

HIST 419: AFRICAN REGIONAL HISTORY (SOUTH AFRICA)

Fall Term 2009 – MWF 12:00-12:50pm – Lillis 245 – CRN 16646
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Instructor: Lindsay Frederick Braun
Office: 311 McKenzie Hall
Telephone: (541) 346-4838, x64838 on-campus.
Email: lfbraun@uoregon.edu
Office hours: MW 2:00-4:00pm, and by arrangement

Overview and Objectives

When asked about South Africa, most people can say *something*. Beyond the beauty of the region and the wildlife of its parks, people can usually think of a few things, like the HIV/AIDS crisis, diamond and gold mining, *apartheid*, Shaka, Nelson Mandela, and (most recently) Neill Blomkamp's *District 9*. That familiarity rarely goes much deeper, and a basic understanding of the major strands of South Africa's history is rarer still. The character of South Africa today and the challenges it faces are however deeply rooted within its history as a plural society riven by social, cultural, and economic fissures. South Africa's present is the product of ongoing struggles that neither began with the system of legal and social segregation collectively known as *apartheid* nor ended with the South African democratic "miracle" of 1994 that heralded *apartheid*'s end.

In this course, we shall begin to fill in the picture of South Africa's history and explore the major cultural, political, and social themes that have dominated it. We will approach these by considering the development of identities and plural society and the inequality they fed into. The post-1800 history of the territory that today is the Republic of South Africa is ostensibly our stage, but arbitrary political and temporal boundaries rarely effect real isolation. Therefore we must also touch upon the history of South Africa's neighbors and extend back before 1800. This course neither presumes nor requires prior background in African history, culture, or geography, but your learning curve will be very steep.

By the end of this course, you will have a command of the major landmarks and themes in South Africa's history, and you will understand the trajectory that led to the South African mosaic of today. As a corollary, you will be better equipped to understand what you see and read about the region and relate its history to broader global developments. You will also have some familiarity with sources for the history of southern Africa, and a few of the major points of historiographical contention over the last thirty years.

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 it is important to understand the layout of South Africa, we will have a map quiz at the end of the second week of classes. It will deal with modern southern Africa, its cities and political subdivisions, as well as key areas of the subcontinent and other locales you should commit to memory. I will distribute a list of potential terms a few classes before the quiz.

Participation and Discussion Questions: (20%) Participation in class is just that. Speaking in discussion and otherwise interacting with me and others in the context of the course is worth 10% of your grade. This means that if you melt entirely into the scenery, an A will be nearly impossible to attain.

In the service of fostering discussion participation, however, you must post on our Blackboard discussion forum, before 7:00pm the night before a unit-ending discussion, **a discussion question addressing some major theme in the readings for the period since the preceding discussion.** I'm interested in what questions the lectures and readings raise in your minds, because each person brings a different way of reading and thinking to the classroom and devising a probing, thoughtful question has a remarkable capacity for promoting introspective thought. The questions therefore **must not** be simple requests for information. The six questions (10% of the final grade) will be graded as check-plus, check, check-minus, or unacceptable, corresponding to 100%, 85%, 70%, and zero respectively. The questions will be available for all course members to view and think about (and engage in devising their own questions if they wish).

Midterm and Final Exams: (20% each, 40% total) The midterm and final exams will be **50-minute examinations**, each with two sections. The first section will consist of identifications (you must identify and give the broad significance of a given term from South African history); the second section will ask you to write on one of two short essay questions. The final is cumulative, but will be strongly weighted towards the second half of the course. Approximately one week before each exam, **I will distribute or post a study guide, which will contain all possible terms and essay topics.** If you are prepared for everything on the study guide, then you will be prepared for the examination.

Research Paper (2000-3000 words, or 9-12 pages, plus bibliography) and Proposal (~3 pages): (35%) The final, and largest, 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 must treat some topic relevant to identity and inequality in South African history, which leaves your potential pool very broad. You are encouraged to employ your own backgrounds and interests in devising a subject, whatever your major field of study. I expect your paper to employ primary sources in its analysis, and it will be a formal piece of writing subject to the citation standards for "humanities style" set out in the *Chicago Manual of Style*, 15th edition, which is available in the library. More information about the paper and the proposal are at the end of this syllabus.

The proposal is worth 10% of your final grade; the paper itself, 25%. 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 proximity of the paper due date to the final exam date, and plan accordingly—do not let it sneak up on you!

