (10%) per day or portion thereof. The paper proposal and final paper may not be late; if late, even by one minute, they earn zero grades, so plan to tender a bit early. If you know you will have an issue with a deadline, you need to let me know as early as possible. *Ex post facto* excuses are only OK for emergencies and with full documentation.

Grades follow a standard base-ten scheme, i.e., 80-82.99% is a B-; 83-87.99% is a B; 87-89.99% is a B+. I do not give A+ grades except in cases of special merit as I see fit. Note that **I do not change assignment or course grades**, except in cases of arithmetical error. Exceptional participation can earn over 60 points.

**Course Texts and Availability**

The first three books below are required reading; the third (Worden) is recommended as a very accessible overview up to the modern day. In a rare moment of foresight, the UO signed a contract with Cambridge Histories Online, so you can print copies of the CHSA 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. I expect you to print these out (or use e-readers) and bring them to the relevant class sessions.

- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History* 8<sup>th</sup> ed. Boston: Bedford, 2015.
- 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”]  
**Both CHSA volumes are available to us online**, although I’ve also uploaded to Canvas:  
[http://alliance-primo.hosted.exlibrisgroup.com/UO:everything:TN\\_proquest1718082187](http://alliance-primo.hosted.exlibrisgroup.com/UO:everything:TN_proquest1718082187)
- Worden, Nigel. *The Making of Modern South Africa*, 5<sup>th</sup> ed. Chichester: John Wiley, 2011. This is recommended as an easy-to-access orientation if CHSA feels overwhelming, and is online:  
<http://alliance-primo.hosted.exlibrisgroup.com/UO:everything:CP71186886570001451>

All other readings (and there are a great many) will be available on Canvas 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, if a reading is not available as expected, or if you want them early.

**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 very 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 overall effect on class environments and note-taking.<sup>1</sup> They are like magnets for your fellow students' eyes and attention, and they form unintended barriers to participation. However, our course is small enough that I will allow their use provided they do not work against our goals, and I ask that you sit in the back. Silence your cell phone or turn it off before you come in, and quietly leave the room if you must address something.

If you have physical or learning differences that require special accommodations, whether technical or not, notice from the Accessible Education Center ([aec.uoregon.edu](http://aec.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. Recording of lectures and discussions otherwise requires the permission and knowledge of the entire class, per Oregon statutes.

**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. See the Academic Misconduct section of the Dean of Students website for more information:

<https://dos.uoregon.edu/academic-misconduct>

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://researchguides.uoregon.edu/citing-plagiarism>

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 normally 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. We can usually find a better source that you can use and cite, working together. If in doubt about a source or how to use it, 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 standard. If you're not sure of something, or have any concerns, please ask me!

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<sup>1</sup> See *inter alia* Carrie B. Fried, "In-class Laptop Use and Its Effects on Student Learning," *Computers and Education* 50, no. 3 (2008): 906-14; Pam Mueller and Daniel Oppenheimer, "The Pen is Mightier than the Keyboard: Advantages of Longhand over Laptop Note-taking," *Psychological Science* 25, no. 6 (2014): 1159-68 (available online via the UO Libraries).

# HIST 419/519: 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 24 Sep Introduction to the Course (and Its Requirements)**
- W 26 Sep South Africa as a Subcontinent: Geography, Ecology, Early Demography**  
 Reading: Robert Ross, *A Concise History of South Africa* 2d ed. (Cambridge: Cambridge University Press, 2008), 5-21. **(Canvas)**
- M 1 Oct Patterns of Colonization to the End of the Dutch Period, c.1500-1800**  
**MAP QUIZ at start of class**  
 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. **(Canvas)**  
 Kerry Ward, “Southeast Asian Migrants,” in *Cape Town: Between East and West*, ed. Nigel Worden (Johannesburg: Jacana, 2012), 84-100. **(Canvas)**
- W 3 Oct “Frontiers” and Encounters in the Early British 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. **(Canvas)**

## TREKS (weeks 3-5)

- M 8 Oct The Creation of kwaZulu**  
 Reading: John Wright, “Turbulent Times,” CHSA v.1, Chapter 5, 211-35.  
 “Shaka and the Princess Mkhabayi,” in *Intellectual Traditions of Pre-Colonial Africa* ed. C. B. Hilliard (Boston: McGraw-Hill, 1998), 432-46. **(Canvas)**  
 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. **(Canvas)**
- W 10 Oct Fallout of the Zulu Revolution: Old Societies and New**  
**(ALL) RESPONSE PAPER 1 DUE BY MIDNIGHT (Covering through 3 Oct), Canvas**  
 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. **(Canvas)**
- M 15 Oct The Boer Treks**  
**PAPER PROPOSAL DUE BEFORE MIDNIGHT, Canvas**  
 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. **(Canvas)**

