

AF/PO/HS 352 POWER & PROTEST: APARTHEID TO PRESENT

IES Abroad Cape Town

DESCRIPTION:

This course will consider protest in South Africa as both a fundamental part of historical record – charting some of the major turning points, movements and state responses including Soweto, the Women’s March and Sharpeville – as well as a vital contemporary means of empowering active and engaged citizenship.

Students will begin to understand protest not merely as a social act, but as a staged choreography of dissent, using performance theory to unpack how and why such movements achieve their efficacy. We will consider various methods of South African protest, from the more traditional *toyi toyi* and range of protest songs to the creative use of space, as employed particularly recently by the Fallists and Reclaim the City activists.

Throughout this course, students will be afforded the opportunity both to engage directly with activists in guest lectures and to visit places at the heart of past protest action in curated class outings.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None, however optional extra-curricular group visits to events or museums may be organized at the instructor’s discretion

METHOD OF PRESENTATION:

One lecture and one two-hour practical workshop, where theoretical concepts will be discussed and applied in small group work, per week

REQUIRED WORK AND FORM OF ASSESSMENT:

Weekly in-class quizzes on critical reading content

- Participation – 10%
- Weekly in-class quizzes on critical reading content – 20%
- 3500 word take home midterm essay – 30%
- Presentation (15%) and 2000 word paper (25%)

Participation

Weekly readings should be completed before the lecture and students should come to workshops prepared to discuss them. Since the course attempts to explore the efficacy of collective responsibility and action, active student participation in the learning process will be emphasized and correspondingly valued. As such, knowledge of readings will be tested during short weekly quizzes. Results from these will count towards the student’s participation grade, weighted at 20% of the final course mark. In addition, students will be required to formulate appropriate questions for their peers’ final presentations. Students who do not attend or actively engage with their peers’ class presentations during the final three weeks will be subject to a mark deduction penalty from their participation grade.

Weekly in-class quizzes on critical reading content

10 short answer formative assessments will be weighted at [20%] of total grade

Take-home midterm essay

3500 word take-home essay focusing on a selected aspect of Apartheid-era protest action and its commemoration in, and/or relevance to, contemporary South African life. This paper should demonstrate independent research through the citation of appropriate secondary source material.

Presentation & Paper

One 20-minute presentation showcasing research on a contemporary Capetonian protest [15%], accompanied by a 2000 word paper on the research findings [25%]. This paper should demonstrate a broad contextual understanding of the contemporary protest's roots in Apartheid struggle history, as well as a clear engagement with contemporary primary sources.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Identify a range of key South African protests and connect socio-historical conditions with protest action
- Conceptualize cultural sensibilities around embodied spectacle
- Analyze and critique the efficacy of performative techniques in South African protest
- Evaluate critical arguments around protest tactics, efficacy and representation

ATTENDANCE POLICY:

Attendance is **mandatory** for all IES classes, including all course-related trips. **Excused absences** are permitted in the cases of documented illness, a family emergency or when class is held on a recognized religious holiday traditionally observed by a particular student. In this case an IES Abroad **Excused Absence Form** and supporting documents must be submitted to the Academic Manager at least 24 hours before the class. For illness, the **Excused Absence Form** must be submitted to the Academic Manager within 24 hours after the class with a doctor's note.

More than two unexcused absences will result in **two percentage points (2%)** being deducted from the final grade for every additional unexcused absence thereafter.

Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies. If a test is missed during an unexcused absence they cannot be made up.

It is the student's responsibility to contact the lecturer and request information on the missed class as well as any relevant reading or homework information.

CONTENT:

