

Hist 3504: Apartheid South Africa and the Struggle for Human Rights

Fall 2017

T/Th: 1:00 – 2:15 am

Venue: 384 University College

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WELCOME/SAWUBONA!

Everything on this syllabus is important. Please read it carefully and refer to it frequently. You are responsible for knowing its contents!

Course Description

This course examines the lived experiences of South Africans under, and their struggle against, the apartheid system. Apartheid's antecedents were located in colonial South Africa racial segregation. Instituted in 1948 apartheid witnessed the codification and entrenchment of South African race relations culminating in the creation of an unprecedented race-riven socio-economic and political landscape. Local anti-apartheid resistance coupled with the international anti-apartheid movements eventually led to the repeal of apartheid laws, negotiations for democracy and the first democratic elections in 1994. The anti-apartheid movement arguably represents one of the most important social movements of the twentieth century whose reverberations transcended race and political boundaries turning the South African struggle for civil and human rights into an international movement and Mandela into an international anti-apartheid icon. In

this course we will track all these developments. To make this course more accessible we will employ several themes as filters for the vast body of information that constitutes apartheid history in South Africa. Attempt has been made where possible, to arrange the themes chronologically.

Requirements

We meet twice per week on Tuesday and Thursday 1:00-2:15 pm. Instruction takes a hybrid format. It is passed through a combination of lectures, readings, discussions, films/documentaries and songs. The films/documentaries and novels/autobiographies we are going to watch/read should be seen as one of the historical sources available (rather than entertainment) to understand South African history. They should, therefore, be analyzed critically. Students are encouraged to take notes during screening/reading, as well as to make analytical comments or ask questions after the film. During lectures we will also have discussions focused on the readings and films for that week. Discussion will take a variety of forms, including answering questions, debate and group work. Students will take turns to lead class discussions - on a weekly basis - by giving short responses to readings of the week. For the week that one leads a discussion, each student must read at least two articles (both articles can be from the required readings or at least one is supposed to be from the required readings) in preparation for their presentation and discussion. In addition every student must read the assigned textbooks.

Your preparation for these discussions – careful, critical and timely engagement with the readings – is, therefore, absolutely necessary. Ask yourself how the texts for the day relate to one another and to other readings you have encountered in the course or elsewhere and how they relate to the larger themes in the course. Do they reinforce or complicate a particular angle of interpretation? What overlaps or discrepancies emerge when you hold up these texts against each other? What kind of story do they tell about continuity and change over time and place?

You should have completed the reading assignments prior to the lectures. Preparation and participation in class and discussion sections will constitute a part of your grade. Remember, active listening is an integral part of a productive discussion. Late arrivals, leaving the room excessively during class time, and talking privately while someone else has the floor undermines a collective atmosphere of mutual respect and commitment to learning, and will be duly noted when assessing participation grades.

Attendance and Deadlines: Attendance at all lectures is required. There is a high correlation between students who receive good grades and those who attend class on a regular basis. Please contact the professor if you are going to be absent. Naturally absences will affect your participation grade in a very direct way.

All deadlines are final except in extraordinary circumstances, and they must be documented in writing. Assignments should be submitted electronically (unless otherwise stated) and they are due by mid-night on the date listed on the class syllabus. Late papers will be penalized at 2.5% per day.

Policy on late work: Please plan ahead around the assignments that are listed in your syllabus. As a general rule extensions will not be granted for this class unless there are extenuating circumstances.

Required Texts: The following books have been ordered at the Bookstore:

David M. Gordon, *Apartheid in South Africa: A Brief History with Documents*

Sindiwe Magona, *To My Children's Children* (autobiography)

Mark Mathabane, *Kaffir Boy* (biography)

All the journal articles on the syllabus can be accessed through JSTOR or Google Scholar.