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. **(Canvas)**

**W 17 Oct The mfecane Debate: Myths and Challenges in South African Historiography**

Reading: Shula Marks, “The Myth of the Empty Land.” *History Today* 30, no. 1 (1980): <https://www.historymatters.co.za/content/south-africa-myth-empty-land-shula-marks-1-january-1980-south-africa> (SAHO transcription)  
Norman Etherington, *The Great Treks* (London: Longman, 2001), x-xxv; 329-44. **(Canvas)**

**M 22 Oct 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. **(Canvas)**  
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. **(Canvas)**  
P. Delius, “The Forms and Nature of Maroteng Dominance” and “Internal Political Process and External Political Relations,” chs. 2 & 4 in *The Land Belongs to Us: The Pedi Polity, the Boers, and the British in the Nineteenth Century Transvaal* (Johannesburg: Ravan, 1983), 48-61, 83-107. **(Canvas)**

**W 24 Oct Kingdoms, Republics, and Colonies**

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

**EXPANSION (weeks 6-8)**

**M 29 Oct The Extension of Cape Colonial Rule to the North and East**

**(ALL) RESPONSE PAPER 2 DUE BY MIDNIGHT (Covering through 24 Oct), Canvas “DO OR DIE” DEADLINE FOR REVISED PAPER PROPOSALS**

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. **(Canvas)**

**W 31 Oct Colonial Conflict, Prophecy, and Disaster on the Eastern Cape to 1865**

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. **(Canvas)**

**M 5 Nov The Mineral Revolutions and Their Transformations, 1868-1896**

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. **(Canvas)**

- W 7 Nov Struggles for Labor and Authority**  
 Reading: C. H. Feinstein, *An Economic History of South Africa* (Cambridge: Cambridge University Press, 2005), 22-46. **(Canvas; continued next page)**  
 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. **(Canvas)**
- M 12 Nov The Right to the Land: The Protectorates and the Reserves after 1868**  
 Reading: John Laband and Paul Thompson, "The Reduction of Zululand, 1878-1904" in *Natal and Zululand from Earliest Times to 1910*, eds. A. Duminy and W. Guest (Pietermaritzburg: University of Natal, 1989), 193-232. **(Canvas)**  
 Johan Bergh, "(To) Reserve to the Native Tribes Such Locations as They May Be Fairly and Equitably Entitled To': The Transvaal Location Commission (1881-1899)," *South African Historical Journal* 54 (2005): 1-15. **(Canvas)**
- W 14 Nov The New Industrial Order and the Origins of the South African (Anglo-Boer) War**  
 Reading: Stanley Trapido, "Imperialism, Settler Identities, and Colonial Capitalism: The Hundred Year Origins of the South African War," and Shula Marks, "Class, Culture, and Consciousness in South Africa, 1880-1899," CHSA v.2, Chapters 2 & 3, 66-156. (Yes, it's a lot, but it's immensely valuable material.)  
 F. W. Reitz [J. C. Smuts], *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 19 Nov The South African War, 1899-1902**  
**(1 of 2) RESPONSE PAPER 3 DUE BY MIDNIGHT (Covering up to 14 Nov), Canvas**  
 Reading: Shula Marks, "War and Union, 1899-1910," CHSA v.2 Chapter 4, 157-210.  
 (This is relevant for Wednesday as well.)  
 Peter Warwick, *Black People and the South African War, 1899-1902* (Cambridge: Cambridge University Press, 1983), 1-27. **(Canvas)**
- W 22 Nov Restoration, Realignment, and Resentment from War to Union, 1902-1910**  
 Reading: SA Natives Committee, "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 Inst., 1972), 18-29. **(Canvas)**  
 Jan Smuts to Emily Hobhouse, 21 Feb 1904, and from J. X. Merriman to Smuts, 30 Dec 1906, in *Selections from the Smuts Papers* vol. 2, ed. W. K. Hancock and J. van der Poel (Cambridge: CUP, 1966), 242-44, 311-14. **(Canvas)**
- M 26 Nov 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. **(Canvas)**
- W 28 Nov Legacies: The Natives Land Act (1913), and the Maritz Rebellion (1914)**  
 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. **(Canvas)**  
 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. **(Canvas)**