Graduate students enrolled in History 519 will have modified requirements: a longer paper (5000-7000 words) that deals with the historiography and interpretation of selected events or themes from South African history, additional readings and group meetings for discussion, and regular response papers in lieu of exams. A fuller description of these requirements will be communicated at the appropriate time.

Grading (for HIST 419)

Your overall grade will be weighted as follows, out of a term total of 500 points:

Map Quiz	25 pts	5%
Participation (Discussion 50 pts/Questions 50 pts):	100 pts	20%
Midterm Exam:	100 pts	20%
Research Paper:	175 pts	35%
Final Exam:	100 pts	20%

Please pay close attention to the important due dates and times, which are recapitulated at the end of this syllabus. Late papers will not be accepted. If you know you will have an issue with a deadline, you need to let me know as soon as possible; undocumented *ex post facto* excuses are unacceptable.

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. I also do not let mathematics rule my grading rigidly; I may raise or lower “close” cases in light of effort and conduct.

Course Texts

The following books are all required. **Make absolutely certain to obtain the exact editions indicated as the content and pagination vary greatly; that’s why I have included the ISBN-13 numbers.** Some of these books were published in first editions long ago.

- Abrahams, Peter. *Mine Boy* new ed. New York: Heinemann, 1989. ISBN-13: 978-0435905620
- Mda, Zakes. *The Heart of Redness*. New York: Picador, 2000. ISBN-13: 978-0312421748
- Williams, John A. *From the South African Past: Narratives, Documents, and Debates*. Boston: Houghton Mifflin, 1996. ISBN-13: 978-0669287899
- Worden, Nigel. *The Making of Modern South Africa: Conquest, Apartheid, Democracy* 4th ed. Malden, Mass.: Blackwell, 2007. ISBN-13: 978-1405154291

Copies of all these required books will be placed on reserve at Knight, and all should be available at the Duck Store at something vaguely approaching a reasonable price.

All other required readings will be available on Blackboard, and should be obtainable electronically at the requisite time via links in the “syllabus” section of the course site. Our films will be available at Knight. Let me know if you have any problems, or if a reading is not available as expected.

Policies:

Attendance: Attendance is expected at all class meetings and events. Repeated absences for reasons unrelated to illness will lead to warnings and grading penalties. Besides any direct penalties, however, poor attendance tends to correspond to a poor grade, because lectures and discussions do not merely recapitulate the readings, and getting notes from a classmate is a poor substitute. I also ask that you be punctual and stay the full period, as late arrivals and early departures are extremely disruptive. If you have far-away classes in the hours abutting this one, please reconsider your schedule.

The H1N1 Modification: This year’s swine flu concerns dictate more leniency and adaptability in this policy than usual, but you are still responsible for satisfying the requirements of the course regardless of H1N1 status. Provide me as much advance warning as humanly possible if you anticipate missing sessions or needing extensions (or incompletes). Naturally, if you’re running a fever with flu-like symptoms one

morning, **do not come to class**. Make sure you have access to phone and Internet (and Blackboard) so that we may be in contact, and be certain to email me so I am kept informed and can work with you. The University requests that you be without a fever for at least 24 hours before returning to classes to prevent further transmission.

In the unlikely event that the spread of H1N1 at the University forces us to change the structure of the course (for example, preventing classroom meetings), I will keep you informed of developments via Blackboard. That contact includes making alternate arrangements for completing course objectives.

Special Needs and Gizmos: Although I'm otherwise a technophile, gadgets in class are annoying and distracting. As a result, **I do not permit the use of laptop computers or personal communications devices (text or voice) in the classroom** without specific permission from me. **Please turn the cell phone off** before you come in. If you think you have a good reason to be reachable in class, clear it with me first.

If you have physical or learning differences that require special accommodations such as a laptop, notice from Disability Services (ds.uoregon.edu) is required. 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/tabid/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. The all-essay exam format tends to discourage the former, but the latter has become a commensurately greater problem in the take-home papers. If you are unsure of what plagiarism is, a handy guide to it is available from a number of sources; one of the best is right here at the U of O:

<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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Meeting and Reading Schedule (subject to modification)

Complete *all* session readings **before** the meeting assigned, and be ready to discuss them, *especially* the source documents. All readings not from the core books will be found on Blackboard.

PART I: GENESIS

Week One

- W 30 Sep** Introduction to, and Requirements of, the Course
- F 2 Oct** **The South African Subcontinent: Ecology, Demography, and Geography**
Reading: Gerhard Maré, *Ethnicity and Politics in South Africa* (London: Zed Books, 1993), 6-13.
Nigel Worden, *The Making of Modern South Africa* (Malden, Mass.: Blackwell, 2007), 1-6.