Other online sources

- Hein Marais, *South Africa pushed to the Limit: The Political Economy of Change*, Claremont, University of Cape Town Press, 2010 (Google Scholar)
- David Black, "The Long and Winding Road: International Norms and Domestic Political Change in South Africa," in Thomas Risse, Stephen C. Ropp and Kathryn Sikkink, eds., *The Power of Human Rights: International Norms and Domestic Change*, Cambridge, Cambridge University Press: 78-108. (Google Scholar)
- P. Waldmeir, *Anatomy of a Miracle: The End of Apartheid and the Birth of the New South Africa*, Norton and Company, 1997. (Google Scholar)

Visual/Audio sources

Sonia Ruseler CNN on the colonization of South Africa

<http://www.youtube.com/watch?v=Q8538DdiKr8&feature=related>

Sonia Ruseler CNN on Apartheid and the anti-apartheid struggle

<http://www.youtube.com/watch?v=jsOrKUfkh2k&feature=related>

The Sharpeville Massacre:

<http://www.sahistory.org.za/pages/governenceprojects/Sharpeville/menu.htm>

"Court Transcript of the Statement from the Dock of Nelson Mandela, Accused No. 1 [1964]," <http://www.sahistory.org.za/archive/courttranscript-statement-dock-nelson-mandela-accused-no-1>

The 1963 UN statement from Miriam Makeba (Mama Africa), is on YouTube (with French subtitles): <http://www.youtube.com/watch?v=uWP5mBJ4HWs>

Nelson Mandela's first television interview, June 1961.

<http://www.youtube.com/watch?v=fPofm50MHW8&feature=related>

Sonia Ruseler CNN on Nelson Mandela's release from prison: February 11, 1990

<http://www.youtube.com/watch?NR=1&v=52DMSIE2jYg>

Sonia Ruseler CNN on South African Transition from Apartheid to Democracy

<http://www.youtube.com/watch?v=SIFSLHwEy1E&feature=related>

Mandela Digital Story

<http://www.youtube.com/watch?v=XhNNGuFHxYw>

Macmillan's famous "Wind of Change" speech, and Verwoerd's response:
<http://www.bbc.co.uk/archive/apartheid/7203.shtml> - too long to watch in class so watch on your own.

SOC 429 Soweto Uprising YouTube
https://www.youtube.com/watch?v=kaT_LZkg29E

All the articles in the syllabus can be accessed through JSTOR via the University of Manitoba electronic library.

Written requirements include: one map quiz, one primary document analysis, an in-class mid-semester exam, and a short research paper and the final exam. Detailed instructions for each of these assignments will be distributed in class. All written work should be typed and double-spaced, using standard font size 12. Employ proper citations (footnotes must be used for this class) and use the Chicago Style

Map Quiz: History makes little sense without geography. To that extent you need to familiarize yourself with the geography of South Africa. There will be one in-class map quiz on the second Thursday of the semester. No make-up quizzes will be provided unless a student has an official excuse for her or his absence.

Analyzing a primary document: This is an exercise that will help students learn how to read/analyze historical primary documents. I will provide the primary document. The analysis (minimum 1500 words long) is due October 3.

Research Paper: Students' critical and analytical skills also develop by writing. To that end, you are expected to formulate a specific topic of your own interest for research, examining in more depth, one of the topics covered in class. Write a 7-10 page (1750-2500 words) paper. The paper is due on November 30. One of the major aims of this course is to hone the skills students need to write an African history essay. Therefore, where possible, you should strive to use primary and secondary sources when writing papers. For this essay use at least one primary document and five academic sources (journal articles and books) and you can also use any novels and songs on South Africa, where relevant. Any further details will be provided in class.

Examinations: Students will write one mid-term exam in the 7th week of the semester. The final requirement is the end of semester exam which will be taken during the examination weeks in December. This exam will test your grasp of the material we have covered throughout the semester.

Grading:

1. Class Participation – 10%.
2. 1 map quiz – 5%, September 14, 2017
3. Analyzing primary document(s) – 10%, October 3, 2017.
4. Mid-course exam - 20%, October 31, 2017.
5. Research Paper – 25%, November 30, 2017
6. Final Exam - 30%, date TBA December 2017

VW date is November 17, 2017.