**F 30 Nov (1 of 2) RESPONSE PAPER 4 DUE BY MIDNIGHT (Covering the remainder), Canvas**

**R 6 Dec MAJOR PAPER DUE BY 5:00PM (PST) on Canvas; you may however tender it sooner.**

**Recapitulation of Due Dates:**

Monday, 1 October	Map Quiz at start of class
Wednesday, 10 October	Response Paper 1 due before midnight (EVERYONE)
Monday, 15 October	Paper Proposal due before midnight (EVERYONE)
Monday, 29 October	Response Paper 2 due before midnight (EVERYONE)
	‘Do or Die’ Proposal Revision / Late Deadline, midnight
Monday, 19 November	Response Paper 3 due before midnight (do this or paper 4)
Friday, 30 November	Response paper 4 due before midnight (only if you skipped 3)
Thursday, 6 December	FINAL PAPER DUE BY 5:00PM; NO LATES (EVERYONE)

**Response Paper Questions and/or Themes (1250-1750 words):**

Each of these prompts includes several related sub-questions I intend to provoke nuanced consideration and response. Feel free to talk about anything related, shift focus a bit, or question the question. Draw on our shared reading material as much as you can—especially primary sources—and go out on an analytical limb if you’re so moved. It’s OK to bring in more sources than we use, draw on your research for the major paper, or reach back further in the course, as long as you use what we’ve read between the last paper and the current one. Do not, however, merely summarize readings without making your own analysis of the subject. In any case, **make sure you have a central thesis and that you use our course readings, as those are major grading criteria.** I may alter these prompts a bit if our classroom interactions veer in interesting directions, but I will announce any such changes on Canvas and in class as early as I can.

**Paper 1.** Early 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 course towards harsher stratification by race and class—and those two categories’ growing co-identification—were already set in this era? Why or why not? Can we even fairly look forward to a segregationist era that was still a century or more in their future, without denying the free will (‘agency’) of seventeenth- and eighteenth-century populations?

**Paper 2.** The inland reconfiguration of African societies and the growth of settler states were major processes of the first seven decades of the 19<sup>th</sup> century. Do you think these two developments were fundamentally different processes from one another (or even consistent internally), and why or why not (or in what ways), based on the evidence and historical scholarship we’ve read? Secondly, what have been, and are, the historical implications of adjudging such historical developments as equivalent/different or linked/separate, regardless of whether you see similarities or differences? Use readings up to 26 October.

**Paper 3.** Was the subjugation of independent and even semi-independent African political power, with its control over land and labor, a necessary precondition for the rise of industrial (mining) capital in South Africa? Was it a necessary outcome, in any case? In short: were both processes interdependent in some unavoidable way? Why or why not? In thinking about this, consider how African societies functioned, their “breakdown” whether incidental or deliberate, the processes of creating mineral wealth and uprooting people from the land, and the extension of colonial rule and imperial conflict between 1835 and 1910—in effect, all readings up to 14 November. Some sources from paper 2 may prove useful as well.

**Paper 4.** The Union that came out of the aftermath of the South African War was a white supremacist settler state dominated politically by Afrikaners. Was it bound to be so? What prevented some other dispensation regarding the creation of a stratified state and society, with a white-controlled economy based on control over black (and other nonwhite) industrial labor? Material throughout the course will help here.

**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). Many writers prefer working from a single key source and employing secondary (derivative or analytical) sources that explain events in southern Africa that shed light on that 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 on Monday, 15 October, by midnight.** 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.

