



SO/PO 327 THE NARRATIVE OF THE RAINBOW NATION: A POLITICAL HISTORY OF POST-APARTHEID SOUTH AFRICA

IES Abroad Cape Town
Health, Culture, and Development Program

DESCRIPTION:

This course examines the political history of South Africa in the post-apartheid period from 1994 to the present. During this period, South Africa has changed dramatically from the ‘Rainbow Nation’, a country brimming with potential and democratic fervor, to a country struggling to navigate the complex terrain of democracy. After more than two decades, some of the foundational ideas underpinning the post-apartheid present, such as the very idea of the Rainbow Nation, as well as economic empowerment, equality and access to education, are being interrogated—especially by students—in ways that suggest the transition from white-minority rule to democracy was incomplete.

By examining the history of post-apartheid South Africa, this course will equip students to contemplate the ways in which history can be understood in relation to narrative, along with the dynamics of voting patterns, changing demographics and the significance of how national outlook will determine the trajectory of South Africa’s journey into the 21st century. Using a diverse range of sources, the course examines the narrative frame of the Rainbow Nation, and how the history of this frame both does and does not align with the realities of post-apartheid South Africa. While the course surveys the political history of post-apartheid South Africa, it also looks at how that history might be assembled by tracing the development of the idea of Rainbow Nation. The course focuses on the development of different political viewpoints and shifting party allegiances during the post-apartheid period, which are tied to key historical, social and economic contexts in South Africa. Additionally, students will explore these different contexts in Course Related Trips, geared towards facilitating experiential learning that brings to life elements of South Africa’s recent political history.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Lectures and presentations
- Facilitated class discussions and debates
- Guest lectures
- Excursions

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course-Related Trip Papers - 20%
- Midterm Exam - 25%
- Reaction Paper - 15%
- Final Essay - 40%

Course-related Trip Paper 1

You are required to write 750 words (double-spaced; 3 pages) on our visit to the South African Parliament. This Course-Related Trip will provide students with an opportunity to see where South Africa’s governmental decision-making takes place and hear from members of parliament discuss the inner-workings of government and parliamentary processes. After the Course-Related Trip, you will reflect on your experience by discussing any important aspects of the visit and reflect the continuity between the “old” and “new” South Africa. In addition, you are required to use coursework and readings to reflect on the history, chambers and how the inner-workings of parliament differ from the United States. More specific requirements will be given later in the course.

Due Date: Session 9

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Course-related Trip Paper 2

You are required to write 1,000 words (double-spaced, 4 pages) based on our visit to the Institute for Justice and Reconciliation (IJR). This Course-Related Trip will provide students with exposure to an organisation that ensures lessons from the transition to South African democracy are considered. In addition, it will demonstrate the challenges of building a fair, inclusive and democratic society in South Africa through presentations from IJR staff. You are expected to reflect on your experience at the IJR by discussing this organisation's role in navigating the complexities of South African society. More specific requirements will be given later in the course.

Due Date: Session 24

Midterm Exam

The midterm exam will consist of a section of multiple-choice questions that cover important dates and individuals involved in South Africa's colonial, apartheid and post-apartheid history. The exam will also include one short answer question (half a page) focused on the significance of the removal of Thabo Mbeki as President of the African National Congress and South Africa. The last section will ask students to write a one-page (maximum) essay on the significance of the Truth and Reconciliation within the post-apartheid period. Students will be assessed on their ability to summarise the events leading up to and surrounding the removal of Mbeki, as well as the development of their thinking in relation to the significance of this event in post-apartheid South Africa. The length of this exam will be 50 minutes and count for a total of 100 marks.

Date: Session 18

Reaction Paper Essay

You are required to write one 1,000 words (double-spaced, 4 pages) reaction paper after watching the documentary *Miners Shot Down* (2014), about the Marikana Massacre in 2012. This reaction paper gives students the opportunity to reflect on the broader themes of the course in relation to the Marikana Massacre that took place on 16 August 2012. This paper requires that you make use of at least two readings or other course materials to formulate your reaction in conjunction with the aim of the course examining the wider post-apartheid narrative of South Africa and the Rainbow Nation.