All papers are graded on a percentage point system:

A+	90-100%	Exceptional
A	80-89%	Excellent work
B+	75-79%	Very good
B	70-74%	Good
C+	65-69%	Satisfactory
C	60-64%	Adequate
D	50-59%	Marginal
F	0-49%	Failure

Evaluative feedback will be provided by November 17, 2017 - the voluntary withdrawal deadline.

Feel free to contact the professor with any problems via email or in person.

Grade Appeal

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.

Uncollected Term Work

Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

Academic Integrity:

The University's regulations re: plagiarism, cheating and impersonations are the section on "Academic Integrity" of the General Academic Regulations in the online Academic Calendar & Catlog of the University of Manitoba

(<http://crscalprod1.cc.umanitoba.ca/Catalog/ViewCatalog.aspx>).

Faculty of Arts' penalties for academic dishonesty includes the following, which can be found at http://umanitoba.ca/faculties/arts/student/student_responsibilities.html :

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat

violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Student Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage (http://umanitoba.ca/student/resource/student_advocacy/).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. <http://umanitoba.ca/student/health/>

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA facebook <https://www.facebook.com/groups/422932261087799/> or email umhisau@gmail.com

Gizmos: Gadgets in the classroom have proven to be annoying and distracting not only for their users but for others around them as well. They can also disrupt other students' attention. Laptop, i-pads sometimes have a demonstrably negative effect on learning and participation. Should you use the lap top or i-pad to take notes and/or e-readers please sit at the back of the classroom. Please turn your phones to silent (or off) and resist the urge to text until after the class.

Be sure to familiarize yourself with the syllabus. It is a student's duty to make sure that they meet all the course requirements in a timely manner.

For weekly readings - Every student should read the assigned pages from David M. Gordon, *Apartheid in South Africa: A Brief History with Documents*. In addition, each student will do one class presentation/think piece based on assigned readings for a specific week.

Week 1: Introductions: Mapping the Country

Week 2: Colonial South Africa Dispossession, Proletarianization and Race Relations

Readings:

David M. Gordon, *Apartheid in South Africa: A Brief History with Documents*: 2-7; “Natives Land Act, 27-28; “Cruel Operations of the Natives Land Act,” 28-30; “Racial and Moral Axioms,” 32-33; “Segregation with Guardianship,” 34-35;

- Timothy J. Stapleton, “They No Longer Care for their Chiefs,”: Another Look at the Xhosa cattle Killing of 1856-1857,” *The International Journal of African Historical Studies*, 24, 2, (1991): 383-392;
- Colin Bundy, “The Emergency and Decline of a South African Peasantry,” *African Affairs*, 71, 1972: 8-41;
- Timothy Keegan, “The Sharecropping Economy on the South African Highveld in the Early 20th Century,” *Journal of Peasant Studies*, 10, 2-3, 1983: 201-226;
- Robert Morrel, “Of Boys and Men: Masculinity and Gender in Southern African Studies,” *Journal of Southern African Studies*, 24, 4, 1998: 605-630;
- Owen Crankshal, “Squatting, Apartheid and Urbanization on the Southern Witwatersrand,” *African Affairs*, 92, 1993, 31-51;
- Harriet Deacon, “Racial Segregation and Medical Discourse in Nineteenth-Century Cape Town,” *Journal of Southern African Studies*, 22, 2, (1996): 287-308;
- T. Dunbar Moodie, Vivienne Ndatshe and British Sibuya, “Migrancy and Male Sexuality on the South African Gold Mines,” *Journal of Southern African Studies*, 14, 2, (1988): 228-256;
- Saul Dubow, “Afrikaner Nationalism, Apartheid and the Conceptualization of ‘Race’,” *Journal of African History*, 33, 2, 1992: 209-237.

Map quiz – in class – on Thursday, Sept. 14.

