

## History 148B: Colonial Southern Africa

History Dept., University of California Santa Barbara

Spring 2016. Day & Venue: Tue. & Thu. 9:30-10:45am; HSSB 4020

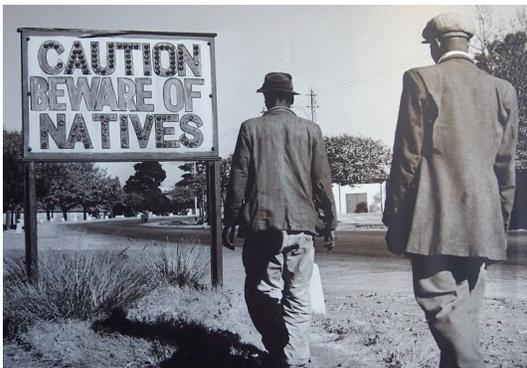
Professor Chikowero

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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 15<sup>th</sup> century. Our primary focus will be the post-Berlin Conference era (post-1884/85) to the end of the 20<sup>th</sup> 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 2<sup>nd</sup> 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)
2. Research paper topic, thesis, sources and outline—10. **Due Jan. 19.**
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 19<sup>th</sup> Century: Mfecane/Difaqane**

- Julian Cobbing, “The Mfecane as an Alibi: Thoughts on Dithakong and Mbolombo,” *Journal of African Studies*, 29, 3, 1988: 487-519.

**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**

- T. O. Ranger, Chapter 2: Administration in Mashonaland, 1896/7, *Revolt in Southern Rhodesia*, pp.46-88.

Tue. Jan. 19

**Missionaries and Settlers: The Foundation of Colonial Societies**

- Mhoze Chikowero, “Missionary Witchcrafting African Being: Cultural Disarmament,” from *African Music, Power and Being*, **Ch. 1**.
- **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**

- William Worger, “Workers as Criminals: The Rule of Law in Early Kimberley, 1870-1885,” in Fred Cooper (ed.), *Struggle for the City*, pp.51-85.

Tue. Jan. 26.

**Primary Document Analysis: Report of the Native Committee of Inquiry, 1910-11.**

- Ethel Tawse-Jollie, “Southern Rhodesia: A White Man’s Country in the Tropics,” *Geographical Review* 17, 1, 1927.

Thur. Jan. 28

**Land and Racial Domination in Southern Africa**

- Giovanni Arrighi, “Labor Supplies in Historical Perspective: A Study of Proletarianization of the African Peasantry in Rhodesia,” *Essays on the Political Economy of Africa*, Giovanni Arrighi and John Saul (eds.), 1973.
- Sol Plaatje, “The Natives Land Act in the Cape Colony,” *Native Life in South 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**

- Colin Bundy, “The Emergence and Decline of a South African Peasantry,” *African Affairs* 71, 285, 1972, 369-388
- 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**

- Allen Isaacman, Michael Stephen, Yussuf Adam, Maria Joao Homen, Eugenio Macamo and Augustinho Pililao, “Cotton is the Mother of Poverty”: Peasant Resistance to Forced Cotton Production in Mozambique,” *International Journal of African Historical Studies* 13, 4, 1980.

**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<sup>nd</sup> 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**

- John Pape, “‘Black and White:’ the Perils of Sex in Colonial Zimbabwe,” *Journal of Southern African Studies*, 16, 4, 1990: 699-720.

**\*\*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**

- Chikowero, “Many Moods of ‘Skokiaan’: Criminalized Leisure, Underclass Defiance and Self-Narration,” *African Music, Power and Being*, Ch. 7.
- E’skia Mphahlele, “Saturday Night,” *Down 2<sup>nd</sup> 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-20<sup>th</sup> 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)

- Mafuranhunzi Gumbo, "Bikita Nickel," *Guerrilla Snuff*, pp. 111-129.
- Ralinala *et al.*, "The Wankie and Sipolilo Campaigns," *The Road to Democracy in South Africa*, Vol. 1, 1960-70:  
[http://www.sadet.co.za/docs/RTD/vol1/SADET1\\_chap12.pdf](http://www.sadet.co.za/docs/RTD/vol1/SADET1_chap12.pdf)

*Tue. Mar. 8*

**Defending the Laager: State Responses**

- Ian Martinez, "The History of the Use of Bacteriological and Chemical Agents in Zimbabwe's Liberation War of 1965-1980 by Rhodesian Forces," *Third World Quarterly*, 23, 6, 2002, 1159-1179.
- Project Coast, <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!).