Due Date: Session 28

Final Essay

At the end of the course, students will submit a 3,000 word (double-spaced, 12 pages) final research essay. As the course is based on examining the political history of post-apartheid South Africa, this research essay must consider the narrative of the Rainbow Nation, and how it has meant different things to different people at different periods of time. More specifically, you are expected to develop a research essay that addresses the following question:

- Post-apartheid South Africa is often described as the Rainbow Nation. However, more than twenty years after the end of apartheid, many are questioning the value and sustainability of this idea. Taking into consideration the ways in which history can be produced as a narrative, as well as our examination of the development of the idea of the Rainbow Nation during the course, is the concept of a rainbow nation an effective frame for organising a narrative of post-apartheid political history? Making use of at least 8 sources in your essay, explain and develop your reasoning.

After the mid-semester break, you will begin planning your essay in consultation with the lecturer. Time slots will be made available for you to sign up for. The research essay must include:

- An introduction and thesis statement that outlines the topic and your position in relation to it;
- A literature review that contextualises your position on the topic;
- Your analysis;
- Summary of the significance of your analysis;
- Conclusion;
- Bibliography.

Due Date: One week after the final session.

LEARNING OUTCOMES:

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

- Evaluate the relationship between apartheid and post-apartheid South Africa;

- Critique South Africa’s transition from white minority rule to democracy;
- Explain how voting patterns in South Africa have changed since 1994;
- Connect historical inequalities to contemporary South African society;
- Assess the significance of national identity in South Africa.

ATTENDANCE POLICY:

Attendance is mandatory for all IES Abroad 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
Week 1	<p>Session 1: Introduction to and overview of the course</p> <ul style="list-style-type: none"> • History and narrative • Metahistory • Historiography • Origin of ‘Rainbow Nation’ 	<ul style="list-style-type: none"> • Baines, G. (1998). The rainbow nation? Identity and nation building in post-apartheid South-Africa. <i>Motus Pluriels</i>, 7, pg. 1-5.
Week 1	<p>Session 2: Colonial South Africa</p> <ul style="list-style-type: none"> • Arrival of the Jan van Riebeeck and the Dutch in 1652 • Arrival of the English • The Cape Colony 	<ul style="list-style-type: none"> • Thompson, L. (1990). <i>A History of South Africa</i>. New Haven: Yale University Press, ch. 1-2.
Week 1	<p>Session 3: South Africa in 20th century</p> <ul style="list-style-type: none"> • The Anglo-Boer War • The politics of white society • The 1948 election • The 1980s and early 1990s 	<ul style="list-style-type: none"> • Welsh, D. (2010). <i>The Rise and Fall of Apartheid</i>. Johannesburg: Jonathan Ball, ch. 1, 3. • Finnegan, W. (1995). <i>Dateline Soweto: Travels with Black South African Reporters</i>. Berkeley: University of California Press, ch. 1, 3, 12. <p>Additional Reading:</p> <ul style="list-style-type: none"> • Bottomely, E.J. (2012). <i>Poor White</i>. Cape Town: Tafelberg, ch. 1.