Week 3: Afrikaner Nationalism: The Rise of White Supremacy and Apartheid Ideology

Readings:

David M. Gordon, *Apartheid in South Africa: A Brief History with Documents*, 7-11; “The White man’s Domain” 43-45; Jan van Riebek’s Tercentenary Celebration,” 41-42; Apartheid Pictures,” 50-51

- Philip Bonner, “The Great Migration’ and ‘The Greatest Trek,” *Journal of Southern African Studies*, 30, 1, 2004: 87-114;

- Jenny de Reuck, “Social Suffering and the Politics of Pain: Observations on the Concentration Camps in the Anglo-Boer War 1899-1902,” *English in Africa*, 26, 2, 1999: 69-88;
- Paul Rich, “The Origins of Apartheid Ideology: The Case of Ernest Stubbs and Transvaal native Administration, c.1002-1932,” *African Affairs*, 79, 315, 1980: 171-194;
- Louise Vincent, “Bread and Honour: White Working Class Women and Afrikaner Nationalism in the 1930s,” *Journal of Southern African Studies*, 26, 1, 2000: 61-78;
- Jeremy Seekings, “‘Not a Single White Person Should be Allowed to Go Under’: Swartgevaar and the Origins of South Africa’s Welfare State, 1924-1929,” *The Journal of African History*, 48, 3, 2007: 375-394;

Week 4: Apartheid Architecture

Readings:

David M. Gordon, *Apartheid in South Africa: A Brief History with Documents*: 17-20; Apartheid Legislation, 45-50; “Demand for the Withdrawal of Passes for Women” 66.

- Andre du Toit, “Puritans in Africa? Afrikaner Calvinism and Kuyperian Neo-Calvinism in Late Nineteenth Century,” *Comparative Studies in Society and History*, 27, 2, 1985: 209-240;
- Alan Mabin, “The Impact of Apartheid on Rural Areas of South Africa,” *Antipode*, 23, 1, 1991: 33-46;
- AJ Christopher, “‘To Define the Indefinable’: Population Classification and the Census in South Africa,” *Area*, 34, 4, 2002: 402-408;
- Alan Mabin, “Origins of Segregatory Urban Planning in South Africa C1900-1940,” *Planning History*, 13, 3, 1991: 8-16;
- Alan Baldwin, “Mass Removals and Separate Development,” *Journal of Southern Africa Studies*, 1, 2, 1975: 215-227;
- A.J. Christopher, “Segregation and Cemeteries in Port Elizabeth, South Africa,” *The Geographical Journal*, 161, 1, (1995): 38-46.

Movie: The Anatomy of Apartheid, 1963 – if available.

Week 5: The Rise of Pan-Africanism and the Spread of Ideas

Readings:

David M. Gordon, *Apartheid in South Africa: A Brief History with Documents*: Stephen Biko, The Definition of Black Consciousness,” 96-99;” Nkosi Sikeleli iAfrika, 67-68; “Freedom Charter,” 68-72.

- David M. Gordon, *Apartheid in South Africa: A Brief History with Documents*
- Du Bois – Pan-Africanism: A mission in my Life; G. Shepperson, “Notes on Negro American Influences on the emergence of African Nationalism,” *Journal of African History*, 1960;

- Leopold Sedar Senghor, Negritude and African Socialism, in Pieter Hendrik Coetzee and APJ Roux, *The African Philosophy Readers*, (Google Scholar);
- A Irele, Negritude of Black Cultural Nationalism, *The Journal of Modern African Studies*, 1965;
- UN, “Declaration on the Granting of Independence to Colonial Countries and Peoples 1960

Documentary – You have Struck a Rock.

Week 6: The Heavy Hand of Apartheid

Readings

David M. Gordon, *Apartheid in South Africa: A Brief History with Documents*: People’s Protest, 64-65; Sharpsville Massacre, 82-85; Nelson Mandela, statement at the Rivonia Trial, 85-89; the Destruction of Sophiatown, 137-138; “Forced Removals in Cape Town,” 139-142; “On the Island,” 92-93.