Week	Content	Assignments
<p>Week 1:</p>	<p>Understanding Protest, Understanding South Africa</p> <p>Session 1: This introductory lecture situates South African protest history against an oppressive socio-political history of colonial and Apartheid rule. It considers retrospective struggle narratives as perpetuated in popular culture and explores Lars Buur’s controversial argument around the efficacy of peaceful resistance without national campaigns of civil disobedience. The legacy of the militant actions of armed resistance party wings such as <i>Umkhonto we Sizwe</i> will be explored in relation to contemporary South African protest psychology and tactics.</p> <p>Session 2 and 3: Workshop</p> <p>Discussion of lived Apartheid realities. Screening of documentary clips e.g. The Film Archives. 2012. <i>Apartheid in South Africa Laws, History: Documentary Film - Raw Footage (1957)</i>.</p> <p>Assigning of working groups, establishment of class expectations, backgrounds and exercises laying of emotional and group trust groundwork for semester’s excursions and talks.</p>	<p>Readings</p> <ul style="list-style-type: none"> • The Film Archives. 2012. <i>Apartheid in South Africa Laws, History: Documentary Film - Raw Footage (1957)</i>. Available online: https://www.youtube.com/watch?v=MOA66AOG52M • Arendt, Hannah. 1958. ‘Power and the Space of Appearance’ in <i>The Human Condition</i>. Pp 199 – 206. • Buur, Lars. 2009. ‘The Horror of the Mob: The Violence of Imagination in South Africa’ in <i>Critique of Anthropology</i>. Volume 29, Number 1. Pp 5-24. • Connerton, Paul. 1989. Selected excerpts from <i>How Societies Remember</i>. Pp 1-40. • ‘Introduction’. Pp 1 – 23 and ‘Understanding the Right to Protest in South Africa’. Pp 36 – 41. Both in Duncan, Jane. 2016. <i>Protest Nation</i>. <p>Deliverables</p> <p>Quiz</p>
<p>Week 2:</p>	<p>South African sensibility</p> <p>Session 4: This lecture seeks to situate when anthropologist Clifford Geertz would understand to be a unique South African cultural sensibility – a feeling for and understanding of life. Through case studies drawn from music, sport, art and, inevitably, politics it will suggest that, for reasons both practical and historical, any South African sensibility manifests</p>	<p>Readings</p> <ul style="list-style-type: none"> • Foster, Susan Leigh. ‘Choreographies of Protest’ in <i>Theatre Journal</i>. Volume 55, Number 3. October 2003. Available online: https://muse.jhu.edu/article/47705 • Gray, Anne-Marie. 1999. “Liberation songs sung by black South Africans during the 20th Century”

	<p>in an acute affinity for spectacles of embodied anxiety.</p> <p>Session 5 and 6: Workshop. Using our understanding of South Africa’s Geertzian sensibility and Susan Leigh Foster’s seminal work on choreographies of protest as a guide, we will explore the centrality of song and movement in South African protest.</p>	<p>in <u>International Journal of Music Education</u>. Volume 33, Issue 1.</p> <ul style="list-style-type: none"> • Jolaosho, Omotayo. 2015. ‘Political aesthetics and embodiment: Sung protest in post-apartheid South Africa’ in <u>Journal of Material Culture</u>. Pp 1-16. • Muyanga, Neo (FMR). 'Revolting Music: Songs of Protest in the Global South'. Available online: https://player.fm/series/fine-minds/revolting-music-songs-of-protest-in-the-global-south-by-neo-muyanga • Pan African Space Station. 2015. <u>Revolting Songs: Black Music and the Aesthetics of Protest with Neo Muyanga</u>. Available online: https://www.mixcloud.com/chimurenga/neo-muyanga-revolting-songs-2/. • Connerton, Paul. 1989. Selected excerpts from <u>How Societies Remember</u>. Pp 72-104. <p>Deliverables Quiz</p>
<p>Week 3</p>	<p>Education</p> <p>Session 7: Where better to begin than in the classroom itself? This week’s lecture considers youth protests around education – long a flash point for some of the most devastating confrontations with the South African state. This lecture will establish an understanding of the so-called Bantu education policy and, inevitably, focus on the 1976 Soweto Uprising as a central tenant for understanding the stakes of South African education protests.</p> <p>Session 8 & 9: Education reform has long been set as a national priority; indeed, post-Apartheid, basic education was enshrined in section 29 as a</p>	<p>Readings</p> <ul style="list-style-type: none"> • Heffernan, Anne and Nieftagodien, Noor. “Introduction: Narratives of the Student Struggle.” Pp 1-5. • Ndlovu, Sifiso Mxolisi. “A Brief History of the African Student Association.” Pp 6-15. • Mokwena, Steve Kwena. “What <i>They</i> Shot in Alex”. Pp 65 - 97 <p>All of the above found in: Heffernan, Anne and Nieftagodien, Noor. 2016. <u>Students Must Rise: Youth Struggle in South Africa Before and Beyond Soweto '76</u>. Wits University Press.</p>