Week	Content	Assignments
Week 2	<p>Session 4: Negotiating the transition and competing visions for South Africa</p> <ul style="list-style-type: none"> • Release of Nelson Mandela • National Peace Accord and CODESA • Township wars and political violence • 1992 referendum 	<ul style="list-style-type: none"> • Alexander, N. (2003). <i>An Ordinary Country: Issues in the Transition from Apartheid to Democracy in South Africa</i>. New York: Berghahn Books, ch. 3.
Week 2	<p>Session 5: Nelson Mandela, nation building, and the Rainbow Nation part 1</p> <ul style="list-style-type: none"> • Assassination of Chris Hani • 1994 election • State of South African society in 1994 	<ul style="list-style-type: none"> • Documentary to watch (will be provided to students)—Best, B.L. (2013). <i>Miracle Rising: South Africa</i>. New York: A&E Productions. • Evans, M. (2010). Mandela and the televised birth of the rainbow nation. <i>National Identities</i>, 12(3), pgs. 309-26. • Carroll, N. (1990). Interpretation, History and Narrative. <i>The Monist</i>, 73(2), pp. 134-166.
Week 2	<p>Session 6: The Rainbow Nation part 2</p> <ul style="list-style-type: none"> • The concept of a ‘rainbow’ • Metaphor • History as narrative 	<ul style="list-style-type: none"> • Gqola, P. (2001). Defining people: Analysing power, language and representation in metaphors of the New South Africa. <i>Transformation</i>, 47, pg. 98-101. • Bornman, E. (2006). National symbols and nation-building in the post-apartheid South Africa. <i>International Journal of Intercultural Relations</i>, 30(3), pg. 383-399. • Louch, A.R. (1969). History as Narrative. <i>History and Theory</i>, 8(1), pp. 54-70.
Week 2	<p>Course-related Trip 1:</p> <ul style="list-style-type: none"> • Visit to South Africa’s Parliament 	<p>Course-related Trip Paper 1 due in Session 9.</p>
Week 3	<p>Session 7: The Truth and Reconciliation Commission pt 1</p> <ul style="list-style-type: none"> • Retributive justice 	<ul style="list-style-type: none"> • Allais, L. (2012). Restorative Justice, Retributive Justice, and the south African Truth and Reconciliation Commission. <i>Philosophy & Public Affairs</i>, 39(4), pgs. 331-363.
Week 3	<p>Session 8: The Truth and Reconciliation Commission pt 2</p> <ul style="list-style-type: none"> • Restorative justice 	<ul style="list-style-type: none"> • Krog, A. (2003). <i>Country of my Skull</i>. Cape Town: Random Struik, ch. 8-9. • Gade, C.B.N. (2013). Restorative Justice and the South African Truth and Reconciliation Process. <i>South African Journal of Philosophy</i>, 32(1), pgs. 10-35.

Week	Content	Assignments
Week 3	<p>Session 9: The Truth and Reconciliation Commission pt 3</p> <ul style="list-style-type: none"> Class discussion on types of justice, and reflecting on the TRC 	<ul style="list-style-type: none"> Van Zyl, P. (1999). Dilemmas of Transitional Justice: The Case of South Africa’s Truth and Reconciliation Commission. <i>Journal of International Affairs</i>, 52(2), pp. 647-67. Alexander, N. (2003). An Ordinary Country: Issues in the Transition from Apartheid to Democracy in South Africa. New York: Berghahn Books, ch. 6.
Week 4	<p>Session 10: The Thabo Mbeki Administration</p> <ul style="list-style-type: none"> “I am an African” speech Foreign policy 	<ul style="list-style-type: none"> Gumede, W. (2005). <i>Thabo Mbeki and the Battle for the Soul of the ANC</i>. Johannesburg: Zebra Press, ch. 2. Pottinger, B. (2008). <i>The Mbeki Legacy</i>. Cape Town: Random Struik, ch. 1.
Week 4	<p>Session 11: Mbeki’s economic policies</p> <ul style="list-style-type: none"> GEAR BEE South Africa looks to BRIC 	<ul style="list-style-type: none"> Gumede, W. (2005). <i>Thabo Mbeki and the Battle for the Soul of the ANC</i>. Johannesburg: Zebra Press, ch. 4. Pottinger, B. (2008). <i>The Mbeki Legacy</i>. Cape Town: Random Struik, ch. 6 and 14.
Week 4	<p>Session 12: Mbeki and the HIV/AIDS crisis</p> <ul style="list-style-type: none"> Denial of HIV Lack of education 	<ul style="list-style-type: none"> Staff Reporter. (2006). SA government ends Aids denial. <i>Mail & Guardian</i>, 28 October.
Week 5	<p>Session 13: Corruption: The Arms Deal</p> <ul style="list-style-type: none"> Strategic Defence Package The players Zuma’s involvement and firing 	<ul style="list-style-type: none"> Feinstein, A. (2006). After the Party: a personal and political journey inside the ANC. London: Penguin, ch. 4.
Week 5	<p>Session 14: The Removal of Mbeki, and brief tenure of Kgalema Mothale</p> <ul style="list-style-type: none"> Polokwane, 2007 Mbeki’s resignation A conspiracy against Zuma? 	<ul style="list-style-type: none"> Chikane, F. (2012). <i>Eight Days in September: The Removal of Thabo Mbeki</i>. Johannesburg: Picador Africa, ch. 3, 5. MacGiollabhui, S. (2017). The Fall of an African President: How and Why Did the ANC Unseat Thabo Mbeki?. <i>African Affairs</i>, 116(464), pg. 391-413.
Week 5	<p>Session 15: Xenophobia in 2008</p> <ul style="list-style-type: none"> What is xenophobia? Afrophobia? Economic inequality South Africa’s relationship to the African continent 	<ul style="list-style-type: none"> Desai, A. (2008). Xenophobia and the place of the refugee in the rainbow nation of human rights. <i>African Sociological Review</i>, 12(2), pg. 49-68. Smith, A. D. (2008). Is this the end of the Rainbow nation? <i>The Guardian</i>, 25 May.

