History 148B: Colonial Southern Africa
History Dept., University of California Santa Barbara
Spring 2016. Day & Venue: Tue. & Thu. 9:30-10:45am; HSSB 4020
Professor Chikowero
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Prerequisites: A curious mind that is passionate to learn new things

“I started immediately as a night watchman. I was given a uniform, a new pair of boots, a helmet, a flashlight, a whistle, and a knobkerrie, which is a long wooden stick with a heavy ball of wood at one end. The job was a simple one: I waited at the compound’s entrance next to the sign that read, ‘BEWARE: NATIVES CROSSING HERE’, and checked the credentials of all those entering and leaving.” Rolihlahla Nelson Mandela, Long Walk to Freedom.

“When we Westerners call people ‘natives’ we implicitly take the cultural colour out of our perception of them. We see them as wild animals infesting the country in which we happen to come across them, as part of the local flora and fauna and not as men of like passions with ourselves. ... And, seeing them thus as something infra-human, we feel entitled to treat them as though they did not possess ordinary human rights. They are merely natives of the lands which they occupy. Their tenure is as provisional and precarious as that of the forest trees which the western pioneer fells or that of the big game which he shoots down. And how shall the ‘civilized’ Lords of Creation treat the human game, when in their own time they come to take possession of the land which, by right of eminent domain, is indefeasibly their own? Shall they treat these ‘Natives’ as vermin to be exterminated, or as domesticable animals to be turned into hewers of wood and drawers of water? No other alternative need be considered, if ‘niggers have no souls’.” Arnold J. Toynbee, The Study of History, 1968.

“The condition of the colonized is a nervous condition.” Jean-Paul Sartre.

Scholars and students today use terms like “natives” and “tribes” as if they are innocent terms; or are they not?! What is the essence of Toynbee’s thesis? What does it imply about the power of colonizing ideas, terminologies, and discourses? The historian’s craft is not simply about reciting events; it is about engaging with the processes that produce and utilize powerful ideas, and interrogating the politics of knowledge production. History 148B is no ordinary course. It will change the way you think about language, ideas, power, colonialism, independence, rights and resource sovereignty. Europeans sought to colonize Southern Africa from the 15th century. Our primary focus will be the post-Berlin Conference era (post-1884/85) to the end of the 20th century when South Africans regained their independence. We will learn about settler colonialism, its philosophies, mechanics and outcomes; the relationship between the church and the colonial state; and African self-liberation, nationalist genealogies, objectives and outcomes.

Buy two books, Mhoze Chikowero’s African Music, Power and Being in Colonial Zimbabwe from UCen Bookstore, and E’skia Mphahlele’s Down 2nd Avenue from amazon or other vendors, and the READER from SB Printers at UCen. Newspapers, videos, interviews and songs, will be made available in class.
Assignments, Attendance and Deadlines
An individual research paper, an in-class mid-quarter exam, and impromptu quizzes randomly issued in class constitute the bundle of assignments for this course. Students’ critical and analytical skills develop by writing. To that end, you will be required to choose one topic from a list on the syllabus or to formulate one for yourself for the research paper. Papers must be about 8 pages long, double-spaced, 12-point New Times Roman, and thoroughly revised for prose before submission. Due dates are either listed in this class syllabus, or will be announced in advance. No late submissions; no make-ups for poor performances, or for missed assignments.

Full attendance required. Come to class on time and leave at the end to minimize disruptions; an attendance roll will be marked not only “present” or “absent,” but also “on time” or “tardy.” A few minutes of missed class makes a difference.

Grading Rubric
1. Quizzes–20. (These will be issued at any time in class without prior notice)
3. Mid-semester exam–30
4. Book review—10
4. Research paper final—30

Numerical-Letter Grading Scale
96-100, A+; 91-95, A; 86 – 90, A-; 81-85, B+; 76-80, B; 71-75, B-; 66-70, C+; 61-65, C; 56-60, C-; 51-55, D+; 46-50, D; 41-45, D-; 36-40, F.

Academic Integrity, Consultation
Acquaint yourself with the University policy on academic integrity to avoid the risks attendant on plagiarism, cheating, and other forms of academic dishonesty. These may include an automatic fail grade and possible suspension from the university.

Consultation and Emailing
Please ask questions in class, after class, and during my office hours. Minimize consultation through email. Don’t wait until after a poor grade because, as they say somewhere in Southern Africa, “There is no prayer beyond the grave.” When you email please indicate the “subject” of your query in the email subject line. Address me appropriately. I will not respond if you write “hey there!” or other inappropriate things.