	<p>fundamental constitutional right. This workshop will debate conditions and challenges, looking particularly to activist organisation Equal Education. Various position papers from their 2015 publication <i>Taking Equal Education into the Classroom</i> (https://equaleducation.org.za/wp-content/uploads/2016/08/EE-in-the-classroom_EBook.pdf) will be distributed and debated.</p>	<ul style="list-style-type: none"> • Brockman, Brad. "Every generation has its struggle": A brief history of Equal Education (2008-15)" in Heffernan, Anne and Nieftagodien, Noor. 2016. <u>Students Must Rise: Youth Struggle in South Africa Before and Beyond Soweto '76</u>. Pp 168 – 179. <p>Deliverables Quiz</p>
<p>Week 4</p>	<p>Education</p> <p>Session 10: April 2015 saw the performative and fiercely contested beginnings of the Fallism movements of #RhodesMustFall and #FeesMustFall. As students undertaking higher education in South Africa, it is both appropriate and indeed necessary that you are aware of, and responsive to, the ongoing campaigns of practical and philosophical engagement that you will find yourselves in. This week’s lecture will carefully contextualize the context and trajectory of the protests so far. Though theoretical reading is prescribed for the week, students would do well to approach their semester abroad as a remarkable opportunity for extended experiential learning.</p> <p>Session 11 & 12: Workshop. Q&A with education activists OR, as appropriate, campus visits to analyze artwork and representation.</p>	<p>Readings</p> <ul style="list-style-type: none"> • Mporu, Shepherd. 2017. "Disruption as a communicative strategy: The case of #FeesMustFall and #RhodesMustFall students' protests in South Africa" in <u>Journal of African Media Studies</u>. Volume 9, Number 2. Pp 351 – 373. • Naidoo, Leigh-Ann. "Contemporary student politics in South Africa The rise of the black-led student movements of #RhodesMustFall and #FeesMustFall in 2015" in Heffernan, Anne and Nieftagodien, Noor. 2016. <u>Students Must Rise: Youth Struggle in South Africa Before and Beyond Soweto '76</u>. Pp 180 – 190. • SERI. September 2017. <u>Student Protests: A Legal and Practical Guide</u>. Available online: http://www.seri-sa.org/images/Students_rights_guide_FINAL_for_web.pdf <p>Deliverables Quiz</p>

<p>Week 5</p>	<p>Gender</p> <p>Session 13: We will trace the historic roots of gender-based activism in South Africa, considering the roles played by major activist organisations such as the Black Sash Movement and the ANC Women’s League, as well as the significance of the 1956 Women’s March. We will also consider cultural resistance by leading figures such as Miriam Makeba.</p> <p>Session 14 & 15: Workshop. Contemporary and historical media analysis of gender representation, as well as coverage of GBV and LGBTIQ concerns.</p>	<p>Readings</p> <ul style="list-style-type: none"> • SAHA. <u>The History of Women’s Struggle in South Africa</u>. Available online: http://www.sahistory.org.za/article/history-womens-struggle-south-africa. • ‘Riot Porn: Media Coverage of Protests and South Africa’ in Duncan, Jane. 2016. <u>Protest Nation</u>. Pp 142 – 162. <p>Deliverables</p> <p>Quiz Essay One due end of week 5</p>
<p>Week 6</p>	<p>Gender</p> <p>Session 16: Lecture. In the wake of President Jacob Zuma’s presidency, ushered in on the back of a controversial rape trial, we will consider the escalation of contemporary activism around the complex intersectional relationship between race, class and gender. The frequency and context of gender-based violence will be established, and several successful protest campaigns will be studied, including the so-called ‘panty protests’, the ‘Remember Khwezi’ intervention and the ‘1 in 9’ campaign.</p> <p>Session 17 & 18: Workshop. Q&A with activists.</p> <p><u>Site Visit:</u> Triangle Project/Rape Crisis/ Sonke Gender Justice</p>	<p>Readings</p> <ul style="list-style-type: none"> • Moffett, Helen. ‘Sexual Violence, Civil Society and the New Constitution’ in Britton, Hannah; Fish, Jennifer and Meintjes, Sheila. 2008. <u>Women’s Activism in South Africa: Working Across Divides</u>. Pp 154 – 184. • Connerton, Paul. 1989. Selected excerpts from <u>How Societies Remember</u>. Pp 41 – 71. • Dlavaku, Simamkele (City Press). 14 August 2016. <u>We Came as Four but Stood as 10 000</u>. Available online: http://citypress.news24.com/Voices/khwezi-protest-we-came-as-4-but-stood-as-10-000-20160814. • Nicolson, Greg (Daily Maverick). 8 August 2016. <u>#RememberKhwezi: it worked like a beautiful theatre piece</u>. Available online: https://www.dailymaverick.co.za/article/2016-08-08rememberkhwezi-it-worked-like-a-beautiful-theatre-piece#.WfWOICN97R0 • Pather, Ra’eesa. (Mail & Guardian). 6 Aug 2016. <u>Four Women, the President and the Protest that</u>