Week	Content	Assignments
Week 6	Session 16: Midterm Exam	
Week 6	Session 17: The formation of COPE, and factions with the ANC <ul style="list-style-type: none"> Why did COPE split and form? COPE's focus on socio-economic development, constitutionalism and morality 	<ul style="list-style-type: none"> Lotshwao, K. (2009). The Lack of Internal Party Democracy in the African National Congress: A Threat to the Consolidation of Democracy in South Africa. <i>Journal of Southern African Studies</i>, 35(4), pg. 901-914. Sarakinsky, I. & Fakir, E. (2016). A Brief History of Factionalism and New Party Formation and Decline in South Africa: The Case of COPE. <i>Journal of African Elections</i>, 14(1), pg. 1-25.
Week 6	Session 18: The rise and approach of the Jacob Zuma Administration <ul style="list-style-type: none"> Shift towards more state intervention 	<ul style="list-style-type: none"> Mangcu, X. (2009). <i>The Democratic Moment: South Africa's Prospects under Jacob Zuma</i>. Johannesburg: Jacana, Introduction and ch. 2.
Week 7	Session 19: Who is Jacob Zuma? <ul style="list-style-type: none"> Life in Exile Zulu identity 	<ul style="list-style-type: none"> Gunner, L. (2009). Jacob Zuma, the social body and the unruly power of song. <i>African Affairs</i>, 108(430), pg. 27-48.
Week 7	Session 20: Khwezi, and the Zuma rape trial <ul style="list-style-type: none"> Who was Khwezi? Khwezi's death Sexual politics 	<ul style="list-style-type: none"> Thlabi, R. (2017). <i>Khwezi</i>. Johannesburg: Jonathan Ball Publishers, Prologue, Introduction, ch. 1, 6-7.
Week 7	Session 21: The seeds of populism and the 2009 election <ul style="list-style-type: none"> What is populism? Populism in South Africa Challenging populism 	<ul style="list-style-type: none"> Dikeni, L.M. (2017). Populism and Nationalism: Implications for South Africa. <i>The Journal of the Helen Suzman Foundation</i>, 80, pg. 1-7. Kersting, N. (2009). Voting Behaviour in the 2009 South African Election. <i>Africa Spectrum</i>, 44(2), pp. 125-133. Friedman, S. (2009). An Accidental Advance? South Africa's 2009 Elections. <i>Journal of Democracy</i>, 20(4), pg. 108-122.
Week 7	Course Related Trip 2: <ul style="list-style-type: none"> Visit to the Institute for Justice and Reconciliation 	<ul style="list-style-type: none"> Course Related Trip Paper 2 due in Session 24