Week Two

- M 5 Oct** **Southern Africa Before Colonialism**
Reading: John Wright, "Sonqua, Bosjesmans, Bushmen, and abaThwa: Comments and Queries on Pre-Modern Identification." *South African Historical Journal* 35 no. 2 (1996): 16-29.
John A. Williams, *From the South African Past* (Boston: Houghton Mifflin, 1997), xvii-xxiv. (This is introductory material and can be read later too.)
Norman Etherington, *The Great Treks: The Transformation of Southern Africa* (New York: Longman, 2001), 10-44.
- W 7 Oct** **Waves of European and African Settlement to 1815**
Reading: Worden, *Making of Modern South Africa*, 7-13.
Williams, *From the South African Past*, 1-5.
Richard Elphick and Robert Shell, "Intergroup Relations: Khoikhoi, Settlers, Slaves, and Free Blacks, 1652-1795" in *The Shaping of South African Society 1652-1840*, eds. R. Elphick and H. Giliomee (Westport, Conn.: Wesleyan, 1989), 184-239.
- Th 8 Oct** **DISCUSSION QUESTION BY 7:00PM**
- F 9 Oct** **Discussion: Race, Identity, and the Genesis of South African Society**
MAP QUIZ
Reading: Williams, *From the South African Past*, 23-26, 32-36, 53-56.
Thomas Pringle, "Boer Meets Bantu" in *African History in Documents: Central and South Africa*, ed. R. O. Collins (Princeton: Markus Wiener, 1990), 164-69.

PART II: COLONIZATION

Week Three

- M 12 Oct** **The Creation of the Zulu Nation and the “Mfecane”**
 Reading: Worden, *Making of Modern South Africa*, 13-21.
 Williams, *From the South African Past*, 69-76, 79-86.
 Recommended: Jeff Guy, “Ecological Factors in the Rise of Shaka and the Zulu Kingdom,” in
Economy and Society in pre-Colonial South Africa, eds. S. Marks and Anthony
 Atmore (Essex: Longman, 1980), 102-119.
- W 14 Oct** **The “Great Treks” and South Africa’s Frontier Mythology (partial
 discussion)**
 Reading: Norman Etherington, *The Great Treks: The Transformation of Southern Africa*
 (New York: Longman, 2001), x-xxv.
 Williams, *From the South African Past*, 77-78, 87-98.
- F 16 Oct** **Conflict and Accommodation on the Highveld**
PAPER PROPOSALS DUE IN CLASS
 Reading: Hermann Giliomee, “Settling in the Deep Interior” from *The Afrikaners:
 Biography of a People* (Cape Town: Tafelberg, 2003), 161-92.

Week Four

- M 19 Oct** **The Formation of New African and Settler States**
 Reading: Worden, *Making of Modern South Africa*, 22-28.
- W 21 Oct** **Colonial Expansion and the Xhosa “Cattle-Killing”**
 Reading: J. B. Peires, *The Dead Will Arise* (Johannesburg: Ravan, 1989), 104-44.
 Williams, *From the South African Past*, 64-67.
- Th 22 Oct** **DISCUSSION QUESTION BY 7:00PM**
- F 23 Oct** **Discussion: Conflict and Colonialism in the 19th Century**
 Reading: C. H. Feinstein, *An Economic History of South Africa* (Cambridge: Cambridge
 University Press, 2005), 22-46.

Week Five

- M 26 Oct** **MIDTERM EXAMINATION (50 minutes)**

PART III: INDUSTRIALIZATION AND STRATIFICATION

- W 28 Oct** **The Struggle for the Land and the End of African Independence**
 Reading: 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.
- F 30 Oct** **Mineral Revolutions and the Creation of South African Plural Society**
 Reading: Worden, *Making of Modern South Africa*, 38-49.
 Colin Bundy, *The Rise and Fall of the South African Peasantry* 2d ed. (Berkeley:
 University of California Press, 1988), 109-145.

Week Six

- M 2 Nov**
Reading: **Migrant Labor and Engineered Dependency**
Worden, *Making of Modern South Africa*, 49-56.
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.
- W 4 Nov**
Reading: **From the South African War (1899-1902) to the Union (1910) and Beyond**
Worden, *Making of Modern South Africa*, 29-37.
Williams, *From the South African Past*, 141-47, 168-73, 184-99.
- F 6 Nov**
Reading: **The Roots of Segregation and Afrikaner Nationalism**
Worden, *Making of Modern South Africa*, 73-104.
Leonard Thompson, *The Political Mythology of Apartheid* (New Haven: Yale, 1985), 25-40.