		<p><u>Shook the Results Ceremony</u>. Available online: https://mg.co.za/article/2016-08-06-four-women-the-president-and-the-protest-that-shook-the-election-results-ceremony</p> <p>Deliverables Quiz</p>
<p>Week 7:</p>	<p>Service Delivery</p> <p>Session 19: Service delivery protests have dramatically escalated in frequency and ferocity post-Apartheid restrictions on group gatherings. This week’s lecture considers the context behind this, focusing particularly on sanitation as a human rights issue, as well as the particular scatological tactics employed by protestors in recent years.</p> <p>Session 20 & 21: Discussion with Social Justice Coalition</p> <p><u>Site Visit:</u> Social Justice Coalition in the Isivivana Centre and participation in their organized ‘shit tour’ to understand the realities of state sanitation provision in informal settlements.</p>	<p>Readings</p> <ul style="list-style-type: none"> • Colvin, Christopher J. and Robins, Steven. “Drug Patents and Shit Politics: Refiguring the Politics of the ‘Scientific’ and the ‘Global’ in Global Health Interventions” in Bulled, Nicola. 2017. <u>Thinking Through Resistance: a Study of Oppositions to Contemporary Public Health Practice</u>. • Hay, Mark (Vice). 8 April 2015. <u>A Brief History of People Protesting Stuff with Poop</u>. Available online: https://www.vice.com/en_us/article/wd7n8z/a-brief-history-of-people-protesting-stuff-with-poop-197. • Isaac, Louis and Geffen, Nathan (GroundUp). 30 April 2014. <u>Portapotties Hit Bishops court</u>. Available online: https://www.groundup.org.za/article/portapotties-hit-bishops-court-1743/. • Robins, Steven. 2014. “Poo Wars as matter out of place: ‘Toilets for Africa’ in Cape Town” in <u>Anthropology Today</u>. Volume 30, Number 1. • McFarlane, Colin and Silver, Jonathan. 2017. “The Poolitical City: ‘Seeing Sanitation’ and Making the Urban Political in Cape Town. <u>Antipode</u>, 49: 125–148. doi: 10.1111/anti.12264. • Thompson, Lisa and Nleya, Ndodana. ‘Passivity or Protest? Understanding the Dimensions of

		<p>Mobilisation on Rights to Services in Khayelitsha, Cape Town’ in Coelho Schatten, Vera and von Lieres, Bettina (eds). 2010. <u>Mobilizing for Democracy</u>. Pp 223 – 242.</p> <ul style="list-style-type: none"> • West Cape News. 30 April 2014. <u>Poo protestors Cold Shouldered by Bishopscourt</u>. Available online: http://westcapenews.com/?p=6882. • Robins, Steven. 2014. “Slow Activism in Fast Times: Reflections on the Politics of Media Spectacles after Apartheid” in <u>Journal of Southern African Studies</u>. Pp 91 – 110. <p>Deliverables Quiz</p>
<p>Week 8:</p>	<p>Space</p> <p>Session 22: The lecture contextualizes the complex, ongoing legacy of Apartheid’s designed spatial politics, beginning with protest against the Group Areas Act and the pass system and its tragic conclusion in the Sharpeville Massacre. It will situate students within a parallel urban geography, one whose overlay with the current city of Cape Town will be unpacked and critically examined.</p> <p>Session 23 & 24: Workshop. Guest speaker: Johnny Miller (US photographer and LSE Atlantic Fellow in Inequalities, working in SA context)</p> <p><u>Site Visit:</u> District Six Homecoming Centre and Museum.</p>	<p>Readings</p> <ul style="list-style-type: none"> • Lodge, Tom. 2011. “Voices from a Massacre” in <u>Sharpeville: A Massacre and its Consequences</u>. Pp 1 – 27. • Miller, Johnny. <u>Unequal Scenes: South Africa From the Air</u>. Available online: https://www.lensculture.com/articles/johnny-miller-unequal-scenes-south-africa-from-the-air. <p>Deliverables Quiz</p>