Week	Content	Assignments
Week 8	<p>Session 22: The ANC Youth League, and suspension of Julius Malema</p> <ul style="list-style-type: none"> • Foregrounding the youth • Revolution 	<ul style="list-style-type: none"> • Posel, D. (2014). Julius Malema and the post-apartheid public sphere. <i>Acta Academia</i>, 46(1), pg. 32-54.
Week 8	<p>Session 23: The Marikana massacre</p> <ul style="list-style-type: none"> • What led to it? • How did it happen? • Continuation of “apartheid-era” tactics 	<ul style="list-style-type: none"> • Documentary to watch (will be provided to students): Desai, R. (2014). <i>Miners Shot Down</i>. South Africa: Uhuru Productions • Alexander, P. (2013). Marikana, turning point in South African history. <i>Review of African Political Economy</i>, 40(138), pg. 605-619. <p>Additional Reading:</p> <ul style="list-style-type: none"> • Ledwaba, L. & Sadiki, L. (2016). <i>Broke & Broken: The shameful legacy of gold mining in South Africa</i>. Blackbird Books, “waya waya, hamba khaya”, ch. 1, 7, 11-4, 16.
Week 8	<p>Session 24: Discussion of <i>Miners Shot Down</i>, and the ongoing legal battles surrounding the Marikana Massacre</p>	<ul style="list-style-type: none"> • Essa, A. (2018). Six years on, still no justice or closure for Marikana victims. <i>Mail & Guardian</i>, 16 August. • GroundUp. (2018). Marikana workers live in dire conditions three years after Farlam report. <i>Daily Maverick</i>, 20 March <p>Reaction paper on Miners Shot Down due in Session 28</p>
Week 9	<p>Session 25: The formation of the Economic Freedom Fighters</p> <ul style="list-style-type: none"> • A radical voice • Aligned with broader tradition of African revolutionaries 	<ul style="list-style-type: none"> • Mbete, S. (2015). The Economic Freedom Fighters: South Africa’s Turn Towards Populism?. <i>Journal of African Affairs</i>, pg. 1-25.
Week 9	<p>Session 26: The death of Nelson Mandela</p> <ul style="list-style-type: none"> • A global icon • The end of the Rainbow Nation? 	<ul style="list-style-type: none"> • Beresford, A. (2014). Nelson Mandela and the politics of South Africa’s unfinished liberation. <i>Review of African Political Economy</i>, 41(140), pg. 297-305. • Alexander, M. (2013). Nelson Mandela dies: man who reinvented South Africa as a ‘rainbow nation’. <i>The Conversation</i>, 6 December.

Week	Content	Assignments
Week 9	Session 27: The 2014 “Born Free” national election <ul style="list-style-type: none"> • Who are they? • Demographics 	<ul style="list-style-type: none"> • Buick, K. (2014). Then and now: comparing 2014 and 2009’s election results. <i>News24</i>, 10 May. • Mattes, R. (2012). The ‘Born Frees’: The prospects for Generational Change in Post-apartheid South Africa. <i>Australian Journal of Political Science</i>, 47(1), pg. 133-53. • Mpongo, S. (2016). The “Born Free” Generation. <i>Anthropology Now</i>, 8(3), pg. 95-108.
Week 10	Session 28: South Africa in 2014, twenty years after apartheid <ul style="list-style-type: none"> • Economic development • Political development • National outlook • The youth 	<ul style="list-style-type: none"> • Everatt, D. (2016). The Era of Ineluctability? Post-Apartheid South Africa After 20 Years of Democratic Elections. <i>Journal of Southern African Studies</i>, 42(1), pg. 49-64.
Week 10	Session 29: Changing demographics of South Africa <ul style="list-style-type: none"> • Emerging middle class • Income inequality • Education • Unemployment 	<ul style="list-style-type: none"> • Southhall, R. (2016). <i>The New Black Middle Class in South Africa</i>. Johannesburg: Jacana, ch. 2, 3. <p>Additional Reading:</p> <ul style="list-style-type: none"> • Paret, M. (2016). Contested ANC hegemony in the urban townships: Evidence from the 2014 South African election. <i>African Affairs</i>, 115(460), pg. 419-442.
Week 10	Session 30: The emergence of a generational rift in South African society <ul style="list-style-type: none"> • ‘old’ and ‘young’ • The dynamics of the ‘old’ and ‘new’ South Africas 	<ul style="list-style-type: none"> • George, D. (2018). Let us revisit the idea of a rainbow nation. <i>News24</i>, 25 March. • Ndimma, G. (2015). The myth of a Rainbow Nation stands on precarious ground. <i>Sunday Independent</i>, 19 April.
Week 11	Session 31: The Public Protector’s Report on Nkandla <ul style="list-style-type: none"> • State upgrades • The role of opposition parties, and especially the EFF 	<ul style="list-style-type: none"> • Public Protector. (2014). Secure in Comfort: Public Protector’s report on Nkandla. <i>Politicsweb</i>, 19 March. • De Wet, P. (2015). The Great Unravelling. <i>The Atavist</i>, 10 August.