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

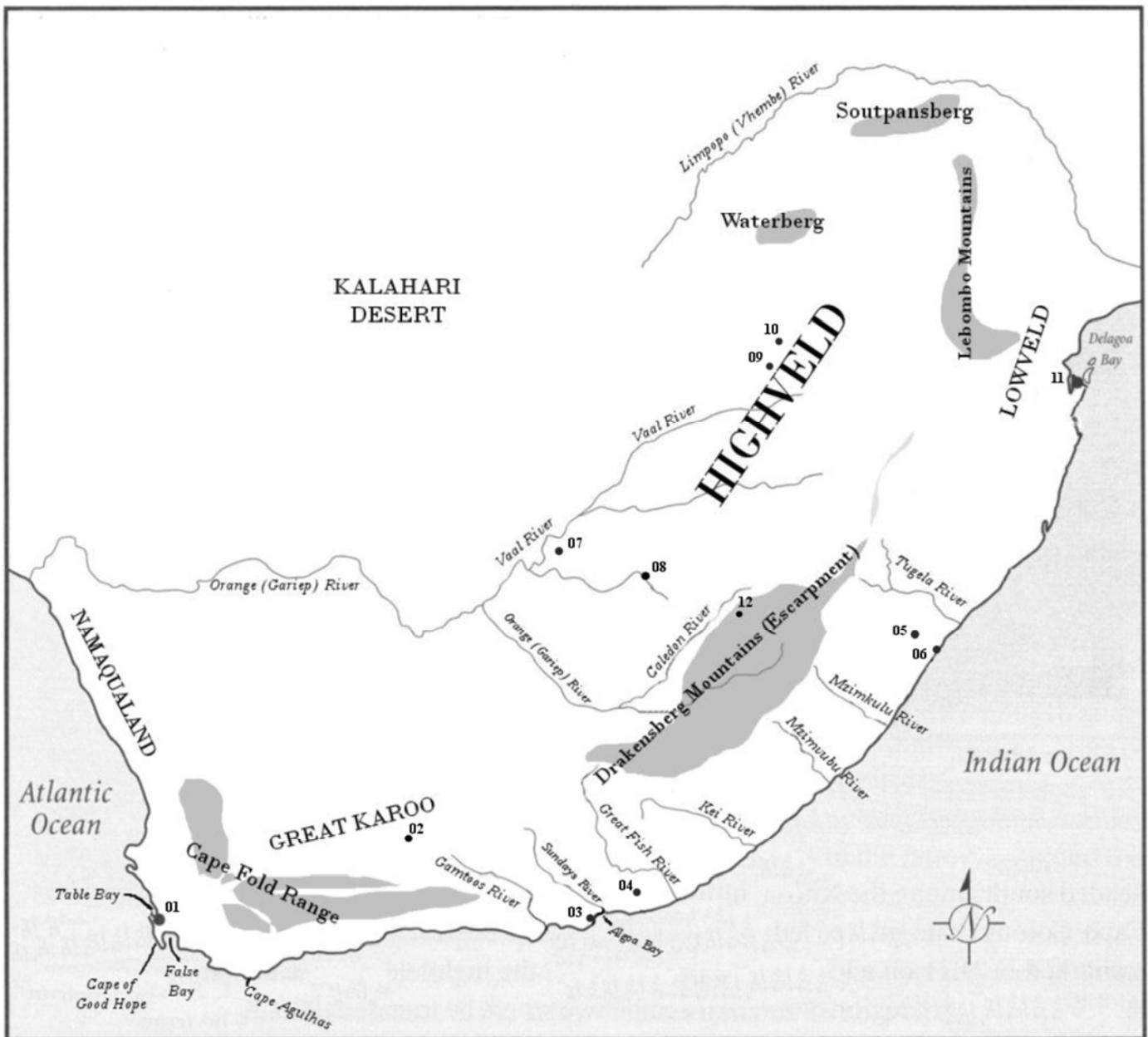
- A statement of the subject or problem, and **a clear research question, the answer to which will be your paper's thesis.** Your question will probably change in focus and scope as you work, perhaps radically, but it is important to start with a promising direction for your inquiries. I will tell you if your proposal is realistic, and we'll work together to settle at a suitable level.
- A brief discussion of the significance of your subject or source as far as you can say. **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. I'm happy to help you here!

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. Proposals are only expected to be 2-3 pages, plus bibliography.

**The Paper:** Your finished paper must be **3500-4500 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 required Rampolla *Pocket Guide for Writing in History* (8<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 (or endnotes) and a bibliography, not in-text citations.** Following a style guide's prescriptions can ensure that you cite sources and avoid the sadness of a failing mark for plagiarism, so this is a good opportunity to learn how to use one if you don't know yet. MLA, APA, and other usage/noting styles are *not* OK for HIST 419; graduate students in 519, see me.

Plan ahead. The final draft of the paper is due Thursday of exam week, so mind your other courses' paper and exam schedules. 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. Just ask! Be aware, however, that the paper may not be late. **I do not give extensions or incompletes** unless you have a truly extreme (and fully documented) case.

OUTLINE MAP OF SOUTH AFRICA (For Map Quiz, week two)



All labels are potentially game. The map quiz itself will be a blank with rivers, elevated areas, and dots shown. I will give you ten labels with letters, and you must identify eight (and only eight) using letters.

Point locales:

- |                         |                                  |
|-------------------------|----------------------------------|
| 01: Cape Town           | 07: Kimberley (New Rush)         |
| 02: Beaufort West       | 08: Bloemfontein                 |
| 03: Port Elizabeth      | 09: Johannesburg (Witwatersrand) |
| 04: Grahamstown         | 10: Pretoria                     |
| 05: Pietermaritzburg    | 11: Maputo (Lourenço Marques)    |
| 06: Durban (Port Natal) | 12: Thaba Bosiu (Lesotho)        |