<p>Week 9</p>	<p>Space</p> <p>Session 25: Gentrification is a complex global phenomenon, presenting challenges to sustainable development and dangerously increasing urban inequalities, even as it brings wealth and regeneration into suburban areas. Whilst most cities in the world experience problems associated with gentrification, not every city in the world was built with such a blatant, and recent, racially oriented design. Continuing with week eight's theme, we trace the continuing legacy of spatial Apartheid in Cape Town that have been exacerbated by gentrification processes and examine some of the activist tactics currently challenging the situation.</p> <p>Session 26 & 27: Workshop / <u>Site Visit</u> Woodstock guided walk and a visit to the Reclaim the City 'Occupy University' at Cissie Gool House, formerly the Woodstock Hospital.</p>	<p>Readings</p> <ul style="list-style-type: none"> Abdullah, Mohammed Jameel. 18 April 2017. <u>What exactly is spatial apartheid and why is it still relevant in 2017?</u> Available online: https://www.thedailyvox.co.za/what-exactly-is-spatial-apartheid-and-why-is-it-still-relevant-in-2017-mohammed-jameel-abdulla/. Frith, Adrian. 2017. <u>Dot Maps of Racial Distribution in South African Cities</u>. Available online: https://adrianfrith.com/dot-maps/. Reclaim the City. 2017. <u>Reclaim the City 2016: the Year in Photos</u>. Available online: http://reclaimthecity.org.za/reclaim-the-city-2016-the-year-in-photos/ Reclaim the City. 2017. <u>Commute in an Apartheid City</u>. Available online: http://reclaimthecity.org.za/commute/ <p>Deliverables Quiz</p>
<p>Week 10:</p>	<p>State Transparency</p> <p>Session 28: This lecture considers protests for state accountability. It will specifically target the highly performative tactics utilized by the EFF opposition party in protesting the Zuma Presidency, but also look at mass mobilization amongst citizens. It will critically assess the appropriation of the #MustFall imperative, where a language of intertextual protest reference has swiftly developed.</p> <p>Session 29 & 30: Workshop. <i>Miners Shot Down</i> documentary screening and discussion.</p>	<p>Readings</p> <ul style="list-style-type: none"> Lever, Carla. 2016. 'Interlude 3' in <u>Over the Rainbow? Performing Contemporary South Africa</u>. PhD thesis. 'Dying By Degree: Activist Experiences of the Right to Protest'. Pp 111 – 128 and 'The Police and the Right to Protest'. Pp 129 – 141. In Duncan, Jane. 2016. <u>Protest Nation</u>. University of Kwa-Zulu Natal Press, Pietermaritzburg. Wasserman, Herman. 2015. "Marikana and the Media: acts of citizenship and a faith in democracy-to-come" in <u>Social Dynamics</u>. Volume 41, Number 2. Pp 375 – 386.

		<p>Deliverables</p> <p>Quiz</p>
<p>Week 11:</p>	<p>Securitisation</p> <p>Session 31: Policing Protests: worldwide response to democratic dissent. This lecture will consider the controversial topic of private and public securitization of formal protest locations. Whilst it will focus on South Africa’s history of security response tactics, we will also draw from current global debates, particularly as they relate to current US politics and the BLM movement.</p> <p>Session 32: Present and receive feedback on research projects</p> <p>Session 33: Present and receive feedback on research projects</p>	<p>Readings</p> <ul style="list-style-type: none"> Foucault, Michel. ‘The spectacle of the scaffold’ and ‘Panopticism’ in <u>Discipline and Punish: The Birth of the Prison</u>. Pp 32 – 72 and 195 – 230. <p>Deliverables</p> <p>Presentation</p>
<p>Week 12</p>	<p>Cultural Resistance</p> <p>Session 34: In this class, we will consider the ‘soft power’ protest possibilities offered by the arts and culture. Bearing in mind the themes from Week Two, we will discuss the role of radical alternative imaginings of, and political commentary on, South Africa in literature, theatre, music and fine art, as well as sport.</p> <p>Session 35: Present and receive feedback on research projects.</p> <p>Session 36: Present and receive feedback on research projects.</p>	<p>Deliverables</p> <p>Presentation</p>
<p>Week 13</p>	<p>Consolidation</p> <p>Session 37: Tying together the threads from the previous weeks’ themes, this lecture will consolidate protest from historical to contemporary experiences, revisit some of the earlier case studies and attempt to</p>	<p>Deliverables</p> <p>Final essay due</p>