Week	Content	Assignments
Week 11	<p>Session 32: Removing Cecil Rhodes from UCT and student activism</p> <ul style="list-style-type: none"> • Symbolism and belonging • Roots of student grievances • Inequality of education in South Africa • Continuation from 1976 	<ul style="list-style-type: none"> • Documentary to watch (will be provided to students): Rasethaba, L. (2016). <i>People Versus the Rainbow Nation</i>. Cape Town: Arcade Content. • Walker, M. (2006). Rainbow nation or new racism? Theorizing race and identity formation in South African higher education. <i>Race Ethnicity and Education</i>, 8(2), pg. 129-46. • Jansen, J. (2017). <i>As By Fire: the end of the South African university</i>. Tafelberg: Cape Town, Introduction, ch. 2-3.
Week 11	<p>Session 33: Student activism and protests, and the push to decolonize universities</p> <ul style="list-style-type: none"> • What is 'decolonisation'? 	<ul style="list-style-type: none"> • Gachago, D and Ngoasheng, A. (2016). South Africa's 'rainbow nation' is a myth that students need to unlearn. <i>The Conversation</i>, 19 October. • Dlakavu, S. (2014). Wits political studies post-graduate students: On a quest to revolutionalise the academy. <i>Daily Maverick</i>, 19 December. • Heleta, S. (2016). Decolonisation of higher education: Dismantling epistemic violence and Eurocentrism in South Africa. <i>Transformation in Higher Education</i>, 1(1), pg. 1-9.
Week 12	<p>Session 34: Corruption: State Capture part 1</p> <ul style="list-style-type: none"> • The Gupta family • State Owned Enterprises 	<ul style="list-style-type: none"> • Swilling, M. (2017). Betrayal of the promise: How South Africa is being stolen. <i>Public Affairs Research Institute</i>, pg. 3-40.
Week 12	<p>Session 35: Corruption: State Capture part 2</p> <ul style="list-style-type: none"> • The Gupta family • State Owned Enterprises 	<ul style="list-style-type: none"> • Swilling, M. (2017). Betrayal of the promise: How South Africa is being stolen. <i>Public Affairs Research Institute</i>, pg. 41-72.
Week 12	<p>Session 36: The 2016 Municipal election</p> <ul style="list-style-type: none"> • Key metros • Changes in governance 	<ul style="list-style-type: none"> • Conway, D. (2016). South African elections: politics shuffled, but not transformed. <i>The Conversation</i>, 5 August.