Week Seven

- Su 8 Nov** **DISCUSSION QUESTION BY 7:00PM**
- M 9 Nov**
Reading: **Discussion: From Colonialism to Industrial Segregation**
Alan Lester, *From Colonization to Democracy: A New Historical Geography of South Africa* (London: I. B. Tauris, 1996), 37-72.

PART IV: THE RISE AND FALL OF APARTHEID (Read Abrahams throughout)

- W 11 Nov**
Reading: **Reformism, Resistance, and the New Racial Politics**
Worden, *Making of Modern South Africa*, 56-72.
Williams, *From the South African Past*, 200-209, 216-20.
- F 13 Nov**
Reading: **South Africa Between the World Wars: Polarization and Protest**
Williams, *From the South African Past*, 221-32.
Belinda Bozzoli, *Women of Phokeng: Consciousness, Life Strategy, and Migrancy in South Africa, 1900-1983* (Johannesburg: Ravan, 1991), 147-64.

Week Eight

- M 16 Nov**
Reading: **The Implementation of Apartheid and “Separate Development”**
Worden, *Making of Modern South Africa*, 105-133.
Williams, *From the South African Past*, 276-91.
- W 18 Nov**
Reading: **Fighting Apartheid: Strategies from the New ANC Generation to MK**
Maré, *Ethnicity and Politics in South Africa*, 52-67.
Williams, *From the South African Past*, 297-305, 310.
- F 20 Nov**
Reading: **Apartheid in Crisis: the 1970s and 80s**
Worden, *Making of Modern South Africa*, 134-48.
Williams, *From the South African Past*, 311-21, 337-42.

Week Nine

Su 22 Nov DISCUSSION QUESTION BY 7:00PM

M 23 Nov **Discussion: Apartheid, Race and Class Relations, and Society**
 Reading: Peter Abrahams, *Mine Boy* (New York: Heinemann, 1989), entire.
 Williams, *From the South African Past*, 349-56.

PART V: THE NEW SOUTH AFRICA (Read Mda throughout)

W 25 Nov **The End of Apartheid and Separate Development**
 Reading: Worden, *Making of Modern South Africa*, 148-59.
 Recommended: Nelson Mandela, *Long Walk to Freedom* (1994), 446-86.

F 27 Nov THANKSGIVING RECESS—NO CLASSES

Week Ten

M 30 Nov **The TRC and Transformation**
 Reading: Worden, *Making of Modern South Africa*, 160-66.
 Martha Minow, *Between Vengeance and Forgiveness* (Boston: Beacon Press, 1998), 52-90.

W 2 Dec **The Challenges of a Changing South Africa**
 Reading: Alec Russell, *Bring Me My Machine Gun: The Battle for the Soul of South Africa from Mandela to Zuma* (New York: Public Affairs, 2009), 25-51, 81-106; (optional) 231-60.

Th 3 Dec DISCUSSION QUESTION BY 7:00PM

F 4 Dec **Final Discussion: Legacies of the South African Past (Mda)**
 Reading: Zakes Mda, *The Heart of Redness* (New York: Picador, 2000), entire.
Film (outside) Philip Noyce, *Catch a Fire* (2006), arrangements TBA

W 9 Dec FINAL EXAMINATION, 10:15AM (50 minutes)

F 11 Dec RESEARCH PAPERS DUE, 1:00PM (NO EXTENSIONS!)

Recapitulation of Due Dates:

Thursday, 8 Oct, 7:00PM	Discussion Question due via email
Monday, 12 Oct	MAP QUIZ
Friday, 16 Oct	Paper Proposals Due
Thursday, 22 Oct, 7:00PM	Discussion Question due via email
Monday, 26 Oct	Midterm Examination
Sunday, 8 Nov, 7:00PM	Discussion Question due via email
Sunday, 23 Nov, 7:00PM	Discussion Question due via email
Thursday, 3 Dec, 7:00PM	Discussion Question due via email
Wednesday, 9 Dec, 10:15AM	Final Examination
Friday, 11 Dec, 1:00PM	Research Paper Due (NO EXTENSIONS)

Internet resources you may find useful for South African History and Politics (FYI)

The South African government activated the Promotion of Access to Information Act (No. 2 of 2000) on 3 February 2000. Under its terms, all SA Government information and records are to be open to the public and available (in most cases) free of charge, subject only to a moratorium on certain records created in the last 20 years and in other cases on the need to recoup reasonable expenses for their provision. As a result virtually every SA government report produced in the last seven years—and many from before that time, back to 1993—have been digitized and are available freely on the Web. Resource limitations make it impossible for them to digitize everything, but it is a remarkable achievement you can take advantage of. (It is even theoretically in the democratic process—material is posted for public comment before introduction in Parliament.)