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LECTURE THEMES AND READINGS

Introductory Assignments: Getting to Terms with our Discourse

Tue. Jan. 5
Quiz 1:
• What is your tribe? Write a half page, single-spaced, describing your tribal identity, its history, and anything that forms that identity. (3 marks)

Thur. Jan. 7
• Chris Lowe, “Talk about tribe: moving from stereotypes to analysis;”
  http://www.africafocus.org/docs08/ethn0801.php (in-class quiz, 2 marks)

Q: Continued use of terms like “tribe” and “native” constitutes intellectual laziness. Discuss
Tue. Jan. 12

State-Making in Late 19th Century: Mfecane/Difaqane


Discussion Questions

- What does Cobbing’s argument show us about the written documents used in the writing of early Southern African history?

Thur. Jan. 14

European Colonization and African Resistance


Tue. Jan. 19

Missionaries and Settlers: The Foundation of Colonial Societies

- Watch documentary before class: German Genocide in Namibia, https://www.youtube.com/watch?v=8UehndG8HQg

Research topic and outline: thesis and 5 preliminary sources due in class. 3 of the sources must be primary. (10 marks)

Thur. Jan. 21

The Minerals Revolution and Industrialization in South Africa, Gold and Diamonds: White Capital, Black labor


Thur. Jan. 28

Land and Racial Domination in Southern Africa


Quiz: Explain the logic of the Natives Land Act, as described in Sol Plaatje’s chapter, in terms of Arrighi’s thesis. (2 pages double-spaced; 5 marks. Due next Tuesday in class)

Tue. Feb. 2
Fate of African Peasantry: The White Agricultural Policy
- Lawrence Vambe, *An Ill-Fated People*, Chapters 14 & 15 (Not in reader; book available on-line through UCSB library)

*Thur. Feb. 4*

**Forced Cash Cropping Regimes: African Resistance**

**Q:** How useful is the concept of passive resistance in studying peasant responses to forced cash crop production?

*Tue. Feb. 9: **MID-QUARTER EXAM**

*Thur. Feb. 11*
- E’skia Mphahlele, *Down 2

Avenue.*

*Tue. Feb. 16*

**Colonial Urbanization: White Geographies of Power**
- Mhoze Chikowero, “Architectures of Control,” Ch.4.

**Research Area:** Use colonial newspapers to explore the making of the “native locations.”

*Thur. Feb. 18*

**Sex, Race & Colonial Ideology**

**Research Area:** Why did sex matter in colonial Southern Africa? Utilize colonial newspapers like the *Bulawayo Chronicle* and the *Rhodesia Herald*.

**Research Paper Due in Class**

*Tue. Feb. 23*

**Alcohol, Gender & Social Control**
- E’skia Mphahlele, “Saturday Night,” *Down 2

Avenue*, pp.31-33.
- Chikowero Beer Archive (to be issued in class)

**Q:** Why was alcohol a bone of contention in urban colonial Africa?

**Research Area:** Use the “Chikowero Beer Archive” and colonial newspapers to
explore colonial beer politics. Why did beer become a political issue in colonial Southern Africa?

**Thu. Feb. 25**

**Apartheid Unveiled: Bantu Education, Colonialism’s Cultures**
- Steve Biko, *I Write What I Like*, Ch.5 (On the problem of White liberalism).

16. “Triumph?” Why was the destruction of African urban residential areas ideologically significant in mid-20th century South Africa?

**Tue. Mar. 1**

**Film:** Amandla! Revolution in Four-Part Harmony (expect a quiz)
- Frantz Fanon, “Concerning Violence,” *The Wretched of the Earth*.

**Thur. Mar. 3**

**Anti-Colonial Nationalism and the Liberation Struggle: Zimbabwe** (These two readings go with Chikowero Ch. 8 & 9)

**Tue. Mar. 8**

**Defending the Laager: State Responses**
- Project Coast, [https://www.youtube.com/watch?v=U4I3LznMKGk](https://www.youtube.com/watch?v=U4I3LznMKGk)

**Thur. Mar. 10:** **Chimurenga Narratives**

**Book Review Due**
Mhoze Chikowero, *African Music, Power and Being in Colonial Zimbabwe*

**The Politics of Racial Reconciliation**
- The Big Debate on Racism

**What is a book review?** Restate the book’s thesis very briefly in your own words. Then assess its strengths and weaknesses. What sources does it use? What do you think about the way the author reads the sources? I will look for evidence that you have read and understood the arguments made in every chapter. Look at journals for examples of other book reviews (but do not plagiarize reviews of this book, because I will know and you will have committed an intellectual crime!).