- David M. Gordon, *Apartheid in South Africa: A Brief History with Documents*: 14-17
- Julia Wells, “Why Women Rebel: A Comparative Study of South African Women’s Resistance in Bloemfontein (1913) and Johannesburg (1958),” *Journal of Southern African Studies*, 10, 1, 1983: 55-70;
- Helena Pohlandt-McCormick, “I saw a Nightmare ... Soweto, June 16, 1976) *History and Theory*, 39, 4, 2000, 23-44;
- Karen Jochelson, “Reform, Repression and Resistance in South Africa: A Case Study of Alexandra Township, 1979-1989,” *Journal of Southern African Studies*, 16, 1, 1990, 1-32;
- Dissel Amanda, “Track Two: Constructive Approaches to Community and Political Conflict: Prison Transformation in South Africa,” 11, 2, 2002: 8-15;
- Human Rights Watch, *Prison Conditions in South Africa*, New York, 1994: 1-146
<http://www.hrw.org/report/pdfs/s/safrica/safrica942.pdf> ;
- Correctional Services, *History of the Transformation of the Correctional System in South Africa*, South Africa, 1913. <http://www.dcs.gov.za/Aboutus/History.aspx> ;
- F. Njubi Nesbitt, “African Intellectuals in the Belly of the Beast: Migration, Identity, and the Politics of Exile,” *African Issues*, 30, 1, 2002: 70-75.

Discussion: Sindiwe Magona, *To My Children’s Children* (autobiography)

Primary Document Analysis Due, Oct.3 – submit the analysis as an attachment by midnight. No class on October 5, Fall Break.

Week 7

Mid-semester in-class exam on Thursday, Oct. 26. No class on Tuesday, Oct. 24.

Week 8: Radicalization of Protest: Making South Africa Ungovernable/The Armed Struggle

Readings

David M. Gordon, *Apartheid in South Africa: A Brief History with Documents*:12-14; “National Liberation and Women’s Liberation,” 103-104; “You will Learn how to use a Gun,” 90-91; Photo of Hector Pieterse, 99-100; “Testimony of a Counterinsurgency,” 117-119.

- “Court Transcript of the Statement from the Dock of Nelson Mandela, Accused No. 1 [1964],” <http://www.sahistory.org.za/archive/courttranscript-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;>
- Cheryl Walker, *Women and Resistance in South Africa*, Claremont, David Philip Publishers, 1982 (Google Scholar);
- Paul S. Landau, “The ANC, MK, and ‘The Turn to Violence’ 1960-1962,” Special Issue: ANC at 100, *South African Historical Journal*, 64, 3, 2012: 538-563;
- Thula Simpson, “Toyi-Toyi-ing to freedom: The Endgame in the ANC’s Armed Struggle, 1989-1990,” Special Issue: Liberation Struggles, Exile and International Solidarity, *Journal of Southern African Studies*, 35, 2, 2009: 507-521;
- Thula Simpson, “Military Combat Work: The Reconstitution of the ANC’s Armed Underground, 1971-1976,” *African Studies*, 70, 1, 2011: 103-122;
- Chris Alden, “From Liberation Movement to Political Party: ANC Foreign Policy in Transition,” *South African Journal of International Affairs*, 1, 1, 1993: 62-81;
- Sheridan Johns, “African Obstacles to Guerilla Warfare – A South African Case Study,” *The Journal of Modern African Studies*, 11, 2, 1973: 267-303.