<http://www.info.gov.za/>

Stats SA is also worth a specific mention. It was created for the *apartheid* government to monitor the country in the 1960s, but it was opened to public by Statistics Act of 1999 and is now used as an index of various processes in the country.

<http://www.statssa.gov.za/>

The Truth & Reconciliation Commission Proceedings of the 1990s are a vital piece of South Africa's history, and are available online. They includes many testimonies, which are graphic but moving.

<http://www.doj.gov.za/trc/trccom.htm>

Other resources, documents, and scholarship about SA history are also available on the wider web:

South African History Online (key source documents from SA political history, articles, theses, etc).

<http://www.sahistory.org.za/>

<http://www.sahistory.org.za/pages/library-resources/library-search.htm> (sources)

ANC Historical Documents (primary sources)

<http://www.anc.org.za/ancdocs/history/>

(key documents: **<http://www.anc.org.za/ancdocs/history/keydocs.html>**)

Finally, I encourage you to check the South African news daily via the Independent Online gateway at **<<http://www.iol.co.za>>**. See especially the incisive *Daily Sowetan* (**<<http://www.sowetan.co.za/>>**).

Further notes on the major paper, the proposal, and their process.

During the first three weeks of the term, you are to consult with me individually to discuss your paper topics. This can be done during my office hours, or by appointment. In theory we can even discuss the matter via email. Feel free to run ideas by me, ask about sources, or talk about the things that interest you in order to settle on a topic. **Ultimately, you must tender a proposal by class time on 16 October 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 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 at the end of the term.

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

- Statement of the subject or problem, and your tentative thesis with a clear thesis statement;
- A discussion of the historical context and the importance of the subject; here you may draw on the secondary literature (history books, etc) and other historical interpretations of your subject; and
- A preliminary bibliography (annotation optional, depending on the strength of your introduction) of at least ten potential sources, including primary sources (letters, novels, memoirs, speeches, reports, and the like). Fortunately, the works of many South African authors and various key documents are available online, at Knight, or via ILL.

It is most important that you make clear what you understand about the subject you are proposing, based on your preliminary research investigations. You are to make the case that your thesis is arguable, and that the material required to investigate it is available in the time allotted. Your proposal is only expected to be three pages or so in length, not counting the bibliography; much of that text may make it into the final paper, so you may even consider it a partial zero draft. The paper itself will be 2000-3000 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. Assistance in writing is available from the Writing Labs at the University's Teaching and Learning Center; see <<http://tlc.uoregon.edu/>> for more information. For both the proposal and the paper, Chicago style (15th edition) is to be used for citations—**not APA, MLA, or any other style guide**, though Turabian is Chicago-based and therefore does well. Footnotes or endnotes are acceptable, but be consistent. If you do not know what the *Chicago Manual of Style* is, now is an excellent opportunity to become familiar with it (especially for historians); following a style guide's prescriptions can save you from inadvertent failure to cite sources and the epic sadness that attends it.

For those who are in need of raw materials, however, I have also assembled some general topic areas that will require further narrowing down and tweaking to your specific interest or a particular event or person:

Identity in South African fiction (by writer, book, etc)
 The context of various *apartheid* restrictions
 Scientific racism and South African race policy
 Class identities (and intersection with race), any period
 Gender's intersection with racial or class identity
 Resistance to racial characterization or policies
Apartheid-era identities in the new South Africa
 The mythologies of South African history
 Political uses of South African history / mythology
 Comparative cases, US/South Africa (various)
 Slavery, servitude, and status in colonial SA
 "Treks" and identity, 19th c. (new states, allegiances, etc.)

Geopolitics and South African race policy
 Land issues and race/class factors
 Environment, resources, and allocation
 "Tribalism" and "Tribal politics"
 Gender as identity
 Historical misperceptions and their roots
 The South African War (1899-1902)
 South Africa within Africa
 Urban vs. rural identities and inequities
 Globalization and South Africa
 Parties and ideologies (ANC, PAC, NP)
 Public health and inequality