Week	Content	Assignments
Week 13	<p>Session 37: The resignation of Zuma, and Cyril Ramaphosa's 'new dawn'</p> <ul style="list-style-type: none"> • What is a motion of no confidence? • Does the "new dawn" echo the sentiments of the 'Rainbow Nation'? • Land reform 	<ul style="list-style-type: none"> • Lanngegren, O. & Ito, H. (2017). The End of the ANC Era: An Analysis of Corruption and Inequality in South Africa. <i>Journal of Politics and Law</i>, 10(4), pg. 55-8. • Booyesen, S. (2017). Semi-presidentialism and subjugation of parliament and party in the presidency of South Africa's Jacob Zuma. <i>Politeia</i>, 36(1), pg. 1-22.
Week 13	<p>Session 38: The 2019 election</p> <ul style="list-style-type: none"> • The ANC • The DA • The EFF 	<ul style="list-style-type: none"> • Ramaphosa, C. (2018). State of the Nation Address by President of the Republic of South Africa, Mr Cyril Ramaphosa. South African Parliament, Cape Town, 16 February. • Du Preez, M. (2018). Ramaphosa's New Dawn, the sceptics and the economy. <i>Talking Points</i>, Quarter 1, pg. 1-2.
Week 13	<p>Session 39: Post-election South Africa</p> <ul style="list-style-type: none"> • Implications of general election • Where to now? 	<ul style="list-style-type: none"> • Moller, V., Dickow, H, and Harris, M. (1999). South Africa's 'Rainbow People', National Pride and Happiness. <i>Social Indicators Research</i>, 47(3), pg. 245-80. • Msimang, S. (2015). The End of the Rainbow Nation Myth. <i>The New York Times</i>, 12 April. <p>Final essay due after Session 39.</p>

COURSE-RELATED TRIPS:

- South African Parliament: South Africa's parliament is located in Cape Town, and handles the making of laws, debating government policies and issues, consulting with people and budgetary approval, among other responsibilities. This CRT will expose students to an alternative governing institution that directs national affairs in South Africa, and allows them to hear from various politicians from various political parties.
- The Institute for Justice and Reconciliation: This institute began operating in 2000, in the aftermath of the Truth and Reconciliation Commission. The IJR conducts research and analysis, promotes advocacy and sustained dialogues, all aimed at building fair, inclusive and democratic societies in South Africa.

REQUIRED READINGS:

- Allais, L. (2012). Restorative Justice, Retributive Justice, and the south African Truth and Reconciliation Commission. *Philosophy & Public Affairs*, 39(4), pgs. 331-363.
- Alexander, M. (2013). Nelson Mandela dies: man who reinvented South Africa as a 'rainbow nation'. *The Conversation*, 6 December.
- Alexander, N. (2003). *An Ordinary Country: Issues in the Transition from Apartheid to Democracy in South Africa*. New York: Berghahn Books.
- Alexander, P. (2013). Marikana, turning point in South African history. *Review of African Political Economy*, 40(138), pg. 605-619.
- Baines, G. (1998). The rainbow nation? Identity and nation building in post-apartheid South-Africa. *Motus Pluriels*, 7. pg. 1-5.
- Beresford, A. (2014). Nelson Mandela and the politics of South Africa's unfinished liberation. *Review of African Political Economy*, 41(140), pg. 297-305.

- Booyesen, S. (2017). Semi-presidentialism and subjugation of parliament and party in the presidency of South Africa's Jacob Zuma. *Politeia*, 36(1), pg. 1-22.
- Bornman, E. (2006). National symbols and nation-building in the post-apartheid South Africa. *International Journal of Intercultural Relations*, 30(3), pg. 383-399.
- Buick, K. (2014). Then and now: comparing 2014 and 2009's election results. *News24*, 10 May.
- Carroll, N. (1990). Interpretation, History and Narrative. *The Monist*, 73(2), pp. 134-166.
- Chikane, F. (2012). *Eight Days in September: The Removal of Thabo Mbeki*. Johannesburg: Picador, ch.
- Conway, D. (2016). South African elections: politics shuffled, but not transformed. *The Conversation*, 5 August.
- Davids, N. & Waghid, Y. (2016). #FeesMustFall: History of South African student protests reflects inequality's grip. *Mail & Guardian*, 10 October.
- Desai, A. (2008). Xenophobia and the place of the refugee in the rainbow nation of human rights. *African Sociological Review*, 12(2), pg. 49-68.
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