	<p>draw students back to their initial Geertzian notion of cultural sensibility, in the light of more recent class experiences. It will offer final reflection on the values and costs of protest conflict for active citizenship within a democratic system.</p> <p>Session 38 & 39: Workshop: Group debrief session, where students are encouraged to share their personal responses to the material, as well we link their experiences to their own contexts in the States.</p>	
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COURSE-RELATED TRIPS:

- Triangle Project / Rape Crisis /Sonke Gender Justice
- Social Justice Coalition in the Isivivana Centre
- District Six Homecoming Centre and Museum
- Woodstock Guided Walk and a visit to the Reclaim the City 'Occupy University' at Cissie Gool House, formerly the Woodstock Hospital.

REQUIRED READINGS

- Abdullah, Mohammed Jameel. 18 April 2017. What exactly is spatial apartheid and why is it still relevant in 2017? Available online: <https://www.thedailyvox.co.za/what-exactly-is-spatial-apartheid-and-why-is-it-still-relevant-in-2017-mohammed-jameel-abdulla/>.
- Arendt, Hannah. 1958. 'Power and the Space of Appearance' in *The Human Condition*. University of Chicago Press. Pp 199 – 206.
- Brockman, Brad. "Every generation has its struggle": A brief history of Equal Education (2008-15)" in Heffernan, Anne and Nieftagodien, Noor. 2016. *Students Must Rise: Youth Struggle in South Africa Before and Beyond Soweto '76*. Wits University Press.
- Buur, Lars. 2009. 'The Horror of the Mob: The Violence of Imagination in South Africa' in *Critique of Anthropology*. Volume 29, Number 1. Pp 5-24.
- Colvin, Christopher J. and Robins, Steven. "Drug Patents and Shit Politics: Refiguring the Politics of the 'Scientific' and the 'Global' in Global Health Interventions" in Bulled, Nicola. 2017. *Thinking through Resistance: a Study of Oppositions to Contemporary Public Health Practice*. Routledge, New York.
- Connerton, Paul. 1989. Selected excerpts from *How Societies Remember*. Caridge University Press.
- Dlavaku, Simamkele (City Press). 14 August 2016. We Came as Four but Stood as 10 000. Available online: <http://city-press.news24.com/Voices/khwezi-protest-we-came-as-4-but-stood-as-10-000-20160814> .
- 'Dying By Degree: Activist Experiences of the Right to Protest'. Pp 111 – 128.
- Foster, Susan Leigh. 'Choreographies of Protest' in *Theatre Journal*. Volume 55, Number 3. October 2003. Available online: <https://muse.jhu.edu/article/47705>
- Foucault, Michel. 'The spectacle of the scaffold' and 'Panopticism' in *Discipline and Punish: The Birth of the Prison*. Vintage, New York. Pp 32 – 72 and 195 – 230.
- Frith, Adrian. 2017. Dot Maps of Racial Distribution in South African Cities. Available online: <https://adrianfrith.com/dot-maps/>.
- Gray, Anne-Marie. 1999. "Liberation songs sung by black South Africans during the 20th Century" in *International Journal of Music Education*. Volume 33, Issue 1.
- Jolaosho, Omotayo. 2015. 'Political aesthetics and embodiment: Sung protest in post-apartheid South Africa' in *Journal of Material Culture*. Pp 1-16. Sage Press.

