http://dx.doi.org/10.1515/text-2017-0034



Negotiating race in post-apartheid South Africa: Bernadette's stories

Zannie Bock

Abstract

Contemporary scholarship on race investigates how racism is deeply embedded in everyday norms and practices in ways which subtly, even unwittingly, serve to reproduce white domination. In South Africa, like many other postcolonial societies, racial constructs continue to be particularly salient. This paper focuses on how a young South African, Bernadette, navigates the complex terrain of racial positioning in a focus group interview with her peers. Drawing primarily on Labov's seminal work on narrative, as well as more recent interactional approaches, it investigates how Bernadette uses the reported speech of others in her stories as a key narrative strategy for racial positioning. The analytical findings suggest that despite her efforts to distance herself from what she perceives as racist talk, she slips into a racializing discourse which is much less overt than that which she rejects, and which has the effect of reassembling the apartheid hierarchy as an explanatory framework. This paper argues that a narrative lens enables the researcher to begin uncovering the multilayered complexities of racial positioning and the subtle ways in which racial discourses circulate in contemporary talk.

1 Introduction

This paper is about race – or more particularly, the ways in which young people discursively negotiate the complexities of race – in a society which has recently emerged from more than four centuries of colonialism and legalized racial oppression. The context is South Africa, more than twenty years after the transition to democracy and the dismantling of the apartheid system (1948–1994) which had entrenched white privilege and power. For young people growing up in the "new" South Africa, the terrain of racial positioning is difficult and uneven. Referred to as "born frees," they aspire to be liberated of the past yet are themselves shaped by and positioned within its legacy (Bundy 2014).

Although scholars generally agree that there is no biological basis to racial classifications, race is experienced by South Africans as very real. Why this is so can be explained with reference to history. While racial segregation existed prior to 1948, racial labels were more variably and flexibly deployed, but with the advent of apartheid, each individual was assigned an inflexible category: "black," "white," "coloured" or

¹ The term "coloured" in South Africa, when used to refer to a racial category, has a different meaning to the term "colored" as used in the United States.

- Lefko-Everett, Kate. 2012. Leaving it to the children: Non-racialism, identity, socialisation and generational change in South Africa. Politikon 39(1). 127–147.
- Posel, Deborah. 2001. What's in a name? Racial categorisations under apartheid and their afterlife. Transformation 47. 50–74.
- Schegloff, Emanuel. 2003. 'Narrative analysis': Thirty years later. in Christine Bratt Paulston & G. Richard Tucker (eds.), Sociolinguistics: The essential readings, 105–113. Oxford: Blackwell.
- Schiffrin, Deborah. 1981. Tense variation in narrative. Language 57(1). 45-62.
- Seekings, Jeremy. 2008. The continuing salience of race: Discrimination and diversity in South Africa. Journal of Contemporary African Studies 26(1). 1–25.
- Steyn, Melissa. 2004. Rehabilitating a whiteness disgraced: Afrikaner White Talk in postapartheid South Africa. Communication Quarterly 52(2). 143–169.
- Steyn, Melissa & Don Foster. 2008. Repertoires for talking white: Resistant whiteness in postapartheid South Africa. Ethnic and Racial Studies 31(1). 25–51.
- Tate, William. 1997. Critical Race Theory and Education: History, Theory and Implications. Review of Research in Education 22. 195–247.
- Twine, France Winddance. & Charles Gallagher. 2008. Introduction The future of whiteness: A map of the 'third wave'. Ethnic and Racial Studies 31(1). 4–24.
- Walker, Melanie. 2005. Rainbow nation or new racism? Theorizing race and identity formation in South African higher education. Race Ethnicity and Education 8(2). 129–146.

Bionote Zannie Bock

Zannie Bock is Associate Professor at the University of the Western Cape. Her current research publications include work on racializing discourses among university students, emerging styles in youth instant messaging chats, and the ways in which affect and stance are encoded in texts. Earlier publications include discourse analyses of testimonies given before South Africa's Truth and Reconciliation Commission.