Week 9: Anti-Apartheid Economic Sanctions

Readings:

- Audie Klotz, “Norms Reconstituting Interests: Global Racial Equality and US Sanctions Against South Africa,” *International Organization*, 49, 3, 1995: 451-478;
- Michelle Westermann-Behaylo, “Institutionalizing Peace through Commerce: Engagement or Divestment in South African and Sudan,” *Journal of Business Ethics*, 89, 4, 2009: 417-434;
- Marc Keech and Harrie Houlihan, “Sport and the end of Apartheid,” *The Roundtable: The Commonwealth Journal of International Affairs*, 88, 349, 1999: 109-121;
- Gay W. Seidman, “Monitoring Multinationals: Lessons from the Anti-Apartheid Era,” *Politics and Society*, September 2003, 31, 3: 381-406;

- Anne R. Bowden, “North Carolina’s South African Divestment Statute Note,” Heinonline, 949;
- Christopher Merrett, “‘In nothing else are the deprivors so deprived’: South African Sport, Apartheid and Foreign Relations,” *The International Journal of the History of Sport*, 13, 2, 1996: 146-165.

Week 10: Transnational Anti-apartheid Activism

Readings:

- R. Kelly Garrett and Paul N. Edwards “Revolutionary Secrets: Technology’s Role in the South African Anti-Apartheid Movement,” *Social Science Computer Review*, 2007, 25, 1: 13-26;
- Hakan Thorn, “The Meaning(s) of Solidarity: Narratives of Anti-Apartheid Activism,” *Journal of Southern African Studies*, 35, 2, 2009: 417-436;
- G. Brown and H. Yaffe, “Non-Stop against Apartheid: Practicing Solidarity Outside the South African Embassy,” *Social Movement Studies*, 12, 2, 2013: 227-234;
- Hakan Thorn, “Solidarity across Borders: The International Anti-Apartheid Movement,” *Voluntas: International Journal of Voluntary and Non-profit Organizations*, 17, 4, 2006: 285-301.

Discussion – Kaffir Boy

Week 11: Negotiating Democracy

Readings:

David M. Gordon, *Apartheid in South Africa: A Brief History with Documents*: 20; de Klerk, “Address to Parliament,” 155-158; Mandela, “Speech Upon his Release,” 158-161; “Madam and Eve: Free At Last,” 163.

- Morris Szeftel, “‘Negotiated Elections’ in South Africa, 1994,” *Review of African Political Economy*, 21, 61, 1994: 457-470;
- AJ. Christopher, “Regionalization and Ethnicity in South Africa, 1990-1994”: *Area*, 27, 1, 1995: 1-11;
- Craig Charney, “Civil Society, Political Violence, and Democratic Transitions: Business and the Peace Process in South Africa, 1990-1994,” *Comparative Studies in Society and History*, 41, 1, 1999: 182-206;
- Kamaroopi, “South African Elections: Exorcising Ghosts from the Past,” *Economic and Political Weekly*, 34, 22, 1999, pp. 1325-1327;
- Betty Glad, “Passing the Baton: Transformational Political Leadership from Gorbachev to Yeltsin: from de Clerk to Mandela,” *Political Psychology*, 17, 1, 1996, pp.1-28.

Week 12: Forging a New South Africa?

Readings:

- Paul van Zyl, “Dilemmas of Transitional Justice: The Case of South Africa’s Truth and Reconciliation Commission,” *Journal of International Affairs*, 52, 2, 1999: 1-21;
- Mahmood Mamdani, “Amnesty or Impunity?: A Preliminary Critique of the Report of the Truth and Reconciliation Commission of South Africa (TRC),” *Diacritics*, 32, 3-4, 2002: 33-59;
- Aletta J. Norval, “Memory, Identity and the (Im)possibility of Reconciliation: The Work of the Truth and Reconciliation Commission in South Africa,” *Constellations*, 5, 2, 1998: 250-265;
- Fiona C. Cross, “On Having Voice and Being heard: Some after-Effects of Testifying Before the South African Truth and Reconciliation Commission,” *Anthropological Theory*, 3, 3, 2003: 325-341;
- Gunnar Theissen and Brandon Hamber, “A State of Denial: White South Africa’s Attitude to the Truth and Reconciliation Commission,” *Indicator South Africa*, 15, (1), *Autumn*, pp. 8-12.

Research paper Due, November 30 – submit an e-copy as a word attachment

Documentary: Long Night’s Journey into Day

Week 13: Overview

Movie: South Africa Belongs to Us.