- Hay, Mark (Vice). 8 April 2015. A Brief History of People Protesting Stuff with Poop. Available online: https://www.vice.com/en_us/article/wd7n8z/a-brief-history-of-people-protesting-stuff-with-poop-197
 - Heffernan, Anne and Nieftagodien, Noor. 2016. Students Must Rise: Youth Struggle in South Africa Before and Beyond Soweto '76. Wits University Press.
 - 'Introduction'. Pp 1 – 23 and 'Understanding the Right to Protest in South Africa'. Pp 36 – 41. Both in Duncan, Jane. 2016. Protest Nation. University of Kwa-Zulu Natal Press, Pietermaritzburg.
 - Isaac, Louis and Geffen, Nathan (GroundUp). 30 April 2014. Portapotties Hit Bishopscourt. Available online: https://www.groundup.org.za/article/porta-potties-hit-bishopscourt_1743/
 - Lever, Carla. 2016. 'Interlude 3' in Over the Rainbow? Performing Contemporary South Africa. PhD thesis.
 - Lodge, Tom. 2011. "Voices from a Massacre" in Sharpeville: A Massacre and its Consequences. Oxford University Press. Pp 1 – 27.
 - Miller, Johnny. Unequal Scenes: South Africa From the Air. Available online: <https://www.lensculture.com/articles/johnny-miller-unequal-scenes-south-africa-from-the-air>.
 - Moffett, Helen. 'Sexual Violence, Civil Society and the New Constitution' in Britton, Hannah; Fish, Jennifer and Meintjes, Sheila. 2008. Women's Activism in South Africa: Working Across Divides. Pp 154 – 184.
 - Mpofo, Shepherd. 2017. "Disruption as a communicative strategy: The case of #FeesMustFall and #RhodesMustFall students' protests in South Africa" in Journal of African Media Studies. Volume 9, Number 2. Pp 351 – 373. Intellect Publishing.
 - Naidoo, Leigh-Ann. "Contemporary student politics in South Africa the rise of the black-led student movements of #RhodesMustFall and #FeesMustFall in 2015" in Heffernan, Anne and Nieftagodien, Noor. 2016. Students Must Rise: Youth Struggle in South Africa Before and Beyond Soweto '76. Wits University Press.
 - Nicolson, Greg (Daily Maverick). 8 August 2016. #RememberKhwezi: it worked like a beautiful theatre piece. Available online: <https://www.dailymaverick.co.za/article/2016-08-08rememberkhwezi-it-worked-like-a-beautiful-theatre-piece#.WfWOICN97R0>
 - Pather, Ra'eesa. (Mail & Guardian). 6 Aug 2016. Four Women, the President and the Protest that Shook the Results Ceremony. Available online: <https://mg.co.za/article/2016-08-06-four-women-the-president-and-the-protest-that-shook-the-election-results-ceremony>
 - 'The Police and the Right to Protest'. Pp 129 – 141. In Duncan, Jane. 2016. Protest Nation. University of Kwa-Zulu Natal Press, Pietermaritzburg.
 - Reclaim the City. 2017. Reclaim the City 2016: the Year in Photos. Available online: <http://reclaimthecity.org.za/reclaim-the-city-2016-the-year-in-photos/>
 - Reclaim the City. 2017. Commute in an Apartheid City. Available online: <http://reclaimthecity.org.za/commute/>
 - 'Riot Porn: Media Coverage of Protests and South Africa' in Duncan, Jane. 2016. Protest Nation. University of Kwa-Zulu Natal Press, Pietermaritzburg. Pp 142 – 162.
 - Robins, Steven. 2014. "Slow Activism in Fast Times: Reflections on the Politics of Media Spectacles after Apartheid" in Journal of Southern African Studies. Pp 91 – 110.
- SERI. September 2017. Student Protests: A Legal and Practical Guide. Available online: http://www.seri-sa.org/images/Students_rights_guide_FINAL_for_web.pdf
- Robins, Steven. 2014. "Poo Wars as matter out of place: 'Toilets for Africa' in Cape Town" in Anthropology Today. Volume 30, Number 1.
 - Thompson, Lisa and Nleya, Ndodana. 'Passivity or Protest? Understanding the Dimensions of Mobilisation on Rights to Services in Khayelitsha, Cape Town' in Coelho Schatten, Vera and von Lieres, Bettina (eds). 2010. Mobilizing for Democracy. Zed Books, New York. Pp 223 – 242.
 - Wasserman, Herman. 2015. "Marikana and the Media: acts of citizenship and a faith in democracy-to-come" in Social Dynamics. Volume 41, Number 2. Routledge. Pp 375 –
 - West Cape News. 30 April 2014. Poo protestors Cold Shouldered by Bishopscourt. Available online: <http://westcapenews.com/?p=6882>.

Documentary

- <https://www.youtube.com/watch?v=MOA66AOG52M>
- *Miners Shot Down*

Online Podcasts

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